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7:30 a.m.-8:45 a.m. PAST PRESIDENTS' BREAKFAST..... Queen Ann Parlor

9:00 a.m.-9:50 a.m. COLLEGE OF EDUCATION DEANS ' SPECIAL SESSION..... Beauregard Salon

PRESIDER: Angela M. Sewall, University of Arkansas at Little Rock

9:00 a.m.-9:50 a.m. TEACHING AND LEARNING (Symposium)..... Cathedral Salon

ORGANIZER: Thelma J. Roberson, University of Southern Mississippi

ISSUES RELATIVE TO THE SUPERVISION OF TEACHING AS SEEN BY DOCTORAL STUDENTS

Overview

One of the most important, though often underutilized, processes for improving the performance of schools is instructional supervision, which provides a vehicle whereby teachers and their supervisors can develop open dialogue regarding teaching performance, effectiveness of instructional strategies, and links between teacher behaviors and student achievement. In recent years, a number of new developments in supervisory practice have emerged; simultaneously, there are many enduring issues relative to the practice of instructional supervision. Consequently, the purpose of this symposium was to explore several key issues affecting the work of instructional supervision from the viewpoint of doctoral students in education. Students' papers, each of which was grounded in appropriate supervisory theory and a thorough review of the literature, were received prior to the annual meeting by a faculty member in educational administration who served as a discussant in the session.

Collecting Data on Classroom Observations: Issues Relative to Validity and Reliability

Thelma J. Roberson, University of Southern Mississippi.

Many factors can contribute to the psychometric integrity of data collected using various observational recording formats. The author provided a number of examples of these factors and discussed implications of these issues on supervisory practice.

Supervisory Styles and Leader Behaviors of School Administrators

April Regina Lee, University of Southern Mississippi

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For several decades, researchers and theorists have sought to develop schemas for explaining the behaviors of educational administrators. Simultaneously, a growing literature base has developed on the diversity of supervisory styles of instructional supervisors. In this paper, the author presented several models for linking various administrative behaviors to preferred styles of supervision.

Documenting Teacher Performance via Professional Portfolios

Carolyn Myrick, University of Southern Mississippi

The development of innovative methods for supervising teachers was addressed in "Documenting Teacher Performance via Professional Portfolios." The move toward performance-based assessment has prompted many to consider various forms of a teacher professional portfolio as a means for facilitating instructional supervision. The author developed several views of the professional portfolio, discussed items that might be included in the portfolio, and presented alternate ways that portfolios might be utilized in the supervisory process.

Professional Growth Through Teacher Self-Evaluation

Beverly Bullard, University of Southern Mississippi

Based on the assumption that instructional supervision is not necessarily other-directed, the author developed several means by which self-evaluation strategies may become an integral part of the instructional supervision process. Kathy K. Franklin, University of Arkansas--Little Rock, served as the session discussant. Based on her insights as a professor of educational administration, she provided key comments relative to the merits of the several papers and offered insights about the practice of instructional supervision.

9:00 a.m.-9:50 a.m. AT-RISK STUDENTS (Discussion Session) Gallier Salon

PRESIDER: Deborah J. Grubb, Morehead State University

**A SUMMARY OF STUDENT PERCEPTIONS TO AN INTERVENTION
PROGRAM FOR AT-RISK STUDENTS IN A SCHOOL DISTRICT**

Pamela B. Weed, The University of Alabama at Birmingham

Students who have failed more than one grade are at extremely high risk for dropping out of school. A primary contributing factor to their high risk status is the fact that they are not enrolled in the same grade as their age mates. The Back On Track program, developed in a large school system in a southeastern school district, provides students the opportunity to be placed in their appropriate grade. The purpose of this study was to examine the effectiveness of the program by evaluating program goals: Improved self esteem, increased school attachment, and improved relationships with school personnel and peers.

The program consisted of a six-week summer school intervention. Successful completion of this program has resulted in placement in the appropriate grade level. Students participated daily in both large group counseling sessions as well as academic remediation in reading, language and math. The academic remediation is provided using both traditional and computer-assisted and classroom instruction. Students spend one-third of their school day involved in the counseling component as compared to a traditional summer school program in which no time is spent in counseling activities.

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The population for the study was all students who have been involved in The Back On Track since 1993. These students were asked to complete a researcher-developed questionnaire through which their perceptions regarding their participation in the program were examined. The data were analyzed using descriptive statistics and content analysis.

Results indicated that, during the five-year period, 42% of these students remained in school. Students reported that they felt better about themselves and had a stronger attachment to school. Program participation was described as strongly influencing the decision to remain in school.

PROGRAMS FOR AT-RISK STUDENTS: WHAT ARE THE REAL GOALS?

Rodney W. Roth, The University of Alabama

This study evaluated the effectiveness of two different programs for at-risk students in an Alabama school system. One program, called Program A for this paper, served students in grades six to eight. The other program, called Program B for this paper, served students in grades six to 12. The primary goal for Program A was to reduce the dropout rate. The primary goal for Program B was to provide an alternative approach to learning.

Program descriptions and goals were obtained from written documents and interviews with the two principals. Data were collected from the teachers and counselors concerning the implementation of the educational programs and the various program objectives. Student follow-up data from the two programs were obtained from the director of student records.

Data collected from the teachers in the two programs indicated that: they had adequate information about achievement levels; achievement levels were obtained from standardized tests; achievement gains were assessed by using teacher made tests; instructional programs were based on state curriculum guides; they did not have adequate information about behavioral problems; and they spent about 30% of a typical class period on discipline. The dropout data indicated that almost all of the students drop out of school when they reach the legal age to quit school.

The paper represented the various changes by the school district in the two programs based on the evaluation results. In addition, the paper discussed some alternative goals for programs for at-risk students. This section was based on the evaluation and a literature review.

STUDY BUDDY CLASSROOM PILOT ADOPTED SCHOOL-WIDE

Jahn M. Miles, Ryan School (AL), and Michelle Acker-Hocevar,
The University of Alabama

An initial needs assessment suggested that a school program be developed to help students with study skills. A pilot was conducted with special education students buddied with regular education students. Enthusiasm for the program spread school-wide, resulting in a school-wide participation with the exception of one teacher. The purpose of the study was to use survey feedback research to improve the attitudes and practices of elementary and middle school students to determine the facts of the buddy system to: (1) assess academic grades, (2) student attitudes, and (3) social skills.

The sample consisted of 162 students in kindergarten through eighth grade. The student population was white, in a rural setting, with 60% on free and reduced lunch. The research initially met with teachers for collaborative planning, then, periodically at six, nine, and twelve weeks, respectively, for data collection.

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A pilot group of students was instructed on study skills during the first three weeks. These students were then grouped with various partners for the remainder of the intervention phase. Surveys, interviews, and observations were conducted with teachers and students. The researcher asked students to respond to 10 open-ended survey questions such as: (1) Do you feel you know how to study and make good grades? (2) Do you study better with another student? and (3) What would you change in your class to enable you to learn more? To the teachers, the researcher posed questions: (1) Has the student come to class prepared? (2) Is the student more willing to ask for help? and (3) Does the self-esteem of the student appear to be improved?

Data were analyzed and presented in tables for participants to discuss. Patterns were identified from the data collected. Overall findings were drawn that indicated positive implications for continued use in the classroom. These findings included improved student attitudes, social interactions, and academic performance.

9:00 a.m.-9:50 a.m. SCHOOL ADMINISTRATION (Discussion Session).....Pontalba Salon

PRESIDER: Scott C. Bauer, University of New Orleans

**LEADERSHIP IN REDUCING STRESS RELATED COMMUNICATION PROBLEMS
WITHIN A SCHOOL THAT LEADS TO CAPACITY BUILDING**

Dan Carden, American Christian Academy (AL), and Michele Acker-Hocevar,
The University of Alabama

Differences in conflict styles may induce stress related communication problems that lessen the ability of faculty to solve problems. The purpose of this study was two-fold: (1) to increase teachers' awareness of their individual personality and conflict styles, and (2) to examine the possible relationships, if any, that might exist between both personality and conflict resolution styles.

Three sources of data were collected in this study. First, 30 faculty members took the Uniquely You Personality Profile developed by Mels Carbonell and Robert Rohm. Then, these same individuals responded to the Thomas-Kilmann Conflict Mode Instrument. Lastly, teachers discussed the results of the two instruments in interviews with the principal. An action research approach actively engaged teachers in the process of making sense of responses to the surveys during an interview. This conversation was later extended to a discussion among the faculty.

Findings indicated that most teachers were introverted and quite passive in resolving conflict. Teachers stated that understanding how other teachers approached conflict played a major role in reducing their stress associated with dealing with so many different personality and conflict styles on a daily basis. Faculty expressed that, through a better understanding of themselves, they gained a better understanding of the differences among their colleagues.

The study is considered to be significant for all educational leaders trying to build more collaborative systems of communication. Principals can benefit from having concrete ways to build capacity among teachers to solve complex schooling problems. Further, principals who better understand their own conflict and personality styles might be better able to lead their faculty in solving problems. Self-understanding and listening to the teachers proved the most beneficial part of the process.

**SITE-BASED MANAGEMENT: RETROSPECTIVE UNDERSTANDING
AND FUTURE DIRECTIONS**

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Joyce C. Levey, Central High School-West (AL), and Michele Acker-Hocevar,
The University of Alabama

Site-based management requires a set of complex skills built over time by teachers, parents, and administrators that shifts authority for decision making from the central office to the local school. The ability of the local school leader to share authority and responsibility for decision making requires many school-wide competencies, with an ongoing evaluation process of both schools and the district.

The methods used in this study were document analysis and a focus group interview. First, training materials and surveys reviewed and analyzed the effects of training on the actual implementation of site-based management at one local high school. Second, a focus group interview sought information on how newer teachers understood their roles. The study was significant because it provided a retrospective understanding for making recommendations for future directions for both school and district organization development.

Overall findings and recommendations concluded that training would be enhanced by a model for school leaders to assess both their competencies and the school's readiness in relation to moving to a shared governance process. Additionally, clear expectations were critical for altering teachers' roles under site-based management, with continued resource support for developing new competencies. Further, ongoing evaluation of the process was necessary for determining the future direction of site-based management implementation practices. Lastly, building information systems, with indicators of positive effects of site-based management on such practices as: (1) increased parent involvement, (2) greater teacher participation, and (3) the types of decisions made in relation to student learning could be used to evaluate school performance over time.

**THE EFFECT OF SCHOOL CHARACTERISTICS AND COMMUNITY DEMOGRAPHICS
ON THE ROLE VARIATIONS OF ALABAMA SECONDARY SCHOOL PRINCIPALS**

Mark Bazzell, Pike County (AL) Schools, and William A. Spencer, Auburn University

The purpose of this study was to determine how school characteristics and community demographics influence the role and daily activities of secondary school principals functioning in diverse settings in Alabama. The instrument developed for the study was constructed to collect data related to five dimensions: (1) relative school system wealth, (2) the percentage of minority students present in the school, (3) school size, (4) the rural/urban context of the school, and (5) the frequency in which principals engage in specific tasks. A total of 153 high school principals, located in a wide range of school settings, completed and returned the instrument.

The data were analyzed in an effort to describe and understand to some degree, the nature of relationships existing between specific school environments and job tasks performed by principals. The study revealed that significant differences existed in the frequency in which high school principals engaged in specifically defined tasks and that these differences were based, in part, on variations in school and community characteristics. Significant differences were found to exist in three of the nine factors defining tasks of the principal on the basis of the school's degree of association with rural/urban environments: organizational direction, organizational linkage, and curriculum improvement. Implications for principal training were presented.

9:00 a.m.-9:50 a.m. MINORITY ISSUES AND DIVERSITY

(Discussion Session) Ursuline Salon

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PRESIDER: David T. Morse, Mississippi State University

PRAXIS SCORES AT AN HBU: A FIVE-YEAR TREND ANALYSIS

William E. Wilkins, Mississippi Valley State University,
and Reid Jones, Delta State University

This study analyzed Praxis scores over a five-year period. Successful completion of the Praxis Series is a major variable in the significant teacher shortage in the Mississippi Delta. Mississippi Valley State University, an HBU, has a major role in the training of teachers for the Mississippi Delta.

Starting with an analysis of 1993 Core Battery/Content Knowledge results, the study followed trends in results and compared the success rate with the Praxis I and PLT scores from 1996-98. Analysis of Content Category scores was also completed. A comparison with State and national normative data was made. A sample size of 551 was available for the Core Battery/Content Knowledge analysis. There is a sample size of 80 for the Praxis data. Tentative indications of the results of the adoption of the Praxis Series were assessed.

While the majority of the examinees were African American, other race examinees provided a pool significant enough to make local ethnic comparisons (N for other race students = 35 for the Core Battery Series and a minimum 20 for the Praxis Series). These findings were reviewed in terms of local cultural and educational issues.

During the length of the study, special efforts to increase the scores of MVSU education majors were incorporated into the instructional program. These efforts included workshops and extensive use of the Learning Plus System, which is a computer-based study program developed by ETS designed to assist student success on the Praxis I Series.

Discussion of findings included specification of learning needs and implications for instructional programs and supplemental training programs. Tentative discussions related to recruitment and retention of minorities in teacher education programs were also presented.

**PRESERVICE TEACHERS' BELIEFS AND PERCEPTIONS IN TWO
DIFFERENT MULTICULTURAL FIELD EXPERIENCES**

Janet C. Richards, University of Southern Mississippi

This qualitative inquiry examined the influences of two different multicultural field contexts on preservice teachers' acquisition of content-specific knowledge, beliefs about teachers' roles, and perceptions about teaching children from diverse cultures. The first program, located in a permissive, student-centered, K-8 urban school in a large southern city, was presented the American Association of Higher Education's Presidents' Award for "Exemplary Service to Minority Children." The second program, located in a mid-sized town on the Mississippi Gulf Coast, has attempted to connect preservice and classroom teachers, students, parents, and a university professor as equal partners and co-learners. Guided by a constructivist view of learning, both literacy programs focus on integrated, literature-based pedagogy. The same instructor was in charge of both programs. Of the 88 junior or senior year preservice teachers majoring in elementary or special education, 85 were female, three were male, 85 were Caucasian, two were African American, and one was Hispanic. All were from middle socioeconomic backgrounds. Their ages ranged from 21 to 42 years.

Data were collected for two semesters and included preservice teachers' dialogue journals, metaphors, semantic maps depicting their teaching experiences, and final reflective statements. At the end of each semester, the researcher collated all of the data sets for study participants. She conducted content analyses of the preservice teachers' journals, metaphors, and reflective statements.

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She also made two separate listings of the items mentioned in the preservice teachers' semantic maps and then tallied the frequency of the items on each list.

Twelve major themes emerged from the inquiry, pointing to the efficacy of field-based programs for preservice teachers and suggesting that contextual conditions unique to a particular school may influence what preservice teachers learn and think about teaching

**UNDERACHIEVEMENT OF AFRICAN AMERICAN TEACHERS IN RESEARCH
METHODOLOGY COURSES: POSSIBLE IMPLICATIONS FOR THE
SUPPLY OF MINORITY SCHOOL ADMINISTRATORS**

Anthony J. Onwuegbuzie, Valdosta State University,
and Christine E. Daley, Georgia Public Schools

The purpose of this study was to compare levels of achievement in research methodology courses between African American (n = 29) and Caucasian American (n = 145) inservice teachers.

A series of *t*-tests revealed that African American teachers had lower levels of achievement than Caucasian American teachers with respect to: (1) evaluating research articles, (2) writing research proposals, (3) mid-term conceptual knowledge, (4) end-of-course conceptual knowledge, and (5) overall course average. These differences ranged from .61 to 1.44 standard deviations, indicating large effect sizes. Significant differences remained after adjusting for students' grade point averages, with effect sizes ranging from 0.60 to 1.37 standard deviations.

In fact, using the predefined grading scale of the course instructor, most African American teachers in the research methodology courses would have been awarded grades that were typically one letter-grade below their Caucasian American counterparts. Given both the real importance of grades for students and the self-defining characteristics of perceived importance, this is a substantial difference.

Furthermore, the grading scale indicated that, whereas Caucasian American teachers were obtaining a "B" grade, on average, African American teachers were attaining a "C" grade. Bearing in mind that, in many graduate institutions, students are disqualified from pursuing their degree if they obtain a "C" grade on more than one occasion, obtaining a "C" grade or lower in research methodology courses has the potential to prevent students from completing their graduate degree programs. This, in turn, might prevent them from being certified in educational administration.

Thus, research methodology courses may act as a potential barrier that hinders African American teachers from obtaining certification in educational administration. Underachievement in research methodology courses also may prohibit some African American teachers from being certified, by making it more difficult for them to complete theses, dissertations, and other extended assignments that require research skills. Recommendations for future research were provided.

**10:00 a.m. - 10:50 a.m. MSERA OUTSTANDING RESEARCH
AND DISSERTATION..... Cabildo Salon**

AWARD WINNING PAPERS

PRESIDER: Jim Flaitz, The University of Southwestern Louisiana

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A special session to acknowledge the winning papers in the competition for Outstanding Research and Outstanding Dissertation Paper. The winning papers will be presented at this session.

10:00 a.m.-10:50 a.m. TEACHER EDUCATION (Symposium) Cathedral Salon

ORGANIZER: Cynthia M. Gettys, The University of Tennessee, Chattanooga

**COLLABORATION ON THE TEACHER EDUCATION SCENE:
AN ACADEMIC YEAR IN THE CLASSROOM**

The Vision: Establishment and Development of the PDS Program

Thomas Bibler, Teacher Preparation Academy; Mary Tanner,
College of Education and Applied Professional Studies;
and Sandra Black, Hamilton County (TN) Public Schools

The Action: Selection and Staffing of PDS sites

Barbara Ray, Doug Kingdon,
and Jeanette Stepanske, PDS

The Outgrowth: Expansion of the PDS Program

Kathleen Puckett, Valerie Rutledge,
and Barbara Wofford, PDS

The Evaluation: A Connection to the State of Tennessee Framework for Teachers

Cynthia M. Gettys, Daniel Baker, and Caryl Taylor, PDS

One trend in teacher education is the emergence of the Professional Development School (PDS), a program that combines theory and practice in real-life experiences for prospective teachers. Such schools, analogous to teaching hospitals in the medical profession, involve practicing teachers in preparing and training future teachers. Because both public school systems and colleges of education have significant interest in preparing new teachers, PDS's serve as centers for preparation and research.

Another trend in teacher preparation is in response to the growing inclusive education movement, where special needs students are educated as much as possible in a general education environment with support from special education teachers. This particular delivery model calls into question the separate methods courses typical of teacher training and encourages a closer look at collaborative practices in methods courses for preservice general and special education teachers.

Since the fall semester, 1995, The University of Tennessee, Chattanooga has implemented the PDS as a semester-long experience. Students enroll as a cohort and become an extension of the faculty at the school to which they are assigned. Rather than spending hours in a college classroom discussing theoretical ideas of education, students learn methods and strategies of teaching along with specific ideas for classroom management and immediately move into a classroom of real students to put these concepts into practice.

As UTC's Professional Development School has evolved, it has expanded from serving only elementary majors to include secondary and special education majors. Beginning with the spring of 1998 a new cohort was added. Student teachers were assigned to a PDS II configuration and moved as cohorts from school to school. This mixture of students enabled the faculty of the university to adapt their courses and present them in an integrated format that more closely resembled the educational setting in which students would be employed after graduation. Besides enabling the college students to

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gain a broader perspective of the education profession, they also learned about the interdisciplinary nature of their fields and the need to understand how it relates to a wide range of subjects, grades, and settings.

PDS semesters provide other intangible benefits. Graduates of this experience have developed a network of contacts with teachers and administrators in whose schools they have worked. They have been a part of the everyday activities of the school and have seen for themselves the myriad requirements and expectations facing the faculty of a school. In addition, they have learned about the day-to-day responsibilities that demand much of the teacher's time but are not directly related to classroom instruction. The research demonstrated that these students with expanded classroom experience were sought by administrators to fill openings for the 1998-99 academic year.

This symposium chronicled the establishment, development, and expansion of this program through the presentation of papers outlining the program overview, processes involved in developing collaborative teams, and forms to replicate the collaboration between the university and the public school system.

10:00 a.m.-10:50 a.m. COUNSELING (Discussion Session) Gallier Salon

PRESIDER: Edie Hall, Morehead State University

**IMPLEMENTATION OF A PROBLEM-SOLVING SKILLS TRAINING PROGRAM
FOR ENHANCEMENT OF ASTHMA MANAGEMENT IN AN ADOLESCENT**

Karen I. Dittmer, Mississippi State University

The majority of asthma management programs mentioned in the literature have been geared toward children and adolescents. Very few programs have been developed solely for adolescents. This study extended previous studies implementing a newly-developed asthma management program for adolescents that focuses on problem-solving skills training. This protocol for adolescents differs from protocols for children in that it is sensitive to developmental issues present in the adolescent.

The subject in the present study exhibited asthma of a mild severity yet had difficulties in complying with medication intake. Results from several measures indicated a modest change. The subject's comfort level in her ability to manage her asthma increased during intervention. In addition, use of as-needed medication increased slightly from the first week of baseline. Discussion included the need for implementing this program with more adolescents with various severities of asthma and the need for other measures that could better assess the effectiveness of an asthma management program implemented with adolescents exhibiting less acute asthma.

**FAMILY PERCEPTIONS OF PERSONALITY CHANGES OF TRAUMATIC
BRAIN INJURY SURVIVORS**

Edith A. Miller and Leigh T. Aiken,
Auburn University

This study was designed to examine the utility of the Katz Adjustment Scale-Relatives' Version (KAS-R1) in providing helpful information to primary caregivers (family and professional) for survivors of traumatic brain injuries (TBI). Developed by Martin Katz and Samuel Lyerly to examine personality characteristics of schizophrenic patients, the KAS-R1 has been used successfully with other

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populations. Ground-breaking work with TBI survivors has been done by other researchers, and this study was planned to update and extend this work.

The sample for this study was 62 caregivers of TBI survivors who responded to a request for this information distributed for the researcher by the Alabama Head Injury Foundation. (Roughly, 300 instruments were mailed with a return of 22% usable responses.) The KAS-R1 is a 79-item scale that is completed by the primary caregiver for the TBI survivor. In this study the caregiver was asked to complete instruments based on the individual's pre-injury and post-injury personality characteristics. Ten subscales are available with the instrument: (1) Belligerence, (2) Apathy/ A Motivational Syndrome, (3) Social Irresponsibility, (4) Orientation, (5) Antisocial Behavior, (6) Speech/Cognitive Dysfunction, (7) Bizarreness, (8) Paranoid Ideation, (9) Verbal Expansiveness, and (10) Emotional Sensitivity.

The central research question of this study was "How can the information attained from the KAS-R1 be used to develop information regarding the personality characteristics of the TBI survivor to help in understanding and responding to needs for new skills, attitudes, or coping mechanisms?" The most productive result of this exploration was the development of a profile based on pre- and post-differences on the 10 subscales. Translated into standard scores, the subscales were presented on one profile to enhance interpretation.

**EATING DISORDERS AND LOCUS OF CONTROL AMONG AFRICAN AMERICAN
AND CAUCASIAN AMERICAN FEMALE UNIVERSITY STUDENTS**

Eugenie Joan Looby and Keith Hudson, Mississippi State University

This study examined the prevalence of eating disorders, and also locus of control regarding eating behaviors among African American and Caucasian American female university students. Three hundred female subjects participated in the study, including 146 African Americans and 127 Caucasian Americans. The Bulimia (BULIT) test was administered to assess bulimic symptoms and binge eating. The Eating Self Efficacy Scale (ESES) was administered to measure locus of control regarding eating behaviors. Demographic information on dieting patterns was also collected and analyzed.

Results from the BULIT test indicated no significant differences in the prevalence rates of bulimia and binge eating in both groups. Results from the ESES, however, indicated significant differences between both groups on eating self efficacy. Caucasian American females had more difficulty controlling their eating behaviors in social circumstances, while African American females seemed to eat more when experiencing negative emotions or situations. Dieting demographics for both groups revealed significant body image dissatisfaction, discrepancies between real and desired weight, and frequent dieting and engaging in other compensatory behaviors to lose weight. Implications for prevention and treatment, and suggestions for future research were discussed.

10:00 a.m.-10:50 a.m. HIGHER EDUCATION (Discussion Session)Pontalba Salon

PRESIDER: Hae-Seong Park, University of New Orleans

EDUCATIONAL STOCK AND ECONOMIC OUTPUT: A QUANTITATIVE ANALYSIS

Yuxiang Liu, University of Arkansas at Little Rock

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The problem of this study was to investigate the strength of the relationship between educational stock and economic output. Educational stock was measured by the percentage of state residents with different levels of education. The gross state product (GSP) per capita was used as an indicator of economic output.

The 50 states and District of Columbia of the United States were selected as the sample of this study. A series of multiple linear regression analyses was used to investigate the data. The GSP per capita was used as the dependent variable. Used as the five independent variables were the percentages of state residents with a high school diploma and above, with any level of higher education, with an associate degree and above, with a bachelor's degree and above, and with a graduate or professional degree.

The results of the multiple linear regression analysis indicated that about 19%, 21%, 25%, 40%, and 50% of the variance in GSP per capita can be explained by the percentage of state residents with a high school diploma and above, with any level of higher education, with an associate degree and above, with a bachelor's degree and above, and with a graduate or professional degree, respectively.

There was a pattern in the results of this study. The percentage of state residents with progressively higher levels of education could explain a progressively larger percentage of the variance in GSP per capita. The results may have several implications. First, college-educated people may be more productive than high school graduates. Second, people with higher levels of education may become more productive than people with lower levels of education. Third, education, as a form of human capital embodied in the work force, may contribute a fairly large part to economic output.

EFFECTIVE AND INEFFECTIVE ASSESSMENT PROGRAMS IN HIGHER EDUCATION

Angela M. Sewall and Tom E.C. Smith, University of Arkansas at Little Rock

Universities have long been in the business of assessment, primarily assessment of students and, if requested, assessment of programs. Rarely, however, have universities traditionally engaged in self-assessment programs. Recently, several national and regional accreditation agencies have mandated that universities engage in self-assessment programs. The result has been a flurry of activity on most campuses to develop and implement assessment programs. What has often been discovered is that frequently university faculty, who have long been engaged in assessing students, have a much more difficult time developing and implementing their own assessment programs.

Regardless of the difficulties experienced on some campuses to develop assessment programs, there are strong reasons to do so. Too often, faculty teach courses using the same content and methods that have been used for years. And often, there has never been an effective assessment to determine if what students are taught in courses results in their abilities to accomplish specific actions later. The Educational Testing Service (ETS) states that "to affect significant improvement in teaching and learning, institutional assessment calls for a comprehensive plan--one that employs measures both internal and external." Therefore, to be effective, assessment plans must include more than simply assessing students using a comprehensive examination or scores on a standardized test.

The session reviewed how the assessment program at the University of Arkansas at Little Rock (UALR) was implemented. The program, begun three years ago, was initially met with a great deal of confusion and criticism from faculty. This past year, deans from the campus units implemented significant changes in the campus assessment program. This presentation provided details about how the assessment program was initially implemented, and the problems that resulted, how the program was revamped, and the positive outcomes.

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STUDENT PERCEPTION OF ACADEMIC ADVISEMENT SERVICES

Andy Gillentine and Jeff Schulz, Mississippi State University

Student advisement is an integral component of our educational system. The quality and quantity of academic services offered to students can play a major role in not only the collegiate experience but also in the introduction to the professional world. The purpose of this study was to identify factors important to the student in academic advisement. The study utilized qualitative techniques to investigate students' perceptions of factors they perceive as important in the academic advisement process. One hundred ninety-one graduate and undergraduate students completed the open-ended questionnaire. Responses were analyzed using frequencies and percentages and according to graduate and undergraduate classification.

The need to evaluate advisement quality is important because of the increased scrutiny of academic institutions. Accountability demands, decreased public confidence, and competition for students have served as catalysts for the reevaluation of academic services. Research indicates that the quality of undergraduate education in colleges and universities could be significantly improved if existing understanding about three critical conditions of effectiveness (student involvement, higher expectations, and assessment and feedback) were consistently utilized. These elements can be determined through the implementation of student evaluation of their academic experience.

The broad variance in services and responsibilities offered through academic advisement programs presents a problem in the preparation of advisors to aid students in determining the best possible course of study to achieve her/his professional goals. While it is important that programs be able to design their own academic services, it is also important that some level of standardization be evident. This standardization will occur through the identification of core areas of academic preparation and through the identification of student perceptions of academic advisement needs. Through studies such as this, universities can develop academic training and support for current faculty and modify the academic preparation of future educators.

10:00 a.m.-10:50 a.m. TEACHER EDUCATION (Discussion Session)..... Ursulines Salon

PRESIDER: Huey-Ling F. Lin, Auburn University

PRESERVICE TEACHERS' ERRORS IN THE CLASSIFICATION OF DEVELOPMENTALLY APPROPRIATE AND DEVELOPMENTALLY INAPPROPRIATE PRACTICES: A DESCRIPTIVE STUDY

Dianne Lawler-Prince and David A. Saarnio,
Arkansas State University

This study examined preservice teachers' selections of developmentally appropriate (DAP) and inappropriate practices (DIP). Practices for selection were from the Developmentally Appropriate Practice Guidelines (Bredecamp and Copple, 1997). Forty-two statements were used, of which half were DAP and half were DIP for kindergarteners. Preservice teachers (n=95) participating in an undergraduate Early Childhood Education methodology course served as participants. A Q-sort technique was utilized which required participants to select items on a continuum of "most" DAP and "most" DIP. Participants' responses were tallied and examined using simple frequencies and binomial probabilities. Five DAP and DIP statements were chosen by the students as "most appropriate" and "most inappropriate." Results indicated that there were some practices considered the "core" of DAD.

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Preservice teachers appeared to understand the nature of DAT and DIP; misclassification, however, that did occur.

Fifty statements were misclassified as either DAP or DIP. Interestingly, students were much more likely to classify DIP statements as DAP statements (incorrectly) than they were to classify DIP statements as DIP. Further analysis revealed two statements most frequently selected as "most DAP" (within the top 5 statements) had counterpart (opposite DIP) statements incorrectly misclassified as DAP by 12 different students (13%). More than two-thirds of the participants classified 100% of the statements correctly. Further analysis of incorrect responses as well as teaching observation practices is necessary. Results revealed that additional examination of the relationship between theory and observation recordings (theory and practice) was needed.

USE OF CONSTRUCTED SPEECH TO IMPROVE CLASSROOM PERFORMANCE

Kathleen P. Glascott and Larry L. Burriss, Middle Tennessee State University

The purpose of this study was to explore how constructed speech could be used to improve undergraduates' understanding of course content. Using Vygotsky's concept of private speech, 231 students in 12 education classes at three universities were assessed.

The project took place in two stages. First, students were asked to prepare audio tapes of class projects. Later, they were asked to self-report the efficacy of their taping in terms of information retention and understanding of concepts underlying their projects.

One of the authors, an education professor, is visually impaired, and the students were told that they should provide both printouts of their class reports as well as tape recordings of the same material, which would be sent to the author for evaluation.

Materials, including mid-terms, final exams, projects and term papers were submitted to the instructor throughout the semester. The students were not told that their work would be part of a project on constructed speech, only that the professor needed both hard copy and a taped version of class projects. (NOTE: The authors are aware of the ethical concerns regarding what may be perceived as involuntary participation. However, they felt the need for "uncontaminated," that is, honest reports about their taping experiences, outweighed this minor deception). After all of the course materials had been submitted, students were asked to complete a short questionnaire concerning the impact of taping on their learning.

Students' written comments were analyzed using Spradley's Domain Analysis. Quantitative data were analyzed using standard and chi-square tests. The Domain analysis yielded several categories that described both the taping process itself, as well as educational benefits received. More than 71% of the students reported the taping of their class material helped them better understand their own learning processes and course content. There were no significant differences among classes or schools.

MASTERY LEARNING AND CONTEMPORARY ISSUES IN EDUCATION

Vahid Motamedi and William J. Sumrall, Mississippi State University

Issues concerning applications of mastery learning continue to interest educators (Montazemi and Wang, 1995). This study examined the historical background of mastery learning. Both Bloom and Carroll are credited with the development of the mastery learning model. In addition, this presentation described three contemporary educational areas of emphasis as they related to mastery

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learning. Specifically, both the differences and similarities of the topic areas -- computer-assisted instruction, cooperative learning, and constructivist learning theory were compared to mastery learning.

Computer-assisted instruction is described as a tool to assist the teacher when using mastery learning. Multiple research articles (Dunkleberger and Heikkinen, 1983; Milkent, 1986; Milkent and Roth, 1989; Vockell and Mihail, 1993) report that computer-assisted instruction provides students opportunities to retake, practice, and improve scores through various computer programs. Furthermore, researchers report that these two areas (i.e., mastery learning and computer-assisted instruction) have been effectively used together through the eighties to the present.

Similarly, comparisons between cooperative and mastery learning were discussed in detail. While the computer is considered an aid to the mastery learning strategy, the authors concluded that cooperative learning does not assist nor is it directly related to mastery learning. Cooperative learning involves students working in groups, students with specific job roles, and students assisting one another to learn. Mastery learning, on the other hand, is usually seen as an individualized process of learning the subject matter. Support for research combining both strategies was recommended by the authors of this presentation.

Finally, literature describing similarities and differences between constructivism and mastery learning is non-existent. Research using mastery and constructivist learning in combination was an additional recommendation within the presentation.

10:00 a.m.-10:50 a.m. EDUCATION REFORM (Discussion Session)..... Beauregard Salon

PRESIDER: Linda W. Morse, Mississippi State University

**EMPOWERING ELEMENTARY TEACHERS IN RESTURCTURING
SCHOOLS: DIMENSIONS TO GUIDE THE MISSION**

Beverly M. Klecker, Eastern Kentucky University, and
William E. Loadman, The Ohio State University

Teacher empowerment is a cornerstone of many educational reform efforts. The purpose of this study was to define and measure dimensions of teacher empowerment with a census of the 3677 teachers working in 169 Ohio public elementary schools initiating self-designed, state-funded restructuring programs. Research questions were: (1) What is the level of elementary teachers' empowerment as schools begin reform efforts? and (2) Are there differences in the level of empowerment by teacher demographic variables (gender, age, race/ethnicity, academic degree held, and years of teaching experience)?

Mailed survey returns were received from 1888 teachers (51%) in 108 elementary schools (64%). On the 38-item School Participant Empowerment Scale (Short & Rinehart, 1992), teachers' mean rating of their overall empowerment was 3.93 on a five-point, Likert-type scale (1=SD to 5=SA). Dimensional ratings were: Status (4.17), professional growth (4.29), self- efficacy (4.21), decisionmaking (3.50), impact (3.69) and autonomy (3.38). Teacher demographic data were collected through self-report. Statistically significant ($p<.001$, effect size .01 or greater) differences in ratings of empowerment by elementary teacher demographic characteristics were described.

There were no statistically significant differences in empowerment ratings by the demographic characteristics of age, race/ethnicity, academic degree held, or years of teaching experience. The finding of no difference in teachers' ratings of empowerment across "years of teaching experience" indicated that programs to increase skills and knowledge should be implemented at both preservice and inservice levels. Female elementary teachers rated their sense of empowerment higher than did male teachers on the dimensions of: (1) status, (2) professional growth, (3) self-efficacy, and (4)

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autonomy. Differences in ratings of empowerment by gender suggested that educating elementary teachers may require gender-specific guidelines.

PERCEIVED BARRIERS TO IMPROVEMENT IN EDUCATION

Otis K. LoVette, Northeast Louisiana University; Joseph Savoie,
McNeese State University; and Anthony Armenta,
Southeastern Louisiana University

This research identified various factors, situations, and circumstances within the school environment and in society that were perceived as limiting improvement in education in K-12 schools. For the purposes of this investigation the researchers defined a "barrier" as that which hinders or restricts progress. "Perception" was defined as personal conceptions that are formed by individuals as a result of their experiences and impact that individual's physical and emotional reactions. The researchers also posited the following: If persons "perceive" the presence of "barriers" that limit their ability to perform effectively in their working environment, these "perceived barriers" will limit their performance. Even though perceptions vary from individual to individual, if it can be determined that a "large number" of individuals have the same or similar perceptions, it then becomes very important to consider these perceptions, especially when they relate to "barriers" to performance.

The researchers used a Barrier Inventory which was developed using student input regarding possible barriers. The Inventory was administered in the spring of 1997 to 151 teachers and administrators representing 29 of Louisiana's 66 school districts. Respondents were graduate students in school administration at three Louisiana universities. Respondents were asked to use a scale that ranged from "5 - A major barrier; very important" to "1 - We have an excellent situation in this area." Responses were to 39 items relating to the "Individual School" and 24 relating to "System-Wide." Statistical analysis was performed using chi-square with a .05 significance level to identify significant "perceived barriers." Responses were also tabulated by parish or school system and by group: "Administrator" or "Certified Professional/Non-administrator."

The investigation revealed a number of significant "perceived barriers" at both the "Individual School" and "System-wide" levels that must be addressed before school personnel will be able to make "significant" progress in efforts to improve education in K-12 schools.

PARENT AND FACULTY PERCEPTIONS OF AN EXTENDED SCHOOL CALENDAR

Linda Houghton, Birmingham (AL) City Schools, and James E. McLean
and James M. Ernest, The University of Alabama at Birmingham

The purpose of this study was to determine the perceptions of parents, faculty, and staff of a large school system regarding an extended school calendar. Realizing that changing the school calendar from a traditional nine-month schedule to a continuous learning calendar spanning the full year could not be successful unless it was supported by the parents, faculty, administration, and staff, a school board commissioned a survey of these groups.

A one-page, 12-item survey form was developed. The 12 items were stand-alone, 4-point, Likert-scaled items (from "Strongly Agree" to "Strongly Disagree" with no neutral point). Survey forms were distributed to all students (to take home to a parent), faculty members, administrators, and staff members. A total of 17,671 surveys were collected and processed. After entering and checking the data, they were analyzed using frequencies, percentages, means, and standard deviations for each of the

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12 items. No inferential statistics were run, as this was a total population voluntary sample. Comparisons were made among schools and among the stakeholder groups. Comments were submitted to a content analysis.

Overall, the data were split almost equally between positive and negative perceptions of the continuous learning calendar. Teachers displayed more negative perceptions of the change than did parents. The samples of administrators and staff were too small to permit definitive conclusions, but some general statements were made. As a group, the administrators were the most agreeable that a continuous learning calendar would lead to improvements in education. On the other hand, staff displayed the strongest negative perceptions. Qualitative comments illuminated the quantitative findings, particularly the negative ones. Based on the results of this survey, it was recommended that the school system reconsider its decision to implement the continuous learning calendar until more support is generated among parents and teachers.

11:00 a.m.-11:50 a.m. TECHNOLOGY (Discussion Session)..... Cathedral Salon

PRESIDER: David T. Morse, Mississippi State University

TUTORING ON THE INTERNET

Mike Zenanko, Marsha A. Zenanko, and Franklin L. King, Jacksonville State University

Distance education is changing the way students communicate with professors. Tutoring on the internet is becoming a useful way to allow asynchronous communication between teachers and students. The study was based on three years of monitoring tutoring groups on the Internet and a pilot study done at a Teaching/Learning Center. The presentation explored tutorial methodologies, contemporary tutorial sites, business uses of Internet tutoring, and sources available to tutorial programs.

When a teacher tutors by e-mail, a maieutic teaching methodology serves the learner best. Several sites on the Internet offer tutorial services. Most of these sites respond to questions directly. The more effective tutor will involve the learner through a series of questions, rather than responding directly to the question.

Tutoring sites exist on the Internet in many subject areas. Some tutoring sites act to coordinate tutors and students needing their specific skills. Writing centers offer analysis and feedback to submissions. Businesses supplement their training through contact with students by e-mail. Businesses have found that Web Chat and other chat lines are not effective. Distance learning at universities has created guidelines for tutorials.

This research has given teachers who are about to embark on using a tutorial methodology sources of information. A web page at <http://www.jsu.edu/depart/edprof/zen> offers on-line links to the information presented.

REFLECTIONS ON TECHNOLOGY TRAINING FOR K-12 EDUCATORS: A CASE STUDY

Elizabeth K. Wilson, Margaret L. Rice, and Beverly Wallace, The University of Alabama

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A 1995 U. S. Congress Office of Technology Assessment study demonstrated that most teachers believed that they had not received adequate training to be able to use technology effectively in teaching.

In an attempt to provide adequate technology training for teachers in Alabama public schools, the state of Alabama mandated a technology scholarship program. Results of a 1996 study of the participants in the scholarship program demonstrated that training teachers in the uses and integration of technology positively changed their attitudes toward technology, raised their skill levels, and could lead to new opportunities and resources for their students.

This study was an extension of the previous study and was designed to provide an in-depth examination of one of the technology scholarship participants. The participant was a social studies teacher who participated in the technology scholarship program during its first year. He was teaching world history and world events. Data were collected over three years, and data sources included e-mail, dialogue, classroom observations, and lesson plans/course materials.

The major purposes of this study were to determine what changes in technology use took place over the time of the study; how the participant integrated technology into the curriculum; to demonstrate that training, such as the scholarship program, can positively affect practicing teachers' attitudes toward technology and encourage the use of technology in classrooms; and that adequate training in technology use and integration must be implemented for technology to be used in the public schools in an efficient and effective manner.

Results indicated that the participant changed the manner in which he used technology in his classroom for instruction and management. The various ways that he integrated technology into the curriculum and the activities he used with his students were discussed. Also discussed were his reflections on technology use in schools and how technology use benefited his students.

UTILIZING COMPUTER TECHNOLOGY TO ENHANCE HEALTH EDUCATION INSTRUCTION

Catherine E. McMillan and Stacey Stevens,
Texas A&M University

Health education is a rapidly changing field of study. Information is constantly changing and in need of updating. As computer technology becomes more integrated in universities, college instructors are beginning to utilize this technology in the delivery of their classes. Educating and building relationships with students is a priority for many college professors. Various forms of computer technology will facilitate this process.

The purpose of this review of literature was to investigate current computer technology and how college instructors utilize different technology regarding health education instruction. Numerous forms of computer technology were discovered to enhance lectures and correspondence between the student and instructor. Advantages and disadvantages for each form of computer technology were uncovered and presented. An extensive review of the literature was conducted to determine the most applicable forms of computer technology to the college classroom setting. This review of literature allowed for the development of strategies to incorporate the use of technology into the diverse teaching methods of various instructors.

Utilizing these forms of technology in the college classroom will allow instructors to more effectively communicate health education information, as well as enhance the health status of their students.

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11:00 a.m.-11:50 a.m. AT-RISK STUDENTS (Discussion Session) Gallier Salon

PRESIDER: Deborah J. Grubb, Morehead State University

**HELP REJECTORS: WE KNOW THEY DON'T SEEK
HELP - WHAT WE DON'T KNOW IS WHY**

Stephen O. Wallace, The University of Alabama

Many college students who seem to need academic assistance the most do not take advantage of available services, which often results in their placement on academic probation or academic suspension. Most learning assistance professionals know that this phenomenon exists, but they do not understand why it exists or what to do about it. Therefore, this population of students remains underserved and continues to be a significant factor in college and university attrition rates.

Whereas much research has been directed at understanding students who do seek needed assistance, little research has been directed to understanding help rejectors. The beginning point in assisting these students to achieve their academic goals must be to seek a better understanding of the phenomenon of help rejection and of the factors that account for the lack of responsiveness to offers of help in students who need it to succeed in college. This paper proposed a theoretical model that provided a basis for needed systematic research into the phenomenon of help rejection and a better understanding of the educational, social, and psychological needs of help rejectors.

EXAMINING THE LINK BETWEEN VISION, LEARNING, AND DELINQUENCY

Roger A. Johnson, Old Dominion University

The seriousness of juvenile delinquency in our society is undisputed. Treatment programs for delinquents have had limited effectiveness. It is difficult for a treatment program, particularly an academic one, to be effective if the adolescent lacks adequate vision. Few schools utilize a comprehensive vision screening program. Important visual skills needed for learning are not being detected. Undetected visual problems may lead to academic difficulties, which is a prime contributor to juvenile delinquency. Thus, the relationship between vision, learning, and delinquency needs to be investigated.

Fifty adjudicated male adolescents with an average age of 19 were screened using the New York State Optometric Association Vision Screening Battery. This vision test included the following eight separate measure of visual ability: Tracking, fusion, acuity-distance, acuity-near, stereopsis, convergence, hyperopia, and color vision. The youth offenders were compared with an equal number of graduate students.

According to a chi-square statistical analysis, significantly more youth offenders failed one or more of the visual screening measures than did the graduate students. The youth offenders had a particularly difficult time with tracking, the ability to move the eyes across a printed page. If one lacks the ability to efficiently move one's eyes across a page of print, one's ability to read will be significantly hindered. Adolescents with undetected visual impairments may believe that they have reading or learning problems. This misconceived self-perception along an undetected visual impairment is likely to frustrate adolescents. Unless at-risk adolescents with visual impairments are properly diagnosed and treated, many, such as the subjects in the present study, may end up in the criminal justice system. In addition, a multiple regression model revealed that tracking and convergence predicted achievement scores.

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ADOLESCENT DELINQUENT BEHAVIOR AND INFLUENCING VARIABLES

Keith L. Hudson and Eugenie Joan Looby, Mississippi State University

This position paper examined the origins of delinquent behaviors as suggested by a proposed path model. The influencing variables included parenting style, family cohesion, and deviant peer involvement. The model suggested a linear causality, implying that (1) parenting style has a direct effect on family cohesion, deviant peer involvement, and delinquent behavior, (2) family cohesion has a direct effect on deviant peer involvement and delinquent behavior, and (3) deviant peer involvement has a direct effect on delinquent behaviors.

The three parenting styles--authoritarian, authoritative, and laissez-faire--were compared. Specifically, the level of autonomy that each style permits, and its impact on the development of delinquent behaviors were discussed. Family cohesion, and its relationship to parenting style, was also analyzed. Research suggests that low family cohesion implies a weak family bond that can also influence the development of delinquent behaviors. Social learning theory posits that the acquisition of social behavior is obtained through both direct conditioning and modeling, while control theory suggests that a negative, aggressive, interaction style and inconsistent discipline by significant individuals in the adolescent's life can lead to poor bonding and support seeking through deviant peer group association. These theories were used to explain the development of deviant peer involvement, the most critical component of the model.

Implications for decreasing the manifestations of delinquent behaviors, and suggestions for future research were indicated.

**11:00 a.m.-11:50 a.m. MATHEMATICS EDUCATION
(Discussion Session) Pontalba Salon**

PRESIDER: Mary Ruth Reynolds, University of West Georgia

**THE EFFECTIVENESS OF AN INTEGRATED APPROACH FOR TEACHING
MATHEMATICS AND SCIENCE TO GIFTED HIGH SCHOOL STUDENTS**

Tandra L. Tyler-Wood, University of North Texas, and Dawn Putney
and Michael Cass, State University of West Georgia

Project GaGEMS (Georgia's Project for Gifted Education in Math and Science) viewed the effect that placement in an integrated, hands-on math and science curriculum had on the achievement of academically talented high school students. Over a two-year period a team composed of eight high school mathematics and science teachers met and developed a curriculum that incorporated higher-level thinking skills and more real life laboratory experiences into mutually reinforcing math and science lessons. An identification matrix was employed to identify 32 student participants, completing eighth grade, who met subject-related criteria in science and math for participation in the GaGEMS program. Student participants attended a large rural high school in Georgia. The curriculum was developed to incorporate higher level thinking skills and more real-life laboratory experiences into mutually reinforcing math and science lessons. Course work was arranged so that lessons complemented and supported interrelated areas of study in mathematics and science. For example, when set theory was covered in mathematics, classification systems in Biology were also addressed.

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After the conclusion of the two-year program, GaGEMS participants and a comparison group were given the mathematics and science sections of the ACT as they exited the tenth grade. The GaGEMS students scored significantly higher on the Science, Math Total, Pre-Algebra/Elementary Algebra, Intermediate Algebra/Coordinate Geometry and Plane Geometry/Trigonometry sections of the ACT. To determine if the GaGEMS students retained their higher scores throughout high school, the SAT scores of both groups were compared as the students exited high school. Significant differences in the areas of Total Score and mathematics were noted.

The findings of the Third International Mathematics and Science Study indicate the United States continues to fall further and further behind other industrialized nations in the areas of mathematics and science. Clearly, it is time we considered major modifications and a more demanding curriculum for highly capable students. Project GaGEMS offers a feasible alternative for educating high functioning students in the areas of mathematics and science. Replications of the project to further study effectiveness are certainly indicated.

AN INVESTIGATION OF TEN ELEMENTARY TEACHERS' QUANTITATIVE LITERACY INSTRUCTION AS A RESULT OF PARTICIPATION IN THE ALABAMA QUANTITATIVE LITERACY WORKSHOP

Sondra J. Yarbrough, C. J. Daane, and Amy Massey Vessel,
The University of Alabama

The Alabama Quantitative Literacy Workshop was established through the collaborative efforts of the College of Commerce and Business and the College of Education at The University of Alabama to enable teachers to address the NCTM Curriculum Standards and state objectives related to probability and statistics. The study investigated the implementation of instructional strategies presented at the workshop and the extent to which the teachers implemented these in their classroom instruction in quantitative literacy.

Ten of the 20 elementary teachers who participated in the workshop during the summer of 1997 were selected for the study. The primary researcher conducted classroom observations and individual interviews with the teachers during a 13-week period in the spring of 1998. All fieldnotes and interviews were transcribed for data analysis. Additional data collected included open-ended surveys and various documents gathered during the study. Qualitative methods were used to identify, code, and categorize the data into themes.

Findings from the data analysis included the following: (1) activities and instructional strategies from the workshop were being implemented in the classrooms, (2) instructional time in quantitative literacy increased, (3) class discussions occurred during quantitative literacy lessons, and (4) quantitative literacy skills were being integrated across the curriculum. The study also revealed that: (1) teachers valued the opportunities in which they shared ideas with one another, (2) the encouragement and support provided by the workshop instructional team was effective, and (3) some teachers needed more support with implementation of quantitative literacy lessons.

The results of the study indicated that the Alabama Quantitative Literacy Workshop has had a positive impact on the teachers who participated in the study. The investigation also provided evidence that the instructional goals established by the National Council of Teachers of Mathematics, the American Statistical Association, and the *Alabama Course of Study: Mathematics* were being supported by the Alabama Quantitative Literacy Workshop.

**11:00 a.m.-11:50 a.m. RESEARCH IN THE SCHOOL
(Discussion Session) Ursulines Salon**

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PRESIDER: Sonya Carr, Southeastern Louisiana University

**FACTORS THAT INFLUENCE PERCEIVED STRESS LEVELS AMONG
HIGH SCHOOL STUDENTS IN NORTHEAST TENNESSEE**

Rick C. Mason and Kenneth T. Clawson,
Eastern Kentucky University

This study investigated the effects of various factors on perceived levels of stress among high school students in Northeastern Tennessee. The specific variables examined were gender, grade point average, parental composition, total number in household, and number of hours employed per week. A stress assessment was developed and administered to 200 students enrolled at Claiborne County High School in Tazewell, TN. Whole classes were chosen at random for participation, and each grade level was represented as evenly as was feasible.

Raw scores were tabulated, and other pertinent data were arranged into tables. Based on *t*-test analysis of the results, it was clear that perceived levels of stress were significantly higher for girls than for boys. The data indicated that students with below-average GPA's reported significantly higher levels of perceived stress than students with above-average GPA's. Variances in parental composition, household number, and employment hours were found to be insignificant. Implications for teachers and counselors were discussed.

**UNDERACHIEVEMENT IN FOREIGN LANGUAGE COURSES: THE ROLE OF
COGNITIVE, AFFECTIVE, PERSONALITY, AND DEMOGRAPHIC FACTORS**

Phillip Bailey, University of Central Arkansas; Anthony J. Onwuegbuzie,
Valdosta State University; and Christine E. Daley, Georgia Public Schools

Whereas some students excel in foreign language acquisition, many students underachieve in this area. To understand this phenomenon, researchers have investigated the potential role of many factors--typically cognitive variables. Surprisingly, virtually no study has simultaneously examined the role of cognitive, affective, personality, and demographic variables in relation to foreign language achievement. This was the purpose of the present study, that is, which classes of variables best predict second language acquisition among college students was investigated.

The variables selected comprised three cognitive (academic achievement, study habits, and grade expectation in foreign language courses); four affective (foreign language anxiety, perceived intellectual ability, perceived scholastic competence, and perceived self-worth); four personality (levels of cooperativeness, competitiveness, and individualism, and locus of control); seven demographic (gender, age, semester course load, number of countries visited, number of high school foreign language courses taken, status of present foreign language course, and foreign language proficiency of immediate family members). Eighteen variables were selected to keep the subjects-to-variable ratio greater than 10 to 1, and, thus, obtain reasonably stable effect size estimates.

The sample comprised 184 students enrolled in Spanish (60.3%), French (27.2%), German (9.8%), or Japanese (2.7%) introductory-level courses at a mid-southern university. The responses of all participants were combined, since no difference in foreign language achievement among students enrolled in the four courses was found. Subjects completed a battery of instruments. Foreign language achievement was measured using students' course averages (converted to *z*-scores).

The selected multiple regression model ($F[5, 178] = 18.47, p < .0001$) revealed that students with the lowest levels of language achievement tended to have the following characteristics:

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male, low academic achievers, high levels of foreign language anxiety, low grade expectations in language courses, and valued cooperative learning. These variables, which explained 34.2% of the variance, comprised two cognitive, one affective, one personality, and one demographic variable. Implications were discussed.

**EVALUATION OF FIRST-YEAR TEACHERS' ABILITY
TO ASSESS THEIR LESSON OBJECTIVES**

Qaisar Sultana, Eastern Kentucky University

The study examined the ability of first-year teachers to assess the attainment of their lesson objectives, Standard IV of Kentucky New Teacher Standards. Lesson objectives and proposed assessment given in lesson plans by 60 first-year teachers were recorded in an instrument. This instrument was given to two randomly-selected regular education teachers, two special education teachers randomly-selected from a matched group, and two teacher educators, one each from special and regular education. Respondents marked each of the 60 items with a yes if the proposed assessment was appropriate for evaluating the given lesson objective or a no if it was not appropriate.

The data were recorded and analyzed. One regular education teacher marked 41 items with a yes while the other marked 31 items with a yes. One special education teacher responded with a yes to 14 items, while the other marked 41 items with a yes. The regular teacher educator marked 33 items with a yes, while the special teacher educator marked 21 items with a yes. The two regular education teachers agreed in their markings on 40 of the 60 items. The two special education teachers agreed on 26 items. Two teachers educators agreed on 35 items. Of the 60 items, all six respondents agreed in their marking on nine items.

According to these respondents, 14 to 41 of the 60 first-year teachers proposed appropriate assessment of their lesson objectives. Lack of agreement among the six respondents may have been attributed to the vagueness of the lesson objectives as well as to their proposed assessment. Further investigation is needed to draw conclusions. The study had implications for teacher preparation and teacher educators. It raised reliability and validity questions for the Kentucky New Teacher Internship Program.