

Wednesday, November 7, 2007

9:00 – 9:50 AM **TECHNOLOGY** **Boardroom**

Presenter: Edward L. Shaw, Jr., University of South Alabama

A Study of Preservice Teachers' Perceived Technology Proficiencies

Jeff W. Anderson, University of Alabama - Birmingham

Technology competency is becoming more important for today's teachers. Over the past few years, technology has changed and students are beginning to adapt. Technology courses for preservice teachers once centered around learning to operate a computer and basic software, such as word processing and presentation software. As technology evolves, these courses need to adapt.

This study used quantitative data from a 2004 study of preservice teachers, and compared this with quantitative data from recent surveys of preservice teachers entering a technology course. The study attempted to identify which technology students have a high level of understanding, and what areas need more instructional focus.

Data were collected at a major southeastern university through an online survey instrument. The study provided valuable feedback for modification of instructional technology courses. Frequencies and percentages of responses were compared with that of the 2004 study to determine what changes may be needed to better prepare current preservice teachers for using technology in the classroom.

Inservice Teachers' Attitudes about the Use of Technology in the K-12 Classroom

Rebecca S. Watts, Dorothy Valcarcel Craig, and Kathy Patten,
Middle Tennessee State University

Davis (1989) proposed the Technology Acceptance Model (TAM) as a theoretical explanation for computer and information technology usage behavior. According to the TAM model, both perceived usefulness and perceived ease of use were related to the actual use of a technology system. Other researchers (Gong, Xu, and Yu, 2004; Lopez & Manson, 1997) included self-efficacy as an additional predictor of information technology usage behavior.

This research was the initial phase of a larger study that will test the TAM for explaining technology use among K-12 preservice and inservice teachers. Preservice teachers were surveyed about their perceptions regarding the usefulness, ease of usefulness, self-efficacy, and intent to use technology in the K-12 classroom. Preservice teacher responses to open-ended questions were analyzed to identify common themes that will be included as items on a Likert-scale survey.

This paper presented the common themes that emerged from preservice teachers' responses to their perceived usefulness of technology in the K-12 classroom. Themes that were identified included: (1) Classroom Management/Organization, (2) Provide Authentic Learning Experiences, (3) Accommodate Learning Styles, (4) Student Motivation/Engagement, (5) Facilitate Communication, (6) Teaching Methods, and (7) Resource for Information (Teacher and Student).

Integrating Video Technology with the Five Standards for Effective Pedagogy

Lee E. Allen and Allen H. Seed, University of Memphis

The study focused on the training of College of Education (COE) faculty in the use of digital video recording to enhance the training of prospective teachers by providing portable technology capable of capturing real-time classroom interactions between faculty and aspiring teachers, and preservice teachers and students. While the initial purpose of the grant project was to train faculty in the use of digital video recording technology, the project's outcome reflected more on ways to facilitate the pedagogical and communication skills of CoE faculty while using technological tools.

The COE faculty participants were surveyed three times, with one respondent required per the two-person teams, as the teams were to collaborate on the survey responses as they did on the project. The Five CREDE Standards for Effective Pedagogy (Tharp, Estrada, Dalton, & Yamauchi, 2000) were used as the framework for the project and constituted the basis for the survey questions.

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A qualitative analysis of the responses was performed based on the CREDE standards' criteria to create the generalized response categorizations. The determination of the successful outcome of the faculty training and use of digital video recording technology were evaluated on the basis of participants' survey responses adapted from the criteria provided by the CREDE standards. Findings indicated few similarities in implementation among the five teams as indicated by the responses to the survey questions. In addition, some indicators in survey responses appeared to show that a factor in the faculty participants' outcomes was the overall predisposition of the faculty to use the technology themselves.

9:00 – 9:50 AM EVALUATION Tri-Lakes

Presenter: JoAnna Dickey, Eastern Kentucky University

Electronic Portfolio Implementation: Choices and Challenges

Paige V. Baggett, University of South Alabama

Teacher candidates are expected to provide detailed evidence of their pedagogical knowledge, skills, and, abilities as evidenced by years of SITE conference proceedings, adoption of electronic portfolios are increasing among teacher education programs. Electronic portfolios facilitate an array of purposes, audiences, and development practices of varied representational modes for teacher education, but often the driving force for adoption is the data collection abilities of the system. In an effort to meet NCATE 2000 Assessment Standard #2, as well as collect data and report outcomes related to various state standards, the implementation may be better described as online assessment management. Commercial systems that meet the assessment requirements may offer the ease of use that designing a digital portfolio from the ground up lacks and, given the increase of "eportfolio" solutions that are out there, they are apparently profitable.

The need for the assessment tools is often driving the online portfolio development, and it raises more questions: (1) In what ways can we integrate design decisions into this process so that it enhances students' learning and reflection? (2) In what ways are teacher educators asking students and teachers to represent themselves and their work online? and (3) How does the fact that these artifacts are available to a wider audience influence their production and presentation?

This presentation shared the portfolio implementation phase choices made and ongoing challenges faced by faculty in a college of education. Discussion included experiences with the exploration of two commercial web-based portfolio systems, integration with a course management system, and current customization to meet State Standard reporting requirements. The intent was to generate discussion about the purpose and possibilities of digital portfolios in teacher education.

Using TaskStream for NCATE Review

Dawn Basinger, Louisiana Tech University

Using the Concerns-Based Approach Model (C-BAM), the researcher investigated candidate and faculty levels of concern toward adoption and implementation of TaskStream, an electronic assessment system. The Stages of Concern About the Innovation Questionnaire (SoCQ) is the result of three and one-half years of initial research and development in the early 70s, including extensive study of individuals involved in "change" in both schools and universities. Even today, the model has proven to be valid and reliable. Typically, individuals have intense informational and personal concerns that can be addressed by providing a general overview of the innovation, plans for change, and appropriate training. As use of the innovation increases, higher management concerns can be addressed by providing additional training, coaching, and consultation.

Similar to C-BAM, Fullan (1991) describes the change process whereby individuals have different needs during each phase and progress through phases at different rates. According to Fullan, what is important to note is the time frame from initiation to institutionalization for moderately complex changes, 3 to 5 years.

Beginning in Summer 07, candidates enrolled in educator preparation courses and faculty teaching or observing educator preparation teachers, voluntarily completed the SoCQ electronically in

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TaskStream. The National Council for Accreditation of Teacher Education (NCATE) sends a team to evaluate the College of Education's capacity to effectively deliver its programs and the quality of the unit's candidates and graduates, as measured by their ability to meet and apply professional, state, and institutional standards needed to help all students learn. Furthermore, new guidelines require that the unit, College of Education, use an electronic assessment system such as TaskStream to collect and analyze data. Therefore, in preparation for continued candidate, program, and unit assessment and NCATE accreditation, data from this research investigated candidate and faculty levels of concern toward the adoption and implementation of TaskStream.

9:00 – 9:50 AM **READING** **Pageant**

President: Jerry D. Johnson, Eastern Kentucky University

The Reading, Writing, and Arts Connection

Jack G. Blendinger, Mississippi State University

This position paper focused attention on the rationale for using an arts-infused, hands-on approach for teaching children to read and write. The approach advocated is based on contemporary neurobehavioral research addressing how the dynamic interactions of hand and brain are developed and refined in relation to the successful encoding and decoding of written language in children. The paper postulated that children possess a primary heuristic for hand-based learning--natural manual-psychomotor proclivities--that should be utilized in teaching the language arts.

Neurobehavioral research suggests an integral relationship between the hand and brain. In relation to the hand, the brain does not end at the spinal cord, the spinal cord does not end at peripheral nerves, and peripheral nerves do not end at neuromuscular junctions. Learning to read and write is more than cognitive processing: it is a hands-on process, both literally and figuratively. Since words have no inherent meaning in themselves, reading and writing requires deciphering patterns of symbols which the child recognizes and endows with meaning. For children to read and write effectively, they must become proficient in the communication skills of listening, speaking, and writing. These skills are closely interrelated and interwoven with the arts.

The approach described in this paper featured hands-on experiences, experimentation, and exploration. To collect data for the paper, the authors critically reviewed published research on the topic. Results of the research suggested that reading and writing skills are closely interrelated and interwoven with the arts.

Linking Chaos Theory Analogically to Eye Movements During Reading

Gerald J. Calais, McNeese State University

Unfortunately, few theoreticians stress inter- and intrareader variability and idiosyncrasy in their models of reading because their research is predicated on data presuming linearity and direct relationships between specific variables and intended outcomes. Such reductionist perspectives focusing solely on one component of the reading process likely reflect an erroneous picture of what is really occurring during reading. Reading models incorporating both variability and unpredictability, while simultaneously enabling to perceive and analyze reading processes holistically, would provide a valuable perspective on reading. Chaos theory can furnish such a perspective.

Information gleaned from articles and empirical studies was selected from theoreticians and researchers, including, but not limited to, the following: June Barrow-Green, James Gleick, Yetta Goodman, Edward Lorenz, Benoît Mandelbrot, Eric Paulson, David Reinking, Louise Rosenblatt, Robert Siegler, Robert Tierney, Constance Weaver, and David Yaden.

Three fundamental principles underpinning chaos theory are analogically linked to eye movements during reading. Analogically, chaos theory's first principle, sensitive dependence on initial conditions, sheds light on why predicting distinct features of readers' eye movement regressions is so problematic. The second principle, fractal self-similarity, reflects the statistical similarity of readers' eye movements at different textual levels or varying scales of magnification: words fixated, fixation duration,

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course grades accounted for 62.1% of the variance of the cumulative grade point averages. When all of the variables were placed into the regression analysis, only 52.4% of the variance was accounted for. The mean cumulative grade point average was 3.107 on a 4.000 scale.

The results presented clear evidence that the two mathematics courses, designed specifically for elementary teachers, accounted for a majority of the variance in the cumulative grade point averages of these teacher candidates.

Teacher Quality Measures and Eighth-Grade Mathematics Achievement: Secondary Analysis of 2005 NAEP Data

Beverly M. Klecker, Morehead State University

This paper explored the relationships between teacher quality and students' eighth-grade mathematics achievement using the recently-released 2005 National Assessment of Educational Progress (NAEP) national public school data. The No Child Left Behind Act (2001) included teacher quality as a major factor that is likely to affect student learning. Teacher quality was defined by NCLB basically as teacher credentials (e.g., degree level, certification, experience). Through their research, Darling-Hammond (2000), Darling-Hammond and Youngs (2002), and Wayne and Youngs (2003) found strong links between the NCLB-defined teacher quality variables and student achievement. Additional researchers found that the quality of the teacher in the classroom was the most important schooling factor predicting student outcomes (Ferguson 1998; Goldhaber 2002; Goldhaber et al. 1999; Hanushek et al. 1999; Wright et al. 1997). The National Assessment of Educational Progress (NAEP) has, since 1969, been the only nationally representative and continuing assessment of what America's students know in various subject areas.

Demographic and questionnaire data were collected as the 2005 NAEP was administered. Teacher questionnaires were completed by the teachers of the eighth-grade students who took the mathematics test. NAEP national public school eighth-grade average scale scores were examined with the following (categorical) teacher quality variables: (1) major/minor in mathematics, (2) major/minor in mathematics education, (3) highest academic degree, (4) type of teaching certificate, and (5) years taught math.

One-way ANOVAs (alpha set a priori at .01) were used for the analyses. Through this secondary analysis of the 2005 NAEP data, statistically significant differences in the eighth-grade mathematics scores were found for each of the five teacher-quality variables. Effect sizes were calculated and were reported with a discussion about the use of effect size with NAEP data.

Math Anxiety in Preservice Teachers' Education Research

Lingqi Meng, Louisiana State University – Baton Rouge

In preservice teacher education, math anxiety is a very important issue because preservice teachers' math anxiety may pass to their students. However, researchers developed only a small number of investigations and experiments on math anxiety in preservice teachers' education during the past 25 years reviewed in the literature. Analyzing this small number of research can help one find the potential for conducting new research in this domain. Twenty articles that were published from 1981 to 2006 were selected in this review.

The methods and procedures for selecting these articles were: (1) navigating on the Educational Resource Information Center (ERIC) and Psychology and Behavioral Sciences Collection by input the key words "math anxiety" and "teacher," (2) narrowing down the topics to preservice teachers, (3) tracking back the citations from the articles we obtained from and seeking the articles in the citations with both anxiety and preservice teacher in their titles, and (4) extending the topics as math anxiety and searching at ERIC again to obtain some articles directly dealing with math anxiety or inservice teacher's math anxiety.

Twenty articles were summarized in four main topics; (1) attitude toward math, (2) factors causing math anxiety, (3) the course intervention on math anxiety, and (4) the counseling issues on math anxiety in preservice teachers' education. A common agreement in the literature that a "non-traditional course" can result in reducing math anxiety (Sovchik R., Meconi, L. J., & Steiner, E. 1981; Vinson, 2001;

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Alsop, 2005; Harper & Daane, 1998). Meanwhile, math anxiety could affect learning in a math pedagogy course (Battista, 1986). Reported in the research were five aspects for developing new research in this domain.

9:00 – 9:50 AM CULTURE Desoto II

Presider: Charles Notar, Jacksonville State University

Job Satisfaction and Performance in the Mississippi State Extension Service After Hurricane Katrina

John L. Long and Ronnie White, Mississippi State University

The purpose of this study was to determine job satisfaction and job performance in the Mississippi State University Extension Service (MSU-ES) after Hurricane Katrina. The study followed a descriptive correlational design. A version of the Job Satisfaction Index was sent to 180 Mississippi State University Extension agents. Agents who participated in the job satisfaction survey consented to the use of their 2005 performance evaluation score from the MSU-ES Performance Evaluation Instrument (PEI) in the study.

Data were analyzed by descriptive statistics, Cramer's V, point-biserial correlations, rank-order correlations. Based on 143 usable responses to the job satisfaction survey, agents were found to be very satisfied with jobs regardless of position, gender, age, race, length of service, and area in which they worked. Only a small percentage was dissatisfied with their jobs. Performance evaluation scores based on the performance evaluation instrument indicated an overall high level of job performance for all agents in the study.

The Impact of a Cross-Cultural Counseling Class on Understanding the Dynamic of the Virginia Tech Tragedy: Could it Make a Difference?

Ann D. Chapman, Eastern Kentucky University

This study compared the responses of graduate students (N=41) studying cross-cultural counseling (N=18) with those studying human development who had never studied the impact of culture on individuals (N=23) regarding potential dynamics of Virginia Technology University shootings during spring 2007. The purpose of the study was to determine if cross-cultural training increased students' understanding of cultural factors which might be involved in the current situation and knowledge of which cultural skills might prevent/ameliorate similar future incidents.

The American Counseling Association's 31 Multicultural Counseling Competencies are based on a theory that awareness, knowledge, and skills lead to practices that enable counselors to work with diverse populations effectively. If this is correct, then compared with those who have not, students who have been exposed to cross-cultural content should have more effective responses to the following questions: (1) What environmental factors could have impacted Cho to increase the potential that this shooting would happen? and (2) If you were to walk into your office/classroom tomorrow and see a young Korean immigrant sitting there to receive your services, what steps will you take to attempt to ensure that an incident like this does not re-occur? The questions were administered during class when it was ONLY known that the shooter was a Korean male who had come to this country as a young child.

The results confirmed the hypothesis. Cross-cultural students wrote about collectivism and including family if there were concerns, acculturation, high expectations, and other areas that were later revealed as part of Cho's environment. In contrast, human development students wrote about generalities: teacher empathy, gun laws, and security monitors. Although there are limitations to this research, the results indicated that in this situation, understanding the dynamics of cross-cultural factors led to a better understanding of some of the precipitating and potentially preventive factors.

**9:00 – 9:50 AM JOURNAL TALKS: TIPS ON GETTING PUBLISHED
(Symposium) Desoto III**

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Organizer: Larry G. Daniel, University of North Florida

Anthony J. Onwuegbuzie, Sam Houston State University; Larry G. Daniel and Claribel Torres-Lugo, University of North Florida; and Gail D. Hughes, University of Arkansas - Little Rock;

Pursuit of an active scholarship agenda, realized via publication of one's work in relevant professional publications, is an expectation for faculty in many colleges and universities. Indeed, the faculty member's publication record plays an important part in annual performance reviews, merit pay decisions, and ultimately tenure reviews. Further, faculty scholarship informs faculty members' teaching and broadens their reputations within the larger intellectual community. In institutions that have a strong emphasis on research in their mission statements, scholarship is particularly significant; however, scholarship expectations are also rising in "teaching" institutions as well, and even community/junior colleges are beginning to recognize faculty scholarship as essential to their institutional missions. Nevertheless, faculty are often hampered in their ability to be productive in their scholarship due to competing time demands, inertia, or lack of guidance and mentorship. Further, negative publication decisions can sometimes discourage faculty members from continuing the writing process. Thus, keeping an active writing agenda and understanding how to construct a publishable manuscript are essential to success as a scholar.

This training session focused on the publication process from the viewpoints of the members of the Editorial Team for Research in the Schools, the Mid-South Educational Research Association's nationally/internationally refereed educational research journal. The session was designed for graduate students beginning their publication agendas, tenure-earning faculty who are working to get their scholarship published, and experienced faculty who would like to boost their scholarly productivity. Collectively, the panelists have over 30 years of editorial experience with Research in the Schools and other educational journals. Specific topics addressed in the workshop included removing barriers to publication, writing and organizing manuscripts, working with editors, and setting a scholarship agenda to assure progress toward tenure. Following the panelists' presentations, session participants were encouraged to interact with the panelists.

10:00 – 11:50 AM UNITED WE STREAM WITH COLLEGE LIVETEXT: A HANDS-ON APPROACH (2-Hour Training Session).....Boardroom

Natalie A. Johnson-Leslie and Meryl Worley,
Arkansas State University

Sweeping changes in America's educational system including the No Child Left Behind initiative has led educational institutions to be even more accountable in measuring student competencies. To support and measure these reforms, state and federal legislators and accreditation agencies have issued thousands of standards and guidelines. College LiveText education solutions™ (CLT™) with Unitedstreaming www.livetext.com features a repository of these various videos, standards and benchmarks to help educational institutions assess, measure, and report their standards usage, linked with student competencies, to the respective accreditation agencies. The Unitedstreaming membership brings high quality educational content into the K-12 classroom, offering more than 5,000 core-curriculum videos, which have been separated into video clips. The Unitedstreaming website offers a searchable database of standards-based titles in science, social studies, math, language arts, guidance, and health for the school and higher education markets. At ASU CLT™ and Unitedstreaming have been used successfully. Participants were able to: (1) develop a general understanding of the features of College LiveText, (2) evaluate the features of College LiveText, (3) learn how to integrate Unitedstreaming into selected lessons, (4) critique the use of Unitedstreaming in lessons at different grade levels, (5) assess the benefits of College LiveText and Unitedstreaming, (6) practice how to access and use Unitedstreaming features. Participants used a guest log-in provided by participants. Participants created a "PROJECT" in College LiveText in order to understand the major features on College LiveText. Participants accessed Unitedstreaming and integrated any video of their choice in the College LiveText project created. Participants created a basic lesson plan; participants were required to select few standards from the library College LiveText that guided the lesson; participants integrated a video clip that will enhance the lesson. Participants assessed the benefits of the trained.

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10:00 – 10:50 AM PRESERVICE TEACHERS Tri-Lakes

Presenter: Jennifer M. Good, Auburn University

Academic Service-Learning as Pedagogy: An Approach to Preparing Preservice Teachers for Urban Classrooms

Margaret-Mary Sulentic Dowell, Louisiana State University – Baton Rouge

Teacher education struggles with multifaceted and increasingly complex issues surrounding preparing majority (white) teachers to work effectively with minority (non-white) students, families, and communities. Novice teachers entering the workforce need to be culturally responsive. What are the benefits to students, community, and university when academic service-learning (AS-L) is a course component? How does AS-L impact the personal intellectual growth of preservice teachers?

This phenomenological qualitative study examined dispositions of 177 preservice teachers engaged in literacy and multicultural education courses with AS-L components. A nesting design was selected for this study situating preservice teachers in the center, surrounded by university teacher education coursework, which in turn, is surrounded by a larger circle encompassing local K-12 public schools and the community at large, where all are located. Data were collected over the course of five consecutive semesters, using four different data sources, with written reflection being the primary source. Ethnographic techniques of participant observation, informal and formal interviewing were also used to collect data. Artifacts and field notes resulting from observations and interview transcripts were considered when triangulating reflection data, comparing evidence from different sources, and using multiple perceptions to clarify meaning. Using different data sources permitted the examination of the same phenomena through different lens.

Data were analyzed using open coding, an inductive content analysis, and the constant comparative method, both systematic yet dynamic approaches. Comparing different data sources allowed for the comparison of views, situations, actions, and experiences of different individuals.

Data analysis led to four significant categories: displacement, transformation, acceptance, and moving from negative, judgmental attitudes to positive, non-judgmental attitudes. This investigation suggested that AS-L components improved and strengthened teacher education courses by adequately preparing preservice teachers to teach successfully in urban environments. This study resulted in an increase in the appreciation of diversity and culturally responsive teaching.

Preservice Teacher Understanding in a Field-Based Practicum

Franco Zengaro, Middle Tennessee State University,
and Sally Zengaro, University of Alabama - Tuscaloosa

Utilizing a practical knowledge and developmental framework, this study critically investigated the dynamics of preservice teacher learning through field experiences. The following questions guided the research: (1) What was the preservice teachers' understanding of their roles as teachers in a field-based practicum, and did that change over the course of the semester? and (2) What cognitive shifts, if any, took place as preservice teachers reshaped their knowledge of teaching?

The participants in this study were a group of 15 preservice teachers and their professor in a field-based physical education teaching practicum class at a major research university in the south. The class was chosen because of the professors' interest in teaching research. The field-based experiences took place at a local middle school.

Data were collected over 12 weeks. Data sources included nonparticipant observation, field notes, documents, video tapes, and informal interviews with the professor. Data were analyzed using constant comparison. Classroom discussions and field notes were coded for analysis. Because the authors sought to capture any qualitative shifts in thinking among the preservice teachers, they focused on capturing types of questions preservice teachers used which would provide clues in their thinking about teaching.

The results indicated that preservice teachers' thinking changed during the course of their field experience practicum. The following themes emerged in the early stage of the investigation: (1) holding students accountable, (2) keeping students on task, (3) having variety in lesson plans, and (4)

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controlling student behavior. At the end of the semester, other themes emerged: (1) organization and preparation as teachers, (2) caring attitudes, and (3) teaching styles. The initial idea of control was replaced by a more complete understanding of the teaching situation provided during debriefing, which was found to be an important factor for cognitive restructuring.

Teaching Experience Days: Teacher Candidate Participation and Perceptions

Rebecca M. Giles, Edward L. Shaw, Jr., Paige V. Baggett, and Andrea M. Kent ,
University of South Alabama

Teaching Experience Days (TEDS) was piloted as a field experience requirement for all teacher education candidates at a southeastern university during the fall 2006 semester. To develop tentative hypotheses towards the effectiveness of this program, perceptions of participating elementary education candidates were explored. TEDs conditions include a pre- and post-conference meeting with the teacher in whose classroom the TED occurs and completion of the Teaching Experience Day Validation Form by the candidate. During their program, candidates are required to complete a minimum of 10 TEDs over three consecutive semesters as follows: two days, three days, and five days. Candidates who are certified as substitute teachers may, under specified conditions, receive substitute pay when completing TEDs requirement.

Participants were 134 female and 9 male elementary education majors enrolled during their final two semesters (84 juniors and 59 seniors) prior to student teaching. Eighty percent (114) of the participants were in the 19-29 age range, and 74% (106) were white. Data were collected using the Teaching Experience Days Questionnaire, a 10-item instrument developed to ascertain participants' perceptions of the effect their TEDs experiences had on teaching strategies, content knowledge, familiarity with overall school operations, behavior management skills, and knowledge of student development. The instrument's 4-point rating scale ranges from 1 (strongly agree) to 4 (strongly disagree), and each constraint was assessed using two alternately worded items. Negatively worded items were reverse scored to consistently assign the highest number value to the most positive perceptions.

Data in the form of frequencies and percentages were calculated using SPSS. Findings suggest that teacher candidates generally perceived TEDs as effective. Overall, the majority (at least 69%) viewed TEDs as effective in the five areas explored. The highest agreement (81%) was in behavior management, and the lowest percentage of agreement (69%) was in school operations.

10:00 – 10:50 AM CULTURE Pageant

President: Jane Nell Luster, LSUHSC-HDC

The Influence of Identity Diffusion on High School Students' Psychosocial Well-Being

Tommy M. Phillips, Jacksonville State University

A study was conducted to explore the influence of identity diffusion on indicators of psychosocial well-being and future outlook in a sample of high school students. Previous scholars have identified a link between diffusion and a variety of problematic life outcomes. Because most identity research has focused on college-age students and adults, this study makes an important contribution by illuminating the diffusion-negative outcomes linkage in an age group that has largely escaped the attention of identity scholars.

The sample consisted of 169 adolescents (49% boys, 51% girls) attending a high school in the southeastern United States. The mean age was 15.47 years (SD = 1.69). By ethnicity, the sample was 52% white and 48% African American. Participants completed a questionnaire consisting of a revised version of the Ego Identity Process Questionnaire, the Delinquent Attitude Scale, brief versions of Rosenberg's Self-Esteem Scale and the Hopelessness Scale for Children, and single items to assess optimism/efficacy and educational expectations. Identity diffused individuals were identified on the basis of scores on the Ego Identity Process Questionnaire and were compared to the sample's non-diffused participants.

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Results indicated that identity diffusion is antithetical to personal well-being and a positive, hopeful outlook toward the future. In this study, diffused individuals were characterized by: (1) lower self-esteem, (2) lower educational expectations, (3) higher delinquent attitude scores, (4) higher hopelessness scores, and (5) lower optimism/efficacy scores.

This study's findings have implications for, and should be of interest to, secondary school teachers, administrators, and counselors in that they demonstrate a clear relationship between identity diffusion and compromised psychological well-being and future outlook in high school-age adolescents. This research suggested that by identifying diffused adolescents (or adolescents at risk for diffusion) early on, it may be possible to alter their trajectories by promoting positive identity development via targeted interventions.

The Voice of a Covered Muslim-American Teen in a Southern Public School: A Case Study

Nawell N. Mossalli, Louisiana Tech University

Educational environments have been found to be socially, culturally, and operationally constructed primarily around specific ethnic, socioeconomic, gender, ideological and personal norms, values, assumptions, and beliefs (Friere, 1974). Using a constructivist and participatory approach by conducting interviews, observations, and involving the participant in her own self-definitions, the purpose of this qualitative study was to examine how Rana (pseudonym) has been able to illuminate an ethnic identity and sense of self as a muhajiba girl adhering to the Islamic practice of wearing a head scarf. The researcher observed the student in school, at home, at her local mosque, and during her youth-group activities. Interviews were conducted with the participants' classmates, principal, vice-principal and parent.

All data collected were dated, transcribed, and analyzed by identifying emerging themes. A framework of understanding identity used by Florence Guido-DiBrito & Alicia F. Chávez (2002) was adopted in the analysis process to focus the findings on five emerging themes from the data collected that consisted of: Sense of Self in Relation to Others, Sensing/Interpreting/Knowing, Ethnic Community Responsibility, Cultural Imprinting, and Ethnic/Racial Contrast. By documenting the experiences of a muhajiba (covered) student in a western society, the author is hopeful that it can assist other hijab wearing girls in taking an individual responsibility to gaining acceptance as they pursue educational goals in non-Islamic cultures.

Hurricane Katrina's Effect on an African American Sixteen-Year-Old: A Case Study

Valerie S. Tewson, University of Louisiana - Monroe

This qualitative case study investigated how a student coped with forced relocation, how a host society reacted to evacuees, and what emotions and feelings accompanied adolescents who evacuated because natural disasters. The literature that provides the theoretical grounding focused on adapting to new environments, the stress of past events, and mental health. Disaster refugees shared commonalities with evacuees who were forced to leave their homes as a result of a natural disaster like a hurricane. The setting for this study was a predominantly African American high school in Louisiana. The subject was a sixteen-year-old, African American female who had evacuated during Hurricane Katrina.

Data for this study were collected during classroom observations and semi-structured, open-ended interviews within the framework of ethnographic interview techniques. The field notes and interviews were transcribed, coded, and analyzed for emerging themes. The researcher gave voice to the participant and represented the meanings encoded in her language. The results of this study indicated that the participant experienced health problems as a result of hunger and poor nutrition. The participant's difficulty with relationships caused isolation and resulted in her building relationships with adults or peers who had also evacuated from New Orleans, which helped her deal with the stress associated with a new environment. The participant also indicated that she experienced stress, anxiety, and fear.

This study reinforced the findings of the literature regarding psychological and social issues. The participant felt isolated and found comfort in the company of fellow evacuees. Name calling made her

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a target of jeering similar to that faced by homeless children. The reaction by the host society was compounded with the emotions and feelings that accompany adolescents who leave their homes as a result of natural disasters and have to find their way in a new cultural, social, and geographical space.

10:00 – 10:50 AM ADMINISTRATION Mt. Tower

Presider: Randy Parker, Louisiana Tech University

Reconciling the Literature with Professional Judgment: An Evaluation of Assessment in Higher Education

Jerrid P. Freeman and Brent Burgess, University of Arkansas - Fayetteville

There is extensive literature decrying the ill effects of the increased role of the federal and state government in higher education assessment. While many of the assertions of this literature merit introspection and deference, there appears to be a disconnect between what the literature and what assessment professionals say is occurring. While scholars maintain a more unenthusiastic outlook on the federal and state governments' role in assessment, assessment professionals seem to be more cautiously optimistic about the results of such involvement.

The aim of this study was to evaluate and reconcile some of the differences with what the literature says about government's role in assessment and what assessment professionals maintain. It was postulated that while many of the contentions of the literature will in fact be verified by assessment professionals, many were countered as well.

In order to actualize this study, the researchers compiled 15 questionnaires that sought the opinions of assessment professionals regarding the role of external assessment. The questions also sought to find out the levels of involvement that has resulted from federal and state governments' increased role in assessment, and the influence that such involvement has had on their respective office. Most questions were written in a "yes" or "no" format with the expectation that respondents would expand on the rationale for their responses. Each of the "yes" or "no" responses was tabulated to recognize trends, while a qualitative analysis was used to recognize why each respective trend existed. The responses were forthcoming and yielded significant and at times surprising results.

An Enigma for Policy Persons and Educators: A Policy Study

Charles M. Achilles, Seton Hall University

The researcher examined one "gold standard" longitudinal study from the medical field and compared that study with a longitudinal experiment from education. Points of comparison included design, sample selection and size, intervention (or no intervention), data collection and analyses, and eventual dissemination and use of study results. Two long-term research efforts have dramatically different acceptance rates. The Framingham Study of Coronary Heart Disease (CHD) began in 1948 with 5,200 participants; its results are widely trusted and used. Class size research since about 1900 in the USA (more recently internationally), including the STAR long-term (1984-1990) randomized experiment (11,600 students) and continuing analyses (to 2007), provided a massive, robust, positive knowledge dynamic that remains contentious and has not been regularly taught in preparation programs or used correctly in school improvement. The Framingham CHD study affected adults directly (diet, exercise, smoking) but class size improvements in school settings are only about kids. Are youth the "collateral damage" of current and controversial education legislation (e.g., NCLB), policy, and privatization? Using class size as an example of research and theory-based alternatives to ideology, politics, policies, and laws that evaluations show have not been successful (e.g. Title I), the author proposed policy and preparation-program approaches to initiate an alignment of policy, preparation, and practice to improve the condition of young Americans.

10:00 – 10:50 PM DISPLAYS: STATISTICS, MATH, AND SCIENCE Mezzanine

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Math Fair: Summer Field Experiences for Mathematics Methodology Students

Julie A. Holmes, Louisiana Tech University

Field experiences for teacher candidates are an important part of methodology course work. Students gain knowledge about working with students in classroom settings and plan and implement lessons as part of the experience. Methods classes taken during the summer months pose challenges for these students to find appropriate and meaningful activities to complete for this mandatory course component.

The Math Fair was developed by this researcher as a way for the 34 teacher candidates in the summer session of the elementary and middle grade mathematics methods course to gain practical experience by inviting students in grades Pre-K through sixth grade to attend this event held for one afternoon in July. The teacher candidates could select any strand of mathematics content and were to write a lesson plan and develop a center activity where they could teach their lessons to the participants in the Math Fair. The activity needed to be designed as such so that it could be taught at a remedial level for younger or lower, level students, and also could be modified to be more challenging for those students that were older or advanced in mathematics. Participants received a map of the numbered stations around the room, and they visited each station, marking off each station that they visited. Participants with a completed map received a certificate of participation. Teacher candidate were then required to write a summary reflection of their experiences working with various levels of students during the Math Fair.

This poster session showed a display of the teacher candidates' lesson plans, pictures from the event, and an analysis of the professional reflection of the teacher candidates. Analysis of reoccurring themes was used to understand the challenges and insights into the experience. These data will be helpful in developing future experiences for teacher candidates.

Analysis of Math-to-Mastery Components and Generalization Evaluation

Curtis L. Wicker, Kristin Johnson-Gros, R. Anthony Doggett, Arthur Davis, Carlen Henington, and Jennifer M. Edwards, Mississippi State University

Previous research has shown a mathematics intervention package, Math to Mastery, to enhance computational skills of elementary school age children. This study completed a comparative analysis of the intervention components using a brief experimental analysis to identify the best intervention strategy to address skill deficits in basic mathematical computation and an evaluation of generalization of skill enhancement to performance on math word problems.

The sample population for this study was comprised of five students, grades 1st through 3rd, receiving academic interventions in a university setting during a summer academic clinic conducted across four weeks. Interventions were provided by graduate-level and senior-level undergraduate students from the university with treatment integrity data at above 90%. The researcher met individually with the students four times a week for four weeks. Curriculum-based assessment was conducted prior to the clinic to determine instructional placement. The format of the sessions was dependent upon which component of the intervention program is determined to be most effective for each student during a brief experimental analysis.

Components of the Math-to-Mastery package are: (1) previewing, (2) repeated practice with immediate corrective feedback, and (3) graphing with contingent reinforcement. An independent verification was conducted to determine which component, if any, resulted in the highest level of increase of digits correct per minute (DCPM). Once mastery of basic math facts was obtained, generalization to word problems was evaluated using a procedure in which the questions were read to the student to control for students' reading difficulties. A multiple-baseline design was used to analyze date with collection of percentage of word problems completed correct calculated during the baseline and again when mastery was obtained. Conclusions and implementations for application in educational and other intervention settings were discussed.

A Cross-sectional Study of Students' Epistemological Beliefs in Science

Vanessa Esparza, Mississippi State University, and Anastasia Elder, Mississippi State University

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The purpose of this study was to investigate the development of beliefs about the nature of science over the course of elementary school, middle school, and high school. In addition, this study investigated the development of these epistemological beliefs in science over the course of an instructional period.

This research included 312 students (5th grade/elementary students = 168, 7th grade/middle school students = 104, and high school/physics students = 40) from five different public schools in Mississippi and an urban school district in southern California. Students answered a questionnaire asking them to indicate how much they agreed or disagreed with 25 Likert-scaled items (e.g., Scientific beliefs change over time) aimed at evaluating dimensions of students' beliefs. The Epistemological Beliefs Measure included scales describing knowledge in science as being created from reasoned experimentation versus being handed down as a certainty from authority figures. Data were analyzed with a one-between, two-within factor design. Grade was treated as a between subjects, fixed effects factor. Occasion (pre and post) was treated as a within-subjects, fixed effects factor.

The results of this study showed a developmental change in epistemological beliefs across time. That is, for the most part, students' epistemological beliefs develop more sophistication as students grow older, especially for the dimensions of the certainty of scientific knowledge and that scientific knowledge is handed down by authority. However, this investigation also indicated that even young children are capable of developing some sophisticated epistemological concepts when instructed about the nature of science in the classroom.

A Template for Teaching the Independent T-test Technique

Robert L. Kennedy, University of Arkansas for Medical Sciences

A template is a pattern that might be used for cutting out sections of material for recovering a couch, for sawing wood into pieces to assemble into a toy box, or for guiding the gathering of information for a report. Over the past couple of decades of teaching, this teacher has found that the use of templates for instructional purposes has been advantageous for communicating relatively complex topics efficiently and clearly. Any number of ways of teaching correlation might be tried. Examples that have been derived from the literature include Java Applets, various other software programs, graphs, statistical labs, puzzles, and worksheets. All are reasonably effective tools for teaching correlation and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

Templates are distributed and/or sold for quizzes, certificates, posters, surveys, course management, syllabi, electronic portfolios, and interactive exercises, among other purposes. They save time, not only for the less-experienced (or even experienced) teacher using them, but they can also benefit students by allowing a more efficient approach to learning. They may be available as open source documents, freeware, trialware, demoware, commercial software; immediately downloadable from a website or available on CD through snail mail, and in common word processing or PDF formats.

In particular, the template presented in this session was directed toward the independent T-test technique. The primary components included an abstract of the scenario to be investigated, the reference or citation for the source of the scenario, number of cases, variables, data, rationale for the statistical technique chosen, null hypothesis, assumptions to be tested, steps in testing the assumptions, reading and interpretation of the findings, and a conclusion relative to the hypothesis. Because of the data files, the materials were available on computer media.

A Template for Teaching the Dependent T-test Technique

Robert L. Kennedy, University of Arkansas for Medical Sciences

A template is a pattern that might be used for building mosaics, for sewing a quilt, for constructing a dog house, or for guiding the gathering of information for a report. Over the past couple of decades of teaching, this teacher has found that the use of templates for instructional purposes has been advantageous for communicating relatively complex topics efficiently and clearly. Any number of ways of teaching correlation might be tried. Examples that have been derived from the literature include graphic display calculators, videotapes, interactive scattergrams, animation, web pages, and simulations. All are

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reasonably effective tools for teaching correlation and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

Templates are distributed and/or sold for worksheets, calendars, organizers, surveys, gradebooks, rubrics, and online tests, as well as for other purposes. They save time, not only for the less-experienced (or even experienced) teacher using them, but can also benefit students by allowing a more efficient approach to learning. They may be available as open source documents, freeware, trialware, demoware, commercial software; immediately downloadable from a website or available on CD through snail mail; and in common word processing or PDF formats.

In particular, the template presented in this session was directed toward the dependent T-test technique. The primary components included an abstract of the scenario to be investigated, the reference or citation for the source of the scenario, number of cases, variables, data, rationale for the statistical technique chosen, null hypothesis, assumptions to be tested, steps in testing the assumptions, reading and interpretation of the findings, and a conclusion relative to the hypothesis. Because of the data files, the materials were available on computer media.

11:00 – 11:50 AM REFLECTIVE OR CRITICAL THINKING Tri-Lakes

President: Dawn Basinger, Louisiana Tech University

Using Weblogs as an Instructional Strategy

Hans Gray, University of South Alabama

This presentation described weblogs and how they could be integrated into classroom activities. A short definition of weblogs presented first, followed by a brief description of weblogs, their history, educational uses, recommendations for use in the classroom, and some examples of how they are being currently used.

Weblogs or blogs are a fairly new means of sharing information, thoughts, and opinions with others by way of the Internet. Weblogs are Internet-based diaries or journals and offer the writer instant personal publishing. Weblog entries tend to be short and informal, focusing on the writer's personal style or area of interest. One of the most distinguishing features of weblogs is that they allow instant publication without having to know any programming language. The only requirement for creating and maintaining a weblog is having a computer, Internet access, and some experience with using the Internet. Free software and hosting are offered by many Internet connected companies. Software provides automatic formatting, date stamping of entries, and automatic archiving of postings.

Weblogs first appeared on the Internet around 1997. Since then, they have played a key role in defining the political and social perspectives in our country. The "Baghdad Blogger" in 2003, Howard Dean in the presidential campaign of 2004, and Dan Rather in 2004 have all contributed in some way to the prominence of blogs in our society. Maintaining a weblog affects many interconnected components that promote constructivist learning: writing, reading, reflecting, responding, searching, and sharing of ideas. When weblogs are used in an educational setting, the focus shifts from the instructor to the student. The instructor no longer directs and supplies information, but instead supports the learner in her or his search for meaning. Overall, ease of use is what makes weblogs so attractive in an educational setting.

The Effectiveness of Using Case-based Instruction in an Online Course

Joyce M. Guest, and Burke Johnson, University of South Alabama

The purpose of this research was to investigate the effectiveness of case-based instruction in a fully online course environment. The sample used in this study included 86 undergraduate students that were enrolled in an educational psychology course, EPY 251 online. Two of the EPY 251 courses were taught in the summer semester, and two of the classes were taught in the fall semester of 2006.

The independent variable for this study was instructional method, which was divided into three levels: case-based instruction and lecture with small groups, case-based instruction and lecture with individual work, and lecture only with no case-based instruction. The dependent variables for this study

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were student performance and student satisfaction. Student performance was measured using application type quizzes given after each treatment condition. Student satisfaction was measured with voluntary questionnaires that were given after each treatment condition and at the end of the course.

The data on student performance were analyzed using paired sample t tests with a set Bonferroni Post Hoc adjusted alpha level of .017 (.05/3). The statistical significance that was found supported the fifth hypothesis that was tested in this study, which stated that in an online educational psychology course, student satisfaction would be higher when using individual case-based instruction with lecture as compared to a lecture only instructional approach (i.e., with no case-based instruction). Exploratory analyses on student performance related to course term (summer and fall) and course units were also provided. In the exploratory analysis, case-based instruction was shown to have a statistically significant difference over a lecture only approach in both summer and fall term.

Levels of Critical Thinking in Graduate Online Discussions

Eunice M. Luyegu, University of South Alabama

The purpose of the study was to examine how students think as they participate in fully web-based discussions in a graduate course. The focus of this study was to examine and analyze interactions from threaded discussions drawn from four weeks of a semester, to assess critical discourse and reflection. Garrison's four-stage critical-thinking model captured the levels of critical thinking of: (1) triggering, (2) exploration, (3) integration, and (4) resolution. Participants were enrolled in a fully online graduate course in the summer semester of the academic year 2005-2006. The threaded discussions occurred in the third, fifth, and seventh class sessions and were one of several session assignments. Each discussion question was related to the session topic.

Data of student responses to the questions and to each other were collected at the end of the term, after grades were posted. Names and other identifiers were removed to maintain confidentiality, and results were reported in aggregate form. Once the term ended, transcripts of the discussions were copied and coded. Out of 184 message-level units corresponding to what one participant posted into one threaded discussion on one occasion, 0.54% were at level 1, 55.43% were at level 2, 44.02% were at level 3, and 0.54% were at level 4. The majority of postings were focused on exploring ideas. The results seem appropriate for graduate students and are consistent with previous research. The study concluded that Garrison's model is an efficient and reliable instrument to assess the nature and quality of critical thinking, and that online discussions should be given consideration as a way of promoting critical thinking in distance education. Implications for practice were discussed further in the presentation, as well as directions for future research.

11:00 – 11:50 AM HIGHER EDUCATION Pageant

President: Carlen Henington, Mississippi State University

The Relationship Between Reported Level of Faculty Participation in Institutional Decision Making and Organizational Commitment of Faculty in the Mississippi Community College System

William (Bill) H. Sumrall III and D. Adrian Doss, Belhaven College-Memphis,
and David W. Cox, Arkansas State University

This study tested the premise that the degree of organizational commitment of faculty in Mississippi community colleges is related to the reported level of their participation in institutional decision making. The first question was: What is the relationship between faculty participation in institutional decision making and their commitment to the organization? The second question was: What is the relationship between faculty demographic characteristics of age, gender, educational level achieved, and years of teaching experience and their commitment to the organization?

The population consisted of all full-time faculty in the public community colleges in Mississippi. Participants completed a three-section survey instrument. In section one, faculty reported their level of participation in institutional decision making. Section two measured the level of organizational

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commitment respondents claimed to their institution by responding to the Organizational Commitment Questionnaire. In section three, participants reported their personal demographic variables of age, gender, educational level attained, and length of teaching experience.

Frequency data and descriptive statistics were calculated for all of the items on the questionnaire. A one-way Analysis of Variance (ANOVA) was used to compare commitment means for four levels of participation. Two-factor ANOVA was used to determine the relationship among the reported level of participation in decision making, adjusted for the demographic factors and organizational commitment. Two-way interactions of these factors were included in the ANOVA. A significant difference was found among the levels of participation in decision making and the commitment means reported by respondents. Higher levels of reported participation in institutional decision making were related to higher degrees of total commitment of faculty to their institutions. There was no significant relationship found between the personal characteristics of gender, age, education level attained, or length of teaching experience at present institution and the degree of commitment faculty in Mississippi community colleges claim to these institutions.

Predictors of Faculty Member Satisfaction

Rosalie C. Ward, University of South Alabama

When individuals consider education, they usually think of it as acquiring knowledge and skill through instruction, action, teaching, and transference of knowledge. Education is also viewed as a continuous process taking many forms. If education is an ongoing process, it may be suggested that education may occur any time, any place, and in any number of environments. Thus, learning is not bound by place, time, speed, or style because learning takes place when individuals are engaged. For many individuals, the method of learning offering the most freedom of choice, flexibility, and accessibility to education is online learning. Individuals, researching distance learning, indicate that while technology is a useful tool, faculty members developing and implementing online courses hold the keys to successful implementation of online learning. Whether or not they are satisfied with the tasks involved determines, to a great extent, the level of success and satisfaction experienced by students. It is important to be cognizant of the level of satisfaction experienced by faculty members. This was a study of satisfaction and predictors of satisfaction among higher education faculty at seven southern colleges. Another way of studying satisfaction is to determine what factors cause dissatisfaction.

The review of literature examined factors affecting satisfaction, including barriers, impediments, and conditions. Seven basic predictors of satisfaction were identified and studied. These predictors were competency, time, resources, participation, institutional rewards, intrinsic rewards, and course management systems. It was believed satisfaction would also be related to Rogers' (1995) three factors affecting implementation: (1) form (observable and physical appearance of online courses), (2) function (daily use of online instruction), and (3) meaning (providing evidence of the value and meaningfulness of online education to students, faculty, and universities). This presentation reported the results and how they are tied to the theory and practice of instructional design.

A Literature Review of Higher Education Faculty Participation in Institutional Decision Making

William (Bill) H. Sumrall III and D. Adrian Doss, Belhaven College-Memphis;
and David W. Cox, Arkansas State University

The problem statement addressed by this literature review was: Does a governance crisis exist in American higher education relative to the participation of faculty in institutional decision making? The literature related to the statement problem was reviewed from available journals, books, professional associations, and dissertations. Sources were found to be available in university libraries, and online data bases. A conflicting body of opinion was found concerning the existence of a governance crisis in American higher education relative to the participation of faculty in institutional decision making. Implications of the literature review suggested additional research in higher educational leadership and organizational governance is needed to solidify the conflicting opinions that currently exist concerning the role of faculty participation in institutional decision making in American higher education.

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11:00 – 11:50 AM ACHIEVEMENT Mt. Tower

President: Ann D. Chapman, Eastern Kentucky University

An Investigation of Achievement Equity among Rural Kentucky Students

Jerry D. Johnson, Eastern Kentucky University

The study investigated distributions of reading and math achievement among ninth-grade students in Kentucky's rural public schools (i.e., achievement gaps related to gender, ethnicity, and socioeconomic status), and considered the relationships that may prevail between school contextual characteristics (i.e., school poverty, school size, school ethnicity) and those distributions. Rural schools were identified based on the locale code system developed by the National Center for Education Statistics, and included all schools located in communities of 2,500 or fewer residents.

The research model relied on multilevel regression analyses using student-level and school-level data. Dependent variables were reading and math scores for grade nine students on reading and math components of the Comprehensive Test of Basic Skills (CTBS-5) administered in the 1999-2000 school year. Independent variables were student gender and student race; school size, school poverty level, and school-level aggregations of student gender and race variables; 10 cross-level interaction terms computed from student-level and school-level independent variables; and two same-level interaction terms computed from school-level independent variables.

Findings provide evidence that both student-level and school-level independent variables influence achievement, and that some influences vary with differences in the schooling environment. Of particular importance, investigations related to school size and student gender suggested that size exerts an indirect influence over achievement by mediating the influence of student gender on math (i.e., in larger schools, gender's influence over achievement is strengthened and gender-based achievement gaps are wider; in smaller schools, gender's influence over achievement is weakened and gender-based achievement gaps are narrower). Interpretation within the context of public schooling in Kentucky suggests that policy decisions related to school facilities are of vital importance in working toward educational equity.

Effect of Performance Management Strategies on the Quality of Learning and Achievement at Secondary Education Level

Muhammad Yousuf Sharjeel and Waseem Qazi, Iqra University

Strategies pertaining to the scholastic aspects including achievement at various levels in formal education have led the management of many Pakistani institutions to experiments that have often caused more frustrations than satisfaction. Performance of students at formal education level has not been adequately linked with one of the components of success-oriented strategies. This paper elaborated such practices that need alterations in actions and beliefs to improve performance of learners at the secondary level of education. The study also emancipated the notion that the quality of learning coupled with the institutional performance management strategies in formal scholastic situations needs to be defined as the significant pedagogical method intended to produce quantitatively desired result.

The sample of the study comprised management personnel of 127 public and private secondary schools in the district of Karachi. A Likert scale questionnaire was designed as the research instrument. Observations and interviews also formed part of the study. The study did not significantly support the hypothesis developed, and it was not statistically proved that quality of secondary education was dependent on performance management strategies directly as was the perception of the investigator.

Principal and School Factors That Impact Elementary School Student Achievement

Sharon R. Gieselmann, Murray State University; and Jeanne Fiene
Christopher Wagner, Western Kentucky University

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This study examined principal and school factors associated with student achievement in elementary schools. The problem grounding this research is that elementary schools are under intense pressure to meet both state and federal assessment goals. Several studies describe a conceptual linkage between principal performance and student achievement; they are key players with helping schools accomplish high-stakes testing goals. A school's response to reform efforts may be short-term and superficial without strong principal leadership (Bista & Glasman, 1995; Hallinger & Heck, 1996; Keedy & Simpson, 2002).

Multiple regression was used in this study and included the following variables: (1) highest level of education obtained by the principal, (2) years of principal experience, (3) years of teaching experience by the principal, (4) years of principal experience at present site, (5) principal gender, (6) principal leadership determined by the Principal Instructional Management Rating Scale (Hallinger, 1986), and (7) free/reduced lunch population at the school. Their impact on student achievement measured by state assessment scores was determined.

Elementary principals, in their present positions for three years, participated in this study. Principals serving a minimum of three years presumably had applied leadership skills that impacted the educational environment at their school site and student performance on the state assessment. These principals were identified using the state school directory. Principals were mailed the PIMRS leadership survey and a principal biographical data sheet; 180 of the 340 principals returned survey instruments resulting in a 53% overall response rate.

Findings indicated that an elementary school's free and reduced lunch population was the only variable with statistical significance. Principal factors alone may be insufficient for raising student achievement. During the present reform era, collaborative leadership between the principal and teachers seems to be vital for increasing student achievement and warrants further research.

11:00 – 11:50 AM MENTOR SESSION..... Guest Suite (Room TBA)

Presider: Linda W. Morse, Mississippi 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 MSERA.

11:00 – 11:50 AM DISPLAYS: EXCEPTIONAL EDUCATION Mezzanine

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

Factors That Contribute to the Overrepresentation of African American

Karyn V. Spann and Thelma Thompson, Southern University; Kimberley Davis, Southeastern Louisiana University; and Summer Stewart, Louisiana State University

Despite national and state efforts in the area of educational reform, the disproportionate placement of minorities into special education programs still remains as problematic today as it did 30 years ago. Among minorities, African American students account for over 30% of all students referred to classrooms in the category of Emotional Disturbance (ages 6-12), and they constitute 20% of the national school aged population (U.S. Department of Education, 2004). The minority student population is steadily growing, with one out of every three Americans being African American, Hispanic/Latino, Asian American, or American Indian (Lee, 2004). Therefore, the overrepresentation and inappropriate placement of minorities are definite causes for public concern. African American males are one and a half times more likely to be labeled as Emotionally Disturbed (ED) than other non-black students, and they are placed in special needs programs more frequently than their male and female peers (Lopes, 2005). According to Louisiana's Special Education Data Profile (2005), African American males represent 54% of students classified as Emotional Disturbed. African American males are also five times more likely to be placed in

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an Emotional Disturbed classroom than Caucasian females, who are under identified for the special education category (Lee, 2004).

The purpose of this display session was to present current research to allow professionals to become more cognizant and knowledgeable of factors relating to the overrepresentation of African American males in special education classified as Emotional Disturbed in the state of Louisiana. The contributing factors discussed included: cultural, environmental, and educational factors, as well as the assessment and evaluation processes. A special education database of resources was presented that includes books, journal articles, websites, media, and organizations.

An Action Research Project an a Practicum Experience

Maud A. Kuykendall, Cozette Thigpen, Loretta Hunt, Kolandra Jackson, Equonda Jackson, Gina Exum, and Takisha Causey, Delta State University

Redesigning practicum experiences for teacher candidates in a special education masters' program resulted in an action research project. The primary author, as the instructor of the course, formed a research group with the six teacher candidates. At the time of the course, each of the candidates taught in regional public schools as either general or special education teachers. The purpose of the action research project was to provide the six candidates an opportunity to conduct a simple piece of research using their classrooms to implement an instructional strategy based on perceived student need.

The action research consisted of three phases: assessment, implementation, and a study/rethink phase. Candidates kept research logs from the initial phase through the implementation phase. During the assessment phase, the author introduced the candidates to the concept of action research using a model on another university's website. The research group, led by the instructor, discussed and refined individual research questions based on students' instructional needs. Candidates developed assessments to address the need and conducted their pre-assessments. During the implementation phase, Candidate implemented their instructional strategies for approximately two weeks and collected data.

Data collection included observations and student work samples, as well as continued research log entries. The research group met, shared their experiences and data collection instruments, and helped each other to solve problems. In addition, the instructor provided continuing instruction on action research. For the final phase, the research group, led by the instructor, shared post assessment results, went over their logs, and studied their student work samples. The candidates analyzed their data with the help of the instructor, shared their thoughts and tentative findings with each other, in a brief paper, and as informal presentations at the University for Two Separate Conferences.

The Parental Involvement Sources of Knowledge and Perceptions

Bridget A. Rey and Jimmy D. Lindsey, Southern University - Baton Rouge

This study identified whether special education teachers working with students with mild/moderate (M/M) disabilities rank their sources of parental involvement knowledge differently and if there are associations among these professionals' characteristics (highest degree earned, certification in M/M disabilities status, and years of teaching experience), instructional level (elementary, middle school, high school), and their sources of parental involvement knowledge (university coursework, professional conferences, inservice sessions or workshops, independent study, collaboration with other professionals, and interactions with parents). The study also identified whether the above three factors influence special education teachers' parental involvement perceptions, practices, recommendations, and overall effectiveness (competencies and program components).

The accessible population was 501 special education teachers working with students with M/M disabilities in an urban school district in a southeastern state. A power analysis and proportional, stratified random sampling procedure (stratum instructional level) were used to select 218 special education teachers from the accessible population, and 73 (79%) agreed to participate. Data obtained using a researcher-develop questionnaire were analyzed using between- and within-subjects designs and parametric (e.g., ANOVA) and nonparametric (e.g., χ^2 test of difference) statistical procedures. Null hypotheses were tested ($\alpha < .05$).

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The findings indicated that: (1) participants rank their sources of parental involvement knowledge differently, (2) there was an association between the participants' certification in M/M disabilities and their parental involvement knowledge obtained through attending professional conferences, (3) there was an association between the participants' years of teaching experience and their parental involvement knowledge obtained through attending professional conferences and inservice sessions or workshops, (4) instructional level influenced participants' parental involvement perceptions, practices, and recommendations, and (5) number of sources of parental involvement knowledge experienced by the participants influenced their parental involvement perceptions, practices, and effectiveness. Limitations of the study and recommendations for future research were presented.

2:00 – 3:50 PM USING MICROSOFT PRODUCER 2003 TO CREATE A PROFESSIONAL, RICH-MEDIA WEB PRESENTATION TO ENHANCE ONLINE INSTRUCTION DELIVERY SKILLS (2-Hour Training Session)Boardroom

Feng Sun, University of Alabama - Birmingham

If one is an Office user who is familiar with PowerPoint, one can easily be on one's way to create exciting, media-rich presentations that incorporate video and audio through the Microsoft Producer for Microsoft Office PowerPoint 2003 add-in. Best of all, Producer is available as a free download for all licensed PowerPoint 2002 and 2003 users. In this two-hour workshop, all attendees were introduced about how to synchronize audio, video, slides, and images into a rich multimedia presentation, then publish it virtually anywhere for viewing in a Web browser. The training covered: (1) download and install Producer, (2) import and capture media (such as audio, video, and slides) and organize it in the appropriate order, (3) synchronize your media elements so that the audio and/or video plays in sync with your slides, and (4) publish the presentation to a network drive, Web server, or the Internet. By using this free technology, online teaching and research presentation will be more meaningful and rich that is different from the normal PowerPoint presentation.

2:00 – 2:50 PM TECHNOLOGY Tri-Lakes

Presenter: David T. Morse, Mississippi State University

Dimensions of Educational Innovation

Daniel W. Surry and David Hall, University of South Alabama,
and David C. Ensminger, Loyola University - Chicago

Innovations come in a variety of forms. Many of the most well known educational innovations have been technology-based; for example computers, smart boards, and virtual reality simulations. Other innovations have involved new processes or theories. Constructivist learning environments, authentic assessment, social learning, and multiple intelligences are examples of process or theoretical innovations that have impacted the learning process in recent years. Still other innovations have had an organizational scope. Large scale school reform efforts, national curriculum restructuring movements, standardized assessments, and the emergence of fully online universities are all examples of organizational innovations that are currently in use. Every change is different. Every new product or process contains a unique combination of characteristics that interact in complex, unpredictable ways. In an effort to understand the various characteristics of an innovation, to develop a standard terminology, and to create distinctive categories of innovation, many researchers have discussed the various dimensions of change.

However, at this point, there is no single widely accepted typology of learning technology innovations. Developing such a typology would be an important step in better understanding the potential for different categories of learning technologies to enhance education and would lead to new insights into the complex problem of fostering innovative uses of learning technologies.

This paper discussed the literature related to the various dimensions of change that have been developed, and proposed a general typology of educational innovation. The typology contains four dimensions: form (technology, process, or system), scale (macro or micro), sequence (synchronous or

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asynchronous), and intentionality (mandatory or voluntary). Two other dimensions that could be integrated into the typology – direction and formality – were also discussed. A graphic model of the typology was presented, and examples of each type were provided.

Profile of Online Programs in Private Colleges: From College to University with a Click

Adam A. Morris, University of Arkansas – Fayetteville

The number of private liberal arts colleges offering post-bachelor's degree programs through technology-mediated formats has grown dramatically in the past decade. Private colleges have implemented these non-traditional course offerings at a rapid pace to remain competitive and cutting edge in today's global marketplace. Some institutions have been unprepared to implement the technology necessary for these course offerings. Millennial students are demanding technological savvy programs, making institutions do a paradigm shift pertaining to academic offerings. In many instances, this has resulted in a changing mission and expanding revenue base for the traditional liberal arts college, and can present changing behaviors and focus of work. Private colleges have struggled with the new financial realities of higher education operation.

The current study was conducted to profile the activities of private colleges that have been reclassified as universities through the development and offering of graduate degree programs in technology-mediated formats. As an exploratory study, baseline data were collected and reported here using descriptive statistics. To inform data collection, a researcher-developed survey instrument was constructed based on existing, largely anecdotal literature related on online and technology-mediated instruction. A Likert-type survey was sent to 100 Director of Information technology professionals at traditional liberal arts colleges. The survey was sent in late July, and requested information on what if any adjustments have been made in order to maintain program offerings that required increased technology. The questions centered on staff and financial adjustments made to maintain the technology-mediated formats. All of the survey's results were put into a matrix to identify patterns that emerged from the data.

Preliminary conclusions were drawn from examining the results, as well as other relevant data sources. The findings of the study suggested implications for private colleges in developing and maintaining technology-mediated formats.

Masters or Servants: A Framework for Understanding Technology's Impact on Education

Daniel W. Surry and David Hall, University of South Alabama,
and David C. Ensminger, Loyola University - Chicago

Everyone is touched by the power of technology in some way, large or small, good or bad, every day. While few people would argue the importance of technology in our society, there is a great deal of debate about whether technology has had a profound impact in the field of education. That debate is made more confused by the great difficulty in separating the effects of any technology from the societal, political, technical, and economic contexts in which the technology is developed and used. Another key issue confusing the debate is the problem of fairly and accurately assessing the impact of technology, especially in educational settings. On a more philosophical level, there is debate about the very nature of technology, the extent to which technology is under human control, and, ultimately, whether technology has a positive or negative impact on human society.

This paper posed four questions: (1) What has been the impact of technology on education? (2) Is it possible to separate the impact of technology from the many other variables which influence learning? (3) If so, how can the impact of technology be fairly and accurately measured? For example, is "learning" the only, or even the most appropriate, outcome by which one should measure impact? and (4) Can one develop a philosophical framework to address the most important question – is technology making education better or worse?

In this presentation, the authors discussed and attempted to answer each of the questions in detail. The presentation provided the attendees with seminal literature sources, both empirical and philosophical, that inform each of the questions. Emphasis was placed on avoiding dogmatic, simplistic answers and attempting to give attendees information they can use to understand the complicated, nuanced nature of the questions and develop answers for themselves.

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2:00 – 2:50 PM

READING AND EVALUATION..... Pageant

President: Joe'l P. Lewis, University of South Alabama

An Evaluation of a Reading Recovery Program in an Urban School District

Anna W. Grehan and Lynn Harrison, University of Memphis; John Nunnery, Old Dominion University; and Jim Wohlleb, Little Rock (AR) School District

The major goals of this research study were to evaluate African American student achievement outcomes, program implementation fidelity, and principal, teacher, and parent perceptions concerning the Reading Recovery tutoring program for first-grade students.

The Iowa test of Basic Skills (ITBS, 2005), Developmental Reading Assessment (DRA, 2005), Dynamic Indicators of Basic Early Literacy Skills ([DIBELS], Good & Kaminski, 2003), and An Observation Survey of Early Literacy Achievement ([OS], Clay, 2002) were analyzed to compare the progress of first graders enrolled in the Reading Recovery intervention program. In addition, Reading Recovery student outcome data were also collected for analysis. Reading Recovery has served more than one million students in schools in 49 states. The program reports that 80% of students who completed the full 12 to 20 weeks of lessons, and 59% of all students who have lessons, can read and write with the average range of performance of their class (Reading Recovery Council of North America, 2003).

This study examined all students in the district who participated in the program regardless of whether they were successfully “discontinued,” “recommended” for further services, or did not receive the full program (Incomplete). This study used a mixed-method design to assess the perceptions and quality of program implementation through the use of observations, interviews, and surveys, as well as various student achievement data sources. Results indicated the Reading Recovery program had equal effects on African American and other students. Students receiving the complete program had significantly higher adjusted means than comparison students on Phoneme Segmentation and Hearing and Recording Sounds in Words. Classroom observations indicated that Reading Recovery teachers’ instructional practices conformed to the recommendations and requirements of the program throughout the district. Reading Recovery teachers and principals had extremely favorable attitudes toward the Reading Recovery program, while parents were very pleased with the program.

Reading Attitude Assessment: Purposeful Instrument Assessment

Dana G. Thames, University of Southern Mississippi

Interest in the various theoretical models and perspectives that attempt to explain reading attitude and how these models have influenced the development of reading attitude instruments prompted the literature review. Specific purposes of the review were: (1) to examine the construct of reading attitude, (2) to identify variables associated with reading attitude, and (3) to analyze the content of selected reading attitude instruments. Several theoretical models and perspectives of reading attitude were identified. In general, the models suggested that reading attitude is composed of two broad categories: personal factors and environmental factors. Also, contemporary definitions of reading attitude included three components: (1) cognitive (represented by personal, evaluative beliefs), (2) affective (represented by feelings/emotions), and (3) conative (represented by action readiness/behavioral intentions).

The results of studies of the relationship between reading attitude and one or more variables indicated that 11 variables have attracted considerable interest among reading researchers, but findings among the studies are inconsistent. Several reading attitude instruments were selected and reviewed, using two procedures: (1) comparisons of the instruments based on characteristics, such as purpose, type of analysis available, response format, reliability, validity, etc.; and (2) content analysis of each instrument to identify items that appear to be representative of standards that should be met by a measure of reading affect. The findings indicated specific strengths and weaknesses associated with each instrument, and the items that composed each instrument tended to represent the range of standards that should be met. Results of the review pointed out the importance of purposeful instrument selection when planning for reading attitude assessment of students. The results were discussed covering the purposes for conducting reading attitude assessment.

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The purpose of this study was to evaluate the Character Education Curriculum of Shelby County Schools to determine its effectiveness. To that end, the following research questions guided this study: (1) What are the components of the Character Education Curriculum in Shelby County Schools? (2) What impact does the curriculum have on school climate? and (3) What impact does the curriculum have on student behavior?

The methodology utilized in this study was a mixed methodology with qualitative data gathered through interviews with school administrators and counselors. Quantitative data were gathered through a sampling of six schools (four elementary schools and two middle schools). Data from these schools included information on the number of students referred to the principal's office for disciplinary action, and the number of students who were suspended during a specific time period. Qualitative data were analyzed by looking for themes and patterns. Quantitative data were analyzed using t-tests to compare means. Analysis of the data indicated that while there is a great deal of anecdotal information regarding the effectiveness of the curriculum in improving the climate of the schools, there were little to no evidence that the behavior of the students (as would be evidenced through a decrease in suspensions and referrals) improved.

The Case for Self Examination in the K-12 Curriculum

Angela Webster Smith, University of Central Arkansas

With the demands of No Child Left Behind, many school districts attempt to meet adequate yearly progress by eliminating self examination from the curriculum. Content knowledge is favored over self knowledge. Students are inculcated in the theories of others rather than guided in the process of looking within. Although achievement on standardized assessments is a worthy aspiration, students in low achieving schools may need additional curricular components to ensure widespread academic success. Demographic indicators reveal that an increasing number of students with fragile living conditions will be enrolled in school. These dynamics will increase the percentage of families that rely on the school and community for the identification of unassailable dreams for their youth, as well as the cultivation of corollary life skills to bolster the manifestation of such dreams. Therefore, when low performing schools marginalize self examination in the curriculum, they could ostensibly obstruct their academic targets as such students hardly ever discover their identity or self concept, learning or personality styles, and natural talents or intellectual strengths. Infrequently do they understand what they need from schools to craft their own success. Without critical self knowledge and life skills, students are likely to mirror the habits, character, and lifestyle of their surroundings.

This paper advocated the instructional practice of decisively including introspection in the curriculum by using formal models and propositions of learning and motivational principles, self mastery, responsibility and no-excuses accountability to counter the forces of hopelessness. This practice assists youth in self discovery and acceptance, as well as in the identification of their intellectual gifts and styles. It would equip and motivate students toward prudent dream aspiration that could improve the likelihood of adequate yearly progress and life success.

2:00 – 2:50 PM DISPLAYS: ADMINISTRATION & ASSESSMENT Mezzanine

President: Eddie Shaw

School Finance: The 16th Section Fiasco

Jack G. Blendinger, Mississippi State University

This case study focused on the Jefferson County School District and its financial difficulties: a budget deficit estimated at more than \$700,000 and \$1.8 million in misspent 16th Section Funds. The study described how and why school district officials got themselves involved in the problem. It also describes the way that the state took over control of the district. The study was important because it yielded valuable information that can help other school district officials to not make similar mistakes. Both primary source material (field-based reports produced by journalists who investigated the problem) and secondary source material (documents produced by state officials who had the responsibility of taking over the troubled school district) were utilized.

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The Steps (and Missteps) in One Educational Leadership Program's Process to Identify, Develop, and Implement its ELCC Assessments

Shelly L. Albritton, University of Central Arkansas

In one educational leadership program's journey to prepare for its next National Council for Accreditation of Teacher Education (NCATE) accreditation process in 2009, this display session highlighted the steps (and missteps) along the way to identify, develop, and implement its eight assessments based on the Educational Leadership Constituent Council (ELCC) Standards. The display highlighted the leadership program's process to develop scoring rubrics for each of the assessments to measure the three content areas: knowledge, performance skills and effects on student learning. After identifying the assessments, the challenge the program faced was to create scoring rubrics that were meaningful for programmatic improvement purposes as well as being meaningful to students to guide and assess their progress throughout the program. After a period of three semesters of using the scoring rubrics to gather data, the revisions that were made to the assessments and the scoring rubrics were shared. The display session shared the initial scoring rubrics, the mistakes made, the revisions for improving the rubrics, and the data results to date. Display participants were encouraged to share their stories as they engaged in the process to develop their program assessments and scoring rubrics for data collection and how the data results are being used to assess their programs and students' progress. Discussions with display participants included how the data results impact programmatic changes for continual improvements in the preparation of today's standards-based school leaders.

An Educational Specialist Activity for Assessing Candidate End of Program Capabilities Via a Real-World Simulation

Jack J. Klotz, University of Central Arkansas

This display session provided participants with the background information on a simulation's design, function, and capabilities to assess end of program skills, abilities, and dispositions of educational specialist students based upon the current national standards for central office administrative personnel. Individuals in the session had all information, documents, and strategies necessary to implement this simulation in a school leadership preparatory program. The following were provided to each participant in this display session: (1) background information necessary to set the stage for the simulation, (2) background information on each participant's role within the simulation, (3) task responsibility (ies) for each participant in the simulation, (4) timeline expectations for implementing and completing the specified tasks within the simulation, (5) formatting expectations for implementing the simulation, and (6) outcome expectations for determining the conclusion of this program capstone simulation activity.

General and Special Educators' Perceptions of Bullying in the Lower Grades

Celia B. Hilber and Elizabeth Engley, Jacksonville State University

This display session presented results of a research study conducted with 71 early childhood and special education teachers in the southeastern U.S. regarding their observations of bullying behaviors upon both general and special education students. Each participant completed a survey asking if their schools had official policies on bullying, whether they had had in service training for dealing with bullying, and their opinions of the causes of bullying.

The major findings of this survey showed that 60% of participants' schools do have official policies on bullying, and about 35% of participants had attended in service training regarding how to deal with the issue. More than 50% of those surveyed believed that the causes of bullying included learned behaviors from parents, siblings, peers, and other family members. According to participants surveyed, ostracizing and ignoring behaviors were the two areas that were used against special needs children, but the overall instances of bullying were perpetuated against general education students. Although the number of study participants precludes generalization, this research contributes to the field by adding to the literature on childhood aggression, particularly in comparisons between general and special needs students.

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An overview of the literature on bullying, including descriptions of identified types of bullies and the different kinds of victims was presented. Possible causes of bullying were discussed. Preventative strategies and practical interventions were shared, including suggestions for anti-bullying plans for families, classroom activities, whole-school policy, and school/community collaboration.

Measuring Success in New Orleans Recovery School District

Jane Nell Luster, LSUHSC-HDC; and W. Alan Coulter, LSUHSC-HDC

Many hear the term Recovery School District (RSD) and think the district was formed because of the devastation of Hurricanes Katrina and Rita. RSD was actually created in response to the state's accountability plan requiring the state to take over repeatedly low-performing school districts. According to a Times-Picayune article, In November [2005], the Legislature voted to place 107 low-performing New Orleans public schools into a state-run recovery district, significantly reducing the empire of a local district that previously had oversight of 128 (Ritea, S., April 22, 2006). Once the city of New Orleans reopened and the RSD could begin to organize, many challenges remained. Among these challenges were the continuously changing enrollment of students as families returned, making facilities habitable and conducive to learning, hiring and retaining teachers and other personnel, as well as the coping with the realities of living and working in a devastated and rebuilding city. Even with operational obstacles, RSD had to make improving student learning and performance a priority.

One of the stated goals of the current educational reform movement is to identify and provide with effective intervention those children who are struggling with required academic tasks prior to a protracted failure experience. Powerful screening methods are needed to accomplish this goal (Witt & VanDerHeyden, 2005). The powerful screening approach chosen was curriculum-based assessment in reading and math. For the 2006-07 school year, screening was limited to fourth-grade classrooms. Students were screened in the fall and spring. The paired T-test showed statistically significant ($p < .01$) change in performance from the fall pretest to spring posttest in both reading and math. This session displayed district-wide and classroom comparisons. It also provided context for the assessment process – including the challenges of implementation. Finally, it will identified implications for the 2007-08 school year.

Moving Beyond a College Preparatory Curriculum: A College Participatory Experiment

Wade Smith, Albert Camburn, and Myra Broussard, Louisiana State University - Baton Rouge

A rigorous college preparatory high school curriculum has been identified as an important factor in the success of postsecondary students. College preparatory programs such as Advanced Placement are designed to provide students with a challenging and robust curriculum that culminates in an end-of-year assessment. Many colleges and universities accept successful outcomes on these assessments as equivalent credit for certain courses. Longitudinal research conducted by AP demonstrates that students engaged in a rigorous high school curriculum typically outperform their peers who took less demanding courses. States across the nation have employed various strategies in an effort to infuse demanding curriculums into their high schools.

This display documented a modified approach to the typical college preparatory curriculum. The modified approach had several core goals: (1) to move beyond college preparatory to a college participatory curriculum, (2) to provide heightened outcome expectancies for students engaged in the college participatory classes, (3) to create these outcome expectancies across a broad spectrum of student abilities, and (4) to facilitate a sense of student self-efficacy for successful engagement of college level courses. Unlike other initiatives where students typically take college courses on line or on the college campus, this program provides the opportunity for students to take college courses at their high school during their regular school day at no cost beyond books and supplies. Currently, five courses at the college level have been approved for concurrent enrollment for students at the high school.

The display elaborated on issues associated with the concurrent enrollment initiative (e.g., guidance demands and staff resourcing,) and provided data to demonstrate comparisons between the students' performance within the concurrently enrolled courses as compared to the general college population. It was expected that the display would provide valuable information to colleges, universities, and high schools interested in pursuing a similar path.

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3:00 – 3:50 PM RESEARCH IN PROGRESS (RIP)..... Tri-Lakes

Presiders: Sherry L. Shaw, University of North Florida, and Michelle Georgette Haj-Boussard, McNeese State University

The Correlation Between ADHD Incidence and Prevalence and Corporal Punishment in Kentucky School Districts

Bonaventure C. Ogbechie, Eastern Kentucky University

The etiological risk factors of Attention Deficit Hyperactivity Disorder (ADHD) are multiple, with both hereditary and environmental factors playing a role. Less attention has been paid to the behavioral associations that are part of the environmental factors that may be associated with its increasing incidence. In order to test the hypothesis that corporal punishment abolition is positively correlated with increasing ADHD incidence, a retrospective study was carried out of the correlation between the use of corporal punishment in Kentucky school districts and the prevalence of ADHD among students aged below 18 years.

A stratified random sampling of schools districts still practicing corporal punishment between 2003 and 2005 was compared to a similar sample of school districts where corporal punishment was not in use in the same period, with data obtained from the Kentucky Center for School Safety (KCSS). The resulting data was matched with the prevalence of ADHD as obtained from a random digital dialing telephone survey of school districts. Preliminary results showed a similar distribution of the practice of corporal punishment between urban and rural counties.

Educational Psychology Journals: A Survey of American Psychological Association Division 15 Fellows

Jared M. Bartels, University of Memphis

The study obtained ratings of educational psychology journals from surveying American Psychological Association (APA) Division 15 (Educational Psychology) Fellows. Participants (n= 165) were e-mailed a link to the on-line survey and asked to rate 14 journals on (Likert-type scale; 0= very low; 5= very high) comprehensiveness, personal relevance, and relevance to the field of educational psychology. Additionally, Fellows were asked to generate a list of five journals not on the list provided and rate them on the aforementioned criteria.

Preliminary results (n= 8-21*) revealed that the Journal of Educational Psychology (M= 4.25, SD= .85), Educational Psychologist (M= 3.67, SD= 1.11), and Review of Educational Research (not on the list) (M= 3.63, SD= 1.06) were the most highly ranked in terms of comprehensiveness. The Journal of Educational Psychology (M= 4.10, SD= 1.18), Educational Psychologist (M= 3.43, SD= 1.29), and Review of Educational Research (M= 3.25, SD= 1.16) were also rated as the most frequently utilized journals among Fellows. These journals were also perceived as most relevant to the field with the Journal of Educational Psychology (M= 4.19, SD= 1.12), Review of Educational Research (M= 3.63, SD= .74), and Educational Psychologist (M= 3.62, SD= 1.16) receiving the highest ratings. Lastly, the Journal of Counseling Psychology (M= 2.12, SD= 1.11), the Journal of School Psychology (M= 1.05, SD= 1.24), and the Journal of Counseling Psychology (M= 2.12, SD= .93) were rated lowest in comprehensiveness, personal use, and relevance to the field, respectively.

Overall, results suggested that among APA Division 15 Fellows the Journal of Educational Psychology is the most comprehensive, personally utilized, and most relevant journal to the field of educational psychology. Furthermore, the Journal of Counseling Psychology and Journal of School Psychology were perceived as less comprehensive and less relevant to personal research interests and the field in general.

The Relationships Among Self-Regulation, Internet Use, Academic Achievement at Computer Literacy Course

SungHee YangKim, Southern University

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This research was a correlational study of the relationships among self-regulation, students' internet use, and academic achievement in an undergraduate computer literacy class. "Self-regulation refers to self-regulated thoughts, feelings and actions which are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p 14). Internet use refers to nonacademic internet browsing during class. Research suggests that students who are self-determined and self-regulated have better attitudes and/or beliefs toward academic achievement.

The purpose of this research was to find out if self-regulated students utilized the internet more efficiently, which affects academic achievement in a computer literacy course. The Motivated Strategies for Learning Questionnaire (MSLQ) is a survey instrument which was employed to obtain information from the participants regarding levels of self-regulation. A questionnaire was used to collect demographic information and course grades. Computer software was utilized to measure individual student internet browsing during class periods. Quantitative research methodology was used to analyze the data. Variables were utilized in a correlation matrix and correlations analyzed. If warranted, further data analysis will utilize appropriate variables as predictors of academic achievement in computer literacy course.

3:00 – 3:50 PM MATHEMATICS EDUCATION Pageant

President: Thillainatarajan Sivakumaran, University of Louisiana - Monroe

The Gender Gap in Mathematics Achievement Revisited Using Quantile Regression

Edward B. Reeves, Morehead State University

Recent studies show that girls and women are on par (and sometimes superior) to their male counterparts in most areas of educational achievement and attainment. Nevertheless, national probability samples of high school seniors (NELS 1992 and ELS 2004) confirm that girls still lag behind boys on standardized mathematics achievement tests. A factor that may contribute to this achievement gap is that girls earn fewer advanced mathematics credits in trigonometry, precalculus, and calculus. But does this disparity in course-taking explain the gender achievement gap in mathematics?

This study revisited this question using quantile regression. The advantage that quantile regression offers over more conventional multivariate techniques is that both the central tendency and the shape of the conditional distribution are comprehended. By using quantile regression the researcher is not confined to the estimation of conditional means; rather, this nonparametric technique simultaneously estimates selected conditional effects across the distribution of the response variable.

Using a nationally representative sample (ELS 2004 Restricted Database, N = 9752), the researcher determined the respective characteristics of the math achievement distributions of twelfth-grade boys and girls. First, the researcher calculated the raw achievement scores; then, estimated the achievement distributions while controlling for tenth-grade math achievement. After that, the effects on boys' and girls' achievement of one unit of advanced mathematics were examined.

The findings indicated that although both boys' and girls' achievement scores were increased significantly by taking advanced math, the gender gap was not eliminated. Regardless, the benefit of advanced math was remarkably consistent across the achievement distributions of both girls and boys. Interestingly, an especially strong rightward shift in the girls' distribution resulted from exposure to advanced math. These results supported a practice of offering advanced math classes to students of varying abilities. They also confirmed the value of encouraging girls to take such classes.

Using Constructivism for Mathematics and Statistics Education Reform

Gholamreza Tashbin, Alan Chow, and Dawn Peterson, University of South Alabama

Mathematics and statistics being taught in the traditional lecture format is a contributing part to the alarming and ever-growing problem of quantitative illiterates that we have in this country today. The United States is lagging behind other nations in our overall mathematics and statistical abilities, as well as in applying them to real world situations. Mathematics is one of the most important skills to have as a

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society, and the problem needs to be addressed before it is too late. People have become memorizers of concepts and not problem solvers. The traditional teaching method has not produced the results that were desired or that future generations will need.

To combat the downfall of our quantitative skills, a new method of teaching needs to be explored and developed, thus creating new methods of learning. In contrast to the traditional lecture-only classroom method of teaching and learning, constructivism, with its theory of learners as active participants in the learning process rather than passive recipients of information, can revamp the way that mathematics and statistics are taught and learned. Mathematics and statistics are higher order skills and need to be learned in a manner and environment that promotes higher order thinking. Constructivism can provide the principles and environment necessary to promote true learning of mathematics and statistics.

3:00 – 3:50 PM SCHOOL ENVIRONMENT Mt. Tower

President: Lee E. Allen, University of Memphis

Cyberbullying: Taking the Fight to the Digital World

Donny Lee, Harding University

As states are creating legislation to address bullying in schools, and schools are responding with policies and enforcement to curb bullying, cyberbullying, a new generation of bullying is emerging as a formidable challenge. This study examined student attitudes and behaviors in the emerging reality of cyberbullying in four school districts in the state of Arkansas.

The sample for this study included more than 2000 responses on surveys provided students in grades 4 through 12. The school districts involved in the study included both rural and urban, and various sizes ranging from several hundred to several thousand students. The districts are in various geographical regions of Arkansas. The surveys included descriptive questions about students' age, gender, and grade in school. Students also provided information about personal habits with respect to using technology (i.e., Internet, email, cell phones). Further, students indicated what personal experiences they had had with electronically transmitted threats, taunts, and other inappropriate behaviors. They also included information about their and others' responses to these inappropriate behaviors. Most of the questions provided limited choices for answers, although one allowed for an open-ended response ("If you were being cyberbullied, what would you do?").

Each survey's data were analyzed to provide holistic areas, as well as an analytic representation, of cyberbullying in Arkansas. Along with a review of the literature in this emerging area of student conflict, these data provide an "on-the-ground" picture of students' experiences in cyberbullying. How extensive is the phenomenon? What are the implications for legislators and policy makers as they attempt to address this social issue? These questions and others were addressed in this study to provide tentative conclusions that could provide direction and legitimacy to current efforts to address cyberbullying.

Examining the Influence of Seventh-Grade Students' Backgrounds (Race, Gender, Family, School) and Victimization on Depression and Anxiety

Connie Tollett, University of Memphis

The purpose of this study was to estimate a path model examining the paths of influence from seventh grade student's background (race, gender, family, school) and victimization on depression and anxiety. Existing data from a Safe Schools/Healthy Students grant was used for this analysis. The questionnaire was administered to all seventh-grade students (N=1,394) attending eight middle schools located in a small southern city. Of these students, approximately 47% were male and approximately 53% were female. The majority of the students were African American (67%), followed by Caucasian (28%), and other (5%). Path analysis was conducted to examine the three hypotheses that: (1) the total effects of exposure to violence will be strong and positive, resulting in higher levels of exposure to violence being associated with higher levels of victimization, (2) the mediational model linking exposure to violence to anxiety and depression through victimization would also be associated with higher levels of

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anxiety and depression, and (3) the association between exposure to violence and depression and anxiety would be observed for males, African Americans, single parent households, and neighborhood schools. To test the three hypotheses, two separate path analyses were examined based on the two dependent variables of anxiety and depression. The findings of the study indicate that exposure to violence and victimization were mediating variables for indirect effects on anxiety and depression. Exposure to violence is also a mediating variable for the indirect effects of gender on the anxiety model and the depression model. However, victimization is the dominant mediating variable in that it carried the indirect effects of four of the seven variables in the study. These findings offer the support of a theoretical formulation linking background variables (i.e. gender, race, and school), exposure to violence, and victimization to depression and anxiety which supports the hypothesized relationships of the causal model. With regards to this study, males, African Americans, and students attending magnet schools tend to experience higher levels of victimization, which mediates anxiety and depression. Victimization is a stronger mediator for race, gender, and school carrying indirect effects on anxiety and depression.

Leading for Learning: A Matter of Time

Lawrence J. Leonard, Louisiana Tech University

There are persistent indicators that many schools fail to take appropriate steps to consistently protect the teaching and learning environment from external interference and that, consequently, student achievement may be effected. The essential focus of this research was the nature and extent of externally imposed classroom interruptions in North Louisiana schools from the perspectives of school-based administrators.

Using insights gained in earlier research conducted in the United States and Canada and dealing with teacher perceptions of classroom interruptions, the researcher developed a survey questionnaire to be self-administered by principals and assistant principals in a dozen public school districts. Slightly more than half of the study's 214 participants estimated that their schools' classrooms were interrupted from the outside once or twice daily. Other external interference estimates ranged as high as 7 to 8 times per day. In addition to externally imposed interruption frequencies, there was considerable variation in the identified sources of those learning environment intrusions, both in school type and school size. Principal and assistant principal responses to two open-ended questions provided pointed insights into policies and procedures that many of the schools have taken to reduce the number of external interruptions, as well as to the extent that the various measures have succeeded.

The data presented clearly indicate that some school-based administrators have recognized that the teaching and learning process is subject to regular intrusion from outside sources and that they have overseen the implementation of procedures to lessen their occurrence with varying degrees of success. Implications for practice were discussed.

3:00 – 3:50 PM DISPLAYS: TECHNOLOGY AND HIGHER EDUCATION Mezzanine

Presenter: Charles Notar, Jacksonville State University

Accreditation is Important: How Teacher Educators Live and Learn With College LiveText

Natalie A. Johnson-Leslie, Arkansas State University

For teacher preparation programs to continue in the business of preparing preservice teachers for licensure, they have to be accredited by a reputable professional body such as: (1) the National Council for the Accreditation of Teacher Education (NCATE) developed over 50 years, and (2) the newer Teacher Education Accreditation Council (TEAC), which received its final formal approval in 2003. Accreditation spells alignment of learning outcomes with standards, as well as accountability.

In this display, a self-study was presented addressing how one mid-southern university lives and learns with College LiveText in preparation for NCATE accreditation fall 2009. Sharing this information regarding a new type of instrumentation for data collection and dissemination in preparation for accreditation is worthwhile. This is a timely topic addressing how one mid-southern university uses an electronic portal to help in their preparation for accreditation. Accreditation from reputable agencies is

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required for institutions of higher education. As a result, this topic is significant in presenting how one institution is currently preparing for that process. All can learn from each other as are shared strategies and processes utilized in order to be successful in the accreditation process. A case-study approach was used to develop this display.

At this mid-southern university, researchers are currently conducting a self-study of the processes involved in being approved by the NCATE accreditation agency. Hence, the teacher education department is working assiduously to gather data and evidences that will support their measures of accountability for student learning. The lessons learned so far using College LiveText to collate and disseminate data were shared in this display.

Private College Faculty Workload: Developing a Baseline

Adam A. Morris and Michael Miller, University of Arkansas - Fayetteville

Faculty workload expectations at small, private colleges are uniquely different than for faculty at a doctoral research institution. Private college faculty are expected to spend their majority of their time teaching rather than on research related activities. Since they are not conducting research at most traditional liberal arts colleges faculty are engaged in other work related activities. There are many areas of service, and outside activities faculty are engaged in on a regular basis. In some instances, institutions require private college faculty to be involved in service projects as part of the institutional mission. Also, they maybe asked to be advisors, chair student organizations, as well as serve within the local community.

This study examined private college faculty and their workload. The purpose of this study is to develop a baseline for faculty workload at traditional liberal arts colleges. The data collected for this study were obtained by using the 2004 National Study of Post Secondary Faculty (NSOPF:04) data set and other research based literature. The study collected data only pertaining to private colleges and did not include public universities or community colleges. After the data was collected it was put into matrices to identify patterns of faculty work related activities.

The researchers analyzed data consisting of hours worked, number of published journal articles, percentage of time on activities, and other workload information. The findings of this study expounded on how private college faculty members allocated their time to different work related activities. Preliminary conclusions were drawn from examining the results, as well as other relevant data sources. The findings of the study suggested implications for private colleges in developing a baseline for faculty workload.

Predicting the Communication Style of Students in Online Discussion

Scott Tollison, Mississippi State University

The study analyzed the transcripts of college students participating in a series of discussion exercises within an online course. The purpose of the study was to find out: (1) how accurately could a student's communication style be predicted from a set of variables identified by previous research, and (2) which of these variables were most important with respect to predicting a student's style of communication. Numerous studies have identified several factors that influence the communication style of students in an online discussion forum.

This study expands on these studies by examining the simultaneous effect of previously identified predictor variables (e.g. gender, age, college grade point average, course satisfaction) on the online communication of students. In this study, the researcher analyzed discussion transcripts and classified students into different categories (e.g. frequent posters vs. infrequent poster, attenuated style vs. authoritative style) based on various counts such as the number of posts, the number of words in posts, and the types of words used. The researcher then determined how accurately the predictor variables predicted a student's membership in these groups.

The results of this study confirmed some aspects of the previous research but also contradicted other aspects of the previous research. The conclusions drawn from this study should serve to make faculty members utilizing online discussion forums aware of the possible differences in communication styles among students. This awareness should assist faculty in developing discussion

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exercises, preparation materials, and instructional methods that better enable students to take full advantage of online discussion forums.

Do Online Students Exhibit Different Learning Styles from Onsite Students, and, If So, What Accommodations Relating to Learning Style Differences May be Made for Online Students?

Barbara N. Young, Jay Sanders, and Joel Hausler, Middle Tennessee State University

Instructors teaching online classes must consider a fundamental question that centers on the effectiveness of online instruction. Several measures were used to collect data. An online questionnaire to survey students at the beginning and end of online and onsite classes was developed. Also sampled were students who had previously taken online courses to see if their expectations were different from those of first time online students. The authors also wanted to measure any attitudinal changes occurring by the end of the course. The results confirmed many of the researcher's suspicions but also gave some new insights into student motivation within classes. Learning styles for online learners were examined and contrasted with those of students in traditional courses.

Of existing instruments surveyed, the Solomon and Felder survey from North Carolina State University was suited to our needs. It has high validity and has been used for some time. Results from the survey are returned quickly and could be correlated rather easily. The researchers have collected data for three years from a variety of groups in an attempt to gather learning profiles for students. Data were collected from graduate and undergraduate students in both online and traditional onsite classes. The authors had two purposes for collecting and analyzing the information, and thought this information would enhance online offerings by developing assignments that would meet an online student profile if one existed. Even if there was no difference in the learning styles of onsite/online learners, by ascertaining the current students' profiles, the authors could better adjust teaching styles and assignments from semester to semester.

Depression and Anxiety Screening With College Students: A Comparison of Negative versus Positive Item Formats on Self-Rating Measures

John D. Hall, Nola Christenberry, and Phil Hestand, Arkansas State University

This study examined effects of negative versus positive item formats on the assessment and subsequent classification of risk status associated with depression and anxiety for college students. The participants were 50 self-referred students who attended a voluntary mental screening session offered through a university counseling center. Participants completed the HANDS Depression Screening Questionnaire and the Carroll-Davidson Generalized Anxiety Disorder scale. Both of these instruments were self-rating measures composed of items presented in a negative item format. Participants also completed an alternative version of these measures which presented items according to a positive item format.

All instruments were administered in a counterbalanced fashion to control for the possibility of order effects. Non-parametric statistics (i.e., overall proportion of agreement, proportion of specific agreement, phi coefficient, and kappa) were used to analyze the classification agreement or decision reliability between the formats. Overall, the classification agreement or decision reliability between the two types of item formats was low to moderate. Furthermore, the alternative version of the HANDS Depression Screening Questionnaire and the Carroll-Davidson Generalized Anxiety Disorder scale which were based entirely on a positive item format functioned to identify more participants as "at-risk" for the disorders.

The results from this investigation suggests that mental health professionals who provide screening services to college students may need to consider the potential effects of item formats in addition to reliability, validity, comprehension, and cognitive complexity when selecting self-report measures and assessing risk status. Slight changes in item wording may have a considerable impact on classification outcomes. Additional implications for mental health practitioners providing screening services to college students, limitations of the study, and suggestions for future research were addressed.

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eFolios for 21st Century Learners

Donna F. Herring, Kathleen Friery, Nancy Fox, and Jimmy Barnes, Jacksonville State University

Much has been written about the needs of the 21st century learner. Most agree that students want to be engaged and that media plays an enormous part in the lives of these learners. TIME Magazine reports that "Today's young people live media-saturated lives. They spend nearly 6.5 hours per day using media, during which time they are exposed to more than 8.5 hours per day of media messages, a result of the fact that a quarter of the time that kids use media, they use two or more media simultaneously" (Rideout, 2005). Almost 75 million people have space on My Space.com and the site is gaining an average of 200,000 users per day. "As of March 2005, a new blog is established every 2.2 seconds. That calculates to 38,000 new blogs every day. Bloggers post approximately 5.8 new articles every second, roughly 500,000 new posts a day" (Warlick, 2005). In a recent conference presentation, Mark Prensky stated, "For today's kids to learn, engagement is more important than content." He continued, "Content won't help students learn throughout their lives, but engagement will." (Prensky, 2005).

This presentation provided a practical solution for engaging students in their learning environment through web publishing that is easy, economical, and provides a safe working environment for students. The efolio begins with one project, in one subject area, and grows as students expand their work to encompass all subject areas. The ePortfolio is Internet based and easily follows the student throughout her/his educational career. The ability to share documents allows for peer editing and teacher commentary. Student efolios were shared, as well as research collected in the project. Techniques for replicating the project were available, including teacher training, student training, and portfolio development.

4:00 – 5:00 PM HIGHER EDUCATIONBoardroom

President: Brent Burgess, University of Arkansas - Fayetteville

Articulation, Academic Progress, and Graduation: A Comparison of Community College Transfer and Native (FTIC) Students in Selected Florida Universities

Angela M. Falconetti, University of North Florida

The purpose of this concurrent mixed methods study was to explore how well Florida's 2+2 articulation agreement and transfer student services meet the needs of students. Phase I employed quantitative methodology to compare the academic success and persistence to graduation of a single cohort (n = 2,612) of Florida public community college Associate in Arts graduates (n = 1,738) and native (n = 874) juniors (60+ credit hours) who entered the same universities as FTIC.

Discriminant analysis results yielded statistically significant differences in the academic success and persistence of community college transfer and native student graduates and dropouts. On average, native students graduated with twice as many lower level credit hours and cumulative credit hours than community college transfers. Discriminant analysis results did not yield appreciable differences in the final grade point averages of student graduates, indicating that community college transfer students performed just as well academically as native students. However, the results of the chi-square tests of independence indicated that a greater percentage of native students graduated and a greater percentage of community college transfer students dropped out of academic degree programs.

These findings supported the conclusion that community college students are as academically capable as native students but may benefit from services that promote student engagement. The qualitative component provided a context for enhancing the interpretation of the quantitative findings and for addressing the structure of articulation services, availability of transfer student services, compliance with the statewide articulation agreement, and advocacy of transfer students on each campus. Interviews with 15 current and previous administrators led to the identification of three significant issues related to the rapidly evolving universities and their primary feeder community colleges.

Wednesday, November 7, 2007

**Challenges and Opportunities in Advising Undergraduate Students
Online in Private Higher Education**

Adam A. Morris, University of Arkansas - Fayetteville

As online course offerings have substantially increased, online advising has been a challenge for many private liberal arts institutions. Private colleges have been allocating more resources to address the needs of the online learner. In an attempt to put courses online often the advising needs of the online learner have been overlooked. Several resources are available for advising traditional students, but not many for distance education learners. Online learners have needs and expectations that are different from the traditional college student. Moreover, they require specialized attention to address issues unique to students enrolled in technology-mediated formats.

The purpose of this study was to examine the opportunities and challenges facing faculty and professional advisors with online undergraduate programs. As an exploratory study, baseline data were collected and reported here using descriptive statistics. To inform data collection, a researcher-developed survey instrument was constructed based on existing, largely anecdotal literature related on online and technology-mediated advising. A Likert-type survey was sent to 100 Vice President's of Academic Affairs at traditional liberal arts colleges. The survey requested information on what, if any, adjustments have been made in order to meet the advising needs of online learners. The survey was sent in late July, and questions centered on adjustments made by professional and faculty advisors to accommodate this particular student population.

Each of the survey's results was put into a matrix to identify patterns that emerged from the data. Preliminary conclusions were drawn from examining the results, as well as other relevant data sources. The findings of the study suggested implications for private colleges in developing online advising programs.

Lifelong Learning in a New Society—Making Education Accessible Across All Ages

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

Trend analysis of student enrollment in higher education reveals shifts in gender, age, and full-time/part-time status across the United States. These changing trends have resulted in a shift in marketing strategies and service offerings to students, seeking students from pockets of society who may have previously had less interest in higher education opportunities.

This study investigated the trends in enrollment of the aged student (age 65 and up) in a higher education institution. This study evaluates both enrollment trends within this subset of college students, as well as personal student motivational and learning characteristics that are pertinent to recruiting, retaining, and best serving the needs of this population.

An initial study into this group from four subsequent semesters beginning in Fall 2005 indicated that less than 1% of the student population at the university was serving this age group. Of those students, the majority (approximately 80%) selected online courses for their preferred method of coursework. Interrogative interviews with students from this sample were conducted to further highlight individual characteristics that contributed to selection tendencies in course formats. Data on learning preferences, interaction preferences, computer skills, and other relevant personal characteristics associated with course selection and academic success were collected. Additionally, information on recommendations from these students about recruitment and needs for success in the online environment were also collected.

Findings from these interviews were presented, and recommendations for generalizations from these results were offered to the audience. Imperative considerations with this population related to the appropriate recruiting techniques for supporting this unique pool of students, as well as additional technological considerations differing from their younger peers. Androgical differences, as well, may distinguish the learning preferences of this group from their younger peers; thus, considerations for course design must also be carefully reviewed and addressed.

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The Economic Impact of Secondary Career and Technical Education in Tennessee

Haskel D. Harrison, Lee Grehan, David Earnest, and Jeffrey Wallace, University of Memphis

The purpose of this study was to examine the economic impact of secondary career and technical education on the individual and on the economy of the state of Tennessee. Secondary schools make up the earliest part of the career and technical education system. There are 342 secondary schools in Tennessee that offer career and technical education. The relationship between education and employment and earnings has been well documented (Becker, 1964; Jencks, 1979; Stallman, 1991; Raudenbush and Kasim, 1998; Grubb, 1999).

Economic benefits differ for individuals, businesses, and governments. Individual returns come in the form of overall quality of life to include enhanced earnings. Businesses experience increased revenues, and governments see reduced spending on services and receive increased work life tax revenues. To accomplish an economic analysis of the impact of career and technical education in Tennessee, the most recent year of comparable annual data for program completers and graduates and institutional/program budgets and employment were required. For graduates and program completers, the information generated from this analysis included employment and earnings, turnover effect, return on investment and taxes produced by concentration completers and graduates from secondary school programs.

The various economic impacts of the secondary career and technical education system were calculated using a well-established input/output model known as IMPLAN®. Tennessee secondary career and technical education was shown to have a total output impact of \$52,851,513. The total labor income impact was shown to total \$23,943,341, while the total tax impact totaled \$4,923,155. Also, secondary program expenditures created or had an impact on over 715 jobs. Graduate/completer earnings were shown to have a total output impact of \$146,896,131. The total labor income impact was shown to total \$39,720,582, while the tax impact totaled \$13,236,289.

4:00 – 5:00 PM GENDER ISSUES AND CULTURE..... Tri-Lakes

Presider: Jeff W. Anderson, University of Alabama Birmingham - Birmingham

**A Cross-Cultural, Multilevel Study of Inquiry-Based Instruction Effects
on Conceptual Understanding and Motivation in Physics**

Meiko Negishi, Mississippi State University

Student achievement and motivation to learn physics is highly valued in many industrialized countries, including the United States and Japan. Science education curricula in these countries emphasize its importance and encourage classroom teachers to use an inquiry approach. This paper investigated high school students' motivational orientations and their understanding of physics concepts in a context of inquiry-based instruction. The goals were to explore the patterns of instructional effects on motivation and learning in each country and to examine cultural differences and similarities.

Participants consisted of 108 students (55 females, 53 males) and 9 physics teachers in the United States and 616 students (203 females and 413 males) and 11 physics teachers in Japan. Students were administered: (1) Force Concept Inventory measuring physics conceptual understanding, and (2) Attitudes about Science Questionnaire measuring student motivational orientations. Teachers were given a survey regarding their use of inquiry teaching practices and background information. Additionally, three teachers in each country were interviewed.

Two-level hierarchical linear modeling (HLM) methods were used to examine individual student differences (i.e., learning, motivation, and gender) within each classroom (i.e., inquiry-based teaching, teaching experience, and class size) in the U.S. and Japan. The results indicated that there was a cultural similarity in that current teaching practices had minimal influence on conceptual understanding as well as motivation of high school students. In contrast, cultural differences were observed in classroom structures and instructional approaches.

Furthermore, this study revealed gender inequity in Japanese students' conceptual understanding and self-efficacy. Implications for high school physics teachers were discussed. Future research in this line could explore students' use of cognitive strategies to overcome misconceptions in

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different cultures. Also, exploring the best practices in changing student misconceptions and promoting motivation across cultures would enrich our understanding and current teaching practices.

Influences of Gender, Ethnicity, and SES on Self-regulation, Motivation, Anxiety, and Attributions

Melanie L. Shores, University of Alabama-Birmingham

The purpose of this study was to investigate whether or not individual learner variables (i.e., gender, ethnicity, SES) influence self-regulated learning, motivation, anxiety, and attributions in mathematics. The participants in this study were fifth- and sixth-grade ($n=761$) students taking a mathematics course. Group 1 consisted of 301 fifth graders, and group 2 consisted of 460 sixth graders. Of the participants, 58.1% were female, 42.6% were African American, 49.7% were white, 1.3% were Hispanic American, 2.1% were Native American, 1.7% were biracial/multiethnic, and 1.6% indicated something other than listed. In addition, 60.0% reported receiving free or reduced lunch, and 95% indicated that English was the primary language spoken at home.

The researcher used a factorial multivariate analysis of variance (factorial MANOVA) to examine differences between the independent variables (gender, ethnicity, SES) and the dependent variables (self-regulated learning, motivation, anxiety in mathematics, and attributions). Upon completion of the MSLQ, TAI-R-M, and the SRLIS, results indicated significant relationships among gender and ethnicity with respect to motivation. The Wilks' Lambda criteria indicated significant group differences in gender (Wilks' $\Lambda=.967$, $F(10, 654)=2.201$, $p<.05$, partial $\eta^2=.033$) and free-reduced lunch (Wilks' $\Lambda=.952$, $F(10, 654)=3.288$, $p<.001$, partial $\eta^2=.048$) categories with respect to self-regulated learning, motivation, anxiety, and attributions. Free-reduced lunch (SES) significantly affected motivation, anxiety, and attributions.

Further results indicated that, when combined, gender, ethnicity, and free-reduced lunch affected motivation. Post-hoc findings indicated that students not receiving free-reduced lunch had higher self-efficacy than those receiving free-reduced lunch. Those students receiving free-reduced lunch seemed to have higher test anxiety, allowed more factors to affect test performance (i.e., emotionality, worry, other), and attributed failure in mathematics to lack of ability, lack of effort, back luck, poor rapport with teacher, or task difficulty more so than those students not receiving free-reduced lunch

Alcohol and Gender: Is There a Difference; Do Girls Just Want to Have fun?

Angela L. White, University of Arkansas for Medical Sciences; Mark Edwards, Arkansas Children's Hospital; and Carol Amundson Lee, Child Development, Inc.

A new report by The Office of National Drug Control Policy, *Girls and Drugs* (2006), highlights the growing concern of female drug use. The report used the data from 2004 National survey on Drug Use and Health. The survey showed more girls (1,500,000) than boys (1,285,000) started using alcohol. The survey also showed 18% of girls and 17.25% of boys used alcohol in the past month. Arkansas 2005 YRBS data showed that 79.1% of females compared to 72.4% males had used alcohol in their lifetime. Female's 30-day use was also more than males: 45% and 40.5%, respectively. This research looked at the difference between genders related to student alcohol use and attitudes in a small town school district in Arkansas.

Findings before intervention showed that 17.2% of females vs. 14.9% of males had used alcohol in the past 30-days. Males showed more favorable attitudes toward alcohol use than females (9.09, 7.75, respectively). After intervention in the school system, there were less favorable attitudes toward alcohol use for both males and females (8.87, 8.09, respectively). In addition, 30-day use decreased for both males and females (14.6%, 12.1%, respectively) Students both male and female that had drunk alcohol in the past 30 days showed a drop of 0.38 in their mean score in attitude toward alcohol, while students that had not drunk in the past 30 days mean score went up by 0.22. The attitudes toward alcohol of non-drinking females became more favorable after intervention (6.96 to 7.43). The attitudes toward alcohol for non-drinking males remained unchanged as a result of intervention (7.50).

Additional research needs to further explore gender differences in alcohol use and attitudes. Such research can inform efforts to combat underage drinking.

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instructional level and certification interacted to effect participants' preference for categorical certification for home cooperation. Research findings provided empirical data regarding the empowerment of special educators and their preferences for categorical certification to meet the needs of students with LD.

How Can Research in Special Education and Alzheimer's Disease Assist Each Other?

Johan W. van der Jagt, Southeastern Louisiana University

The integration of different fields frequently does not occur because of the focused intensity of the research within each area. The reauthorization of IDEA 2004 in special education calls for "scientifically-and evidence based strategies" and "early intervening" as proactive measures for students to remain as independent as possible within inclusive or general education classrooms including those with the neurobiologically-based Attention-Deficit Disorder. Increased research is also done in the field of Alzheimer's disease as a preventive measure using similar strategies to assist those stricken to remain as independent as possible. Utilizing each others findings may be of significance although different causes of each have been discerned. However, assessments, characteristics, strategies, and outcomes have similarities.

This literature review utilized library resources, on-line databases including: Medline, Ebscohost e.g., Academic Premier, PsychINFO, CINAHL; Proquest Research Libraries; BioONE (1, 2) and the World Wide Web to compare and contrast information.

The findings indicated that causes of Alzheimer's and Attention Deficit Disorder include loss of executive functions, cholinergic deficits, hippocampus deterioration, lack of myelination and lesions for ADHD, and neurofibrillary tangles in Alzheimer's Disease in a variety of areas resulting in losses of e.g., executive function. Similar assessments are often used, e.g., digit span visual perceptual tests, memory and questionnaires. Characteristics of attention deficit, language, loss of working memory, and lack of awareness are attempted to be alleviated through strategies including problem solving, suggested by increased accumulation of knowledge, self-monitoring, mnemonics, and different medications. Implications for education were presented.

Functional Hearing Inventory: Validity and Reliability

Pamela M. Broadston, Roseanna Davidson, and Effie Larman, Arkansas School for the Deaf

The Functional Hearing Inventory (FHI), an observational instrument for functional hearing, provides information about how a deafblind child uses her/his residual hearing within a natural environment. Criterion-related validity was investigated by correlating it with teachers' and parents' ratings of functional hearing, and the traditional measure of hearing, the audiogram. Interrater reliability was studied through correlating the FHI ratings of deafblind subjects by two trained evaluators using point-by-point and consensus methods. The two raters included the researcher and another rater who was trained by the researcher.

The subjects for this study were a purposeful sample of students between the ages of five and 21 who were reported on the Federal Deafblind Census. There were 25 participants for whom there was complete information, comprising 12 females (48%) and 13 males (52%). The majority, 15 (79%), of the participants were in their teens, with three between 5 and 9 years of age, and one over 19. Over 42% of the participants had a primary handicapping condition of deafblind, and five of the participants had a secondary handicapping condition of either hearing or visual impairment, or Charge Syndrome.

Cohen's kappa was used to measure agreement for criterion validity, as well as to determine interrater reliability. There was a moderate relationship between the FHI ratings and the teachers' ratings ($k = 0.46$, $p = 0.0043$), with a somewhat weaker relationship between the FHI ratings and the parents' ratings ($k = 0.22$, $p = 0.01$). There was not a significant relationship between the FHI and the audiogram ($k = 0.13$, $p = 0.26$). The null hypothesis for interrater reliability could be rejected for environmental and speech background noise, environmental and speech signals, and environmental and speech signals response levels. The respective kappas were 0.85, 0.75, 0.79, 0.76, 0.69, and 0.72, all significant at $p < 0.001$.

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**Disciplinary Sanctioning of Students with Mental Retardation:
Revisiting the Status Liability Hypothesis**

Thomas Kellow, Mercer University, and Lyman Dukes III, University of South Florida - St. Petersburg

The researchers examined the impact of disability status on disciplinary sanctioning of a student committing a minor (slapping another student) or severe (hitting another student with a stapler drawing blood) behavioral infraction. The authors were interested in the following: (1) Is there an interaction between disability status and severity of a student code infraction as measured by participant reactions regarding the source of the behavior (situational versus dispositional)? (2) Is there an interaction between disability status and severity of a student code infraction as measured by participant assessments of the perceived severity of the offense? (3) Are students with disability status differentially assigned to an in-school suspension based on the severity of the offense? and (4) If a student is assigned to an in-school suspension, do differences in the length of suspension depend on disability status?

One hundred forty-three preservice teachers were randomly assigned to judge the behavior of a student with or without mental retardation committing a behavioral offense. The authors provided participants with written vignettes describing the: (1) individual, (2) context, and (3) behavior as stimulus materials in this 2 X 2 design. The student with mental retardation was seen as influenced by dispositional factors, regardless of the offense, while a student without a disability who committed a minor offense was seen as influenced by situational factors. The behavior of a student with mental retardation was judged as less severe, and the student was 50% less likely to incur an in-school suspension. When a student with mental retardation was sanctioned, the length of suspension was equal to a student without a disability.

Implications for disciplining students with disabilities who are in inclusive environments were discussed in the context of the Individuals with Disabilities Education Act (IDEA) legislation.

4:00 – 5:00 PM AT-RISK STUDENTS Mt. Tower

President: Gaylynn A. Parker, University of Southern Mississippi

Mentoring for Minorities: A Pathway to Student Retention Focusing on the First Year of College

Shirley Scott-Harris, Jennifer Bell, Glennelle Halpin, and Gerald Halpin, Auburn University

There are many barriers that contribute to the success or failure of minority students during the first year of college including insufficient academic preparation, lack of financial assistance, inadequate support services, and deficient role modeling. Additionally, the climate at predominantly White universities reflects the dominant majority that can further create barriers for minority students. Effective mentoring and role modeling is often needed if minorities are to succeed and overcome the factors and barriers that affect enrollment and degree attainment in higher education. Mentoring is a factor key in providing a pathway for retention and academic success for minority students.

This paper addressed the aspects of the mentoring components of a diversity program at a large university in the southeast. The program objectives of retention and academic support were accomplished through a series of programs which included collaborative learning groups, interactive learning labs, and various forms of mentoring.

Research indicated that mentoring relationships can take various forms. The mentoring component of the program was structured whereby incoming freshman students are paired with upper-class students who have successfully navigated through the first-year transitional period of college and moved into their major. The program mentors assist new students with managing their academic schedule, developing study strategies, and navigating through the campus milieu.

The paper described how the mentoring program is implemented and how the students, both mentor and incoming freshman, benefit from the mentoring relationship. One of the most important aspects of the mentoring program is the ongoing impact. The students who have graduated are paving the way for career opportunities for the students who have not yet graduated. Mentoring has a domino effect.

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Challenges to the Identity of African American Men in Predominantly White Settings

Andre' M. Green, University of South Alabama

The disenfranchisement of African American males in society is an area of continuous concern. Their acceptance as viable contributors in society is compounded by the remnants of a demeaning and dehumanizing historical past. This ethnographic study explored the influence of socially induced constraints on the African American males' livelihood.

Using a socio-cultural framework, the researchers examined these dynamics through the shared experiences of African American males working in predominantly white settings. Analysis concentrated on the African American male identity, relationships with colleagues, and relationships with supervisors. The participants had overcome the hurdles required for participation in these settings but still expressed feelings of not belonging. Their discussions depicted zones of cultural conflict that served as barriers to their productivity.

Mentoring At-risk Youth: Improving Academic Achievement In Middle School Students

James H. Lampley, East Tennessee State University

This research study examined a mentoring program entitled the LISTEN (Linking Individual Students To Educational Needs) mentoring program that was developed by the lead researcher in 2003. The goal of the LISTEN mentoring program was to identify at-risk students and provide them with positive adult role models outside the classroom. The mentors worked with the students to assist in developing positive behaviors and better decision-making skills.

Findings indicated that there were significant improvements in students' GPAs, school attendance rates, and the number of discipline referrals from the pre-intervention school year (2003-04) to the post-intervention school year (2004-05) among students who participated in the LISTEN mentoring program.

Empowering African American Males: Helping Boys Become Men

Andre' M. Green and Carl Cunningham, University of South Alabama

We are currently into the 21st century and the challenges that numerous African American males (AAM) face multiply each year. From an educational and professional standpoint many are experiencing a severe stifling of their achievement, ambitions, and dignity. Young AAM in the public schools consistently lag behind their African American female and white male peers in both school completion and employment rates; they make up the majority of non-promotions, suspensions, and expulsions; one fifth of all AAM drop out of high school and are more likely to be inaccurately placed in classes for slow learners than are their white male counterparts; and AAM are less likely to attend college than African American females and their white male counter parts even if they graduate from high school. Additionally, approximately 30% of young black males are involved with the judicial system, many lack marketable skills and functional literacy, and contributing to the family unit remains problematic for many AAM. T

The researchers teamed with the Mobile Alumni chapter of Kappa Alpha Psi Fraternity, a graduate fraternity of professional African American men that has been working with at risk AAM students, in hopes of achieving the desired outcomes of this project. The researchers' knowledge of educational theories in relation to student development and achievement helped to strengthen an existing program sponsored by this organization. Both parties involved guide, work with, and mentor, 100 AAM from various high schools in the southern region of Alabama. This research investigated several research questions with regard to whether African American male high school students in grades 9-12 would as a result of participating within a guide right program, increase their: self efficacy and esteem, social and leadership skills, community involvement, academic achievement, and overall outlook on life. This research will help in providing a model for assisting AAM.

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4:00 – 5:00 PM

QUALITATIVE RESEARCH METHODOLOGY Desoto II

President:

Anna W. Grehan, University of Memphis

**Qualitative Data Analysis: A Compendium of Techniques
for School Psychology Research and Beyond**

Nancy L. Leech, University of Colorado - Denver;
and Anthony J. Onwuegbuzie, Sam Houston State University

Qualitative researchers in school psychology have a multitude of analyses available for data. The purpose of this paper was to present several of the most common methods for analyzing qualitative data. Specifically, the researchers described the following qualitative analysis tools: method of constant comparison, keywords-in-context, word count, classical content analysis, domain analysis, taxonomic analysis, componential analysis, conversational analysis, discourse analysis, secondary analysis, membership categorization analysis, narrative analysis, semiotics, manifest content analysis, latent content analysis, and text mining. Additionally, the authors presented qualitative data analysis techniques that utilize quantitative analyses: semantic network analysis, cognitive map analysis, qualitative comparative analysis, intrasample statistical analysis, and sequential qualitative-quantitative analyses. As such, the authors hoped that their compendium of analytical techniques should help qualitative researchers in school psychology and beyond make informed choices for their data analysis tools.

The Effect of Category Threshold Parameters on Religiosity Scales Using

Jessica D. Waldrop, Middle Tennessee State University

In 1996, John Maltby claimed that a 3-point response format on the Age Universal I/E Religiosity Scale (IERS) was “better” than using the traditional 5-point Likert response format. The only proof given by Maltby at the time was factor analysis results and cronbach’s alpha. This study utilized a more modern approach, item response theory, to compare 5-point and 3-point response formats on the IERS and Cross Cultural Religiosity Scale (CCRS). PARSCALE was used to estimate the parameters in the polytomous IRT Graded Response Model (GRM) model and to calculate the item discrimination indices along with the item information function. During factor analysis, the CCRS did not conform to a three-factor solution and was excluded from the final analysis. The 5-point response format of the IERS demonstrated a clearer factor structure than the 3-point response format and demonstrated a slightly higher average item discrimination index. It is important in future analysis to increase the sample size and broaden the scope of the sample.

Conducting Mixed Analyses: A General Typology

Anthony J. Onwuegbuzie and John R. Slate, Sam Houston State University; Nancy L. Leech, University of Colorado – Denver; and Kathleen M. T. Collins, University of Arkansas

In this paper, the authors provided a typology of mixed analysis techniques, namely the Mixed Analysis Matrix, that helps researchers select a data analysis technique given the number of: (1) data types collected (i.e., quantitative or qualitative; or quantitative and qualitative), and (2) analysis types used (i.e., quantitative or qualitative; or quantitative and qualitative)—yielding a 2 x 2 representation involving four cells that each contain specific analytical techniques, with two of these cells containing a total of 15 mixed analysis techniques. Furthermore, the authors described the fundamental principle of mixed analysis, described the steps in a mixed analysis, and delineated the rationale and purpose for conducting mixed analyses. For each technique, readers were directed to published studies that serve as illustrative examples. Outlining the mixed-analysis techniques available for researchers hopefully increased awareness of the number of choices for analyzing data from mixed studies.

But You Are One of Us Aren't You?: An Examination of Ethics

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and Insider Status in Minority Research

Tony T. Latiker and Robert Z. Carr, Jr., Jackson State University

This paper examined the major ethical dilemmas and methodological challenges encountered by two African American researchers studying students at their undergraduate alma mater, a private black college. By critically examining their status or position as "insiders," they were able to expose some of the internal conflicts that minority researchers are likely to face while conducting research within their own communities. Drawing on personal experiences and the selected work of established minority researchers such as Vanessa Siddle Walker and Sophia Villenas, they discussed how to address the issues of positionality, representation, and researcher responsibility while conducting quality qualitative research. Furthermore, they argued that a researcher can strengthen her/his study by acknowledging the effects of cultural reference and addressing the challenges and dilemmas that arise from it through proper definition of researcher stance, triangulation in methodological approach, and critical reflexivity.

4:00 – 5:00 PM **LEADERSHIP** **Desoto III**

Presenter: Jack J. Klotz, University of Central Arkansas

The Effects of Teacher Leadership on School Climate

Kathleen T. Campbell, Thomas DeVaney, and Rayma Harchar, Southeastern Louisiana University

In an era of accountability and increasing demands on schools to deliver instructional and noninstructional services, teacher leadership is an important method of accomplishing the myriad duties of school leaders. The recent phenomenon of teacher leadership, however, constitutes a paradigm shift that recognizes the fundamental role of teachers in the school improvement process. Teacher leadership has been given new impetus because of an increased emphasis on transformational leadership, one characteristic of which is shared leadership, a concept that recognizes the value of teacher involvement in decision making. Furthermore, providing leadership opportunities to teachers should attract more qualified people to the profession and motivate competent teachers to remain in the profession.

In the present study, teacher perceptions were analyzed to determine whether the introduction of a teacher-led school improvement team impacted the school climate in a school that had traditionally operated under an authoritarian style leadership. Thirty-three teachers at a grade 7-12 rural school in the deep south answered an online School Climate Survey in October, shortly after the teacher-led school improvement team was activated, and again in April of the same year. The survey consisted of 62 items with a Likert-scale of Strongly Disagree to Strongly Agree. The April responses were compared to the October responses, using an analysis of variance procedure, to determine whether the presence and involvement of teacher leadership altered perceptions about the school climate.

Results indicated that school climate perceptions were positively impacted in several areas that research suggests are best practices: shared leadership, teacher empowerment, teacher collaboration, and strategies to support students. The fact that teacher perceptions changed positively, even in areas that were not directly related to the school improvement team process, seemed to imply that the presence alone of teacher leadership made a strong statement that teacher involvement was valued.

Training Leaders for the Future: Challenges in the Implementation of a Leadership Academy for At-Risk Middle School Students

Joe'l P. Lewis, Monica Hunter, and Andre' Green, University of South Alabama

The purpose of this research was to provide and analyze leadership training for students in the seventh and eighth grades at an inner-city middle school in order to develop effective interpersonal skills, identify leadership abilities, and increase knowledge of postsecondary opportunities. The principal

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of a school with 97% free or reduced lunch and 99% African American students indicated a clear need for student development in leadership and asked of assistance in improving students' interpersonal skills, leadership skills, and overall achievement. There is a need to train students as leaders and engage them in meaningful activities.

A leadership program was designed based on components of many youth programs: seminar style training, guest speakers, volunteer projects, and interactive activities. An interdisciplinary team of researchers, educators, and facilitators provided training sessions every other week during the academic school year in the following areas: proper etiquette in different environments, using appropriate communication, increasing teamwork skills, developing servant leadership, becoming a volunteer, and increasing academic achievement. Throughout the implementation, researchers found several challenges in this environment that impacted the implementation of this style of leadership and meeting the needs of the students. Qualitative data were collected in the form of interviews, focus groups, worksheets, training session feedback, and evaluations. Baseline data were collected on 30 students at the beginning of the first semester by interviewing each applicant. During the school year, 25 students completed worksheets and participated in focus groups on various topics. This information was coded by the researchers based on patterns and topics in the responses.

The findings of this study provided recommendations for educators, practitioners, youth administrators, non-profit organizers, and any other professionals working with middle school students to increase leadership skills. Results have generated strategies in two areas: utilization of students as resources and implementation of leadership through action.

The Effect of Teacher Leadership on Student Achievement

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Is student achievement correlated with teacher leadership? A pilot study was conducted with an Arkansas School District that has been named by the Arkansas Department of Education as being on the Academic Distress list. According to Charlotte Danielson in *Teacher Leadership That Strengthens Professional Practice*, strong teacher leadership will improve student learning.

A review of literature was selected that examined models of teacher leadership, teacher leadership skills, school audits and best teacher practices. The basic findings were shared with the Arkansas school to learn the importance of teacher leadership, what teacher leadership is, and how to develop the skills of a teacher leader. The pilot study began August, 2007. It was partnered with the school on academic distress, Harding University, and the Wilbur D. Mills Education Cooperative. The proposed implications were that improving teacher leadership skills will directly improve student achievement, thus improve state mandated test scores. Specifically, the school in this pilot study will academically improve dramatically; therefore the school will not be on the Arkansas Department of Education Academic Distress list.

Perceptions about School Leadership: Disposition, Motivation, and Role Commitment

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A survey of school administrators and teachers who may aspire to administration was conducted as a part of a Wallace Foundation Grant partnership. Responses from practicing school leaders and teachers were elicited to illustrate the factors active in choosing school leadership as a vocation and being successful in the field. School leaders were also asked to indicate the factors they considered necessary to entice new, promising professionals into school leadership. Rankings of factors are included in the report. Demographic data regarding time at present position, years to retirement, age and sex were collected. These data described an emerging need for new school leadership necessitated, in part, by attrition and a lack of interest in school leadership among promising teachers.