



8:00 a.m.-4:00 p.m. REGISTRATION.....Grand Ballroom Foyer

7:45 a.m.-8:45 a.m. GRADUATE STUDENT AND NEW MEMBER
BREAKFAST..... Skylounge

9:00 a.m.-9:50 a.m. EFFICACY
Session T#001 (Discussion Session)..... Salon A

PRESIDER:William Person, Mississippi State University

THE ROAD TO PRESERVICE TEACHERS' CONCEPTUAL CHANGE

Huey-Ling F. Lin, Alabama State University,
and Jeffrey Gorrell, Auburn University

When an external event challenges preservice teachers' ideas about teaching and learning, efforts to solve the conflict lead to professional growth. Some researchers suggest that questioning, reflecting, and problem solving can achieve the goal of "concept change" (Clark, 1988; Crow, 1987; Feiman-Nemser, McDiarmid, Melnick & Parker, 1989; Gunstone & Northfield, 1992; Posner, Strike, Hewson & Gertzog, 1982). Under such circumstances, preservice teachers can construct their own learning through an interaction among their beliefs, their prior knowledge, and their experiences.

This study involved a series of seminars designed to help students understand and clarify their views about teaching and learning, and to create a condition for the development of sharing understanding of the underlying concepts that affect their learning to teach. The seminars tested the hypothesis that learning to teach is improved through the application of a questioning and reflective orientation.

Twenty-five graduate students enrolled in a seminar in early childhood education participated in the study. Self-questioning strategy training was conducted to help students raise specific higher-order questions from the assigned reading materials. The reciprocal peer-questioning condition was created to promote the social construction of knowledge because it provides a context that fosters the emergence and resolution of socio-cognitive conflict (King, 1990). After each seminar session, students recorded their thoughts regarding topics discussed, issues raised, and questions unanswered. Weekly journals were collected by the instructor for analysis.

NUD*IST (Non-Numerical Unstructured Data Indexing, Search and Theory Building) software was used for initial theory building and analysis. Students' weekly journals entries indicated the conceptual transformations that these students went through. This study illustrated how a seminar structure can be useful in helping preservice teachers' evolving constructions of knowledge, in promoting reflection, and in enhancing conceptual change.

KOREAN PRESERVICE TEACHERS' EFFICACY

Young Suk Hwang, Western Illinois University;
Huey-Ling Lin, Alabama State University; and
Jeffrey Gorrell, Auburn University

Research on teacher efficacy reveals that teachers who show high efficacy have a greater sense of control and confidence in their ability to influence student learning than those who have low efficacy (Allinder, 1995; Ashton, Webb, and Doda,1982; Coladarci, 1992; Evans & Tribble, 1986; Gorrell & Hwang, 1995). Additionally, teacher efficacy has been used to examine teacher preparation programs and found to change over the course of programs (Lin & Gorrell, 1998).

The purposes of this study were to examine teachers' efficacy among Korean pre-service elementary and secondary teachers beginning and completing their teacher education programs. Participants in this study included 106 elementary and secondary teacher education students at beginning and ending points in their



teacher education programs.

Multivariate tests (MANOVA) of participants' responses to a Korean version of Gibson and Dembo's (1984) teacher-efficacy scale revealed no statistically significant multivariate main effect ($p. > .05$) related to experience in the program. Examination of the global mean of individual items showed stability in Korean preservice teachers' sense of efficacy over their preparation program. Eleven of 18 items' means were higher than the group median (3.2). Nine of the eleven items that were higher than the group median related to the personal efficacy.

Results indicated that Korean preservice teachers entered teacher preparation programs with a high sense of personal efficacy beliefs and tended to maintain the high sense of efficacy during the program of teacher education programs. These selected elementary and secondary preservice teachers were highly academic and capable individuals, and set their career goals for teaching before entering teacher education programs. The findings of this study from such a strongly education-oriented society as South Korea can add to an understanding about cultural differences and similarities in teacher-efficacy.

TEACHER EFFICACY MOTIVATION BELIEFS AND THEIR RELATIONSHIPS TO DIMENSIONS OF SCHOOL CULTURE

Chad D. Ellett, John K. Rugutt, and Douglas R. Davis,
Louisiana State University

This study examined relationships between a new measure of teacher efficacy motivation beliefs and teacher perceptions of multiple dimensions of school culture for a sample of 1493 teachers in 36 schools in a large school district in the southeast (fall 1998). The teacher efficacy measure used is an alternative to teacher efficacy measures typically used in the extant teacher efficacy research that taps teachers' beliefs about their capabilities to execute certain courses of action. This study assessed teachers' beliefs about personal motivation and persistence in pursuing important school goals (e.g., the enhancement of student learning) in the face of barriers to goal attainment and failure to obtain goals. Teachers also provided perspectives about efficacy motivation levels of teacher colleagues. Elements of school culture were measured with a revised version of the School Culture Elements Questionnaire (SCEQ).

Analyses included descriptive statistical summaries, extensive factor analyses of the two measures, intercorrelations among measurement subscales, and a series of analyses regressing dimensions of teacher efficacy on identified elements of school culture. Factor analyses identified three distinct elements of school culture measured by the RSCEQ (Vision/Leadership, Collegial Teaching and Learning, Professional Commitment). Factor analyses of the efficacy measure suggested three independent efficacy motivation dimensions: (1) teacher personal efficacy (Me), (2) collective efficacy (We), and (3) organizational efficacy (Thee). Alpha reliabilities for the various subscales ranged from .82 to .96.

Intercorrelations among school culture and teacher efficacy dimensions demonstrated moderate (.42) to moderately strong (.63) relationships. Significant variation among schools in the three factored dimensions of the efficacy measure (Me, Thee, We) was differentially accounted for by the three SCEQ dimensions in three separate regression analyses.

The findings were discussed in view of implications for future use of the two measures in future studies of school culture and teacher efficacy motivation. In addition, the conceptualization of teacher efficacy as a unitary construct and existing measures were called into question by the results. The need to better conceptualize efficacy motivation and to link elements of efficacy and school culture to school change and improvement were also highlighted.

9:00 a.m.-9:50 a.m.
Session T#002

**HIGHER EDUCATION ACHIEVEMENT
(Discussion Session).....Salon B**

PRESIDER:Sandra M. Harris, Auburn University

Thursday, November 18, 1999



**AN ANALYSIS OF THE PREDICTIVE VALUE OF MOSBY'S ASSESS AND HESI'S
COMPREHENSIVE EXIT EXAMS FOR THE NURSING LICENSURE EXAM**

Ruby K. Dunlap, Tennessee State University

The purpose of nursing education is to produce competent practitioners of nursing. Summative evaluation of a nursing education program of study includes licensure by examination. The test content is based on surveys of first-year nurses and the competencies actually required of them in that first year of practice. Failure to pass the licensure examination has serious implications for the individual graduate nurse, the school of nursing, and the employer. The ability to accurately predict the probability of a student's success on the licensure examination is critical to a school of nursing and to the student. Commercial tests that are available for such assessment include the Mosby ASSESS test and the HESI comprehensive exit examination. Course grades and grade point averages have also been studied as potential predictors of student success. Testing has been further complicated by the ongoing evolution of the licensure examination itself, from a paper and pencil test to an interactive computerized test.

The purpose of this pilot study was to examine the predictive validity for the licensure examination, the dependent variable, of the ASSESS test, the HESI test, and selected course test grade averages, and grade point averages, the independent variable. The convenience sample was a class of 21 nursing students. Multiple regression analysis was used to discover which of the variables was the strongest predictor.

It was discovered that, for this sample, the pathophysiology test score average was the strongest predictor. The ASSESS test and the HESI test were the next strongest predictors. In contrast to what previous studies had found, none of the grade point averages were significantly related to success on the licensure examination.

THE PREDICTION OF ACADEMIC PERFORMANCE AMONG MBA STUDENTS

Kristy D. Warren, Jwa K. Kim, and Donald L. Curry,
Middle Tennessee State University

This project was designed to investigate the relationship between the Graduate Management Admissions Test (GMAT), undergraduate grade point average (UGPA), and graduate grade point average (GGPA). The sample consisted of 96 graduate students in the Master of Business Administration program at a regional university in the southeast. Subjects with an UGPA higher than 1.00, and a GMAT score higher than 200 were included for analysis. This sample had GMAT scores ranging from 280 to 670, UGPAs ranging from 1.90 to 3.98, and GGPAs ranging from 3.00 to 4.00.

It was found that female students had significantly higher GGPAs, $t(94) = 2.71, p < .05$, and UGPAs, $t(94) = 2.05, p < .05$, than male students, respectively. These results indicated that GMAT scores as well as UGPA were good predictors of GGPA, $F(2,96) = 19.66, p < .05, R^2 = .2906$. However, when GMAT scores and UGPA were combined together into a new scale that was adopted by the institute ((UGPA*200)+GMAT score), the predictive validity of these measures increased, $F(1,94) = 45.71, p < .05, R^2 = .3272$. This particular scale was also found to be a good predictor of midpoint GGPA (MGGPA), $F(1,94) = 45.05, p < .05, R^2 = .3240$. MGGPA is the GPA after the first completed 18 hours of the MBA program. The students' age and the associated number of credit hours appeared to have little or no predictive value. Some characteristics of the sample compared to other similar studies were discussed.

**USING DISCRIMINANT-FUNCTION ANALYSIS TO PREDICT
STUDENT SUCCESS IN CORE ENGLISH CLASSES**

Steven Horton, Neelam Kher, and Susan Molstad,
Northwestern State University of Louisiana, and
Gayle Juneau, University of West Florida



Student retention in higher education is becoming paramount now that there is heightened emphasis on accountability performance based funding. Thus, schools are reevaluating their academic programs to determine their efficacy in meeting curricular goals.

This study was part of a larger project, which focused on the effectiveness of prerequisite courses and other demographic variables in predicting student success in various core courses at the undergraduate level. The objective of the present study was to determine a model to accurately classify students on the outcome variable (success in a core English course). The predictor variables for the model included scores on the ACT and the developmental English course, age of the student, gender of student, type of high school diploma (traditional or GED), student classification based on hours pursued (full or part-time), and type of high school attended.

All students who entered the university as a first-time, full-time freshman during a fall semester were the student cohorts for the study. Exactly 1,062 students were included in the census of those who took the English course. Approximately 60% of the students were female. The ages of the students ranged from 16 to 47 years with a mean age of 20.21 years and a standard deviation of 4.56 years.

Wilks Lambda ($p < .05$) indicated that the discriminant function was statistically significant in its ability to predict student success in the core English class. However, the model did not provide support for the use of a developmental course in English as a prerequisite for success in the core English course.

Results of the study suggested that current developmental education may not be providing the necessary preparation needed for successful completion of the core English course. Clearly, such findings not only have implications for the content of prerequisite courses, but also for the teaching methodology.

9:00 a.m.-9:50 a.m. READING AND TEACHER EDUCATION
Session T#003 (Discussion Session)..... Salon C

PRESIDER:Susan T. Franks, Georgia Southern University

INVESTIGATING PRESERVICE TEACHERS' LITERATURE SELECTION PROCESS

Katie Charisse and Neves Michna, University of Southern Mississippi

This study delved into the selection and evaluation practices of a class of preservice teachers in Mississippi to look for trends in choosing literature, acquiring literature for classroom use, and factors that affect the appeal/dislike of literature.

Participants were 16 undergraduate students (15 female and 1 male) ranging in age from 19 to 45. The racial makeup of the class consisted of two African Americans and 14 Caucasian students. They were enrolled in a junior level language arts course designed for elementary school majors in a large public university in Mississippi.

Data were collected using a five-question survey that addressed why literature was selected, where literature was acquired from, most liked aspect of the literature, least liked aspect of the literature, and future use of the literature selection. Each participant filled out a survey and attached it to each of their lesson plans. The survey was taken three times during the course of the semester term with each lesson plan they taught to get a broader view of individual participant selections. Five participants were also interviewed by the researcher. Participants for the student interviews were selected by the researcher. Five questions were chosen to guide the 15-minute interviews, which was conducted at the interviewee's convenience and held at the place of choice for the interviewee.

Information from the two instruments provided the data used in this study. The researcher looked for commonalities among answers in the qualitative data collected. These commonalities formed the basis for categorizing the information collected. Tables and figures displaying data obtained were developed and used to identify emerging patterns from the data.

PRESERVICE TEACHERS AS MEMBERS OF A LITERARY SOCIETY: A PILOT STUDY



Mary E. Howe and Nancy Verhoek-Miller, Mississippi State University

The purpose of this research was to investigate preservice teachers' self perceptions as members of a literary society. Students were enrolled in the undergraduate language arts' methods class as a part of the pre-student teaching block. The students took part in a literary society that encouraged members to become life long readers. Members chose four texts from a list of pre-selected classics. Members read and responded to texts using a variety of modalities.

Much research (Allington & Walmsley, 1995; Atwell, 1987; Routman, 1996; Smith, 1994; Weaver, 1994) has been conducted regarding preservice teachers' reading habits and the quality and quantity of books they have read. In most cases, the data have strongly suggested that pre-service teachers should read more types of books, as well as read more of them. While these concerns have been well-accepted among educators, few studies have been undertaken to involve and investigate the effects associated with having preservice teachers actively participate in a literary society.

Responding to literature through writing and literacy circles has been emphasized in current practice, but responding through the arts, specifically photography, has not occurred as frequently. Participating preservice teachers will be able to communicate with the literary society through a project website linked to that of the College of Education. As noted earlier, the ultimate goal of this project was to involve preservice teachers as life long readers and active participants in a literary society so that they can better serve as role models for their students and acquaint them with the pleasures associated with being active, life long readers.

TEACHERS' ATTITUDES TOWARD A CONSTRUCTIVIST APPROACH TO COMPUTER INTEGRATION INTO AN EXISTING READING CURRICULUM

J. Matthew Myers and Regina F. Halpin, Mississippi State University

The integration of technology and how to train teachers effectively has been a pertinent issue. This study outlined a model program involving a school-university partnership that was implemented using the school district's existing reading program. The problem of teacher anxieties toward technology, when approached with the challenge to use computers to teach reading, was investigated. The sample was 54 K-3 teachers from a rural school district involved in a pilot project that involved a constructivist approach to integrating the use of computers into an already existing reading program as opposed to introducing a new or revised curriculum. A survey was obtained from the literature and modified to gather the information and was administered in a pre-post fashion. Three pairs of repeated measures involving the teachers' attitude toward computers, teachers' opinions of computer applications in the classroom, and the teachers' potential future use of computers were tested. The study also investigated the effect that previous workshop experience had on these three measures. Because the data were categorical, a nonparametric form of repeated measures MANOVA was employed to test each of the three research hypotheses.

Obviously, the results indicated that teachers with previous experience in technology workshops were more comfortable with computers. However, regardless of previous workshop experience, the constructivist approach to integrating computer use into the already existing curriculum had a significant positive effect on teachers' attitudes and their potential use in the future. The implication was that the constructivist approach to integrating technology into a teacher's existing curriculum improved their attitudes toward computers and increased their likelihood of using computers in the future as instructional tools. It was also found that the opinion of the usefulness of computers in the classroom was not significantly changed, indicating that teachers did see a need for computers regardless of their anxiety toward them.

**9:00 a.m.-9:50 a.m. CONVERSATIONS WITH WILLIAM A. MEHRENS
(Special Graduate Student Session)..... Salon D**

9:00 a.m.-9:50 a.m. STATISTICS, RESEARCH AND FIELD EXPERIENCE



GET THE RIGHT JOB--HIRE THE RIGHT PEOPLE! APPLIED PRACTICE FOR PROSPECTIVE TEACHERS-ADMINISTRATORS

Debra Lee and Charles A. Rohn, University of Montevallo

The topic of this presentation was to discuss an instructional technique that provided prospective teachers and administrators an opportunity to further develop their knowledge base about the interviewing process and to refine their interviewing skills. This activity was developed through the collaborative efforts of the Educational Leadership and Teacher Education Programs.

Principals must have the skills necessary to hire the best possible teachers. Those applying for teaching positions must have skills that will allow them to effectively communicate their commitment to children and ability to teach. Practicing administrators state that new principals often do not have the skills necessary to select the best candidates. They also state that prospective teachers often have very poor skills in communicating about their teaching skills and abilities in an interview setting. Thus, it becomes imperative for colleges of education to increase the knowledge base and to provide opportunities to refine interviewing skills for those training to become teachers and administrators.

To accomplish these objectives, student teachers were scheduled for mock job interviews with administrative interns. Preliminary sessions were conducted with both student teachers and administrative interns providing information concerning interviewing procedures and techniques. Student teachers were assisted with completing an application and resume for the activity. Administrative interns conferenced with practicing principals and developed question sets. Interviews were then organized around a triad model in which an administrative intern interviewed a student teacher while a second administrative intern observed the activity. The role of the second intern was to provide evaluative feedback to both participants concerning their performance. Administrative interns traded roles for the next interview session. At the conclusion, all participants completed a survey, which indicated strong support for the activity.

IMPROVING ACHIEVEMENT AND STUDENT SATISFACTION THROUGH CRITERIA-BASED EVALUATION: CHECKLISTS AND RUBRICS IN EDUCATIONAL RESEARCH COURSES

Vicki A. Wilson, Wilmington College, and Anthony J. Onwuegbuzie, Valdosta State University

The traditional "black box" approach to evaluation of assignments in the educational research course has at least two effects: (1) products that fail to meet the expectations of the instructor and (2) frustration on the part of students who do not know exactly what is expected and who are consequently confused about or disappointed in the grades received. The purpose of this display session was to share rubrics and checklists that have been pioneered and refined by professors of educational research at the master's and doctoral levels in an effort to improve both student performance and student satisfaction in research courses.

Displayed and discussed were Likert-scale scoring checklists for dissertation-format research reports, research proposal presentations, and research article critiques. Rubrics describing unacceptable, acceptable, and exemplary performance on each aspect of a master's thesis and a group research project presentation were also presented. Copies of the checklists and rubrics were available to conference participants.

TRAVELING THROUGH THE LAND OF OZ: TEACHING QUALITATIVE RESEARCH

Kathy K. Franklin, Nicola A. Connors, Rob Edleston, Steve Marvin, Christy Oberste, I. J. Routen, and Tricia Satkowski-Harper, University of Arkansas at Little Rock

The sharing of successful pedagogical techniques is an important form of mentoring for college



instructors. Sharing successful pedagogical innovations employed by professors teaching qualitative research methods is imperative in light of the challenging complexities of phenomenological inquiry (Tierney & Lincoln, 1994).

The purpose of this display session was to share the pedagogy of one instructor teaching a qualitative research method course and the learning experiences of six graduate students who participated in that course. The qualitative course is a required component in the doctorate program at a metropolitan university. Of the six students participating in the display session, one student took the course during the summer semester 1997 with the remaining five students taking the course in spring 1999. The instructor had taught this graduate course for three years.

The instructor has designed each course with two primary objectives: (1) to promote research peer and instructor mentoring and (2) to engage students in a tactical learning experience. To accomplish these objectives, students in the methods course work as a team alongside the instructor on a class research project. As a team, the students collect and analyze the qualitative data, write the research report, present the data at a regional or national conference, and submit the manuscript to a journal. With class sizes of up to 20 students, managing the logistics of the class research project and report can be a challenging task.

In the display session, the instructor shared the (1) philosophy informing this type of pedagogy, (2) logistics in organizing and managing a class research project of this magnitude, (3) benefits and challenges of this teaching method, and (4) strategies used to promote mentoring. The students shared their opinions, both pro and con, about their learning experience and future plans for conducting qualitative research.

PREFERENCES OF PRE-PROFESSIONALS WHEN CONSULTING WITH SCHOOL PSYCHOLOGISTS

Gary L. Cates, Katrina N. Rhymer, Christopher H. Skinner, and Sandy Devlin,
Mississippi State University

This survey was conducted to examine preferences of pre-professionals (i.e., elementary education, secondary education, special education, and educational psychology students) when consulting with school psychologists. Participants were asked to read a scenario and then select which type of school psychologist they would prefer to consult with on the case. The descriptions of the school psychologists were identical except for the placement of experience: special education classroom or mental health clinic. A chi-square Goodness-of-Fit test showed that special education majors and educational psychology majors preferred the school psychologist with special education experience over the school psychologist with experience in a mental health clinic. However, elementary education majors and secondary education majors did not prefer one type of experience over the other. Discussion focused on the implications of type of training experiences for school psychologists when consulting with future professionals.

9:00 a.m.-9:50 a.m. COMPUTER EDUCATION
Session T#005 (Training Session, 2 hours) Salon F

TRAINER:Gunapala Edirisooriya, East Tennessee State University

TRICKS AND TREATS OF ELECTRONIC EXCHANGE OF DATA

The level of advancement in information technology in the new millennium is bound to exceed our depth of imagination. This prospect would bring much relief to researchers on two important aspects: data collection and access through electronic exchange of data (EED). The nature, forms, and methods of EED are beginning to get rooted among some researchers in some fields. In the field of education, there is a dire need for promoting such knowledge base and related professional skills among researchers and doctoral students.

The scope of this training session includes: media of EED (platforms, applications, and environments), creation of common data files for EED, retrieval (import) of E-files into a statistical program, transfer (export) of E-files from a statistical program into another application, and retrieval of E-files from a



specific format (e.g., PDF, WWW) into a statistical program. This session aims to achieve the following. Participants will (1) understand the differences among EED media, (2) learn how to create a data file for EED, (3) understand the procedures in EED among applications, and (4) know about many Websites for EED for research. Ideally, this training session should be conducted in a media classroom where each participant will have access to a PC. The participants followed the instructor's demonstration and accumulated hands-on-experience. An alternative was a demonstration format in which the instructor demonstrated the procedures using a laptop and a video projector also be used in the workshop format. Each participant received a detailed (--similar to, for Dummies ...) instruction for each of the procedures covered. The session is mainly designed for graduate (doctoral) students and junior faculty.

10:00 a.m.-10:50 a.m. HIGHER EDUCATION
Session T#006 (Discussion Session)..... Salon A

PRESIDER:Chad Ellett, Louisiana State University

**CHARACTERISTICS OF UNIVERSITY FACULTY WHO PARTICIPATE
IN CLASSROOM RESEARCH**

Michael F. Burnett and Julia Y. Porter, Louisiana State University

Quality educational experiences are more important today than ever. Improvements in education require systematic examination of effectiveness of current and proposed practices. Relatively little research has been conducted on interactions in classrooms, especially in universities. This is due largely to difficulties associated with getting faculty to participate in research. Therefore, the purpose of this research was to determine factors that influenced university faculty to participate in classroom research.

The population was teaching faculty in one university during spring 1999. A random sample of courses offered was used to select the faculty sample. The sample included a total of 84 faculty.

The instrument was a researcher-designed recording form. Variables measured were selected based on information from literature and were reviewed for content validity by a panel of experts. Data were collected during the spring 1999 semester using various contact methods as well as recording selected faculty and course demographics.

Of the 84 faculty selected, five were assigned to courses that were canceled, 32 participated in the study, and 47 did not participate. Variables on which the participants and non-participants differed most were the number of personal contacts made, number of telephone calls made from the researchers, and number of students enrolled. A discriminant model was found that significantly increased the researchers' ability to classify subjects on whether they participated. This model accurately classified 85% of subjects.

Implications included making information available to researchers regarding techniques and factors that could enhance faculty participation in research studies. Among these issues were the value of making personal contacts, optimum number of productive telephone calls, and administrative units that were most likely to require more intensive contact methods to gain participation.

**UTILIZING NETWORKED COMPUTER WORKSTATIONS
TO CONDUCT ELECTRONIC FOCUS GROUP SESSIONS**

Catherine Lowery and Kathy K. Franklin,
University of Arkansas at Little Rock

During the spring semester 1999, the researchers conducted a study exploring faculty attitudes about the use of technology in the college classroom. The data collection method chosen for this naturalistic study was a series of "electronic" focus group sessions with faculty from a metropolitan university located in the southwest. The electronic sessions were conducted in a decision-support center located on campus equipped with 13 networked-PC compatible computer workstations, one server, and a facilitator workstation. The software used



for the focus group sessions was Group Systems version 2.0 by Ventana Corporation headquartered in Tucson, Arizona. This software is specifically designed for group decision-making, problem solving, and brainstorming activities.

At the beginning of each focus group session, the facilitator explained the technology to participants and how to respond to questions via the computer. After a brief practice session using the technology, the facilitator engaged in a guided-question and answer process using a predetermined focus group script via the facilitator workstation. The guided process included two phases. In the first phase the facilitator posed a question to the group. Individually, the participants responded to each question via the computer. In the second phase, the facilitator "opened" the network to allow all participants to read all responses. Then, through networking, the participants were asked to "talk" with each other about the responses. A printed transcript from each session was analyzed utilizing a content analysis procedure.

The purpose of this presentation was to share the experiences of the researchers in utilizing electronic focus groups to collect data and discuss the unique challenges in analyzing data. Furthermore, the researchers addressed the qualitative issues related to reliability and validity with this collection technique and identified the implications of using electronic focus groups to future qualitative research.

FOSTERING RESEARCH BY FEMALE GRADUATE STUDENTS THROUGH MENTORING

Nicola Conners, The University of Memphis, and Kathy K. Franklin,
University of Arkansas at Little Rock

Evidence in the literature suggests that women are less likely than men to be involved in research activities (Chronister, Gansdeer, Harper, & Baldwin, 1997). Feminist researchers postulate that an increase in research mentoring might encourage more women to participate in research activities (Leibenluft, Dial, Haviland, & Pincus, 1993). Furthermore, researchers argue that female graduate students have different mentoring needs as compared with their male peers.

During the summer semester 1997, six female graduate students participated in a qualitative research methods course specifically designed to facilitate peer and instructor research mentoring. The purpose of this study was to explore the experiences of the six female graduate students as related to the qualitative research course, to explore the attitudes of these women about graduate scholarship and research, and to construct a theoretical framework on female research mentoring.

The data collection phase of the research included three methods: (1) telephone interviews during the semester following the class, (2) e-mail interviews one year later, and (3) a follow-up focus group session with five of the six graduate students 18 months after the class. The researchers used a content analysis protocol by first manually coding the data, then developing the attitude themes and patterns, and, finally, constructing the framework from the attitude patterns. A "member check" of the resulting theoretical display was conducted by participants in the study and by female graduate students not enrolled in the course.

The theoretical framework identified four constructs related to research by female graduate students. Those constructs included (1) overarching research barriers, (2) time management concerns, (3) perceived gender differences that influence research production, and (4) obstacles to research because of family commitments. The framework also identified the mentoring solutions for each of the constructs and the benefits of the qualitative research class as related to those solutions.

10:00 a.m.-10:50 a.m. MULTICULTURAL EDUCATION
Session T#007 (Discussion Session).....Salon B

PRESIDER:Linda T. Coats, Mississippi State University

**THE EFFECTS OF PERSONAL LIFE EXPERIENCES ON THE ATTITUDES
OF TEACHERS TOWARDS CULTURAL DIVERSITY**

Amany I. Saleh, Arkansas State University, and Candace Lacey,



This study examined the effects of teachers' diverse life experiences on their attitudes towards different diverse ethnic groups in their schools. The study also investigated if students' cultural attitudes varied significantly in relation to the degree of their exposure to diversity in their current university settings.

Questionnaires were distributed to teachers enrolled in a graduate program at a mid-southern university. The classes were randomly selected by the researchers. The sample consisted of 100 participants. Two questionnaires were utilized; the first one was developed by Corporate Diversity Strategies, Inc., and is titled "Assessing MY Own Life Experiences," and the second questionnaire is called "Ethnic Attitude Test," developed by Roger Martinez (1987). The first instrument consisted of a one-page scale survey that enabled participants to assess their multicultural life experiences. The second instrument asked participants to indicate the extent of their agreement with 40 statements regarding ethnic and cultural issues. These statements probed participants for their attitudes concerning different cultures, ethnic stereotypes, and cliches, self-determination rights of minorities, and the role of teachers, ethnic leaders, and parents in educational programs planning. The data were analyzed using SPSS.

The results indicated significant effects of previous multicultural experiences and exposure to cultural diversity on teachers' attitudes towards ethnic groups. The study provided insights into how teachers think and feel about multicultural issues and their diverse students. The results can provide educators and administrators with a new understanding of the effects of perceptions of cultural attitudes among majority and minority group members.

TEACHER EDUCATORS' ROLE IN PROMOTING THE TENETS OF MULTICULTURAL EDUCATION

Pamela A. Taylor, Mississippi State University

The next century is promising dramatic demographic changes, not only in our public education classrooms, but our university classrooms. It has been contended that an influx of different culture groups into the classroom will challenge teachers with how they should best be taught. Preservice and beginning teachers often talk of the importance of being able to respond to the diverse backgrounds, experiences, abilities, and interests of their soon-to-be students, yet, few understand or are prepared for the diversity that awaits them. Traditionally, teachers have been trained and prepared to work with children from the dominant cultural group. However, living in a diverse society requires having an awareness and understanding of the cultural differences not only of the majority, but also the minority culture groups.

One implication of this diversification shift is the challenge it poses to the academy that trains the teachers. Teacher educators have been charged to matriculate teachers who are both culturally sensitive and culturally literate. The issue of multicultural education is so important that the primary accrediting agency, the National Council for Accreditation of Teacher Education, has encouraged its inclusion in studies for prospective teachers. Even more important, NCATE is revising its standards to place more emphasis on diversity issues and is making the standards more explicit.

Teacher educators play a vital role in the professional development of preservice teachers, in that they design, implement, and assess curricular programs. If preservice teachers are to become culturally sensitive and literate, it will be because of the efforts of teacher educators. It was, therefore, the proposition of this paper to pose a charge to teacher educators to assume a more definitive role by modeling multicultural teaching practices and the tenets of multicultural education. As a result, they will be the exemplars that preservice teachers will strive to emulate.

DO WE NEED A MULTICULTURAL CURRICULUM?

Debra L. Williams-Carter, Mississippi State University

As we look around our communities, we see European Americans, African Americans, Asian



Americans, and Native Americans, to name a few culturally diverse groups. From observation, we can see that America is composed of many people from a variety of backgrounds and cultures. Regardless of cultural differences, many of these people make valuable contributions to our society and will continue to do so in the future. Many of our offspring will make contributions and decisions that will dramatically affect our country.

Advocates of multiculturalism are concerned with how teachers are providing instruction for the diverse groups of children in their classrooms. Teachers are being held accountable for meeting the needs of all children in their classrooms, regardless of cultural differences. Therefore, teachers need a curriculum that incorporates diversity and makes allowances for the diverse groups of students that they teach.

Demographic information clearly indicates that America comprises a mixture of people from many culturally-diverse groups. An education centered around one particular group is highly inappropriate. The contributions of all groups must be incorporated into the curricula designed to prepare our students for their futures.

The children in our classrooms today will be the future leaders of tomorrow. It is inevitable that they will have to work with culturally different people for the duration of their lives. Considering this fact, our children need to be taught about other cultures. As responsible adults, we must prepare our children for the tasks they will encounter in the future. Therefore, it was the position of this paper to persuade educators to embrace the idea of multiculturalism. As a result, educators should be inspired to devise curricula that will provide a multicultural education for all students.

10:00 a.m.-10:50 a.m. AT-RISK STUDENTS AND EARLY CHILDHOOD EDUCATION
Session T#008 (Discussion Session)..... Salon C

PRESIDER:Arlene Amos, Choctaw County (MS) Department of Education

PRESERVICE AND INSERVICE TEACHERS' PERCEPTIONS ON SKILLS OF SCIENCE TEACHING IN PRIMARY GRADES

Indranie Dharmadasa, Chicago State University

Research that emphasizes preservice and inservice teacher's perceptions on knowledge about skills of teaching science in primary grades, specifically regarding African American teachers, appears to be scarce. The purpose of this study was to identify the perceived knowledge of African American preservice and inservice teachers' skills of science teaching and to identify the skills perceived as most knowledgeable and as least knowledgeable by the two groups.

Forty-one inservice and preservice teachers from an early childhood program in a mid-west university participated in this study. The perceptions on skills of science teaching were gathered using a five-point, Likert-type scale. One way ANOVA design was applied to analyze data.

Results showed a statistically significant difference between the two groups of teacher's in perceived knowledge about science teaching skills. Preservice teachers perceived that they had little knowledge in most of the skills, while inservice teachers perceived they had considerable knowledge in all of the skills. Both preservice and inservice teachers perceived that "using hands-on approach to teaching and learning" as one of the two most knowledgeable skills and "developing lessons to include a variety of strategies" as one of the two least knowledgeable skills. Inservice teachers perceived "using effective questioning," and preservice teachers perceived "designing activities to develop metacognition" as the other most knowledgeable skills of science teaching while preservice teachers perceived "organizing and sequencing instruction" and inservice teachers perceived "developing clear instructional objectives" as the other least knowledgeable skills.

Inservice and preservice teachers' perceived that knowledge about science teaching skills would provide useful feedback to teacher education programs regarding the extent to which early childhood, African American preservice and inservice teachers need to be equipped with necessary knowledge and skills to meet the demands of science teaching in primary grades.

EFFECT OF THE HIPPIY PROGRAM ON DEVELOPMENT OF LITERACY SKILLS



Susanne MacGuire and Glennelle Halpin, Auburn University

In an attempt to make an early impact on school achievement, one school chose to provide the Home Instruction Program for Preschool Youngsters (HIPPO) for their most at-risk kindergarten children. In this school, where 96% of the children qualify for the Federal Free Lunch Program, 20 children representing the lowest performing 25% on the Alabama Kindergarten Assessment and their families were invited to participate over the course of the kindergarten year. The HIPPO program is a structured compensatory education program that is delivered to the child by the mother who is trained on a weekly basis with the current set of materials.

Research on HIPPO suggests that participation in this program may have an impact on later math achievement, but the influence on literacy skills looks much less promising. The focus of this study was a fine-grain analysis of the children's emerging literacy skills in an attempt to understand how the program was impacting this area of development. Twelve program children and six comparison children were followed over the course of the eight-month program. Literacy skill development was assessed with the Clay Observation Survey of Early Literacy Achievement and the Test of Phonological Awareness. Of particular interest were the children's own theories about reading and writing. Information regarding each child's theories was gained through a semi-structured interview in a play setting where the child was teaching a teddy bear to read and write.

Changes in literacy skills were examined for each child in both groups and compared across groups. Child interview tapes were analyzed for individual theories about reading and writing and compared for common and unique themes and changes over time. Implications for use of this program as compensatory education at the kindergarten level were discussed.

A STUDY OF THE KNOWLEDGE OF PHONICS, PHONEMIC AWARENESS, AND SPELLING ABILITY IN PRIMARY NON-READERS

Susan Morris Hill, The University of Alabama at Birmingham

Because of results of recent reports such as Preventing Reading Difficulties in Young Children, literacy educators have been questioning the role of phonemic awareness and direct systematic phonics instruction for beginning reading. Some educators believe that students who are non-readers lack phonemic awareness and knowledge of phonics.

The purpose of this study was to determine if primary non-readers were phonetically aware, possessed knowledge of phonics, and spelled at a high level. A group of 52 primary-grade students in a small rural city were identified by administrators as non-readers. To verify their lack of reading ability, the students read aloud from a primer-level reading inventory. Of the 52 students in the sample, 28 read less than 80% of the words in the passage and were classified as non-readers. Of these 28 students, 21 were first graders, 5 were second graders, and 2 were third graders; 80% of the students were male, 90% Caucasian, and 75% on free or reduced lunch. Half of the students had been identified as eligible for special education services.

All students in the study were individually administered the primer-level reading passage from the Qualitative Reading Inventory, the Yopp-Singer Phonemic Awareness test, portions of the Bader Phonics tests, and spelling words. The data analysis revealed that a majority of the non-readers possessed phonemic awareness, had much phonics knowledge, and were using consonants, letter name vowels, and some short vowels in their spelling. The findings of this study suggested that non-readers could be phonically aware, possess phonics ability, and be advanced in their developmental spelling.

10:00 a.m.-10:50 a.m. COUNSELING
Session T#009 (Discussion Session)..... Salon D

PRESIDER:Nola Christenberry, Arkansas State University

THE IMPACT OF TRAUMATIC DEATH EXPERIENCES ON THE WORLD ASSUMPTIONS



OF TRADITIONAL UNDERGRADUATE STUDENTS

Jennifer L. Marshall and Trey J. Fitch,
Morehead State University

The purpose of this study was twofold. First, the researcher attempted to discover whether a traumatic death experience--suicide, homicide, natural death (unexpected illness), or accidental death--impacted the world assumptions of traditional college-age students. Second, the researcher attempted to find which independent variables (age at which traumatic death experience occurred, type of traumatic death experienced, number of deaths experienced, relationship to the deceased, witnessing the death, and social support from family and friends) was predictive of the following three world assumptions on the World Assumptions Scale: benevolence of the world, meaningfulness of the world, and perceived self-worth.

A total of 351 participants from undergraduate classes at four different universities in east Texas completed the demographic questionnaire, World Assumptions Scale, Perceived Social Support-Family, and Perceived Social Support Scale-Friends. A 2X2 multivariate analysis of variance and three multiple regressions were used to examine the data.

The overall exposure to a traumatic death experience appeared not to impact an individual's world assumptions. Counselors may wish to focus more on the age the exposure to the traumatic death occurred, relationship to the deceased, and social support of family members than on the fact of the exposure to the traumatic death experience.

GENDER AND PERCEPTIONS OF SEXUAL ASSAULT OF MEN

James Meadows and Katherine Dooley, Mississippi State University

The study examined the relationship between gender and perceptions about the sexual assault of men. Previous literature explored perceptions of the sexual assault of women. The research indicated that men held more stereotypical perceptions about the sexual assault of women.

This pilot study was used to develop the instrument that assessed participants beliefs about the sexual assault of men. In this study, 74 graduate students (67 women and 7 men) in counseling participated in the study. Ages ranged from 21 to 57 years.

The questionnaire was developed from the work of Coxell and King (1996) and Gonsiorek (1994), who discussed the types of stereotypes about the sexual assault of men that were commonly held. The instrument contained items that assessed stereotypes about whether persons who assaulted males were gay or whether gayness was a contributing factor in the sexual assault of men. Items also focused on whether men could be forced to have sex against their will. Other items focused on the psychological and physical consequences of the sexual assault on men.

Results of the study indicated that participants, regardless of gender, disagreed that being gay was a major factor in the sexual assault of men. Further, the majority of the participants indicated that sexual arousal did not imply consent in a the sexual assault of a man. Participants differed on the question of whether men could be compelled to have sex against their will. More men than women believed that men could be forced to have sex. Finally, the participants were in agreement that the effects of the sexual assault on men were traumatic. The authors concluded that these results could not be generalized to other groups because of the biased nature of the sample. The type of participants, counseling students, and small number of men created selection bias.

A follow-up study of this topic involving a larger and more diverse sample was conducted with the original instrument. The results of that study were also shared in the discussion.

CRISIS SITUATIONS AND THE COUNSELING SUPERVISOR

Ying (Lisa) Tang and Katherine Dooley, Mississippi State University

This study examined trainees' perceptions of the supervisory relationship and whether the



supervisor's level of confidence influenced the trainee's level of confidence in dealing with a crisis situation.

The participants in the study were counseling students enrolled in school-based practica and internships in masters' programs throughout the United States. Questionnaires were distributed to 70 master-level programs in school counseling listed in the 1999 Directory of CACREP accredited programs with. Of the 350 questionnaires distributed, 74 usable questionnaires were returned. Participants included 60 women and 14 men.

The questionnaire was a self-report instrument with 22 items. The first section contained items that asked the trainee to assess her/his comfort in dealing with a school crisis. The second section asked the trainee to evaluate her/his relationship with her/his supervisor. The final section consisted of three vignettes in which the trainee was asked to determine her/his level of confidence in dealing with the scenario, and her/his perception of a supervisor's level of confidence in dealing with the same scenario.

Analysis of the data indicated a significant relationship between the trainee's satisfaction with the supervisory relationship and her/his confidence in dealing with a crisis in the school. Further, the relationship between the trainees' confidence and her/his confidence in their supervisors was significant.

10:00 a.m.-10:50 a.m. MATHEMATICS AND SOCIAL SCIENCE
Session T#010 (Display Session).....Salon E

**CHILDREN'S HEROES AND HEROINES: DEVELOPING VALUES
MANIFESTED THROUGH ARTWORK**

Judy H. McCrary, Jacksonville State University

This research focused on kindergarten-age children's perceptions of heroes and heroines. Heroes and heroines are defined as people whose qualities are admired by fellow members of a social group. Heroic qualities are dependent upon the social values and perceptions of a particular time and place. The major objective of this research was to assess the personal values of this group of children.

The influence of mass media, children's access to a new and unbridled "cyberspace," the high rate of divorce and children without responsible fathers, the persistence of drug abuse and poverty, the upsurge in violence committed by children - these changes are reflected not just in the violent extremes of teenage behavior but in the everyday speech and actions of younger children as well. These are reflections of personal values.

This display was significant in that it demonstrated how the artwork of children could be used in the assessment of children's personal values, thereby enabling children to sort out thoughts and feelings that reflect personal values. Teachers are also enabled to determine which values need to be developed and encouraged.

This study involved 17 kindergarten children. Children participated in a classroom discussion of heroes and heroines. Each child then drew a picture of her/his hero or heroine. The researcher analyzed the artwork of each child and determined the outstanding values represented by the hero or heroine. A parallel was then drawn between the values of heroes and heroines and this group of children's developing values.

A NEW WAY OF PROVING EUCLIDEAN GEOMETRY THEOREMS

Rhonda Catina Porter, Auburn University

High school geometry classes have received much negative feedback for their use of two-column proofs to prove Euclidean geometry theorems. Not only is this task difficult for students, it is also laborious for teachers when it comes to grading students' work. In addition, the National Council of Teachers of Mathematics Standards Committee recommends decreasing the emphasis on two-column proofs. Thus, the researcher presents an innovative way to teach students to prove Euclidean geometry theorems algebraically. This new method allows students to take advantage of the great benefits of technology and to bring a new and exciting component to geometry class. Consequently, it provides a universal process for generating the validity of Euclidean geometry theorems.



Wu, a Chinese mathematician, developed an algebraic method for proving Euclidean geometry theorems. This method requires the use of technology and minor programming skills. With technology being so popular in today's classrooms, students and teachers experience the excitement of this new way of proving Euclidean geometry theorems. The technology must be capable of doing basic math operations on multivariable polynomials.

Wu's method entails three steps: (1) writing the hypotheses and the conclusion of the theorem in polynomial form using the coordinates of given points and setting each equal to zero, (2) putting the hypotheses in triangular form, and (3) performing pseudodivision of the conclusion by each of the hypotheses. If the remainder is zero, then it can be concluded that the conclusion(s) of the theorem follows from the given hypotheses.

The attendees viewed three examples of the process being applied to theorems and by receiving support materials such as the proof of the Wu's method, a lesson plan utilizing Wu's method, and a current reference list of research done on algebraic theorem proving.

COMPARISON OF THE BEHAVIORAL MOMENTUM TECHNIQUE AND THE INTERSPERSAL TECHNIQUE ON SIGHT WORDS WITH A FIRST-GRADE STUDENT

Katrina N. Rhymer, Kristina L. Dalme, T. Steuart Watson, and Christopher H. Skinner, Mississippi State University

A seven-year-old boy in first grade was referred by his teacher because of poor ability to read sight words. The behavioral momentum technique and the interspersal technique were implemented in order to compare accuracy and time completion for both procedures. The behavioral momentum technique consisted of a series of three known words followed by one unknown word. The interspersal technique consisted of three unknown words followed by one known word.

Four lists of 20 sight words each were constructed: Behavioral Momentum (List A), Interspersal (List B), Control (List C), and Probe (List D). The results suggested that the learning rate for the interspersal technique was slightly higher than the learning rate for the behavioral momentum technique. Data on the control set of words and the probe set of words indicated that some spill-over from interventions and the natural environment occurred.

THE FENNEMA-SHERMAN MATHEMATICS ANXIETY SCALE: RELIABILITY AND EXPLORATORY FACTOR ANALYSIS

Gary L. Cates, Mississippi State University

The Fennema-Sherman Mathematics Anxiety Scale (MAS) has been used for various assessment purposes related to students' anxiety of mathematics. Although the MAS has been utilized in many fashions, limited research on the psychometric properties of the instrument has been carried out. This paper examined data collected from 102 college students. A reliability estimate was obtained, and an exploratory factor analysis was conducted. Results suggested high reliability and a one-factor solution. Discussion focused on both the current study's consistency and inconsistency with earlier research as well as directions for future research.

10:00 a.m.-10:50 a.m. COMPUTER EDUCATION
Session T#011 (Training Session Continued)..... Salon F

TRAINER:Gunapala Edirisooriya, East Tennessee State University

TRICKS AND TREATS OF ELECTRONIC EXCHANGE OF DATA



The level of advancement in information technology in the new millennium is bound to exceed our depth of imagination. This prospect would bring much relief to researchers on two important aspects: data collection and access through electronic exchange of data (EED). The nature, forms, and methods of EED are beginning to get rooted among some researchers in some fields. In the field of education, there is a dire need for promoting such a knowledge base and related professional skills among researchers and doctoral students.

The scope of this training session included: media of EED (platforms, applications, and environments), creation of common data files for EED, retrieval (import) of E-files into a statistical program, transfer (export) of E-files from a statistical program into another application, and retrieval of E-files from a specific format (e.g., PDF, WWW) into a statistical program. This session aimed to achieve the following. Participants will (1) understand the differences among EED media, (2) learn how to create a data file for EED, (3) understand the procedures in EED among applications, and (4) know about many Websites for EED for research. Ideally, this training session should have been conducted in a media classroom where each participant would have had access to a PC. The participants followed the instructor's demonstration and accumulated hands-on-experience. An alternative was a demonstration format in which the instructor demonstrated the procedures using a laptop and a video projector. This can also be used in the workshop format. Each participant received a detailed (--similar to, for Dummies ...) instruction for each of the procedures covered. The session was mainly designed for graduate (doctoral) students and junior faculty.

11:00 a.m.-11:50 a.m. PERFORMANCE ASSESSMENT - PORTFOLIOS
Session T#012 (Discussion Session)..... Salon A

PRESIDER:Ernest A. Rakow, The University of Memphis

**PORTFOLIO ASSESSMENT AS SUMMATIVE DOCUMENTATION
IN A TEACHER PREPARATION PROGRAM**

Laura J. Hopper, The University of Tennessee, Knoxville

This teacher education program examined performance assessment through the implementation of reflective portfolios as summative documentation for examining and evaluating specific aspects of learning during a two-year program. Guidelines for assessment were based on 31 frameworks for individualizing instruction developed as a means of improving learning and creating schools in which all students can learn.

Ten preservice teachers (interns) training at the K-8 level comprised the initial sample. Interns were responsible for collecting evidence and reflecting on their growth and mastery of teaching abilities during a two-year teacher training process. A primary focus for this portfolio was the implementation of the program's 31 frameworks. Monthly group meetings were held to discuss progress with implementation and as a means to promote personal assessment and reflection upon improvement. Interns were responsible for selecting and assembling documentation and artifacts that indicated their level of understanding and personal ability to appropriately implement the frameworks. A rating rubric was developed that specifically identified and ranked the criteria for assessment.

Interns showcased their portfolios before an interview panel composed of education administrators from the local public schools and/or the university. All members of the interview board individually rated the interns' presentation. These were tallied for overall score and placement on rating scale. All interns demonstrated a heavy focus on the specific classroom techniques guided by the 31 frameworks and broad-ranged reflections indicative of their classroom teaching abilities and personal success.

The interns demonstrated a high level of framework implementation, increased comprehension levels, realistic reflection, and the ability to communicate knowledge of their learning. Their portfolios documented personal growth and abilities in a beneficial format that may be expanded or adapted to include job readiness assessments, professional development opportunities, and interview materials.

PORTFOLIO: ONE SCHOOL'S JOURNEY



Melanie J. Kennon, Arkansas Tech University

This qualitative study examined teacher perceptions longitudinally to determine what resources were necessary for successful implementation of portfolio assessment. The study focused on current perceptions about portfolios along dimensions such as usefulness with different populations and for various purposes, time efficiency factors, and the infusing of this new assessment form into a traditional assessment model.

The study included all 11 faculty at a small, rural elementary school. Throughout the study, teacher attitudes about the concept of authentic assessment and factors that they identified as inhibiting or promoting successful implementation were gathered using surveys, focus groups, and informal interviews. Descriptive information about the process of implementation in K-6 classrooms was collected from monthly meetings and frequent individual discussions with teachers as they struggled to implement portfolios.

Teachers identified both positive and negative aspects of implementation of the new assessment system. Negative aspects or obstacles included : (1) lack of time for learning, for data collection, for conferencing, and for designing rubrics and performance tasks; (2) reconciling portfolio assessment and rubrics with traditional testing and grading practices; and (3) the necessity of changing traditional classroom roles and instructional methodologies to better fit a performance-based system of assessment. Benefits of portfolio implementation included: (1) improvements in student self-esteem and a sense of ownership and pride in their own learning, (2) a fuller picture of students' capabilities, (3) increased professional collaboration with colleagues, and (4) changing views of themselves as researchers and facilitators of learning representative of a child-directed classroom environment.

Systemic assessment reform is a complex process that must involve listening carefully to stakeholders as they move through the process and enduring the growing pains necessary to enact such reform. Bridging the chasm between portfolio assessment and authentic instructional practices will require much in the way of resources, professional development opportunities, and time.

PRESERVICE TEACHERS' ATTITUDES TOWARD PORTFOLIO ASSESSMENT: AN EXPLORATORY STUDY UTILIZING A PROJECT PORTFOLIO

Mary Ann Robinson, University of South Alabama

This study examined preservice teachers' attitudes toward portfolio assessment when using a project portfolio as an alternative to traditional tests. Specifically, it investigated their beliefs regarding the amount of work involved, amount of learning that occurred, individual learning needs, student-teacher involvement, individual assessment, integration of skills, pacing, and evaluation preferences.

The subjects (n=66) were education majors (12 males, 54 females) enrolled in four sections of a computer course. They were mostly juniors and seniors with a mean age of 24 years who had little or no prior experience with portfolio assessment.

The course instructor taught one semester (16 weeks) of computer applications including use of the Internet and Microsoft Office 97. The subjects were given criteria checklists for all sections of the project portfolio with freedom to select the project of their choice. In addition to class sessions, the instructor met with the students individually and as groups throughout the semester to provide guidance and feedback. The students were allowed to revise their work prior to final submission.

Throughout the semester, the instructor kept a log that included observational data recorded during class and laboratory practice sessions and student conferences. At the end of the semester, the subjects completed a 14-item portfolio assessment questionnaire designed specifically for this study. The data were analyzed, and percentages were computed and displayed in a table.

The results indicated support for practitioners in the use of project portfolios as authentic assessment tools and provided support for further research in the use of portfolios in the college classroom, particularly with cumulative skill acquisition. Special considerations for instructors such as the time factor in grading and conducting student conferences were noted.



11:00 a.m.-11:50 a.m.
Session T#013

SCHOOL VIOLENCE
(Discussion Session).....**Salon B**

PRESIDER:Joe Licata, Southeastern Louisiana University

TARGETING STUDENTS FOR VIOLENCE PREVENTION PROGRAMS

Connie A. Jones, Middle Tennessee State University

This paper was designed to present conclusions that support targeting students who demonstrate the potential to commit acts of violence for programs that focus on limiting aggressive behaviors. It was proposed that students who commit violent acts at school could be identified and helped. While school districts have been developing and implementing Safe School Plans, many violence prevention initiatives have been unavailable until violent acts have been committed. Counseling has been available for students who survive or witness violent acts at school. Few, if any, programs have been available for potential perpetrators prior to the commission of a violent act.

Aggressive students who demonstrate the characteristics of serious or chronic juvenile offenders can be identified if educators are trained to know the signs to look for. If these students were targeted and appropriate measures taken, the likelihood of their involvement in the some violent act can be lessened. Successful violence prevention initiatives have lowered the number of violent acts being committed in specific areas of the country.

The profile of potentially violent students was presented in the paper. Children at risk for aggression and violence have been found to behave cognitively and socially differently from their more socially competent peers. Early childhood has increasingly been recognized as a key stage in the development of aggressive, violent behaviors. It was, therefore, recommended that the earlier the potentially aggressive or violent child is identified the greater the possibility of decreasing the likelihood of their involvement in the commission of a violent act.

Educators cannot do this alone. Teachers, classmates, parents, principals, and other significant adults should be responsible for identifying aggressive, potentially violent children. Many successful programs designed to remediate aggression and violent tendencies have a home- or community-based component. These joint efforts address concerns for the development of the whole child.

VIOLENCE IN THE SCHOOLS--A LITERATURE REVIEW

E. Jean Newman, University of South Alabama

The literature review is part of a greater research endeavor in a survey of school counselors related to prevention and interventions for school violence. The review is designed both for research documentation and as background for inservice or reports to local schools, inasmuch as many university persons will inevitably be called on for such assistance.

The search covered books in print, Psychlit, ERIC, and internet keyword search. Over 100 references (of over 800) were cited and referenced in the paper. Categories included prevention strategies, crisis management team formation, administrative hierarchies used and/or advocated, parent involvement, media relations, crisis counseling plans, and issues. The issues ranged from metal detectors and no-locker schools, to the more esoteric questions like "Can you really predict which students will turn violent?"

The implications of this research apply to several arenas, at several levels. Areas that may be useful for educators, researchers, administrators, counselors, and others include: organizational structure; communication lines; student factors such as behaviors, class size, academic vigilance, extracurricular activities, and social activities; parent and family involvement; counseling needs for the school, individuals, faculty, and families; continued networking with other consultants (therapists, nurses, school law officers, social workers, school psychologists); and building communications, both formal and informal, among faculty and staff. Finally, implications strongly suggested the necessity of having crisis plans in place, including city and county health, fire,



police, and emergency agencies.

In relation to school violence and related crises, accurate information must be offered, along with the best that theory and practice advocate in relation to human development, the characteristics of groups, sound practice in education and school management, and meeting the needs of our communities at the social, cognitive, affective, and psychological levels. This review of literature offers a beginning to face this myriad of challenges.

A REVIEW OF LITERATURE FOR THE TEACHING STUDENTS TO BE PEACEMAKERS PEER MEDIATION PROGRAM

Trey J. Fitch and Jennifer L. Marshall,
Morehead State University

Conflict that is not successfully resolved leads to violence, learning impediments, and administrative difficulties. From the 1984-94 the homicide rate for adolescents doubled. Homicide ranks as the third leading cause of death for children 10-14 years of age. As a result of the prevalence of youth violence there is a greater need for peer mediation programs in schools. The Teaching Students to be Peacemakers program was developed to reduce the incidence of violent acts committed in the school environment.

This review of the literature examined the effects of an elementary, middle, and high school peer mediation program. The Teaching Students to be Peacemakers Program (TSPP) was identified as a evidentiary-based conflict resolution program. The review attempted to outline the following: (1) the implementation of the program, (2) outcome research regarding the program, and (3) the current utilization of the program.

Studies were selected based on their inclusion of outcome based measures of program effectiveness and their display of program goals and procedures. This review was conducted to support an application for a School Action Grant to be implemented in a rural Kentucky school district.

The findings of the review indicated the following: (1) the longevity of TSPP provides face validity for the program, (2) the program has more support from outcome research than most peer mediation programs, and (3) the comprehensive nature of the program is one of its primary strengths.

One implication of this review was that TSPP represents a well-researched choice for school districts seeking a peer mediation program. Second, TSPP is structured and systematic. Consequently, it can be implemented efficiently into the schools existing curriculum. Third, the program supports pro-social skills for all students by rotating students as peer mediators.

11:00 a.m.-11:50 a.m. COGNITION AND LEARNING
Session T#014 (Discussion Session)..... Salon C

PRESIDER:Edith A. Miller, Auburn University

THE EFFECTS OF QUESTIONS AND ANXIETY ON ATTENTION, QUESTION CONFIDENCE, AND METACOGNITION

Daniel Fasko and Ronald Skidmore,
Morehead State University

The effects of questions of different cognitive levels were investigated in four undergraduate classes. Previous research suggested that questions may distract students from a lecture and that students felt more confident about responding accurately to low order questions (LOQ). It was speculated that perhaps anxiety interfered with students' confidence to respond to higher order questions (HOQ) and students' metacognitive and attending behaviors.

Eighty students (50 female and 30 male) in two each upper- and lower-division undergraduate educational foundations courses were surveyed. The four undergraduate classes were block randomized into groups receiving HOQs, LOQs, 50% HOQs and LOQs, or no questions (NQ). Standardized lectures on



assessment, approximately 30 minutes in duration, were given to the HOQ and LOQ groups, while the 50% and NQ groups received lectures on intelligence. Except for the NQ condition, the HOQs and LOQs were placed into the lecture where appropriate.

One week prior to the specific lecture, a vocabulary test and four subscales of the Motivated Strategies for Learning Questionnaire (MSLQ) were given to the students. On a subsequent day, each class received their respective lecture. Prior to the start of the lecture a test packet, including the Worry-Emotionality Scale (WE), an attentiveness inventory (AI), and a question confidence scale (QC) was provided to the students. Before and after the lecture the students completed the WE scale. Students in the question conditions were instructed to rate their confidence to respond to questions asked during the lecture. Students in the NQ group were instructed to summarize the lecture material. The AI scale was completed at the end of the lecture. One week later each class was given an achievement test that included either HOQs or LOQs relevant to the lecture they received.

Multiple regression analyses were conducted. Implications for future research and practice were discussed during the presentation.

MIDDLE SCHOOL STUDENTS' UNDERSTANDINGS OF MEANINGFUL LEARNING AND ENGAGING CLASSROOM ACTIVITIES

Nancy Ares, Jeffrey Gorrell, Rhonda Porter, and Joe Ross,
Auburn University

This study centered on middle school children's perceptions of the conditions that foster their meaningful engagement in classroom learning. Interviewed were 108 (52 individually and 66 in focus groups) students in five middle schools in south Louisiana concerning their successes in school, the activities that they enjoyed, the nature of their learning experiences, and the conditions under which they felt most involved and engaged in meaningful learning. These students' 26 classrooms observed an average of three times each, and the 26 teachers concerning student motivation and engagement were interviewed. These supplementary sources of data provided contextual information about the students' classes, as well as confirmatory or disconfirmatory evidence related to the students' perceptions of their classes and their teachers.

Careful theme analysis of interviews showed that middle school students were able to distinguish between those classroom settings and activities that contributed to meaningful learning and those that did not. Valuing learning, they had accurate understandings of what constitutes meaningful rich, active learning activities, and how those activities fostered their engagement in learning. Students felt most engaged when they worked in groups, when teachers involved them in fresh and unique learning experiences, and when they were able to interact with their peers during learning. They perceived restricted movement and interactions in the classroom, strict discipline, and routinized lessons as discouraging and as inhibiting. In classes where students were given more varied learning experiences and opportunities to work in groups, students were observed to be more actively and meaningfully engaged in learning, and they reported learning more while also enjoying the learning experiences. These findings provided important insights from students' perspectives on issues of control in learning, classroom social interaction, and pedagogical techniques that supported meaningful learning.

PIAGETIAN CENTRATION AND EDUCATION: ARE ADULTS FALLIBLE AS WELL?

Gopakumar Venugopalan, The University of Alabama

In his classic conservation experiments, Piaget demonstrated that children often fail to perceive more than one dimension of a conservation task. He called this perceptual limitation, which was shown across diverse tasks involving conservation of mass, volume, area, number, and so on, centration. Piaget's stage theory, and notion of centration, has provoked numerous attempts at disconfirmation. Later researchers have demonstrated that instances of centration are domain-specific, task-specific, and not limited to children. While Piaget originally proposed it as a developmental deficiency in children, adults now seem to manifest a similar phenomenon. However, researchers have tended to describe "adult centration" in terms of attentional limitations and thereby



distinguish it from developmental centration. I contend that the same phenomenon is manifesting itself in both children and adults and, therefore, the same explanation must apply to both.

The problem with education today is one of "centration" or "attentional blindness." Educators and educational systems randomly choose one or more areas to receive attention and encouragement, at the expense of others. This has conferred a unidimensional status on education, removing from it a more contextualized learning. This position paper was supported by the substantial body of literature drawn from developmental, cognitive, and experimental psychology, and the philosophy of education.

11:00 a.m.-11:50 a.m. ACHIEVEMENT AND POLICY
Session T#015 (Discussion Session)..... Salon D

PRESIDER:Scott Bauer, University of New Orleans

COMPARING CONTENT AREA ACHIEVEMENT IN ALGEBRA, BIOLOGY, AND U.S. HISTORY: SHORT-TERM PRIORITIES AND LONG-TERM CONSEQUENCES

John G. Thornell and J. Reid Jones, Delta State University

Standardized achievement tests (e.g., the ITBS or SAT) usually sample broad skill areas such as mathematics, reading, and language. This approach measures the cumulative impact of student experiences in all prior grades. By comparison, achievement tests in specific content areas such as Algebra I, Biology, and U.S. History primarily sample a single year of school. Such content area tests are considerably more likely to reflect short-term priorities of the school district. Further, scrutiny of these area tests allowed the authors a sadly unique opportunity to directly study achievement in U.S. History.

Content area tests for Algebra I, Biology, and U.S. History are annually published for the 152 school districts in Mississippi. History and biology results were more closely associated ($r=.81$) than with algebra results ($r=.70$ in both comparisons). Because history scores were a primary interest for the authors, further study was directed at variables influencing that score. Forty-nine of the 152 districts were identified where the standardized history score was highest among the three content area tests. Surprisingly, MANOVA showed that these 49 districts scored lower on Algebra ($p<.01$) and approached being significantly lower on biology ($ea p=.068$).

The study of 15 other variables showed that these districts were more likely to be small, rural, and economically depressed. Such districts were less likely to be influenced by state and national priorities placed on mathematics and science.

It was obvious that districts that performed best on history would not necessarily be poor in mathematics and science. However, it was equally obvious that more progressive and prosperous districts did not have to sacrifice content areas such as history in the service of promoting technology in the curriculum. Discussion focused on long-term consequences of these trends.

THE DESEGREGATION EXPERIENCE OF PUBLIC SCHOOL PERSONNEL IN EAST BATON ROUGE PARISH, LOUISIANA

Douglas R. Davis, Louisiana State University

Fall 1970 marked an important change in the East Baton Rouge Parish Public School System. In 1970, the number of desegregated students rose from 3000 to over 40,000. In addition, for the first time, school personnel, buses, and extra-curricular activities were desegregated. Over 600 teachers began the 1970 school year teaching in schools that were previously dominated by another race. This event, known as the "cross-over," is the subject of this paper.

The historical study of the 1970 cross-over in East Baton Rouge focused on three questions: the perceptions of school personnel during the cross-over; the impact of the cross-over on classroom teaching, and community attitudes during the cross-over. These questions were answered through a combination of oral history interviews and an examination of historical documents.



Answers to each question were discussed in detail; however, a common theme emerged in all three answers. The phrase "deeply embedded racial attitudes and stereotypes" was used as a descriptor of the cross-over experience in East Baton Rouge. Deeply embedded racism was defined through a modification of Scheurich and Young's (1997) description of "civilizational racism." Scheurich and Young claim that racism exists, often unknowingly, in the construction of knowledge itself. This argument expanded in this work with the claim that "civilizational racism" is present in the use of all language. The conclusion argues that the oral narratives and the historical record demonstrated problems resulting from embedded racism, particularly through the use of language. As a result, it was recommended that school districts that were developing a desegregation policy also develop an "integration policy" specifically designed and targeted to issues of "deeply embedded racism."

**DIFFERENCES AMONG ACCREDITATION LEVELS IN ALGEBRA
ACHIEVEMENT OF MISSISSIPPI PUBLIC SCHOOLS**

Charles W. Davidson and Jerry R. Lewis,
University of Southern Mississippi

Each year, each school district in Mississippi is assigned to an accreditation level from one to five, with five the highest accreditation possible, according to the number of performance variables satisfied by each school district. However, the socioeconomic level of the parents of the children of a school district is not taken into consideration when assessing school district performance. The purpose of this study was to determine if algebra achievement would be different among the accreditation levels if the school districts were equated on the basis of the percentage of students eligible for free lunch and the percentage of students who take the ACT core curriculum in high school.

The subjects for the study were the 152 school districts in the state of Mississippi. The data were obtained from the 1999 Report on Mississippi's Public School Districts for the 1997-98 school year published by the Mississippi Department of Education. The criterion variable for this study was the scores on the State Algebra I test, which is administered state-wide each year. The predictor variables were: the percentage of students eligible for free lunch and the percentage of students who take ACT core course work. Multiple regression analysis was used to determine the variance accounted for by the two predictor variables. The five dummy variables representing the accreditation levels of the school districts were then entered into the prediction system.

The two predictors in the equation accounted for approximately 42% of the variance in algebra scores. When accreditation levels were entered into the system, the *r*-square change was only .039 (*p*=.347). The results of this study indicated that accreditation was more a function of socioeconomic level than of learning produced by the various school districts.

11:00 a.m.-11:50 a.m. TECHNOLOGY AND COMPUTER EDUCATION
Session T#016 (Display Session).....Salon E

**MENTAL MODEL CONSTRUCTION: AN INTERACTIVE
STRATEGY FOR MENTAL MODEL LEARNING**

Susan Dale Mason, University of South Alabama

A "mental model" is a knowledge structure composed of concepts and the relationship between them. A mental model is a systemic type of learning outcome - a system of information, concepts, and relationships between them.

A mental model learning outcome is distinct from declarative and procedural knowledge, going beyond semantic relationships and skills acquisition to the acquisition of cognitive structures (structural knowledge). Building on the theory base that information in memory is encoded in and retrieved from a structure that preserves meaning, theorists posit mental models as powerful engines for higher order cognitive processes.



The mental model enables the learner to solve problems, generate inferences, and make predictions about the system that is modeled. Research with troubleshooting and mental models would suggest another function of mental models learning: predicting what is wrong with a system (troubleshooting diagnosis).

Consequent with the learning theories of constructivism and constructionism, mental models may best be learned when the learner has the opportunity to build the model, not just observe it. Research into computer-based learning indicates that learners understand and retain information better when they interact with it so as to encourage elaboration, inference, or other forms of meaningful learning. Model construction forces the learner to compare model components and the relationships between them.

This display presented an example of mental model construction activities: the construction of a pump. Learners must build a model from its disassembled parts, and must assemble the functions of the parts as well. The model is computer-based (Authorware 4.0) and has been tried out with small groups of learners. It includes instruction, model building, and tests. Attendees watched a demonstration, or tried out the program themselves.

TRAINING PRESERVICE TEACHERS TO INTEGRATE TECHNOLOGY IN TEACHING

Sue S. Minchew and Nancy C. Boling, Mississippi State University

The Mississippi Council for Education Technology revealed that few Mississippi schools integrate technology into the curriculum, and few preservice teachers are adequately trained to teach with technology. In response to the apparent need for training in technology integration among future teachers, T.H.E. (Technology in Higher Education) P.R.O.J.E.C.T. (Preparing, Recruiting, Organizing, and Joining Educators to become Competent Teachers) initiative was designed as a program innovation to address the following: (1) the recruitment of future teachers, (2) the technology integration training needs of future teachers based on specific guidelines from NCATE and ISTE, (3) university faculty professional development in technology; (4) socioeconomic, cultural, and technological equity in the training process; and (5) the sharing of technology integration among all educators.

The display included a detailed chart of the model framework showing the plan for involving K-12 teachers, university faculty, and preservice teachers in the training and implementation of teaching with technology. Also displayed were the initial results of a small pilot study resulting from a collaboration between a professor of Educational Technology and a professor of Curriculum and Instruction.

Participants included 15 secondary methods students (12 females, 3 males; 13 whites, 2 African Americans) who were trained to integrate technology in their teaching. Student-produced brochures were displayed along with photographs depicting students use of technology in teaching simulations. Also displayed were evaluations by university professors and fellow students of the effectiveness of student teaching simulations involving the use of technology; in addition, evaluations by inservice teachers of students teaching with technology in actual classroom settings were shown.

The model framework and results of the pilot project provided implications for classroom practice, teacher educators, and school administrators.

IMPROVING COMPRESSED VIDEO INSTRUCTION BY USING MULTIMEDIA TECHNIQUES WITH SOUNDS, PICTURES, AND ANIMATIONS

J. Gordon Nelson and Franklin King, Jacksonville State University

Compressed video (CV) is an advanced teleconferencing system that allows for the interaction of the instructor with students on and off campus. In January 1997, Jacksonville State University (JSU) established a compressed, video network serving four different locations and offering four graduate courses. During spring 1999, three more sites and several more classes were added. Thus, two years of teaching CV courses provided an opportunity to identify and solve problems unique to successful teaching with this format.

One major challenge in teaching CV courses included the monitoring of on/off-task behaviors of



off-campus students. Most CV instructors identified this as their major concern. One solution to the problem was experimenting with multimedia presentations (e.g., PowerPoint). Although this type of teaching was new to both instructors and students, it adapted well to the CV format with off-site students viewing TV monitors.

According to survey data and comments, multimedia presentations were highly effective in teaching CV classes. Students were more enthusiastic, more attentive, and interested in the multimedia-presented lectures. Novelty of presentations may have been a factor; however, it was also observed that instructors were more enthusiastic in their presentations as they shared and improved each weekly lesson. In preparation, instructors explored the Internet for sounds and pictures to concretize and emphasize points in their lessons. As their skills developed, they included animation effects with the drawing toolbar and custom animation menus. Music was also added with CD player and sound recorder in the accessories folder. This method of teaching seemed to appeal to a wider range of learning styles, although visual learners especially benefited. Also, many students plan to use multimedia presentations and are, therefore, intrinsically interested in the technique.

This display presentation shared examples and techniques in developing multimedia presentations for CV courses and typical classroom teaching.

A LONGITUDINAL STUDY OF TECHNOLOGY RESOURCES AND USE AT AN ELEMENTARY SCHOOL

Vivian H. Wright and Margaret L. Rice, The University of Alabama, and Debra Hildreth, Tuscaloosa City (AL) Schools

This study was a longitudinal case study designed to assess the technological resources and uses of technology at an elementary school. This project is entering its third year. Assessments and interventions have been conducted since the opening date of this new elementary school that opened to students in fall 1997.

The school used in the study is a magnet elementary school located in a city in Alabama. The participants in the study were administrators, faculty, and staff at the school. Assessments were conducted at the beginning of the school year. The same assessments were used at the end of the year. These assessments included: (1) discussions with the principal to develop a summary of technological resources available to teachers and students, (2) administration of a researcher developed instrument called the Media Use Survey, and (3) administration of a researcher developed instrument called the Basic Computer Knowledge Test. Interventions are implemented between the assessments. The session presented an outline of the study, the various instruments used, information about the interventions, and current results of this longitudinal study.

11:00 a.m.-11:50 a.m. STUDENT MOTIVATION
Session T#017 (Symposium)..... Salon F

ORGANIZER: Michael H. Crowson, The University of Alabama

IMPLICATIONS OF MOTIVATIONAL THEORY FOR CLASSROOM PRACTICE

Michael H. Crowson, Nadia Elkhamisy, Jesse J. Foster, Ming Lei, and Jenefer E. Husman, The University of Alabama, and Debbie Ingle Bevill, State Community College

In recent years, as motivational theory has blossomed, so too has the potential for advancing educators' practical knowledge about motivating their students. Oftentimes, practitioners and administrators view theory as too unwieldy to be easily incorporated into daily practice. Thus, the purpose of this session was to provide a point of departure for consideration of the practical implications of motivational theory and its relevance to educational settings. The authors of the following papers discussed ways in which educators could consider using motivational theory in their daily practice.

Nadia Elkhamisy, The University of Alabama and Debbie Ingle Bevill, State Community College (How Teachers Motivate Students to Intrinsic Self-Regulation) provided a discussion of the ways in which



principles of self-determination theory may be used to encourage self-regulated learning in students. Jesse J. Foster, II, The University of Alabama (Integration of Technology into the Classroom: A Discussion of Self-Efficacy and Perceptions of Utility Among Teachers) examined the individual characteristics of practicing teachers' computer usage in the classroom.

Ming Lei, The University of Alabama (A Suggestion of a Motivational Framework in Education) discussed the need to incorporate self-regulation, future time perspective, and emotional control into teachers' daily instructional routine. H. Michael Crowson, The University of Alabama (Perceptions of Instrumentality in Preservice Teachers: Implications for Teaching Educational Psychology) provided a description of instructional practices intended to support preservice teachers' perception of utility within an educational psychology course.

Jenefer Husman, University of Alabama, served as discussant for the session and provided guidelines for integrating motivational theory into classroom practice. Following the brief discussion a five-to-ten minute period for audience questions and discussion was provided.

12:00 p.m.-12:50 p.m. AT-RISK STUDENTS
Session T#018 (Symposium)..... Salon A

ORGANIZER: Marcia R. O'Neal, The University of Alabama at Birmingham

RESILIENT STUDENTS, TEACHERS, AND SCHOOLS

Introduction and Overview

Jerry Patterson, The University of Alabama at Birmingham

The body of literature focusing on resilience has grown substantially within the last five years. Researchers and practitioners from a number of fields have attempted to define and measure the construct, identify characteristics associated with resilience, and describe programs or settings in which resilience is promoted. Given the numbers of at-risk children and youth in our public schools as well as the increases in the number of headline-making tragedies and crises facing students, teachers, and educational leaders, it becomes critically important for professionals in education to remain current on the topic of resilience. This symposium included an introduction and overview as well as four presentations that focused on selected aspects of resilience.

Teaching Young Children Resilience Strategies

Thomas William Jambor, The University of Alabama at Birmingham

With nationwide attention focusing on children, anger and violence, accompanying research attention has focused on preventive, proactive programs for teaching young children resilience strategies. The concept of resilience, the ability to achieve goals in the face of adverse conditions, has been studied with children as young as two years old. In the past year, the quantity and quality of research studies of young children learning resilience strategies has increased dramatically. This presentation focused on recent lessons learned about teaching young children resilience strategies, with particular emphasis on strategies applied in social play settings.

Preparing Resilient Teachers for Urban Schools

Janice H. Patterson, The University of Alabama at Birmingham

This paper addressed the need for resilience in teachers in urban settings and possible strategies for addressing this need. More than 30% of beginning teachers leave the profession in the first three years. The statistics are even higher for those who work in urban schools. Recent research coming out of professional development sites suggests that increased field-based preservice experiences can improve teacher resilience. If findings hold, professional development sites may offer a key to resilience for individuals, school districts, colleges of education, and policy makers.



Resilience in the Work Place

Andrew Bissinger Hatley, The University of Alabama at Birmingham

Each of us has some degree of resilience. An organization's resilience is based, at least in part, on such factors as the composition of the group, organization size, and environment. Group resilience is sometimes more difficult to analyze and foster than individual resilience. This presentation addressed the interests of participants from varied disciplines, levels, and management styles by presenting examples, descriptions, and methods for fostering organizational resilience in the workplace. This information should help participants understand the advantages for an organization that utilizes resilience traits. Outcomes can then be forecast based on other experiences and predictors relative to the respective organization.

Measuring Resilience

Marcia R. O'Neal, The University of Alabama at Birmingham

A number of instruments have been developed for the purpose of measuring resilience. Some focus on resilience at the organizational level, whereas others examine individual resilience in various populations. This presentation offered a review of selected instruments, including comparison of the content among the instruments, review of available information on instrument development, discussion of the technical properties of the instruments, and a summary of the reported uses of the instruments in published studies. The presentation included recommendations for educators.

12:00 p.m.-12:50 p.m. INSERVICE AND TEACHER EDUCATION
Session T#019 (Discussion Session).....Salon B

PRESIDER:Mary Jane Bradley, Arkansas State University

STOP THE BLAME: STRATEGIES FOR THE NEW MILLENNIUM CLASSROOM

Camille B. Branton and Marilyn S. Snow, Delta State University

Jonesboro . . . Portland . . . Littleton . . . The mention of these cities brings anxiety to educators throughout the country. The reality is that this insidious problem is quietly creeping through the educational systems throughout our nation. No school seems to be immune; small towns as well as cities are being assaulted on a daily basis with only the most notorious making the headlines. Now is the time to begin planning for the future of education and its purpose in the twenty-first century. A nationwide search is being undertaken to find the key to the cause of the senseless violence found in our schools. Task forces are being set up for management and crisis intervention, research teams are studying the associated psychological and social factors, and stricter weapons laws are being debated; however, the violence continues.

In trying to solve this question, some have looked at factors related to violence in a cultural context. Music, movies, dress, fantasy games, and Internet access appear to some to be linked to this violent behavior. Other groups look to the destruction of the family values, attitudes of irresponsibility, and lack of community involvement as reasons for these expressions of violence. Educators have been careful to direct responsibility to factors outside of academia. The epidemic does not appear to be improving. No longer can educators look to outside factors for the answer to the dilemma. Evaluation within the educational system as well as without must be undertaken.

This paper addressed methods of preventing violent behavior in schools with particular attention to teaching practices within the classroom. More effective use of theories of motivation, personality, and interpersonal development within individual classroom and social and psychological theories affecting human behavior were discussed. Attitude changes necessary for teaching in the twenty-first century were explored.



THE INTERNET AND LITERACY EDUCATION AT THE GRADUATE LEVEL

Marie C. Roos, Jackson State University

Many graduate faculty are exploring the use of the Internet to facilitate electronic teaching, learning, and research. Appreciating the benefits of this medium for instruction and research, this investigator conducted an exploratory study concerning the Internet and literacy education at the graduate level. This study was a literature review and as such was preliminary to a descriptive research study on the Internet and language arts and reading and a second study, a program explication of the researcher's infusion of Internet technology in graduate courses in language arts and reading.

The problem of this study concerned a review of the literature on the Internet and literacy education at the graduate level to determine its educational efficacy. To this end, a survey of the literature was conducted concerning current practices bearing on electronic teaching, learning and research relative to literacy education. An ERIC search was conducted, and Internet search engines such as Lycos, Excite, Web Crawler, Yahoo, and others were employed to identify the literature. The selection of relevant articles/books/resources was based on the following criteria: (1) accessing the Internet for information, (2) consulting the Professor's Websites for course materials and information, (3) using e-mail to send/receive course-related messages, listservs, (4) perusing professional associations' Websites, (5) using electronic journals such as "Reading Online" (IRA), (6) employing research tools, e.g., search engines, (7) citing exemplary practices, resources, and (8) other.

The literature was critically reviewed in terms of the eight criteria listed. Findings of the review were discussed, and implications for graduate literacy education were shared. Recommendations for further study were made.

AN ASSESSMENT OF PRESERVICE TEACHERS' TOLERANCE OF DIVERSITY

Joan C. Harlan, Sidney T. Rowland, and Mitylene Arnold, The University of Mississippi

Educators and teacher educators currently recognize the importance of both respecting and celebrating the differences among us. Both teacher educators and preservice teachers should be able to successfully interact with all students; something that can be accomplished only if one is aware of one's own biases, prejudices and/or predispositions. This study examined preservice teachers' tolerance of differences in race, gender, religion, ethnicity, socioeconomic status, and disability.

During the 1998 fall semester, 117 preservice teachers enrolled in the Development and Diversity classes at The University of Mississippi anonymously completed a 21-item instrument that measured tolerance of differences of various groups. The instrument used a five point Likert scale. Findings for the 117 completed scales were tabulated. The sample was largely white and female. Students' ages ranged from 19 to 40 with an average age of 22.

Results indicated that disturbingly large numbers of preservice teachers had serious prejudices on many of the dimensions measured by the scale. The results also indicated that many of the preservice teachers had gross misperceptions about certain groups. The information from the study was used to plan changes in the Development and Diversity course offered to preservice teachers. The specific findings and instructional implications were presented.

12:00 p.m.-12:50 p.m. COMPUTER EDUCATION
Session T#020 (Discussion Session)..... Salon C

PRESIDER:Stephen Obringer, Mississippi State University

A COMPARISON OF ATTITUDES TOWARD COMPUTER USE



OF PRESERVICE AND INSERVICE TEACHERS

Kaye Pepper, The University of Mississippi

Today, at least 97% of all American schools use computers in their instructional programs, and many schools are expanding upon their computer capabilities. Despite the heavy investment in these modern technologies, their potential will never be realized if the classroom teacher is not prepared to effectively use them. Only half of all classroom teachers report that they have used computers in their instruction, and fewer still have discovered the potential of interactive technologies. Major factors in this underuse are that many teachers are fearful of computers and lack an understanding of the computer and related technology's value in teaching the curriculum.

Some believe that attitudes of teachers toward computers may influence their effective and innovative use in the classroom. Researchers have found that experience with computers positively influences preservice and inservice teacher attitudes. Instructional technology classes developed to teach the use and understanding of computer technologies in an educational setting could be the perfect opportunity to influence teacher attitudes toward computers. This, in turn, may promote the effective use of the computer in the classroom.

The results of a 50-item survey developed from several sources after a thorough review of the literature was used to determine computer attitudes of approximately 50 preservice teachers and 30 inservice teachers enrolled in graduate and undergraduate classes in the fall quarter. Students were asked to rate the items from strongly agree to strongly disagree. Percentages of positive responses were compared to determine results.

The results of the pretest and posttest administration of the survey reflected changes in the attitudes of preservice and inservice teachers upon completion of the classes. Also noted were differences in the attitudes of the preservice teacher group compared to the inservice teacher group. Final analysis of the results indicated that there was actually little difference in the attitudes of preservice and inservice teachers. However, there were negative results in attitudes of inservice teachers in some categories from the pretest to the posttest. Some indicated that after the instructional technology course they realized that there is much extra work involved in including technology in the classroom. The results of the survey helped to determine changes to be made in instructional technology classes to more positively effect attitudes of preservice and inservice teachers.

INTERNET ACCEPTABLE USE POLICIES IN ALABAMA SCHOOL SYSTEMS

Feng Sun and James E. McLean, The University of Alabama at Birmingham

During the past two decades, computer and information technology has become a dominant world force, moving economies and creating knowledge at an unprecedented pace. Today, the Internet is the focus. It is the most important technological revolution influencing many sectors of society, including education, being used increasingly to complement and supplement traditional modes of instruction. Used appropriately, the Internet can add positive value to the learning process, helping both teachers and students improve the effectiveness and efficiency of the teaching-learning process by motivating students into self-discovery and developing their reasoning skills. At the same time, many concerns have been expressed about students' proper use of the Internet and the value it adds to education. Many school districts are seeing complications of students' surfing in uncharted waters. While most Internet sites have potential educational value, a small percentage can be objectionable because of racial, sexist, political, sexual, or other materials. In order to protect students and avoid repeating mistakes that accompanied the introduction of this technology into education, educators need to take actions to meet this challenge. The purpose of this study was to determine the current status and need of acceptable use policies for students' use of the Internet in Alabama school systems.

The study used electronic survey methodology with 14 questions in multiple choice, skip pattern, and short-answer formats that could be returned via e-mail or completed anonymously on an Internet web site. The data were analyzed using SPSS, and descriptive statistics were reported.

The results suggested that there is a great need for Internet use policies in Alabama. While the students in a majority of school systems use the Internet, a minority of the systems have adequate Internet use policies. The results have implications for all schools or systems where students use the Internet.



TECHNOLOGY SCHOLARSHIP PROGRAM FOR ALABAMA TEACHERS: A FOLLOW-UP SURVEY OF PROGRAM PARTICIPANTS AT ONE UNIVERSITY

Eamonn Joseph Walsh, Jr., Rachel Fowler, and Virginia Avery,
University of Montevallo

The Technology Scholarship Program for Alabama Teachers (TSPAT) was created by the state as a means to provide certified and actively employed Alabama public school teachers with financial assistance in acquiring training in the use and integration of technology. Under the terms of TSPAT, eligible teachers may use the scholarship money to attend a sequence of three approved graduate-level technology courses offered at higher education institutions throughout Alabama.

In an effort to monitor the effectiveness of the TSPAT course sequence in preparing its students, one of the participating universities surveyed all teachers (n=56) who had completed its TSPAT-approved technology sequence since program implementation in 1993. An open- and closed-ended questionnaire was used to identify respondents' perceptions regarding (1) strengths and weakness of various course components, (2) course effectiveness in preparing teachers to integrate technology into the classroom, and (3) factors within the schools that influence technology integration.

Survey analysis revealed practical suggestions for course enhancement that would be considered in future modifications of the technology sequence. Additionally, results may have provided meaningful input into school- and district-based decisions regarding technology integration.

12:00 p.m.-12:50 p.m. LANGUAGE, ENGLISH AND PRESCHOOL EDUCATION
Session T#021 (Display Session).....Salon E

STYLE IN THE CONTEMPORARY RETOLD FOLKTALE

Gloria D. Currier Bunnell, Mississippi State University

The study analyzed contemporary retellings of traditional folktales to determine (1) the stylistic structures used by authors in selected exemplary retold folktales published in the last 20 years, and (2) the lexical choices used by authors to convey the folkloric experience in selected exemplary retold folktales published in the last 20 years to establish a guide for the informed selection of quality folkloric literature for use in the classroom.

The eight books chosen for this stylistic analysis were deemed exemplary by their appearance on at least five of the national authoritative lists compiled by specialists in the field of children's literature and contained at least 1000 words of text. General stylistic categories used to divide the stylistic features into sub-categories for the analysis included choice of diction and sentence structures.

The analyst conducted four readings on each book recording the following findings from each reading: (1) general impressions of the style and structure of the book, (2) lexical features found in the book, (3) sentence structural features found in the book, and (4) any emergent categories of features or overlooked stylistic features found in the book. Data sheets were compiled with each reading, and a descriptive narrative of the stylistic profile was written for each book in the sample.

This display consisted of a matrix identifying the patterns of style from each book that emerged from the data, a summary of the stylistic categories used to analyze the writing styles, examples from the books exhibiting the stylistic patterns used by the authors, and the books analyzed. This project may be used by teachers as a guide for identifying and selecting quality folkloric material for use in the classroom from the vast amount that is available today.

INNOVATIVE TEACHING: CREATIVE STUDENT PROJECTS FOR THREE MAJOR LITERARY WORKS



Sue S. Minchew, Mississippi State University, and
Wendy Davis, Starkville (MS) High School

Best practice research has shown the benefits of innovative teaching techniques that make learning fun in student-centered classrooms where students are involved in hands-on activities. Students in just such an environment in two 10th-grade, accelerated English classes taught by the same teacher participated in creative projects for three major literary works: William Shakespeare's *Julius Caesar*, George Orwell's *Animal Farm*, and Harper Lee's *To Kill a Mockingbird*. Samples of student works created as part of the following assignments will be displayed.

For the *Julius Caesar* project, students drew designs of period costumes appropriate for characters in the play. With students' names omitted from the designs, students in each class judged the designs of students in the other class, resulting in first-, second-, and third-place winners from each class. The winning designs with names attached were displayed on the classroom bulletin board with the title "Roman Runway."

An imaginative *Animal Farm* assignment involved students in writing resumes for the animal characters in the novel. In creating the resume for her or his chosen character, each student had to use proper resume format to provide information about the character's address, educational background, work experience, honors, extracurricular activities, and references.

Using the events and characters in *To Kill a Mockingbird*, student groups created newspapers. Students not only wrote news articles, editorials, gossip columns, advertisements, cartoons, and obituaries, but arranged the writings in the typical newspaper format with a front page, editorial page, and articles laid out in columns.

The display demonstrated how to involve students in projects that allowed them to use their creative imaginations and various talents in assignments that were not only fun and instructive but also addressed a variety of learning styles. It proved interesting to practitioners and teacher educators.

IMPROVING CHILDREN'S WRITING PROFICIENCY AT AN ECONOMICALLY DISADVANTAGED, RURAL ELEMENTARY SCHOOL

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

Over-emphasis on high-stakes achievement testing for accreditation purposes has caused elementary schools to abandon creative writing and the arts in favor of spending more time drilling on basic skills. Such practice has resulted in an impoverished education for many economically disadvantaged African American children living in rural environments.

This case study focused on the efforts of two university researchers serving in the role of participant-observers to improve children's language arts proficiency through designing an innovative writing program that integrated writing and reading with the visual, musical, and dramatic arts. Key assumptions underpinning the program included: (1) reading and writing are intertwined and mutually dependent--the more children read, the better they write, and the more children write, the better they read; (2) art enhances and complements reading and writing; and (3) involving children in creative writing through the use of "real" manuscripts and related artistic experiences enriches learning.

Interest in improving the writing proficiency of the 600 students, mostly African American, attending the economically disadvantaged, rural, K-6 elementary school described in this case study, resulted from conversation between the principal and the two researchers who designed and implemented the program on behalf of their university's service commitment to the public schools of the state. The presentation described in step-by-step detail how the creative writing intervention was implemented and the results--some encouraging and some disappointing. Samples of children's work were shown in the display.

Authentic case studies highlighting children's actual learning experiences, such as the one presented in this session, are needed for the continued development of the "best practice" literature base addressing the language arts. The findings presented in this case study make a meaningful contribution to that literature base.



A COMPARISON OF TOY PREFERENCE BETWEEN MALE AND FEMALE PRESCHOOLERS

Karen I. Dittmer and Linda W. Morse, Mississippi State University

Previous research has indicated that children learn to gender stereotype toys by two years of age. Other research has stated that use of "masculine" versus "feminine" toys leads to different skill acquisition. Previous research included data collection solely by observation. The present study served to extend previous research by the use of interviews.

Participants consisted of 16 three- to five-year-old children. The purpose of the current research project was to observe children's toy preferences in a play situation to determine if there was a relationship between the gender and age of children and the category of toys (feminine, masculine, and gender-neutral) that children play with. Toys rated by a group of parents as masculine, feminine, and gender-neutral were presented to each child individually. After observation, the children were asked why they played with certain toys and not others. The purpose of the open-ended questions was to determine if the child verbalized gender stereotypic phrases regarding the reasons they played with certain toys and to determine if there were any differences in responses based on age.

Results indicated that, contrary to previous research, there were no significant differences in the types of toys girls and boys played with (feminine, masculine, or gender neutral) in regard to gender or age. Discussion suggested implications for further research in the area of learning and gender stereotypes.

12:00 p.m.-12:50 p.m. COLLEGE STUDENTS AND PERFORMANCE ASSESSMENT
Session T#022 (Display Session)..... Salon F

**I'LL GO TO THE LIBRARY TOMORROW: THE ROLE OF PROCRASTINATION
IN LIBRARY ANXIETY**

Qun G. Jiao, The City University of New York, and
Anthony J. Onwuegbuzie, Valdosta State University

Academic procrastination is prevalent among college students. Indeed, approximately 95% of students procrastinate in academic tasks such as writing a term paper, studying for examinations, and keeping up with weekly reading assignments. Apparently, this academic procrastination stems primarily from fear of failure and task aversiveness. At the graduate level, it has been estimated that as many as 60% of students procrastinate on academic tasks, with more than two-thirds reporting that they would like to decrease their tendency to procrastinate. In a recent study, it was theorized that high-anxious graduate students typically procrastinate while engaging on library tasks. However, this theory has not been empirically tested. Thus, this study investigated the relationship between academic procrastination and library anxiety at the graduate level.

Participants were 133 graduate students enrolled in three sections of a required introductory-level educational research course at a southeastern university. Findings revealed that overall academic procrastination was significantly positively related to the following dimensions of library anxiety: affective barriers, comfort with the library, and mechanical barriers. A canonical correlation analysis revealed that academic procrastination resulting from both fear of failure and task aversiveness were related significantly to barriers with staff, affective barriers, comfort with the library, and knowledge of the library. Implications for library anxiety reduction as a procrastination intervention were discussed.

LIBRARY ANXIETY AMONG INTERNATIONAL STUDENTS

Qun G. Jiao, The City University of New York, and
Anthony J. Onwuegbuzie, Valdosta State University

The United States currently has the largest number of international students, comprising



approximately one-third of the world's total. Unfortunately, many foreign students, particularly those from countries whose native language is not English, face an array of difficulties when utilizing academic libraries. As a result, levels of library anxiety typically is higher among international college students than among their counterparts. This study of 125 non-native English-speaking university students investigated the prevalence of the dimensions of library anxiety among this population.

A series of dependent t-tests, using the Bonferroni adjustment, revealed that, of the five dimensions studied, mechanical barriers, which refers to feelings that emerge as a result of students' reliance on mechanical library equipment (e.g., computer printers, copy machines, and change machines), was the greatest source of library anxiety. Indeed, mechanical barriers had statistically significantly higher mean ratings than did the four other dimensions. Affective barriers, which refers to students' feelings of inadequacy about using the library, was the second most prevalent dimension, having statistically significantly higher mean ratings than did the three remaining dimensions. This dimension was followed by barriers with staff and comfort with the library, respectively. Knowledge of the library was the dimension was the least source of library anxiety.

The effect sizes pertaining to these differences, which were calculated by dividing the mean differences by the pooled standard deviations, ranged from .26 to 1.84. Based on these findings, librarians and library educators should be cognizant of the role that technology plays in inducing library anxiety among international students.

DEFENSE OR OFFENSE? WHAT IS THE BETTER PREDICTOR OF SUCCESS FOR PROFESSIONAL FOOTBALL TEAMS?

Anthony J. Onwuegbuzie, Valdosta State University

Football is one of the most popular professional sports in the United States. Interestingly, many football coaches, analysts, and supporters have argued that "defense wins championships." Yet, no formal empirical test of this claim appears to exist. Thus, the purpose of the study was to determine which offensive and defensive factors best predict a team's winning percentage, using data from the 1997 regular football season. It was expected that knowledge of these factors could help coaches decide where to focus their attention, as well as assist analysts and fans in predicting a team's performance.

Findings revealed that (1) the total number of points conceded explained 73.5% of the variance in success, whereas the number of points scored explained 14.7% of the variance; (2) the total number of rushing yards conceded by the defense explained 26.8% of the variance in success, whereas the total number of fumbles given away by the offense explained 19.0% of the variance; (3) when turnover differential (i.e., the difference between the number of fumbles and interceptions gained by a team's defense and the number of fumbles and interceptions given away by same team's offense) was included in the model, this variable explained 43.4% of the variance in success, with the total number of rushing yards gained by the offense explaining a further 9.3% of the variance; and (4) the total number of touchdowns scored by the offense from within the 20-yard zone explained 53.3% of the variance, whereas the total number of touchdowns conceded by the defense from within their own 20-yard zone explained 22.0% of the variance. These findings suggested that, outside the 20-yard zone, the attainments of the defense were more important than were the offensive attainments in predicting whether a NFL team would be successful, thereby supporting the claims of many football coaches.

12:00 p.m.-1:30 p.m. LUNCHEON FOR MSERF BOARD MEMBERS Card Room

1:00 p.m.-1:50 p.m. PROFESSIONAL DEVELOPMENT SCHOOLS (Symposium) Salon A
Session T#023

ORGANIZER: Jerry G. Mathews, Auburn University



THE NEW FRONTIER: EXPANDING EDUCATIONAL BOUNDARIES THROUGH PROFESSIONAL DEVELOPMENT SCHOOL INITIATIVES

The West Alabama Learning Coalition: Expanding Boundaries Through Collaboration

Frances K. Kochan, Auburn University

This session described the context of the West Alabama Learning Coalition, including what it is, how it began, and what has been accomplished to date. The Coalition is a Professional Development School network formed to nurture and support the renewal of N-16 educational opportunities throughout the state. In particular, there is an emphasis on building trusting relationships between N-12 schools and higher education, improving student achievement, fostering professional development, and supporting ongoing inquiry.

Elementary Boundaries: Increasing Public Awareness of Quality Education

Margaret E. Ross and Cynthia J. Reed, Auburn University

Loachapoka Elementary School and Auburn University, as a PDS partnership, work to expand educational boundaries by providing hands-on learning experiences for pre-service teachers, increasing professional opportunities for teachers and administrators through national presentations, and increasing public awareness of the quality education provided by the school. In efforts to increase public awareness of and involvement in the educational process, a biannual "context-enriched" report card was developed. This report card supplements the statistically oriented, standardized-test-focused state report card and informs the public, in an understandable fashion, of innovative programs as well as progress toward meeting educational goals.

Improving Student Performance: The Loachapoka High School SAT9 Intervention Program

Jerry G. Mathews and Jill Salisbury-Glennon, Auburn University

This session was of interest to educators concerned with improving student achievement. Auburn University's Truman Pierce Institute, The West Alabama Learning Coalition (WALC), Lee County School Board, and Loachapoka High School formed a collaborative partnership with a shared vision to assist Loachapoka seventh- and eighth-grade students to improve their performance on the Stanford9 achievement test. A minimum three-year commitment was made in an effort to improve standardized test scores over time by providing tutoring, individualized computer assisted instruction, and other instructional strategies. Funding was provided by the Lee County School Board, the Auburn University College of Education Outreach Grant, and The Truman Pierce Institute. At the time of this symposium the initiative was in its pilot year.

Breaking Boundaries: Preparing Educational Leaders to be Policy Advocates

Cynthia J. Reed and Joe L. Ross, Auburn University; Dorothy Dolasky, Opelika City (AL) School District; and Terry Irvin, Columbus State University

Educational leaders need to be proactive rather than passive. One way to accomplish this is by encouraging future educational leaders to be policy advocates. This session described the process used to prepare a policy briefing about Professional Development Schools, which was designed by students in a doctoral level educational policy course. To prepare for this, they read extensively, and interviewed nationally known leaders in the PDS movement as well as members of the West Alabama Learning Coalition about PDS policy needs. After collecting and analyzing this data, students prepared a presentation on recommended PDS policies for the state of Alabama. This was presented to selected legislators and other key educational leaders from the state.



1:00 p.m.-1:50 p.m.
Session T#024

CURRICULUM
(Discussion Session).....Salon B

PRESIDER:Diann Rozell, University of North Texas

**A COMPARATIVE STUDY OF ACADEMIC CURRICULUM, TEACHER COLLABORATION,
AND DISCIPLINE POLICY AMONG SELECTED ELEMENTARY SCHOOLS
AND SECONDARY SCHOOLS IN THE STATE OF ALABAMA**

Carolyn McTier and Abraham A. Andero, Alabama State University

The purpose of this study was to determine if selective elementary school teachers, secondary school teachers, and administrators felt that their schools and school systems were implementing effective school components within the overall curricula.

The survey was conducted during a one-week period, June 13-17, 1998. The participants were asked if they had at least one year of teaching experience and taught in an elementary or secondary school in Alabama. The surveys were then compiled, the percentage for each response level was determined, and analyses were made to determine the differences among the elementary schools and secondary schools in terms of academics, teacher collaboration, and discipline policy. The differences between the responses of elementary and secondary teachers were also analyzed. The subjects, teachers and administrators in the elementary and secondary schools in the state of Alabama, worked in the following counties: Autauga, Bullock, Butler, Dalla, Elmore, Houston, Jefferson, Lowndes, Macon, Montgomery, Russell, and Pike.

Of the 116 educators surveyed, 74% agreed that their school systems were creating effective academic plans, 41% agreed that collaboration was effectively incorporated in their school systems, and 53% agreed that the overall discipline policies were effective.

The following conclusions were drawn: (1) school systems in Alabama were implementing effective school programs, (2) overwhelmingly, the academic curricula within the school systems appeared to be well incorporated and effective, (3) collaboration programs for teachers in various school systems were implemented at the elementary and secondary levels but were not appropriate for the effective school plans, and (4) discipline policies within school systems existed and were effective, but students and the community were not involved in development.

**EVALUATION OF CONSTRUCTIVIST PEDAGOGY: INFLUENCE
ON SCIENCE FAIR PARTICIPATION**

Robbie E. Foxx, Mississippi State University

The purpose of this research was twofold: to assess science performance of students instructed utilizing the constructivist approach, and to explore the effects of the constructivist approach's influence on science fair participation. The research examined (1) current reform in science education and (2) analyzed by observation, instruction, and experiences, the use of the constructivist learning model as a mechanism for teaching science content. Both empirical and qualitative research techniques were employed to fully explore the problem.

Through this research it was proposed that (1) teachers would engage in constructivist techniques in the classroom, (2) involve students in events such as science fairs, (3) require that students be engaged in the practice of the scientific method, and (4) provide opportunities for students to discover and create new ways to solve problems. Furthermore, a long- range goal was for students to discover concepts, principles, and the very nature of science by doing it themselves on a continual basis.

Science education reform, driven by a rapidly advancing, technologically developed society, demands the attention of elementary and middle school curriculums. Science education training, in current benchmarks, underscores the theory of constructivism (in line with the theory of Piaget), and constructivist pedagogy, shown through research to produce favorable results academically. Thus, educators can address current science standards by utilizing pedagogy that focuses on constructivist theory at the intermediate level. Research suggests that students who participate in constructivist activities generally score higher on standardized tests as



opposed to students who do not. The tenets of constructivism include, but are not limited to such constructs as: (1) the introduction of real-life problems requiring solutions, (2) student-centered instruction facilitated by the teacher, (3) productive group interaction during the process, and (4) authentic assessment and demonstration of student progress.

IMPROVING SCHOOL CURRICULUM THROUGH TECHNOLOGY

Patty Reed, Oklahoma City Community College,
and Peggy Fraiser, University of Oklahoma

Distance learning technology is a term many people were unfamiliar with up until a few short years ago. However, today many people in the educational field view distance education as having far reaching implications for educators and students in all areas. Because distance learning technology is inclusive of many different forms of education, the following information was divided into television-based instruction and Internet based instruction. Again, because each category has the potential for containing such a vast amount of information, the categories were subdivided using the following: (1) use, (2) considerations, (3) assessment, (4) limitations, and (5) further readings.

Television Based Instruction: This paper discussed how schools have broadened their curriculums for students through the use of television-based educational programs in the areas of arts, health, math, language arts, science and technology, social studies, world languages, and college bound advanced placement programs. Certain considerations for instructors, students, and site facilitators were taken into account when using television- based instruction, and suggestions for integrating assessment procedures through interaction and feedback were made. We also explain certain limitations were lack of visual clues for instructors and lack of student self-discipline.

Internet-Based Instruction: Furthermore, the paper discussed the Internet as a tremendous research and communication tool for instructors and students allowing synchronous and asynchronous learning. Some of the considerations reviewed involved the expense of access and the implementation of the Internet. In conjunction with this information, the availability of test-generating computer software and Internet-based shareware and freeware was pointed out. Some of the limitations the paper brought forth with the Internet were the public access to e-mail messages as well as website addresses having to be monitored by instructors.

1:00 p.m.-1:50 p.m. COMPUTER EDUCATION AND TECHNOLOGY
Session T#025 (Display Session).....Salon E

TECHNOLOGY AND MORAL DEVELOPMENT: ANY AGE - ANY DISCIPLINE?

Katherine G. Kirkpatrick and Bonnie H. Hairrell, Birmingham-Southern College

This presentation was based on and combined Celestin Freinet's philosophy of education and pedagogical techniques and information from two interdisciplinary pilot studies.

The first pilot study was conducted in a college laboratory setting and included both business and education students. Students were required to explore their personal values and to make ethical choices. The process involved both written and verbal communication opportunities via an academic bulletin board and small group interaction.

In response to a state mandate that character/values education be taught in all public schools, two college students (who participated in the first pilot study) conducted the second pilot study in two third-grade classrooms that were located in separate schools. During a six-week period, the college students led the third-grade students in an exploration of six different moral dilemmas. Each third-grade student discussed her/his values and moral ideas with her/his "e-mail pal" at the partner school.

Regardless of grade level or academic discipline, it seems imperative that students be provided



with opportunities to examine personal values and to progress in their ability to make ethical choices. Newspaper and television headlines indicate an obvious need for ethical citizenry and leadership in our world today. These pilot projects indicated that students of any age and in any discipline can make progress in moral development.

Methods of Freinet's pedagogy utilized in these two projects and display included the following:

(1) Social Interaction-Students interacting individually and in groups as a means of discovering and gaining knowledge, (2) Active Learning- -students using hands-on activities and personal experiences, (3) Autonomy- -students having freedom to choose and think for themselves, (4) Teacher as Facilitator- -teachers working with students as assistants or guides and, (5) Technology of the Day- -His day-the printing press. Today-the computer.

PREPARING PRESERVICE TEACHERS TO USE TECHNOLOGY THROUGH COLLABORATION WITH ELEMENTARY STUDENTS

Rachel B. Fowler, Joseph Walsh, and Virginia Avery,
University of Montevallo

During the 1999 spring semester, an advanced undergraduate technology course designed to prepare preservice teachers to integrate technology into the classroom was used to pilot a collaborative project with fifth graders at a local elementary school. The goal of the project was to provide the enrolled preservice teachers with actual experiences in working one-on-one with the elementary students while using technology as a tool.

To accomplish this, each preservice teacher was paired with a fifth-grade student and together they were required to develop a HyperStudio-based lesson on a topic relevant to the American Revolution. Throughout the semester, the fifth-grade students met in scheduled sessions with their preservice teachers to (1) research their topics using the Internet, (2) discuss the information they found, (3) develop the content of their lesson, (4) create a storyboard, and (5) create their HyperStudio stack. The preservice teachers were additionally required to record and report on their experiences with the fifth graders and to research articles in order to compare their perceptions and findings with others in the field.

The reports of the preservice teachers indicated that their experiences with the fifth graders were highly beneficial in developing their ability to interact with students. Through this added component of this advanced technology course, they encountered anticipated and unanticipated events that could have only been revealed through this type of field experience. These preservice teachers now have an experiential foundation for incorporating technology into their future classrooms.

USING A MULTIMEDIA AUTHORING SYSTEM TO CREATE INNOVATIVE LEARNING ENVIRONMENT AND SUPPORT RESEARCH

Robert K. Atkinson, Mississippi State University

To date, many educators have not realized the potential that computer technology has for creating innovative learning environments as well as providing an ideal environment in which to conduct research. This session was intended to showcase some of that potential by demonstrating how a computer-based multimedia environment was used to support the creation and testing of one instructional innovation, namely, a multimedia worked example for teaching proportional problem solving. Specifically, the session illustrated how a multimedia authoring system was used to combine three empirically-based instructional principles into the structure of a single worked example and how it permitted the utility of these multi-component examples to be examined by recording precisely how the students studied them.

Although it is difficult to coordinate visual and auditory information in a book-based medium, in contrast, a computer-based medium is ideally suited for presenting instruction in multiple presentation formats or sensory modalities. This session included an illustration of how a computer-based multimedia environment was leveraged to create a worked example that: (1) was sequential - - in that it consisted of a sequential presentation of problem states, (2) incorporated a second modality that was coordinated with the sequential presentation of problem states, and (3) was constructed to emphasize meaningful conceptual pieces in a problem's solution,



through a variety of visual and temporal indicators.

A book-based medium is also limited by the types of dependent measures that can be readily employed to test an educational innovation. For example, researchers have found that it is difficult to record exactly how a student processes an example during instruction. However, as this session illustrated a computer-based medium can be effectively used to capture the subtleties involved in how a student processes an example (e.g., how much time he/she spent viewing a particular conceptual piece contained in an example's solution).

TECHNOLOGY PROBLEMS AND SOLUTIONS: APPLYING THE TOOLS

Vivian H. Wright and Kenneth E. Wright, The University of Alabama

This presentation outlined fundamental issues of using technology in the athletic training profession and offered practical solutions to assist professionals in technological integration. Educators around the world are investigating virtual, educational opportunities as they seek to recruit and retain the twenty-first century student. The new learner is more familiar with sophisticated educational technology largely because of its the availability and ease of using the Internet and other new technologies. While technology continues to move at a rapid rate, researchers will have consistent challenges in assessing issues related to productivity, effectiveness, performance outcomes, and assessment.

This presentation addressed fundamental problems related to technology and offered practical solutions. Issues included development of an Intranet/Internet knowledge site, application of multimedia for the educational setting, distance education components, and future trends of multimedia technology. Practical tips related to effective web site construction and use, database tips, computer assisted instruction modules, technology based written simulations, and more were presented.

1:00 p.m.-1:50 p.m.
Session T#026

CURRICULUM, TESTS, TEACHERS, AND READING
(Display Session).....

Salon F

A TEST OF VALIDITY OF USING THE ITBS AS A MEASURE OF INSTRUCTIONAL QUALITY

Fred H. Groves and Ava F. Pugh,
Northeast Louisiana University

The purpose of this study was to determine the validity of the Level IV of the ITBS as an instrument for assessing instructional quality. This research was one of the components of the national research being conducted by James Popham. Five educators and five non-educators were participants in the study in which each test item was evaluated according to five different factors: importance, is it actually taught, socioeconomic status, inherited capabilities, and overall validity. The educator participants included one male and four females, and the non-educator group was composed of two males and three females. For each of the test items, participants rated each item for all five factors according to a "yes-question mark-no" set of choices. Results indicated that educators were more critical than the non-educators. Educators tended to judge their areas of specialty more critically than areas of which they were unfamiliar.

Only two of the 13 subscales (capitalization and punctuation) received a high rating (90%) for no negative or uncertain judgments. Five subscales were scored at 60% or less for favorable ratings: reading comprehension, usage and expression, social studies, science, and maps and diagrams. Because five of the 13 subscales received positive, i.e. "yes" ratings, of 60% or less, this could have indicated that the ITBS was not an effective measure for instructional quality, or at least for these five subscales. Thus, this standardized test should be used with caution, if at all, when assessing a school's instructional quality.

Thursday, November 18, 1999



**AN INSTRUCTIONAL PACKAGE INTEGRATING SCIENCE AND SOCIAL STUDIES
INSTRUCTION AT THE FIFTH-GRADE LEVEL**

Kathy S. Hulley, Lincoln Memorial University

Integrative education is being implemented by classroom teachers who want to immerse students in an environment rich in problem-solving skills, critical analysis skills, ethics, valuing of knowledge, and communication of learning. Several subject areas in the curriculum have been integrated, such as literature with social studies and mathematics with science. The focus of this study was on the integration of science and social studies at the fifth-grade level using the Mississippi State Department of Education Curriculum Guidelines and Objectives and National Science Education Standards.

An instructional package of lesson plans that teachers could use as ideas to create their own plans for an integrated curriculum of science and social studies was devised. The Mississippi State Department of Education Curriculum Guidelines and Objectives for Social Studies at the fifth-grade level contains 15 competencies. Three standards from the National Science Education Standards were chosen. They included: (1) science and technology, (2) science in personal and social perspectives, and (3) the history and nature of science. Each competency for social studies has three lesson plans developed that integrated the three chosen standards from the National Science Education Standards. Each lesson plan included an objective, materials, procedures, and evaluation for teachers. A total of forty-five lesson plans were developed integrating science and social studies.

This quantitative study was done to encourage teachers to use the lesson plans as a guide to create their own plans integrating science and social studies in accordance with their school's curriculum guidelines. Teachers should consider the learning levels and styles of their classroom. Presented were samples of lessons plans and their implications for integrating the curriculum.

**A PROFESSIONAL DEVELOPMENT PROGRAM FOR ELEMENTARY GRADE SCIENCE
TEACHERS: USING READING TOOLS TO INCREASE COMPREHENSION**

Susan T. Franks and Gene Franks, Georgia Southern University

This session documented the results of a three-phase professional development program and research study. The purpose of the study was to provide elementary grade science teachers with training in the development and implementation of structured reading guides for their current science texts and supplemental science materials.

Phase one was a pilot study implemented by a classroom teacher who examined the effect of reading guides on the comprehension of textbook assignments with a population of fifth graders. The study included a measurement of comprehension of assigned materials both with and without the use of reading guides. Results of the study indicated that using reading guides had a significant impact on the reading comprehension of science textbook material with below-grade level readers in grade five. Phase two was an expansion of the first study and included fourth-grade students. As with the pilot study, results indicated a positive effect of using reading guides with science textbook materials. Phase three expanded the first two studies by using other fourth- and fifth-grade classrooms in three elementary schools in different counties and geographical regions.

The findings from this study suggested that reading guides may be used successfully with fourth- and fifth-grade students, as well as with middle and upper grade students. Most research on the use of guides has involved upper grade levels, rather than elementary.

These findings suggested implications for classroom practice. Researchers who have studied reading development are convinced that learning to read occurs in stages. Beginning around the fourth grade there is a shift from "learning to read," which is accomplished mainly through narrative text, to "reading to learn," which is accomplished mainly through expository text. Reading guides serve as a tool to help students transition from one stage to the next.

CHARACTERISTICS OF EFFECTIVE TEACHERS:



PERCEPTIONS OF PRESERVICE TEACHERS

Ann Witcher, University of Central Arkansas, and
Anthony J. Onwuegbuzie, Valdosta State University

The purpose of this study was to determine preservice teachers' perceptions about the characteristics of effective teachers, as well as to investigate factors (e.g., gender, ethnicity, age, year of study, area of specialization, and parental status) that may have influenced their responses. Participants were 219 students attending a large mid-southern university. These students were administered a questionnaire asking them to identify, to rank, and to define between three and six characteristics that they believed excellent teachers possess or demonstrate. The majority of the sample was female (72.1%) and white (89.6%). Ages ranged from 19 to 50 ($M = 24.2$, $SD = 6.1$). With regard to year of study, participants were either juniors (46.0%), seniors (45.5%), or post-baccalaureate (8.4%). Nearly all students (94.7%) had attended a public high school, with the location of their schools being predominantly in either a suburban (39.6%) or a rural (43.7%) setting. Consistent with their backgrounds, the majority of students intended to teach either at a public-suburban school (39.5%) or at a public rural school (32.3%).

A content analysis of responses revealed several characteristics that many of the preservice teachers considered to reflect effective teaching. These included empathy, fairness, enthusiasm for teaching, knowledge of subject, behavior management skills, and instructional skills. Females tended to place more weight on personality skills as a measure of teacher effectiveness, whereas male students tended to cite more frequently the importance of classroom management and instructional skills. Perceptions also were related to year of study and schooling background. The implications of these findings were discussed, as were recommendations for future research.

2:00 p.m.-2:50 p.m. RESEARCH METHODS
Session T#027 (Discussion Session)..... Salon A

PRESIDER:Martha Peet, University of North Texas

**ELECTRONIC DECISION-MAKING: A POTENTIAL NEW
METHODOLOGY FOR EDUCATIONAL RESEARCH**

James E. McLean, M. Khris McAlister, Julio C. Rivera, and
Scott W. Snyder, The University of Alabama at Birmingham

Computer-mediated meeting technology (networked applications of decision software and integrated hardware) has proven to be useful for overcoming problems traditionally encountered when diverse stakeholders meet to address a need (lack of anonymity, group dominance, insufficient opportunities for discussion of proposals, etc). Computerized support for group processes is quite common in the business community. While there is a range of potential applications of such technology to program design and evaluation in education, there is little evidence of systematic application within the field. The purpose of this paper was to present an application of electronic decision making to an educational problem.

Data suggested that many students beginning kindergarten in a large southern urban area were not prepared cognitively or socially for a successful school experience. Twenty local stakeholders in early childhood were identified and invited to attend one of two sessions in a computer-mediated meeting technology laboratory. During each session, the participants were asked to identify the key characteristic of an ideal prekindergarten education program, rate the characteristics of the list of characteristics, and identify programs they felt best embodied these characteristics. Using networked microcomputers, participants contributed ideas and opinions on the prompts, simultaneously and anonymously, during electronic brainstorming.

Both groups arrived at similar key characteristics of effective prekindergarten programs and produced numerous examples of these programs. These data will be useful to participants in strategic planning. There was variability in the ratings assigned to the characteristics. Having more time for computer-based discussion of the ratings would have been useful for building a consensus about this issue. While this



methodology has the potential to be an effective tool for conducting focus groups, strategic planning, and program evaluation, it needs to be studied in many more situations in order to optimize its benefit to the education.

USING A WORD PROCESSING PROGRAM TO CODE AND ANALYZE QUALITATIVE DATA

Charles L. McLafferty, Jr., The University of Alabama at Birmingham

Qualitative research frequently involves the analysis of reams of data in the form of transcripts, survey results, legal briefs, and other written material. Some specialized programs have been designed for, or adapted for use by, qualitative researchers such as Ethnograph, FolioViews, and HyperRESEARCH. Meanwhile, word processing programs have become far more sophisticated in the past few years. The qualitative researcher can use features such as tables, styles, color, comments, and hyperlinks to organize vast amounts of data. This presentation outlined ways in which features of Word97 (and Word2000) may be applied in qualitative research.

One approach to coding data using current word processing software is to use styles, which are formatting tables used to denote different styles of text. In qualitative research, styles can be defined to represent categories used to code data (instead of "Heading 1," "Heading 2," etc. the researcher can use categories; for example, "Administrative concerns," "Implementation of objectives," "Miscellaneous," etc.). Colors and/or formatting can be assigned to each style to distinguish between categories. In addition, macros can be used for sorting, to allow the researcher to review all occurrences of one or more categories.

In another approach, a transcript may be placed into a table, with multiple columns reserved for data coding. The resulting table can easily be sorted by column, to produce clusters of data corresponding to the level of coding. For example, a series of interviews with administrators could be placed in tabular form, with the first three columns used to code for identification, experience, and education level.

However, qualitative researchers should be aware of pitfalls of relying on a computer to code data. Ethical and philosophical concerns were mentioned in discussing the use of these techniques.

THE USE OF QUALITATIVE SOFTWARE, NUDIST, TO CONDUCT A SYSTEMATIC REVIEW OF LITERATURE

Melanie A. Bolt, Cecile D. Cachaper, and Jim C. Fortune,
Virginia Tech University

This study utilized a qualitative software package (NUDIST 1998, Version 4) to conduct a systematic review of literature of teacher-student interaction in diverse classroom environments. The impetus for this paper arose out of the need to organize and study a complex literature on diversity and teacher-student interaction more systematically. Generally, reviews of literature do not report the use of qualitative software packages to organize studies that are selected for review. However, qualitative software packages such as NUDIST allow researchers to systematically review a given area of interest. Too often, researchers seem to select articles for review based on their own deductions (or perhaps biases) rather than to examine a breadth of literature that should be analyzed in a systematic manner.

In light of a need for a more rigorous and systematic approach to reviewing literature, it was proposed that a qualitative software package such as NUDIST offers the following advantages over a more traditional approach: NUDIST (1) creates and manages categories, (2) easily conducts text searches, and (3) performs index searches. These applications of NUDIST (1998, Version 4) alleviate problems associated with more traditional approaches to reviewing literature. For instance, the sheer volume of articles may easily consume a researcher's desk and perhaps necessitate piles of index cards, folders, highlighters, and other categorizing devices, making the process of review tedious and time consuming. However, NUDIST can electronically store, categorize, and retrieve text with ease as was found in the present review of teacher-student interactions in culturally diverse classroom environments.



2:00 p.m.-2:50 p.m.
Session T#028

SCHOOL IMPROVEMENT
(Symposium)Salon B

ORGANIZER: Mary H. O'Phelan, Western Kentucky University

GRADUATION 2010: A SCHOOL REFORM UTILIZING BRAIN BASED RESEARCH

Overview

Recent research breakthroughs regarding the organization and function of the brain have led to a greater understanding of windows of opportunity for maximizing learning. A committee of public educators and concerned citizens in a county public school system examined these findings, and recommended changes in eight areas: music, arts, foreign language, thinking skills, family involvement, health, reading/ language development, and community involvement. The result was Graduation 2010, an innovative program involving these eight areas. Presenters described the implementation of two strands and the ongoing research and evaluation. Problems encountered and lessons learned were discussed. The audience was encouraged to share ideas and join the discussion.

The Chess Curriculum

Brenda Hauser and Cathy Willis, Daviess County (KY) Public Schools

One facet of the thinking skills component of Graduation 2010 is the use of chess in the early grades to develop critical thinking and problem solving. This presentation described the development of a curriculum focused on incorporating chess into the instructional programs targeted for primary and intermediate level students.

The Fine Arts Curriculum

Marilyn Mills, Daviess County (KY) Public Schools

The Goals 2000: Educate America Act recognizes the arts as part of the core curriculum. Graduation 2010 is utilizing the arts to stimulate and facilitate academic learning. This presentation described and discussed the artistic components of dance, theatre and the visual arts, including attendance at performances, art, and art history in the fourth and fifth grades, and the Artist in Residence exposure for grades 2 and 3.

A Qualitative Analysis of Teachers' Reactions

Antony D. Norman, Mary H. O'Phelan, and Gayle W. Ecton, Western Kentucky University

To assess the relationship of school climate and the effectiveness of the program, elementary teachers responded to a culture audit survey. The researchers met with the faculty of each school to present audit results and to discuss issues related to Graduation 2010. Qualitative analyses of these interviews were presented, including teachers' views on the importance of Graduation 2010, strengths and weaknesses, and perceived changes in students since the beginning of the program.

Implementation: Year Two

Antony D. Norman, Mary H. O'Phelan, and Gayle W. Ecton, Western Kentucky University

Data collection on implementation of Graduation 2010 for year two consisted of a survey for principals aimed at measuring the extent to which the various strands of the program have been implemented. The second-year survey was modified to include additional goals, or to exclude goals seen as no longer viable, and



distributed to all elementary principals at the end of the second year of implementation. Results were presented and compared with those of year one.

Lessons Learned

Nicholas Brake, Daviess County (KY) Public Schools, and Gayle W. Ecton,
Western Kentucky University

Graduation 2010 has received regional and national attention, and hundreds of guests have visited the district in recent months. Perceptions of the program of those connected with the school system may be different from perceptions of those outside the school system. This presentation focused on the anomalies evident in the data, public relations issues, and how the school district is fine-tuning the program with the lessons learned.

2:00 p.m.-2:50 p.m. ACHIEVEMENT AND MATH EDUCATION
Session T#029 (Discussion Session)..... Salon C

PRESIDER:Sue S. Minchew, Mississippi State University

**USING MULTIPLE REGRESSION ANALYSIS TO EVALUATE ALGEBRA
ACHIEVEMENT IN A STATE'S PUBLIC SCHOOLS**

Charles W. Davidson, The University of Southern Mississippi

There is a large difference among school districts of most states in the educational orientations of the families of the districts' students. Few educators would dispute the relationship between the educational orientation of families and the academic achievement of the children of those families. In Mississippi, these differences result in a potential inequity to many school districts because the school districts are accredited, to a large extent, on the basis of the academic achievement of their students. The purpose of this study was to evaluate the algebra achievement of the school districts in the state of Mississippi while taking into consideration selected school district variables.

The subjects for the study were the 152 school districts in the state of Mississippi. The data were obtained from the 1999 Report on Mississippi's Public School Districts for the 1997-98 school year published by the Mississippi Department of Education. The criterion variable for this study was the scores on the State Algebra I test, which was designed to assess the effectiveness of instruction in Algebra I in each school district. The predictor variables were: the percentage of students eligible for free lunch, the pupil/teacher ratio, the percentage of students ages 5-21 assigned to special education, the total per pupil expenditure, the mean district ACT score, and the percentage of students who take ACT core course work. Multiple regression analysis was used to develop a prediction equation from which a residual was computed for each school district.

The predictors in the equation accounted for 50% of the variance. The school districts with the greatest positive residuals were deemed to be the best, and those with the greatest negative residuals were deemed to be the worst.

USING THE INTERSPERSAL TECHNIQUE WITH OFF-TASK BEHAVIOR

Merilee McCurdy and Christopher H. Skinner, Mississippi State University

In this study, the interspersal technique was used to decrease off-task behaviors exhibited in the classroom. The interspersal technique is implemented by altering a regular classroom assignment worksheet to include additional, brief problems. The easier, brief problems are interspersed throughout the worksheet about every fourth problem. In past research, students have been found to prefer the interspersal worksheets, while their accuracy during completion has not been effected. Because of this student preference, it has been hypothesized that



the interspersal technique would be useful to decrease off-task behaviors. However, this hypothesis has not been empirically investigated. Therefore, the purpose of this study was to examine the effectiveness of the interspersal method in decreasing off-task behaviors in the classroom.

The participant in this study was an eight-year-old African American female in a fourth-grade classroom. Susan was given the regular worksheet on one day and an interspersal worksheet the next day. This method was repeated until a constant trend was revealed (12 days). Therefore, an alternating treatment design was used. Results indicated that the interspersal worksheet was useful in decreasing off-task behavior for Susan. The data series for the regular classroom worksheet indicated higher levels of off-task behavior than did the data series for the interspersal worksheet. Graphs were provided. Future research should focus on additional replications with multiple populations of students.

AN EVALUATION OF THE EFFECTIVENESS OF AN ELEMENTARY SCHOOL MATHEMATICS CURRICULUM

Ann Arnold Adams, Leflore (MS) County School District

The study examined the mathematics achievement of elementary school students to determine whether a newly-developed district mathematics curriculum taught by trained teachers was more or less effective than the curriculum that was currently being used.

A non-random group of 13 teachers who had been trained in using the new curriculum was selected to teach the new curriculum to their students. After eliminating kindergarten because pretests were not administered at that level, there were 10 experimental teachers and classes remaining in the study. The control group was comprised of all other teachers in the participating schools who taught at the same grade levels as the experimental teachers. Therefore, the control group of 29 teachers and their classes were larger than the experimental group. Teachers in the control group continued to use the curriculum that was already in place. Pretests and posttests, using the Iowa Tests of Basic Skills for mathematics, were administered to students in both groups.

The tests were administered following the standardized, highly secure procedures developed and regulated by the Mississippi Department of Education. Individual scores were analyzed, using an analysis of covariance. Pretest NCE's were the covariate, and posttest NCE's were the dependent variable. Both group type and sex were considered. An outside evaluator, PREPS (Program for Research and Evaluation in Public Schools) of Mississippi State University, was used.

There was a significant difference between the experimental and control groups, $p < .001$. There was no significant difference between male and female students, $p = .843$. There was no significant interaction of group by sex, $p = .301$. The conclusion of the study was that students in the experimental group, taught by trained teachers, scored higher in mathematics NCE's than students in the control group, whose teachers did not use the new curriculum and had not been trained in using it.

2:00 p.m.-2:50 p.m.
Session T#030

COLLEGE STUDENTS
(Discussion Session)..... Salon D

PRESIDER:Jane Nell Luster, Louisiana State Department of Education

ADDRESSING THE NEEDS OF WOMEN IN SCIENCE, MATH, AND ENGINEERING: A REVIEW OF THE LITERATURE

Glennelle Halpin, Jennifer M. Good, and Gerald Halpin,
Auburn University

Relative to the number of men who decide to become scientists, mathematicians, and engineers, few women pursue those particular professions. When first enrolling in science, math, and engineering programs, women encounter difficulties for which they had not prepared themselves. Hence, it is important to understand the



factors that confront women when they choose to pursue science, math, and engineering professions, factors that potentially impede their success in their college careers. Once a thorough understanding of these barriers has been acquired, educators can effectively plan interventions that will increase the retention and matriculation of women in scientific courses of study.

Beginning first with the landmark study by Seymour and Hewitt, which addresses why undergraduates leave the sciences with specific emphasis on gender, the researchers systematically explored the literature in order to discover information on the following themes: barriers to the success of women in science who have ultimately succeeded in their disciplines, an exploration and descriptions of the current programs that exist to help retain women in science programs, and a critical review of the evaluations assessing the effectiveness of these programs.

Identified were common experiential factors, such as a sense of isolation, a struggle with understanding gender roles, a decrease of academic self-confidence, and a lack of role models in the field, that discourage the persistence of women in the engineering and science/math fields. The literature indicated that most retention programs aim at changing qualities of the females themselves rather than recognizing that institutional barriers exist. The implications of this study were that educational administrators need to shift the focus of their efforts to consider instead changes in curriculum, pedagogy, and climate if they hope to retain females within the science, math, and engineering professions.

MYERS BRIGGS TYPE INDICATOR DIFFERENCES: A COMPARISON OF COLLEGE FRESHMEN IN 1975 AND 1993

Lee Thomas, Glennelle Halpin, Gerald Halpin,
and Edith Miller, Auburn University

Engineering students matriculating at a land-grant university in the south in 1975 were compared to their counterparts matriculating in 1993 on the Myers Briggs Type Indicator (MBTI). Examined were the interaction effects and main effects of sex and year of entry using the continuous MBTI scores on the four scales of extraversion-introversion, intuition-sensing, thinking-feeling, and judgment-perception.

Results showed that the student group entering in 1993 was more thinking and perception oriented, whereas the student group entering in 1975 was more feeling and judgment oriented. The males were more thinking and perception oriented, whereas the females were more feeling and judgment oriented.

Strategies for teaching and learning based on the results of this study were presented.

PURSUING HIGHER EDUCATION: ARE THERE GENDER DIFFERENCES IN THE FACTORS THAT INFLUENCE INDIVIDUALS TO PURSUE HIGHER EDUCATION?

Sandra M. Harris, Auburn University

The purpose of this study was to investigate gender differences in the factors that influence a person's decision to pursue higher education. The measures of interest were self-efficacy, locus of control, parental support, family support, peer influence, relative functionalism, glass ceiling effect, secondary school support, preparation for college, and financial aid concerns as measured by the Factors Influencing Participation of Higher Education (FIPHE) Questionnaire. Additional measures of interest were mother's and father's influence, personal degree expectation, and mother's and father's degree expectations.

Participants were college students enrolled at a large, traditional land-grant university during the 1998 fall quarter. Participants were recruited through course instructors from a general studies psychology course and from several sections of an educational psychology course. Each instructor read an announcement that detailed the requirements for the study. Participants completed the questionnaires at home and returned them either to their instructors or to a place designated by the researcher.

A cross-tabulation and chi-square analysis revealed that males and females differed on nine of the 32 demographic variables. A multivariate analysis of variance revealed significant gender differences on six of the 10 scales of the FIPHE Questionnaire and on four of the five additional measures of interest. The results tended to



favor females. The findings of the study suggested that factors that influence individuals to pursue higher education may be different for females than for males.

2:00 p.m.-2:50 p.m. TEACHER EDUCATION
Session T#031 (Display Session).....Salon E

RESTRUCTURING TEACHER EDUCATION: CREATING A PROFESSIONAL DEVELOPMENT SCHOOL OR A PROFESSIONAL DEVELOPMENT ACADEMY

Victoria McLain, Marymount University, and
Jane McHaney, Kennesaw State University

Current restructuring movements in teacher education advocate an intense internship for prospective teachers. The Professional Development School and Professional Development Academy provide the setting for this internship while encouraging collaboration between schools and universities. Teacher educators are the key players in this reform and restructuring.

For teacher educators to successfully prepare preservice teachers for the twenty-first century, it is necessary to rethink current teacher education programs. The Professional Development School and Professional Development Academy are two possible models for this reform. Preservice teachers are immersed in diverse experiences under intensive supervision where continuous modeling and mentoring provide them with opportunities to learn best teaching practices.

This display session examined two current teacher-education models--the Professional Development School (PDS) and the Professional Development Academy (PDA)--that have been implemented successfully at two universities over the last five years. The PDS is an undergraduate licensure program at a state institution in Georgia, and the PDA is a graduate licensure program at a private institution in Virginia. The display session included the following: (1) an overview of the Professional Development School (PDS) undergraduate model at Kennesaw State University, (2) an overview of the Professional Development Academy (PDA) graduate model at Marymount University, (3) specific steps and guidelines for implementing both models, and (4) examination of the roles of the "key players" involved in establishing a PDS or a PDA, (5) examination of coursework and clinical field experience at the two universities, and (6) comprehensive packets that include detailed information for implementing both models.

The display session utilized discussion by presenters of the session topic, opportunities for questions by conferees, and a variety of displays, examples, and handouts.

DEVELOPING CONSCIOUSNESS: AN INNOVATIVE MODEL OF ELEMENTARY TEACHER EDUCATION IN REVIEW

Sunya T. Collier, Georgia State University

The purpose of this presentation was to follow through on a presentation made at the 1998 Mid-South Educational Research Association annual meeting, which described an innovative model of undergraduate teacher education. In an effort to extend the previous conversation, this presentation highlighted the pilot year findings. Participant field data narrative, focus group interview, and survey methods provided both qualitative and quantitative data.

A distinguishing feature of this program is that students begin and end the program as a cohort and collaborate with three university professors and five cooperating teachers throughout. Specifically, preservice teachers experience a curriculum that is recursive, integrated, and appropriate to sequential grade level field placements (preschool through fifth grade; suburban, urban, and multicultural).

Research analysis from the pilot year suggested the following conclusions. Preservice teachers (n=20) developed increasingly more sophisticated observation skills and elevated consciousness; that is to say, participants' focused interaction with children at every age led to a keen self-awareness of their beliefs about how children learn. Multiple opportunities to review and confront their observations and hunches through dialogue



with peers, cooperating teachers, and professors, helped them develop an awareness about how they planned to teach. Participants developed independent thinking skills in the company and support of fellow learners, thus also aiding their awareness of the importance of community in learning. They began to speak for themselves, to articulate and refine their theories of practice. Not only were participants able to convey their thoughts to others, they were also able to support their beliefs with classroom-based experience, research findings, and theory. By establishing self-monitoring activities early in the program and supporting them through regular community conversation, teacher educators were able to promote preservice teacher awareness of themselves as learners and to help them acknowledge, hear, and listen to their own voices as developing teachers.

ISSUES CONCERNING MULTICULTURAL EDUCATION: PRESERVICE TEACHERS' AND TEACHER EDUCATORS' PERCEIVED LEVELS OF KNOWLEDGE

Pamela A. Taylor, Mississippi State University

There is a call for preservice teacher education programs and teacher educators to make multicultural education a curricular priority by assessing the needs of prospective teachers and fulfilling those needs. Multicultural education is the term most often applied to educational programs designed to study concepts that deal with race, culture, language, social class, gender, and disability. Multicultural education is a mechanism by which teachers can recognize, accept, and affirm diversity. The first step in affirming diversity is by having knowledge of the issues.

The purpose of this study was to assess the level of knowledge about issues concerning multicultural education of preservice teachers and teacher educators. The subjects for this study consisted of 78 preservice teacher education students enrolled in a Foundations of Education course. These subjects represented a sample of convenience. The subjects completed the Multicultural Knowledge Test (MKT), a 35-item, seven point Likert-type response format measure of topics and issues central to general multicultural education knowledge. At the same time, 45 teacher educators volunteered to participate in this study, by also completing the MKT. The responses were analyzed with a one-sample *t*-test, with a test value of 4.00, an average knowledge level. Preservice teachers' mean score ($M = 3.08$) was significantly below average, and teacher educators' mean score ($M = 3.93$) was practically average. The session displayed tables representing the data analysis by group. Tables detailing the data analysis by issue were also displayed. Finally, an independent *t*-test was used to compare the groups' responses and tables illustrating these comparisons were also displayed.

The results revealed that teacher educators had higher mean scores than preservice teachers about issues central to multicultural education, $t(121) = 4.62$, $SE = .19$, $p = .000$. Notwithstanding, there appeared a need for preservice teachers and teacher educators to increase their knowledge levels.

TASTY (AND OTHER) TIPS FOR TEACHING ASSESSMENT

Judith A. Boser and Russell French, The University of Tennessee, Knoxville

Classroom teachers are expected to be able to administer and interpret the results of standardized tests, select the appropriate type(s) of assessment measures for use in their classrooms, construct and implement assessments, develop grading systems, provide input into various types of decisions affecting curriculum and their students, and communicate with parents and others. Many public school teachers have not had coursework on assessment. For those who did have such coursework, the content varied, and some completed it before the current emphasis on "performance assessment" became widespread. Both preservice and current teachers are increasingly expected to possess assessment skills to facilitate the learning of their students in this age of accountability.

This display offered some strategies used by the authors in the teaching of an assessment course for teachers and preservice teachers. The authors found that utilizing activities, materials or props, and "edibles" can enhance student attention and seemingly facilitate their learning (even for the mathematically challenged). In some cases, class activities and sessions provided a learning laboratory atmosphere.

Those visiting the display were offered the opportunity to participate by writing down and sharing teaching strategies of their own, which the presenters subsequently compiled and disseminated to those who were



interested.

2:00 p.m.-2:50 p.m. COGNITIVE DEVELOPMENT
Session T#032 (Training Session) Salon F

TRAINERS: Vincent McGrath and Jack G. Blendinger, Mississippi State University

LEARNERS FOR NEW TIMES: REFLECTING ON SCIENTIFIC AND MORAL STAGES OF COGNITIVE DEVELOPMENT

This training session was for all educators concerned with how people develop assumptions and concepts of justification from their experiences. Focus was on the coherentist model of reflective thinking as a corollary to all learning. Emphasis was placed on identifying those thinking protocols typical of learners at various stages in their intellectual and emotional development. Current research reflects that when educators recognize that the language of justification is framed by sociopsychological and genetic forces and these positions vary little over time, then educators can design practical lessons that match learners' structured views of the world and the possibility for change. The presenters focused on the process by which individuals struggle to create defensible judgments about vexing real life problems.

Participants made applications based on reflective judgment models and developed strategies to stimulate thinking and promote a safe learning climate for open discussion of difficult social problems that individuals encounter daily. Participants discussed the possibility for dialogue about how individuals use knowledge to justify their views of ill-structured problems, problems for which there are no right or wrong answers. When teachers revisit the recent research on cognitive and moral stages of development, they become sensitive to certain invariant thinking constructs.

Participants discussed reflective thinking interview protocols by which learners perceive and attempt to solve ill-structured problems. They discussed the value of reflective judgment models as common measures of thinking when compared to formal operations, post-formal reasoning, and critical thinking practices. Presenters shared model responses from students to ill-structured problems to show how students typical of an age group respond to open-ended questions and how they justify their responses.

3:00 p.m.-3:50 p.m. BEHAVIOR
Session T#033 (Discussion Session) Salon A

PRESIDER: E. Jean Newman, University of South Alabama

BEHAVIOR PROBLEMS IN CHILDREN IMPACTED BY MATERNAL DRUG ADDICTION

Nicola A. Conners, Leanne Whiteside-Mansell, Patti Bokony, and Cynthia C. Crone,
University of Arkansas for Medical Sciences

Current research suggests that children who have been prenatally exposed to alcohol or other drugs, or who have been reared in an environment characterized by maternal addiction, may be at risk for developing behavior problems. However, research in this area is limited, and has produced mixed results.

The purpose of this study was two-fold: (1) to examine the prevalence of behavior problems among children whose mothers were addicted to alcohol or other drugs, including comparing the behavior problems of children who were prenatally exposed to drugs and children who were not prenatally exposed, and (2) to examine the impact of a comprehensive substance abuse treatment program for parenting women on the behavior problems of children enrolled in treatment with their mothers.

The problem behaviors of 50 children enrolled in the treatment program were assessed using the Problem Behavior Scale of the Scales of Independent Behavior-Revised. Twenty-nine percent of children scored out of normal range on the overall maladaptive behavior index. Multivariate procedures were used to examine



initial and across-time behavior scores to assess the impact of prenatal exposure to alcohol and other drugs, and to examine intervention effects. Maternal, child, and program characteristics were also examined. Study results suggested that prenatal exposure to alcohol or other drugs did not have an automatic impact on children's behavior, indicating that other factors in the environment of a child may play a larger role in determining their risk for developing behavior problems. The results also suggested that a limited intervention may not be effective in reducing behavior problems in children impacted by maternal addiction. Implications for educators and treatment providers were discussed.

EFFECTS OF AN INTERVENTION MODEL ON SECOND-GRADE STUDENTS EXHIBITING INAPPROPRIATE BEHAVIOR TOWARD AUTHORITY FIGURES

Kelly K. Martin and Patrick Kariuki, Milligan College

The purpose of this study was to examine the effects of an intervention model on second-grade students exhibiting inappropriate behaviors toward authority figures. The sample for this study consisted of 20 second-grade students from an already established classroom in a rural, northeast Tennessee school district. Data collection was primarily through observations of the classroom on five target behaviors during specified times. Data were analyzed using both a paired samples *t*-test and an independent samples *t*-test. Results of the paired samples *t*-test indicated a significant difference in student behavior toward authority figures with the implementation of the behavior intervention model. The Independent Samples *t*-test indicated a significant difference in student behavior between males and females. The findings of the study indicated that the behavior intervention model could be used as a tool to decrease the number of behavior infractions toward authority figures.

A LOOK AT A NEUROLOGICAL/GENETIC PERSPECTIVE AS THE MAIN ETIOLOGY OF THE DISORDER KNOWN AS ATTENTION DEFICIT DISORDER/ ATTENTION DEFICIT HYPERACTIVITY DISORDER

Madeline (Kay) Grantham, Mississippi State University

This paper explored the history of the neurological etiology of ADD/ADHD, current neurological and genetic research in this area, implications for diagnosis and treatment, and conclusions that are relevant to the current study and future studies into the etiology and treatment of ADD/ADHD. Although environment must always be considered, results of this research indicated that genetic and neurological research could lead to different methods for the identification and treatment of this disorder. It was the main consensus of many of the researchers that ADD/ADHD must be treated with a combination of medication (when needed), parent education, and family counseling.

3:00 p.m.-3:50 p.m.
Session T#034

ACHIEVEMENT, RESEARCH METHODS AND SCHOOLS
(Discussion Session).....Salon B

PRESIDER:Jerry Brooksher Gee, Nicholls State University

STATE OF ARKANSAS SCHOOL DATA REPORTING: A SURVEY OF SCHOOL SUPERINTENDENTS ON THE USEFULNESS AND DIFFICULTIES OF REPORTING

Robert L. Clowers and Larry R. Dickerson,
University of Arkansas at Little Rock

The study surveyed all superintendents of public school districts in Arkansas about the reports they are required to submit to the state's Department of Education. Superintendents were asked to indicate the



usefulness of reports, the difficulty of collecting data for reports, and the difficulty of submitting the reports electronically as now mandated by the state.

A survey instrument was used to collect data. The surveys were mailed in spring 1998 to each public school district superintendent; 206 of Arkansas 311 superintendents responded. In addition to rating the usefulness, and difficulty in data collection or electronic reporting, the survey inquired about specific data-related problems. Response items were based on interviews with state department administrators, superintendents, and representatives from educational associations. The instrument was pilot tested.

To demonstrate that the population surveyed was representative of all public districts, nine comparison variables were used to contrast responding districts with all public school districts (*t*-test). Descriptive statistics and MANOVA were used to identify differences in reports rated by superintendents. Qualitative methods were also used.

Reports found to be of greatest use were primarily financial. Reports found to be of little use included compliance reports. Reports for which the data were most difficult to collect, and specific problems related to data collection or electronic submission of reports were identified.

Superintendents often cited unclear reporting instructions as a major problem with the efficient collection and submission of reports. Superintendents were found to be forward looking; they used information to project needs or anticipate problems. They viewed the state's use of reports as primarily one of legislative compliance. Elimination of duplicate reporting, providing access to smart databases, and revised data definitions agreed upon by school districts and the department of education could lead to both sides making greater and more efficient use of the data collected.

DROPOUT RATES IN LOUISIANA: MEASURING THE IMPACT OF FOUR DEVIATIONS FROM FEDERAL REPORTING GUIDELINES

Susan Kochan-Teddlie, Xiujuan (Susan) Yuan, and
Bobby Franklin, Louisiana Department of Education

Though the National Center for Education Statistics (NCES) has included dropout data in its Common Core of Data since 1991-92, it is acknowledged that dropout reporting practices differ from among states.

The perceived incomparability in reporting has fueled concern over the accuracy of the national dropout rate and a downward trend in dropouts during the 1990s (NCES, 1997).

Though staff from NCES believe that states largely conform to the NCES dropout definition, they have identified four ways in which states tend to deviate from reporting guidelines: inclusion (in dropout counts) of students who leave school during the summer (i.e., non-reported summer drops), inclusion of students who leave elementary/secondary settings to enter adult education (and pursue the GED), incorporation of nongraded students of high school age in reported dropout counts, and exclusion from final dropout counts of students who reenrolled in school the following year.

Federal researchers can speculate what impact each reporting difference might have on a state's dropout rate, because they lack the student-level data necessary to test the effect of each difference. The Louisiana Department of Education administers a student-level data collection system capable of (1) meeting the NCES dropout definition in full and (2) testing the impact that each deviation would have on dropout rates for the state as a whole and for targeted subgroups of children.

The paper focused on findings from a state-level analysis of 1997-98 Louisiana dropout data. It described the various dropout rates produced were Louisiana analysts to adhere strictly to the federal reporting requirements, or to deviate in one or more ways from the federal requirements. These findings should prove relevant to ongoing federal efforts to estimate what the national dropout rate might be if states implemented the full definition.

CORRELATES OF SCHOOL ACADEMIC SUCCESS: A STATE REPORT CARD STUDY

Jerry G. Mathews, Auburn University



This study was conducted using data from a state accountability school report card to characterized group differences in bivariate and multivariate relationships between school quality indicator variables and academic status in high SES and low SES schools. The question of interest was whether or not the report card provided relevant information, other than the results of standardized testing, for school improvement in low achieving, low SES schools.

Thirteen-hundred nineteen schools in 127 school districts were available in the data that were extracted from a world-wide web page and represented all the schools in the state. Bivariate correlations, discriminant analysis, and Fisher's zr were used in the analysis. Bivariate correlations were used to reduce 15 initially identified indicator variables to one grouping variable, academic status, and eight predictor variables. Cross validation procedures were used to correlate a weighted combination of eight indicator variables with the dichotomously scored outcome variable, academic status for both low and high SES schools. The correlation coefficients were converted to Fisher's zr to correlate the eight indicator variables with academic status.

The results revealed that SES moderates the relationships between the eight indicator variables and academic status for the low SES schools than for the high SES schools. The variables representing achievement ability, attendance, funding, and teacher certification provided significantly more information about the academic status for the low SES schools than for the high SES schools.

3:00 p.m.-3:50 p.m. COLLEGE STUDENT ACHIEVEMENT
Session T#035 (Discussion Session)..... Salon C

PRESIDER:Roberta Benton, Bishop State

**HIGH SCHOOL AND COLLEGE GRADES: IS PAST PERFORMANCE
A PREDICTOR OF FUTURE PERFORMANCE?**

John Fletcher, Gerald Halpin, and Glennelle Halpin,
Auburn University

Student attrition from institutions of higher education has long been a concern. This loss impacts not only the individual and the institution but also the world of work and society at large. An understanding of factors related to student persistence is needed. Considered in this study were both high school and college grades used as predictors of advancement in and graduation from a professional college program.

Participants were 868 students matriculating in the pre-engineering program at a major land-grant university. Obtained from institutional records were high school grades, college first-quarter GPA, status regarding advancement in the engineering program of study, and graduation status.

Math and science high school grade indices were significantly correlated (.155 to .437) with grades in 15 college courses. A humanities index was significantly correlated (.241 to .426) with 14 of the 15 college courses. All three indices were significantly higher for students who advanced in the engineering program of study, with the math index having the strongest relationship (Eta = .423). Likewise, first-quarter college GPA was significantly higher for students advancing with Eta being .639.

All three high school grade indices as well as the first-quarter college GPA were significantly different for those students graduating with a degree in engineering versus those who did not. The relationship between grades and graduation was stronger for college GPA (Eta = .454) than for the high school grade indices (Eta = .210 for math, .205 for science, and .158 for the humanities).

Results from this study shed light on the areas of study in high school that were related to performance in first-quarter college classes. First-quarter college GPA, in turn, was the most significant predictor of advancement in a professional program of study and, ultimately, to graduation. Discussed were the implications of these findings for recruitment and retention.

RELATIONSHIP BETWEEN GRE AND OTHER VARIABLES IN GRADUATE EDUCATION



Jwa K. Kim, Akari Yamagami, Donald L. Curry, and Kristy Warren,
Middle Tennessee State University

One of the main limitations in the study of GRE and related variables has been the restricted range of the GRE scores. The range of GRE scores for students who have already been accepted into graduate programs is restricted because of the minimum requirement of the GRE score for most graduate programs. The sample adopted for this study was drawn from the graduate program at a regional university in the southeast. This sample, with a total of 284 graduate students who have finished their master's degree between 1992-98, had a wider range of the GRE scores (GREV: 270 - 790 and GREQ: 240-780) than most samples utilized by other studies.

Analysis showed that the linear combination of GREV and GREQ is a weak predictor of the Graduate Grade Point Average (GGPA), explaining less than 14% of the variance in GGPA ($R^2 = .137$) although it is a significant predictor of GGPA, $F(2, 281) = 22.25$, $p = .0001$. Unlike findings from other studies, the goodness-of-fit index (R^2) of the regression line with GREV and GREQ for GGPA from the first 18 credit hours dropped to less than 11% ($R^2 = .104$). Further analysis revealed that GREV is a stronger predictor of GGPA than GREQ among female students, whereas the opposite is true among male students. It was also found that the predictability of GREV and GREQ for GGPA depended on the students' major field. Among major fields with a reasonable sample size (i.e., $n > 80$), the regression of GGPA on the linear combination of GREV and GREQ had higher predictability among Education majors than Social Sciences majors.

This study was in accordance with previous findings in that the regression line utilizing GREV and GREQ to predict GGPA had at best mediocre predictive validity. Developing a separate regression line for each major field resulted in better fitting than a regression line from the total group.

DIFFERENCES IN DROPOUT PRONENESS SCORES OF THREE GROUPS OF COLLEGE STUDENTS

Kathy Autrey, Neelam Kher, Steve Horton and
Susan Molstad, Northwestern State University,
and Gayle Juneau, University of West Florida

Colleges with open enrollment policies often admit students who may be underprepared for college level coursework. One strategy adopted by colleges to strengthen students preparation is to offer developmental courses in Mathematics, reading and English. Clearly, underprepared students are at risk for dropping out of college. Thus, the purpose of this study was to determine if three groups of students-completers, nonsuccessful completers and non-completers of a developmental math course-were significantly different in terms of dropout proneness scores on the College Student Inventory.

Data from 684 students enrolled in developmental math during one semester were used in this study. Of this number 402 students met the selection criteria and their scores on the College Student Inventory were used in the data analysis. There were 251 successful completers, 89 nonsuccessful completers and 62 noncompleters. Of the 402 students, 65% were Caucasian, 27% were African American, and 8% were classified as "other."

Data were analyzed using ANOVA with completion status as the independent variable and dropout proneness score as the dependent variable. The ANOVA was significant at $p < .01$. Tukey's multiple comparisons were used to identify specific group differences in dropout proneness. Nonsuccessful completers had a significantly higher score on the dropout proneness scale than successful completers.

The findings of this study suggested that colleges must seriously consider their responsibility to students who take developmental courses. Faculty and advisors can play a pivotal role in encouraging student success in developmental math courses, thereby enhancing students' chances of successfully completing college work.



PRESIDER:Carolyn Woods, Harrison County (MS) School District

THE EFFECTS OF REINFORCEMENT ON READING RATE OF COMPREHENSION

Jennifer T. Freeland, Bertha Jackson, and Christopher H. Skinner,
Mississippi State University

If students could learn to read quicker and answer more comprehension questions correctly, it would take less effort and time for the student to complete a reading assignment that may strengthen the student's functional reading skills.

This study was conducted to determine if reinforcement could increase reading comprehension rates. Rate of comprehension was calculated by multiplying the percentage of comprehension questions answered correctly by 60 and dividing this by the number of seconds required to complete a reading passage by 100. Four students in secondary special education participated in this study. Sessions were conducted daily.

During the baseline phase, students were required to silently read a passage and to raise their hand when they had finished reading. Students were then asked to answer 10 comprehension questions (five fact and five inference questions). Students were timed with a stopwatch during their reading. The students read three passages each session, and the median score was then graphed by the experimenter. During the reinforcement phase, conditions were identical except that, before the session began, the experimenter told the students that he or she would be able to earn points if they read faster and answered as many questions as they could correctly. Once a student reached 500 points he or she was allowed to trade points for small rewards. In the bonus phase, students were able to earn up to 200 extra points for answering at least five out of 10 questions correctly.

A multiple baseline design was used to determine the effectiveness of the reinforcement of rate of comprehension. After three of the students exhibited a decreasing trend in the baseline phase, their percentage correct increased with the implementation of the intervention. Additionally, the students' rate of comprehension increased somewhat with the implementation of reinforcement.

A SINGLE CASE STUDY OF THE INFLUENCE OF DYSLEXIA ON MARITAL RELATIONSHIP: FINDING A SOLUTION OR BLAMING THE VICTIM

Stephen J. Obringer and Mary Sands, Mississippi State University

It is estimated that 30 million individuals in the United States have dyslexia. Some professionals do not acknowledge its existence. Some claim that children outgrow it by the time they reach adulthood, while others claim to have developed a cure. However, genetic experts have found that dyslexia does exist, is genetic in origin, and is very likely caused by an aberration in chromosomes six and 15.

Dyslexia is a medical condition resulting in a severe reading disorder, presumably as a result of neurological dysfunction and is developmentally intrinsic in nature, differentiating it from reading problems due to extrinsic or environmental factors. A 10-year longitudinal study indicated that dyslexia is a lifelong deficit. This means that children with dyslexia grow up to be adults with dyslexia.

The purpose of this study was to thoroughly investigate the difficulties experienced by a married couple, where one partner is a "closet dyslexic." Closet dyslexics are characterized by knowing that they are dyslexic but concealing this from themselves through denial and from others out of shame or fear. By hiding their dyslexia they end up misunderstanding their own condition and its associated characteristics.

Information collected for this study was gathered through a qualitative approach consisting of structured interviews with a non-dyslexic male who was married to a female previously diagnosed with dyslexia. Several interviews were conducted in person and then over the phone for follow-up questions to any ambiguous responses. This method helped establish rapport since many questions were emotionally sensitive. The results indicated that major impediments to the marriage fell into social, emotional, and academic related problems. The impediments discussed in this paper include: time management, social cues, money management, sequencing activities, memory and following directions.



SHAPING READING PERSISTENCE IN A CLIENT WITH CHRONIC SCHIZOPHRENIA

Christopher H. Skinner, Mississippi State University, and
Amy L. Skinner, Mississippi University for Women

Educators and researchers have become interested in assessing and enhancing the recreational and leisure skills in clients with disabilities. Enhancing the leisure skills of adults with mental illness may enhance clients mental and physical well being (Browder & Belfiore, 1991). Reading is both a functional skill and a leisure skill. In the current study, an adult with chronic schizophrenia indicated that he used to enjoy reading but could no longer read. Thus, the client and the primary researcher developed a shaping program designed to increase the client's reading persistence. The program itself was designed to reflect typical leisure reading conditions (i.e., the client to chose when, where, and what he would read). Furthermore, the program was designed with gradually increasing reading requirements that decreased the probability of the client experiencing failure as his reading skills were improved.

A changing criterion design was used to evaluate the effects of the shaping program on the client's reading persistence. During a five-day baseline phase, the client read a page on one day and about 25% on another day. The client and the primary experimenter co-developed a shaping program A shaping program was then introduced, and the client's reading persistence was gradually increased to the point where he read six to eight pages continuously each of the last eight days of the experiment. Furthermore, throughout this experiment the client read across settings, times, experimenters, and material. About seven weeks after the program was halted, an unplanned opportunity to collect maintenance data showed that the client maintained this enhanced reading persistence. Results were discussed in terms of using shaping programs to enhance leisure skills.

3:00 p.m.-3:50 p.m. DRUG EDUCATION, SCHOOL VIOLENCE, AND COGNITION
Session T#037 (Display Session).....Salon E

WARNINGS FROM THE FIELD: A PRESERVICE STUDY OF STUDENT TEACHERS' SCHOOL VIOLENCE PERCEPTIONS

Barbara N. Young and Dorothy V. Craig,
Middle Tennessee State University

Teaching depends on quick instinctive habits and behavior and deeply held ways of seeing, perceiving, and valuing. This project used the basis of "perceptions" to examine data on school violence and then, in turn, used that data to assist preservice students as they entered the field of education.

This session offered results from a project that examined perceptions of school violence among a variety of school populations: elementary, middle, and high school students; teachers in grades 5-8; and (1) preservice students preparing to teach in public school settings; and (2) how these results were utilized in preservice classes to assist students preparing for student teaching.

A survey instrument was designed from three separate instruments previously used in three different settings. The instrument was administered over a period of six months---onsite and on campus. Results from the survey showed distinct variations in perceptions of school violence between those teaching and preparing to teach at the elementary, middle, and high school in addition to large variations among those teaching and preparing to teach in rural, suburban, and urban settings.

Data and demographic information were compiled and analyzed into a "readable" format that was shared and incorporated within preservice classes in order to assist students with lesson planning, classroom management techniques, discipline plans, field placements, and student teaching experiences.

An outline of the strategy used to incorporate results from the study into the methods and management courses was provided to participants in the form of outline of procedure, course syllabi, field placement requirements, and student reflections from the student teaching experience.



HEMISPHERICITY MODES, LEARNING STYLES, AND ENVIRONMENTAL PREFERENCES OF STUDENTS IN AN INTRODUCTION TO SPECIAL EDUCATION COURSES

Rangasamy Ramasamy, Florida Atlantic University; Johan W. van der Jagt, University of West Alabama; and Roy L. Jacobs, Chhanda Ghose, and Jimmy D. Lindsey, Southern University--Baton Rouge

It was the purpose of this study to determine if a selected sample of preservice teachers had different brain hemispheric processing modes, learning styles, environmental preferences, and course-related behaviors. The population for this study was 90 students enrolled in an undergraduate introductory special education course at a doctoral level university in Florida. Forty-four of the students were selected using a systematic random sampling procedure to participate as subjects. Between- (e.g., gender, race, predominant geographic area, major, rank, and laterality) and within-subjects (e.g., PEPS Environmental Preferences) designs were used to conduct the study. Dependent variables included the subjects' Hemispheric Mode Indicator, Learning Style Inventory, and Productivity Environmental Preference Survey findings and selected responses on a four-part questionnaire. SPSS/PC+ 7.5 descriptive and inferential statistical procedures were used to analyze the data. Null hypotheses were tested at the .05 alpha level.

Results indicated that subjects had different hemisphericity modes, preferred left and right processing, and that their hemisphericity was associated with their predominant geographic area (urbanites preferred right mode processing whereas suburbanites preferred left). Subjects also had different learning styles, tended to be accommodators and convergers, but their learning styles were not associated with their gender, race, predominant geographic area, major, rank, and laterality. Subjects had different environmental preferences (e.g., noise level), and gender, race, and laterality affected these preferences. Finally, subjects indicated that they had selected course-related behaviors (e.g., notetaking).

Specific findings, limitations of the study, and recommendations for future research were presented.

PROMOTING REFUSAL SKILLS IN CHILDREN AT RISK FOR DRUG ABUSE

Patti Bokony, Nicola A. Conners, Leanne Whiteside-Mansell, and Cynthia C. Crone, University of Arkansas for Medical Sciences

Children whose parents abuse alcohol or other drugs are considered to be at risk for substance abuse problems in adolescence and adulthood. For this reason, it is important that drug prevention programs target children whose parents abuse alcohol and/or other substances. One desired result of prevention programs for children is the ability and inclination to choose not to use drugs.

The purpose of this study was to examine the impact of an intervention designed to promote alcohol and drug refusal skills in children whose mothers were addicted to drugs. All children were enrolled with their mothers in a residential substance abuse treatment program for parenting women and their children. Twenty children completed a refusal skills questionnaire at intake into the treatment program, and at regular intervals during residential treatment and in the year following their discharge from the treatment program. Data were collected during one-on-one interviews with children by a trained researcher.

Paired *t*-tests with effect sizes were used to examine change in children's refusal skills scores before, during, and after the intervention. Because of the small sample size, scores across time were examined as individual growth curves to identify trends or potential subgroups for further analysis. Results suggested that the treatment program was successful in promoting refusal skills in the children of drug addicted mothers.

3:00 p.m.-3:50 p.m.
Session T#038

TESTS AND TEACHING
(Training Session, 2 hours) Salon F

TRAINERS:Mary H. O'Phelan and James Stone, Western Kentucky University



HOW TO GET MORE OUT OF YOUR TESTS--AND YOUR TEACHING

It is generally recognized that students do better on assessments when they have been taught the material tested! What is less recognized is that students perform well on higher order assessments when they have been taught at higher levels--and have thought at higher levels.

This session examined the relationship between how one is taught and how one is tested. Focus was on higher order thinking skills and the congruence needed between teaching and assessment. Specific strategies for raising the level of thinking through assessment were taught and tested in the training session.

The workshop included an overview of different types of assessment items, and the appropriate use of each one for the intended outcomes to be measured (so that questions correspond to the level of thinking to be elicited). Participants had opportunities to practice writing objectives, match objectives to type of assessment, create classroom assessment items appropriate to designated outcomes, and develop a table of specifications to ensure the quality of the assessment.

This two-hour session consisted of a brief presentation of assessment strategies, but the majority of time was devoted to exercises involving actual test items, conducting analyses, and employing a table of specifications. The culminating activity examined the potential impact on the participants' teaching and assessment upon return to their classrooms.

4:00 p.m.-4:50 p.m. TEACHER EDUCATION
Session T#039 (Discussion Session)..... Salon A

PRESIDER:Daniel Fasko, Morehead State University

**EVALUATION OF FIRST-YEAR TEACHERS' LESSON OBJECTIVES
BY BLOOM'S TAXONOMY**

Qaisar Sultana and Beverly M. Klecker,
Eastern Kentucky University

Nationally, one of the aims of recent school reform efforts has been to develop students' "higher order" thinking skills. Reflecting this, the first goal of the Kentucky Education Reform Act (1990) stated, "Schools must expect a high level of achievement of all students." This study described the extent to which 67 first-year teachers planned their lessons to develop students' higher cognitive skills as defined by Bloom's taxonomy.

Data for the study were the 126 objectives from the lesson plans of 67 first-year elementary and middle school teachers in a single school district, hired in 1995 through 1997. The objectives were rated by two investigators independently, using the six categories of Bloom's taxonomy. Inter-rater reliability was .98. Frequencies and percentages were calculated to describe the objectives by cognitive categories.

Analysis found that 41.3% of the objectives were at the knowledge level (lowest in Bloom's hierarchy) versus 3.2% at the evaluation level (highest level). Percentages for objectives by other categorical levels were: comprehension 19%, application 16.7%, analysis 10.3%, and synthesis 9.5%. A total of 60.3% of lesson objectives were at the knowledge and comprehension levels. A total of 77% of lesson objectives were at the lowest three levels of Bloom's hierarchy.

These results indicated that only 23% of the lesson objectives of the 67 first-year teachers in the school district were directed toward the highest three levels of Bloom's taxonomy. The primary goal of educational reform in Kentucky is to raise the standard of students' learning and performance. The attainment of this goal is dependent on or at least related to the level at which students are taught. The study has significant implications for teacher educators and school administrators.

**A COMPARISON BY EDUCATION MAJORS OF INSTRUCTION IN A DEMONSTRATION
CLASSROOM TO TEACHING IN THE SCHOOLS**



Jerry Brooksher Gee, Nicholls State University

The literature describes the classroom as a center for a dynamic system of interactions, occurring in a multiplicity of possible combinations. While undergraduates majoring in education are primarily concerned with organizing subject matter, a conducive teaching-learning environment must first exist. Two basic types of settings have traditionally been utilized in teacher education as a transmission from classes in learning theory to practice instruction: the on-campus demonstration classroom and classrooms in the schools.

The purpose of this study was (1) to survey junior-senior level undergraduates involved in micro-teaching in two basic types of teaching settings to identify what they viewed as strengths and weaknesses, and (2) to ascertain degrees to which these strengths and weaknesses were believed to exist, and compare the findings.

During the 1998 spring semester and summer session, 74 juniors and seniors enrolled in 300-level methodology classes were requested to record strengths and weaknesses in their micro-teaching experience in a demonstration classroom and in classrooms in the schools. These strengths and weaknesses were then put into objective statements. In the 1998 fall semester and 1999 spring semester, different classes consisting of 71 juniors and seniors statistically measured degrees to which these strengths and weaknesses were believed to exist, and compared the data.

Included in the findings were perceived strengths and weaknesses which, when measured, revealed emphases not readily apparent. The factors present in both settings, demonstration and in schools, were similar; but differed significantly with regard to emphases when compared.

THE DEVELOPMENT AND IMPLEMENTATION OF AN OBSERVATIONAL SYSTEM FOR HANDS-ON DISCOVERY LEARNING IN SCIENCE

Clifford A. Hofwolt, Vanderbilt University

Practicum and student teaching supervisors have long used observational instruments to view teaching episodes to provide feedback and evaluation to practicum and student teachers. With the current emphasis on hands-on, constructivist teaching, these observation instruments have proved to be insensitive to these teaching techniques. An observational instrument developed by Evertson for the Classroom Organization and Management Program (COMP) was modified to include categories for discovery-oriented, hands-on activities and activities in which students construct meaning from their experiences.

The observational system was submitted to a panel of experts in classroom observational systems and a panel of science education experts for validation. After revision based on comments from the panels of experts, supervisors were trained to use the observational system by viewing video tapes of discovery and non-discovery oriented classroom teaching episodes of practicum and student teachers. An inter-rater reliability of 91% was achieved by these supervisors.

For two semesters, supervisors used the modified observational system with practicum students and student teachers when they were teaching science lessons. A second set of supervisors used the viewed the same lessons using an unmodified version of the observational system.

The results indicated when practicum and student teachers were teaching a science lesson that did not involve a discovery oriented or constructivist teaching strategy, no difference in the information between the unmodified and modified observational system was revealed. When a discovery or constructivist teaching strategy was used, the modified observational system was able to detect the use of the strategy. The unmodified observational system was not able to detect the use of the teaching strategy. The feedback to practicum and student teachers provided by the modified observational system has been invaluable for those striving to implement such teaching strategies.

4:00 p.m.-4:50 p.m.
Session T#040

PRINCIPALS AND EDUCATIONAL REFORM IN ADMINISTRATION (Discussion Session)Salon B



PRESIDER: Scott C. Bauer, University of New Orleans

PRINCIPALS' LEADERSHIP STYLE, SCHOOL CLIMATE, AND PARENTAL INVOLVEMENT: THE IMPACT ON PERCEPTIONS

Cathy N. Stockton, Louisiana Tech University

A causal comparative study was used to examine identified elementary principals' leadership style, the perceived climate of schools and the perceived parental involvement at nine randomly selected school districts across four districts in Louisiana.

Principals' leadership styles were self-assessed by the Leader Behavior Analysis II, Self (Blanchard, Hambleton, Zigarmi, & Forsyth, 1991). The Leadership Behavior Analysis II, Self measured leadership style range and style adaptability. Leadership style served as the primary independent variable for this study. Type of community (rural or suburban) served as the secondary independent variable.

The Effective School Battery: Teacher Survey (Gottfredson, 1988) was used to collect data from teachers (n = 115) regarding school climate and parental involvement. The researcher selected four variables from this instrument that were applicable to this study. Three variables, Professional Development, Smooth Administration, and Morale were combined to form the school climate variable. Parent and Community Involvement was used as the parental involvement variable.

The researcher developed a questionnaire to gather data from the parents' perspective (n = 87) regarding school climate and parental involvement. It was pilot tested to establish validity and reliability.

Descriptive and inferential statistics techniques were used to analyze data. Hypotheses were tested at $p \leq .05$ using analysis of variance (ANOVA). Duncan's New Multiple Range Test was used as a post hoc comparison to examine multiple mean differences.

Findings from this study indicated suburban teachers and parents had a significantly higher mean for school climate and parental involvement than rural teachers and parents. Data showed that teachers and parents had a significantly higher perception of school climate and parental involvement at schools that had principals who were highly supportive rather than highly directive.

THE TWO-SIDED MIRROR: BRINGING A REAL WORLD LEARNING EXPERIENCE TO PRESERVICE UNDERGRADUATE STUDENTS AND GRADUATE STUDENTS IN EDUCATIONAL ADMINISTRATION

Jack Klotz and Melissa Whiting, University of Southern Mississippi

Historically, graduate students in educational leadership programs have been exposed to numerous concepts, models, theories, and skills with the assumption that upon program completion they would be able to take such learnings and apply them in appropriate job situations in a viable manner. Similarly, preservice undergraduate students in teacher education programs have garnered appropriate pedagogical and content knowledge, skills, and abilities to upon graduation begin a search, selection process associated with securing their first position within the educational arena. Yet, neither group has been afforded the opportunity to legitimately practice and assess their skills in either selecting effective, quality teachers or participating in the interview process in a risk-free environment.

The focus of this preliminary effort between two instructors, one from the Department of Educational Leadership and one from the Department of Curriculum and Instruction, has been to, in fact, provide such learning experiences for their graduate and undergraduate students, with accompanying post-reflection and analysis for student growth and development. Educational Administration students identified the traits they would desire in newly-employed teachers and then designed questions to screen candidates for teaching positions, along with possible scripted responses. Participating preservice students experienced the formal teacher interview process via a panel interview design.

Within the program's presentation, participants received information on the design, implementation, analysis and feedback to preservice participants and overall student evaluation of the learning experience from both graduate and undergraduate student participants.



**A COMPARISON OF JOB RESPONSIBILITIES OF KENTUCKY'S INDUCTION-YEAR
INTERN PRINCIPALS AND ASSISTANT PRINCIPALS**

Zella W. Wells, Johnson County (KY) Schools

The study identified the demographics and job responsibilities (duty rankings) of first-time principals and assistant principals participating in the 1997-98 Kentucky Principal Internship Program (KPIP), a year-long induction process required for full certification. The purposes of the study were to determine: (1) the nature of their work and if their work differed, (2) the extent, if any, of school-level or gender differences in the work of assistant principal interns, and (3) if any evidence existed to suggest that the nature of assistant principals' work had changed in the past 30 years.

The study's population was all 1997-98 KPIP interns (N=154) employed in Kentucky's public schools serving traditional K-12 students. Demographic and job analysis data were obtained from 134 (87%) interns across the state. Comparisons of job duty rankings between or among various subgroups of interns were made by using either the Mann-Whitney U or the Kruskal-Wallis test, as appropriate.

Study findings included: (1) assistant principal interns did not engage in the same work as principal interns nor were duties assumed with the same degree of responsibility; (2) the work of assistant principal interns was similar across all school levels - elementary, middle, and high - as was true for principal interns; male and female assistant principal interns' work did not differ significantly except at the elementary-school level, where female interns averaged 17 more duties than did males; and (3) limited comparisons to earlier studies showed no statistically-significant changes in assistant principals' work, although possible changes in the assistant principal role were indicated when hypothetical values were used for missing data. The findings of the study suggested implications for state policy regarding the internship program and for the effect of education reform initiatives on the roles of Kentucky's principals and assistant principals.

4:00 p.m.-4:50 p.m.
Session T#041

HIGHER EDUCATION AND COLLEGE STUDENTS
(Discussion Session)..... Salon C

PRESIDER: Vincent R. McGrath, Mississippi State University

**TIME LIMITS AND RESPONSE TIME: AN EXPERIMENTAL STUDY OF PERFORMANCE
IN VERBAL ANALOGIES UNDER TIME PRESSURE**

Alejandro A. Lazarte, Auburn University

Computerized testing can provide large sets of response time (RT) data. However, time limits themselves are possible determinants of RT. This study examined changes in performance and RT when solving verbal analogies under no-time limit and under different deadlines. The study examined: (1) changes in the probability of abandon, right and wrong items; (2) changes in average response time for items; and (3) relations between performance with and without time-limits.

On a computer screen, 144 three-word stem analogies of different difficulties were presented to be answered with no time limits or with 3, 5 and 7 second deadlines. The deadline for answering the analogy was displayed before each analogy. The participants were 47 undergraduate students fulfilling a requirement in the Introduction to Psychology course in a large university. The average RT for right, wrong and abandoned items, and the proportion of right, wrong, and abandoned items were analyzed using a multivariate repeated Anova, where time-limit was the repeated factor.

Preliminary analysis found that proportion of wrong answers remained constant across different time limits, while the proportion of right answers declined, and the proportion of abandoned items increased. Also, the average RT for wrong answers remained larger than the average for right answers except at the most stringent deadline, where average RT for right and wrong answers were larger than for abandons. A little less than 28% of the variability of the proportion of right answers under very short deadlines can be explained by the



performance under no time limits.

The RT to an item was affected drastically by deadlines and by strategic decisions whether to abandon or to respond to the item. It was suggested that the role of RT in testing would be more important as a qualitative descriptor of test-taking strategies.

DO STUDY GUIDES ALTER STUDY HABITS AND THE ACHIEVEMENT OF GRADUATE STUDENTS?

Thomas A. DeVaney, Southeastern Louisiana University

Research on the effects of adjunct displays has been conducted using a variety of subjects. However, studies involving college students have focused on undergraduate students. Furthermore, the outcomes have typically been based on tests of achievement. This study was designed to examine the effects of a one-page study guide used as a supplement to a seven-page text on a sample of graduate level students. The dependent variables included scores on a multiple choice test and the number of words highlighted in the text.

Subjects for this study were enrolled in five sections of a graduate level course during the 1999 spring and summer semesters. Each subject who completed the study during the spring semester was given a packet that contained a yellow highlighter, time allocation questionnaire, and copy of the text. Packets for the treatment group also contained a copy of the study guide. Subjects were given a 30-minute initial study period followed by a 10-minute break and 10-minute review session. Subjects then completed the time allocation questionnaire and 14-item multiple choice test taken from the test bank that accompanied the textbook. Subjects participating in the study during the summer semester followed the same procedures concerning study times and testing. However, the time between the initial study period and review period were one week.

The results from the spring semester indicated that subjects who received the study guide devoted statistically significantly more time to the study guide than the text during the review session. However, there were no significant differences in the total number of words highlighted in the text or scores on the assessment. Results for the summer semester participants were compared to the study guide group to determine the effects of the extended delay.

CLASSROOM ENVIRONMENT, TEACHING AND LEARNING EFFECTIVENESS, AND STUDENT EFFICACY FOR LEARNING IN HIGHER EDUCATION

Chad D. Ellett, John K. Rugutt, and Douglas R. Davis,
Louisiana State University

The purpose of this study was to examine the contributions of multiple dimensions of classroom learning environments and student perceptions of teaching and learning effectiveness to student efficacy for learning in higher education settings. A sample of 2190 students in 145 evening school classes at a major southern university was administered several measures during the fall 1997. Measures included the Student Assessment of Teaching and Learning (SATL), the Personal Learning Environment Measure (PLEM), and the Student Learning Efficacy Assessment (SLEA). An additional set of items requested students to assess the kinds of knowledge emphasized in courses (concrete to more abstract and procedural/applied to higher order thinking skills), and to globally evaluate their courses and to estimate their current (actual) and predicted end of course grades.

Analyses of the data included descriptive statistical summaries; extensive factor analyses of the separate measures; Alpha reliabilities for identified subscales; intercorrelations among subscales; and three, two-group discriminant function (DF) analyses. In the DF analyses, students were separated into two distinct groups (upper and lower quartiles) using the distributions for the learning efficacy, predicted course grade, and personal knowledge variables. In a fourth DF analysis, the knowledge emphasized was used as a dependent variable, and the learning efficacy measure was included with the PLEM and SATL as an independent variable set.

Results of the study showed that the SATL Quality of Teaching and Learning dimension and the PLEM Motivation/Interest/Involvement dimension were the most highly discriminating variables contributing to levels of student learning efficacy. These same variables and the student efficacy variable (SLEA) were



significantly weighted in discriminating among students in the kinds of knowledge given emphasis in courses.

Major findings of the study were discussed in view of implications for the future development/revision of the measures used, broadening our understanding of student efficacy for learning, and arranging more optimally functioning learning environments in higher education settings.

4:00 p.m.-4:50 p.m. COUNSELING
Session T#042 (Discussion Session)..... Salon D

PRESIDER:Nola Christenberry, Arkansas State University

**HIGH SCHOOL STUDENTS' PREFERENCES FOR SCHOOL
COUNSELOR CHARACTERISTICS**

Irvin G. Esters, The University of Southwestern Louisiana

This study examined high school students' preferences for salient school counselor characteristics. A forced choice, paired comparison format was used to elicit students' preferences among eight characteristics (similar or dissimilar attitudes and values, similar or dissimilar background and SES, similar or dissimilar race and ethnicity, and same or opposite sex). Given the increasingly pluralistic cultural landscape of American schools, sensitivity to the counselor's expressed culture and how moral visions and world views shape counseling should be taken into consideration. The study added to the extant literature by pointing out the person variables that clients, specifically school counseling clients, value. The discussion centered around the implications of the findings on the practice of school counseling in diverse populations, including cultural mistrust and ways school counselors might identify and respond to it.

**THE RELATIONSHIP BETWEEN SELF-ESTEEM AND BODY IMAGE SATISFACTION
AMONG AFRICAN AMERICAN FEMALE UNIVERSITY STUDENTS**

Eugenie (Joan) Looby, Tammy Webb, and Dawn R. Bishop,
Mississippi State University

A negative body image is one of the precursors to the development of eating disorders. This study was designed to investigate body image, self esteem, and eating behaviors in African American female university students.

Participants included 235 African American, female, undergraduate and graduate students attending two historically black universities in the southeast. They were administered three instruments. The Multidimensional Body-Self Relations Questionnaire (MBSRQ) was used to assess affective, cognitive, and behavioral domains of the body image construct. The instrument, a 69-item self report inventory, asks individuals to respond to each item using a five-point scale ranging from definitely disagree to definitely agree. Higher scores indicate more favorable evaluations for that aspect of the body image. The Body Area Satisfaction Scale (BASS) was used to assess satisfaction with nine discrete body areas. Participants use a five-point scale to rate each body area from very dissatisfied to very satisfied, with higher scores indicating more favorable evaluations. The Rosenberg Self Esteem Inventory (RSE), a ten-item self-report questionnaire, assessed global self-esteem.

Results indicated that African American females from lower incomes were less satisfied with their bodies. Self-esteem did not affect evaluations of physical appearance but best predicted body area satisfaction and weight perceptions. Over half of the participants were not satisfied with their weight, but did not perceive it as problematic, and were not trying to lose weight or maintain a healthy lifestyle. They were, however, generally satisfied with their global appearance and looks. For African American women, body image satisfaction and attractiveness may depend on factors other than body weight. This may reduce the development of eating disorders in this population. Implications for researchers, mental health professionals and educators were suggested.



GENDER AND RACE: FACTORS IN COUNSELOR PERCEPTIONS OF THE SUPERVISORY RELATIONSHIP

Katherine Dooley, Dawn R. Bishop, and Nickeda Shelton, Mississippi State University

The study examined the influence of two variables, gender and race, on the perceptions by mental health counselors of the supervisory relationship. Research indicated that these two factors were implicated in supervisor and supervisee perceptions of supervision.

Participants included 32 master's-level counselors from two community mental health agencies and three private counseling organizations. All participants were receiving on-site supervision at their agencies as a part of their job functions. Of the 32 counselors (21 women and 11 men), 13 were African American, and 19 were Caucasian American.

Counselors were administered the Supervision Questionnaire to assess their levels of satisfaction with the supervisory relationship. The internal consistency estimates for this instrument range from .84 to .93.

An analysis of variance procedure (ANOVA) was used to analyze the data. Examination of the data analysis showed no difference in the perceptions of the supervisory relationship based on either the race or gender of the supervisors or supervisees. The authors tentatively suggested that multicultural training may have influenced counselors' perceptions.

4:00 p.m.-4:50 p.m.
Session T#043

EXCEPTIONAL EDUCATION AND EARLY CHILDHOOD
(Display Session).....Salon E

PARENTAL ATTITUDES TOWARD PUBLIC SCHOOL EDUCATION FOR DEAF STUDENTS AND ISSUES EFFECTING PLACEMENT CHOICES

Andrea S. Izzo, University of New Orleans

In this study, four hearing mothers with deaf children were interviewed about the process of choosing a mode of communication and school placement for their children. All of the deaf children attended local public schools. The mothers' responses were examined in order to identify any common factors that: (1) contributed to the choice of public school placement rather than residential school placement and (2) indicated level of satisfaction with placement and communication mode.

This study focused on the insights of hearing parents whose deaf children attend public schools. This population was chosen because 90% of deaf children have hearing parents, and there is a trend toward public school placement in deaf education. Furthermore, a majority of deaf students tend to graduate high school with approximately a fourth-grade reading level. These facts indicated a need for research on the situation and needs of deaf students who attend public schools and whose parents are hearing. Exploring parental viewpoints provides an important perspective on the situation.

Letters requesting interviews were sent to 30 parents whose children were receiving deaf education services. Four mothers responded. The researcher conducted one interview with each mother at a location of the mother's choice. Each interview was audio recorded and lasted approximately one hour and thirty minutes.

Results indicated a recurring theme of conflict, particularly in three major areas relevant to the deaf child: the grieving process, the cultural versus medical view of deafness, and the school system. An unexpected, though not surprising, finding pertained to the code-switching skills of the deaf children. Results further indicated that the primary factor influencing decisions about school placement was location, and the child's apparent strengths were the leading factor in choice of communication mode.

LITERACY DEVELOPMENT OF PREKINDERGARTEN CHILDREN



IN SKILLS VERSUS HOLISTIC PROGRAMS

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

The purpose of this research was to determine if children in skills emphasis and holistic preschools differ in their acquisition of literacy concepts. Understanding print concepts in literacy learning is linked to later success in reading. Specifying where and how children acquire these skills is important for the design of appropriate curricula and for the development of early intervention programs.

The investigation included 141 four-year-olds (4-0 to 4-11) selected from 17 randomly chosen public/private early education centers in rural and urban areas of Alabama. Subjects were randomly selected and stratified on family income level. All were at least average in cognitive development. Eighty-three males and 58 females were included. Subjects' ethnic composition was representative of the community. Subjects were enrolled in either skills emphasis or holistic preschool programs. All subjects had been in their preschool program for the past year, and all were verified as nonreaders.

Instrumentation included a 24-item checklist for categorizing school programs and the Preschool Reading Knowledge Test (PRKT). The PRKT includes 15 subtests, measuring knowledge of function, form, and conventions of print.

Data were evaluated using regression analysis. School program, variations of age within the age group, and income level were the explanatory variables, and function, form, and conventions were the dependent variables. Results showed that children in either type of school program acquired the literacy concepts related to the function and form of print. For conventions, children in holistic programs scored significantly higher on phoneme/grapheme awareness, but those in skill emphasis programs scored higher on meta-linguistic tasks. Income level was not related to subjects' performance. It was speculated that the effects of income level are cumulative and are not yet clearly apparent for this age group. The implications of this research supported the need to investigate curriculum content and teaching strategies employed in early education programs.

MULTICULTURAL LITERATURE: DOES IT IMPACT YOUNG CHILDREN'S RACIAL ATTITUDES?

Rebecca J. McMahon, University of South Alabama

Multicultural literature is highly recommended as a means of providing children with opportunities to acquire the knowledge, attitudes, and skills required to be successful in culturally diverse settings (Derman-Sparks, 1989; Jones & Derman-Sparks, 1992; NAEYC, 1996; Williams, 1989; Winter 1994/95). The purpose of this study was to examine the effects of literature portraying African Americans on young children's attitudes toward racial diversity.

Subjects were 24 children, age three to six, enrolled in two pre-primary classes at the University of Scranton Campus School. One class served as the treatment group ($n = 14$), and the other served as the comparison group ($n = 10$). There were 15 males and 9 females. All subjects were European American.

The Preschool Racial Attitude Measure (PRAM) II, an individually administered assessment of pre-literate children's attitudes towards European American and African American persons employing a picture-story technique (Williams, Best, Boswell, Mattson, & Graves, 1975), was used as a pre- and posttest measure.

The treatment period, lasting 10 weeks, consisted of 20 bi-weekly, 20-minute sessions. During each session, children's literature selections portraying African Americans were read aloud by the researcher following the same procedure for each reading.

Results of an independent t -test comparing post-test PRAM II means for treatment and comparison groups indicated no significant ($t(22) = -1.057$, NS) difference between mean racial attitude scores for the groups. A correlated t -test comparing pre- and posttest PRAM II means of the treatment group indicated no significant ($t(13) = 0.585$, NS) difference although there was a slight decrease in posttest mean scores (pretest $M = 18.36$, posttest $M = 17.64$).



These results suggested that, although literature accurately portraying a particular racial group may be an effective catalyst for increasing children's understanding of that group's history, customs, and traditions, merely hearing multicultural literature read aloud is not enough to significantly affect children's racial attitudes.

THE USE OF REINFORCEMENT, MODELING, AND PROMPTING TO SHAPE SIGN-LANGUAGE IN AN ELEMENTARY SCHOOL STUDENT WITH DEVELOPMENTAL DELAYS

Karen I. Dittmer and T. Steuart Watson, Mississippi State University

Children with developmental delays often have communication difficulties and must be taught effective skills so that they may express their needs in class. In the present study, an eight-year-old boy diagnosed with developmental and language delays was taught functional sign language of six signs through prompting and modeling. Prior to instruction, Jerry exhibited vocalizations at inappropriate times during the day (such as during independent seat work time in class); however, he could only verbalize two actual words.

Assessment sessions consisted of the therapist giving Jerry a verbal prompt to sign a target word. If the sign was not given or was not given appropriately, the therapist would prompt Jerry by modeling the sign language word and by verbally stating the word. If Jerry still did not give the sign, the therapist would use a physical prompt by molding the child's hand into the shape of the word. Upon giving a correct response, the correct sign was reinforced with social praise and an edible reinforcer.

Baseline results ranged from 0% to 29% correct responses for all words. During sign language training, percent correct responses averaged 63% to 91%. Results indicated that there was a steady increase of appropriate sign language usage and that the procedure may be effective in teaching functional sign language to other children with developmental disabilities.

4:00 p.m.-4:50 p.m. TESTS AND TEACHING
Session T#044 (Training Session continued).....Salon F

TRAINERS:Mary H. O'Phelan and James Stone, Western Kentucky University

HOW TO GET MORE OUT OF YOUR TESTS--AND YOUR TEACHING

It is generally recognized that students do better on assessments when they have been taught the material tested! What is less recognized is that students perform well on higher order assessments when they have been taught at higher levels--and have thought at higher levels.

This session examined the relationship between how one is taught and how one is tested. Focus was on higher order thinking skills and the congruence needed between teaching and assessment. Specific strategies for raising the level of thinking through assessment will be taught and tested in the training session.

The workshop included an overview of different types of assessment items, and the appropriate use of each one for the intended outcomes to be measured (so that questions correspond to the level of thinking to be elicited). Participants had opportunities to practice writing objectives, match objectives to type of assessment, create classroom assessment items appropriate to designated outcomes, and develop a table of specifications to ensure the quality of the assessment.

This two-hour session consisted of a brief presentation of assessment strategies, but the majority of time was devoted to exercises involving actual test items, conducting analyses and employing a table of specifications. The culminating activity examined the potential impact on the participants' teaching and assessment upon return to their classrooms.

5:30 p.m. - 6:30 p.m. MSERA BUSINESS MEETING.....Grand Ballroom North

Thursday, November 18, 1999



Session T#045

PRESIDER:Gerald Halpin, Auburn University, President, MSERA

Welcome:

Richard C. Kunkel, Dean, College of Education, Auburn University

6:30 p.m. - 7:30 p.m.
Session T#046

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