WEDNESDAY NOVEMBER 7, 2012

The Effects of School Administration Self-Efficacy on School Climate and Achievement
Brian R. Davis, Union University

In the era of No Child Left Behind, school administrators are becoming the focal point in the development of student achievement. The climate and success of the school is based upon the leadership of the administrator. Each school year, school administrators are responsible for ensuring that their students are able to meet federal and state benchmarks and earn the status of achieving adequate yearly progress. The administrator is the one who is responsible for motivating and monitoring the performance of all individuals that work and attend their school (McCullers & Bozeman, 2010). Recent research has denoted that school administrator's motivation to succeed plays an integral part in the achievement of students (Gentilucci & Muto 2007; & Williams, Persaud, & Turner, 2008). Research also supported idea that a school administrator has an effect on school effectiveness through actions that shape the school's learning climate for students. Personal beliefs and school variables, such as parental involvement, socioeconomic status, and student gender, can also influence the self-efficacy of the school leader. The achievement and culture are key components of the success or failure of the school administrator, as determined by their own effectiveness evaluation (Williams, 2008). McCollum & Kajs (2009) defined the school administrator's self-efficacy as a school administrator's judgment of his or her capabilities to organize and execute courses of action required for successful school leadership and reach desired school outcomes. The review of literature notes several opinions about the relationship between the efficacy of the school principal and student achievement. Individuals with a high sense of self-efficacy are able to motivate and encourage others to succeed (Bandura, 1997). Within the literature, research has shown that the federal regulations of the No Child Left Behind Act (2001) have left an inevitable mark on the instruction and curriculum of schools.

Instructional Coaching within a Systemic and Sustainable School Improvement Initiative
Jeff Hawkins, Morehead State University

Educational systems across the country and in our rural region of Kentucky continue a concentrated effort to improve student achievement – and the stakes in that effort continue to increase. The PETLL (Perpetuating Excellence in Teaching Leadership and Learning©) Initiative was designed to attain the goals of higher student achievement and a fully functioning professional community in the context of decreasing fiscal resources. PETLL is a sustainable and systemic improvement model that addresses unique challenges and builds on existing resources. The centerpiece of the design is an ongoing Instructional Coaching process providing resources, mentoring, and concrete techniques and strategies to participating instructional leaders. The PETLL Initiative is currently operational in sixteen rural, high poverty schools across the east Kentucky region. Preliminary examination of data is encouraging – ACT scores are up an average of 1.6 points, student attendance has increased by 1.7%, teacher attendance has increased by 2.3%, and both teacher and principal efficacy have increased on the Teacher and Principal Sense of Efficacy Scale (William and Mary University and Ohio State University). Research that served as the conceptual framework of this study encompassed principal leadership (Marzano, Walters, & McNulty, 2005), instructional coaching (Becker, 1997; Neufeld & Roper, 2003; Wong & Nicotera, 2003; Joyce & Showers, 2002). The PETLL Initiative is co-designed by multiple critical partners that include staff members from the Kentucky Valley Educational Cooperative and staff from participating schools and districts. In addition, the PETLL model is guided by collaborative partnerships with the Rutherford Learning Group, Bob and Megan Tschannen-Moran (cofounders of the Center for School Transformation and developers of the evocative coaching process), and the Center for Improving School Culture. This study uses a mixed-method research design. Qualitative and quantitative data were collected and triangulated to provide in-depth analyses to determine the effect of instructional coaching on student performance.

An Investigation of Precalculus Students' Understanding of Rational Expressions
Jennifer Yantz, Middle Tennessee State University

Research has shown that one factor affecting success in Precalculus is students' attainment and retention of later algebra skills (Baranchik & Cherkas, 2002). Skills learned in high school survive the transition to college if learned in a meaningful way; otherwise, they quickly deteriorate (Brownell, 1947). Hiebert and Carpenter (1992) wrote that mathematical understanding exists when a mathematical idea, procedure, or fact is part of the learner's internal mental network of representations. Furthermore, they maintain that learners develop meaning for algebraic procedures by forming connections to the basic number system properties. This proposed study will use the framework of connected representations (Hiebert & Carpenter, 1992) to investigate students' understanding of algebraic procedures used to simplify or perform operations with rational expressions to determine: (a) what strategies students use to simplify and perform operations with algebraic rational expressions, (b) what, if

any, relationship exists between students' abilities to simplify and perform operations with algebraic expressions and with fractions, and (c) what, if any, similarities do students see between algebraic rational expressions and fractions in arithmetic. The researcher will use quantitative and qualitative methods to investigate students' understanding of rational expressions. During the fall semester, participating Precalculus students will complete a survey of open-ended problems. The researcher will: (a) examine student work and categorize different strategies used by students to determine what common themes exist with regard to students' conceptions or misconceptions, (b) analyze corresponding algebra and arithmetic problems to determine if a relationship exists between students' abilities with each, and (c) analyze video-taped, task-based interviews in which students will be asked to solve problems while explaining their thinking and reasoning to determine what connections students make between algebraic procedures and basic properties of the number system. It is anticipated that the findings of this study will inform classroom practice at multiple levels.

Continuous Improvement through Accreditation
Karen L. Thomas McNay, University of Kentucky

Accreditation provided the cyclical process for all school stakeholders to embrace continuous improvement. Purposeful analysis of the each area of the school laid the foundation for continuous improvement, allowing building leaders to capitalize on strengths as well as focus stakeholders on the school's vision and improving student achievement. This paper shares a principal's experiences in leading her school's successful accreditation through AdvancED. AdvancED provided a cyclical process for accreditation that promoted continuous improvement. The school holistically reviewed the following areas: mission, vision, governance, leadership, instruction, assessment, resources, community involvement and communication. Evidence included, but is not limited to, various forms of communication, reports, meeting agendas and minutes, website information, and student assessment data. Data gathered through surveys completed by parents, students, and teachers brought perceptions held by different groups within school community to the forefront. Once submitted to AdvancED, a team of trained professionals visited the school to complete a quality assurance review to verify the educational institution's report. Recommendations led to revision of the vision statement and vertical alignment of curriculum. Outlined in the case study are the school's steps following initial accreditation and the effects of a new vision. A thorough accreditation process provided the vehicle to drive improvement forward. The foundation of the research- based standards and indicators aided stakeholders in developing a clear picture of the institution in the context of best practices. The accreditation process affirmed the strengths of a school for all stakeholders. The school community used the vehicle to give their constituency a voice. This opportunity joined all communities in reviewing and uniting the school in mission and vision as well as moved all stakeholders into the next phase of improvement. The key to the continuous improvement process proved to be the school's assessment.

8:30 – 9:20 AM   **LITERACY, LANGUAGE, WRITING**   **Lanes End**
Presider: Marion Madison, Athens State University

The Influence of Meaningful Dialogue on Writing Achievement
Jennifer Jordan, University of Tennessee

The purpose of this multiple case study was to examine how students learn strategies of writing through classroom discourse in the context of interactive writing. The study was designed to explore the role of teacher and student in socially situated writing environments and reveal how conversation affected student learning and instructional decision-making. This study was based on the theoretical model of reading as a meaning-construction process described by Ruddell and Unrau (2004). According to this model, the reader, or in this case the writer, the text, and the teacher negotiate meaning within the social setting of the classroom. For this project, a multiple case study approach (Yin, 2003) with an emphasis on formative experiment (Reinking & Bradley, 2004) was chosen. Data analysis was based on Wells' (1999) progressive discourse analysis and coding was based on Lincoln & Guba's (1985) Naturalistic Inquiry. Progressive discourse refers to the process of building knowledge through conversation. During progressive discourse, the speaker and the listener are active participants in the process of uptake (Cazden, 1998). The researcher observed writing lessons in two participating teacher's classrooms three to four times a week for a total of 12 weeks. I audio taped all conversation and transcribed the dialogue verbatim. I also assessed the students at the beginning and end of the study on measures of reading level (running records), reading words correct per minute (AIMSWEB), spelling (Bear, Invernizzi, Templeton, & Johnston, 2011), and writing (District Writing Rubric). Artifacts collected during the study included transcripts of all teacher and student dialogue, all student writing, and all interactive writing texts. The students in both classrooms evidenced appropriation of teacher discourse and writing strategies in their independent talk, writing, and assessments related to requesting information, giving information, repetition of previous information, reformulation of information, and expansion of information.

Impact of Teacher Demographic, Knowledge, and Instructional Variables on Children's Language
Donna M. Ellis, University of North Florida

The purpose of the study was to determine whether a set of teacher demographic, knowledge, and instructional variables is related to preschool children's literacy development. Specifically, the study investigated how these teacher variables impact children's language development scores on the four subscales of the Preschool Language Assessment Instrument, Second Edition (PLAI2) and the four subscales of the Test of Language Development – Primary, Fourth Edition (TOLD-P:4). There was two major research questions in the study: (a) Will the predictor set of CLASS emotional support, CLASS classroom organization, CLASS instructional support, level of education, years teaching pre-kindergarten, and answers on a teacher knowledge questionnaire (TKQ) correlate with the TOLD-P:4 language assessment subscales of relational vocabulary, syntactic understanding, sentence imitation, and morphological completion? (b) Will the predictor set of CLASS emotional support, CLASS classroom organization, CLASS instructional support, level of education, years teaching pre-kindergarten, and answers on a TKQ correlate with the PLAI2 language assessment subscales of matching, selective analysis, reordering, and reasoning? Results indicated no noteworthy correlations between the predictor variable set and the subtests of the TOLD-P:4; hence, the variable relationships posited in research question 1 were not supported by the data. Results for research question 2 indicated support for the variable relationships posited. Specifically, canonical correlation yielded two roots of noteworthy size (Rc^2 values = .19 and .09) for roots 1 and 2, respectively. Canonical structure coefficients indicated positive correlation between the teacher predictor variables of education, experience, knowledge, and the CLASS domain of emotional support with students' scores on the PLAI2. At the same time, the amount of teaching experience that teachers had in the childcare industry was found to be negatively correlated to PLAI2 subscale scores. Findings were discussed relative to the literature on professional development.

The Challenges of Preparing Teachers to Teach Literacy in the 21st Century
Dawn Cassady, Louisiana Tech University

Literacy in the 21st century competes for adolescent attention alongside more interactive activities like video games, the Internet, and text messaging. It is essential for content-area teachers to gain a deeper understanding of the underlying skills students will need and the type of instruction needed in order to develop these skills. This can be a challenge, as many content-area teachers do not feel comfortable teaching literacy; or do not feel that it is their responsibility to teach literacy. As secondary methods instructors trying to ready our pre-service and alternative certification teachers for the realities of literacy in the classroom, i.e. Common Core literacy standards across the curriculum, gaps in literacy skills, low reading level, etc. The question before us is how do we insure that all of our teachers possess the necessary skills and knowledge to address literacy in all its forms in their classrooms successfully? In this presentation, the position presented will be that of a redesigned content area literacy course, along with relevant research to support the components that make up the course as well as students reflections about the course, what they learned about literacy, and their attitudes toward literacy in their content area as a result of the course. By sharing information about the course and its redesign, best practices, and lessons learned from a great deal of experience and research, it is believed that this information will help other educators to actively seek course models that promote the development of content-area literacy skills in pre-service and alternative certification teachers.

8:30 – 9:20 AM   **RECRUITING and RETAINING TEACHERS**   **Dixiana**
Presider: Dionne Edison, Talladega College

The Effects of Professional Learning Communities on the Efficacy Level of Novice Teachers: A Mixed Methods Study
Heather K. Dillard, Rutherford County Schools; David Andrew Creamer, Troy University

School districts across the United States have been plagued with teacher attrition for nearly a decade. While this fact has been well documented, a sustainable solution has yet to be discovered. Many studies have been conducted to determine the causes for teacher attrition yet few address possibilities to aid in teacher retention. In an attempt to find a viable response for school districts to implement, a mixed methods study was utilized to ascertain a connection between participation in a professional learning community (PLC) and novice teachers' likelihood to remain in the profession. Based upon the writings of Albert Bandura on self-efficacy, the researcher sought to find a link between the use of PLCs and an increase in individual self-efficacy for novice teachers. An assumption was made that an increase in self-efficacy would thus increase a novice teacher's likelihood to persist in the teaching profession. Using a sequential explanatory mixed methods design, the researcher first administered the Retrospective Teacher Self-Efficacy Survey to 1,267 teachers working in 41 schools within one school district. Parametric and non-parametric statistics were run on each of the nine hypotheses. Findings from the statistics were utilized to formulate the questions for the qualitative portion of the study. The researcher chose one PLC group to observe, interview the participants individually, and collect archival documentation. The qualitative data was then transcribed and coded using both initial and axial coding simultaneously. The results of this study indicated that when a novice teacher is placed in a professional learning community, he or she has an increased level of self-efficacy which could cause the individual to be more likely to continue teaching. The researcher concluded that PLC's collaborative culture creates an atmosphere that promotes new teacher retention; therefore, administrators using PLCs should ensure faculty members are trained on PLC purposes and procedures.

Teacher Intentions: What Factors Influence Their Decision to Remain or Leave the Profession
Amy L. Sedivy-Benton, University of Arkansas at Little Rock; Carrie J. Boden McGill, Texas State University

The study examined teachers' intentions of remaining in the profession and the factors that contributed to their decision. The specific research questions that were examined were: (1) Do personal factors have an impact on a teachers' intentions to remain in the profession, (2) Do environmental factors have an impact on teachers' intentions to remain in the profession, (3) Which has a greater impact on teachers' intentions to remain in the profession. Teacher turnover is costly in its financial implications and negative impact on student learning. Recent studies demonstrate that many teachers choose to transfer to a more preferable work setting or leave the field. While there are factors that are beyond the control of schools and districts such as, gender, education, and school choice; there are also factors that can be altered to influence a teachers' decision to remain in the profession. Those factors present themselves in the environments that teachers work in. Using the structure of Bronfenbrenner's ecological framework (1979) a Hierarchical Linear Model was imposed on the latest version of the Schools and Staffing Survey 2007-2008 (SASS) to examine personal and school factors and their influence on a teachers' intention of remaining in the profession. By employing a nested design using Hierarchical Linear Modeling data from the most recent SASS by NCES indicate that school level contextual factors such as teacher influence on school, teacher perception of control, and teacher perceived support play a significant role in teachers' intentions to leave or remain in the field. An understanding of these factors allows policymakers and administrators to implement practices to improve work environments for teachers. Retaining good teachers is a key to improve teacher and school quality nationwide.

Success Factors of African American Pre-Service Male Teachers
Pamela T. Barber-Freeman, James Shippy, Patricia Hoffman-Miller, William Ross, Lucian Yates III, Prairie View A&M University

African American male teachers comprise only two percent of the five million teachers in America (Lewis, 2006). However, this has to change if educators expect to reduce the achievement gap and dropout rates (Johnson, 2009). According to Greg Johnson (2009), increasing the number of diverse teachers is necessary because of the role model factor. Specifically, African American male role models are important for African American students; but, mainly for African American male students for mentoring and in most cases to represent the father figure. The challenge for colleges of education is to recruit more African American males. The lack of African American males in the classroom ultimately, hurts everyone. This national challenge has created a myriad of factors such as declining African American graduation rates, declining numbers of African American students attending college and increasing numbers of African American males in prisons. Therefore, this study surveyed ten pre-service African American male students to examine the affects of relational andragogy and on their educational success. There were a total of 30 African American male pre-service from HBCUs from across the U.S. who attended the teacher leadership institute held during the summer of 2011. Of the thirty teachers, twenty individuals volunteered to participate in this study. There were four males who were college seniors, two college juniors and 14 who would be student teaching during the 2011 fall semester. Their ages ranged from 18 years to above 26 years. The researchers developed a survey based on relational andragogy that would allow for elaboration and analysis of their challenges faced during their educational experiences. Additional questions called for reflections of ways that education programs were most helpful or ways in which the program may have missed the mark. The survey was placed on line for their convenience.

8:30 – 9:20 AM   **HIGHER EDUCATION: Faculty**   **Darby Dan**
Presider: Roben Taylor, Jacksonville State University

Recruiting and Retaining Faculty: One University's Goal and Vision
Roben Taylor, Jacksonville State University

One of the major issues for higher education today is ensuring the continued excellence of its faculty. To continuously improve, institutions must develop and implement an agenda for the effective recruitment and retention of diverse faculty and take strategic action to address the scholarly stresses, strains, and competitiveness of the profession. One university's college of education's plan has been to a) institute a new faculty mentoring program which includes training on how to serve as a mentor; b) a mentoring handbook comprised of specific issues of this college, and c) built in sessions for reflection of the program. To evaluate the effectiveness of the Mentoring Program instituted in this university in fall 2011 and to find out how helpful the Mentoring Handbook was to faculty specifically, a survey was developed and faculty members in the College of Education and Professional Studies were invited to participate. The study examined 74 faculty members in one College of Education and Professional Studies and consisted of 11 questions. An initial email invitation was sent to all and was followed by 3 reminder messages. Of the participants, 29 responded to the survey and 19 or 25.68% completed it. Tables and charts displaying the data were created and used to identify patterns that emerged and to gain insight into what faculty viewed as areas in need of improvement. Conclusions were drawn and strategic planning with respect to the areas of need were noted and included as agenda items for the upcoming year as well as future training sessions for faculty participating as mentors in the program. The

findings suggest implications for all institutions of higher education for best practice in retaining in most valuable asset: faculties of bright, talented, committed and individuals.

Dispositional Assessment in Counselor Education: Initial and Continuing Instrument Development
Dean W. Owen, Morehead State University

The concept of dispositions related to the selection and training of educational professional has become increasingly important to universities and their faculties as accreditation agencies like NCATE have adopted the term. While there have been numerous attempts to assess dispositions in many fields of education, the field of counselor education has only recently begun to address the assessment of dispositions. Within the field of Counselor Education candidates are commonly assessed both formally and informally for their suitability to achieve and perform within the field. Additionally, capstone or final examinations are used to assess cognitive achievement within the required areas of study prior to graduation. This paper will briefly outline the development the Dispositional Assessment in Counselor Education (DACE), a 30 item, self-report instrument designed to assess five factors associated with effective counselors. Initial testing of this instrument was conducted on a sample of 92 subjects, 52 counseling students and 40 non-counseling majors from the field of education. Results obtained from this sample indicated that the instrument had acceptable reliability with a Cronbach's alpha of .85 and analysis of group means indicated highly significant differences between groups (p<.000) in total score and four of the five factors. Currently the DACE is being evaluated with a much larger sample (n=284) to further define the psychometric qualities of the instrument. Exploratory factor analysis suggests a possible reduction in the number of items to 21 and a four-factor structure. The DACE has been translated into Turkish and is currently undergoing testing with Turkish subjects (n=620). Results of these investigations will be discussed along with implications for future study and use of the instrument in the U.S. and in Europe.

A Comparison of Student Ratings in Traditional and Interactive Television Courses
Morgan McCall, Calloway County, KY Schools; Mardis Dunham, Robert Lyons, Murray State University

In 2007, 66% of all 4200 2-year and 4-year Title IV-eligible, degree-granting institutions offered distance education courses in 2006–2007. Additionally, more than 90% of all institutions with at least 3000 students offered some type of distance education. The need to provide education across vast distances has prompted the implementation of audio/visual and internet technology into the realm of post-secondary education. Although interactive television (ITV) allows colleges and universities to reach a wider audience, little research has been conducted exploring the effectiveness of the courses as perceived by students. This study compared student ratings of teacher effectiveness using student-completed Instructional Assessment System (IAS) teacher ratings between 331 traditional courses and 125 ITV courses (each ITV course had a sending site as well). The sample included all 456 graduate level courses from one University's College of Education in the mid-South over six contiguous semesters. There were 54 instructors (33 full time instructors and 21 adjunct instructors) included in the study. Proportionally, full time and adjunct instructors taught the same number of ITV and traditional courses. Following a statistically significant MANOVA, post hoc tests revealed several important findings. First, IAS ratings from the Traditional course delivery method were statistically equal to the ratings from the ITV sending site. Second, the ITV sending site was statistically equal to the receiving site across the five dependent variables. Lastly, ratings from the Traditional courses were statistically and consistently higher than those for the receiving site. Effect size calculations using Cohen's d were large, ranging from .817 to .959. Results clearly favored the traditional courses. In conclusion, it is clear from these data that students perceive the instructor's effectiveness in the traditional courses as superior to the instructor's effectiveness in the ITV courses. The implications of these findings for students and faculty will be discussed.

9:30 – 10:20 AM   **RESEARCH IN PROGRESS: Higher Education**   **Salon G**
Presider: Gahan Bailey, University of South Alabama

The Effect of Using Clickers in Higher Education Science Classrooms
Sheila Morgan, University of Alabama

Clicker technology has been around for a while on college campuses. However, there is little research on using Clickers to influence student achievement. The purpose of this study is to investigate the effect of Clicker use in higher education science classes. The study will compare student grade averages in three higher education courses and survey 64 faculty members on their perceptions in the use of Clickers in the classroom. This study will be conducted in two parts. Part I is a causal comparative study based on three undergraduate science courses taught over two semesters. The three courses are Computer Science 202: Introduction to the Information Highway in Spring, Civil Engineering 350: Introduction to Transportation Engineering, and Astronomy 101: Introduction to Astronomy. During the first semester of each course, the instructors used PowerPoint with Discussion to engage their students; during the other semester, the instructors used PowerPoint with Clickers to engage students. Part I of this study will determine if there is a statistical difference in student grade averages in the classes that used Clickers and the classes that did not. Part II of the study will use descriptive survey research to explore teacher perceptions of Clicker use in the classes that used Clickers. The participants will be 64 higher education instructors who have

used Clickers in their classrooms. The survey will be completed online. The estimated length of time required to complete the survey is 10 minutes. The study seeks to determine if using Clickers in the classroom improves grades on hard to learn concepts when compared to the traditional face-to-face method of teaching. The findings will provide insight for educators interested in improving student achievement in courses with "hard to learn" concepts.

Course Management Systems in Higher Education
Michelle A. Hale, Matt Delaire, Tasha Brown, Zhetao Guo, University of Alabama

Higher education institutions across the globe have been integrating forms of course management systems (CMS) to enhance and support today's knowledge economy. Therefore, this study explores questions relating to research on the use of course management systems in higher education institutions including: where research is published, topics research is addressing, fields represented by lead authors in research, methodological approaches used in research, and geographic settings represented in the research. This research uses a qualitative content analysis approach to answer the research questions and follows the design model used in Conn and and Gitonga's (2004) study of training and performance research. The four researchers are working individually and as a group to complete this project. We are examining research articles published within the last 10 years that contain keywords such as CMS, learning management system (LMS), and virtual learning environment (VLE). A major focus of this project will be to thematically categorize the course management system related articles. The researchers have developed an Excel spreadsheet with columns representing their initial categories. This spreadsheet will be stored in Google Docs so that all team members can access it. Team members will input each CMS-related article reviewed and code it according to the spreadsheet categories. The team members will conduct a second pass of coding to ensure consistency of coding across team members. Thus, each article will be reviewed by two team members. In our final paper, we will address our research questions and draw conclusions with regard to how this study provides direction for CMS research and use. Further, from this research, we will be able to identify gaps in the literature and provide a framework for current and future research related to the area of course management systems in higher education institutions.

Priming Competence of College Algebra Students with High Cognitive Test Anxiety
Rachel E. Sefton, Middle Tennessee State University

Cognitive test anxiety is associated with test performance. This study examined the effects of priming competence on the test performance of highly test-anxious college algebra students. At the beginning of the semester, Spielberger's Test Anxiety Inventory was administered to 38 students, and 21 were designated as having high cognitive test anxiety (CTA). No intervention was administered before Unit Test 1. Before Unit Test 2, the 21 students with high CTA were split into two groups – 11 in A and 10 in B – matched on mean CTA, emotional test anxiety, math anxiety (based on Suinn and Winston's Mathematics Anxiety Rating Scale), and performance on Unit Test 1. Attrition was an issue. Over the course of the semester, three students dropped the class and seven more did not follow directions exactly at some point during the study. The final counts were five in Group A and six in Group B. Students in Group A were asked to complete a less-than-10-minute competence primer before Unit Tests 2, 3, 4, and 5; students in Group B were asked to complete the same primer before Unit Tests 4 and 5. The results suggest implications for future research.

"I paid my tuition, I came to class, where is my A?": An Investigation into College Students' Academic Entitlement Beliefs
Shane T. Warren, Mississippi State University

Academic entitlement -- expectations for academic success without the necessary effort -- has recently become a growing interest in higher education. Although a new area of inquiry, the existing research has indicated that students with high academic entitlement beliefs exhibit high beliefs in external locus of control (Chowning & Campbell, 2009). These findings are detrimental to academic achievement given prior evidence that high internal locus of control has been shown to be associated with higher achievement (Ruthig et al., 2008; Stupnisky et al., 2007). Academic entitlement beliefs have also been linked to low work orientation, lack of social commitment, and narcissism (Greenberger et al., 2008). It has also been found to be more prominent in male students than in female students (Ciani, et al., 2008). Furthermore, academic entitlement has been investigated as a form of consumerism beliefs, indicating a relationship with inflated self-esteem and low effort (Jackson, Singleton-Jackson, & Frey, 2011; Kopp, Zinn, Finney, & Jurich, 2011). This study in progress has two main goals. The first is to address the issue of how previously unmeasured student characteristics are related to academic entitlement beliefs. Specifically, the variables of interest focus on generational cohort differences and community college exposure along with self efficacy and self-esteem. The second goal is to clarify the relationships shared between academic entitlement beliefs and motivation, specifically achievement goals. Volunteers will be solicited from undergraduate classrooms from a land grant university in the Southeastern United States with a diverse mix of non-traditional students and community college transfers. Participants will be asked to complete a battery of self-reports aimed at evaluating their beliefs about academic entitlement, as well as their beliefs about consumerism, control, self-esteem, self-efficacy, and motivation. Analyses include correlations of all components as well as the construction of prediction model based on structural equation modeling.

Presider: Betty Porter, School Leadership Center of Greater New Orleans

Improving Classroom Instruction: Teachers' Views of the Discovery Walk Process
Jean Krieger, University of Southern Mississippi; Betty Porter, Janice Bernard, School Leadership Center of Greater N.O.

The purpose of this study was to investigate the perceptions of teachers at schools participating in the formal Discovery Walk process to find out if there were identified benefits to the process. Since it is widely accepted that school improvement will be most successful when there is buy-in from school faculties, this study was designed to identify those areas of the Discovery Walk process teachers identified as supportive. There were five schools private and parochial schools involved in the Discovery Walk process for one school term. These schools are located in southeast Louisiana with four of the schools being elementary with grades kindergarten through eighth grades and one high school with ninth through twelfth grades. All faculty and administrators at the schools were surveyed seeking their input. The Discovery Walk process consisted of periodic meetings of each school's leadership team during which the team would review the focus for improvement, visit classrooms for brief observations, reconvening of the leadership team for discussions about what was observed, and finally the development of a plan on which the faculty would focus. The leadership teams would consist of school administrators, teachers, an outside coach and an outside consultant. Participants were surveyed about their perceptions of the process with information being analyzed to discover emerging patterns. The information gleaned from this process will benefit schools as school administrators continue to pursue ways to support improved classroom practice.

The Effects of Teacher Professional Development on Student Achievement
Teresa Wallace, Eastern Kentucky University

Is there a relationship between professional development and student achievement? The 2001 No Child Left Behind Act has put significant pressure on school districts to staff every classroom with a highly qualified teacher. Standards based reform emphasizes improved teaching as the best path to increased learning and improved student performance. Professional development plays a key role in U.S. efforts to improve education. Sparks and Loucks-Horsley (1989) identified five characteristics of effective PD. This study examined the relationship between PD and student achievement using the Sparks and Loucks-Horsley framework as the basis for the research questions. Is there a relationship between: 1.) the location of PD activities 2.) the level of teacher involvement in planning PD 3.) the level of differentiation of PD 4.) the level of support and resources provided for PD 5.) the level of feedback and follow-up to PD, and student achievement? An online survey administered to certified staff was used to gather data. Four high performing and four persistently low achieving high schools in Kentucky were invited to participate. Two high performing schools, 71 responses, and three persistently low achieving schools, 72 response, participated. Results were analyzed using descriptive statistics. Characteristics of effective PD that differed between the two groups were: role teachers play in determining PD content, differentiated training in efficient use of technology, and sufficient PD resources. Findings show teachers in both groups are receiving effective professional development as defined by Sparks and Loucks-Horsley. Consideration of the role teachers play in determining PD content, differentiated training in efficient use of technology, and sufficient resources may prove to be essential in planning effective PD programs that result in significant and sustained educational improvements, resulting in increases in student achievement. Implications of the limited research suggest there is a link between effective professional development and student achievement.

Highly Qualified Teachers and Student Achievement in Tennessee: Linkages and Mediating Factors
Larry McNeal, University of Memphis

A key provision of the No Child Left Behind (NCLB) legislation concerns every classroom in America being instructed by a "highly qualified teacher." Prerequisite to laying claim to this status, teachers must have attained a) a bachelor's degree or higher from a 4-year institution, b) sufficient content knowledge to teach the subject to which he or she is assigned, and, c) usually based on a test of their content knowledge, a state teaching license. Although research on teacher quality provides a general level of support for these prerequisites, few studies have been conducted that directly link student achievement—especially student achievement as measured by standardized tests—with the NCLB notion of the "highly qualified teacher." To determine the nature and strength of these linkages, "report card" outcomes pertinent to student performance at nearly 300 Tennessee middle schools were correlated with state-reported percentages of highly qualified teachers at those same institutions. To determine whether such linkages were mediated by school characteristics, separate correlations between student achievement and percentages of highly qualified teachers were computed across institutions by enrollment, percentage of minority students, percentage of free and reduced lunch students, and school setting as urban or ex-urban. Across all middle schools for which CRT scores were available, correlations between the percentages of highly qualified teachers and student performance proved to be moderate but highly significant in TCAP Mathematics ($r = 0.35$, $p < .001$), Reading ($r = 0.39$, $p < .001$), Social Studies ($r = 0.42$, $p < .001$), and Science ($r = 0.40$, $p < .001$). In comparing these correlations across school

characteristics, school enrollment and school locale appeared not to be mediating factors. However, higher percentages of minority students and of students in poverty appeared generally to augment observed correlations. These findings bold well for SES students in urban schools.

Presider: Mona Ristovv-Reed, University of Phoenix

Evaluating the Distributional Effects of the Arkansas Scholarship Lottery
Noah Pittman, University of Arkansas-Fayetteville

In recent years, state lottery programs have become a popular tool for providing scholarships to students planning to attend college. Research has shown, though, that there are often distributional issues with lottery scholarship programs, specifically that lower-class individuals buy lottery tickets at disproportionally high rates while the children of middle and upper-class families often reap the benefits of the scholarship money. Using these findings, lottery opponents have argued that the programs are regressive taxes. The purpose of this study was to evaluate the Arkansas Scholarship Lottery to see if there were similar distributional issues with the program. Demographic data from the 2010 U.S. Census—such as educational attainment, size of the minority population, and median income—were gathered for each of the 75 Arkansas counties. These independent variables were then incorporated into two different weighted least squares regression formulas. The first formula used lottery sready per capita figures for each county as the dependent variable. To determine which counties benefited, the percentage of high school graduates receiving a lottery scholarship for each county served as the dependent variable for the second formula. Results from each of these regression formulas were analyzed to determine if there are any distributional issues associated with the Arkansas Scholarship Lottery. Consistent with previous research findings, the study showed that counties with low educational attainment rates and high minority populations were the most likely to have higher rates of sready on lottery tickets. At the same time, students from counties with low minority populations and higher levels of educational attainment were more likely to receive a lottery scholarship. With these results, the study concluded that the Arkansas Scholarship Lottery features many of the distributional issues that have been found in other lottery programs, which has implications for the future acceptance of the program among Arkansans.

Reading Levels of Health Care Textbooks
Becky Keith, Tracie Norris, Melody Mooney, Stacey B. Sloas, Arkansas State University

The purpose of the study was to determine the reading levels of textbooks used a physical therapist assistant program (PTA) and compare it to the scores of PTA students on the Nelson Denny Reading Test (NDRT). NDRT scores from PTA students from 2005 through 2011 were recorded and the mean was found. The number of student scores used was 164. Multiple reading level tests were used to calculate the reading level of five textbooks used for lecture material in the PTA program. Methods used were Gunning FOG, Flesh-Kincaid Grade Level, The Coleman-Liau Index, SMOG Index, Automated Readability Index, and percentage of unique words. The mean reading level for NDRT composite score was 14.7. This was reported as a grade level with 12 being comparable to the independent reading level expected of a high school senior. The range of scores was 9.8 to 18.9. Reading levels obtained on textbooks were not consistent between methods; however, when ranked by difficulty, there was consistency between methods. Comparing the Gunning FOG method to the scores of the NDRT, three of five textbooks were above average reading level of the students. Implications are (1) should reading levels of textbooks be considered prior to adoption (2) does readability of textbooks impact how students access textbooks?

An At-Risk School: Self-Efficacy, Self-Fulfilling Prophecy, and Collective Efficacy
Mona Ristovv-Reed, University of Phoenix

The mixed methods study analyzes data from 386 students, 156 parents, and 35 instructional staff from both surveys and case study scenarios. This study reveals the struggle of a rural school which had been put on the state's 'at risk' list. The perceptions of the stakeholders: students, parents, and teachers lead to findings that support Rist (1987), Ristovv (2012), Bandura (2002), Goddard, Hoy and Woolfork-Hoy, (2000), and Corrigan (2008). That is, according to Rist (1987), the expectations (self-fulfilling prophecy) of the teachers outweigh the demographic impact of low SES on students' academic performances. Ristovv (2012) research underscores the role of teachers' belief in collective efficacy which can overcome non-supportive administration. Goddard, Hoy and Woolfork-Hoy research aligns to the belief in collective efficacy among the teachers in raising students' academic achievement. Bandura evaluated achievement both from the individual's self-efficacy (1997, 2000) and from the collective efficacy (2000, 2002, and 2006). Goddard et al. (2000) considered collective efficacy the foundation for school achievement The data results demonstrate the students' trust and belief in their self-efficacy (Bandura, 1997, 2000) and their trust and belief in their teachers (Corrigan, 2008) to help them improve their LEAP/iLEAP test scores. Their teachers, in-turn, believed that they could, and would, raise their students' achievement scores. The beliefs and expectations continued through the school year, in spite of both students and teachers perceiving a lack of support and belief in

them from the administration. Final results, all scores improved, the school was removed from the at risk district list, and the administrators were asked to resign.

9:30 – 10:20 AM   **HIGHER EDUCATION: Culture & Socialization**   **Darby Dan**
Presider: Franz Reneau, Florida A&M University

Faculty Administrator Relationships: An Exploratory Study of the Social Rewards Perceived by Faculty in Their Interactions with Department Chairs and Deans
Franz H. Reneau, Florida A&M University

Faculty-administrator relationships within post-secondary settings are central to effective governance systems. While the literature focusing on the need to revamp governance systems to meet changing demands is plentiful, little is known from a theoretical standpoint relative to these relationships - one that ultimately defines whether the processes required in a shared decision-making context are effective. This study draws from social exchange theory in exploring the social rewards that flow from faculty-administrator interactions. The study investigated what faculty considered to be socially rewarding in their interactions with administrators - specifically department chairs and deans. A purposive sampling approach was used in the selection of institutions and disciplinary affiliation of faculty from four high consensus disciplines and four low consensus disciplines. Ten flagship institutions in the Southern Regional Education Board (SREB 4-1) were selected as these institutions have by definition a strong research focus, and as a group these institutions have more similar constraints to faculty work than would be characteristic of a national sample given the regional similarities in their economic environments. An electronic survey of ladder-rank faculty was conducted to assess their perceptions of various social rewards associated with their interactions with department chairs and deans. A total of (n=432) faculty responded to the survey for an overall response rate of 31%. Findings revealed the underlying factor structure of the social award variables as well as significant discipline differences in the importance faculty afford the various social rewards. There are important practical implications associated with the fact that social rewards perceived by faculty in their interactions with administrators can be identified. While the burden of developing the faculty-administrator relationship is by no means one-sided, findings from this study provide suggestions for department chairs and deans regarding what are valued in their interactions with faculty.

Faculty Socialization for Instructional Roles
Mo Xue, Hong Jiang, University of Alabama

In U.S. institutions of higher education, faculty responsibilities are usually described in terms of three roles: teaching, research, and service, which compete for faculty's time and commitment. Over the past several decades, research has clearly become the principal faculty role and the most important criterion for tenure, promotion, and salary increase, especially at research universities. Despite the fact that teaching excellence rarely brings any recognition beyond the immediate campus, teaching still remains a fundamental facet of faculty work and reward structure in most universities today. This paper, mainly concerning faculty's socialization into the instructional role in the U.S., consists of three parts. Part I summarizes the primary instructional roles and responsibilities for college teachers. The teaching role of faculty members reflects their central aim in addressing the primary educational mission in higher education. College teachers are required to perform a variety of instructional roles and responsibilities in order to fulfill the position. In Part II, I explicate the three ways in which college teachers socialize for their instructional roles and responsibilities: anticipatory socialization, organizational socialization, and disciplinary socialization. Finally, in Part III, I explicate how marginalized ethnographic groups such as international faculty and women faculty experience the socialization process towards instructional roles. In short, based on Tierney and Rhoads's (1993) faculty socialization theory, individual differences as to race, class, gender, sexual orientation, etc. are involved in faculty's socialization process. Influenced by race and gender, international faculty and women faculty are supposed to go through a different socialization into the instructor roles. Therefore, employing institutions should assist them in instructional socialization through initiating various instruction training programs and provide an organizational culture that honors diversity. This literature review will be practically important for educational researchers, native and minority faculty members, and policy makers of U.S. institutions of higher education.

Application of Socialization Theory to U.S. Higher Education
Mo Xue, Xia Chao, University of Alabama

Socialization as a concept has concerned social scientists during the past several decades. Traditional notions of socialization have emphasized it as a one-directional and ongoing process, whereby individuals become conforming to the norms and roles required for assimilation into a social group or community by acquiring the values, knowledge, attitudes, and social skills appropriate to the dominant culture (Baldwin & Blackburn, 1981; Bourdieu, 1977). In response to the exclusion of individuals' influence on the organizational culture from traditional understandings of socialization, Tierney and Rhoads (1993) defined it

as a "bidirectional" (p. 2) process that "produce change in individuals as well as organizations" (p. 2). Socialization has become the prevailing framework through which to view how graduate students and faculty members become enmeshed within and change the institutional culture in higher education. In this paper, I mainly discuss how the theory of socialization has played out in faculty' efforts to achieve tenure or promotion in U.S. institutions of higher education. This paper consists of four parts. In part I, I briefly introduce the development of the concept of socialization and its application to faculty career development in higher education. Part II is about the six dimensions of faculty socialization: collective vs. individual, formal vs. informal, random vs. sequential, fixed vs. variable, and serial vs. disjunctive. In part III, I talk about the five socio-cultural forces that influence faculty socialization: national, professional, disciplinary, individual, and institutional (Tierney and Rhoads, 1993). In the last part, I summarize several major factors, such as motivation, interaction, social network development, and organizational supporting mechanisms including training, advisor, peers, and mentoring, that affect the socialization experiences and outcomes of faculty members from reviewing previous literature. This literature review will be practically important for educational researchers, faculty members, and policy makers of U.S. institutions of higher education.

9:30 – 10:20 AM	**TEACHER ISSUES**	**Calumet**

Presider: Michelle Haj-Broussard, McNeese State University

Preparing Them for the Classroom: Improving Student Teacher Data Literacy
Pamala J. Carter, University of Tennessee-Chattanooga

It is imperative that teachers understand how to use data to respond to the needs of their students. Given that new teacher evaluation systems are being developed around the country that include student achievement as part of the equation elevates this level of importance to critical. Degree+3 is an initiative that provides supplemental training, delivered through 4 modules, to teacher candidates at various points in the college career at the University of Tennessee-Chattanooga. These training modules are designed to help teacher candidates reflect and think critically on student assessment data, specifically to reflect and adapt instruction to respond to individual student deficiencies found within this student assessment data. This study investigates the development of students' perceptions in their ability to respond to assessment issues with parents, colleagues and in everyday situations in the classroom. Researchers will present findings from the surveys completed by students at each of the four modules and longitudinal data responding to the growth in student responses from beginning teacher candidates through student teaching. Focus groups held on the last day for student teachers provides further evidence of the importance and the success of these modules in helping teachers respond to individual student needs during the student teaching experience. The researchers will present findings from 8 cohorts of students (2008-2012) and from two cohorts who have completed all modules including student teaching. Trend analysis will provide evidence of the improvement in students' perceptions as to their level of confidence with various aspects of utilizing student assessment data. Cohort analysis will reveal the increase in confidence levels as students move through each of the training modules. Findings from this study suggest implications for infusing data for decision making throughout the college experience to allow students ample opportunity to practice and respond to various types of student assessment issues.

Evaluating Content Knowledge of Master of Arts in Teaching – Secondary Students
Candace B. Weed, Jennifer M. Weir, Mississippi State University

The purpose of this study is to compare the content knowledge of students admitted to the Masters of Arts in Teaching-Secondary (MAT-S) program in biology, English, mathematics, and social studies to that of traditionally trained undergraduate education students at a large university in the Southeast by examining the scores earned by each group on the respective Praxis II – Specialty Area examination required by the state. In the abundance of literature produced examining alternate route teaching programs and completers of such programs, there exists a belief that those who enter alternate route teaching programs have a stronger content area background than traditionally trained teachers in the respective content area. There is, however, little empirical evidence to support this belief. Content knowledge was evaluated by scores on the Praxis II exam required for each content area. Data were collected for all MAT-S students admitted in biology, English, mathematics, and social studies between 2004 and 2012 and for all undergraduate education students who graduated from the respective programs during that time period. Independent-samples t-tests were used to determine if a statistically significant difference existed in the Praxis II scores of alternate route teachers and traditional route teachers in biology, English, mathematics, or social studies. The results indicated no statistically significant difference in these scores, prompting a need for continued research to include students from other alternate route programs in the state. If future research produces similar results, it has the potential to inform traditional teacher education programs of strengths and weaknesses in the content preparation of pre-service teachers.

The Comparison of Governmental Functions between American and Chinese Preschool Early Childhood Programs
Haiyan Zhang, Jacksonville State University

The efficiency and quality of an early childhood program, to a great extent, was determined by the governmental functions. Governments should take some measures to guarantee the smoothly operation of the programs to provide all children have the equal opportunity to develop to their own utmost. In this paper, four important governmental functions were selected and compared, such as financing support of the early childhood programs, enacting the laws in early childhood programs, certificating the qualified early childhood educators, and licensing the operation of the early childhood programs, without which, it would be difficult to guarantee the quality of early childhood education and preparing children for their readiness for the fundamental education would become a castle in air. The interpretation and comparison of the governmental functions in early childhood education in USA and China could help us have a clear idea about what governments had done and what need to be done to improve the quality of early childhood education.

10:30 – 11:20 AM   **MENTOR SESSION**   **Salon G**
Chair: Linda W. Morse, Mississippi State University

Hosted by MSERA Mentors, this session will provide 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 are offered primarily for new graduate student and professional members of the Mid-South Educational Research Association.

10:30 – 11:20 AM   **INTEGRATING SCIENCE**   **Lanes End**
Presider: Edward Shaw, University of South Alabama

STREAM Education and "Hope on the Edge"
Emily DeMoor, Georgetown College, Georgetown, KY

We conducted a mixed methods study with elementary school students in order to study baselines attitudes toward the natural world before a place-based "STREAM" (STEM plus Social Studies, Religion, English and Art) K-8 curriculum is developed and implemented at an educational wetlands project site. A follow-up study will also be conducted. The data revealed that, while students have a basic environmental awareness, a sense of place and connection to the natural world, attitudes of environmental stewardship, and hope for the future, there is a difference in the degree to which these are evident. Seventh graders indicated a lesser degree of environmental literacy and greater hope than fourth grade students. These findings raise questions for further research. What occurs between fourth and seventh grade? Will a STREAM curriculum at the wetlands site result in students who are both environmentally literate and hopeful? If so, what is the character of their hope? We used a mixed-methods design that included surveys and interviews of a smaller pool of students -- one boy and one girl from grades fourth through seventh. In analyzing the interviews, we looked at the themes of sense of place, connectedness to nature, relational thinking, stewardship and hope, as well as for emergent themes. Our preliminary study led us to further research in which we found a spectrum of definitions and characterizations of hope. From this research we created a conceptual framework for what we call "hope on the edge," which requires a high level of environmental literacy. Based on an understanding that hope and ecoliteracy are incomplete without the other, our current follow-up research seeks to determine whether STREAM education will engender "hope on the edge" as it greens STEM education while engendering environmental literacy across the curriculum.

Reflection and the Contemporary Field Journal
Elissa Graff, Lincoln Memorial University

The concept of reflection is the important piece of the experiential learning process. This paper discusses how an interdisciplinary art and biology course focused on raising awareness about environmental issues while also educating students on the preservation of cultural and artistic practices through the use of a field journal. In a 2009 paper commissioned by the Association of American Colleges and Universities, Janet Eyler stated "that experiential education can help students achieve intellectual goals commonly associated with liberal education" (p. 2). However, assessing outcomes from experiential practices is a challenge facing all implementers. The concept of reflection is the important piece of the experiential learning process. As articulated by Dewey (1933) in the classic text, How We Think, whose full title includes the phrase "a restatement of the relation of reflective thinking to the educative process;" reflective thinking leads to inquiry (pp. 7-9). This paper discusses how an interdisciplinary art and biology course focused on raising awareness about environmental issues while educating students on the preservation of cultural and artistic practices. Reflections from student journals indicated that by the course conclusion, students had gained a greater understanding of environmental issues. Also, students became aware of cultural differences and were able to articulate connections between new experiences and more familiar ones of their own in southern Appalachia. The field journals demonstrated how the students benefitted from the interdisciplinary experience by becoming more aware and taking the first step towards implementing change. References Dewey, J. (1933). How we think. Boston, MA: Houghton Mifflin Company. Eyler, J. (2009, March). Effective practice and experiential education. Paper presented at the conference on Liberal Education and Effective Practice, Mosakowski Institute for Public Enterprise.

Are STEM High School Students Planning to Enter the STEM Pipeline?
M. Suzanne Franco, Nimisha Patel, Jill Lindsey, Wright State University

The worldwide demand for science, technology, engineering and math (STEM) trained professionals has fostered a plethora of responses within the United States as STEM-based economic activities increase. One response is the creation of STEM specialty high schools. Longitudinal studies about STEM high schools' impact on the number of STEM-trained college graduates have not yet been published. Legislation and policies are predicated upon the hope that the availability of STEM-focused high schools will increase the percentage of high school students who enter the pipeline anticipating a STEM career and exit the pipeline as STEM professionals. The purpose of the study was to determine if students enrolled in STEM specialty high schools indicate a higher interest in STEM careers than the average high school student. All students enrolled in either of two STEM schools in the same Midwestern state were asked to participate. At the time of data collection, School A served students in grades 8-10. School B was a STEM-focused, early college academy that served students in grades 9-12. Participation rate was approximately 85%, with 422 participants out of the 498 students enrolled across both schools. Students completed the online Kuder Career Surveys during two 50 minute advisory periods; those who did not complete the assessments completed them at home using personal computers. KUDER provided summarized skill and career data by grade level, sex and school to the authors. Microsoft Excel pivot tables were created to investigate differences in skills and career intents by grade levels, sex and school responses. The findings suggest that between 42 and 44% of STEM school students hold STEM-related career intents, and that these intents resulted in more than half of the STEM school students majoring in STEM fields in college. This is double the national percentage of high schools graduates pursuing STEM-related college studies.

The Effect of Instructional Method on Second Graders' Acquisition and Retention of Knowledge Regarding Rock Types
Edward Shaw, Rebecca M. Giles, Mary Hibberts, University of South Alabama

SMARTBoards combine the functionality of a whiteboard, computer, and projector into a single, touch controlled system. The large size and touch-sensitive display allow for easy navigation and invites collaboration through social interaction and communication. As a result, SMARTBoards are an effective means of augmenting typical teaching strategies for teaching science. This study investigated the impact of instruction using SMART technologies on second graders' knowledge of rock types. Specifically, the effect of instruction delivered via a SMARTBoard, both alone and in conjunction with examining real rocks, on second graders' acquisition and retention of knowledge of igneous, sedimentary, and metamorphic rocks was examined. A quasi-experimental pretest-posttest-delayed post comparison group design with three treatment groups was employed. Data were collected using an 8-item content quiz. Students performed best on the posttest after receiving SMARTBoard only instruction (Madjusted = 4.34) followed by SMARTBoard plus rocks (Madjusted = 3.76), rocks only (Madjusted = 3.71) and the control group (Madjusted = 2.92) respectively. Pairwise comparisons revealed that the only statistically significant difference was between the SMARTBoard condition posttest scores and control group posttest scores (p = .003). These findings raise interesting questions regarding integration of technology, especially SMARTBoard instruction, into elementary-early childhood classrooms for improved science instruction.

10:30 – 11:20 AM	**READING**	**Dixiana**

Presider: Jasna Vuk, University of Arkansas for Medical Sciences

Role of Formative/Summative Reading Assessments in Predicting Academic Success
David Hickey, Northern Kentucky University

This study investigated the relationship between a criterion-referenced, inventory-based reading assessment and the standardized Third Grade Reading Ohio Achievement Assessment (OAA) to: (a) explore the gap between formative and summative assessments, (b) understand the effectiveness of the Developmental Reading Assessment (DRA) as a predictive instrument, and (c) determine whether it is differentially-related to students categorized as below, at, or above grade level on the DRA. The study was conducted in a suburban Ohio district where the Developmental Reading Assessment (DRA) has been used since 1998. Scores from a sample population of 2,395 students in 83 third grade classrooms for school years ending in 2008 through 2010 for the DRA in the spring of both second and third grades and the Reading OAA in the spring of third grade were examined. The correlation and regression analyses of test scores revealed that both the second and third grade DRA scores were strong predictors of the Third Grade OAA raw scores, and each was a better predictor for students below grade level than for those at or above grade level. The results of the study suggest using the DRA as part of a formative feedback process at the end of second grade to identify students who may be at risk of failing the spring Third Grade Reading OAA in order to provide intervention.

Trends in the Impact of the Use of Informational Text for the Remediation of Reading Difficulties
Corlis Snow, Susan Berryhill, Lee Claypool, Delta State University

The study investigated trends in the impact of the use of informational text to remediate reading difficulties in the areas of letter-word identification, passage comprehension, word attack, and vocabulary among 1st-10th graders. A total of 45, 1st - 10th graders from Delta area schools participated in 14 weeks of remedial instruction. The total population for the study consisted of students who were identified by their school's personnel as having reading difficulties. Ten students participated in 2008, twelve students participated in 2009, fourteen students participated in 2010, and thirteen students participated in 2011. Each student was assigned to a graduate or undergraduate student majoring in elementary or special education and received 50 minutes of instruction per session for 14 weeks. The students were instructed two days per week. Each session followed a predictable format that included a review of previously-taught skills, word-study instruction, guided reading instruction using informational text, fluency practice, and writing. Pre and post assessments utilizing the following subtests of the Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB) were used to evaluate reading achievement among the 45 students: Letter-Word Identification, Passage Comprehension, Word Attack, and Reading Vocabulary. The findings indicated that the groups consistently made the following average gains in school months: 4.75 months in letter-word identification; 5.6 months in passage comprehension; 7.7 months in word attack; and 8.2 months in reading vocabulary. Furthermore, statistical analysis utilizing SPSS indicated that significant statistical gains were consistently noted in the mean differences in three of the four subtests: Letter-word Identification (M = .516), Passage Comprehension (M= .625), and Reading Vocabulary (M = .900). The findings suggest implications for the use of informational text during remedial instruction.

The Effects of Readers' Theatre-Based and Tradition-Based Instruction on Sixth-Grade Students' Comprehension at a Selected Middle School
Sarah A. Rhymer, Patrick Kariuki, Milligan College

Abstract The purpose of this study was to investigate the effects of readers' theatre-based and tradition-based instruction on sixth-grade students' comprehension at a selected middle school. A sample of 20 students was randomly selected from a total of seventy nine six-grade students from one of the three six grade teams at the school. The students were then randomly assigned to the experimental and control groups. Each group consisted of five males and five females. The experimental group was taught using readers' theatre-based instruction suggested by Rosalind M. Flynn in her book Dramatizing the Content with curriculum-Based Readers Theatre, Grades 6-12 (2007, p. 20). The control group was taught using traditional-based instruction that included note taking, lecture with PowerPoint's slides, making foldable notes, making cut-and paste diagrams, and doing hands-on experiments. Data were analyzed using independent T-tests at a 0.05 level of significance. The results indicated significantly higher comprehension scores for the students in the experimental group, $t(18) = -1.897$, $P = 0.037$, ES=0.848. The results suggest that the use of readers' theatre-based instruction is an effective tool in increasing students' comprehension scores.

The Involvement of Minority Students in Organized Summer Reading Programs
Florence Cocroft , Sophelia L. Davis-Woods, Sophia Bailey-Suggs, Mississippi State University

In the study, we described data from nine case studies of three librarians, three parents, and three children in the involvement of minorities in summer reading programs. Case study methodology was employed to gain a better understanding of what motivates minority children to participate in organized summer reading programs. The study combined interviews, observations, and documents to get a background of their experiences in summer reading programs and the factors that contribute to these experiences. During the span of the summer months reading loss occurs in some children. This loss seems to occur more frequently in children who live in poverty and children of minorities. Public libraries have taken on an active role to try and close this gap by targeting preschool and elementary children. Because this study focused on minority children, all children selected were African American. The children included two girls and one boy who exhibited varying degrees of interest and participation in summer reading programs. Due to time constraints, each participant was interviewed twice at their home. Examples of questions asked were: What are your experiences at summer reading programs? Why do you allow your child to participate in the summer reading program? What are you doing to get more minorities to participate? Two observations were also conducted of each child doing an activity within the program at the different libraries. Documents such as parent letters and calendar of events were collected from each library. The data revealed that areas with low-socio economic status and fewer resources had higher participation of minorities at the summer reading program. Some children are self-motivated to read across the summer while others may require incentives and support. Its implications suggest more minority participation may be feasible if recruiting efforts and timing of programs were more versatile for working parents.

10:30 – 11:20 AM   **BULLYING**   **Darby Dan**
Presider: Nancy Fox, Jacksonville State University

The Cyberbullying Phenomenon in Schools
Gahan Bailey, University of South Alabama

Cyberbullying is a 21st Century Phenomenon that represents a problem of significant magnitude in schools across the country. It is most prevalent in middle schools and is rapidly increasing among adolescents who exist in a "wired" culture. Schools have not been equipped with appropriate ways to deal with this new form of aggression which often takes place outside of school, yet it can disrupt the victim's education and feeling safe at school. Research has not provided a standard definition of cyberbullying; however, the literature is clear that victims are reached through electronic means such as cell phones, the Internet, and through gamming. Often the victim does not know who the tormentor is and this can leave a child wondering if each person met in the hallway is the enemy. School districts are now being challenged to develop policies to address this issue as it has been noted that it can cause psychological damage that has been equated to violence on school grounds and has been reported as the cause of teen suicide. This review of literature will describe the various forms of cyberbullying, including sexting in which teens send nude or semi-nude sexually provocative images or sexually explicit text. Additionally, this paper will portray who is cyberbullying and why, the legal aspects and policy guidelines for school districts, and prevention programs.

Are Bullying Programs Effective?
Carolyn Daugherty, Chapman Intermediate School; Gary Peevely, Lincoln Memorial University

Abraham Maslow proposed that the most basic of human needs were physiological. The next most basic need was safety (Maslow, 1943). Safety is a basic need for children in all school environments. Forty-seven out of fifty states have passed legislation requiring school districts to have anti-bullying related activities or programs in place (Zubrzycki, 2011). Districts have chosen to adopt or adapt activities or programs based on limited information of effectiveness. The Olweus Bullying Prevention Program (OBPP) has been one of the most widely used (Ttofi et al., 2008); however, the effectiveness of the program from practitioners' perspectives was unknown. Subjects for this research were teachers (n=150) and principals (n=3) in three southeastern elementary schools. Each school was chosen for their fidelity of full implementation of the OBPP, with one school being a School of Excellence, another a Title I school, and the other falling outside of those parameters. This research utilized a mixed model (Creswell, 2009) consisting of survey and structured interview techniques. A survey was piloted using an approximate population. Results were analyzed using descriptive methods. A master list of coded themes from the interviews was summarized. The researchers also utilized audio recording and journaling techniques. A majority of principals and teachers through survey and supportive interview agreed the OBPP was effective at the practitioner's level. Although there were unintended consequences of over reporting, the practitioners agreed the OBPP brought a heightened awareness of the problem of bullying to the staff, students, and parents. Conclusions included that the implementation of the OBPP lead to greater awareness, gave personnel and students effective strategies, and reduced bullying severity and number of incidents. Recommendations were to investigate the cost effectiveness of bully prevention programs and the unintended consequence of under reporting by school administration.

10:30 – 11:20 AM   UNDERREPRESENTED POPULATIONS IN ADMINISTRATION   Calumet
Presider: Mindy Crain-Dorough, Southeastern Louisiana University

Identification Resources to Reduce the Under Representation of Females in the Superintendency
F. Jane Cobia, Peggy H. Connell, Samford University

Approximately 80% of public school teachers are females, but only 15% of school superintendents are females (National Center for Education Information, 2005; Promisee-Bynum, 2010). While the current percentage of female superintendents represented an upward trend from a low of 1.3% in the early 1970s, the growth did not mirror the increase of females in executive level positions in other professions. School boards have experienced an increase in the number of vacancies for superintendent positions and a dwindling pool of qualified candidates. At the same time, colleges and universities have enrolled more females than males in school administration graduate programs (Logan, 1998). The alignment of these conditions has provided opportunities to reduce the under representation of females in the superintendency. The purpose of this literature review was to identify resources that will increase the representation of females in the superintendency. The literature review focused on contemporary quantitative and qualitative research studies of successful female school superintendents in the United States. Resources identified in the research suggest implications for school boards, college of education faculties, and professional organizations.

African-American Female Superintendents in Louisiana: Opportunities and Obstacles
Mindy Crain-Dorough, Kathleen Taylor Campbell, Evan Mense, Michael D. Richardson, Southeastern Louisiana University

The researchers investigated the experiences and perceptions of barriers to the superintendency of three African-American female superintendents in Louisiana. The researchers suggested that exclusion from informal networks, lack of preparation and lack of career goals were primary barriers to inclusion and success. Strategies to overcome these barriers may

include exceeding job expectations, being visible and developing leadership skills. Mentoring was also suggested as a way to overcome barriers.

Statement of the Problem: African-American women face possible double discrimination as women and, as people of color, which contributes to a cultural and educational phenomenon to be studied. Little literature has addressed the lived experiences of African-American superintendents, particularly in Louisiana. Of the 70 public school superintendents in Louisiana, only five are female, African-American.

Research Base: The literature void creates difficulty in explaining the lived experiences of African-American female superintendents in Louisiana. The gender and race discrimination literature has presented obstacles and opportunities; from the glass ceiling, "good ole boys," "good ole girls", and life in Louisiana. Research about the barriers that women in administration faced was focused mainly on White women. What the literature lacks is a clear and accurate portrayal of the obstacles and opportunities presented in the lived experiences of African-American female superintendents in Louisiana.

Methodology: Three African-American female superintendents were selected to participate in this qualitative research. The researchers constructed a research protocol to conceptualize and formulate the research questions and the research design. The questions were developed from an extensive review of the available literature and discussions with African-American women administrators.

Hispanic Women in Leadership: Perceptions of Their Roads to Successful Careers
Natalia Campbell, Lincoln Memorial University

The purpose of this qualitative study was to explore the perceptions of Hispanic women in leadership positions as they traveled the roads to successful careers. The study also attempted to discover how Hispanic female leaders were able to achieve professional success in the United States: what barriers they encountered and what strategies they used to overcome the obstacles. This study utilized a hermeneutic phenomenological framework to obtain, analyze, and interpret rich descriptive data in order to answer the research questions. Standardized, semi-structured, digitally recorded interviews with twelve Hispanic females employed in leadership positions in academia, government, and the private sector provided rich descriptive data for this study. Seven essential themes emerged because of the coding and data analysis. These seven essential themes represented common characteristics of the participants of this study, and explained their professional success: (a). family, (b).winner mentality, (c).desire to give back to community, (d). religious beliefs, spirituality, and luck, (e).opportunities, (f). keeping Hispanic roots, and (g).mentoring. The results of the study revealed that family support, hard work, self-respect, self-determination, and goal-orientation helped the participants to accomplish their career aspirations. Also revealed was a drive for success and lack of a pre-conceived sense of inequality that contributed to the professional success of the participants. The findings imply that it is necessary to create information centers for professional Hispanic females who move to this country. Conclusions suggest that it is very important to create additional centers for English language training and establish mentoring programs for aspiring Hispanic females.

2:00 – 2:50 PM   **RESEARCH IN PROGRESS: Marginalized Populations**   **Salon G**
Presider: Michelle Haj-Broussard, McNeese State University

A Bridge to Success for High School Dropouts
Roberta Fugett, Morehead State University

Dropping out of high school has been recognized as a serious issue in the United States for several decades. In 1963, President John F. Kennedy began a campaign titled the "Summer Dropout Campaign" for the purpose of identifying and getting potential dropouts to return to school in the fall (Rumberger, 2011). Balfanz (2011) examined attendance, behavior, and course failure and found that low socioeconomic status environment students in grades six through nine whose performance was off track in any one of those areas had a 25% chance of graduating from high school. "The 1.3 million students from the high school class of 2010 who failed to graduate represents 30 % of the 4.3 million students enrolled in the ninth grade in 2006" (Rumberger, 2011). Our nation's dropout issue is costly to the individual, to businesses, and to society (Schargel & Smink, 2001). Reducing the dropout rate by 50% could save the United States approximately $45 billion a year, (The American Teacher, 2007). Created in 1964 as part of President Lyndon B. Johnson's war on poverty, the National Job Corps Program increases participants' success in obtaining a general equivalency diploma (GED) or a high school diploma (HSD). The Job Corps' Outcome Measurement System (OMS) report for program year 2010 indicated that an average of 56.6% of the students attain an HSD or a GED. This study investigated why Job Corps students who dropped out of a traditional high school program were able to successfully earn a GED or high school diploma. Data was collected for this qualitative study during the summer of 2012. Job Corps graduates were interviewed to answer the research question of this study. Data were collected, analyzed, and organized by themes (in process). Results and findings of this study will be determined by the November MSERA conference date.

Closing the Gap: Breaking through the Silence
Ray Ginter, David Barnett, Morehead State University

Students from traditionally marginalized groups lack voice and become invisible within the educational setting (Ginter and Barnett, 2011), subject to the pacing of curriculum delivery by those who speak out. Evaluation of assessment data finds an overrepresentation of students from traditionally marginalized groups falling in the lower tiers of student achievement creating achievement gaps (Ginter and Barnett, 2011). According to Jones and Gerig (1994), 25-33% of the students in schools cannot or will not speak out. These students are often over-looked and over-represented in our dropout rates (U.S. Department of Education, 2010). Dr. Carol Christian (2011) stated that students who have been retained during high school are 50% more likely to dropout. Katherine Schultz (2009) identified the following categories as silence as resistance, power, protection, and response to trauma, and she noted that students who have these issues often have academic difficulties. Participants in this study included forty-five high school students in one rural, eastern Kentucky school district over a two year period. Surveys and interviews were conducted to answer the question of why students are silent in the classroom. Using Schultz's phenomenology study as the foundation another category became evident as the interviews continued. This method showed that social expectations, hence social conformity, have begun to emerge as a classification. This study used a qualitative case study method with supporting data (i.e. grades, attendance) and a grounded theory approach to identify external and internal factors of what impacts student voice Results from this study (in process) will be analyzed and determined by the fall, 2012. Preliminary results indicated that all but two have since experienced improved grades and attendance, some have gotten involved in extracurricular activities, and eight have recently graduated while five are seeking higher education!

Student Mobility: An Unintended Consequence of Home Foreclosures
Joline Pegues, Union University

Mobility is a common phenomenon that has disproportionately affected students in high-poverty schools. Research has indicated that for an economically vulnerable family moving has not generally been associated with "moving up;" rather moves are often "unplanned and unpredictable" and created broken social ties and interrupted academic experiences. These lateral moves within limited geographical areas were more typical among lower-income families. The foreclosure crises that began in 2006 have shrunk the once valuable assets of homeowners, communities, and investors. Increased unemployment and the poverty rate since 2008, has increased the number of families living in housing that they could not afford. The foreclosure crisis impacted low-income neighborhoods disproportionately. Data from the U.S. Census Bureau indicated that approximately 17 % of families with children experienced one residential move each year. Among those movers, 68% relocated within the same county. For school-aged children, a residential move was often coupled with a change in schools – which implied a change in routine, a need to make new friends, assimilation into new social groups, and a disruption in the child's education. This literature review is concentrated on student mobility as a result of home foreclosures, which indicated students and student achievement became an unintended casualty of the economic crisis. Historically, households entered foreclosure primarily when a precipitating event such as divorce, job loss, illness, or accident dramatically changed a family's financial situation. Research has concluded that more than a million homes were lost to foreclosure in the last two years. An estimated two million children will be affected by 2.2 million foreclosures tied to subprime mortgages. Residential mobility was associated with lower school attainment which included an increased probability of dropping out, lower graduation rates, lower school achievement that was operationalized as a greater likelihood in repeating a grade, lower math and reading test scores and more academic problems. Research also indicated that it took a child four to six months to recover academically from each school transfer and as many as 18 months to regain a sense of equilibrium, security and control. Over a period of six years, students who moved more than three times could fall a full academic year behind students who did not move around. Student mobility was a significant factor, which affected students who changed schools and their classmates. Furthermore, high student mobility was associated with lower academic achievement for transient students, and a highly mobile student population created stresses in classrooms and in schools. Excessive student mobility harmed stable students as well by slowing down the pace of the curriculum and created emotional disturbances, which stemmed from the often-sudden disappearance of classmates and friends.

2:00 – 2:50 PM   **EDUCATIONAL POLICIES & POLITICS**   **Dixiana**
Presider: David Morse, Mississippi State University

Are Site-Based Decision Making Councils Moribund?
Timothy Simpson, Morehead State University

Are Site Based Decision Making Councils moribund? Site based decision making councils introduced a new governance structure in contrast to the top-down bureaucratic style. The latter limited participation to a few public officials and prohibited the public, especially parents, from formally participating in decision making. Site based councils offered the opportunity for a

more inclusive and participatory governance structure. Ever increasing state and federal regulation, however, appear to be shrinking the opportunity for substantive site based decisions. The perennial educational questions such as, What should be taught? By whom? and How?, are once again limited to fewer and fewer individuals. Should the shrinking responsibility of site based decision making councils be of concern? This paper addresses the issue of site based decision making councils. It argues that the shrinking responsibility of site based decision making councils is of grave concern for a healthy school culture, as well as a democratic culture. Moreover, a healthy school culture, including robust site based decision making, parent involvement and community support, is an important condition for student achievement. This paper proceeds as follows: First, a brief description of the origin and history of site based decision making councils. Second, an account of the increasing state and federal regulation regarding the perennial questions of education. Third, a description of the troubling impact on site based councils caused by increasing state and federal regulation. Here the author's personal experience on a site based council will be offered as some evidence of the troubling trends. The paper concludes with a reflection on why we should be concerned about the shrinking responsibility of site based decision making councils for a healthy school culture, as well as democratic culture.

Money DOES Matter in Education: The Effect of Poverty on Achievement Outcomes
David Morse, *Mississippi State University*

It has long been argued whether education funding affects the quality of performance observed on achievement indicators. Functionally, this debate is nearly futile, often acrimonious, and appears not to change minds. Given this background, laypersons could be excused for thinking that money is of little or only debatable influence. However, a monetary-related result that has not been as widely publicized is that of the economic circumstances of the student attending school. In this study, the impact of students being considered economically disadvantaged--operationally defined as being eligible for free or reduced price school lunch--is evaluated at multiple levels for a variety of achievement indicators. Data were taken for the 2010-11 year from all public schools and districts in Mississippi. Simple and multiple regression models were evaluated, but the explanatory power of student economic status was the independent variable of greatest interest. As a single predictor, it could explain between 22--44% of variance in students' proficiency status at the school level for basic skills in grades 3-8; 47-55% of variance in science scores; 20-44% of on-demand writing score variance; and 13-49% of variance in proficiency status for high school subject tests. The most profound explanatory power was observed for ACT composite scores; economic status of students could explain 71-72% of score variance at the school level. In general, the higher the level of aggregation of data, the greater the explanatory power. Also, mathematics scores tended to be less well explained by economic status differences than did other areas. Clearly, the economic status of students in school is an important characteristic in common educational outcomes; in this context, money matters very much. Obvious implications would be that the conversation about school impact and economics needs to be reframed, as do research strategies, to reflect this reality.

Video Analysis of School Board Behavior and Impact on Achievement
Stephanie Smallen, Loudon County Schools; Gary Peevely, Lincoln Memorial University

School boards advocate for children within the community by setting standards for achievement and shifting resources ensuring student success (NSBA, 2012). Ineffective school boards involved with political distractions could not work on promoting high academic achievement (Goodman & Zimmerman, 2000). Some school boards run counter to improving schools as indicated by their behaviors, overshadowing student achievement (Broad, 2003). This study used a qualitative, non-experimental design. Rationale for using qualitative methods was to capture patterns and themes of local school board behaviors from archived video of meetings. Regular meetings demonstrated predictable and unpredictable behaviors that drove policymaking decisions impacting student achievement. The study utilized QSR - NVivo9 software to measure relationships of time spent on "student achievement, budget, special education, improving educational technology, teacher quality, parental support, regulations, drug/alcohol abuse, discipline, teacher shortage, overcrowded schools," other miscellaneous concerns, and leadership effectiveness depicted by national leading concerns of board members (Hess, 2002, p. 35). Study population was four district school boards, with five year longitudinal data collected from public video of regular board meetings, meeting agendas, and meeting minutes. Data were coded for themes consisting of visual behaviors and by content analysis of agenda and minutes of meetings. Findings expanded the scant body of research in school board accountability and effectiveness of formal meetings, as they placed emphasis on categorical issues that were not aligned with national surveys. Significant findings suggested that regulation/policy were highly valued. However, ritualistic behaviors among boards were found to be significant. Examples included the pledge of allegiance, prayer or moment of silence led by a board member, sports conversations, ethical dilemmas among board members that were called into question by other members, and items that were updates/announcements for various topics not pertaining to the meeting agenda. Findings have implications for leadership focus of school boards.

The Daily Work Adds Up: Public School Educators and the Story of Desegregation
James H. Adams, Ed Davis, Mississippi State University; Natalie Adams, Lou Ginocchio, University of Alabama

The purpose of this study was to examine how school systems in Mississippi actually accomplished desegregation once Alexander v. Holmes (1968) and other federal courts ruled in the late 1960s that segregation must end immediately (in many cases, schools had two months to move to desegregated schools). We contend that the daily acts of both courage and mundaneness exhibited by teachers, principals, and superintendents working in Mississippi schools from 1967-1971 have been largely absent in public debates about Brown and its legacy. This study analyzed the oral histories of more than 50 teachers, principals, and superintendents to find out: 1) What factors (religious, educational, psychological, and/ or ideological) influenced the actions and attitudes of White and African American educators during the school desegregation process in Mississippi from 1967-1971? 2) How did the local context, culture, and history influence the actual process of desegregating schools in school districts throughout Mississippi? 3) What lessons about educational change are embedded in the oral histories of Mississippi educators who were actively involved in the desegregation process? Each participant was interviewed in the location of his/her choice (typically their home), and interviews ranged from 30 minutes to three hours. The interviews were digitally recorded and transcribed verbatim. Newspapers from the time period, school board minutes, unpublished and self-published memoirs, theses and dissertations, school yearbooks, and other personal items the participants shared with the researchers have also been analyzed. Analysis of this large collection of data involves several steps: 1) a portraiture of each participant was created so that basic demographic information could be captured (e.g., date and place of birth, educational institutions attended, career path history, etc.) as well as a more robust representation of the details of a person's unique life experiences, 2) initial coding of each interview using a grounded-theory approach, and 3)a constant-comparative coding approach based on emergent themes. Barbara Kingsolver in her book, Animal Dreams, writes: "Wars and elections are both too big and too small to matter in the long run. The daily work - that goes on, it adds up." The oral histories of these educators (most of whom are in their 70s and 80s) enhance our understanding of how the "daily work" in which teachers, principals, and superintendents are engaged contributes to larger social movements for equality and justice. The findings of the study reveal a more nuanced understanding of how Brown was implemented once the courts, judges, lawyers, and politicians stepped out and educators were forced to step in and make decisions with immediate impact.

2:00 – 2:50 PM   **HIGHER EDUCATION – STUDENT ISSUES**   **Darby Dan**
                              Presider: Nancy Fox, Jacksonville State University

Nutritional Knowledge of Alabama Undergraduate Students
Shelley Bradford, Steven F. Pugh, Phillip M. Norrell, Christopher M. Keshock, University of South Alabama

Alabama has one of the highest rates of obesity in the U.S. Nutritional knowledge may be a factor. The purpose was to determine the nutritional knowledge of undergraduate college students. Recent studies found more than a third of U.S. adults, and over 16% of the population were obese in 2009-2010. In 1986, Alabama's obesity rate was less than 10%, compared to more than 30% in 2010. The reasons cited for the increase included lack of nutritional knowledge. The 229 participants (87 male, 142 female) were undergraduates enrolled in health and physical education courses at a state university. None previously had a college nutrition course. Ages ranged from 18 to 58 (M= 22.3). There were 40 freshman, 50 sophomores, 85 juniors, 38 seniors, 7 fifth year seniors, and 9 non-degree students. Nutritional knowledge was assessed using the Nutrition Knowledge Questionnaire (NKQ). The NKQ meets psychometric criteria for reliability (Cronbach's alpha=.70-.97 and construct validity, P=.001). The NKQ is divided into subscales: Dietary Recommendations (DR), Sources of Foods (SOF), Choosing Everyday Foods (CEF), Diet-Disease Relationships (DDR), and Total Score (TS). The survey was administered the first day of class. Results indicated a lack of nutritional knowledge in all subscales of the NKQ. The mean scores were 6.98 (63.4%) on the DR, 35.3 (51.1%) SOF, 4.1 (41%) CEF, 5.1 (25.5%) DDR and 51.5 (46.8%) TS. Nutritional knowledge has been cited as a factor in increasing rates of obesity and by falling far short of an acceptable level on all the subscales indicated a serious concern. Students lacked the nutritional knowledge to make good dietary choices. The researchers realized that other factors (genetics, physiology, exercise) play a role in obesity. However, students must be better educated in nutrition. Further, nutritional education guidelines as set by the State Course of Study need to be examined.

The Benefits of Participating in Campus Recreation: A Comparison between Undergraduate and Graduate Students
Alexandra Henchy, University of Kentucky

It is important to know the influence of campus recreation programs on student success and retention for both undergraduate and graduate students. Although multiple studies have been conducted on the benefits of participation in campus recreation (e.g., Lindsey, 2012), the majority of these studies have focused on undergraduate students. Astin's (1984) theory of involvement maintained that participating in extracurricular activities contributes to the success of college students. According to Astin, the amount of learning that transpires is related to both the quality and quantity of student involvement in a program. After receiving IRB approval, 2,500 students at a southeastern university were randomly selected to complete the campus recreation survey. The survey was based upon the NIRSA/Student Voice Campus Recreation Impact Study survey. The students were sent an e-mail informing them of the purpose of the survey which included a link to the survey; students were also sent two reminder e-mails. There were 557 students who began the survey. Of the students who answered the demographic

questions, 35% were graduate/professional/continuing education students and 65% were undergraduate students; 43% were male and 57% were female; and the majority of the sample was White (73%). Preliminary analyses showed that the recreation facilities had a strong or moderate influence on both undergraduate and graduate students' decisions to attend (36% and 25% respectively) or continue (38% and 27% respectively) at the university. Participating in campus recreation activities and programs had a positive influence on a variety of aspects of both undergraduate and graduate students' lives including, but not limited to, their feelings of well-being, self-confidence, stress management, and overall health. Additionally, 81% of undergraduate and 74% of graduate students agreed that participation in recreational activities provided them with life skills. These results demonstrate that campus recreation activities have a positive influence on students' lives.

Demographic and Instructor-Student Interaction Factors Associated with Community College Students' Intent to Persist
Yolanda F. Mitchell, Pulaski Technical College; Gail D. Hughes, University of Arkansas-Little Rock

Student engagement is often associated with increased student learning and persistence in higher and postsecondary education. Because community college students' are often enrolled part-time with increased family and employment responsibilities, they are generally less involved in student activities and campus life than other students. Thus, community college students interact more with instructors throughout the semester than with peers, staff, or other campus representatives. Although numerous researchers have examined the relationship between instructor interaction and outcomes such as persistence, satisfaction level, and academic performance; the impact of student demographics and interactions on intent to persist for community college students is less well known. In the current study, researchers analyzed existing data from 51,010 respondents from the 2009 Survey of Entering Student Engagement (SENSE) administered at 120 community colleges across 30 states. Researchers used logistic regression to assess whether eight predictor variables significantly predicted a students' intent to persist. As a group, the predictor variables were statistically reliable in distinguishing between students who were most likely to intend to persist and those who were not and correctly classified 76.4 percent of cases. The odds ratios indicated that students who were enrolled full-time, worked more than 30 hours per week, were female, were not first-generation, were nontraditional, reported higher instructor-student interactions, and higher student-instructor interactions were all more likely to report an intention to persist than their counterparts and that students' with children were less likely to intend to persist. The most surprising findings were that older/nontraditional students and students employed full-time were more likely to intend to persist than their traditional counterparts. The findings that increased student-instructor and instructor-student interactions were associated with an increased intention to persist were expected yet provide additional rationale for faculty and administrators to devote time and effort to cultivating these interactions.

2:00 – 2:50 PM   **SCHOOL LEADERSHIP**   **Calumet**
Presider: Beverly Moore, Independent

Teacher and Administrative Stress
Sam J. Wright, Morehead State University

This presentation would present three years of data collected on teacher and school administrator stress from Eastern Kentucky Principals, Teachers, and School Superintendents. The three studies collected stress data on how men and women teachers and men and women school administrators handle stress. Stress data findings will be included on which school organization handles stress the best, the effect of finances on stress, which age level of teachers and school administrators handle stress the best, and if stress is increasing or decreasing for teachers and school administrators.

Effects of Leadership on Curriculum, Instruction, and Accountability in Kentucky's High Schools: Evidence from the Standards and Indicators for School Improvement
Rebecca C. Todd, Elizabethtown Community and Technical College;
Stephen K. Miller, D. Clayton Smith, Western Kentucky University

Effects of Leadership on Curriculum, Instruction and Accountability in Kentucky's High Schools: Evidence from the Standards and Indicators for School Improvement by Rebecca Curry Todd Elizabethtown Community and Technical College Stephen K. Miller Western Kentucky University D. Clayton Smith Western Kentucky University Paper presented at the annual meeting of the Mid-South Educational Research Association November 7-9, 2012 Lexington, Kentucky Draft: Not to be quoted or reproduced without permission of the authors. Address correspondence to: Dr. Rebecca Curry Todd 378 Woodsbend Road Elizabethtown, KY 42701 (270) 304-9624 rtodd0006@kctcs.edu Effects of Leadership on Curriculum, Instruction and Accountability in Kentucky's High Schools: Evidence from the Standards and Indicators for School Improvement Abstract Under Kentucky Education Reform Act of 1990, all schools are expected to reach Proficient score (100 on 140-point scale) by 2014. Kentucky extended standards-based disciplinary content to whole school reform (first state to do so), creating nine Standards and Indicators for School Improvement (SISI). The Scholastic Audit measures each of 88 indicators on a separate 4-point behaviorally-defined scale. McKinney (2007) demonstrated importance of instructional leadership for elementary accountability outcomes. This study replicated McKinney for secondary schools, investigating effects of Leadership (Standard

7) on the Academic Index as mediated by Curriculum and Instruction (Standards 1 and 3). The current accountability movement places responsibility for school achievement on schools (McDermott, 2007). Murphy's (2004) mediated effects model states that instructional leadership is prominent, but realized indirectly through actions with faculty or via structure and process. These three standards are central to Kentucky's SISI: Leadership facilitates quality Instruction on essential content (Curriculum). This study examined a secondary database from Kentucky (83 high schools from 2000-2005) based on Scholastic Audits by trained teams of external reviewers. Academic Index (accountability composite) plus demographic controls from Kentucky Performance Reports were added. Descriptive statistics and multiple regressions were performed to assess effects of leadership, curriculum, and instruction on the AI. Results indicated that Leadership (Standard 7) directly explained 40%, 39%, and 20% of variation for Curriculum, Instruction, and AI, respectively. In hierarchical regression, demographic factors (Step 1) accounted for 65% of AI; Leadership added .06 Adjusted R^2 (Step 2); Instruction added .05 (Step 3--Curriculum not significant) for total 76% explained variance. These results demonstrated that Leadership had both direct and indirect effects on achievement, confirming the mediated effects model. Findings and limitations are discussed, including potential of Scholastic Audits as diagnostic tools for guiding interventions, principal leadership, and the impact of instruction (greater influence than Free/Reduced Lunch).

2:00 – 2:50 PM   **DISPLAYS: Service Learning**   **Foyer**
Presider: Gahan Bailey, University of South Alabama

Bridging the Classroom and Clinic: Creating Service Learning from Community Volunteerism
Stacey Sloas, Becky Keith, Penny Head, Arkansas State University

The study examined learning opportunities of a physical therapy program to determine (1) if the learning opportunities met the definition of service learning or community volunteerism, (2) if improvements could be made to the learning opportunities. Community volunteerism allows students to provide a service that benefits community members. Service learning benefits the volunteer, the recipient of the care and has ties to the curriculum. It includes preparation of knowledge or skills and follow-up assessment. Students had opportunities to perform scoliosis screenings in local schools, provide assistance in pre-participation evaluations for athletes, and assist with kickball for special needs children. Assisting with kickball was open to year one and two students. Scoliosis screenings were required for year two studertns as part of Musculoskeltal II course. Year one and two students were able to participate in pre-participation evaluations for athletes. Following examination of activities, it was determined that assisting with kickball and the pre-participation athletic physicals were examples of community volunteerism. Scoliosis screenings were determined to be service-learning opportunities. By making minor changes in the community volunteer activities, kickball and pre-participation physcials could be considered service learning opportunities for year two students. These activities would be considered community volunteerism for year one students. Follow-up assessment was absent or lacking from all activities. Kickball and pre-participation evaluations were not linked to a particular course or set of skills. With curricular planning and appropriate follow-up, these activities can be a valuable learning opportunity for students as service-learning activities.

The Impact of Service Learning on the Development of Pre-Service Physical Education Students
B.J. Kimbrough, Natasha Satcher, University of West Alabama

Connecting classroom lessons with meaningful services to the community is producing positive results in different programs. Within the Physical Education Teacher Education (PETE) program, educators are recognizing the importance of service learning and the fact that it can create a win-win situation. Moreover, students can begin to develop classroom competencies in a real world setting which will broaden their perspective of physical education. Additionally, they can begin to build their sense of civic duties while impacting a community that may be in need. The study examined the cognitive development of students enrolled in two sections of an elementary physical education methods course to determine the impact of service learning on the students' academic performance and the impact in the community. Participants included 40 students enrolled in PE 321, Teaching Elementary Games, a junior level physical education course. Of the 40 students (8 females, 32 males) participating in the study for the four month period, 26 were African-American and 14 were Caucasian. Pre- and post-tests that addressed lesson planning, teaching methods, classroom management, classroom organization, communication skills, discipline techniques and assessments of learning were given to the participants. Students also participated in a service learning project initiated by the instructor. Students were required to prepare and implement three lesson plans at an off campus elementary afterschool program. After teaching each lesson, a 30-minute discussion was conducted between the instructor of the course, the pre-service students, and supervisors at the site. The students also submitted a reflection paper linked to their visits. The results suggested that through the use of service learning, the steps that the PETE program took to improve the quality of instruction and experiences for pre-service students were impactful. This experience not only improved students' knowledge acquisition, but provided a high quality of service within the community.

The St. John's Educational Wetlands Restoration Center
Emily DeMoor, Georgetown College, Georgetown, KY

The St. John's Educational Wetland Restoration Center was created in July 2012 as a place-based, project-based "STREAM" (STEM plus Social Studies, Religion, English Language Arts, and Art) educational endeavor in the North Elkhorn Creek Watershed, which contributes to the Kentucky River Watershed in Scott County outside of Georgetown, Kentucky. The goals for this project include re-establishing hydrology to the project area, creating hydric soils, planting native vegetation, and creating of an outdoor "classroom" available to St. John's Catholic Elementary School, Georgetown College's Education Department, and other schools, organizations and individuals in the community. The grant funded educational center serves as a training site for preparing teachers according to the North American Association for Environmental Educations (NAAEE) Guidelines for the Initial Preparation of Environmental Educators and in alignment with the Kentucky Environmental Literacy Plan (KELP). This project provides outstanding learning opportunities for students, faculty, teacher-leader candidates at Georgetown College, and the community at large. Re-establishing hydrology and soils to the project area will provide the opportunity to restore several types of wetlands including emergent, ephemeral, forested, shrub, and wet meadow. Establishment of native vegetation in and around the wetland will provide habitat to hundreds of birds, animals, and insects, thus increasing biodiversity. Faculty, students, and community partners will collect scientific data to monitor the evolution of wetland re-establishment and increases in biodiversity. The students of St. John's School will engage in hands-on, place-based, interdisciplinary education at the wetlands restoration site. Place-based education immerses students in local heritage, cultures, and landscapes as a foundation for the study of all other curricular areas while emphasizing learning through participation. Through direct engagement with the natural world, the teachers will seek to cultivate environmental awareness and stewardship in the students. Through community outreach, we will be able to apply these understandings to other environmental contexts.

3:00 – 3:50 PM **RESEARCH - INSTRUMENTATION** **Dixiana**
Presider: Randy Parker, Louisiana Tech University

Building a Validity Argument for the School Climate Inventory, Third Edition (SCI-R3): Two Exploratory Studies
Louis Franceschini III, Center for Research in Educational Policy

Originally developed in 1989 and revised in 2002, the School Climate Inventory (SCI-R) is a widely-used measure of the educational learning environment that has been empirically linked to a variety of positive outcomes, achievement on standardized tests among them. In a 2010 study of 133 Tennessee elementary schools, for example, merging archived school-level scores on the SCI-R's seven constructs with concurrent TN "report card" indices resulted in an array of robust correlations with several student achievement metrics, including percentages of students proficient in Reading and Mathematics and school-wide rates of student attendance, promotion, suspension, and expulsion. However, given evolving perspectives on what constitutes good schools, a re-tooling of the SCI-R has been effected so as to reflect contemporary dilemmas with which schools must contend (e.g., bullying, substance abuse) and to address "best practices" suggested by recent research (e.g., formative assessment, data-driven decision making).To begin building a validity argument for this third revision of the School Climate Inventory (SCI-R3), exploratory studies have been conducted and both "known groups" and "related measures" strategies have been employed. With respect to the former strategy, SCI-R3 scores were combined with information about the NCLB status of some 20 schools in a Northwestern Pennsylvania district. After classifying these schools as either being or not being in some form of school improvement, a series of hierarchical AVOVAs conducted on nested SCI-R3 responses revealed that values obtained on all seven of the instrument's scales discriminated between lower- and higher-achieving institutions. Regarding the latter, "related-measures" strategy, both the SCI-R3 and Hoy's measure of "Academic Optimism" (SAO) were administered to the faculty of an urban high school. When SCI-R3 scores were correlated with those obtained on the SAO, the hypothesized relationships emerged, with most correlations ranging between r = .50 and r = .70.

Development and Validation of the Korean Motor Performance Scale (KMPS) for Children with Intellectual Disabilities
Kyungtae Kim, Middle Tennessee State University; Jae Hoon Cho, Tae-Hyung Kim, Korea Nazarene University;
Jwa Keun Kim, Middle Tennessee State University

The purpose of this project was to develop and validate the proposed Korean Motor Performance Scale (KMPS) for children with intellectual disabilities in South Korea based on Bruininks-Oseretsky Test (BOT), Test of Gross Motor Development (TGMD), Competency Testing for Adapted Physical Education (CTAPE), and Psycho-Educational Profile Revised (PEP-R). Item response theory (IRT) and Structural Equation Modeling (SEM) were applied to analyze the data. The scale had a total of 36 items with two factors; cognitive (22 items) and physical (14 items) motor performance factors. Data were collected from 566 children of ages ranging from 8 to 12 years with intellectual disabilities. While the polytomous IRT analysis revealed weak model fit indices with the Partial Credit Model (PCM), the dichotomous IRT analysis demonstrated a better fit with the 2-parameter logistic model (2-plm). Items with good fit indices were retained for further analyses with SEM. The SEM model was based on Kim's (2010) cognitive (5 sub-factor) and physical (4 sub-factor) motor performance model. The results were interpreted in conjunction with Kim's (2010) model. Developing and validating KMPS is a meaningful endeavor in producing a better-fitting motor performance scale for the Korean children with intellectual disabilities. Some well-known motor

performance scales such as TGMD are known to be inappropriate for Korean children due to the item difficulty issue as well as cultural differences. The KMPS provided culturally appropriated items with adjusted difficulty levels for Korean children with intellectual difficulties.

An Evaluation and Validation of the Anxiety in Sports and Exercise Scale
Matthew Freeman, Middle Tennessee State University

Social anxiety is a widespread and complex problem that has many consequences. The current study marked the creation of the Anxiety in Sports and Exercise Scale (ASES), which aimed to assess social anxiety disorder (SAD) related to situations involving physical activity. A sample of 353 university students completed the ASES, exercise behavior questions, and the Physical Activity and Sport Anxiety Scale (PASAS; Norton et al., 2004) for validation purposes, and demographic questions. Exploratory factor analysis revealed a clear two factor structure. Item-total correlations were strong, and internal consistency was excellent for the full measure and each factor. The Graded Response Model (Samejima, 1969) from item response theory revealed generally strong item properties and high test information for each factor. ASES subscale scores correlated positively with PASAS subscale scores and negatively correlated with frequency of exercise. This reliable and valid measure of sports-specific SAD can now provide an important component in the mental and physical health of clients seeking treatment (Norton et al., 2004).

3:00 – 3:50 PM   **MATH, LITERACY, ASSESSMENT**   **Darby Dan**
Presider: Bonnie Warren-King, University of Tennessee-Chattanooga

Strengthening Mathematical Achievement by Strengthening Literacy Skills: Lessons from a Professional Development Project
Beverly Moore, Independent; Diana Porter, Eastern Kentucky University; Patricia Kannapel, Independent

Teachers who had participated in professional development on literacy development across the curriculum reported they needed more specific help and strategies to teach literacy in mathematics. Their evaluation spurred the creation of a professional development project for teachers of grades 4-12 on integrating literacy into mathematics instruction. Two Kentucky higher education faculty members, one from a literacy development background and the other from mathematics education, collaborated to provide professional development workshops, follow-up classroom observations, and guidance to teachers in five public school districts. Specific goals included providing teachers with literacy strategies and resources, modeling, and assisting teachers in developing lessons that address mathematics standards, increasing the level of rigor in mathematics classrooms through the integration of literacy, and increasing teacher efficacy about integrating literacy. This report is an evaluation of that program based on observations of the program, teacher surveys, and participant interviews. Teachers who had little prior professional development on mathematics literacy reported a heightened awareness of the importance of integrating literacy into instruction and that using literacy strategies had increased students' conceptual understanding of mathematics. These findings suggest that the IEQ project had the desired impact on those mathematics teachers with limited prior exposure to the why and how of combining literacy strategies and mathematics instruction. However, even teachers who applied literacy strategies in the math classroom seemed to be *implementing* literacy strategies *during* mathematics class time rather than integrating literacy strategies into mathematics instruction to help students better learn mathematics. Implications for designers of professional development for mathematics literacy instruction include the need for emphasis on the purposes of integrating literacy strategies, providing PD sessions specific to grade-level curriculum, and making the sessions more convenient for teachers and over a longer term.

Changing the Attitudes of Preservice Teachers toward Content-area Literacy Strategies: What Works?
Bonnie Warren-King, University of Tennessee at Chattanooga

While adolescent literacy has been documented as an area of concern, a related challenge has been the attitudes of content-area teachers toward implementing literacy strategies within the content-area classroom. Adolescent literacy researchers have found that inservice teachers were uncomfortable with and felt ill-prepared to assist struggling adolescents with literacy strategies in their classrooms (Conley, Kerner & Reynolds, 2005; Fisher & Ivey, 2005; Heller & Greenleaf, 2007; Lesley, 2005). The purpose of this research study was to address a major issue of aligning adolescent literacy education courses with content area teachers' attitudes toward implementing adolescent literacy strategies within their classrooms. This study added to the adolescent literacy research and documented the benefits to preservice education tutors by aligning adolescent literacy courses with one-on-one tutoring of middle and high school students. This research presented longitudinal data gathered over five years and analyzed the impact of the literacy course and the tutoring on the perceptions of the education students. The "Pre-service Teachers' Perception/Attitude Survey" documented changes in the attitudes of the education students toward implementing literacy strategies within their content areas. An initial two-semester Repeated Measures ANOVA tested the effects of the experience on the pre/post means. The main effect revealed a significant impact on the post attitude mean of the tutors. This current study expanded this initial study by testing the impact on student literacy perceptions over a five year period. These

findings will be discussed as well as the effectiveness of these literacy strategies in the four content areas of math, science, history and English as student teachers implemented them during their student teaching semester. Conclusions will be drawn regarding the effectiveness of the literacy methods used during the education course as well as implications for further research.

Formative Assessment a Basic Foundation for Teaching and Learning
Joseph Akpan, Jacksonville State University

Assessment is an important part of teaching and learning. The authors believe that more formative assessments will result in better summative evaluations and be more cost effective in improving student learning. The article discusses both formative and summative evaluation. It then presents several ways to incorporate formative evaluations that are fun, provide assessment feedback to teachers, and do not require any grading. Formative assessment does increase scores on summative evaluation. Literature Review.

Perceptions of Kentucky Educators Concerning the Kentucky State Assessment System as an Accurate Reflection of Student Learning
Benny Lile, Western Kentucky University

The research sought to answer five questions: (1) What are the perceptions of Kentucky educators concerning the results of the Kentucky Core Content for Assessment (KCCT) as an accurate reflection of student learning of Mathematics and Reading in specific areas (e.g., student learning, content taught, and instructional guidance)?; (2) What are the perceptions of Kentucky educators concerning the difficulty of the KCCT for students of different academic ability levels?; (3) What are the perceptions of Kentucky educators concerning the accuracy of student performance classification for the results of the KCCT?; (4) What are the perceptions of Kentucky educators in regard to the KCCT results being an accurate reflection in relation to student ability for the No Child Left Behind (NCLB) sub-groups of Special Education, Free/Reduced Lunch, and English as a Second Language (ESL)?; and (5) What are the perceptions of Kentucky educators concerning the accuracy of the KCCT, as opposed to other national measures? Reports continually indicate disconnects between student performance on state assessments as opposed to national measures. By surveying those closest to students, that being teachers and administrators, the researcher sought to discern if the perceptions supported the national results or the state results. The survey was answered by 390 participants from varying educational roles across the state. A nine question Likert scale survey was available via the internet. The responses were transferred to a 1-4 scale with 1 being "Completely inaccurate" and 4 being "Completely accurate". The research hypothesis stated each question should rate a minimum average of 2.5 with 3.0 being desired. Only two of the research questions met the 2.5 threshold and no question met the 3.0 level. This led to the conclusion that there is a lack of confidence in the state assessment system in terms of being an accurate reflection of student learning.

3:00 – 3:50 PM   **DISPLAYS: Teaching with Technology**   **Foyer**
Presider: Rose B. Jones, University of Southern Mississippi

Transforming Social Science Instruction with a Single iPad
Ann-Marie Peirano, Hillcrest High School; Vivian H. Wright, University of Alabama;
Derrick Griffey, Gadsden State Community College

Research has suggested that iPads allow students to participate in the creation of content as opposed to the rote consumption of content. Many teachers now have a personal iPad or an iPad provided to them by their school or system. However, they do not have a classroom set of the devices. For these teachers the challenge has become how to use this tool for transformative classroom instruction. Therefore, instructional techniques were developed in which only one iPad was used to enhance instruction in social science courses. The high school teacher and community college instructor implemented the use of one iPad to supplement, enrich, and improve teaching in a variety of areas. Lesson planning and research was streamlined and enriched through the use of the following iPad applications: Political Time Machine, World History Documents, Art Authority, Virtual History: Roma, Timeline World War 2, and History Maps of the World. Presentation of content was enhanced and made more engaging via the iPad using tools such as Prezi, KeyNote, iMovie, and flash card applications. Student assessment was made more interactive and customized with the eClicker application. In addition, the iPad was used to eliminate the need for traditional classroom tools such as Elmo Document Cameras, dvds and players, and personal response systems, and was used in conjunction with student devices such as smart phones.

Improving Faculty Teaching, Research, and Service through Mobile Computing
Geoff Price, Vivian H. Wright, University of Alabama

Mobile learning, or the use of smart phones, tablets, and laptops for teaching and learning, is an emerging research topic in educational technology. The 2011 Horizon Report ranked mobile computing as the number one emerging technology in education. Faculty in higher education are accepting a "mobile obligation" to design learning experiences that fit how students live and interact on a daily basis. This poster presentation depicts how faculty can use mobile technology to improve their teaching, research, and service. After conducting a meta-analysis of iPad initiatives in higher education, the researchers identified 5 categories of practices in which faculty most frequently use mobile devices: (1) communication, (2) organization, (3) instruction, (4) capturing evidence, and (5) research. This poster presentation uses these categories as a guide to describe specific tools and techniques used by faculty for the purposes of teaching, research, and service. Presenters will model the usefulness of basic functions and will demonstrate a combination of free and inexpensive applications (apps) that can be used in teaching and learning. Document readers (Goodreader) allow faculty to annotate articles and insert comments for later reference. The same annotation tools allow faculty to illustrate the course syllabus on the first day of class. File organization apps (Dropbox) create an easy and highly structured file management system absent on most tablet devices. Social media tools (Twitter, Facebook, Edmodo, Skype) and email increase faculty access and communication to students, community members, and fellow researchers. Mirroring tools (such as AirSketch) free faculty from teaching from a single location in the classroom. Native note-taking tools (Notes) in addition to note-taking apps (Evernote) document ideas, thoughts, and notes related to research, teaching and service. Lastly, E-readers provide a quick and convenient access to course materials such as articles and textbooks.

3D Technology: Changing the Way Students Learn
Emily Bodenlos, Morehead State University

How would you like to tour the pyramids of ancient Egypt without ever leaving your desk? 3D technology is changing the education field. This study focused on whether 3D technology in the classroom increased 1) student engagement and 2) knowledge retention during learning. The 3D app Kid Timber and 3D computer program Google SketchUp were researched and implemented in the 6th grade classroom to see if these programs met the above standards of technology use in schools. Through research into 3D resources in the classroom, and the use of 3D apps in actual classrooms, it was determined that 3D technology positively enhances the learning experience for students as well as teachers. With the implementation of 3D apps, projectors, computer software, printers, and more, educators are bridging the gap between fun and learning. A Morehead State Research and Creative Productions Grant and an Undergraduate Research Fellowship made this research possible.

4:00 – 4:50 PM　　　　　　**SPECIAL SYMPOSIUM – IR[9]**　　　　　　　　　　**Salon G-H**

IR [9]: Irrational Reasoning for Improbable Research with Impossible Replicability and Irreproducible Results by Irresponsible Researchers—Ineptly Represented, Inexplicably Rendered, Inappropriately Rehashed, and Incomprehensibly Resurrected
Organizer: Walter M. Mathews, Evaluation Associates of New York

Musings on Un-posted Office Notices Revealed through Very Longitudinal Data Collection
Harry Bowman, Council on Occupational Education

How to Know if the Next Memo in Your Inbox Will Be Pink, or, You May Be an RIF Candidate If…
Robert [Rob] Kennedy, University of Arkansas for Medical Sciences

Classical Measurement Theory for the Mathematically Challenged
James E. McLean, University of Alabama

Research Results You Didn't Know You Needed to Know – Part V
David T. Morse, Mississippi State University

Signs of the Times: Using IE Epistemology in Discerning Phenomenological Meaning in the Signs of Our Everyday Lives
Randy Parker & Julie A. Holmes, Louisiana Tech University

THURSDAY NOVEMBER 8, 2012

Propensity Score Matching: A Primer for Educational Researchers
Forrest Lane, University of Southern Mississippi

Researchers may be interested in examining the impact of programs and interventions but unable to implement experimental designs with true randomization of participants. As a result, these studies can be compromised by underlying factors that impact group selection and thus lead to potentially biased results. Propensity score matching is a quasi-experimental technique supported many grant funding agencies that controls for systematic group differences due to self-selection and extends causal inference into these designs. The benefits of this design have been demonstrated throughout the literature. For example, Grunwald & Mayhew (2008) conducted a study in the development of moral reasoning in young adults and demonstrated a significant reduction is the overestimation of effect size from the model. Morgan (2001) used propensity score matching to demonstrate the effect of private school education on math and reading achievement is actually larger than findings in non-matched samples (Schnider et. al, 2007). Other similar studies have been demonstrated in economics (Dehejia & Wahba, 2002), medicine (Schafer & Kang, 2008; Austin, 2007), and sociology (Morgan & Harding, 2006). The problem within the field of education is that the method remains underutilized despite increased calls in the literature for its use. The purpose of this training seminar is to reduce barriers to the use of this statistical method by presenting the theoretical framework and an illustrative example of propensity score matching. Participants of this training session will be able to (a) recognize the implications for self-selection and non-randomization in quasi-experimental research, (b) understand key terms and theory behind the propensity score matching, and (c) identify strategies and resources for implementing this matching technique. Participants will be provided with heuristic data, sample syntax to perform the analysis in SPSS, and best practices from the literature when conducting propensity score matching.

8:30 – 9:20 AM   **RESEARCH IN PROGRESS: Student Technology Use**   **Salon G**
Presider: Gahan Bailey, University of South Alabama

Parenting 21st Century Learners
Christi Trucks, University of Alabama

Parents tend to feel that the school is responsible for teaching students how to use technology, but few parents have given much thought to their role in the process. This leads to many questions and is the subject of my ongoing dissertation research. My research involves a mixed method approach to determine parental concerns and expectations of students and their technology usage. Parents view schools as a training ground for computer use just as they do for math and language arts. They want schools to provide students with the skills needed to function both in school, work and society. However, where do parents think they fit in to this picture? Do they feel responsibility for setting boundaries at home regarding time limits, social media, cell phone usage (both conversations and texting) and access to technology? Do parental expectations differ between age groups. As students' technological abilities and needs evolve do their parents' expectations evolve too? Data will be collected through surveys distributed to a sample of elementary and high school parents in low to middle class schools at parent meetings on multimedia tool usage while at school. Survey responses will be anonymous. Upon review of the surveys a random sample of survey parents will be chosen to participate in a focus group to further discuss their concerns and expectations of technology usage and their child.

8:30 – 9:20 AM   **DIVERSE CULTURAL EXPERIENCES**   **Lanes End**
Presider: Bobby Franklin, Mississippi College

American Effect: Impact on Turkish Counseling Research
Fidan Korkut Owen, Meliha Tuzgol Dost, Hacettepe University; Dean Owen, Morehead State University

As the result of the Marshall Plan, following WWII, the U.S. began to exert an influence on Turkish educational development and in particular. This American influence began with visits from American educators and continued as Turkish scholars were sent to receive graduate education in the U.S. (Aydın & Hatipoğlu Sümer, 2001). Since the 1950's there has been a close and collaborative relationship between American educators and their Turkish colleagues built largely upon the widespread adoption of educational materials, curricula, text books, assessment materials. Over the past 60 years there have developed numerous collaborative programs among and between universities that have created a constant exchange of both scholars and students. It is not surprising that there has been a nearly parallel development of educational research in fields of

curriculum design, teacher preparation, guidance counseling, educational leadership and administration, special education and nearly every other field of Education. It will be the purpose of this presentation to discuss the impact of U.S. educational research and design on current Turkish educational practice and research as well as provide an overview of the reasons for this. The U.S. and Turkey have been close political, economic, and defense allies since the days of the Cold War and despite the fact that Turkey is a bridge between modern Europe and the countries of the Near East, it has long since elected to be allied with the West and with the U.S. in particular. The influence of U.S. education and educational research on the Turkish educational system from preschool through graduate study cannot be understated. This presentation will review this "U.S. Effect" and its impact on current Turkish research topics, practices, methodologies, statistical analytical methods the publication and dissemination of research findings through academic and scholarly journals.

Church-based ESL Program as a Figured World: Empowerment of Immigrant Adult Learners
Xia Chao, University of Alabama

Drawing on the theoretical perspectives of figured worlds (Holland et al., 1998), dialogic discourse (Bakhtin, 1981), and poststructuralist theory of language, this two-year ethnographic study explores the ways in which a church-based ESL program in a southeastern U.S. city facilitates or constrains immigrant adult learners' participation. The findings emerged from multi-layered data are presented by artifacts, discourse, and identity which are three key elements framing figured worlds.
We argue that the church-based ESL program as a figured world whose construction is not natural but nurtured and naturalized. English learning in the figured world is a process of being, whether self-assigned or other-assigned identity development. The figured world shapes access to immigrant adults' English learning, intercultural understanding, community engagement as well as empowering self-authoring agency. Its cultural and religious dispositions embedded in the artifacts and classroom discourses interfere with some immigrant adults' participation in the church-based ESL program and cause some to develop identity contradictions. The figured world of the church-based ESL program is a missionary tool to proselytize.

Commonalities Perceived through a Cultural Lens: A Case Study of Two Asian-Chinese Professors' Experiences in the United States
Ying Wang, Mississippi Valley State University; Duane Shuttlesworth, Delta State University

The purpose of this case study was to explore the role of culture on two Asian-Chinese professors' perspectives on education in the United States and their social interaction with native English speakers. The study also attempted to understand why cultural values of their home country influenced both their personal and professional lives even after many years of being in the United States. Two Asian-Chinese professors were interviewed. Both taught at a university in the Southeastern United States for 17 and 19 years respectively. Interviews were semi-structured and teaching observations were made across two semesters of study. Data acquisition ended when saturation was reached. Data was analyzed using a qualitative case study design (Creswell, 2005). This design permitted the researchers to capture individual differences as well as broad themes characteristic of both participants. The data was coded and themes were identified through categorical aggregation (Creswell, 2005; Stake, 2000). The results of the analysis suggested that culture and social knowledge were critical factors influencing the nature and type of social interactions. Culture and social knowledge also influenced the participants' perspectives on their student's performance, collegial relationships and community service participation. Developing communication competency was dependent on the speaker's desire to become integrated into society. The process of acculturation is a longitudinal, if not life-long process. In addition, this process is conditional on the individual's willingness to become immersed and assimilated into the main society or their desire to maintain their heritage culture. This willingness is personal but critical in determining the process of acculturation and effectiveness of communication. Advocating and promoting the understanding and accommodating differences between cultures will benefit this diverse World of ours.

Vertical Collectivism in Chinese College Students as a Mediator of the Relationship between Concern for Future Consequences and the Motive to Achieve Status
Rolf Holtz, David Andrew Creamer, Troy University

This study examined the influences of a concern for future consequences and vertical and horizontal collectivism on the academic motivations of college students in the People's Republic of China. The long-term efforts of college students require that they maintain a concern for the future consequences of their actions. This concern should be positively associated with students' motivation to study whether they desire status or an opportunity to learn new things. The mediating role of vertical collectivism (VC) in the relationship between future consequences and the motivation to achieve status is especially interesting. Collectivist students who score high on deference to authority in their group (VC) should be especially mindful of future consequences and the status that comes with education. In contrast to vertical collectivism, neither horizontal collectivism nor individualism should mediate the relationship between a concern for future consequences and status. A sample of 379 students at Hebei Normal University of Science & Technology were administered the Concern for Future Consequences Scale (Strathman, Gleicher, Boninger, & Edwards, 1994), the INDCOL scale (Hui, 1999), and the Academic Motivations Inventory (AMI; Moen & Doyle, 1978). Subscales of the INDCOL scale included vertical collectivist, horizontal collectivist,

and individualist components. Factor analysis of the AMI revealed 3 motivations: Achieving status (alpha = .84), enjoyment of learning (alpha = .81), and disinterest in college (alpha = .74). All hypotheses were confirmed. It is especially noteworthy that the relationship between a concern for future consequences and the desire for status was significant (beta = .129, p < .02), except when vertical collectivism was included as a mediator (beta = .01, p < .08). This link between students' values and their college goals can help academic advisors and instructors perform their jobs more effectively.

8:30 – 9:20 AM   **SCHOOL IMPROVEMENT**   **Dixiana**
Presider: Randy Parker, Louisiana Tech University

Impact of a Two-Year School Turnaround Model in Two Southern School Districts
Randy Parker, Louisiana Tech University

Improving achievement for all students remains a primary focus of educational reform efforts at all levels: federal, state, and local. One aspect of current educational reform is an increased emphasis on drastically changing the structure, operation, and administration of low performing schools. This concept of "School Turnaround" has been a primary component of both federal (Race to the Top) and state school improvement initiatives. This paper describes the results of a two-year school turnaround project in two school districts in a southern state and the program effects on student achievement and leadership development. The participants in this program were the administrators, faculty, and students of nine low performing schools (seven elementary and two junior high) in two school districts in a southern state. School principals completed a rigorous selection process utilizing the Event Behavioral Inventory, supporting documents and extensive interviews. Faculty in the college of education and college of business at a state research level-one university, with the support of district partners, collaborated to develop and deliver a program based on best practice literature, research, and experience from the fields of both business and education. The twenty-seven month project began in the spring of 2010 and consisted of (a) job embedded seminars for principals and leadership team members, (b) regular site visits by university partners, and (c) substantial use of online resources and electronic mentoring. Working collaboratively, the principal and his or her team developed a comprehensive, data-driven, school turnaround plan that focused on both short –term (90 day strategies) and long-term (monthly measures) in (a) student performance, (b) culture and climate, (c) professional development, and (d) family/community involvement. Results showed an improvement in school performance scores for six project schools with only two schools remaining on "academic watch". Strategies to replicate and sustain these results will be presented.

Improvement Followed by Collapse: Understanding the Failure to Maintain Intervention Gains from Comprehensive School Reform
Sonia Upton, Wisconsin Center for Education Research; Stephen K. Miller, Kyong Hee Chon, Western Kentucky University; Jennifer Bay-Williams, University of Louisville

This research builds on VanMeter (2005) who examined America's Choice comprehensive reform for reading in nine elementary schools in Kentucky. Tier 3 schools (needing assistance to reach long-term achievement goals) utilized Title I funding to adopt one of eight comprehensive school reform models (St. John et al., 2000). This report analyzed change over time for third-grade mathematics. Most school districts in U.S. have attempted school improvement reforms--by choice and/or mandate--shaped largely by NCLB (2001) which incorporates standards-based accountability for student achievement (Craig et al., 2000). Low-performing schools have needs so pervasive that systemic change, such as Comprehensive School Reform (CSR), has greater likelihood of success (Borman et al., 2003). Change literature (Zhang et al., 2006) strongly supports what faculty do as central to improved outcomes. MacIver and MacIver (2008) found mathematics achievement positively related to sustained implementation of math-oriented whole school reform models. This America's Choice intervention assessed seven of nine VanMeter (reading) schools that completed mathematics. Kentucky Department of Education provided secondary data for successive third-grade cohorts at student level: prior year, year one implementation, year two implementation, continuation year (funded support removed). Overall population was five third-grade cohorts in all Kentucky schools with CTBS/5 mathematics NCE scores (dependent variable) for 2001-2005 (N = 241,782). Sample (N = 1443) represents four third-grade cohorts in seven schools; participation was staggered (four schools, 2001-2004; three, 2002-2005). Change scores (target year minus prior year) were compared for AC versus statewide. Results indicated that progress for AC was similar to State for Year 1 (2.35% versus 2.73%), slightly more for Year 2 (7.02% versus 5.86%), but precipitously less (below stating point) for Continuation Year (-1.44% versus 7.98%). Schools C, G-I began significantly below the State; D-F, slightly above (not significant). Results are discussed, including possible differences in commitment of Schools D-F.

Closing the Achievement Gap with Culturally Engaging Leadership
Susan McLaughlin-Jones, Fayette County Public Schools

All African American students at Earnest Just Elementary School*, a small, urban elementary school, achieved proficient or distinguished on 2009 state accountability testing in science and social studies. This case emerged from an environmental scan of the 32 elementary schools in the district based on publicly available data (e.g., school report cards). In 2008-2009, African

American students at Earnest Just Elementary School scored proficient or distinguished at greater rate than at other similar schools in the district. This case study described formal and informal strategies used to promote high levels of student achievement for African American students. Data was collected through onsite observations, document review, and interviews with administrators, teachers, and parents. Successive cycles of analysis identified a strong leadership team with a commitment to the academic success of every student used multiple strategies to foster student achievement. Many strategies implemented may have resonated with students from diverse cultural backgrounds, to foster high levels of achievement. While the findings of this study were straightforward, the implications may be far-reaching. The school's structures and supports engaged students and families from varied cultural backgrounds in meaningful ways (Spring, 2008). Furthermore, many applied strategies addressed specific psychological needs of African American students (Steele, 2010) raising the comfort level with classroom expectations. While most of the participants could not have expressed why any one of these strategies worked with their students, they were committed to the success of every student and therefore tried a multitude of strategies. This commitment from school instructional leaders created a school culture with a tremendous positive atmosphere that promoted high levels of achievement among all students not just by responding to student cultural needs, but also by engaging students culturally. * Pseudonym was chosen to honor the early 20th century African American zoologist.

America's Choice Comprehensive Reform in Third Grade Mathematics: Effects for Demographics, Across Schools, Over Time, and Beginning Year of Implementation
  Sonia Upton, Wisconsin Center for Education Research; Stephen K. Miller, Kyong Hee Chon, Western Kentucky University

Kentucky supported Tier 3 schools (needing assistance to reach long-term achievement goals) to adopt one of eight comprehensive school reform models (St. John et al., 2000), utilizing Title I funding. VanMeter (2005) investigated reading in nine elementary schools that selected America's Choice. Extending VanMeter, this study examined America's Choice for third-grade mathematics. Program evaluations suggest that neither targeted, "pull-out" Title I strategies nor a series of small disjointed programs produce much effect on achievement in at-risk schools. Comprehensive school reform designs reorganize/consolidate strategies, focusing on data-driven decision making, whole-school improvement, and curriculum alignment (Padilla et al., 2006). In mathematics, researchers concluded that sustainable growth requires comprehensive standards, research-based curriculum, and constructivist instructional strategies (Brown & Woodward, 2006; Supovitz & Poglinco, 2001). America's Choice is designed to develop critical thinking skills and deeper mathematical understanding, consistent with focus of NCTM standards. Secondary data (seven of nine VanMeter schools completed mathematics) from Kentucky Department of Education constitute cohort model design (successive third grades assessed). Data were available at student level: prior year, year one implementation, year two implementation, continuation year (funded support removed). Participation was staggered (four schools, 2001-2004; three, 2002-2005). Sample (N = 1443) represents four third-grade cohorts in the seven schools. Hierarchical multiple regression tested effects of demographics, year of implementation, school differences, and staggered start on math scores. Results indicated significance for Year 2 Implementation (Step 1), three schools different (Step 2), and no significance for staggered start (Step 3); after all steps were added, only two schools (different from referent) were significant, with very minimal effect size. Adding demographic factors actually decreased variance explained; only size was a significant predictor. This America's Choice intervention in mathematics had essentially no impact on achievement. Yet Kentucky schools overall were improving significantly during same period. Implications of methods/results are discussed.

| 8:30 – 9:20 AM | **HIGHER EDUCATION – POLITICS and POLICIES** | **Darby Dan** |

Presider: La Tonya Davis, Tennessee State University

Corporate, Academic, and Political Leader Perspectives of Higher Education Accountability in Tennessee
Andrew Morse, University of Tennessee-Knoxville

Accountability is a persistent and intensifying policy issue in public higher education (Bogue, 2006; Martinez & Richardson, 2009). However, research suggests that amidst the salient expressions of dissatisfaction over higher education performance and accountability, a lack of clarity exists over the purpose and design of accountability (Tipton-Rogers, 2004; Roberson-Scott, 2005; Tanner, 2006). Further, major stakeholders in business, politics, and higher education have also voiced a variety of perceived purposes for higher education that add to the complexity of demonstrating accountability (Bogue & Aper, 2000; Thelin, 2006). However, the problem is that while accountability expectations and the concern over performance quality have been voiced by stakeholders, little is known about the extent to which stakeholders share consensus on their expectations. As a result, the purposes of the research are (1) to identify the significance and types of commonalities and dissimilarities among corporate, political, and academic leaders on postsecondary education accountability policy and (2) to investigate ways for improving accountability policy as evidenced by the various stakeholders. The study employed a quantitative survey method where academic, corporate, and political leaders were investigated to identify differences and similarities on the purpose and function of accountability. Numerous points of disagreement over the purpose, design, and objectives of accountability were

indicated as a result of this study, which suggests that higher education leaders and the major stakeholder groups have a salient policy challenge ahead to create credible accountability policy.

A Comparison of Collegiate Quarterbacks to Prospective Teachers: Examining the Process
Catheryn Weitman, Noemi V. Ramirez, Israel Peniel, Rafael E. Romo, Texas A&M International University

The sports world provides many metaphors and analogies for a multitude of other disciplines. Three faculty from kinesiology housed in the College of Education engaged in an innovative research project which considered how the identification of collegiate quarterbacks compares to the identification of collegiate pre-service teachers. Of the range of positions on a football team, only the success of a collegiate quarterback can seemingly determine his success as a professional. Queries of what issues came to the forefront that made this truer for quarterbacks than for all other positions were raised. Researchers' curiosity was driven by the thinking that if this was true for one profession, why could it not apply to another profession such as education and more specifically teachers. We were curious to see what qualities and methods could be adapted from one field to another. Thus, the purpose of this display is to: 1) compare the literature and process targeting linkages, qualities, and methods utilized between the two professions; and 2) to dialog with others researchers about the inner connections, so that the processes used to identify successful professional quarterbacks could be transferred to the identification of successful effective prospective educators. The significance of this innovative research endeavor could potentially impact the way new teachers are identified—new ways in determining their "fitness" of success as a professional. Likewise, targeted interventions aimed at determining if collegiate quarterbacks have the potential to be successful professional quarterbacks can be transferred to determine if students have the potential to be professional educators. Both fields look at the "fitness" or readiness to be successful. What is it about one field that can be transferred to the other? The 7 Step Evidence-Based Dyna-Med Methodology was used for selecting relevant articles and studies for this review of literature.

State Legislation Democrat and Republican Perspectives on Higher Education Accountability
Andrew Morse, University of Tennessee-Knoxville

Public institutions in the United States face a policy challenge to adapt to accountability expectations among a variety of stakeholders (Bogue & Hall, 2012; Thelin, 2004; Richardson & Martinez, 2009). Among the major stakeholders are state legislators who hold fiscal and policy influence over public institutions, but these leaders have not yet been studied to understand the extent to which political leaders differ on higher education purpose and accountability definition, instruments, and indicators. The present study examined Republican and Democrat state legislator differences on higher education purpose and accountability. The results indicated partisan differences of perspective on higher education.

9:30 – 10:20 AM   **RESEARCH IN PROGRESS: Language & Literacy**   **Salon G**
Presider: Shannon Chiasson, University of New Orleans

The Effects of Augmented Reality Books and the Reading Comprehension of Boys
Christie Rogers, Union University

Research from 31 countries compared the reading scores of boys and girls and discovered that girls consistently outperform boys. Factors such as motivation and devotion of time to reading are among some of the reasons for this discrepancy. As boys progress through their school years, it becomes more difficult to motivate them to read. They devote less time to reading compared to girls, and some have even labeled boys the "new disadvantaged" as their standardized test scores in reading are generally lower than that of girls. Educators are charged with reaching every student yet half of our student population is not reaching their full potential in this academic area. Today's students spend a third of their day using some kind of electronic medium. It would be to the educator's advantage to capitalize on this fact and integrate more technology into the reading program as traditional instruction is outdated and does not provide the motivation for the technology-dependent generation to achieve academic success. One of the new emerging technologies, augmented reality, has begun to make its way onto the educational scene. Augmented reality children's books has the potential to revolutionize the way boys perceive reading as well as increase their reading comprehension, but since this is a new form of literature, research is needed to determine if there is a significant correlation between augmented reality books and the increased achievement in reading for boys. The literature review for this research in progress will address the problems struggling readers must overcome in order to become more proficient readers, as well as how augmented reality books may play an integral part in this process.

The Accuracy of Accelerated Reader and ThinkLink in Predicting the Reading Proficiency Levels of African American Males on the Tennessee Comprehensive Assessment Program
Kimberly Kelley, Union University

This review of literature discusses the accuracy of assessments such as ThinkLink and Accelerated Reader in predicting the proficiency levels of middle school African American males in reading on the Tennessee Comprehensive Assessment Program

(TCAP).Currently, the African American male subgroup is struggling to meet the benchmarks on standardized tests such as the TCAP. According to Madhuri, Taylor, and Thompson, there are more minorities who have a track record of underperformance when compared to their counterparts. As the literacy gap continues to widen between elementary, middle, and high school because of the transition from the fundamentals to literature in sixth grade and a college-readiness curriculum in ninth grade, so does the dropout rate. Therefore, it is difficult for boys in fifth grade who lack strong reading skills to survive middle school. Since the implementation of NCLB 2002, there has been a massive administration of large-scale assessment measures that are perceived to address educational inequality, inadequate learning, and ineffective curriculum and instruction. Although efforts have been made to correct the inequities, schools serving multicultural student populations are more likely to suffer the unintended consequences commonly linked to serving in such areas. As a result, these schools are typically compelled to teach to the test and narrow the curriculum. However, this is an ineffective method for the African American male. Each article was selected based up on its ability to exhibit achievement gaps between African American males and their peers in reading. In addition, articles which analyzed the relationship between high-stakes testing and learning were utilized to assess the correlation. Those articles which monitored the achievement gaps from elementary through high school afforded an opportunity to assess trends and patterns in academic achievement at various levels.

9:30 – 10:20 AM   **TEACHERS AND TECHNOLOGY**   **Lanes End**
Presider: Mindy Crain-Dorough, Southeastern Louisiana University

Bridging the Generational and Technological Gaps for Instruction of Basic Construction Surveying
Gabriel Trahan, Louisiana State University

The technological development of instruction requires an evolving pedagogy that incorporates change while maintaining the integral basics of an applied science such as construction surveying. For an effective curriculum to be developed, academics must consider the content and context of a subject for designing a course to span both the generational and technological gaps of students. Today, members of the Net Generation compose a large segment of undergraduate classes. This group has been impacted by technology through the wide use of the internet along with media which allows for instantaneous sharing of information. The combined technology and real time data exchange pose a dilemma for academics in the creation of an effective experience. Providing real time interactive labs and offering supportive lectures create a threaded experience that students can easily relate to and subsequently apply so their learning experiences may be enhanced. A well-thought experience generated by an insightful practical exercise resulting in a threaded reflection of theoretical principles will enable students to reflect on the material for the pedagogical process. Instructors must embrace change such as the use of technologies which may be personally challenging. These challenges place the instructor in a position as a facilitator due to the strong possibility that students are more efficient with some technologies. Academics must not look at this as a weakness but as an evolution of the pedagogical process. The refrained use of current technology as teaching tools will be a detriment. Restructured classes embracing current content and context will equip instructors and students for a proactive experience. This research can be used as the basis for a distance education class which can present the lecture portion in a self-directed web-based format while keeping the lab portion in a context that utilizes an enhanced lab thereby bridging the gaps.

Technology for Learning: Teacher Education in 2015
Mindy Crain-Dorough, Kathleen Taylor Campbell, Evan Mense, Michael D. Richardson, Southeastern Louisiana University

Innovation and change in university preparation of teachers requires adaptive technology in response to the demands of a knowledge economy, students who are engaged in rapid technology adaptation and a constantly changing world. In contrast, teacher preparation historically has been contained on campus, using face-to-face instruction. But, as the second decade of the twenty-first century unfolds, significant changes are being undertaken in several universities to accommodate the needs of more students, different students, and challenged students.

Statement of the Problem: Teacher education has failed to keep up with the latest in technological and pedagogical innovations during the past twenty years. However, most of the higher education community is now forced to examine if not implement technological applications for instruction and delivery. Nevertheless, teacher education has been slow to change, and only a few public universities extensively use e-learning, distance learning, online education, or some other form of technology-driven instruction.

Technology should not be an end for teacher preparation; it should be the means to achieve an end result of competent teachers. Technology has the potential to transform the preparation and learning for teacher candidates, but only if it triggers a substantial and sustained change in the responses of teacher preparation educators to the innovations possible with the use of technology. However, to date, the use of technology has primarily been evolutionary and not revolutionary. The challenge is to design economically efficient and educationally effective programs that attract students and produce competent and capable teacher educators. Perhaps then a new preparation model will emerge to reenergize the preparation of a new generation of teachers to address the needs of new generations of students.

Methods: The seventeen deans of colleges of education in Louisiana will be surveyed to determine their receptivity and commitment to distance learning as a mode of delivery for teacher education. The survey will be 24 questions and will be administered by SurveyMonkey.

Training Faculty for Online Instruction: A Best Practices Case Study
Linda Morse, Deborah Lee, Tina M. Green, Mississippi State University

Policies and practices for training post secondary faculty to teach in online formats vary dramatically from institution to institution. The training requirements for teaching online may be well delineated or nonexistent. Furthermore, there is little research on the pedagogy for online instruction to guide staff development procedures. This case study will describe a program which teaches faculty best practices for online instruction. Taught online, this project is a four-week, mastery-based approach to introducing faculty to four areas deemed critical for successful online pedagogy: (a) introductory ideas, (b) communication concerns, (c) instructional design, and (d) evaluation and assessment. These four topics were chosen after much research into online pedagogy and practices. However, they are dependent upon having first completed training in the institution's learning management system (e.g., WebCT, Blackboard, Desire to Learn). The program described here has now been offered over eight times to nearly 175 faculty members. Once a faculty member has completed this program successfully, they are credentialed within the university's Human Resources records. Evaluation results indicate that the program has been an excellent resource and training for both seasoned and beginning online instructors. Several findings include that (a) faculty often make the same mistakes as online students do, (b)) proficiency in the learning management system is critical, (c) faculty are often naive about the time and procedures involved in quality online development, and (d) follow-up support is necessary. An overview of this program and implications for training will be discussed.

3D Research for P20 Schools: Cameras, Editing, and Free Software
Lesia Lennex, Morehead State University

To better understand how 3D could best be used P20, research and field-testing was conducted on a 3D camera (Aiptek), editing software (Vegas Studio; FinalCut Express), and a free computer program, Google SketchUp. Of central concern were the benefits and deficits of using 3D, how 3D use would be viewed by the instructor and the likelihood that the instructor would independently undertake using 3D, and how well 3D could meet the challenges of both the International Society for Technology Education (ISTE) standards for teachers and students (NETS-S, NETS-T) and common core curriculum. Results from field-testing indicated that the Aiptek camera used with Vegas Studio could be quite beneficial. The Aiptek is a user-friendly 3D print and movie camera. It can be rendered directly to YouTube. Vegas Studio was an inexpensive option for editing 3D film and stills. It was strictly a PC product though. FinalCut Express required more technical expertise and a greater amount of time. The Express, or teacher, version was less robust and unable to adequately process the 3D movies taken with the Aiptek. The ability to produce 3D films and stills brings into focus the need for 3D projectors (DLP capable). Research indicated that some Western teachers were successfully using a hybrid 2D/ 3D capable projector. The research confirmed that using a 3D computer program could motivate students and produce conceptual understanding. Google SketchUp is a free program which was tested in a high school physics classroom. Students were given basic information about Google SketchUp 8, which was downloaded to their computers in the classroom. Students spent a great deal of time developing their assignments. They sought perfection because the program allowed them to measure and realistically model an actual item. The students achieved conceptual understanding with scale modeling, adaptation of design to environment, and anthropometry.

9:30 – 10:20 AM   **ALTERNATE SETTING, ISSUES**   **Dixiana**
Presider: Dustin Hebert, McNeese State University

Perceptions of Agency Partners Regarding the Nature and Benefit of Collaboration for Research into the Achievement and Behavior of Students Displaced by a Natural Disaster
Gary Peters, University of Alabama at Birmingham; Mike Ward, University of Southern Mississippi

This study explores a collaborative model that enabled research into the behavior and achievement of students displaced by natural disaster. The researchers sought to understand inter-agency and cross-professional collaboration in the wake of unprecedented challenges upon both policy and practice. Three organizations—a state education agency, a university, and a private non-profit research organization—shared expertise, data, and resources to complete the study. Nine participants from these organizations revealed the nature and benefits of this collaboration. The goal of the collaboration was to discern patterns in the behavior and achievement of students displaced by a natural disaster to public schools in a coastal state. The roles of the participants varied. The university researchers initiated the proposal to study displaced students as a follow-up to previous research into the impact of the storm upon schools, staff, and students. The university researchers also developed the research protocol in collaboration with the state department of education senior administrators.

Middle College High School: Kentucky's Dual-Enrollment Alternative
Teresa Mayo, Wendy Bolt, Paul Blankenship, Lisa Stephenson, Kentucky Community and Technical College

Representatives from the Kentucky Community and Technical College System (KCTCS) present research findings about two Middle College High Schools (MCHS) delivered through partnerships between KCTCS-affiliated colleges and local school districts. The exploratory case study focused on the educational partnerships that initiated and operated the programs, the academic success and engagement of the students, and the support services that were instrumental in students' success. The MCHS students outperformed regular community college students in all courses taken together, suggesting that this alternative model enhances academic motivation and performance among students who were under-performing in traditional high schools.

Educational Cooperatives and the Changing Nature of Home Education: Finding Balance between Autonomy, Support, and Accountability
Kenneth Anthony, Mississippi State University

The study sought to fill a gap in the literature on home schooling by exploring the role of cooperatives in home school operations. Four families' experiences who participated in an educational cooperative are detailed in the study. The impact of the cooperative on the overall operation of the individual home schools was analyzed and potential lessons for traditional education are discussed. The study was part of a larger study of home school family motivations, home school operations, curriculum choices, and challenges. The researcher used purposive homogeneity sampling from a home school group of religious conservative families in order to find a sample that provided a rich detailed description of the research problem. Data for this study were gathered through (a) interviews with the parents and children, (b) informal discussions, (c) observation of the families at home, (d) observations of home school group activities, (e) collection of artifacts, and (f) observation of the students at the cooperative. During data analysis the role of the cooperative emerged as important to the operation of these homeschools. Results indicated that the families' home school operations were highly dependent upon the cooperative. It provided the classical curriculum the families desired and relieved other challenges associated with homeschooling. The cooperative signified a compromise for the families between the freedom of home schooling and the accountability and support provided by a traditional school. These findings are important for traditional education. Just as home schools are evolving and developing institutions that look something like schools, schools can change too. One way is for the traditional school to operate as a family and community resource that provides educational resources. Rather than being the sole purveyor of knowledge, the schools would be a tool that people can use to achieve their individual family's educational goals and needs.

Athletic Training Education Program Directors' Concerns with the Innovations of Instructional Media and Instructional Design
Jeremy Searson, Angela Benson, University of Alabama

The purpose of this study was to identify the concerns of program directors (PDs) at accredited athletic training education programs (ATEPs) with the innovations of instructional technology (instructional media and instructional design) and the variables that influence those concerns. The study employed a cross-sectional survey design. The researcher used the Stage of Concern Questionnaire (SoCQ) to obtain the level of concern of PDs with the innovations of instructional media and instructional design. The SoCQ is a 35-question instrument consisting of 8-point Likert scale items. The SoCQ was administered twice, once for instructional media and once for instructional design. In addition, data were collected on the participants' demographic, academic, and innovation-related characteristics. The sampling plan included all 367 PDs at institutions housing an ATEP. 130 surveys were returned, but only 57 were complete, yielding a response rate of 17.5%. The similarity between the survey subsections (2 separate SoCQs) may have led to early attrition by participants. Research questions 1, 2, 5, and 6 assessed peak and secondary peak SoCs for both innovations and were analyzed using descriptive statistics. Research questions 3 and 7 assessed significant influences of the independent variables on SoCs and were analyzed using descriptive statistics, MANOVAs, and ANOVAs. Research questions 4 and 8 assessed the relationships between SoCs and independent variables and were analyzed employing bivariate statistics. Research question 9 assessed significant differences between the SoCQ profiles of both innovations and was analyzed utilizing an independent t-test for significance. The findings of this study can (a) guide future research into the concerns of PDs as they relate to the adoption and diffusion of instructional technology and (b) direct change facilitators involved with ATEPs to address barriers to the adoption and diffusion of instructional technology.

9:30 – 10:20 AM   **HIGHER EDUCATION – STUDENTS**   **Darby Dan**
Presider: Kathleen York, University of Southern Mississippi

Changing Students' Understanding of Diversity
Lesia Lennex, Kim Nettleton, Morehead State University

What happens when technology, culture, and education intersect? How does culture of place impact technology communication? Technodiversity, the intersection of culture and technology, is an integral component of teaching with instructional and educational technologies. While examining cultural awareness and diversity in two separate projects, we discovered key elements to understanding technodiversity and its impact on the exchange of ideas. Morehead State University in eastern Kentucky and Western New Mexico University, near the Mexican border, participated in a privilege project. Some of these elements included perceptions of online culture and culture of place. Understanding and harnessing the principles of technodiversity will impact distance education, online communities, and the use of technology as a conduit for communication. The diversity exchanges formed future ideas about curriculum providing baccalaureate candidates not only with a remarkable background in developing goals and assessments of achievement, but also with technology and diversity tools to enable teaching in diverse circumstances. The Prevailing Privileges assignment consisted of listing and investigating twenty privileges enjoyed by each individual, in terms of race, class, sexual orientation, physical ability, and gender. Students discussed in online forums their individual perspectives and what actions should be taken to extend these privileges to everyone. Once the online discussion is over, students then submitted a reflection paper including: 1) the process of writing their list, 2) the group discussion, and 3) any shift in perspective regarding privilege. Through the project we hope to broaden the discussion of a collaborative vision of education for a multicultural society in which we acknowledge our responsibility to advocate for the children in our classrooms by first addressing our own biases and privilege.

Student Entitlement: Coming to a Campus near You
Linda Murawski, Tusculum College; Karen G. Carter, Lincoln Memorial University

This review of the literature examined student or academic entitlement as an independent construct infiltrating the 21st century classroom. It was not the intent of this review to define student or academic entitlement, rather to examine student entitlement behaviors that higher education faculty have encountered but appear ill-prepared or reticent to discuss. Peer-reviewed articles being less than ten years old were reviewed containing research or discussions associated with student behaviors that included expectations of a) receiving good grades even when the work submitted did not meet standards (grade inflation); b) faculty 24/7 availability (consumer mentality); c) student accommodations upon request (evaluated self-esteem); and d) social context issues. The literature indicated that student entitlement was on the rise and that students were increasingly inundated with self-inflating messages beginning in grade school which may result from unclear, unarticulated, and undocumented policies and standards on the part of higher education institutions, specifically, its faculty. Additionally, the association of student or academic entitlement with negative traits and behaviors may lead to increased negative behaviors, which may endure long after an educational tenure continuing into the workforce. Information gleaned for this paper, indicated that the degree to which student entitlement influenced a particular classroom was dependent upon the degree to which it was recognized and approached by the faculty member. Research in general on this topic was lacking or scant. The authors of this paper believe that further research into the topic of student or academic entitlement is not only warranted but it is critical to ensuring positive learning outcomes for both students and faculty.

College Student Disposition and Academic Self-Efficacy
Timothy Connor, Ronald L. Skidmore, Lola Aagaard, Morehead State University

The concepts of self-efficacy and dispositional optimism-pessimism both relate to expectations of success. Self-efficacy indicates individuals' beliefs in their ability to be successful in particular ways, whether that is academic work, career performance, or other behaviors (Wood & Bandura, 1989). Optimists expect the best from future events, while pessimists expect worse outcomes (Scheier, Carver, & Bridges, 1994). Dispositional optimism has been found to be a positively related to both physical and psychological well-being and adjustment to life transitions. (Allison, Guichard, & Gilain, 2000; Aspinwell & Taylor, 1992; Scheier & Carver, 1992). Given those definitions, it would be reasonable to expect self-efficacy to be positively related to optimism and negatively related to pessimism. A convenience cluster sample (n=105) was obtained from students taking summer classes at a regional state university in the Mid-South and data were collected at the beginning of the semester. The Life Orientation Test – Revised (LOT-R) is a 10-item, Likert-type scale that yields subscales of pessimism and optimism and a total LOT score, although the total score may be difficult to interpret because pessimism and optimism have been reported as unrelated in some studies (Creed, Patton, & Bartrum, 2002). The 19-item Self-Efficacy for Learning Form – Abridged (SELF-A) (Zimmerman & Kitsantas, 2007) was employed to gauge student academic self-efficacy. This instrument has a single factor structure and is highly consistent internally (Cronbach's alpha=0.92). All three LOT variables were analyzed for a relationship to student self-efficacy, plus correlations were run between scale totals of each instrument and individual item scores of the other. Higher self-efficacy was significantly related to lower pessimism and an overall higher LOT total score. Self-efficacy was not significantly related to higher optimism scores. Particular item correlations and implications for higher education will be discussed in the full paper, as well.

Power and Language in a Special Cohort Learning Community for Student Athletes
Kathleen York, Dana G. Thames, Stacy Breazeale, Roxanne Kingston, University of Southern Mississippi

Language, power, and politics play a role in the well-being and success of learning communities. Research shows that academically underprepared and disengaged college freshman benefit when their learning experiences are structured to build community among students and between students and their teachers. This qualitative in-depth case study examined how language served the needs of six college instructors, six instructional coaches, and fifteen academically underprepared student athletes in the habitus of a special cohort learning community. The learning community linked two developmental college courses (reading and study skills) with a credit-bearing college-level health and wellness class by using a thematic pedagogical model. The study focused on the following four overarching research questions: (a) How do members of the learning community (students, teachers, and instructional coaches) use language to achieve personal academic goals; (b) to achieve group academic goals; (c) to voice opinions; (d) to solve problems? Three sources of data were produced over a five week summer semester: (a) audio-taped and transcribed instructional conversations situated around inquiry-based health and wellness science experiments, (b) audio-taped and transcribed faculty debriefing sessions, (c) and observation/reflection field notes. A constant comparative method guided the analysis of the data. The lead researchers examined each of the sources of data separately for significant statements. Categories were created using categorical aggregation, and emergent patterns were identified. Findings show that students, faculty, and instructional coaches used language to maintain power relations within the learning community, to mediate complex academic ideas and terms, and to engage reluctant learners. Emergent themes to be shared provide insight into the use of engaging narratives, creative sub rosa communications, humor, and ego-boosting language in the context of a vibrant learning community.

| 9:30 – 10:20 AM | **SPECIAL EDUCATION** | **Calumet** |

Presider: Johan van der Jagt, Bloomsburg University of Pennsylvania

The Story of IDEA Compliance and Results
Jane Nell Luster, LSU Health Sciences Center

Section 616 of the Individuals with Disabilities Education Act (IDEA) requires the Secretary make a determination of the status of each state in meeting requirements and purposes of IDEA. The statue states that monitoring by the federal government of states must focus on "improving educational results and functional outcomes for all children with disabilities; and ensuring that States meet the program requirements under this part." States have submitted data on compliance and results indicators for six years. The U.S. Department of Education, Office of Special Education Programs has issued determinations to all 60 states and territories all six years. There has been limited examination of the effect of the status determination requirement on compliance or results for children with disabilities. This paper presents the analyses of the state data. Three questions guided this work: 1) Has the national performance on indicators of compliance and results improved in six years? 2) Are the most compliant states showing improved performance on indicators of results? 3) What is the compliance status of states with the highest performance on results indicators? The conclusions from this examination and these analyses are that national performance on compliance indicators has improved, while performance on results indicators has remained almost constant. States demonstrating high compliance as defined above in general did not have the highest performance on results. One of the eight states with the highest compliance also had high performance for most of the results indicators. Of the eight states examined for results then compliance, only one was in meets requirements for multiple consecutive years. The paper concludes with implications from this examination. One implication that seems apparent is when the focus is on compliance, compliance increases. What is more concerning is how to address the stagnant improvement of results.

Co-Teaching vs. Solo-Teaching: Comparative Effects on Fourth Graders' Math Achievement
Jay Feng, Mercer University; Sheanoka Almon, Douglas County Schools

As education continues to progress schools are constantly seeking innovative ways to cultivate and enhance achievement for all students. Many public schools are pushing toward the inclusion model. This model includes co-teaching to meet the diverse needs of special education students. This action research was designed to investigate the comparative effects of co-teaching versus solo-teaching on student's math achievement in elementary school. Study participants included two fourth grade classes (approximately 23 students in each class) in an elementary school, one with a regular education (solo-teaching) and the other with the same regular education teacher and a special education teacher for the co-taught class. The independent variable is the teaching arrangement (co-taught class vs. a solo-taught class) as considered by the school system and the dependent variable is the math achievement as measured by the unit tests (Number Sense, Multiplication, and Division). A series of unpaired t-tests was performed to comparison student math achievement between co-teaching and solo-teaching. Results showed that solo teaching was more effective that co-teaching on student's achievement in Multiplication, co-teaching was more effective on student achievement in the Number Sense unit than solo-teaching, and that no statistical difference was found between co-teaching and solo teaching in their effect on student learning in the Division unit. It is concluded that both solo teaching and co-teaching were beneficial to the two different groups of students within their various learning environments.

Does This Mean More Validation for Theory of Mind? Frequently Used Strategies for Children with Autism and Associated Factors

Johan van der Jagt, Bloomsburg University of Pennsylvania

Autism Spectrum Disorder continues to have a significant influence in the educational system since the birthrate presently accounts for 1 out of every 88 births. More support teachers are needed as well as research-based interventions to meet the students' unique needs resulting from endowed characteristics. The characteristics include e.g., social skills, lack of affection, hyperlexia. A major characteristic is an inability to perceive the other person's thoughts and planning. Theory of Mind, co-existing with executive functions, relate to these unique aspects. Individuals with autism do not appear to perceive feelings of self or others. Two specific causes of autism resulting in these characteristics have been theorized to be genetically and environmentally based and may have brain differences from those without exceptionalities. The main purpose of this study was to investigate the most used individuals and/or combined strategies with students who were on the Autism Spectrum Disorder and any possible existing relationships with demographic variables e.g. school: geographic area, type, and size. Based on the content of two literature reviews and a current article, a survey with a listing of used strategies was developed and sent to 256 randomly selected schools in a middle Atlantic state. Thirty six surveys were returned and analyzed using the SPSS 16.0 program. The results indicated that social stories, PECS, flexible grouping, and graphic organizers were among the most frequently used strategies. No statistically significant relationships were found among strategies and demographic variables. Implications were drawn. Among these are: 1) expand the research nationally, 2) determine relationships among interventions and Theory of Mind integrated with executive functions, 3) train more teachers in these specific strategies, and 3) create further possibilities of training of individuals with autism through further varied and newly developed interventions addressing the unique characteristics of individuals on the autism spectrum.

Relating Special Education Teachers' Attitudes about Autism to Teacher Efficacy and Teacher Burnout

Joshua Skuller, Jefferson County Public Schools; Debra K. Bauder, Thomas J. Simmons, University of Louisville; Stephen K. Miller, Western Kentucky University

Despite increasing diagnoses of autism in U.S. classrooms, essentially no research exists on professional characteristics of teachers who work with these students. This paper investigated relationships regarding teacher efficacy, teacher burnout, and attitudes about autism among special education teachers who work with students on Autism Spectrum Disorder. Teachers who possess knowledge of instructional strategies based on theory have higher self-efficacy (Hoy & Woolfolk, 1993); special education teachers with these skills experience less burnout (Jennett et al., 2003). No studies were found for teacher efficacy or burnout utilizing teachers who work with students with autism; no adequate measure of teachers' attitudes about students with autism could be found. A survey was given to 684 special education teachers in an urban district in south-central U.S. (the population) who worked with autism spectrum students; 267 (39%) valid surveys were returned (volunteer sample). For the dependent variable, the authors updated/revised and validated an instrument from Olley et al. (1981), now named Teachers' Attitudes about Autism Scale (TAAS) with 15 items and three sub-dimensions. Independent variables included demographic factors plus teacher efficacy (Short Form, two subscales, 10 items from Hoy and Woolfolk) and teacher burnout (four subscales, 20 items from Seidman and Zager). Descriptive statistics and multiple regressions were computed to determine the relationship of efficacy and burnout to TAAS, both directly and controlling for demographic factors. For Autism Inclusion, General Teaching Efficacy (negative) and Personal Teacher Efficacy were significant; General (negative again) was significant for Autism Supports; for Autism Friendship, neither was related. For teacher burnout, Attitudes Towards Students was significant for all three TAAS sub-dimensions; Coping with Stress was significant for Autism Inclusion and Autism Supports. Career Satisfaction was significant for Autism Friendship when controlling for demographics. Administrative Support was never significant. Relationships changed little when demographic factors were controlled. Implications/limitations are discussed.

9:30 – 10:20 AM   **DISPLAYS: Teaching with Technology**   **Foyer**
Presider: Rose B. Jones, University of Southern Mississippi

Methods of Identifying and Measuring TPACK
Geoff Price, Vivian H. Wright, University of Alabama

Koehler & Mishra argue that teachers need an integrated body of knowledge, technological pedagogical content knowledge (TPACK), to effectively teach with technology. A well-developed TPACK allows teachers to design solutions to their unique instructional problems with content related teaching strategies and technology that fit the specific learning environment in which instruction occurs. As researchers and teacher educators implement approaches to developing TPACK through both preservice and in-service teacher education programs, they are simultaneously faced with the challenge of measuring the presence and growth of TPACK in teachers. Throughout the six years since the TPACK framework was first introduced, researchers have constructed several valid and reliable instruments for identifying and measuring a teacher's TPACK. This

poster presentation provides an overview of four types of data typically used by researchers to gauge a teacher's TPACK: self-report surveys, detailed lesson plans, observed instruction, and teacher responses. Within each type of data, the presenters share valid and reliable instruments repeatedly used in TPACK studies and summarize the methods for measuring TPACK with the instruments. Additionally, the presentation will provide resources for the instruments and documentation for their use in research.

10:30 – 12:20 AM **TRAINING SESSION (double session)** **Salon H**

Multilevel Analysis in SPSS Statistics
Hongwei Yang, University of Kentucky

The training session aims to provide a non-technical, non-mathematical introduction to multilevel analysis in the linear mixed routine provided by SPSS Statistics 20.0. The training primarily focuses on the linear mixed routine that handles a continuous outcome, but it also briefly discusses the other, generalized linear mixed routine and the types of outcomes that it can analyze. The training session consists of two parts. Part one introduces the basic two-level multilevel model. It presents the model in proper notations. Besides, considering the fact that SPSS uses a mixed modeling approach to multilevel modeling, the training describes why the two approaches are equivalent to each other. In the end, the training presents the typical steps for building a two-level model: 1) Building a null model to compute intra-class correlation (ICC) to assess the need for multilevel modeling, 2) building a random intercept model, and 3) building a random intercept & random slope(s) model. Part two demonstrates how to use SPSS to perform multilevel analysis. It begins with issues on preparing data for use in the linear mixed routine. This deals with the management of data in SPSS: Aggregate data (collapsing data within level 2 units), restructure data (selected variables to cases, or the reverse), match files (combining data), etc. Next, the training builds multilevel models to analyze the data following the typical steps. With each model specified and estimated, the outputs are examined to assess model fit and interpreted using the appropriate language. Special attention is paid to the dimension of each model: Number of fixed and random effects, and what they are. Participants of the training session are expected to obtain a working knowledge of two-level multilevel modeling using SPSS Statistics to analyze cross-sectional data where subjects are nested within organizations. After some efforts, they should be able to generalize that knowledge to analyze longitudinal data where repeated measures are nested within individuals.

10:30 – 11:20 AM **RESEARCH IN PROGRESS: Teacher Preparation** **Salon G**
Presider: Dianne Richardson, Walden University

Elementary Preservice Teachers' Observations during Clinical Fieldwork: A Survey of Observed Science   Instruction
Elizabeth Allison, M. Jenice Goldston, University of Alabama

The purpose of this study is to identify the types of science instruction preservice teachers believe they observe in their clinical experiences as part of a traditional education program. In the past two years, the National Council for Accreditation of Teacher Education (NCATE) has challenged teacher education programs to increase the rigor and quality of their programs, including the need to integrate clinical preparation throughout the entire teacher education program. The charge, then, is to offer extensive, quality fieldwork for preservice teachers. A sample of 95 preservice teachers was given a survey during one of their science methods course meeting times in their third semester of the teacher education program, and will continue to be given to students in this third semester. Data from preservice teachers will continue to be collected for the next two years—resulting in a sample of approximately 300 preservice teachers by 2014. The survey items were designed to assess how frequently the preservice teachers report they observe teaching strategies that involve the use of inquiry, particularly the 5-E instructional model and constructivism. The survey items were based on the 5-E learning cycle (engage, explore, explain, extend, evaluate), along with other inquiry or constructivist teaching strategies. The instrument had a reliability coefficient using Cronbach's alpha of .951. A significance level of .05 was used for all statistical tests. Initial findings show that for 7 of the 14 items on the survey, preservice teachers indicated that they very rarely or rarely observe the type of science instruction described in the survey item. However, an analysis of variance indicates that there is a difference between grade levels concerning the types of science instruction being observed, $F(2, 92) = 3.462$, $p = .036$. A chi-square analysis also indicated differences between the grade levels on three individual items.

Teacher Experience at World Physical Concepts Modeling Workshop
Linda Cathey, Middle Tennessee State University

Results of the 2007 Trends in International Mathematics and Science Study (TIMSS) indicated a need in the United States educational system to increase science achievement. Similarly, the 2009 Program for International Student Assessment (OECD) found that almost half of the other nations outperformed U.S. students in science achievement. According to the National Commission on Mathematics and Science Teaching for the 21st Century (2000), the best means for improving science

achievement is the improvement of instruction. To this end, one program that has demonstrated improved teacher effectiveness is Modeling Instruction. This program's success hinges, however, on whether teachers are faithful to implementing the curriculum (Jackson, Dukerich, & Hestenes, 2008). Recognizing implementation's role in the effectiveness of Modeling Instruction, the goal of the present research is to determine what variables may fail to support teachers' implementation of the Modeling Instruction curriculum. A banded case study of 21 teachers that recently attended a Physics First Modeling Workshop will be used to discover some of the variables that prevent teachers from implementing Modeling Instruction with fidelity. This workshop promoted high level physics content to be taught to ninth grade students. The significance of this study lies in understanding how the content and pace of the workshop affected the participants. Surveys, video tapes, snap shots and field notes are used to obtain a picture of the participants' experience. Preliminary findings indicate that the participants had high motivation to learn coupled with extreme bouts of frustration. This paper sheds light on the highly emotional experiences these teachers faced as they were obligated to acknowledge a lack of understanding in physics content knowledge, as well as being strongly encouraged to adopt new pedagogical methodology. The findings aid in the design of professional development which supports teachers in curriculum, content and pedagogy.

Teacher Retention, Training, and Teach For America: Reasons for Leaving the Profession
Ayodele Hall, Union University

According to the National Center for Educational Statistics, approximately 49 million students entered 99,000 public elementary and secondary schools for the 2011 fall term. This number is predicted to increase each year as a result of population increases (Institute of Educational Services, n.d.). Therefore, school districts everywhere will very likely continue to need more and more teachers. School districts throughout the United States have teacher vacancies. Currently, the Mississippi Department of Education has listed over one hundred teaching vacancies on its website (Mississippi Public School Vacancy Listing, 2012). Louisiana has approximately thirty-nine available teaching positions (Louisiana Department of Education, n.d.). And, despite budget cuts and proposed teacher layoffs, even the state of Tennessee is in search of teachers. There are currently thirty-six available positions available (Tennessee Teacher Employment Resource, n.d.). With a projected influx in students and the need for more teachers, various online, fast track, and teacher certification programs are being created. In the 1980's alternative certification programs began in a few states and now these programs have been expanded to every state (Holt & Unruh 2010). In addition to these alternative certification programs, other incentives and different programs have been added and launched to recruit, retain, and prepare teachers. One such nationally recognized program receiving momentous reviews for its quest to end the inequality in education and to provide qualified teachers to urban and rural areas is Teach for America. Teach for America offers top college recruits, who become corps members, an opportunity to do good—provide a positive service (teaching) to a well needed area, and do well—possible advancement in the educational arena or his or her chosen field because of the notoriety of the organization (Larbaree, 2010). The program selects top college recruits from top college Universities to teach in areas that have teacher shortages. Recruits go through an extensive application process, summer training, and begin working in the fall (Teach for America, 2012). Although there has been an influx in the number of students in current years, the problem of teacher shortage is not new. School districts and legislators have dealt with the problem of public school teacher recruitment and retention for many years. On August 26, 1981, T.H. Bell, the Secretary of Education, created the National Commission on Excellence in Education. This commission was established and created a report entitled A Nation at Risk. This report cited: (1) Too many teachers were being drawn from the bottom quarter of graduating high school and college students; (2) The teacher preparation curriculum was weighted heavily with courses in educational methods instead of subject matter; (3) The average salary after 12 years of teaching was only $17,000 per year, and any teachers had to supplement their income with part-time and summer employment; (4) Individual teachers had little influence in such critical professional decisions as, for example, textbook selection; (5) Severe shortages of certain kinds of teachers existed: in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students; (6) Half of the newly employed mathematics, science, and English teachers were not qualified to teach these subjects (A Nation, 1983). To help eradicate the teacher shortage and bring more highly qualified teachers to low income areas, Wendy Koop founded and established Teach for America. This organization recruits and hires from top colleges and universities and places corps members in urban and rural settings where there is a teacher shortage. There is much controversy over this nationally recognized program. Supporters of the program see it as a means of providing highly skilled and qualified teachers to urban and rural communities. These supporters argue that Teach for America is in fact bringing about change and students of Teach for America teachers are performing as well as or better than students of non Teach for America teachers. Teach for America claims "Our corps members are as effective as, and in some cases more effective than, other teachers, including certified and veteran teachers" (Teach for America, n.d.). However, there is research that suggest otherwise. Opponents of Teach for America see it as a short term fix to the teacher shortage problem. The purpose of this proposed study will be to determine if Teach for America is fulfilling its mission, if this organization is a solution or problem when it comes to combating teacher shortage, and why the majority of corps members leave after their two year commitment.

10:30 – 11:20 AM   **GENDER AND RACE**   **Lanes End**
Presider: Shannon Chiasson, University of New Orleans

The Louisiana Girls' Leadership Academy: A Program Evaluation and Policy Implications
Shannon Chiasson, Lindsey B. Jakiel, University of New Orleans

The Louisiana Girls Leadership Academy (LGLA) is a selective educational leadership program open to girls entering the 9th, 10th, and 11th grades in the state of Louisiana. The LGLA is sponsored by the Louisiana Center for Women in Government (LCWG) housed at Nicholls State University. The curriculum for the program was developed in 2008 and the initial program was offered in June of 2009. The LCWG raises all funds to support the girls' attendance with the exception of a nominal application fee paid by applicants. The selection of participants is based on set criteria, including grade point average, community/school involvement, and letters of recommendation. Each year the LGLA has administered a survey to participants to determine what the participants liked and did not like. Informal decisions and adjustments to the program have been based on this loosely constructed survey. The purpose of this program evaluation is to employ a systematic approach to determine explicit criteria and produce more accurate information about the program. Utilizing evaluation research and quantitative software (Qualtrics), the information gleaned will provide those that help fund the program and policy makers with the information necessary to optimize the academy in relation to its purpose. Also, the evaluation will support LCWG in promoting understanding, demonstrating accountability, and gaining support for LGLA program continuation. In addition, the results of this evaluation will support the LCWG goal of replicating the program for a national audience.

That's a Girl's Job: Female Child Care Workers' Perspectives on Male Child Care Workers
Hannah Spector, University of Texas-San Antonio

The aim of this study was to explore the working relationship between male and female child care providers. This study sought to find out more information about female child care providers beliefs about male child care providers ability to facilitate positive social-emotional development in children aged zero-to-five years old? To conduct this research, five female child care providers, currently employed at a university-based child development center were interviewed, using a semi-structured approach. The study found female child care providers believe male child care providers are positive role models for young children and bring a different approach to the classroom. On the other hand, concerns were raised about possible pedophile and the lack of nurturing exhibited by male teachers.

Impact of Attendance on Academic Achievement: Boys & Girls Clubs
Lisa Hurst, Boys & Girls Club of the Tennessee Valley; Gary Peevely, Lincoln Memorial University

High school dropouts display signs of poor school performance; however, many students who perform well in school are at risk (Sum & Harrington, 2003). Jerald (2006) contended there existed an array of risk factors and causality that led to students dropping out. Students' decision to leave school prior to completion was a culmination of causalities that accumulated over time rather than a single isolated factor (Mac Iver, 2011). This research utilized a fifteen year longitudinal database of students with a population of N=3282. Data provided by a local school system identified 20 different schools the student population attended. Independent variables were race, gender, socioeconomic status, and frequency of participation in a BGC program, and the dichotomous dependent variable was high school graduation. A logistic regression technique was utilized to analyze the data. Controlling for gender, race, income level, years of attendance, school site, and program unit, the logistic regression analysis determined participants who attended BGC programs 105 days or more in a year were more likely to graduate than participants who attended programs between 0 and 52 days per year. Analysis also determined males were more likely to graduate than females, African Americans were more likely to graduate than Caucasians, and students at the highest income level were more likely to graduate than the lowest income group. Research indicates females graduate at a higher rate, considering the significant finding in this research, others may want to explore evidence-based programming designed to increase the academic performance of male participants in out of school programming. Significant findings in this study favored the African-American participants; efforts should be made to ensure that a diverse program is offered so participants of educational programming, maximizes his or her potential.

"Where do I belong?" Voices of African American Female Doctoral Students at Predominantly White Institutions
Marjorie C. Shavers, Morehead State University

This qualitative study used qualitative methodology to investigate the perceptions and experiences of African American female doctoral students at predominantly White institutions (PWIs). Due to the dearth of research that focuses specifically on Black women doctoral students at PWIs, this study was designed to answer the following: (1) How do African American women pursing doctoral degrees at PWIs perceive and characterize their experiences while enrolled in their respective doctoral programs? (2) How do their experiences shape their academic persistence and overall well-being? A criterion-based purposive sampling method was used for this study (Lincoln & Guba, 1985). Doctoral female students, who self-identified as African-American and/or Black and were enrolled at PWIs, were targeted to be screened and included in this study. Participants were recruited through various listserv and 15 individuals participated in this study. All of the participants were full-time students in

various stages of their doctoral process. Participants participated in semi-structured interviews that ranged from 45 minutes to an hour. The interview protocol asked about their experiences in their doctoral programs and its influence on their academic persistence and overall well-being. Participants were also asked questions that explored the impact of race and gender on their experiences. Each interview was audio taped and then transcribed. The data were analyzed using Black Feminist Thought as the interpretive lens. Open and axial coding was used to determine the themes and relationships. A research partner was also used to assist with the data analysis process, address consistency issues, and to ensure researcher subjectivity. After the independent data analysis of the research partners, followed by a convening of the research team members several themes emerged as it relates to the participants' sense of belonging. The findings suggest implications for college counselors, higher education administration, as well as faculty members and advisors.

| 10:30 – 11:20 AM | **SCHOLARSHIP & SPIRITUALITY** | **Dixiana** |

Presider: Franz Reneau, Florida A&M University

What Counts as Scholarship? An Examination of the Influence of Religion and Spirituality on the Nature and Content of Scholarship and Knowledge Proliferation

Tammie Causey-Konaté, University of New Orleans

What counts as scholarship? Historically, African spirituality and the African American church have played critical roles in furthering social justice through public scholarship and civic engagement for positive public impact. Given the western ethos of a dichotomized personhood, (i.e., a split between the secular and the spiritual), the role of religion and/or spirituality in the generation of scholarship and knowledge often goes unacknowledged; therefore, its impact may go undocumented. Contemporary thought holds that scholarship takes many forms, and the generation of knowledge occurs across a number of domains. As such, scholarship and knowledge creation may include varied types and conditions of knowledge and be viewed across a continuum to do "… useful meaning-making work.… It resists embedded hierarchies by assigning equal value to inquiry of different kinds" (Ellison & Eatman, 2008, p. ix). Thus, the researchers in this study explore the concepts of scholarship and knowledge generation as inclusive of various contributions to public good, such as traditional forms of inquiry as well as hybrid community projects combining inquiry, teaching, and other forms of public agency. This qualitative study explores the role of religion and spirituality in scholarship and knowledge generation. More specifically, the study investigates the following question: What role does religion or spirituality play in scholarship and knowledge creation, particularly with regard to their conceptualization and dissemination? Participants possessed varied levels of education and were involved in diverse occupational endeavors. An interview guide was used to elicit in-depth interview responses, but questions were processed within the Interactive-Relational (IR) dynamic context rather than within the static question-answer context of traditional interviewing (Chirban, 1996). The findings of this study have implications for extending current academic conceptions of what counts as scholarship and knowledge in addition to illuminating the institutional role of religion and spiriuality in engaged scholarly work. References: Chirban, J. T. (1996). Interviewing in depth: The interactive-relational approach. Sage Publications. Ellison, J., and T. K. Eatman. 2008. Scholarship in public: Knowledge creation and tenure policy in the engaged university. Syracuse, NY: Imagining America.

Sense of Coherence and Lived Experiences: Purpose, Hope and Meaning of Life in Muslim College Students
Sally Zengaro, Delta State University; Mohamed Ali, Middle Tennessee State University; Franco Zengaro

This research investigated the role of spirituality in Muslim college students. The theoretical framework was the construct of sense of coherence (SOC) proposed by Antonovsky (1979). The following research question guided this study: Is there a relationship between spirituality and perception of life events in Muslim college students? In the first data collection, 18 Muslim college students ages 19-38 participated in this study. Their responses are part of a larger on-going study into spirituality and Muslim college students. The participants completed a 29-item SOC questionnaire, four open-ended qualitative questions, and a short demographic form. Data were analyzed through Pearson correlation, MANOVA, and constant comparison. The SOC data were divided into three constructs: comprehensibility, manageability, and meaningfulness. There was not a significant interaction among the variables, and there was a trend between gender and meaningfulness of life (F (1) = 3.976, p = .10) in the test of between-subjects effects. Overall, females scored lower in meaningfulness than males, r = -.460, p = .055. In addition, females responded that life was more uninteresting and routine (r = .504, p = .033). Males scored higher on having goals or purpose in their lives (r = -.547, p = .019), while females scored higher on having more conflicting feelings than males (r = -.605, p = .008). There was a negative and significant correlation between age and feelings of being able to accomplish a goal through cooperation (r = -.688, p = .001). From constant comparative analysis the following themes emerged: overcoming challenges, optimism, and comfort. This study is important because it examines the role of spirituality in Muslim college students, an underrepresented population in research. However, it also raises interesting questions for future research regarding the reliability of the sense of coherence scale for Muslim emerging adults.

Lived Stories and Personal Meaning: An Ethnographic Study of Two Somali Adolescents

Franco Zengaro; Mohamed Ali, Middle Tennessee State University

This ethnographic investigation tells the story of two Somali adolescents. Their stories are a continuation of experiences from their high school years, graduation, and early college years, and represent an important passage of time in their lives. Their stories reveal that they defined success in terms of relationships built in family, friends, and spirituality. As ethnographers, we took the role of active participants. Over four years, we became acquainted with these two young people through numerous meetings and interviews. We came to know both of them on personal and professional levels. Our data analysis was inductive and ongoing. We transcribed interviews conducted over four years and took notes on the important events in their lives. The findings revealed that these two young people defined success and meaning of life according to (a) their family, (b) friends, (3) and their spirituality. They attended an underperforming high school that often neglected their spiritual, cognitive, and social development so that surviving at school became a matter of trying to be invisible to avoid the violence prevalent at the school. They graduated high school and moved to the world of work and college, but they ultimately found their own personal success through their struggles to integrate their Muslim faith and become part of the larger society around them. Their feelings of belonging and succeeding in life were most closely connected to their immediate society and relations so that they are now more confident in their personal journeys. The results of this ethnographic study are important because they tell the story of two young people struggling to create a future for themselves as members of ethnic, racial, cultural, and religious minorities. They tried to accept others' interpretations of success before they could begin their own individual paths.

10:30 – 11:20 AM	**PRINCIPAL PREPARATION**	**Darby Dan**

Presider: Kathleen Taylor Campbell, Southeastern Louisiana University

Student Perceptions of the Effectiveness of Internship Experiences for Aspiring Principals
Virginia Foley, East Tennessee State University; Ginger Christian, Washington County Schools

The purpose of this quantitative study was to investigate East Tennessee State University graduate student perceptions on the effectiveness of internship experiences as students explored the implementation of ISLLC Standards and the role of mentor support as they prepared for the principalship. The participating university for this study is located in Johnson City, Tennessee. Participants obtained their administrative license from 2005 – 2010 and worked in one of 19 northeast Tennessee, North Carolina, and southwest Virginia school districts. Specifically, this research assessed the perceived value of the 540 hour internship experience, implementation of the ISLLC Standards, and the perceived value of the site based and university based mentors as interns completed their activities in multiple settings. Research reinforced the view that internship experiences supported through site based and university based mentors are necessary components of an effective aspiring principal preparation program. Two data measures were analyzed: 25 survey questions measured on a 4 point Likert scale and 3 open ended questions. Nine research questions guided this study and quantitative data were analyzed using one-sample t tests. Results indicated that ETSU program completers from 2005 – 2010 agreed internship experiences and mentor support received through the ETSU Administrative Endorsement Program facilitated real world application of the ISLLC Standards while preparing for the principalship.

Evaluating the Use of a Digital Management System for the Assessment of the Instructional Leadership Program
Brenda Mendiola, James Hardin, Nicole Vaux, University of Alabama

The purpose of the study was to evaluate the use of the digital management system, Livetext, as a tool for assessing the Instructional Leadership program at a Southern university. The digital management system was used to gather information for program assessment to meet the requirements established by the Southern Association of Colleges and Schools and by the state certification department. The results of the assessment guided the establishment of program goals and the development of improvement strategies. The study included data for 31 candidates in year one and 29 in year two enrolled in the university's Instructional Leadership Program. The candidates were assessed on knowledge and skill statements representing state standards in eight categories. The professor of the course associated with teaching the standards assigned each candidate a rubric score of 4 (advanced), 3 (target), 2 (developing), or 1 (unacceptable), on knowledge and ability statements for each standard. Mean scores were tabulated for each standard for courses taught in one academic year along with percentages of candidates scoring at the target level or above. Scores were then compared to annual goals and to the previous year's scores and used to formulate plans for improvement. At the end of year two, faculty members were surveyed regarding their evaluation of the digital management system as a tool for program planning and improvement. The findings indicate that the student learning outcome data provided by the digital management system, along with program outcome variables including Praxis II scores, program completion rates, and written student evaluations, provided data useful for making program improvement plans. The information is maintained electronically and the programs are measured annually making the digital management system ideal for meeting accreditation requirements for the on-going planning and assessment of the Instructional Leadership Program.

Preparing Leaders to Facilitate Change through Action Research
Gary Peters, University of Alabama at Birmingham; Linda Searby, Auburn University

Today's school leaders are faced with leading change that impacts student achievement and school culture. Therefore, it is imperative that leadership preparation programs equip future principals to lead school change through the use of action research at the classroom and building level. This case study described how two professors facilitated learning in a field project course which incorporated an action research assignment into instruction on leading change. The student projects which resulted from this course demonstrate how students, teachers, entire schools, and communities were affected positively. The authors suggest that their pedagogy can be replicated in any leadership preparation program. We often hear teachers and principals in educational leadership courses discuss the dilemma they face in applying theory to their daily practice. Theory is frequently associated with large-scale research projects designed by researchers, with little input from practitioners in the field. Certainly, formal research plays an integral role in the field of education; yet, it can be challenging to make application of theory to new practices at the school level. It is our position that action research has the potential to make significant contributions to teaching and learning, school culture, and community involvement because of the critical inquiry required of the reflective practitioners who conduct the research.

The Transition of Traditional to Online Program Delivery in Leadership
Pamela Scott, East Tennessee State University

The transition of a traditional graduate program in leadership to online delivery in response to market demand is the focus of this program evaluation. Although in the preliminary stages of transition, the faculty has encountered many challenges in providing quality in the online model. In order to evaluate the process from its genesis, a participatory program evaluation was used to explain and identify the factors that supported or were barriers to the transition. The ultimate goal was to use the information to improve the transition process. As more programs in higher education transition to online delivery models, it is important to understand the inherent challenges. The participatory program evaluation was used because this is an emerging process. The focus is on what is actually occurring and takes into account that multiple stakeholders have differing perspectives. The overarching question guiding this study was: What are the factors that have enhanced the transition to total online program delivery and what are the factors that have been barriers? Data were collected from six full-time tenured faculty, three tenure-track faculty, and three full-time temporary faculty in the form of individual unstructured interviews; four program coordinators in the form of a focus group semi-structured interview; and document review. Data were analyzed using coding strategies. Results were confirmed by triangulation to provide credibility and trustworthiness. Four themes emerged: (1) the importance of flexibility in the approach to change, (2) the importance of professional relationships based on trust among the faculty, (3) the importance of collaboration among faculty and support staff within the university environment, and (4) the importance of quality professional development related to best practices in using technology in the online teaching environment Implications for future research include the recognition of forward thinking and mindfulness as two critical elements in a successful change process.

10:30 – 11:20 AM   **TEACHING STRATEGIES**   **Calumet**
Presider: Dustin Hebert, McNeese State University

Middle School Teachers' Use of Digital Storytelling as an Instructional Response Strategy to the Common Core Standards in English Language Arts
Ellen Maddin, Northern Kentucky University

The study examined teacher practice using digital storytelling as an instructional approach to the Common Core State Standards in English Language Arts. The researcher followed two middle school language arts teachers through their initial planning, the implementation and the assessment of student-created digital stories within a unit of instruction centered on S.E. Hinton's novel, The Outsiders (1967). Student projects focused on analysis of theme, characterization, conflict or setting in the novel. In addition to using digital storytelling software, students worked independently and collaboratively using a wiki site, Google Docs, Schoology, Zotero, Symbaloo, and TodaysMeet. Data collection included three-part semi-structured interviews with teacher participants to capture insights at each phase of the project, notes and video footage from nine classroom observations, and notes from informal conversations with teachers and students. Additionally, the researcher had access to teacher-created artifacts, relevant correspondence between the teachers, student work in progress, collaborative/peer review environments, and students' final digital stories. Data were analyzed using qualitative open coding and organized according to the five research questions: 1) How do teachers approach instructional planning for a reading/writing unit that incorporates digital storytelling? 2) What instructional strategies do teachers use in a reading/writing unit that incorporates digital storytelling? 3) How do teachers help students acquire the technology skills needed to produce a digital story? 4) How do teachers monitor and assess student learning during and after a unit on digital storytelling? 5) What are the challenges of implementing a reading/writing unit that incorporates digital storytelling? The study findings support the viability of Wallace's

theoretical framework for understanding teaching with the Internet (2004), particularly in the areas of pedagogical context and disciplinary context. Implications for teacher practice reinforce the efficacy of collaborative planning and problem-solving when designing instruction that incorporates student use of digital tools and Internet resources.

Bridging the Gap between General Music and Band through the Orff Schulwerk: One Basic Element at a Time
Nicola Mason, Eastern Kentucky University

Rhythmic achievement is one of the primary objectives of any music education program. However, many young instrumentalists enter beginning band with a limited ability to connect the rhythmic skills learned in elementary general music to those required for performance ensembles such as beginning band. This study provided a means of bridging the gap between general music and band through the introduction of Orff Schulwerk instruction in band and its process of imitation, exploration, improvisation, and composition. An experimental pretest posttest control-group design was used to examine (N=88) elementary beginning band student's 1) rhythmic achievement results and 2) attitudes toward the inclusion of Orff Schulwerk instructional activities in band. Mean improvement scores and effect sizes reported a statistically significant difference between control and experiment groups in total rhythmic achievement. Results from an analysis of variance at posttest indicated that the experiment group, who received eight weeks of Orff Schulwerk-adapted instruction for band, scored significantly higher on rhythmic achievement (p = .018) than the control group who received traditional band instruction using the method book, Accent on Achievement. Results of the Instructional Attitude Survey provide ratings of students attitudes toward ten instructional activities commonly used by the Orff Schulwerk including imitation, speech, composition, body percussion, movement, improvisation, small group activities, associating words with rhythms, general activities, and creativity. Implications for educational practice include providing students in beginning band the opportunity to transfer learned skills from the elementary music classroom to band through Orff Schulwerk instruction. It also provides activities whereby band directors can meet the requirements inherent in the National Standards for Music Education including improvisation, composition, student-directed learning. Based on the results of the Instructional Attitude Survey, instructional activities that include activities students most favor could be utilized to enhance student learning and enjoyment in other performance and content areas.

Perceptions of Secondary English Teachers on the Effectiveness of Cooperative Learning
Dustin Hebert, Brett Welch, McNeese State University; Kathleen Williams, Grand Lake High School

An increasing population of 21st century students bring diverse learning needs to P-12 classrooms, and teachers' ongoing challenge is to implement innovative techniques that meet those needs and help facilitate students' academic success. A generally-accepted belief is that differentiating instruction may yield significant improve in all students' academic performance. Toward that end, more empirical evidence on differentiation techniques would help teachers vary what they do so that every lesson engages multiple types of learners. This qualitative study focused on one differentiation technique, cooperative learning, in secondary English classrooms. Current strategies and teacher perspectives were investigated, and the results yielded recommendations for best practice that are applicable in any instructional environment.

10:30 – 11:20 AM	**DISPLAYS: Methodology**	**Foyer**

Presider: Rose B. Jones, University of Southern Mississippi

A Template for Teaching the Factorial Analysis of Covariance Technique
Robert Kennedy, University of Arkansas for Medical Sciences

A template is a pattern that can be useful for saving time when doing repetitive tasks. A Google search for the term "statistical 'template'" resulted in 14,700,000 results, suggesting that templates are very commonly developed for statistical tasks. A common example is a PowerPoint template, frequently found in classrooms as well as conference settings. Lesson plans are another example familiar to educators. Many templates are even available online or in published teaching supplements to make some teaching activities easier and/or less time-consuming. Given the proliferation of templates, then, it is reasonable to consider templates as a mechanism to help students learn statistical techniques. In fact, inferential tests generally proceed consistently through basic steps, such as testing assumptions and interpreting the results. In particular, the template to be presented here is designed to help with teaching the factorial ANCOVA. The primary components include 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, null hypothesis, assumptions to be tested, steps in testing the assumptions, reading and interpretation of the findings, and a conclusion relative to the hypothesis. While it would be desirable to have a randomized, controlled trial to assess the effectiveness of template-based instruction compared to another method, the circumstances are not amenable. The institution in which the course is taught is the only medical school in the state and this is the only section of the course taught each year to nursing doctoral students. The class could conceivably be split into two groups for comparison, but

it would go against good conscience to offer only one group of students a teaching environment that seems so inherently advantageous compared to a more "standard" control.

Measuring Professional Noticing: Rubric Development and Calibration
Sara Eisenhardt, Jonathan Thomas, Northern Kentucky University;
Janet Tassell, Western Kentucky University;
Edna Schack, Morehead State University; Molly Fisher, University of Kentucky

This poster presentation details the process of rubric development and calibration of professional noticing measures among six university professors at five universities. We examined emerging themes and developed benchmark responses for rubric levels across the three components of professional noticing defined by Lamb, Jacobs, and Philip, 2010. We present sample responses that represent issues that emerged in the interpretation of benchmarks and the process of negotiating discrepant scores. We present the importance of defining operational presumptions and provide sample responses to illustrate these. Our findings are significant because they provide an innovative instrument to increase inter-rater reliability of open-ended responses and contribute to the research literature of assessment for learning.

| 1:30 – 3:20 AM | **TRAINING SESSION** (double session) | **Salon H** |

Introduction to E-book Publishing for Academics
Angela Benson, University of Alabama

The Digital Campus is upon us. Most students own tablets or other smart devices. These students are clamoring for class materials and textbooks to be made available on these devices at a reasonable price. As a result, e-books are gaining traction each day. The session will focus on the faculty member as an e-book publisher who generates and distributes instructor- and student-developed content. This workshop will introduce attendees to the e-book publishing process and associated e-book publishing tools that academics can use to publish e-textbooks, e-notes, e-projects and commercial nonfiction. At the end of the session, attendees will be able to: 1) Discuss the opportunities and challenges of e-book publishing for academics; 2) Discuss the use of e-book publishing to support student learning; 3) Describe the general process for e-book publishing from formatting to cover design to distribution and marketing; 4) Discuss the role of libraries in e-book publishing and distribution; 5) Identify the e-book format associated with the major e-readers, including Amazon Kindle, Barnes and Noble Nook, and Apple iPad/iPhone; 6) Locate online tools that convert Word documents to the most popular e-book formats, e.g., .mobi and .epub; 7) Locate and use the self-publishing e-book portals for major e-book distributers, including Smashwords, Amazon, and Barnes and Noble; and 8) Locate online communities for academics interested in e-book publishing. Attendees are encouraged to bring their laptops or tablets to the session but they are not required. The presenter will use an iPad 4G to access the Internet during the presentation. Attendees are welcome to do the same. Attendees will be able to download a free e-book with all the session materials.

| 1:30 – 2:20 PM | **RESEARCH IN PROGRESS: Leadership, Early Childhood** | **Salon G** |
Presider: Julie Holmes, Louisiana Tech University

The Role of Teacher Leadership in K12 Schools
Amanda Ellis, University of Kentucky

The student researcher is currently conducting a two-phase exploratory study to gather perceptions held by Kentucky teachers and principals about the meaning of the term teacher leadership. Her study examines how school structure influences educator perceptions and explores how teacher leaders are identified and encouraged to become involved in school leadership. She presents preliminary findings about how teacher leadership is defined by Kentucky principals and teachers.

Transformational Leadership in Allied Health Education: A Practitioner's Perspective
Kristan Yates, University of Kentucky

The purpose of this study was to measure the construct of transformational leadership among athletic training academicians and clinicians using a modified version of the Multifactor Leadership Questionnaire. Additionally, this study sought to determine whether perspectives regarding transformational leadership were the same or different based on full-time vocational roles. 755 individuals were contacted and 300 respondents were identified, providing a response rate of 40%. Finally, this study introduced a methodology for survey data analysis relatively unknown in athletic training research circles. Participants included athletic training education program directors as well as individuals in leadership roles at the state, district, and

national level. The findings of the study suggest implications for classroom education and clinical educator leadership effectiveness.

1:30 – 3:20 PM   **SYMPOSIUM   (double session)**   **Lanes End**

The Schools in 2021: Responses to the MSERA Heritage Volume

A select panel responds to ideas that appear in Chapter 19 of **The Heritage Volume of the Mid-South Educational Research Association**: "*The Schools in 2021.*" Contributors to Chapter 19 include Arne Duncan, Chester Finn, Bill Gates, Bob Slavin and Bob Wise, among others. This session will provide reactions and responses to the ideas they proposed, by diverse and thoughtful participants.

Organizer/Chair: Walter M. Mathews, Evaluation Associates of New York

Teachers' Visions of Schools in 2021
Kathleen Taylor Campbell, Southeastern Louisiana University

The present paper will address only a few of the predictions that VanPatten made. One assertion was that vouchers, charter schools, online learning, and private schools would abound, giving parents a plethora of choices for educating their children. He foresaw high schools in particular as offering half of their courses online and envisioned blended learning (part online, part face-to-face in a traditional classroom) as a definite trend for the future. Of course, in a world of exponentially advancing technological inventions, many of which have not been invented yet, he visualized some devices that do exist today such as video conferencing and virtual field trips as well as e-book readers, smart phones, ipads, and social media outlets as part of the fabric of education in the future. Another prognostication was that parental involvement would be required and that schools would have to coach parents on how to help their children prepare for school at an early age. Another possibility he offered was that public school would no longer be free and that wealthier parents would pay tuition while lower income families would be exempt. Classroom teachers enrolled in a principal preparation master's degree program in educational leadership read VanPatten's article and responded to the section regarding the proliferation of school choices available to parents (charter and private schools as well as virtual and online learning). Their assignment was to suggest a method of adaptation for their respective schools through establishing a niche that made their particular school unique so as to ensure continual student enrollment.

The Gap between Silence Dogood's 2021 School Tour and K12 Schools in 2012
M. Suzanne Franco, Wright State University

Silence Dogood described his 2021 visit to a public school in Mississippi. This paper documents the notable differences between Dogood's report and public schools in 2012. The funding model in 2021 is one of the two most distinct differences. By 2021 schools were funded by a value-added tax and not a property tax. An addition to schools that is not present in 2012 is the robot that is able to determine the social/emotional state of students and make amendments accordingly. Other services and opportunities found in 2021 are available to many public schools in 2012, such as free and pervasive WiFi access, service learning, and ecological. The difference is the frequency.

Moving Beyond Deficit Model Thinking: A Response to Duncan and Gates
Larry G. Daniel, University of North Florida

Response to "The Coming Digital Transformation in Education" in the MSERA Heritage Volume
Gail Hughes, University of Arkansas, Little Rock

In his article, Dr. Duncan shared insights regarding the National Educational Technology Plan. He referenced the transformations in how we interact and conduct business via technology and questioned the lack of change in teaching. Dr. Duncan encouraged educators to ask themselves difficult questions and to explore the fundamental assumptions about how teachers teach, students learn, and schools function. In this paper, the author discusses Dr. Duncan's comments and questions the fundamental restructuring of our school systems ahead of large-scale longitudinal data to support the changes.

Response to James Van Patten's article in the Heritage Volume of MSERA: The Nationalization/ Internationalization of Standards
Beverly McCauley Klecker, Morehead State University

VanPatten (2011) stated, "..Although controversial, to achieve measurable achievement results there will be national common standards in language, math, science, and technology. The National Association of Governors will continue to lead in efforts to improve learning outcomes for all students" (p. 157). This paper explored three aspects of the emerging national standards: (1) defining the Common Core State Standards (CCSS) in ELA and mathematics; (2) moving from state standards to CCSS—a new name for national standards and (3) developing assessments aligned with CCSS.

Since the release of CCSS, state consortia have been working to develop aligned assessments. Additionally, university teacher-education programs were encouraged to align course syllabi and assessments with new national standards. Rothman (August, 2012) identified obstacles to the alignment of CCSS, national assessments, and P-20 curriculum. One of the obstacles identified was turnover of governors and state education chiefs. Porter, et. al (2011) explored the alignment of a number of current statewide assessments and the National Assessment of Educational Progress (NAEP) with the new CCSS. They concluded that the NAEP assessments were more closely aligned with the CCSS than were current statewide assessment.

A new national assessment aligned with the CCSS will logically be followed by a national curriculum in ELA and mathematics. Will the development of an *international* curriculum be in the future? Test results comparing U.S. students with those from participating countries on international assessments PIRLS, PISA and TIMMS have not favored US students. Finland, Japan, Singapore, and Korea (top scorers on international assessments) may be teaching curricula that are more closely aligned with the international assessments. Future international comparisons are being planned at the state level. Buckley (2012), stated at the NAEP SIG meeting at AERA in Vancouver, BC, that the 2013 NAEP budget was cut as funding for state-level international assessments was increased.

Schools in 2021: Keeping the Promise
Jane Nell Luster, Louisiana State University, HSC-HDC

There is so much potential if we as the adults take responsibility for it. We need to keep the promise that all kids can learn and move from structures and methods of the past to flexible and nibble solutions for the future. We need to re-introduce a range of education, such as the physical, arts, and music that teach divergent perspectives and support appreciation and tolerance for diversity. To be truly educational is a journey, a continuum that includes learning from a broad array of areas, not limited only to what we have named the academics.

1:30 – 2:20 PM	**PREPARING FOR WORK**	**Dixiana**

Presider: Johan van der Jagt, Bloomsburg University of Pennsylvania

Career Sailing Boat Model
Fidan Korkut Owen, Fatma ArA+cA+, Selen Demirtas Zorbas, Hacettepe University; Tansu Mutlu, Osman Gazi University

Research studies over the past 60 years have identified numerous factors that are theorized to affect vocational choice. These factors have been characterized as individual, social, systematic characteristics (political, economic and legal), and the chance factor. Being aware of these four factors and their effects is beneficial for the individuals during the decision making process of their career and their career development. The purpose of this presentation is to present the Career Sailing Boat Model (CSBM) (Korkut-Owen, Açı kel, Arı cı Çağ Demirtaş et al., 2010), which was developed based on this differentiation and to discuss the utility of the model in working with university age students. While both U.S. and Canadian models of career development have been utilized in Turkey with varying degrees of success, this model represents an attempt to create a career development model that fully reflects the cultural, social, and economics realities of Turkey. The model represents a constructivist view of the decision making process of career selection. In CSBM, the career selection process was presented as a journey of a sailboat attempting to navigate through seas to a distant destination. Understanding this model would be useful for career counseling. This model was tested by collecting data from 22 counseling students through the use of a 10 item feedback form after giving basic information and exercises. Results of this pilot testing suggest that the model is understandable, meaningful, integrated and enjoyable. These features show that the model can be worthy of use and functional.

How to Write a Professional Knockout Resume Differentiating Yourself
Joseph Akpan, Jacksonville State University

One of the challenges facing recent graduates, or those looking for a new job, is writing an eye-catching resume that encapsulates and unveils their qualifications and accomplishments to potential employers. Several factors contribute to this challenge, such as the explosive rate of unemployment for recent graduates, increases in graduation rates, and the emergence of new curricula, the new technologies, and a weak resume. If applicant is unique, his or her resume should reflect this

uniqueness. An effective resume should tell a story about applicant qualifications and prior experience for a job. This paper explains what a good resume should look like and how it can open the door for the applicant to be interviewed as well as reducing the stress that comes with the job hunt. The authors have over fifty years of experience interviewing in areas of business, education, and government.

1:30 – 2:20 PM   **ONLINE LEARNING**   **Darby Dan**
Presider: Roben Taylor, Jacksonville State University

Self-directed Learning and Academic Achievement in Secondary Online Students
Elaine Carson, John A. Freeman, David W. Rausch, University of Tennessee- Chattanooga

This study examined attributes of self-directed learning (SDL) in high school students taking online courses through Tennessee's state-wide virtual school. The study investigated whether distinct latent profiles/classes of SDL exist; whether there was significant difference in SDL by gender, ethnicity, and grade level; and whether significantly different online course completion, online final grade, or GPA were associated with SDL latent class membership. Data included masked demographic and achievement data from 780 enrollments, and responses to the 12-item Self-directed Learning Inventory (SDLI), a five-point Likert scale modified from the original 10-item version (Lounsbury, Levy, Park, Gibson, & Smith, 2009). Analysis based on item response theory resulted in selecting nine items from the original SDLI and one new item to generate measures of SDL from the item responses. SDL scale score calculations based on Samejima's (1969) graded response model were used in latent class analysis resulting in a three class model for SDL used in subsequent analyses when addressing the research questions. Inferential statistics indicated that statistically different latent profiles/classes of SDL exist for online secondary students, demonstrating correlation between SDL and academic achievement. Multiple comparisons of GPA on SDL class membership using bootstrapping with resampling (10,000 replications) showed all three SDL classes were significantly different by GPA, p<0.02. There was no significant difference in SDL according to gender or ethnicity. Effect sizes indicated no practical significance in SDL by grade level or final course grade. Online course completion was significantly different by SDL class membership. There was both statistical and practical significant difference in academic achievement as expressed by GPA, F(2,777) = 40.08, p<0.001, omega-squared = 0.09 (0.06, 0.13). Recursive partitioning provided a clear cut score between low and high SDL groups when differentiated by GPA. Recommendations included study repetition with urban students over several terms.

Expectations and Experiences of Online Doctoral Students
James Lampley, Don Good, Sneha Abraham, East Tennessee State University

Technology has changed graduate education especially in the last decade. The fastest growing area of graduate education is online delivery of existing programs. New colleges or universities are extremely rare. In fact, there have been only a hand-full in the last 10 years in the United States. However, hundreds of graduate programs have submitted credentials to their accrediting agencies for approval of new online programs during this same period. The doctoral program used in the study has been awarding Ed.D. degrees since 1972 and has been offering online courses for about 10 years. However, the program has been offering a totally online degree, screening interviews to dissertation defense, for only about one year. The participating university uses Desire2Learn® as its online learning management system. This system allows students to access and submit assignments within their course portal. Students may also view streamed or recorded lectures using Wimba® or Adobe Connect®. The purpose of this study was to measure the expectations and experiences of doctoral students in one graduate department at a regional four-year university located in the Southeastern United States. Gap analysis was used to determine where gaps existed between the expectations and the experiences of online doctoral students. Inferential and descriptive statistics were used to analyze the data. An online, researcher- developed, survey was used to collect data from Ed.D. students enrolled in a doctoral program at the participating university. Approximately 75 Ed.D. students that had been enrolled in online courses for at least two semesters were included in the survey. Gaps were found in some areas for online delivery where experiences did not meet expectations. The results of the study provided valuable information about the online learning experiences of doctoral students.

Synchronous or Asynchronous: What is the Difference between the Two, and How Can Instructors Make the Most out of the Virtual Classroom?
Erica Tanner, Erica King, Jodi Winship, University of West Alabama

The study examined transcripts of class discussions and student preference data to identify strengths and weaknesses of two instructional delivery modes. Asynchronous and synchronous instructional sessions have their appeal, but the impact perceived by students participating may increase understanding of student needs in distance learning environments. While asynchronous online classrooms allow students the opportunity to participate in higher education within the parameters of personal schedules, research confirms students desire real-time interactions. Thus, there is a need for improved teaching and learning strategies

which resemble traditional classrooms. Universities have embedded course platforms which include interactive synchronistic characteristics. Instructors and students interact in a variety of ways, but researchers report that these platforms are fairly new and extensive research is limited. Graduate students enrolled in online courses volunteered to participate in the current study. Data was collected during three semesters from synchronous and asynchronous discussion transcripts and expressed opinions recorded on surveys. Quantitative data was analyzed. T-tests were conducted to determine student preferences of format. Qualitative analysis was conducted to draw conclusions about the strengths and weaknesses of the approaches. Students preferred synchronous discussion formats, but most found benefits to both approaches. The flexibility of the asynchronous approach was appreciated by students, but synchronous sessions were valued because they added a "brick and mortar" feel to the learning environment. The depth of discussion was rated as similar in the two approaches, but when large numbers of students participated complaints about the fast pace nature of synchronous discussions were noted. Offering opportunities for students to collaborate in real time is important for creating connections. The flexibility offered by an asynchronous program is valued by students with busy lives, but opportunities to discuss assignments and relevant topics should also be offered. These opportunities help to combat feelings of isolation often experienced by online pupils.

More than Words: The Structure of Asynchronous Discussions
Lenore Kinne, Northern Kentucky University; Lane W. Clark, University of New England

This study compared discussion boards and blogs to better understand how the structure of asynchronous discussions might impact students' satisfaction and sense of community. Within the broad theoretical framework of social learning theory (Vygotsky, 1978), we view online discussions as a vehicle for constructed learning as students interact in social contexts (Henning, 2004). Our hope is that this helps to build a sense of community in an online course (Palloff & Pratt, 1999); as studies have connected students' experiences in learning communities with positive learning outcomes (Sadera, Robertson, Song, & Midon, 2009)satisfaction with the learning experience (Rovai, Wighting, & Lucking, 2004), and enhanced learning achievement (LaPadula, 2003). There were two main sources of data in this study. A survey asked participants to rate their engagement , satisfaction, and sense of learning community. Participants' postings to blogs or discussion boards were quantitatively analyzed in terms of number and length, and qualitatively (Strauss & Corbin, 1994) using the broad categories of social comments, and academic comments. As compared with students in the course using discussion boards, students in the course using blogs were more satisfied with the online discussions and felt a greater sense of community. Quantitative analysis of postings demonstrated that students using blogs wrote longer postings and longer responses to peers than did students using discussion boards. Qualitative analysis showed that discussion board postings were characterized by back and forth dialogue; whereas blogs more often took the form of a podium talk. More postings of students who used discussion boards were categorized as academic (63%) than personal responses (37%), whereas the postings of students who used blogs were 55% academic and 45% personal. These differences are explained in terms of Brown's (2001) stages of community building, and consideration of difference between a knowledge-building community (Bereiter, 2002) and a community of practice (Lave & Wenger, 1998)

Student Learning through Social Media
Roben Taylor, Gordon Nelson, Franklin King, Jacksonville State University

Recent years have witnessed an increased interest in using social media/social learning with online courses. Many students value the social aspects of their university education and hesitate to take online courses thinking them to be devoid of socialization. On the other hand questions have arisen with regard to privacy and instruction into the social dimension of students. This study re-examined the following questions: 1) Does social media and social learning promote educational opportunities for improved student understanding? 2) Do students view social media as an asset to courses – does it enhance understanding and keep student engaged? 3) What do university students see as problems with the use of social media? An online survey was developed consisting of 34 questions relating to the demographics of the sampled 1376 university students and questions relating to the previously mentioned questions. Percentages, t-tests, and correlations were analyzed. Results found subtle nuances and interesting trends (as well as further questions), but overall the results indicated positive attitudes and confirm the value of using social media/social learning in online courses. The findings of the study also suggest implications for teaching improvement with online courses at the university level.

1:30 – 2:20 PM   **SCIENCE METHODS**   **Calumet**
Presider: Edward Shaw, University of South Alabama

It's in the Bag! Going beyond the Science Classroom with Take Home Literacy Bags
Susan Ferguson Martin, Edward Shaw, Lynda Daughenbaugh, Katrina Burch, University of South Alabama

Today's youth are inundated with animations that show all kinds of dinosaurs, animals, insects, machines, and even sponges talking, interacting with humans, and having a multiplicity of adventures and calamities. Problems may arise when young students interact with real animals and find they do not respond as they have seen in the entertainment media. Compound this issue with children for whom English is not their native language or those who struggle with reading, speaking, or writing English in the classroom. Although literacy plays a large role in elementary science classrooms, one thing that offers a challenge for educators is meeting the linguistic needs of English language learners (ELLs) while also meeting their content needs. An additional challenge is ensuring that academic literacy extends beyond the classroom. Often there is a problem matching science curricula with the needs of ELLs. A constructivist approach to education may allow for such experiences as well as for transactions between learners and texts in recognition of advancing the language learning and acquisition as well as the content knowledge of a growing population of English language learners. This has led to a need for inquiring more systematically into ways to accommodate all diverse learners, not only those for whom English is a second language. This article presents ways of extending classroom literacy into the home. The suggestions and activities emphasize literacy strategies appropriate for ELLs as well as English speaking students, while teaching the correct science concepts that fiction books or videos often portray incorrectly by giving inanimate objects characteristics of life. This low risk, take home science/reading activity will enable students to have fun learning science, extend their reading experiences, and interact with a parent(s), older sibling, or someone interested in the student's academic achievement, and master some basic Science Big Ideas.

Using Smart Boards and Manipulatives in the Elementary Science Classroom
Susan Ferguson Martin, Lynda Daughenbaugh, Edward Shaw, University of South Alabama

This study summarizes the results of a survey administered in the largest school district in a southeastern U.S. state, which was conducted by university faculty to inform the elementary teacher education program, specifically in the area of Science Education. The survey objectives were to identify use of Smart Boards (or other such interactive whiteboards and interactive projection systems) and manipulatives (materials for hands on learning experiences) among elementary teachers of Science. The survey was administered via Survey Monkey through the principals of the school district to 28 elementary school teachers in grades kindergarten through six. Two hundred thirty-eight educators participated in the survey. Specifically, the faculty assessed whether teachers considered themselves prepared to teach Science in the elementary setting, and whether teachers of elementary Science felt that they had been prepared to effectively use Smart Boards and manipulatives in their classrooms. Also assessed was the amount or frequency of the use of Smart Boards and manipulatives in the teaching of science, as well as the reasons for using or not using Smart Boards and manipulatives in the teaching of science. Results of the survey, conducted during the 2011-2012 academic school year, will be used to address areas of needed improvement among preservice teachers (university students who are participating in school internships and field experiences prior to completing a teacher certification program), to identify areas in which early career teachers need additional training or information, and to plan how best improve the quality and type of training that are part of the Elementary Science component of the education degree. By establishing a more effective system of technology and manipulative experiences, classroom teachers should have a stronger foundation from which to start and therefore make more effective use of the educational tools provided to them and their elementary students.

1:30 – 2:20 PM   **DISPLAYS: Counseling and Ethics**   **Foyer**
Presider: Rose B. Jones, University of Southern Mississippi

Undergraduate to Genetic Counselor: Assessment of Undergraduate Career Counselors' Awareness of Genetic Counseling
Katy Williams, Jasna Vuk, Noelle Danylchuk, Kate Zellmer, University of Arkansas for Medical Sciences

The need for genetic counselors is increasing but little is being done to raise awareness of the profession among undergraduates by program directors of genetic counseling graduate programs or the National Society of Genetic Counselors. Career counselors have been examined as a possible avenue for raising awareness of genetic counseling among undergraduate students. The specific aims of this study were to understand the current awareness of career counselors at the undergraduate level regarding genetic counseling careers and to assess what genetic counseling recruitment materials the career counselors currently possess or are aware of. Undergraduate career counselors from 4-year college/university in four states (N=61) completed a cross-sectional self-administered online survey. Majority of the career counselors (72%) were aware of the genetic counseling profession. Over half of the participants (n=45) had at least one resource they could give to students regarding genetic counseling. The results indicate that undergraduate career counselors may not be the best avenue for raising awareness of genetic counseling among undergraduate students. However they may be a very useful source in helping students through the graduate school application process. Specific strategies to fill in career counselors' knowledge gap about the genetic counseling profession are suggested.

Using the Broadway Musical "Wicked" to Enhance Bully Prevention Efforts
Dianne Langford, Arkansas State University; Carol Little, Weiner Schools, Harrisburg School District

Wicked, The Musical, the untold story of the "Witches" of Oz, partnered with the National School Climate Center through its BullyBust campaign to provide critical bully prevention supports for schools. This presentation shows how students engaged in bully prevention efforts and highlights the work of one Arkansas school counselor who used youth leadership efforts to promote "upstander" behavior in her school (K-12) and community. The counselor utilized the American School Counseling Association (ASCA) national model in planning, implementing and evaluating the program. Upstanders are someone who recognizes when something is wrong and acts to make it right. Upstanders witness bully behavior and stand with victims to do something about it. Being an upstander teaches strategies on how to stand up with the victim, which takes the power away from the bully and gives it to the victim.

Assessing the Moral Judgment of Medical Students at the Start of a Four-Year Professional Curriculum
Sandra Riegle, Morehead State University; Kirk Smith, Ann Frye, Jason Glenn, University of Texas Medical Branch

The study's objectives were: (1) to examine factors that contribute to the erosion of professionalism and ethical conduct in medical school; and (2) to examine the effectiveness of the Professionalism-Humanism curriculum, utilizing James Rest's Defining Issues Test-2 (DIT-2). The authors administered the Defining Issues Test 2 (DIT-2) at a teaching hospital in the South to members of its in-coming SOM class of 2011. The test was administered during orientation week under the auspices of the University's Office of Educational Development, following an IRB-approved protocol. Respondents were informed that participation was voluntary, that anonymity would be maintained, and that test results would not become part of any student's personal record or grade. They were then requested to sign a release, confirming their consent for the authors to use their scores in this study. Of 236 incoming students, 195 valid tests (195/233) were analyzed. The test was re-administered via Survey Monkey in spring 2011; 72 tests were analyzed. A comparison of scores at times 1 and 2 of the test administration revealed no significant change in the aggregate; differences were found between the sexes and by Gold Humanism Honor Society (GHHS) membership. We suspect that this study will resonate well with our fellow teachers. In our own experience facilitating classroom ethics discussions, we have observed that neophyte students are eager to know 'the rules' and have seen discussion foreclosed once a relevant legal statute is cited – as if legal precedent silenced debate. Nor is such thinking limited to students. Medical faculty attending such discussions have been known to interrupt with "real world" advice for the students, telling them "don't worry about ethics, find out what the lawyers say." Rule-mindedness is evident as well in the beginning students' avidity for clear definitions of their roles as students and their future duties as physicians.

| 2:30 – 3:20 PM | **MENTOR SESSION** | **Salon G** |

Chair: Linda Morse, Mississippi State University

Hosted by MSERA Mentors, this session will provide 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 are offered primarily for new graduate student and professional members of the Mid-South Educational Research Association.

| 2:30 – 3:20 PM | **TEACHER PREPARATION** | **Dixiana** |

Presider: Stephanie Pepper, Arkansas Tech University

Examining the Preparedness and Confidence of Student Teachers Following the Student Teaching Experience through the Lens of the Student, the Cooperating Teacher, and the Faculty Supervisor
Pamala Carter, Kay W. Cowan, University of Tennessee- Chattanooga

This study examines a critically important aspect within teacher education programs. These programs are designed to teach effective instructional practices, prepare teacher candidates to work with varying abilities of students and respond to a myriad of classroom environment situations from the first day on the job. Did anyone think to ask the students if they were getting what they needed in order to succeed in the classroom? If so, did the responses correspond to similar questions asked of the cooperating teachers and the faculty supervisors? In this study, two cohorts of student teachers were surveyed, along with their cooperating teachers and faculty supervisors. Following the student teaching experience, teacher candidates were asked to complete a survey about how confident and how prepared they felt they were to carry out the behaviors and actions expected of successful classroom teachers. A similar survey was given to the cooperating teachers and the faculty supervisors to respond to the students' levels of preparedness. The researcher also conducted semi-structured focus group sessions that were held on the last day of student teaching in order to gather additional information on how confident these teacher candidates felt they were to address specific elements essential to any successful teacher. Data presented in this session will respond to findings from two cohorts of student teachers and the mentors that worked with them. Were these student teachers confident and prepared to fulfill the responsibilities of classroom teaching without the guidance and supervision of the cooperating teachers and university faculty? Results were surprising. The discussion in this session will center on the importance of expectations, communication and effective mentoring of student teachers.

Growth in Intern Pedagogical Skills
Stephanie Pepper, Shellie Hanna, Sid Womack, David Bell, Arkansas Tech University

There seems to be an assumption that "more is better" when it comes to the duration of field experiences in teacher education. In fact, Arkansas is considering lengthening the internship (student teaching) from a minimum of 12 weeks to most of a public school year. Consequently, a study was undertaken that examined data on intern pedagogical effectiveness to determine whether the length of a field experience is linearly beneficial. For this research, the instrument used was Formative Observation and Intervention Form since this form is used for assessing intern performance, giving feedback, and making personnel decisions about candidates. Data from 416 observations of 130 candidates were obtained during the spring semester of 2010 as faculty or clinical practice instructors completed four cycles of evaluations while observing interns in teaching situations. Data were collected from 63 early childhood, 9 middle level, and 58 secondary education interns in order to: (1) assess improvement in intern performance over the course of internship; (2) determine whether the improvement was linear or non-linear or other in nature; and (3) determine if trends in subscale performance was different from that of intern performance as measured by the total instrument. An Analysis of Variance indicated that the most significant improvements in intern performance were achieved by the third observation, an observation that had usually occurred by the tenth week of the internship experience. If the internship had been administratively lengthened for some reason, little further improvement in teaching effectiveness could be expected. This is not to say that all attempts to lengthen the internship experience should be discouraged; however, there may need to be changes in the expectations of candidates during the extended time. "More of the same" in this study did not demonstrate a benefit in terms of effectiveness and/or pedagogical skills.

"Is there a form for that?" Teachers' Perceptions of the Student Teaching Experience
Elizabeth Wilson, Janet Bavonese, Takisha Durm, Julio Gomez, Lee Freeman, Elizabeth Allison, University of Alabama

It has been noted that student teaching is the most important phase of teacher preparation. Concerns have been well-established about the quality of the student teaching experience. One recommendation has been the development of cadres of teachers known as "clinical master teachers" who would combine the two roles of cooperating teacher and college supervisor (Carnegie Task Force, 1986; The Holmes Group, 1990). Such a model encourages classroom teachers to assume the primary responsibility of supervising/mentoring student teachers with university-based supervisors working in a support role (Banaszak, Wilson, & McClelland, 1995). The present study examines supervisory techniques, issues, and personal experiences/reflections of those participants involved in a triad model and a clinical master teacher model. Two focus groups were used to provide a deeper understanding of different roles in the supervision process (Clinical Master Teachers (CMTs), cooperating teachers). Focus group interviews were selected because that process generates opportunity to collect data from the group interaction. Interview protocols, based on the research literature, focused on: supervision techniques, characteristics of successful intern supervisors, and intern mentoring. Working as a team, we determined emerging patterns and trends (Miles & Huberman, 1994). Teachers in both models felt that student teachers were well-prepared for the experience. Both groups noted the need for student teachers to vary the use of technology in their classrooms. Some differences were evident between the two groups. Teachers participating in the triad model viewed supervision as more product-based/legalistic – (e.g., completing evaluation forms, meeting university deadlines, ensuring lesson plan formats). CMTs, on the other hand, were more process-oriented (e.g., focusing on learning to teach over time, seeing professional growth, providing professional opportunities for the student teachers). These findings can be used to inform teacher education programs and both supervision models. Future research will examine the perceptions/practices of student teachers.

| 2:30 – 3:20 PM | **MIDDLE/HIGH SCHOOLS** | **Darby Dan** |

Presider: Carol Christian, Morehead State University

An Investigation of a Middle to High School System as a Learning Organization during the Implementation of a Grade Eight – Grade Nine Transition Program
Carol J. Christian, Morehead State University

Little evidence exists that typical middle schools and high schools work collaboratively in developing and implementing activities that ensure successful transition from middle school to high school. This study examined a middle school to high school transition initiative that included a set of articulations activities and the impact of this initiative in enabling the middle-high school to function as an effective learning organization. Research that served as the conceptual framework of this study encompassed effective schools research (Lezotte, 2007), organizational learning (Silinis & Mulford, 2002) and high reliability organizations (Datnow & Stringfield, 2000). Characteristics common to these included: systemic processes, leadership and vision, collaboration and the use of measures. A core assumption of this project posits organizational learning (OL) can effectively link the constructs of high reliability organizations (HRO) with effective schools (ES) to create a structure for the development of a successful transition program. Participants in this study included one middle school and one high school in one school district located in central Kentucky. Information from surveys, transition committee interviews, teacher interviews

and documents were collected and organized into categories aligned to the four characteristics common to OL, HRO and ES that define a learning organization. This study used a mixed method, phenomenological research design. Qualitative and quantitative data were collected and triangulated to provide in-depth analyses to determine if this system functioned as a learning organization during the initiative. The phenomenological research design allowed the researcher to examine teacher and administrator reactions to—or perceptions of—the specific phenomena under investigation. Results from this study concluded schools that develop systemic process of implementing articulation activities, that create a unified vision of what needs to be done to ensure a successful transition, that work together to monitor the initiative progress and the data can positively impact organizational learning.

Middle to High Transition Activities
Carol J. Christian, Morehead State University

The transition from middle to high school is a complex one. With each transition, students increase their chances of becoming lost unless schools implement research based practices and articulation activities that help create a sense of community (Lee & Smith, 1995; Lee, Bryk & Smith, 1993; Johnston, 1992; and Bryk & Driscoll, 1988). Without effective structural supports, ninth graders can become disconnected from school (Oakes, 2009). Studies conducted by (Barone, Aquirre-Deandries, & Trickett, 1991; George, 1999; and Hertzog, Morgan, Diamond, and Walker, 1996) all noted the challenges eighth graders experience in the transition from the middle to the high school. As a result of these and similar studies, more schools in the middle are developing transition programs aimed at meeting the specific needs of the adolescent as they enter high school (Cognato, 1999). According to (Gruhn & Douglas, 1947; McErwin, 1998; Vars, 1998; and Williamson & Johnston, 1999) educators need to implement transition activities at both the sending and receiving institutions to ensure successful entry into high school and throughout grade nine. Findings from a longitudinal study conducted by Isakson and Jaris (1999) and qualitative studies by Kinney (1993) found that many transition programs function at the surface level by implementing a small number of activities designed to ease the transition from middle school to high school. The research of Hertzog and Morgan (1999) indicated schools that implement five or more articulations activities from five categorical areas: curriculum, facilities, safety and discipline, teachers/counselors and administrators and general increase the chances of successful transition. NMSA (2006) found four actions critical to effective transition programs. These actions include articulation activities that encourage: collaboration between grade eight and grade nine, early interventions for failing students, involving parents in the transition and activities that provide information on high school curriculum, facilities, safety and discipline.

2:30 – 3:20 PM   **DIVERSE CULTURES**   **Calumet**
Presider: Kristi Garrett, University of Alabama

Distressed Counties in Eastern Kentucky: Why Are We Behind?
Jason Belcher, CAIRD; James Hurley, University of Pikeville

Why does Eastern Kentucky have more economically distressed counties than neighboring areas of central Appalachia? Data from the Appalachian Regional Commission illustrates that from 1965 through 2010 the number of distressed counties in the Appalachian region decreased by over half, but, of the half that are still distressed, the majority are located in Eastern Kentucky. While research on the Appalachian region is extensive, no specific comparison of Eastern Kentucky to its neighbors currently exists to explain why or how Appalachian sub-regions have progressed unevenly. The purpose of our paper is to fill this knowledge gap. Our study compares four counties in Kentucky with four neighboring counties in southwestern Virginia. The counties in question share common borders, language, heritage, and geography but have strikingly different economic conditions. Three of the four Kentucky counties are economically distressed, with the fourth being "at-risk," which is only one step below distress. By contrast, none of the Virginia counties are distressed or at-risk. Using quasi-experimental methodology our study compares education rates, job availability, demographic trends, policy, and health data between the eight counties. Our data is derived from a variety of sources, including the decennial census, Kentucky and Virginia government records, academic studies, and non-profit reports. Improving economic conditions in Eastern Kentucky cannot be accomplished without an accurate understanding of how and why the current situation came to be. Our study will offer new insights to policy makers, citizens, and scholars on how to bring Eastern Kentucky up to par with its neighbors in Central Appalachia.

¿Si, Se Puede?: Perceived Realities of Latino/a Dropouts from American High Schools
Alyson F. Lerma, Lincoln Memorial University/Knox County Schools

Despite the recently renewed interest in and discourse surrounding the drop out crisis plaguing American high schools, theories explaining why Latinas/os consistently left school permanently at higher rates than their peers remained insufficient. In addition, services and programs aimed at targeting this segment of the population did not successfully curtail this trend distinguishing the public education system. Following decades of underachievement at every academic level, which many scholars equated to Hispanics' unequal access to education, some experts stated that less than half the members of this group graduate from high school. Such statistics boded ill for the nation, especially as this largest and fastest-growing ethnic minority

group was projected to account for a significant increase in the population of the United States in the coming decades. The drop out phenomenon, highlighted by the rapid growth of the Latina/o population in this country, provided the backdrop for this dissertation. This study, seeking to extend the discourse beyond who dropped out and why, focused on Hispanic high school dropouts and their perceptions of student roles in American public schools. Using qualitative interviews with 11 Latinas/os who did not complete graduation requirements, this dissertation provided answers to questions such as how the participants viewed their status as pupils in schools in the United States and how policies affected their education. The methodology utilized was modified Grounded Theory, which resulted in the emergence of three mega-themes gleaned from the coding processes; Negotiating Hispanicity and Student Identities, Navigating Unfamiliar Terrain, and Capitulating to Harsh Realities were the mega-themes that distinguished the participants' perceived realities and their related schooling experiences. Implications, areas for further research, and recommendations were included.

Latino Parent Involvement and Its Impact on Student School Success
Amy Sedivy-Benton, Anarella Cellitti, University of Arkansas at Little Rock

This study examined the involvement of Latino parents in their child's school experiences, the objective of this was to discover if: (1) How effective were those schools in creating parent involvement, (2) Do schools with high Latino parent involvement show high student achievement amongst those children, (3) Overall to schools accommodate immigrants when promoting school involvement. The data used for this study was taken from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) focuses on children's early school experiences beginning with kindergarten and following children through middle school. The ECLS-K data provide descriptive information on children's status at entry to school, their transition into school, and their progression through 8th grade. The longitudinal nature of the ECLS-K data enables researchers to study how a wide range of family, school, community, and individual factors are associated with school performance. The researchers employed the use of Hierarchical Linear Models (HLM) using it for longitudinal purposes. Factors that were taken into consideration were if the school provided: Family literacy Series, migrant programs, parental educational programs, home visits, parent involvement at the school, outreach for parents, length of time for ESL services allowed. Each of these factors were taken into consideration when conducting the analysis and the findings confirm that the greater lengths that schools go toward accommodating the needs of these migrant student's parents that the students themselves found more success at school. This is imperative for both school administrators as well as their teachers as the changing face of demographics in our schools.

2:30 – 3:20 PM　　　　　　　　　　　**DISPLAYS: Pedagogy**　　　　　　　　　　　**Foyer**

Explicit Vocabulary Instruction: Strategies That Work!
Jennifer Chambers, University of the Cumberlands; April Wood, Jessamine County Schools

The purpose of this display is to raise awareness of the importance of explicit vocabulary instruction, as well as offer teachers/administrators various examples of strategies that can be used to teach vocabulary explicitly at different tier levels during reading instruction. These are strategies that work during small groups, whole group, or can even be implemented in RTI (Response to Intervention) instruction. Understanding the meanings of words and their relation to text comprehension and reading achievement has been the focus of considerable correlational and causal research. For example, Cunningham and Stanovich (1997) found correlations ranging from .55 through .85 between vocabulary knowledge and reading comprehension. The National Reading Panel report in 2000 played an important role in highlighting vocabulary as a component of reading instruction. Explicit vocabulary instruction has repeatedly been shown to be an important principle of vocabulary instruction. The researchers anticipate that teachers and administrators who visit this display session will recognize that dependence on a single vocabulary instructional method will not result in optimal learning. We will offer a variety of activities that can include teacher-provided definitions and extend to teacher-directed activities that combine multiple strategies in scaffolded situations that are aimed at providing a rich and deep understanding of the word's meaning.

Using Children's Literature to Teach Mathematics, Science, and Social Studies
Kyoko Johns, Jennifer Troncale, Jacksonville State University

Would you rather learn academic contents such as mathematics, science, and social studies through lecture or story? There are many children's books that provide great context to such academic concepts. Students can make connections between what they learn in a classroom and how it relates to the world outside of their school by listening to stories that describe familiar backgrounds and situations or listening to a catchy rhymes and poems that make them smile. The National Council of Teachers of Mathematics (NCTM) Principles and Standards envision making connections and being able to problem solve as goals of today's mathematics education. Utilizing children's literature to teach content areas allows students to use their imaginations and encourage them to think critically. So what kind of children's literature should be used to teach content area topics? Classroom teachers must be informed and knowledgeable in choosing high quality trade books to use in their classroom. Using a variety of books from fiction to nonfiction can familiarize students with the genre and build their vocabulary. There are many

resources available for the teachers to use as a guide on and off the Web. This display session will share current children's literature to be used in classrooms and how to incorporate them into mathematics, science, and social studies lessons.

Preparing Pre-service Elementary Teachers to Attend, Interpret, and Make Instructional Decisions Related to Children's Early Numeracy Development
Sara Eisenhardt, Jonathan Thomas, Northern Kentucky University; Edna Schack, Morehead State University; Molly Fisher, University of Kentucky; Janet Tassell, Western Kentucky University

This poster presentation contributes to the scholarship of teacher preparation with a creative and potentially transformative approach to the preparation of future elementary teachers via classroom and field activities. The researchers developed an innovative learning experience that explicitly promotes the development of the component skills of professional noticing in the context of early numeracy development. Noticing Numeracy Now (N3) was developed by the researchers and based on professional literature in the areas of professional noticing (Jacobs, Lamb, & Phillip, 2010) and the Stages of Early Arithmetic Learning (SEAL) (Steffe, von Glasersfeld, Richards, & Cobb, 1983; Steffe, Cobb, & Glasersfeld, 1988; Steffe, 1992). The module was implemented in mathematics and mathematics education courses at three universities with strong and successful teacher education programs. SEAL Professional Noticing Measures (authors, 2011) and The Attitudes Towards Mathematics Inventory (Tapia, 1996; Tapia & Marsh, 2004; Schackow, 2005) was administered before and after module implementation. Pre-service Elementary Teachers (PSET) increased on all three professional noticing components at all universities. An ANOVA demonstrated significantly difference between the total pre- and post-scores of professional noticing ($F(3, 91) = 63.169$, $p < .001$). Preliminary analysis demonstrated significant gains in PSETs' attitudes towards mathematics, with a mean gain of 5.5 points. This study suggests that professionally noticing capabilities are attainable to PSETs. It also suggests that pedagogies of practice are a viable avenue to develop professional noticing. Finally, successful multi-site implementation suggests scalability.

Fixin' What NCLB Broke! Preparing Exemplary Educators to Teach the Skills Necessary in Our World Today—Moving beyond NCLB's Highly Qualified: What Teachers and Learners Perceive as Highly Qualified
Andrea Minear, Jodie Winship, Richard Fowler, University of West Alabama

Recent research tells us that right at the top of the list of crucial practices in the highest rated educational systems are high quality teachers. In an effort to train pre-service teachers to become the highest quality teachers possible, we look at their perceptions of the characteristics of the exemplary teachers who have inspired them in education. This study examined college students' perceptions of characteristics of high quality teachers from their a) K-12 experiences (incoming freshman), b) Jr./Sr. block CoE students (college professional experiences), and c) CoE faculty perceptions of the importance of demonstrating "teacher quality" as a pedagogical practice. The study explored whether or not freshman college students had experienced/identified with an exemplary teacher and what qualities, dispositions, and characteristics the students perceived that demonstrated high quality teaching. A second group of students were asked for their perceptions of teacher quality, but only considered their college instructors. This later group consisted of the senior block CoE students in their final preparation prior to their teaching internships. The final group examined was the CoE faculty at a small University in the southeast United States. The researcher developed survey was distributed at the beginning of the Fall term 2012 to the incoming Freshman (through the introductory UWA 101 course), considering only their K-12 experiences, while the Senior block survey focused only on the students' college level experiences. The Faculty survey was distributed and collected during the semester opening faculty meeting. All surveys included an invitation for a follow-up interview to further explain the perceptions of the characteristics of exemplary teaching. The surveys were analyzed using a mixed methods approach, that examined differences including gender, age, geographic locale of origin, grade average, as well as a comparison across and within groups, plus a qualitative analysis of written responses. The researchers will analyze the data to determine the needs of pre-service teachers for a high quality teacher education program to train high quality teachers to compete locally and globally.

| 3:30 – 4:20 PM | **SYMPOSIUM** | **Salon G** |

A Fireside Chat: Conceptual Framework – "Say What?"
Organizers: Shannon Chiasson, Lindsey Jakiel, University of New Orleans; Franz Reneau, Florida A&M University

A Fireside Chat is a panel of graduate students (at various stages of their doctoral program) discussing their experiences in their doctoral programs and their journey to developing their research conceptual frameworks. Therefore, this panel seeks to relate to the growth experiences of graduate students with a candid but serious discussion of the role of a conceptual framework in research and dissertations. This panel seeks to include graduate students and current members of MSERA.

| 3:30 – 4:20 PM | **K12 TEACHER ISSUES** | **Dixiana** |
Presider: Marion Madison, Athens State University

The ABC's of Expert Teachers – A Synergy of Education and Business Research
C. Jeffery Knighton, Gordon College

Most of us can recognize an expert teacher when we see one. However, even though we intuitively can identify expert teachers, explaining why a teacher is an expert is much more challenging. Part of the difficulty can be explained by the fact that even though research has been accumulating on teaching expertise for over 30 years, for the most part, different disciplines have conducted research in isolation, with very little sharing of findings. The expert teacher literature was examined very broadly to incorporate findings from the educational disciplines as well as the business disciplines. Because of differing terminology within the disciplines, numerous synonyms were searched (e.g. expert trainer, exemplary corporate trainer). By combining these two distinct bodies of research—a task rarely attempted by researchers—a core set of characteristics that all expert teachers share emerged. Obviously, expert teachers in different disciplines are different. However, there are numerous similarities as well. It is well established that expert teachers have more knowledge than novice teachers have, and that knowledge is organized in such a way as to make it effective in teaching, regardless of the discipline. In addition to cognitive characteristics, expert teachers also possess affective characteristics, such as a strong sense of mission in their teaching and a performance mindset. And expert teachers demonstrate specific behaviors that cause them to stand apart from other teachers. These three categories of traits—affective, behavioral, and cognitive—can be thought of as the ABCs of Expert Teaching. These ABCs provide a useful taxonomy for thinking about expertise in teaching, as well as for identifying expert teachers. In addition, this taxonomy could potentially aid teachers in the education field and the corporate world in developing their expertise.

The Most Effective Use of Secondary Teachers' Time
Shellie Hanna, Sid Womack, Arkansas Tech University

This study began as a search to determine how much time and money was being invested by Arkansas teachers into their classrooms and schools as well as determine ways that schools can become more effective and efficient. 485 teachers and administrators from both urban and rural and both large and small schools throughout the state were surveyed to determine what is really happening in the everyday life of a teacher. Among the results it was determined that the average teacher worked about 60 hours per week and an additional 15 unpaid days during the summer. Results further determined that the biggest complaints of secondary teachers related to items that were needlessly "wasting" time in the schools included excessive paperwork and redundant reporting. The biggest complaints in these areas were lesson plan formats that did not help with planning or teaching. Teachers in one school reported lesson plans of 10-15 pages per class per day. 53% of respondents also reported that the most egregious "waste" of their time was related to accountability and standardized testing—most notably in the area of the paperwork associated with these things. Teachers reported that they commonly report the same or similar information in different formats to different individuals. Finally 28% of respondents to the study reported that a major area that utilized a lot of time with little results were the faculty meetings being held in their schools for little or no obvious reason other than to fulfill administrator quotas. The researchers have utilized the data from the study to determine a variety of ways to streamline paperwork and make the hours that teachers work be more effective. In the attempt to improve schools, the researchers believe that schools need to work smarter, not harder and will provide specific suggestions for doing so.

How to Cure the Classroom Management Blues
Barbara Foster, Spalding University

As a classroom teacher, principal, and teacher educator for more than 35 years, I have seen how excited preservice and beginning teachers are about teaching. When they find themselves sready more time managing student behavior than teaching, many leave the profession after only a few years in the classroom. I have talked with experienced teachers who were overwhelmed with the pressures of the job. Many seem to have lost their passion for teaching. When asked why I am still passionate about teaching in K–12 and post-secondary classrooms after all these years, my resounding answer are effective classroom management. If you are a new or veteran teacher singing "the blues" about students, standardized testing, or an ever-changing curriculum, this self-help survival guide is for you. Grounded in learning theory, instructional design, and research-based practice, the effective classroom management strategies I will share in this book will help you gain control in your classroom and sustain or renew your passion for teaching. Jane Vella's academic research asserts that adults learn best through dialogue—the most fundamental of human abilities that enhances comprehension and attention. Drawn from the work of such theorists as Paulo Freire, Malcolm Knowles, Kurt Lewin, and Benjamin Bloom, "dialogue education shifts the focus from what the teacher says to what the learner does, from learner passivity to learners as active participants in the dialogue that leads to learning" ("Global Learning Partners," 2006 as cited in "Dialogue Education," 2010, para. 1–2). Participants will dialogue with the author of How to Cure the Classroom Management Blues: A Self-Help Survival Guide for Teachers (published June 2012). Teachers will learn strategies to gain control of their classrooms, foster student learning and self-discipline, and sustain or renew their passion for teaching.

Regaining Time in the Classroom
Stephanie Pepper, Arkansas Tech University

As educational professionals are aware, effective classroom management is essential in today's environment of teaching, testing, and evaluating. As the amount of available time for instruction shrinks due to accountability measures, educators and administrators alike must always be vigilant in their quest for the optimal classroom environment. Management, procedures and organization play a major role in gaining the most from every minute. In order to assess how much time is lost due to managing the classroom and stopping/restarting as the result of interruptions, approximately 400 classroom educators and 50 administrators were surveyed. The questions asked were: 1) How much of your instructional time is spent on classroom management, regardless of whether the cause is your own classroom management style or due to the situation; 2) How much do you perceive routines and procedures to be time savers in the classroom for both teachers and students; and 3) On average, during the week of record, how many times per day was your instructional time interrupted by the actions of other adults? Throughout the discussion of the results, data from the survey is reported and discussed to illustrate the need for effective "on the job" time management. The results of the survey indicated that a significant amount of time is lost due to classroom management, that effective routines and procedures play an important role when trying to maximize instructional time, and that interruptions can accumulate to the point that they too become a "lost time" factor. Routines and procedures govern the school day and maximize learning. To create an orderly and efficient learning environment, educators need straightforward methods for managing a wide variety of situations. While good classroom management and effective routines and procedures may not recover a full workday, just being cognizant of where time is spent helps to optimize it.

3:30 – 4:20 PM   **PANEL DISCUSSION**   **Calumet**
Organizer: Lesia Lennex, Morehead State University

Professional Learning Community Discussion: Appalachian Culture within the Context of Global Learning
Panel: Kim Nettleton, Tim Connor, Sara Lindsey, Deanna Mascle, Morehead State University

The presenters are a Professional Learning Community (PLC) established in 2010 and currently planning for a third year of research into the effects of Appalachian culture and how it informs teaching in a higher education classroom. In its first year, the PLC read and discussed materials related to a global perspective of learning. In its second year, the PLC determined Appalachian culture needed further review. Current literature regarding the institution's population and its service region was needed to better understand trends and issues. This panel will provide information from the PLC survey, informal observations and discussions with students. Implications of the studies will be shared. The presenters will also show that there are some skills and information that are necessary to adequately meet the needs of the Appalachian higher education student. The audience will be asked to participate in the discussion of the skills and information and be a sounding board for further research in this area. The presenters will describe actual scenarios which necessitated culturally conscious decision-making. It is expected that the presenters will to the audience that a transformation of policy and teaching leadership may be necessary to ensure Appalachian students are afforded every opportunity to take care of their home lives while maintaining the appropriate standards to receive a higher education degree.

3:30 – 4:20 PM   **DISPLAYS: Rural Studies**   **Foyer**
Presider: Rose B. Jones, University of Southern Mississippi

A Comparison of Collaborative Practice and Teacher Leadership between Low-Performing and High-Performing Rural Kentucky High Schools
Robert Lyons, Meagan Mussellman, Meg Crittenden, Murray State University

This study examined the 2011 results of rural Kentucky high schools on the Teaching, Empowering, Leading and Learning (TELL) Survey to determine whether differences existed across specific survey items. Researchers were interested in whether rural high schools identified as high-performing demonstrated significantly different results on survey items related to a culture of collaboration and teacher leadership than rural high schools identified as low-performing. Beale Codes from the United States Department of Agriculture were used to separate rural and urban Kentucky high schools. Of 229 high schools in the state, 132 were classified as rural. Schools' performance levels were derived from school means on the 2011 ACT for high school juniors as related to each school's free lunch participation. Regression analysis was used to determine the standardized residual of each school's ACT Composite when predicted by free lunch participation rate. This approach classified schools as high performing if the ACT Composite actual score exceeded the predicted score by at least a standard deviation, and as low performing if the ACT Composite score was below predicted by at least one standard deviation. There were 15 high-performing and 18 low-performing schools identified by this method. School-specific responses on key indicators of collaboration and teacher leaders for the two groups were contrasted. Results were largely insignificant, suggested the need for a renewed focus on professional development for rural high schools.

Understanding the Challenges of Diversity: Analyzing a Restructured Curriculum
Sandra Riegle, Morehead State University; Kitty Warsame, Prairie View A&M University

This study examined the extent to which the addition of a diversity focused component to a structured curriculum change in undergraduate teacher education had an impact upon student attitudes toward diversity related issues. Its population – preservice teachers in Appalachia – targeted a region that historically has been resistant to change, and perceived outsiders. Students enrolled in the researchers' classes were the subject population (2 sections of the same course;1 course section per researcher). This population consisted of 20 males and 14 females (N=34), all above the age of 18. The majority was white, and came from Appalachia. Prospective teachers' attitudes toward diversity were tested at the outset and conclusion of the researchers' classes. Two questionnaires were administered. Initial and change in student attitudes were measured by the use of a semi-structured questionnaire that identified characteristics and attitudes of Appalachian culture toward diversity, and a semi-structured questionnaire that measured student attitudes about perceptions of diversity related issues, including racism, homophobia, and gender prejudice. Participation in all facets of the study was voluntary, and subjects were informed they could withdraw from the study at any time without penalty. In order to ensure confidentiality of participation, students were directed to create psuedonyms. Each instructor administered the survey to the other's class, and safe guarded collection and storage of the documents until final grades were assigned. Based upon the findings of previous studies, the authors did not anticipate an immediate, substantive change in attitudes towards diversity issues in classroom instruction. Our results supported extant literature; few statistically significant changes in attitudes were evidenced. The study results provide insights for teacher educators in rural areas to address attitudes towards diverse populations. In addition, the study provides insights into how student experiences at a regional (Appalachian) University may have an impact upon their beliefs.

FRIDAY NOVEMBER 9, 2012

8:30 – 9:20 AM	**RESEARCH IN PROGRESS: Technology Integration**	**Salon G**

Presider: Kristi Garrett, University of Alabama

Evaluating Pre-Service Educators' Perceived Value of Technology through the Use of Augmented Reality in the Classroom: A Literature Review

Bethany Sansone, Union University

Schools must be reformed from teaching organizations to a new kind of learning space to train students for future jobs. Schools that do not make the shift back to using innovative technologies may never catch up with society in technological needs. Moreover, teachers should be trained to work in the "schools of the future", utilizing the new technologies that allows students this "new area" to work. Traditionally, pre-service educators have only been educated in the pedagogical and content knowledge fields of teaching. However, technological knowledge is currently found as a third component of pre-service education. Although the need for this third component is now apparent, pre-service teachers often feel that they do not receive sufficient technology training in their professional education. Disconnect, lack of relevance to training, application of technology in the classroom, technological perceptions, and experiences often play an important role of what pre-service educators will be able to use in the classroom. The technological fears and excitements that past generations have experienced are still present today. After the presentations of two dissimilar methods of training in augmented reality, teacher perception of technology in the classroom as well as augmented reality in the classroom can be analyzed for their worth in education. The purpose of this study will be to determine the perceptions of technology in the classroom as well as the perceived value of augmented reality in the classroom among pre-service educators.

Assessing Technology, Pedagogy, and Content Knowledge of Faculty to Promote the Need for Continuous Professional Support and Incentives

Kristi Garrett, University of Alabama

Research shows that faculty members rarely reach beyond the boundaries of their discipline in order to gain expose to technology enhanced training for pedagogical use that can diversify their teaching and scholarship competencies. This supports the need for continuous training of faculty for effective instructional technology utilization. The TPaCK framework will be used to explain the theoretical foundation of the interlinking of technology, pedagogy, and content needed for pedagogical progression. This quantitative study will assess the technology, pedagogy, and content knowledge (TPaCK) of tenured and tenure-track faculty at a southeastern research university. More specifically, this self-assessment will compare and contrast the TPaCK of faculty use of instructional technology tools in asynchronous and synchronous learning environments based on educational disciplines, academic ranking, and gender. This study will provide faculty members an opportunity to self-assess their current technology knowledge as it applies to their existing pedagogical content knowledge (PCK). This could potentially enhance faculty members' epistemology for effective technology based strategies to enhance student learning. The findings could benefit higher education administrators and policy makers in effort to gain insight to the type(s) of support and incentives that could encourage the use of technology for instructional purposes. The TPaCK survey developed by researchers, Mishra and Koehler, will be modified for appropriate use within a higher education setting. The modified version of the original TPaCK instrument will consist of approximately 39 survey items consisting of a 5-point Likert scale and multiple choice selections. An electronic version of the modified TPaCK survey will be used for this study due to the large quantity of tenured and tenure-track faculty members at the study site using the Qualtrics online system and analyzed using SPSS® software.

iPad Apps in the Elementary Classroom
Emily Bodenlos, Morehead State University

iPad apps for use in fourth grade classroom language arts, science, and social studies were tested for their applicability to curriculum standards, feasibility, and projected student interest. Deficit areas as revealed by CATS testing in Spring 2011 were targeted. Both 3D and 2D apps were examined. With limited availability to funding apps in the classroom, free apps were a priority. The research into apps demonstrated that there were many free apps marketed toward core curriculum. This session presents the findings of apps examination during classroom use and analysis of learning throughout Fall 2012. Additionally, student performance (aggregate and disaggregate) was examined to determine if the student learning experience was enhanced, and in what way(s), by using apps instead of more traditional text supplements.

8:30 – 9:20 AM	**SCIENCE ATTITUDES**	**Darby Dan**

Presider: Deborah McCarthy, Southeastern Louisiana University

Evolution and Pre-Service Science Teachers: Exploring Acceptance and Rejection
Amanda Glaze, University of Alabama

The study explored acceptance and rejection of evolution among pre-service science teachers to determine (1) what factors influenced their choice to reject or accept and (2) to create a theoretical model of the process of acceptance or rejection. This study took place among students in the college of education at a four-year college in the Southeastern United States. The university was situated amongst, and drew a majority of students from, several rural communities that lie between two major urban centers in two states. Forty-four students were surveyed to determine their level of acceptance of evolution using the Measure of Acceptance of Theories of Evolution (MATE) instrument. Of these 44 students, ten were selected for individual interviews with the researcher with two students from the following levels of acceptance: very high, high, moderate, low, and very low. The sample was purposefully selected to represent the range of possible influential factors. Additional interviews were randomly conducted among those at the moderate level. Participants were asked questions about their personal experiences with evolutionary teaching and learning, their background, and asked to reflect upon how they made choices about evolutionary concepts. Follow-up interviews were conducted, as needed, to clarify responses. The collected data was analyzed using a grounded theory method with three levels of coding to develop and saturate categories and themes that emerged in the data. These codes were used to construct a theoretical model of the process by which pre-service teachers in the Southeastern United States choose to accept or reject evolution. The findings provide implications for the training and support of pre-service science teachers in regards to evolution.

South Mississippi Public Elementary School Teachers' Implementation of and Attitudes toward Inquiry-Based Science
Thomas Sumrall, University of Southern Mississippi

The study was designed to examine the relationship between dependent variables of K-5 elementary teachers' attitudes toward inquiry-based science, implementation of National Science Education Standards concerning inquiry-based science, and number of inquiry-based lessons taught with the predictor variables of gender, school district teaching, ethnic group, educational level, experience, grade level teaching, and number of science courses taken. Four-hundred-twenty-nine teachers of grades K-5 from seven school districts in Mississippi were surveyed using the Revised Science Attitude Scale (Bitner, 1994), Inquiry Beliefs and Practices survey (Jeanpierre, 2006), and a demographic questionnaire. Multiple linear regression techniques were used to test the hypotheses of this study at a .05 level. Results indicate that number of courses taken is a predictor for all subscales of attitude toward inquiry-based science. Teaching a higher grade level was a significant predictor for two subscales of attitude and gender along with school district teaching in were predictors for one subscale for attitude. Results also indicate that school district teaching in, ethnic group, and grade level teaching are significant predictors of the complex skills subscale for implementation of inquiry-based lessons. The predictors of gender (males), district teaching in, and number of courses taken were found to be significant concerning the number of inquiry-based lessons taught. Positive correlations were found between the four subscales for attitude, the two subscales for inquiry beliefs and practices, and the number of inquiry-based lessons taught. The National Science Education Standards recommend that students in all grades have the opportunity to use scientific inquiry (NRC, 1996). This study concluded that Mississippi teachers reflect the existing research from other areas of the country. However, with over 50 % of teachers reporting zero or one for the number of inquiry lessons taught during the previous school year generates a cause for concern in the implementation of national standards.

Is Einstein's Image Alive and Well in the 21st Century?: Teacher Candidates' Perceptions of Scientists
Deborah McCarthy, Southeastern Louisiana University

The stereotyping of science as a masculine endeavor engaged in by elderly men in white lab coats and glasses and its effect on attitudes toward science have been recognized since the 1950's. These stereotypes continue to persist beginning in the elementary grades despite some positive images depicted by mass media. Many recommendations have been made by educators and researchers to improve the image of scientists that affect attitudes, especially in females, to pursue science courses and science-related careers. Research suggests that some factors are: methods of science instruction, mass media, the number of years taking science classes, role models and out-of-class activities. The purpose of this study was to examine the drawings of scientists completed by teacher candidates and the attributes listed to determine which factors emerged as being important in influencing positive, atypical images of scientists. The Draw-a-Scientist Test was administered to 91 teacher candidates in two methods courses and an assessment and planning course. The Draw-a-Scientist Test Checklist (DAST-C) was used to quantify the results. A questionnaire developed by the researcher was also completed to collect pertinent information. A class discussion involving 51 teacher candidates also took place regarding the reasons for the images on the drawings. Each drawing was scored using the DAST-C then percentages were calculated for each of the 14 indicators. A cross-case thematic analysis of the attributes was conducted. The results indicated that the great majority of drawings (over 75%) and the attributes associated with scientists reflected the typical stereotype; however some factors such as age, number of science courses, counter to what the research says, and field experience appeared to impact teacher candidates' perceptions. Implications for instruction appear to match the National Research Council's recommendation that learning science in informal, natural environments is central in altering stereotypical images of scientists and influencing attitudes.

8:30 – 9:20 AM	**RESEARCH METHODS**	**Calumet**

Presider: Mindy Crain-Dorough, Southeastern Louisiana University

Subset Selection in Multiple Regression Using Information Complexity
Hongwei Yang, University of Kentucky

In multiple linear regression, statistical model selection involves evaluating a pool of subsets of predictors and selecting the best subset that predicts the response with sufficient accuracy from predictor variables that can be measured cheaply. To that end, information model selection criteria are recommended for comparing and evaluating competing regression models. In the sense of optimizing information criteria, the right model can be identified that is the best among its competitors. Multiple information criteria exist for model selection. Among them are traditional ones like AIC, CAIC, and SBC. By contrast, Bozdogan's Information Complexity Criterion or ICOMP is a relatively new family of model selection criteria. Given multiple selection criteria, matching appropriate ones to a particular data set has received much attention in the literature. Although the research on traditional criteria is abundant in the regression literature, the use of ICOMP is limited. Therefore, this study applied ICOMP to regression analysis and compared its performance with that of several traditional criteria. With that said, the study simulated multiple data sets in two modeling conditions, with one including in the pool of competing models the true model that generates the data and the other excluding the true model. Therefore, in condition 1, the performance of a criterion was evaluated in terms of the number of times that it identified the true model, whereas in condition 2, the performance was assessed using the number of times the criterion identified the model that was closest to the true model. In the end, the study provided support for the use of most ICOMP criteria in multiple regression to supplement existing information criteria,

although it had some reservations for one last ICOMP criterion. The recommended ICOMP criteria were usually more capable of successfully identifying the right model than traditional criteria under the simulations in this study.

A Process for Historical Analysis of Louisiana Educational Policy Considering the Political Context
Elizabeth Meyers, Mindy Crain-Dorough, Southeastern Louisiana University

This paper is a description of a process used to code and analyze data from archival educational reports. Once documents were identified and collected, each document was indexed and transcribed to allow for input into NVIVO, a qualitative data analysis software that allows for a more systematic process for organizing and coding large amounts of textual data as well as more in-depth exploration of themes within and across documents (Cannon, 1998; Bourbon, 2002; Check & Schutt, 2011). Using a review of the literature, various types of a priori codes were identified and indexed in a codebook. The initial unit of analysis was the paragraph. The initial coding of each document occurred in three iterations. The first round of coding focused on content analysis. The documents were examined for references to official policy actors, state policy mechanisms (SPM), and fundamental social values (FSV). The second iteration focused on discourse analysis and used emerging codes and a priori codes that were identified from the literature review. The language of each paragraph was analyzed to identify and code the author's purpose, figurative language, and positive or negative connotations.

A Polytomous Item Response Theory (IRT) Analysis of Three Mathematics Anxiety Rating Scales
Nicholas Wrobel, Jwa Kim, Dana Fuller, Middle Tennessee University

Poor performance in mathematics has been a recurrent problem facing students in the United States and across the globe for generations. One strong predictor for poor mathematics academic achievement is the construct of mathematics anxiety. Many researchers have demonstrated that as mathematics anxiety increases, performance on mathematics tests decrease. Research has also shown that if students with mathematics anxiety can be identified and treated, then performance in mathematics courses can be increased. A large number of scales have been developed to measure mathematics anxiety, however, there is a large amount of disagreement as to which scale is the best in terms of psychometric properties. Furthermore, very few studies have examined mathematics anxiety from an item response theory perspective (IRT). The main objective of the study was to examine the psychometric properties of three well validated mathematics anxiety rating scales using both classical test theory (CTT) and polytomous item response theory. Some participants completed an online version of the study ($n = 176$) and the rest completed a written version in classrooms ($n = 128$). Participants completed a 6-item demographic questionnaire, the 25-item Revised Mathematics Anxiety Rating Scale (R-MARS), the 14-item Mathematics Anxiety Scale Revised (MAS-R), and the 9-item Abbreviated Math Anxiety Scale (AMAS). CTT and IRT were in agreement for the majority of the items in terms of identifying the strongest and weakest items; however, IRT outperformed CTT in identifying subtle item differences. The AMAS was found to have the strongest functioning items overall from both a CTT and IRT perspective. Future research should look toward the development of a scale with items that have been well validated from both a CTT and IRT perspective.

10:30 – 11:20 AM   **RESEARCH IN PROGRESS: African American Issues**   **Salon G**
Presider: Kathleen Campbell, Southeastern Louisiana University

Is My Black Beautiful?: Aesthetics and Pigmentation in Higher Education Hiring
Rhea Perkins, Louisiana State University

This study explored how pigmentocracy, shadeism, and hair texture influences hiring practices in higher education. The narrative responses from Black women administrators, faculty, and graduate students were collected to examine their encounters with these phenomena and subsequent modes of resistance. This study had a particular focus on Black women because of their dual minority status in which they experience multiple layers of discrimination. Historically, pigmentocracy has played a major role in shaping how Blacks view themselves and how other races perceive and classify Blacks. Shadeism, a form of pigmentocracy has impacted the roles Blacks play within their own social group and in the larger American consciousness. For instance, slaves with fairer skin and softened textured hair were deemed more attractive and valuable to White Americans because they closely resembled the White race. This created a binary which translated into the division of job responsibilities based on pigmentation and would further internalize the disparity and unequal treatment of Blacks due to their complexion. Skin tone bias continues to invade the modern workplace and affect African Americans' job mobility. The goal of this research was to discover if this phenomenon extends to hiring practices in higher education. The researcher conducted three individual and one focus group interview with participants. From those responses, it was found that pigmentocracy, shadeism, and hair texture has influenced African American women's experiences with advancement in the field. Shadeism was a prominent theme in the responses. Several responses indicated that in a society where White culture defines beauty, darker skin and natural African American hair does not fit the standard and is not widely accepted in majority White spaces. Some respondents indicated that they resist shadeism by partaking in recent trends that encourage African American women to display their natural hair curl pattern commonly known as "going natural."

Presider: Julie A. Holmes, Louisiana Tech University

Determining the Cognitive Strategies of High-Performing Test-Takers in a College Readiness Math Assessment
Ben Phillips, Union University

The purpose of this study is to determine the cognitive strategies that high-performing test-takers use to answer questions on the ACT math test. The ACT is a nationwide college-readiness assessment consisting of four multiple-choice tests in English, math, reading, and science. It is one of the most popular college-readiness assessments taken by high school juniors and seniors. Many states use the ACT as a measure of school effectiveness, and some states use the ACT as the official graduation exam. Universities use ACT scores to determine college acceptance, scholarship awards, and student placement. As students answer questions on the ACT, they employ a variety of cognitive strategies to arrive at their answers. The researcher hypothesized that high-performing test-takers—those who had earned ACT math scores of 30 or higher—would use a wide variety of sophisticated cognitive strategies. Many problems students encounter on the math test require a multi-step and well-thought-out approach. The researcher used videotaping to record subjects taking a sample math test while subjects said aloud whatever they were thinking as they solved the problems. Twelve students of the same age who had already scored a 30 or higher on the ACT math test participated in the study. The students took a retired ACT math test while being videotaped. They wore a lapel microphone that recorded their verbalizations as they narrated their thoughts. Observations were coded on an instrument that was designed to identify the cognitive strategies used by the test-takers. The recordings were observed and coded by both the researcher and an assistant in order to establish inter-rater reliability. The findings of this study can be used to advance the college-readiness preparation of high school students. Some strategies are age-appropriate for elementary and middle school students, extending the path to college-readiness all the way to young children.

What Is Happening to the Gender Gap?
Martha Tapia, Berry College

The facts that sex differences exist in mathematics achievement and enrollment in mathematics courses are indisputable. It is an ongoing debate in the academic arena that these sex differences in mathematics are caused by socialization factors o innate differences. Attitudes play an important role in achievement and persistence in mathematics courses. The development of a positive attitude toward a subject is one of the most prevalent educational goals. While attitudes are important, there is a paucity of research about the different factors that influence the attitudes toward mathematics. The Attitudes Toward Mathematics Inventory (ATMI) was developed to measure students' attitudes toward mathematics. The initial pool of items was submitted to an exploratory factor analysis and four factors were identified: self-confidence, value, enjoyment of mathematics, and motivation. This study examined the effect of gender on attitudes toward mathematics by use of the ATMI. The sample consisted of 316 students, 126 males and 190 females, at a private liberal arts college in the Southeast. The sample was predominantly Caucasian. The students were enrolled in eight different, randomly selected, mathematics courses in Spring 2011. The ATMI was administered at the beginning of the semester and the students completed the inventory in their classes. All participants were volunteered and all students in the classes agreed to participate. Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, enjoyment of mathematics and motivation) and gender as the independent variable. Assumptions were examined and multivariate analysis of variance was performed. Significant differences with small effect size were found in one of the four factors of attitudes toward mathematics. Male students scored significantly higher than female students in motivation. No significant differences were found in self-confidence, value or in enjoyment of mathematics.

Using Virtual Manipulatives for Solving Equations in the Middle School
Robin Magruder, University of Kentucky

The study examined the successful use of virtual manipulatives for solving equations in a public middle school. Students often face challenges in mathematics content, especially when trying to make sense of abstract concepts such as solving one-variable equations. Specifically, researchers have identified three common challenges that students often face when attempting to solve equations: 1. lack of understanding of the equal sign; 2. lack of symbolic understanding within an equation; 3. reliance on procedural knowledge. The researcher utilized qualitative research methods including interviews and observations of students and the teacher. The researcher observed all lessons in which the students used virtual manipulatives on the National Library of Virtual Manipulatives website with researcher-created materials. During the first two class periods, the researcher observed classroom activity of seventh grade students (n=22) and their teacher. The researcher took a more active role through the remainder of the study, interacting with students, asking them to explain their steps and reasoning as they used virtual manipulatives. Students discussed their understanding of the equal sign and other symbols. A focus group interview of four randomly selected students (three boys and one girl) took place after all classwork was completed. Finally, the researcher interviewed the teacher to discuss perceived benefits and challenges of using virtual manipulatives. Virtual manipulatives

increased student understanding of the equal sign by providing a visual representation. The virtual manipulatives helped students strengthen their symbolic understanding by proving distinct representations for various algebraic objects. The recording of steps, which occurred as students solved equations, allowed students the opportunity to reflect on their thinking process. Virtual manipulatives provided many benefits for students as they solved equations. Virtual manipulatives provide a unique interactive opportunity for students to meet the new Common Core State Standards for Mathematics.

10:30 – 11:20 AM	**MEETING DIVERSE LEARNING NEEDS**	**Calumet**

Presider: Amanda Glaze, University of Alabama

Thinking Maps: A Visual Tool to Enhance Academic Achievement
Merideth Van Namen, Corlis Snow, Anjanette Powers, Delta State University

A major problem teacher's face in today's classroom is grappling with how to meet the diverse learning needs of children. According to the literature, thinking maps provide a developmentally and culturally appropriate means of meeting the needs of diverse children. In fact, schools with diverse demographics, which include at-risk students, English Language Learners, and students with special needs, have demonstrated increased student achievement as a direct effect of implementing Thinking Maps (Manning, 2003; Holzman, 2004). For teachers, Thinking Maps enhance instruction and provide a more authentic and in-depth means of assessing students' thought processes instead of only students' end-products. Maximum student achievement is the goal for all educational endeavors. How we reach that goal as educators is always at the forefront of educational research, policy, and debates. Ironically, statistics continue to swell with evidence of low student achievement, especially among our diverse population of students. Learning is the result of thinking processes that culminate in new and enhanced knowledge. How we engage students in those thinking processes directly impacts the outcome. David Hyerle's Thinking Maps (1991), have yielded promising results as an effective means for increasing students' ability to think critically, thus raising academic achievement. Optimal learning occurs when students are able to process and organize information accurately and efficiently. The use of Think Alouds have been found to be effective because they expose the teacher's thought processes (Coiro, 2011). However, most of the information we learn is processed visually (Hyerle, 1996). Immersing learners in visual tools like graphic organizers has long been accepted as sound practice (DiCecco & Gleason, 2002). Thinking Maps extend such visual tools as working models that guide learners through the organization of their own thoughts while supporting new and enhanced learning (Manning 2003).

An Examination of the Perception of Special Education Teachers in the Mississippi Delta toward Their Transition Competencies
Vickie Curry, Rose B. Jones, University of Southern Mississippi

The study explored the perceptions of special education teachers regarding their training and ability to apply this training in conducting transition activities through questioning (a) the level of self-efficacy of special education teachers toward their capabilities to plan and deliver transition services to students with mild and moderate disabilities; (b) their satisfaction with training received in developing and delivering transition services to students with disabilities; and the frequency of their engagement in transition practices. Of the 446 teachers targeted, 191 females in 15 counties responded to a survey. Respondents included African Americans ($n = 86$), Asian Americans ($n = 2$), Native Americans ($n = 3$), Other ($n = 6$), and White ($n = 94$). The survey contained 13 demographic items and 46 items organized in six categories: Instructional Planning, Curriculum and Instruction, Transition Planning, Assessment, Collaboration, and Additional Competencies. The responses from all items were tabulated and uploaded in the SPSS 18 database for analysis through descriptive statistics and correlations. Results were displayed in tabular form. The analyses suggested respondents were somewhat prepared or nearly somewhat prepared to plan and deliver transition services to students for the six categories of activities; respondents were somewhat unsatisfied with training received in instructional planning, assessment, and collaboration, but somewhat satisfied in their training for curriculum and instruction, transition planning, and additional competencies. The frequency of implementing activities for instructional planning, curriculum and instruction, transition planning, and assessment was near the level for sometimes; however, activities associated with collaboration and additional competencies were almost never implemented. Results revealed a significant relationship existed between the perceptions of teacher transitioning preparedness and the level of training satisfaction; between the perceptions of teacher transitioning preparedness and the frequency of performing transition activities; and between perceptions of teacher training satisfaction and the frequency of performing transition activities.

The Social Stigma of Being Smart: A Look at Gifted Education in Middle School
Crystal Weber, Sharon Gieselman, University of Evansville

This study examined stereotypes commonly associated with students enrolled in gifted education programs. The purpose of this research was to determine if any of the common stereotypes described in the literature, existed among gifted students and their

parents in this middle school setting. Middle school gifted education students were identified for study participation. These students were identified because they were enrolled in an advanced seventh grade math class, algebra, the highest math course offered in this particular school setting for seventh graders. Additionally, students who were identified as gifted based upon the district's gifted and talented student identification policy were selected for study participation as well. During the 2010-2011 school year, 28 gifted students (17 males, 11 females) and their parents completed surveys. During the 2011-2012 school year, 23 gifted students (16 males, 7 females) completed surveys. Survey research was utilized to identify the perceptions of students and their parents about common stereotypes such as underachievement, multipotentiality, personal identity, social acceptance, perfectionism, and fear of failure. Survey data was examined each school year and presented trends based upon gender, race, and various areas of giftedness. The researcher found that many of the common stereotypes about gifted students existed among students and their parents in this particular school setting. Interestingly, survey results varied between the 2010-2011 study participants and the 2011-2012 study participants. Although common concerns were shared regarding stereotypes such as feelings of perfectionism, a fear of failure, multipotentiality worries, and some underachievement concerns, a higher prevalence of common stereotypes existed among the second group of gifted students surveyed. Suggestions are offered regarding how schools and classroom teachers might help gifted education students become more successful in the classroom. Last, insights regarding why the perceived stereotypes differed among students and parents in the two participating groups will be shared.