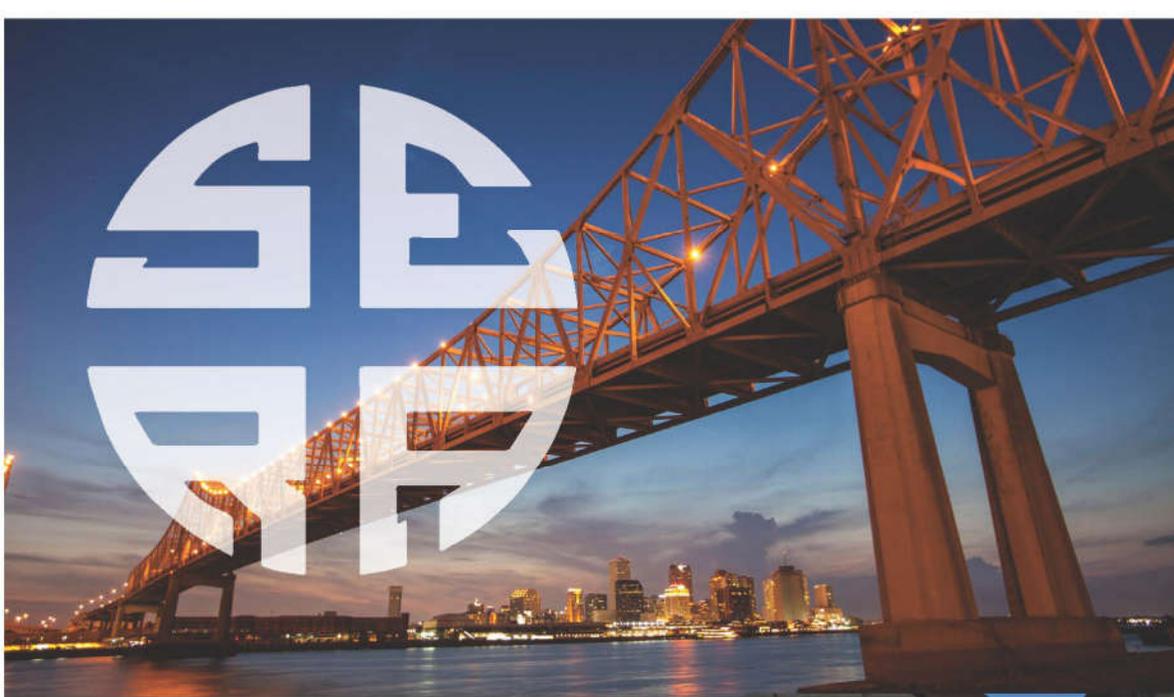


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SOUTHWEST EDUCATIONAL RESEARCH ASSOCIATION

39th ANNUAL MEETING

FEBRUARY 10-12, 2016

HOTEL MONTELEONE

NEW ORLEANS, LOUISIANA

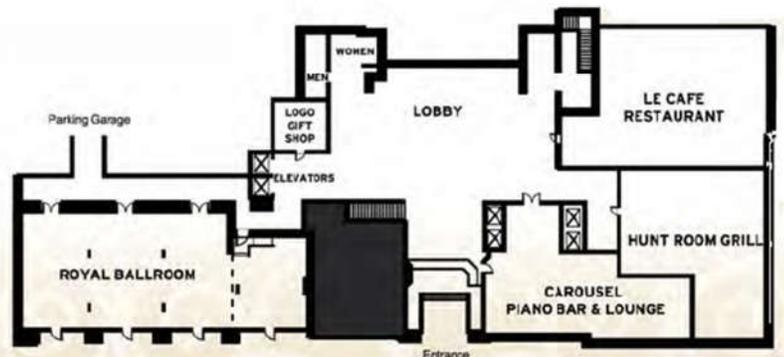
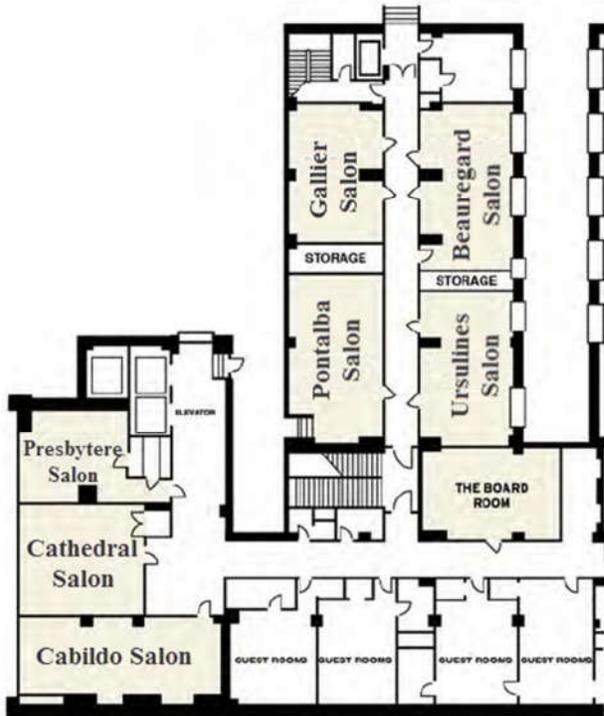




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**Southwest Educational
Research Association**

www.sera-edresearch.org



**2016 Annual Meeting
Program and Abstracts**

Hotel Monteleone, New Orleans, LA
February 10-12, 2016

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The Hotel Monteleone

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

In 1886, Mr. Monteleone bought a 64-room hotel on the corner of Royal and Iberville streets in New Orleans’ world famous French Quarter. The setting was ripe for Antonio to spread his entrepreneurial wings when the nearby Commercial Hotel became available for purchase. That was only the beginning of an amazing historical landmark that is one of the last great family owned and operated hotels in the city. Since



1886, four generations of Monteleones have dedicated themselves to making their hotel what it was and still is- a sparkling jewel in the heart of the French Quarter.

There have been five major additions to the Hotel Monteleone. The first was in 1903 when 30 rooms were added. The next addition occurred in 1908, during a time of financial panic in the United States; when 300 more rooms were added. 1908 was also the year that the name of the hotel was changed from the Commercial Hotel to Hotel Monteleone. In 1913, Antonio Monteleone passed away and was succeeded by his son Frank who added 200 more rooms in 1928, a year before another horrible crash in the U.S. economy.

The Hotel Monteleone was one of America’s few family-owned hotels to weather the depression, and remained unchanged until 1954. That year the fourth addition required the razing of the original building and the foundation was laid for a completely new building that would include guest facilities, ballrooms, dining rooms and cocktail lounges.

In 1964, under the direction of Bill Monteleone, who took over after his father passed in 1958, more floors, guestrooms, and a Sky Terrace with swimming pools and cocktail lounges were added.

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 (knimon@uttyler.edu) for further information or to make contributions.

Front Cover

Photos courtesy of the New Orleans Convention and Visitors Bureau.

Andrew Jackson, Carriage Ride through French Quarter, Beads on Streetlight *by Pat Garin*

Crescent City Bridge, French Quarter Balcony

by Richard Nowitz

Azaleas, Trumpet Player

by Jay Combe

Bourbon Street Sign at Lafitte's Blacksmith Shop

by Jeff Anding

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, has attended every previous annual meeting, and serves as SERA Historian. 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. John passed away in June 2014.

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.

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 was published by a commercial publisher. Bruce began service as the inaugural SERA Executive Director when the By-Laws were amended in 2000

and this position was first created. 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 & 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 & 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

2015	Kara M. Styck & Grant Morgan
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

2015	Kim Nimon
2014	Mary Margaret Capraro
2013	Linda Zientek
2012	Gilbert Naizer
2010	Sonya C. Carr
2007	Kathleen Cage Mittag

**Southwest Educational Research Association
2015-2016
Executive Council**

President
Shirley Matteson

President-Elect & Program Chair
Prathiba Natesan

Immediate Past President
Susan Troncoso Skidmore

Executive Director
Linda Zientek

Secretary
Julie Combs

Treasurer
Kim Nimon

Graduate Student Advisors
Celia Wilson
Lesley Leach

Deputy Historian
Victor Willson

Graduate Student Representative
Sarah Ferguson

Newsletter Editors
Forrest Lane
LaVonne Williams-Fedynich

Executive Director Emeritus/Historian
Bruce Thompson

Council Members-At-Large

Scott Bailey
Sonya C. Carr
Bettye Grigsby

Tonya Jeffery
Forrest Lane
Lesley Leach

LaVonne Williams-Fedynich
Ken Young
Celia Wilson

Program Division Chairs – 2016

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

Ken Young,
Lamar University

James Hardy,
University of Texas Arlington

Division II: Instruction, Learning, & Cognition

Mordecai Brownlee,
University of Charleston

Dittika Gupta,
Midwestern State University

Division III: Methodology, Measurement, & Evaluation

Tommy DeVaney,
Southeastern Louisiana

Lesley Leach,
Tarleton University

Division IV: Teachers & Teacher Education

Bob Elliott,
Eastern New Mexico University

Lori Petty

Division V: Special Populations & Counseling

Nara Martirosyan,
Sam Houston State University

Tonya Jeffery,
Texas A&M – Corpus Christi

Division VI: Graduate Student Work-in-Progress

LaVonne Williams-Fedynich,
Texas A&M University–Kingsville

Martha L. Tapia,
Berry College

SERA Past Presidents

Susan T. Skidmore	2014-15	Mark Lewis	1996-97
Stacey Edmondson	2013-14	Larry G. Daniel	1995-96
Kim Nimon	2012-13	Mary K. Tallent-Runnels	1994-95
Willam 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

Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 39th Annual Conference. We have over 375 members and there will be over 260 research presentations, workshops, symposia and innovative sessions at the 2016 conference. Plan to attend as many sessions as possible to take advantage of the wide variety of learning opportunities

SERA is a professional regional education association that is dedicated to advancing the field of educational research. The SERA Annual Conference offers an excellent forum for attendees to share their research findings with SERA members from across the Southwest and beyond, to network with colleagues, and to form collaborations with researchers in their field. The association takes pride in its intimate and nurturing environment that supports researchers and practitioners, both novice and experienced. SERA also offers fantastic experiences for graduate students and works hard to ensure that students have a positive conference experience.

If this is your first SERA conference, we recommend that you attend the Navigating Through & Getting the Most from SERA Session provided by *Linda Reichwein Zientek*, SERA Executive Director, and *Susan Troncoso Skidmore* on Thursday morning during the annual meeting. *Dr. Rex Kline*, Professor of Psychology at Concordia University in Montréal, is the Presidential Invited Speaker on Thursday. One ticketed workshop is being offered to anyone interested in learning more about publishing. A special thanks to *Bruce Thompson* for sharing his time and expertise to help SERA members write successfully for publication. More information about these sessions can be found in the front matter of the program.

The conference arrangements chair is the person who truly makes the SERA conference possible, and this year we would like to extend a very special thank you to *Sonya C. Carr* for doing an incredible job as local arrangements chair. Tremendous appreciation is also extended to our President-Elect/Program Chair *Prathiba Natesan* for organizing and compiling this year's conference program; to *Forrest Lane* and *LaVonne Williams-Fedynich* who are our SERA Newsletter editors; to Executive Director *Linda Reichwein Zientek* who keeps us updated throughout the year; to Historian and Executive Director Emeritus *Bruce Thompson* who provides us with an historical perspective; to SERA "Trinket and Program Poster Maven" *Mary Margaret Capraro*; and to all board SERA members. Graduate student participation in SERA continues to increase and many thanks are extended to the graduate student representative, *Sarah Ferguson*. We also extend a special "thank you" to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

Thank you for choosing to attend the 2016 SERA Annual Conference. We are glad you are here and look forward to sharing this experience with you. Enjoy!

Shirley M. Matteson
SERA President

The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes. For the themes, proposals are within a specific division. The session schedule format is provided on the next page followed by the program highlights on pages 3- 4. The first session on Wednesday begins at 1:00 p.m. On Thursday and Friday mornings the sessions begin at 8:30 and are one-hour in length. Some 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 between 8 and 9 a.m.

Session IDs begin with a letter that signifies the day of the week the session is offered. For example, “W1.2” is the second session in the first time slot on Wednesday. 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 Professor Rex Kline**, and his presentation will be immediately following the luncheon at 1:35 PM in the **East/West Ballroom**. The **Fireside Chat** on Thursday afternoon in **Iberville** is for **graduate students only** and is an excellent opportunity to visit with Professor Kline 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 5:25 p.m. in **Iberville** 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**. The **Presbytere** 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, excellent ticketed research training session by Bruce Thompson will be offered on Wednesday afternoon. Descriptions of this and other workshop sessions are provided on pages 7-8. Free workshops and symposia are also scheduled throughout the program.

Thank you for attending and supporting SERA!

Prathiba Natesan

SERA President-Elect & Program Chair

Program Session Schedule

Wednesday

- 11:45–5:00 Registration
- 12:00–2:00 Training Session (Ticket Required, W1)
- 1:00–2:15 Sessions (W2)
- 2:20–3:35 Sessions (W3)
- 3:40–4:55 Sessions (W4)

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 (T1.1)
- 8:30–9:30 Sessions (T1)
- 9:35–10:35 Sessions (T2)
- 10:40–11:50 Sessions (T3)
- Noon–1:30 Luncheon** (Ticket Required, T4)
- 1:35–2:40 Presidential Speaker – Professor Rex Kline (T5)**
- 2:45–4:00 Fireside Chat with Rex Kline – Graduate Students Only (T6.1)**
- 2:45–4:00 Sessions (T6)
- 4:05–5:20 Sessions (T7)
- 5:30–6:30 Graduate Student Meeting & Election of Representatives (T8.1)
Graduate Student Social Immediately Following Graduate Student Meeting (T8.2)

Friday

- 8:00–12:00 Registration
- 8:00–9:00 Continental Breakfast
- 8:30–9:30 Sessions (F1)
- 9:35–10:35 Sessions (F2)
- 10:40–11:40 Sessions (F3)
- 11:45–12:45 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.

Graduate Student Research Networking Coffee (aka: Research Speed Dating!) is scheduled (Thursday 8:00-9:00 – Presbytere) to bring together students interested in doing research and to encourage cross-university collaborations.

The Annual Luncheon and Business Meeting (T4.0 Thursday 12:00-1:30 –LaNouvelle East/West Ballroom). 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 1:35–2:40 – Iberville/Bienville) immediately following the luncheon.

Fireside Chat with Rex Kline (T6.1 Thursday 2:45-4:00 – Iberville)
Graduate Students Only.

Graduate Student Meeting (T8.1 Thursday, 5:30–6:30 – Iberville)
An opportunity to discuss student concerns and elect the 2016–2017 graduate student representative to the SERA Executive Council and university-level representatives who together comprise the Graduate Leadership Council. Lottery prizes of \$50 each will be awarded to 5 students who are in attendance at this meeting.

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

Graduate Student Leadership Meeting (F0.3 Friday, 8–8:45 – Presbytere)

Graduate Student Division VI Paper Sessions
There are 20 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.

SERA Initiatives for Doctoral Students and Assistant Professors

*Wednesday, 3:40-4:55 (Session W4.2)
Bienville*

Bettye Grigsby
Sonya C. Carr
Prathiba Natesan

The new SERA Initiative will be discussed during this session. Presenters will share the rationale for the initiative, describe the program purpose and goals, and explain the application process.

This session provides information regarding the new Research Grants opportunity as well as the Early Career Faculty Initiative.

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

The following sessions may be of special interest to the SERA recent graduate and early career members. These sessions are open to all SERA members.

<i>How Do You Land a Professor Gig?</i>	<i>W2.7</i>
<i>Dissertation 101: Some Practical Tips for Students</i>	<i>W3.5</i>
<i>SERA Initiatives for Doctoral Students and Assistant Professors</i>	<i>W4.2</i>
<i>Navigating Through and Getting the Most from SERA</i>	<i>T1.1</i>
<i>The Three Keys to UNLOCKING IRB Approval</i>	<i>T1.5</i>
<i>Vitas, Jobs, and Hiring: What to expect</i>	<i>T2.1</i>
<i>From Dissertation Completion to Emergent Scholarship: Strategies for Obtaining Multiple Publications and Presentations from Dissertations</i>	<i>T3.2</i>
<i>Mentoring Early Career Faculty: Opportunities for Professional Development and Networking</i>	<i>T3.5</i>
<i>Evidence-Based Guidelines for Helping Emergent Writers Negotiate their Dissertations, Research Articles, and Other Works</i>	<i>F1.6</i>
<i>Regression as the Univariate GLM: An Illustration with R</i>	<i>F2.2</i>
<i>An Introduction to a Unified Approach to Longitudinal Analysis</i>	<i>F3.5</i>

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 workshops 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

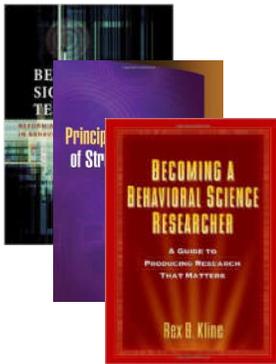
Forrest Lane	Sam Houston State University	W2.3
Bettye Grigsby	University of Houston at Clear Lake	W2.6
Tonya Jeffery	Texas A&M – Corpus Christi	W3.2
Judy Taylor	Letourneau University	W4.3
Julie Combs	Sam Houston State University	W4.7
Jim Hardy	University of Texas – Arlington	T2.3
Lesley Casarez	Angelo State University	T2.6
Gil Naizer	Texas A&M University - Commerce	T3.1
Ken Young	Lamar University	T7.1
Effie Laman	Texas Tech University	T7.2
Leigh Kackley	Texas Tech University	T7.3
Suzanne F Lindt	Midwestern State University	T7.6
Robert Elliott	Eastern New Mexico University	F1.2
Mordecai Brownlee	University of Charleston	F1.5
William A Jasper	Sam Houston State University	F2.1
Sonya Sherrod	Texas Tech University	F2.3
Celia Wilson	Texas Wesleyan University	F3.4
Hansel Burley	Texas Tech University	F4.3
Mordecai Brownlee	University of Charleston	F4.4
Trena Wilkerson	Baylor University	F4.6

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 *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 *Sonya C. Carr* for serving as Local Arrangements Chair, and to *Mary Margaret Capraro* for yet once again serving as SERA “Trinket and Program Poster Maven” (i.e., arranger of SERA mementos distributed at the conference registration desk and the program posters by the registration desk).

2016 SERA Presidential Invited Address

Rex Kline, Concordia University



“Becoming a Behavioral Science Researcher”

The 2016 SERA Presidential Invited Address is titled “Becoming a Behavioral Science Researcher,” and will be delivered by Professor Rex Kline. Professor Kline is a prolific scholar, and he teaches on the faculty at Concordia University in Montréal. Rex Kline completed his PhD in clinical psychology at Wayne State University (Detroit). He is currently Professor of Psychology at Concordia University (Montréal). Major areas of teaching include courses in statistics and methods of psychological assessment at the graduate level and courses in psychopathology, psychometrics, statistics, and thesis or special topics seminars for honours and specialization programme students at the undergraduate level.

Dr. Kline is the author of seven books, including three editions (1998, 2005, and 2010) of Principles and Practice of Structural Equation Modeling, a widely cited work in this area. Another work is Becoming a Behavioral Science Researcher (2009), which was written for undergraduate students who are completing a thesis research project. The book offers guidance about conducting the analysis, summarizing the results in written form, and the preparation and delivery of oral presentations. Professor Kline has also been invited to give seminars for graduate students and faculty members at other universities or research centres around the world. He has also published over 40 articles in refereed journals and over 10 book chapters in areas that include the psychometric evaluation of children’s cognitive abilities, child clinical assessment, statistics reform, latent variable modeling, research methods, and computer program usability.

For more information, see <http://psychology.concordia.ca/fac/kline/rexbkline.html>

Training Sessions (Ticket Required)

2016 Pre-Conference Training Session Bruce Thompson, Texas A&M University



“How to Write (Successfully) for Publication”

This two-hour SERA training session will be offered by Bruce Thompson during the 2016 SERA annual meeting. The session is for anyone interested in learning more about publishing. There will be ample opportunity during the session for Q&A interactions.

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 published his first article before he obtained his bachelor's degree, and his first book chapter while he was a master's degree student. Since then he has authored more than 200 articles, authored or edited 11 books, including the recently published Foundations of Behavioral Statistics and Exploratory and Confirmatory Factor Analysis, and authored 20 book chapters.



**JOIN US AT THE
MENGER HOTEL,
SAN ANTONIO, TX
FOR
SERA 2017, FEBRUARY 15-17**

Wednesday, February 10

Exploring the Relationships Between Developmental Program Characteristics and Student Performance in Community Colleges in Texas

Angela Polczynski - Sam Houston State University

Every community college in Texas provides developmental education to students deemed underprepared for college-level coursework. Many of these programs are guided by best practices in the field, yet it is unclear how such practices relate to student performance. Through an explanatory quantitative study, historical data was used to evaluate correlation coefficients between program characteristics and students' rates of passing developmental and gatekeeper courses. Research findings indicated that incorporating learning communities with developmental education correlated to higher rates of completing developmental coursework and passing gatekeeper courses.

Eta- And Partial Eta-Squared in L2 Education Research: Caution Required

Reza Norouzian - Texas A&M University

The article systematically examines the confusion between two frequently reported effect size measures, eta- and partial eta-squared in second language (L2) quantitative research. I focus on: (a) the statistical basis of the two aforementioned effect size measures, (b) the actual evidence showing the disturbing frequency with which the two effect sizes are misreported, (c) the consequences of this confusion for L2 research results, (d) the strategies to prevent the confusion, and finally (e) the practical roots of the problem from the L2 methods textbooks standpoint. Discussions offer a bird's eye view to help preventing misinterpretations that compromise L2 theory development.

W2.3 Paper Session 1:00 PM - 2:15 PM Beauregard

Evaluation

Discussant: Forrest Lane

A Multilevel Multi-Trait Multi-Method Analysis of the Child Behavior Checklist

Marvin G. Powell - University of North Texas

The behavioral and emotional problem as a concept has been infamously viewed as a difficult construct to define. The CBCL is used to assess the degree of informants' consistency to report behavioral and emotional problems in children/adolescents. There is a need for constant validation of these measures using different samples. The present study will be the first to assess the multilevel level nature of this system of instrument. Measurement variance using CFA models will be conducted to determine differences between informants and multilevel MTMM models will test the nature of the data.

Exploring STAAR's Impact on Teacher Turnover

**Brett J. Grayson - Southern Methodist University*

The purpose of this study is to explore the relationship between the STAAR testing system and its effect on teacher turnover. Over 300 teachers (STAAR-teaching and non-STAAR) participated in a psychometric survey measuring their self-reported quality of instruction, stress level, and likelihood of leaving their position. Using Baron and Kenny's (1986) model for

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testing mediation, the data analyses suggest a significant relationship between teachers' participation in a STAAR course and their likelihood of leaving, mediated by a diminished quality of instruction and increased stress level. These findings may help inform school districts on teacher retention.

A Literature Review of Social Media Use by Individuals with Disabilities

Kayla S. Sweet & Jennifer K. LeBlanc - Texas A&M University

In this study we review literature related to the use of social media by people with disabilities. Social media is an increasingly popular form of sharing ideas, pictures, thoughts, stories, and creating communities. Therefore, it is important to understand how people with disabilities use/access social media so we can ensure appropriate accommodations. We have reviewed 215 articles populated from EBSCO, ProQuest, Science Direct (Elsevier) databases. After reviewing the 215 articles we selected 29 articles to be included in the study.

W2.4	Paper Session	1:00 PM - 2:15 PM	Cabildo
<i>Technology</i>			

Examining Students' Opinions About Online Courses

Hakan Yagci - University of North Texas

Sebahattin Ziyanak - University of Houston

Previous researches have not revealed the details of students' viewpoints on distance education. The purpose of this study was to explicate and study graduate students' opinions regarding overall course instructional methods, the ability and efficacy of the instructor. It is useful to consider the course format as connected to the use of computer technology and this paper uses students' general experience in an online course. To identify related educational outcomes, forty-eight statements were responded by 26 enrolled students in an online class at the University of Oklahoma. These were analyzed using a Q-sort procedure, and factor analysis to detect common response patterns. In terms of their prevailing online experience, students were divided into three categories; experienced and satisfied learners, traditional learners, and time manager learners. Research findings demonstrate correlated and factored outcomes. Q-sort survey technique needs to be emphasized for an in-depth analysis of this line of research.

An Equity Audit for Reducing High School Dropout Rates in At Risk Student Populations for K-12 Online Learning Environments

Maridale Still - Lamar University

This study examined the online learning process as a means for credit recovery for the at-risk student population and for reducing high school dropout rates. Two separate online and blended learning environments were evaluated to determine the advantages and obstacles of the two programs while investigating the quality of the high school learning process for these low performing and at-risk students (Lewis, Whiteside, & Dikkers, 2014). A comparison was completed with data from two different online and blended learning programs. The North Carolina Virtual Public School was evaluated with an enrollment of 175,000 students and the North Carolina Performance Learning Center was evaluated with a smaller student enrollment of

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700 students. Findings of the study indicated that students from both of these online learning programs felt that the self-paced learning environment allowed them to complete assignments and to retake previously failed courses. Credit recovery and the opportunity to graduate with their peers was a significant advantage in both programs. However, an area of concern for both learning environments was the need for added instructor support for these at-risk students in the online learning environment that would allow for additional teacher guidance and monitoring for the online process.

Does the Use of 3D Printing and Design Software Increase Student Performance?

Hyunkyung Kwon & Mary Margaret Capraro - Texas A&M University

Technology is changing the way students learn in amazing ways.. Ching, Basham and Planfetti (2005, p. 226) found that student-centered, technology- integrated learning environments help to produce students who are better able to think critically, solve problems, collaborate with others, and engage deeply in the learning process. In addition, the emergence of technology-rich classrooms helps diverse learners understand conceptual ideas and apply it to real-life (Karnar & Bell, 2013; Suh, 2010). An investigation was conducted to determine whether the use of 3D printers and 3D designing software in a summer camp setting had a positive effect on student's performance.

Equity Audit of Online Academic Performance Among African American Males

Susan Salvo - Lamar University

An equity audit was conducted to better understand the achievement gaps in African American males enrolled in higher education online courses. Contributing factors include lack of academic preparation, lack of support, lack of computer and Internet access, discomforts with technology, lack of racial faculty presence, and dismissal of black culture. Recommendations include reducing and refining online course offerings, providing student preparation, offering student support (including financial support), improving faculty training, and increasing the number of African American faculty. Measures are needed to improve the quality of life for African American males and to improve future competitiveness in the global marketplace.

W2.5	Paper Session	1:00 PM - 2:15 PM	Pontalba
<i>At-Risk Students</i>			

An Evaluation of Post-Secondary Disability Services: Trends in Qualifying Disabilities and Services

Audrey Young, Patrick Clingman, & Laura Dacus - Stephen F. Austin State University

College students utilize disability services at the post secondary level and seek various accommodations. This research examines and compares the proportionality of the total university population and their demographics to the percentage of those students receiving disability services and their demographics. This research project uses a non-experimental, quantitative approach to view the issue of access to disability services, and the interrelatedness of the variables explored in this study, through the lens of social justice. The generalizability of the

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study indicates that the information contained in the research is applicable to many colleges and identify service gaps.

Norm-referenced Tests Precision in Measuring Students Growth-A Review of Literature
Wole Peters - Sam Houston State University

Despite the widespread use and economic investment in norm-referenced tests, little is known about the precision of these tests and their sensitivity to measuring growth for the sub-populations of test takers known as low-achieving e.g., those who operate at the lowest 15 percentile of their peers. This paper presents a literature review of work conducted between 1965-2012 on the precision of norm-referenced tests for use with low achievers and organizes the literature to identify themes and gaps in knowledge.

Siblings: Good for Rivalry or Success for Low-Income Gifted Students?

**Rachel L. Renbarger, Rebecca J. Tipton, & Corina R. Kaul - Baylor University*

Low-income students who have been identified as gifted remain largely underrepresented in talent programs. Project Promise, a university program designed to help close this representation gap, serves low-income exceptional students during the summer. This study aims to investigate a relationship between gifted sibling sets from this population ($N=139$) and important concepts such as enrollment, retention, and graduation. Descriptive statistics along with measures of central tendency, variability, and relationships were used and preliminary data suggests that sibling enrollment does affect program attendance. Implications for developing enrichment programs or promoting higher education for economically disadvantaged gifted students are discussed.

W2.6 Paper Session 1:00 PM - 2:15 PM Cathedral

Preservice and Multicultural Education
Discussant: Bettye Grigsby

Case Studies of Women of Color Leading Community Colleges

Maria Y. Delgado - University of Texas – Arlington

Using De Anda's (1984) framework of Cultural Translators, Cultural Mediators, and Cultural Role Models, this research study hopes to find a success pathway for African American and Hispanic women who are pursuing higher-ranking administrative positions at community colleges. Case studies of the experiences of current African American and Hispanic women who are successful in their higher-ranking leadership roles at community colleges are used with the hope of providing a framework to current community college leaders about how to attract and retain African American and Hispanic women in their institutions.

Learning How to Teach: Examining the Relationship Between Practice Teaching Opportunities and Preparedness for Student Teaching

Amanda K Griffin & Lauren Lassabe - The University of Southern Mississippi

The attrition of new teachers comes at a great cost to schools and communities, and may be related to pre-service teachers' feelings of their own preparedness. This study seeks to measure teacher preparedness within the framework of the Social Cognitive Career Theory Choice Model

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by assessing the self-efficacy of teacher candidates participating in field experiences. The proposed longitudinal study seeks to determine if there is a relationship between the type and frequency of early field experiences among teacher candidates and the teacher self-efficacy of those individuals.

The Residency Experience: Changes in the Resident Over Time During a One Year Residency Program

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 was to examine the changes in participants during a year-long teacher residency program. The participants already held a bachelor's degree in math or science. During the 18-month residency program, they also earned a master's degree. The data from this study are being examined using Teacher Efficacy Surveys, the Reformed Teaching Observation Protocol, and focus group interviews.

W2.7	Workshop	1:00 PM - 2:15 PM	Ursuline
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Jobs

How Do You Land a Professor Gig?

Daniel Robinson - University of Texas

This workshop will focus on what Ph.D. candidates should do to increase their chances of being hired for a tenure-track, assistant professor position. Emphasis will be placed on research skills (publications in prestigious refereed journals). We will walk through the journal submission process and discuss strategies at each stage. We will also discuss what it means to develop a research program and a manuscript pipeline.

W3.1	Paper Session	2:20 PM - 3:35 PM	Iberville
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At-Risk Students

The Effects Multiple Intervention and Prevention Programs Have on the Graduation and Dropout Rates on Two Major Urban School Districts in Texas

**Don Jones, Ernestina Briones, & Linda Chaloo - Texas A&M University-Kingsville*

In the United States, seven thousand students drop out of school every day (Alliance for Excellence Education, 2010); that is more than one million per year (Balfanz & Bridgeland, 2014). Administrators, former educators and private entities have taken an interest in the dropout epidemic and have developed numerous dropout prevention and intervention programs to address the problem; however, little research exists on the effectiveness of dropout prevention programs. The purpose of this study was to determine the statistical difference between the schools with multiple intervention programs as well as their graduation and dropout rates and between race and the graduation and dropout rates from two urban school districts in Texas.

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An Equity Audit Comparison of State Funding Levels for Texas Public Schools of Various Ethnic and Socioeconomic Demographics

Jeanette W. Moczygemba - Lamar University

This equity audit investigated whether districts of high economically disadvantaged and minority student enrollment were funded at levels comparable to other Texas public school districts. Resulting information showed 100% of the higher funded school districts contained lower percentages of economically disadvantaged students than their comparison district in the same region. In addition, 70% of the higher funded school districts exhibited lower percentages of minority students than their comparison district. This equity audit concludes that the Texas public school finance system should be restructured in order to achieve equitable funding for schools containing higher percentages of economically disadvantaged and minority students.

Qualitative Development of a Resilience Survey

Sarah Guthery & Elizabeth Howell - Southern Methodist University

This paper describes the creation of a survey measuring resilience, using qualitative research methods to assess longitudinal growth in clients for an urban mentoring organization. The survey development methods, as well as documented interview protocol development, are provided. Triangulation as well as analytic memoing provides credibility and trustworthiness to the context sensitivity of the survey, which was created by identifying emerging themes from interviews of various stakeholders in the program. The resulting survey can be utilized in urban mentoring settings. Further, the process by which an existing survey can be authentically adapted is valuable to other qualitative researchers.

Student Success Rates of Developmental Mathematics Students By Student Profiles

Julie Albert, Linda R. Zientek, Xiaohong Li, Ananda B. W. Manage - Sam Houston State University

Enrollment in developmental mathematics courses remains high and is costly. Changes in assessments in Texas based on TAKS scores resulted in some students who previously would have been enrolled in remedial courses being placed in college-level mathematics courses. The present study used university student-level data to examine enrollment success rates of these students in comparison to similar students prior to assessment changes. Data from 2011 was used as base-line data.

Closing the Advanced Placement Opportunity Gap for Traditionally Underrepresented Students

Jennifer Roberts - University of Houston at Clear Lake

There is a growing trend in American schools to increase enrollment of all students in Advanced Placement (AP) programs. Exposure to AP curriculum is a significant predictor of a student's college readiness. It is important for schools to understand the needs and challenges of underrepresented students and have a shared vision for creating a supportive and caring environment to encourage underrepresented students to take advantage of AP courses. The purpose of this study will be to examine the relationship of school policies, school

connectedness, and teacher and student perspectives to the opportunities for participation of underrepresented students in AP courses.

W3.2 Paper Session 2:20 PM - 3:35 PM Bienville

Science Education

Discussant: Tonya Jeffery

Individual Differences and Personalized Learning: Predicting Student Outcomes in STEM Courses

Sarah L. Ferguson - University of North Texas

The purpose of this study is to increase understanding of effective STEM education through an investigation of what aspects of individual students' best predict student academic success as well as problem solving and creativity development. Education reform movements often retain the one-size-fits-all approach of traditional education. By contrast, the personalized learning movement that has become popular in the last few years supports individualization, differentiation, and connections to students' interests in instructional methods. This study intends to utilize quasi-experimental methods and structural equation modeling to test some aspects of the personalized learning theory.

The Effectiveness of the Duration of the Summer Camp: Students' Stem Attitude

**Ayse Tugba Oner, Robert M. Capraro, & Mary Margaret Capraro - Texas A&M University*

Informal learning environments play a vital role on increasing citizens' STEM literacy and encouraging students' STEM interests. Summer camps are one of the important informal learning environments. In this study, students' attitudes toward STEM in informal learning environments will be examined. Students attended in one and two-week long summer camp programs. Students' attitudes towards STEM will be examined. In addition, the duration of the implementation will be also investigated by examining the difference between two STEM summer camps.

Summer STEM Camp's Impact on Female Attitudes Toward Majoring in Science, Technology, Engineering, or Mathematics

Kristina K. Hill - Texas A&M University

With the STEM gender gap still existing, STEM related career fields continue to be dominated by males, and this gender gap will persist unless females begin to enter STEM majors in greater numbers. It has been suggested that females consider careers that involve people and social exchanges (Legewie & DePrete, 2012) and are not aware that these interactions are available with careers that come out of a STEM major (Boyington, 2015). This study proposes to determine if a summer STEM camp can change the attitude females possess toward majoring in STEM related fields.

Faculty Perspectives on Graduate Student Success

LaVonne Williams-Fedynich, Steve F. Bain, & Maria E. Martinez - Texas A&M University-Kingsville

This quantitative study, currently under investigation, examines the perspectives of graduate faculty in the respect of graduate student qualities that make for successful program completion

Moderating the Negative Effects of Instructors' Misbehaviors on Students' Intent to Persist in College

Meagan B. Sovine - University of Houston at Clear Lake

The present study utilized Ajzen's (1985) theory of planned behavior (TPB) to describe college students' intent to persist until graduation. Quantitative and qualitative data was collected over three months from two Hispanic-serving institutions in the South-Central region of the United States. Instructors' misbehaviors were inversely associated with intent to persist; whereas student-to-student connectedness and family support were positively associated with intent to persist. Hierarchical multiple regression analysis did detect two dimensions of instructors' misbehaviors which were statistically significant predictors of students' intent to persist in college. Theoretical and pedagogical implications of these findings were discussed.

Paulo Freire reinvented in Gezi Movement

Dilber Celebi - Texas Tech University

Summer 2013 was a turning point in the lives of youth in Turkey due to the wide-scale Gezi Resistance. Surprisingly, so-called apathetic and apolitical Generation Y took to the streets, resisted against oppression, gave themselves a voice, and discovered their potential to change the world. This study examines the contemporary social phenomenon, youth activism, by tracing key Freirean concepts particularly solidarity, unity within diversity, and hope. The purpose of this study is to understand the youth's potential of hope through critical resistance as well as their educational and life needs. Findings represented in an arts-based format, Readers Theater.

Underrepresentation of Title 1 Students in STEM

**Erin F. Childress, Jeffrey Chua, & Carmen Cruz - Stephen F. Austin State University*

Numerous research has focused on underrepresentation of students in regards of race, gender and ethnicity in STEM disciplines; however, there is little research in regards to the representation of Title 1 students. Simple descriptive statistics were used on data obtained from Stephen F. Austin State University to examine the percentage of students coming from Title 1 high schools that are majoring in STEM disciplines. The study also aims to examine if students coming from Title 1 high schools are as academically successful, in terms of cumulative GPA, compared to their non-Title 1 counterparts in the same STEM disciplines.

Measuring Impact of Early Career Engineers' Presentation on High School Students' Dispositions about Engineering

**Omah M. Williams-Duncan - University of Houston at Clear Lake*

Early career (EC) Engineers from a major local chemical company presented a hands-on, application-based workshop at two high schools during Spring 2014 and 2015. Each participating high school serves high minority populations of low-income students. Pre-and post surveys were administered to participating students. Matched pairs of pre- and post surveys were used to determine impact of the presentation. Results of the surveys indicate grade 9 - 11 students increased their average agreement to major in Engineering. Additionally, student interest in Engineering and the ability to see oneself as an engineer also increased.

Developing an Observation Tool for Assessing Mathematics Teachers' Content Knowledge Demonstrated in Instruction

Shirley M. Matteson & Sonya E. Sherrod - Texas Tech University

Content knowledge exams do not adequately assess teachers' mathematics content knowledge conveyed to students in classroom instruction. General pedagogical knowledge theorizes that math content and the pedagogical skill to affect mathematics learning is interwoven. As such, an attempt to assess the two knowledges apart from the other is insufficient. For this reason, an observation rubric that measures teachers' content knowledge demonstrated in mathematics instruction was developed, field tested, and is currently undergoing reliability testing. This paper describes the development of the instrument, descriptions of and justifications for the rubric descriptors, and dialogue documented in group discussions on its use.

An Approach to Defining Research Methods

Jay S. Raadt - University of North Texas

Because research paradigms, kinds of research, and research objectives are not always explicitly stated in a study, completing a literature review can be tedious and effective only with developed skills. Mapping paradigms, kinds of research, and objectives onto a three-dimensional matrix is appropriate because these three constructs lie on a spectrum. This will help researchers to quantitatively identify areas where more study is needed. Also, it will encourage interdisciplinary cooperation by pointing researchers to research studies on the same topic, but from a different perspective.

Getting More out of your Interview Data: A Model for Debriefing the Transcriber of Interviews

Rebecca K. Frels - Lamar University

Anthony J. Onwuegbuzie - Sam Houston State University

In most qualitative research studies involving the creation of interview transcriptions, researchers seldom demonstrate much reflexivity about the transcription process, rarely making mention of

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transcription processes as part of their qualitative reports beyond a simple statement that audio- or videotaped data were transcribed. Disturbingly, transcription as a research method has received scant attention in the qualitative research literature. Thus, this article provides a framework for debriefing the transcriber. As part of this framework, we have designed questions for the researcher to ask the transcriber to address representation and legitimation and also to facilitate movement into a deeper investigation.

W3.5	Workshop	2:20 PM - 3:35 PM	Pontalba
<i>Higher Education</i>			

Dissertation 101: Some Practical Tips for Students

Susan Troncoso Skidmore & Nara M. Martirosyan - Sam Houston State University

The completion of a dissertation is a challenge for most, if not all, doctoral students. In this workshop, we provide a checklist of practical tips that can be used by doctoral students to help scaffold the dissertation process. Each stage in the developmental dissertation journey brings different opportunities to engage in working toward the dissertation. Participants will walk away, not only with a checklist of activities for each stage of the dissertation process, but also a list of resources that are readily accessible.

W3.6	Paper Session	2:20 PM - 3:35 PM	Cathedral
<i>Exceptional Children</i>			

A Strategy for Teaching Questioning in a General Education Classroom for Students Who are Deaf Hard of Hearing

**Effie Laman & Leigh Kackley - Texas Tech University*

Deaf/hard of hearing students lag behind their peers and continue to struggle with meta-cognition. This study is a qualitative study examining the thinking strategies taught in one public school in which deaf/hard of hearing students are fully included in the general curriculum. Results show that deaf students struggle with asking questions.

Equity Audit Comparison of Graduation and Dropout Rates for Students Receiving Special Education Services

Pamela Ellis - Lamar University

This audit explores the graduation and dropout rate of students who receive special education services in a large suburban Texas school district. This audit investigates the percent of students with and without disabilities who graduated with their four year cohort and compares these rates to the state average. Data gleaned from the Texas Education Agency for 2013-2014 indicated that this district was graduating general education students at a rate above the state average while the graduation rate for students with disabilities was below the state rate. This audit offers recommendations for advocacy and dropout prevention.

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The Oxford Tales: A Pilgrimage of Scholars in Pursuit of Excellence for All

Dianne K. Hawkins, Guadalupe M. Arredondo-Alba, & Helene Onomo - Texas Wesleyan University

Excellence for All-A Global Perspective on Special Education. The following study examined how the United States and the United Kingdom deal with special education issues, how are special education students being educated and how do they address individual student education needs with regards to programming. In this process, a historic overview of their educational policies, the identification of students, eligibility and provision of services will be briefly analyzed.

W3.7 Paper Session 2:20 PM - 3:35 PM Ursuline
Education Reform

Understanding Teachers' Perspectives of Community School Reform in Urban Schools

Amanda S. Otten, Jennifer K. LeBlanc, & Marlon James - Texas A&M University

Working within a framework of ecological school reform, this research examines teachers' perspectives of a community school reform model in two urban middle schools. A content analysis of teacher interviews finds that the teacher's perspective is an essential part of the reform process and should be viewed as one of the interdependent facets of a school.

An Exploration of Leadership Styles for Women in Education

**Evita Medina - Texas Wesleyan University*

As times change, so have the roles for women in society. More women have entered the workforce and left behind the traditional role of housewives and caregivers. One trend, however, remains unchanged: women continue to trail behind men in job compensation and positions of leadership. According to the National Committee on Pay Equity (2013), there has been a slow progress on closing the wage gap: in 1960 women earned 61 cents on average to every dollar men earned. Fifty-two years later, as reported by the same committee, in 2012, women earned 77 cents to every dollar earned by men. The wage discrepancy continues and is notorious. Considering the noticeable gap in wages and leadership positions that women face, this study will look closely at behaviors of men and women. In studying such behaviors, the researcher will attempt to identify if any behavior is gender specific and correlated to a specific type of leadership style, particularly transactional or transformational in the field of education.

All Systems Go: A Preliminary Exploration of Student Experiences in a STEM-Centered, Inquiry-based Program

Casey M. Williams, Hansel Burley, & Terrance D. Youngblood - Texas Tech University

This paper examines participants' opinions of a special, inquiry-based, pre-engineering high school curriculum. This program uses the conception, design, production, and deployment of rockets as a way to teach and improve students' STEM-related workforce skills. Guided by Social Cognitive Career Theory and the Theory of Planned Behavior, the researchers used qualitative methods to analyze open-ended responses about their experiences and what they

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learned. Students ($n=348$) conveyed an intense and positive appreciation of the highly student-centered learning process. Students also reported learning and applying diverse STEM concepts related to electrical engineering and classical mechanics. Lastly, students provided recommendations on program improvement.

Identifying Key Factors Influencing Violence Directed Toward K-12 Teachers in American Schools

Matthew J. Etchells, Antonia Ketsetzi, Kenneth Fleming, & Hersh Waxman - Texas A&M University

There is an increasing occurrence in school violence (Ricketts, 2007) directed towards teachers (Espelage, 2013) with 80% of teachers reporting at least one victimization experience in the current or past year (American Psychological Association Task Force on Violence Directed Against Teachers, 2011). Therefore, identifying the key factors influencing violence towards K-12 Teachers in American schools is important. This research utilizes a sample of 8,101 teachers from the 2011-2012 School and Staffing Survey (SASS). The results indicate 21% reported being threatened with injury and 8.6% physically attacked. The results suggest violence manifests as a result of school climate and environment.

Face-to-Face versus Computer-Mediated Communication Interactions in Second Language Acquisition: A Systematic Literature Review

Angelica Ribeiro & Wei Jiang - Texas A&M University

Since technology is frequently used in today's world, it should be incorporated in language teaching (Chapelle, 2014). However, there are conflicting findings as to which context face-to-face (FTF) or computer-mediated communication (CMC) benefits second language acquisition (SLA) more. Furthermore, there is no recent systematic literature review on FTF and CMC. Therefore, further research is needed to investigate and compile the effects of language learning interactions in FTF and CMC. The purpose of this systematic literature review is to examine existing studies on FTF and CMC interactions in adult ESL and EFL classrooms to identify best practice for SLA.

W4.1

Paper Session

3:40 PM - 4:55 PM

Iberville

Preservice Education

Perceptions of the Need for a Diversified Placement after Teaching Experience

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

This study followed up the perceptions of teachers regarding their field placements during their student-teaching semester. Approximately 100 student teachers were invited to participate in a survey of their experiences in a diversified placement. In the initial study 21 spring semester 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 procedures followed in making placements. The follow-up studies occurred 24 and 36 months

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later and although they yielded a lower initial response rate, the majority of these students viewed their student teaching as a positive experience and did not express concerns about the placement process.

Preservice Teachers' Perspectives on Their Project Based Learning experience

**Erin A. Singer, Sylvia R. Taube, & Andrea S. Foster - Sam Houston State University*

Research on Project Based Learning identified the long-term benefits of this methodology to the learners. As a teaching strategy, PBL could result in active learning, student-driven activities, and meaningful connections to real problems (Cameron, 2010; Thomas, 2000). It is imperative that teacher preparation programs should help future teachers develop 21st century skills themselves before they actually teach these to their own students. We need teachers who can apply teaching practices that can support communication, critical thinking, and collaboration (Newell, 2003).

ISL Projects: What are Preservice Teachers Learning?

Christina J. McIntyre, Angela C. Lynskey, & Stacia C. Miller - Midwestern State University

The Impact on Student Learning project is among the most popular assessment tools used during clinical teaching experiences. However, the research process is often overlooked as a component to improving classroom practice, bridging the process of assessment to that of action research. The purpose of this case study was to investigate pre-service teachers' perceptions of the ISL project, and to illustrate a model for improving this educational experience.

Social Justice in Practitioner Publications: A Systematic Literature Review

Samantha Meister, Wendi K. Zimmer, Katherine L. Wright - Texas A&M University

Current research literature clearly argues that critical pedagogy and teaching for social justice are best teaching-practices for diverse students, especially those from traditionally marginalized. However, best practices do no practical good if they are not implemented into real classroom teaching. If teachers do not have access to resources to make themselves aware of critical pedagogy, teaching for social justice, and the related supporting instructional practices, they cannot be expected to integrate these approaches into their teaching. This systematic literature review investigates whether these theories are being circulated in practitioner oriented journals so that they are accessible by classroom teachers.

Community Learning: Will Parents Actually Engage in the Education of their Pre-Service Teachers?

Lauren E. Burrow - Stephen F. Austin State University

This study presents a critical self-analysis detailing the reality of executing an alternative form of teacher preparation. The researcher/instructor redesigned an emergent literacy course to emphasize engaged learning in a community setting. As community experts, ten Early Head Start teachers/parents became co-learners and co-teachers in the course. Despite considerations for travel reimbursement, child care, and relevant content, the parents' attendance was significantly low. This study questions how does teacher prep embrace the "potential of community-based

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learning in educating teachers" (Zeichner, 2015) if the community doesn't show up? The researcher analyzes the significance of her role in the teacher education experiment.

W4.2	Workshop	3:40 PM - 4:55 PM	Bienville
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Higher Education

SERA Initiatives for Doctoral Students and Assistant Professors

Bettye Grigsby - University of Houston at Clear Lake

Sonya C. Carr - Educational Consultant

Prathiba Natesan - University of North Texas

This session provides information regarding the new Research Grants opportunity as well as the Early Career Faculty Initiative.

W4.3	Paper Session	3:40 PM - 4:55 PM	Beauregard
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Multicultural Education
Discussant: Judy Taylor

The Melting Pot in Clinical Education: A Qualitative Study in Cultural Diversity Awareness in Undergraduate Allied Health Care Education

Heather Lloyd-Zanek - Sam Houston State University

The United States has a population of 180 different cultures that live and work together. Each culture has distinct traditions that make up that culture. Allied health care professionals are defined as a group of health professionals who apply their expertise to prevent disease transmission, diagnose, treat and rehabilitate people of all ages and all specialties. They may deliver direct patient care, rehabilitation, treatment, diagnostics and health improvement interventions to restore and maintain optimal physical, sensory, psychological, cognitive and social functions (<http://www.ichpo.org/>, 2012) Allied health care professionals are responsible for direct patient care to all cultures in the United States. These health care professionals learn many of the appropriate responses to cultural sensitivity in the clinical education setting. This study is currently in progress. The use of a qualitative approach is used to allow students and educators to answer the open ended questions without any prompt and elaborate their perceptions.

ELL Student Needs: Utilizing Culture and Language as Learning Tools

Monica E. Manning - The University of Texas at Arlington

Texas's ELL educational policy requires English mastery to participate fully in school. This creates a subtractive language policy wherein ELL students lose their native/heritage language and replace it with the dominant, English language. These students face the loss not only of their native/heritage language but also their connection to a culture based on that language. I discuss why this policy exists and propose integration of both languages as a means of combating the loss of language and culture, while becoming a part of the dominant culture as well.

Does it Really Matter: Exploring Cultural Relevance Within a Majority White Classroom

Nickolaus A. Ortiz & Mary Margaret Capraro - Texas A&M University

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The present study will explore whether culture affects the learning experiences of students in a mathematics classroom. I, an African American teacher, taught a class composed solely of 2 Asian students and 15 White students. The beginning of each lesson was rooted in the culture of the teacher, and students were asked to complete tasks linked to this culture. A survey was given at the end of the class addressing the question: How did Hip-Hop communicate or supplement the students' learning of statistics? The results will aid in arguing that culture is a necessary element in the success of all students, and the survey will examine the ability of students to recognize this concept.

W4.4	Symposium	3:40 PM - 4:55 PM	Cabildo
<i>Efficacy</i>			

Building Self-Efficacy in Educational Leadership: Teaching Teachers How to Lead
Barbara Qualls, Stacy Hendricks, & Scott Bailey - Stephen F. Austin State University

The Baby Boomer generation produced a record number of professionals who have populated, led and defined educational leadership for decades. As that generation of professionals leave the field, the ranks of leadership will be filled by a whole new type of educational leader: technocrat, pragmatist and beneficiary of the products of the civil rights struggles of their immediate predecessors. Knowing what teachers believe about their own capacity for growth informs the strategy for transformation of educator preparation programs both for teachers and for administrators and is equally valuable for the transformation of in situ developmental programs for schools.

W4.5	Paper Session	3:40 PM - 4:55 PM	Pontalba
<i>College Students</i>			

Equity Audit: Access and Participation of Minorities and Whites in Community College Dual Credit Programs in Texas
**Tina L. Capeles - Lamar University*

This equity audit addresses access and participation of minority students in dual credit programs. Recent studies have shown that dual credit programs have the potential to prepare students for college and increase persistence rates to college completion. Minority students from lower socioeconomic areas remain underrepresented in these programs, and they reveal lower levels of access and participation. School access to dual credit programs based on city, suburbs, town, and rural areas is important to analyze the difference of student participation. Findings show that low SES minority students are underrepresented with disproportionate access and participation in dual credit programs.

Promoting Persistence in Online Programs
Twyla J. Tasker - Angelo State University
Brook R. Dickison – Texas Tech University

Distance education incorporates educational growth with a flexible online structure. The problem facing higher education institutions utilizing the Internet as a major educational delivery

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vehicle is the difficulty in promoting persistence within the programs. In this mixed methods study, the researchers investigated factors that promoted persistence in three foundational graduate education online courses. The researchers used quantitative enrollment and academic standing data in conjunction with qualitative anecdotal records to examine candidates' persistence in this online program.

Understanding the Effects of Gamification on Student Engagement and Motivation

Sharon Manson - Texas Wesleyan University

The purpose of this brief 2-3 month qualitative study is to explore and understand what effect applying game mechanics would have on student staff motivation. The researcher sought to develop an understanding as to whether or not these internal/external rewards will increase engagement and motivation to succeed. Current and former Resident Assistants were interviewed to determine their attitude toward the wide variety of job expectations and motivational factors

The Effects of Federal and State Subsidies on Higher Education Operating Margins and Outputs

Kelly O. Jacobs - Sam Houston State University

The effects of direct and indirect public subsidies on the operating margins and academic outputs of Texas public universities were observed in this research investigation. The primary research questions addressed in this study were centered on the effects of direct and indirect public subsidies on the operating margins and academic outputs of Texas public institutions of higher education. The researcher, through four inferential statistical analyses, revealed statistically significant relationships between the variables of state higher education appropriations, federal restricted grants to public universities, operating margins, and combined graduation and persistence rates of public universities.

W4.6

Paper Session

3:40 PM - 4:55 PM

Cathedral

Correlation and Regression

B Weight and Structure Coefficients: Critical Components in Interpreting Multiple Regression Results

**Leily Ziglari - Texas A&M University*

The importance of taking both beta weights and structure coefficients in interpreting regression studies, especially in applied linguistics papers, has often been ignored. The purpose of the present study was to explain both regression coefficient and structure coefficient to support the view that the inclusion of these two coefficients will augment the interpretation of results. Some examples of misinterpretations in regression studies were provided. Then the author applied both

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? weights and structure coefficients in interpreting the results of an experimental study in applied linguistics. The results highlighted the importance of both coefficients in multiple regression studies.

Nonlinear Structured Growth Mixture Models as applied to ECLS-K Math Achievement Trajectories

Kevin E. Wells - Baylor University

Growth mixture modeling is used to identify and examine longitudinal growth trajectories of unobservable sub-populations within a larger population. Its use within educational research has shed light onto the number and proportionality of sub-populations that exist within the broader population. This study examined mathematics achievement data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) within a growth mixture modeling framework. Achievement trajectories were examined using a variety of linear and non-linear growth trajectories.

Bootstrap and Outliers: A Simulation Study

Peter Boedeker - University of North Texas

Bootstrap methods were introduced by Efron (1979) and have since been used for replication and analysis of sample data. The bootstrap uses sample data to produce a sampling distribution of a statistic by resampling the sample. Outliers in a sample can often skew sample results. This simulation study entails various bootstrapped samples from normal and non-normal distributions with and without outliers. The impact of outliers in these samples is investigated. The program R is used to produce samples for this study and the code will be provided in the paper for any who are interested in producing their own samples.

Associations Between Creativity and Overexcitabilities: Implications for Identification of Gifted Students

Dianna R. Mullet - University of North Texas

Overexcitabilities help to conceptualize, measure and describe qualitative differences associated with giftedness. Scholars (e.g. Gallagher, 1985; Schiever, 1985). Although decades have passed since initial explorations into the relationship between OEs and creativity, today we still know little and in particular about how OEs vary across different domains of creativity. The purpose of this study is to examine how OEs are associated with general and domain-specific creative ability.

W4.7 Paper Session 3:40 PM - 4:55 PM Ursuline

Attitudes and Self Perception

Discussant: Julie Combs

Transforming Literacy Teacher Identity through Reflective Writing Groups

Rebecca Stortz - The University of Texas at San Antonio

Veteran teachers often find themselves disillusioned by the education field, disempowered by district and state mandates, isolated from their colleagues, and in general lack a sense of agency

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in their professional lives. propose to form and facilitate a writing group of literacy teachers that uses literacy skills such as reflective journal writing as a way to encourage self-empowerment and stronger teacher identities in order for teachers to take active roles in their professional lives.

Examining The Influence of Academic, Procedural and Social Factors On Students' Transition From Elementary to Middle School

Christina L. Lovette - University of Houston at Clear Lake

The purpose of this study is to examine the perceptions of students, teachers and parents regarding the transition from elementary to middle school. Research will be conducted using a mixed methods approach to examine the perceptions and attitudes of key stakeholders involved in the transition process. Students, parents and teachers from four middle schools located in a large Southeastern school district in Texas will participate in both a questionnaire and focus groups. The factors the study will investigate are the academic, procedural and social factors that occur in middle school and impact students' transition process. The theoretical framework used in the study include both the stage fit theory and social bonding theory.

We to Me: A New Framework for Understanding Teacher Self-Perception with Chronic Illness

Catherine Robert - The University of Texas at San Antonio

The graying of the workforce will create new dimensions of employee relations in education. The aging population combined with the increase in life expectancy may contribute to teachers delaying retirement. Unfortunately, as teachers age, they are more likely to develop chronic illness. The challenge for schools will be to incorporate a new climate of diversity that includes an understanding of chronic illness as part of the employee life-cycle. The purpose of this study will be to examine Texas school district policy through the lens of a diversity workplace.

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T0.1 **8:00 AM - 5:00 PM** **LaNouvelle Ballroom Mezzanine**
Registration

T0.2 **8:00 AM - 9:00 AM** **LaNouvelle West Ballroom**
Breakfast

T0.3 **8:00 AM - 9:00 AM** **Presbytere**
Graduate Student Research Networking Coffee (aka: Research Speed Dating!)

Grab breakfast and coffee in the main room and come join us before the conference begins Thursday for a graduate student research networking event! The intention with this event is to bring together students that are interested in doing research and encourage cross-university collaborations as well as sharing tips and resources for doing research as a graduate student. This is a brand new event for graduate students this year, so stop by and network with us before your conference day begins!

T0.8 **9:00 AM – 5:00 PM** **Presbytere**
Graduate Student Work Area

T1.1 **Workshop** **8:30 AM - 9:30 AM** **Iberville**
Navigating and Getting the Most from SERA
Linda Reichwin Zientek & Susan Troncoso Skidmore - Sam Houston State University

T1.2 **Paper Session** **8:30 AM - 9:30 AM** **Bienville**
Measurement and Evaluation

Unisex Value of Mathematics?
Martha Tapia - Berry College

This study examined the association of gender and value 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 value of mathematics-items of the ATMI. The chi-square test results indicated an association of gender and level of agreement for three of the ten items of the value of mathematics factor of the ATMI.

Practice Exams as Predictors of Success or Failure on State Certification Exam
Lesley L. Casarez & Raelye N. Self - Angelo State University
Kristen N. Lyons - Texas Tech University

Education preparation programs are tasked with helping candidates be successful in passing state certification exams. Determining whether a practice test helps candidates pass the state exam is prudent to justify its use. This paper will analyze the passing and failure rates on the 2014-2015 academic year state certification exams in the counseling and principal program, and will compare the failing scores to the students' use of the practice program. Additional data, such as

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gender, race, length of time between practice and real examination, and use of the practice program will also be explored.

The Achievement Gap in Early Childhood: Selecting Indicators of Achievement

**Steven R. Chesnut & Xiaonan Song - The University of Southern Mississippi*

This study examined the predictive and ecological validities of commonly used indicators of achievement (IoA) in early childhood (pre-school). Using three batteries of the Woodcock-Johnson III (WJIII) and a final measure of passing to first grade, longitudinal panel models were designed to examine the predictive relationships between these commonly used IoA and passing to first. Results suggest that while the WJIII, as an IoA, has considerable predictive powers for subsequent iterations, it ultimately only accounts for little variance in the decision to pass a child to first grade. The extent of this relationship is not similar across racial groups.

The Effects of Student-Centered Learning Constructs on Student Satisfaction in Online Courses

Hunter Keeney, Kaye Shelton, Ken Young, & Diane Mason - Lamar University

This quantitative study was designed to test the effects of student-centered learning constructs on student satisfaction in online courses by utilizing the Distance Education Learning Environments Survey (DELES). The sample population consisted of 306 students taking masters-level online courses in education or nursing at a university in Southeast Texas. Descriptive statistics were compiled for the sample and data were analyzed by correlation analysis and stepwise regression. Results showed personal relevance and authentic learning had the strongest correlations with student satisfaction, whereas the strongest predictors of student satisfaction were personal relevance and instructor support.

T1.3	Paper Session	8:30 AM - 9:30 AM	Beauregard
		<i>Higher Education</i>	

The Transcendence of Women in British Higher Education: 1870 - 2015 (An Oxford Study)

Keisha N. White - Texas Wesleyan University

This paper explores the transcendence of women in leadership roles within the British higher education system from 1870 to present day. Female experiences are studied throughout the United Kingdom, but specifically at the University of Oxford. The theories and practices of, about, or on behalf of women in leadership and their leadership styles, hindrances, and self-perceptions in such a masculine-rooted culture will be addressed. Questions were posed regarding noting shifts from a traditional, exclusionary governance model to more inclusive, transformative leadership and management, and these women's thoughts, hopes, and goals concerning their academic community and their careers? Also, if limited opportunity structure for minority women in leadership exists in this academic community will be discussed. Furthermore, succession planning in British higher education will be investigated as it pertains to legacy and institutional sustainability, and/or if female leaders in this arena see the significance

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of its practice at all. For the sake of relevance, a historical perspective is provided, which offers the foundation for present day practices.

Developing a Program Assessment Infrastructure for Improved Learning Outcomes

**Nhung T. Pham - Texas Tech University*

The purpose of this qualitative study was to learn about developing an infrastructure for program assessment to address accreditation compliance and program improvement. The institutional effectiveness cycle served as a conceptual framework. Findings revealed the challenges faced, and how an infrastructure such as an office in charge of collecting assessment outcomes, using a software system to collect data about learning outcomes, providing academic assessment training for faculty members, and implementing multiple assessment measures to assess student performance can improve academic program assessment, instruction and student learning.

Barriers for Women in Higher Education Leadership Positions

Angelica Villafuerte, Kimberly Hornsby, & Hollis Lowery-Moore - University of Mary Hardin-Baylor

Women comprise 50.8% of the United States population yet considerably do not hold as many leadership positions as men. Women are underrepresented in higher education leadership due to several barriers. Societal stereotypes, organizational culture, and lack of mentoring opportunities influence women's pursuit of leadership positions. The purpose of this study is to elaborate on societal and cultural barriers creating a gap between the number of men and women in higher education leadership roles. Mentoring, creating a support system, and seeking out a confidante emerged as strategies that help women defy cultural and societal barriers that exist in higher education.

A Person-Centered Approach to Understanding Cultures of Assessment

Susan Troncoso Skidmore - Sam Houston State University

Hsien-Yuan Hsu - University of Mississippi

Matthew B. Fuller - Sam Houston State University

The purpose of the present study is to investigate how faculty members coalesce into distinguishable groups in terms of their perceived cultures of assessment at their respective institutions. The final sample ($n = 1,184$) were faculty members randomly selected from a stratified sampling design. A latent profile analysis was conducted using Mplus (Version 6.11) to identify underlying classes of samples based on faculty members' responses on 12 items (6-point Likert scale) selected from the 2014 Faculty Survey of Assessment Culture. The four-class solution was confirmed by the Lo-Mendell-Rubin Adjusted Likelihood Ratio Test: culture of indifference to assessment ($n = 168$); culture of fear ($n = 80$); culture of student learning ($n = 502$); and culture of compliance ($n = 398$).

T1.4 Paper Session 8:30 AM - 9:30 AM Cabildo
Reading

Six Case-Studies of EFL Learners: Affective Factors in L2 Reading of Content-area Text
Sunni L. Sonnenburg-Winkler, Katherine L. Wright, & Zohreh R. Eslami - Texas A&M University

Few second language (L2) reading researchers have investigated the relationship between affective factors and reading comprehension, though L1 research indicates that these factors impact students' reading performance. L2 studies focusing on affect have done so in relation to: 1) the reading of literature, 2) extensive reading, or 3) attitudes accessed through self-report. In this study, we use content-area science texts in readers' L1 and L2 with think-aloud protocols to access learners' thinking while reading. Our purpose is to show how affective factors impact reading comprehension by examining qualitative data from think-aloud protocols with from middle grades ELLs in Qatar.

An Investigation of a Community Based K-12 Reading Intervention

**Kary A. Johnson, Celia M. Wilson, Mandy L. Huie, & Thebra Sieling - Texas Wesleyan University*

The purpose of this investigation was to determine the effectiveness of a community based, multicomponent, individualized treatment for reading difficulties experienced by students participating in a non-school based after school program. Participants in this study were boys identified as at risk using economic and/or academic indicators. The intervention consisted of small group reading instruction for children (K-12) attending the community based after school program, in one of two locations ($n = 50$). Data was collected at the beginning and end of each semester, from spring 2014 through summer 2015. Preliminary results illustrate significant reading growth. For participants served at community based intervention sites 1 and 2 combined, mean growth over the course of one semester (5 months) of treatment is 2.02 grade equivalent reading levels.

Augmented Reality Books and the Reading Motivation of Fourth-Grade Students

Christie Rodgers - St. George's Independent School

Stephen R. Marvin - Freed-Hardeman University

Eric D. Marvin - Union University

This study examined whether the use of augmented reality (AR) books significantly increased the reading motivation of fourth-grade students. Participants completed the Motivation for Reading Questionnaire, read augmented reality books, and again took the Questionnaire. A one-sample t-test and a chi-square test were utilized to analyze the data. Findings indicated no significant difference in the reading motivation of students who utilized the AR component in AR books when compared with those who did not. Results also indicated no association between gender and students' motivation to read. Findings did suggest that an association existed between reading level and reading motivation.

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The Relationship Between Trust, Motivation, and Academic Success in the Middle-School Setting

Steven J. Bourgeois - University of Texas at Arlington

Eric Boberg - Episcopal School of Dallas

In effective schools, relational trust--trust between students, teachers, parents, and leadership--appears to promote teacher functioning and academic achievement (Forsyth, Barnes, & Adams, 2006, Murphy, 2015). The present study examines how trust interacts with other teacher and student mediators in the relationship between leadership and student achievement. From a sample of 3,442 students and 335 teachers representing 25 fourth to eighth grade campuses, instructional capacity was measured with respect to student/teacher trust, teacher agency beliefs, self-regulated learning, and student achievement. Preliminary findings include correlational and path analysis, along with a discussion of practical and theoretical implications.

T1.5	Workshop	8:30 AM - 9:30 AM	Pontalba
<i>Professional Development</i>			

The Three Keys to UNLOCKING IRB Approval

Suzanne F. Lindt & Stacia C. Miller - Midwestern State University

In this 50 minute workshop, a University IRB Chair and IRB Representative from the College of Education will share their experiences and provide the keys necessary for graduate students and early career researchers to navigate the IRB process and successfully gain approval to conduct research with human subjects. Presenters will offer examples of educational research studies, explain the classification of review status, and provide participants with samples of forms needed to gain IRB approval. Participants will walk away with the confidence needed to begin their own IRB applications. NOTE: Participants should bring their university's IRB materials for reference.

T1.6	Paper Session	8:30 AM - 9:30 AM	Cathedral
<i>Professional Development</i>			

Comparison of Two Paths to Subject Matter Competency in California

**Donald M. Hume - Texas Tech University*

Using data collected by the California State University's Center for Teacher Quality, this study examines self-reported and employer-reported data on the preparedness of recent graduates of the CSU's credential programs. Shulman's (1987) definition of three domains of teacher knowledge, content knowledge, pedagogical knowledge, and pedagogical content knowledge, serve as the theoretical framework for this study comparing newly credentialed teachers who demonstrate subject-matter competency through coursework against those who pass a subject-matter examination.

Writing to Write: The State of and Teacher Perceptions of Writing Skills of Students in a Private Secondary School

Walter Ted Arrington - Texas Wesleyan University

This paper considers the state of, and teachers' perceptions of, the writing skills of secondary students. Common complaints that students cannot write, spell, or punctuate appear to be without dispute. Along with inadequate skills development, secondary teachers note a lack of interest or motivation among their students. As part of this research, writing instruction and requirements intended to develop students' skills were reviewed. A second element of this study compared the practices of English teachers -- particularly their practice of their craft -- to the practices of non-English teachers who require extensive writing but are not specifically writing instructors.

Intercultural Responsiveness (IR) index

Kathryn Jones & Jason R. Mixon - Lamar University

The Intercultural Responsiveness (IR) Index project is a collaborative development project between faculty, administrative staff, and doctoral students within the Center for Doctoral Studies in Educational Leadership. Intercultural Responsiveness (IR) is defined as a merging of multicultural awareness, intercultural sensitivity while cultural responsiveness is overlapping both along a cultural awareness continuum (Jones, 2013). Educators are inadequately prepared to teach children of varied cultures and several studies have suggested that multicultural professional development is needed for everyone as the world becomes more globalized (Batchelder, 2008; Bradley, 2007).

Shaping Tomorrow's Leaders through Coaching Today's Teachers: Using Self-Assessment to Develop Impactful Collegial Coaches for Technology Integration

Katie Alaniz & Dawn K. Wilson - Houston Baptist University

Today's educators must teach their students legacy content as well as how to use digital tools to think critically, collaborate, and innovate creatively as they live in the world around them. Unfortunately, many teachers feel uncomfortable integrating technology into learning experiences. Previous findings demonstrate that collegial coaching for technology integration holds tremendous potential to support teachers in overcoming such inhibitions. In this model, technology related PD is accomplished through a coaching relationship that is differentiated, targeted, and immediately applicable. The current research focuses specifically on the process of preparing coaches for their work with colleagues through initial self-assessment and reflection.

T1.9	Workshop	8:30 AM - 9:30 AM	Ursuline
<i>Writing</i>			

A Meta-Framework for Writing the Literature Review Section of Dissertations, Research Articles, and Other Works

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

The purpose of this interactive presentation is to provide a meta-framework for helping authors find a writing flow that leads to an effective presentation of a comprehensive literature review. Specifically, we outline decisions made at the pre-draft-writing phase, draft-writing phase, and

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the draft-audit phase. This session is applicable for all emergent writers—especially doctoral students and other emergent writers—who would like to learn how to improve their ability to contextualize a topic of interest and to establish a path of argumentation. Also, this session is useful for advisors, dissertation chairs, dissertation members, and mentors who are interested in learning strategies that help students write literature reviews that are both warranted and transparent. Simply put, our target audience is wide-ranging.

T2.1	Workshop	9:35 AM - 10:35 AM	Iberville
<i>Higher Education</i>			

Vitas, Jobs, and Hiring: What to Expect

William A. Jasper - Sam Houston State University

Gil Naizer - Texas A&M University-Commerce

This interactive session 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.

T2.2	Paper Session	9:35 AM - 10:35 AM	Bienville
<i>At-Risk Students</i>			

Conducting a Program Evaluation for an Urban Mentoring Program

**Elizabeth Howell, Sarah Guthery, Ashley Sheils, Brett Grayson, Thom Suhy - Southern Methodist University*

To examine the practices and policies of a non-profit mentoring program in an urban setting, a team of researchers conducted a program evaluation. This proposal describes the method by which the program evaluation occurred, divided into four distinct parts: content analysis, quantitative surveys, qualitative interviews, and conclusions. Findings from the separate analyses proved to be largely consistent. While any findings and recommendations were specific to this particular mentoring organization, the process is generalizable and could potentially benefit other similar non-profit organizations wishing to validate that their procedures and policies are aligned with their mission and values.

Integrating STEM Practices in Middle Schools with High Minority Populations

Douglas Hermond - Prairie View A&M University

Karen Jacobs & Denia Puerto - Alief Independent School District

Alief ISD has launched the integration of STEM practices into several of its middle school science curricula, using the Create Excellence Framework. This innovation is designed to foster authentic learning of minority students via four components: real world learning, cognitive complexity, student engagement, and technology integration, resulting in improved scores on the

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STAAR test, and ultimately to train students who will make significant contributions to the Texas economy as digital technology leaders. This evaluation is aimed at determining the extent to which this integration is taking place and whether students are becoming more adroit at mastering STEM learning outcomes.

An Equity Audit of Technology Access in Title I and Non-Title I Junior High Schools in a Southeast Texas School District

Katrina M. Guillory - Lamar University

The use of technology in the classroom is a central focus in refining student learning outcomes; nonetheless, for technology to achieve its greatest impact on student achievement, there must be equal access with well-resourced teachers. Even with great advances in technological infrastructure, there remain disparities in access for some students and teachers. This quantitative study investigates the allocation of technology resources and training for junior high school teachers at Title I and non-Title I schools in a southeast Texas school district. Findings suggest Title I schools are contending with less than adequate technology access, in comparison to non-Title I schools.

Using QCA in Equity Audits: Patterns of Failure in Urban Improvement Required Schools in Texas

John Branch & Melissa Leigh - Stephen F. Austin State University

This study examined multiple urban school districts in Texas to see if the patterns found in a single-district equity audit existed in similar districts. The authors completed and published the single-district study using crisp set qualitative comparative analysis last year, and identified both necessary and sufficient causal relationships for Improvement Required academic ratings within public, non-charter, non-magnet high schools. Additional urban districts were examined in this study to see if the same causal relationships existed.

T2.3	Paper Session	9:35 AM - 10:35 AM	Beauregard
		<i>Science Education</i>	
		<i>Discussant: James Hardy</i>	

Examination of Students' Spatial Ability: The Effect of 3d Design

Ayse Tugba Oner - Texas A&M University

Learning has been a continuum process and occurs not only formal but also in informal learning environments. Summer camp programs could be assumed a fun way to access information about content for students. In a STEM summer camp in southeast Texas, 3D computer aided design course was one of the course offered. Attending a 3D design course could increase students' spatial thinking abilities because of the tools that were used in the 3D program. In this study, the effectiveness of 3D computer aided design course on students' spatial thinking abilities will be examined. The results will be reported.

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SERA Conference Proposal Summary: Biology Virtual Lab Study

Jaime Ann McQueen - Texas A&M University-Corpus Christi

Virtual laboratories can benefit college STEM courses economically, by saving space, and in resource conservation. Current issues related to virtual labs include the lack of: definition, evaluation, and of representation in biology. Cognitive constructivism is the theoretical framework that will inform my study. This mixed methods study will investigate the impact on student achievement and how students construct new knowledge through the use of virtual laboratory investigations in an undergraduate biology course for non-majors, across face-to-face, blended, and fully online learning environments. Findings will inform institutions of higher learning, curriculum publishers, and those interested in the utility of virtual laboratories.

Trends in STEM Education as Related to Government Policy: A Meta-analysis

Nola W. Schmidt - Stephen F. Austin State University

Government policy and its related funding, designated for science, technology, engineering, and mathematics (STEM) education, has re-emerged and increased since the late 1950s. Federal funding is no longer simply given to provide educational opportunities for disadvantaged students in the nation's public schools. Year-to-year public school federal funding is directly linked to student achievement on standardized testing. The purpose of this in-progress meta-analytic study is to analyze research literature published between 2003 and 2014 to discern trends in STEM education and, in turn, relate those educational practices to government policies.

T2.4

Paper Session

9:35 AM - 10:35 AM

Cabildo

Instruction

Integrating Children's Literature in Elementary Math Methods: Fostering Understandings and Connections

**Nikki Bussue, Melissa Whitwood, & Dittika Gupta - Midwestern State University*

Education and teaching are evolving. Though interdisciplinary teaching (reading and mathematics) is not a new idea, pre-service teachers need to be exposed to strategies and tools of integration for a more holistic and rich experience during their teacher preparation program. The present paper will explain the need, importance, and benefit of exposing pre-service teachers to this model. In addition, changes in pre-service teachers' attitudes and perception about integrating children's literature in elementary mathematics classrooms will also be presented.

Educators' Perceptions on Push for an Intensive Vocabulary and Fluency Instruction for Students Living in Poverty

Helene M. Onomo - Texas Wesleyan University

The purpose of this ethnographical case study was to explore the impact of educators' outlooks in the implementation of combined vocabulary and fluency instruction, supplemented by computer-assisted instruction in the vocabulary development of students living in poverty. The goal was to understand how educators' perspectives (attitudes, motivations, and collaboration) influence the outcomes of supplemental instructional programs in closing the achievement gap of

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disadvantaged students. Evidences from this study showed that educators who have similar upbringing and same cultural background as the students were more likely committed to utilize a variety of engaging and authentic approaches and strategies to ensure students' success.

The Perceived Impact of Teacher's Content Knowledge on Elementary Science Instruction
Gail L. Smith - Texas Tech University

This qualitative research study explores teachers' perceptions of the impact of their content knowledge on elementary science instruction. Through the process of interviewing and observing teachers, this study sought to discover if teachers feel as though they have adequate science content knowledge to effectively teach science conceptually through inquiry based methods. The study also sought to determine, how the teacher prepares to teach conceptually based inquiry science and what the roadblocks are that inhibit their preparation. The participants bring a variety of experience to the study and are responsible for teaching more than one subject per day.

The Power of Videoconference-Mediated Instruction in Distance Language Learning
Liang Ward - Texas A&M University-Kingsville
Robert Elliott - Eastern New Mexico University

This study attempts to take in richer understandings on the effects of using videoconferencing as an instructional tool in teaching second languages to the students at a distance. This qualitative study is based on the videoconference-based class observations and interviews collected and analyzed for this study. Participants consist of college students learning English/Chinese as a second language through videoconferencing distance learning. The findings are expected to provide empirical data for educators and researchers to probe into the relationship between the effects of videoconference-based classes and online second language learning.

T2.5	Paper Session	9:35 AM - 10:35 AM	Pontalba
<i>Qualitative Methods in Special Populations</i>			

A Phenomenological Exploration of the Perceptions of Gifted Adolescents
**Melba E. Williams - Lamar University*

This phenomenological narrative study explored the lived experiences of gifted adolescents to find how they coped with stress. Eight people were interviewed to learn what they perceived as stressful and how they coped. The participants attended public high school, were identified as gifted, and were accelerated by either grade skipping or entering college before they were 18. Participants identified stressors including self-identity, concern for grades, social stress, and boredom. Strategies identified for coping with stress included reading, spending time alone, and a variety of alternative strategies including self-harm. Recommendations included better educator training to support the needs of gifted adolescents.

A Case Study: The Effects of the Autismate Application on a 12 year-old Boy with Autism
Natalie Wall & Julie I. Hatz - Baylor University

This presentation will discuss a single-subject embedded study that focused on a single iPad application. The effectiveness of the modeling of social communication and social interaction skills in a 12 year old boy with Autism Spectrum Disorder will be discussed. This topic calls the attention to the use of assistive technology in school settings for students with ASD. The themes that will be explored include independence, social communication skills, and social interaction skills. The Gilliam Autism Rating Scale and Social Communication Questionnaire were administered pre- and post- intervention. Future research will also be addressed.

Is a Lack of Concern for GT Students Causing Us to Fall Behind in our Number of High Achieving Scholars?

Selena M. Slaughter-Thierry - Lamar University

The proposed research plans to investigate opportunities for gifted and/or talented students in the United States. Specifically, it seeks to find what programs are available, if any, to prepare these students for life after high school. The focus is placed on job ready skills and early entrance into college. One issue to be explored is the proper socialization of the Gifted and/or Talented students. The research seeks to see if the students are being isolated or blended into the schools and their communities.

Veteran Academic Librarians' Lived Experiences

Shirley Dickerson - Stephen F. Austin State University
Rebecca M. Bustamante - Sam Houston State University

Perceptions and lived experiences of selected librarians in the 20th century academic library were explored in this phenomenological study. In-depth individual interviews were conducted with five academic librarians who had worked in the professional for 30 years or more. Data were analyzed using a phenomenological reduction process resulting in three major themes and several corresponding subthemes including: (a) shifts in role of the academic library organization; (b) shifts in the role of the academic librarian; and (c) emotional memories of the veteran academic librarian. Implications and recommendations for practice and future research are discussed.

T2.6 Paper Session 9:35 AM - 10:35 AM Cathedral

College Students and Higher Education

Discussant: Lesley Casarez

Life after Sexual Assault: Likelihood to Report and Persistence in College after Sexual Assault

Amanda K. Griffin & Lenore M. Schaffer - The University of Southern Mississippi

Sexual assault on college campuses has become a major topic of interest for both the public and researchers in recent years. Because women of a college age are the most at risk for sexual assault, this study seeks to explore the relationship between sexual assault in college, the reporting of that assault, and persistence in college. The proposed study uses survey

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methodology to examine the relationship between reporting and college persistence among sexual assault survivors. Completed questionnaires will be analyzed with ANOVA testing. The results of this study may have implications for student affairs practitioners and Title IX coordinators.

An Examination of Social and Cultural Factors Influencing the Retention of Former Foster Youth in Higher Education

Lauren Parish - Prairie View A&M University

Texas foster youth that age out of the foster care system are eligible to receive a tuition and fee waiver. This waiver can be utilized at any Texas funded public college or university, and the waiver can be a lifetime benefit. Despite this advantage, tuition waiver usage in Texas has decreased. In addition only one to three percent of former foster youth will graduate with a bachelor's degree. This study will examine best practices for foster students' accrual and application of cultural capital and social capital as it relates to retention in a higher education setting.

Where Do I Belong?: A Multi-Site Campus Ecology Case Study

Patlindsay C. Catalla, Deshonta L. Holmes, Kristin A. Lue King, Abraham P. Korah, & Ericka Y. Landry - Sam Houston State University

Community college missions have shifted from a focus on access to the provision of avenues for students to reach their personal and academic goals. This ongoing research study will use a case study approach to examine five distinct college sites to explore how physical spaces impact students' sense of belonging. A theoretical framework related to campus ecology will allow the researchers to explore variables that influence a student's connection to college. Campus administrators may consider study findings to help shape future strategic planning initiatives related to student development.

T2.7	Paper Session	9:35 AM - 10:35 AM	Ursuline
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Growth Models

Bayesian Single Subject Designs

Prathiba Natesan - University of North Texas

The present paper explains how Bayesian change point models can be used to effectively model single subject designs to counter (a) the small sample problem, (b) autocorrelations, (c) uncertainty in estimates. The paper will also explain why these models are more advantageous than the traditional frequentist framework. Software solutions will be discussed.

When Do Fit Indices Become Useful for Finite Mixture Model Selection? A Monte Carlo Examination of Class Separation

Grant B. Morgan, Kevin E. Wells, & Harlee S. Floyd - Baylor University

This simulation study examines the performance of fit indices commonly used by applied researchers for selecting finite mixture models used for classification (FMM-C). When used for classification, the goal of FMM-C is to classify subjects from a large heterogeneous set of cases into homogeneous subgroups of unknown form and frequency. Despite advantages of FMM-C over traditional clustering, model selection remains a significant challenge. Conditions for simulation were selected to mirror conditions found in applied research. The accuracy with which common fit indices identify the correct component model is examined while varying the class separation, sample sizes, and class prevalence.

Sensitivity to Growth over Time in Pre-Post Norm-Referenced Tests

**Wole Peters - Sam Houston State University*

There is very little in the literature about the sensitivity of norm-referenced tests to detect growth in low-achieving test takers. If standardized tests are unable to reliably measure change at the bottom of the performance scale, these tests may be invalid for use in a population of low achievers. This study examined the sensitivity to growth of norm-referenced achievement tests of low-achieving students in prekindergarten through 12th grade. Three sensitivity-to-growth analyses were performed on eight commonly used norm-referenced tests. Results of the analyses suggested that only two of the eight tests are adequate for use with students who are low-achieving

Time Series Data Analysis of Single Subject Experimental Designs using Bayesian Estimation

Xing Q. Aerts - University of North Texas

This study presents a series of statistical models for data from various conditions: the baseline phase, A-B design, A-B-A-B design, multiple baseline, alternating treatments, and changing criterion designs. I propose an alternate approach that treats the phase change-point between the baseline and intervention conditions as an unknown parameter. The models take into account changes in slopes and intercepts in the presence of serial dependency. The Bayesian procedure used to estimate the parameters and analyze the data is described. The applicability for the analyses is demonstrated using five examples from the single subject design literature.

T3.1	Paper Session	10:40 AM - 11:50 AM	Iberville
		<i>Mathematics Education</i>	
		<i>Discussant: Gil Naizer</i>	

Hispanic Students in Ninth Grade

Shannon Marie Solis - San Jacinto College

Coinciding with the expansion of opportunities in science, technology, engineering, and mathematics (STEM jobs), is the growth of the Hispanic population in the United States. Unfortunately, institutions of higher education are not graduating sufficient number of students

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in STEM disciplines. 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 intrinsic, school curriculum, extrinsic or post-secondary factors assessed in the survey.

Relationship Between African American Boys' Attitudes of Teacher-Student Relationships and Mathematics Achievement

Corina K. Bullock - Sam Houston State University

In school, African American boys perform below their peers and are the students who are less likely to benefit from instruction in both urban and suburban classroom environments (Ramirez & Carpenter, 2005). This 2-year longitudinal, quantitative research study will explore the relationship between African American boys' attitudes of their teacher-student relationships and their mathematics achievement on state tests. Raw data from the Measures of Effective Teachers (MET) Project sponsored by the Bill and Melinda Gates Foundation consisting of state mathematics assessments over a 2-year period across 5 different states and the Tripod Survey results will be utilized in this study.

Impact of Teachers Years of Experience on Student Mathematics Achievement from 3rd to 5th Grades: A Quantitative Study

Elizabeth Fleener - Texas Tech University

Dewey theorized learning is based from experience with sequential constructivism studies addressing children and social learning experiences. Novice and veteran teachers' studies on teacher experience, while conflicting, focus on secondary levels while overlooking elementary levels. My research focuses specifically on elementary teachers' years of experience. In addition, countless qualitative studies address elementary teachers' perceptions and proficiency to teach mathematics. Limited quantitative studies exist on elementary teachers' experience on student achievement in math. My research examines the impact of teachers' years of experience on student achievement in upper elementary mathematics not presently acknowledged in current research.

T3.2	Workshop	10:40 AM - 11:50 AM	Bienville
<i>Professional Development</i>			

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.

T3.3 Paper Session 10:40 AM - 11:50 AM Beauregard
Better quantitative accuracy

Confidence Intervals: What They Are and What They Aren't

**Jayme M. Palka - University of North Texas*

Researchers and statisticians are increasingly remarking on problems with null hypothesis significance testing (NHST) and the need for an alternative approach, such as the use of confidence intervals. This article will describe the nature of confidence intervals. To facilitate understanding of what a confidence interval is, a short summary of the Central Limit Theorem, standard errors, and sample means will be provided. To further illustrate the scope of a confidence interval, an explanation will be given of when they should be reported, how they should be reported, and common misconceptions about confidence intervals that lead to errors when reporting.

Bayesian Methods: The Future of Educational Statistics

Peter Boedeker - University of North Texas

Bayesian based methods of data analysis provide a solution to the growing discontent among researchers and methodologists concerning null hypothesis significance testing (NHST). Bayesian results are more meaningful than the reject/fail to reject decision of NHST. Basic Bayesian principles are presented here in an accessible, introductory format. With innovations in computing technology, the Markov chain and similar simulation processes are simplified, making Bayesian methods a reality for researchers. The usefulness and newfound ease of working with Bayesian statistics help make the case that Bayesian statistics should be included in the Educational Statistics coursework of graduate students.

A New Formula for the KR-20 and Cronbach's Alpha Reliability Estimates

Bruce Thompson - Texas A&M University

The paper presents a reformulation of the original KR-20 and Cronbach's alpha formulas. This reformulation makes clear exactly how these estimates indeed do measure the "internal consistency" of test items.

Generalizability Theory: Introduction, Computation, and Decision-Making

Alexandra L. Foran - Texas A&M University

Classical test theory decomposes variance into two components, the true scores, and the measurement error scores, ignoring any sort of interaction effects that may be occurring. Generalizability theory allows for partitions into two or more variance components. Computation methods and decision-making processes will also be explained in a concrete manner.

Principals

Rural Principals' Influence on African American Student Reading Development

Brandolyn E. Jones - Sam Houston State University

For many African American students, a determining factor between their postsecondary prosperity and a prison sentence, is their ability to develop strong reading skills by Grade 3. This qualitative multiple case study reflects how two elementary principals in Texas schools used their influence to cultivate school cultures that support the reading development of African American students. Findings showed that African American student development in reading was influenced largely by a synergistic system which operated unbeknownst to one principal and directly influenced by another. Implications and recommendations are also discussed.

A Qualitative Study: The Influence of Secondary Administrators' Professional Development on Student Achievement

Roxanne M. Minix-Wilkins & Jennifer Butcher - Lamar University

The purpose of this phenomenological study was to explore the professional development experiences of successful secondary principals framed within the practices of the transformational leadership theory. The four research questions that guided the research study examined the four qualities of a transformational leader which included intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence. Ten award winning campus administrators were identified to participate in the study. The findings indicated that the principals identified specific influences that shaped their leadership styles. Implications for practice include extending the research to other areas and utilizing identified influences to train administrators.

The Acclimation of New Assistant Principals

**Hykeem M. Craft, Sonja A. Lopez, Rene Malveaux, & Julie P. Combs - Sam Houston State University*

Although the assistant principal position has been the career path for aspiring principals, some researchers have claimed that the assistant principal position is not an adequate training position. With limited research available about assistant principals, the purpose of this study was to explore the induction and acclimation experiences of newly assigned assistant principals. Following a phenomenological research method, interviews were collected from six public school assistant principals. Results are presented in themes. Implications for those who support leadership preparation are provided.

Leadership as Mediational Praxis Against Social Injustices in Schools

Patrick M. Jenlink - Stephen F. Austin State University

The question of individual accountability and social responsibility in matters of social injustice presents a perduring concern for educational leaders. The purpose of this study was to examine the nature of social injustices as meta-narrative in educational settings and the positioning of

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educational leadership as mediational praxis and counter narrative against injustices. The study focused on what constitutes social injustices in the educational setting, the nature of mediational praxis, and the intersection between injustice and social justice praxis. Using a poststructural analysis, narratives, as social injustice and mediational texts, were analyzed for language and action within/across discourse, illuminating patterns and relationships.

T3.5	Workshop	10:40 AM - 11:50 AM	Pontalba
<i>Higher Education</i>			

Mentoring Early Career Faculty: Opportunities for Professional Development and Networking

Sonya C. Carr - Educational Consultant
Prathiba Natesan - University of North Texas
Bettye Grigsby - University of Houston at Clear Lake

This training session provides an opportunity for professional development and networking at the 2016 Annual Meeting. Specifically, we will use a Consultancy Protocol as a tool for early career faculty members to share dilemmas, problem solve, and build a network of support. This protocol is used to encourage new faculty to think critically and expansively about the challenges they face in higher education.

T3.6	Paper Session	10:40 AM - 11:50 AM	Cathedral
<i>College Students and Higher Education</i>			

Differences in Texas Community College Enrollment and Certificate Completion by Ethnicity

**Scott Godley - Sam Houston State University*

Examined in this quantitative research study were the 2009 and 2014 enrollment rates along with the Level I Certificate and Level II Certificate completion rates of Texas community college students to determine what differences existed among White, Hispanic, Black, and Asian students. White students had the highest community college enrollment rates in both years, however, the number of Hispanic students enrolled in 2-year public institutions steadily increased during the 5-year timeframe. White and Hispanic community college students within Texas represented more than 75% of Level I Certificate and Level II Certificate completers in 2009 and 2014.

Cross-Cultural Experiences of Asian International Graduate Students: From an Ecological Perspective

Eunjin Hwang, George W. Moore, & Nara M. Martirosyan - Sam Houston State University

According to market-driven strategies applied in the U. S. higher education, negative outcomes in the international education have been a concern. Therefore, reflecting the current trend of student mobility with an increasing number of Asian international students (AIGS) in particular, it is critical to understand their cross-cultural experiences within a specific university context. This qualitative study, phenomenological study in particular, was conducted through in-depth

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individual interviews of five participants. The findings indicated that the selected AIGSs recognized differences, faced multifaceted difficulties, and coped with the difficulties through building a support system by seeking external support sources and creating internal coping mechanism, which reflected an ecological and bi-dimensional process of cross-cultural adjustment.

University Roles for Multifaceted Adjustment of International Students: Suggestions Emerged from Literature Review

Eunjin Hwang, Nara M. Martirosyan, & George W. Moore - Sam Houston State University

There is a scarcity of studies wherein a critical review or synthesis exists on the adjustment issues of international students with a few exceptional works. Therefore, the researchers examined conceptual applications of existing models or typologies incorporated in previous studies, and synthesized studies on the adjustment issues of international students: psychological, socio-cultural, and academic adjustment. Furthermore, suggestions for both practitioners and researchers were elaborated in the paper. These suggestions include creating a new conceptual/theoretical model, and emphasizing a critical role played by the host university within the specific campus context.

The Relationship between Perceived Parenting Styles and Feelings of Entitlement in College Students

Shanna L. Attai & Terrill Saxon - Baylor University

This study explored the relationship between perceived parenting styles and feelings of healthy entitlement in college students. This study employed structural equation modeling to examine the hypotheses ($N = 411$). The authoritative parenting style for both mothers and fathers was positively related to feelings of healthy entitlement. The permissive and authoritarian parenting styles for both mothers and fathers were negatively related to feelings of healthy entitlement. While high socioeconomic status had a significantly negative relationship with healthy entitlement. These findings offer insight into the relationships between parents and how parental perception can impact children's future feelings of entitlement in their college years and adulthood.

T3.7	Paper Session	10:40 AM - 11:50 AM	Ursuline
<i>Higher Education</i>			

Were You Even Born When Apollo Landed?: And Other Absurdities in the Multigenerational Classroom

Courtney K. Powell - Texas Tech University

This paper explores the multiple generations represented in the workplace with specific regard to work style, communication preferences, and technology uses, three categories easily transferable to the college classroom. This paper contends that while the same multiple generations are found in the classroom, the behaviors are likely mirrored there as well. The framework for this discussion is a synthesis of the current discourse focused on workplace generational differences

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through a new lens that determines whether these behaviors can also be found in the classroom with the ultimate intention of raising awareness of an underrepresented area of research.

Investigation of the Contributing Factors to the Increasing Number of Texas Students Required to take Remedial Classes for College Admission

**Carolyn A. Ikens - Texas Wesleyan University*

In order to understand the increasing need for remedial classes in higher education, this qualitative study was conducted to determine what correlations there are between the requirements for a high school student to graduate and the requirements to be admitted into college. Research indicates the majority of students most likely to be required to enroll in remedial classes to be admitted into college are low-income students, non-English speaking students, and minorities. The researcher confirmed there are definitely concerns from several different aspects on how to best prepare students for college and further research is needed to complete the study.

The Relationships between Instructors' Verbal Immediacy, Students' Affective Learning, and Intent to Persist in Community College

Meagan B. Sovine, Staci Mizell, & Carol Carman - University of Houston at Clear Lake

The present study applied the theory of planned behavior (Ajzen, 1985) to examine the relationships between community college students' intent to persist, instructors' verbal immediacy, and students' affective learning. Data was collected from a mid-sized urban two-year higher educational institution in the southern United States. Results from a Pearson product-moment correlation indicated instructors' verbal immediacy, students' affective learning and their intent to persist in college were positively related to each other. The findings suggest what the instructor does in the college classroom does have a major impact on students' intent to persist in college.

Creating Community in an Online Learning Environment

Kimberly Livengood & Audrey Heron - Angelo State University

Gina Shipley - Hardin Simmons

In order to enhance learning, increase student participation, and the overall educational experience in the online learning environment, instructors need to facilitate learner-learner, learner-content, and learner-instructor interactions within courses. To facilitate these different types of interactions, a discussion forum, Class Caf ©, was created in an online Applied Research course. Student communication, defined as students' posts in the Caf ©, from three different sections of the same course, was analyzed to determine the influence of this strategy on these three types of interactions.

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T4.0	Special Ticketed Event	12:00 PM - 1:30 PM	LaNouvelle East/West Ballroom
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Lunch and Business Meeting
[Registration is temporarily closed during the luncheon]

T5.0		1:35 PM - 2:40 PM	Bienville, Iberville
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Presidential Invited Address: Becoming a Behavioral Science Researcher
Rex Kline - Concordia University

T6.1		2:45 PM - 4:00 PM	Iberville
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Fireside Chat
Rex Kline - Concordia University

This is an informal, casual opportunity for students to interact with Professor Kline about whatever issues they would like to discuss.
(Graduate Students Only)

T6.3	Paper Session	2:45 PM - 4:00 PM	Beauregard
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Critical and Reflective Thinking

Critical Thinking in the Elementary School

**Karen S. Bradley & Jack A. Bradley - Texas A&M University-Kingsville*

Critical thinking research has identified a double-edged sword in pedagogy. If students are given too much direction they show less evidence of critical thinking (Bonowitz, Shafts, Gweon, Goodman, Spelke, & Shultz, 2011). This quantitative study examined the level of critical thinking activity occurring in grades Pre-K through fourth, taken from the teachers' perspective. Teachers were asked to respond to a survey identifying how often specific actions occurred in the classroom. The intent was 1. To heighten awareness of effective critical thinking, 2. To encourage discussion, and 3. To assist schools with planning and delivery to meet addressed needs.

The Starbursting Thinking Strategy: Perspectives from the Field

Leigh Kackley, Sana Yaqobi, Zhanxia Yang, & Shirley M. Matteson - Texas Tech University

This study was an intrinsic qualitative case-study. There were four participants that were students in a graduate level course focusing on how to teach thinking, questioning, and problem-solving to public school students of all ages and across all of the curriculum. The participants were teachers of different grade levels and different content areas. The research question was, What teaching strategy can be used to encourage students to create their own questions? The participants all chose to implement the Starbursting strategy in their classrooms resulting in their students successfully creating their own questions and demonstrating higher-order thinking skills.

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Evidence of Thinking Strategies That Work

Shirley M. Matteson, Zhanxia Yang, Sana Yaqobi, & Leigh Kackley - Texas Tech University

This case study focused on five in-service educators who were taking a graduate level class that focused on thinking, questioning and problem solving. The instructors of the course were interested in finding thinking structures that were easy to implement and that were flexible enough to apply to various grade levels and content areas. Several thinking strategies appear to fit these criteria. Evidence from teaching episodes will be presented on several thinking structures. Students were positively impacted by the thinking structures both academically and affectively. Additionally, the teachers benefited in various ways from implementing the thinking structures.

Influence of Socio-economic Status and School Locale on Mathematics Scores and Dispositions: Results from TIMSS 2011

Rayya G. Younes - Radford University

Linda R. Zientek - Sam Houston State University

Using TIMSS data for 8th grade students, this study examined if contextual factors like SES and school locale (city, urban, rural, or town) influence students' mathematics scores and perceptions/dispositions about mathematics. Results indicate that in urban and suburban schools, the percentage of students scoring above the advanced benchmark was higher in schools not categorized as high-poverty schools. Less than 2% of students in high-poverty schools in all areas scored above the advanced benchmark.

T6.4	Paper Session	2:45 PM - 4:00 PM	Cabildo
<i>Multivariate Analysis</i>			

Factor Retention: Examining Five Methods Using a Classic Example

**Kaylee R. Seddio & Kelly C. Margot - University of North Texas*

The number of factors to retain for data interpretation can vary depending on methodology and the researcher's knowledge of each concept. The more reliable retention methods are less readily available in common statistical software packages, making this topic one that requires further reach within the academic community. Over confidence with point and click methods can result in over- and underestimating factor structures. Several methods have been used to identify factor structure and retention. The authors will discuss five of the most commonly used methods and compare their accuracy rates for principal components analysis.

Why Multivariate Statistics are Usually Vital

Bruce Thompson - Texas A&M University

The paper presents heuristic data for 10 people in each of two groups on two measured/observed outcome/response variables, X_i and Y_i . The data are used to illustrate that (a) when you have more than one outcome variable, multivariate analyses may be essential, and (b) when you do a multivariate analysis, you must not use a univariate method post hoc to explore the detected multivariate effects.

Cluster and Latent Class Analysis: A Comparison of Methods for Educational Research

Katherine L. Wright & Xuejun Ryan Ji - Texas A&M University

Students, as with all research participants, present a multitude of characteristics that make dichotomous categorization, such as success or failure, both difficult and unrealistic. One approach to better honor reality is to create profiles of participants who are similar to each other. Two common statistical techniques “Cluster Analysis and Latent Class Analysis” are both variable-centered methods for completing this task. However, these two methods differ in how they connect variables and create profiles. The purpose of the following study is to examine Cluster and Latent Score Analyses to explain how these two approaches and their results are similar and different.

Exploratory and Confirmatory Factor Rotation Strategies

Mahati Kopparla - Texas A&M University

Factor rotation is a part of almost every factor analysis procedure used to increase the interpretability of factors (Kieffer, 1998). In this paper, different orthogonal and oblique rotation strategies are compared using Heuristic examples. Appropriate conditions for application of various rotation strategies are elaborated.

T6.5	Paper Session	2:45 PM - 4:00 PM	Pontalba
<i>Principals</i>			

Educator Sexual Misconduct with Students: A review of Texas Educator Discipline Data

Catherine Robert, Elisabeth Krimbill, David P. Thompson, & Nicole Garza - The University of Texas at San Antonio

This paper examines nearly 15 years of Texas educator discipline data to describe the characteristics of educators who have lost their certificates for engaging in inappropriate relationships/sexual misconduct with students and the context in which these offenses occur.

To Speak or Not to Speak: Female Secondary Administrators and Communication Gender Bias

Raelye N. Self & Kristen N. Lyons - Angelo State University

This study is an examination of female secondary administrators in education and gender communication bias. The purpose of this phenomenological study was to explore the lived experiences of secondary female administrators and analyze the effects of gender bias in communication and leadership in promotional practices of female leaders in secondary administrative positions in education. This qualitative study utilized a critical feminist perspective in order to highlight the impact of gender bias in communication and leadership on promotional practices of secondary female leaders. The focus of this study was female change agents, communication, gender bias, and perceptions.

Transformational Leadership in the 21st Century: Relationship Between Transformational Leadership, Innovative Work Behavior, and Student Achievement in Educational Institutions

**Denise P. Simmons - Midwestern State University*

Transformational Leadership is a dynamic form of leadership in which the leader strives to empower followers to take ownership of the vision and become leaders themselves. As a collective group, the achievement of the vision is internalized and serves as motivation for members of the group to take ownership in the accomplishment. Transformational leaders believe they can make a difference, walk the talk, encourage exploration of individual thinking, empower and believe in others, demonstrate strong values and principles, realize that change is necessary for growth and failure is part of learning, show compassion, and give meaning and purpose to others. The hope is that Transformational Leadership will lead to Transformational Teaching which places students at the center of teaching and learning. Campus leaders are the key to ensuring that teachers get the support that they need when the students, standards, and high-stakes testing are changing rapidly.

Discrete or Blended: A Study of Organization Leadership Practice and Problem-Solving

Ronald A. Styron, Jennifer L. Styron, & Angela Germany - University of South Alabama

The purpose of this study was to assess the use and effectiveness of blended leadership and change theory relative to the solution of organizational problems. A conceptual framework called Alloy Improvement Model (AIM) was used for the study. The model included three strands fused together. One strand was based on leadership theory, the second was based on change theory, and the third was based on an intervention. The study was conducted in P-20 settings universities throughout the United States. Findings of the study will be used to help create a research-based plan of action that leaders can use to implement change in their organization.

T6.6	Paper Session	2:45 PM - 4:00 PM	Cathedral
<i>Preservice Education</i>			

Pre-Service Teachers' Noticing of Struggling Students' Mathematical Thinking

**Dittika Gupta & Emily Rutherford - Midwestern State University*

Teaching is a complex endeavor which requires teachers to make decisions based on students' thinking. Pre-service teachers are training to be future teachers; therefore, need to be equipped with insight to notice, understand and analyze student responses/ work to make sense of the complex teaching environments. This research study examines pre-service teachers' skills to recognize, identify and make instructional decisions in their teacher preparation programs when provided with explicit instructional guidance by the researchers. Results of the study inform the effectiveness of the research study and insight into pre-service teachers' understanding in analyzing student work and making next-step instructional decisions.

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Teacher Education Survey: Comparing Faculty and Preservice Undergraduate Students' Perceptions of One Teacher Education Program

Patricia J. Larke, Daiboa Guo, Vanessa Liles, & Heather Caldwell - Texas A&M University

This proposal shares the process of empowering one teacher education faculty members to use a transformative research institute model to impact both undergraduate and graduate students to educate children of the millennial. More specifically, the proposal will share: 1) Process of involving faculty in the teacher education transformation and research; and 2) Results of a teacher education survey involving faculty and undergraduate preservice students about the climate of teacher education within one teacher education program.

The Science and Artistry of Teaching: Developing Preservice Teacher Reflection

Christina J. McIntyre & Pamela Whitehouse - Midwestern State University

In the case of pre-service teachers, reflection is important in helping them develop into thoughtful practitioners with both the mechanical skills and artistic vision to become quality educators. The purpose of this study was to examine pre-service teachers' reflections of their teaching to see if there was evidence of their recognition of not only the mechanics of teaching but also the artistry as well. It is hoped that pre-service teachers, through reflection using video and a structured guide and reflective conferences utilizing scaffolding, will gain insight into the mechanics of teaching, but more importantly gain insight into using mechanics to make learning meaningful for their students.

Transforming Professional Development for Preservice Teachers Using Connected Learning Theory

Laura J. Isbell - Texas A&M University-Commerce

April M. Sanders - Spring Hill College

This paper session reports how pre-service teachers' perceptions of traditional professional development trainings compared to modern trainings. Data collection, analysis, results and implications for practice are discussed and shared.

T7.1 Paper Session 4:05 PM - 5:20 PM Iberville

Learning

Discussant: Ken Young

Effect of Gender on Student Creativity

Kristina K. Hill, Alexandra L. Foran, Laura G. Reeves, Mary Margaret Capraro - Texas A&M University

Students need to be provided with learning environments whereby they can be creative. Each summer a research-based Tier 1 university in the southeast part of Texas offers STEM summer camp for high and middle school students. The purpose of this study is to examine students' perceptions about creativity to understand whether they are aware of the use of their creativity in terms of gender. Pre and post surveys regarding students' belief about the usage of creativity in STEM disciplines will be conducted among the attending students. In addition, students will be asked one open-ended question to explain their creativity experiences.

Measuring the Development of Middle School Students' Metacognitive Skills

Robin Wilson, Tracey Sulak, Janet Bagby, & Rachel Renbarger - Baylor University

This study will examine the impact that Advancement Via Individual Determination (AVID) has on middle school students' development of metacognitive skills. The study compares students enrolled in AVID as well as students in the traditional classroom. The Behavior Rating Inventory of Executive Function (BRIEF) survey will be used by teachers and will be completed at the beginning and end of the school year. Researchers will have the opportunity to evaluate the students' change or lack of change in their metacognitive skills during the school year.

Hyperlexia: Definition, Diagnosis and Treatment

Leily Ziglari - Texas A&M University

Hyperlexia is the syndrome of spontaneous and precocious reading skill that occurs in some children before age three. Although hyperlexia has been the focus of many clinicians and researchers since the last century, there are various views in the literature of reading disabilities regarding this syndrome. The present study was aimed to define the syndrome of hyperlexia from different perspectives and to inform readers of various reading disabilities hyperlexic children come across. Then the author will illustrate the educational interventions that have been done so far through a systematic literature review.

Truancy Reduction: A Cross-Case Analysis of Two Schools

Wesley Vinson - Stephen F. Austin State University

This study will investigate truancy's impact on student learning and determine reduction attempts' establishment and implementation in two 5A school district campuses similar in demographics. This investigation utilizes a cross-case study analysis. Examining absenteeism data from Texas Association of School Boards (TASB) and measurements of student success from Texas Education Agency (TEA) will provide archival data from both school districts, among other measures. Semi-structured interviews will be conducted with individuals in the district and community who deal with truancy and truant individuals. Onsite observations will also be utilized. Results of the study will inform educational groups working against truancy.

T7.2	Paper Session	4:05 PM - 5:20 PM	Bienville
		<i>Mathematics Education</i>	
		<i>Discussant: Effie Laman</i>	

Problem-Solving: A Phenomenological Study

Paul Rodriguez - Texas A&M University-Corpus Christi

My experiences as an educator in the classroom are constantly challenged by technology. Problem-solving skills have become obsolete in instructional and learning experiences. To reverse the lack of problem-solving skills the study will engage the researcher in an investigation of the phenomenon that is critical or higher-order thinking, inquiry, and cognition; problem-solving. The purpose of the study is guided by three questions. (1) How have social-cultural factors influenced the development of problem-solving skills acquisition? (2) How have

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scholastic developments influenced the cultivation of problem-solving skills acquisition? (3)
How has assessment practices evolved in response to a lack in problem-solving skills?

A Review of Strategies Improve Higher Order Thinking in Mathematics

Zhanxia Yang - Texas Tech University

A common problem in mathematical learning nowadays is that students do not think at high levels when they are learning. Even though students can do really well on technical activities, like calculations, worksheet, they do not truly understand them and do not know the purpose of the processes. Such true understanding is derived from higher-order thinking. The study is aimed to see what research has found in regard to improving higher-order thinking in secondary mathematical learning.

Implementation Intention as a Cognitive Strategy in Regards to STEM Education: Assessing Pre-Algebraic Performance in 8th Grade Math Instruction

Trang Nguyen - Baylor University

To promote the mission of improving the disciplines of science, engineering, technology and mathematics, STEM education was created shortly after Russia's launch of Sputnik 1. Conceptualization and execution of STEM has been a challenge due to the varying perspectives within schools, school districts, and even instructors. Implementation intention refers to the goal achievement strategy in which a person translates the intention into specific context-linked plans. The objective of this study is to examine if the integration of implementation intention could assist with the instructional reform movement within the STEM education.

T7.3	Paper Session	4:05 PM - 5:20 PM	Beauregard
		<i>Professional Development</i>	
		<i>Discussant: Leigh Kackley</i>	

Explorations of A Teacher Preparation Program and The Impact on Teaching Practice

Dana Mayhall - Texas Tech University

Children deserve to have appropriately prepared teachers who care for them as people and who provide quality instruction. There is, however, a problem with the number of inadequately prepared teachers in our schools today. I investigated in-service teachers who were prepared by the MPU teacher preparation program to discover the program's impact on teaching strategies and student achievement using case studies with data from interviews, observations, documents, and reflection.

Factors Contributing to the Early Adoption of Technology

Staci Mizell - University of Houston at Clear Lake

The advantages to technology in education are numerous. If teachers strive to serve modern students' needs, then technological tools are necessary, but there is a disparity in the adoption of classroom technology. Early adopters play an integral part in the implementation of new technology within a school, so the ability to identify them and leverage their strengths during the process is useful. A sequential mixed methods design will be employed, and will use structural

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equation modeling (SEM) to construct a multifactor model of early adoption of technology in teachers. This model will be applicable to training and hiring processes.

Teacher and Administrator Perceptions of Professional Learning Communities' Impact on Student Learning: A Case Study

Maxey Hooks - Texas Tech University

This study examines teachers' and administrators' perceptions of the value of PLC and the impact they have on teacher instruction and student learning. Ultimately learning what the current staff perception is of PLC is information schools need to constructively move forward.

T7.4	Paper Session	4:05 PM - 5:20 PM	Cabildo
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At-Risk Students

Families and Head Start: An Exploratory Study of Perceptions Concerning Learning Environments for Children with Disabilities

Donna McCrary & David Brown - Texas A&M University-Commerce

Head Start services children during several significant transitions in a young child's life. For children with disabilities this includes transition from early intervention to Head Start and transitions from Head Start to public school settings occur during this time frame. The transitional times may be stressful and produce anxiety as the child and his or her family experience changes in expectations, daily routines, and new social circles. The development of trust and satisfaction between families and early childhood institutions is considered paramount for successful school outcomes. This presentation examines the level of trust and satisfaction between families of children with disabilities and the service provided by a local Head Start Center. Implications for strengthening and developing this professional relationship will be discussed.

An Evaluation of First Generation College Student Athletes: Implications for Academic Planning and Student Success

**Brittany A. Fish, Robert D. McDermand, & Katherine P. Whitbeck - Stephen F. Austin State University*

This study focuses on the academic success and collegiate retention of first year, first generation student-athletes in comparison to first year, non-first generation student-athletes who were enrolled at Stephen F. Austin State University. The purpose of the quantitative study is to identify risk factors associated with first year, first generation student-athletes. The sample of this study contains 603 first year, first-time undergraduate student-athletes. Data were collected through admission reporting and analyzed through descriptive and inferential statistical methods. This study can assist Athletic Academic Support Services in identifying at-risk student-athletes to provide appropriate academic support in achieving optimal academic success.

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The Influence Of ADHD on the Age of Onset and Age of Diagnosis in Children with ASD

Lei Peng & Feiya Xiao - Texas Tech University

With the development of DSM, the dual diagnosis of ASD and ADHD for the first time is allowed to be given when both criteria are met. The purpose of this study is to explore the basic parameters of this dual diagnosis by conducting a quantitative analysis of a large national database containing information on this subject. The results showed that ADHD symptoms appeared to delay the age of onset and the age of diagnosis of ASD; ADHD symptoms also increased the time from the age of onset of symptoms to the age of diagnosis in children with ASD.

T7.5

Paper Session

4:05 PM - 5:20 PM

Pontalba

Mathematics Education

Measuring a Cognitive Apprenticeship Model of Instruction in Statistics Education

Amanda M. Leimer

The purpose of this study was to develop an instrument that reflects the instructional methods of the Cognitive Apprenticeship Model of Instruction (CA-MOI) in statistics education. A total of 628 students participated in the current study. When comparing scores on the SAM, the CSSE, and student's academic performance with scores on the MCASE, results illustrated that utilizing a CA-MOI helped a student's statistical anxiety, statistical self-efficacy, and his or her academic performance. Furthermore, results of this research suggest that a CA-MOI can be measured in statistics education and be represented by a seven-dimension solution. Suggestions for future research are provided.

Assessment Strategies and Eighth-grade Student Mathematics Achievement: Analysis of 2013 NAEP Data

James A. Telese - The University of Texas Rio Grande Valley

This presentation presents findings from the 2013 NAEP Eighth grade Mathematics data set. The purpose was to determine the relationship between formative assessment strategies and mathematics achievement of eighth grade mathematics students. In particular, the performance of English Language Learners (ELLs) was examined and they performed at a statically significantly lower level of achievement than non-ELLs. There were surprising findings regarding the relationship between formative assessment strategies and student achievement.

Remediate or Matriculate: An Alternative Approach to Math Remediation at a Two-Year College

Natalie B. Welcome - Texas Tech University

This quantitative quasi-experiment will examine the academic experiences of students enrolled in a college-level math course, despite placement exam scores that recommended remediation. The control group will consist of students who meet college algebra prerequisite requirements. The treatment group will consist of students whose placement exam scores recommend a developmental math course. All students will receive access to embedded remediation within the

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context of the course. An independent samples t-test will be used to compare exam scores of both groups determine whether or not significant differences exist. Findings will be shared with college administrators in consideration for program evaluation.

Longitudinal Effects of Technology Integration and Teacher Professional Development on Students' Mathematics Achievement

**Ali Bicer, Mahati Kopparla, Robert M. Capraro, & Mary Margaret Capraro - Texas A&M University*

The present study examined all students' mathematics growth from 2012 to 2013 and observed how students' mathematics scores changed after their school implemented the MathForward program. The sample consisted of two years of the State of Texas Assessments of Academic Readiness (STAAR) test data for a total of 563 students. In general, regardless of background or student characteristic, pupils increased their mathematics STAAR test scores statistically significantly ($p < .05$) with the Cohen's d effect size of 0.26. Properly implemented, MathForward could be useful in raising the mathematics achievement of students.

Third Graders Posing Problems to Their Peers and Their Teacher: An Examination of Mathematics Problem Posing in the Elementary Grades

*Victor V. Cifarelli & Michelle Stephan - University of North Carolina at Charlotte
Volkan Sevim - University of South Carolina-Beaufort*

The study examined the problem posing of third grade students, focusing on aspects of problem posing that have not been examined in previous studies: 1. Examining problem posing as a form of problem solving in which students must pose problems that fit a problem situation; and 2. Examining the considerations students make in posing problems to specific audiences, in particular to their peers and classroom teachers. Drawing from the written work of students, the analysis documents and explains the strategies that students used in their problem posing; and the considerations they addressed in posing problems to their peers and teachers.

T7.6 Paper Session 4:05 PM - 5:20 PM Cathedral

Principals

Discussant: Suzanne F Lindt

Principal Traits and Practices that Impact Student Success in High Poverty Schools

Penny D. Tramel - Stephen F. Austin State University

This study is designed to investigate the relationship between the traits and practices of principals and student success in high poverty high schools. The nature of the study is a quantitative comparative analysis study in which traits of principals of schools with high rates of economically disadvantaged learners and high rates of learner success are compared to the traits and practices of principals with high rates of economically disadvantaged learners and low levels of student success. Data on principal practices and traits is collected via quantitative surveys filled out by the principals and will be analyzed aggregately.

Meaning of a Calling: A Phenomenological Study of Principals Experiencing a Calling

Jack H. Exum - Lamar University

The average tenure of principals is three to five years; the researcher proposed to explore the lived experiences of principals experiencing a calling based on literature that associates job orientation with increased organizational commitment (Fuller & Young, 2009; Rawat & Nadavulakere, 2015; Wrzesniewski, McCauley, Rozin, and Schwartz, 1997). The proposed study will be conducted using multiple in-depth interviews and journaling to understand the concept of a calling. Data will undergo validation through triangulation, member checking, and reflexivity. School boards and superintendents may be able to select and retain principals longer if they hire principals who have a calling orientation.

African-American Parent Perceptions of the Educational System and Parental Involvement in Title I Elementary Schools

Youshawna E. Hunt - Stephen F. Austin State University

Parental involvement in schools is a national priority for both educators and researchers to promote successful school achievement of today's youth. This qualitative case study will examine parent perceptions of public education and parental involvement. In this study, the researcher will take an in-depth exploration into the beliefs and feelings of African-American parents living in poverty situations. The perceptions and experiences described by the parents will add to emerging research on parental involvement among African-American parents living in low-income situations.

T7.7	Paper Session	4:05 PM - 5:20 PM	Ursuline
<i>Reviews and Meta-analysis</i>			

Meaning Making During the Literature Review Process: The Role of Theory-Driven and Model-Driven Literature Reviews

Anthony J. Onwuegbuzie - Sam Houston State University

Rebecca K. Frels - Lamar University

Although conducting a literature review for the purpose of thesis-/theory-generation is very much the norm, there are times when the literature review can be used as a theory-confirmation, theory-modification, or theory-expansion process. This process involves the use of a theory (i.e., broad proposed explanation of a phenomenon that is testable, verifiable, and falsifiable through evidence) or a model (i.e., [abstract] verbal, visual, physical, or mathematical representation or manifestation of a theory) to drive the literature review process in general and literature review analysis and synthesis in particular. Thus, in this article, we provide examples of theory-driven and model-driven literature reviews.

Use of Meta-Analysis Findings in AERJ Articles 2000-2013

**Victor Willson & Bo Li - Texas A&M University*

One purpose commonly claimed for meta-analysis is to describe what is known and what remains to be investigated in a particular field. Authors' citations of meta-analyses relevant to their research were examined for empirical studies published in *The American Educational Research Journal* between 2000 and 2013. Few studies cited previous meta-analyses (5%), and a large proportion of studies failed to cite meta-analyses that were relevant (24%). For the studies that cited meta-analyses only 4 listed effect sizes from the meta-analyses, and of those only 1 compared the effect size of the meta-analysis to effect size of the new research finding. These results suggest virtually no impact of meta-analysis on new research as currently practiced in *AERJ*.

Collaboration Patterns as a Function of Research Experience Among Mixed Researchers: A Mixed Methods Bibliometric Study

Melanie S. Wachsmann, Susan Hoisington, Vanessa Gonzales, Rachael Wilcox, Rachel Valle, Majed Aleisa, & Anthony J. Onwuegbuzie - Sam Houston State University

Onwuegbuzie et al. (2015) documented that the degree of collaboration is higher for mixed researchers than for qualitative and quantitative researchers. The present investigation examined the (a) link between the research experience of lead authors and their propensity to collaborate (Quantitative Phase), and (b) role of research experience in collaborative mixed research (Qualitative Phase). Analyses of articles published in *Journal of Mixed Methods Research* from 2007 (its inception) to 2014 a statistically significant relationship between degree of collaboration and research experience. The qualitative phase yielded several themes that revealed differences in collaboration experiences as a function of research experience.

Use of Common Structural Equation Modeling Fit Indices in Educational Psychology Research: A Systematic Review and Meta-Analysis

Marvin G. Powell, Ryan Glaman, & Sarah L. Ferguson - University of North Texas

There is inconsistency in the type and number of fit indices researchers include in published structural equation modeling studies. To address this limitation, a review of currently published literature is necessary. The purpose of this study is to systematically review the literature on the use of fit indices in structural equation modeling articles. Then, using meta-analytic approaches, we present data on the range of values for commonly reported fit indices. The current study allows the research community in educational psychology to evaluate the reporting practices currently in place and suggests changes in reporting and publication practices.

T8.1	Graduate Student Meeting	5:30 PM – 6:30 PM	Iberville
T8.2	Graduate Student Social Immediately Following Graduate Student Meeting		

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F0.1		8:00 AM - 5:00 PM	LaNouvelle Ballroom Mezzanine
		Registration	
F0.2		8:00 AM - 9:00 AM	LaNouvelle West Ballroom
		Breakfast	
F0.3		8:00 AM - 9:00 AM	Presbytere
		Graduate Student Leadership Meeting (For Graduate Leadership Council only)	
F1.1	Symposium	8:30 AM – 9:30 AM	Iberville
		<i>Performance Assessment</i>	

Methods for Assessing Interlanguage Pragmatic Competence

Sunni L. Sonnenburg-Winkler, Zohreh R. Eslami, Shaun W.-H. Ko, & Nima Alighadr - Texas A&M University

How do we best assess something subjective? This symposium addresses issues in assessing interlanguage pragmatics, often considered too subjective to evaluate. Interlanguage pragmatics is the study of developing and using strategies for linguistic action (such as requests, refusals, and apologies) by nonnative speakers (Kasper & Schmidt, 1996). The papers in this symposium address the following: a) issues of assessing natural vs. elicited pragmatic data, b) the effects of task difficulty on pragmatics assessment, and c) rater variation in assessing pragmatics due to linguistic background.

F1.2	Paper Session	8:30 AM - 9:30 AM	Bienville
		<i>Science Education</i>	
		<i>Discussant: Robert Elliott</i>	

Teachers' Perceptions and Usage of an Online Instructional Resource

Gail L. Smith - Texas Tech University

This qualitative research case study seeks to explore the interaction between the middle school, grades six through eight, teachers and the district adopted online science instructional resource. Through the process of questionnaire usage, interviews, observations, and documents, this study seeks to determine in what ways the teacher interacts with an online instructional resource. I hope to explore which components of the online resource are being viewed and why, determine how they are deciding which resources to implement within the classroom, and to what level of fidelity is implementation occurring.

The Role of Self Perceptions in Women's Career Choices

Robin Hart - Texas Tech University

People are naturally drawn to anomalies and strive to make sense of them. One such anomaly is the unequal distribution of women and men in the physical sciences, mathematics, technology, and engineering. With so few women represented in these fields, particularly at the tops of these fields, one wonders if the reason for this phenomenon is organic or cultural. In this study I

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explored the driving factors behind the decisions people, females in particular, make about learning and pursuing careers in science, technology, engineering, and mathematics (STEM).

Middle School Science Teachers' Perceptions of Scientific Literacy and Instructional Practices Used to Promote Student Achievement in Science Literacy

Kelli L. Powell - Texas A&M University-Corpus Christi

The challenges facing students in Texas public education have increased over the past four years with the increased rigor of STAAR standardized test. The state assessment results and conversations surrounding how to prepare students for the science assessments have served to illuminate areas of concern in instructional practices of science literacy in the science classroom. Ford's (1992) Motivational Systems Theory (MST) will serve as the theoretical framework for this study. The goal of this qualitative study is to gain a deeper understanding of how teachers perceive science literacy and how they interpret that understanding when delivering instruction.

F1.3	Paper Session	8:30 AM - 9:30 AM	Beauregard
<i>Measurement and Evaluation</i>			

Examining Students' Frustration in Regards to Online Courses

**Sebahattin Ziyanak - University of Houston*

Hakan Yagci - University of North Texas

A pilot test was conducted on a newly constructed survey instrument designed to measure student frustration levels in four specific areas that were related to participation in a computer-based distance education course. The four areas investigated were the amount of frustration attributed to the characteristics and instructions of the class, the skill and competence of the instructor, the course format as related to computer technology, and the general experience of participating in an online course. The survey instrument was evaluated for reliability and construct validity. The results for reliability were encouraging ($\alpha = .9226$), but the factor analysis results of a rotated three-factor solution to assess construct validity were inconclusive. This may have been the result of the small sample size ($n = 55$). The lack of research and evaluative instruments in this area emphasizes the need for an in-depth analysis of this topic and the subsequent modification of the survey instrument.

The Development and Validation of the Perceived Instructor Technology Literacy Measure

Meagan B. Sovine - University of Houston at Clear Lake

The purpose of the current study was to create and validate the Perceived instructor technology literacy Measure (PITLM) for use in the college classroom. Participants included 174 undergraduate college students (84 males, 88 females, and 2 nonreports) from a large Mid-Atlantic university. Instructions were given to the participants to complete an online survey via surveymonkey.com. An exploratory factor analysis (EFA) revealed a one-factor solution with seven items for the PITLM. Results indicated perceived instructor technology literacy was positively related to nonverbal immediacy, affective learning, out-of-class communication, and instructor credibility, thus lending validity to this measure.

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The Student Writing Affect Survey: Measurement Development and Validation

Katherine L. Wright - Texas A&M University

Tracey S. Hodges - University of Southern Mississippi

This study describes the validation of a new measure of self-efficacy towards writing. We administered the Student Writing Affect Survey (SWAS) to over 500 students in grades six through eight and then split the sample to conduct exploratory, confirmatory, and higher order factor analyses. To provide external validation, we also administered this survey to a smaller group of students and correlated their scores with writing behaviors and teacher ratings. Our findings indicate that the SWAS yields valid scores to measure students' self-efficacy towards writing.

Refining and Validating of Algebra Teacher Self-Efficacy Instrument

Dittika Gupta - Midwestern State University

Colleen M. Eddy - University of North Texas

Trena L. Wilkerson - Baylor University

William A. Jasper - Sam Houston State University

Alejandra Sorto - Texas State University

For the past 5 years a research team has created and validated an algebra teacher self-efficacy instrument. The purpose of the study is continued validation for further item-reduction and validation of the instrument. This will involve various aspects of exploratory factor analysis including rotation, correlation of items, and individual item loadings. This research will provide for a more efficient and user friendly instrument for future research with mathematics teachers.

F1.4

Paper Session

8:30 AM - 9:30 AM

Cabildo

Higher Education

An Investigation of the Relationship of Leadership and Managerial Styles with Job Satisfaction of Higher Education Faculty

Karley A. Goen - Tarleton State University

The purpose of this research paper was to identify which managerial style(s) and leadership style(s) are most effective in fostering collegiate faculty job satisfaction. This paper describes a study of 25 collegiate departments within a university that explored the relationship between department chairs' leadership and managerial styles and faculty job satisfaction. The leadership and managerial styles of department chairs as perceived by faculty was measured using a five-point, Likert type questionnaire entitled "Faculty Questionnaire: Motivational Language Scale." Research has suggested that strong department chair-faculty relationships promote trust and respect, which has been shown to contribute to universities' success. With trust and respect in the department, a university's culture and norms can become efficient, thriving, and competitive, and lead the ranks in today's most admired colleges and universities.

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Cultures of Assessment: Higher Ed Administrator Perceptions

**Rebecca M. Bustamante & Mathew B. Fuller - Sam Houston State University*

The purpose of this study was to explore how mid-level U.S. college administrators' described cultures of assessment at their institutions. Constant comparison and content analysis were used to analyze narrative responses ($n=302$) to two open-ended items on a mixed-item survey, Administrators' Survey of Assessment Culture, which was administered to a national random sample ($n=424$) of mid-level assessment administrators. Several rounds of analysis and interpretation revealed two primary meta-themes - Organizational Structure and Organizational Culture, along with related sub-themes. This study is significant in informing further research as well as informing organizational leadership practices related to cultivating institutional cultures of assessment.

Finding Value in the Investment: The Impact of Succession Planning on Employee Retention and Enrollment Management at Historically Black and/or Private Religious Colleges/Universities

Keisha N. White - Texas Wesleyan University

The purpose of the study is to discover the efficacy, if any, of creating and implementing a formal succession plan in higher education, specifically at Historically Black College/University (HBCUs) and/or at private colleges/universities with religious affiliations, and the effects such a plan will have on employee retention and enrollment management. The specific institutional processes to be researched are enrollment management and employee retention as these are necessary components for the sustainability of a college or university. Another purpose of the research is to ascertain what value, if any, does formal succession planning add to enrollment management processes.

Differences in Student Writing Ability as a Function of Student Characteristics at one Texas University

Jeff Roberts - Sam Houston State University

Written communication remains an important learning objective for institutions as more students enter the workforce without necessary writing skills. This importance is increased for public institutions within the State of Texas, with that State's adoption of written communication as a core student learning objective. The focus of this study was to identify whether differences existed in student writing performance based upon student race and student gender. Analysis revealed no significant differences in student writing scores as a function of race or gender. Finally, the assessment methodologies presented within this study may also serve as a model for other institutions.

Art, Reading, and Multicultural Education
Discussant: Mordecai Brownlee

Ethnological Effects on Creativity Perspectives in STEM Education

Alexandra L. Foran, Mahati Kopparla, & Nickolaus A Ortiz - Texas A&M University

Researchers have made it apparent that the interpretation of experimental results should include a component considering the ethnic background from which students come. Project-based learning (PBL) is one type of learning environment that enhances creativity and learning among students irrespective of their ethnicity. Students attending a science, technology, engineering, and mathematics (STEM) summer camp were given the opportunity to use their creativity in STEM classrooms where they may not have had the chance previously. In this study, we compared perceptions of students from different ethnicities on creative tasks by analyzing students' responses to a survey.

A Review of Culturally Relevant Pedagogy in the Virtual Mathematics Classroom Literature: Implications for Large Scale Incorporation

Nickolaus A. Ortiz & Trina J. Davis - Texas A&M University

Public schools are still redistributing the success of its students in ways that are not beneficial to students of color. A conscious devotion to ameliorating the effects of schooling procedures that do not improve the experiences of these students is necessary, and it must begin with the teachers. This devotion is a responsibility of teacher programs, and in this study we review the literature that tackles the dilemma of preparing teachers in culturally relevant pedagogy. The present research is a systematic literature review of scholarship that focuses on mathematics teacher preparation in cultural relevance within a virtual and technological world.

Comics Use in Education: A Review Study

Genc O Ilhan - Texas Tech University

Comic books has been read for a long time in history; however, their use in education has just been popular. Like many authentic texts, the use of comic books and comics in education has been proved to be advantageous in reading comprehension, language skills, mathematics and social sciences. However, a review study has not been added into the literature. A review study is helpful in finding the untouched areas, misconceptions, and the direction of the definite subject in years. This study aims to state the direction of comics studies in years, define the untouched areas and misconceptions about comics.

F1.6	Workshop	8:30 AM - 9:30 AM	Cathedral
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Professional Development

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.

F1.7	Paper Session	8:30 AM - 9:30 AM	Ursuline
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Efficacy

Project-Based Learning: Predictor Variables that Influence Teacher Leaders' Self-Efficacy

**Aarek W. Farmer, Stephen R. Marvin, & Samuel Bachelor - Freed-Hardeman University*

The purpose of the study was to (a) investigate teacher leaders' self-efficacy as it relates to the implementation of new instructional strategies [i.e. project-based learning] and (b) determined variables that predicted teacher leaders' self-efficacy. The sample population included 244 teachers who did and did not receive training prior to the implementation of project-based learning (PBL) within the school district. Significant differences in the self-efficacy of trained and untrained teachers were determined. Statistically significant relationships were found between teachers' self-efficacy and program familiarity, teacher excitement, teacher autonomy, principal excitement, and teacher training.

Mathematics Teaching Self-Efficacy Beliefs: The Influence of Facilitating a Week-Long Summer Camp for College Students

Suzanne F. Lindt & Dittika Gupta - Midwestern State University

The current research sought to understand how facilitating a week long mathematics summer camp for middle school students would change college students' mathematics teaching self-efficacy beliefs. Five undergraduate students were hired as counselors for a one week mathematics camp on a college campus. The convergent parallel design gathered both survey and written-response data during the week from each of the counselors. College students responded to the MTEBI, to which they self-reported their teacher self-efficacy for mathematics, before and after facilitating math activities throughout the week. In addition, qualitative data was gathered through college students' daily journals in which they recorded their beliefs about learning that occurred throughout the day. Results suggest that college students' beliefs about teaching mathematics changed during the camp.

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Impacting Teacher Candidates' Technology Attitude and Skills/Knowledge with Paired Grouping

Michelle L. Giles & Jana M. Willis - University of Houston at Clear Lake

A preponderance of research exists on PK-12 technology integration related to professional development, barriers, self-efficacy, perceptions, and skills/ knowledge. However, limited studies examine the entry point, technology instruction during candidate preparation. Researchers have explored technology integration at this level and looked to predictors indicating intent to use,. However, studies focused on early evaluation of relationships between technology attitude and knowledge/skills are scattered. This study seeks to determine if relationships exist between technology attitude and knowledge/skills in candidates and if skill/use grouping alters those relationships. Understanding these correlations could assist teacher educators in providing interventions to strengthen teacher candidates' technology training.

Analyzing the Influence of University Instructors' Beliefs about Writing

Tracey S. Hodges - University of Southern Mississippi

Sharon D. Matthews - Texas A&M University

To meet the goal of graduating competent writers, many universities have developed writing-intensive courses for each major, which focus on discipline-specific content and instruction in writing for that discipline. However, no system for evaluating the effectiveness of these courses has been established. The present proposal reports the findings of 13 case studies of university instructors including questionnaire data, classroom observations of instructors and preservice teachers, and preservice teacher self-efficacy surveys. Results indicate that preservice teachers' beliefs about writing are heavily influenced by the beliefs of their instructors.

F1.8

8:00 AM – 5:00 PM

Presbytere

Graduate Student Work Area

F2.1

Paper Session

9:35 AM - 10:35 AM

Iberville

Professional Development
Discussant: William A Jasper

Principal Walk Through Evaluations and Teachers' Perceptions of Instructional Self-Efficacy

Thomas Little - University of Houston at Clear Lake

The purpose of this dissertation will be to examine what influence the principal's years of experience will have on the self-efficacy of teachers based on the feedback of walk through classroom visits. Teachers will also be surveyed and interviewed on how the principal's walk through observation feedback will influence instructional practice in the classroom.

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Mathematics Intervention: The Role of the Interventionist

Carl W. Juenke - Texas A&M University-Corpus Christi

The act of teaching is complex and multifaceted. To effectively teach mathematics in a manner in which all students understand and comprehend adds another layer of challenges. Mathematics intervention sometimes referred to as response to intervention (RtI), focuses on foundation level skills needed for students to learn grade-level concepts. This study will employ a case study qualitative methodology. Data collection strategies will include face-to-face semi-structured interviews, reflective journaling and observations. This study will be an attempt to investigate/explore how in-service elementary teachers support students who struggle in K-5 mathematics and uncover factors to enhance professional development on mathematics intervention.

Definitions of Success in Developmental Education Research

Weena McKenzie - Sam Houston State University

Because success in developmental education is defined in different ways, it is not possible to compare study results. This systematic literature review will compare different definitions of success to reported outcomes in selected developmental education studies. The focus is not on searching for cause-and-effect relationships, but instead how success has been defined in the literature, and how those different definitions of success affect the reported outcomes in the literature.

F2.2	Workshop	9:35 AM - 10:35 AM	Bienville
<i>Regression</i>			

Regression as the Univariate GLM: An Illustration with R

Kim Nimon, Julia Berrios, Gregg Keiffer, Amanda Mull, & Jon Musgrave - University of Texas at Tyler

This workshop will present regression as the univariate general linear model (GLM). Participants will see how multiple linear regression can be used to conduct the same analyses as bi-variate correlation, chi-square, analysis of variance, analysis of covariance, and t-tests as it subsumes the univariate analyses in the GLM. The demonstration will be conducted using the statistical software program, R. R is a free, open-source program that is gaining popularity in education and business.

F2.3	Paper Session	9:35 AM - 10:35 AM	Beauregard
<i>Professional Development</i>			
<i>Discussant: Sonya E Sherrod</i>			

Examining the Influence of Instructional Coaching on Teacher Efficacy and Student Achievement

Heather M. Block - University of Houston at Clear Lake

The purpose of this study will be to determine the influence instructional coaching has on teacher efficacy and how that efficacy affects student achievement. The participants will include third

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grade teachers receiving instructional coaching. Teachers will participate in instructional coaching designed to provide support while implementing reading instruction. The mixed methods study will include data collected through classroom observations, individual interviews, coaching logs, and pre and post assessments to measure reading achievement. The teachers will also complete pre and post self-efficacy scales to determine whether there is a relationship between instructional coaching and teacher efficacy.

Examining the Relationship between Science Teachers' Self-Efficacy and Student Achievement

Cynthia L. Hopkins - Texas A&M University-Corpus Christi

The US has been focused on educational reform to increase the science literacy of all its citizens. Understanding the history of science (HOS) and nature of science (NOS) are vital and critical components of science literacy (Lederman, 2007; Seker, 2012). Teachers' beliefs about NOS and how they incorporate it in the classroom influences student understanding of NOS. This study will utilize Bandura's theory of self-efficacy as the theoretical framework. This mixed method study will examine the relationship between an intensive professional development that emphasizes explicit NOS teaching and on middle school science teachers' self-efficacy and its impact on achievement.

Influence of a District Leadership Development Program on 2nd, 3rd and 4th year Principals

Eric D. Tingle - University of Houston at Clear Lake

This mixed methods study will determine the influence a district leadership development program has on 2nd, 3rd and 4th year principals in the Paper Independent School District (PISD). PISD has a grow your own leadership development program, aimed to prepare its principals for school leadership. The researcher will present the different findings from 2nd, 3rd and 4th year principals who lead schools on the elementary, middle and high school levels. Furthermore, the study will show to what extent principals feel that cohort support, instructional leadership, human capital, executive leadership, school culture and strategic operations influence their effectiveness as school leaders.

F2.4	Symposium	9:35 AM - 10:35 AM	Cabildo
		<i>Critical Thinking</i>	

Faculty Perceptions of Graduate Student Academic Writing

Steve F. Bain, Jaya Goswami, & Maria E. Martinez - Texas A&M University-Kingsville

The purpose of this study was to examine faculty perceptions of their graduate students' academic writing abilities. The following hypotheses were addressed through a mixed method approach. Graduate faculty have issues with their graduate students' weak academic writing skills. Graduate faculty would support specific strategies to strengthen and enhance their graduate students' academic writing skills. This study has the potential to assist graduate students and graduate faculty in developing training that will enhance both educational and maturational factors resulting in graduate student success.

Preparing and Building Confidence for Students with Disabilities to Transition to Post Secondary Education (PSE)

**Robin Wilson, Corina R. Kaul, Terrill Saxon, & Tamara Hodges - Baylor University*

Enabled for College II functions as a model transition program to assist high school students who are at risk and/or who have a disability, in accessing and attending postsecondary education (PSE). Weekly meetings with a mentor provided strategies to persist until high school graduation and the skills needed to be prepared for PSE success. Participants' graduation and college acceptance rates exceeded national averages for students with disabilities and low-SES status. Students reported statistically significant growth in self-advocacy and knowledge regarding solutions to pay for attending PSE and independent living at PSE.

An Equity Audit of the Dropout Rate of Hispanic English Language Learners in the Ninth Grade

Gloria Dodson - Lamar University

This equity audit was focused on identifying the representation of ninth grade Hispanic English Language Learners, ELLs, in dropout rates. Prevalent occurrence of high dropout rates among ELLs have been explored for high school populations in the state of Texas, but little attention has been paid to this problem at lower grades. A sample of twenty ninth grade campuses in the state of Texas, with a total population of 24,079 students was used for this report, from which there was a total of 2,052 ELLs. Data was collected from the Texas Academic Performance Report (TAPR) for the year 2012-2013 and 2013-2014. The information was summarized and analyzed using regular percentage calculations. Findings from this audit indicate an over-representation in the dropout rate of Hispanic ELLs when compared against other ethnic groups. Implications from this equity audit results could be used to find ways to address early dropout of ELLs from school. Also, it provides support for the advance of additional research seeking to find mechanisms to help other overrepresented groups attending ninth grade. At the legislative level, consideration should be placed in making provisions for the teaching of bilingual education at the high school level.

An Equity Audit Investigation of the Alleged Threat of Violence, Discrimination, and Disrespect against Muslim Students in U.S. Public Schools

Ann E. Marsh - Lamar University

Some Muslim parents in the U.S. fear for the safety of their children in public schools and question the educational experience their youngsters are receiving. The purpose of this equity audit was to determine if American Muslim parents are justified in worrying that the general negativity toward Muslims, anti-Muslim bias, and possible violence against Muslims, evident in wider American society, could be directed against their children in public schools.

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An Equity Audit of Barriers ESL Students face that Prevent Language Acquisition and Timely Exit of the ESL Program

Tracy Shamon - Lamar University

Students entering public schools with little to no English proficiency are tested and placed in a program designed to provide linguistic support until the student is proficient in English. TEA Chapter 89, stipulates that a student should exit no later than 5 years after entry. However, some students stay longer than 5 years, and do not become proficient to exit. In 2013, the TELPAS data showed that 161,184 out of 474,894 students were in the program six or more years. More exploration of the factors that prevent these students from successfully exiting the system in Texas middle schools is needed.

F2.6	Paper Session	9:35 AM - 10:35 AM	Cathedral
<i>Ethics, Language, and Learning Styles</i>			

English Language Learning through American Homestays: A Case Study

**Liang Ward - Texas A&M University-Kingsville*

Robert Elliott - Eastern New Mexico University

This study is to explore the effects of learning English language through American homestays. The qualitative inquiry using the case study approach is the research design for this study. Data are being collected via semi-structured interviews using open-ended questions. Participants include American homestay families and international students learning English as a second language (ESL) in U.S. universities.

Investigating Difficulties in Adults Second Language Learning: A Case Study

Burhan Ozfidan & Baki Cavlazoglu - Texas A&M University

Language learners are, not surprisingly, more successful than others depending on many factors. In this study, some of the central concepts of sociocultural theory were investigated to determine their influences on the language learning process. These concepts include peer interaction and feedback, private speech, and self-efficacy. Participants' answers to the questions in the interviews related with the sociocultural factors in question were analyzed to obtain an overall picture of their ideas and thoughts based on their language learning experiences. The results indicate that sociocultural theories consider language learning as a social practice examines students as active participants in the construction of learning processes.

Ethics at University Level in Turkey

Busra Tombak - Yildiz Technical University

Ethics has been a significant subject for schools to learn, to teach and to generate. As schools, including colleges, claim to possess a mission and vision, they are today looked for an ethical understanding. Moreover with the upgrade of the significance referred to values education, it has been essential for the faculties of education to transmit this type of teaching to their students. However, there are no instruction for the pre-service teachers about ethical instruction and ethics instruction at the faculties of education. This lack of a definite instruction leads pre-service

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teachers go through a hidden curriculum of ethical instruction which needs to be investigated. This study tried to investigate the the ethical decisions of pre-service teachers at a state university in terms of their level, demographic features as factor affecting them, and their relation with their attitudes towards teaching as a subject.

Perception of Learning Styles and Student Success in Online Classes

Jan K. Williams - Texas Tech University

While there have been many studies done to determine the connection of learning styles to the success of student performance, few studies have conclusively proven that any connection exists at all and especially to online classes. This qualitative research study examined students taking online classes to determine factors that lead to student success in courses. The findings suggest that the students' perceptions of their success or failure in their online classes was dependent on regular communication with the instructor, the structure of assignments and expectations for the course and effective use of available technology.

F2.7	Paper Session	9:35 AM - 10:35 AM	Ursuline
<i>Arts and Culture</i>			

Viewing Science through the Lens of Art: Incorporating Artwork in the Science Curriculum

**Allison L. Dent & Lynne M. Walters - Texas A&M University*

This study examined the relationship between student involvement in discussions about works of art, in which they related the artwork to science concepts, and student comprehension of science content as measured by a classroom science assessment. Additionally, student perceptions of science and art were gauged via survey both prior to and after this project to determine what, if any, effect this activity had on student perceptions of the two subjects. Assessment scores and positive perception scores were both found to be higher in the experimental group than the control group, particularly in the area of positive perceptions of art.

The Effects of Music Education on Academic, Social and Emotional Outcomes: An Investigation into the Perceptions of High School Students and Their Parents

Jolene D. Webster - Texas Wesleyan University

This study was designed to investigate the perceptions of the impact of music education on the lives of high school students. The purposive sample was gathered from among students in large urban public and private high schools, as well as fine arts academies. Participants consisted of high school students of both sexes in 11th and 12th grades. Parents of high school music students were also included in the study. Through the use of face-to-face individual interviews fifteen participants gave responses relating to their perceptions of the effects of music participation on the academic, social and emotional outcomes in their own lives. Responses were recorded and coded. Results of the study reveal that participants believe that the outcome of music participation affects their lives academically, socially, and emotionally, particularly as related to teacher connections. These findings may benefit school music programs by providing validity for

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funding, the hiring of qualified music teachers, fine arts graduation requirements and college preparedness.

An Equity Audit on the Lack of a Diverse Presence in Effective Implementation of Culturally Relevant Programs and Practices for Student Success Among African-American Students at a Southeast High School

Adrienne M. Lee - Lamar University

Educators need to be aware of the importance of implementing culturally relevant programs and practices in order for all students to feel a connection to what is known to what is taught. The No Child Left Behind Act (NCLB) of 2001 placed regulations and programs in place to ensure that all students were equipped for success. However, since most of the responsibility for how to implement the regulations was left to the state, many minority students are still lagging behind in many subject areas.

A Quantitative Study of the Effectiveness of Training Spanish Speaking Parents on the Special Education Process

Guadalupe M. Arredondo-Alba - Texas Wesleyan University

The majority of Hispanic parents face significant barriers that hamper their participation and their active involvement in teacher conferences and IEP meetings. As a result Spanish speaking parents of students in special education programs are often perceived by teachers and administrators as not being interested in their children's education. The proposed research study will analyze parent's perception and familiarity of the special education process and their responses will be presented.

F3.1	Paper Session	10:40 AM - 11:40 AM	Iberville
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Achievement

College Readiness and the Impact of Increased High School Graduation Requirements

Connie J. Richardson, Colleen Eddy, & Prathiba Natesan - University of North Texas

Research shows that students who take advanced mathematics courses perform better on measures of college readiness than students who take less rigorous courses. However, there is no clear evidence whether requiring lower achieving students to take more advanced courses results in increased college readiness. Twenty years of data from a rural district in Texas were examined following a period of increased mathematics requirements. Multi-level modeling indicated that increased requirements had no statistically significant effect on college readiness. Comparisons to previous research are provided, along with implications for future research.

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The Success For All Reading Program and Effect on Student

Don Jones, Kathryn Korelich, Linda Challoo, Karen S. Bradley, & Rebecca Davis - Texas A&M University-Kingsville

The purpose of this quantitative study was to determine if there was a statistically significant difference in the State of Texas Assessments of Academic Readiness or STAAR reading scores of students in grades three, four and five who participated for two consecutive years in the Success For All (SFA) reading program by the end of the 2013-2014 school year. Conducted in a south central Texas major suburban school district, this study led to the determination that the SFA reading program did not have significant effect on students' reading scores.

Principal Perceptions of Civic Literacy

**John Freeman - Arkansas Tech University*

Lucien Ellington - University of Tennessee at Chattanooga

This study utilized an online survey of 3052 principals in seeking to determine principal perceptions of civic literacy. The results indicated that these respondents overwhelmingly expressed that civic education should be an important part of the school curriculum. However, a much smaller percentage felt that they were spending enough time supervising and evaluating instruction in the subject area. Encouragingly, these respondents scored higher on a civic literacy content knowledge assessment than the general population. The implications for this study indicate that principals may be willing to improve social studies instruction and therefore improve the overall civic literacy of our students.

Examining the Perceptions of High School Stakeholders Toward Online High-Stakes Testing

Kari S. Murphy - University of Houston at Clear Lake

The digital revolution has significantly impacted education world by adding ubiquitous teaching and learning environments, virtual classrooms, 24 hour access to resources and assistance, and innovative assessment tools. As a result, assessment systems across the United States and the world have been dramatically changed. This quantitative study examined the perceptions of high schools students, their parents, high school teachers and school administrators toward online high-stakes testing using a modified Perceived Usefulness/Perceived Ease of Use Survey related to their perceptions of online high-stakes testing in English I, English II, Algebra, Biology, and United States History.

F3.2

Paper Session

10:40 AM - 11:40 AM

Bienville

Structural Equation Models

An Introduction to Mediation and Moderation Analysis in R

Sarah L. Ferguson, Ryan Glaman, Maside Kabakci, & Denise M. Newbrand - University of North Texas

The presentation intends to serve as an exemplar for mediation and moderation analyses in the R software package. First, we present a basic introduction to moderation and mediation effects in

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research and common methods of analyzing these effects. Then, using a heuristic dataset we provide a detailed example of both mediation and moderation analyses in R with syntax and summary information provided for ease of replication. Discussion of the interpretation of both mediation and moderation effects is provided with sample write-ups for use in practical research applications.

A Comparison of Design-Based Single-Level versus Model-Based Multilevel Approaches for Categorical/Ordinal Data

Bilgin Navruz - Texas A&M University

Design-based and model-based approaches are two commonly used statistical procedures to analyze data from cluster or multistage sampling in SEM literature. Although the performance of these two approaches were examined in simulation studies with continuous data (e.g., B. O. Muthén & Satorra, 1995; Wu & Kwok, 2012), there are still questions about the performance of these approaches with categorical/ordinal data in SEM models. In the present simulation study, the behavior of design- and model-based approaches were examined when a robust weighted least square estimation (i.e., WLSMV) was applied to analyze categorical/ordinal data from cluster or multistage sampling.

Applying Bayesian Decision Theory on Measurement Invariance Testing with Small Number of Groups

**Xin Xin - University of North Texas*

Bayesian invariance testing used multilevel methods to model group impact as a higher level random effect, it required dozens of groups at higher level, which is hardly helpful nor applicable for empirical researchers who often have just several groups yet still need to validate the invariance before any meaningful group comparison. The present study proposed a Bayesian application to compare small number of groups, whence the measurement model was first fed into Bayesian estimation, then used Bayesian decision theory to specify loss function and directly estimate the risk to determine where and to which extent invariance was established or violated.

Covariance Estimation in Multivariate Multilevel Structural Equation Models

Victor Willson - Texas A&M University

Hsien-Yuan Hsu - University of Mississippi

Covariances of two observed variables and two factors at the first level in multilevel models were simulated to evaluate effects of sample size, magnitude of covariance, and second level factor structure. For two observed variables Type I errors were generally well controlled above 5 cases per cluster and moderate second level covariances but not below those conditions. Power was adequate (0.8 or higher) above small covariance and small cluster size with no interactions. Second level factor covariance power was low with low covariance and cluster size at or below 50.

The Retention of Highly Qualified Mathematics and Science Teachers

Colleen M. Eddy & Minwei Wu - University of North Texas

This research study follows 49 participants over 10 years who are considered highly qualified in mathematics and science, sought certification in one of these areas, and taught initially in a high needs school for two years. The purpose of the study is to examine the recruitment of science and mathematics preservice teachers who are successful in their content area to teach and retaining them to teach in high need schools. The research will contribute to limited body of literature regarding the retention of mathematics and science teachers in high need schools.

Comparing Noyce Scholars Decisions to Teach and Perspectives on Teaching to Non-Noyce Scholars?

**Jennifer G. Whitfield, Hersh C. Waxman, & Timothy P. Scott - Texas A&M University*

One mechanism used to recruit students talented in the disciplines of science, technology, engineering, or math (STEM) is to offer financial incentives or scholarships. Attached to these incentives are requirements to teach in identified K-12 schools for a specified number of years. This study investigates how the Robert Noyce Scholarship Program influenced students' decisions to become a STEM teacher and their dispositions about teaching in schools. Findings indicate statistically significant differences in scholarship recipients' decisions to become a K-12 STEM teacher and on the influence of the scholarship.

Foundations for Becoming an Efficacious Teacher: Experiences of a Teaching Practicum

Pamela K. Vaughn - Stephen F. Austin State University

The purpose of this study was to investigate changes in elementary preservice reading teachers' self-efficacy. Particularly, I was interested in determining whether or not elementary preservice teachers' practicum would have a positive effect on their self-efficacy as a result of administration and analysis of informal reading assessments to a select group of kindergarten through second grade students. A second purpose was to confirm if planning and executing reading lessons during a guided reading lesson would improve the preservice teachers' self-efficacy.

I know Spanish: Challenges and Factors Affecting Bilingual Pre- and In-Service Teachers Passing State Exams

Jacqueline E. Arroyo-Romano - Texas A & M International University

The purpose of this qualitative study is to explore factors that facilitate or hinder passing rates of pre- and in-service teachers taking the Bilingual Target Language Proficiency Test, a state test certifying an individual as a bilingual teacher in Texas. The presentation will discuss the unintended consequences of "English only" policies affecting future bilingual biliterate candidates, factors and challenges faced in their programs and state test. Recommendations for improving teacher shortage will be discussed.

Achievement

Discussant: Celia Wilson

Pilot Study: Reliability & Validity Testing of the CCEI in Multi-Patient Nursing Simulations & Use to Evaluate Competence

Julie A. Fomenko - Texas A&M University-Corpus Christi

Nurse Educators are seeking new teaching strategies to help students create critical connections necessary to make clinical decisions in an effort to provide safe, competent patient care and prepare them for the realities of the current healthcare environment. Simulation offers an avenue to assess clinical judgment and critical thinking without jeopardizing patient safety. Using Kolb's Experiential Learning Theory and Benner's Novice to Expert Theory as theoretical frameworks, this two phase quantitative study will reassess validity of the C-CEI in multi-patient simulations and correlate measured competency with nursing program exam scores and pass rates on the pre-licensure nursing exam.

Examining the Dynamics between Immigrant Student Intercultural Adaptation Skills and Language Learning

Li Shi - University of Houston at Clear Lake

There are many factors that influence immigrants' transition into a new culture. In order to successfully adjust to a new culture, immigrants need to be aware of the changes as well as cultural differences (Huang, 1993). They need to acculturate and become more tolerate of the host culture while valuing and appreciating their own culture, and to learn host culture-related skills and knowledge for appropriate behaviors to reduce misunderstandings. Mastery of English language skills needs to involve the learners' cognitive, social, linguistic and psychological practices. This study examines the dynamics between immigrant student intercultural adaptation skills and language learning.

The Effects of House Bill 5 on African American Student Achievement in East Texas: A Causal Comparative Study

William P. Stewart - Stephen F. Austin State University

Since the Supreme Court ruled in favor of Reverend Oliver Brown in the Brown vs. Board of Education case in 1954, a focus on creating equitable educational opportunities for African-American students has been at the forefront of educational legislation. The purpose of this study is to examine the effects of House Bill 5 on African-American student achievement in a particular educational region located in East Texas. More specifically, the results will be examined to determine which schools located in Region 7 were successful in reducing or closing the achievement gap between African-American and Caucasian students.

F3.5	Workshop	10:40 AM - 11:40 AM	Pontalba
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Longitudinal Data Analysis

An Introduction to a Unified Approach to Longitudinal Analysis

Grant B. Morgan & Kevin E. Wells - Baylor University

In this workshop, we will introduce and discuss a unified approach for analyzing data collected from longitudinal studies. We will begin with the simplest type of longitudinal analysis – the dependent samples t-test – and move to fairly complex longitudinal analysis – growth mixture modeling – using graphical displays and visual analyses. The workshop will move quickly through the basic types of longitudinal analyses and build on foundational concepts of longitudinal analysis rather than demonstrate how to conduct the analyses using statistical software. We will provide recommended resources for those interested in learning more about models introduced and statistical computing.

F3.6	Paper Session	10:40 AM - 11:40 AM	Cathedral
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Text Analysis

Using Text Mining Technique and Social Network Methodology in Literacy Review

**Ping Zhu - University of North Texas*

In information science the discovery and study of knowledge domains through quantitative study of literacy is domain analysis. Text mining has become the emerging domain analysis technique since last decade. The distinguishing character of text mining enables researchers to detect the inner dynamic structures among words in one single article. The social network theory analyzes the complex network of dyadic connections between these words. Using the social network methodology and text mining technology together helps one to identify and study the patterns in a large amount of literacy database with much less time and effort comparing to literacy review.

Evaluating Test Sensitivity To Growth-A Review of Methodology

Wole Peters - Sam Houston State University

The few literature that examined the sensitivity of norm-referenced achievement tests to students' growth relied on statistical effects (t tests), in deciding that changes took place and that those changes were statistically significant-null hypothesis testing (NHST). This study instead measured 'true' growth using Confidence interval (CI) based on 'true' obtained scores (both pre and post) (Jacobson and Truax (1991) and Edward-Nunnally (Speer, 1992) Reliable Change Indices. This study also employed the use of Standard Error of Estimate to double check 'true' changes. The result of the analysis are discussed in relation to Implication and limitations are also discussed.

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Mapping Miles and Huberman's Within-Case and Cross-Case Analysis Methods onto the Literature Review Process

Anthony J. Onwuegbuzie - Sam Houston State University

Rebecca K. Frels - Lamar University

Recently, several authors have attempted to make the literature review process more transparent by providing a step-by-step guide to conducting literature reviews. However, although these works are very informative, none of them delineate how to display information extracted from literature reviews in a reader-friendly and visually appealing manner. Thus, the purpose of this article was to provide a framework for visually displaying information extracted for literature reviews via Miles and Huberman's (1994) within- and cross-case displays. We illustrate how to use a computer-assisted qualitative data analysis software program to facilitate these visual displays.

The Missing Link: The Use of Link Words and Phrases as a Link to Manuscript Quality

Anthony J. Onwuegbuzie - Sam Houston State University

Rebecca K. Frels - Lamar University

In this article, we provide a typology of transition words/phrases. This typology comprises 12 dimensions of link words/phrases that capture 277 link words/phrases. Using QDA Miner, WordStat, and SPSS, a computer-assisted mixed methods data analysis software, content analysis software, and statistical software, respectively, we analyzed 74 manuscripts that were submitted to the journal *Research in the Schools* over a 3-year period (i.e., 2011-2014). Among other results, these analyses revealed the most common link words/phrases and the most common dimensions of link words/phrases, as well as the dimensions that best predicted whether or not a manuscript was rejected by the editor.

F3.7

Paper Session

10:40 AM - 11:40 AM

Ursuline

Attitudes and Self Perception

Predicting Interest in Mathematics from Views on Math Utility and Self-Efficacy

**Ryan Glaman - University of North Texas*

The present study investigated whether feelings of math self-efficacy and utility predicted math interest using structural equation modeling. Participants included a nationally representative sample of 19,331 high school students. Results indicated the overall model fit the data well, and both math self-efficacy and utility were statistically significant predictors of math interest, explaining a combined 47% of variability in interest. These findings have significant implications for how mathematics are taught in the classroom, particularly the extent to which math's utility should be emphasized during instruction. This and other implications, as well as the limitations of the current study are discussed.

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Understanding Counselor Perceptions of Teacher Expectations through Multi-Level Modeling

Mary E. Mitchell, Kelly C. Margot, & Kaylee R. Seddio - University of North Texas

This paper seeks to examine the perceptions of school counselors in regards to the expectations of performance placed on students by teachers. To do this, the literature was consulted for research related to the counselor perceptions, teacher expectations, and the overlap of the two. As such, the literature was also consulted for the prior uses of multi-level modeling in this area or for research that suggested its benefit for this type of analysis. The researchers then conducted analysis on a large dataset of national level data to determine if counselor perceptions of teacher expectations altered when those expectations were nested within school type (public or private) and urbanicity (rural, suburban, urban).

The Effects of an International Science Olympiad on Students' Attitudes and Interest in STEM

Baki Cavlazoglu & Burhan Ozfidan - Texas A&M University

Science Olympiads provide informal learning opportunities for students to engage in STEM learning. However, research on the effect of Science Olympiads for students' attitudes and interests in STEM is limited. The purpose of this study is to investigate how secondary school students' Science Olympiad experiences affected their attitudes and interest in STEM. In 2014, ISWEEEP Science Olympiad participants were asked to take pre-test a month before the Olympiad during their application process. Results showed that female students' STEM attitudes and career interest did not change significantly whereas male students' attitudes towards engineering and future career interest in STEM increased significantly.

Changes in Student Affect towards Math and Science During STEM Summer Camp

Lauren Drey - Texas A&M University

This study focuses on how STEM summer camp influences students' affect contributing to their commitment in mathematics and science. The STEM Attitude Survey was administered electronically before and after the two-week long STEM camp to address the respondents' attitudes and interests towards science, technology, engineering, and mathematics. The findings indicate that student affect towards mathematics and science improves with participation in STEM activities in a summer camp environment. The rise in student affect scores on the last day of camp, suggests that students' commitment to mathematics and science does improve with a proper STEM education.

Teachers' Perspectives of the Implementation of the JASON PROJECT Virtual Field Trip into Science Curriculum in Three Elementary Schools

**Belinda C. George & Jennifer Butcher - Lamar University*

This phenomenological narrative study was to explore nine elementary teachers' perspectives of the integration of the JASON Project virtual field trip into the science curriculum. Study findings indicated that the teachers saw an increase in student participation when implementing the JASON Project virtual field trip. The most significant findings of the study were creativity, hands-on learning, familiarity, student engagement, fostering a love for learning, time, age appropriateness, and cross curricular teaching. These factors need to be successfully monitored by the teachers and administrators.

Challenges and Instructional Practices in Teaching Integrated Reading and Writing

D. Patrick Saxon, Nara M. Martirosyan, & Nicholas Vick - Sam Houston State University

The purpose of this study was to identify challenges and best practices in teaching Integrated Reading and Writing (IRW) courses in developmental education. Analyzing survey data received from 46 faculty members who teach IRW in 2- and 4-year colleges, researchers identified the 10 most frequently occurring challenges in teaching IRW, as well as the 11 most commonly used instructional strategies that work well when teaching IRW. Based on the findings, practical implications were drawn for future practice in IRW instruction.

Mandated Fitness Testing: Exploring an Intervention with Elementary Students to Improve Test Results

Stacia C. Miller - Midwestern State University

There is evidence that students' can have a positive perception of fitness testing when they understand the purpose of testing, the meaning of the results and how to improve their weaknesses. The purpose of this project was to provide elementary students with opportunities and resources for improving fitness test results during the semester, and to teach them how to take responsibility for improving and maintaining their own fitness. Results indicated one statistically, significant difference between the 3rd and 5th graders improvement on the Trunk Lift, $U = 33.00$, $z = -3.47$, $p < .001$, $r = -.62$.

Impact of Revision-Focused Scholarly Writing Instruction on Students' Writing Anxiety Levels

Catherine G. Leamons - Tarleton State University

Many doctoral students enter their programs of study lacking the skills to produce quality academic written works. Furthermore, students often display a good deal of writing anxiety, which can also hinder the quality of writing that they produce. This study investigated the efficacy of a doctoral-level Scholarly Writing course that was designed to help strengthen doctoral students' writing skills and lessen the anxiety that students have concerning writing. The

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mixed methods study analyzed writing anxiety data collected via the Writing Apprehension Test as well as survey and interview data regarding the efficacy of the course.

F4.2	Paper Session	11:45 AM - 12:45 PM	Bienville
<i>Multicultural Education</i>			

Media Representations and Implications of Neoliberal Sex Education

**Puneet Gill - Texas A&M International University*

This article explores how the neoliberal discourse of teaching sex education as a private matter is reinforced media representations of the National Sexuality Education Standards in Clark County School District in Las Vegas, Nevada, popular films and through representations of Planned Parenthood. It employs a critical discourse analysis as the methodology for exploring media representations as they relate to science and sex education. The results of this analysis indicate sex education should be a national curriculum- one that offers students the necessary spaces to have conversations about that concern sexuality topics and factual health information beginning at an early age.

Strengthening Culturally Responsive Teaching through Existing Professional Development School Partnerships

Emily Graves, Angela C. Lynskey, & Leann Curry - Midwestern State University

Before preservice teachers, especially those whose privilege is yet to be acknowledged, can lead their classes in transformational learning, that which occurs when a new awareness changes the way we perceive ourselves, others, and the world around us (Cole, 2011), the preservice teachers must first experience it themselves. Grounded in a strong multicultural framework and diverse placements for interns, rich clinical experiences are deliberately designed to produce culturally responsive teachers. Developing culturally responsive teachers must be ongoing and not limited to one class or assignment. Linking the idea of culturally responsive teaching to immediate experiences makes this a transformative process.

Countering the Dominant Narrative: In Defense of Critical Coursework

Angela C. Lynskey - Midwestern State University

Preexisting beliefs influence what is gained from teacher education and what will transfer into future classroom practice. Social justice education frequently meets with resistance, and resistance is sometimes attributed to a religiously and politically conservative understanding of Christianity. Critical Discourse Analysis revealed no discussion of social justice in the best-selling selections at bookstores associated with two Midwestern mega churches, though it did reveal anti-intellectualism and a lack of multivocality, providing some insight into resistance to social justice education. Sufficient, quality coursework in multicultural education, and the philosophical frameworks that support it, are imperative to counter the dominant narrative.

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Teacher Identity: An Exploration of the Contradictions and Shifts of Teachers' Identities

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

Although student populations continue to diversify, teachers in the United States continue to be at least 83% white and come from middle-class backgrounds (Banks, 2006; Bell, Horn, & Roxas, 2007; The National Center for Education Statistics). Thus, demographic shifts in the classroom call for teachers to re-examine their teaching practices as well as the personal experiences and ideologies that shape their sense of identity (Holling, 2006, p. 82). As a result, this study aimed to understand how and why identity shifts occur within the context of the teacher's experiences in and out of her classroom.

F4.3 Paper Session 11:45 AM - 12:45 PM Beauregard

Reading

Discussant: Hansel Burley

Creative Drama in Elementary Literacy

**Rebecca J. Crowder-Dischner - Texas Tech University*

Despite concerted efforts utilizing traditional instructional strategies, many students still fail to read proficiently. Gaps continue to exist between socio-economic and culturally diverse segments of society. Strategies from creative drama help students actively engage in reading while building a bridge between their experiences and the text, which creates a better foundation for comprehension. Dramatic instructional strategies help students reconstruct their knowledge, build self-confidence, and re-engage in reading. This qualitative case study will examine instructional methods utilized by elementary teachers during literacy instruction. The perceptions and backgrounds of teachers will be examined regarding the use of creative drama to teach literacy.

Hyperlexia in Chinese: A Cross Language Validation

Shuai Zhang - Texas A&M University

The issue of hyperlexia, has been discussed for almost 50 years, however, the recognition of this syndrome is still rare in education field, compared to dyslexia which has been commonly recognized. On the other hand, the vast majority of paper regarding hyperlexia is investigating alphabetic language system, but few tapped into other languages such as Chinese. The current study aims to systematically review the previous endeavors of hyperlexia in morpho-syllabic languages, and conduct a study investigating large number of hyperlexics in China, to see if their syndrome will be in accordance with previously reported symptoms in alphabetic languages.

The Effects of Tier One RTI at the Elementary School Level Using I-Station on Reading Text Fluency

Meredith M. Lundin - University of Houston at Clear Lake

The study will look at the effects of I-station reading interventions reading fluency as part of RTI as assessed with a universal screener. Teachers will be provided professional development (PD) throughout the year to support them in the implementation of the RTI process. Surveys and interviews will be conducted three times during the year. Teachers' perceptions of RTI will be

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evaluated to help determine obstacles that prevent RTI from being implemented effectively and with fidelity. Data will be analyzed to see if student growth is achieved across the year with the reading intervention, and if teachers' self-efficacy increases with support.

F4.4 Paper Session 11:45 AM - 12:45 PM Cabildo

Professional Preparation

Discussant: Mordecai Brownlee

Graduate Medical Education (GME): The Residency Selection and Orientation, Further Understanding the Process

Jessica Chavez - Texas Wesleyan University and UNT Health Science Center of Fort Worth

Compare and contrast: The GME residency selection and orientation programs analysis will be shared to provide residency process, selection insight. The analysis will allow a foundational understanding of what challenges and or opportunities students face. An in-depth comparison of how programs differ and, or share similarities is the interviewing process will be unfolded.

Teacher Preparation Programs and Calculator Pedagogy

Philena J. Farmer - Texas Tech University

The National Council of Mathematics Teachers (NCTM) wrote a position paper almost three decades ago in which they called for changes in instructional methods including using technology in the classroom. Almost three decades later, research of calculator usage in general has revealed that the main factor restricting student calculator use was the teacher. This study will determine what institutions with certified teacher preparation programs are requiring graduates complete the necessary courses to rectify this situation. This is a heuristic qualitative case study using ten CAEP and NCTM certified institutions, and ten CAEP certified but not NCTM institutions.

Attrition and Retention of Fifth Year Teachers in Suburban Houston, Texas, Schools: A Mixed-Methods Study

**Joshua D. Nation - Stephen F. Austin State University*

Teacher attrition and retention rates are the focal issue of this mixed-methods study. Teachers for a wide variety of reasons have been leaving the profession of education due to issues surrounding school leadership, compensation, and student behavior, just to name a few. This study seeks to expand the understanding of fifth year teachers, in the Houston, Texas, area, and to understand if this population of teachers are staying in the field, staying in the field yet unsatisfied, or deciding to leave the field of education all together. Using sequential explanatory mixed-methods, the quantitative phase utilizes an electronic survey with Likert-scale questions. The second phase, the qualitative phase, will be conducted using focus groups. By understanding the perceptions of fifth year teachers, practices can be reviewed and new practices can be developed to help the attrition and retention rates of fifth year teachers.

F4.5	Paper Session	11:45 AM - 12:45 PM	Pontalba
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Statistical Applications

Comparing Measures of Student Non-cognitive Gains to Better Evaluate the Outcomes of a Science Education Intervention

*Alana D. Newell & Christopher A. Burnett - University of Houston/Baylor College of Medicine
Nancy P. Moreno - Baylor College of Medicine*

Any curricula designed to meet the challenges of NGSS should be evaluated on its ability to improve students' non-cognitive attributes related to the pursuit of upper-level science and eventually science careers. This study focused on comparing the performance of two measures of these attributes in the context of a month-long field test of curriculum materials. Results of confirmatory factor analyses revealed that neither survey performed as needed for the purpose of evaluating short-term science education interventions. Further research should pursue the creation of an instrument that can be used to accurately assess the non-cognitive outcomes from such interventions

PSM vs. ANCOVA: A Cautionary Tale of Statistical Control for the I-E-O Model of College Impact

Forrest C. Lane - Sam Houston State University

A widely used conceptual guide for exploring college student development is Astin's (1991) Input-Environment-Outcome (I-E-O) model. The problem is that findings presented in Astin (1991) were primarily derived through use of hierarchical regression, a form of covariance adjustment. Further, a great deal of subsequent I-E-O model research has continued to use ANCOVA-type designs despite criticisms that covariate adjustment can bias estimates of the effect in non-randomized groups. A heuristic dataset is used to demonstrate how the assumption of independence is differentially addressed through ANCOVA and propensity score matching. Only propensity score matching mitigated pre-existing group differences without violating this assumption.

Investigating the Role of School-based Extracurricular Activity Intensity on Adolescents' Short- and Long-term Learning Achievement: A Propensity Score Approach to Multilevel Data

Hsien-Yuan Hsu - University of Mississippi

The purpose of this study was to appropriately address the selection bias and make a sound causal effect of school-based extracurricular activity (SBEA) participation on adolescents' short- and long-term educational attainments. The data for this study were drawn from Education Longitudinal Study of 2002. The final sample comprised 12,247 10th graders. A propensity score method incorporating the marginal mean weighting through stratification (MMW-S) was implemented to analyze the data. The results suggested 10th graders who spent 6-10 or 11-15 hours on EA per week outperformed students who spent 0 hours on math achievement. Additionally, compared to students who spent 0 hours on EA, those who spent 1-5, 6-10, or 11-15, were more likely to receive a higher education credential.

Friday, February 12

An Exploration of Student Empathy Levels and Demographic Identifies at a Two Year College

**Kateeka J. Harris - Texas Wesleyan University*

Social empathy is the ability to understand other people by perceiving or experiencing their life situations thus providing an opportunity to gain insight into socially unjust inequalities. Institutions of higher education have unique opportunities to engage students in socially just educational conversations that challenge negative social biases of others who are not like them. This research project will explore levels of empathy and demographic identifiers of college students at a two-year college.

F4.6	Paper Session	11:45 AM - 12:45 PM	Cathedral
<i>Professional Development and Teacher training</i> <i>Discussant: Trena Wilkerson</i>			

Integrating Movement into the Content Areas: A Review of Literature and Proposed Project

Mary Brady, Stacia C. Miller, & Suzanne F. Lindt - Midwestern State University

The current undergraduate research project aims to review existing literature in the field of movement integration and content areas. As physical activity has decreased, elementary teachers have become responsible for integrating movement into their classrooms. Because student engagement and interest has been linked to student motivation and learning outcomes, recent research suggests the benefit of movement activities. By working with experts in the fields of Mathematics, English Language Arts, Science, and Social Studies, the researchers plan to create a textbook to provide pre-service and current teachers with movement integrated lesson plans for addressing both the physical and cognitive needs of elementary students.

The Influence of Educator's Personal Biases on Classroom Management in Urban High Schools

Adrian M. Woods - University of Houston at Clear Lake

Student behavior is more positive when they are surrounded by feelings of belonging, support, relevance, and engagement, and where students feel they have a say in their lives. Too many teachers are not equipped to teach ethnically diverse students. Cultural bias continues to impact the ways individuals evaluate student performance on a daily basis. This divide continues to overwhelm the educational system and has led to devastating learning experiences for students

The Effect of Principals' Transformational Leadership on Teacher Evaluations

LaKenya T. Branch - University of North Florida

This research in progress is based on the need to identify if the transformational leadership styles of secondary school principals have an effect on their teachers' evaluations. The purpose of this research is to provide additional support to low-performing schools, by indicating a specific leadership style that could be used in conditions of higher stressed and lower achieving academic settings. This research will be conducted using the simple linear regression model, and the

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preferred participants will be the principals who have served in the same secondary schools for a minimum of 3-4 years.

F4.7	Paper Session	11:45 AM - 12:45 PM	Ursuline
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School Reform

An Equity Audit Comparison of the Influential Factors for the Underrepresentation of Asian-Americans in Special Education

James E. Williams - Lamar University

The purpose of this equity audit was to examine the factors which may be influencing the underrepresentation of Asian-Americans in Special Education on a national level. Using the most recent data from the US Department of Education's 36th Annual Report to Congress on IDEA, the study examined the current degree of underrepresentation, the various methods of measuring it, and the factors which may be influential. It was found that significant disproportionality still exists, particularly for the groups of American Indian/Alaskan Native and Asian-Americans. Finally, Research-based strategies were also identified which may be used to minimize its effects.

High Student Achievement in a Title I Junior High School: A Case of one Texas School

**Pauline Sampson - Stephen F. Austin State University*

This case study of one Texas Title I junior high school showcases the strategies and practices that led to its high level of student achievement and designation as the Top 25% in Student Performance and Closing the Achievement Gap as measured by the STAAR reading and mathematics assessments. Interviews, focus groups, classroom observations, and document reviews were part of the data collection and analysis. Findings showed the importance of school climate, leadership, accountability, instructional materials, and professional development.

Blending Public and Home Schools: Mixed Educational Programs

Jesse D. Thomas - Texas Tech University

Increases of mixed educational programs across the United States require a greater amount of communication between homeschooling parents and public school officials for successful collaboration. Through surveys and interviews, the perceptions homeschooling parents had of mixed educational programs were explored. Parents reported an attraction to extracurricular activities, advanced courses, teachers, and equipment. Other significant findings included parents' desire for favorable regulations, respectful parental relations, quality student care, appropriate curriculum and instructional methods, and a reformed school structure. The findings of this research may provide meaningful information to both public school officials and homeschooling families.

An Investigation of Bullying Using the 2011 and 2013 School Crime Supplement to the National Crime Victimization Survey

Katrina Schultz - American College of Education

Friday, February 12

National attention the pervasive harm associated with school bullying has prompted increased legislation to thwart bullying in the American school system. It remains unclear if legislative efforts have proven effective in decreasing the frequency of bullying in school. The current study replicates an earlier study, which evaluated data from the 2005, 2007, and 2009 School Supplement (SCS) to the National Crime Victimization Survey (NCVS), using data taken from the 2011 and 2013 SCS NCVS. Quantitative research methods were used to determine the relationship of bullying frequency patterns and authority notification with year, grade level, and school type.

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