Southwest Educational Research Association

35th Annual Meeting

February 1-4, 2012

Hotel Monteleone, New Orleans

Hotel Monteleone

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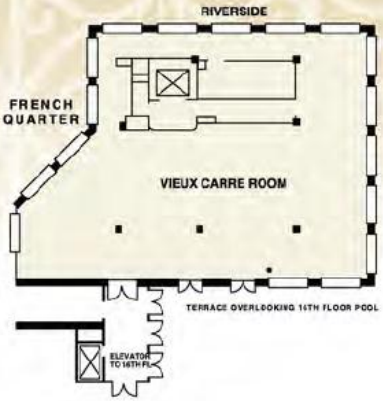

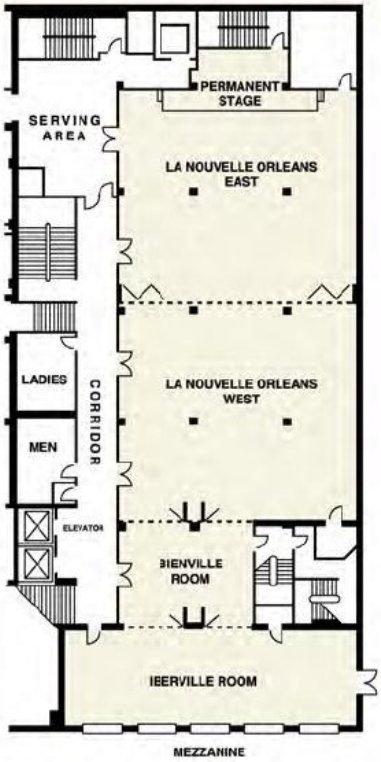

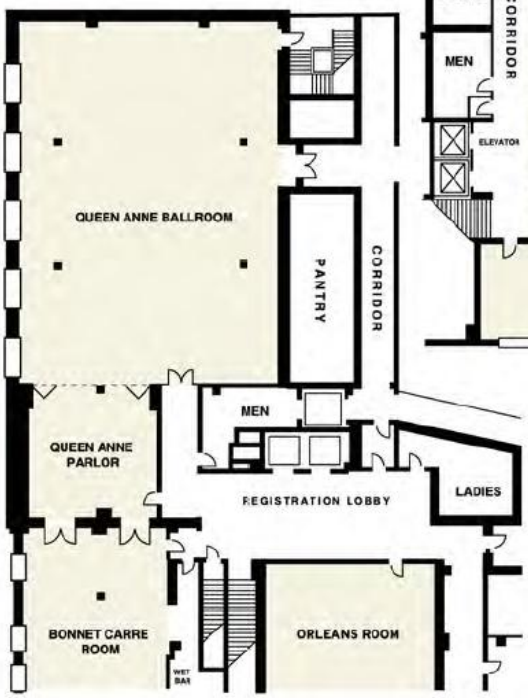

CONVENTION FACILITIES

24,000 square feet of meeting space | 24 ballroom, meeting and reception rooms | Largest at 6,236 square feet accommodating up to 500

Southwest Educational Research Association

www.sera–edresearch.org

2012 Annual Meeting Program and Abstracts

Hotel Monteleone, New Orleans, Louisiana
February 1–4, 2012

Join Us at the Historic Menger Hotel in San Antonio, Texas for SERA 2013, February 6 – 9

SERA Foundation

As part of the celebration of SERA's 20th anniversary, the Executive Council invited all members to contribute to the Memorial Fund's 20/20 Vision (now called the SERA Foundation) by contributing $20.00 to the fund during the association's 20th year. This fund has been designated as a resource for providing services to the membership with priority given to the needs of graduate student members.

To maximize the long–term potential for the fund, the Executive Council took the position that a substantial fund be established so that "interest only" disbursements may be made from the fund without depleting the fund's principal. In 2006, the foundation made its inaugural award.

Your modest gift of $20.00 (or any amount you wish — $30 for 30 years?) will greatly help in achieving the foundation's vision. Contact Kathy Mittag (kathleen.mittag@utsa.edu) for further information or to make contributions.

Front Cover

Photos courtesy of the New Orleans Convention and Visitors Bureau, Carl Purcell (St. Louis Cathedral Daytime with Carriage) and The Hotel Monteleone.

Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 35th Annual Conference. We have over 490 members and there will be 261 research presentations, workshops, symposia and innovative sessions at the 2012 conference. We hope you attend as many sessions as possible to help you learn new methodological and research skills.

SERA provides an opportunity for you to both share research findings with SERA colleagues, to network with colleagues, and to form collaborations with researchers in your field. The association takes pride in its intimate and nurturing environment that supports both researchers and practitioners, and also provides great initial experiences for graduate students. SERA is a professional regional education association that is dedicated to advancing the field of educational research.

If this is your first SERA conference, we recommend that you attend the *Navigating Through and Getting the Most from SERA* Session provided by Kathy Mittag and John Hedl on Thursday morning during the annual meeting. Professor Pat Alexander, Professor of Educational Psychology at the University of Maryland, is the Presidential Invited Speaker on Thursday. If you are interested in improving your knowledge, there will be three tickets-only workshops during the conference. On Friday afternoon and Saturday morning, world-renowned Dr. Yvonna Lincoln will share her expertise on qualitative research. On Wednesday afternoon, Dr. Bruce Thompson, Dr. Tony Onwuegbuzie, and Dr. Robin Henson will give hints on how to publish, and on Friday, Dr. Kim Nimon and Dr. Kyle Roberts will help you understand the free "R" statistical software program. We hope you enjoy these training sessions. Because of the willingness of these trainers to share their extraordinary expertise, our members will be more sophisticated in their research and grant-writing skills.

Each year, the conference would not be possible if it were not for the local arrangements chair. A very special thank you to *Sonya Carr* who is our local arrangements chair. Much appreciation is also extended to our President-Elect/Program Chair *Kim Nimon* for putting together the program, *Vince Paredes* who was in charge of membership, *Susan T. Skidmore* who is our *SERA Newsletter* editor, Executive Director *Bruce Thompson* who keeps us updated throughout the year, *John Hedl* who provides us with an historical perspective, Past-President *Linda R. Zientek*, and to all board members. Graduate student participation in SERA continues to increase and many thanks are extended to the graduate student representative, *Sandra Nite*, Thank you also to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

We hope you enjoy the conference.

Bill Jasper
SERA President

The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes, within a specific division. The session schedule format is provided on page iii and program highlights are provided on pages iii and iv. The first session on Wednesday begins at 1:00. The first two sessions on Thursday morning are one–hour in length and begin at 8:30. The remaining sessions are one–hour and fifteen minutes in length with 5 minute breaks between sessions. Sessions on Friday begin at 8:45. A continental breakfast is offered Thursday and Friday from 8 until 9.

Session IDs begin with a letter that signifies the day of the week the session is offered. For example, T1.2 is the second session in the first timeslot on Thursday. If a presenter identified themselves as a graduate student, special efforts were made to schedule their session so that it does not correspond with the fireside chat and the graduate student meeting. This **Fireside Chat** is for **students only** and is an excellent opportunity to visit with Professor Patricia Alexander in an informal setting.

The **graduate student meeting** provides graduate students with the opportunity to meet with people from various institutions of higher education and to form collaborations and support systems with people in their research area. During the graduate meeting, **graduate representatives are elected** and door prizes are awarded. The room **Gallier** has been set–aside for graduate students for the duration of the conference.

I hope you enjoy this SERA opportunity to share research findings and form collaborations with researchers in your field. SERA is dedicated to improving research. In an endeavor to fulfill this goal, several excellent research training sessions will be offered on Wednesday afternoon, Friday afternoon, and Saturday morning. Descriptions of these sessions are provided on pages viii and ix.

Kim Nimon
SERA President–Elect and Program Chair

Program Schedule

Wednesday	
11:45 – 5:00	Registration
12:00 – 2:00	Training Session (Ticket Required)
1:00 – 2:15	Sessions (W1)
2:20 – 3:35	Sessions (W2)
3:40 – 4:55	Sessions (W3)
Thursday	
8:00 – 5:00	Registration (**Closed During Business Luncheon**)
8:00 – 9:00	Continental Breakfast
8:30 – 9:30	Navigating and Getting the Most from SERA (T1.0)
8:30 – 9:30	Sessions (T1)
9:35 – 10:35	Sessions (T2)
10:40 – 11:55	Sessions (T3)
Luncheon	**12:00–1:45**
1:45 – 2:45	**Presidential Speaker – Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher Patricia A. Alexander (T5)**
2:45 – 4:00	**Fireside Chat with Patricia Alexander – Graduate Students Only**
2:45 – 4:00	Sessions (T6)
4:05 – 5:20	Sessions (T7)
4:05 – 5:20	Helpful Hints for Preparing an Effective *Curricula Vita*
5:25 – 6:30	Graduate Student Meeting & Election of Representatives *Game Night* Immediately Following Graduate Student Meeting
Friday	
8:00 – 2:00	Registration
8:00 – 9:00	Continental Breakfast
8:45 – 10:00	Sessions (F1)
10:05 – 1:55	Training Session (Ticket Required)
10:05 – 11:20	Sessions (F2)
11:25 – 12:40	Sessions (F3)
12:45 – 1:55	Sessions (F4)
2:00 – 6:00	Training Session (Ticket Required)
Saturday	
9:00 – 11:00	Training Session (Ticket Required)

Program Highlights

An important goal of the SERA is the mentoring of graduate student members. A number of sessions and events have been planned that should be of special interest to the SERA graduate student members.

The Annual Luncheon and Business Meeting (T4.1 Thursday 12:00–1:45 – Queen Anne Ballroom) The luncheon includes announcement of the winners of the graduate student travel awards and the Outstanding Student Paper competition.

Program Highlights (continued)

REMEMBER: "Student Travel Awards" (one hotel room night paid by SERA) are awarded by lottery drawing during the Thursday business luncheon **only** to students **both** (a) registered in the hotel, and (b) paid for and in attendance at the luncheon.

Presidential Invited Address (T5.1 Thursday 1:30–2:45 – East/West Ballroom) Immediately following the luncheon.

Graduate Student Meetings and Sessions

Fireside Chat with Dr. Patricia Alexander (T6.0 Thursday 2:45–4:00 – East/West Ballroom) ***Graduate Students Only.***

Graduate Student Meeting (T8.1 Thursday, 5:25–6:30 – East/West Ballroom)
An opportunity to discuss student concerns and elect the 2012–2013 graduate student representative to the SERA Executive Council and university graduate members that comprise the Graduate Leadership Council.

Graduate Student Evening at the *Hotel Monteleone* (Immediately following the Graduate Student Meeting) Meet in Iberville to participate in *Game Night*. Bring cards, dominoes or games you would like to play. Alternatively, just visit with other graduate students and **any professors who may attend**.

Graduate Student Leadership Meeting (F0.3 Friday, 8am–8:45 – Gallier)
Helpful Hints for Preparing an Effective *Curricula Vita* (T7.0 Thursday 4:05–5:20)
After the Dissertation: Finding a Job in Higher Education (F1.6 Friday 8:4 –10:00)
Contract Negotiation Tips in Higher Education (F2.6 Friday 10:05–11:20)

Graduate Student Division VI Paper Sessions

There are 16 graduate student Division VI paper sessions included in this year's program. Each features presentations of **works in progress** by graduate students followed by feedback from an experienced faculty member discussant.

Other Sessions of Interest – Open to All Conference Attendees

Achievement and Motivation: What Influenced Minority College Students' Academic Success	W1.6
Teaching Millennial Students of Color	W2.6
Academic Writing: Tools and Strategies for Graduate Students	W3.6
Navigating and Getting the Most from SERA	T1.0
Seven Steps to a Comprehensive Literature Review	T1.7
No More Fear - APA Help is Here	T2.6
Begin with the End in Mind: Navigating the Doctoral Pathway	T2.7
Conducting and Publishing Research: An Overview of the Research Process	T3.6
Uncovering the Complexities of Identity Development and Achievement for Students of Color	T3.7
Demystifying the Delphi Method for Research	T6.6
Helpful Hints for Preparing an Effective Curricula Vita	T7.0
Challenges and Opportunities in Developing a Culture of Evidence: A Necessary Conversation	T7.6
After the Dissertation: Finding a Job in Higher Education	F1.6
Contract Negotiation Tips in Higher Education	F2.6
Writing Chapter Five: The Purpose for Conducting Research	F3.6
A Practical Use for Canonical Correlation Analysis in the Educational Setting	F4.5
Differentiated Instruction: All Children Can Learn	F4.6

Session Chairs

PLEASE NOTE: Session chairs are indicated by an asterisk in the program. If you are designated as Session Chair, please keep track of the time for presenters and introduce each presenter in your session. It is **imperative** that each speaker be allotted their designated time (**12 – 13 minutes per speaker**); so the time–keeping duty is essential. You may want to delay questions for all presentations to the end of the session.

In addition, please have the presenters remain in the order in which they appear in the program. This will allow conference attendees to hear the papers of particular interest in various sessions.

For symposia, innovative sessions, and training sessions, the organizer or the organizer's designee will serve as chair. For graduate student paper and proposal development seminars that include discussants, the discussant may serve as chair.

Division VI Discussants

Susan T. Skidmore	Sam Houston State University	W1.1
Jim Telese	University of Texas – Brownsville	W2.1
Elsa Ruiz	University of Texas – San Antonio	W3.1
Julia Ballenger	Texas Wesleyan University	W3.2
Prathiba Natesan	University of North Texas	T1.1
Sandra Acosta	Texas A&M University	T1.2
Mary M. Capraro	Texas A&M University	T1.3
Robert W. Elliott	Eastern New Mexico University	T2.1
Angela Gibson	American Public University	T2.2
Ken Young	Lamar University	T3.1
Bill Jasper	Sam Houston State University	T3.2
Rebecca Robles-Pina	Sam Houston State University	F1.1
Aileen Curtin	Texas Wesleyan University	F1.2
Pauline Sampson	Stephen F. Austin State University	F2.1
Bettye Grigsby	University of Houston – Clear Lake	F3.1
Winona Vesey	University of Houston – Clear Lake	F4.1

Thank You

A special thank you to all of the division chairs and proposal reviewers for dedicating their time and expertise in the reviewer process, the SERA board for reviewing the program, Vince Paredes for his coordination of the registration and proposal centers, and to Linda Zientek for her guidance throughout the program development stages.

The Hotel Monteleone

Antonio Monteleone was an industrious nobleman who was operating a very successful shoe factory in Sicily when he heard great things about America. The call of adventure motivated him to pack the tools of his trade and head for "the land of opportunity." Antonio arrived in New Orleans circa 1880 and opened a cobbler shop on Royal Street, the busy thoroughfare of commerce and banking in America's most European city. At the time Royal Street was indeed the grand street of the "Vieux Carre", as the French Colonial's sometimes called the new town.

In 1886, Mr. Monteleone bought a 64–room hotel on the corner of Royal and Iberville streets in New Orleans' world famous French Quarter. The setting was ripe for Antonio to spread his entrepreneurial wings when the nearby Commercial Hotel became available for purchase. That was only the beginning of an amazing historical landmark that is one of the last great family owned and operated hotels in the city. Since 1886, four generations of Monteleones have dedicated themselves to making their hotel what it was and still is a sparkling jewel in the heart of the French Quarter.

There have been five major additions to the Hotel Monteleone. The first was in 1903 when 30 rooms were added. The next addition occurred in 1908, during a time of financial panic in the United States when 300 more rooms were added. 1908 was also the year that the name of the hotel was changed from the Commercial Hotel to Hotel Monteleone. In 1913, Antonio Monteleone passed away and was succeeded by his son Frank who added 200 more rooms in 1928, a year before another horrible crash in the U.S. economy. The Hotel Monteleone was one of America's few family–owned hotels to weather the depression, and remained unchanged until 1954. That year the fourth addition required the razing of the original building and the foundation was laid for a completely new building that would include guest facilities, ballrooms, dining rooms and cocktail lounges. In 1964, under the direction of Bill Monteleone, who took over after his father passed in 1958, more floors, guestrooms, and a Sky Terrace with swimming pools and cocktail lounges were added.

Southwest Educational Research Association
2011–2012
Executive Council

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Bill Jasper

President–Elect and Program Chair
Kim Nimon

Immediate Past President
Linda R. Zientek

Executive Director
Bruce Thompson

Secretary
Susan T. Skidmore

Treasurer
Kathleen C. Mittag

Membership Chair
Vince Paredes

Graduate Student Advisor
Susan T. Skidmore

Historian
John J. Hedl, Jr.

Graduate Student Representative
Sandra Nite

Newsletter Editor
Susan T. Skidmore

Council Members–At–Large

Sonya Carr	Ellen "Aileen" Curtin	Jim Telese
Julia Ballenger	Shirley Matteson	Elsa Ruiz
Winona Vesey	Bettye Grigsby	Prathiba Natesan

Program Division Chairs – 2012

The division chairs are instrumental in making the program a success and deserve special recognition. They have proposals peer–reviewed, write acceptance letters, forward reviewer commentary, and serve as primary points of contact. This year's division chairs are:

Division I: Educational Administration, Policy, Leadership, & Program Evaluation
Sandra Harris, Lamar University *Aileen Curtin, Texas Wesleyan University*

Division II: Instruction, Learning, & Cognition
Dianne Goldsby, Texas A&M University *Sandra Acosta, Texas A&M University*

Division III: Methodology, Measurement, & Evaluation
Tommy DeVaney, Southeastern Louisiana *Jason King, Baylor College of Medicine*

Division IV: Teachers & Teacher Education
Sandra Richardson, Lamar University *Mark Reid, Texas A&M–Commerce*

Division V: Special Populations & Counseling
Cynthia Martinez-Garcia,
Sam Houston State University
Angela Gibson
American Public University

Division VI: Graduate Student Work–in–Progress
La Vonne Williams,
Texas A&M University–Kingsville
Martha L. Tapia,
Berry College

SERA Past Presidents

Linda R. Zientek	2010-11	Mary K. Tallent-Runnels	1994-95
Mary M. Capraro	2009-10	Stephanie L. Knight	1993-94
Robert M. Capraro	2008-09	Elaine Jackson	1992-93
Gilbert Naizer	2007-08	Victor L. Willson	1991-92
J. Kyle Roberts	2006-07	Glynn D. Ligon	1990-91
M. Janine Scott	2005-06	Hersholt C. Waxman	1989-90
Kathleen Cage Mittag	2004-05	Patricia A. Alexander	1988-89
Ron McBride	2003-04	Michael J. Ash	1987-88
Randall E. Schumacker	2002-03	Deberie L. Gomez-Grobe	1986-87
Dianne Taylor	2001-02	Claire Ellen Weinstein	1985-86
Vince Paredes	2000-01	Bruce Thompson	1984-85
Nancy Martin	1999-00	Jon J. Denton	1983-84
Arturo Olivarez	1998-99	Douglas M. Brooks	1982-83
Max Martin	1997-98	John J. Hedl Jr.	1981-82
Mark Lewis	1996-97	Wayne R. Applebaum	1980-81
Larry G. Daniel	1995-96	Robert M. Caldwell	1979-80

Training Sessions

Wednesday Training: "How to Publish"

Training Session on Wednesday afternoon (12:00 – 2:00pm) (Ticket Required)

The "How to Publish" training workshop will be held in the early afternoon on the Wednesday that the 35th annual SERA meeting begins. The workshop has a $30 ticket price, and seats are limited. As the following biographies suggest, the three trainers are well qualified to address this training topic.



Robin K. Henson (*left*) is Professor of Education at the University of North Texas. Dr. Henson served as Associate Editor of *Educational and Psychological Measurement*. Dr. Henson is widely published, and has previously served as a member of the SERA Board.

Anthony Onwuegbuzie (*center)* is Professor in the Department of Educational Leadership and Counseling at Sam Houston State University. He teaches courses in qualitative, quantitative, and mixed-methods research, and writes extensively on topics related to all three areas. Dr. Onwuegbuzie has secured more than 200 refereed journal articles and book chapters, and has made approximately 400 presentations and keynote addresses at regional, national, and international conferences and venues. He served as an Editor of *Educational Researcher* and is a Co-editor of *Research in the Schools.*

Bruce Thompson *(right)* is Distinguished Professor, Texas A&M University. He served as a Co-editor of the teaching, learning, and human development section of the *American Educational Research Journal* (*AERJ:TLHD*), and past editor of *Educational and Psychological Measurement*, the series, *Advances in Social Science Methodology*, and two other journals. He is the author/editor of roughly 210 articles, and several books, including the recently published *Foundations of Behavioral Statistics*, and *Exploratory and Confirmatory Factor Analysis*.

Friday Training: "Using R for Educational Research: An Introductory Workshop to Break the Learning Curve"

Training Session on Friday (10:05 – 1:55pm) (Ticket Required)

R is a **FREE** statistical programming language and environment that supports Unix, Windows, and Mac families of operating systems. R can be used to (a) teach statistical concepts, (b) perform statistical analyses, and (c) perform Monte Carlo simulation research. R not only does statistical analyses, but also has powerful graphical capabilities. This workshop is aimed at helping individuals fast track their way through the R learning curve and does not presuppose any familiarity with R or programming. Participants will learn how to install R, use built-in help features, and ask questions the smart way when posting to the R help list serve. In addition, participants will learn how to read in data, analyze data, and create graphs that are sure to wow sophisticated audiences. As time permits, inferential statistics across the general linear model will be demonstrated including ANOVA, Multiple Linear Regression, MANOVA, Canonical Correlation, and Hierarchical Linear Modeling. This four hour workshop will be held on Friday at the 35th annual SERA meeting. The workshop has a $15 ticket price, and seats are limited. The workshop will be facilitated by **Kim Nimon** and **Kyle Roberts**.

Kim (pictured left) is an Assistant Professor at the University of North Texas and uses R to teach statistical concepts, analyze large datasets from the U.S. Army and Air Force, and conduct Monte Carlo studies. Kyle (pictured right) is an Associate Professor at Southern Methodist University and uses R to teach a complete sequence of statistical courses and analyze large datasets from school districts across the United States. Their work on R has been published in publications such as *Behavior Research Methods, Journal of Applied Measurement, Multivariate Behavioral Research,* and *Research Methodologies for Conducting Research on Giftedness.* They are also authors of the *yhat* package (available from the Comprehensive R Archive Network) that provides software to fully interpret regression and canonical effects.

Friday/Saturday Training: "Qualitative Methods

Training Session on Friday (2:00 – 6:00pm) and Saturday (9:00 – 11:00am)

Yvonna S. Lincoln is a Texas A&M University Distinguished Professor of Higher Education and Educational Administration and holder of the Ruth Harrington Chair. She is author, coauthor, or editor of books such as *Naturalistic Inquiry* and *Fourth Generation Evaluation* (both with Egon G. Guba), and *Organizational Theory and Inquiry*. She served as the Vice President of Division J (Postsecondary Education) of the American Educational Research Association and as the president of the American Evaluation Association. Dr. Lincoln co-edited, with Dr. Norman Denzin, the various editions of the *Handbook of Qualitative Research*. She is the Co-Editor of *Qualitative Inquiry* and has been Co-Editor also of the *American Educational Research Journal: Teaching, Learning and Human Development*

SERA 2012 Presidential Invited Address – Patricia A. Alexander

Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher
University of Maryland

The 2012 SERA Presidential Invited Address Speaker is **Patricia A. Alexander**. Her topic is "**Things I Have Learned (So Far)**." Dr. Patricia Alexander is the Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher in the Department of Human Development at the University of Maryland. She has served as President of Division 15 (Educational Psychology) of the American Psychological Association, Vice-President of Division C (Learning and Instruction) of the American Educational Research Association, and Past-President of the Southwest Educational Research Association. A former middle-school teacher, Dr. Alexander received her reading specialist degree from James Madison University (1979) and her Ph.D. in reading from the University of Maryland (1981). Since receiving her Ph.D., Dr. Alexander has published over 230 articles, books, or chapters in the area of learning and instruction. She has also presented over 300 papers or invited addresses at national and international conferences. She currently serves as the senior editor of *Contemporary Educational Psychology*, was past editor of *Instructional Science* and Associate Editor of *American Educational Research Journal-Teaching, Learning, and Human Development*, and presently serves on over 10 editorial boards including those for *Journal of Literacy Research, Educational Psychologist*, and the *Journal of Educational Psychology*.

Among her many honors and awards, Dr. Alexander is a Fellow of the American Psychological Association and the American Educational Research Association, and was a Spencer Fellow of the National Academy of Education. She was recently named the second most productive scholar in Educational Psychology, and was the 2001 recipient of the Oscar S. Causey Award for outstanding contributions to literacy research from the National Reading Conference. She is also the 2006 recipient of the E. L. Thorndike Award for Career Achievement in Educational Psychology from APA Division 15 and the 2007 recipient of the Sylvia Scribner Award from AERA Division C. In addition, she has received various national, university, and college awards for teaching.

Awards

SERA OUTSTANDING PAPER WINNERS

1983 William C. Kyle, Jr., & James A. Shymanasky
1984 Ralph A. Hanson
1985 Walter C. Parker
1986 Mary K. Tallent
1987 P.A. Alexander, M.K. Tallent, V.L. Willson, & C.S. White
1988 Stephanie L. Knight
1989 H.C. Waxman, Y.N. Patron, S.L. Knight, E. W. Owens, & K. Ebner
1992 Dianne L. Taylor & Ira E. Bogotch
1993 Patricia Synder, Bruce Thompson, & James David Sexton
1994 Bruce Thompson, John Wasserman, James Gyurke, Kathleen Matula, & Blaine Carr
1995 Debra A. King
1996 Shari L. Davis
1998 Katherine Friedrich
2000 Bruce Thompson & Colleen Cook
2001 Stephen Caldas & Carl Bankston, III
2002 Lilia M. Ruban
2003 Anthony J. Onwuegbuzie & Nancy Leech
2004 Anthony J. Onwuegbuzie
2005 Helenrose Fives & Michelle M. Buehl
2006 Carmen Fies
2007 Meixia Ding & Xiaobao Li
2008 Susan T. Skidmore
2009 Prathiba Natesan, Patricia F. Roberts–Walter, Gwendolyn Webb–Johnson, & Norvella P. Carter
2010 Terence Fung
2011 Celia M Wilson
2011 Anthony J. Onwuegbuzie, Rebecca K. Frels., Nancy L. Leech, Kathleen M. T. Collins

John J. Hedl, Jr. Lifetime Service Award

1998 John J. Hedl, Jr.
2001 Tommie–Ann Hill Van Natter
2005 Vince Paredes
2006 Bruce Thompson
2010 Kathleen Mittag

SERA Extended Service Award

2007 Kathleen Cage Mittag
2010 Sonya Carr

Wednesday, February 1

W0.1 **11:45a – 5:00p** **Queen Anne Mezzanine**

Registration

W0.2 Training Session **12:00p – 2:00p** **Iberville**

How To Publish

Robin K. Henson, Anthony Onwuegbuzie, & Bruce Thompson

Cost = $30. You may be able to pay for this session at the registration table.

*Special **Ticketed** Event*

W1.1 Paper Session **1:00 – 2:15** **Cathedral**

Mathematics Education

*Graduate Student Session – ******Discussant Susan T. Skidmore*

SAT-MATH an Indicator of Gain or Loss in Science and Non-science Degrees

Reni A. Abraham−Sam Houston State University

The researcher will determine if there is a difference in students' SAT-MATH with respect to the major (science or non-science) the students opted to pursue as freshmen compared to the major they graduated with. The results could assist counselors in advising freshmen with declaring majors that they are more apt to graduate with. In addition, departments could examine the individual curriculum to update and or modify based on the gain or loss of student majors from their first semester declaration of major to their major at graduation.

Building Students' Mathematics Self-Efficacy Through Student-Teacher Trust

Kristin E. Harvey−The University of Texas (UT) at Austin

A current national priority is improving secondary school math performance. Middle school students' trust in their math teachers can lead to better relationships and increased feelings math self-efficacy, which is consistently linked to achievement. Student trust is based on perceptions of a teacher's competence, benevolence, openness, reliability, and honesty. The proposed study seeks to determine the effect of trust in a teacher on student math self-efficacy using hierarchical linear modeling. Math self-efficacy is expected to be higher for students who perceive their math teacher meets more of the criteria for trust, with a stronger effect for low-achieving students.

Teacher Experience and Student Achievement in Mathematics: A Correlational Study

Lara Cavin, Kristy Duckworth, & Holly McCanlies−Stephen F. Austin State University

Even though teacher certification pathways may vary from state to state, they are identifiable. The factors involved in acquiring certification may help to explain differences in student achievement (Darling-Hammond, et al., 2005). This quantitative study seeks to compare teacher certification and years of experience to the performance of third grade students on Texas' standardized assessment in mathematics. The implications of this study may present a viable option for narrowing the achievement gap by prescriptively tailoring professional development offered to individual teachers.

The Use of Feedback and Follow-up Questions in Mathematics Classrooms from Japan, Hong Kong, Australia, Czech Republic, and the United States

Yan Zhang & Shirley Matteson−Texas Tech University

Questioning strategy includes not only posing questions, but also listening and responding as well. This study will compare classroom interactions that are initiated by teacher's follow-up questions. Released videos of TIMSS 1999 Video Study are the major data sources. The teachers from the countries of Japan, Hong Kong, Australia, Czech Republic, and the United States are

selected. Through comparison, we will be informed of the frequency teachers asking for reasoning, the ways they provide feedback, and the purpose of using follow-up question in mathematics classrooms. In addition, how student's conceptual understanding could be improved by follow-up questions will be investigated.

W1.2 Paper Session 1:00 – 2:15 Pontalba

Schools and Higher Education

Gender Differences in College Readiness: A Study of Texas High School Students
Janis C. Fowler, Sheila A. Joyner, & John R. Slate−Sam Houston State University

The extent to which differences were present between Texas high school boys and girls in their college readiness achievement in reading, math, and in both subjects during the 2007-2008 and 2008-2009 school years were examined. Scores from approximately 1,000 Texas high schools were analyzed for both the 2007-2008 and 2008-2009 school years. Statistically significant differences were present between the college ready scores of boys and girls in reading, math, and both subjects for both school years. Boys had higher percentages of college readiness than did girls in math, however, girls had higher percentages of college readiness in reading than boys.

Using the RSCEQ to Measure Culture in Schools
Nan B. Adams, Thomas A. DeVaney, & Flo Winstead−Southeastern Louisiana University
Mitzi Trahan & Dianne Olivier−University of Louisiana at Lafayatte

The Revised School Culture Elements Questionnaire (RSCEQ) was distributed to faculty in PreK-12 schools in southeast Louisiana. The surveys were distributed as part of a class project for students enrolled in graduate courses in Educational Leadership. Each student was required to distribute the surveys to the faculty at their school. The students were required to obtain consent from their school to administer the surveys. Surveys were completed by over 800 teachers in approximately 44 schools throughout southeast Louisiana. The data was analyzed by school and then aggregated to provide a norm by which to compare each school score. Tentative conclusions were drawn. The findings of the study suggest implications and recommendations for principal behaviors that demonstrate shared leadership and vision, collegial teacher behaviors to support teaching and learning, and teacher commitment to developing themselves to better serve the needs of their students.

Evaluation of the Robert Noyce Scholars Program: Students' Perceived Intent to Teach Beyond Scholarship Requirements
Omah M. Williams & Kimberly M. Bentley−Texas A&M University

Undergraduate students majoring in Science and/or Mathematics are recruited to secondary mathematics and science educator preparation programs because of annual needs to fill teacher positions (National Academy of Sciences, 2007). Texas A&M University (TAMU) Noyce Scholarship program recruits undergraduates majoring in science and/or mathematics to complete certification requirements and teach two years for every year of received scholarship funds. Descriptive statistics about the TAMU Noyce Scholars program will describe programmatic components and former and current student perceptions about remaining in education.

On-Campus Relationships of First-Generation College Students and Non
***Hilton J. LaSalle, Sheila Joyner, & John Slate−Sam Houston State University*

Examined in this study were the relationships of First-Generation College Students (FGCS) versus Non First-Generation College Students (NFGCS) with the quality of their relationships

among instructors, administrative personnel and offices, and other students at a Texas community college for the Fall 2009 semester. Survey data from the Community College Survey of Student Engagement for 320 FGCS students and 388 NFGCS students were analyzed. Statistically significant differences were only present between FGCS versus NFGCS with the quality of their relationship among other students at this Texas community college. Implications of our findings and suggestions for further research are provided.

W1.3 Paper Session **1:00 – 2:15** **Ursuline**

Attitudes and Achievement

Project M2T2: Middle School Students' Changes in Attitude Toward Math, Science and Technology

Gil Naizer, Melissa J. Hawthorne, Carrie Manning, & Leslie Haas−Texas A&M University-Commerce

Middle School students from rural school districts participated in a summer STEM program with academic year follow up requirements. Both males and females increased the levels of endorsement for interest and confidence regarding math science, technology, and problem-solving. Furthermore, these results continued beyond the immediate impact of summer program participation and were intact nine months later. However, the primary, and perhaps most interesting, results from this study are the effects that the program had on closing the gap between males and females on several of the questions.

The Impact of a Curriculum Model on the Mathematics and Science Achievement of Economically Disadvantaged Students

Dawn E. Schuenemann, Don Jones, & Michelle Brown−Walden University

State and federal accountability measures and the achievement gap in mathematics and science call for curricular reform in public schools. This quantitative study examined whether economically disadvantaged students who received instruction under Texas' CSCOPE curriculum model for a minimum of 3 years had significantly higher mathematics and science state test scores than students who received instruction under other curriculum models. We found that while CSCOPE districts made significant gains in both math and science between 2006 and 2010, there were no significant differences between the adjusted mean scores of CSCOPE districts and non-CSCOPE districts in either mathematics or science.

Understanding the Concept of Place-Based Education Through Texas Social Studies Teachers

Russell T. Evans & Emin Kilinc−Texas A&M University

This study will investigate how Texas social studies teachers conceptualize place-based methods by gathering their opinions on place-based education within social studies curriculum. This research will be based on data collected through in-depth interviews with 7 social studies teachers who are working at public schools in Texas. Participation is voluntarily and data will be collected through a semi-structured interview. Further steps in this study will utilize an interpretive case-study design that we will incorporate specifically into the selection of participants, analysis of data and interpretation.

Feeling Good about Mathematics: Narrowing of The Gender Gap

***Martha Tapia−Berry College*

This study examined the effect of sex and mathematics anxiety on self-confidence, value,

enjoyment and motivation as factors of attitudes toward mathematics. Participants were students enrolled in introductory mathematics courses at a private liberal arts college. 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 sex and mathematics anxiety as independent variables. Multivariate analysis revealed a significant effect of mathematics anxiety in self-confidence, value, enjoyment, and motivation.

W1.4 Paper Session 1:00 – 2:15 Beauregard

Validity Studies

Instrument Development for Measuring Preservice Teacher Dispositions
Tonya D. Jeffery−University of Houston

This study focused on assessing the professional dispositions of preservice math and science teachers at an urban university. A 64-item instrument was created using expert and empirical validity to explore preservice teacher dispositions. Forty-one participants completed the survey. The instrument was developed utilizing the NCATE and INTASC principles along with the university's professional attributes standards. Exploratory factor analysis was used to show empirical validation using SPSS.
The results of the study provided evidence that the instrument is a valid and reliable instrument. Future research is needed to continue the validation of this instrument on a larger sample of preservice teachers.

Comparisons Between the Long and Light LibQUAL+® Versions as a Measure of Library Service Quality
Hector F. Ponce & Prathiba Natesan−University of North Texas

The purpose of this study is to delineate a criterion or criteria that could be established to decide the selection of the longer and light versions of LibQUAL+®. This comparison will aid librarians in choosing a version over the other. The criteria is based on the scores' validity and information provided by several analyses These analyses are Confirmatory Factor Analysis, Item Response Theory, and Maximum Likelihood applied to missing values. The data have been collected from four samples (i.e., three long and one light surveys) (N = 550; N = 3261; N = 2103; and N = 2184) respectively.

Higher-Order Factors
Kevin L. Barlow−Texas A&M University

This paper illustrates the basic concepts of higher-order factoring. Researchers are continuously searching for a more parsimonious model to fit their data. Thompson (2004) stated:

> Basically, the law of parsimony says that when two explanations fit a set of facts roughly equally well, all things equal, the simpler explanation is more likely to be true. We tend to prefer parsimonious explanations because things that are true are also more likely to replicate in future research, and researchers usually do not want to be embarrassed by making discoveries that no one else can replicate. (p. 70)

Higher-order factoring is a technique that can be used in this search.

Wednesday, February 1

Instrument Development and Psychometric Evaluation of Scores Measuring Doctoral Students' Involvement in Mentorship and Intellectual Community
Baaska Anderson−University of North Texas
Stoerm Anderson−Walden University

This paper reports the development and evaluation of psychometric integrity of an instrument intended to measure the extent to which doctoral programs incorporated intellectual community and mentorship. Conceptualized using the theory of involvement and the literature on doctoral education, two latent variables -mentorship and intellectual community- were measured by 10 observed variables. The third iteration of the instrument was administered to doctoral candidates in Texas. Internal consistency and construct validity estimates indicate that observed variables represent their respective constructs well, and there is a clear factor structure in the data obtained in this sample.

Test Construction Procedure
***Ummugulsum Korkmaz−Texas A&M University*

Tests are useful for admission, retention, occupation of certificates, discrimination of difference, or placement. However, a poorly constructed test would not be reliable and/or valid for the purpose that the test intended to serve. To construct reasonably good tests, there are four steps to follow: Define the purpose of the test, identify the learning outcomes and domains, make the table of specification, and identify the test type and develop the test item. This paper addresses the criterion listed above to construct a test. A specific attention is given to "developing the multiple choice test item" in this paper.

W1.5 Paper Session 1:00 – 2:15 Bienville

Professional Development

Fostering Special Education Certification Through Professional Development, Learning Communities, and Mentorship
Mitzi P. Trahan, Dianne F. Olivier, & Donna E. Wadsworth−University of Louisiana at Lafayatte

The purpose of this paper is to present mixed methodology evaluation data regarding participants' satisfaction of the effectiveness of a professional development initiative designed to offer non-certified special education (SPED) teachers with specialized classroom support. The results were captured from a sample of non-certified SPED teachers (~n=200) and (2) advisor and mentor participants (~ n= 25). The findings informed a professional development model incorporating the essential components of professional development, learning communities, and mentorship. The findings further indicated that teacher professional development should specifically address instructional strategies, understanding of special educational issues, and skill attainment.

Improving Elementary Teachers' Self-efficacy for Mathematics Teaching
James A. Telese−The University of Texas at Brownsville

This study examined elementary teachers change in mathematics teaching self-efficacy. The Mathematics Teaching Efficacy Beliefs Instrument (Enoch, Smith, & Huinker, 2000) was administered three times, September to May, to teachers in a Professional development program, enrolled in a graduate mathematics education course. The ANOVA results showed statistically significant improvement from the beginning of the semester to the end of the semester. This suggests that elementary teachers confidence to teach mathematics can be improved over a relatively short period of time, concentrating on a focus pedagogical content area, such as

algebraic concepts.

Narrative Construction of Male Teacher Identity as a Process of Positioning and Negotiation
Thomas E. Holubik−Texas Tech University

This article shows how male teachers use narrative resources to construct and negotiate their teacher identities. This research followed the lines of Søreide's (2006) study of Norwegian female elementary school teachers, except that it included only mid-career, U.S. male K-12 teachers. The teachers were interviewed about their everyday life in suburban public elementary, middle, and high schools; and their narratives were analyzed in a theoretical framework based on post-structuralist and discourse theory and narrative identity. Both this research and Søreide's work identified some 30 subject positions; however, this research identified three primary identity constructions (the organized teacher, the vocational teacher, and the mentor teacher) that were very different from her four major identity constructions for female teachers (caring and kind teacher, creative and innovative teacher, professional teacher, and the typical teacher).
Keywords: male teacher identity; narrative identity; subject position; discourse analysis.

Adult Education Teachers' Interest in Distance Learning Formats of Professional Development
Mattyna L. Stephens, Debbie Lechuga, & Vishal Arghode−Texas A&M University

The purpose of the study was to collect information on Texas adult education teachers' interest to participate in distance learning forms of professional development. One thousand eighty-eight (1088) survey responses were collected from adult education teachers in Texas. The survey yielded a 41% state response rate. The survey examined teachers' willingness to participate in the following types of professional development: online discussions, web-based training, and video-conferencing. Responses were analyzed based on four factors: employment status, years of experience, employment setting, and familiarity with and use of technology.

Preparing Teachers to Teach the Arts: Examining Transformative Change of Arts Impact Model Participants
***Rebecca M. Bustamante−Sam Houston State University*

Teachers (n=120) who had participated in a state-wide art-based teacher training program called Arts Impact were surveyed using a mixed-item questionnaire. Participants reported on continued use of teaching strategies learned and their perceptions of personal change due to the training experience. Data were analyzed using descriptive statistics and narrative techniques. Results supported models of transformational change in professional development in the arts. Teachers reported changes in beliefs and behaviors related to the arts and arts advocacy including integration of the arts in other subject areas. Teachers stressed the importance of school leaders' support in sustaining effective arts-integration programs.

W1.6 Workshop 1:00 – 2:15 Cabildo

Free Workshop

Achievement and Motivation: What Influenced Minority College Students' Academic Success in STEM
Alonzo M. Flowers, Rosie Banda, & Jerry Parker−Texas A&M University

While there are many issues plaguing this diverse society, none is more transparent than the

disparities found to exist among the races in their experiences and achievement of higher education. The perception of the American public regarding the need for higher education remains somewhat static, that is the completion of a four-year degree is no longer a commodity—it is a necessity. According to Carnevale and Desruchers (2003), the structural shift in the economy has made it vital for individuals who wish to command more than minimum wage to obtain a four-year degree. However, there is still a large discrepancy between the attainment of the degree, particularly between racial/ethnic minority groups and White populations. For example, statistics indicate that there is an increase of Hispanics enrolling at institutions of higher education, but the number of minority students obtaining a four-year degree remains low (American Association of Community Colleges, 2004). This statistic is problematic when viewed in light of the data reporting that on average, individuals with a baccalaureate degree will earn 40% more in their lifetime when compared to an individual with a high school diploma (National Center for Education Statistics, 2001).

W2.1 Paper Session 2:20 – 3:35 Cathedral

Technology

*Graduate Student Session – *Discussant Jim Telese*

Online Instructional Materials for Students with Disabilities: Does it Work?

Jeanine L. Wilson, Sally Berkowitz, Corina Bullock, Lisa M. Rodriguez, & Candace Cockrell −Sam Houston State University

The use of online instructional tools has been explored in a variety of contexts across the world (Papa, 2010). This study will examine the effectiveness of online instructional materials as a measure for academically supporting middle school students with disabilities. The proposed study will examine data related to the use of online instructional materials implemented as a supplement to mathematics and reading/language instruction for middle school students with disabilities in the Houston Independent School District.

Prominent Features of Using Social Media Sites in Teaching and Learning Activities: A Case Study at Texas Tech University

Dan V. Dao−Texas Tech University

Social media sites are highly used in teaching and learning because of prominent utilities similar to those of Blackboard. This is a qualitative case study exploring experiences of three professors at Hawaii Pacific University and at Texas Tech University who have used social media sites in their on-line instruction. The research report is derived from interviews, observations, documents, and the researcher's journals. The data were collected, coded, analyzed, categorized, and triangulated using the grounded theory approach. The significance of the findings will be useful for professors and students who want to apply social media sites to teaching and learning.

Career and Technology Expenditures (CTE) and Student Attrition: A Correlational Study

Jeremy Higgins, Knight Brooks, Charles Lowery, & Anthony Walker−Stephen F. Austin State University

With each passing year, technology revolutionizes educational standards. Career and Technology Education (CTE), designed to provide students with the necessary skills to enter careers of today, assists in the preparation of what will one day represent the U.S. workforce (Texas Comptroller of Public Accounts, 2001). Jobs of today require intentional skillsets; and today's workforce requires states to address areas of technology in order to effectively meet the needs of employers (Texas Comptroller of Public Accounts, 2008). With trends continuing to become supplanted, CTE programs are necessary to fill the budding gap between workers and the available workforce

(Gilbreath, 2010).

Investigating How Electronic Learning and Mobile Learning May Jointly Support the Development of Online Learning Communities
Jason Torres−Texas Tech University

This paper offers an attempt at exploring new avenues of mobile learning with mobile computing technology. Drawing lessons from Conversation Theory and established eLearning pedagogical strategies, this research aims to examine how networked mobile devices may be used to support synchronous communication to create stronger online learning communities where learning participants collaborate to complete project-based activities.

W2.2 Paper Session 2:20 – 3:35 Pontalba

Schools and Education

First Year Experience Programs in Texas: Administrators' Perceptions on Leadership Attributes
Janis C. Fowler & Stacey Edmonson−Sam Houston State University

Colleges are devising first year experience (FYE) programs to address freshmen retention, yet, little is known about the leadership of these programs. The purpose of the study is to investigate the perceptions of the key leadership styles, attributes, and values deemed most critical for administrators in operating FYE programs. The framework for the study includes Tinto's Conditions for Student Success. A qualitative research study was conducted to explore perceptions of FYE leaders who are working to eradicate freshmen attrition. Interviews were conducted and data analyzed to garner any similarities and differences in these leaders of effective FYE programs.

The Relationship between Acheivement, Disciplinary Behaviors, and School Size within Surburban Schools
Tracey N. Sulak−Baylor University

The purpose of the current study is to examine relationship of school size in suburban schools, percentage of students scoring below 15th percentile on standardized tests, and frequency of disciplinary behaviors. Data were taken from the 2007-08 School Survey on Crime and Safety (SSOCS) conducted by the National Center for Education Statistics (NCES). The results appear to indicate that a larger school size may be associated with an increase in the frequency of negative disciplinary behaviors as well as an increase in the percentage of the students scoring below the 15th percentile on standardized tests.

Texas Elementary School Academic Achievement as a Function of School Calendar Type
Christy N. Wilmore−Sam Houston State University

The researcher analyzed if a statistically significant difference was present between academic achievement and the type of school instructional calendar for 51 Texas elementary schools as measured by the Texas Assessment of Knowledge and Skills test. Results from an analysis of variance procedure provided no statistically significant difference between the type of school instructional calendar and test scores for Hispanic students, White students, economically disadvantaged, and all students. However, further analysis of the individual means for each student group revealed that mean scores for year-round schools were higher than were the mean scores for traditional calendar schools. The implications of these findings are discussed.

Turkish Graduate Students' Understanding of the Citizenship Concept: A Qualitative Study

***Emin Kilinc & Ummugulsum Korkmaz−Texas A&M University*

Educating new generations as good citizens is one of the critical issues from ancient times. One of the main concerns of the Turkish Education is developing each individual as a citizen who knows his/her responsibilities and rights to the state and brings these into the behavior (MEB, 2011). The purpose of this paper is to investigate how Turkish graduate students in College of Education at Texas A&M University conceptualize citizenship and to explore their opinions about citizenship education. The data were recruited by interviewing seven participants. The findings are important because the participants will be serving as an academician that will effect the policy of citizenship education in Turkey.

W2.3 Paper Session 2:20 – 3:35 Ursuline

Instruction

The Impact of Technology Implementation on Teachers' Perceptions of College and Career Readiness

Anna C. Witt Boriack, Danielle Bairrington Brown, & Hersh C. Waxman−Texas A&M University

The present study examined the influence a federally funded technology implementation project had on two rural school districts in Texas. The results show that providing the schools more hardware, software, and professional development, via a technology grant, significantly increased teachers' perceptions of the implementation of technology for college and career readiness. These findings suggest that technology implementation projects could better prepare students for the future.

Improving Achievement in Trigonometry: The Role of Fractions Operations

Judy M. Taylor−LeTourneau University
Linda R. Zientek−Sam Houston State University
Shirley M. Matteson−Texas Tech University

This paper presents the results of a quasi-experimental study implemented with 53 undergraduate trigonometry students at a private institution in the United States. The present study examined if a review of operations on fractions would improve students' success in trigonometry. The course instructor administered a pre-test consisting of ten fraction questions. Students identified their errors and made corrections to the test. The instructor then taught the chapter on identities and administered the chapter test. Preliminary findings suggest that addressing fractions prior to covering trigonometric identities improved students' abilities to solve the identities.

Examining the Use of Science Notebooks by a Science Teacher and Her Fourth and Fifth Grade Students

Lori L. Petty−The University of Texas at Brownsville

The purpose of this study was to gain an understanding regarding the use of science notebooks in an elementary classroom. Areas of emphasis included the teacher's thoughts about science notebooks, design of the notebook prompts, the student's thoughts and use of the science notebooks. The primary methods of data collection were teacher interviews, student interviews, classroom observations, and science notebook analysis. The findings address using notebooks for organizational, not science learning purposes; and lack of teacher knowledge regarding specific science notebook strategies. In addition although students liked writing in science notebooks, science learning tended to be superficial.

Instruction on Systematic Comprehension Strategies to ESL Adult Students
Yiwen Bi−Texas A&M University

The study examines the effect of an integrated program of reading comprehension strategies on the improvement of a group of ESL adult students' reading comprehension and optimizing the content area literacy learning. The instruction focuses on a series of essential comprehension strategies and extends to more activities that meet the students' need. The reading section of TOEFL test is used as the assessments and a t-test is conducted to compare the reading achievement before and after the instruction. The results suggest a significant difference and improvement.

The Effects of a Science-Based Curriculum on the Outcomes of PreK Students
***Donna McCrary & David Brown−Texas A&M University-Commerce*

This presentation reports on children's learning outcomes after exposure to the Hands On Science Outreach (HOSO) curriculum embedded within literacy-focused PreK Head Start classrooms. The study used quantitative and qualitative methods, respectively, to investigate gains in PreK children's outcomes and teacher perceptions on implementing the science curriculum. The study revealed large gains over time among PreK children's outcomes on all domains of the third edition of the Learning Accomplishment Profile (LAP-3). In addition, the results describe teacher satisfaction during the implementation of the intervention. Implications for policy and practice are discussed.

W2.4 Paper Session 2:20 – 3:35 Beauregard

OVA Models

All Possible Subsets Disciminant Analysis: The Weekend Project
Amanda Kraha & Kim Nimon−University of North Texas

Discriminant analysis is a multivariate technique used to investigate the dimensions along which groups differ. A chief concern in discriminant analysis is whether a smaller subset of variables may be used without any loss of explanatory power. One way to address this concern is through the use of all possible subsets. However, common statistical packages do not facilitate this analysis and thus it would be a tedious "weekend project" to conduct by hand. As such, the purpose of the current paper is to demonstrate an existing R solution and propose SPSS syntax to conduct all possible subsets discriminant analysis.

Interaction Effects: What They Are and Some Post Hoc Exploration Methods
Heather Hatton−Texas A&M University

The paper reviews the basics of understanding the elusive but important concept of the interaction effect. Small heuristic data sets will be employed to make the discussion more concrete. Particular attention will be paid to strategies for achieving post hoc understandings of the origins of detected interaction effects.

ANCOVA with Intact Groups: Don't Do It!
Jessica Chang−Texas A&M University

The present paper explains how ANCOVA statistical corrections work, and discusses difficulties with the use of these corrections under certain circumstances. Small heuristic data sets will be employed to illustrate when ANCOVA can and can not be correctly used in educational research.

Planned Contrasts, Dummy, and Helmert Coding
*****_Ayse Tugba Oner−Texas A&M University_

When researcher gets statistically significant F value after the analysis in which mean differences are tests, the result is not adequate to understand where differentiation lies. To find the difference in means, post hoc tests can be used. However, sometimes to analyze all possible tests is unnecessary; in that situation using planned contrast is more reasonable. There are some benefits and priority of planned contrasts to unplanned contrast. Planned contrasts also have different types of coding. In the present study, brief explanation about planned contrast is given, and two coding types are examined that are dummy coding and Helmert coding.

W2.5 Paper Session 2:20 – 3:35 Bienville

School Environment, Technology, & Attitudes

The Academic Youth Development Program: Changing Teachers' Attitudes and Beliefs about Intelligence
Kristin E. Harvey, Lesley Leach, Cynthia L. Schneider, & Angela Bush-Richards−The University of Texas (UT) at Austin

The Academic Youth Development (AYD) program is a 3-week summer bridge program that aims to promote student success in Algebra I and future courses by explicitly teaching students about social-emotional concepts including the positive effect of effort on intelligence. While the program is primarily aimed at students, the AYD teacher is a key figure in program implementation. As a result, positive belief change by teachers regarding social-emotional and standards-based teaching concepts was hypothesized. Research results revealed positive changes in teachers' attitudes and beliefs (n=149) about intelligence, persistence, and utilization of mathematics pedagogy professional standards after implementing the AYD program.

A Study to Identify Causes of Fear and Apprehension among Preservice Teachers to Take Independent Charge of Classrooms
Patricia A. Smith−Prairie View A&M University

The teacher preparation programs across the United States of America are committed to ensuring that their graduates enter the teaching profession with a high degree of confidence in their ability to succeed in the classroom. The objective of the study is to identify the causes underlying the fear, hesitancy and apprehension among preservice teachers about taking independent charge of the classrooms. Teacher preparation programs equip their candidates with a repertoire of teaching skills through classroom instruction and field experiences, but many are unable to adapt their knowledge and instructional techniques to meet student needs (Hyun & Marshall, 1996).

Teachers Perceptions of Mexican American Students: An Autoethnographic Journey with Five Secondary School Teachers
Irma L. Almager−Texas Tech University

The Texas Education Agency (2011) reported that in 2010-2011, 50.2% of students enrolled in K-12 were Hispanic. However, while the Hispanic population continues to grow, Mexican American students still fall behind their Anglo counterparts in academics. The Educational Latino Pipeline flowchart shows that out of every 100 Latinos that enter school only 46 will graduate from high school (Yosso & Solórzano, 2006). As the federal and state governments consider funding for public education to support better academic achievement, legislators and others have missed another important challenge; teachers' perceptions and how they impact the academic

success of their Mexican American students.

An Investigation into Pre-service Teachers' Self-Confidence and Ability to Appropriately Incorporate Technology in Their Teaching
***Dianne Goldsby, Robin Rackley, & Janet Hammer−Texas A&M University*

This study's purpose is to investigate changes in pre-service teachers' ability and their perceived competence to integrate technology into their teaching in field-based classrooms. In this study the pre-service teachers were instructed in technology integration and then given the opportunity to integrate technology resources into learning activities. All students were surveyed at the beginning and end of the semester using the Technology and Teaching Efficacy Scale. Results were then compared to those of a control group. An observational checklist was also used to observe pre-service teachers in the field in order to measure the integration of technology into learning activities.

W2.6 Workshop 2:20 – 3:35 Cabildo

Free Workshop

Teaching Millennial Students of Color
Alonzo M. Flowers, Rosie M. Banda, Rose Santos, & Jerry Parker−Texas A&M University

Due to the increasingly diverse make-up of the millennial generation, teaching practices that are more inclusive of a variety of methods are important to meet the needs of culturally diverse learners. The purpose for this presentation is to add information to existing literature about teaching millennial students of color. This presentation will further discuss the seven distinct characteristics of millennial students and the nuances of students of color bring to the classroom. Further, a description of the demographics of millennial undergraduate students will also be provided and implications for best teaching practices will be given.

W3.1 Paper Session 3:40 – 4:55 Cathedral

Higher Education
*Graduate Student Session – *Discussant Elsa Ruiz*

Hidden Curriculum in College Entrance Exams
Helen Jackson & Hilton J. LaSalle III−Sam Houston State University

Many theorists have written about hidden curriculum in primary and secondary settings (Margolis, 2001); however, a study is needed to examine hidden curriculum in higher education. As the student population in colleges and universities continue to diversify, colleges and universities need to modify the curriculum to accommodate such diversity. The researchers of this study explored the hidden curriculum in SAT and ACT college entrance examinations. Pierre Bourdieu, James Coleman, and Robert Putnman's theories of social and cultural capital were used as the theoretical framework to connect the importance of capital to student success on college entrance exams.

Student-Designed Community College ESOL
Conrad Herrera−Texas Wesleyan University

This study explores the differences between student-designed and teacher-designed models of English for Speakers of Other Languages (ESOL), specifically those designed to prepare community college students for college level reading, writing, and oral communication. The researcher interviews six current and former students about their experiences with ESOL instructors and classes and their perceptions on the ideal ESOL program. He then creates a

student-designed program, in accordance to their input, and compares it to the teacher-designed program currently in operation at his institution.

How Maladaptive Coping Strategies to Racism Effect the Educational Attainment of African American Males at PWIs
Toya Roberts−University of Houston

As the number of African Americans enrolling into postsecondary institutions of higher education continues to increase, it is important to note that the majority of these students will attend institutions that are considered predominately White (PWI). Research has found that on these campuses African Americans are experiencing significantly negative side effects associated with social isolation and alienation (Pancarella & Terenzini, 1991; Haralson, 1995). Furthermore, research has paid little attention to the aspects of these student's schooling experiences as they relate to prejudice and racism; therefore, this proposal aims to uncover how African American males cope with the stresses at PWIs.

Workforce Demographics in Academic Libraries in Texas
Shirley Dickerson−Sam Houston State University

The purpose of the study is to examine whether a discernible trend present in workforce demographics in academic libraries at four-year, public institutions in Texas from 2000-2008. This descriptive study will be conducted to detect demographic trends and patterns among Texas library staff, librarians and technical/support staff. A broad view of the evolution of demographic characteristic in U. S. libraries leading up to the year 2000 will be presented to provide a historical context to the study findings.

W3.2 Paper Session 3:40 – 4:55 Pontalba

Special Populations
*Graduate Student Session – *Discussant Julia Ballenger*

The Relationship Between Achievement and Development of Creativity in Multi-age Classrooms
Daelynn M. Copeland, Shanna L. Attai, & Terrill F. Saxon−Baylor University

Multi-age classroom grouping has been linked to increased achievement scores and positive attitudes toward corresponding subjects. Very little research exists that analyzes relationships between multi-age grouping and measures of creativity. A population of approximately 100 secondary students attending a public charter school that incorporates multi-age achievement grouping was used for the study. Scores from the Iowa Test of Basic Skills are correlated with scores on the Figural Torrance Test of Creative Thinking to analyze for variance and predict trends. The researchers seek to provide insight into the relationship between multi-age grouping and measures of creativity.

Understanding the Impact of Equine-Assisted Counseling on Hope and Self-Efficacy in At-Risk Youth
Karen Frederick & Julie I. Hatz−Baylor University

In this study, the researcher will implement multiphasic mixed-methods research to investigate the impact of equine-assisted counseling (EAC) on levels of hope in at-risk adolescents. The research design will be sequential explanatory. Quantitative measures will analyze pre- and post-measurements of hope. In addition to quantitative measures of pre-to post-test changes in hope scores, the researcher will use qualitative exploratory methods to explore the participants'

experience of EAC and gain insight into specifically which components of EAC participants perceived as having had the greatest impact on levels of hope. This study is graduate student research in progress.

The Relationship Between Job Satisfaction and Retention Among Beginning Secondary Teachers in Texas
Tonya D. Jeffery−University of Houston

Teacher quality has become a major emphasis of the national reform movement. Recruiting and retaining qualified and competent teachers are at the center of this concern and have a significant impact on teacher quality. This study will examine teacher perception of position fit, job satisfaction and retention rates within the context of teacher preparation. The sample will consist of a subpopulation of first-year and second-year teachers (~319) representing 13 school districts in Texas, previously surveyed in the Teacher Selection Study in spring 2010.
Statistical analyses will include independent t-tests and correlations utilizing SPSS.

Risk Factors of Non-Traditional Graduate Students in the Field of Education
Jobina Khoo−University of Southern Mississippi

The purpose of this study is to identify risk factors that could be detrimental to non-traditional graduate students' retention. Factors that will be examined could be a student's gender, ethnicity, financial income, marital status, age, number of dependents, and relocation. As more students attend graduate school, it is pertinent that universities are aware of factors that can hinder a student's success. This information would be valuable to all higher education institutes, their students, staff, and faculty as retention of these non-traditional graduate students is a main goal.

W3.3 Paper Session 3:40 – 4:55 Ursuline

Effect Sizes

Robustness to Assumption Violations of Estimates of Practical Significance in ANOVA
Susan T. Skidmore−Sam Houston State University
Bruce Thompson−Texas A&M University

Previous Monte Carlo ANOVA simulation research has focused primarily on evaluating the impact of analytic assumption violations on statistics related to the F test and associated pcalculated values. The present study evaluated the robustness to assumption violations of estimates of practical significance (i.e., effect size sample estimators η^2, ε^2, and ω^2) in oneway between-subjects univariate ANOVA. Estimated (a) sampling error bias and (b) precision were computed for each of the three effect size estimates for the 5,000 samples drawn for each of the 270 (5 parameter Cohen's f values X 3 group size ratios X 3 population distribution shapes X 3 variance ratios X 2 total ns) conditions we modeled for each of the k = 2, 3, and 4 group analyses. Our results corroborate the limited previous related research and suggest that η^2 should not be used as an ANOVA effect size estimator, even though η^2 is the only available choice in the menus in most commonly-available software.

A Review of the Panoply of Univariate and Multivariate Effect Size Choices
Hok Chio Lai−Texas A&M University

Some 24 journals, including two organizational "flagship" journals with circulations both greater than 50,000, now "require" effect size reporting. The present paper will review some of the numerous univariate and multivariate effect size choices available to researchers.

Wednesday, February 1

A Primer on "Corrected" versus "Uncorrected" Effect Sizes
Niyazi Erdogan−Texas A&M University

Today, 24 journals, including two organizational "flagship" journals with circulations both greater than 50,000, now "require" effect size reporting. The present paper will review some of the numerous effect size choices available to researchers.

A Review of Published Criticisms of NHSST
***Sevket Ceyhun Cetin−Texas A&M University*

The present paper summarizes the literature regarding statistical significance testing with an emphasis on (a) recent literature in various disciplines and (b) literature exploring why editors at 24 journals now "require" effect size reporting.

W3.4 Paper Session 3:40 – 4:55 Beauregard

Replicability & Robust Statistics

The Utility of Robust Means in Statistics
Fara D. Goodwyn−Texas A&M University

Location estimates calculated from heuristic data were examined using traditional and robust statistical methods. The current paper demonstrates the impact outliers have on the sample mean and proposes robust methods to control for outliers in sample data. Traditional methods fail because they rely on the statistical assumptions of normality and homoscedasticity that are often not met with real data. Robust means are superior due to their ability to maintain power and control for Type I errors. Two robust location estimates, L-estimators (e.g., the trimmed mean and the Winsorized mean) and M-estimators, are reviewed.

The Descriptive Bootstrap as a Way to Evaluate Result Replicability (Because Statistical Significance Doesn't)
Qian Cao−Texas A&M University

Statistical significance tests do not evaluate result replicability. However, the "bootstrap" resampling method can be used as an "internal" method to investigate result stability. The present paper will explain the concepts of the bootstrap, and illustrate the application using a small heuristic data set.

A Friendly Introduction to Confidence Intervals
Bilgin Navruz−Texas A&M University

The paper summarizes methods of estimating confidence intervals, and ways of graphing them using either SPSS or Excel. The APA Task Force on Statistical Inference report suggested that confidence intervals should always be reported, and the 2001 5th edition of the APA Publication Manual said confidence intervals were "the best" reporting device.

Robust Statistics: What They Are and Why They Are So Important
Jessica Beathard−Texas A&M University

"Modern" statistics may generate more replicable characterizations of data, because at least in some respects the influences of more extreme and less representative scores are minimized. The present paper explains both trimmed and winsorized statistics, and uses a mini-Monte Carlo demonstration of the desirable features of these statistics.

How to Measure Internal Replicability in Multivariate Analysis
***Yuanyuan Zhou−Texas A&M University*

All kinds of statistical methods are impossible to avoid three types of errors: sampling error, measurement error, and model specification error (B. Thompson, 2003; B. Thompson, 2004; B. Thompson, 2006). Therefore, whether a study could produce the same results if repeated exactly should be questioned. This introductory paper will introduce three methods of testing internal replicability in multivariate analysis: cross-validation, jackknife and bootstrap (B. Thompson, 2005).

W3.5 Paper Session 3:40 – 4:55 Bienville

Achievement & Minority Issues

Degree Sought, Ethnicity, and Gender factors Affecting First-time Freshmen GPA
Reni A. Abraham, Karen P. Saenz, & Robert D. Young−Sam Houston State University

Data were examined from a medium-sized state university in Texas for first-time freshmen who entered the university between 2000 and 2006 (n = 13,542). A statistically significant difference was indicated between Whites and Hispanics, $t(5009) = 5.83$, $p < .05$, and between males and females, $t(6292) = -15.00$, $p < .05$. No statistically significant difference was discovered, however, between students seeking a BA degree and those seeking a BS degree, $t(4209) = 1.19$, $p > .05$. The results are of importance to the curriculum of First-Year Success courses and for enhancing the curricula to yield higher retention and success rates of first-time freshmen.

Differences in STEM Baccalaureate Attainment by Ethnicity
Kimberly A. Koledoye, Sheila A. Joyner, & John R. Slate−Sam Houston State University

We examined the extent to which differences were present in the science, technology, engineering, and math (STEM) baccalaureate attainment of Black students and of Hispanic students at 82 Texas 4-year colleges from 2008 to 2009. A custom download of data files was conducted on the Integrated Postsecondary Education Data System in which Texas 4-year colleges, baccalaureate granting, STEM majors, and 2008 and 2009 were used as filters to create reports. The number of STEM degrees attained by Black students and by Hispanic students at Texas 4-year colleges did not increase from 2008 to 2009. Implications of our findings are discussed.

Grade Point Average Differences Between Dual and Non-Dual Credit College Students
Robert D. Young Jr., Sheila A. Joyner, & John R. Slate−Sam Houston State University

The authors examined the grade point average (GPA) for the first semester freshman class of 2006 and the cumulative GPA for the class of 2006 at the end of the 2008 school year at a Texas community college to determine the extent to which dual credit enrollment influenced student GPA. Five statistically significant differences, albeit small effect sizes, were present by gender and by ethnic membership, with dual credit students having higher GPAs than non-dual credit students. Interestingly, dual enrollment did not have a statistically significant influence for Asian students or for students after two years at this community college.

College Readiness: Factors Related to the Achievement of STEM Majors
***Leah Y. McAlister-Shields−Sam Houston State University**
Maria B. Benzon−University of Houston

This study examined the college readiness of first year and non-first year STEM majors enrolled

in a secondary teacher preparation program at a large urban university in Texas. Factors examined that affected college grades and persistence included Advanced Placement (AP) classes, college Calculus I performance. MANCOVA and multiple regression analyses were conducted. Results from the study will better inform higher education administrators and professionals about the importance of college readiness in the preparation of America's future secondary STEM teachers.

W3.6 Workshop **3:40 – 4:55** **Cabildo**

Free Workshop

Academic Writing: Tools and Strategies for Graduate Students

Julie P. Combs−Sam Houston State University

The quality of academic writing among graduate students is a noted concern; few instructional models were found to assist students with the writing process and academic style. Specifically, the poor quality of literature reviews has been noted in recent years with some researchers suggesting a link with the substandard preparation of educational researchers (e.g., Boote & Beile, 2005). In this session, a master writing teacher will share several strategies and resources that have been used to improve the academic writing skills of one university's doctoral students. Participants will gain several ideas to apply immediately in their writing projects.

Thursday, February 2

T0.1 **8:00a – 5:00p** **Queen Anne Mezzanine**

Registration

Closed During Business Luncheon

T0.2 **8:00a – 9:00a** **Queen Anne Mezzanine**

Continental Breakfast

T0.3 Workshop **8:30 – 9:30** **Iberville**

Free Workshop

Navigating and Getting the Most from SERA

**Kathleen Mittag*

John Hedl

T1.1 Paper Session **8:30 – 9:30** **Cathedral**

Quantitative Methodologies

*Graduate Student Session – *Discussant Prathiba Natesan*

Detecting Measurement Bias: A Comparison of Ordinal Logistic Hierarchical Linear Modeling (OLHLM) and Item Response Theory (IRT)

Leina Zhu−Texas A&M University

Tests are widely used in education and psychology. If test items are not free of measurement bias, the validity of test scores is threatened and we cannot compare test scores across groups. This study presents two different approaches in detecting measurement bias for ordinal measures: ordinal logistic hierarchical linear modeling (OLHLM) and item response theory (IRT). By modeling responses to items "nested" within a student, ordinal logistic HLM analysis can be applied to detect items with measurement bias. IRT models can also be used to identify potential measurement bias in test items if differential item functioning (DIF) detected.

Procedures of Testing Measurement Invariance Using IRT Approach in Longitudinal Data Analysis: Application to EETT Technology Use Survey for 1st Grade Students

Qiong Zhou−Texas A&M University

Tests are sometimes administrated to the examinees for more than one time. If the item response function varies across time, the measurement invariance is then violated, and observed changes in item scores are ambiguous and difficult to interpret. Although previous researches provide extensive discussion on the importance of doing measurement invariance test in longitudinal study, it may not provide sufficient information on how to conduct a measurement invariance test for practitioners. This paper presents detailed descriptions of procedures of testing measurement invariance using IRT approach. A part of Enhancing Education Through Technology data are used for the illustrative purpose.

A Meta-analysis of the Effects of Higher Cognitive Questions on Student Achievement

Yan Zhang, Hansel Burley, & Shirley M. Matteson−Texas Tech University

Meta-analyses of the effectiveness of questioning revealed different outcomes regarding the effectiveness of teachers' higher level questions. There has been a lapse of more than 20 years since Samson et al. (1987) conducted a meta-analysis on the relationship between the cognitive level of teacher's questions and student's achievement. During this period, several studies focusing on the same topic were published. Therefore, another meta-analysis that includes current studies is warranted to include the additional studies. Since the previous three meta-analyses revealed conflicting results, there is a need to conduct another study that includes (1) additional literature and (2) updated statistical analyses.

Thursday, February 2

T1.2 Paper Session **8:30 – 9:30** **Pontalba**

Special Populations

*Graduate Student Session – *Discussant Sandra Acosta*

Pathfinders: A Life History Study of 10 Academically Successful Latinos From San Antonio

Victor A. Castillo−The University of Texas of Texas at San Antonio

With the steady rise of the Hispanic population in the United States over the last 25-years there has been a languished progression of this populations' educational attainment. While many studies have focused on individual and institutional deficiencies, the purpose of this qualitative study is to tap into the "black-box" of ten academically successful Latino students from San Antonio and capturing their life history, the recollections of factors that facilitated or impeded their educational accomplishment, and identifying the capital that was salient in accomplishing their attainment of a doctoral degree. In seeking an understanding of this phenomenon, this research is guided by a phenomenological interviewing technique and a theoretical framework underpinned by Bourdieu's Multi-Capitals.

Instruction for Multi-level ESL Students in One Pullout ESL Program

Heejin Son−Texas Tech University

There are relatively small numbers of ESL students in each ESL classroom but their English proficiency level varies widely. With these students, the teacher needs to provide adequate and different levels of instruction for each individual. However, it is not easy for teachers to instruct and pay attention to each individual. This study will show instruction for young ESL children who have widely various English proficiency levels and backgrounds in a pullout ESL classroom (where students meet for small group instruction with an ESL specialist).

Development of Leadership Skills among Native American Deaf Women

Damara Paris−Lamar University

There has been a recent growth in research focusing on the leadership development of Native American women, however, very little research has been conducted on Native Americans who are female and experience hearing loss. The proposed project is in the early research stages of a phenomenological-narrative study conducted with six women who are American Indian or Alaska Native, are deaf and female. These women represent diverse perspectives in age, tribal affiliation, education and language backgrounds. This research project provides a unique venue for Native American women leaders who are deaf to pass on their experiences.

T1.3 Paper Session **8:30 – 9:30** **Ursuline**

Attitdues

*Graduate Student Session – *Discussant Mary Margaret Capraro*

Team Cohesion in Sports: The Role of Coaches

Dilshod A. Sodikov−Texas Tech University

Student athletes' performance depends on their emotional and psychological stability. Athletic coaches play a significant role in influencing this stability. Thus, coaches should be prepared and effective in helping student athletes dealing with various situations during the practice, game, and sometimes life outside the field. Thus, identifying the factors that help coaches build strong team cohesion and be effective athletic psychologists will help student athletes be emotionally prepared for any kind of situations during their sports life that has its highs and lows very often. A qualitative case study with three high school coaches helped explore this phenomenon.

The Impact of Student Teaching on Pre-Service Teacher Efficacy and Identity: A Case Study
Paula B. Griffin−Stephen F. Austin State University

Beginning teachers are faced with the monumental task of facilitating instruction in the classroom filled with students from a variety of backgrounds, experiences, and abilities. Not all are prepared for the challenge. What roles do efficacy and identity play in pre-service teachers abilities? This case study describes the developing self-efficacy and teacher identity of one pre-service student teacher in a Texas university-based charter school.

The Relation Among Teacher Practices, Motivational Beliefs, and Beliefs About the Nature of Student Motivation
Maria B. Benzon−University of Houston

This study explores teacher beliefs about the nature of motivation and motivating students and its relation to teacher practices that promote student achievement. To explore these complex factors, three specific research questions are identified. First, what are teacher beliefs about the nature of achievement motivation and how do these beliefs differ based on teaching experience? Second, how are teacher beliefs about the nature of motivation related to teacher self-efficacy beliefs? Third, how are teacher beliefs associated with self-reported teacher behavior and instructional practice? Proposed analyses will include an exploratory factor analysis and confirmatory factor analysis of the nature of motivation scale as well as analyses evaluating the entire model.

T1.4 Paper Session 8:30 – 9:30 Beauregard

Factor Analysis

Factor Scores, Structure Coefficients, and Communality Coefficients
Fara D. Goodwyn−Texas A&M University

Throughout the General Linear Model (GLM) weights are applied to measured variables to obtain scores on latent variances, and correlations of the measured variables with the observed variables are vital to interpretation. This paper presents a heuristic explanation of these dynamics within the factor analytic case.

A Comparison of Distribution Free and Non-distribution Free Factor Analysis Methods
Nicola L. Ritter−Texas A&M University

Many researchers recognize that factor analysis can be conducted on both correlation matrices and variance-covariance matrices. Although most researchers extract factors from non-distribution free or parametric methods, researchers can also extract factors from distribution free or non-parametric methods. The method selected is dictated by the nature of the data. The purpose of this paper is to differentiate between the questions asked by Pearson product-moment correlations and Spearman's rho coefficients, compare distribution free and non-distribution free methods for extracting factors by extracting factors from a Spearman rho coefficient matrix and Pearson r coefficient matrix, and describe the advantages of each method.

Higher Order Factor Analysis: A Primer
Robert Klein−University of North Texas

Higher order factor analysis has commonly been used to model the hierarchical structure of intelligence and personality tests. This analysis allows the researcher to discern how each observed variable relates to the first order factors and to the higher order factor. This paper

provides a conceptual, rather than mathematical, basis for understanding higher-order factor analysis and a discussion for how to interpret such an analysis. Additionally, a discussion of how to employ and interpret the results of the MacOrtho program is provided. This program transforms a hierarchical higher-order factor analysis solution into an orthogonal solution as described by Leiman and Schmid (1957).

Understanding Factor Scores, Structure Coefficients and Communality Coefficients in Factor Analysis
***Xueying Hu−Texas A&M University*

In factor analysis, it is always vital to understand and interpret three important factor analytic statistics: factor scores, structure coefficients and communality coefficients (Ang, 1998). This paper explains the meaning of these three statistics. Furthermore, four methods of calculating factor scores are discussed: (1) the Regression method; (2) the Bartlett method; (3) the Anderson-Rubin method; and (4) the Thompson method. Also, the calculation of factor structure coefficients and communality coefficients is described. For heuristic purpose, an example with 301 observations and 11 measured variables are analyzed.

T1.5 Paper Session 8:30 – 9:30 Bienville

Reliability and Validity

A Discussion of Generalizability Theory: What are the Strengths and Current Frequency of Use
Xin Xin−Texas A&M University

The present paper's purpose is to discuss the strengths of Generalizability Theory compared with the Classical Test Theory. Each strength will be explained concretely by using a small heuristic data set. The current frequency of using Generalizability Theory will also be explained.

Understanding Cronbach's α
Jessica Hill−Texas A&M University

Because tests are not reliable, it is important to explore score reliability in virtually all studies. The present paper explains the most frequently used reliability estimate, coefficient alpha, so that the coefficient's conceptual underpinnings will be understood.

Multitrait Multilevel Model for Testing the Convergent Validity of LibQUAL+®
Qin Xing & Prathiba Natesan−University of North Texas

LibQUAL+® is widely used in evaluating and improving libraries' service quality. However, convergent validity of the instrument with respect to the three factors and the three levels of service have yet to be examined. In order to examine evidence of convergent validity, data with 2103 respondents on the LibQUAL+® survey was analyzed using a confirmatory factor analysis, a second order factor analysis, and a new model named MTML (Multitrait Multilevel). The model fit indices indicated that LibQUAL+® had stable structure for the three dimensions (Affect of Service, Information Control, and Library as Place), as well as the three measurement scales (minimum, perceived, and desired). The results indicated convergent validity on both ends of the MTML measurement structure.

Thursday, February 2

A Primer on the Measurement Meta-Analysis Method called Reliability Generalization (RG) Analysis
***Paula Allee−Texas A&M University*

Two special cases of meta-analysis validity generalization and reliability generalization are particularly noteworthy as regards measurement issues. The present paper will explain the basics of reliability generalization (RG).

T1.6 Paper Session 8:30 – 9:30 Cabildo

Multicultural Issues

Involving Hispanic Families Early in the School Process: Perspectives from Teachers and Parents After Shared Reading Interventions
Tracey C. Hasbun & Hope E. Wilson−Stephen F. Austin State University

Enrollment data for the United States and Texas, specifically, indicates growth in the number of Limited English Proficient (LEP) students. By 2008, Texas, which ranked second in overall LEP enrollment reported that 61% of LEP students were concentrated in prekindergarten through third grades (Intercultural Development Research Association, 2008; NCELA, 2008). If student success is to be maximized, collaboration between teachers and parents of LEP students must begin early in the school process. However, many schools have found it difficult to successfully involve parents who speak Spanish, due to factors such as limited resources and language barriers (Intercultural Center for Research in Education, 1998). This study presents results of one 20-week training program involving Hispanic families of four-year-olds in rural East Texas.

A Cross-cultural Study of Adolescents in the US and Costa Rica: Experiences With and Perceptions of Different Types of Violence
Tracey N. Sulak & Terrill F. Saxon−Baylor University

The current study examined experiences with and perceptions of different types of violence in youth. Samples were surveyed in central Texas as well as three regions of Costa Rica. Ratings of seriousness for teasing, bullying, drunken fights in bars and clubs, rape/sexual assault and racial violence were similar across both groups, but ratings of seriousness for fist fights at school, domestic violence and physical fights between siblings differed significantly.

Underrepresentation of Hispanic and African American Students in Advanced Level Academic Program Classrooms
Scott C. Snyder−Lamar University

The purpose of this study was to investigate the enrollment of students in advanced level classroom, Advanced Placement (AP) and Dual Credit (DC), to determine the level of representation of demographic groups in 4-A single high school district. The design of this research study was an equity audit. The findings revealed an underrepresentation of only Hispanics in AP and DC classes. In a new era of better preparing all student for participation in post secondary education programs it is important to involve all student groups. A greater emphasis should be placed on recruiting Hispanic students into advanced level classes.

Reconciling Iconic American Beliefs: Civic Social Identity Development and Urban Youth of Color
***Julianna E. L. Kershen−Harvard University*

Social identity formation during adolescence is influenced by micro-contexts and macro-level belief systems promoted by broader society. This paper describes a research project designed to capture the experiences of urban youth of color following the 2008 election. Researchers sought to understand how young people described their feelings, experiences, and understandings of civic identity, when placed against the backdrop of Obama's consistent and successful public messaging of "shared story" and "personal responsibility." Data indicated the development of four social civic identities within the participants. Results of this study may be useful for classroom teachers concerned with youth development of civic identity.

T1.7 Workshop 8:30 – 9:30 Bonnet Carre

Free Workshop

Seven Steps to a Comprehensive Literature Review
Anthony J. Onwuegbuzie−Sam Houston State University
Rebecca K. Frels−Lamar University

In this training session, we will outline seven steps using the Review Of Literature Evaluation Steps (ROLES) and underscore the evaluative process of literature reviewing that is multi-dimensional, interactive, emergent, iterative, and dynamic. Our steps allow the literature reviewer to explore beliefs; document the library search; select and deselect literature; extend a review to include other modes such as documents, talk, observations, and drawings, photographs, and videos; store literature; and analyze literature. In our final step, we present formatting and writing tools for the literature review write-up. Thus, we advocate rigorous techniques through ROLES for students, researchers, and instructors of research methods courses alike.

T2.1 Paper Session 9:35 – 10:35 Cathedral

College Students
*Graduate Student Session – *Discussant Robert Elliott*

Learned Resourcefulness and Community College Success
Trudie L. Partain & Rebecca K. Frels−Lamar University

Using Sternberg's Theory of Successful Learning (1988) to frame our study, we investigated the concept of learned resourcefulness in first-year college students over the period of 2 years. We utilized a mixed method design to explore the relationship between retention status (i.e., whether or not a student completes their first semester), learned resourcefulness, and self-esteem as a function of ethnic, economic, and age factors. Results yielded no statistical significance in the quantitative phase in year 1. However, in year 2, themes emerged through the qualitative findings that suggested first-year college students are encouraged through teaching style, relationships, and engaged learning.

Does Race Matter? Faculty Mentoring and Student Relationships at HWCUs and HBCUs
Latrecha K. Scott−University of Southern Mississippi

This graduate student work in progress, based on the role race plays in faculty mentoring of African American males at public Historically White Colleges and Universities and public Historically Black Colleges and Universities, will examine whether or not the characteristics (race matching) of the faculty mentor and race of the student mentee influence retention of these students. The aim will be to identify interactions and behaviors of the faculty mentor and how it

relates to African American males and their perceptions of these mentoring relationships in enhancing the students' academic success, and facilitating the progression to post-graduate plans (either graduate school or employment).

Self-Perceptions of Student Engagement Among Commuter and Two Year Residential College Students
Gennie Lynn, Shirley Luna, Monique Nunn, & Jim Torrence−Stephen F. Austin State University

Throughout the years, studies have shown the difference between residential and commuter students. This qualitative study will focus on the involvement opportunities of third-year students who attend a mid-size regional state university, which has a two-year residency requirement and the differences between those who lived on campus their first two years and those who did not. Using a focus group inquiry method, this exploratory study will help to examine ways to ensure success of both commuter and residential students to aid in student engagement, one of the most significant aspects of Alexander Astin's student departure theory (1993).

T2.2 Paper Session 9:35 – 10:35 Pontalba

Attitudes
*Graduate Student Session – *Discussant Angela Gibson*

Impact of MBL Interactive Simulations on Student Learning Outcomes and Self Efficacy in Introductory Physics Lab Courses
Sundara L. Ghatty & Julia F. Ledet−Southern University Baton Rouge

Many different fields are dependent on and related to physics. As technology advances, people are in more of a position to discover the microscopic properties of particles, but only a small number of students are studying physics. Over the past three decades results from physics education research indicate that most students enter an introductory physics classroom with misconceptions and misunderstandings of physics concepts. This study will focus on the use of microcomputer based laboratories (MBLs) with interactive simulations; the effect on students' learning outcomes and their attitudes and self-efficacy toward physics will be measured with pre and post tests.

Inciting Student Interest: A Case Study of the Impact of Interdisciplinary Instruction on Student Enthusiasm
Connor K. Warner−Texas Tech University

Students frequently display negative attitudes toward high school history courses. This proposed case study will explore how the implementation of interdisciplinary instruction impacts student attitudes toward content in a secondary social studies and language arts class. The researcher will interview members of an American Studies course, taught during the 2010-2011 school year in Stevensville, Montana, which combined American history and American literature into thematic units. The instructors of the course will also be interviewed. Interview data will then be thematically coded to see what is revealed about interdisciplinary instruction and student attitude in this setting.

An Examination of Purpose in Life and Motivation Among Division I Student-Athletes
Aaron R. Baggett−Baylor University

The purpose of this research study is to examine student-athlete purpose in life and motivation in athletic and academic performance for a doctoral dissertation The research questions guiding this study build upon an area of student-athlete research which has been investigated thoroughly in the

past. What makes this investigation unique is the previously undeveloped area related to the study of of student-athlete meaning and purpose in life. A sense of purpose in life has been widely demonstrated to play a signficant role in a variety of factors contributing to well-being.

T2.3 Paper Session **9:35 – 10:35** **Ursuline**

Special Populations

Ethnic Differences in Completion Rates as a Function of School Size in Texas High Schools
Kim Fitzgerald, Teandra Gordon, Antoinette Canty, & Anthony J. Onwuegbuzie −Sam Houston State University
Rebecca K. Frels−Lamar University

The study utilized archival data from the Texas Education Association's Academic Excellence Accountability System to conduct a causal-comparative design analyzing differences in completion rates among African American, Hispanic, and White students in small, medium, and large Texas High Schools. The researchers utilized a convenience sample of the state's public high school students for the 2009-2010 school year. Friedman's nonparametric repeated measures analysis of variance revealed no statistically significant differences among the three groups for small and medium schools. However, for large schools, statistically significant differences emerged in favor of White students, although the effect size was small. Implications are discussed.

Exploring First-Generation College Students On-Campus Relationships for Student Success
Hilton J. LaSalle−Sam Houston State University

This study explored the quality of relationships of first-generation college students with instructors, administrative personnel and offices, and other students. The participants in this phenomenological study were self-identified first-generation college students. Alexander W. Astin's Involvement Theory (1999) was the theoretical framework used for this study. Five themes emerged from this study as factors for student success (a) college culture; (b) persistence; (c) financial aid; (d) academic support programs and student clubs/ organizations; and (e) personal relationships. An assessment of the quality of student engagement policies and programs can increase first-generation college students' satisfaction and success.
Keywords: first-generation college students, student involvement, relationships, student success

Effect of Calculator and Time on High School Students' College Placement Assessment
Anna Pat L. Alpert−Texas A&M University

Many entering college students are placed into developmental mathematics classes based on scores from timed college placement assessments that allow extremely limited calculator use. This study was conducted to explore the effect of calculator availability and time constraints on high school students' college placement assessment. Orientation to time constraints and four-function calculators was found to be effective for all groups. Results indicate high school students who are mathematically college eligible can move closer to becoming mathematically college ready through orientation to the time and calculator constraints found in many college placement assessments.

Community College Degree Completion as a Function of Gender
***John M. Spangler−Sam Houston State University*

Community colleges in Texas have been pressured to increase their rates of success. In this study, gender disparity in degree attainment (i.e., Associates degrees, Level One, and Level Two)

in all Texas community colleges was examined for the 2000 through the 2008 academic years. Statistically significant differences were revealed between males and females in their degree attainment for each of the years of data analyzed. Effect sizes ranged from small to moderate. In every case, females attained higher levels of degree completion than did males. Implications are discussed.

T2.4 Paper Session 9:35 – 10:35 Beauregard

Educational Research

Creativity Within the Family: Evidence from Sibling Data in Jamaica
Danielle D. Fearon & Terrill F. Saxon−Baylor University

Siblings who were raised in the same parental environment were examined to determine if their levels of creativity is influenced by the family. A total of 11 pairs of siblings participated in the study. Participants completed the Torrance Test of Creative Thinking (TTCT) while their primary caregivers' parenting styles were measured with the parenting style and dimension questionnaire (PSDQ). An intraclass correlation (ICC) was computed to determine the correlation between siblings based on their scores on the creativity measure. Descriptive statistics were also performed. Results revealed that siblings tended to score similarly on the creativity measure.

Relations Among Undergraduate Quality, Research Funding and Intercollegiate Athletics
Kristina M. Keyton, Erika M. Warnick, & Alan Reifman−Texas Tech University

This study seeks to contribute to the literature on universities' teaching, research, and athletic missions mainly through methodological refinement. Athletic success from 2001 is modeled as a predictor of universities' (potential) improvements in undergraduate-student and faculty-research quality from 2001 to 2006. Archival data on U.S. colleges and universities was analyzed, and this included 215 schools involved in NCAA Division I athletics. Undergraduate-student quality was assessed using schools' "midpoint" SAT scores from 2001, 2003, 2005, and 2006 (ACT values were converted to SAT equivalents as needed). Tentative evidence was found for a well-rounded athletic program possibly enhancing a university's research portfolio.

Predictive Modeling of NCP Payment Levels on Student Outcomes
Brent J. Romero−University of Louisiana at Lafayatte

A series of predictive models were developed to project the academic and behavior outcomes relating to the child support payment levels of noncustodial father who participated in eight Louisiana Fatherhood Initiative (FI) programs. The results of the analysis indicate that children with fathers who made no payment are significantly different from the comparison group (children with fathers who made a partial payment, complete payment or overpayment). The results of this predictive model present clear evidence that there is a possible causal relationship between the academic and behavioral outcomes of children and their noncustodial parent's level of child support payment.

Gender Differences in Study Skills Strengths and Weaknesses
***Teandra V. Gordon & Crystal Morrison−Sam Houston State University*

Academic success is a sought after achievement for the majority of college students. Obstacles can often interfere with student's attaining their learning goals. Researchers have investigated the factors that determine academic success, and successful study strategies has been deemed one of the most crucial factors. The purpose of this study is to determine if there are differences in study strategies based on gender at a public university in the Southwest United States. This research

study is designed to investigate gender differences in LASSI scores based on the skill component, the will component, and the self-regulation component of strategic learning.

T2.5 Paper Session 9:35 – 10:35 Bienville

Pre and In-service Education

Integrating Technology in the Classroom: Pre-Service Teachers' Perceptions about Educational Website Evaluation
Sandra Acosta & Dianne S. Goldsby−Texas A&M University

This study examines pre-service elementary teacher perceptions about educational website evaluation. Authors used a pre–post study design for data collection adopting constant comparative methodology to identify emergent themes were obtained on the evaluation of specific web sites by students and instructors and essay question responses.

Validation of Teacher Laptop Integration Survey
Fethi A. Inan−Texas Tech University
Deborah Lowther−The University of Memphis

This research study was conducted to enhance and validate an instrument that can be used to measure factors related to teachers' laptop integration in K-12 classrooms. The instrument consists of 30 items and has five scales: Teacher Beliefs, Teacher Readiness, Support for Development, Professional Development, and School Support. Three hundred and eighty three teachers completed the online questionnaire. Results of a factor analysis and reliability analysis confirmed that the instrument is a valid and reliable measure of teachers' laptop integration.

Supporting Preservice Teachers Develop Conceptual Understanding of Quadrilaterals
Kai-Ju Yang−Indiana University Bloomington

The purpose of this paper is twofold: (1) to describe the perceptions of a participant-observer about a new geometry course for preservice teachers (PSTs) in learning quadrilateral concept, informed by the five-level van Hiele's (1986) theory, and (2) to report on the extent to which this new geometry course supports PSTs in developing the conceptual understanding of quadrilateral.

Pre-service Teachers' Reflection on English Language Learners and Second Language Acquisition Through Online Journal Blogs
***Melike Unal-Gezer−Texas A&M University*

The present study aims to examine pre-service teachers' perception and knowledge of English language learners (Ells), second language acquisition through conversation and the impact cross-cultural differences reflected through online reflective journal blogs kept by 100 pre-service teachers for 10 weeks. Data collection procedures consisted of pre-post-intervention surveys and reflective journals which were based on a field experience where pre-service teachers interacted with Ells of different languages. Linguistic, socio-cultural, pedagogical frameworks were used for data analysis and preliminary findings suggested pre-service teachers' awareness development of Ells' linguistic abilities associated with cultural and conversational tendencies emerged during conversational field experience sessions.

Thursday, February 2

T2.6 Workshop **9:35 – 10:35** **Cabildo**

Free Workshop

No More Fear - APA Help is Here

Janet Tareilo−Stephen F. Austin State University

For many students in higher education, developing and completing a research study is easy. That is until the have to face APA requirements. The tutorial session focuses on simple rules to remember, the process of APA writing, and tricks to navigate easily through the APA manual. This session will leave students feeling comfortable about using APA as it becomes second nature to them.

T2.7 Innovative Session **9:35 – 10:35** **Bonnet Carre**

Begin with The End in Mind: Navigating the Doctoral Pathway

Daelynn M. Copeland & Terrill F. Saxon−Baylor University

This interactive session will address the needs and concerns of doctoral students as they map out a plan to maximize their potential while working towards their degree. Co-presented by a professor/researcher and a doctoral student, the attendees will gain multiple perspectives on research, publication, mentorship, networking, and career trajectory. Participants will benefit from the experiences of senior researchers and fellow doctoral students while gaining practical information on how to successfully navigate the doctoral pathway.

T3.1 Paper Session **10:40 – 11:55** **Cathedral**

Student Motivation

*Graduate Student Session – *Discussant Ken Young*

Investigating Achievement Goals and Self-efficacy as Predictors of Causal Attributions of Math Performance

Daniel J. Taylor−University of Houston

Achievement goals refer to the purposes or reasons why individuals engage in a task (Pintrich, 2000). Attributions refer to the explanations individuals provide as to why they performed a certain way on a task (Weiner, 2000). Research shows that these motivational constructs are related (Elliott & Dweck, 1988), but results are mixed about how they are related. This study will examine students' self-efficacy as a mediator of the relationship between achievement goals and attributions. Also, by assessing both math domain motivation and math course motivation, this study will help determine what level of specificity is better for motivational variables to predict academic outcomes.

Investigating Second Language Motivation Using the Expectancy-Value Theory

Tianlan Wei−Texas Tech University

Motivation has been an important theme in the social cognitive theory for accounting for learning outcomes. In the field of second language acquisition, there is also much evidence that attitudinal and motivational factors are of significance in terms of students' performance. To educators, attributing learning performance to biological differences is never as enlightening as attributing it to sociopsychological factors, because the latter indicates much larger space for improvements through endeavors. This study aims to investigate second language motivation using a classic yet revised model, in order to identify motivational factors that are most pertinent to L2 learning.

Thursday, February 2

Square Pegs in Round Holes: The Role of the Public School Principal in a Montessori Setting
Lindsey Pollock−Lamar University

Montessori Schools are expanding in the public setting due to increased awareness and advocacy for school reform initiatives that meet the needs of an increasingly diverse community of students. With such transformation in public schools on the horizon, principals in these unique settings are thrust into roles and responsibilities that require new paradigms, paradigms that require a change in self-perception and the role of the school leader. These shifts include the role of the leader in constructivist learning environments, multi-age grouping and the challenge of following Montessori methodologies while satisfying state and federal accountability standards.

T3.2 Paper Session 10:40 – 11:55 Pontalba

Reading

*Graduate Student Session – *Discussant Bill Jasper*

Select Novice Elementary Teachers' Perceived Knowledge and Implementation of High Quality Reading Instruction
Stacey Bumstead & Debra P. Price−Sam Houston State University

Research aimed at novice elementary school teachers focuses on difficulties that exist within the first year of teaching; however, few researchers have undertaken studies understanding novice elementary teachers' knowledge and implementation of high quality reading instruction within the first year of teaching. Hence, the purposes of this study are to examine how novice elementary teachers' perceive high quality reading instruction and to what extent that instruction is being implemented in their elementary classrooms, and to determine if any similarities and differences exist between perceptions of high quality reading instruction and implementation in the elementary classrooms.

Differences in Developmental Reading Grades by Course Length
Kimberly A. Koledoye−Sam Houston State University

Developmental education is a topic of concern in higher education. Final grades in intermediate and exit level developmental reading courses from 3-week, 5-week, 8-week, 12-week, and 16-week course lengths were examined using institutional data from a large Texas community college system. Grade distributions were collected over a 3-year period. Students determined non-college ready in reading by the COMPASS tests were required to enroll in developmental reading courses. Whether course length impacted final grades and ultimately the successful completion of the developmental reading courses will be assessed in this study.
Keywords: College ready, non-college ready, developmental reading

The Language and Literacy Outcomes of Spanish-Speaking Two Way Immersion Students in the U.S.: A Meta-Analysis
Renata L. Burgess-Brigham−Texas A&M University

The following paper is a meta-analysis of the language and literacy outcomes of Spanish-speaking two way bilingual immersion (TWI) students in the U.S. Both English and Spanish language development will be measured in this study. Six different effect sizes will be produced. The reviewed studies will be categorized by language and whether they measure reading, writing,or oral language. It is hypothesized that TWI will produce significant effects for all three domains in both languages.

Preservice Teachers and Content Area Literacy: An Examination of Commonly Advocated Literacy Strategies.
Chyllis Scott & Erin McTigue−Texas A&M University

Content literacy instruction is the process of facilitating learners on reading to learn, not learning to read. This teaching pedagogy directly affects content area teachers' beliefs about disciplinary knowledge and how to implement literacy tools within their content instruction. However, research exploring preservice and inservice teachers' knowledge of content area literacy strategies and the extent that they implement these strategies into classroom instruction is limited and dated. Through the use of content analysis, this study will examine the most commonly advocated content area strategies implemented in currently published and commonly used textbooks for university level content area literacy courses.

T3.3 Paper Session **10:40 – 11:55** **Ursuline**

Special Populations

Parental Involvement Effects on Students' Mathematics Achievement
Ali Bicer, Robert M. Capraro, & Sevket C. Cetin−Texas A&M University

The relationship between parental involvement and students' mathematics achievement was examined. By collecting statistical data from the National Data Set, parental involvement ideas were developed, and revised the parental expectancy. The focus was on the importance of the today's parents' expectations on students' mathematics achievement. The results indicate that higher parents' SES, parents' education level, parents' communication, and parents' expectation leads more success for their children's mathematics achievement.

A Case Study of PLC in the Reconstituted School
Brent J. Romero−University of Louisiana at Lafayatte

Schools that are identified as targets for reconstitution face unique challenges both at the local and state level. This is a case study of a local school to find out the connection between the unique advantages and disadvantages of school reconstitution as related to Professional Learning Communities (PLCs). The aim of this study was to: (a) to derive school staff perception data relating to the various dimensions and subscales of PLCs, (b) determine how the school fits on various continuum levels using a piloted online version of the Professional Learning Community Assessment Revised (PLCA-R) and associated instrumentation tools, and (c) distinguish how the pros and cons of the reconstituted schools and possible introduction and eventual implementation of the PLC.

Challenges and Adaptation: Exploring Chinese International Students' College Experience in the U.S.
Zhaomin He, May Lim, & Ken Gassiot−Texas Tech University

During the 2009/10 academic year, the Chinese student enrollment in the U.S. increased by 30% increase, making China the leading sending country. This paper is to update the literature by investigating and exploring how the influence of the fast development and changes currently going on in China impacts the adaptation of its students on the U.S. campuses. Using a semi-structured protocol, narrative data were collected from ten current Chinese (mainland) graduate students from a large southwest university. Six themes emerged from thematic analyses and constant comparison: 1) Family Support, 2) Academic Differences between the Two Systems, 3) Language Barrier, 4) Loneliness and Isolation, 5) Ethnic Identity, and 6) Institutional and Community Services Perceived by Students.

Questioning Behavior of Chinese Graduate Students in an American University: A Multiple Case Study
***Yiting Chu−Texas A&M University*

The paper investigated twelve Chinese graduate students' questioning behavior and their attitudes toward asking questions in an American university. Major factors accounting for their questioning behavior were identified as: 1) English deficiency, 2) cultural differences, and 3) differences in teaching and learning between China and U.S. It then explored how they adjusted their learning strategies and habits in order to adapt to the American classroom and how American professors could better accommodate their Chinese students.

T3.4 Paper Session 10:40 – 11:55 Beauregard

Educational Research

The NSF Tri-IT Project for High School Girls: Quantitative Assessment of Interest, Skills, and Confidence
LaDonna K. Morris−Florida State College at Jacksonville

The Tri-Regional Information Technology (Tri-IT) research project was a $1.5 million National Science Foundation grant (www.t3girls.com) that sought to address gender inequality by providing after-school technology experiences to high school girls (n = 360). A treatment group of 180 girls in six high schools in North Florida was compared to a control group of 180 girls who also applied to be in the program. Schools targeted were high minority, low socioeconomic status schools. The focus of the presentation will be on how interest, skills, and confidence were quantitatively assessed.

Effect of Background Classical Instrumental Music on Performance in Algebra Test and Algebra Self-Efficacy of College Students
John Bosco O. Namwamba−Southern University Baton Rouge

In this research the effects of background classical instrumental music on algebra test scores of college students and algebra self-efficacy was studied. Most existing research is about long term benefits of music to students. To meet the objectives of this research the researcher carried out study on a sample of thirty students who were divided into five volume treatment groups, ranging from minimum to relative maximum. Each group was given three minutes to respond to self efficacy instrument questions and then sit for ten twenty questions' algebra test while listening to background music at different volume levels ranging from minimum (no music) to safe maximum level. Volume of music was found to be correlated to algebra test and self-efficacy scores.

Domain Identification & Math Performance: Analysis of TIMSS 2007 for 8th Grade, by Gender
David R. Tillman−North Carolina State University

Stereotype threat literature suggests that domain identification increases susceptibility to stereotype threat. For instance, girls who are highly identified with math should be particularly at risk of performance decrements due to ST. In analysis of the TIMSS 2007 student surveys and scores (8th graders), identification with math was negatively correlated with performance. For girls, this relationship was highly significant in ways that support theoretical literature and previous studies regarding identification and stereotype threat.

Latent Mean Differences in Attachment between Traditional, Transfer and Online College Students

*****_Forrest Lane & Robin Henson−University of North Texas_

School attachment has received considerable attention in K-12 literature but rarely explored at the post-secondary level. The University Attachment Scale (UAS) was designed as a tool to bridge this gap and shows psychometric promise. However, findings are limited to a single sample of traditional 4-year university students. This study re-examines the factor structure of the UAS at an institution with a large transfer student population. A latent means structure analysis was used to test for differences between traditional (N = 561), transfer (N = 372) and online (N =50) students. These results and their implications for higher education are discussed.

T3.5 Paper Session 10:40 – 11:55 Bienville

Preservice Education

Multiple Regression on a Four-Criteria Outcome Informs Conceptual Change in a Technology Integration Class

Donna O. Smith & Jana M. Willis−University of Houston at Clear Lake

Continuing technological advancements have enabled educators to focus on effective and appropriate integration of technology in education. The study examined circumstances and attitudes that influence teacher use and technology relationships (technology integration). Data were subjected to multiple regressions of variables within three categories of the conceptual model against each dependent variable in four defined outcome types of technology integration. Analysis suggested that teachers integrating technology were not only technically skilled, but also possessed high comfort levels for using technology in their teaching. This data informed strategies for redeveloping assignments and sequences in a preservice educational technology course.

Correlations Between Critical Thinking and the Texas Pedagogy and Professional Responsibilities EC-12 Test

Robin L. Capt & Mohammed M. Saleem−West Texas A&M University

The study explores the correlation between pre-service teachers' scores on the California Critical Thinking Skills Test (CCTST) and the criterion referenced Pedagogy and Professional Responsibilities (PPR) EC-12 Practice Test. Questions on the PPR are mapped for five critical thinking constructs to further determine how the PPR aligns with the CCTST and the teaching competencies. Findings indicate a strong positive correlation between students' scores, and a qualitative analysis of the PPR indicates that Inference and Evaluation are the most assessed critical thinking skills. This study may inform curriculum alignment in Teacher Preparation Programs and help integrate critical thinking across its curriculum.

The Effect of Field Experience on the Self-Efficacy of Pre Service Teachers Teaching Mathematics and /or Science

Elsa C. Ruiz & Maria Arreguin-Anderson−The University of Texas of Texas at San Antonio

An important topic for teacher educators is the scopes of course work and related field experiences provided by teacher preparation programs. The present study seeks to contribute to this discussion by exploring pre-service teachers' beliefs of efficacy to teach mathematics and science within the context of a Hispanic Institution (HSI) in the Southwest. The objective of this study is to examine and identify mathematics and science pre-service teachers' self-efficacy beliefs about teaching mathematics and science. The goal is to identify factors that may

potentially influence pre-service teachers' ability to motivate their future students as they learn STEM related content, particularly mathematics and science.

Middle Level Ghost Children: Implications for Educators
***Shirley M. Matteson−Texas Tech University*

In this qualitative study, 90 preservice teachers were asked to select and observe middle level "ghost students" in classroom settings as a field placement activity. Characteristics of ghost students noted by the preservice teachers were recorded and subsequently coded, such as the ghost child's classroom demeanor, social skills and interactions, and attitudes towards school activities. The ghost children in this study were predominately (1) male, (2) academically capable, (3) lacked social skills and (4) appeared unmotivated and bored with classroom activities. Implications for educators and teacher preparation programs are suggested.

T3.6 Workshop **10:40 – 11:55** **Cabildo**

Free Workshop

Conducting and Publishing Research: An Overview of the Research Process
Linda R. Zientek−Sam Houston State University
Prathiba Natesan & Kim Nimon−University of North Texas

This presentation provides an overview of the research process. We will discuss important steps that should be conducted prior to collecting the data and how these steps will determine the validity of your findings. Quantitative research methods and writing the methodology and conclusions will be introduced. The session is geared towards quantitative research methods; however the session should be beneficial for researchers conducting qualitative and mixed methods. The importance of adhering to research standards will be addressed in addition to describing how these standards enable researchers to conduct quality research. Resources for participants will be provided.

T3.7 Workshop **10:40 – 11:55** **Bonnet Carre**

Free Workshop

Uncovering the Complexities of Identity Development and Achievement for Students of Color
Jesus Cisneros−Arizona State University
Alonzo M. Flowers−Texas A&M University

The experiences of college students, particularly students of color in higher education encompass a multitude of institutional and social issues. Surprisingly, little research has directly explored the complexes of Multiple Dimensions of Identity Development for students of color. This workshop discussion is critical in that it seeks to conceptualize the notions concerning college students of color and their identity development. This is done in an effort to engage the higher education community in critical dialogue about the unique challenges these students face on college and university campuses.

T4.1 **12:00p – 1:45p** **Queen Anne Ballroom**

Lunch & Business Meeting
*Special **Ticketed** Event*

Thursday, February 2

T5.1 **1:45p – 2:45p** **East/West Ballroom**

Presidential Invited Address

Dr. Patricia A. Alexander, University of Maryland

T6.0 Fireside Chat **2:45p – 4:00p** **East/West Ballroom**

Fireside Chat

Dr. Patricia A. Alexander*, University of Maryland*

This is an informal, casual opportunity for students to interact with Professor Alexander about whatever issues they would like to discuss.

(Graduate Students Only)

T6.1 Paper Session **2:45 – 4:00** **Cathedral**

Technology, Schools, and Instruction

Fostering Moral Reasoning in Leaders: Using Ethical Dilemmas in Case-Based Pedagogy
Patrick M. Jenlink & Karen E. Jenlink−Stephen F. Austin State University

The purpose of this study was to examine an ethical dilemma approach to case-based pedagogy for leadership preparation. Preparing education leaders for ethical dilemmas and moral decision-making that define schools requires assessing current programs and pedagogical practices, identifying curricular and pedagogical conflicts that fail to address adequately preparing ethical leaders. A two-tier design was used. First, the extant body of case-based pedagogy and ethical leadership literature was reviewed. Selected works were analyzed, resulting in a set of case-based pedagogical perspectives. Tier two incorporated a case study approach to examine the use of an ethical dilemma approach to case-based pedagogy.

Structural Characteristics of a High School with High Minority Students
Douglas S. Hermond & Lisa K. Thompson−Prairie View A&M University

The purpose of this investigation was to determine the school structural characteristics of a successful Northwest Texas high school with high minority student academic success. The researchers conducted semi structured, focus-group interviews with the campus leadership team to reveal strategies utilized to increase their African American students TAKS test rates. The results conclude this campus effectively inspires teachers and staff, assess successful initiatives, change and discard interventions when necessary, engage parents, train teachers and staff, and hold high future academic expectations.

Perceptions of Education Leadership Students Concerning Fully Online and Face to Face Learning Activities
Mark J. Weber−Tarleton State University

Literature pertaining to effective education organizations assumes that physical presence of effective leadership is essential. As our current education leadership organizations continue to grow in a fully online course delivery format, the question of course participants experiencing activities requiring the physical presence of peers comes into question. Do fully online programs adequately prepare education leadership students for a profession predicated predominantly on personal face to face interactions? Inquiry as to education leadership students' perceptions of learning activities delivered in a fully online or a traditional face to face format is investigated as a method of providing additional information to a previously limited area of research.

The Online Military Learner: A Study of the Relationship Between the Community of Inquiry Framework & Military Students
***Angela M. Gibson & Rob Mitchell−American Public University System**
Lori Kupczynski−Texas A&M University−Kingsville
Phil Ice−American Public University System

One third of all college students leave their institution after the first year. As exponential growth continues at online colleges it is vital to uncover factors that contribute to student success. The Community of Inquiry (CoI) framework includes three presences, teaching, cognitive, and social, encompassing the educational experiences of the online learner. In this study approximately 103,000 cases from a large national fully online university were examined to determine if a relationship was present between student characteristics, e.g., student gender and age, the three CoI presences. Multiple semester sessions were analyzed across curricular areas. Results and recommendations are discussed.

T6.2 Paper Session 2:45 – 4:00 Pontalba

Policy & Principals

Evaluation of School Improvement Plans: A Key for Principal Success
Mindy Crain-Dorough, Evan G. Mense, James C. Stringer, Kathleen T. Campbell, & Michael. D. Richardson−Southeastern Louisiana University

As the principal's role has evolved from head teacher to administrative manager to instructional leader, today's principal is responsible for the school's instructional program. The school improvement plan is touted as the document upon which all curricular decisions within the school are based, with the ultimate goal of school improvement and increased student achievement. The present study surveyed all elementary teachers and principals in a school district in the South regarding their actual use of school improvement plans. Results indicated that the use of such plans were exaggerated and were developed with limited or no input from teachers.

Texas Elementary School Teacher and Student Ethnicity: A Multi-Year Statewide Study
Cynthia Martinez-Garcia−Sam Houston State University
Jamie A. Bone−Conroe ISD
John R. Slate−Sam Houston State University

Relationships between teacher and student ethnicity in Texas elementary schools were examined for the 1999-2000 through 2009-2010 school years using the Academic Excellence Indicator System. Statistically significant, positive relationships, with large effect sizes, were yielded between teacher ethnic diversity (i.e., Black, Hispanic, and White) and student ethnic diversity (i.e., Black, Hispanic, and White). As more Hispanic students were enrolled in an elementary school, the tendency was present for more Hispanic teachers to be employed at that school. The same result was yielded for Black and for White teachers and students.

A Comparison of Expectations of Dispositions of Practicing and Pre-Service Principals
Kathleen T. Campbell, Mindy Crain-Dorough, Evan Mense, & Michael Richardson−Southeastern Louisiana University

The present study is a comparison of the expectations that superintendents have of school principals with the expectations that university professors have of principal candidates during the principal preparation program. Superintendents were interviewed regarding their expectations of the principals they hire, and responses were categorized as characteristics, dispositions, skills, and knowledge. Faculty from ten universities with principal preparation programs were interviewed to

determine the dispositions they measure of their principal candidates during course work and field experiences. Responses were likewise categorized as characteristics, dispositions, skills, and knowledge. The two sets of results were compared and displayed as descriptive statistics.

Interview Protocol That Predicts High Levels of Teaching Behaviors
***Winona M. Burt, Bettye Grigsby, & Gary Schumacher−University of Houston at Clear Lake*

This study proposes a research-based teacher selection protocol. The protocol is intended to offer school district hiring authorities a tool to identify teacher candidates with the behaviors expected to predict effective teaching. This study addressed the following research question: Which teaching behaviors identify effective teachers? Hiring authorities can use this empirically based protocol knowing that research supports specific response patterns by effective teacher candidates, which in turn can lead to high levels of student achievement. The findings of this research study suggest a series of research-based interview questions that focus on teaching behaviors which predict high levels of quality teaching.

T6.3 Paper Session **2:45 – 4:00** **Ursuline**

Technology

Classroom Community & Self-directed Learning Readiness in Online Courses: The Influence on Community College Student Course Completion
Beverly L. Bower−University of North Texas
Vera A. Cervantez−Collin College

Numerous authors have discussed the variance in completion rates between traditional and online courses. Research indicates that the online environment may not create the sense of community needed to encourage students to persist to course completion. Additionally the depersonalized nature of online communication suggests that self-directed students are more successful in online courses. For this correlational research study the relationships between sense of classroom community, self-directed learning readiness, and successful online course completion were investigated using Rovai's Classroom Community Scale and the Fisher et al. self-directed learning readiness scale. Study participants were students at a Texas community college.

Development of the Virtual Learning Environment Survey (VLES): a Model-Based Survey
Nan B. Adams & Thomas A. DeVaney−Southeastern Louisiana University

Design of virtual learning environments for instruction is rapidly increasing among universities. Adams (2007) developed the Recursive Model for Knowledge Development in Virtual Environments which focuses on teaching and engaged learning that is an active and recursive process, where knowledge must be contextualized to be relevant to the learner. The Virtual Learning Environment Survey—VLES, a valid and reliable assessment tool for exploring the degree to which the Recursive Model for Knowledge Development relates to effective design of online learning environment, is a student self-report survey that provides guidance for the assessment of online learning environments through collection of student perceptions of teaching strategies, knowledge approach, and knowledge ownership in online classrooms.

Multi-User Environments for the Classroom:Second Life MUVEs to Leverage Student Ownership
Mitzi P. Trahan−University of Louisiana at Lafayatte
Nan B. Adams−Southeastern Louisiana University
Susan Dupre−University of Louisiana at Lafayatte

This paper presents an overview of research related to Second Life, an internet-based multi-user virtual environment (MUVEs), and demonstrates that practical applications of MUVEs in education can be merged with an existing model for learning in virtual learning environments. Three-dimensional online worlds in Second Life exhibit game-like ambiance, yet there is serious educational business going on "in-world." Second Life is being used as a vehicle for university course delivery, collaborative projects, and creative products. Second Life has become the subject of recent research attention from those who seek to understand the current and potential educational value of this online phenomenon.

Examining the Impact of An Adaptive Tutorial on Student Learning In Introductory Statistics
***Fethi A. Inan & Fatih Ari−Texas Tech University*
Raymond Flores−Wichita State University
Ismahan Arslan-Ari−Texas Tech University

In this study, we examined the effectiveness of an adaptive tutorial on students learning outcomes, mainly, learning performance, motivation, and study time. Our results revealed that adaptive group had a significantly higher knowledge gains than the non-adaptive group. However, the motivation gains were similar.

T6.4 Paper Session 2:45 – 4:00 Beauregard

Measurement & Methodology

Construct Validity of Racial Ethnic Identity Scales among High School and College Students
Suzanne F. Lindt−Midwestern State University
Maria B. Benzon−University of Houston

An existing measure of Racial Ethnic Identity (REI) that measures various aspects of one's ethnic identity in predicting academic success, has demonstrated strong reliability in recent studies. However, little research has been conducted to support the measure's validity. Two studies were conducted with African American and Hispanic high school and college students. Results from factor analysis suggest that the three existing subscales may in fact be two subscales. These results may impact research in examining students' ethnic identity as a predictor for academic success.

Interviewing the Interpretive Researcher: An Impressionist Tale
Rebecca K. Frels−Lamar University
Anthony J. Onwuegbuzie−Sam Houston State University

In this manuscript, we describe the use of debriefing interviews for interviewing the interpretive researcher. We demonstrate the value of using debriefing questions in qualitative research studies, specifically, one doctoral student’s dissertation study. We describe the reflexivity process of the student in her study and the debriefing data that underwent a qualitative analysis. Thus, we provide an exemplar of the debriefing process and the findings that emerged. We believe that our exemplar of interviewing the interpretive researcher provides evidence of an effective strategy for

addressing the crises of representation and legitimation for researchers and instructors of qualitative methods courses alike.

Psychometric Properties and Administration Measurement Invariance of Social Phobia Symptom Measures: Paper-Pencil vs. Internet Administrations
Michiyo Hirai−University of Texas Pan American
Susan T. Skidmore−Sam Houston State University

The psychometric properties of the Social Interaction Anxiety Scale (SIAS) and Social Phobia Scale (SPS) were compared. Students (n = 514) completed the instruments either in a paper-pencil in lab condition or an online at home condition. Means of the measures were largely equivalent between the two groups. Factor structures of the measures support construct validity of the two versions of the questionnaires. The coefficient alphas for the measures were reasonably high (i.e., .91 to .93 for both groups). Overall, adequate psychometric properties of the online versions of the instruments were demonstrated, however, neither of the social phobia measures demonstrated measurement invariance between the two assessment modalities.

Structure and Reliability of the Statistical Anxiety Rating Scale: An Examination Using Students in Online Statistics Courses
***Thomas DeVaney−Southeastern Louisiana University*

This study examines the reliability of the Statistical Anxiety Rating Scale and uses confirmatory factor analysis to examine the 6-factor structure identified in previous research. Data were collected from 548 students enrolled in online graduate-level introductory statistics courses from Spring 2009 through Fall 2010. The results suggest that the individual items loaded significantly on the specified factors. However, goodness-of-fit indices suggest that the 6-factor model with independent factors did not represent a good fit to the current data. Recommendations for further research are included.

T6.5 Paper Session 2:45 – 4:00 Bienville

Professional Development

Spirituality and Servant Leadership: What's the Connection with Educators?
Mike Boone, Kathleen E. Fite, Robert F. Reardon, & Kenyatta Y. Dawson−Texas State University-San Marcos

The Spiritual Assessment Scale has been used for a number of years and has recently been used to assess some characteristics of spirituality such as service to others, humility, and honesty, which are dispositions of effective leadership. However, no studies have been done to establish the concurrent validity of this instrument. In this current study, we compare the results of the Spiritual Assessment Scale to the Servant Leadership Assessment Scale to establish this validity. These two instruments were administered to pre-service educators and district leaders. The overall results of the surveys will also be presented during the presentation.

Inquiry Based Professional Development: Changing Preservice Teachers' Perceptions and Disposition to Science Teaching
Phillip J. Blacklock & Margaret A. Hammer−Midwestern State University

The project purpose focuses on determining pre-service Pre-Kindergarten-Grade 8 school teachers' perceptions and dispositions towards hands-on inquiry science and delivering professional development aimed at helping our future teachers overcome their fears using inquiry in their classrooms. During the semester students participated in classroom investigations

modeling inquiry learning, and professional development experiences using training from the Council of Environmental Education Project Wild and the Full Option Science System (FOSS) science curricula. Project data from pre- and post inventories, journal reflections, and interviews were analyzed discovering the "hows" and "whys" our pre-service teachers' perceptions and dispositions did or did not change.

Next Steps In Professional Development for Mathematics Teachers
Shirley M. Matteson−Texas Tech University
Linda R. Zientek−Sam Houston State University
Serkan Ozel−Bogazici University
Z. Ebrar Y. Ozel−Faith University

This study investigated what topics 53 middle- and secondary-level mathematics teachers engaged in content and pedagogical professional development sessions believed would be beneficial in future sessions. A representative sample of participants was interviewed and future professional development topics were identified. Their suggestions were subsequently incorporated into a survey of all participants. The results indicate that both middle- and secondary-level mathematics teachers were interested in professional development that focused on (1) meeting the needs of diverse student populations, (2) resources, (3) pedagogical uses of technology, (4) providing more time to explore technology focused-activities, and (5) learning from peers.

Towards Professional Development: A Study of Instructional Representations
Michael T. Muzheve−Texas A&M University-Kingsville

This study reports on professional development efforts based on a premise that such efforts should be need-based and prolonged. Pedagogical needs of ten 7th and 8th grade mathematics teachers were assessed via questionnaires, interviews, and classroom observations with focus on the representations used to explain and explore mathematics concepts. Professional development approaches used include presentations, consultations, coaching, lesson study, and mentoring. This study reports on successes and challenges of these approaches and implications on future efforts of designing and implementing professional developments that result in professional learning.

Retaining Excellent Alternatively Licensed (REAL) Teachers Program: A University/School Partnership in Support of Novice Teachers
***Courtney Glazer, Jennifer Dennis, & Mary Dzindolet−Cameron University*

Since they cannot rely on pedagogy learned in a traditional teacher preparation program, alternatively certified teachers need professional development in addition to the mentoring support provided by schools. To bolster district resources, a partnership between the district and the local university was formed—the Retaining Excellent Alternatively Licensed Teachers program—to equip alternatively certified teachers with the same pedagogy taught to traditionally prepared teachers. Data collected show participants felt significantly more confident about teaching and most considered the workshop topics as strengths or had specific ideas for continued self-improvement by the end of the program.

Thursday, February 2

T6.6 Workshop **2:45 – 4:00** **Cabildo**

Free Workshop

Demystifying the Delphi Method for Research
Kaye Shelton−Lamar University
Sue Kavli−Dallas Baptist University

This session provides an opportunity for attendees to experience the Delphi Method of research by participating in a live, small study during the session. Developed by the Rand Corporation in the 1950s, the Delphi process, which incorporates both quantitative and qualitative methods, may be employed when informed decision-making by experts on a given topic is needed. This research method has been used throughout many disciplines, including business, education, and healthcare (often nursing). This session will focus on a brief background and history of Delphi, application, the steps involved in the process, and pitfalls to avoid during a study.

T7.0 Workshop **4:05 – 5:20** **East/West Ballroom**

Free Workshop

Helpful Hints for Preparing an Effective Curricula Vita
Sandra Nite−Texas A&M University

This workshop will provide advice to interested graduate students regarding vitae preparation. A short review of a "typical" vita will be provided. If time permits, students may receive individual feedback on their vitae draft.

T7.1 Paper Session **4:05 – 5:20** **Cathedral**

Policy and Development

Teacher and Student Ethnicity in Texas Public Middle Schools: A Multi-Year Statewide Study
Cynthia Martinez-Garcia−Sam Houston State University
Jamie A. Bone−Conroe ISD
John R. Slate−Sam Houston State University

Relationships between teacher and student ethnicity in Texas middle schools were analyzed for the 1999-2000 through 2009-2010 school years using the Academic Excellence Indicator System. Statistically significant, positive relationships with large effect sizes were yielded between teacher ethnic diversity (i.e., Hispanic, Black, and White) and student ethnic diversity (i.e., Hispanic, Black, and White, respectively) at Texas middle schools. As more Hispanic students were enrolled in a middle school, the tendency was present for more Hispanic teachers to be employed at that school. The same result was yielded for Black teachers and Black students and for White teachers and White students.

Scholar-Practitioner Identity Formation and the Cultural Ecology of Leadership Praxis
Patrick M. Jenlink & Karen E. Jenlink−Stephen F. Austin State University

In this qualitative study the authors analyze sociocultural factors influencing the formation of leader identity, and the ecology of learning to lead that shapes one's identity as a scholar-practitioner leader. The authors take the position that, as leader educators responsible for the ideological and pedagogical nature of programs of preparation, we must ask: What constitutes a leader's identity? What is the role and responsibility of leader educators in developing leader identity? What are the sociocultural factors that influence the ecology of learning to lead that work in favor of and/or against leader identity formation?

Thursday, February 2

Evaluation Findings of the Wallace Foundation School Turnaround Program
Mitzi P. Trahan & Dianne F. Olivier−University of Louisiana at Lafayatte

This paper presents qualitative evaluation findings of the Wallace Foundation School Turnaround Evaluation Grant project funded by the Louisiana Board of Regents. In conjunction with the Louisiana Department of Education, principals representing two cohorts were selected to participate in the University of Virginia (UVA) Executive Education for School Leaders program and the Louisiana Department of Education (LDOE) School Turnaround Specialist (LSTS) program. Both of these professional development programs borrowed heavily from corporate world turnaround leadership. Data gathered in the study reaffirmed existing turnaround research and provided new understanding of necessary leader traits and characteristics of effective turnaround trainings.

Success of high performing school districts: An analysis of school boards
***Pauline M. Sampson & Kerry L. Roberts−Stephen F. Austin State University*

This qualitative case study examined the school boards' impact on the success of high student achievement in their districts. Five school boards of high performing school districts were interviewed. The analysis included a comparison of the school boards. Common themes between the school boards were multiple changes to address specific program needs, piloting changes, stable board, and support for teacher staff development.

T7.2 Paper Session 4:05 – 5:20 Pontalba

Mathematics

STEM Clubs and Science Fair Competitions: Effects on Post-Secondary Matriculation
Alpaslan Sahin, Mary Margaret Capraro, & Robert M. Capraro−Texas A&M University

The purpose of this study was to investigate matriculation data and the relationship between students' participation in science fair competitions and supplemental STEM clubs and their post secondary STEM major selection. Specifically, we investigated how students from a charter school system matriculate into postsecondary education. This study highlights the importance of engaging students with STEM-related clubs at an early age to cultivate STEM literacy thus considering STEM fields as a profession (cf. Sullivan, 2008). This study should also encourage other schools to develop a similar variety of optional, flexible, free, fun, and competition-oriented extracurricular and after-school programs which can facilitate students in developing positive attitudes towards STEM fields.

Van Hiele Levels of Geometric Understanding in Preservice Teachers
Serkan Ozel−Bogazici University
Z. Ebrar Y. Ozel−Fatih University
Linda R. Zientek−Sam Houston State University

Van Hiele levels, scored from 0 to 4, are a valid measure of geometrical understanding. In the present study, we sought to determine prospective teachers' (PTs) van Hiele levels after they complete an inquiry-based geometry course. The sample of 212 PTs took the Van Hiele Geometry Test. Subsequently, PTs at Level 0 were interviewed. 63% of the PTs could only reach Level 1. PTs at level 0 most often missed the problems related to squares. Interviews revealed PTs were confused about properties of squares and rectangles. Findings suggest PTs might master more advanced levels of geometry and miss basic concepts.

Characterizing the Scope and Depth of Pre-Calculus Students' Fabric of Understandings about Quadratic Functions: A Multiple Case Study.
Volkan Sevim−Virginia Commonwealth University
Victor V. Cifarelli−The University of North Carolina at Charlotte

This study provides characterizations of the scope and depth of one high school and three university students' understandings regarding quadratic functions, including the intuitive quadratic function models they use and meanings that they associate to the models. All four participants either recently completed a formal pre-calculus course or were enrolled in a pre-calculus course during the study. To elicit data that could provide answers to the kind of research questions proposed in this study, a qualitative multi-case study research design was used. Two semi-structured, video recorded, 75-minute long in-depth interviews with each student constituted the study's primary data source.

A Comparison Study of Student Performance and Study Habits in College Algebra at a Hispanic Serving College
Marie-Anne M. Mundy−Texas A&M University-Kingsville
Lelia Salinas−South Texas College

In Texas, approximately 47% of entering freshman students are underprepared and enroll in developmental mathematics. In this study, the extent to which differences were present in College Algebra students' study habits was analyzed, with the intent of using the findings to aid faculty and administrators in developing interventions to assist students who need help in the area of mathematics. Statistically significant differences were observed between the high and low performing groups in the overall survey score $F(2, 140) = 3.62$, $p = .029$ and in the "Asking for Help" sub-section of the survey $F(2,140) = 3.76$, $p = .026$.

Implementing Online Adaptive Math Tutorial in High Schools
***Fethi Inan & Fatih Ari−Texas Tech University*
Raymond Flores−Wichita State University

The purpose of this study was to present the findings from the formative evaluation of an adaptive problem solving tutorial which individualized math instruction based on student progress and prior knowledge. Initial evaluations of the tutorial involved about 50 high school students. Additional data will be collected from high school students at the end of fall 2001. Preliminary results from initial evaluation indicated that overall students were pleased with their experiences however, certain groups of students benefited more than others.

T7.3 Paper Session **4:05 – 5:20** **Ursuline**

Qualitative Research & Informed Consent

A Family Systems Approach to Qualitative Interviewing: The Therapeutic Interview Process
Judith A. Nelson & Anthony J. Onwuegbuzie −Sam Houston State University
Lisa A. Wines−Texas A&M University-Corpus Christi
Rebecca K. Frels−Lamar University

In this paper, we describe the systemic strategies used in marriage and family therapy relevant to qualitative research, via what we call the therapeutic interview process, that expand the meaning of a research study for both the counselor researcher and the participant(s). We outline the therapeutic interview process via similar strategies from a family systems perspective conceptualized and employed by Charlés (1999, 2007). We maintain that the central core of the

interview process is the therapeutic conversation itself that involves the systemic whole. Consequently, a family systems perspective is both relevant and crucial in our approach to qualitative interviews.

A Four-Phase Model for Teaching and Learning Mixed research
Anthony J. Onwuegbuzie−Sam Houston State University
Rebecca K. Frels−Lamar University
Kathleen M. T. Collins−University of Arkansas at Fayetteville
Nancy L. Leech−University of Colorado at Denver

In this article, we outline a four-phase model for designing and teaching a graduate-level mixed research course that can be taught face-to-face and on-line. This model is designed to provide graduate students with varied opportunities to acquire the knowledge and skills to formulate, plan, and implement rigorous and successful mixed research studies. We discuss the four major distinct, but overlapping phases of the course: conceptual and theoretical, methodological, applied, and emergent scholar phases. Further, we discuss implementing this model in three contexts: on-line, site-based in a regular 15-week semester/term format, and site-based in a condensed 3-weekend format.

Benefits and Barriers of Moving Informed Consent Online
Kevin E. Kalinowski & Lesley F. Leach−My Informed Consent, LLC

An advanced notice of proposed rulemaking has been issued by DHHS to request comment on revisions to the Common Rule. Included in the proposal is an overhaul of regulations to improve informed consent documents and processes. However, the proposal makes no consideration for alternative modes of delivery for consent, such as using online media. We posit that online informed consent is equivalent in functionality to paper-based consent, but with several advantages, including (a) increasing efficiency while reducing costs, (b) increasing the rate of returned consent, (c) more effective means of educating participants, and (d) empowering participants to manage their consent.

Interpreting the Intertwined Roles of Science and Evidence: A Mixed Research Analysis
***Kathleen M. Collins−University of Arkansas*

A mixed data analysis was implemented to illuminate how the community of mixed researchers situates mixed research in the evolving discourse surrounding science-based research. In the qualitative analysis phase, selected published works were coded and categorized into themes to interpret the varying ways the nature of science and the quality of evidence are portrayed to the reader. In the quantitative analysis, the qualitative coded data were analyzed using correspondence analysis to ascertain the relationship among the themes (i.e., meta-themes). The results of these analyses were interpreted to assess the positioning of mixed research, as a third methodological or research paradigm.

T7.4 Paper Session 4:05 – 5:20 Beauregard

IRT & Regression

Beta Weights and Structure Coefficients: Why Do They Bounce?
Kim Nimon−University of North Texas
Linda R. Zientek−Sam Houston State University
Bruce Thompson−Texas A&M University

Our Monte Carlo study examined bias and precision of regression weights versus structure

coefficients. The simulated populations represented the fully crossed combinations of 3 regression effect sizes, 4 levels of multicollinearity, and 2 levels of variability among validity coefficients. Within each population, 6 sample sizes were drawn.

Recovery of Graded Response Model Parameters: A Comparison of Marginal Maximum Likelihood and Markov Chain Monte Carlo Estimation
Vincent Kieftenbeld−Southern Illinois University Edwardsville
Prathiba Natesan−University of North Texas

Markov chain Monte Carlo (MCMC) methods enable a fully Bayesian approach to parameter estimation of item response models. In this simulation study, we compared the recovery of graded response model parameters using marginalized maximum likelihood (MML) and Gibbs sampling (MCMC) under various latent trait distributions, test lengths, and sample sizes.
Although there was little difference between MML and MCMC in item parameter recovery in samples with more than 500 respondents, MCMC recovered item threshold parameters better in samples with fewer than 300 respondents. Person parameters were recovered considerably better by MCMC for all sample sizes and test lengths. However, estimates of our implementation of maximum a posteriori (MAP) algorithm were comparable to MCMC. This indicates that maybe MULTILOG's MAP algorithm could be improved.

Commonality Coefficients in Logistic Regression: A New Software Routine in R
Kyle Roberts−Southern Methodist University
Kim Nimon−University of North Texas
Logistic regression is a statistical method for modeling binary outcomes. This is in stark contrast to ordinary least squares (OLS) multiple regression where the outcome variable is interval or ratio scaled. With the OLS model, the effect of each independent variable (as well as their combined effect) can be examined through looking at commonality coefficients. This paper proposes to introduce a type of commonality coefficient that is based on the pseudo R^2 effect size measure for logistic regression.

One-step Ordinal Structural Equation Modeling using Latent Trait Scores: A Bayesian Perspective
***Prathiba Natesan−University of North Texas*

The present study proposes and demonstrates a one-step Bayesian estimation of ordinal structural equation models (SEM) using latent trait scores from graded response models (GRM). It overcomes the drawbacks of some existing Bayesian solutions for ordinal SEMs because of its simplicity in incorporating model complexity and through incorporation of errors at the appropriate levels. The approach is effective in small samples and non-normal data commonly encountered in educational and psychological research. Using simulation, the study demonstrates these advantages. Credibility intervals indicate that in addition to underestimating the standard errors, the posterior means have lower probability of being estimated in the two-step approach which ignores the uncertainty in parameter estimates in the second step. The technique is illustrated using empirical data.

T7.5 Paper Session 4:05 – 5:20 Bienville

Special Populations

Reviewing a Preparation Program for Counselors using the CACREP Standards
Douglas Hermond, William I. Ross, Lisa K. Thompson−Prairie View A&M University

In this investigation the authors identified a preparation program that emphasized school

counselor preparation to determine the degree to which prospective counselors at the end of their training were being exposed to and embracing the CACREP school counselor standards. The three research questions that clarified our intentions were:

1. What are participants' perspectives of the degree to which they are being exposed to the CACREP school counselor standards?
2. What are participants' dispositions towards these standards?
3. What specific courses or activities hindered them or helped them to develop the skills implicit in the CACREP school counselor standards?

Principles of Play and Characteristics of The Dyad: A Comparison of Two Case Studies in School-Based Mentoring

Rebecca K. Frels−Lamar University
Anthony J. Onwuegbuzie−Sam Houston State University

School-based mentoring is a means for community adults to work with students for a sense of belonging and connectedness in school. To identify relationship qualities of dyadic relationships (the immediate setting) in mentoring, we compare two case studies through the lens of Axline's (1989) child-centered approach: one deemed as successful and lasting and the other deemed as struggled and failing.

Improving Social Emotional Development: Examining the Relationship of Social and Emotional Development of Four year -olds and School Related and Non-School Related Factors

***Mark P. Wilson & Lai Pei−University of Louisiana at Lafayatte*

Social emotional development is an issue that affects many areas of the United States. Over the past decade there has been an increase in the number of schools that are accessing children to determine their level of social emotional development. It is important to identify how school related factors and non-school related factors impact social emotional development so that effective intervention strategies can be implemented. Hence, the specific research questions in this study were to examine the relationship between social emotional development, as measured by Ages and Stages Questionnaire-Social Emotional (ASQ-SE) scores, and both school-related and non-school factors.

T7.6 Innovative Session 4:05 – 5:20 Cabildo

Challenges and Opportunities in Developing a Culture of Evidence: A Necessary Conversation

Susan T. Skidmore, Rebecca Bustamante, Sheila Joyner, Stacey Edmonson, & Kim Koledoye −Sam Houston State University

The purpose of this innovative workshop is to engage policy makers, higher education administrators, community college administrators, and high school administrators in a conversation about what it takes to develop a culture of evidence that incorporates the best available research and practitioner expertise to inform the day-to-day practices of meeting the needs of all students. We will discuss (a) what a culture of evidence might look like, (b) what opportunities and challenges exist in developing a culture that embraces the interdependent relationship of research and practice, and (c) provide a means for an exchange of ideas to support the need to foster evidence-based practices in education.

Thursday, February 2

T8.1	5:25p – 6:30p	East/West Ballroom

Graduate Student Meeting

Elect the new graduate student representative to the board, raffle and give–aways, and elect this year's graduate leadership council.

T8.1 +	6:30p – 9:00p	Iberville

Graduate Student Social

(Game Night)

Meet in Iberville to hang out with your fellow grad students and plays games. Professors are invited to mingle and play games as well. Bring your favorite game. Some games, cards, and dominoes will be provided. A ton of fun!!!!

Friday, February 3

F0.1 **8:00a – 2:00p** **Queen Anne Mezzanine**

Registration

F0.2 **8:00a – 9:00a** **Queen Anne Mezzanine**

Continental Breakfast

F0.3 **8:00a – 8:45a** **Gallier**

Graduate Leadership Council

Plan for the coming year and set priorities for incoming graduate leadership council members.

F1.1 Paper Session **8:45 – 10:00** **Cathedral**

Achievement

*Graduate Student Session – *Discussant Rebecca Robles-Pina*

Exemplars of Inclusion: A Comparative Cross-Analysis Case Study of Two Secondary Math Inclusion Programs

Frederick J. Black−Stephen F. Austin State University

This qualitative multiple case study uses comparative analysis to identify best practices of two exemplary secondary campuses' inclusion math programs for students with learning disabilities. Purposeful sampling was used to select secondary campuses with a diverse population in an urban area in southeast Texas. Participants included building and special education administrators, general and special education teachers, and instructional aides. Data collection techniques include observations, interviews, and document review. Three levels of coding will be utilized to analyze data for each site. A comparative cross-analysis of the sites will be conducted simultaneously as the researcher is completing the three levels of coding.

Black Students' Perceptions of Advanced Placement Involvement in Their College Readiness

Carolyn M. Davis−Sam Houston State University

College Board (2010) as well as prominent researchers in education revealed that Black students continue to be underrepresented in Advanced Placement (AP) courses. The disparity is a major concern of educators and legislators because college admission decisions as well as college success are based on AP involvement (College Board AP, 2009). Using the qualitative research design, four Black community college students who graduated from four large high schools in Texas were interviewed. The purpose of is study was to determine participants perception of how participating in Advanced Placement curriculum affected their transition to college and their achievement on college level.

Voices of Desegregation: A Narrative Inquiry of African American's High School Experiences and Driving Force to Become Educators

Cynthia S. Lindley−Stephen F. Austin State University

In 1954, Brown v. Board of Education ruled racially segregated schools unequal. However, the desegregation process did not begin until much later for East Texas schools. The purpose of this study is to narratively examine the effect desegregation had on African American students during court mandated desegregation during their East Texas high school years between 1970 and 1974. This is a narrative non-fiction qualitative method. Six purposefully selected African American educators will be chosen which will allow the researcher to discover factors that contributed to their academic achievement and motivation to become educators.

Friday, February 3

Closing the Achievement Gap in Middle School
Angel Rivera, Des Stewart, & Brian Williams−Stephen F. Austin State University

The researchers provide an in-depth look at factors that are contributing to the achievement gap among minority and low SES students. Research has shown a direct correlation between family and neighborhood support and the reduction in the achievement gap. The purpose of this research is to examine some of the reasons for the achievement gap with a particular interest in socio-economic and minority classes and the inability to close the gap. Using a quantitative design, the researchers will examine the relationship between minorities and white students and social programs of neighborhood support.

F1.2 Paper Session 8:45 – 10:00 Pontalba

Learning
*Graduate Student Session – *Discussant Aileen Curtin*

Key Implementation Issues of a Standards-Based Teacher Appraisal System on the Value of the System as Perceived by Administrators
Lisa M. Nixon−University of Houston at Clear Lake

In theory, standards-based teacher evaluation systems are designed to be used as a professional development tool to improve classroom instruction and ultimately improve student achievement. In reality, these appraisal systems have been used more as an accountability measure and implemented in a perfunctory manner. As the instructional leader, teacher evaluations are a principal's primary performance responsibility, and this study seeks to determine the key implementation issues of a standards-based teacher appraisal system as perceived by principals.

Early College High Schools: Re-designing Public High Schools
Derral Shelton−Lamar University

The Early College High School (ECHS) is a school reform movement that has taken place across our nation. The ECHS program is designed to give under-represented students an opportunity to complete high school with at least two years of college credit at the same time. The ECHS program has been underwritten by the Bill and Melinda Gates Foundation. The Foundation has worked with education departments across the nation and with the Department of Education within our federal government. The reform movement has experienced a great deal of success since its inception.

Unlocking the Performer in the Teacher: Using Acting Skills to Enhance Teaching
Clayton Nicholas−University of Houston

While both actors and teachers certainly have different long-term goals in a responsibility for their audience, the immediate goal of the performance is the same; to garner the attention of the audience. Using an extensive literature review, interviews and reflection, this project with examine the issue of the teacher as a performer. One particular focus will be the use of improvisational skills, as well as other acting techniques, to assist teachers in their own classroom presentations and discussions. The study will seek to understand the potential for a closer examination of performance and acting that could impact teacher development and teacher education.

The Effects of Students' Different Technical Backgrounds on the Quality of Online Discussion and Online Class Satisfaction
Ninghua Han−Texas Tech University

This study will examine when students discuss different types of discussion topics (technical issue topic and non-technical issue topic), how their individual technical background will influence their quality of posts and class satisfaction. Students will be put into four groups to discuss one technical issue topic and one non-technical issue topic. The four discussion groups will be one higher technical background group, one lower technical background group, and two mixed groups. The findings will help online teachers to consider students' individual differences and design effective online discussion activities.

F1.3 Paper Session **8:45 – 10:00** **Ursuline**

Instruction

Effect of Cartoons and Revised Definitions on the Acquisition of Tier-Two Vocabulary among Selected Fifth-Grade Students
Cindy L. Benge, Mary E. Robbins, Anthony J. Onwuegbuzie, & Debra P. Price−Sam Houston State University

In this study, the researchers focused on two methods of direct vocabulary instruction to teach directly 24 select tier-two vocabulary words to 227 fifth-grade students. Specifically, a counter-balanced design was utilized in this extension of McKeown (1993) to explore four vocabulary learning conditions: dictionary definition only, revised definition only, dictionary definition plus cartoon, and revised definition plus cartoon. One parametric repeated measures analysis of variance (ANOVA) and two Friedman's tests were employed in each of two studies to determine differences among the four conditions on three separate measures of students' vocabulary understanding. Results indicate statistically significant differences among the groups on all three measures.

The Effects of Sustained Professional Development in Project Based Learning: Results From One Texas School District
Rayya G. Younes, Sandra Nite, & Fabiola A. Rangel−Texas A&M University

We examine the effects of sustained professional development in Project Based Learning (PBL) in all three high schools in a Texas district with a high percentage of economically disadvantaged students. Each school had a different level of implementation of the PBL. We used piecewise HLM to analyze longitudinal data consisting of the students' math TAKS scores in middle school before the PBL implementation and high school during PBL implementation. We examined the starting points for all three schools and genders as well as the rate of change in scores in high school within each school and between schools.

How did Sixth Grade Students Respond to Visual Social Studies Concept Questions in 2010 Level Determination Exam in Turkey?
Emin E. Kilinc & Fatih Kaya−Texas A&M University

The purpose of this study was examining whether there was a difference on 6th grade ability to respond visual concept questions and other type of questions on 2010 Level Determination Exam (SBS) in Turkey in order to better understand the achievement of concept teaching at 6th grade social studies class in 2010. Also, this study attempts to identify the relationship of the number of correct answers of visual concept questions in this test.

Friday, February 3

Project-based Learning versus Traditional Instruction: Equitable Student Opportunity in a Southeast Texas High School
Donna L. Fong & Melinda Barnett−Lamar University

A southeast Texas high school began a school reform effort by piloting a project-based learning (PBL) model in classrooms representing each grade level and core content area: math, science, social studies, and English. Students were randomly scheduled into the PBL classes, using the school district's scheduling software program. This study investigates whether enrollment in a PBL program was equitable among gender, ethnic groups, and students receiving special education services at a traditional mid-sized high school in southeast Texas.

Instructional Needs of Gifted and Talented Students
**Annette M. Chambliss−Lamar University*

Parents are concerned their children are getting little out of classroom instruction due to preparing students for a high stakes test. The purpose of this study is to determine the impact of testing on the gifted and talented learner and to determine what types of measures can be put into place to repair this situation. This study focused on the following:
1. How does testing affect these students?
2. Can teachers meet their needs in a heterogeneously grouped classroom?
3. How do these students feel about high stakes testing?
4. Will using a growth model increase the accountability for educators?

F1.4 Paper Session 8:45 – 10:00 Beauregard

Qualitative/Mixed Methods

Pedagogical Strategies Used by Selected Leading Mixed Methodologists in Mixed Research Courses
Rebecca K. Frels−Lamar University
Anthony J. Onwuegbuzie−Sam Houston State University
Nancy L. Leech−University of Colorado Denver
Kathleen M. T. Collins−University of Arkansas at Fayetteville

Scant information exists as to how mixed research courses are taught by the most experienced mixed methodologists. Thus, the purpose of this mixed research study was to examine the pedagogical strategies used by selected U.S.-based leading mixed methodologists in mixed research courses. Participants were 12 leading mixed methodologists who were instructors of mixed research courses from various institutions in the United States who were interviewed either face-to-face or remotely. Also, they completed a survey extracting background information about their mixed research courses. Several themes emerged that characterized pedagogical strategies used, important pedagogical issues, and the structure of mixed research courses.

Challenges to Teaching and Learning in Mixed Research Courses
Anthony J. Onwuegbuzie−Sam Houston State University
Rebecca K. Frels−Lamar University
Nancy L. Leech−University of Colorado Denver
Kathleen M. T. Collins−University of Arkansas at Fayetteville

Mixed research courses are being offered in an increasing number of institutions. However, before embarking on teaching these courses, many instructors are unaware of the challenges faced by instructors and students. Thus, the purpose of this mixed research study was to document these challenges. Participants were 13 instructors of mixed research courses from institutions around

the United States who were purposively selected via critical case sampling such that they represented a diverse set of instructors. They were interviewed either face-to-face or remotely (e.g., via Skype). Several themes emerged that represented challenges that teachers and students face in mixed research courses. Implications are discussed.

Geographic Information Systems: A Mixed Methods Spatial Approach in Educational Research and Beyond
Jason G. Frels−University of Maryland, Baltimore County
Rebecca K. Frels−Lamar University
Anthony J. Onwuegbuzie−Sam Houston State University

Numerous phenomena in educational research have a spatial context; yet, the analysis of place and space is under-utilized by many researchers. Thus, we provide a framework for helping educational researchers think spatially. Specifically, we demonstrate how geographic information systems (GIS) applications can involve combining quantitative and qualitative research techniques, methods, approaches, data, concepts, language and, most importantly, technologies, thereby yielding mixed research. We illustrate how GIS applications can enhance representation and legitimation of already-collected data. We contend that GIS applications increase the rigor of educational research and enable researchers to explore complex phenomena through an integrative, recursive, and iterative analysis.

Heaven on Earth
**Xing Qin−University of North Texas*

The practice of Falun Dafa has been called heaven on earth. This research explores factors that attract a large number of individuals to practice Falun Dafa, which is also called Falun Gong, or just Dafa. There are approximately 100 million practitioners of Falun Dafa around the world. This article is a prospective case study qualitative approach, using participant observation and in-depth interviews to explore why a large number of individuals are attracted to Falun Dafa. The findings reported that individuals practice Falun Dafa because it promotes positive psychosocial well-being; and it develops societal compassion, tolerance and peace. Of interest, practitioners reported that they experienced Heaven on earth, which provided the motivation and incentive of continued practice of Falun Dafa. Implications of Falun Dafa for clinical practice and to educational settings are discussed.

F1.5 Paper Session 8:45 – 10:00 Bienville

Efficacy & Attitudes

TWS Through Students' Eyes: Exploring Teacher Candidate Perceptions and Suggestions to Inform and Transform Teacher Preparation
Andrea S. Foster, Lawrence Kohn, & William A. Jasper−Sam Houston State University

The Teacher Work Sample (TWS) is a high-stakes, capstone assessment for teacher candidates for many institutions. Candidates write a performance-based narrative with a focus on documenting their ability to increase student learning. Researchers use a qualitative methodology to analyze hundreds of student perceptions concerning the benefits, drawbacks and improvements to the TWS methodology. As a result, teacher education faculty are using the coded and themed perceptions to preserve and strengthen the beneficial aspects of the TWS methodology and to improve the implied areas of weakness discovered through this research.

Friday, February 3

African American Teachers and Their Latino Students: Perceptions and Performance
Rebecca M. Bustamante−Sam Houston State University
Cedric B. Stewart−Aldine ISD/ Sam Houston State University
Anthony J. Onwuegbuzie−Sam Houston State University

Teachers' perceptions of students are influenced by race and ethnicity. Most studies have focused on White teachers perceptions and behaviors toward minority children. Few studies have examined African American teachers' perceptions of students in urban schools that increasingly are characterized by large Latino student populations. In this critical case study, multiple methods were used to explore African American teachers' perceptions of their Latino students. Cross-case synthesis was used to analyze interview data. Preliminary findings revealed teacher concerns about language barriers in communication with students and parents and worries about African American students becoming a neglected group. Latino stereotypes became apparent in participant comments, yet African American teachers described unique cultural strengths in their interacting with Latino males.

Non-Ethnic Teachers from the Midwest Recruited to Work in Southern Urban School Districts: An Investigation of Experiences and Beliefs in Working with Minority Students
Valorie Hampton-Smith & A'Lesia Y. Land−Lamar University

Minority students are more likely to be educated in classes where the faculty is predominately White. Teacher cultural bias has influenced the disproportionate representation of African American students in special education and discipline referrals. An exploratory action research using a qualitative phenomenological methodology was conducted to investigate the experiences and beliefs of non-ethnic teachers recruited from the Midwest to work with minority students in a large urban school district in the Houston area. Findings included differences in demographics, culture, ethnicity, family dynamics, and socioeconomic status. Challenges perceived by the participants included classroom management, student discipline, staff/colleague relationships, and parent communication.

The Development and Validation of the Sources of Multicultural Efficacy Scale (SMES)
**Amani Zaier−Texas Tech University*

This study constructed and validated a new scale to assess the sources of self-efficacy information preservice teachers obtain from various sources to develop their self-efficacy beliefs to teach culturally and linguistically diverse students. The development of the SMES scale followed a three-stage approach. Using Bandura's (1997) recommendations for self-efficacy scale development. Stage one included the exploration and construction of the four sources of efficacy to cover the definitions of each of the four sources of efficacy. Stage two involved the rewriting of individual items that cover the four sources of efficacy. Stage three involved field-testing through data collection followed by reliability analysis, exploratory factor analysis factor extraction, retention, and rotation, and item analysis for each of the four subscales. Three hundred twenty nine preservice teachers completed the survey. The analysis revealed a three-factor model that seems to partially reflect the conceptualized sources of self-efficacy beliefs as suggested by Bandura in 1997 (a) performance accomplishment; (b) vicarious experience; (c) verbal persuasion; and (d) emotional arousal. Moreover, findings from this study revealed that performance accomplishment and vicarious experience both loaded into one single factor labeled experience.

Friday, February 3

F1.6 Workshop **8:45 – 10:00** **Cabildo**

Free Workshop

After the Dissertation: Finding a Job in Higher Education
Elsa C. Ruiz−University of Texas at San Antonio

This session will provide graduate students with the chance to discuss various options regarding the job market and post-graduate opportunities. Topics will include searching for the "right" position, the interview process, and negotiations. Bring your experiences, insights, and questions to share in this special "plática" conversation format.

F2.0 Training Session **10:05 – 1:55** **Iberville**

Training Session: Using R for Educational Research
Kim Nimon and J. Kyle Roberts
*Special **Ticketed** Event*

F2.1 Paper Session **10:05 – 11:20** **Cathedral**

Effective Schools
*Graduate Student Session – *Discussant Pauline Sampson*

Parent Involvement and High School Students' Academic Achievement: A Mixed Methods Study of Bridges from Home to School
Matt LaFollette & Michele Reed−Stephen F. Austin State University

Parental involvement has been linked to increased student attendance, graduation rates, scholastic scores, and better attitudes towards school (Mapp, Johnson, Strickland, & Meza, 2008). The purpose of this study was to determine if there is a relationship between student academic achievement and positive parent-school relationships. The findings may lead to an understanding of how and why building these relationships is important.

An Equity Audit of the Texas Early College High Schools
Derral Shelton−Lamar University

The Early College High School (ECHS) program is an initiative that has been underwritten by the Bill and Melinda Gates Foundation. The ECHS initiative is a school reform movement that allows participating students to complete their high school program and having the ability to earn two years of college credit simultaneously. Currently in Texas there are approximately 44 ECHS' that are participating public high schools in the program. This Equity Audit takes a look at a sampling of ECHS in Texas and determines whether or not they are meeting the goals and objectives of the Bill and Melinda Gates Foundations.

What Commonalities, Privileges and Unique Advantages Exist for Schools that Demonstrate Academic Success Consistently?
Randy O'Brien−Lamar University

Since so very few school districts achieve the highest ratings for academic achievement, and even fewer receive such accolades as being recognized as National Blue Ribbon Award recipients, this study attempts to differentiate what qualities that these recognized schools possess that others do not. The Blue Ribbon Schools Program honors public and private elementary, middle, and high schools that are either high performing or have improved student achievement to high levels, especially among disadvantaged students. This study may reveal commonalities or traits associated with successful schools.

Increasing the Level of Parental Involvement for Improving the School Environment
Audrey L. Curtis & Carol Wright−Stephen F. Austin State University
NCLB requires that schools involve parents in the school environment to build more effective schools, a challenge for many schools. This study addresses specific school practices that help predict the likelihood of increasing parental involvement. It also addresses social behaviors and demographic characteristics of parents that are less likely to be involved. This study will use a school with high levels of parental involvement as a case study to explore why parents are involved, how much they are involved, and the perceptions of the advantages and disadvantages of this high level of involvement. The methods the school uses to procure this high level of involvement are also explored in hopes that it will help other schools increase their parental involvement.

F2.2 Paper Session 10:05 – 11:20 Pontalba

Gender Issues

Gender Differences in College Readiness Indicators: A Multi-Year Study of a Texas University's Students
Janis Fowler & Maria A. Holmes−Sam Houston State University

This study will look at the gender differences in college readiness indicators (SAT & ACT) for a Texas university. The quantitative study will utilize six years of archived data representing academic years 2000 to 2006. In addition, the study will investigate the differences in high school class rank among girls and boys. Rsults from this study will be compared to other published studies of statewide college readiness data.

Gender Inequities among Hispanics in College Readiness Programs
Windell C. Gill & Marco A. Lopez−Lamar University

Researchers conducted an equity audit of services in a college readiness program provided to secondary Hispanic male students. The study employed a chi square goodness of fit test to determine the proportionality. The study revealed that Hispanic males were disproportionately represented in the college readiness program considered. This disparity raises significant questions about college readiness recruitment practices and highlights the ramifications of reduced opportunities in college preparation programs for Hispanic males. Literature reviewed indicates that failure to rectify gender inequity in college preparation may lead to continued gender inequities in college attendance and degree attainment.

Comparing Salaries between Men and Women Superintendents
Annette M. Chambliss & Tiffany Forester−Lamar University

Although the number of female superintendents has increased over time there is still an inequity in the number of superintendents that are female versus male. There is also an inequity in the salaries between the two genders. These women who are leaders have a much harder time moving into the superintendency because of their roles as a mother and a wife. Women working towards the obtainment of a superintendent position need to be aware of the barriers that exist. Women superintendents are at a disadvantage compared to male superintendents based on their gender and feminine qualities.

Play Ball: The Status of Equal Pay for High School Coaches in K-12 Public Schools
**Staci Stanfield−Lamar University*

The purpose of this study was to investigate equity regarding the status of gender pay among

male and female high school athletic coaches in the K-12 public school environment. The gender, job titles, teaching salaries, and athletic stipends were requested for all male and female baseball, softball, basketball, and track coaches in six school districts in Texas. The data was analyzed to determine whether or not there was a significant difference in gender pay among athletic coaches in a public school environment.

F2.3 Paper Session 10:05 – 11:20 Ursuline

Achievement

The Impact of Self Regulation on Student Success and Satisfaction in Online Courses
Murat Kurucay & Fethi A. Inan−Texas Tech University
Erman Yukselturk−Middle East Technical University

This study examined the impact of self-regulation on students' satisfaction and achievement. A total of 155 students taking an online course, Introduction to Programming with C, in a certificate program offered by a public university in Turkey, participated in the study. The results show that self-regulation is a very essential factor which affects students' satisfaction and achievement in online courses.

Identifying Achievement Gaps Between Sexes in Mathematics and Literacy Classes
William H. Maricle, Paul Bryan, & Beto Hinojosa−Lamar University

The focus of this study is to evaluate the existence of achievement gaps between sexes in specific subjects using standardized test scores. This study will seek to answer the following questions: Does an achievement gap exist on standardized test scores between genders in literacy? Does an achievement gap exist on standardized test scores between genders in mathematics? The study design utilized quantitative data to conduct an equity audit. Data were analyzed using an independent-sample t-test. Significant difference in scores existed for males and females at the 7th grade level. Possibility of further research includes a qualitative study to gauge the reasons for achievement gaps.

An Equity Audit of the Representation of Hispanics in Premium Math Courses
Michelle L. Johnson, Beto Hinojosa, & Robert Wilson−Lamar University

In this equity audit representation of Hispanic students in advanced math courses was investigated to determine whether this population was equitably represented. Hispanic enrollment in the advanced courses was compared to total Hispanic enrollment at five middle schools in a large urban district. Findings indicated representation of Hispanic students in the advanced courses was less than that of total Hispanic enrollment suggesting a possible need to review the district's AP program recruitment and retention practices to encourage enrollment and success of not only Hispanic students but other, traditionally unrepresented populations, as well.

Examining the Influence a Culturally Familiar Reading Task has on Students' Reading Performance and Self-Efficacy: A Mixed Methods Study
**Heather M. Kelley−Valdosta State University*

This mixed methods study aimed to investigate utilizing culturally responsive pedagogy as an approach to teaching and increasing achievement for culturally and linguistically diverse students. First, culturally responsive pedagogy was utilized in the form of a culturally familiar reading task to examine its influence on students' recall and reading comprehension performance. Second, the relationship between culturally responsive pedagogy and reading self-efficacy beliefs were examined. Results of this study indicate that a culturally familiar reading task increased

achievement in recall and reading comprehension scores and also increased reading self-efficacy beliefs. The results of this study may have implications for the school setting in that culturally responsive pedagogy can be used to increase academic achievement and reading self-efficacy.

F2.4 Paper Session 10:05 – 11:20 Beauregard

OVA Models

Designing a Cluster Randomized Control Trial: A Practical Example in Belize
Heather J. Turner & Darrell M. Hull−University of North Texas

Belize is a country with a developing economy based on agriculture and tourism. A one-year resilience intervention pilot is being conducted in 24 Belize City schools for the 2011 – 2012 school year with goals of reducing violent behaviors in primary school children that would inhibit normal school functioning. The current intervention is expected to generate outcomes of improved school performance and behavioral outcomes for students exposed to violence. The purpose of the present paper is to provide a practical example on elements necessary to implement an international cluster randomized control trial with considerations to power, sample size, and nested structure.

I Index as a Method to Evaluate Covariate Selection, Bias Reduction, and Model Sensitivity in Propensity Score Matching
Forrest Lane & Robin Henson−University of North Texas

Covariate quality has been primarily theory driven in propensity score matching with a general adversity to the interpretation of group prediction. However, effect sizes are well supported in the literature and may help to inform the method. Specifically, I index is a measure of effect size in logistic regression used in the estimation of propensity scores. As such, Monte Carlo simulation was used to create 35 conditions of I Index, initial bias and sample size to examine statistical differences in (a) post-matching bias reduction and (b) treatment effect sensitivity. The results and their implications for propensity score matching are discussed.

A Primer on Fixed-, Random-, and Mixed-Effects ANOVA Models
Baki Cavlazoglu−Texas A&M University

Just as people are routinely sampled to generalize to a larger population, the possible levels of an ANOVA way can also be randomly sampled to achieve greater generalizability. How SPSS can be used to conduct these random-effects models is explained in a concrete and accessible manner.

ANOVA with Some Predictors that Were Originally Intervally Scaled: Don't Do It!
**Vanessa Hicks−Texas A&M University*

The present paper reviews the practice of converting intervally-scaled data on an independent variable down to nominal scale in order to run ANOVA. It is explained why this practice, which is all too common, is deleterious to the research process.

F2.5 Paper Session 10:05 – 11:20 Bienville

At-Risk Students

College Readiness: A Path for Transforming Higher Education
Karen P. Saenz & George W. Moore−Sam Houston State University

The discussion in this concept paper focused on the literature related to college readiness and to intervention initiatives. Early college high schools, one of the initiatives, decreased the dropout

rate, increased graduation rates, improved college readiness, increased the college-going rates, increased academic success in college, boosted the college-completion rates, and decreased the likelihood of the students engaging in high-risk behaviors such as substance abuse. Recommendations based on the literature are made for ways that early college high schools might assist in transforming higher education.

Digital Readers in the Hands of Reluctant Middle School Readers: Reporting on the Quasi-Experimental Component of Year-Long Investigation
Kary A. Johnson & Nancy McKenzie−Texas Wesleyan University

This paper presents the quasi-experimental portion of a year-long mixed-methods research study involving e-reader effects on criterion-referenced state reading scores from the Texas Assessment of Knowledge and Skills (TAKS), as well as, two constructs of reading engagement for middle school struggling readers at a large, diverse, urban public school. A repeated measures design was utilized for analyzing both data sets. While there was no significant difference when comparing treatment and control groups in terms of TAKS performance, results in terms of the pre and post Motivation to Read Assessment (Gambrell, et al., 1998) indicated clinically significant differences in gender responses.

Differences in Academic Performance Among Mobility Groups
Benjamin M. Bostick−Sam Houston State University

In this study the differences between the academic achievement of schools with different mobility rates were compared. A statistically significant difference in the passing percentage of each mobility group on each test and on passed all test was present. Effect sizes were large in all sections except 8th grade social studies, which had a moderate effect size. Mobility rate is an under-utilized indicator for school success, and student mobility is an under-utilized indicator of student success. Monitoring mobility rate and making efforts to accommodate for mobile students can be an effective way to raise student performance.

An Equity Audit of At Risk and Non-At Risk Students on the Math TAKS in a Southeast Texas High School
Ashley Causey−Lamar University

The purpose of this study was to determine if differences could be determined between the performance of students who are considered to be at risk and the students who are not considered to be at risk on the mathematics portion of the 2010 – 2011 Texas Assessment of Knowledge and Skills at a large, southeast Texas high school. This study was an equity audit designed to examine performance of at risk students and non at risk students on the math portion of the TAKS test in a large Southeast Texas high school during the 2009 – 2010 school year using statistical analysis.

An Equity Audit of 7th Grade Middle School English Language Learners on TAKS
**Mike Gonzales−Lamar University*

The equity audit was conducted in order to determine if there was a statistical significant difference in 7th grade middle school English Language Learners on the TAKS test between Region 1 and Region 5 students. The study indicated many districts in Region 1 were performing below the state average in the all test taken category, while Region 5 data showed many schools performing above the state average. Although Region 5 performed better, only a limited number of its schools supported enough ELL's to develop a group to score. In all, there was no statistical

significant difference found in my study.

F2.6 Workshop **10:05 – 11:20** **Cabildo**

Free Workshop

Contract Negotiation Tips in Higher Education
Elsa C. Ruiz−University of Texas at San Antonion

This session is open to all graduate students who wish to share experiences and learn some important tips about negotiating a job contract in higher education. Open discussion "platica" format.

F3.1 Paper Session **11:25 – 12:40** **Cathedral**

Achievement

*Graduate Student Session – *Discussant Bettye Grigsby*

Advanced Placement, GPA, and Class Rank
Christinia I. Wehde-Roddiger, Pamela Anderson, Teresa Arrambide, Juana C. O'Conor, & Rolando Trevino−Sam Houston State University

As high schools offer more Advanced Placement (AP) courses to prepare students for college academics, students are often given quality grade point average (GPA) points to help compensate for the rigorous curriculum. In states where class ranking determines automatic university admission, fluctuations on class ranking might impact students' decisions whether or not to enroll in AP courses. Recent high school graduates' transcripts will be analyzed for the number of AP courses completed, GPA, and class rank. The results of this study will examine the extent of AP course completion and the relationship to both GPA and class rank.

First-Year Grade Point Average: College Success Indicator for Black and Hispanic Students
Carolyn M. Davis−Sam Houston State University

First-year grade point average (GPA) has been linked to college success and even hiring practices. However, Black and Hispanic students have been known not to be college ready; thus, are more likely not to return their sophomore year of college, nor achieve a college degree. As such, first-year GPA for Black, Hispanic, and White students attending a four-year public university will be explored to determine if significant differences exist among these populations, and the national GPA benchmark. Archival data consisting of 13,204 first-year college students will be analyzed using a nonparametric independent samples t-test and a singles-samples t-test.

A Qualitative Case Study of Technology Integration and Growth in Student Achievement
Amanda Smith, Bryan Patton, & Rick Ehler−Stephen F. Austin State University

The purpose of this qualitative case study is to examine the relationship between technology integration and the growth of student achievement. Specifically, teacher, student, and administrator perceptions of using technology to engage student learning and how that engagement affects student achievement on classroom assignments, benchmarks, and standardized tests. Twenty-five students, 5 administrators, and 7 teachers will be surveyed in regards to technology integration in Project-Based Learning classrooms at a high school campus of a 3A school. The study will focus on standardized tested areas of English US History, Biology, and an elective Humanities class.

Friday, February 3

What Learning Environments Best Address 21st Century Secondary Students' Perceived Needs
J. Brett Lemley−University of Houston at Clear Lake

The purpose of this mixed method study will be to determine what learning environments best address the needs of 21st century students. Findings from this study will describe students' perceptions of the learning environment and what factors best address students' needs in the learning environment. It is anticipated that the findings in this study will present educators with a greater understanding of the needs and perceptions of 21st century secondary students as well as how to shape learning environments and lessons to address the present disconnect between student and school.

F3.2 Paper Session 11:25 – 12:40 Pontalba

Minority Issues

A Study of Representation by Ethnicity Within Admission Decisions
Ashley D. Spicer-Runnels & Rezvan Khoshlessan−Lamar University

The purpose of this study was to determine whether there is equitable racial representation of students who applied and were accepted in at a mid-size southern university in the United States. The data were collected from The University's Office of Institutional Research and Reporting. Participants in this study included students who applied (n=4805) and students who were accepted (n=3516). In this study, the three main racial representatives were Black, White, and the other students. The findings revealed that 1617 White students applied and 1465 of them were accepted. This reports that more than 90% of the White students were accepted. On the other hand, 2432 of Black students applied, but only 1452 were accepted, thus only about 59% of the Black students were accepted. The study found that even though the number of black applicants was more than white, the number of white students accepted were more than black students. This equity audit provides information to promote better decision–making of administrative and executives on admission of students regardless of their race and ethnicity.

An Equity Audit Study Examining Middle School Drop Outs by Race and Gender
Vonda K. Washington−Lamar University

The purpose of this study was to investigate the most effective approach in addressing the high dropout rates among Latino and African American students in middle school. According to a study conducted by Poplin et al. (2010), to improve teaching and learning for students in an effort to prevent them from dropping out, several principles must be evident in classrooms. These highly effective classrooms had an effective discipline management program, instructional intensity and movement, a combination of traditional and nontraditional instruction, exhorting virtues, and strong and respectful relationships.

An Examination of Hispanic and African-American Males Drop-out from the Perspective of Administrators and Teachers
Satoya L. Williams−Texas Wesleyan University

This study is an investigation of the environmental factors that influence school drop-out in Hispanic and African American males from the viewpoint of administrators and teachers; providing both insight and recommendations for interventions to prevent this appalling trend.

Friday, February 3

An Investigation of Retention by Ethnicity for Eighth Graders in a Texas School District
**R. Jeffrey Pack−Lamar University*

The purpose of this study was to conduct an equity audit to determine if there have been a disproportionate number of African American or Hispanic students retained in the eighth grade at a junior high in southeast Texas. A chi-square analysis determined if there was a difference in the rate of retention in the eighth grade by ethnicity. The results showed statistically significant differences by ethnicity. The literature suggested that African American and Hispanic students are retained at disproportionate rates. However, this study of an individual southeast Texas school demonstrates that not all schools fall into this category.

F3.3 Paper Session **11:25 – 12:40** **Ursuline**

Issues with Statistical Significance

The What, the When, and the Why of Both Statistical and Practical Significance
Brittany L. Rosen−Texas A&M University

Statistical significance and practical significance can be used to evaluate data; however, many misconceptions exist surrounding the meaning of each and how and when they should be interpreted and reported. The purpose of this paper is to give an in-depth analysis of both forms of significance as well as address some existing misconceptions. An explanation of statistical and practical significance, the implications of reporting effect sizes and confidence intervals, and recommendations provided by the APA Task Force on Statistical Inference will provide professionals a knowledge base and information regarding application. Definitions, examples, and explanations are provided.

"What if" Analyses: Ways to Interpret Statistical Significance Test Results using EXCEL or "R"
Elif Ozturk−Texas A&M University

The purpose of the present paper is to summarize two logics for conducting "what if" analyses with statistical significance tests using Excel and "R". The spreadsheets can be used to teach students what statistical significance tests really do. The spreadsheets can also be used in applied research either prospectively to estimate what sample size might be needed in a study, or retrospectively in interpreting research results.

What Is, And What Affects, The Standard Error?
Christina Jeffrey−Texas A&M University

Although the APA Task Force on Statistical Inference suggested that effect sizes and replicability evidence may be more important than statistical significance, it remains important to understand the logic of statistical tests. The paper will explain the sampling distribution, and that the SE is simply the SD of the sampling distribution.

Understanding Testwise versus Experimentwise Type I Errors and the Bonferroni Correction
**Rebecca Winters−Texas A&M University*

The paper reviews the concept of experimentwise Type I error. The concept is fundamentally important in two respects. First, ANOVA post hoc tests implicitly incorporate a correction for experimentwise error. Second, experimentwise error concerns are one reason why multivariate tests are almost always vital in educational research.

Friday, February 3

F3.4 Paper Session **11:25 – 12:40** **Beauregard**

Miscelleanous

The Validity & Reliability of a Survey for Pre-Service Teachers' Knowledge of Teaching for Equity

LaToya C. Anderson−Texas A&M University

The purpose of this study is to assess the reliability and validity of the survey used to measure pre-service teachers' knowledge for teaching algebra equitably. The statistical package SPSS was used to determine the reliability and validity of the equity survey. A p-value of 0.05 and Cronbach's alpha of 0.6 was used to establish statistical significance. The internal reliability of the survey showed three of the 20 items from the survey should be removed or re-worded. After conducting a factor analysis and determining external validity, five factors were revealed. Three of the items could be associated with two different factors.

Conducting a Meta-Analysis with Cohen's d and Glass' Delta

Jonathan G. Maxwell−Texas A&M University

Meta-analytic research is a tool used to combine and compare multiple findings that have the same underlying conceptual variables. Before meta-analyses were used in research, other methods were used for research synthesis with many negative connotations. Meta-analyses rely on comparing effect sizes of multiple research studies to create a base for theory development. Two different effect size calculations are discussed in depth, Glass' Δ and Cohen's d. Formulas are given and also suggestions when to use each type. Attention is paid to what information and data are needed to conduct a thorough meta-analysis, such as a thesis or conference proceedings.

A Friendly Explanation of Part and Partial Correlation Coefficients

Marianela Hernandez Corona−Texas A&M University

Part and partial correlation coefficients measure relationships between two variables while controlling for the influences of one or more other variables. The paper discusses the use and limitations of partial correlations, and presents heuristic data illustrating that computation formulae and regression analyses with scores both yield equivalent results.

Robust Regression Procedures

**Kathryn Walter−Southern Methodist University*

In educational research, outliers can exist in many forms and it is rare that residuals will have a perfect normal distribution. A researcher who possesses a dataset with outliers is faced with the option of omitting these points, using an ordinary least squares regression model (OLS) or choosing to use a robust regression technique. Robust regression techniques aim to downplay the influence of outliers. This paper discusses four robust regression techniques: m-estimation, least trim squares, least absolute deviation, and bounded influence estimators. In the context of R, all four techniques are coded, graphed, and visually compared with the standard OLS.

Friday, February 3

F3.5 Paper Session 11:25 – 12:40 Bienville

Exceptional Education

Functional Communication: Technology Utilization for Young Children with Autism Spectrum Disorders

Daelynn M. Copeland, Terrill F. Saxon, & Danielle D. Fearon−Baylor University

Functional communication and language are impaired by autism spectrum disorders. Visual supports with accompanying auditory modeling have shown effective in increasing language and communication. This study presents smart-phones and personal computer tablets, loaded with autism specific applications, as an accessible option for families to utilize communicative assistive technology. Three young children with recent diagnosis of ASD were recruited. A multi-element singe-subject design is used to establish the functional relationship between requesting behaviors and utilization of this technology. Findings evidence a functional relationship between the independent and dependent variables, providing rationale for acquisition and utilization of such technology for young children with ASD.

Factors Influencing the Recruitment/Retention of Speech Language Pathologists in Texas

Alex Pitre, Rebecca A. Robles-Pina, Barbara Polnick, & Cynthia Simpson−Sam Houston State University

The purpose of this study was to investigate the relationships among recruitment, retention, stress, burnout, and job satisfaction variables of Speech Language Pathologists (SLPs) in rural and urban school districts in Texas. Professional characteristics that contributed to the recruitment and retention of SLPs in Texas were also examined. The Speech Language Pathologist Survey was used to collect data from 188 SLPs. The five most important recruitment and retention factors as well as the five least important factors were identified. The findings of this study are important to school administrators who wish to know what is important in the recruitment and retention of SLPS.

Effect of Intrusive Advising on Talent Development of Honors College Students

Maria A. Holmes−Sam Houston State University

Student success was examined within the context of talent development and advising methods for honors college students. Gifted collegians are overlooked in the push for expanded developmental studies to meet federal mandates for increased graduation rates. Given that faculty-student contact is mentioned virtually in all models of best teaching and learning practices, the concept of intrusive advising was emphasized. Student success was analyzed through the lens of Gange's Differentiated Model of Giftedness and Talent. Variables derived from Gange's model were extrapolated to develop themes reflecting the external and internal conditions necessary for talent development and academic success.

A Study of TELPAS Scores and Science TAKS Scores of ELLs in a Local High School

Michael M. Cubacub−Lamar University

Students in science classes encounter various difficulties in reading and understanding complex science passages (Olson & Mokhtari, 2010). These difficulties are manifested by the struggles of students in performing well in the district, state and national assessments (Ness, 2007).This study investigated the relationship between science literacy and reading comprehension by analyzing the TELPAS scores and Science TAKS scores of English Language Learners (ELLs) in a local high school in east Houston.

Teacher Effectiveness and Identification of Diverse Gifted and Talented Students
**Fatih Kaya & Emin Kilinc−Texas A&M University*

Teacher nomination is the most widely used assessment tool in the identification of potentially gifted students (Martinson, 1977). Teachers are the key individuals in nominating students because they have numerous opportunities to observe and assess their students in learning environment. Since some teachers might be unfamiliar with or insensitive to diverse cultures, the judgments of them to identify diverse students for gifted and talented programs are suspect. Teacher awareness of cultural, ethnic, and linguistic diversity should be first step into a successful nomination of diverse students. Various aspects of cultural competence and some ways of equipping teachers with cultural competence will be discussed.

F3.6 Workshop **11:25 – 12:40** **Cabildo**

Free Workshop

Writing Chapter Five: The Purpose for Conducting Research
Sandra Stewart−Stephen F. Austin State University

The purpose of educational research is to complete a study that will add to the educational community in a meaningful way. Writing chapter five of the dissertation or research study can be challenging for many. However, it is the conclusions and implications that are the focus of the study. This session is desinged to provide a clearer understanding of this chapter and help guide participants in writing this chapter effectively.

F4.1 Paper Session **12:45 – 1:55** **Cathedral**

Individual Differences
*Graduate Student Session – *Discussant Winona Vesey*

Teacher Perceptions of Their Roles As Multicultural Educators in Working With Diverse Student Populations
Constance B. Harris-Russell & Bettye Grigsby−University of Houston at Clear Lake

In today schools, there is an increase in diversity among students. This study will use a qualitative case study research paradigm to identify the perceptions of teachers' roles as multicultural educators when working with diverse student populations. This study will also explore the impact of these beliefs on teachers' instructional practices. The methodology of this qualitative case study will include observations, teacher interviews and researcher's field notes. In order for teachers to acknowledge the views of students from diverse backgrounds, they must understand how knowledge is constructed and design instruction that will utilize and expand students' knowledge.

The Relationship between Success of Hispanic 5th Graders and Teachers' Perceptions of School's Learning Environments
Reyna M. Sotelo−Texas A&M University-Commerce

The researcher examined data from the 2009-2010 academic school year from the Academic Excellence Information System (AEIS) and discovered that there were five elementary schools in Education Service Center Region X in Texas with a high percentage of Hispanic students passing Texas Assessment of Knowledge and Skills (TAKS) Reading. Employing purposeful sampling, the researcher selected schools from Education Service Center Region X in Texas with a 5th grade enrollment of at least 65 students, with 50% of the students being low socioeconomic Hispanic students and schools that have a Hispanic student TAKS Reading passing rate of at least 90%.

Examining Chinese International Students' Internet Use, Acculturation level, and Psychological Well-being in the U.S.
Xun Liu & Jiaqi Li−Texas Tech University

During the 2009-2010 academic year, China was the leading place of origin for international students in the United States. Due to the differences between Chinese culture and American culture, Chinese international students may encounter considerable acculturative problems. The current study attempts to clarify the triangle relationships among the motive for Internet use, acculturation and psychological well-being among Chinese international students. Participants will be asked to complete three online surveys and a brief demographic questionnaire. Acculturation Index, Motives for Internet Use Scales and Satisfaction with Life Scale (SLS) will be used for measurement in the current study.

Perceptions of Authentic Leadership Qualities and State Competencies of Female Superindents of in Texas Liberated through Portraiture
Donna Porter−Stephen F. Austin State University

This study is to examine the perceptions of 3 female superintendents in East Texas in regard to authentic leadership characteristics and considered state competencies. A postmodern feminist lens will explore the history of women in educational leadership and to aid them in recognizing and appreciating their leadership value. A qualitative portraiture method will be used to allow these women's stories to be discovered and shared. Interviews, observations and collected artifacts will be used to the resonating voices of these women, gained insight concerning leadership characteristics and superintendent competencies will be shared and exhibited through a narrative analysis.

F4.2 Paper Session 12:45 – 1:55 Pontalba

School Issues

Team Performance Pay: A Mixed Methods Study
Pam Wells, Julie P. Combs, & Rebecca M. Bustamante−Sam Houston State University

This mixed methods research study was conducted to explore teachers' perceptions of the use of a team performance pay program in a large, fast growing urban/suburban school district. Motivation theories were used to frame the study. Two archival questionnaires (n = 837) were analyzed using quantitative and qualitative data analysis techniques. Teachers in the team pay performance system responses noted high levels of self-efficacy and expectancy. Results were mixed for the category of equity. Some teachers noted concerns related to distributive justice and procedural justice of the performance pay process. Implications for researchers and practitioners are provided.

Role of School Size in Incidents of Violence Among Texas Middle Schools: A Mixed Research Study
Elizabeth A. Kohler & Anthony J. Onwuegbuzie−Sam Houston State University

The purpose of this mixed research study was to examine the relationship between the incidents of school violence, specifically fighting, assaults, and aggravated assaults, and the size of middle schools in the state of Texas. Further, seven principals' perceptions were examined to ascertain their beliefs about the role of school size on school violence, as well as whether their perceptions align with discipline data. School size statistically significantly predicted all six discipline variables. The interviewed middle school principals shared some very similar perceptions regarding school size and school violence. Implications of these findings are discussed.

A Study of Distribution of English Language Learners in Smaller Academies
Michael M. Cubacub−Lamar University

School reformers have long argued that small learning communities provide opportunities for students to have higher academic achievement as a result of more personalized learning environments (Wallach, 2010). Designing these smaller schools addressed the needs of closing achievement gaps and increasing achievement rates by meeting the different needs of learners (Myatt, 2004). This equity audit investigated the distribution of ELLs in five different learning academies from a 5A high school.

Early Childhood Instruction and its Effect on School Readiness
**Lydia Bahnsen−Lamar University*

This paper seeks to explore the effects of intervention in the form of Early Childhood programs on school readiness. In a quantitative approach, the researchers investigate the effect that this intervention has on educational achievement through assessment in the skills necessary for success when entering Kindergarten. The study examines the achievement of all students, males and females that attended an Early Childhood program and compares this to those that did not attend a program.

F4.3 Paper Session **12:45 – 1:55** **Ursuline**

Factor Analysis

Question Number Two: How Many Factors Should We Retain?
Fara D. Goodwyn−Texas A&M University

Exploratory factor analysis involves five key decisions. The second decision, how many factors to retain, is the focus of the current paper. Retaining too many or too few factors often leads to devastating effects on study results. The advantages and disadvantages of the most effective and/or most utilized strategies to determine the number of factors to extract will be explored. Equipped with this knowledge, researchers can thoughtfully select the best strategies rather than relying solely on customary practice.

Understanding Exploratory Factor Analysis Extraction Methods: PCA, PFA, and Other Factor Extraction Methods
Brittany L. Rosen−Texas A&M University

In exploratory factor analysis (EFA) there are several factor extraction methods to explain a phenomena. The two most common factor extraction methods are principal components analysis (PCA) and principal axes factor analysis (PFA). The purpose of this paper is to analyze the distinctions between the PCA and PFA methods and discuss other, less common factor extraction methods. An in-depth explanation, along with examples, of PCA and PFA methods will offer professionals with information regarding EFA factor extraction application.

Eigenvectors and Eigenvalues: Make Sense of Principal Component Analysis
Yuanyuan Zhou−Texas A&M University

Factor analysis often requires large number of observed variables. Reducing the number of dimension by apply weights to observed variables to yield latent variables without losing much information is critical in factor analysis (Thompson, 2004). Principal component analysis is probably the most widely used strategy for reducing dimensions. A comprehensive understanding of principal component analysis cannot happen without the comprehension of eigenvectors and

eigenvalues. The relationship between eigenvectors, eigenvalues and principal component analysis will be summarized in this instructional paper.

Exploratory Structural Equation Modeling (ESEM): A Primer for the Classroom
Robert Klein−University of North Texas

Exploratory Structural Equation Modeling (ESEM) has recently gained popularity because it bridged the gap in the literature produced by conflicting results of exploratory and confirmatory factor analyses on the theoretical structure of personality. It bridged the gap because it is a hybrid of EFA and CFA in that it employs an EFA measurement model with rotations in a structural equation model. This paper provides a conceptual, rather than mathematical, basis for understanding ESEM using a heuristic data set and a discussion for how to interpret such an analysis. Additionally, differences between CFA and EFA and guidelines to determine when to employ ESEM will be discussed.

Guidelines for Conducting an Exploratory Factor Analysis in Psychological Research
**Richard Roberson III−Texas A&M University*

Factor analysis is a popular statistical procedure in the psychological sciences. There are many steps in running a factor analysis and they require researchers to make choices. The choices range from choosing the sample, the measure, the extraction method, the rotation method, the number of factors to retain and what to report. The aim of this paper is to provide researchers with guidelines for carrying out an exploratory factor analysis and provide a conceptual understanding of how factor analysis works. A heuristic example is provided to show how different decisions can change the final results of an exploratory factor analysis.

F4.4 Paper Session **12:45 – 1:55** **Beauregard**

Teacher & Teacher Education

Live Animal Use in the K-8 Classroom
Clay L. Rasmussen−Sul Ross State University
Rudy S. Tarpley−Tarleton State University
Pat Seawell−Sul Ross State University

A study conducted analyzing the use of live animals in the K-8 classrooms across Texas. The study looks at teacher attitudes towards using live animals, the types of animals teachers keep or would want to keep, and the reasons why teachers don't currently keep live animals. Additionally, the study compares teacher demographic data by teacher attitudes and practices.

Measuring Teacher Dispositions: The Validation of the SFA TDI
Hope E. Wilson, Jannah Nerran, & Steven Josephsen−Stephen F. Austin State University

To comply with accreditation requirements, and to measure growth in students, it is vital to have a reliable and valid instrument to measure teacher dispositions. This research study involves the development and validation of the Stephen F. Austin Teacher Disposition Instrument (SFA TDI) through qualitative and quantitative methods. Participants included undergraduate and graduate Education students. Results from the quantitative analysis of the survey data indicate a 5-factor model, which were confirmed in a CFA. Reliabilities for the subscales: Service, Collaboration, Openness, and Lifelong Learning were acceptable. Qualitative analyses informed the development of an essay component to the instrument.

Peer DeBriefers: Co-Constructors of New Knowledge
Mark Reid & Josh Thompson−Texas A&M University-Commerce

Over a period of several years, this team of teacher educators examined their practice in the variety of venues and forums for academic endeavors, particularly teaching, research, and service. The conversations began casually, but deepened into causal connections between what was discussed informally and what appeared in practice. The constant comparative methodology afforded participants analytical tools as they documented their growth and development, shifting trajectories and priorities to better align their external efforts with their internal dialogues, these potent conversations among peer de-briefers. This phenomenon, this Co-Construction of New Knowledge by these means of conversing with peer de-briefers created insight and interpretation to the events in teaching, research, and service.

Cross-curricular Integration in Science & Children and Science Scope Over the Last 20 Years
**Patricia Patrick & Shirley Matteson−Texas Tech University*

This study analyzes the past 20 years of the National Science Teachers Association's Science & Children and Science Scope to ascertain the integrated content contained within the journals. The data will provide information as to which topics in science seem to be addressed more, as well as potentially lead to determining a "level of integration". This study is a first step in defining the integrated curriculum and resources available to practitioners. Preliminary results indicate that the journal articles primarily covered biology topics and incorporated writing and reading most often.

F4.5 Workshop 12:45 – 1:55 Bienville

Free Workshop

A Practical Use for Canonical Correlation Analysis in the Educational Setting
Michael J. Wright & Celia E. Wilson−Texas Wesleyan University

School districts across the nation continue to experience consistent, or even widening, testing gaps between the various identified student racial groups as determined through each states' adopted accountability measures required by the 2001 No Child Left Behind Act which was initially intended to strengthen students' academic performance. With the use of Canonical Correlation Analysis, this demonstration explains how districts can determine which demographic descriptor such as, Gender, Limited English Proficient status, and Socio-Economic status, has the most significant impact on student academic achievement in the areas of Reading, Math, and Science.

F4.6 Workshop 12:45 – 1:55 Cabildo

Free Workshop

Differentiated Instruction: All Children Can Learn
Carrie A. Manning & Leslie Haas−Texas A&M University-Commerce

In order to meet students' needs, educators must offer both challenges and choices. Assessing students' readiness levels and motivation allows teachers to adapt instruction that will offer engagement as well as stretch students' knowledge. Differentiated instruction is formulated through brain based research practices and can take on many forms. In this workshop, participants will gain insight into research based learning styles and effective strategies used in implementing differentiated instruction.

Friday, February 3

F5.1 Training Session	2:00p – 6:00p	East/West Ballrooms

Training Session: Qualitative Methods
Yvonna Lincoln
*Special **Ticketed** Event*

Saturday, February 4

S1.0 Training Session	9:00a – 11:00p	East Ballroom

Training Session: Qualitative Methods
Yvonna Lincoln
*Special **Ticketed** Event*

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