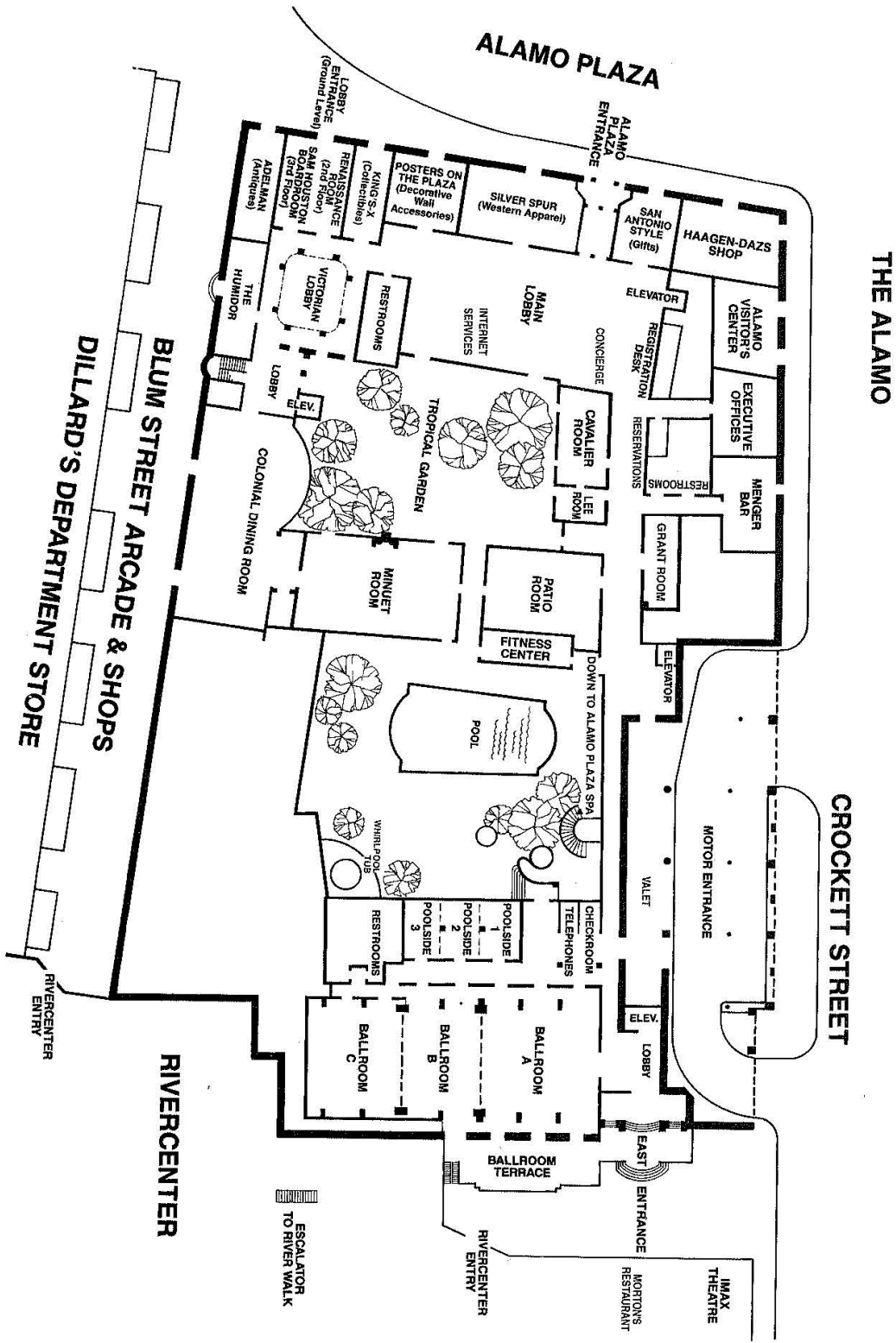


# **SOUTHWEST EDUCATIONAL RESEARCH ASSOCIATION**

**38th ANNUAL MEETING  
FEBRUARY 4-6, 2015  
MENGER HOTEL  
SAN ANTONIO, TEXAS**

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**Southwest Educational  
Research Association**

**[www.sera-edresearch.org](http://www.sera-edresearch.org)**



**2015 Annual Meeting  
Program and Abstracts**

Menger Hotel, San Antonio, Texas  
February 4–6, 2015

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**Join Us at the  
Historic Hotel Monteleone  
New Orleans, Louisiana  
for  
SERA 2016, February 10-12, 2016**

**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 Kim Nimon ([Kim.Nimon@unt.edu](mailto:Kim.Nimon@unt.edu)) for further information or to make contributions.

**Front Cover**

Picture of the Tower of the Americas: Gopar Photography  
Picture of the Menger Hotel lobby: [www.historichotels.org](http://www.historichotels.org)  
Bottom left picture of the River Walk: Dean Fikar  
Top middle picture of the River Walk: Wikipedia  
Bottom picture of a mission: Pedro Lastra  
Right picture of the Alamo: Dean Fikar

# Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 38th Annual Conference. We have over 385 members who will be sharing research findings and ideas at our conference in San Antonio this year. SERA is an inclusive professional regional educational research association dedicated to furthering the advancement of research in education. Further, this organization is committed to advancing the education of graduate students by providing educational resources, mentorship, and opportunities to present papers at annual conferences.

This year's program offers 4 innovative sessions, 3 symposia, 28 workshops, and 232 paper presentations. With so many options available, we anticipate members will find something that aligns with their research interests. We hope you attend as many sessions as possible and purposefully broaden your academic network. 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.

If you are interested in improving your knowledge about mixed methods, there will be a pre-conference workshop on Wednesday (p. 2). For those of you who are new to the SERA conference, we recommend that you attend the *Navigating Through and Getting the Most from SERA* Session (T1.6) provided by Linda Reichwein Zientek and Susan Troncoso Skidmore on Thursday morning during the annual meeting. We would also like to invite Early Career Faculty to take part in our SERA Early Career Faculty Mentoring Initiative (T2.8 & T6.8). We are honored to have Board of Trustees Professor Larry Hedges, at Northwestern University, as the Presidential Invited Speaker on Thursday. More details about these sessions are described later in the Frontmatter of the Program.

Each year, the conference would not be possible if it were not for the local arrangements chair. A very special thank you to *La Vonne Williams-Fedynich* who is our local arrangements chair. Much appreciation is also extended to our President-Elect/Program Chair *Shirley Matteson* for putting together the program, Executive Director *Linda Zientek* who keeps us updated throughout the year, Executive Director Emeritus and Historian, *Bruce Thompson* who shares his wisdom and provides us with an historical perspective, the SERA "Trinket Maven" Mary Margaret Capraro, and to all board members. Graduate student participation in SERA continues to increase and many thanks are extended to the graduate student representative, *Mordecai Brownlee*. Thank you also to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

Thank you all for choosing to attend the 2015 SERA Annual Conference! We are glad you are here and look forward to sharing this experience with you. Enjoy!

**Susan Troncoso Skidmore**  
*SERA President*



## The Menger Hotel

In 1859, San Antonio was a time of trail rides, fast tempers, and quick triggers – and it was the year that The Menger Hotel ushered in a new era of sophistication to the Texas Frontier. More than 150 years of refinements have created a masterpiece of traditional elegance and atmosphere. Now a modern 350-room hotel, the Menger remains faithful to the integrity behind its authentically restored 19<sup>th</sup> Century section.

W. A. Menger opened the hotel with this advertisement: “He flatters himself that his establishment will be found by the traveling public generally as fully equal to the want of all. He spares no pains to have his Table and all the accommodation of his hours, at least equal to any hotel in the West.” The Menger remains true to its origins.

Even the newest lodging at The Menger recalls an era when accommodations were tangible evidence of tasteful opulence in space and appointments. Selected views include the Alamo, Alamo Plaza, and the tropical patio or pool. Although much has changed at The Menger, much remains the same as it was in the 1800s.

There are areas of The Menger that are like wonderful time capsules of Victorian era splendor. Marvel at the priceless antiques and paintings gracing the public areas, many of which were the personal selections of Mr. Menger, who purchased them during New York and European trips in the 1870s.

A hotel like The Menger is truly unique, and it is yours to experience nowhere else but in San Antonio.

## A Brief History of SERA

By John J. Hedl, Jr.

February 16, 2009

*Editor's Note. John J. Hedl, Jr. was one of the Founders of SERA in 1977, was the third President of SERA, and attended every previous annual meeting except for the 2014 meeting, which he missed for reasons involving health. John passed in June, 2014. John served as SERA Historian for many years. John earned his Ph.D. in the psychology department at the Florida State University. He subsequently accepted appointment to the allied health faculty of the UT Southwestern Medical Center at Dallas. He later rose to the rank of professor of health education and research, and served for many years as a department chairman prior to his retirement. He was a licensed psychologist (TX #20959) for many years. His research involved issues such as test anxiety. At the 1998 annual SERA meeting the SERA Board created the association's first service award--the John J. Hedl, Jr. Lifetime Service Award--and announced John as the first recipient of the award.*

The first meeting related to SERA was held in Spring, 1977, at the Faculty Club on the campus of Southern Methodist University in Dallas. The basic question was "Did we want or need a state or regional research association?" and "Should it be along the lines of AERA?" After considerable discussion the answer to the first question was "Yes," but a resounding "No" to the second. We wanted a kinder, gentler AERA. The first SERA meeting followed in 1978 in Austin.

Our original goals were to:

1. Conduct a meeting for researchers to present and discuss current research;
2. Provide an opportunity to actually learn new things;
3. Provide an opportunity for professional networking;
4. Provide a forum for mentoring future educational researchers and SERA leaders (graduate students);
5. And, provide a place to have some fun.

Have we met these goals?

I would say "yes" to all 5. Next year we celebrate well past our third decade of meeting, and we are still going strong. SERA is a terrific place to meet and talk with researchers of all ilks. The social events are a great way to network and have fun. Of our 30+ presidents, I believe at least 11 started as graduate students. In fact, 6 of the last 7 started that way with SERA.

And I believe strongly that we have created a sense of family. As such we rejoice in the professional and personal successes of our members. And we grieve when we lose our long-standing friends. In recent years there have been several that have left us for a better place.

We continue to strive to improve things for our membership. Recent changes include:

- Website updates;
- Improved ways to submit papers and receive notification;
- We have added a graduate student representative to the executive council;
- We have restructured the executive council and added an executive director;
- The treasurer is now appointed as well.

What does it take to become involved? (Remember no one is paid.) Just volunteer your time. It now takes a small army to conduct our annual meeting. Attend the social functions, meet and greet. Talk with our council members and let them know your interests. That's how easy it is to become involved.

On a personal note, I have never missed a SERA meeting in its history. I receive too much from my association on both a professional and personal level. SERA is full of terrific colleagues and friends. I hope to see everyone next year at our annual meeting. Mark your calendars now.

*In Memorium*  
Summer, 2014



It is with great sadness that we announce the passing of **John J. Hedl, Jr.**, for many years our SERA Historian, during June. We have only recently learned of his death. John attended every meeting of SERA until the 2014 meeting, which he was unable to attend due to health issues. John was a founding member of SERA. He was the third President in our roughly 40 years of existence.

Many of us have many fond memories of John at SERA. He truly loved the organization. We can remember various ice storms that overtook the annual conference in certain years (e.g., San Antonio, Dallas, Austin). Among these was the 1985 ice storm in Austin. One day into the conference a massive ice storm deposited 6 to 7" of ice on Austin. People who had not yet arrived never made it. And those who did arrive couldn't leave. It was almost impossible even just to walk around the parking lot to get to the meeting rooms. The hotel restaurant ran out of most food items.

That was the year I was President. John and I and a couple of other members stayed up all night playing a then popular game called Trivial Pursuit. We made do and had fun. SERA has always been about both scholarship and fun. John helped create that model from the beginning. He was a very gentle, caring, warm person, beloved by many of us, and we will dearly miss him!

Bruce Thompson  
SERA Executive Director *Emeritus*  
and (sadly, now) Historian



**Southwest Educational Research Association  
2014-2015  
Executive Council**

<b><i>President</i></b> Susan Troncoso Skidmore	<b><i>President–Elect and Program Chair</i></b> Shirley Matteson	
<b><i>Immediate Past President</i></b> Stacey Edmondson	<b><i>Executive Director</i></b> Linda Zientek	
<b><i>Secretary</i></b> Forrest Lane	<b><i>Treasurer</i></b> Kim Nimon	
<b><i>Executive Director Emeritus/ Historian</i></b> Bruce Thompson	<b><i>Deputy Historian</i></b> Victor Willson	<b><i>Newsletter Editors</i></b> Forrest Lane LaVonne Williams- Fedynich
<b><i>Graduate Student Advisors</i></b> Lesley Leach & Celia Wilson	<b><i>Graduate Student Representative</i></b> Mordecai Ian Brownlee	
<b><i>Council Members–At– Large</i></b>		
Rebecca Frels LaVonne Williams-Fedynich Pauline Sampson	Julia Ballenger Janet Tareilo Celia Wilson	Bettye Grigsby Lesley Leach Prathiba Natesan

**Program Division Chairs – 2015**

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**

<i>Ken Young</i> Lamar University	<i>Aileen Curtin</i> Texas Wesleyan University
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**Division II: Instruction, Learning, & Cognition**

<i>Diane Goldsby</i> Texas A&M University	<i>Sandra Acosta</i> Texas A&M University
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**Division III: Methodology, Measurement, & Evaluation**

<i>Tommy DeVaney</i> Southeastern Louisiana	<i>Lesley Leach</i> Tarleton State University
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**Division IV: Teachers & Teacher Education**

<i>Robert Elliott</i> Eastern New Mexico University	<i>Lori Petty</i>
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**Division V: Special Populations & Counseling**

<i>Nara Martirosyan</i> Sam Houston State University	<i>Tonya Jeffery</i> Texas A&M University – Corpus Christi
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**Division VI: Graduate Student Work-in-Progress**

<i>La Vonne Williams-Fedynich</i> Texas A&M University–Kingsville	<i>Martha L. Tapia</i> Berry College
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# SERA Past Presidents

Susan Troncoso Skidmore 2014-2015

Stacey Edmonson	2013-14	Larry G. Daniel	1995-96
Kim Nimon	2012-13	Mary K. Tallent-Runnels	1994-95
William A. Jasper	2011-12	Stephanie L. Knight	1993-94
Linda R. Zientek	2010-11	Elaine Jackson	1992-93
Mary M. Capraro	2009-10	Victor L. Willson	1991-92
Robert M. Capraro	2008-09	Glynn D. Ligon	1990-91
Gilbert Naizer	2007-08	Hersholt C. Waxman	1989-90
J. Kyle Roberts	2006-07	Patricia A. Alexander	1988-89
M. Janine Scott	2005-06	Michael J. Ash	1987-88
Kathleen Cage Mittag	2004-05	Deberie L. Gomez-Grobe	1986-87
Ron McBride	2003-04	Claire Ellen Weinstein	1985-86
Randall E. Schumacker	2002-03	Bruce Thompson	1984-85
Dianne Taylor	2001-02	Jon J. Denton	1983-84
Vince Paredes	2000-01	Douglas M. Brooks	1982-83
Nancy Martin	1999-00	John J. Hedl Jr.	1981-82
Arturo Olivarez	1998-99	Wayne R. Applebaum	1980-81
Max Martin	1997-98	Robert M. Caldwell	1979-80
Mark Lewis	1996-97		

## SERA Bruce Thompson Outstanding Paper Award

In 2012, the SERA Board renamed the SERA Outstanding Paper Award the "SERA Bruce Thompson Outstanding Paper Award," in recognition of Bruce's career-long contributions to the Southwest Educational Research Association.



**Bruce Thompson** was among the first members of SERA and has contiguously attended 35+ SERA conferences. Bruce has served as an At-Large Member of the SERA Board. Prior to the time that SERA combined the Program Chair role with the office of President-Elect, Bruce first served as a Program Chair and later as SERA President. In the early 1990s, Bruce served as Editor of the SERA book series, which was an edited volume containing selected SERA conference papers chosen through peer review and published by a commercial publisher. Bruce served as the inaugural SERA Executive Director when the By-Laws were amended in 2000 and this position was first created. He became Executive Director Emeritus in 2014. Bruce also serves as SERA Historian. In 2006 Bruce was awarded the SERA John J. Hedl, Jr. Lifetime Service Award. Bruce was three times a co-recipient of the SERA Outstanding Paper Award, an award for which officers of the association are not eligible during service in these elected or appointed roles.

Bruce Thompson is Distinguished Professor and College Distinguished Research Fellow of Educational Psychology, and Distinguished Professor of Library Sciences, Texas A&M University, and Adjunct Professor of Allied Health Sciences, Baylor College of Medicine (Houston). He was co-editor of the teaching, learning, and human development section of the *American Educational Research Journal (AERJ:TLHD)*, and past editor for nine years of *Educational and Psychological Measurement*, the series, *Advances in Social Science Methodology*, and two other journals. He is the author of 216 articles, author/editor of 11 books, including the recently published *Foundations of Behavioral Statistics* and *Exploratory and Confirmatory Factor Analysis*, and the author of 20 book chapters. His contributions have been especially influential in moving the field as regards greater emphasis on effect size reporting and interpretation and promoting improved understanding of score reliability.

# Awards

## SERA BRUCE THOMPSON OUTSTANDING PAPER WINNERS

2014	Kary A. Johnson
2013	Grant Morgan & Aaron Bagget
2012	Forrest C. Lane & Robin K. Henson
2011	Celia M. Wilson
2011	Anthony J. Onwuegbuzie, Rebecca K. Frels, Nancy L. Leech, & Kathleen M. T. Collins
2010	Terence Fung
2009	Prathiba Natesan, Patricia F. Roberts–Walter, Gwendolyn Webb–Johnson, & Norvella P. Carter
2008	Susan Troncoso Skidmore
2007	Meixia Ding & Xiaobao Li
2006	Carmen Fies
2005	Helenrose Fives & Michelle M. Buehl
2004	Anthony J. Onwuegbuzie
2003	Anthony J. Onwuegbuzie & Nancy Leech
2002	Lilia M. Ruban
2001	Stephen Caldas & Carl Bankston, III
2000	Bruce Thompson & Colleen Cook
1998	Katherine Friedrich
1996	Shari L. Davis
1995	Debra A. King
1994	Bruce Thompson, John Wasserman, James Gyurke, Kathleen Matula, & Blaine Carr
1993	Patricia Synder, Bruce Thompson, & James David Sexton
1992	Dianne L. Taylor & Ira E. Bogotch
1989	H.C. Waxman, Y.N. Patron, S.L. Knight, E. W. Owens, & K. Ebner
1988	Stephanie L. Knight
1987	P.A. Alexander, M.K. Tallent, V.L. Willson, & C.S. White
1986	Mary K. Tallent
1985	Walter C. Parker
1984	Ralph A. Hanson
1983	William C. Kyle, Jr., & James A. Shymanasky

## **JOHN J. HEDL, JR. LIFETIME SERVICE AWARD**

2012	Victor L. Willson
2010	Kathleen Mittag
2006	Bruce Thompson
2005	Vince Paredes
2001	Tommie–Ann Hill Van Natter
1998	John J. Hedl, Jr.

## **SERA EXTENDED SERVICE AWARD**

2014	Mary Margaret Capraro
2013	Linda Zientek
2012	Gilbert Naizer
2010	Sonya Carr
2007	Kathleen Cage Mittag

# The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes. For most of the themes, proposals are within a specific division; however, in some cases proposals from various divisions overlap and are grouped together in selected program sessions. The session schedule format is provided on page 4 and program highlights are provided on pages 5-7. The first session on Wednesday begins at 1:00 p.m. The first three sessions on Thursday morning and the first session on Friday are one-hour in length and begin at 8:30 a.m. The remaining sessions are one hour and fifteen minutes in length. There is a 5 minute break between sessions. A continental breakfast is offered Thursday and Friday from 8-9 a.m.

**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 time slot on Thursday. If a presenter identified him- or herself as a graduate student, special efforts were made to schedule that session so that it does not correspond with the fireside chat and the graduate student meeting. Our **Presidential Invited Speaker** is **Dr. Larry V. Hedges**, and his presentation will be immediately following the luncheon at 1:35 PM in the **Minuet Room**. The **Fireside Chat** on Thursday afternoon in the **Minuet Room** at 2:50 PM. is for **graduate students only** and is an excellent opportunity to visit with Professor Larry Hedges in an informal setting; students are welcome to bring up any profession- or education-related questions or topics of interest to them.

The **graduate student meeting** on Thursday begins at 5:30 PM in the Minuet Room and 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 **Sam Houston** room has been set aside for a graduate student work area 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 an excellent ticketed research training session will be offered on Wednesday afternoon (see page 2) by Anthony Onwuegbuzie and Rebecca Frels Free workshops and symposia are also scheduled throughout the program.

Thank you for attending and supporting SERA!

**Shirley Matteson**

*SERA President-Elect and Program Chair*

The Program Chair acknowledges Linda Zientek, Executive Director, and Susan Skidmore, President, for their invaluable help with the program.
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# Training Sessions (Ticket Required)

## Wednesday Training Mixed Methodology in Educational and Social Science Research

Training Session on Wednesday afternoon (12:00 – 5:30pm) (Ticket Required)



**Anthony Onwuegbuzie** is professor in the Department of Educational Leadership and Counseling at Sam Houston State University. He teaches doctoral-level courses in qualitative, quantitative, and mixed research. His research areas primarily involve social and behavioral science topics, including disadvantaged and underserved populations such as minorities, children living in war zones, students with special needs, and juvenile delinquents. Also, he has conducted numerous research studies on factors that predict educational achievement at the primary, secondary, and tertiary levels. Additionally, he writes extensively on qualitative, quantitative, and mixed methodological topics applicable to numerous social and behavioral science disciplines. Dr. Onwuegbuzie has secured the publication of more than 330 works, including more than 260 journal articles, 50 book chapters, and 2 books. He has made more than 600 presentations that include more than 20 keynote addresses at regional, national, and international conferences. Also, he has delivered more than 90 workshops all over the world on various topics. Dr. Onwuegbuzie served as an Editor of *Educational Researcher* and is a Co-editor of *Research in the Schools*.

**Rebecca Frels** is an Assistant Professor at Lamar University and a graduate of Sam Houston State University. She is a Licensed Professional Counselor Supervisor, Professional School Counselor, and Production Editor for *Research in the Schools* (a nationally/internationally refereed journal). She has publications numbering more than 35. Another notable recognition includes an outstanding paper award at SERA (2010). Further, Dr. Frels co-authored an editorial on APA errors that was posted by the American Psychological Association on APA's blog post, APA's Twitter, and APA's Facebook to more than 135,000 users from 177 countries. She and Anthony Onwuegbuzie are co-authoring a textbook for Sage Publications integrating research techniques, ethics, Web 2.0 resources, and cultural considerations in a step-by-step approach within the literature review.

# SERA 2015 Presidential Invited Address – Larry V. Hedges

Board of Trustees Professor

*Northwestern University*



On Thursday, **Larry V. Hedges** will present the 2015 SERA Presidential Invited Address, titled “A Brief Review of Meta-analysis and How It Has Fundamentally Affected Education and Many Other Disciplines.” He will speak on the general topic of meta-analysis, including the history of meta-analysis, a sketch of the process, and its impacts across disciplines over the year. Immediately afterwards, Dr. Hedges will also host an informal "Fireside Chat" with only graduate students, which is an opportunity to raise any questions that students might like to discuss.

**Larry Hedges** is a national leader in the fields of educational statistics and evaluation and one of eight *Board of Trustees Professors* at Northwestern University, which is the university’s most distinguished academic position. He holds appointments in statistics, psychology, education, and social policy. Previously, he was the Stella M. Rowley Distinguished Service Professor at the University of Chicago.

Hedges’ research straddles many fields—in particular those of sociology, psychology, and educational policy. He is best known for his work to develop statistical methods for meta-analysis (a statistical analysis of the results of multiple studies that combines their findings) in the social, medical, and biological sciences. It is a key component of evidence-based social research. Examples of some his recent studies include: Understanding the costs of generating systematic reviews, differences between boys and girls in mental test scores, the black-white gap in achievement test scores, and frameworks for international comparative studies on education. Widely published, Dr. Hedges has authored or co-authored numerous journal articles and eight books, including the seminal *Statistical Methods for Meta-Analysis* (with I. Olkin, Elsevier, 1985) and *The Handbook of Research Synthesis and Meta-Analysis* (with H. Cooper and J. Valentine, Russell Sage, 2009).

Dr. Hedges is an elected member of the National Academy of Education and is a fellow of the American Academy of Arts and Sciences, the American Statistical Association, the American Psychological Association, and the American Educational Research Association. He is a member of the National Education Sciences Board and president of the Society for Research on Educational Effectiveness, which he helped found. He was nominated by President Barack Obama to the Board of Directors of the National Board for Education Sciences and was confirmed by the U.S. Senate in June 2012. Dr. Hedges was recently elected "Statistician of the Year" by the Chicago chapter of the American Statistical Association for 2013–14.



# Program Schedule

## Wednesday

- 11:30 – 5:00 Registration
- 12:30 – 5:00 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 (T1.6 - Patio)
- 8:30 – 9:30 Sessions (T1)
- 9:35 – 10:35 Sessions (T2)
- 9:35 – 10:35 2015 SERA Early Career Mentoring Initiative Orientation (T2.8 - Renaissance)
- 10:40 – 11:40 Sessions (T3)
- 11:55 – 1:25 **Luncheon & Business Meeting** (Ticket Required, T4)
- 1:35 – 2:45 **Presidential Speaker – Larry V. Hedges (T5 - Minuet)**
- 2:50 – 4:05 **Fireside Chat with Larry V. Hedges – Graduate Students Only (T6.1 - Minuet)**
- 2:45 – 4:00 Sessions (T6)
- 2:45 – 4:00 Mentoring Early Career Faculty: Opportunities for Professional Development and Networking (T6.8 - Renaissance)
- 4:05 – 5:20 Sessions (T7)
- 5:30 – 6:30 Graduate Student Meeting & Election of Representatives (T8.1 - Minuet)  
*Social* at Pat O'Brien's immediately following Graduate Student Meeting (T8.2)
- 7:30 - ??? Faculty Networking Social

## Friday

- 8:00 – 12:00 Registration
- 8:00 – 9:00 Continental Breakfast
- 7:30 – 8:30 Graduate Leadership Council (F0.3 – Sam Houston)
- 8:30 – 9:30 Sessions (F1)
- 9:35 – 10:50 Sessions (F2)
- 10:55 – 12:10 Sessions (F3)
- 12:15 – 1:30 Sessions (F4)

# 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** (T4.0 Thursday 11:55-1:25 – Ballroom A/B). The luncheon includes announcement of the winners of the graduate student travel awards and the Outstanding Student Paper competition.

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

**Presidential Invited Address** (T5.1 Thursday 1:35–2:45 – Minuet). Immediately following the luncheon.

**Fireside Chat with Dr. Larry V. Hedges** (T6.1 Thursday 2:50-4:05 – Minuet Room). *Graduate Students Only.*

**Graduate Student Meeting** (T8.1 Thursday, 5:30–6:30 – Minuet Room).

An opportunity to discuss student concerns and elect the 2015–2016 graduate student representative to the SERA Executive Council and university-level representatives who together comprise the Graduate Leadership Council.

**Graduate Student Evening at Pat O’Brien’s** (Immediately following the Graduate Student Meeting). Meet in the lobby to go to Pat O’Brien’s for an evening of fun and relaxation.

**Graduate Student Leadership Meeting** (F0.9 Friday, 7:30 am–8:30 am – Sam Houston)

## Graduate Student Division VI Paper Sessions

There are 15 graduate student Division VI paper sessions included in this year’s program. Each Division VI paper features presentations of **works in progress** by graduate students followed by feedback from an experienced faculty member discussant.

The following workshops may be of special interest to graduate student members. These sessions are open to all SERA members.

- W2.3** Using Creative Strategies to Develop Research Ideas
- W2.5** An Introduction to Factor Analysis and its Use in Research
- W2.8** A Mixed Research Meta-Framework for Collecting and Analyzing Focus Group Data
- W3.3** "I almost have the degree, so now I have to get a job and get to work"
- T1.1** Easy Ways to Look at APA (6th ed.)
- T1.5** Ask a Librarian: 10 Tips for Effective Graduate Research
- T1.6** Navigating and Getting the Most from SERA
- T1.7** Speaking from Experience: Navigating the Transition from Practitioner to Professor
- T1.8** A Meta-Framework for Conducting Rigorous Qualitative Research
- T2.1** How’s Your Writing Practice? Tips for Graduate Students/Junior Faculty

- T2.4** Maximizing Benefits and Minimizing Harm: Demystifying the Institutional Review Board Process
- T2.7** From Dissertation Completion to Emergent Scholarship: Strategies for Obtaining Multiple Publications and Presentations from Dissertations
- T3.5** Did You Know That...Helpful Hints for Writing Dissertation Chapters
- T3.8** How to Validate and Refine an Instrument for Educational Research
- T7.5** Finish What you Start: An Overview of Important Facets in the Doctoral Education Path
- F2.3** Evidence-Based Guidelines for Helping Emergent Writers Negotiate their Dissertations, Research Articles, and Other Works
- F3.1** A Meta-Framework for Collecting, Analyzing, and Interpreting Verbal and Nonverbal Data in Qualitative Research
- F4.1** Secondary Data Analysis: Lessons Learned in a Doctoral Level Statistics Course

### **Other Sessions of Interest – Open to All Conference Attendees**

- W1.3** Centering Your Predictor Variables: Why, When, and How
- W1.5** Beyond Traditional Classrooms: Internet-based Teaching and Learning Mandarin Chinese
- W1.8** Exploring the Effectiveness of Professional Development for Alternative Certification Program Teachers
- W3.2** Intercultural Responsiveness: Understanding the Response to Cultures Continuum
- W3.6** Trending: A Frank Discussion Regarding Issues in Education
- T3.7** A Crash Course in Undergraduate Research: Trying to Stay Out of the Ditch
- T6.5** Speed-Date Your Technology: Match-Making For Busy Educators
- T7.7** Empowering Elementary Students to Own Their Learning by Deepening Critical Consciousness
- F2.5** Co-Planning for Science-Developing Academic Content and Second Language in a Teacher Preparation Program
- F2.6** Training Session: Using Program Evaluation for Advocacy and Scholarly Work
- F2.8** Facilitating Student Learning in a Fully Online Environment: Best Practices
- F3.2** Campus Improvement Through Secondary Tier II Interventions
- F3.4** Vocabulary Strategies for At-Risk Students
- F3.6** Scholar-Practitioners as Artist Leaders: Deconstructing Experiential and Aesthetic Processes In An Aesthetically-Informed Leadership Hermeneutic

An important initiative of the SERA is the mentoring of recent graduate and early career members. A number of sessions and events have been planned that should be of *special interest* to the SERA *recent graduate and early career* members.

**The Annual Luncheon and Business Meeting** (T4.0 Thursday 11:55-1:25 – Ballroom A/B).

**Presidential Invited Address** (T5.1 Thursday 1:35–2:45 – Minuet). Immediately following the luncheon.

Be sure to join us for the **Faculty Networking Social on Thursday evening at 7:30 pm**. We will meet in the Lobby.

## **SERA Early Career Mentoring Initiative**

*Thursday, 9:35-10:35 (Session T2.8)  
Renaissance Room*

Julia Ballenger  
Prathiba Natesan  
Sonya C. Carr  
Linda R. Zientek

Orientation for the SERA Early Career Mentoring Initiative is presented during this session. In this session, the presenters will provide an overview, rationale, and purpose of the mentoring program, information on how to access a mentee or to serve as a mentor. We will also provide the nuts and bolts of mentoring in higher education. More information appears on page 35 of the program. A number of sessions and events have been planned that should be of *special interest* to the SERA *recent graduate and early career* members.

## **Mentoring Early Career Faculty: Opportunities for Professional Development and Networking**

*Thursday, 2:50-4:05 (Session T6.8)  
Renaissance Room*

Sonya C. Carr  
Julia Ballenger  
Prathiba Natesan

This training session provides an opportunity for professional development and networking at the 2015 Annual Meeting. Specifically, we will use a Consultancy Protocol as a tool for early career faculty members to share dilemmas, problem solve, and begin building a network of support. This protocol is selected to encourage new faculty to think critically and expansively about the challenges they face in higher education.

Be sure to join our **SERA Early Career Mentoring Group** on **LinkedIn**.

- T1.7** Speaking from Experience: Navigating the Transition from Practitioner to Professor
- T1.8** A Meta-Framework for Conducting Rigorous Qualitative Research
- T2.1** How's Your Writing Practice? Tips for Graduate Students/Junior Faculty
- T2.7** From Dissertation Completion to Emergent Scholarship: Strategies for Obtaining Multiple Publications and Presentations from Dissertations

# 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 the 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

W1.6	Bill Jasper	Sam Houston State University
W2.2	Linda Zientek	Sam Houston State University
W3.4	Julie Combs	Sam Houston State University
W3.8	Janet Tarello	Stephen F. Austin State University
T1.2	Ken Young	Lamar University
T1.4	Robert Elliott	Eastern New Mexico University
T2.3	Judy Taylor	LeTourneau University
T2.6	Kary Johnson	The Reading Connection
T3.2	Tonya Jeffery	Texas A&M University – Corpus Christi
F1.4	Lesley Casarez	Angelo State University
F1.6	Nate Session	Splendora ISD
F2.2	Julia Ballenger	Texas A&M University - Commerce
F2.8	Jim Hardy	University of Texas - Arlington
F4.2	Lesley Leach	Tarleton State University
F4.4	Pauline Sampson	Stephen F. Austin State University

## 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 and helping run the conference, to Susan Troncoso Skidmore for her coordination of the registration desk, to Linda Zientek for running the proposal submission system and her guidance throughout the program development stages, to Bruce Thompson for coordinating the Conference Registration system, to LaVonne Williams-Fedynich for serving as Local Arrangements Chair, and to Mary Margaret Capraro for yet once again serving as SERA “Trinket Maven” (i.e., arranger of SERA mementos distributed at the conference registration desk).

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<b>W0.1</b>	<b>11:30 am - 5:30 pm</b> <i>Registration</i>	<b>Ballroom C Foyer</b>
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<b>W0.7 Training Session</b>	<b>12:00 pm - 5:30 pm</b>	<b>Ballroom C Foyer</b>
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### **Mixed Methodology in Educational and Social Science Research**

*Anthony J. Onwuegbuzie - Sam Houston State University*

*Rebecca K. Frels - Lamar University*

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

<b>W0.9</b>	<b>12:00 pm - 5:30 pm</b> <i>Graduate Student Work Area</i>	<b>Sam Houston</b>
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<b>W1.1 Paper Session</b>	<b>1:00 pm - 2:15 pm</b> <i>STEM Education</i>	<b>Minuet</b>
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### **Examining the Effects of STEM PBL on Students' Mathematical and Scientific Vocabulary Knowledge**

*\*Ali Bicer, Peter J. Boedeker, Alexandra L. Foran, Kristina Hill, Nicolas Lopez, Robert M. Capraro, & Mary Margaret Capraro - Texas A&M University*

Vocabulary is at the surface level of language usage; thus students need to develop mathematical and scientific vocabulary to be able to explicitly communicate their mathematical and scientific reasoning with others. In the present study, the participants ( $N = 42$ ; 12 female, and 30 male, 2 Asian, 3 African American, 10 White, 27 Hispanic) were 8th grade students who participated in a 2013 summer STEM camp. The paired-sample  $t$  tests results showed the model of STEM PBL instruction did elicit a statistically significant improvement in the mathematical and scientific vocabulary knowledge of students.

### **Factors that Influence Hispanic 9th Graders Enrollment in Math and Science College Prep Courses**

*Shannon Marie Solis - Texas Southern University*

Gainful employment in top positions in science, technology, engineering and mathematics (STEM) requires the completion of a post-secondary education. Unfortunately, institutions of higher education are not graduating the number of students in STEM disciplines sufficient to replace retiring workers. Coinciding with the expansion of opportunities in STEM jobs, is the growth of the Hispanic population in the United States. Ethnic minorities and women are underrepresented among STEM graduates and professionals. This research, using data from the High School Longitudinal Survey of 2009, reports factors that influence ninth grade Hispanic male and female students to consider enrollment in college preparatory math and science courses. Results show that the targeted students are not influenced equally by all of the factors assessed in the survey.

### **The Role of Problem Solving in Secondary Science and Math Achievement: A Hierarchical Analysis of Individual and School Level Variables**

*Sarah L. Ferguson, Jeb Puryear, Laila Sanguras, & James Bishop - University of North Texas*

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Developing problem-solving skills has become a central component in secondary science and mathematics instruction, yet individual factors (i.e. problem solving ability and parental education) and school level factors (i.e. urbanicity and socioeconomic level) can also impact achievement in these domains. This study used Wave I from The National Longitudinal Study of Adolescent Health to analyze data collected via surveys and questionnaires from 7th-12th grade adolescents. The multilevel analysis examined school level variables at Level 1 and individual level variables at Level 2. Results raise questions regarding current perspectives on the importance of problem solving ability in secondary STEM courses.

### **Should Students Enroll as Freshmen in STEM High Schools?**

*Bilgin Navruz, Ali Bicer, Mary Margaret Capraro, & Robert M. Capraro - Texas A&M University*

Unlike original STEM schools, known as Selective STEM schools, ISHSs accept all students regardless of their previous academic achievement and interest in science and mathematics. The purpose of this session will be to determine if the effects of being transferred to STEM schools from traditional public high schools on students' mathematics achievement. This quantitative research project involved (N = 729) students and school level data concerning students who participated in T-STEM high schools. Results showed that the reference group statistically significantly performed better than all other four groups. Results indicated that consistency of participation in STEM schools was essential for increasing students' mathematics achievement.

### **Factors that Impact Students' STEMM Trajectories by Locale**

*Lisa M. Lee - Tarleton State University*

Strengthening the STEM (science, technology, engineering, and mathematics) workforce is considered by many to be key to the United States' continued viability within today's global economy. This study will investigate how school- and student-level variables compare for students that enter STEMM fields (including medical) and/or careers versus non-STEMM by the urbanicity of their locale. Data will be extracted from the National Center for Education Statistics (NCES) Education Longitudinal Study: 2002 database. Descriptive analyses will be conducted to determine how the factors varied for students that selected a STEMM major and/or career as compared to those that selected a non-STEMM major and/or career.

## **W1.2 Paper Session**

**1:00 pm - 2:15 pm**

**Poolside 1**

*Factor Analysis*

### **Examination of the Factor Structure of the Reynolds Intellectual Assessment Scales (RIAS) with a Sample from Poverty**

*Bilgin Navruz, Nicola L. Ritter, & Joyce E. Juntune - Texas A&M University*

The Reynolds Intellectual Assessment Scales (RIAS; Reynolds & Kamphaus, 2003) was developed to measure verbal intelligence index (VIX), nonverbal intelligence index (NIX), and composite intelligence index (CIX). Several published independent studies indicated that the RIAS is a single factor test, and only measures the CIX alone. All these studies used conventional factor analysis techniques to evaluate the factor structure of the RIAS. In this current study, we examined the factor structure of the RIAS with a sample (n=977) by taken into

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account the multilevel dynamics of the data, and concluded that two factor solution is superior to one factor solution.

### **Higher-Order Factor Analysis: Bridging Theory and Practical Applications**

*\*Tracey S. Hodges - Texas A&M University*

First-order factor analysis is a commonly used statistical analysis in the social sciences; however, a second, lesser known category of factor analysis, called higher-order factor analysis, can also be used by researcher. Higher-order factor analysis looks at underlying latent constructs that exist do to correlated first-order factors. The present paper will give a conceptual overview of higher-order factor analysis and rotation strategies used in factor analysis. The paper will also discuss interpretation strategies, including the Schmid-Leiman Solution (1957), and, finally, will demonstrate a higher-order factor analysis with interpretation using a heuristic data set.

### **Confirmatory Factor Analysis: A Comparison of Different Statistical Software Procedures**

*Subir Hait - The University of Southern Mississippi*

Confirmatory factor analysis permits researchers to test the hypothesis that a relationship between observed variables and their underlying latent variables exists. CFA can be estimated by using some special kind of statistical software. In this proposed study, we will conduct a step-by-step analysis a CFA model using different statistical software to compare the output of CFA analysis in different cases like 1) one factor model, 2) two factor model, 3) two factor model with missing data and 4) in the presence of categorical observed variables when latent variables are continuous.

### **Rotation Methods in Factor Analysis**

*Jeb Puryear - University of North Texas*

When carrying out factor analysis, there are multiple, related, nested considerations and questions to keep in mind. One must determine a method of extraction, number of factors to retain, and a method of factor rotation to bring clarity to the results. The paper examines the last issue by considering the theoretical basis of factor rotation. Examples of orthogonal rotation and oblique rotation are considered. Different rotation methods are applied to the same set of student assessment data to highlight theoretical understandings and practical distinctions. The concepts of simple structure and parsimony are stressed throughout as guiding principles in factor analysis.

### **Expanding SPSS's Functionality in Determining the Number of Factors in Factor Analysis**

*Trey Armstrong - Texas A&M University*

The purpose of this paper is to enlighten researchers on how to incorporate superior methods for determining the number of factors to retain via branching out from default options available in SPSS by utilizing available syntax. This paper introduces factor analysis and the decision of the number of factors to retain, followed by descriptions and analysis of the common methods researchers can employ at this point in the decision process. A heuristic example is presented



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demonstrating the SPSS syntax, and from this, researchers can become more familiar with how to apply these methods with their own data.

### **W1.3 Workshop** **1:00 pm - 2:15 pm** **Poolside 2**

*Free Workshop*

#### **Centering Your Predictor Variables: Why, When, and How**

*Susan Troncoso Skidmore - Sam Houston State University & Hsien-Yuan Hsu - University of Mississippi*

Centering predictor variables has been a suggested practice when conducting moderated regressions and linear mixed models (i.e., hierarchical linear modeling and multilevel modeling). However, centering is an often-misunderstood technique in statistics. Centering will be addressed from four perspectives, (a) the raw metric, (b) grand mean centering, (c) group mean centering, and (d) centering on a value other than zero. Using examples, guidance will be offered on how to make an informed decision about a centering approach for a number of commonly encountered study contexts in educational research.

### **W1.4 Paper Session** **1:00 pm - 2:15 pm** **Poolside 3**

*Attitudes and Perceptions*

#### **I (insert feeling) Math!: Mathematics Attitude Survey for Elementary Students**

*Jessica L. Guerra-Castaneda & Faye C. Bruun - Texas A&M University-Corpus Christi*

Students' attitudes towards mathematics have and continue to be a major concern and focus in the United States (Zakaria, Chin, & Daud, 2010). Much of the focus of recent research on attitude towards mathematics is geared towards secondary and higher education learners (Bruun, 2004; Champion et al., 2011; Hill, 2002). The purpose of this Elementary Mathematics Attitude Survey is to produce an instrument that would allow primary educators an opportunity to assess elementary students attitude levels towards mathematics, thus allowing educators and researchers to study the perceptions students have towards mathematics at the beginning and ending of their mathematics instruction.

#### **Webcast as a Way to Improve Fifth Grade Students' Mathematics Achievement and Their Attitudes toward Mathematics**

*Aysun Sulun Tas & Serkan Özel - Bogazici University*

The present study primarily investigated the effect of mathematics webcasts access and the effect of mathematics webcast use on mathematics achievement of the 5th grade students ( $N=110$ ). The second purpose of the study was to find out the relationship between mathematics attitude and mathematics webcast use. Even though no significant effect of webcast access on mathematics achievement was found, the amount of webcast use was positively correlated with students' mathematics achievement. Furthermore, low positive correlation between webcast use and mathematics attitude was found.

#### **Enjoyment of Mathematics: A Gender Gap?**

*\*Martha Tapia - Berry College*

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This study examined the association of gender and enjoyment of mathematics by use of the Attitudes Toward Mathematics Inventory (ATMI). Participants were students enrolled in undergraduate mathematics courses at a private liberal arts college. Data were analyzed using a chi-square square test of independence of gender and the level of agreement for each one of the ten enjoyment of mathematics-items of the ATMI. The chi-square test results indicated no association of gender and level of agreement for any of the ten items of the enjoyment of mathematics factor of the ATMI.

### **Examining the Relationship Between Teacher Attitude and Expectation and Selection of Accommodations**

*Robert William Lawing - University of Houston at Clear Lake*

Although an individualized education program committee ultimately selects instructional accommodations for students with disabilities, teacher attitudes toward inclusion and expectations of students may influence the accommodation selection process. To measure the relationship between attitude and selection of accommodations, teachers within four high schools in a large southeastern school district completed the Attitudes Toward Teaching All Students (ATTAS-mm) survey and items 6 and 7 of the Alabama Accommodations Survey; additionally, 24 teachers participated in semi-structured interviews. Although teachers expressed a mostly positive attitude toward inclusion, accommodation selection appeared to be influenced by expectations of the post-secondary outcomes of SWDs.

### **High School Inclusion Practices: Educators' Perceptions of Preparation, Collaboration, and Implementation**

*Deborah R. Johnson - Texas Tech University*

There is often a gap between the decision to dissolve resource classrooms and the provision of inclusion training and support for the staff. This study explored educators' perceptions of preparation, collaboration, and implementation of inclusion. Participants expressed the need for professional development, a well-developed implementation plan for inclusion, and training in modifications and accommodations. Lack of common planning times was identified as a problem, as well as conflicts that developed because of differing philosophies. The study revealed varying ideas regarding the level of involvement that inclusive educators should have in the classroom and the importance of knowledge in content areas.

**W1.5 Workshop**

**1:00 pm - 2:15 pm**

**Cavalier**

*Free Workshop*

### **Beyond Traditional Classrooms: Internet-based Teaching and Learning Mandarin Chinese**

*Liang Lin, Lina Ma, & Valentin Ekiaka Nzai - Texas A&M University-Kingsville*

This presentation is to showcase the innovative web-conferencing and cyber-learning teaching strategies available for students who learn Chinese as a second language (CSL). This presentation will give teachers access to information about how to teach Chinese skills via Internet-based classrooms, such as web-conferencing and cyber-learning.

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**W1.6 Graduate Student Session      1:00 pm - 2:15 pm      Patio**

*Educational Issues*

Discussant: \*Bill Jasper, Sam Houston State University

**The Relationship Between Parental Involvement, Self-regulated Learning, and Fifth Grade Math Achievement**

*Kevin E. Wells & Alicia Kobylecky - Baylor University*

The purpose of this study is to examine the relationship between parental involvement, self-regulated learning, and mathematics achievement among a national sample of fifth graders. Using the Early Childhood Longitudinal Survey, Kindergarten, we will examine six previously identified dimensions of parental involvement and their relationship with mathematics achievement as mediated by self-regulated learning using socioeconomic status and gender as control variables.

**The Role of Arts in the U.S. Schools: A New Constructing Curriculum and Instruction as Poetry Framework**

*Thanh T. N. Phan - Texas Tech University*

Arts have been considered as a minor part while the schools focus on the standards-based educational reform. Ideas that inspire new visions, values, and especially new practices are what we can do to generate other visions of education, other values to guide its realization, other assumptions on which a more generous conception of the practice of schooling can be built (Eisner, 2002). Poetry, an art form, has the capability to evoke readers' emotions and transform the experience. This meta-synthesis paper will examine the role of arts in schools, and the characteristics of poetry, and construct a curriculum and instruction as poetry framework.

**Effective and Innovative Vocabulary Instruction For English Language Learners**

*Jessica C. Salazar - Texas Wesleyan University*

Research continues to show us how fast our LEP student population is increasing. School districts are struggling to stay afloat with meeting the needs of all LEP students. This proposal focuses on high quality vocabulary instruction for English Language Learners. The debate concerning which vocabulary instruction is most effective can be challenging: explicit or implicit? During this session, effective vocabulary instruction becomes very debatable with a compromise that will meet all students' needs.

**What Effects Does a Cultural Film Have on Pre-service Teachers' Cultural Adaptability?**

*Brittane P. Sweed - Prairie View A&M University*

In the United States, there has been a significant increase in the population of English Language Learners (ELLs); however, many novice teachers are unaware of the cultural challenges that hinder ELL's academic and personal/social success. Consequently, this study examined the effects that a cultural film had on participants' level of cultural adaptability. Participants were assigned to one of two groups: "short film" group that viewed a cultural film or the "no short film" group that did not view the film. The Multicultural Personality Questionnaire was used to

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measure participants' level of cultural adaptability. Independent sample t-tests were used to analyze the data.

### **W1.8 Workshop** **1:00 pm - 2:15 pm** **Renaissance**

*Free Workshop*

#### **Exploring the Effectiveness of Professional Development for Alternative Certification Program Teachers**

*Anissa Ybarra, Stephanie Yuma, & Michael F. Desiderio - Texas A&M University-Kingsville*

School administrators as well as teachers have voiced concerns regarding preparation and training provided by educator preparation programs. For these reasons, educator preparation programs are seeking to provide top name and well known speakers to address issues that are important and prevalent in today's school systems. This workshop will explore the effectiveness of a professional development session presented by a highly recommended and well-known speaker in education today. Data was collected before the start of the new school year as well as after the first semester, giving teachers the opportunity to implement techniques and strategies learned.

### **W2.1 Paper Session** **2:20 pm - 3:35 pm** **Minuet**

*College and Career Issues*

#### **An Equity Audit of the Ratio between Faculty-to-Student Ethnicity and the Effects of the Ratio on Student Retention at a Southeast Texas University**

*\*Theresa Hefner-Babb, Vicki Marshall, & Derya Ucuş Varol - Lamar University*

Attrition among first year college students is a problem facing many universities today. This study examines the impact of faculty diversity on the retention of students at a four year university in southeast Texas. Researchers conducted a survey of students in two freshman level courses to determine if the lack of faculty diversity impacts their decision to remain at the school. Results indicate that the lack of diversity among faculty at the university is not a factor for the students and does not contribute to the retention rate at the school.

#### **An Examination of a Developmental Math Sequence on Graduation and Persistence Rates for a Community College in Kansas**

*Bethany Chandler & Shannon Covert - Sam Houston State University*

Improving the success of developmental education has emerged as one of the biggest challenges facing many community colleges in their efforts to improve graduation rates. Certain college courses, particularly college algebra, and the sequence of developmental math courses have surfaced as barriers to degree completion. In this study, an investigation of developmental math students' path to success or nonsuccess was investigated at a community college in Kansas. The purpose was to determine whether a relationship exists between placement in developmental math classes and completion of an associate's degree or credential at community college in Kansas.

#### **Developmental Students' Pass and Withdrawal Rates in HUMD 0330**

*Sandra Coleman & Carol T. Weller - Sam Houston State University*

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Researchers have found that success rates of developmental students vary by demographic characteristics (Clery & Solorzano, 2006; Clery & Topper, 2008; Kolajo, 2004). The researchers of this quantitative study analyzed the Pass and Withdraw rates of developmental students enrolled in The College Success Course: First Year Experience (HUMD 0330) for four consecutive semesters, Fall 2012 through Fall 2013, for the Community College System (CCS). Student records ( $N = 21,569$ ) were compared by gender, ethnicity, and age across the six campuses within the CCS using SPSS (Version 22). Overall, the results of this study correspond with the findings in the literature.

### **Motivation to Learn and Training Course Satisfaction in Texas CTE Teachers**

*Kristin F. Petrunin - University of North Texas, & Joanne Hix - Dallas Baptist University*

Career and Technology Education (CTE) must continue to invest in high-quality training for educators with the latest trends and technologies in each career cluster. Training researchers and practitioners seek new training framework due to the advancements in learning environments (Kim, Bonk, & Oh, 2008). Understanding learning outcomes in relation to motivation is the critical to the expansion of training research (Quiñones, 1995). The task of preparing CTE educators is often fielded out to conferences (Stone, Kowske, & Alfred, 2004) hosted by state-funded organizations. Improving the understanding of CTE teacher training may shape the creation of new effective training session guidelines.

### **Improving Recruitment in Dual Credit: Lessons Learned from the HVAC/R Program**

*Twyla J. Tasker - Texas Tech University*

Public perception, by students, parents, and school officials, about working in the skilled trades may be creating a barrier to students' enrollment in the dual credit Career and Technology Education Programs, which provide a critical first step for high school students interested in pursuing these career fields. With this study, the researcher examined the perceptions and concerns of high school students and school personnel toward the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) Program and how these perceptions could impede the recruitment and enrollment process at a small community college in Texas, and possibly other institutions, in the future.

## **W2.2 Graduate Student Session**

**2:20 pm - 3:35 pm**

**Poolside 1**

*Community Colleges*

Discussant: \*Linda R. Zientek, Sam Houston State University

### **Effectiveness of the Student Success Course on Persistence, Retention, Academic Achievement and Engagement**

*Kris R. Kimbark - University of Houston at Clear Lake*

Persistence, retention, academic achievement and graduation of community college students continue to be a focal point in ever expanding conversations about accountability in higher education. Despite the dramatic growth in enrollment over the past three decades, successful completion continues to remain stagnant. Many resources are spent annually trying to improve these rates and assist students with successful completion in community colleges, only to see minimal improvements in retention, academic achievement and graduation. The student success

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course (SSC) is one initiative intended to combat these issues that has become prevalent in community colleges recently. Research is needed to determine the effectiveness of the SSC in the community college.

### **Ethnicity-Based Persistence in Workforce Certificate Programs at Texas Community Colleges**

*Scott R. Godley - Sam Houston State University*

The Texas economy was projected to have the third fastest compounded annual growth rate in the United States from 2011 to 2014. However, the upsurge in employment opportunities presents several challenges for higher education leaders, including the need for more Level I and Level II Certificate completers. Minimal research has addressed outcomes of different ethnic groups specific to technical programs that can be completed in less than two years. The purpose of this study is to determine the extent to which differences might exist in persistence rates by ethnicity in workforce certificate programs offered by Texas community colleges.

### **The Impact of Psychosocial Factors in the Successful Transition of Minority Males STEM Majors from the Community College to the University Setting**

*Ulanda Simpson - Prairie View A&M University*

The United States is in a crisis related to the shortage of underrepresented minorities (URM) in the science, technology, engineering, and math (STEM) workforce. Due to demographic shifts, increasing the number of URM in STEM careers is a demand ( Museus, et al., 2011). The purpose of this study is to explore the lived experiences of minority males majoring in a STEM discipline currently enrolled at a university. The researcher seeks to identify psychosocial factors beneficial to the successful transfer from community college to university setting to develop a bridge program for minority STEM majors at community colleges.

### **Differences in Persistence Rates as Affected by Expenditures on Texas Community College Students**

*Kelly O. Jacobs - Sam Houston State University*

Community colleges now struggle with the careful balance of maintaining affordable levels of tuition while adapting to dwindling levels of state funding. The context of state appropriations for community colleges in Texas is a complex situation that requires detailed inquiry. This causal-comparative study will examine the aggregate effect of state higher education appropriations on student persistence rates in Texas community colleges in order to understand better the impact of decreasing appropriations on Texas community college students.

## **W2.3 Workshop**

**2:20 pm - 3:35 pm**

**Poolside 2**

*Free Workshop*

### **Using Creative Strategies to Develop Research Ideas**

*Yara N. Farah & Corina R. Kaul - Baylor University*

Many researchers face difficulty in selecting and narrowing a topic for study. Creative strategies can be tools for developing new and innovative ideas to investigate further. Force-fitting and

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SCAMPER are approaches that provide a structured way of developing new ideas based on prior knowledge. These strategies can be easily taught and put into use. In this creative work session, facilitators will guide attendees through a process of identifying potential research subjects using Force-fitting and refining potential research questions using SCAMPER. Once learned, these strategies can also be applied to solving problems that may arise during the research process.

### W2.4 Paper Session

2:20 pm - 3:35 pm

Poolside 3

#### *Statistical Tests*

#### **Correctly Understanding and Interpreting ANOVA Interaction Effects**

*\*Ramiro Lopez - 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.

#### **A Review of "Corrected" versus "Uncorrected" Effect Sizes**

*Marta Pardo - 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.

#### **An Introductory Primer on the Sampling Distribution and the Standard Error**

*Mahati Kopparla - 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.

#### **Common Misconceptions About Whether Restricted Range Always Attenuates $r$**

*Kristina Hill - Texas A&M University*

The dynamics involved in range restriction are more complicated than most researchers realize. The purpose of this paper is to provide some ways to conceptualize the dynamics underlying "restriction of range", and to suggest some potentially useful ways to teach about these complex but important dynamics.

#### **What Is "Clinical" Significance: How Can We Estimate It?**

*Nickolaus Ortiz - Texas A&M University*

"Clinical" significance quantifies how many people initially requiring intervention after treatment no longer meet diagnostic criteria. The paper explains several methods for evaluating "clinical" significance. Clinical significance is a statistical, and not a subjective procedure.

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**W2.5 Workshop** **2:20 pm - 3:35 pm** **Cavalier**

*Free Workshop*

**An Introduction to Factor Analysis and its Use in Research**

*Whitney R. Garney & Jennifer Farmer - Texas A&M University*

Factor analysis is a commonly used statistical method among researchers. However, many researchers believe that the only purpose of factor analysis is to understand the underlying structure of variables, which is untrue. The purpose of this training is to review traditional factorial methods, and then introduce attendees to an alternative two-mode factor analysis technique called the Q-technique. Opposed to traditional factor analyses that look only at the structure of variables, Q-technique examines interpersonal relationships between people. Disciplines within the social sciences frequently work with person-centered data, so the Q-technique is an idea way to further explore person-driven aspects of research.

**W2.6 Paper Session** **2:20 pm - 3:35 pm** **Patio**

*Factor Analysis and Item Response Theory*

**Differences in Student Perceptions of School Climate**

*\*Kari J. Hodge & Kim A. Hardin - Baylor University*

The purpose of this study is to explore factors associated with student perceptions of school climate. First an exploratory factor analysis was used in the creation of a school climate scale. Next, demographic variables investigated as predictors of school climate via OLS regression. Last, student level variables were used to predict the probability of a student dropping out via logistic regression. The type of school and GPA were the strongest predictors of school climate. Where as SES and having a close friend who dropped out were the strongest predictors of a student's decision to drop out of school.

**An Evaluation of the College Expectations Survey**

*Thom Suhy & Elizabeth Howell - Southern Methodist University*

This paper describes the creation of a College Expectations survey administered to a sample of middle school students ( $N = 1737$ ) in a large urban school district for the purpose of assessing the impact of perceived support systems on the students' expectations for attending college. The survey development methods, as well as analysis techniques used to provide validity evidence, are provided. Familial support was the most significant factor impacting a student's expectations for higher education, with material support and extra-familial support also contributing significant yet smaller roles.

**Item Response Theory: The One-Parameter Model Calculations**

*Tracey S. Hodges - Texas A&M University*

Item response theory provides an improvement on classical models of measurement, but does not present a magical solution to the trustworthiness of model fit. The present paper seeks to demystify the process of item response theory by detailing the calculations for person ability ( $\theta$ ), item difficulty ( $b$ ), and model fit in one-parameter models. Heuristic data is used to explain and



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demonstrate how item response theory provides results that are item-free and person-free in test analysis.

### **A Multilevel Longitudinal Logistic Regression Model for DIF Analysis**

*Xueying Hu - Texas A&M University*

Reviewed the techniques, specifically the logistic regression techniques, to describe and identify the sources of differential item functioning (DIF). Presented a new longitudinal multilevel DIF framework to detect DIF at students, schools, and time levels. Described the full estimation design with a simulation study to assess the recovery of the proposed model. Evaluate the effectiveness of the proposed approach.

### **Modeling Multidimensionality Using Bifactor Models: Developments and Caveats**

*Xin Xin - University of North Texas*

Unidimensional item response theory assumes that the observed item response residual variances are perfectly uncorrelated. When several items form a testlet, extra dimensions might be introduced and local item independence assumption violated. Such violation could lead to bias in parameter recovery, underestimates of standard errors, and overestimates of reliability. Bifactor models can model such multidimensionality and are able to distinguish the general trait and extra dimensions. However, blindly using bifactor models is also dangerous (DeMars, 2012). The present paper summarizes the recent development of bifactor models, the rising attention to use bifactor models, and provides caveats for applications.

## **W2.8 Workshop**

**2:20 pm - 3:35 pm**

**Renaissance**

*Free Workshop*

### **A Mixed Research Meta-Framework for Collecting and Analyzing Focus Group Data**

*Leah McAlister-Shields, Shirley Dickerson, Magdalena A. Denham, & Anthony J. Onwuegbuzie - Sam Houston State University*

In this training session, we provide a mixed research framework for collecting and analyzing focus group data. First, we will discuss the goal of focus groups. Second, we describe the major types of interviews. Third, we outline characteristics of focus group interviews. Fourth, we describe the types of data that can be collected from focus groups. Fifth, we provide a framework for collecting nonverbal communication data. Sixth, we highlight the qualitative data analysis techniques that are optimal for analyzing focus group data. Finally, we discuss the role that computer-assisted qualitative data analysis software can play in analyzing focus group data.

## **W3.1 Paper Session**

**3:40 pm - 4:55 pm**

**Minuet**

*Higher Education and Educational Innovations*

### **Language Proficiency and Academic Performance Among International Students**

*\*Nara M. Martirosyan, & Eunjin Hwang - Sam Houston State University, & Reubenson Wanjohi - Grambling State University*

Using an ex-post facto, non-experimental approach, the researchers in this study examined the impact of English language proficiency and multilingualism on the academic performance of

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international students enrolled in a four-year university located in north central Louisiana in the United States. Data were collected through a self-reported questionnaire from 59 students who were in their sophomore, junior or senior year of college. Statistical analyses revealed significant differences in language proficiency and multilingualism in relation to academic performance. The highest mean GPA was evident among students who had reported high levels of self-perceived English language proficiency, and among students who spoke at least three languages.

### **Constructivist and Experiential Teaching Methods in School Counseling**

*Lorraine M. Dinkel, Griselda Dozal, & Maribel Soliz - Texas A&M International University*

School counselors' work requires use of knowledge for important decisions under conditions of uncertainty (ACES, 2011). McAuliffe emphasized the need for deep learning to educate graduate level counseling students and prepare them for the conditions of uncertainty (ACES, 2011). Educating with deep learning supports students in reaching a new level of competence in order to build personal and academic self-efficacy (Winstone & Millward, 2012). The constructivist approach includes individuals actively creating their world while experiential learning encourages deep processing (ACES, 2011). These approaches will be explained in this presentation with examples provided to integrate these approaches in the classroom.

### **The Doctoral Challenge: Select Students' Experiences in a Doctoral Program**

*Vanessa Gonzales, Markisha Venzant-Sampson, & Rachel Valle - Sam Houston State University*

Doctoral programs have had the lowest retention rates of any degree type. To further understand this issue, research exploring the lives of doctoral students and what helps or hinders their completion is critical. Thus, in this research study, a select group of doctoral students were interviewed to explore various factors and topics related to their participation in graduate school. Because several areas of contention were identified among the participants, it is important to note that the challenges of completing a doctoral program are numerous.

### **Rigor (Un)Defined: How Does One Know if Rigor is Embedded in Coursework?**

*Catheryn J. Weitman - Texas A&M International University*

Higher education is consistently the target of low producing, ill-prepared, and underperforming post-baccalaureate employees. Numerous articles, books, and national and state legislation are at the forefront beseeching higher education to better prepare our nation's workforce. The implementation of how to do this is more implicit than explicit. Calls for increasing rigor into the academy abound. Defining and determining rigor is muddy at best. This presentation focuses on shaping a dialog on unearthing rigor, what it means, and how one deciphers "rigor" in a college course, especially when limitations from syllabi are not always obviously transparent in regards to rigor.

### **Flipping for Statistics?: Student Perceptions of the Efficacy of a Flipped Doctoral-level Educational Research Course**

*Catherine G. Leamons - Tarleton State University*

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Instructors across the K-16 spectrum are beginning to see the utility of flipped models of instruction in which content is delivered outside of class and in-class sessions are devoted to collaborative problem-solving activities. The purpose of this study was to investigate the efficacy of the use of a flipped model of instruction in a doctoral-level educational research course. Survey data were collected from students ( $N=19$ ) that participated in the flipped course regarding their perceptions of its efficacy. Descriptive results will be reported in aggregate form as well as disaggregated by gender, age, and other demographic variables.

### **W3.2 Workshop** **3:40 pm - 4:55 pm** **Poolside 1**

*Free Workshop*

#### **Intercultural Responsiveness: Understanding the Response to Cultures Continuum**

*Jason R. Mixon & Katie Jones - Lamar University*

Participants will learn how to become more Interculturally Responsive by learning the different stages of the Response to Cultures Continuum and the constructs of each stage. Understanding the Response to Cultures Continuum will assist all educators in fostering where they are on the continuum and assist in developing action plans to assist each educator in obtaining Intercultural Responsiveness (IR) Self-Actualization. Self-actualization is obtained through the fostering of global mindsets, investing in global relationships, learning a second language, and leading

### **W3.3 Workshop** **3:40 pm - 4:55 pm** **Poolside 2**

*Free Workshop*

#### **"I almost have the degree, so now I have to get a job and get to work!"**

*Bill Jasper - Sam Houston State University & Gilbert Naizer - Texas A&M University-Commerce*

This interactive workshop is especially designed to help aspiring graduates of doctoral programs to successfully find their new academic position, and to make the transition from student to faculty member a smooth one. Topics to be discussed include vita preparation and tips to highlight your areas of expertise, matching your applications to actual job postings (and pitfalls to avoid), and negotiating the job offer. In addition, how to best balance the requirements for scholarly work, grants, research, service, and becoming a part of your faculty community will be addressed. The open discussion forum will encourage questions from all participants.

### **W3.4 Graduate Student Session** **3:40 pm - 4:55 pm** **Poolside 3**

*Professional Learning Communities*

Discussant: \*Julie P. Combs, Sam Houston State University

#### **New Teachers: Navigating the World of Professional Learning Communities**

*Elizabeth Vest - Middle Tennessee State University*

This paper outlines a qualitative study conducted by a doctoral student at MTSU. Through structured interviews the researcher explored how new teachers with less than three years of experience adjust to working within a Professional Learning Community (PLC). This case study looks at what type of work these teachers were asked to do, what they found helpful in their work and the challenges they faced. From this study, school leaders will consider how PLCs can

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better prepare and support their new teachers as they navigate their first years of teaching and in turn improve teacher quality and student success.

### **Professional Learning Communities: Building Relationships to Improve Student Achievement**

*Kim A. Hardin - Baylor University*

Effective teachers are committed to self-improvement and life-long learning, they seek out opportunities to improve their craft and contribute to the growth of colleagues, and are focused on the achievement of students. Professional Learning Communities (PLCs) are a tool used by schools to contribute to the growth of their teachers and the effectiveness of professional development experiences. The purpose of this grant is to implement PLCs on an elementary campus to increase the use of data for identification of problems and solutions, to increase student achievement, and to increase teacher job satisfaction.

### **Stories of Success in a Small School: Teacher Perceptions of Promoting Resiliency in At-Risk Students**

*Twyla J. Tasker - Texas Tech University*

Since the publication of reports such as “A Nation at Risk” and “The Silent Epidemic,” policy-makers, educational professionals, and researchers have focused on why students drop out of school. One small rural school district in Texas has increased its student population every year for the last three years with a consistent at-risk population of over 40% yet had no dropouts. This qualitative case study will explore the perceptions and attitudes of the teachers, and the learning environments they create for at-risk students, who by definition are at-risk of dropping out of school but choose to stay in school.

### **How Does the Resident in a Teacher-Residency Program Change Over Time?**

*Kelli Knight - Texas A&M University-Commerce*

Becoming skilled in the art of teaching is accomplished by actually teaching in a classroom setting with the support of mentors who are invested in the success of the teacher in residency. The purpose of this study is to examine the change over time in residents who are participating in a Teacher Residency Program funded by a grant awarded to a major university. By determining factors that support and influence change in the resident, teaching training programs may be better structured to close the gap in the areas of math and science educators in the greater areas of need.

## **W3.5 Paper Session**

**3:40 pm - 4:55 pm**

**Cavalier**

*Quantitative Designs, Measurements*

### **How to Evaluate Inter-Rater Reliability Using Generalizability Theory and Percentage of Agreement on Writing Assessments**

*\*Steven W. Carruthers, Yu-Yu Hsiao, & Huan Wang - Texas A&M University*

Teachers may rate essays to place students in a writing course or evaluate their achievement for grades or program exit requirements, but when two raters evaluate the same writing sample, are

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the scores reliable? Inter-rater reliability is assessed to evaluate the consistency among raters' scores. The present paper illustrates how to use two statistical indices--Generalizability Coefficients and Percentage of Agreement--to evaluate inter-rater reliability. The paper demonstrates the procedures by using SPSS and Excel with heuristic data.

### **An Exploratory Factor Analysis of a New Measure of Resiliency: The Youth Asset Resiliency Scale.**

*Danielle D. Fearon, Terrill F. Saxon, & Yara N. Farah - Baylor University*

An exploratory factor analysis using the principal axis factor extraction method was performed on the 39-item youth asset resiliency scale (YARS) with oblique rotation (oblimin). Participants were recruited from middle and high schools in five countries (United States, Costa Rica, Japan and Jamaica). The minimum amount of data for factor analysis was satisfied, with a final sample size of 725 (using listwise deletion), with over 18 cases per variable. Analysis was performed with R. Results revealed that a six-factor solution best fit the data.

### **Comparing Groups in Quasi-Experimental Education Research with Propensity Score Matching**

*Tracey S. Hodges & Katherine L. Wright - Texas A&M University*

Educational research is an imperfect science, which often involves comparing students who are not alike. Random assignment of students to treatment and control groups, while the ideal, is mostly impractical when considering student assignment to classrooms. Traditionally, covariate methods have been used to establish baselines and make comparisons that as closely match reality as possible; however, a more rigorous technique for comparing groups of students in social science research is propensity score matching. The present paper describes important terminology, statistical assumptions, and rationale for using PSM through a heuristic example from collected research of the writing self-efficacy of pre-service teachers.

### **The Usage of Structure Coefficient in General Linear Model Analyses**

*Hakan Yagci - University of North Texas & Sebahattin Ziyanak - University of Houston*

In the behavioral sciences, computer statistics packages help the researcher to analyze more sophisticated models that deal with many different kinds of research problems using multiple regression and correlation analysis. In this paper, the general linear model analyses are articulated. The sample size of this study is  $n=474$ . In this research, we employed the SPSS package to select our subjects. In this study, structure coefficients were examined. Findings showed that some of the predictors had non-significant beta weights, yet this predictor can have a high structure coefficient and can account for a high percentage of the total variance.

### **Comparing the Multi-Group CFA approach to the Logistic Regression Method for DIF Detection: A Monte Carlo Simulation**

*Raymond Brown - The University of Texas (UT) at Austin*

This study is a Monte Carlo simulation to compare a multi-group categorical factor analysis (MGCFA) approach to the logistic regression approach for identifying items with uniform

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differential item functioning (DIF) and non-uniform DIF. Polytomous and dichotomous items will be examined as well as the effect of degree of DIF (none, moderate, large), sample size, and ability distribution of simulees. This research is intended to add to the literature as these two procedures for DIF detection have not yet been compared in the literature.

<b>W3.6 Innovative Session</b>	<b>3:40 pm - 4:55 pm</b>	<b>Patio</b>
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*Innovative Session*

**Trending: A Frank Discussion Regarding Issues in Education**

*Kelly A. Brown - Prairie View A&M University & Ruqqayya Maudoodi - University of Houston*

The task of educating children can be daunting, when leaders consider to diversity of children in the classroom. Meeting the needs of all students has been and will continue to be a topic for debate for those who continue to pursue excellence in education. Creating a forum where educators can discuss current issues in education in a collaborative and research based format will empower educational leaders to use new found knowledge to meet the needs of their students and critically think through barriers to quality education for all students.

<b>W3.8 Graduate Student Session</b>	<b>3:40 pm - 4:55 pm</b>	<b>Renaissance</b>
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*Higher Education*

Discussant: \*Janet Tarello, Stephen F. Austin State University

**The Role of Doctoral Studies on the Relationships Between Select Doctoral Students and Their Partners: An Collective Case Study**

*John Jordan, Rachael Wilcox, David Paitson, & Mitchell Parker - Sam Houston State University*

There is a lack of research that examines the overall role of doctoral studies on students and their partners. As such, semi-structured interviews will be conducted with select doctoral educational leadership students enrolled at a large, 4-year university (i.e., criterion-based sampling) during which more information will be gained by addressing the following research question: What is the role that doctoral studies have on the relationships between select doctoral students and their partners? Conducting three ethnographic analyses (i.e., domain, taxonomic, componential) on the collective case study, the following were identified as central themes (TBD; [Research in progress]).

**Secondary and Postsecondary Faculty Persepctives on College Readiness**

*Maureen L. Selman & Suzonne Crockett - Sam Houston State University*

There is little college readiness literature providing information about the perspectives of secondary and postsecondary faculty on college readiness. Through the investigation of faculty perspectives of college readiness, a more effective approach will be taken toward ensuring that all students who graduate from high school are prepared for postsecondary education. Coupled with the reforms aligning pre-kindergarten through 12th grade with postsecondary education (P-16), the consideration of secondary and postsecondary perspectives of college readiness can help inform practice for the purpose of closing the college readiness gap.

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**The Role of Campus Climate in Likelihood to Report Sexual Harassment and Sexual Assault in College**

*Amanda K. Griffin - University of Southern Mississippi*

Recent media attention and Title IX complaints has drawn the attention of both researchers and the public to issues of gender and student safety on campus. As research in progress, this study seeks to examine the relationship between college students' perceptions of campus gender climate and their likelihood to incidents of sexual harassment and sexual assault. A better understanding of this relationship may aid policymakers and campus administrators in creating campuses that feel safer for students. This study will utilize survey research with undergraduate students, and completed questionnaires will likely be analyzed with ANOVA testing.

**Differences in Latino Attainment in 4-year Texas Universities: An Educational Crisis**

*Rene A. Enriquez - Sam Houston State University*

Viewed from multiple aspects, Latino academic achievement is indicative of a very complex issue. This quantitative study will examine the extent to which differences exist in student persistence and attainment by high school rank (top 10% or not) in Texas 4-year universities. Among key factors leading to Latino student success are (a) recruitment and preparation of well-educated teachers, (b) intentional recruitment and retention of minority student populations, and (c) college preparation and support programs. Upon completion of this study, it is hoped to understand better the persistent Latino achievement gap and to identify critical factors to improving Latino student success.

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<b>T0.1 Registration</b>	<b>8:00 am - 5:00 pm</b>	<b>Ballroom C Foyer</b>
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*Registration*  
*Closed During Business Luncheon*

<b>T0.2</b>	<b>8:00 am - 9:00 am</b>	<b>Ballroom C Foyer</b>
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*Continental Breakfast*

<b>T0.9</b>	<b>8:00 am - 5:30 pm</b>	<b>Sam Houston</b>
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*Graduate Student Work Area*

<b>T1.6 Free Workshop</b>	<b>8:30 am - 9:30 am</b>	<b>Patio</b>
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*Navigating and Getting the Most from SERA*  
*Linda R. Zientek & Susan Troncoso Skidmore - Sam Houston State University*

<b>T1.1 Workshop</b>	<b>8:30 am - 9:30 am</b>	<b>Minuet</b>
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*Free Workshop*

**Easy Ways to Look at APA (6th ed.)**  
*Janet Tareilo - Stephen F. Austin State University*

Using APA to complete a thesis or dissertation is simply learning to use a system of writing that is accepted throughout the academe. Unfortunately, not all graduate students master the art of using APA. With some helpful suggestions, using APA in the writing process can become second nature. The emphasis in this training session centers on helping graduate students become more familiar with APA in an easy and stress-free setting.

<b>T1.2 Graduate Student Session</b>	<b>8:30 am - 9:30 am</b>	<b>Poolside 1</b>
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*Higher Education*  
Discussant: \*Ken Young, Lamar University

**Coping Strategies: Stress in Higher Education Leadership**  
*Dorothy Dixon, Juan Lebron, Kim Priesmeyer, & Danielle Stagg - Sam Houston State University*

The purpose of this qualitative research study is to examine higher education administrators' perceptions of work-related stress within their administrative roles and the coping strategies that they find most useful as they face the everyday challenges and work-related stressors of being an educational leader. Community college executive-level administrators such as vice presidents and/or college presidents will be interviewed. A collective case study design will be used to understand the lived experiences of 8 executive-level administrators, selected via criterion sampling, as they face the challenges of work-related stressors and to identify effective coping strategies used within their leadership roles.

**African American Male Students in Higher Education: Using the First Year**  
*Sheldon Moss - Sam Houston State University*

African American males face many challenges in their pursuit of higher education. Many of them are first-generation college students and come from low socioeconomic backgrounds. They often lack confidence and are unsure if they can achieve success in college. The Texas



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Higher Education Coordinating Board has allocated nearly 30 million dollars to help increase the enrollment and success rates of underprivileged students. This causal comparative study will examine the effect of the first-year experience on the success of African American males enrolled in Texas colleges.

### **An Examination of the Psychosomatics of Accessing Financial Aid**

*Tammy D. Lane - Prairie View A&M University*

Accessing financial aid at HBCU's can be psychologically stressful and cause students to drop out of college; hence, stressors associated with financial aid access are ineligibility of need based aid, insignificant amounts of aid, and the weight of student loan debt and default. Selected from an institutional database and criterion sampling, the study subjects consisted of two current undergraduate students and two former undergraduate dropouts from two different HBCU's in the Southwestern region. The emergent theory will make a valuable contribution to the body of research that informs financial aid policy and practice in higher education. In particular it will make a contribution to research by providing an opportunity for psychosomatics, in relation to college access and persistence issues to be recognized in higher education research agenda.

### **T1.3 Paper Session**

**8:30 am - 9:30 am**

**Poolside 2**

#### ***Inservice and Preservice Teachers***

### **An Analysis of the Professional Self-Esteem of Texas Teacher Educators**

*\*Besesha D. Bholan - Arlington ISD & James C. Hardy - The University of Texas at Arlington*

An online statewide survey of 242 Texas teacher educators was conducted to measure the professional self esteem educators have of themselves, as well as the professional esteem they perceive from their academic colleagues in other departments. The survey measured seven broad factors associated with professional self-esteem. The presentation will include the descriptive statistics for each of the 94 items and 7 factors. A comparison between educator self esteem and the professional esteem they perceive from their academic colleagues will be provided. The results of statistical comparisons on all factor scores by NCATE (CAEP) accreditation status will also be included.

### **First-Year Bilingual Education Teachers as Instructional Leaders: Integrating Systems Thinking with Action Research**

*Sandra Acosta - Texas A&M University*

In this case study, I argue for the importance of action research as a tool for developing the skills of instructional leaders, specifically instructional expertise in first-year bilingual education teachers. Preliminary findings suggest these novice teachers ( $N = 9$ ) enrolled in a Bilingual Education Master's program with a teacher leadership track increased their understanding of student and teacher learning via their action research studies. The present study contributes to the literature by employing the activity system an approach for systematically analyzing social interactions in a complex learning environment such as schools and English language learner classrooms.

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### **Fear and the Five Es: How to Handle "Scary" Content**

*Tommye L. Hutson - Midwestern State University*

This study investigated the effects of a “mini-term” session on pre-service elementary teacher math and science efficacy. Selecting an abbreviated session for math and science methods/content, participants enrolled in a 23-day academy, with 6-hours of integrated and discrete content/pedagogy each day. Four months later, they presented lessons developed during the academy at a conference. Changes in efficacy were documented using the Mathematical and Science Teachers Efficacy Beliefs Instruments (M-TEBI and S-TEBI-B), administered on the first day of instruction and after their conference presentation. Additionally, students participated in focus groups, individual interviews and submitted journal entries, answering prompts regarding perceptual changes.

### **Academic Rigor in the Mathematics and Social Studies Classroom**

*Volkan Sevim - Virginia Commonwealth University*

This paper reports on a qualitative case study of the characteristics of the teaching practices of four social studies and mathematics teachers that were identified as highly rigorous. The teachers were each observed and interviewed four to six times for a total of approximately five hours. None of the four classes observed included advanced tracks or gifted students. The initial findings suggest that all of the participating teachers had a clear set of goals and they have been refining their teaching and planning over time to reach those goals. They seek to engage their students in tasks that are interesting and fun.

#### **T1.4 Graduate Student Session**

**8:30 am - 9:30 am**

**Poolside 3**

*Mathematics and Geometry*

Discussant: \*Robert W. Elliott, Eastern New Mexico University

### **I.D.E.A Boot Camp: Inquiry and Problem-Solving**

*Paul Rodriguez - Texas A&M University-Corpus Christi*

My experience as an educator in the classroom is constantly challenged by the inundation of technology. Problem-solving skills are more obsolete in the instructional and independent practices within the modern learning experience of mathematics. To reverse the lack of problem-solving frameworks the study will engage students in their critical thinking processes of learning geometry. The purpose of the study is guided by three questions. The researcher will explore (1) the influences of the problem-solving model on students' learning, (2) student learning and mastery as measured by the problem-solving model, and (3) the challenges students overcome within the problem-solving model framework.

### **Evaluating the Van Hiele Levels of Pre-Service Mathematics Teachers**

*Peter J. Boedeker - Texas A&M University*

The content knowledge of a teacher plays an important role in their ability to effectively teach students. This study is to determine the level of geometry understanding possessed by pre-service middle school mathematics teachers at a university in central Texas. They will be in their senior year, completing the entire course work necessary to graduate. Van Hiele levels, a known and

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often used resource for categorizing geometry understanding, will be the basis of the test to assess geometric knowledge. Gender will be included in the information so that any differences in their Van Hiele levels can be analyzed.

### **Attitudes Toward Geometry Proof Writing**

*Kristina Hill - Texas A&M University*

Researchers have examined the connections between geometry proof writing and performance but there appears to be a gap in the literature concerning attitudes of students and geometric proof writing. My goal of this session is to explore the connection between student's attitudes and beliefs in mathematics and its relationship to student performance in writing geometric proofs.

**T1.5 Workshop** **8:30 am - 9:30 am** **Cavalier**

*Free Workshop*

### **Ask a Librarian: 10 Tips for Effective Graduate Research**

*Theresa Hefner-Babb - Lamar University*

Conducting scholarly research in today's information filled world is often accompanied by frustrations and barriers. This workshop will offer tips about how to conduct research and access the vast resources available at academic libraries. Topics include search strategies, ways to evaluate and organize your research, and why you should connect with a librarian. This session is beneficial to students regardless of where they are in their degree program.

**T1.7 Symposium** **8:30 am - 9:30 am** **Ballroom C**

*Symposium*

### **Speaking from Experience: Navigating the Transition from Practitioner to Professor**

*Scott Bailey, Janet Tareilo, Pauline Sampson, Patrick M. Jenlink, Karen Embry-Jenlink, Stacy Hendricks, & Barbara Qualls - Stephen F. Austin State University*

The primary purpose of this symposium is to provide opportunities for graduate students (or others) who are interested in pursuing a career in higher education to engage in a semi-structured discussion with a panel of higher education faculty who are at various stages of the transition from practitioner to professor. The symposium format also provides participants who are considering a position in higher education the opportunity to address any individual concerns they may have regarding the requirements, the duties, and the expectations of that position.

**T1.8 Workshop** **8:30 am - 9:30 am** **Renaissance**

*Free Workshop*

### **A Meta-Framework for Conducting Rigorous Qualitative Research**

*Rachel N. Smith, Valerie T. Byers, Eunjin Hwang, & Anthony J. Onwuegbuzie - Sam Houston State University*

The purpose of this training session is to introduce participants to rigorous qualitative research methods. Participants will be introduced to (a) various philosophical assumptions and stances that underlie qualitative research, including constructivism, critical theory, and participatory; (b) several major qualitative research designs; (c) data collection techniques for collecting the four

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major sources of qualitative data collected: talk, observations, visual, and documents; (d) most commonly used data analysis techniques; and (e) strategies for assessing the verification/trustworthiness/legitimation/authenticity/credibility/transferability/dependability/confirmability of data. It is expected that participants will comprise both beginning researchers and more seasoned researchers who have limited experience conducting rigorous qualitative research.

### **T2.1 Workshop** **9:35 am - 10:35 am** **Minuet**

*Free Workshop*

#### **How's Your Writing Practice? Tips for Graduate Students/Junior Faculty**

*Julie P. Combs - Sam Houston State University*

The outcomes of a consistent writing practice are increased productivity, completion of major projects, and satisfaction. In this strategy-based, practical workshop, we will share several tools to help one develop a regular writing practice. Common writing roadblocks of procrastination and perfectionism will be addressed and a list of resources will be provided.

### **T2.2 Paper Session** **9:35 am - 10:35 am** **Poolside 1**

*Statistical Tests*

#### **Cat's Eye Confidence Intervals (CECIs) and Regular CIs: Some Neat But Underutilized CIs**

*\*Peter J. Boedeker - 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.

#### **A Clear Explanation of Fixed-, Random-, and Mixed-Effects ANOVA Models**

*Alexandra L. Foran - 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.

#### **Using Excel to Do Two Types of "What if" Analyses to Augment Statistical Significance Tests**

*Corey Peltier - 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. 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.

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**Analysis of Variance or: How I Learned to Stop Worrying About Means and Love the Homogeneity of Variance Assumption**

*Kevin R. Tarlow - Texas A&M University*

Analysis of variance (ANOVA) is among the most popular statistical tools. Despite its unequivocal name, those familiar with ANOVA describe it as a test of group mean differences, frequently overlooking its function as a test of group variances. The F test statistic is a ratio of variances, and its central role in ANOVA is explored. After the conceptual foundation of ANOVA as an analysis of variance is established, the critically important homogeneity of variance assumption is addressed.

**T2.3 Graduate Student Session      9:35 am - 10:35 am      Poolside 2**

*Geometry and Mathematics*

Discussant: \*Judy M. Taylor – LeTourneau University

**Geometric Resiliency of African Americans**

*Nickolaus Ortiz - Texas A&M University*

This session will draw on the well-known research base of resilience in an attempt to generalize the theory to a specific content geometry for underrepresented students. The results of the meta-synthesis will be discussed as well as possible conditions that foster resilience.

**How Cognitive Off-Loading Using Dynamic Geometry Tools Supports Mathematics Learning**

*Mahati Kopparla - Texas A&M University*

In this session I will discuss developing an understanding of cognitive load with regard to dynamic geometry software. The results of the meta-analytic/synthesis will be presented. The parameters for implementing dynamic geometry software will be outlined for potential use in future projects.

**The Impact of Developmental Math on Degree Completion among Academically Underprepared Students at a Four-Year Institution**

*Anna M. Blick - Sam Houston State University*

Mathematics is the most common developmental course offering nationally across post-secondary institutions. Extant literature on the effectiveness of mathematics provides a broad range of findings at the system-wide or state-wide level, particularly among community colleges. However, there is little research that examines the impact of completion of developmental math at a four year institution on graduation rate among students at that same institution. This paper briefs research in progress intended to address the gap in the literature and identify the impact of developmental mathematics coursework on degree completion at a selective four-year institution in the State of Washington.

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**T2.4 Innovative Session** **9:35 am - 10:35 am** **Poolside 3**

*Innovative Session*

**Maximizing Benefits and Minimizing Harm: Demystifying the Institutional Review Board Process**

*Maryam Hussain - University of Houston & Leah McAlister-Shields - Sam Houston State University*

In this innovative session, we provide an overview of the Institutional Review Board (IRB) process and important points of consideration for doctoral students nearing the dissertation stage. A brief history of unethical research practices and the mandate for the creation of Institutional Review Boards will be provided. Additionally, useful resources and strategy for planning and preparing an application for IRB approval will also be discussed. Participants will benefit from the experiences of doctoral students that have completed the IRB process and have served as a student reviewer of IRB research proposals.

**T2.5 Paper Session** **9:35 am - 10:35 am** **Cavalier**

*Science Education*

**Student Views of Balancing Project- Based Learning, State Standards and Accountability in Science**

*\*John Branch, Marcus Brannon, Stephanie P. Johnson, & Elijah Granger - Stephen F. Austin State University*

Students in 8th grade science classes have differing views on the impact project-based learning and traditional classes have on their performance on state-standardized accountability system. This mixed-methods case study of a suburban middle school used existing data in the form of student surveys and the students' corresponding performance data on state science tests to reveal student perceptions of project-based learning; and compares the performance of those students in project-based science classes versus that of those in traditional science instruction.

**The Effect of 3D Design on Students' Belief About "A" of STEAM**

*Ayşe Tugba Oner, Sandra Nite, Mary Margaret Capraro, & Robert M. Capraro - Texas A&M University*

Informal learning environments are places for supportive teaching and learning in addition to learning that takes place in formal school settings. One types of informal learning environments is STEM summer camp. STEM camps provided an opportunity for students to understand and learn STEM fields with different STEM projects. Some STEM projects required not only STEM knowledge but also creativity that required an artistic perspective. In this study, we examined 104 students' perceptions about art in STEM projects such as 3D design. Student answered questions about their belief in creativity on their STEM projects.

**A Pilot Study**

*Vani Savithri Jaladanki - Texas A&M University-Corpus Christi*

Situated in Bandura's social cognitive theory, the purpose of the study was to investigate the relationship between the use of interactive notebooks and students' self-efficacy in physics. It

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included a non-probability sample (n=79) of high school students enrolled in an introductory physics class. A Physics Interactive Notebook Student Perception Survey and Sources of Self-Efficacy in Science Courses – Physics were administered. Females reported the Interactive notebooks to be more beneficial than males. A positive correlation was seen between the use of interactive notebooks and physics self-efficacy for all students. However, females had a stronger correlation than males.

### **Improving Efficacy and Outcomes in Math and Science: Providing Enrichment STEM Experiences in Elementary Pre-Service Methods Courses**

*Dittika Gupta & Tommye L. Hutson - Midwestern State University*

This purpose of this study was to investigate the positive effects of an enriched, STEM-based project on efficacy of pre-service teachers. The project served as a bridging experience between academic (math and science) methods courses, content and pedagogical knowledge.

**T2.6 Graduate Student Session**                      **9:35 am - 10:35 am**                      **Patio**

*Language Literacy*

Discussant: \*Kary A. Johnson, The Reading Connection

### **Adolescent Male Literacy Struggle: Educator Voices Articulating Possible Reasons Through a Qualitative Lens**

*Robert K. Cornelius - Middle Tennessee State University*

Male students typically struggle in language arts classes compared to female students as evidenced by how they respond to language instruction and how the male brain processes information differently from the female brain. This project is designed to gain perspective from multiple practitioners' points of view as to what some of the underlying reasons and causes may be and how these might possibly relate to the experiences of these students. The researcher hopes to identify common experiences and possible underlying reasons identified by the voices of the educators through a series of carefully and thoughtfully constructed questions.

### **The Effect of Negative Evidence and Positive Evidence on the Grammaticality of Children's L1 Speech**

*Leily Ziglari - Texas A&M University*

Cognitivists and Constructivists hold different view in children language learning. The purpose of this study is to what extent adult input in terms of negative and positive evidence helps the child correct his erroneous utterances. The methodology is a case study and a sample of spontaneous language from twins' L1 has been video- taped. Positive evidence and negative evidence were investigated to see whether they have immediate effect on children's grammatical speech. It is concluded that indirect negative evidence may be more beneficial than positive evidence. It can provide useful information for language constructivists, language teachers, parents and nursery schools.

### **Practical Importance of Morphological Awareness in Reading Comprehension: A Secondary Analysis using Published L2 Literacy Studies**

*Han Suk Bae - Texas A&M University*

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Secondary analysis is beneficial to find further information and to get a meta-analytic thinking. Once means, standard deviations, sample sizes, and matrix summaries are provided, secondary researchers are able to conduct every correlational analysis in general lineal modeling. An exemplary secondary analysis was conducted in the present study to find practical significance of effect sizes across recent L2 studies on the role of morphological awareness in reading comprehension. Multivariate secondary analysis results showed that the practical importance of the effect is greater for upper elementary Spanish ESL students, than other L1 background English learners.

<b>T2.7 Workshop</b>	<b>9:35 am - 10:35 am</b>	<b>Ballroom C</b>
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*Free Workshop*

### **From Dissertation Completion to Emergent Scholarship: Strategies for Obtaining Multiple Publications and Presentations from Dissertations**

*Rebecca K. Frels - Lamar University & Anthony J. Onwuegbuzie - Sam Houston State University*

In this training session, we will provide a meta-framework for optimizing the dissemination of dissertation findings after completion of a dissertation, namely, at the research utilization phase. In particular, we demonstrate how a researcher who has just completed her/his dissertation can ethically extract at least four articles from it that do not represent piecemeal publication. In addition, we provide strategies for maximizing the visibility of a graduate's dissertation via other dissemination outlets. In so doing, we provide two exemplars of dissertations that yielded multiple publications and presentations. Finally, we discuss implications for conceptualizing, designing, and implementing dissertation research studies.

<b>T2.8 Workshop</b>	<b>9:35 am - 10:35 am</b>	<b>Renaissance</b>
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*2015 SERA Early Career Mentoring Initiative Orientation*

*Julia Ballenger - Texas A&M University-Commerce, Sonya C. Carr – Educational Consultant, Prathiba Natesan - University of North Texas, & Linda R. Zientek – Sam Houston State University*

The purpose of this workshop is to provide SERA members an opportunity to learn about this new important mentoring initiative. This initiative consists of mentoring recent graduates and early career faculty members in issues such as teaching, services, research and other related areas of interests. A number of sessions and events have been planned that should be of special interest to the SERA recent graduate and early career members. In this session, the presenters will provide an overview, rationale, and purpose of the mentoring program, information on how to access a mentee or to serve as a mentor. We will also provide the nuts and bolts of mentoring in higher education.

<b>T3.1 Paper Session</b>	<b>10:40 am - 11:40 am</b>	<b>Minuet</b>
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*English Language Learners*

### **Problems and Challenges of Cross-border Elementary Education: A Case Study in Laredo School Districts**

*\*Liang Lin, Erica P. Salinas, & Valentin Ekiaka Nzai - Texas A&M University-Kingsville*



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This study is to explore problems and challenges of the U.S.-Mexico border education in elementary school districts located in Laredo, Texas. The qualitative case study will be used as the basis of research method. Elementary school teachers in Laredo school districts will be interviewed for collecting data. Findings will showcase key problems and challenges via examining teachers' perspectives and experience of teaching Mexican students crossing Texas-Mexico border to get the elementary education in Laredo school districts of the U.S.

### **ESL Teachers' Attitudes, Practices, and Needs Regarding Formative Assessments**

*Wan-Chun Tseng & Comfort Pratt - Texas Tech University*

The purpose of this study was to investigate ESL teachers' attitudes and practices regarding formative assessments, as well as the difficulties and the teachers' needs in terms of conducting formative assessment. The theoretical framework adopted the concepts of assessment for learning (Black et al., 2003), focusing on how ESL teachers perceived and made use of formative assessment in assisting students to achieve expected English proficiency standards. Overall, the respondents held a positive attitude toward formative assessment. The other results derived from this study provided insight as to the issues that ESL teachers encountered nowadays in carrying out formative assessments.

### **Positioning Identity in Online ESL Chat Rooms: A Discourse Analysis**

*Carlton J. Fong & Shengjie Lin - The University of Texas (UT) at Austin*

The present study explores a linguistic mechanism in which ESL learner identity can be influenced online. Analyzing the discourse of ESL chat room participants and how they ground positioning statements through online conversations, we present two conversations that illustrate the kind of discourse in which participants reach mutual belief of their competency as language learners. We apply a discourse analysis framework of joint projects (Clark, 1996) and positioning (Wortham, 1994) to an online context for ESL learners.

### **Meeting the Educational Needs of ELLs with Learning Disabilities: The Interface between General, Bilingual, and Special Education**

*Monica Wong-Ratcliff - Texas A&M University-Kingsville*

There is greater diversity within the U.S. classrooms than ever before. Increasingly, general and special education teachers are confronted with overwhelming challenges to educate ELLs with disabilities. Through the interface between general, bilingual, and special education, the paper provides an overview of research-based, effective instructional strategies for ELLs with learning disabilities (LD). The suggested instructional strategies include culturally and linguistically responsive teaching, reciprocal teaching, semantic mapping, and cooperative learning. The strategies can be practiced and used by all teachers to assist their ELLs with LD in the least restrictive environment to ensure academic success.

**T3.2 Graduate Student Session**

**10:40 am - 11:40 am**

**Poolside 1**

*STEM Education*

Discussant: \*Tonya Jeffery, Texas A&M University - Corpus Christi

**A Narrative Inquiry: Studying Abroad for K-12 Science Instruction**

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*Stephanie R. Medina - Texas A&M University-Corpus Christi*

This qualitative study outlines the author's study abroad experience in Costa Rica for a graduate science education course. This study is grounded in Richard Gregory's and James Gibson's visual perception theory—how sensory information forms perceptions (Gibson, 1966; Gregory, 1970). The art-based nature of this study, where art provides the content for data, lends itself to be explored through photography. The main source of data was photographs which initiated personal narratives, further coded to identify categories and themes. Findings are applicable for K-12 science teachers. Reflections on study abroad perceptions, supported by photo-essays, allows for instructional variety in the classroom.

### **Ethnographic Case Study of a High School Science Classroom: Strategies in STEM**

*Lucinda N. Sohn - Texas A&M University-Corpus Christi*

Science, Technology, Engineering, and Mathematics (STEM) education researchers gathered data from questionnaires and observations for current national reports reflecting a need to assess science and mathematics education. Feedback from classroom teachers revealed that instructional strategies were lacking in effectiveness of purposefulness and authenticity through inquiry. The purpose of the study is to observe teaching and learning of science through the lens of participant/observer as participant by exploring in-depth the culture of a high school life science classroom through methods of ethnography and case study. In the findings, valuable insight into the learning culture will be revealed through inductive analysis.

### **Pathways to STEM Occupations: Advanced Curriculum and College Outreach Programs during High School**

*Rachel A. Lomax - University of Texas at Arlington*

This study examines the influence of high school advanced academic curriculum and college outreach programs on the pursuit of STEM-related pathways (major field of study, occupation). With the predicted shortfall of a qualified STEM workforce, access and persistence of talented youth in STEM fields has become even more important. Engaging students in rigorous coursework in preparation for post-secondary education as well as expanding the talent pool by promoting STEM programs to underrepresented groups may prove to be the avenue for sustaining and diversifying the flow of students into the STEM pipeline, providing the means to build a qualified STEM workforce.

#### **T3.3 Paper Session**

**10:40 am - 11:40 am**

**Poolside 2**

*Research Methodologies*

#### **A Content Analysis of Current Topics and Issues in Teacher Education**

*Kenneth J. Fleming, Matthew J. Etchells, Sunni L. Sonnenburg, Nasser Jabbari, & Hersh C. Waxman - Texas A&M University*

This study investigates current issues and topics in prominent teacher education journals between January 2010 and December 2013. The Journal of Teacher Education, Action in Teacher Education, and Teaching and Teacher Education were selected for the purpose of replicating Dooley, Dangel, and Farran's (2011) content analysis on the preceding four-year time frame

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(2006-2009) and for their quality and reputation in the field. The present study analyzes and discusses significant differences in topics, methodology, and context in 980 articles across the three journals and with Dooley et al.'s (2011) previous findings. Recommendations will be made for future research in teacher education.

**Trends in Educational and Psychological Methodology Using Social Network Analysis**

*Xin Xin & Ping Zhu - University of North Texas*

While educational and psychological methodology has undergone rapid developments, the prevalence of methods and the links among them are hardly intuitive. Social network analysis could map the methodological terminology and visualize the relationship among them; therefore holds the potential to show the network pattern and indicate the trends of research methodology in the field of education and psychology. Six prominent relevant journals during last five years will be analyzed. The present study will apply social network analysis on coded methodology keywords from these publications, and visualize how the methodology research is distributed in education and psychology area

**Using Q Methodology in the Literature Review Process: A Mixed Research Approach**

*Anthony J. Onwuegbuzie - Sam Houston State University & Rebecca K. Frels - Lamar University*

In this article, we provide a mixed methods research approach—Q Methodology—for analyzing information extracted from literature reviews. Specifically, after describing the history and characteristic of Q Methodology, we show this approach can be mapped onto the literature review process—a process that we call a Q Methodology Research Synthesis (QMRS). In particular, we outline the steps involved in a QMRS. We contend that our framework represents a first step in an attempt to help literature reviewers analyze and interpret information extracted from literature reviews in an optimally rigorous way.

**A Framework for Conducting Critical Dialectical Pluralist Focus Group Discussions Using Mixed Research Techniques**

*\*Rebecca K. Frels - Lamar University & Anthony J. Onwuegbuzie - Sam Houston State University*

Although focus group discussions (FGDs) represent an effective tool for researchers, it contains a very serious flaw: FGD researchers have ultimate power over all decisions made during the research process—from the conceptualization of the research to the dissemination of FGD findings. Yet, exercising 100% control over all decisions in FGD research can be detrimental for some participants, especially for under-represented and marginalized populations. Thus, in this article, we introduce a new type of participant-directed FGD, which we call a critical dialectical pluralist FGD, wherein participants are maximally empowered to make decisions at every stage of the mixed research process.

**Value-Added Modeling: A Complex Approach to a Multifaceted Issue in Education**

*Ashley P. Sheils & Sarah Guthery - Southern Methodist University*

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The purpose of this paper session is to look closely at value-added modeling and to delineate its history, usage, challenges, and shortcomings in K-12 education settings. Additionally, we will apply an example of multilevel modeling using R to understand more about variance in student performance in observational settings where nesting, such as students within classrooms within schools, exists.

### **T3.4 Paper Session**

**10:40 am - 11:40 am**

**Poolside 3**

*At-Risk Students*

#### **Discipline Inequality in Schools**

*Belinda C. George & Debbie Oge - Lamar University*

Research has shown that discipline and academic outcomes concerning students from non-white backgrounds, specifically African-American and Hispanic–American students in the United States are not equitable. An in-depth look into an elementary school over a two year span in Southeast Texas has shown that African-American male students received the majority of discipline referrals. This session will explain the research and recommendations made to ensure that the inequity concerning discipline is decreased.

#### **African American Students and the Factors Influencing High School Completion**

*Markisha Venzant-Sampson - Sam Houston State University*

African American students and their intentions to complete high school were studied at a school in a large metropolitan area in the United States. The completion rates and the reasons why students failed to complete high school were many. Suspensions, grade point average (GPA), peers completing, and relatives completing were some of the factors that attributed to African American students' success or lack thereof. Therefore, a need exists to continue to explore the educational deficits experienced by these students. The importance of designing specific programs to assist these students in being successful is required.

#### **The Effects of Single-Sex Mathematics Classrooms on African-American Males in Ninth Grade**

*Denise P. Simmons - Midwestern State University*

High dropout rates and poor academic performance are frequent characteristics of the educational experience for African-American male youths (Bailey & Paisley, 2004). With increased accountability standards to raise the academic achievement levels, single-sex educational environments have taken a central role in school reform agendas and initiatives in many school districts (Herr & Arms, 2004). Research indicated that educators must consider socioecological accommodations since students learn differently. Gurian and Ballew (2003) identified differences in male and female brain and how they learn. The single-sex grouping practice employed in this study allowed teachers to focus on the learning styles of the students.

#### **Comparing the Disparity in Disciplinary Placements of African American Students Across Four School Settings**

*Kristi N. Morale - Texas Southern University*

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Over the last 15 years, many educational studies focusing on “Disciplinary Placement” of students in public k-12 schools have highlighted a disproportionate representation of ethnic minority students (U.S. Department of Education, 2004). Recent estimates indicate that one in every ten ethnic minority student has been involved with a DP due to a school related infraction. This disproportion is further magnified when considering certain minority groups. The impact of this high percentage of students in DP situations have been linked to increased levels of student drop-out rates. Furthermore, these high levels of DPs are associated with criminal activities and long term incarceration.

**T3.5 Workshop** **10:40 am - 11:40 am** **Cavalier**

*Free Workshop*

### **Did You Know That...Helpful Hints for Writing Dissertation Chapters**

*Janet Tareilo - Stephen F. Austin State University*

Writing a thesis or a dissertation is a daunting and sometimes exhaustive process. Many graduate students experience difficulties as they begin the journey to produce a worthy piece of literature. With just a little information, assistance, and writing suggestions, these difficulties will seem minute. This session centers on helpful hints specific to each dissertation chapter and time saving techniques that will see a graduate student through to the completion of their research studies.

**T3.6 Paper Session** **10:40 am - 11:40 am** **Patio**

*Quantitative Measures*

### **Reliability Generalization of the Survey of Attitudes toward Statistics (SATS)**

*\*Bilgin Navruz, Ali Bicer, & Nicola L. Ritter - Texas A&M University*

Vacha-Haase (1998) proposed a meta-analytical method to analyze reliability estimates across studies, called reliability generalization. This study explored the score reliability estimates of the Survey of Attitudes toward Statistics (SATS-28, SATS-36) meta-analytically by applying varying coefficient model (VCM) which was described in Bonett’s article (2010). Moderator analyses were also conducted for each subscale of the SATS to examine the score reliability estimates from USA samples versus others. 95% CIs were provided average score reliability estimates based on VCM. Results revealed that all subscales showed high score reliability estimates on average when we take into account all samples across studies.

### **A Performance Evaluation of Confidence Intervals for Ordinal Coefficient Alpha**

*Heather J. Turner & Robin K. Henson - University of North Texas*

Internal consistency is a component of reliability that quantifies the degree to which test scores are consistent across measurements. Ordinal coefficient alpha is a newly derived reliability estimate that invokes a polychoric correlation matrix. A polychoric correlation matrix is robust to normality violations commonly observed when analyzing Likert-type, ordinal response data. As with any point estimate, reliability coefficients are merely estimates of population parameters and tend to vary. Several computational approaches exist for the computation of confidence intervals. This paper seeks to evaluate the efficacy of four confidence intervals for ordinal coefficient alpha through a simulation study.

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### **The Frustrations of Independent Research: Lessons in Assessing Measurement Invariance**

*Sarah L. Ferguson & Marvin G. Powell - University of North Texas*

As a graduate student in the field of education research, completing independent and/or mentored research studies is a vital component of our course work. However, navigating this aspect of graduate education on your own can often be frustrating. In this paper we seek to detail our own experiences with a cross-cultural measurement invariance study in order to provide guidance and suggestions for other researchers. Includes discussion of the dangers of assumptions, overcoming research obstacles, and suggested resources.

### **The Purpose and Value of Group Mean Centering**

*Brett J. Grayson - Southern Methodist University*

This paper explores the purpose and usefulness of group mean centering in a multi-level model. Recently, group mean centering has become increasingly popular in sociological research, yet there are detractors who question its validity. In this paper, I explain how group mean centering for a Level 1 variable is part of a series of multi-level modeling approaches, how it can be achieved in R, and why some researchers are not endorsing this particular approach.

### **T3.7 Workshop**

**10:40 am - 11:40 am**

**Ballroom C**

*Free Workshop*

### **A Crash Course in Undergraduate Research: Trying to Stay Out of the Ditch**

*Christina Janise McIntyre, Stacia C. Miller, Suzanne F. Lindt, Angela C. Lynskey, Pamela L. Whitehouse, Mary Brady, & Jacob Hardin – Midwestern State University*

Mentoring undergraduate students in research may be new territory for you; however, creating a relationship that is mutually enjoyable, beneficial, and productive can lead to fruitful experiences for both faculty members and students. During this training session topics will include the mentoring relationship, establishing reasonable expectations and guidelines, creating realistic timelines, and locating resources. Participants will hear from several faculty members and students involved in undergraduate research to assist in conceptualizing, developing, and executing a plan for your own collaborative undergraduate research project.

### **T3.8 Workshop**

**10:40 am – 11:40 am**

**Renaissance**

*Free Workshop*

### **How to Validate and Refine an Instrument for Educational Research**

*Matthew B. Fuller, Susan Troncoso Skidmore, & Rebecca M. Bustamante - Sam Houston State University*

Researchers rely on instruments to conduct and consume educational research. Yet, much of educational research is founded upon data collected through instruments that have not been subjected to expert scrutiny or validation efforts. This workshop will guide participants through the process of developing and validating an instrument. The presenters will discuss reviewing prior literature, describe pilot testing efforts, demonstrate statistical analyses (including missing data analysis, parallel analysis, exploratory factor analysis, and confirmatory factor analysis), and offer guidance on managing the instrument development and validation process. This session will conclude with a question and answer session about this important topic.

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**T4.0** **11:55 pm - 1:25 pm** **Ballroom A/B**  
**Luncheon & Business Meeting**  
*Special \*\*\*TICKETED\*\*\* Event*

**T5.1** **1:35 pm - 2:45 pm** **Minuet**  
**Presidential Invited Address**  
**Larry V. Hedges**, Northwestern University

**T6.1 Fireside Chat** **2:50 pm - 4:05 pm** **Minuet**  
**Fireside Chat**  
*Session Chair: Susan Troncoso Skidmore*  
**Larry V. Hedges**, Northwestern University  
This is an informal, casual opportunity for students to interact with Presidential Invited Speaker Professor Larry V. Hedges about whatever issues they would like to discuss.  
*(Graduate Students Only)*

**T6.2 Paper Session** **2:50 pm - 4:05 pm** **Poolside 1**  
*Preservice Teachers*  
**Mediational Analysis of Preservice Teachers Knowledge, Attitudes, and Self-Efficacy**  
*Lesley L. Casarez - Angelo State University*

Mandates and legislation in conjunction with IDEA and NCLB ensure that almost all educators will have a student receiving special education services in their classroom during their careers. Many factors influence how educators respond to students with disabilities. Because the classroom teacher is the one of the most important factors in determining success of inclusionary programs, the current study investigates knowledge, self-efficacy, and attitudes of preservice teachers in Texas universities regarding inclusion. Specifically, the researcher proposed self-efficacy as a mediator between knowledge and attitude.

#### **What Preservice Teachers Want to Learn about Teaching Diverse Students**

*Rebecca M. Bustamante, Judith A. Nelson, & Brandolyn E. Jones - Sam Houston State University*

Researchers emphasize the importance of preparing preservice teachers to be culturally competent to teach diverse students. Results are shared from two open-ended questions from a 36-item survey designed to assess 400 preservice teachers' perceptions of their own cultural competence. Preservice teacher responses were gathered for two consecutive years from one regional university teacher preparation program. Narrative responses to open-ended items were analyzed using content analysis and related to preservice teachers' perceptions of the importance of diversity and their professional development needs in preparing to teach diverse students. Professional development needs included; student cultures, ELLs, instructional strategies for diverse learners, special needs, and a perception of "no need."

#### **Determining a Model to Predict Student Achievement from Characteristics of Elementary Mathematics Teachers**

*James A. Telese & Zhidong Zhang - The University of Texas at Brownsville*

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This study examined the relationship among elementary teachers' characteristics such as pedagogical content knowledge, Years of Experience Teaching, Amount of Coursework in Mathematics, Self-efficacy and Student Achievement. A path analysis was conducted using AMOS software. The model theoretical model produced a GFI of 0.753. However, the model indicated that the influence of pedagogical content knowledge and self-efficacy in combination with the other variables was not as strong as expected on student mathematics achievement. The model showed that Years of Experience and Self-efficacy alone had a greater influence on Student Achievement.

### **Changing Student Teachers' Perceptions of the Need for a Diversified Placement**

*\*Dianne Goldsby, Radhika Viruru, & Robin Rackley - Texas A&M University*

This study investigated the perceptions of students regarding the benefits of diversifying their field placements. Student teachers responded to a survey describing their experiences in light of new placement procedures. The majority viewed the experiences as positive but had some issues with the procedure results. The addition of education and training of the placement process resulted in a better understanding and a more positive experience.

### **Prospective Elementary Teachers' Beliefs About Their Ability to Work with Fraction Concepts**

*Valerie V. Sharon - Sam Houston State University*

We examined the beliefs held by prospective elementary teachers regarding their ability to work with fraction concepts. Data collected was analyzed to answer the following research questions: 1) What beliefs do prospective elementary teachers hold concerning their ability to work with and to teach fraction concepts?; and 2) How do these beliefs differ between those with low self-efficacy and high self-efficacy to teach fraction concepts? Beliefs fell into five subthemes under the larger umbrella of beliefs pertaining to working with fraction concepts and beliefs about teaching fraction concepts.

## **T6.3 Paper Session**

**2:50 pm - 4:05 pm**

**Poolside 2**

*Research Methods*

### **Investigating the Efficacy of a Basic Online Informed Consent System**

*\*Lesley F. Leach - Tarleton State University*

*Kevin E. Kalinowski - National Board of Osteopathic Medical Examiners*

*Anthony J. Onwuegbuzie - Sam Houston State University*

*Catherine G. Leamons - Tarleton State University*

Educational researchers have traditionally relied on printed consent forms to document participants' informed consent to participate in research. In this study, we empirically investigate the efficacy of the use of an online informed consent process. This study will involve an experimental design in which participants will be randomly assigned to one of three conditions that ask participants to consider consenting to participate in a fictitious educational study via a paper-based or one of two online consent processes. Consent rates will be reported by condition in addition to participants' feedback regarding the informed consent processes.



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**Investigation of a Correction for Attenuation Factor for the Squared Canonical Correlation Coefficient**

*Celia M. Wilson - Texas Wesleyan University & Kary A. Johnson - The Reading Connection*

Although a proliferation of work exists detailing the importance of reporting and interpreting effect sizes, some researchers may not be aware of the various factors impacting these estimates. Measurement error, one such factor, attenuates the statistical relationship between two variables. The purpose of the current study was to explore, using Monte Carlo methods, the development and testing of a correction for attenuation factor for use with the squared canonical correlation coefficient.

**Problems with Using GPAs to Rank Students from Different Programs**

*Zeynep E. Özel - Fatih University & Serkan Özel - Bogazici University*

GPA is globally used to compare students for various purposes. Considering its wide use and weight on decision makers' choices, GPA should be converted to a "fairer" score. In the current study, 171 students from two different programs in the same department were selected. Initially, students were ranked using their raw GPA scores. As an alternative strategy raw scores were converted to a standard score, and students were ranked using the standardized score. Findings of the current study suggest that using standard scores to rank students may change the order dramatically. Utilization of such methods would give the message to colleges, professors, and students that even though more challenging programs might produce lower GPAs, these low GPAs may have more value than higher GPAs from a less challenging program.

**A Primer on Meta-analytic Structural Equation Modeling (MASEM) Using R Software**

*Nicola L. Ritter & Bilgin Navruz - Texas A&M University*

Meta-analytic structural equation modeling (MASEM) combines meta-analysis and structural equation modeling. Meta-analysis offers stronger evidence for researchers to form conclusions and make critical decisions in both current practice and future research efforts, while structural equation model offers researchers a means to explore complex relationships. The present paper explains MASEM, so that researchers may be empowered to learn more and apply MASEM to investigate structural equation models meta-analytically. Moreover, this paper provides an example of the TSSEM approach to MASEM using the open-source statistical software program, R.

**Multivariate Multilevel Intraclass Correlation**

*Victor Willson - Texas A&M University & Hsien-Yuan Hsu - University of Mississippi*

The intraclass correlation (ICC) is defined in terms of between-cluster variance of a single measurement in the random effects model. For multilevel factor models with two or more correlated factors at each level, possibly different at each level, there are two different second level factor scores to consider. The generalized construct of ICC is a measure of true variance divided by the sum of true and error variances. A more general multivariate MICC is developed and includes the respective ICCs of each factor and of their covariances as the true variance at the second level. The theoretical derivation and a computational example are provided.

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**T6.4 Paper Session**

**2:50 pm - 4:05 pm**

**Poolside 3**

*College Transitioning and Education Issues*

**Applying Undergraduate Research: The Texas General Education Communication Core Curriculum, Tracking Trends 2013-2015**

*Sally Henschel, Mitzi Lewis, Danielle Schwertner, & Kelly Calame - Midwestern State University*

The purpose of the study is twofold: (1) to examine how Texas state universities and community colleges are adapting their communication curricula to meet the new general education core requirements implemented in the fall of 2014, a quantitative descriptive study of published curricula, and (2) to provide a case study of a faculty and undergraduate student collaborative research study. In this paper, the authors present their findings on the communication core of 37 state universities and 50 community colleges, and provide an overview of and reflection on their collaboration from the perspectives of both faculty and student.

**A Confluence of Challenges: College Access and Transition Concerns of Rural Student Veterans**

*Andrew Koricich & Stacy Pfluger - Texas Tech University*

Rural student veterans face barriers to transitioning to postsecondary education. Many military enlistees come from rural communities and must navigate the transition from small towns to large military installations. Upon completing their service, these individuals must then make the often-difficult transition to civilian life, and to collegiate life for those who wish to pursue postsecondary education. Student veterans and rural students remain understudied in the higher education literature, despite the difficulties both groups face regarding college transition. This study aims to highlight the challenges faced by rural student veterans and to present implications and recommendations for researchers, policymakers, and administrators.

**Ethical Leadership: An Analysis of a Problematic High School Situation**

*Douglas Simpson & Mike Sacken - Texas Christian University*

This study reflectively examines an ethical situation and how it was addressed at the school and district levels. The incident involves the claim that a teacher struck a student. Three investigative reviews were completed, respectively by the principal, assistant superintendent and a hearing officer and demonstrate the necessity of staff and students being reflectively. The complexity of the situation is revealed in factual details, conflicting testimonies, and inadequate policies. The situation is analyzed via Dewey's ethical principle of regard for one's self, others and social groups. The implications of the study for educational policy and environments are explored.

**Evidence-Based Decision Making: Influences On Central-Office Administrators' Decision-Making Practices**

*Bonnie Minnia Haecker - Texas A&M University & Linda R. Zientek - Sam Houston State University*

The No Child Left Behind Act (USDE, 2002) and the Individuals with Disabilities Improvement Act (USDE, 2004) require school districts to ensure that all programs and interventions

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purchased with federal funds have been proven effective through rigorous, scientifically-based research. The present quantitative, non-experimental study surveyed central office administrators' (n = 268) regarding their perceptions of their evidence-based decision-making practices and the factors that influenced them. Predictors of administrator's perceptions were (a) knowledge of evidence-based practices; (b) self-confidence in statistics; (c) type of district; (d) district size; and (e) presence of policies regarding the use of research in decision-making.

### **Perceptions of Community College Presidents and Chief Academic Officers Regarding Texas House Bill 5 and Its Impact on the Future of Higher Education**

*\*Mordecai I. Brownlee - Lamar University*

This phenomenological study will examine the history of NCLB, the recent federal and state changes that affected the accountability of NCLB, and the influence of NCLB on the recent development of Texas House Bill 5. For this study, four Texas community college presidents and chief academic officers will be interviewed based on their shared phenomenon of the ramifications of Texas House Bill 5 and given the opportunity to share their thoughts regarding its impact on higher education.

<b>T6.5 Innovative Session</b>	<b>2:50 pm - 4:05 pm</b>	<b>Cavalier</b>
<i>Innovative Session</i>		

### **Speed-Date Your Technology: Match-Making For Busy Educators**

*Ruqqayya Maudoodi - University of Houston & Kelly A. Brown - Prairie View A&M University*

If you are teaching in the 21st century, you know that time constraints can have a big impact on your ability to network with other colleagues. There just never seems to be enough time to get to know who is teaching what and with what tools. This session format may just have a solution! Participants will gather for a fast-paced speed dating session to learn about innovative teaching tools while meeting colleagues that share their interests.

<b>T6.6 Paper Session</b>	<b>2:50 pm - 4:05 pm</b>	<b>Patio</b>
<i>Technology &amp; Online Learning</i>		

### **The Need for Meta-Analytic Thinking in Educational Technology**

*Nicola L. Ritter & Bilgin Navruz -Texas A&M University*

Educational technology research is plagued with isolated researchers who rarely associate with a greater research agenda. Meta-analytic thinking moves researchers beyond their own study and views their study in the light of the greater body of literature. The current paper discusses the findings of Ritter (2014) in further detail to begin a discussion about the strengths and challenges researchers face with educational technology research. Specifically, the paper will explore how these findings shed light on the present state of the field's research practice and posit that the educational technology field is not using meta-thinking when conducting research.

### **Examining the Elements of Online Learning Quality in a Fully Online Doctoral Program**

*\*Nathan R. Templeton & Julia Ballenger -Texas A&M University-Commerce*

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This study discussed the efficacy of an online doctoral program in educational administration by examining what doctoral students report as the frequency and importance of quality elements evident in their online coursework at a regional university in northeast Texas. The investigation of emergent literature examined theories related to the quality of online programs (Duncan & Cator, 2010;), characteristics of quality online programs (Patrick & Powell, 2009; Romero & Barbera, 2011), and the effectiveness of online learning (Mashaw, 2012; Watson & Gemin, 2009; Allen & Seaman, 2011). Survey design was used to solicit feedback from graduate students continuously enrolled between fall 2012 and spring 2014.

### **Instructional Technology Practices in Developmental Education in Texas**

*Nara M. Martirosyan - Sam Houston State University, J. Lindsey Kennon - Stephen F. Austin State University, D. Patrick Saxon, Stacey L. Edmonson, & Susan Troncoso Skidmore - Sam Houston State University*

The purpose of this study was to examine the current state of technology integration in developmental education in Texas higher education. Analyzing survey data from 890 developmental education faculty in 70 two-year and four-year colleges in Texas, researchers identified best instructional technology practices in developmental education, and barriers impeding technology integration into developmental education instruction. Based on the findings, practical implications were drawn to supplement instructional and learning practices in developmental education courses.

### **Evaluating Online Courses as a Part of Program Evaluation**

*Kimberly K. Livengood, Alaric A. Williams, Lesley L. Casarez, & Kevin Fowler - Angelo State University*

Online programs need evaluations tailored for their specific features. The courses in these online programs differ from face-to-face courses in areas such as delivery, access, and communication. Many of the existing evaluation instruments were created for face-to-face courses. Development of a new instrument to evaluate online courses in a graduate program was created out of a need for data-driven decisions. This paper will discuss the creation of an evaluation instrument including initial development, pilot implementation, instrument validation, results, and implications. Content of this instrument was developed with consideration of the Online Learning Consortium (formerly Sloan Consortium) Pillars.

### **Fostering Leadership As Mediational Praxis Through Media-based Pedagogy**

*Patrick M. Jenlink - Stephen F. Austin State University*

The ‘social imaginary’ of education and educational leaders, as denoted in popular culture television series focusing on education, such as *Boston Public*, fosters public opinion toward schools and the day-to-day life that defines the culture of schools. The purpose of this study was to examine the pedagogical implications of using popular culture media texts as curricular and pedagogical mediums for understanding day-to-day leadership challenges. Doctoral students deconstructed media episodes as culture texts.. Students, in their critical self-reflection of the popular culture texts, identified characteristics of the ‘social imaginary’ that television series present as public pedagogy.

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**T6.7 Paper Session**

**2:50 pm - 4:05 pm**

**Ballroom C**

*College Students*

**Gender Differences of Non-Cognitive Factors: An Investigation of Developmental Education Students**

*\*Pamela T. Barber-Freeman, Lucian Yates, III, Jill Thompson, Ulanda Simpson, & Larchin Leslie - Prairie View A&M University*

Today, we are working with students of the 21st century and with instant gratification come problems with gaining, sustaining, and obtaining academic success. Most students who are who experience academic success do so as a result of a combination of cognitive and non-cognitive factors. A study from the University of Chicago Consortium on Chicago School Research hypothesizes that all schools should pay more attention to non-cognitive factors to predict longevity of academic success (Farrington, et al., 2012). Other studies imply that greater focus on non-cognitive factors could reduce racial, ethnic, and gender disparities in school performance of among adolescents.

**Building Engaging College Classrooms: Bridging the Gap Between Students and Professors**

*Stacia C. Miller, Suzanne F. Lindt, Christopher Freeman, & Sabina Marroquin - Midwestern State University*

The purpose of this study was to provide insight to areas in which students and professors can increase college classroom engagement. In Study 1, undergraduate students participated in focus groups to discuss factors influencing engaged and disengaged students in the classroom. From the data, researchers identified five themes. In Study 2, using identified themes researchers created a Likert-scale for measuring factors contributing to engagement in the classroom. Following validity checks, the Likert-scale was distributed to students ( $N=177$ ) on a university campus. Results indicated a reliable scale ( $\alpha = .83$ ) related to engagement and for use in determining level of engagement.

**Development and Validation of the Multicultural Student Competency Questionnaire Using Planned Missing Design**

*Huda Sarraj, Hansel Burley, & Jaehoon Lee - Texas Tech University*

Currently, many universities require students to enroll in at least one multicultural class as part of their bachelor's degree requirement. The purpose of the study is to understand students' multicultural competency. In the study, the researchers developed and validated the Multicultural Student Competency Questionnaire (MSCQ) based on Sue's and colleagues (1992) Multiple Dimension of Cultural Competence model. 3-form planned missing design was employed in the data collection. Confirmatory factor analysis was used to validate the MSCQ and evaluate the relationship between the three main constructs: attitudes, knowledge, and skills. Results revealed that MSCQ provided a good measure for measuring undergraduate students' multicultural competency. Future research direction includes using moral education lens in the teaching of multicultural core classes.

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**Time Management and Aggression Correlated to Student Achievement in College Developmental Math**

*Paula M. Kenney-Wallace - Texas A&M University-Corpus Christi & La Vonne C. Williams-Fedynich -Texas A&M University-Kingsville*

The Emotional Intelligence skill area, Time Management and the Emotional Intelligence potential problem area, Aggression were correlated to student achievement in a College Developmental Math study. Time Management was strongly positively correlated with the Final Course Grade,  $r(118) = .284$ , with significance at the  $p < .01$  level. Aggression was strongly inversely correlated with Final Course Grade,  $r(118) = -.388$ , with significance at the  $p < .01$  level. Recommendations from the study suggest teachers develop time management skills and aggression management skills in their students at earlier ages in their education development, along side cognitive domain development.

**The Impact of Participation in Freshmen Learning Communities on Student Academic Achievement and Retention at One College**

*Deborah Jo Roark - Texas Wesleyan University*

This dissertation was designed to examine the relationship of a learning communities (LC) program, as a standard treatment effect, on the success of college freshmen during the Fall 2008 through Fall 2011 semesters, and specifically for a university comprised of higher levels of underrepresented students. To that end, this quantitative causal comparative study explored the relationships between the outcome variables of GPA and retention with respect to participation in an LC. Additionally the relationship of LC participation and its impact on academic performance and retention were further evaluated by examining participant characteristic variables as predictors and in determining group membership.

**T6.8 Workshop 2:50 pm - 4:05 pm Renaissance**  
***Mentoring Early Career Faculty: Opportunities for Professional Development and Networking***

*Sonya C. Carr - Educational Consultant*

*Julia Ballenger - Texas A&M University-Commerce*

*Prathiba Natesan - University of North Texas*

This training session provides an opportunity for professional development and networking at the 2015 Annual Meeting. Specifically, we will use a Consultancy Protocol as a tool for early career faculty members to share dilemmas, problem solve, and begin building a network of support. This protocol is selected to encourage new faculty to think critically and expansively about the challenges they face in higher education.

**T7.2 Paper Session 4:10 pm - 5:25 pm Poolside 1**  
***Science and Mathematics Education***

**STEMming the HIV/AIDS Tide: Linking Science Education to Critical World Issues**

*Nancy P. Moreno - Baylor College of Medicine*

*Alana D. Newell - Baylor College of Medicine/University of Houston*

*Linda R. Zientek - Sam Houston State University*

*Kim Nimon - University of Texas at Tyler*

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An adequate understanding of microbes and disease processes allows students to grasp the application of these topics to everyday life. This study investigated the efficacy of a discovery oriented, hands-on unit that approaches HIV/AIDS education from the standpoint of viral biology and population statistics. Ten 7th – 12th grade teachers field-tested the activities, and found them to be effective. While 8th-12th grade students had significant gains from pre to posttest on three of four content factors, 7th graders had smaller gains. Teacher comments supported HLM analysis findings that the curriculum may be best suited for students in 8th grade or higher.

### **Gender and Ethnic Differences in U.S. Students' Mathematics Achievement and Beliefs: Results from TIMSS 2011**

*\*Rayya G. Younes - Radford University*

*Carlton J. Fong - The University of Texas (UT) at Austin*

*Linda R. Zientek - Sam Houston State University*

Using TIMSS data for 4th and 8th grade students, this study examined differences in achievement and beliefs between genders and ethnicities. Results indicate that 4th grade females performed better than males in mathematics. However, 8th grade males performed better than females. In both 4th and 8th grades, males were more confident in their mathematics ability than females. However, being engaged in a mathematics classroom and liking math differed across genders and ethnicities. The results indicate that many students, particularly Black 8th grade males and females rated their “liking math” or engagement higher than other ethnicities despite scoring lower on achievement scores.

### **Exploring Students' Conceptual Understanding of Polynomial Functions**

*Victor V. Cifarelli - UNC Charlotte & Volkan Sevim - Virginia Commonwealth University*

This paper reports on a study of College Algebra students that examined their understanding of polynomial functions,  $f(x) = ax^n + a_{n-1}x^{n-1} + \dots + a_1x^1 + a_0$ ,  $n > 3$ . Students were interviewed as they solved polynomial function problems individually while ‘thinking aloud.’ Unlike studies of understanding that rely on quantitative assessments, the study included interviews with students as they completed mathematical tasks, enabling a focus on the students’ on going cognitive actions. The results reported here summarize the students’ conceptions of the shapes of the graphs of polynomial function.

### **The Effect of Computer Algebra System on the Mathematics Achievement of Middle School Students**

*Judy M. Taylor - LeTourneau University & Linda R. Zientek - Sam Houston State University*

This study investigated the effects of a computer program of academically at-risk middle school students. The computer program used was Assessment and Learning in Knowledge Spaces (ALEKS). All 26 students from a West Texas school who had not passed the state exam enrolled in four-week course. Students entered the course with high mathematics anxiety levels and low levels of mastery experiences. The ALEKS scores increased on average by 69 points and passed the STARR test after four weeks. The results suggest that investing in computer-based programs for at-risk students can help them achieve mathematics success.

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**Writing to Learn Statistics as Students Solve Problems**

*Christian G. Northrup - Midwestern State University*

This study investigated the use of writing in a statistics classroom to learn if writing provided a rich description of problem-solving processes of students as they solved problems. It was determined that writing provided a rich description of problem-solving processes and enabled teachers to find student mistakes easier. Hence, he was better able to help students fix errors and misunderstandings. This study also investigated if there any differences when analyzing written samples of students, using ratings from a rubric, for problem-solving processes as they solve problems. Hierarchical Linear Modeling procedures were used and found one statistically, significant difference between the problem-solving process of conceptual understanding and that of problem-solving ability,  $t(1643) = -9.231, p < .001$ .

**T7.3 Paper Session**

**4:10 pm - 5:25 pm**

**Poolside 2**

*Gifted Education*

**Giftedness in Early Childhood: Beliefs and Practices in Pre-Kindergarten Classrooms**

*\*Katelyn Branson, Mattie Oveross, Rania C. Salman, & Todd Kettler - University of North Texas*

Early childhood gifted education focuses on recognizing and nurturing the strengths and talents of children ages 3 through 8 who demonstrate advanced cognitive development. These students may demonstrate strengths in vocabulary, observation, curiosity, retention of information, task commitment, and understanding of complex concepts. The National Association for Gifted Children advocates for learning environments response to advanced cognitive needs and promotes awareness of giftedness with pre-kindergarten educators. This descriptive research project explores three facets of awareness and implementation of gifted education in private pre-school settings: support and training, beliefs and values, and instructional strategies.

**Minorities and Gifted Education Programs in the Lone Star State: Exploring Minority Representation in Texas' Best High Schools**

*James Bishop, Joe Russell, & Sarah L. Ferguson - University of North Texas*

In the field of gifted education, there is an on-going concern that minority students are not being adequately and accurately identified for gifted education services. Texas has seen a plateauing in G/T enrollment in the last twenty years as state-wide demographics have continued to shift towards larger minority populations. This study will seek to examine the enrollment percentages of various ethnic groups in the general versus gifted enrollment population of the Texas public schools that rank in the top 100 by the U.S. News and World Report annual report of the best schools in America (n=14).

**Understanding the Development of Self-concept in Gifted Elementary School Children**

*Heather Wagner & Suzanne F. Lindt - Midwestern State University*

The current research study sought to gain an understanding of the social and emotional development of identified gifted and talented (G/T) students through a mixed-methods study. Researchers interviewed G/T students (N= 58) in five school districts in North Texas to uncover three themes associated with being identified as G/T: implications of their identification as gifted



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students, peer curiosity, and pride in their identification. Surveys were used to supplement interviews to identify specific areas of G/T students' self-concept and to measure change across grade levels. G/T students reported athletic competence, social competence, and global self-worth were inversely related to grade level.

### **A Comparative Analysis of Racial Gaps in Gifted Identification and Advanced Placement Participation**

*Jeb Puryear - University of North Texas*

Racial gaps in advanced academics (e.g. GT and AP) have been demonstrated over time. However, the empirical literature rarely tackles the question of why. The present work used Office of Civil Rights data to compare gaps across the programs. Further, it examined school level factors which contribute to such gaps. Connections are made to stereotype threat research based on observed program differences. Potential implications for school administrators and policy makers are framed given the analysis of school level factors.

### **Low-Income Gifted Students' Qualitative Perspectives on the Long-Term Effects of a Summer Enrichment Program**

*Corina R. Kaul - Baylor University*

Although many universities provide talent enrichment programs, few programs report any formal evaluations, particularly longitudinal data. Yet tuition costs often prevent gifted students from low-income backgrounds from attending these programs. This session will describe components of a summer enrichment program for low-income gifted and high-ability students. Former participants' qualitative responses regarding the long-term educational, career, social relationships, personal development, and generational effects will, additionally, be shared. Implications for developing enrichment programs and promoting higher education for economically disadvantaged gifted students will be shared.

#### **T7.4 Paper Session**

**4:10 pm - 5:25 pm**

**Poolside 3**

*Motivation and Attitudes*

#### **Classroom Management Styles and Incidents of Behavior**

*Melissa M. Leigh, Betsy Mijares, Michael Patterson Hill, Dare Chronister, & Nathan Bruner - Stephen F. Austin State University*

The purpose of this study is to determine what relationships exist between classroom management strategies and behavioral incidents. Using teacher surveys, teacher appraisal documents, and archival behavioral data, the intent is to determine what relationships exist between low engagement strategies and high behavioral incidents. Inversely, the intent is also to determine what relationships exist between high engagement strategies and the absence of behavioral incidents. The sample size included 652 student's archival behavior data and 40 teachers from one middle school campus in a metropolitan area in Texas. The campus was purposefully chosen because of access to student data.

#### **Collaborations Resulting in New Leadership Model Operationalization with Disadvantaged Students**

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*Jacqueline Z. Nikodym - Alan B. Shepard Middle School, Armando R. Tejada & David W. Moffett - University of the Incarnate Word*

A new leadership model is needed in all organizations. In response, The Affect-Centered Transformational Leadership Model came about. The new model resulted from a doctoral student's participation in a leadership course, and continued dialogue with its professor. Ultimately, the new model reached the stage of needing to be operationalized. A public school teacher, who teaches primarily disadvantaged low-income minority students, decided to implement the new model in her classroom. Results of the co-authors' collaborations, along with results from the implementation of the new model in the public school classroom, are shared.

**Analogies and Self-Efficacy: Comparison Between Experts and Novices in Problem Based Learning for Engineering Education**

*Damji Heo & Kristen Cetin - The University of Texas (UT) at Austin*

In this study, undergraduate students as novices and graduate students as experts from the Civil or Mechanical Engineering fields solved ill-structured problems and researchers analyzed what different types of analogies they used as well as measuring their self-efficacy using a survey. The result showed that experts showed higher self-efficacy. Larger sample size is needed to observe a relationship between types of analogies that two groups use and their self-efficacy. The findings of this study would help to improve the curriculum of engineering education especially enhancing students' cognitive strategy for engineering designs.

**Understanding High-Achieving, Cognitively Disengaged Students: A Mixed Methods Analysis**

*Steven Bourgeois - Responsive Education Solutions & John E. Boberg - The Episcopal School of Dallas*

From a larger quantitative study of the relationship between engagement and achievement in 5,392 students (grades 3-12), 8 high-achieving, cognitively disengaged middle-school students were interviewed to understand their motivation towards learning. Classroom observations and teacher/principal interviews contextualized the findings. Preliminary analysis suggests that students experience a lack of challenge and relatedness in the school setting, while focusing on pleasing parents through academic competitiveness. The study uncovered students who receive little scrutiny from teachers due to their apparent academic success. With recent attention on creating life-long learners, the study points to future research on the quality of academic engagement.

**A Case Study Investigation of Character Education Experiences in an Urban Middle School Setting**

*Marilyn K. Dardenne - Texas Wesleyan University*

This case study was designed to investigate what makes character education meaningful from the perspective of students, teachers and mentors in an urban public middle school. The school studied was identified as having a partnership with a local church that supported the school's character education by providing mentors and organizing special programs for students, but the

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study revealed minimal implementation of the program. Observations and interviews with teachers, students, and mentors were conducted over the course of one semester. Results were analyzed and coded using qualitative techniques of constant comparative analysis and data reduction. Themes that emerged include the importance of role models (especially male role models), one-to-one connectedness, consistency, the influence of the home, helping adolescents to think differently about themselves, and challenging academics and high expectations. For curriculum and program developers, the findings may provide insights into developing practices and settings that are conducive to developing desirable character traits in adolescent students. The findings also are consistent with current theory that social cognition and skills are closely aligned with character development and academic achievement.

### **T7.5 Workshop** **4:10 pm - 5:25 pm** **Cavalier**

*Free Workshop*

#### **Finish What you Start: An Overview of Important Facets in the Doctoral Education Path**

*Tonya M. Trepinski - Texas A&M International*

*Julia Ballenger - Texas A&M University-Commerce*

*Bill Parker - Lamar University*

*Leah McAlister-Shields - Sam Houston State University*

*Puneet S. Gill - Texas A&M International*

Navigating through a doctoral program can be difficult and time consuming. This session will share tips, first-hand experiences, and various elements that might be beneficial for a new doctoral student and create an easier path to graduation. The panel consists of seasoned and new faculty of higher education as well as PhD candidates that are at the end of their journey. Topics covered will include publishing, dissertation completion, mentor relationships, building a network, and completing coursework.

### **T7.6 Paper Session** **4:10 pm - 5:25 pm** **Patio**

*Qualitative Explorations*

#### **Vertical Transfer Success: Student Perceptions of Transfer and Transition Issues**

*\*Robert W. Elliott - Eastern New Mexico University & Valerie O. Paton - Texas Tech University*

The authors conducted a qualitative investigation of Hispanic students' perceptions of the experience of vertical transfer from community college to a four-year institution. The study participants were students who had completed vertical transfer from two community colleges into a four-year degree program co-located in a region of the Southwest United States. Participants were predominantly Hispanic, male, and first-generation. The findings of focus group sessions and survey data are analyzed and capture participants' perceptions of issues that are essential to transfer success at the pre-, mid-, and post-transfer phases of the transition process and post-graduation goals and expectations.

#### **Using Qualitative Comparative Analysis in Literature Reviews**

*Anthony J. Onwuegbuzie - Sam Houston State University & Rebecca K. Frels - Lamar University*

Onwuegbuzie, Leech, and Collins (2012) demonstrated how the following five qualitative data analysis approaches can be used to analyze and to synthesize information extracted from a

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literature review: constant comparison analysis, domain analysis, taxonomic analysis, componential analysis, and theme analysis. Thus, the purpose of this article is to provide a framework for using another qualitative data analysis technique to analyze and to interpret literature review sources—a process that we call a Qualitative Comparative Analysis-Based Research Synthesis (QCARS). Using a real literature review, we illustrate how to conduct a QCARS using a qualitative comparative analysis software program.

**The (Mis)representation of the Middle East and Its People in K-8 Social Studies Textbooks: A Postcolonial Analysis**

*Rania C. Salman & Karthigeyan Subramaniam - University of North Texas*

Critical examinations of cultural groups are missing from current school curricula. Issues of this nature often fall under the umbrella of “multicultural education” or “cultural pedagogy,” but this rhetoric is dismissive in nature. The purpose of this study was to examine critically how the Middle East and its people are represented in U.S. social studies textbooks. Through the use of qualitative content analysis, textbooks from Florida, Texas, and Virginia were analyzed. Drawing largely from the postcolonial Orientalist work of Edward Said (1978/2003), this study unveiled the ways American public schools other children, specifically children of Middle Eastern or Arab descent.

**Answering the Call: Critical Discourse Analysis of Tenure Attainment for an African American Female Professor of Educational Leadership**

*Brandolyn E. Jones - Sam Houston State University*

This study responds to the call for scholarship that illuminates the realities of African American women in educational leadership. Using qualitative critical discourse analyses against the theoretical backdrop of Black feminist thought, the researcher revealed the varied Discourses enacted during a face-to-face interview with Rochelle—an African American female professor of educational leadership. Rochelle engaged in three binary discourses which resulted in the emergence of three thematic units: (a) In the Game, but not on the Team; (b) Selling out to get on the Team, and (c) Keeping God in the Game. Analyses and interpretation of findings are discussed.

**Transitional Bilingual Programs: Experiences of High-Performing Hispanic Middle-School Students**

*Rebecca M. Bustamante - Sam Houston State University*

In this collective case study, the school-related experiences are described of academically successful Hispanic, Grade 8 students who participated in Spanish-English transitional bilingual programs (TBPs). A three-stage, purposeful sampling scheme was used to select 18 participants from two middle schools in a suburban public school district in southeast Texas. Data were collected through two rounds of interviews of four focus groups. Data were analyzed and interpreted using classical content analysis and constant comparison within each case and across cases. Final cross-case analysis revealed three major themes: instructional practices, family support, and attitudes about languages. Implications for implementing TBPs are presented.

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<b>T7.7 Workshop</b>	<b>4:10 pm - 5:25 pm</b>	<b>Ballroom C</b>
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*Free Workshop*

**Empowering Elementary Students to Own Their Learning by Deepening Critical Consciousness**

*Christa D. Campbell - Middle Tennessee State University*

Since the publication of No Child Left Behind in 2001, education in America changed tremendously. So much emphasis is put on testing with little regard to building strong student learners. Assessing students to determine knowledge learned is important but what is done between tests with students is crucial. John Dewey examined in *The Child and the Curriculum* 1902 the negative effects of assembly line education and determined it to ineffective in progressing education. Children need space to determine what they are learning, how to learn more and how to set goals for themselves to deepen learning forever.

<b>T8.1 Graduate Student Meeting</b>	<b>5:30 pm – 6:30 pm</b>	<b>Minuet</b>
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*Graduate Student Meeting & Election of Representatives*

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

<b>T8.1+ Graduate Student Social</b>	<b>6:30 pm – ????</b>	<b>Lobby</b>
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*Graduate Student Social*

*Social at Pat O'Brien's (121 Alamo Plaza) immediately following Graduate Student Meeting*

## Friday, February 6

<b>F0.1 Registration</b>	<b>8:00 am - 12:00 pm</b> <i>Registration</i>	<b>Ballroom C Foyer</b>
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<b>F0.2</b>	<b>8:00 am - 9:00 am</b> <i>Continental Breakfast</i>	<b>Ballroom C Foyer</b>
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<b>F0.3</b>	<b>7:30 am - 8:30 am</b> <b>Graduate Leadership Council</b>	<b>Sam Houston</b>
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Plan for the coming year and set priorities for incoming graduate leadership council members.

<b>F0.9</b>	<b>8:30 am – 1:00 pm</b> <i>Graduate Student Work Area</i>	<b>Sam Houston</b>
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<b>F1.1 Paper Session</b>	<b>8:30 am - 9:30 am</b> <i>Culture</i>	<b>Minuet</b>
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### **Teacher Attitudes Toward Inclusion: A Cross Country Comparison Between Costa Rica and the United States**

*\*Rachel Scalzo, Terrill F. Saxon, Robin Wilson, & Yara N. Farah - Baylor University*

In the United States, students qualifying for special education services often spend at least part of the school day in general education classrooms (U.S. Department of Education, 2012). In Costa Rica there are very few special needs students who receive services outside of general education settings (Stough, 2002; 2003). For this reason a survey was administered to general education teachers in both countries to examine the similarities and differences in their perceptions of inclusion.

### **Driving Towards Success: Preparing Educational Leaders to Meet the Needs of Diverse Students**

*Douglas Hermond & Tyrone Tanner - Prairie View A&M University*

The intention of this investigation is to gauge whether there has been any change in our prospective educational leader's exposure and disposition toward the ELCC standards. Given the changing demographics of the students these leaders serve, of interest is the degree to which they are prepared to lead schools with diverse populations. This study will add to the growing body of knowledge as explained by the Learning Centered Leadership Framework, and will aid in determining the degree to which this leadership preparation program is meeting its mission of preparing effective, culturally responsive leaders.

### **Does Money Really Matter? Investing in the Future of Hispanic Students**

*Antonio Corrales - University of Houston at Clear Lake*

The purpose of this mixed methods study was to examine the relationship between school funding and graduation rates of Hispanic students across a purposeful sample of 147 Texas school districts identified as having a student Hispanic population greater than 75%. Findings indicated a correlation between school funding and graduation rates in small school districts, school funding invested on dropout prevention programs and graduation rates, and school funding and graduation rates for districts reporting up to a 50% LEP student population.

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Additionally, superintendents differed on what they contributed to their district's graduation rates, on the role of school funding, and on where to invest additional funds.

### **Cuba: Tierra de Cancion, Danza y Arte - Land of Song, Dance, and Art**

*Jolene D. Webster - Texas Wesleyan University*

This field-research report centers on an exploratory excursion to Havana and Santiago de Cuba as part of a small educational cohort. Cuban people are proud of their heritage and strength to resurrect their tiny country in the face of adversity, extreme poverty, war, rejection, illiteracy and hunger. They are equally proud of their dedication to education, medical practice, international relief and benevolence. But above all, Cuba's peoples are proud of their diverse and vivacious cultures seeped in song, dance, and art.

<b>F1.2 Paper Session</b>	<b>8:30 am - 9:30 am</b>	<b>Poolside 1</b>
<i>Special Populations</i>		

### **An Equity Audit of Special Education Students Receiving In-School Counseling Services**

*\*Alicia D. Sigeo & Kim Rawlinson - Lamar University*

The purpose of this study is to evaluate the in-school counseling needs of special education students. This study was an equity audit that examined data from a Southeast Texas Title I school district in order to evaluate the number of special education students receiving in-school counseling services. Data was collected from the Public Education Information Management System (PEIMS), Total Education Administrative Management Solution System (TEAMS), Special Education Services report, and a district specific Special Education Listing report.

### **General Education Teachers' Efficacy and Attitudes Toward the Inclusion of Deaf and Hard-of-Hearing Students**

*Edith Milovanovic - University of Houston at Clear Lake*

This study examined general education teachers' efficacy and attitudes toward the inclusion of deaf and hard-of-hearing students. A purposeful sample of 120 general education teachers' teaching 7-12 grade from 15 different middle and high schools within a large suburban school district in southeast Texas participated in the study. Results indicated a statistically significant relationship between teacher efficacy and attitudes toward DHH students. Students' in the study reported enjoying general education classes but expressed concerns regarding their interactions with general education teachers.

### **Progression in the General Reading Curriculum by Students Who Are Deaf/Hard of Hearing**

*Leigh Kackley - Texas Tech University*

This study is a partnership between a Regional Day School Program for the Deaf (RDSPD) and Texas Tech University. Archival data will be analyzed to determine: (a) the reading achievement level of fifth grade students who are deaf or hard of hearing and who participate in the general reading curriculum with support from See the Sound/Visual Phonics; (b) the reading progress of these students from second grade to fifth grade; and (c) how they compare in reading

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achievement to fifth grade hearing students. Data beginning with the 2002-2003 school year and ending with the 2012-2013 school year will be examined.

### **Musical Intervention in Remedial Reading: A Pilot Study**

*Adam P. Lynskey - Midwestern State University*

Within an elementary remedial reading classroom, this study compared the gains in fluency and comprehension made by students using musical instruction versus a traditional method. The effect of music on class engagement was also studied. Participants sang a song that included new vocabulary and learned new words using flash cards. Pre- and post-assessment of fluency indicated that students made similar gains using both methods. Observational data and participant feedback indicate that music increased student engagement. Possible reasons for fluency gains and increased participation are discussed. Ideas and methods for implementation are explored. The author discusses the need for further research.

### **F1.3 Paper Session**

**8:30 am - 9:30 am**

**Poolside 2**

#### *Autism*

### **The Effectiveness of Video Modeling on Preschoolers diagnosed with Autism Spectrum Disorder: A Meta-Analysis.**

*\*Sanpalei N. Lyngdoh & Konabe Bene -Texas Tech University*

Autism Spectrum Disorder (ASD) is defined as a neuropsychiatric disorder, characterized by severe and sustained impairments in social interaction, lack in language and communication skills, patterns of behavior and interest that are restricted and repetitive. Different interventions have been designed to improve skills or reduce problematic behaviors in children with ASD. The purpose of this meta-analysis was to collect data, analyze, and discuss the effectiveness of video modeling by focusing on the preschool age group. The overall effect size for this study was 0.85. Video modeling was evidenced as strongly effective on teaching the different target behaviors to preschoolers.

### **The Effectiveness of the Autismate Ipad Application on Communication and Socialization in Children with Autism**

*Julie K. Ivey-Hatz - Baylor University*

This project was an exploratory case study that investigated communication and socialization for children with Autism Spectrum Disorder in classrooms utilizing the Autismate application on classroom Ipad. Classrooms were included at the elementary, intermediate, middle school and high school levels. The research questions that guided this study were: 1. How does the use of the Ipad application affect the communication skills of children with autism? 2. How does the use of Ipad application affect the socialization skills of children with autism? 3. What are the teachers' perceptions of the use of the Ipad application? Pre- and Post- testing was administered for each student in the study utilizing the GARS-3 and SCQ. Teachers were given pre- and post-surveys addressing usability, likability, student perceptions and "favorite" components of the application. The results will be discussed.



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**An Investigation of Self-determination Skills Development in College Students with Autism Spectrum Disorders**

*Lori S. Hepburn - Lamar University*

The purpose of this phenomenological narrative study was to discover the systems that have promoted the development of self-determination skills among successfully enrolled college students with an autism spectrum disorder. A phenomenological narrative study was used to relate the lived experiences of individuals to understand a phenomenon (Creswell, 2013). This study was conducted at multiple institutions in the United States. Participants were individuals who were successfully enrolled at least half time at one of the institutions and were diagnosed with an autism spectrum disorder by a professional.

**F1.4 Graduate Student Session**

**8:30 am - 9:30 am**

**Poolside 3**

*Teachers*

Discussant: \* Lesley Casarez, Angelo State University

**Unit Creation Model: A Deweyan Perspective**

*Jesse D. Thomas - Texas Tech University*

The problems many teachers have usually do not concern whether the teacher has enough materials, but rather the problems revolve around how those materials will be organized and implemented for the profit of the child. The researcher proposes a model that will benefit teachers in regards to planning units and lessons. The model illustrates multiple components critical to a successful learning experience. Each component in the model was selected based on the philosophy of John Dewey who emphasized experience in the classroom. The model will be assessed based on the use and evaluation by K-12 teachers.

**An Analysis of Factors that Influence Secondary Science Teachers in an Ethnically Diverse Urban School District in South Texas to Remain in the Teaching Profession**

*Bonnie L. Montoya - Texas A&M University-Corpus Christi*

This study will examine personal and professional factors influencing secondary science teachers to remain in South Texas despite growing demands of the profession when there are more lucrative opportunities available in the science based oil field industry which are far less demanding. Descriptive quantitative statistics, principal component analyses, and an analysis of variance will be used to analyze the relationships and interrelationships among the variables. This study's value is in its use by teacher educators and campus administrators to put theory into practice to develop programs that help teachers remain in the field and continue to grow as professionals.

**Functional Behavior Assessment: Can it Increase Veteran and Novice General Education Teachers' Self-efficacy in Managing Classroom Behavior?**

*Barbara Benavides - Texas A&M International*

The literature supports the strong relationship between a teacher's self-efficacy and academic and social achievement in the classroom. As our generation moves to a fully inclusive environment, general education teachers will have classroom behavior management issues to

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deal with, specifically children with exceptionalities. Research has revealed a deficit in general education teacher's instruction on how to deal with students who do not fit in the box. Functional behavior assessments (FBA) have proven to be a successful evidence-based strategy to deal with classroom management. The current proposed experimental study will investigate the effects of professional development in FBA with veteran and novice general education teachers.

### F1.5 Paper Session

8:30 am - 9:30 am

Cavalier

#### *Gender and Minority Issues*

### **An Equity Audit Evaluation of Science, Technology, Engineering, Mathematics Pathways for Under-Represented Students**

*\*Stephen Lopez, Roxanne Minix-Wilkins, & Valerie Segovia - Lamar University*

Individuals with science, technology, engineering, and math (STEM) degrees and skills are in high demand. Under-represented students embody a large pool for STEM graduates. Adding to this demand is the need to recruit women and girls addressing the issue of expanding STEM opportunities and participation of women who are a historically underrepresented group. The authors audited the Workforce Industry Training (WIT) program. WIT is a program created and supported by the Nuclear Power Institute (NPI) at Texas A&M University to increase the number of secondary students pursuing a STEM degree in college/university to increase the STEM workforce.

### **African American Female Superintendents in Texas: A Phenomenological Study of Career Experiences**

*Kanisha Wiley, Barbara E. Polnick, & Rebecca M. Bustamante - Sam Houston State University*

This study was designed to describe the lived experiences of African American women in acquiring superintendent positions. Within the scope of qualitative research, the researcher followed Moustakas' recommendations for phenomenological research (1994), which included the use of a transcendental, or psychological, phenomenological approach with six of the eight African American female superintendents in Texas. Findings suggest a need to increase the exposure of aspiring African American administrators to the challenges and rewards of the superintendency, as well as to increase the level and availability of adequate mentors and quality preparation programs for women aspiring to superintendent positions.

### **Advanced Academic Participation: A Longitudinal Analysis of Ethnicity Gaps in Suburban Schools**

*Todd Kettler & Luke Hurst - University of North Texas*

Taking advanced courses, and in particular Advanced Placement and International Baccalaureate courses, is associated with increases in college readiness. Historically, participation rates in these programs has characterized by underrepresentation associated with ethnicity and economic disadvantage. This study gathered data on AP Exam participation from 79 suburban school districts over an eleven year period. Participation was disaggregated by race/ethnicity and changes in participation rates were analyzed over time. The research questions focused on

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whether participation gaps remained constant or changed between 2001 and 2011 and what school-level factors were predictive of changes in participation rates.

### **F1.6 Graduate Student Session**

**8:30 am - 9:30 am**

**Patio**

#### *Socio-economic Status*

Discussant: Nate Session, Splendora ISD

#### **An Equity Audit Comparison of Economically Disadvantaged Students Ability to Attain Proficient Performance on STAAR Within Elementary Schools**

*Rachel L. Polk & Anthony C. Moten - Lamar University*

Research reveals that a gap exists between students living in high poverty and students living in low poverty and between minority students and non-minority students. The study conducted substantiates that student achievement is hindered by the socioeconomic status of his/her family. The study takes an in-depth look at economically disadvantaged students' ability to attain proficient performance on the STAAR test within two elementary schools in two independent school districts. The results of the study indicate that socioeconomic factors have impact on the student academic achievement, but these factors do not always result in a negative effect on high stakes testing.

#### **Exploring the Formation of Teachers' Narrative Identity**

*Tiffany Farias-Sokoloski - The University of Texas at San Antonio*

Every year classrooms in the United States are quickly becoming socio-culturally diverse. Such diversity calls for teachers to reexamine not only their teaching practices, but also their sense of cultural awareness. This study aims to explore the ways in which a teacher's narrative identity forms in conjunction with daily interactions with students of socio-economically diverse backgrounds. The paper's findings suggest that a teacher's identity formation is an on-going process that is influenced by factors such as self-awareness and knowledge of students' cultural background. Therefore, the author calls for teachers to reflect upon their teaching practices, and preconceived notions about students.

#### **Are There Specific Factors That Lead to Parental Involvement and Student Success?**

*Joshua D. Hughes - Prairie View A&M University*

This Study will identify the social economic status factors (SES) that lead to parental involvement and student success with emphasis on the Latino and African American student population in the Houston Independence School District. The tools of measurement will consist of a mixed method using qualitative and quantitative research. The researcher will survey students, parents, teachers, and administrators of a targeted elementary school (Pre-K through 5th) within the Houston Independent School District. The researcher will randomly select student test scores as a measurement tool from a sample population.

**Friday, February 6**

**F1.8 Paper Session**

**8:30 am - 9:30 am**

**Renaissance**

*Science and Mathematics Education*

**Does Teacher Quality Matter? A Multilevel Analysis of Teacher Quality on Math Achievement in At-Risk High School Students**

*\*Dianna R. Mullet, Sean Jefferson, & Terry Cross - University of North Texas*

Educational researchers agree that teacher quality is a key factor in academic achievement in the United States (Harris & Sass, 2011). However, they have also posited teacher quality and preparation as areas in need of improvement (Dervarics, 2009). In this study, we use hierarchical linear modeling to examine the effects of the interactions of school, teacher, and student level predictors on students' mathematics achievement.

**A Meta-Analysis Comparing the Effectiveness of Teacher Preparation Paths in Middle School Math**

*Sarah Guthery & Ashley P. Sheils -Southern Methodist University*

This paper session utilizes meta-analysis to review published and peer-reviewed studies since 2005 to determine whether or not there is a detectable difference in student achievement among students with traditionally prepared teachers versus alternatively certified teachers in middle school math. In addition to the presentation of this study, a general introduction to the methodology of a meta-analysis will be presented for those interested in learning more about conducting a similar study.

**Lost Concepts in Mathematics Instruction: An Exploratory Case Study on Simulation Teaching of Pre-service Teachers**

*Haiping Hao & Gerald Kulm - Texas A&M University*

Conceptual knowledge makes the mathematical understanding go beyond specific contexts but flexibly solve problems in new situations. This study focused on conceptual instruction of pre-service teachers in a simulation setting—Second Life. The major finding indicates that pre-service teachers did not pay enough attention to mathematical concepts in their teaching. It is a universal problem in the United States, which could possibly be one reason that the US students' math achievements lag behind their international peers.

**Affective Elements of Science Learning: Student Attitudes toward Science**

*Lucinda N. Sohn - Texas A&M University-Corpus Christi*

The Affective Elements of Science Learning (AESL) Questionnaire measures student attitudes towards learning science. For this research study, in progress, the AESL Questionnaire represents an opportunity to measure attitudes toward learning science for two groups of high school students. Exploratory Factor Analysis will identify the interrelationships among the items in the questionnaire. Cronbach's Alpha ( $\alpha$ ) to measure internal consistency of the items within the constructs on the questionnaire. The means and standard deviations will be reported for each item.

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**F2.1 Paper Session**

**9:35 am - 10:50 am**

**Minuet**

*Reading*

### **The Relationship between Istation Performance and STAAR Reading Performance in 3rd Grade**

*\*Ihor Husyakov, Paige Benoy, Nicki Lazarine, Winston McCowan, Julie Madden, & Patrick Guy - Stephen F. Austin State University*

In this quantitative study the authors investigate the relationship between students' performance on Istation, an online self-paced reading intervention program, and the State of Texas Assessments of Academic Readiness (STAAR) 3rd grade reading exam. Scale scores from the 2013-2014 Istation reading assessment and the third grade STAAR reading assessment will be collected from approximately 140 students located on two similar campuses. The Pearson product-moment correlation coefficient ( $r$ ) will be calculated to explore strength of correlation between Istation and STAAR scores. This study will confirm or disprove the effectiveness of Istation as a reading intervention tool.

### **Developing Chinese Heritage Language Literacy: Parent Perspectives**

*Julien Ekiaka-Oblazamengo, Yi-Ju Tien, Norma A. Guzman - Texas A&M University-Kingsville*

This qualitative study aimed at exploring and describing the impact of Chinese Sunday classes on Chinese literacy development or maintenance process of second generation Chinese-American kids. The study used a multiple data collection strategies including a one year non-participative observation of Sunday classes, the teacher, the principal, and parents' interviews. This presentation is designed for language teachers who strive to foster children's literacy in Heritage language in a predominantly subtractive environment. Findings are presented and implications for a better instruction of second generation Chinese Heritage Language learners are discussed.

### **A Systematic Review of Think-alouds in Second Language Reading Comprehension Instruction and Research**

*Katherine L. Wright & Sunni L. Sonnenburg - Texas A&M University*

Think-alouds and think-aloud protocols are frequently used to evaluate literacy development in young children and adults alike. Despite the reported success of this strategy, one group of voices – second language students – remains excluded from the conversation. While numerous practitioner-oriented articles tout the benefits of think-alouds in supporting student reading comprehension, far fewer published reports specifically address the unique needs of second language students. The present systematic literature review works to fill the gap in think-aloud literature.

### **Multi-modal Integrated Reading Intervention: A Concurrent Mixed Methods Experimental Study**

*Katrina K. Schultz - Texas Wesleyan University*

The current study fused social cognitive development theory, drawn from the long history of psychology and educational theory, with neuroscience creating a framework of brain-based

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social cognitive development theory. The purpose of this concurrent mixed methods experimental study was to determine the efficacy of a multi-modal integrated reading intervention, developed explicitly to include multicomponent elements drawn from brain-based social cognitive development theory, known to influence literacy acquisition, as an intervention treatment to improve reading. The statistical significance of quantitative results indicates multi-modal reading intervention as a highly effective approach to alleviate reading difficulty. Qualitative data provided explanation of results.

### **Multiple-group Path Analysis on the Role of Morphological Awareness in Vocabulary and Reading Comprehension: Evidence from Upper Elementary ESL and EFL Learners.**

*Han Suk Bae - Texas A&M University*

The present study explored role of morphological awareness (MA) in vocabulary and reading comprehension across upper elementary English learners in different language learning contexts (ESL and EFL). Participants included 50 Korean ESL learners and 257 Korean EFL learners. They were administered measures of MA, vocabulary, and reading comprehension, in addition to phonological and orthographic measures. Multiple-group path analysis showed that the indirect effect of MA on reading comprehension (mediated by vocabulary) showed statistically significant between-group difference: the EFL learners use more MA than the ESL learners to decipher vocabulary meaning, which in turn to increase their reading comprehension.

#### **F2.2 Graduate Student Session**

**9:35 am - 10:50 am**

**Poolside 1**

*Student Success*

Discussant: \*Julia Ballenger, Texas A&M University, Commerce

### **An Equity Audit Comparison of Advanced Placement Students in Traditional High School Programs in a Southeast Texas School District**

*Victoria G. Steward, Mark Steward, & John Quarry - Lamar University*

AP courses are intensive and selective, typically producing smaller class sizes (Hacsi, 2004). Research indicates that while AP classes continue to grow nationwide, minority students remain underrepresented, which further perpetuates inequitable and unjust treatment of minority students (Ndura, Oches, & Robinson, 2003). The purpose of this quantitative study will be to inquire into the demographic distribution of student enrollees in AP courses in a Southeast Texas School District. Demographic data from three traditional high school campuses in a Southeast Texas School District will be disaggregated to examine the placement of students in AP courses among varied student groups with a special emphasis on minority student participation.

### **Neighborhood Quality as a Predictor of Reading Achievement in a National Sample of 5th Graders**

*Kevin E. Wells - Baylor University*

The purpose of this research project is to evaluate neighborhood quality as a predictor of academic achievement. Newer research based on the 2009 American Housing Survey indicates that affluent minorities tend to live in lower “quality” neighborhoods than less affluent whites. Since this is the case, socioeconomic status alone as a control variable is incomplete. By including a neighborhood quality variable into academic achievement models, we can gain a

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better and more accurate understanding of how different variables affect academic achievement. Examination of this variable will be done using Partial Least Squares path analysis and Multiple Regression.

### **What Enables a Student to Achieve Success on Standardized Tests Using Standardized Test Preparation Course Techniques—A Teacher's Perspective**

*Eliz A. Markowitz - University of Houston*

Standardized testing has become entrenched in all facets of education. As the standardized test industry has expanded over the past century, so too has the test preparation industry. The techniques espoused by test preparation companies allow students to overcome the purpose of standardized test questions. The success of test-preparation companies indicates that techniques to improve test scores are learnable. If students are able to circumnavigate the intended purpose of questions and achieve artificially inflated scores, which are compared with the scores of students who may not have been exposed to such techniques, the validity of such tests is nullified.

### **Teacher Perceptions of Mentoring At-risk Students Through the Context of the AVID Program**

*Veronica Gullledge - Texas Tech University*

This phenomenological case study will explore the perceptions of teachers and administrators regarding their impressions and conceptions of mentoring and the significance of this relationship for at-risk students through the Advancement via Individual Determination (AVID) program. Additionally, this study will investigate the mentoring concept within the confines of AVID and through the lenses of social development and social capital theories. Gaining greater insight into these perceptions can contribute to the growing knowledge-base and assist in serving students at-risk from parents unable to provide encouragement and direction due to heavy work schedules, lack of education and/or lack of resources and more.

## **F2.3 Workshop**

**9:35 am - 10:50 am**

**Poolside 2**

*Free Workshop*

### **Evidence-Based Guidelines for Helping Emergent Writers Negotiate their Dissertations, Research Articles, and Other Works**

*Rebecca K. Frels - Lamar University & Anthony J. Onwuegbuzie - Sam Houston State University*

The purpose of this interactive training session is to provide a meta-framework for helping emergent writers develop metacognitive awareness during the writing and editing process. In this session, optimal mental processes involved in writing and editing will be deconstructed and made transparent. This session is applicable for all emergent writers—including doctoral students (e.g., new doctoral students, doctoral candidates)—who would like to learn how to improve their writing skills. Also, this session is useful for advisors, dissertation chairs, dissertation members, and mentors who are interested in learning strategies for helping students organize their thoughts and write their works optimally.

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**F2.4 Paper Session**

**9:35 am - 10:50 am**

**Poolside 3**

*Administrations and Teacher Leaders*

**The Impact of Principals' Prior Leadership Experiences and Background on Teachers' Professional Development**

*\*Luke C. Lyons, Sandra Sandoval, Jennifer G. Whitfield, & Hersh C. Waxman - Texas A&M University*

This study examines the prior leadership experiences of principals and how these experiences impact teachers' current and future professional development. The Principal Questionnaire from the School and Staffing Survey of 2011-2012 will be used to examine the how principals' prior teaching experiences affect their views and actions of teachers' professional development. Differences between demographics, principals' education, certification and professional development experiences as a principal will be examined and analyzed. Recommendations for future research will be made base upon the finding of the study.

**An Equity Audit on the Implementation of Instructional Coaches in Twenty One Priority Schools in Calcasieu Parish**

*Lacey E. Fontenot & Ashley Johnson - Lamar University*

Change is not feared by teachers, but the fear of ineffective initiatives is discouraging for teachers (Knight, 2007). Instructional coaching is considered an effective way to implement onsite professional development for teachers (Marsh, McCombs, & Martorell, 2010). Coaches are helping teachers develop more instructional techniques in a school based setting (Elish-Piper & L'Allier, 2011). Denton and Hashbrouk (2009) described the following activities instructional coaches would participate in daily to help support teachers. The activities include; co-planning, co-teaching, modeling lessons, observing, conducting workshops, post-conferencing, and disaggregating data (Denton & Hashbrouk, 2009).

**Differences in Student Perceptions of School Climate: A Count Regression model Comparison**

*Kari J. Hodge - Baylor University*

The purpose of this study is to explore factors associated with student perceptions of school climate using selected variables from the Education Longitudinal Study of 2002 (ELS:2002) conducted by the National Center for Education Statistics. A series of count regression models were used to predict absences and suspensions of students based on student perceptions about the school environment as predictors. The most consistent predictors of students' deviant behavior are their plans after high school, their perceptions about their teachers, and student beliefs that their high school education will help them get a job.

**Overcoming Obstacles and Lessons for Inclusion: The Experiences of African American Administrators in Four Northern School Districts**

*Kendra P. Lowery - University of Arkansas at Little Rock*

Data from this multiple-case study of African American administrators in four northern school districts are analyzed through the conceptual framework of work group diversity perspectives



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(Ely & Thomas, 2001) in order to understand contributing factors to African American administrators' substantive inclusion in the workplace, while complicating an over-simplified narrative about racism in the south and the north. Findings indicate that inclusion was due to the administrators' personal agency and support from their supervisor. White colleagues must understand the significance of and be willing to navigate racial terrain in order to provide organizational support for the inclusion of African Americans.

### **Voices of Principals: The Meaning of Trust Developed Through Portraiture**

*Lara L. Cavin - Stephen F. Austin State University*

Voices of Principals: The Meaning of Trust as Developed Through Portraiture was a qualitative study that examined a principal cohort from a public school district in Texas who has developed a trusting relationship with their superintendent. The portraiture methodology was selected to provide an in-depth view of trust between a superintendent and the principal cohort team from the principals' perspectives, while additionally identifying specific actions used by the superintendent that engender trust in these relationships. The researcher examined the qualities of goodness and imperfections that created the meaning of trust through the themes that emerged from the data collection process.

#### **F2.5 Workshop**

**9:35 am - 10:50 am**

**Cavalier**

*Free Workshop*

### **Co-Planning for Science-Developing Academic Content and Second Language in a Teacher Preparation Program**

*Jacqueline E. Romano & Puneet S. Gill - Texas A&M International University*

This workshop is intended to address an overlooked area in higher education: co-planning and collaboration. The intent of this paper/presentation is to demonstrate a science lesson addressing a K-12 state science standard using Marvel Superheroes to draw and describe Punnett squares. A Punnett square is used to predict the probability of inheritance of monohybrid genetic crosses. In this workshop, the authors will explain how academic content and second language (in English and/or Spanish) can be developed, and how co-planning and collaboration is necessary for enhancing the learning experience and academic achievement of preservice teachers in a teacher education program.

#### **F2.6 Workshop**

**9:35 am – 10:50 am**

**Patio**

*Free Workshop*

### **Training Session: Using Program Evaluation for Advocacy and Scholarly Work**

*Judith A. Nelson - Sam Houston State University*

Participants will observe advocacy in action! (a) Learn how a team of researchers collaborated to evaluate a non-profit, community agency recovery program for adolescents and young adults; (b) discuss how to collaborate with agencies, faculty, doctoral students, and multiple universities to evaluate programmatic interventions; (c) understand how to generate data for program evaluation purposes and publication; and (d) explore preliminary results for the program evaluation of the Palmer Drug Abuse Program in Houston, Texas. The primary intervention investigated was the

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Alternative Peer Group (APG), a program for youth and young adults in recovery from misusing drugs and/or alcohol.

### **F2.7 Symposium** **9:35 am - 10:50 am** **Ballroom C**

#### *Symposium*

#### **Facilitating Student Learning in a Fully Online Environment: Best Practices**

*Susan Troncoso Skidmore - Sam Houston State University*

*Nara M. Martirosyan - Sam Houston State University*

*D. Patrick Saxon - Sam Houston State University*

*Ken Young - Lamar University*

*Shannon Covert - Sam Houston State University*

*Neta Hill - Lamar University*

*Gina Mannino - Lamar University*

*Maureen L. Selman - Sam Houston State University*

Online courses are ubiquitous in college and university campuses (Flavin, 2013; Garrison & Akyol, 2009). Whether you are a fan of online courses or not, chances are you will be teaching or taking an online course at some point in your academic career. Join us for a discussion of best practices from an administrative, faculty, and student perspective.

### **F2.8 Graduate Student Session** **9:35 am - 10:50 am** **Renaissance**

#### *Educational Issues*

Discussant: \*Jim Hardy, University of Texas - Arlington

#### **Pre-Service Teacher Technology Preparation**

*Peter J. Boedeker, Ali Bicer, Alexandra L. Foran, & Kristina Hill - Texas A&M University*

Digital technology utilization in the classroom is a growing interest in education today. Many have spent large sums of money to provide students with laptops and tablets to support educational achievement. This study uses a survey given to pre-service teachers to investigate their perceived preparation at a university in central Texas. The survey contains questions pertaining to the extent of training in educational uses of technology as well as an evaluation of whether or not pre-service teachers believe that technology should play a vital role in their future classroom.

#### **Do Quick Poll Questions Align with Lesson Objectives and State Standards?**

*Sevket Ceyhun Cetin, Philena J. Farmer, Minju Yi - Texas Tech University*

Quick Poll (QP) questions hold substantial promise as a formative assessment when they align with the lesson objectives of a particular lesson. Presenters will show whether QPs, lesson objectives, and state standards align with each other or not by comparing the Bloom's taxonomy level of each of these categories.

#### **Perspective Alignment on Professional Culture**

*Jeff Porter - Middle Tennessee State University*

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Culture in itself has the power to raise a school from bad to good or push a school from good to bad. The concept of working culture for any school should always be a focal point from year to year. This pilot study focuses on the perspectives of two stakeholders of a school. Interviews of stakeholder's perspectives on the working culture were coded, compared and contracted. Both individuals agreed upon what an ideal working culture would look like. However, both had distinct perspectives of the culture itself, which could explain the school's professional environment struggles.

### **Mathematical Vocabulary: A Look Back to Make Meaning of the Present and Future**

*Shere Salinas - Texas A&M University-Corpus Christi*

The goal of this study of mathematical vocabulary is to determine the major trends and topics that arise from literature and research which have evolved throughout its history. It will also seek to develop an understanding of how current leaders in the field negotiate the history of the field within their personal contributions. This study incorporates historical analysis and case study methodology. The participants are four mathematics education professors in North America who have researched and published works pertaining to mathematical vocabulary. It is hoped that this study may guide and influence future research within the field.

#### **F3.1 Workshop**

**10:55 am - 12:10 pm**

**Minuet**

*Free Workshop*

### **A Meta-Framework for Collecting, Analyzing, and Interpreting Verbal and Nonverbal Data in Qualitative Research**

*Anthony J. Onwuegbuzie & Valerie T. Byers - Sam Houston State University*

Denham and Onwuegbuzie (2013) provided evidence that relatively few qualitative researchers include any mention of nonverbal communication in their empirical articles. However, this lack of reporting of nonverbal communication data likely stems from the scant guidance in this area given by authors of qualitative research textbooks. Thus, the purpose of this training session is to provide a framework for collecting, analyzing, and interpreting nonverbal communication behavior. This framework yields guidelines for students to collect, to analyze, to interpret, and to report nonverbal communication data. After providing this framework, we present an exemplar for reporting nonverbal communication data.

#### **F3.2 Workshop**

**10:55 am - 12:10 pm**

**Poolside 1**

*Free Workshop*

### **Campus Improvement Through Secondary Tier II Interventions**

*Bethany Logan - Texas A&M University*

This session will examine providing interventions to secondary students who have experienced repeated academic failure through the lens of Tier II interventions. Information regarding structuring interventions, studying existing intervention systems, and strategies to work with reluctant students will be discussed.

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**F3.3 Paper Session**

**10:55 am - 12:10 pm**

**Poolside 2**

*Instructional Issues*

**Technology in the Classroom: An iPad Based Handwriting Intervention Pilot Study**

*\*Kevin E. Wells, Tracey N. Sulak, Terrill F. Saxon, & Leanne Howell - Baylor University*

This study compared handwriting practice performed on iPads to handwriting practice performed through traditional means to determine the extent to which iPad based handwriting practice transfers to traditional assessments. A total of 12 kindergartener and first-grade students were recruited from an urban public elementary school located in central Texas and participated in this pilot study. The results indicate that for this sample, traditional methods were superior in terms of letter formation and letter orientation to iPad based practice. However, the iPad group had a ~50% increase in letter production whereas the traditional methods group showed no increase.

**Integrating Technology into the K-12 Classroom: A Literature Review**

*Pascal L. Killingsworth & Allison D. Killingsworth - Stephen F. Austin State University*

Though many of our classrooms have been inundated with computers and other technology, our teachers are, for the most part, not integrating that technology into their classrooms. This paper reviews the literature about technology integration for K-12 schools through several different lenses. Starting with the teacher and student perspectives, then moving into factors that affect implementation, and finally discussing complete integration strategies. Through this discussion, this paper works to develop a better understanding of what methods should be used to ensure technology integration in most K-12 schools and which methods and perspectives tend to work against the integration of technology.

**Impact of Delivery Method on Speaker's Level of Anxiety**

*Tracey M. Holley - Tarleton State University*

The purpose of this research paper was to determine what impact traditional and nontraditional methods of delivery had on student levels of speech anxiety. Participants in this study presented informative and persuasive presentations via traditional face-to-face classroom settings as well as nontraditional technological methods. Students completed McCroskey's Speech Anxiety Thoughts Inventory prior to participation, as well as after each subsequent phase of the study. A within-subjects factorial analysis of variance (ANOVA) was conducted to determine if significant differences in student speech anxiety existed between traditional and nontraditional methods of delivery.

**How 'I Can' Statements Direct Algebra I Learners**

*Philena J. Farmer - Texas Tech University*

This study investigated how Algebra I teachers and coaches perceived the benefits of 'I Can' statements. The literature on learning objectives was split between two opposing views: those who believe that learning objectives are for the students' use and those who believe that the learning objectives are more for the teachers' use. Analysis of interview data found that the teachers and coaches were similarly split in to two opposing views. These findings confirm an ongoing debate concerning learning objectives and their importance in the classroom.

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### **The Predictive Value of Age, Classification, and GPA on Academic Dishonesty: A Secondary Canonical Correlational Analysis**

*John Jordan - Sam Houston State University*

The digitization of academia has been evolving for well over a decade, but few studies have been conducted concerning online cheating and even fewer for the overall academic institution given the technological advances. This study was a secondary canonical correlational analysis of data from Lanier's (2006) article concerning academic dishonesty. The findings indicated that age, classification, and GPA are all predictors for cheating, but that classification accounts for the most variance when used as a predictor variable for academic dishonesty.

#### **F3.4 Workshop**

**10:55 am – 12:10 pm**

**Poolside 3**

*Free Workshop*

### **Vocabulary Strategies for At-Risk Students**

*Mechelle L. Ivy & Susan Szabo - Texas A&M University-Commerce*

This study will look at the effects of providing students with paper/pencil and technology strategies to practice vocabulary for the purpose of long-term retention to enhance reading comprehension. These strategies will allow students not only to determine word meanings but also assimilate vocabulary words into context. Students will engage in two different vocabulary strategy stations; one paper/pencil and one technology based, equaling a total of forty minutes each day. U. S. Department of Education in 2013 revealed, students who performed in vocabulary also performed in reading comprehension. This validates vocabulary as a fundamental aspect of reading comprehension.

#### **F3.5 Paper Session**

**10:55 am - 12:10 pm**

**Cavalier**

*School Culture and Attitudes*

### **Behavioral Outcomes of Early Exposure to Violence**

*\*Kara M. Styck - The University of Texas at San Antonio & Grant B. Morgan - Baylor University*

Children who are exposed to violence tend to exhibit internalizing and externalizing behavior problems. Previous research on the effects of violence exposure has exclusively investigated children at the elementary- and secondary-school levels using a variable-centered approach, leaving a gap in the literature regarding the impact of early exposure to violence on preschool-aged children. Furthermore, a person-centered approach may better explain individual differences in the behavioral outcomes of witnessing violence in early childhood. Consequently, the purpose of this study is to use a person-centered approach to investigate the relationship between violence exposure and behavioral outcomes.

### **Teachers' Perceptions of Data Maps: A Simple Resource to Promote Teacher Decision Making**

*Laura Isbell & Brittany L. Hott - Texas A&M University-Commerce*

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This paper session reports how teacher educators used data maps with in-service teachers to foster data based preparation, instruction, and intervention planning. Implications for practice and future research directions are shared.

### **Educational Practice: Use of Culturally Responsive Curriculum and Native American Education**

*Leah McAlister-Shields & Brandolyn E. Jones - Sam Houston State University*

Access to equal education has been a long-standing challenge for Native American students in the United States. Since the establishment of the Government funded “Civilization Fund” in 1819, and the subsequent relocation of Native Americans onto reservations, the education of Native American children has been realized under a tone of assimilation and segregation (Noel, 2002; Tharp et al., 1999). This particular proposal offers a historiographical account of American Indian education in the United States and explores ways in which classroom teachers and school administrators can establish a school curriculum that teaches to and through Native American culture (Gay, 2010).

### **Understanding the Affects of Mentoring Relationships Upon Students Academic and Social Behavior**

*Adlai J. Charles - Texas Wesleyan University*

The purpose of this study is to understand the affects of mentoring relationships upon student’s academic and social behavior. Parents strive to raise children who succeed academically, develop supportive bonds with others, and avoid problem behaviors. Mentoring programs aim to fill such gaps in children’s lives, by matching volunteers with youth. These programs have grown rapidly since the mid-1990s; impacting studies that show mentoring can improve the lives of youth (Herrera, Grossman, Kauh, & McMaken, 2011). The following study takes a look at the Boys and Girls Club of North Texas, its framework, and its impact on students they serve.

### **An Examination of Teacher Perspectives on a Title Reading Program**

*Jessica C. Salazar - Texas Wesleyan University*

This qualitative research reflects the perspectives of six elementary teachers and two administrators on a Title Reading Program. Keen observations of the Title Reading students in the regular classroom as well as at lunchtime and on the playground also helped refine the emerging themes that evolved from this qualitative study. A closer look at these themes will be presented during this session.

**F3.6 Innovative Session**

**10:55 am - 12:10 pm**

**Patio**

*Innovative Session*

### **Scholar-Practitioners as Artist Leaders: Deconstructing Experiential and Aesthetic Processes In An Aesthetically-Informed Leadership Hermeneutic**

*Karen Embry-Jenlink, Angie Brooks, Martha Coleman, John Denson, Youshawna Hunt, Michael Jones, Allison D. Killingsworth, Pascal L. Killingsworth, Nechele McClinton, Robbie McKinzie Johnson, Joshua Nation, Walter Peddy, Nola Schmidt, William Stewart, Penny Tramel, Wesley Vinson, LaToya Walker, & Paul Wallace - Stephen F. Austin State University*

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In this innovative session, a multi-media presentation synthesizing visual arts, music, poetry, digital storytelling, photography and will be presented as an interpretive text narrated in a collective dialogue by the artists, doctoral candidates in a cohort-based educational leadership (Ed.D.) program. Through their artistic products, candidates offer their understanding and representation of the Self and describe the impact of experiential learning and aesthetic processes as inquiry tools for deepening their leadership praxis and identity as artist leaders and scholar-practitioners.

### **F3.7 Paper Session**

**10:55 am - 12:10 pm**

**Ballroom C**

*Preservice Teachers*

#### **Examining Preservice Teachers' Content Knowledge in a Virtual Classroom Environment**

*\*Haiping Hao, Ayse Tugba Oner, Enrico Indiogine, Nickolaus Ortiz, Gerald Kulm, & Trina Davis - Texas A&M University*

Teachers serve as role models in a myriad of school and classroom settings (Klopfenstain, 2008; Lunenberg, Korthagen, & Swennen, 2007) and students learn a lot from teachers. Perhaps the most important learning from teachers is subject or content knowledge. Content knowledge is an important area that teachers need to be strong in because teachers' pedagogical decisions depend on their content knowledge (Even, 1993). The goal of this study was to examine 22 preservice teachers' teaching experiences and determine what kinds of mistakes were made, especially related to content knowledge in a three-dimensional virtual classroom environment.

#### **STEM Schools vs. non-STEM school: Examining Hispanic Students' Mathematics Achievement**

*Ali Bicer, Bilgin Navruz, Robert M. Capraro, & Mary Margaret Capraro - Texas A&M University*

Unlike Selective STEM schools, Inclusive STEM High Schools (ISHSs) accept all students regardless of their previous academic achievement and interest in science and mathematics. The purpose of this session will be to show how Hispanic students' mathematics achievement in ISHSs compared to their counterparts in traditional public schools. Twenty eight schools, 17 of which were T-STEM academies and 11 were matched non-STEM schools. Hierarchical Linear Modeling (HLM) method was conducted by using SAS 9.3 software. Regardless of gender, ethnicity, or SES, Hispanic students in STEM schools statistically significantly outperformed Hispanic students in comparison schools.

#### **Pre-service Teachers' Perception of Mathematics**

*Alexandra L. Foran, Ali Bicer, & Peter J. Boedeker - Texas A&M University*

In this study, the perception of mathematics in pre-service teachers is analyzed. Mathematics anxiety is a fear experienced by many students that develops at an early age. As pre-service teachers prepare for the classroom, many bring that fear with them. 301 pre-service teachers were asked to complete two prompts about their mathematical perception. The questionnaire indicates that these future math teachers showed a negative-negative perception of mathematics more than any other combination of viewpoints.

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### **Preparing Pre-service Teachers to Meet the Demands of 21st Century Learners**

*Douglas Hermond & Kitty Warsame - Prairie View A&M University*

This study is intended to determine to what extent our preservice teachers master content knowledge, teacher disposition, and the pedagogical skills necessary to ensure that all students are challenged to reach individual levels of academic success. We will add to the growing body of knowledge as explained by National Board for Professional Teaching Standards Framework and referenced by the Texas Teacher Standards. To accomplish this, we will rely on the results of appropriate surveys administered to our preservice teachers. In so doing we will be able to determine the degree to which our preparation program is meeting its goal.

### **The Psychometric Exploration of the Student- Teacher Relationship Scale for Pre-Service Teachers**

*Fatih Koca - Texas Tech University*

The goal of this study is to examine psychometric exploration of the student-teacher relationship scale for pre-service teachers. Understanding and documenting the impacts of teacher-student relationship quality on students' school adjustment competencies, including academic success, social skills, and behavioral problems. The sample of participants is student teachers, who are enrolled in teacher education programs at a large university in a Southwest state, are served as the population of this study. In addition, the participants serve as student teacher in public elementary schools in a Southwest state through a year.

### **F3.8 Paper Session**

**10:55 am - 12:10 pm**

**Renaissance**

*Teachers and Teacher Education Programs*

### **A Meta-Analysis of the Effects of Teacher Education Components on Student Outcomes**

*\*Sunni L. Sonnenburg, Jennifer G. Whitfield, Nasser Jabbari, Luke C. Lyons, & Hersh C.*

*Waxman - Texas A&M University*

There is a current lack of meta-analyses in teacher education highlighting quantitative evidence that can determine the effects of components of teacher education programs on student outcomes. The purpose of the present meta-analysis is to explore the current quantitative research on teacher preparation programs and identify patterns, or other interesting relationships, that occur across the identified studies with regard to student outcomes. Recommendations will be made for future research on teacher preparation programs and their impact on student outcomes.

### **Changes in First-Year Teachers' Self-Efficacy for Classroom Instruction**

*Nancy D. Weber, Hersh C. Waxman, Kayla B. Rollins, & Larry J. Kelly - Texas A&M University*

This longitudinal study examines how educational and field experiences impact first-year teachers' confidence for teaching. Over four years, we surveyed novice teachers regarding self-efficacy for establishing an effective learning environment during their year-long certification program, which includes summer methods courses and a one-year internship. Findings indicate that self-efficacy improves with increased education and preparation, which was observed from the first to the last day of the summer courses. However, once in the classroom and faced with



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applying what was learned, confidence lapses. The rise in self-efficacy scores from fall to spring suggests that first-year teachers' confidence does increase with experience.

### **Classroom Mental Models and Technology Experiences: Teacher Candidate Perceptions**

*Michelle Giles & Jana M. Willis - University of Houston at Clear Lake*

Teacher candidates enter their education programs with preconceived beliefs about their role as a teacher as well as the behaviors of their future students. The purpose of this study is to explore teacher candidates' self-created images depicting their teaching, future classroom, and to determine if instances of technology exist within these images. Associations between instructional style, age, and gender will be explored. The study will use survey data related to early technology experiences, a modified version of the Draw a Science Teacher Teaching-Checklist (DASTT-C) and brief narrative descriptions of the drawings to gain a deeper understanding of the preconceived beliefs.

### **Administrators' Feedback on Formative Assessment System to Improve Teacher Education Program**

*Nhung Pham & Peggy Johnson - Texas Tech University*

There have been many calls nation-wide for reform in teacher education programs. The College of Education in a university in Texas has transformed its teacher education program to make the program more clinically based, more rigorous, and more responsive to the demands of teaching in the 21st century. It has instituted an assessment system to monitor teacher candidate progress and to monitor the success of the program. This research will explore how administrators use the data from a formative assessment system to change the teacher education program and make decisions for future program improvement.

### **Pre-service Teacher's Intent, Ability, and Actual Use of Web 2.0 in their Future Classroom**

*Melissa Botkin - University of Houston at Clear Lake*

The purpose of this mixed methods case study was to determine how pre-service teachers' field-based capstone experiences contribute to differences in their intent to use, level of use, and ability to use Web 2.0 technologies in future classrooms. Findings indicate few instructors modeled technology integration for pre-service teachers during university coursework. Those who experienced Web 2.0 integration replicated the technique during their field-based experience, and are confident in their intention to use it in the future. School districts should be cognizant of the need to cultivate mentor teachers' Web 2.0 integration capacity, so that they may effectively mentor pre-service teachers.

#### **F4.1 Workshop**

**12:15 pm - 1:30 pm**

**Minuet**

*Free Workshop*

#### **Secondary Data Analysis: Lessons Learned in a Doctoral Level Statistics Course**

*Mitchell Parker, Rachael Wilcox, Vanessa Gonzales, John Jordan, Juan LeBron, David Paitson, Markisha Venzant-Sampson, Rachel Valle, Susan Troncoso Skidmore, Julie P. Combs - Sam Houston State University*

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In this symposium, authors will share their experiences, lessons learned, and sample projects from a doctoral-level statistics course where an alternative way for students to analyze data was presented. Perspectives from the doctoral students, faculty member, and doctoral director of the program will be shared.

### **F4.2 Graduate Student Session      12:15 pm - 1:30 pm      Poolside 1**

#### *Higher Education Issues*

Discussant: \*Lesley Leach, Tarleton State University

#### **Perceived Self-Efficacy of Research Skills of Select Higher Education Doctoral Students**

*Kelly O. Jacobs, Sheldon Moss, René A. Enriquez, Jeff Roberts, & Scott R. Godley - Sam Houston State University*

Doctoral students face many barriers in the completion of their degrees; however, no barrier appears to be greater than that stemming from their own lack of self-confidence in their ability to conduct the research necessary to complete their dissertations. This qualitative case study will examine perceptions of research self-efficacy among 10 doctoral students, selected via criterion sampling, who are enrolled in a higher education administration program. Through the collection and analysis of interview responses, the researchers will seek to understand better this concept, to contribute to the corpus of work on this subject, and to provide avenues for future research.

#### **Maturation of Assessment Practices for States Within the Southern Association of Colleges and Schools Accreditation Region**

*Jeff Roberts - Sam Houston State University*

Assessment, accreditation, and accountability represent serious issues facing colleges and universities today. The author of this proposed study will utilize archived data from the 2009 and 2013 National Institute for Learning Outcomes Assessment surveys of chief academic officers to conduct a nonexperimental, causal-comparative research study examining the maturity of assessment practices at reporting institutions from U.S. States within the Southern Association of Colleges and Schools Commission on Colleges accreditation region. Using these data, the author will determine whether national trends of assessment maturity identified by other researchers also hold true at the state and regional levels.

#### **Correctional Education: As Restitution, Rehabilitation and Restoration for America's Offenders**

*Derek Irvin - Prairie View A&M University*

The United States currently has jailed some 2 million plus people. Although that is a most shocking statement, what makes this statement more dreadful is the fact that there are a total of 7 million under correctional supervision - in custody, parole, or on probation. Most of those that are incarcerated are black and Hispanic males. The startling fact is that there are more people in prisons and jails today for drug offenses than were incarcerated for all reasons in 1980. (Alexander, 2012) Alexander went on to state that there are more black males incarcerated today than were enslaved in 1850 and according to the U.S. Bureau of Justice estimates, as of 2008

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more than 846,000 black men were in U.S. prisons, constituting 40.2 percent of all inmates in the system.

### **The Effects of Student and Course Characteristics on Final Grades in Online Courses**

*Hunter Keeney - Lamar University*

Numerous studies have explored factors that affect student learning outcomes in online courses. However, there is limited information on how these factors influence final course grades in distance education. The purpose of this study was to determine if relationships exist between student-centered online learning environment characteristics and academic achievement (final grades) at a medium-sized university in Southeast Texas. The Distance Education Learning Environments Survey (DELES) was utilized to describe the student-centered learning constructs in the courses under study, and structural equation modeling (SEM) was employed to analyze effects of these constructs on final course grades.

#### **F4.3 Paper Session**

**12:15 pm - 1:30 pm**

**Poolside 2**

*Beginning Teachers*

### **Evidence of Leadership as a High Quality Indicator for Teacher Certification Program Evaluation**

*\*Kenneth J. Fleming, Luke C. Lyons, Matthew J. Etchells, & Hersh C. Waxman - Texas A&M University*

This study uses the National Center for Educational Statistics' School and Staffing Survey data from 2011/2012 to investigate the link between assumed leadership opportunities by recently certified teachers and certification program as a potential high quality indicator for teacher certification programs. Potentially moderating variables such as school size, location (rural, suburban, urban), grade-level, and autonomy will also be used in the analysis process as potentially controlled covariate items. Data will be thoroughly analyzed and significant findings will be discussed. Recommendations will be made for future research in teacher education and teacher certification program evaluation.

### **How Long Do They Stay: An Audit on Teacher Experience in Low SES Schools**

*Youshawna Hunt & Paul Wallace - Stephen F. Austin State University*

Educational leaders are charged with making sure that all students are able to reach their full academic potential. Being able to recruit and retain highly-qualified teachers is a vital part of creating an environment that is conducive to increasing student achievement. According to Harris & Sass (2007), a CALDER study confirmed that, on average, brand new teachers are less effective than those with experience. Teacher experience, therefore, is a factor administrators should consider when staffing schools, especially those that are considered hard to staff due to academic achievement, socioeconomic status, and minority student population.

### **Successful Practices in a First Year Teacher Mentoring Program: Lessons Learned from Junior High Mentors**

*Marsha D. Sowell - Texas Tech University*

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This qualitative case study identified effective practices of mentoring novice junior high teachers. The analysis found that mentors believe building a relationship with mentees is a factor in both improving teachers' instructional practices and in teacher retention. Modeling classroom management procedures, helping teachers plan lessons, and observations with direct feedback are effective methods of improving teachers' instructional practices. Supporting teachers through an attitude of service and availability increases teacher retention.

### **Differences in Beginning Teacher Percentages by Accountability Rating and School Level**

*Samson A. Moreno - Sam Houston State University*

In this study, the extent to which the percentage of new teachers was related to school accountability rating in Texas elementary, middle, and high schools was examined. Statewide data were downloaded and analyzed for the 2010-2011 school year for all traditional Texas elementary, middle, and high schools. Statistically significant differences were present in the percentage of beginning teachers by school accountability rating at all three school levels. Elementary, middle, and high schools that were ranked as being Academically Unacceptable had the highest percentages of beginning teachers whereas Exemplary schools had the lowest percentages of beginning teachers.

#### **F4.4 Graduate Student Session**

**12:15 pm - 1:30 pm**

**Poolside 3**

##### *Student Issues*

Discussant: Pauline Sampson, Stephen F. Austin State University

### **General Education Students in Inclusion Classes: Is This the Best Model for Academic Growth for All Students?**

*Valayne May - University of Texas at Arlington*

The traditional inclusion model of teaching places students with identified special needs (special education students), such as learning disabilities and emotional disturbances, with students who have no identified disabilities (general education students). This qualitative study takes a close look at the impact of the inclusion model on general education students at a middle school campus in suburban Texas. This study proposes to shed some light on the stagnant growth in education over the past 40 years by looking at the largest population of students, the general education student, and the impact of the inclusion model that may include benign neglect.

### **An Observation of Culturally Responsive Teaching Practices in a Secondary Classroom and Their Impact on Student Engagement**

*Marquisha Q. Washington - Texas Tech University*

In recent years, culturally responsive teaching has become a more prevalent tool that is being used to address the achievement gaps between ethnic groups. The primary focus of this qualitative case study will be to observe the teaching practices of secondary teachers that can be considered culturally responsive. These practices will then be compared and analyzed for the effectiveness on increasing student engagement. The data in this study will be obtained through classroom observations, documents and records, and teacher interviews.

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**“Yes I Will”: How African American and Hispanic Males Embrace Post-Secondary Education with HOPE (Heart, Opportunity, Purpose, and Empowerment)**

*Sonji Warren - Prairie View A&M University*

Locus of control and autonomous are contributing factors deemed to motivate students to become empowered to meet the demands of higher education requirements despite the plethora of negative research on African American and Hispanic achievement in higher education. Therefore, when students of color learn to generate meaning from their experience they begin to self-regulate their emotions and actions based on the connectedness of their locus of control ( Guvenc, Aktan, Yalcin 59 (4). Fazey notes being confident, intrinsically motivated and taking ownership for making decisions allows colligate students to be viewed as valuable assets to higher education ( 2001, 345).

**Private Middle School Principal Perceptions on Individual Development and School Culture**

*Jonathan P. Strecker - Sam Houston State University*

The No Child Left Behind Act (NCLB) was initiated with the well-being of children in mind. The premise was the NCLB would allow for an increase in equity and opportunity; however, the requirements might have caused unrealized constraints. Private schools are not bound by these possible constraints, so private school principals are free to develop educational philosophy and practices with a much greater degree of freedom. While differences are realized in private and public education, there may be philosophical and practical commonalities that can be considered in both private and public schools. The goal of this paper is to identify private middle school principal perceptions of educational philosophy and practices.

**F4.5 Paper Session**

**12:15 pm - 1:30 pm**

**Cavalier**

*Influential Factors on Learning*

**Family Perspective on Home Visiting Program**

*\*Sebahattin Ziyanak - University of Houston & Hakan Yagci - University of North Texas*

A pilot test was conducted on a newly constructed survey instrument that was designed to measure the family perspective on a home visiting program and school. The four areas investigated were parent-teacher communications, student-teacher interactions, the parent’s perception of the school and the parents’ understanding of the home visiting program. The survey instrument was evaluated for reliability and construct validity. The results for reliability were encouraging ( $\alpha = .909$ ), but the factor analysis results of a rotated four-factor solution to assess construct validity were inconclusive. This may have been the result of a small sample size ( $n = 45$ ). The lack of research and evaluative instruments in this area emphasizes the need for an in-depth analysis of the results of this pilot test and the subsequent modification of the survey instrument.

**Investigating the Impact of the Families of Merit Program on Parental Self-Efficacy**

*Melissa Bryan - Tarleton State University*

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Parental self-efficacy has ties to general self-efficacy and is influenced by a number of factors. The Families of Merit program was designed to strengthen the self-efficacy of parents of children attending elementary school in a large, urban district, with the ultimate goal of increasing the achievement of students. In this paper, we report the results of the Families of Merit program. Though no statistically or practically significant results were noted, anecdotal evidence suggests that the program was a positive influence for parents.

### **Comparing the Classroom Learning Environments of Teachers with High and Low Levels of Self-Efficacy**

*India Elliott - Texas Southern University*

The purpose of the present study was to evaluate the impact of teacher self-efficacy on the classroom learning environment. Specifically, how student reported measures of teacher-student interaction and student learning environment are affected by teacher levels of self-efficacy. The data for the present study were drawn from the base year of the High School Longitudinal Survey of 2009 (HLS: 09). The results indicated several significant differences in students' perceptions of the classroom learning environments of teachers who had high self-efficacy versus teachers who reported low self-efficacy.

### **Teachers' Perceptions of Principals' Instructional Leadership Behaviors on Self-efficacy for Teachers of Remedial Students**

*George McFarland - Lamar University*

This phenomenological study explored secondary teachers' perceptions of instructional leadership behaviors of principals on self-efficacy for teachers of remedial students in grades 6-11 in one west Texas school district. Additionally, teacher perceptions about components of efficacy most essential for teachers of remedial learners were identified. Interviews were the primary method of data collection from the eight participants. Findings indicated that a supportive climate, a shared mission, and high levels of expectations encouraged teacher efficacy, while supervising instruction discouraged teacher efficacy. Persistency and openness to innovative ideas were identified as important components of efficacy for teachers of remedial learners.

### **Grandparenting and Academic Achievement Trajectory in Early Childhood: A Growth Modeling Approach**

*Ping Zhu & Xin Xin - University of North Texas*

Grandparents take up the role of parents and become primary caregiver to children when parent does not have the qualifying resources in child rearing. While maternal marital status still can have controversial impact on children's academic outcomes. The current research adopts a growth curve modeling approach to analyze children's long-term academic achievement trajectories and study the role of grandparent headed family structure and maternal characteristics factors on children's developmental outcomes.

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**F4.7 Symposium** **12:15 pm – 1:30 pm** **Ballroom C**

*Symposium*

**Evidence-Based Assessment and Interventions for Children with Autism**

*Kara M. Styck, Kelly R. Duvoe, Miriam S. Aman, Maeghan R. Medina, S. Shanun Kunnavatana, Lee L. Mason, & Alonzo A. Andrews - The University of Texas at San Antonio*

The term neurodiversity is increasingly used to describe the population of people with autism and other non-related intellectual delays and disabilities to emphasize the value of this oft-marginalized group within the greater context of social justice. The objective of the present symposium is to address the importance of standardized assessments, functional assessments, and individualized treatments to identify the environmental and contextual elements that induce autistic behaviors. Improvements in these service domains provide the conditions that afford these individuals more consistent contact with positive reinforcement in society and represent pragmatic responses to neurodiversity issues emerging from the social justice movement.

**F4.8 Paper Session** **12:15 pm - 1:30 pm** **Renaissance**

*Statistical Models*

**A Multilevel Analysis of Math and Science Achievement of 8th Graders in the U.S.**

*Subir Hait - The University of Southern Mississippi*

The proposed study will examine the sources of variability in achievement in math and science for American 8th graders using TIMSS 2011 data. A three level hierarchical model (student, classroom and school level factors) will be employed to examine the research questions. The results may show that the variability in math and science achievement is accounted for not only by student and school level differences but by the classroom-level differences as well. Cross-classroom comparisons will be very helpful for educational policymakers to understand how the attitudinal, socioeconomic and other process variables are associated with math and science achievement.

**Family and Parenting as Mediators for Childhood Obesity Toward Academic Achievement: A Casual Bayesian Network Application**

*\*Xin Xin & Ping Zhu - University of North Texas*

Research has repeatedly shown children's obesity is harmful, and could have negative impact on academic achievement. Also studies revealed family and parenting characteristics have mediation effect on childhood weight status predicting achievement. The current study uses data from ECLS-K, and utilizes a causal Bayesian network model to analyze the mediation effect of family and parenting characteristics in the relationship between childhood obesity and academic achievement.

**Hierarchical Linear Model Building Using R**

*Huan Wang & Li Zhang - Texas A&M University*

Hierarchical linear modeling (HLM) is widely used to deal with multi-level data (e.g., students nested within schools, repeated measures nested within individuals). In order to apply HLM appropriately, a clear understanding of the model building procedure is required. The present

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paper demonstrates the model building by breaking the procedure into four steps using heuristic data. R code is provided so that interested researchers can easily adapt the procedure to their own data analysis.

### **Missing Data Treatments for an Incomplete Level-2 Variable in Hierarchical Linear Models**

*Subir Hait - The University of Southern Mississippi*

The proposed study will evaluate the performance of various missing data techniques in the estimation of fixed-effects and variance components for data missing at the second level of a hierarchical linear model (HLM) model based on different study conditions. The variables included in the analysis were (a) number of Level-2 variables with missing data, (b) percentage of missing data, and (c) Level-2 sample size of the dataset. Because of the complexity of using MI in HLM, it is vital to understand the conditions under which MI and EM help substantiate the interpretations in HLM missing data analysis.

### **Multivariate Methods in Social Science Research**

*Xueying Hu - Texas A&M University*

It has been suggested that multivariate methods are underutilized in social science research. This article presented the need of multivariate methods in social science and explained the general linear model concept in the context of canonical correlation analysis. A two-stage hierarchical approach in multivariate methods to result interpretation was presented.



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