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**** Where there is a paper and a name but no abstract, the abstract is missing. Please send the abstract to Lorraine Allen, lallen@memphis.edu.**

Session 1.1

9:00 A.M. – 9:50 A.M. FIELD EXPERIENCE Bayou

President: Judith A. Boser, University of Tennessee

What Student Teachers are Thinking: A View from Their Journal Reflections

James D. Kirylo, Southeastern Louisiana University, and Edward L. Shaw, Jr, University of South Alabama

Through their reflective daily journal entries, student teachers have a lot to say relative to their student teaching experience. Their meaningful insights and suggestions can be extremely beneficial for both the supervisory professor and cooperating teacher in order to better serve the teacher candidate during the student teaching experience. Moreover, their journal reflections can be an integral, informative asset for teacher candidates preparing to enter the student teaching experience. To that end, this research presentation explored what student teachers were thinking through their daily student teaching journal entries.

Working in lower and upper elementary-level classes spanning across urban, rural, and suburban areas in the southern region of the United States, the data were collected from 20 student teachers during an entire spring semester of student teaching. Four main sources were utilized to collect the data: student teacher journals, field notes, post-observation tape-recording interviews, and a survey at the end of the student teacher experience.

To identify the critical information from the mass of collected data, the researchers read and reread the data, and intensely discussed, reflected, and debated what was noticed and what seemed to be the emerging themes and patterns. Among other things, it was found that the teacher candidates had much to say about their initial anxieties of the student teaching experience to the important role of preparation and the complexity of behavior management to the sometimes complicated relationships with the cooperating teacher to best pedagogical practices.

In short, primarily through their journal entries, this presentation was driven by the “real” voices and reflections of former student teachers, offering their unique insights, suggestions, and experiences. The invaluable contribution of what they expressed may better assist the cooperating teacher/supervisory professor in facilitating a positive student teaching experiencing, as well as offer empathetic understanding and suggestions to future student teachers.

Using Metaphors to Enhance Preservice Teachers’ View of Their Role as Teachers

Arthur McLin, Arkansas State University

The ability of teachers to teach is a challenging role for teachers in this 21st century. Teacher education programs are also challenged to train students to meet the challenges of this new century. A critical piece in teacher development is a self understanding of how preservice teachers view themselves in their role as teacher.

The study evaluated the use of metaphors in a teacher education program for preservice teachers majoring in secondary education. Metaphors were used to help preservice teachers reflect and analyze their role of teacher and how they view themselves confronting the realities of classroom teaching. To help preservice teachers reflect and analyze their role of teacher and how they see themselves confronting the realities of classroom teaching, metaphoric inquiry was used to engage conceptions of themselves as teachers.

The purpose of this study was to identify preservice teachers’ (N=62) choice of metaphors used that represented their role of teacher. Students responded to a questionnaire at the completion of their Field II course (semester before internship) to determine if metaphoric inquiry enhanced their sense of self in their role as teacher. The responses from the questionnaire demonstrated that metaphoric inquiry in students’ sense of self had a positive affect on how preservice teachers saw themselves in their role of teacher and the profession. Also, teachers’ sense of self could enhance the effectiveness of teachers to teach in this century and the challenges that it presents.

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Field Experiences: Preservice Teachers' Perceptions of Kidwatching**

Carla C. Dearman, Mary Nell McNeese, and Rose B. Jones, University of Southern Mississippi

Session 1.2

9:00 A.M. – 9:50 A.M. ONLINE LEARNINGLevee

Presider: Marcia R. O'Neal, University of Alabama - Birmingham

Application of Self-Regulatory Strategies in Online Learning Environments

Fethi A. Inan and Anita G. Wells, University of Memphis

In an online learning environment, it is assumed that learners take responsibility for their own learning. In an online course, the students are basically supported by communication tools and course management systems. Therefore, students must perform self-regulatory competency to achieve learning goals. Self regulation is defined as “The degree to which students are able to become a metacognitively, motivationally, and behaviorally active participant of their own learning process” (Dabbagh & Kitsantas, 2004, p. 41). Schunk (2004), Driscoll (1999), and Dabbagh and Kitsantas (2004) identified key self-regulatory processes: (1) goal setting: students identify and set their learning goals; (2) self-monitoring: students observe and direct their learning progress; (3) self-evaluation: students compare their outcomes of performance with their individual goals; (4) task-strategies: students identify, select, and apply appropriate methods and techniques to achieve learning goals; (5) help-seeking: students identify, select, and receive help from social and non-social sources; and (6) time planning and management: students effectively schedule and manage their time.

Regarding online learning, most of the researchers focus on content and material development considering how to make material more meaningful. They list a lot of expected skills from online learners but most studies do not include how learners can gain these skills. Therefore, there is a need to investigate how these materials can be utilized by learners. Further, there is a need to examine how online learners can be supported to develop self-regulatory skills to take responsibility of their learning.

This paper discussed: (1) What is the importance of self-regulation in online learning? (2) Which type of instructional strategies can be used to support self-regulation? and (3) What should be the role of the instructor to support self-regulation in online learning?

Does Self-Determination Theory Have an Effect on Satisfaction of Graduate Students in the Online Learning Environment?

David A. T. Hall, University of South Alabama

In meeting the need for the flexible access to education, graduate students have turned to the Internet and, in particular, to the many offerings provided by online learning. As such, the educational offerings presented via this delivery system, the online learning environment, have unique challenges and, in particular, learner satisfaction. The challenge presented by the mechanism of learner satisfaction appears to be the key to make the online learning experience a holistic organism for the learner. Self-Determination Theory (SDT) asserts that when the three factors of autonomy, or control, relatedness, and competence are combined, they provide self-determination behavior. SDT is an appropriate measure to understand satisfaction in the online learning environment as individuals participate in self-determined behavior due to an awareness of becoming potentially satisfied.

This study sought to understand satisfaction of graduate students in the online learning environment. The factors of control, relatedness, and competence are worthy human psychological needs regardless of the intended environment. It was intended that this study would provide data concerning learner satisfaction on this emergent educational delivery method provided by online learning. Instructional designers and those involved in educational psychology were provided further data so as to enhance the efficiency and effectiveness the adult learner needs to thrive within the online learning environment. The study's participants were a sample of graduate students solicited using several online discussion servers utilized by graduate students. This study used data collected from an online survey addressing measures to the subject criterion on graduate student satisfaction in the online learning

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environment based on prior experience. Measures founded in SDT were utilized by examining the relation between the factors of SDT and graduate student course satisfaction as perceived from several criterion predictors. Discussion was made about the data collected and recommendations for further research.

Online Learning Varies Greatly Among Institutions of Higher Education

JoAnna Dickey, Eastern Kentucky University

Students want it. Instructors are asked to do it. What is it and how can we do it? As the demand for online learning increases, there is a wide range of perceptions, definitions, and applications. Although there are academic definitions and prescribed methods of delivery, online learning and the way it is defined, delivered, and administered may vary greatly among institutions of higher education. As part of the Teacher Education Models Program grant in the state of Kentucky, the author collected information from nine grant participation institutions.

Five regional universities, two land-grant universities, one private university, and one private college participated in this study. These institutions reported information as requested in a survey sent to them via email. Information collected in this survey included: (1) definitions for “online” courses, (2) types of delivery systems, (3) faculty development assistance, (4) tuition or fees, (5) student assistance, and (6) other types of online learning experiences offered. Results from this survey indicated that there was a wide range of definitions, faculty development services, tuition and fees, student assistance and online learning experiences other than course offerings. There was little variance in the information concerning delivery systems.

Session 1.3

9:00 A.M. – 9:50 A.M. **RESEARCH METHODOLOGY**Mississippi Queen

Presenter: Charles L. McLafferty Jr.

The Planning and Implementation of a Workshop on the Basics of Research

Lydia Frass, Kyna Shelley, David Freeman, and Elizabeth C. Smith, University of Southern Mississippi

This research project was an analysis and overview of the planning and implementation of a workshop titled “Research Simplified.” In the fall of 2004, several graduate students in an educational leadership and research department formed a graduate educational research association whose goal was to promote research among students. In the development of a service project during spring of 2005, the organization began planning and organizing a workshop to provide an overview of research basics, essentially a “how to get started” seminar, with the goal to motivate and encourage students to research, present, and publish original work. Research can be a daunting task, especially for those just beginning the process. The importance of conducting research may be stressed to graduate students by professors, but students often reported that they did not know how to begin it. Students also learn the importance of presenting work at conferences and submitting it for publication, but it has been observed that very few attempt to do either. The question was raised about why this is so.

Part one included development of a needs assessment questionnaire to analyze students’ interest in a workshop, interest levels in research topics, current research activity, confidence levels, interest levels in conducting projects, and perceived involvement levels by faculty in helping students. Next, based on the survey results, the agenda was set to include topics such as developing research ideas, steps to conducting research and publishing, and using research resources more effectively.

The workshop consisted of a panel of professors who discussed different aspects of research and responded to audience questions. The participation was successful, both in attendance and panel-student interaction. Evaluations from attendees rated sessions positively. Suggestions from these evaluations and informal responses indicated a high interest level in additional workshops and will serve as a guide for future projects.

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The Relationship Between Reading Ability and Bibliographic Errors

Vicki L. Waytowich and Anthony J. Onwuegbuzie, University of South Florida,
and Qun G. Jiao, Baruch College - City University of New York

Reference lists in articles serve a number of important scholarly functions. They provide credibility and support for the author’s ideas, supply background information for the article, and serve as a resource for the reader to find additional literature on the topic. Readers of journal articles may wish to follow up a cited reference to further their knowledge of existing research, to track down other related material, or to verify the assertions and claims made by the authors. To retrieve cited works easily, it is essential that references are accurate. Inaccurate references reflect poorly on the authors, devalue the credibility of the article and the journal in which it appeared, and also hinder the search for additional sources of related literature. Further, citation errors in references can make it difficult for readers to obtain, check, or verify information to which the text of a paper refers. Errors such as misspelled titles and author names could conceivably have the consequence of preventing important works from being retrieved, consulted, and recognized. Thus, reference errors can be a source of great frustration for readers.

Recently, a few researchers have attempted to identify the underlying causes of citation errors. Reasons that have been identified include the “complexity” of some citations and carelessness and misuse of language. These findings suggest that levels of reading ability might play an important role in the accuracy of reference lists. Yet, to date, this possible link has not been investigated. Thus, the present study examined the relationship between levels of reading ability (i.e., reading comprehension and reading vocabulary) and the citation error rate and quality of reference lists in doctoral dissertation proposals among 115 doctoral students. A canonical correlation analysis revealed a multivariate relationship between levels of reading ability and both bibliographic error variables. Implications were discussed.

Bibliographic Errors in Articles Submitted to Scholarly Journals: The Case for “*Research in the Schools*”

Anthony J. Onwuegbuzie and Vicki L. Waytowich, University of South Florida,
and Qun G. Jiao, Baruch College - City University of New York

In recent years, several researchers have examined the bibliographic accuracy of citations, especially in public health and medical journals. These studies analyzed different types of citation errors in selected journals for a fixed time period to determine the prevalence of the bibliographic errors in these journals. The results have shown a high rate of errors, ranging from 8% to 66.7%, with as many as 6% of the original articles being irretrievable. Yet, to date, no study has examined citation errors among articles submitted for possible publication to a journal. This was the purpose of the present investigation. Specifically investigated were 52 articles submitted to *Research in the Schools*, a nationally and internationally refereed journal. This number of articles represented more than 50% of the articles submitted to this journal over a two-year period. For the purpose of this inquiry, citation error rate was defined as references cited in the body of the article that were missing, incomplete, or inconsistent with the reference list.

Findings revealed a mean number of citation errors of 5.87 (SD = 7.88). Further, a statistically significant and moderate relationship was found between the number of citation errors and whether the article ended up being rejected by the editor(s). Moreover, articles containing more than three citation errors were approximately four times more likely to be rejected than were articles containing fewer citation errors. These findings suggest that citation error rate is an important predictor of whether an article is accepted for publication. The present researchers also documented the most prevalent bibliographic errors with respect to the 5th edition of the *Publication Manual of the American Psychological Association*, such as issue numbers being presented when the page numbers in each volume are continuous. The implications of these findings were discussed.

Session 1.4

9:00 A.M.– 9:50 A.M. POLICY.....Delta Queen

Presider: Ronald A. Styron, University of Southern Mississippi

Analysis of Five School Districts’ Discipline Policies’ Alignment to Louisiana’s School Wide Positive Behavior Support Model

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Doug Postel, Tifarah Dial, Kathy Adcock, Theresa Hamilton, and Celya Taylor, Louisiana Education Consortium: Grambling State University, Louisiana Tech University, and University of Louisiana –Monroe

Many states have proposed a shift in paradigms to more proactive and positive approaches to student discipline. School systems throughout Louisiana are now faced with the challenge of revising current policies or developing new ones to comply with Louisiana's mandatory school improvement process that includes a discipline component. Louisiana's School Wide Positive Behavior Support Model presents a nontraditional perspective of addressing discipline in a school setting.

Five doctoral students examined the existing discipline policies of five rural public school districts in northwest and northeast Louisiana to analyze the alignment of these policies to Louisiana's School Wide Positive Behavior Support Model. According to Guthrow (2002), most school districts believe that their methods (policies) of disciplining students were congruent with national norms.

Researchers contacted school superintendents to obtain permission to examine the discipline policies in their districts. Copies of discipline plans were obtained from the Supervisor of Child Welfare and Attendance in each school district. Researchers created a Likert-scale instrument to evaluate district policies (Maximum Alignment to No Alignment) with five indicators that identified the degree of alignment: (1) behavior expectations identified, (2) tracking of misbehavior, (3) outline of consequences, (4) communication of expectations to all stakeholders, and (5) acknowledgement of pro-social behaviors. Three research questions guided this study: (1) have school districts identified alternative methods to discipline? (2) have school districts identified and implemented Louisiana's new policies regarding school wide discipline? and (3) what was the most common indicator identified in district policies aligned to Louisiana's School Wide Positive Behavior Support Model?

Assessment and Analysis of Per Pupil Expenditures: A Case Study Testing a Micro-Financial Model in Equity Determination in a Large Southern State

Richard Holsomback, University of North Texas, Pine Tree Independent School District

The purpose of this study was to examine district-level financial data to assess equity across public school districts and to compare equity benchmarks established in the literature using selected functions from the state's financial database after a major court ruling to remedy constitutional problems within a large southern state. The study was limited to all public school districts in that state, and no charter schools or special schools were included in the sample. The study included a purposive sample of school districts where comparable data were available across two academic years for the 1996-1997 school year immediately following the court ruling to the 2003-2004 school year (n = 1043 in 1996-1997, n = 1037 in 2003-2004).

The analysis that was performed on the data was a univariate equity analysis on the total per pupil expenditures across the purposive sample based upon equity benchmarks set in the school finance literature. Based on these benchmarks, equity existed in total per pupil expenditures as measured by an index established in the literature for the lower half of the distribution, i.e., the poorer districts in per pupil spending and equity existed in total per pupil expenditures as measured by a broader range ratio on the entire sample. However, equity only existed in two of eight of the benchmarks for the time elapsed in the distribution samples, 1997-2004, including benchmarks set in the literature for the top one half of the distribution and broader measures across these samples, as well for expenditures per pupil.

Strategies for Cost Control in K-12 Education

Olin Adams, Rachael G. McDaniel, Bonnie K. Mapp, Jeffrey P. Forster, and Jon R. Thomas, Auburn University

This paper explored strategies for cost control in K-12 education. Three approaches suggested were outsourcing of support services, scheduling of classes in longer blocks of time, and distance education. The outsourcing of support services offers education agencies not only cost reduction, but greater expertise in the management of support functions and an opportunity for administrators to devote more time to the core function of instruction. Although implementation of outsourcing generally involves controversy in human resource management, education agencies have contracted extensively such functions as transportation, food service, and custodial service. Block scheduling likewise has provided cost savings. The largest savings has been in learning resources, viz., textbooks and supplemental materials. Moreover, block scheduling enables education agencies to

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hire part-time and retired faculty, who do not carry the benefit costs of full-time teachers. Yet this scheduling approach yields academic, as well as financial, advantages including more flexibility in classroom instruction and more time for in-depth study. Finally, many education agencies are using technology to enhance learning and to create distance education opportunities. Distance learning programs allow education agencies full utilization of teachers as they conduct instruction on more than one campus. While this use of technology carries a startup cost, the initial investment is recovered in human resource savings at multiple campuses. These cost control strategies should be viewed as a means, not ends, to the goal of quality education. Nonetheless, the education agency savvy in cost control will be in a better position to achieve quality.

Session 1.5

9:00 A.M. – 9:50 A.M. **AT-RISK STUDENTS.....Riverboat**

Presenter: Shelly Albritton, University of Central Arkansas

Student Training for Academic Reinforcement in the Sciences: An Interdisciplinary, Innovative Approach for Recruiting Minority High School Students into the Fields of Science and Medicine

Daphne W. Hubbard, University of South Alabama

In a collaborative effort involving a college of medicine, a regional center for healthy communities, and a college of education, college faculty secured a federal grant to recruit minority high school students into the fields of science and medicine. Student Training for Academic Reinforcement in the Sciences (STARS) recognizes the importance of strengthening the K-12 education base as a vehicle to increasing the number of minority students who can successfully complete postsecondary and graduate-level education.

In this program, 15 rising juniors from two minority high schools participated in the program that included six-week academic enrichment sessions for two consecutive summers, a six-week internship in a health care provision site or a medical research facility during the third summer, Saturday academies for two academic years, and afternoon tutorial sessions for two academic years. The objective of the first two summer enrichment sessions was to provide students with the necessary academic skills to succeed in college. The objective of the Saturday academies and the on-going tutoring program was to ensure that minority students who entered the program in Phases I and II remained motivated and eligible to complete Phase III, which was designed to expose students to practical experience in health care or medical research. This study provided an overview and evaluation for the STARS program's inaugural summer.

Data were collected and analyzed from pre- and posttest scores on sample Alabama High School Graduation Exams in the areas of math, science, reading, and language arts; student questionnaires and interviews; and instructor questionnaires and interviews. The STARS program is an authentic, innovative example of an interdisciplinary approach to recruiting minority high school students into the fields of science and medicine.

The Impact on Achievement and Interest in Science: La GEAR-UP Camps, Year III

Randy Parker and Julie A. Holmes, Louisiana Tech University

In an era of increasing accountability, universities must collaborate with P-12 schools to develop programs that increase student achievement, as well as preparation for postsecondary opportunities. One way to collaborate is in providing on-campus experiences for at-risk students. Such opportunities have been shown to increase student attitudes and achievement (Dori & Revital, 2000); influence future career choices in mathematics, science, engineering, and technology (Joyce & Farenga, 1999); and provide for students a bridge to how science, technology, and engineering are used in society at large (Cavallo & Laubaugh, 2001; Dori & Revital, 2000).

The purpose of this study was to determine the effects of La GEAR-UP summer residential science exploration camps on the science achievement and attitudes of at-risk middle school students from 37 low performing school districts. Students participated in leadership workshops, tutoring sessions, science field trips, and explorations in: (1) nature and biology, (2) engineering and chemistry, (3) physical science and physics, and (4) technology. During the three years of the program, 900 rising seventh-, eighth-, and ninth-grade students have attended camp.

Pre- and posttest data were gathered on science attitudes using the 28-item Science Attitude Survey (SAS) and on achievement using the EPAS (Explore). Data were analyzed with dependent t-tests and ANOVA with

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alpha set at .05. Results of this analysis showed significant increases in: (1) attitudes toward science, (2) math achievement, and (3) overall achievement for each year and for the total group. Significant increases were consistent when data were analyzed by race and gender. Effect sizes using Cohen's *d* were in the moderate to large ranges. Results of this study indicated positive attributes of residential exploratory camps in raising student awareness, achievement, and attitudes toward science while also guiding student preparation for secondary and postsecondary education.

Improving Performance of At-Risk Youth Via a College Mentoring Program

Phyllis Williams, Birmingham-Southern College

This was a presentation of a mentoring program between a small liberal arts college and inner-city public schools. The program was initially developed at the request of an elementary school principal. It was designed as a collaborative plan to provide one-to-one instruction for at-risk youth and a multicultural experience for college students.

Participants in the program included upper-level college students who were currently enrolled in an Educational Psychology course and at-risk youth who were identified by their classroom teacher, school counselor, or administrator. The youth were identified because of academic, social, or behavioral issues. The college students used educational and psychological theories from their course to enhance the academic, social, and/or behavioral performance of the at-risk youth.

Session 2.1

10:00 A.M. – 10:50 A.M. TECHNOLOGY Bayou

Presenter: William Brescia, University of Arkansas

The Influence of Gender and Gender Grouping on Attitudes, Perceptions, and Uses of Technology

Connie D. Bain, University of Alabama

With the continued growth and prevalence of technology, of interest is whether gender differences continue to exist with regard to technology. Gender, the technology available at home, and amount of time spent on the computer are factors that have the potential to influence students' uses and attitudes toward technology. This study examined the influence of gender and gender grouping on attitudes, perceptions, and uses of technology. The mixed methods research design consisted of a combination of qualitative and quantitative instruments: pretest and posttest surveys, computer logs, student interviews, student reflections, and teacher observations. Quantitative data were examined using chi square, independent samples t-test, frequency analysis, and descriptive statistics. Qualitative data were used to build theory and corroborate quantitative data.

The quantitative data analysis found no significant differences or relationships between males and females and gender groupings based on the results of The Computer Survey; however, differences were found in the amount of time spent on the computer and types of activities. Females spent more time on the computer than males. The majority of the females used the computer for instant messaging while the majority of the males used the computer for playing games. Placement in gender classes did not influence attitudes, perceptions, or uses of the computer based on analysis of the pretest and posttest.

The implications from this study were that females are using the computer more and have a greater interest in technology. All students should have the opportunity to use the computer and be encouraged to use the available technology. Single gender classes have the potential to increase self confidence by providing a safe learning environment where students have more freedom to express themselves without fear of embarrassment.

Using Technology Effectively to Promote Teaching and Learning in Culturally Diverse Classrooms

Linda F. Cornelious and Vicki Keel, Mississippi State University

Technology brings about many changes in the ways in which students learn and their teachers prepare for the instructional process. Although computers are now available in most schools, not all teachers see the value of

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using them to complement their instructional practice in ways that motivate culturally diverse students to maximize their learning potential. The purpose of this research was to identify ways in which teacher education candidates can use technology to design and deliver effective instruction for culturally diverse classrooms. Recommendations were made about how faculty in schools and colleges of education can become better prepared and comfortable in their use of technology. Specific strategies suggested how faculty can use the Internet, World Wide Web, and multimedia-tools to enhance teaching and learning. Because effective teachers are expected to use technology as an integral part of the teaching and learning process, they must also know how to properly integrate technologies into their instructional practice. Student achievement can be affected by the degree to which teachers use technology. Therefore, it is crucial that faculty in schools and colleges of education model the best practices in teaching by effectively using technologies themselves in order to promote teacher candidates' use of technology in their own classrooms to improve students' learning experiences. Searches from Academic Search Elite and EBSCO Host research databases were used to select relevant refereed journal articles.

A Study Comparing the Levels of Technology Integration of Teacher Preparation Faculty to K-12 Faculty**

Shannon Parks, Alabama Department of Education, Stephanie B. Ash, University of Alabama – Birmingham

Session 2.2

10:00 A.M. – 10:50 A.M. CURRICULUMLevee

Presenter: Kathleen Collins, University of Arkansas

Teacher Preparation for Integrated Learning: The Value of Music Instruction for the Elementary Classroom Teacher

Sara B. Bidner, Southeastern Louisiana University

The curtailment and elimination of music and other arts from elementary and middle school classroom teacher preparation programs have become increasingly common in institutions of higher education. Thus, classroom teachers sometimes have no opportunity to develop skills for incorporating music into the curriculum, although education in the arts is generally valued, and often required, in the elementary school curriculum. Additionally, many schools have no music teachers, and lack of funding often results in the elimination of existing music and other arts programs. It was the premise of this paper that prospective classroom teachers should have the opportunity to develop knowledge and skills in music education that will serve to enrich the elementary curriculum, and to make learning more meaningful for students.

Music experiences provide an added dimension for engaging students in the learning process. Teacher candidates, even those who have had successful school music experiences, need guidance in structuring music lessons for students that make learning meaningful within the context of the total curriculum. Nothing is so convincing to teacher candidates as witnessing the involvement of students in lessons they have prepared that enrich student understanding and foster connections in student learning.

Guidance in preparatory experiences for teachers provides the direction that classroom teachers need for recognizing how music can truly enrich the total classroom experience. Strategies designed by teacher candidates and implemented in field experiences provide evidence of successful integrated approaches connecting music learning with thematic content learning. Specific content standards from both music and other disciplines serve as the focus for assessment of student learning.

Research studies in recent years have assessed the attitudes and self-confidence levels of teacher candidates regarding the likelihood that music and the arts will be included in their own classrooms. These studies have indicated the need for hands-on preparation in learning basic knowledge and skills before prospective teachers are willing to include arts experiences in their own classrooms. As teacher candidates develop a greater knowledge of music and improve musical skills, they become more confident in their abilities to incorporate music into strategies for teaching.

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Elementary Recess: A Study of First- and Fifth-Grade Children

Rose B. Jones and Jeanetta G. Riley, University of Southern Mississippi

Although many American schools have reduced scheduled recess periods in recent years, research has suggested the important role recess plays in children's overall development. With less emphasis on the total child and more on standardized testing in schools, the present study examined different types of recess play of first- and fifth-grade children in two county schools and two small city schools during spring semester in one state in the southern region of the United States. From a review of literature, seven play categories were chosen for observation purposes: (1) objects, (2) observation, (3) literacy, (4) dramatic, (5) physical movement, (6) aggressive, and (7) sedentary. Ten research questions were developed for these individual and group play categories. Two researchers observed 81 elementary children (44 first-grade and 37 fifth-grade) for a three-week period using "bug-in-the-ear" with audio signals indicating time for observations and recordings and a checklist designed to record play categories.

Data were compiled, and t tests were run comparing two groups by city/county, gender, grades, and schools. Three significant differences were found: (1) children in county schools had more observation play, $t(79) = -2.08, p=.04$; (2) children in county schools had more literacy play in mixed gender groups, $t(79) = -2.11, p=.04$; and (3) children in city schools had more physical movement in single gender group play, $t(79) = 3.41, p<.001$. Few differences were found between county school and city school children; however, children in city schools were found to have more physical movement play, which may indicate that these children engaged in more after school physical activities as research suggests. This finding could be of importance because of new documentation linking more sedentary life style with the rise of obesity in children and adolescents.

The Negative Impacts of Media on Children's Behavior

Lishu Yin and Li-Ching Hung, Mississippi State University

Media have brought very positive influence on promoting young children's learning because of their colorful images and excitement. At the same time, they have also brought violence and pornography to pollute young children's innocent minds and souls.

On average, young children watch TV for two to four hours per day and watch 4,000 hours of TV before they enter kindergarten (ACT, 2005). The average American child will have viewed around 200,000 acts of violence on television by age 18 (AAA, 2005). In the last two decades, numerous studies have warned parents and educators that violent television programs and movies can arouse children to act violently (Hepburn, 2001). However, actions have not been taken yet to protect young children. A significant increase in violent behavior has taken place across the United States. The statistics from different sources have shown that mass media have caused damage in children's healthy emotional development.

Mass media have played a very important role in society. In this paper, the side effects brought by the mass media were analyzed and resolutions were suggested. This paper addressed the concerns of parents, educators, and school counselors. It also called the attention of media designers and producers to help young children to use media in a more constructive way.

Examples of the concerns include: (1) children learn to behave aggressively toward others from media violence; instead of learning to take care of problems and conflicts, they are taught to use violence; and (2) children think drinking and smoking as a "cool & attractive" fashion rather than an unhealthy and deadly habit (AAP, 2005).

Session 2.3

10:00 A.M. – 10:50 A.M. **RESEARCH IN PROGRESS**Mississippi Queen

Presiders: Sherry Shaw and Pamela M. Broadston, University of Arkansas – Little Rock

Utilizing Children's Materials with Adult Learners**

Elizabeth C. Smith, University of Southern Mississippi

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Same-Sex Classrooms in Public Schools**

LaShanda Kennedy, University of West Alabama

Identification of Social Support Systems of Interpretation Students in Postsecondary Settings**

Charissa Craw, University of Arkansas – Little Rock

Effect of Advanced Placement Teacher Training on Learning Atmosphere**

Melany Hamrick, University of West Alabama

Feasibility of Offering American Sign Language as a Second Language Option for High School Students**

C. J. Jacob, University of Arkansas – Little Rock

Session 2.4

10:00 A.M. – 10:50 A.M. LEADERSHIPDelta Queen

Presider: Abraham A. Andero, Mississippi State University - Meridian

Nurturing School Leaders: The School Leadership Center of Greater New Orleans

Kathleen T. Campbell, Southeastern Louisiana University; Jean Krieger, Woodlake Elementary School, St. Tammany Parish (LA) Schools; Jeff Oescher, University of New Orleans; and Betty Porter, School Leadership Center of Greater New Orleans

In the current age of high-stakes testing and school accountability, school principals have assumed increasingly more responsibilities. They are expected to create a school master schedule and individual student and teacher schedules, oversee maintenance and repair of the school building, manage the budget, supervise classroom instruction while staying abreast of research-based best practices, facilitate appropriate professional development for teachers, direct the preparation of students for the annual high-stakes testing, be visible in the classrooms and hallways and extracurricular activities, and implement all state and federal mandates while keeping up with their required paperwork. In addition, they are supposed to be leaders with a vision for school improvement and student achievement, the accomplishment of which they inspire students and teachers toward by effecting change.

How is the principal going to find time to effect change while performing the myriad managerial tasks? Research indicates that change in schools is best accomplished through shared decision making. Building a collaborative decision-making group requires that the principal assume the responsibility of ensuring that relationships are developed, that a knowledge base is established, and that a shared vision is developed. Again, the question is “How?” The School Leadership Center of Greater New Orleans Fellows Program is designed to empower principals to effect needed changes by providing the professional development and the resources related to the essential elements mentioned above.

Evidence has suggested that the SLC has been effective. Data analyzed over a three-year period disclosed the average of standardized test scores of the SLC schools for each of the three years ranged from 22% to 43% higher than non-SLC schools across the state and as much as 124% higher in Orleans Public Schools this past year. This quantitative data, combined with qualitative data in the form of principals’ vignettes, indicated the effectiveness of the SLC.

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Implementing a Three-year Partnership Between an Urban School District and Two Universities to Prepare Future In-House School Leaders: A Recipe for Success

Jack Klotz and Shelly Albritton, University of Central Arkansas; Jane McHaney, Armstrong Atlantic State University; Karen Connelly, Savannah-Chatham County Board of Public Education SBDM Council Members' Perceptions of Support for and Leadership of School Councils; and William R. Schlinker, Mary Hall O'Phelan, Sharon Spall, and William Kelley, Western Kentucky University

This presentation focused on how three different educational entities came together to develop a concept that became a plan for training future school site instructional leaders in one southern school district. The organizations that were involved in this enterprise were the local school district that has a student population of 35,000+, a local state university's College of Education, and a second university from another state that offers a nationally recognized standards-based, performance-oriented, non-traditional principal preparation program. The presenters provided participants with timelines followed, activities, and contributions of each partner institution that led to the implementation of this "out of the box" principal preparatory partnership program, which is its first year of delivery. Attendees heard of the trials and tribulations encountered along the way by these partners as they have moved forward during the implementation of this unique partnership. Additionally participants received information detailing the program's two-year instructional content components. Finally, those in attendance heard from students in the first of three planned student cohorts regarding their impressions of the program's instructional content components, rigor, and practicality.

Session 2.5

10:00 A.M. – 10:50 A.M. PROGRAM EVALUATIONRiverboat

Presenter: Susan Santoli, University of South Alabama

The Impact of the No Child Left Behind Act: State-Mandated Testing Program on Rural Schools in Northeast Mississippi

Sarah E. Campbell, Mississippi State University

The study examined teachers' perception regarding the No Child Left Behind Act 2001. The study sought to find out: (1) the opinions of teachers regarding NCLB Act based on current knowledge, (2) the effect of NCLB Act state mandated testing on classroom instruction, and (3) the effect of the NCLB Act state-mandated testing on student achievement. With particular interest in local context, this study was undertaken to discover the impact of standard-based state testing in Mississippi. Data from this study will increase public awareness of teachers' attitudes regarding the NCLB Act and its effect on classroom practices.

A query using numerous and varied grouping and a mixture of keywords such as state-mandated testing, teaching and instruction, NCLB and rural schools, testing and NCLB Act and Mississippi was conducted through ERIC (Educational Research Information Center) to begin the search. Conducting this search connected to this body of literature prompted further discovery of related books, newsletters, journal articles, conference papers, project reports, essays, research studies, public opinion surveys, testimonies, and historical materials. From this body of literature, the author selected the works that focused specifically on teachers' perception and state-mandated testing within the last 10 years. This literature consisted of the work that could be identified as qualitative and quantitative research, public opinion surveys, and non-empirical works. In short, only a handful of studies specifically explored teachers' perception of state-mandated testing, and these studies were examined in this literature review. Analysis began with reading the target research to see what researchers had to say about teachers' perception of the NCLB Act and teachers' perception of the NCLB on instruction and students' achievement. These studies were examined in the literature review.

An examination of the literature review suggested that the NCLB Act state-mandated testing program both positively and negatively influence instruction and student achievement. This research suggested that NCLB state-mandated testing program adversely affected instruction and student achievement not just in Mississippi but through the nation.

Furthermore, the research examined in this paper suggested that the relationship between NCLB state-mandated testing program, curricular and instructional practices, and student achievement is neither easy nor straightforward and is in dire need of further clarification within states. If state-mandated testing continues to be

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viewed as a practical means of educational reform, then it is very important to understand the ways in which NCLB is mediated through the local contexts and the minds, motives, and actions of teachers.

Program Evaluation for Early Childhood Mental Health Services in Louisiana

Beverly A. Mulvihill, Tonia D. Crossley, and Carl Brezausek, University of Alabama,
Birmingham Center for Educational Accountability

Timely identification of high-risk children and families permits more effective interventions. Mental health concerns often go undetected until school age. This one- to five-year delay exacerbates untreated social, emotional and behavioral problems. Early intervention may prevent or ameliorate subsequent and related issues. Since 2002, the Early Childhood Supports and Services (ECSS) program has demonstrated the effectiveness of a mental health intervention in six Louisiana regions. This model program promoted collaboration among agencies providing services that impact a child's learning capabilities and school readiness.

This paper reported evaluation results for 157 families. Families receiving Temporary Assistance to Needy Families (TANF) are eligible for ECSS. Demographics, family and child risk factors, employment barriers, and parenting stress were assessed at baseline and every six months. Frequencies, t-tests, and Pearson correlations were used to describe the study population, compare mean scores at baseline and six-months, and explore the relationship between parenting stress scores and services received.

After six months, families reported a 9%-24% reduction in employment barriers. Two of five areas (personal/ financial and emotional/physical barriers) were significantly reduced ($p < .05$). Parenting stress showed significant reductions in two of three subscales and the total score ($p < .05$). The services families received and initial stress scores were positively correlated.

Parenting stress has been shown to be related to depression and to adversely affect the parent-child relationship. These results indicated families that perceive fewer employment barriers and less stress in their parent-child relationship after six months in the program. Families experiencing more stress received more services. Services provided for families in the early childhood period to improve family functioning appeared to assist parents in the critical areas of employment and parenting, consequently promoting a healthier and more stable environment for early childhood mental health development.

LA 4 and Starting Points Prekindergarten Program Evaluation, 2003-2004

Carl M. Brezausek, Meredith M. Matthews, Thomas O. Ingram III, and Scott W. Snyder, University of Alabama – Birmingham Center for Educational Accountability, and Billy R. Stokes, University of Louisiana - Lafayette

The LA 4 prekindergarten program began in 2001 with the passage of Senate Bill 776 with the purpose of serving four-year-old children not currently enrolled in publicly-funded prekindergarten classes. The LA 4 program was modeled after the Starting Points prekindergarten program begun in the 1992-1993 school year.

In 2003-2004, prekindergarten intervention was provided to 4,767 children in the LA 4 Program, and 996 children in the Starting Points program. The targeted children were at-risk, unserved four-year-olds. These children were evaluated with the McGraw-Hill Developing Skills Checklist in the fall and spring of their prekindergarten year.

Analyses of LA 4 test scores revealed significant improvement from pretest to posttest in the participating students' scores. Additionally, the LA 4 students' performance remained close to or higher than the national average on the posttest. Starting Points students displayed similar results. Specific analyses of the test scores also indicated a narrowing of the differences between students from differing family income backgrounds by ethnicity, consistent with the No Child Left Behind legislation.

These results supported the high-quality Louisiana Standards for Programs Serving Four-Year-Old Children followed by the LA 4 and Starting Points programs, including certified teachers, full-day program, research-based and developmentally appropriate curricula, and a low student-to-teacher ratio.

Further examination of kindergarten screening test scores indicated that students who participated in LA 4 prekindergarten were better prepared than students who did not participate in a prekindergarten program, despite their impoverished backgrounds.

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Session 2.7

10:00 A.M. – 11:50 A.M. INTERVENTIONS FOR BASIC ACADEMIC SKILLS: READING-TO-READ, MATH-TO-MASTERY, READING-TO-READ, AND REACHING-FOR-WRITING (2-HOUR TRAINING SESSION)..... Meeting Room

Carlen Henington, R. Anthony Doggett, and Brad Dufrene, Mississippi State University

Approximately 12% of school-aged children have been identified and receive services for learning disabilities. Before these children are evaluated, amendments to the Individuals with Disabilities Education and Improvement Act (IDEA, P.L. 108-446) mandate the use of pre-referral interventions and accountability. Typically, these interventions must be brief and targeted to meet the specific child's immediate need for assistance using early academic problem identification, and academic intervention development and implementation. Based on timelines and constraints of the school environment, the interventions must be brief and unobtrusive within the daily routine of the classroom, easy to monitor with empirical evidence to show efficacy of the intervention, and acceptable to those who "consume" the intervention.

The purpose of this training session was to provide participants with detailed information about the implementation of pre-referral individual and group interventions for delays in basic academic skills: Math-to-Mastery, Reading-to-Read, Reaching-for-Writing. Each intervention uses a variety of intervention strategies including previewing, repeated practice, self-correction, feedback, and graphing to visually depict progress across time. Previous studies have shown significant growth in targeted areas using the general model for the intervention in school systems, but no presentations or publications have been conducted to assist the interventionist and school personnel in modifying the interventions to meet the needs of diverse settings.

This training session provided the participants with detailed descriptions of the interventions that could be implemented by novice and experienced interventionists, teachers, and other school personnel. Demonstrations of each intervention were provided, and participants were encouraged to practice the interventions during the training. Handouts specific to the interventions were also provided to participants. Presentations also included specific case studies presenting empirical data for interventions in each skill area using time series analysis and curriculum-based assessment. Social validity data were presented for each intervention.

Session 3.1

11:00 A.M. – 11:50 A.M. QUALITATIVE RESEARCH Bayou

Presenter: Anthony J. Onwuegbuzie, University of South Florida

Nurturing Their Students: Primary-Level Teachers' Perceptions

Jeanetta G. Riley, University of Southern Mississippi

Although recent emphasis in public education on academic achievement tends to omit the discussion of issues related to children's social and emotional development, society expects teachers, particularly those teaching younger children, to care about and nurture their students. The theoretical background for this qualitative study within the phenomenological tradition included romantic ideology, constructivism, attachment theory, motivation theory, and concepts related to teaching the whole child. The purpose of the study was to examine four primary-level teachers' understandings of their lived experiences of nurturing students. The teachers taught in two schools located in a rural area of a southern state. The research was undertaken to reveal the teachers' definitions of nurturing, the teachers' understandings of their nurturing behaviors, and the teachers' beliefs of how they learned to nurture students.

Data collection consisted of formal and informal interviews with the teachers, supplemented by observations and documents. Interview data were analyzed using a three-tiered process of phenomenological reflection. From the analysis of data, major themes, minor themes, and subthemes emerged. The two major themes were physical and emotional availability and responsibility for student success. Three minor themes were absence of nurturing, student response, and learning to nurture. Descriptions of the teachers' individual understandings of nurturing and an overall description of their understandings of nurturing were generated.

Conclusions drawn from the data indicated that the teachers understood their nurturing experiences to consist of attitudes, emotions, and actions. By being physically and emotionally available to develop caring relationships with their students, the teachers believed that they could provide emotional and academic support to help their students succeed in their classrooms and in life. Additionally, the teachers believed that nurturing was part

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of their innate personality but was also learned behavior from observation of those around them, particularly during their childhood.

Mirror, Mirror: A Phenomenological Study of the Role of Reflection in Teaching

Amy F. Morgan and Nataliya Ivankova, University of Alabama – Birmingham

In this era of increasing accountability in education, teachers are being asked to move away from the role of intuitive guide to being a more deliberate reflective practitioner. The need exists to understand the experience of reflection and its meaning from the perspective of practicing teachers. Existing studies describe an effective teacher as one who reflects upon her/his teaching; however, they do not illuminate the perspective of teachers in order to assist other teachers in knowing how to reflect effectively. Guided by the works of Dewey (1909/1933) and Schon (1983, 1987), this phenomenological study explored the reflective experiences of practicing teachers in order to understand, from the perspective of teacher, the meaning of reflection in teaching. The central research question was: What is the meaning of reflection in teaching?

The purposeful sample included five female teachers and one male teacher currently teaching fourth or fifth grade with three to 29 years of teaching experience. The data were collected through focus group interviews and subsequent follow-up individual interviews with each participant. The data analysis followed the procedures outlined by Moustakas (1994). After transcribing interviews verbatim, invariant horizons, or statements significant to the central phenomenon and reinforced by more than one participant were pulled from the transcripts. The statements were organized into seven themes pertaining to reflection: (1) ongoing learning process, (2) way to solve problems, (3) way to deal with change, (4) sharing with others, (5) evolving with experience, (6) being formal and informal, and (7) taking place in a nurturing environment.

These findings can help school administrators hear the voices of practicing teachers so that they can better establish, monitor, and evaluate effective reflective practices. As teachers begin to understand the meaning of reflection for themselves and other teachers, they will become empowered to use time in the classroom more efficiently.

Session 3.2

11:00 A.M. – 11:50 A.M. MATHEMATICS EDUCATIONLevee

Presider: David A. T. Hall, University of South Alabama

Project ELEVATE: Enhancing Learning Environments Via Active Teaching Enhancement Strategies

Julie A. Holmes, Louisiana Tech University, and Cathy Stockton, Richland Parish (LA) Schools

Project ELEVATE (Effective Learning Experiences via Active Teaching Enhancement Strategies) is a grant project with a primary purpose of enhancing the mathematical skills of students with disabilities, regular education students, and blind students. This project addressed the needs of mathematics teachers in four north Louisiana parishes, as well as teachers of the blind throughout the state.

An Educational Needs Assessment was given to all principals and teachers that wanted to participate in the project. This 27-item instrument contained open-ended questions to allow the participants to more effectively communicate their needs in terms of professional development and materials to enhance their mathematics instruction. Analysis of the data revealed that the majority of the participants expressed: (1) parental involvement was critical for student success, (2) they do not have enough training on the use of technology, (3) a willingness for outside consultation for learning better teaching skills and strategies, and (4) more learning aids and manipulatives were needed to enhance instruction.

To fulfill these needs, the staff of Project ELEVATE has worked with participating schools by providing Family Math Nights to encourage more parental involvement and provided participating schools with math materials kits. The project staff has also established relationships with faith-based groups and provided professional development for their volunteers, conducted Family Math Nights, modeled demonstration lessons in mathematics, and provided needed mathematics manipulative materials. To address the technology needs, professional development through the INTECH Regional Technology Center was sponsored by Project ELEVATE and provided teachers stipends and materials. The Project also provided scholarships and stipends for participating

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teachers for the DEEP in Math training. Braille mathematics materials were also purchased for the state resource center through the project. This presentation reported the current progress in the project and the future endeavors of Project ELEVATE.

Preliminary Evaluation of the 2005 AMSTI Summer Training Institutes

Marcia R. O’Neal and Scott W. Snyder, University of Alabama – Birmingham,
and Steve Ricks, Alabama State Department of Education

This presentation provided an overview of the Alabama Math and Science Teaching Initiative (AMSTI), now in its second year, funded through the Department of Education. Presenters summarized preliminary results of the second year of summer institutes conducted at three sites during June 2005. Over 500 math and science teachers (first-time institute participants) and administrators from school districts in three regions in Alabama participated in the institutes. The AMSTI summer institutes were designed to provide intensive and high quality professional development in inquiry-focused math and science instruction for teachers and administrators in grades K-8. Participating teachers received two weeks of grade-specific training in the subject matter and pedagogy. Teachers who completed the institute had access to AMSTI instructional materials (module-based) to support math and science instruction in their classrooms.

Data collected from first-time participating teachers included pretest/posttest subject matter knowledge (tied to the content of the workshop, not-too-deep subject matter understanding), surveys of current practices and attitudes, and an evaluation of the workshop and its anticipated impact on practices. Administrators completed open-ended survey items eliciting their perceptions of the institute and expected impacts in their schools. The evaluation of the institutes is one aspect of a comprehensive multi-year evaluation of a large-scale grant intended to reform math and science teaching in Alabama.

The presenters described the AMSTI and the summer institutes, summarized results of the preliminary evaluation of the institute, and outlined subsequent evaluation plans. Feedback and discussion regarding evaluation of Math and Science Partnerships were solicited from the audience.

The Effects of Math-to-Mastery with Elementary and High School Students

Michael Mong, Mississippi State University

Based on Curriculum State University Based Assessment, the Math-to-Mastery intervention package has been empirically proven to be an effective intervention for increasing mathematics fluency. Because of the general lack of research concerning age effects, the purpose of this study was to empirically evaluate the effects of the Math-to-Mastery intervention package with both elementary school students and a high school student.

The participants for the elementary-aged study were eight children selected from a summer academic skills clinic. The participants ranged in age from seven years old to 12 years old with a mean age of 9.2 years of age. The participants for this study were at various points in their academic careers, the youngest entering the first grade with the oldest entering the sixth grade. The majority of the participants were African American children (62.5%), with Caucasian participants comprising the rest of the sample (37.5%). Females comprised the majority of the sample (75%), while males made up the minority (25%). The participant for the high school study was a 16-year-old, Caucasian male. The subject was recruited from a pediatric behavior clinic at Mississippi State University. All subjects were performing at least one year below grade level in math. Students were selected from a summer academic clinic and a behavioral/pediatric clinic for remediation of reading, writing, and mathematics deficits held at Mississippi State University.

A between-series multiple baseline design across participants was used to evaluate the effects of both of the interventions.

Session 3.3

11:00 A.M. – 11:50 A.M. USE OF PORTFOLIOS IN ASSESSMENT OF TEACHER CANDIDATES: THREE PERSPECTIVES (SYMPOSIUM)Mississippi Queen

Organizer: Judith A. Boser, University of Tennessee

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Denise Beeler Jones, KY Education Professional Standards Board and University of Kentucky; Dorothy C. Schween and Thilla Sivakumaran, University of Louisiana – Monroe; and William Wishart, University of Tennessee

The use of portfolios, especially electronic ones, continues to increase in assessing teacher candidates at both the institutional and state levels. They provide a readily accessible system showing quality of teacher candidates needed for NCATE accreditation and state licensure.

Session 3.4

11:00 A.M. – 11:50 A.M. **MULTICULTURAL EDUCATION**Delta Queen

President: Michelle Haj-Broussard, McNeese State University

Perceptions of Motivation to Learn: A Multi-ethnic Perspective**

Srilata Bhattacharyya, New York Institute of Technology, Wendy Jordanov, Tennessee State University

A Comparative Study of Preservice Teachers' Motivations in Two Continents

Qaisar Sultana, Eastern Kentucky University

This study, a replication of one conducted in Kentucky two years ago, aimed at assessing the motivational factors that led the preservice teachers at the American University of Beirut to choose teaching as their profession. The investigator asked all preservice student teachers during their last seminar meeting to write two reasons why they wanted to become teachers. The total of 70 Lebanese student teachers (7 males and 63 females) was comprised of 17 majoring in Secondary Science, 13 in Secondary Math, 10 in Elementary Math and Science, 7 in Elementary Social Studies and Language Arts, 11 in Teaching English as a Foreign Language, 5 in Special Education, 4 in Informatics (Technology), and 3 in Music and Art.

The respondents gave a total of 123 different reasons. These were classified into eight factors, namely, patriotism, future, help, self-appraisal, change, impact, giving, and self-needs. It was difficult to separate the responses associated with change from those referring to the impact of a teacher. For convenience, responses were assigned to factors by the language respondents used. Frequency of responses in each factor was counted. Self-need received the highest frequency (30). It was followed by help (17), self-appraisal (16), patriotism (14), future (8), change (8), giving (5) and impact (5).

The data were collected three months after the assassination of the most popular leader, Rafic Hariri. The national fervor was running very high. The political climate may have influenced the respondents. Kentucky data did not generate the patriotism and giving factors. In the self-appraisal factor, Kentucky's highest frequency response, "I love children," did not appear in the Lebanese data. Kentucky's highest frequency response in self-need factor, long summer vacations, was mentioned only once by their Lebanese counterparts. Kentucky's second highest frequency response, lots of holidays, did not appear in the Lebanese responses. There were several other noticeable differences worth further study for multicultural education.

A Multilevel Longitudinal Study of Ethnic Differences in Achievement Among Asian American Students

Eugene Kennedy and Shujie Liu, Louisiana State University

Asian American students have often been labeled the "model minority" as a result of their documented high levels of academic achievement (Chan, 1991). However, there is considerable variation in achievement among the population of Asian American students in the U.S. Although the research on this variation is limited, there are growing indications that cultural differences in ethnic groups and social-economic background are important factors (Huang, 1995).

The present study focused on the role of ethnicity in the academic growth of different ethnic groups of Asian American students as they progressed from grades 8 to 12. The study used data from the first three waves of the NELS:88. The focus of the analysis was on variation in the growth trajectories of these students as reflected in their performance on the vertically scaled standardized achievement tests administered with each wave of the

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NELS:88 survey. A two-level multilevel model was used to analyze these data. At level one, student performance on the standardized tests was regressed on time and selected time-varying covariates. At level two, ethnicity and socio-economic background were predictors. These analyses used appropriate panel weights and addressed questions concerning the levels and rates of achievement among these groups, the role background factors play, and the impact of attitudes (e.g., locus of control) and behavior (e.g., number of hours of study) changes (time varying covariates) on these processes.

The significance of this project lies in its potential to shed light on an often overlooked issue-- variation in academic achievement among Asian American students. As noted by Kim (1997), the "model minority" label applied to all Asian American students blurs the considerable variation that exists and can lead educators and policy makers to leave these students out of discussions when the focus is on addressing the needs of struggling learners.

Session 3.5

11:00 A.M. – 11:50 A.M. **HIGHER EDUCATION.....Riverboat**

Presider: Lola Aagaard, Morehead State University

University Faculty Under Stress: A New Look at an Old Theory

Yonghong Xu, University of Memphis

Research on university faculty worklife brought to attention the importance of understanding and reducing work-related faculty stress. Gmelch and his colleagues (Gmelch, Wilke, & Lovrich, 1986) developed a five-dimension definition of stress among university faculty: reward and recognition, time constraints, departmental influence, professional identity, and student interaction. However, after 20 years have passed, have the stress patterns stayed unchanged? Does it still convey a complete picture?

Using the National Survey of Postsecondary Faculty: 1999 data, the current study first revalidated this five-dimension stress structure with a factor analysis, and then provided more insight into the complex patterns of faculty stress by including additional variables. Based on a weighted sample of 2,689 fulltime faculty, the analyses showed that measures of faculty reward and recognition, time constraints, departmental influence, professional identity, and student interaction produced only one solid underlying factor, evidence that the five dimensions still define the faculty stress very well.

Furthermore, a hierarchical regression confirmed that untenured faculty perceived a higher stress level than do their tenured colleagues, and faculty stress differed across different academic disciplines. At odds with the previous findings, academic ranks were found not related to stress in terms of time constraints and departmental influences. Also, as age increases, stress levels decrease in all dimensions. Remarkably, ethnicity and sense of job security, two variables omitted by Gmelch and his colleagues, turned out to be significantly related to faculty stress. Asian American and Hispanic faculty members experienced significantly higher stress in reward and recognition; the former group also had higher stress in student interactions.

This study supported the five-dimension stress pattern. By including measures on ethnicity and job security, the findings demanded more attention to minority faculty and their unique worklife stresses, and revealed sense of job security as one of the key factors in reducing the faculty stress level.

Deception in Faculty Job Application

Mary Hall O'Phelan, Western Kentucky University

The use of deceit during the job application process in higher education has received some attention in recent years. Various ways of detecting deceit were explored by Ekman and O'Sullivan (1991) and in a review of literature by Edelman (1999). Because most of the research on deception has been done using undergraduates as subjects, Edelman suggests that additional studies be done using other populations in order to establish ecological validity. The degree to which faculty applicants present false information, distort their past histories, or omit crucial negative evidence about themselves is not known.

The purpose of this study was to develop a survey instrument to measure faculty attitudes about deception in the college and university workplace. Likert-type items for the instrument were developed for four different scales within the instrument: (1) faculty beliefs about deception, (2) faculty self-reported behavior, (3)

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faculty beliefs about other people's perceptions, and (4) faculty beliefs about other people's behavior. After IRB approval was obtained, 50 faculty members across several disciplines at a comprehensive university were asked to complete the pilot version of the instrument in order to estimate validity and reliability. Participants were asked to give their reactions and suggestions about content and format of the survey items. Using split-half procedures, reliability was estimated for the instrument as a whole, as well as for each of the four subscales. The pilot study prompted modifications in the wording and format of the instrument, as well as in the content and focus of the four scales. The revised instrument can be used to begin discussions about deception in the workplace in higher education. Subsequent studies focused on survey responses for different groups of faculty, e.g., newly hired vs. tenured, faculty in different disciplines, or faculty at comprehensive vs. research universities.

Adjuncts Happen: Strong Faculty or Weak System?

Naomi Jeffery Petersen, Indiana University - South Bend

Faculty role expectations were discussed for the purpose of clarifying teacher education program stressors. Involvement in faculty decisions is considered a key component of the quality of students' learning environment according to NCATE accreditation standards intended to address the systemic nature of faculty involvement. To strengthen program infrastructure, one must recognize the complications of maintaining a system that does not clearly define roles and expectations concerning one of its key components: contingent faculty. Increasing use of contingent faculty in schools of education highlights the complexity: faculty roles and responsibilities are increasingly blurred, exceeding the scope of traditional definitions, i.e., isolated teaching.

Reported were the preliminary findings from an ongoing qualitative study, including interviews with core and contingent faculty at two different teaching institutions. Whereas contingent faculty bring valued expertise, they may be less aware of university expectations, thereby magnifying program weaknesses. Communication necessary for true collaboration can be generated only through core faculty service, because it is not teaching or scholarship that is neither valued or compensated. Collaboration among core and contingent faculty could strengthen program quality, but requires: (1) far more service from core faculty than is valued or compensated, (2) a more complex role for contingent faculty to embrace, and (3) student survey data that must include perceptions of the integrated program. Proposed was a focus group discussion for conference participants to contribute to this investigation.

Session 4.1

1:00 P.M. – 2:15 PM

IMPROBABLE RESEARCH WITH IMPOSSIBLE REPLICABILITY AND IRREPRODUCIBLE RESULTS BY IRRESPONSIBLE RESEARCHERS (MSERA KEYNOTE ADDRESS)Premier III)

Organizers:

Walter M. Mathews, Evaluation Associates of New York; Ronald D. Adams, Western Kentucky University; Robert L. Kennedy, University of Arkansas Medical Sciences; William L. Deaton, Wears Valley, Tennessee; Harry L. Bowman, Council on Occupational Education; Robert Rasmussen, Louisiana State University System; George W. Gaines, Silas Griffin B&B, Danby, Vermont; and Jean Krieger, Woodlake Elementary School, Mandeville, Louisiana

Session 5.1

2:30 P.M. – 3:20 PM

MIXED METHODSBayou

Presider:

David Morse, Mississippi State University

Resolution of Qualitative-Quantitative Dichotomy: Implications for Theory, Praxis, and National Research Policy

Charles L. McLafferty Jr. and Anthony J. Onwuegbuzie, University of South Florida

Politicians and taxpayers wonder why researchers have not developed educational research and practice with the same scientific rigor attributed to medicine and engineering. Legislation threatens to proscribe

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funded research. The debate recurs: Is qualitative or quantitative research best? Beginning in graduate school, educators and researchers are usually taught only one such approach. Philosophical explanations depict an insolvable incompatibility.

This article transcended the traditional qualitative-quantitative dichotomy using a three-dimensional ontology: soma, psyche, and noös. The physical dimension (soma) is best researched through quantitative methods. Naturalistic inquiry optimally encompasses the emotions and intellect (psyche). The noëtic dimension includes choice, purpose, and spirituality: our unique personhood and universal connection with “Life.” Concepts such as choice, responsibility, and discovered meaning are largely missing from research and theory in psychology and education, partly because methods are not philosophically suited to the noëtic dimension.

From a dimensional perspective, the quantitative-qualitative concept is no longer dichotomous—rather, the two methodologies are *dimensionally different.* Further, the political move toward “science-based research” in the areas of human learning and development bears reconsideration in order to ensure that education, praxis, and research do not leave out the search for meaning--the soul of education.

Qualitative and Quantitative Studies: Where Do They Converge?

Cindy M. Casebeer and Judy Burry-Stock, University of Alabama

In the United States, there continues to be a strong emphasis on student standardized test scores as the benchmark of learning. Therefore, it is commonplace for funding agencies, in particular, to ask that educational programs provide evidence-based (or science-based) results attesting to their efficacy. This is true in teacher education programs as well. However, program evaluators know that providing just the “numbers” does not allow for a rich, true, or complete examination of modern-day programs with multiple stakeholders. However, through the use of mixed-method evaluation designs, it is possible to gain a more complete picture of the program. Through the use of qualitative methods, it is possible to provide a forum whereby the voices of program participants can be heard. Through the use of quantitative methods, it is possible to provide evidence-based results that will meet the demands of the public.

Mixed Methods Research in Counseling Research: The Past, Present, and Future

Nancy L. Leech, University of Colorado – Denver - Health Sciences, and Anthony J. Onwuegbuzie,
University of South Florida

The purpose of this paper was to explain and illustrate the utility of mixed methods research (i.e., combining quantitative and qualitative techniques) to the field of counseling. First, the authors discussed and exemplified the use of mixed methods approaches in counseling practice. Second, the authors described mixed methods designs in the context of applicability to counseling research. Third, they delineated the current state of affairs with respect to mixed methods designs in counseling research through a content analysis of the types of empirical studies published in the three leading counseling journals between 2000 and 2004. These journals are *Journal of Counseling and Development*, *Journal of College Counseling*, and *Counselor Education and Supervision*. The analysis revealed that only a small proportion of these studies can be classified as representing mixed methods research. Finally, the authors illustrated the utility of mixed methods research designs by critiquing select monomethod (i.e., qualitative or quantitative) and mixed methods studies that have been published in counseling journals. They demonstrated how mixed methods research yields richer, thicker data than do monomethod studies, culminating in a greater understanding of underlying phenomena.

Session 5.2

2:30 P.M. – 3:20 P.M. ACHIEVEMENT.....Levee

Presider: Beverly M. Klecker, Morehead State University

The Different Roles of Income and Family Structure on Student Achievement and School Performance

Beverly Derington Moore and Stephen K. Miller, University of Louisville

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This study analyzed the effects of seven socio-demographic factors on student scores on the CTBS Mathematics tests at three grade levels: third, sixth and ninth. It also examined the effects of those seven socio-demographic factors aggregated at school level (i.e., school composition factors) on the aggregate school scores, i.e., on school performance at those grades. Major findings involved the relationship between SES and family structure. In this study, SES was defined as family income measured by whether a student qualified for free and reduced meals (F&R). Family structure was defined as having two-parents (mother and father) living in the home. Those same factors were expressed as percentages of students not on free and reduced meals and percentages of students with two-parent families to represent school composition. The effects of the individual factors on individual scores and the effects of school composition factors on school performance (aggregate school scores) were analyzed using forward multiple regression

A major finding was the contrast between the correlation of SES and family structure at the student level, which was very low, and that at the school level, which was very high. In addition, the regression effects demonstrated a much higher degree of colinearity between those two variables at the school level than at the individual level, which was also higher than the colinearity of the other variables at the school level. The implications of the findings for evaluating school performance and guiding future research were discussed.

Mathematics Achievement Patterns Across Two Groups of Learners: A Multilevel Approach

John K. Rugutt and Caroline C. Chemosit, Illinois State University, and Philip K. Kaloki, Dallas Baptist University

The purpose of this study was guided by the following research questions: (1) Are there differences in mathematics achievement scores among state high schools? (2) Do school factors (socio-economic status - SES, family income, percentage of male students, school mathematics ladder, school size, etc.) explain the differences in mean school mathematics achievement scores? (3) Do student factors (gender, free/reduced lunch, SES, IEP, mathematics ladder, etc.) explain differences in mathematics achievement scores? and (4) Do the school factors influence the magnitude of the student factors on mathematics achievement scores?

The sample of this study was 85,804 high school students, consisting of 73,370 observations collected from 558 schools from white American students and 12,434 observations from African American students from 164 schools. The study used mathematics ACT scores as its outcome variable. The results of the study indicated that there were significant differences among schools. For the African American sample, the test statistic ($967;2 = 3064.84$, $df = 163$) indicates significant ($p < 0.000$) variation among predominantly African American schools in their mathematics achievement. For the white American sample, the test statistic ($967;2 = 13567.20$, $df = 557$) indicated significant ($p < 0.000$) variation among predominantly white American schools in their mathematics achievement. At the student level, the variance components was $963;2 = 9.65$, and 26.00 for African American, and white American students, respectively. This indicated that white American students were more variable in their mathematics achievement than African American students. Intra-class correlations, computed for the two samples, were 0.19 (19%), and 0.10 (10%) for the African American, and white American students, respectively.

The intra-class correlations showed relatively substantial proportion of variation among schools, indicating that 19% of variance in mathematics achievement was among predominantly African American schools, and 10% of variance in mathematics achievement was among predominantly white American schools. The within schools variability for African American students is relatively smaller, but substantial variability between predominantly African American schools exists. Complete results of this study and procedures used were reported at the conference. Further, the major findings and conclusions of the study were also discussed in view of their implications for future research, measurement theory, research design, and practice.

Regression-Based Formula for Predicting the Academic Success of First-Year College Students

John F. Edwards and David L. McMillen, Mississippi State University

To reduce student attrition, many colleges and universities have implemented academic mentorship programs designed to increase student performance and persistence. Such programs frequently classify "at-risk" students based on ACT score and/or high school grade point average (HSGPA). Although researchers have identified numerous other variables that are reasonably accurate in predicting the academic performance of first-year college students, ACT and HSGPA continue to be the most widely used predictors of academic performance in college. The purpose of the present study was to provide a fledgling mentorship program, recently instituted at a large public university in the southeastern U.S., with a regression-based formula for identifying at-risk students.

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The sample included all freshmen students entering the university in the years 2003 and 2004 (n = 3,440). Only variables that were part of the university database were investigated. The dependent measure was a dichotomous categorization of first-year GPA: either, greater than or equal to 2.00, or less than 2.00. A logistic regression analysis indicated that the following predictor variables accounted for a statistically significant portion of the variance in the dependent measure: (1) ACT, (2) HSGPA, (3) gender, (4) race, (5) residency status (living in dormitory versus living off-campus), (6) registration date (early versus late registration), and (7) guardianship (single-parent versus dual-parent).

The methodology employed in this study could serve as a model for deriving regression-based formulas to be used by academic mentorship programs at other universities. Such formulas should be program specific with derivations based on data from local student populations in order to maximize the reliability of prediction. It is further recommended that new population data be analyzed every few years in order to account for the dynamic nature of present day college-student populations.

Session 5.3

2:30 P.M. – 3:20 P.M. **LEADERSHIP (DISPLAYS)Mississippi Queen**

No Child Left Behind, Preparing Highly Qualified Principals

Ronald A. Styron, David E. Lee, and Mike Ward, University of Southern Mississippi

Mississippi Curriculum Test scores in the south-central region of Mississippi are among the lowest in the state. Improving these scores is essential to improving student achievement, school performance scores, and breaking the cycle of poverty found among families residing in these school districts. Additionally, south-central Mississippi is suffering from both a lack of, and the inability to attract and keep, qualified school administrators, especially school principals. With over 50% of currently serving principals now eligible for retirement, this problem has now reached a magnitude never before seen. As a result of accountability programming, there has never been a more critical time for schools to have competent leadership. The University of Southern Mississippi School Leadership Institute was developed to address these two primary concerns.

The Institute consisted of a comprehensive 20-day summer program, with two days of follow-up during the fall, involving 35 participants, who included practicing and aspiring principals grouped under two primary instructional strands. Two professors from the Department of Education Leadership, along with successful field practitioners, served as instructors.

The goals of the Institute were to: (1) improve leadership skills as related to the facilitation of core academic instruction, comprehension, and student achievement; (2) integrate core academic topics directly related to content standards into daily instruction; (3) facilitate the integration of technology into daily instruction through the use of word processing and spreadsheet software, computer applications, email, web pages, pocket computers, and web-based resources so as to foster the learning concepts of core academics; (4) utilize school-based administrative applications of technology through the use of pocket computers and software such as PowerPoint, T-Observe, and test data analysis software, web-sites, email, and daily organizer; (5) improve the interpretation and management of appropriate test data; and (6) develop and implement action plans based on test data.

Institute content contained a focus on instructional programs, leadership theory and leadership styles, school vision, decision making, time management, fiscal prioritization, management, supervision, selection and evaluation of teachers, action planning, lesson design, professional growth plans, special education inclusion, analysis of test data, interpreting test results, identifying program needs and low-performing students, curriculum alignment, grant writing, accountability, and No Child Left Behind and utilization of technology.

The effectiveness of the Institute was measured by an instrument utilizing open-ended questions and Likert scale, MS curriculum test scores, and a follow-up questionnaire completed during the following spring. Longitudinal data collected and discussed included 2002-03, 2003-04, and 2004-05 Mississippi Curriculum Test scores.

Curriculum Alignment Matrix: A Systematic Framework for Aligning Educational Leadership Program Curriculum with Standards, Principles, and Assessment

Donna E. Pascoe, Martha Hall, Tom Hackett, Bill Hortman, and Patricia Duttera, Columbus State University

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The importance of training highly qualified administrators and leaders, along with the importance placed on educational accountability, facilitated changes to our Educational Leadership program. Curriculum alignment was deemed the foundation of this initiative.

The curriculum improvement process was complex and required ongoing program evaluations. An approach that was systematic and comprehensive was a necessary requirement for successful program adaptations and applications. Educational Leadership faculty designed a wall-sized taxonomy matrix framework for analyzing and aligning Educational Leadership Program Curriculum with Standards, Principles, and Assessments.

Alignment began with a review of curriculum standards, principles, instruction, and assessment. Improvements were made by aligning program with external standards from Standards for Advanced Programs in Educational Leadership (SAPEL) and with national testing objectives. The second alignment level was internal, requiring a review of curriculum goals and objectives, instructional strategies, syllabi, class content (validity studies), and curriculum-embedded assessment instruments.

All members of the Leadership faculty team met weekly to study alignment data presented visually on the wall-sized taxonomy matrix framework. Item analysis changes were made within the framework. Topics for consideration and discussion were determined weekly with follow-up as needed.

Program evaluations have been ongoing and reiterative. Assessment measures have been designed as indicators for changes to the program and input from students, faculty, community leaders, standards commissions, and candidates was encouraged. Leadership faculty worked cooperatively to interpret and use assessment data, research, and professional expertise when making decisions regarding curriculum alignment. The wall-sized taxonomy matrix framework facilitated the process of curriculum alignment by providing a visual representation of the information to be assessed. Movement of data and information was visually evident when changes were made by moving information from one cell to another. The wall-sized taxonomy matrix framework provided visual documentation of standards and program content evaluated.

Do Ideals Meet the Real World in School Psychology?: Analysis of Internship Time Allocation

Constance K. Patterson, Michelle A. Jackson, W. Alan Coulter, and Lisa L. Persinger, Louisiana State University – Health Sciences Center, The University of Southern Mississippi School Leadership Institute, and David E. Lee and Ronald A. Styron, University of Southern Mississippi

Expectations and guidelines for the training and practice of school psychology are constantly evolving and are often affected by both state and federal law (e.g., IDEA 1997; IDEA reauthorized for 2004). These laws are reflected in the roles given to school psychologists in individual states and districts.

This poster presented a graphic display of the roles and activities of school psychology interns in several Louisiana school systems. The data reflected the diversity among activities in districts that partnered with the Louisiana School Psychology Internship Consortium for the 2003-2005 schools years. Data were depicted for districts that engaged in more traditional practices, districts with more progressive practices, pre-doctoral-level intern activities, and pre-specialist-level intern activities. These activities included assessment, counseling/intervention, consultation, research, writing, organization, meetings, training provided and received, and supervision.

Validation of a Leadership Self-Efficacy Scale

Kyna Shelley, Wanda S. Maulding, Marquise L. Loving, Mary Alexander-Lee, Bronagh Gallagher, and Lauren Beckman, University of Southern Mississippi

Though there is an undeniable relationship between self-confidence and effective leadership, it appears that it is a related concept, task-specific confidence or self-efficacy, that explains this relationship. Despite the potential importance of leadership self-efficacy (LSE) with regard to assessment and training, there are, with few notable exceptions, no tools available by which to measure this construct. Based on leadership research, an instrument was developed for the purpose of evaluating LSE, defined specifically as confidence to monitor and influence in order to promote group effectiveness.

This study assessed the relationship between leadership participation and efficacy by, first, investigating the validity of this leadership efficacy instrument, and, second, utilizing the instrument in drawing parallels between experience and efficacy of individuals who are in positions of leadership and those who are not. Five areas of leadership efficacy were explored. They included: (1) monitoring, diagnosing, and action planning, (2)

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task management, (3) relations management, (4) impression management, and (5) context management. Participants in phase 1 were asked to sort the items according to leadership categories.

The initial sample was composed of 150 students, and per their responses, the questionnaire was revised by retaining items that received at least 70% agreement on category confirmation and rejecting items that did not. Phase 2 participants were selected from a different group of students and were asked to respond to the revised questionnaire to further confirm category classification and revise the questionnaire through factor analysis. Phase 3 participants were graduate students and education professionals (a group of leaders, aspiring leaders, and non-leaders) who were administered the final leadership efficacy instrument in order to assess the relationship of their responses to their respective leadership experience levels.

Session 5.4

2:30 P.M. – 3:20 P.M. **MULTICULTURAL EDUCATIONDelta Queen**

Presenter: Eugene Kennedy, Louisiana State University

Initial Teacher Candidates' Attitudes Toward Diversity

Michelle Haj-Broussard and Rose Henny, McNeese State University

Kailin (1999) and Sleeter (1993) both document teachers' perceptions of racial issues in schools. Kailin (1999) notes that even when teachers view acts within their schools that they would call "racist" the teachers said or did nothing, leading Kailin to assert that "Silence was the persistence of racism." Sleeter (1993) studied a cohort of 30 teachers over a period of two years and found that the white teachers associated race with their own European ancestry, denying the history of colonization or the complicity of social institutions in propagating inequality. Haberman and Post (1992) found that preservice teachers, despite intensive coursework in multicultural education and over 100 hours field experience with low-income minority children in schools, reinforced their initial preconceptions rather than reconstructing their views of children of color.

This study sought to determine McNeese's beginning teacher education majors' views about cultural diversity before they began their diversity education foundations courses at both the undergraduate and the graduate level--SPED 204 and EDUC 647.

Participants were selected to participate in this study based on their enrollment in either SPED 204 or EDUC 647-- foundation courses, which addressed multicultural education and the education of students with exceptionalities. Participants were asked to answer the Cultural Diversity Awareness Inventory (Henry, 1991) at the beginning of the semester during class. The questionnaire was a five-point Likert scale. Data were analyzed to yield the frequencies and percentages of responses for each class and within a variety of demographic categories such as age, socio-economic status, and ethnicity.

The researchers anticipated that there would be differences between graduate and undergraduate candidates attitudes vis-à-vis diversity. Furthermore, as previous studies have found, the researchers felt that there would be a difference between candidates' views on diversity based on ethnicity and age.

Developing Diversity Dispositions in Teacher Candidates via Video Vignettes

Connie LaBorde and Frances Kelley, Louisiana Tech University, and Cathy Stockton, Richland Parish (LA) Schools

The study examined the use video vignettes developed to address topics (inclusion, abuse, bullying, and racism) to improve teacher candidates' awareness and appreciation of diversity in educational settings. The vignettes (videos) were field-tested by 59 participants in two classroom management courses at a midsized, southern public university. The participants were teacher candidates enrolled in traditional undergraduate and alternative certification programs.

The researcher met with the teacher candidates one time and administered the survey packet prior to viewing the videos and then, again, immediately after viewing the videos. Participants completed: (1) a demographic questionnaire, (2) the Interpersonal Reactivity Index, (3) the Instrumental Caring Inventory, (4) the Marlowe-Crowne Social Desirability Scale, (5) the Miville-Guzman Universality-Diversity Scale-Short Form, and (6) a ranking of the four videos they watched (Abuse, Bullying, Inclusion, Racism).

Overall, the teacher candidates' responses to the four video vignettes (Abuse, Bullying, Inclusion, and Racism) indicated that candidates felt that the videos: (1) accurately portrayed real life scenario, (2) helped them

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empathize with people portrayed in the video, (3) helped them better understand the issues presented in the video, and (4) helped them see the issues presented in a different light. Teacher candidates tended to disagree that their opinions were changed based upon the issues presented in the vignettes. Pretest and posttest data were analyzed and differences were noted between the pre- and posttest with mean scores higher prior to viewing the videos. This suggested that participants' compassion, altruism, empathy, and relativistic appreciation decreased after viewing the videos. The findings of the study suggested that simply showing the diversity videos did not improve dispositions toward diversity. It was determined that different methodologies for use of the videos would be researched.

Preservice and Inservice Teachers' Attitudes Toward Multicultural Issues in Tennessee's Public Schools

Barbara N. Young and Donald Snead, Middle Tennessee State University

The public schools in Tennessee are experiencing an influx of linguistically and culturally diverse students. Many teachers are exhibiting a level of frustration when teaching these students because their personal background and preparation for teaching diverse students are limited. The purpose of this study was to ascertain teachers' multicultural knowledge, cross-cultural perceptions, and attitudes about different cultures as a function of both preservice professional preparation and graduate education curriculum. Accomplishing this goal required the administration of the Multicultural/Diversity Scale-Revised (MCR) at pre/post points.

Data were collected from 90 preservice and 90 inservice teachers. Inquirers used a quantitative descriptive statistical design to analyze these data. Reliability was computed on the instrument, which indicated a .90 index. The data collected in this study indicated a significant difference among preservice students in the category of acceptance for pretest data; however, no significant difference emerged in this category for posttest data. Inquirers surmised that the difference was not present in posttest data because of the instruction administered during the course between pretest and posttest data collection. The researchers suggested that there will be a significant difference between the undergraduate preservice teachers and graduate inservice teachers' perceptions of and attitudes toward cultural issues as they relate to the public school environment. Furthermore, researchers will look at specific data as these data relate to respondents' replies within specific courses.

Session 5.5

2:30 P.M. – 3:20 P.M. TECHNOLOGYRiverboat

Presenter: Connie D. Bain, University of Alabama

A Study of Preservice Teacher Exposure to Technology in the Field

Jeff W. Anderson, University of Alabama – Birmingham

This study evaluated the exposure of preservice teachers at a major southeastern university to technology in the classroom during field experience as compared with technology standards for teacher education programs. The study consisted of both quantitative and qualitative data collected from preservice teachers who were involved in their field experience. The study took place over the spring and fall semesters of 2003 and the spring semester of 2004.

Findings included identification of perceived challenges and opportunities for using technology in the classroom, and frequencies and percentages of students reporting the use of technology related to state technology standards. Recommendations included areas for professional development for faculty and opportunities to address technology implementation in area public schools. Results of this study were not generalizable beyond the teacher education program at this university.

School Websites and Teacher Interest: Demographic and Content Differences

David T. Freeman, University of Southern Mississippi

This study examined the responses of preservice teachers to determine: (1) if a school or school district website would influence the teachers' perceptions of that school or district, (2) if the perception obtained from the website would influence teachers' interest regarding applying for work at the school or district, and (3) if

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that interest would vary between groups of teachers based on demographic, content areas, and computer efficacy. The sample for the study was undergraduate students completing a teacher education program at a major southeastern teacher training university. The 100+ students completed an online survey that collected demographic, content area, and computer efficacy data. The sample members also provided their reactions to a fictitious school website. A regression analysis was conducted to determine which, if any, of the demographic, content area, or computer efficacy responses could predict reactions to the fictitious school website.

This research was important because school districts need to find cheaper and more effective means to attract the highly qualified teacher required by NCLB. Online recruiting in the private section has produced time and cost savings. Studies from private industry have indicated that websites often provide the first impression for prospective employees and that a poorly functioning and unattractive website reflect negatively upon an organization. School leaders need to know if their web presence has an influence, good or bad, on recruiting efforts.

Preservice Teacher Training In Technology

Charles E. Notar, Donna Herring, and Janell Wilson, Jacksonville State University,
and Judy McEntyrie, State of Georgia Technical Center, Rome, Georgia

The presentation was a report on the results of the second year of a Federal PT3 grant entitled Enhancing Teacher Education through Technology (ET) 2, Dalton, Georgia. The grant involved four school systems and 11 schools, K-6, in West Georgia. The second year, 42 preservice teachers from the University of West Georgia were participants.

The grant trained preservice teachers' technology integration using InTech with a twist. In addition to the InTech training, the students developed their own website for student teaching and after graduation.

Evaluation data were provided from observation of the instruction of students during student teaching by their university supervisors and grant evaluators, LOTI and other self assessment instruments, personal interviews of preservice teachers and their students, and a survey of the preservice teachers and students' parents. Also, all the websites were posted for use by fellow preservice teachers.

Session 5.7

2:30 P.M. – 3:20 P.M.

**COMMUNITY PARTNERSHIPS IN TEACHING AND LEARNING:
MUSEUMS AND K-16 EDUCATION
(TRAINING SESSION).....Meeting Room**

Susan Santoli, Paige V. Baggett, and Edward L. Shaw Jr., University of South Alabama

This training session presented three different partnerships involving public schools, college of education faculty, and museums in Mobile, AL. The first partnership involved the Museum of Mobile and fourth-grade students from an inner-city elementary school. The second partnership involved the Mobile Museum of Art, an art education instructor at the University of South Alabama, and preservice teachers. The third partnership involved the Exploreum of Mobile and a professor of elementary science education at the University of South Alabama and preservice teachers.

The goal of the Museum of Mobile's after-school program (Developing the BIG Picture) is to help selected fourth-grade students strengthen their knowledge of historical events, develop oral and written communication skills, and increase their levels of literacy. The projects and activities complement what the students are learning in social studies and emphasize cross-curricular learning. The Mobile Museum of Art provides university students actual resources and experiences related to art education. Elementary art majors engage in on-site experiences in the education wing of the Museum. In turn, the Museum has the opportunity to make preservice teachers aware of its resources. The evolution of this partnership has led to involving preservice teachers in the teaching of students from the community who visit the museum as part of the summer program and school-year field trips.

The Gulf Coast Exploreum is a regional science center that provides hands-on/minds-on experiences for students of all ages. There are two permanent exhibits and an I-Max theater that shows a variety of movies that typically correspond with the current traveling exhibit. Preservice teachers go to the Exploreum for an orientation and tour and to teach a lesson to a group of elementary students at a later date. These students become the contact persons for their elementary schools when they are hired as teachers upon graduation.

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Session 6.1

3:30 P.M.– 4:20 P.M. CURRICULUM/INSTRUCTIONBayou

Presider: Beth A. Richmond, University of Southern Mississippi

Processing the “Process”: Two Positions on the Worth and Wisdom of Process in a Methodological Environment

Janis P. Hill, Louisiana Tech University, and Jennifer Falls, Louisiana Department of Education

Several eminent educational philosophers and theorists have spoken and written from a process perspective. Most notable among many are John Dewey and Alfred North Whitehead, 20th-century contemporaries whose works and words seem particularly familiar in many of the practices and strategies being utilized in today’s classrooms. There are some, in fact, who upon a closer revisiting of their educational works, might claim that they were both anachronisms in their time periods. Because many of the practices they advocated are now widely accepted as not only the most appropriate but also the best practice and/or strategy to promote student achievement in the classroom, the premise of this paper was that a careful study of process would offer much wisdom to not only the curriculum theorist but also the classroom teacher.

This paper examined from two perspectives the evolving stages of the process of transformation, looking specifically at two process-driven projects involving classroom teachers engaged in a hands-on analysis of curriculum documents. Using personal journals, anecdotal records, and electronic dialogue, the authors analyzed the tasks, the participants, the environment, and the interaction that occurred throughout all stages of the project. Of particular interest was a comparison-contrast of the following: restrictions as opposed to a lack of boundaries, a director as opposed to a guide, and directed as opposed to emerging. The conclusions of the participants validated the original hypothesis, with unexpected findings emerging from the actual process of exploring the process. Overall, the findings indicated much value in a continued exploration of the benefits of process-driven projects for the classroom teacher.

A Reanalysis of the Year One Focus Group Results From a Teacher Education Program Evaluation

Cindy M. Casebeer and Judy Burry-Stock, University of Alabama

A collection of four focus group interviews with teacher mentors and their first-year teacher mentees at a small, private university in the northeastern United States provided the source of the data for this presentation. Using Atlas.ti, a qualitative data analysis computer program, the authors were able to provide a means whereby the actual words of program participants could be explored. Participants shared their views of the pitfalls and promises of their technology-rich, inquiry-based teacher education and professional development program. These participants described the teacher education program’s web-based innovations and the virtual learning community that allows them to maintain close ties with one another across experience levels and physical locations. They discussed their hopes and their frustrations in their own classrooms and in the teacher education program. These interviews provided a more contextualized view of the program itself, as well as some of the program participants. This enabled the authors to provide a richer, more in-depth report of this teacher education program.

A Study of Preservice Teachers’ Attitudes Toward Human Rights and Unfair Labor Conditions: A Comparison of the Influence of Two Teaching Methods

Benicia D’sa, University of Southern Mississippi

The purpose of this study was to examine the attitudes of preservice teachers towards human rights, particularly about human rights related to labor. To assess their attitudes of human rights and unfair labor conditions, two types of presentations, (1) docudrama and discussion and (2) lecture and discussion, were conducted. The researcher evaluated these teaching methods on their efficacy in creating an awareness of human-rights violations and labor conditions. Additionally, the participants were exposed to two types of invitations to engage in human-rights advocacy.

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The study involved elementary preservice teachers and secondary preservice teachers typically at the junior undergraduate level. There were 118 participants who attended the treatment and control group and completed the surveys. The study utilized mixed methods, combining quantitative and qualitative data. Surveys addressed general human-rights attitude and advocacy along with attitudes towards labor conditions in the United States and all over the world. Posttest interviews were conducted with six participants to gain additional insights on their attitudes towards human rights and labor conditions. Descriptive and inferential statistics were used to analyze the scores of participants.

Findings suggested that participants had small gains in knowledge and general attitudes towards human rights after being exposed to the treatments. Interviewees acknowledged poor activism on human-rights issues in the United States and felt that educating their students about these issues when they became teachers might create a change. They emphasized the relationship of knowledge about human-rights abuses to taking action on human-rights issues. This study suggested that if schools and colleges have a role in preparing students for compassionate citizenship in a global economy, then there is a clear need for teacher educators to help develop better informed teachers regarding human rights.

Session 6.2

3:30 P.M. – 4:20 P.M. COLLEGE STUDENTS.....Levee

Presider: Olin Adams, Auburn University

The Relationship Between Reading Ability and Self-Esteem Among Graduate Students

Kathleen Collins, University of Arkansas, and Anthony J. Onwuegbuzie, University of South Florida

Research has suggested that self-perception is a multidimensional construct. For college students, the dimensions of self-concept can be classified as falling into one of two main categories: (1) competencies or abilities (e.g., perceived scholastic competence, perceived job competence), and (2) social relationships (e.g., perceived appearance, perceived social acceptance). Self-perception has been found to play an important role in the college context. In particular, academic-related self concept has been found to predict levels of academic achievement. Moreover, academic-related self concept has been implicated as moderating the relationship among cognitive, demographic, and personality variables and performance in various fields such as foreign language, statistics, and research methods. As such, it is important to determine potential antecedent correlates of academic self-perception.

One potential antecedent of academic self-perception that has received no attention at the college level is reading ability. This is surprising, bearing in mind that levels of reading ability have been found (1) to be extremely variable among both undergraduate and graduate students, and (2) to predict levels of academic performance among both of these groups.

Therefore, the goal of the present study was to investigate the relationship between two components of reading ability (i.e., reading comprehension and reading vocabulary) and three dimensions of academic self-perception (i.e., perceived creativity, perceived intellectual ability, and perceived scholastic competence) among 101 graduate students enrolled in a large university in the eastern United States. Findings revealed a strong multivariate relationship between reading ability and academic self-perception. Implications were discussed.

Legal “Cheat Sheets” and Their Relationship to Undergraduate Test Scores

Lola Aagaard, Ronald Skidmore, and Dean W. Owen, Morehead State University

The purpose of this research was to investigate the attributes of legal “cheat sheets” prepared as study aides and used by students during tests and to determine whether these attributes were related to students’ test scores. Students with low academic achievement exhibit a consistent pattern of limited study strategy usage (Mokhtari & Reichard, 2002). These students may understand effective organizational skills but typically fail to use them consistently (Wong, 1994).

The participants in this study were 149 undergraduate students enrolled in a course required for entry into the teacher education program at a regional state university in the Mid-South. Students were allowed to make and use legal “cheat sheets” on two of the five tests during the semester. These cheat sheets were collected along with the completed tests by the instructors. The cheat sheets were analyzed for total number of words, use of

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highlighting or underlining of terms or concepts, use of headings indicating chapters or general topics, breadth of coverage of the material on the test, and whether these attributes related to students' test scores.

Analysis indicated a positive relationship between test score and word count (A students had the most words on their cheat sheets and F students the least). The use of highlighting or underlining was also related to higher test scores. Some lower scoring students did not make cheat sheets at all.

The relationship between word count and score may reflect the amount of time students spent preparing. Highlighting and underlining may have been indications of increased time spent, but also of an understanding of strategy. Low performing students mirrored the findings of research literature in not taking full advantage of this study strategy and failing to use effective organizational strategies in preparing their cheat sheets.

Grade Attainment and Life Orientation

Ronald Skidmore, Lola Aagaard, and Dean W. Owen, Morehead State University

Research has been equivocal as to an association between optimism and academic performance. Group differences relative to course grade attainment in an academic venue have not been investigated. The purpose of this study was to determine whether there was a reliable group difference in Life Orientation (i.e., dispositional optimism or pessimism) relative to final course grade attainment in a sophomore-level course required for entrance into the Teacher Education Program at a regional state university in the Mid-South.

The Life Orientation Test – Revised (LOT-R) was administered at the beginning of the semester, prior to administration of the first examination, to 107 undergraduate students in a sophomore-level course that is required for entrance to the Teacher Education Program. The LOT-R is a 10-item, Likert-type scale that yields subscales of pessimism and optimism and a total LOT score. All three variables were analyzed for a relationship to final grade in the course. ANOVA revealed significant differences in all three dependent variables across grade levels. Multiple comparisons showed that students attaining an “A” grade for the course were significantly less pessimistic at the beginning of the semester. Further research is necessary to determine whether an optimistic Life Orientation is related to specific study strategies or a result of prior academic success.

Session 6.3

3:30 P.M. – 4:20 P.M. **ACHIEVEMENT (DISPLAYS).....Mississippi Queen**

Reading Fluency and Comprehension Strategies: A Combination of Successful Interventions

Stacy L. Bliss and Ashley Williams, University of Tennessee

Students reading below grade-level are a major concern for most educators. Reading interventions are plentiful in the literature; however, the success rate of many of these interventions is unknown. This presentation demonstrated the effectiveness of three different reading interventions. Each of the interventions represented a distinct stage of the reading process (pre-reading, during reading, and post-reading), and resulted in significant gains in reading fluency or comprehension. While all were conducted on an individual basis, each can be adapted for group use.

The first intervention, TELLS, is a previewing strategy that is designed to improve reading comprehension. Results showed an increase in reading comprehension of 20%. Rate of comprehension showed a much larger increase, increasing by over 100%. While rate of comprehension displayed a larger increase, reading comprehension was limited by ceiling effects.

The second intervention, focusing on strategies to be used while reading, used a combination of a checklist and story mapping to increase the reading comprehension of a fifth-grade student using grade-level chapter books. Baseline data indicated that the student read at a low fourth-grade level with a comprehension rate at the low third-grade level. Six weeks after implementation the student increased his reading comprehension to the fourth-grade level, while his reading fluency increased to a high fourth-grade level.

The third intervention, focusing on a post-reading strategy, used a combined intervention consisting of a read-aloud, paired-reading intervention, and assisted-reading intervention to increase the reading fluency of a child reading at or below grade level. Baseline data showed a fluency level between 53 and 60 WCPM. Accuracy rate was at frustration level. Results of the intervention indicated an increase in the child's reading fluency from 59 to 79, which places the student at the mastery level.

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Predictors of First-Grade Reading Performance

Lynda Daughenbaugh, Richard Daughenbaugh, and Edward L. Shaw, Jr., University of South Alabama

This study identified variables in the home literacy environment that could be used to predict the reading performance of children at the end of first grade. Reading performance was measured by the Grade Equivalent (GE) score Standardized Testing and Reporting (STAR) reading test. There were 109 subjects surveyed. Independent variables investigated were: educational levels of mothers and fathers, frequency of reading mothers and fathers engaged with their children, predominant type of reading done by mothers and fathers with their children, socio-economic status, public library membership, and visiting libraries affected reading performance of students.

Multiple regression analyses and one-way ANOVAs showed that the mother's level of education, type of reading done by the father, family income, socio-economic status, and public library membership were significant. This study showed that the father's education level was not significant but the mother's educational level was significant. The frequency of reading the mothers and fathers did with the children was not a significant factor in reading performance. School versus entertainment reading was significant for the father, but not the mother. The socio-economic status of the parents was a significant factor in the child's reading performance: the higher the income level the higher the grade reading level. The last factors, public library membership cards and visiting the public library, were significant.

This study provided insights into home literacy characteristics that can be used to predict a child's reading performance. The results indicated that the home environment sets the tone for lifelong literacy skills. The results can be used to guide the development of future literacy programs that focus on parental involvement. Parent education concerning simple ways they can assist their children's education could ultimately improve their children's literacy skills.

High School Physics Students' Epistemological and Motivational Beliefs About Science

Meiko Negishi, Anastasia D. Elder, and Taha Mzoughi, Mississippi State University

As part of a larger evaluation, this preliminary study explored high school physics students' beliefs about science, including (1) epistemological beliefs and (2) motivational beliefs. This study was a part of a larger evaluation project that examined the effectiveness of a three-week summer workshop for high school physics teachers in a southern state, funded through a grant by the Institutions of Higher Learning and the U.S. Department of Education.

Survey questionnaires were administered to a total of 226 students enrolled in high school physics courses at 10 different schools in the beginning of the academic year of 2004-2005. Beliefs about science utilizing a five-point Likert scale was used to measure students' epistemological beliefs such as certainty (6 items, 945; = .66), development (6 items, 945; = .71), authority (5 items, 945; = .76), and reasoning (9 items, 945; = .78). Attitudes toward Science using a five-point Likert scale was used to measure students' motivation in science including efficacy (6 items, 945; = .66), value (6 items, 945; = .86), mastery goals (7 items, 945; = .80), ability (6 items, 945; = .76), and extrinsic (7 items, 945; = .69).

Results showed that the high school physics students had strong epistemological beliefs about science in reasoning ($M = 4.10$) and development ($M = 4.05$). At the same time, they reported least support in the beliefs such as certainty ($M = 2.25$) and authority ($M = 2.10$). Those students were most strongly motivated by value ($M = 3.78$) and mastery goals ($M = 3.77$), but least motivated by extrinsic factors ($M = 2.63$). Further, the high school students in physics courses were fairly motivated by efficacy ($M = 3.65$) and ability ($M = 3.05$). Overall, the findings of this study indicated that the high school physics students had positive attitudes toward learning science.

How Do Kindergarteners Express Their Mathematical Understanding?

Kyoko M. Johns, University of Alabama

The study was conducted to advance understanding of the ways kindergarten students express and represent their understanding of mathematical ideas and knowledge and how a classroom teacher assesses students'

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mathematical understanding. The goal of this study was to develop an in-depth view about how young children communicate mathematically.

Data were collected from 18 kindergarten students during a four-week period using observation, audiotaping, informal interviews, children's journal writing, individual conferences, and field notes. Of the 18 students (eight females, 10 males) participating in the study, two were African American and 16 were Caucasian. The following research questions guided the inquiry: (1) How do kindergarten students express their mathematical understanding? and (2) How does a kindergarten teacher assess children's mathematical knowledge and ability?

A descriptive analysis was used to determine children's mathematical representations. Each audiotaped lesson and activity was transcribed for further analysis. Informal interview questions addressed students' views, beliefs, attitudes, and thoughts about doing mathematics. Children's journal entries and individual conferences provided information regarding their mathematical understanding and knowledge. Field notes were used to record children's mathematics skills and understanding. The findings of the study revealed how young children communicate and represent mathematically and their positive attitude toward doing mathematics. The kindergartners in this study were successful at communicating mathematically with their peers and with the teacher using their oral and written language. The study has curriculum implications for early childhood teachers on how to incorporate more mathematics activities in daily classroom routines and how to utilize a various assessment methods to help children become mathematically literate.

Effects of a Year-Long Discipline Strategy on K-12 Students' Achievement, Social Skills, and Classroom Discipline**

Peter Ross, Mercer University

Session 6.4

3:30 P.M.– 4:20 P.M. MENTOR SESSION.....Delta Queen

Presiders: Quisar Sultana, Eastern Kentucky University, and Nola J. Christenberry, Arkansas State University

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

Session 6.5

3:30 P.M. – 4:20 P.M. LEADERSHIPRiverboat

President: Jean D. Krieger, Woodlake Elementary School, St. Tammany Parish (LA) Schools

“What Are You Doing On The Balcony?”: The Role of Reflection in Leadership

Linda J. Searby, University of Alabama – Birmingham

This paper and discussion centered on the reflective practices of aspiring and active school leaders. Heifetz (1994) uses the metaphor of “going from the dance floor to the balcony” when describing reflection. This refers to the act of changing perspectives in the midst of the leadership fray. A school leader must move forward, then pull back and reflect; intervene, then listen; test the waters, then refine the strategy. Osterman and Kottkamp (1993) pose a similar metaphor for the reflective practitioner – that of being an actor in the drama, on the one hand, and the critic who sits in the audience watching and analyzing the performance, on the other. Reflection is an intrapersonal behavior, an inward-looking act. However, reflection, a specific type of thinking, should lead to action. Schlechty (1993) has stated that “thinking is the most important act of leadership in a change-oriented environment.” Therefore, the inner life, the thinking life, the reflective life of a school leader is of utmost importance.

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This presentation drew upon data from two separate research studies: one that focused on the reflective practices of leaders of stuck and moving schools (principals) and one that investigated the kinds of reflection practiced by aspiring and practicing female school leaders who attended a mentoring conference. The presentation highlighted the reflective practice of an outstanding leader of a “moving” school and showed how his personal reflection translated into effective leadership skills. It highlighted the reflections of women school leaders who were asked to journal their thoughts about entering into mentoring relationships to enhance their leadership abilities. As the two studies were compared, the author emphasized the benefits of reflection and the impact that quality reflective time can have on one’s developing leadership skills. Implications for administrator preparation programs were also discussed.

Knowledge for Action: A Guide to Overcoming Problems of Leadership

Abraham A. Andero, Mississippi State University – Meridian, and Bettie Jimerson, Robert C. H. High School

Societal pressures from many sources and directions, representing a host of growing issues, are challenging administration personnel. A school superintendent must take the offensive in developing curricula that will be accountable to these needs. Several leadership approaches have been used in education. A functional approach was recommended for instructional improvement today. With this in mind, a respected school leader will employ skill in group facilitation, in recognizing and defining group needs, and in encouraging emerging leadership among group members. This type of leadership is flexible and varies with every problem situation. School leaders must be able to recognize a situation openly, search for alternatives, and cope effectively. A school leader needs to help organizational members develop and implement goals. Well-developed goals help an organization to sharpen its decision making and challenge it to do more and do it better. The measure of an organization’s success is determined by the extent to which it sets goals and develops plans for their attainment.

A successful school leader should delegate wisely and effectively. She should delegate when tasks can be done, as well or better by staff members, helping them grow professionally in the process. She should make effective use of teamwork, giving members opportunities to participate in problem solving, always recognizing and rewarding them for successful accomplishment. A school leader should foster a humanizing working climate. This climate is characterized by such qualities as openness, appreciation, caring, kindness, positive enthusiasm, sensitivity, self-discipline, and empathy. All people are treated as unique persons who have a potentiality for making a positive contribution to the growth and improvement of others and of the organization. A school leader should motivate her followers by recognizing them and showing faith and trust in them. A successful school leader is a change agent. She should work with others to direct change in children and youth for coping with the world of the future.

Where Should Levine’s “Educating School Leaders” Be Taking Us?*

John J. Marshak and Jerry A. Rice, State University of New York –Cortland

Session 6.6

3:30 P.M. – 4:20 P.M. WRITING GRANT PROPOSALS (TRAINING SESSION).....Meeting Room

John R. Petry, University of Memphis

The session emphasized the following: (1) sources of grant and project funding (local, state, and federal); (2) initiating activities: statement of need, personnel concerns, contract issues, ethical issues, work/task analysis, costing, scheduling, and network analysis; (3) project management budgeting, meeting deadlines, resource changes, reviews and reports, and evaluation procedures; and (4) deliverables (product and reports). Knowledge bases and skill requirements cited were: (1) teamwork, (2) critical thinking, (3) problem solving, (4) professional responsibility, (5) values, (6) time management, and (7) best professional practices. Emerging computer applications were discussed, including university electronic services for grant seekers. Websites were contacted for information. Participants spent time in imagining an educational need, submitting a short proposal to a funding agency to create a project to meet a need and manage the project, noting deficiencies in design, discrepancies in meeting goals, and success in the achievement of objectives.