



41ST ANNUAL MEETING
FEBRUARY 14-16, 2018
NEW ORLEANS, LOUISIANA

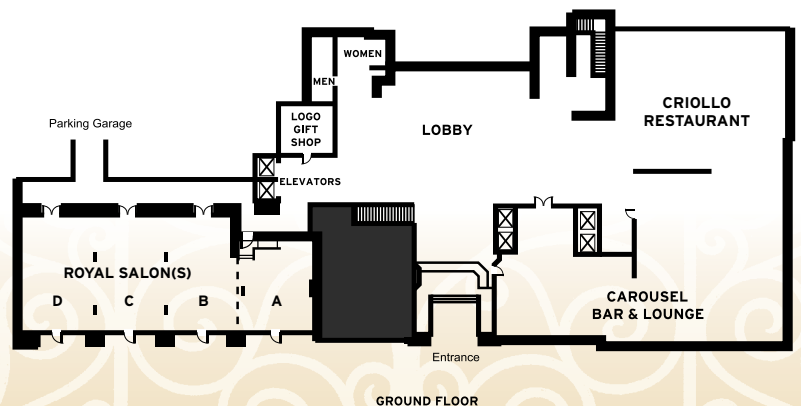
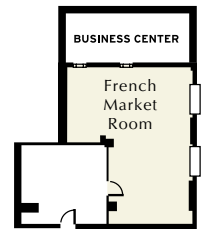
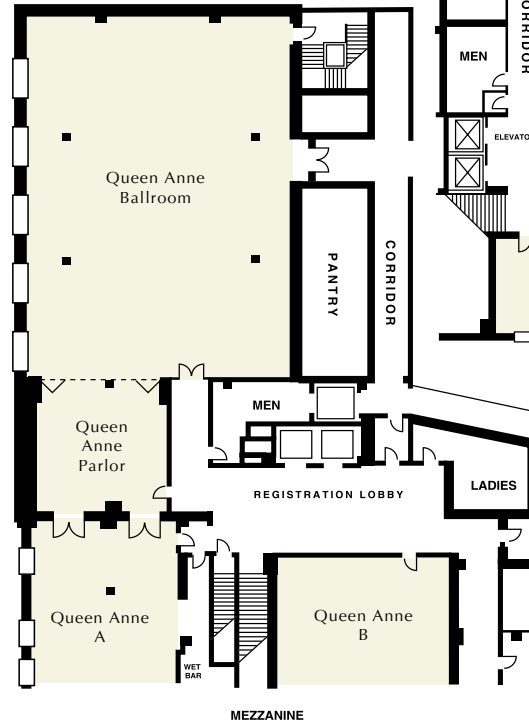
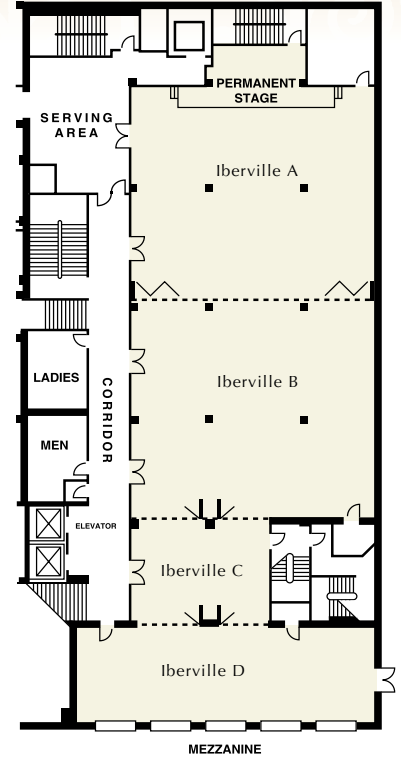
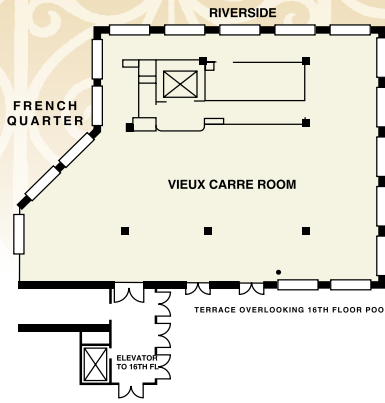




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**Southwest Educational
Research Association**

www.sera-edresearch.org



**2018 Annual Meeting
Program and Abstracts**

Hotel Monteleone, New Orleans, LA
February 14 – 16, 2018

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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 — \$40 for 40 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
And
Previous Page**

Photos courtesy of the New Orleans Convention and Visitors Bureau.

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 walks. 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 Deputy 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.

Before his retirement, Bruce Thompson was a 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

2017	Peter Boedeker
2016	Katherine L. Wright & Tracey S. Hodges
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

2016	Susan Troncoso Skidmore
2015	Kim Nimon
2014	Mary Margaret Capraro
2013	Linda Zientek
2012	Gilbert Naizer
2010	Sonya Carr
2007	Kathleen Cage Mittag

**Southwest Educational Research Association
2017-2018
Executive Council**

President

LaVonne Williams-Fedynich

President-Elect & Program Chair

Forrest Lane

Immediate Past President

Prathiba Natesan

Executive Director

Linda Zientek

Secretary

Lesley Leach

Director of Information Technology

Susan Troncoso Skidmore

Executive Director Emeritus/Historian

Bruce Thompson

Deputy Historian

Victor Willson

Graduate Student Representative

Peter Boedeker

Newsletter Editor

Tracey Hodges

Treasurer

Kim Nimon

Deputy Treasurer

Grant Morgan

Council Members-At-Large

2015 – 2018

Julie Combs
Grant Morgan
Ken Young

2016 – 2019

Mordecai Brownlee
Suzanne Lindt
Celia Wilson

2017 – 2020

Sandra Acosta
Scott Bailey
Dittika Gupta

Program Division Chairs – 2018

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

James Hardy,

University of Texas at Arlington

Ken Young,

Lamar University

Division II: Instruction, Learning, & Cognition

Dittika Gupta,

Midwestern State University

Laura Isbell,

Texas A&M University – Commerce

Division III: Methodology, Measurement, & Evaluation

Tommy De Vaney,

Southeastern Louisiana University

Lesley Leach,

Tarleton State University

Division IV: Teachers & Teacher Education

Bob Elliott,

Eastern New Mexico University

Lori Petty,

Mary Hardin-Baylor University

Division V: Special Populations & Counseling

Nara Martirosyan,

Sam Houston State University

Monica Wong-Ratcliff,

Texas A&M University - Kingsville

Division VI: Graduate Student Work-in-Progress

Mordecai Brownlee,

Texas A&M University–Kingsville

Martha L. Tapia,

Berry College

SERA Past Presidents

Prathiba Natesan	2016-17	Max Martin	1997-98
Shirley Matteson	2015-16	Mark Lewis	1996-97
Susan Troncoso Skidmore	2014-15	Larry G. Daniel	1995-96
Stacey Edmondson	2013-14	Mary K. Tallent-Runnels	1994-95
Kim Nimon	2012-13	Stephanie L. Knight	1993-94
William A. Jasper	2011-12	Elaine Jackson	1992-93
Linda R. Zientek	2010-11	Victor L. Willson	1991-92
Mary M. Capraro	2009-10	Glynn D. Ligon	1990-91
Robert M. Capraro	2008-09	Hersholt C. Waxman	1989-90
Gilbert Naizer	2007-08	Patricia A. Alexander	1988-89
J. Kyle Roberts	2006-07	Michael J. Ash	1987-88
M. Janine Scott	2005-06	Deberie L. Gomez-Grobe	1986-87
Kathleen Cage Mittag	2004-05	Claire Ellen Weinstein	1985-86
Ron McBride	2003-04	Bruce Thompson	1984-85
Randall E. Schumacker	2002-03	Jon J. Denton	1983-84
Dianne Taylor	2001-02	Douglas M. Brooks	1982-83
Vince Paredes	2000-01	John J. Hedl Jr.	1981-82
Nancy Martin	1999-00	Wayne R. Applebaum	1980-81
Arturo Olivarez	1998-99	Robert M. Caldwell	1979-80

Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 41st Annual Conference. We have over 375 members and there will be 239 research presentations, workshops, symposia and innovative sessions at the 2018 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 both researchers and practitioners, 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 and Susan Troncoco Skidmore on Thursday morning during the annual meeting. Camilla Benbow, Dean of Education and Human Development at Vanderbilt University's Peabody College, is the Presidential Invited Speaker on Thursday. Two ticketed workshops are being offered as well to help you learn more about grants and publishing. 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 *Forrest Lane* for organizing and compiling this year's conference program; to *Tracey Hodges* who is our *SERA Newsletter* editor; 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, Peter Boedeker. 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 2018 SERA Annual Conference. We are glad you are here and look forward to sharing this experience with you. Enjoy!

LaVonne Williams-Fedynich
SERA President

The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes. For most of the themes, proposals are within a specific division; however in some cases proposals from various divisions overlap and are grouped together in selected program sessions. The session schedule format is provided on 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. In the afternoon, the sessions are one hour and fifteen minutes in length. There is a 5 minute break between sessions. A continental breakfast is offered Thursday and Friday from 8-9 a.m.

Session IDs begin with a letter that signifies the day of the week the session is offered. For example, “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 **Camilla Benbow**, Dean of Education and Human Development at Vanderbilt University’s Peabody College. Her presentation will be immediately following the luncheon at 1:35 PM in **Iberville C/Iberville D**. Graduate students are also invited to attend the **Fireside Chat** on Thursday afternoon in the **Iberville C** room. The Fireside Chat is for **graduate students only** and is an excellent opportunity to visit with Dean Benbow in an informal setting; students are welcome to bring up any profession-or education-related questions or topics of interest to them.

The **graduate student meeting** on Thursday begins at 5:30 p.m. in **Iberville A/ Iberville B** 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 **Royal B** 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 sessions will be offered on Wednesday afternoon. Descriptions of these sessions are provided on pages 7- 8. Free workshops, innovative sessions, and symposia are also scheduled throughout the program.

Thank you for attending and supporting SERA!

Forrest Lane
SERA President-Elect & Program Chair

Program Session Schedule

Wednesday

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

Thursday

- 8:00–5:00 Registration (Closed During Business Luncheon)
- 8:00–9:00 Continental Breakfast
- 8:30–9:30 Navigating and Getting the Most from SERA (T1.0)
- 8:30–9:30 Sessions (T1)
- 9:35–10:35 Sessions (T2)
- 10:40–11:50 Sessions (T3)
- 11:55–1:25 Luncheon** (Ticket Required, T4)
- 1:35–2:45 Presidential Speaker – Dean Camilla Benbow (T5)**
- 2:45–4:00 Fireside Chat with Dean Camilla Benbow – Graduate Students Only**
- 2:45–4:00 Sessions (T6)
- 4:05–5:20 Sessions (T7)
- 5:25–6:30 Graduate Student Meeting & Election of Representatives (T8.1)
Graduate Student Social Immediately Following Graduate Student Meeting

Friday

- 8:00–12:00 Registration
- 8:00–9:00 Continental Breakfast
- 8:45–10:00 Sessions (F1)
- 10:05–11:20 Sessions (F2)
- 11:25–12:40 Sessions (F3)

Program Highlights

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

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

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

Presidential Invited Address (T5.0 Thursday 1:35–2:45 – Iberville C/Iberville D) immediately following the luncheon.

Fireside Chat with Camilla Benbow (T6.0 Thursday 2:45-4:00 – Iberville C)

Graduate Students Only.

Graduate Student Meeting (T8.1 Thursday, 5:25–6:30 – Iberville A/ Iberville B)
An opportunity to discuss student concerns and elect the 2018–2019 graduate student representative to the SERA Executive Council and university-level representatives who together comprise the Graduate Leadership Council.

Graduate Student Social (Immediately following the Graduate Student Meeting). Meet in the lobby for an evening of fun and relaxation.

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

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.

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

<i>Overcoming Common Roadblocks in Academic Writing</i>	W3.1
<i>Navigating Through and Getting the Most from SERA</i>	T1.0
<i>The Job Search: Tips for Vitas, Interviews, and the Hiring Process</i>	T7.7
<i>Don’t Do It Alone: Succeeding in Academia by Initiating and Developing Mentor Relationships</i>	F2.1

SERA Junior Faculty Mentoring Initiative

*Thursday, 2:45 – 4:00pm (Session T6.8)
Royal D*

Jana Willis
Michelle Peters

The SERA Junior Faculty Mentoring Initiative will be discussed during this session. Presenters will share the rationale for the initiative, describe the program purpose and goals, and explain the networking opportunity. Interested persons will have an opportunity to ask questions and meet potential mentors/mentees

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

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

Presidential Invited Address (T5.0 Thursday 1:35–2:45 – Iberville C/ Iberville D) immediately following the luncheon.

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

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

The following sessions may be of *special interest* to the SERA *recent graduate and early career* members.

Preparing Grant Applications for the Institute of Education Sciences: A Workshop W0.2

SERA Initiatives for Doctoral Students and Assistant Professors T2.9

Mentoring Early Career Faculty: Opportunities for Professional Development and Networking T6.8

The Job Search: Tips for Vitas, Interviews, and the Hiring Process T7.7

Session Chairs

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

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

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

Division VI Discussants

Forrest Lane	Sam Houston State University	W1.1
Claire Thoreson	Texas Southern University	W2.4
Marcie Reynolds	Midwestern State University	W2.6
William Jasper	Sam Houston State University	W3.2
Steven LeMire	University of New Orleans	W3.5
Marsha Sowell	Texas A&M University-Kingsville	W3.8
Kinsey Hansen	Angelo State University	T1.1
Sarah Ferguson	Rowan University	T1.7
James Hardy	The University of Texas at Arlington	T3.2
Alfred Boyd Jr.	Mississippi Valley State University	T3.6
Volkan Sevim	University of South Carolina-Beaufort	T7.3
Victor Cifarelli	University of North Carolina at Charlotte	T7.4
Kelli Bippert	Texas A&M University- Corpus Christi	F1.4
Eric Boberg	Episcopal School of Dallas	F1.5
Tia Agan	Angelo State University	F2.4
Katrina Schultz	American College of Education	F2.5
Mario Martinez	University of New Mexico	F2.6
Tracey Hodges	University of Alabama	F3.4
Suzanne Lindt	Midwestern State University	F3.5
Lakia Scott	Baylor University	F3.6

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

SERA 2018 Presidential Invited Address – Camilla Benbow

Dean of Education and Human Development,
Vanderbilt University's Peabody College



On Thursday of the SERA annual meeting, Camilla Benbow will present the 2018 SERA Presidential Invited Address, titled “Mathematically Talented Children All Grown Up: At Age 50, Did They Become the Leaders of Tomorrow?” Dean Benbow will also host an informal "Fireside Chat" with only graduate students, which is an opportunity to raise any questions that students might like to discuss.

Biography

Camilla Persson Benbow is Patricia and Rodes Hart Dean of Education and Human Development at Vanderbilt University's Peabody College. She has led Peabody, one of the nation's leading colleges of education and human development, since 1998. A prominent scholar of talent identification and talent development, Dean Benbow also co-directs the Study of Mathematically Precocious Youth, a longitudinal study examining the developmental trajectories of more than 5,000 individuals now in its 45th year. She is particularly interested in developing intellectual talent and excellence in science, technology, engineering, and mathematics.

Findings from the first midlife follow-up of 1,650 participants from the Study of Mathematically Precocious Youth's (SMPY) two oldest cohorts will be presented. During 1972-1974 or 1976-1978, participants were identified at age 12 as in the top 1% in mathematical reasoning ability. They were surveyed over the web from January 2012 to February 2013 on their accomplishments, family, and personal well-being. Particular attention will be devoted to their occupational status, creative accomplishments, and mate preferences as well as how they invest their time and future plans. Sex differences in occupational preferences, personal views, and life values will be reviewed. This presentation will conclude with a discussion of the long-term impact of educational interventions during adolescence on accomplishments as well as with satisfaction with respect to: career success, career direction, relationships, and life.

Training Sessions (Ticket Required)

Wednesday 2-Hour Training Session Elizabeth Albro

"Preparing Grant Applications for the Institute of Education Sciences: A Workshop"



On the Wednesday afternoon start of the SERA annual meeting in New Orleans, Elizabeth Albro will conduct a 2-hour training session titled "Preparing grant applications for the Institute of Education Sciences: A workshop." This workshop will provide attendees with an opportunity to learn about available funding opportunities through the National Center for Education Research and the National Center for Special Education Research within the Institute of Education Sciences (IES). The Centers seek research applications designed to examine ways to improve student learning through curriculum and instruction, through improving teacher quality, and by understanding how the education system influences student achievement.

Participants in this workshop will leave with an understanding of the current research grant opportunities available through the research centers at the Institute of Education Sciences, and a set of strategies and suggestions about preparing applications to fund their education research projects. After providing an overview of the funding process at IES, the presenter will discuss in detail the components of successful grant applications, and will provide opportunities for potential applicants to ask questions about the grant application process. The presenter will provide detailed insights into the grant preparation, submission, and review process.

This is a ticketed event. Tickets for training sessions, as well as the annual conference luncheon on Thursday are sold as part of the required conference pre-registration in August through early October.

Wednesday 2-Hour Training Session

Bruce Thompson

"How to Write (Successfully) for Publication"



This two-hour SERA training session will be offered by Bruce Thompson during the 2018 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 was a 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* (AERA: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.

This is a ticketed (\$40) event. Tickets for training sessions, as well as the annual conference luncheon on Thursday are sold as part of the required conference pre-registration in August through early October.



**Join Us at the
Historic Menger Hotel
San Antonio, Texas
SERA 2019, February 6-8**

Wednesday, February 14

W0.1	11:45a – 5:00p <i>Registration</i>	Iberville Mezzanine
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W0.2 Training Session	12:00p – 2:00p	Iberville D
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Preparing Grant Applications for the Institute of Education Sciences: A Workshop
Elizabeth Albro - National Center for Education Research

Special Ticketed Event

W1.1 Paper	1:00p – 2:15p <i>Higher Education</i> <i>Discussant: Forrest C. Lane</i>	Orleans A
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Student Perceptions of Learning Communities as a High-Impact Practice: An Appreciative Inquiry

Chelsie Hawkinson - Texas A&M University-Corpus Christi

College success increases with the implementation of active learning strategies known as High Impact Practices (HIPs). Learning communities are considered a HIP only when they incorporate specific key elements such as setting high expectations, promoting faculty to student interaction, and arranging for public demonstration of competence. The purpose of the research is to explore student perspectives of learning community experiences at a South Texas university using Appreciative Inquiry as a theoretical framework to identify the practice of key elements. In addition, the research seeks to recognize added key elements specific to learning communities at a South Texas university.

First-Generation Students' Pursuit of Advanced Degrees: The McNair Scholars Program and Academic Goal Commitment

Tama Hamrick – Sam Houston State University

The proposed study will investigate the role of the McNair Scholars Program in preparing first-generation students for success at the graduate level by focusing on the role of academic goal commitment in students' transition from an undergraduate program to a graduate degree program. Participants will be solicited from each of the 18 McNair programs located in state of Texas and will complete a nine-item self-report goal commitment survey. Findings will contribute to the small body of research focusing on the role of the McNair Scholars Program in preparing first-generation undergraduate students for successful transition to a graduate program.

Competency-Based Education: Defining Moments

Courtney K. Wilson – Texas Tech University

Competency-based education was resurrected as a modality to increase access and affordability of higher education in America. Research indicates a need for deeper exploration of the effectiveness of this curriculum design and delivery method, as well as impact to administration, operations, and staffing functions within the institutions. Never mind, the continued debate on defining competency. The purpose of this study is to fill the gaps in research, with regard to defining CBE and determining how impactful the programming is when compared to traditional

curriculum in terms of administrative and operational functions; staffing and faculty preparation; and, students and employers' needs.

Community College Funding and Selected Performance Measures

**Michelle Cantu Wilson – University of Houston*

Changes in Texas community college funding during the past five legislative sessions warrant an examination of how the funding formula relates to selected performance measures set forth by the state for all demographic subgroups including the percentage of courses completed, the number of students who transfer to a university, the percentage of developmental education students who satisfy the Texas Success Initiative in two years, and the number of degrees or certificates awarded. The opinions of community college presidents on this possible relationship should also be examined to determine if they believe such a relationship exists.

W1.2 Paper Session

1:00p – 2:15p

Orleans B

Achievement

The Effect of Incentives on Trust, Motivation, Engagement, and Math Success during the Middle Years

John E. Boberg & Steven Bourgeois – University of Texas at Arlington

SEM is used to examine the effects of incentives on trust in teacher, motivation, engagement, and mathematics achievement during the middle years. Findings from 1,088 4th through 8th graders supported the central role of trust. While younger students (4th-5th) appeared to be encouraged by teacher incentives to be more engaged and to achieve at higher levels, such incentives had negative associations with trust during the older years when only intrinsic motivation predicted greater success. The negative effects of controlling motivation on student trust in teacher are disconcerting since trust promotes interdependence and risk-taking that support students confronting optimal challenge.

Examining the Relationship of Textbooks and Labs on Student Achievement in Eighth Grade Science

Don Jones, Anacita Sugalan, Marie-Anne Mundy, & LaVonne Fedynich – Texas A&M University-Kingsville

One of the most important objectives of teachers, parents, school administrators, and students is to improve student scores on standardized tests such as the State of Texas Assessment for Academic Readiness (STAAR) in eighth-grade science. This quasi experimental study examined the science achievement scores between schools that use textbooks and labs when delivering instruction. This study utilized a quantitative approach using archival data and survey design. Analysis of covariance (ANCOVA) and multiple regression were used to analyze the data while controlling STAAR eighth-grade reading scores to reveal significant differences between classes.

High School Students in Mathematics Competitions

**Martha Tapia – Berry College*

The study examined the independence of gender and correctness of the responses on a 20-item multiple choice test. The sample consisted of high school students who participated in math competitions. Data were analyzed using a chi-square test of independence of correctness of the responses for each one of the 20 multiple choice questions and gender. The chi-square test results indicated there was an association of gender and correctness of the response on two of the twenty

items of the test.

W1.3 Paper Session

1:00p – 2:15p

Orleans D

Assessment

General Philosophy of Religion and Religious Doctrines: A Scale Development

Sezai Kocabas – Texas A&M University

The purpose of the study is to develop a measure form of self-efficacy to identify teacher candidate of theology department in higher education to explore the deficiencies of religious education in Turkey. In the research, Explanatory Factor Analysis and Cronbach's Alpha Coefficient was used, so the results have sufficient result in terms of validity and reliability.

A Digital Hermeneutic: Digital Text Tools for Assessing Student Writing

Mario A. Martinez – University of New Mexico

Grading student writing takes copious amounts of time, and can be a burden in giving micro-feedback to struggling writers. Theoretical Framework Moretti's (2003) distant reading Methods: This article shows a simple method for primary or adjuvant assessment information to compare with hand graded common core writing examples in the form of three case studies. Contribution: This analysis shows that text mining can reveal student writing architecture with reproducible code, providing warrants to back teacher claims about students' meeting writing objectives.

Freedom through Reading: Examining the Impact of Adolescent Literacy Development through the CDF Freedom Schools Model

Lakia M. Scott – Baylor University

When considering that the majority of low-income students experience summer learning loss, programs such as Freedom Schools become increasingly important. The CDF Freedom Schools program provides low-income students learning opportunities that extend beyond what traditional public schools offer during the school year. This study examined how the CDF Freedom Schools model helped to build and strengthened students' literacy development. Much of the pre-existent literature about Freedom Schools discusses the moral and character development aspects of the program, but few have looked more intensively at its effects on a student's overall literacy development and attitudes towards reading.

The Relationship Between Restricted and Repetitive Behaviors and Anxiety in Autism Spectrum Disorder: A Meta-Analysis

**Lauren A. Short & Sean G. Jefferson - University of Louisiana at Lafayette*

Restricted and repetitive behaviors (RRBs) appear to be common among individuals who have autism spectrum disorder (ASD). Although these behaviors may serve as coping mechanics towards changes in external stimuli, the consequences yield a heightened level of anxiety, and reclusiveness (Szatmari et al., 2006). Considering that children with ASD struggle with language impairment, the interactive effect of RRBs seems to exacerbate the individual's changes of socially adapting to his/her environment. To that end, there is utility in conducting a meta-analysis to examine how behavioral modification techniques can be taught as a means to minimizing RRBs.

Using TALIS to Investigate Mathematics Teachers' Beliefs Regarding the Use of Calculators

Sipra Eko & Aaron S. Zimmerman – Texas Tech University

The current study used the data from the Teaching and Learning International Survey (TALIS) to investigate the connection between mathematics teachers' beliefs about mathematics curriculum and instruction and the teachers' intention to allow their students to use calculators during mathematical problem solving. This investigation uncovered many beliefs that are associated with teachers' intentions to utilize instructional technology. These results have implications for how the field of teacher development addresses mathematics teachers' beliefs and instructional practices.

Texas Mathematics End-of-Course Exam: College Readiness or NOT?

Carmen Cruz & Katherine Parrish Whitbeck – Stephen F. Austin State University

This study aims to examine if students in Texas schools are mathematically prepared to attend two-year and four-year colleges upon graduation and demonstrate postsecondary academic success based on the end-of-course exam. There is a considerable amount of research addressing college academic readiness, however there is very little research in regards to mathematics high school achievement in Texas schools and how it is impacting students wishing to pursue a STEM pathway. The significance of this research is that it will address raising mathematics expectations and closing academic achievement gaps earlier on so that all students can be ready for postsecondary success.

Reflections from Noyce Scholars on their Route to STEM Teaching

**Jenn Whitfield, Manjari Banerjee, Hersh C. Waxman, Timothy P. Scott, & Mary Margaret Capraro – Texas A&M University*

The purpose of this study is to determine the perceived effects, influences, and impacts the Noyce scholarship on its recipients. This is a longitudinal study that uses a mixed-methods approach to analyze data collected through interviews and surveys. Participants are Noyce scholars (N= 29) who are currently teaching or have taught in STEM fields in high-needs schools. Results indicate that even though the Noyce Scholarship did not drive the scholars to choose teaching as a profession, or to teach in high-needs schools, it has contributed significantly to them staying in high-needs schools for the length of their obligation.

How to Write (Successfully) for Publication

Bruce Thompson

Cost = \$40. You may be able to pay for this session at the registration table.

Special Ticketed Event

Rotation Strategies in Exploratory Factor Analysis*Peter Boedeker & Hongxin Li – University of North Texas*

Factor analysis is a multivariate statistical procedure for data reduction and instrument construction. Decisions must be made when conducting a factor analysis, including which rotation strategy to use to attain a solution with simple structure. The purpose of this paper is to conceptually introduce the different options for rotation and provide concrete explanation of what factor rotation is and why it is important. It is recommended that an oblique rotation be conducted to identify the extent of factor correlation and a subsequent orthogonal rotation conducted and its solution interpreted if factor correlations are negligible.

Canonical Correlation as the Multivariate General Linear Model: A Comprehensive Illustration of a Refined Hierarchy*Kim Nimon, Julia Berrios, Mandolen Mull, Jon Musgrave, & Janice Chretien – University of Texas at Tyler**Linda R. Zientek – Sam Houston State University*

This paper presents and illustrates a refined hierarchy of the multivariate general linear model (GLM). Building on the work of Henson (2000), Knapp (1978), Nimon, Berrios, Keiffer, Mull, and Musgrave (in press), and Zientek and Thompson (2009), we use a publicly available dataset to illustrate that canonical correlation assumes both multivariate and univariate analyses in the GLM. The paper also demonstrates that the GLM hierarchy presented by Zientek and Thompson is not as flat as portrayed and that the general case of chi-square is subsumed by canonical correlation.

Validating Earhart: Comparing Multiple R-Squared With Missing Data in R and SPSS*Jay S. Raadt & Marcus A. Fagan – University of North Texas*

Researchers need confidence in the software they use. However, the free statistical computing environment R does not allow computation of R-squared effect sizes after using multiple imputation procedures for missing data analysis. This study compares SPSS and the new R package Earhart to compute the R-squared effect size in nine multiple regression models at various levels of missingness and various numbers of imputations, yielding two sets of 45 models. Results show that there is no statistical difference between the two pieces of software, allowing researchers to use open-source software with increased confidence and ease.

The Harmful Effects of Autocorrelation on Alpha Type-I Error Rates**Jay S. Raadt – University of North Texas*

This study shows that there is an increase in type-I errors in the presence of autocorrelation, which is a serious problem for educational researchers using longitudinal methods. This study simulates 500 time series and regresses each series on a meaningless set of ordinal numbers. By virtue of the alpha confidence coefficient, statistically significant regression coefficients should occur 5% of the time. However, this study shows that with increasing positive autocorrelation, type-I errors occur at four times the expected rate. Therefore, applied educational researchers should consider the adjustment of alpha as a best practice when data is autocorrelated.

Five Factors Distinguishing Teacher Candidates' Knowledge of Assessment and Intervention*Tracey S. Hodges – University of Alabama**Sharon D. Matthews – Texas A&M University*

Preparing generations of future teachers to be successful in the classroom continues to be a challenge, particularly in preparing elementary teachers who spend much of their instructional time focused on literacy instruction and assessment. In this qualitative study, we add to the theoretical research on teacher grit and resilience by examining how teacher candidates (TCs) respond to literacy assessment and intervention through reflective writing. We found that, over time, TCs either developed stronger characteristics of five themes (teacher maturity, decision-making, grit, instructional practices, and risk-taking) related to literacy assessment and instruction, or they felt challenged within the five themes.

Mentoring Using An Advantage Model*Robin Rackley, Janet Hammer, & Amanda Lindner – Texas A&M University*

An advantage model identifies the teacher's skill set and incorporates coaching and mentoring to support the individual's growth. This paper examines an advantage approach to mentoring pre-service and in-service teachers in various stages of career development. An advantage coaching model is applied to pre-service teachers during their early field experiences. Their individual skill sets are identified and course instructors work to develop and improve their use of these skills in the field. The pre-service teachers are also educated in how to identify a coach or mentor who will support their personal goals and needs during their first years of teaching.

Effects of Field Experience on Pre-service Teachers' Preparedness for Teaching Reading*Gwendolyn M. Wilkins – Texas A&M University*

According to the NEA, a knowledgeable, well-prepared teacher can be more influential on a child's success than any other resource; however, little empirical evidence exists to define effective teacher preparation. In the context of reading teacher preparation, abundant evidence documents the skills children need to become successful readers, yet few studies examine how teachers learn to develop those skills. This study considered effects on pre-service teachers' perceptions of preparedness after participation in a reading specific field experience that was closely integrated into university content.

The Micropolitics of Student Teachers' Professional Vulnerability In the Teaching Practicums: A Chinese Perspective**Gang Zhu – Texas A&M University*

This research illustrates seven student teachers' (STs') professional vulnerability from the lens of micropolitical theory and examines the participants' eleven aspects of professional vulnerability, which mainly include the relationships among mentors and mentees, conflicting commitments and interests in teaching practicums, peripheral positions as student teachers, and blurring responsibility boundary in student teaching. Second, this study reveals how the participants navigate the hierarchical power dynamics, conflicting interests embedded in the teaching practicums. Third, this study demonstrates that the micropolitical realities of the teaching practicums affect the Chinese STs' professional vulnerabilities, and the tensions further

contributed to the uncertainty and fragility of their professional identity formation. The implications for improving the quality of teaching practicums, especially student teaching in China, are discussed.

W2.3 Paper Session

2:20p – 3:35p

Orleans A

Field Experience

Promoting Non-Traditional Clinical Teacher Success

Tia L. Agan & Lesley L. Casarez – Angelo State University

Literature suggests that non-traditional students share common characteristics, face challenges, and have different expectations than traditional students. Although non-traditional students share many of the same challenges, non-traditional pre-service teacher candidates in educator preparation programs (EPPs) face additional issues and stress because of the time required out in the field for observations and clinical teaching. Because of this, EPP faculty must take measures to support non-traditional pre-service teachers. From the literature review, as well as interviews from non-traditional candidates, recommendations to enhance non-traditional clinical teachers' experiences will be presented.

Developing Culturally Responsive Pre-Service Teachers with Online Literature Circles

Daphney Curry, Christina J. McIntyre, Emily K. Reeves, & Angela Curtwright – Midwestern State University

The purpose of this research is to explore the effects of literature circles on the development of culturally responsive pre-service teachers. Online learning communities (e.g. threaded discussion forums, web communities) provide additional platforms for pre-service teachers to reflect, communicate, collaborate, and support one another. Preliminary findings suggest that online literature circle communities had a positive impact on uncovering pre-service teacher's hidden biases and negative attitudes about others from circumstances different from their own; however, participation online did not impact dispositions associated with culturally responsive teachers.

Inquiry-based lessons: Observing preservice teachers progress and understanding perceptions

**Melanie Fields & Laura Isbell –Texas A&M University-Commerce
Julie J. Williams - Henderson State University*

This paper session reports how preservice teachers utilized and implemented inquiry-based lesson plans during their field-based teacher preparation program. Implications about preservice teachers' perceptions and progress in the program are discussed.

W2.4 Paper

2:20p – 3:35p

Orleans B

STEM

Discussant: Claire Thoreson – Texas Southern University

Teaching Efficacy Belief Instrument Validation by Biology and Physics Teacher Groups

Philomena Agu – University of Houston

In Texas, teacher candidates from most undergraduate background obtain general science and content –specific certifications and teach biology and physics. More biology teachers have an undergraduate major in life science compared to physics teachers who have bachelor's degree in physical science. This study aims to use confirmatory factor analysis to validate adapted Science

Teaching Efficacy Belief Instrument that will measure teaching efficacy beliefs of the teachers. A pilot study showed that biology subscales have a reliability of .84 and .79; and physics, .77 and .80, but Confirmatory Factor Analysis using AMOS statistics failed. The test will be repeated using more data.

NASA Community College Aerospace Scholars: Analysis of Transfer Rates to Four Year STEM Degrees

David Meza - University of Houston-Clear Lake

Economic projections point to a need for 1 million more STEM professionals than the U.S. will produce at the current rate over the next decade if the country is to retain its preeminence in STEM. Community colleges play a larger role in preparing students for STEM degrees, due to the fact almost half of STEM bachelor degrees and one-third of masters were to recipients who began their education in a community college. This study will examine the degree to which community college students, participating in a NASA educational program, transfer to a four-year university and attain a STEM degree.

Impact of STEM-specific Program on at Risk Students in STEM Majors in Higher Education

**Ismatara Reena & Brett C. Welch – Lamar University*

To compete in today's global marketplace, the United States education system needs to produce more graduate trained in Science, Technology, Engineering and Mathematics (STEM). Despite the growing needs and continuous job growth, women, minorities, first generation, and low-socioeconomic status students are unrepresented in STEM field. Recruitment, retention, and outreach are important to increase participation of historically underrepresented students in STEM. The objective of the study is to evaluate the impact of the STEM-specific programs at a regional comprehensive four-year institution. Impact will be evaluated based on academic achievement, STEM retention, and graduation rate. Quantitative method will be used to analyze data collected by those programs.

W2.5 Paper Session

2:20p – 3:35p

Orleans D

Mathematics Education

Students' Perceptions Regarding Connections Between Their Game Play Motivations and STEM Identities

Kathleen S. Jeremiassen – University of Houston-Clear Lake

The purpose of this study was to explore how students perceive that their game play motivations and game preferences relate to their STEM identities. The need to grow and support STEM education and careers in the US is a widely-held concern for those in leadership, industry, and education. A purposeful sample of 167 9th through 12th grade students, residing in a suburban school district in southeastern Texas, participated in this study. Results indicated that many students do perceive a relationship between their STEM identities and game play motivations and game preferences.

Factoring out Mathematics Anxiety

Danielle M. Bevan, Ali Bicer, Aaron Nichols, Matthew Monroe, Cassidy Caldwell, Elizabeth Compean & Julia Calabrese – Texas A&M University

The purpose of the study was to examine contributing factors of mathematics anxiety. Meece,

Wigfield, and Eccles (1990) found, “Mathematics anxiety is most directly related to students’ math ability perceptions, performance expectancies, and value perceptions” (p. 60). The researchers found the factors of mathematics anxiety to be important because anxiety affects mathematics performance levels. Researchers performed a meta-synthesis over current research to determine the contributing factors of mathematics anxiety. Researchers discovered the common factors to be gender, age, their environment, and how much they value mathematics. Further research can be conducted to understand and lessen mathematics anxiety.

The STEAM behind STEM

**Katherine N. Vela, Ali Bicer, Erica S. Lohmann, Sabrina Rodriguez, Ricardo Astorga, Aamir Fidai, & Robert M. Capraro – Texas A&M University*

Science, technology, engineering, and mathematics (STEM) lessons have been incorporated for years in schools. Researchers now advocate to explicitly incorporate the arts in STEM, creating STEAM, to expand students’ learning experiences. This study will determine if STEM activities, which inherently include the arts, will have a positive effect on participants’ desires to be creative. Participants (N=97) attended a STEM camp and were given a pre- and post-survey. Pre- results indicated high levels of interest in being creative. Post results show mean scores increased, proving that STEM curriculum may enhance students’ interest in the arts.

W2.6 Paper Session **2:20p – 3:35p** **Bienville B**

Instruction

Discussant: Marcie Reynolds – Midwestern State University

If Not English Teachers and if Not Mathematics Teachers, Then Who?

Kimberly Ann Currens – Texas A&M University

Avid readers throughout middle school and high school are taught to analyze various literature forms, including “technical” works. This research, a qualitative analysis in the form of a case study grounded in naturalist inquiry, used semi-structured interviews to determine the role of English teachers in teaching high school literature. The discussions of eleven different teachers from five different high schools in four Texas cities were analyzed to determine their role in assisting students in developing the ability to utilize a mathematics textbook as a learning resource.

Teachers' and Students Perceptions of Mathematics Teaching and Learning in Semi-departmentalized Upper Elementary Grades

Maria Franshaw – Houston Baptist University

Elementary mathematics is the foundation of future mathematics learning. Education leaders acknowledge the importance of a strong mathematics foundation yet there remains a lack of student mathematics proficiency beginning in early elementary grades. Self-contained and one-teacher-for-all-subjects classrooms in the U.S. are based on a two-hundred-year-old model and contribute to a damaging cycle - students unsuccessful with mathematics become elementary teachers required to teach a subject they do not conceptually understand or enjoy. Semi departmentalization is a viable option for upper elementary classroom structure. This study will fill a gap in research by examining students’ perceptions of the impacts of semi departmentalization.

Karaoke and Its Effect on Reading Comprehension

**Connie Ginnings – Midwestern State University*

The purpose of this study is to see if repeated reading karaoke will increase reading comprehension levels in 4th and 5th grade students with learning disabilities. In addition to increasing reading comprehension, the goal is to give teachers a new tool to use in their classroom to help struggling readers.

W2.7 Symposium Session

2:20p – 3:35p

Bienville C

Igniting Collaborative Ideas for Teacher Professional Development: Four U.S. Teachers' Immersion in Spanish Classrooms

Charity G. Embley, Justin Jackson, Rachel Graham, & Rebecca Crowder- Texas Tech University

Discussant: Stephanie Millett – Texas Tech University

Successful Cooperative Grouping for Special Education Students: Experiences and Explanation for Further Research

The culture of cooperative grouping creates a better environment for teachers and special education students. Watching students in Spain learn alongside students that normally been in isolation in my home country made me wonder about the tools we need for special education students. What did schools in Spain learn about special education that was different from what we learned as teachers? How did they train their students to work diligently in cooperative groups? I discovered that the culture of cooperative grouping is ingrained in the successful holding of classes at Colegio La Milagrosa.

Project Based Learning - 21st Century Learning

A growing trend in the 21st century classroom has been an attempt at Project Based Learning. By combining technology with other modalities, students are interacting with new literacies while collaborating with peers to complete the assignment. Students at Colegio La Milagrosa demonstrated familiarity with Project Based Learning, under minimal teacher supervision and worked through the different stages of the process independently. Schools in the United States can learn from this Spain experience because a Project Based Learning culture can thrive when there is consistency of expectations from students and when cross curricular project planning happens among teachers.

From Missouri to Spain: A Reflection on Race and Second Language Learning

I set my sights on becoming a teacher. This is where my path merges back to Spain and my goal. Growing up in the Midwest, I learned there were only two primary races: African American and White American races. From this journey, I narrate how I begun to understand the plight of students who arrive in the United States with little to no language skills; and who find themselves in a school where only English is spoken. As I learned Spanish, I now truly understand how my students struggled with learning English.

A Reflection on International Collaboration: Bringing Spain Closer to Texas

Teachers can benefit from best instructional practices if they are given the opportunity for international collaboration. The exchange of ideas with my Spanish teacher counterparts made me

reflect on my own practice: What instructional practices in Spain was consistent in all the classrooms? How can I encourage other teachers to use this strategy? The focus on cooperative learning strategies led to high standards of instruction and accountability for both teachers and students. To demonstrate how Spanish teachers, use cooperative learning strategies, I devised a role-playing activity that can be presented in a professional learning community session.

W2.8 Paper Session

2:20p – 3:35p

Royal D

Statistics

Fact-to-face or Online Education, which one is better for Social Sciences Students' Statistics Education?

Liuli Huang – Louisiana State University

Limited qualitative research is available in students' statistics learning preferences, and research on the factors leading to students' learning preferences are rarely discussed. This study seeks to fill this gap by incorporating the qualitative approach in this area, on a focus of social science adult learners. Results indicate that the online learning style is presently inappropriate for the introductory statistics course for adult learners from social sciences. The three major factors to the in-class preference present a barrier for an online learning style, enablers for an in-class learning style, and the nature of statistics as a math natured subject.

A Structural Equation Model of a Modified EGameFlow Scale on Variant: Limits, a Learning Game for Calculus

Steven W. Carruthers – Texas A&M University

The EGameFlow scale by Fu, Su, and Yu was designed to measure the enjoyment afforded by learning games, as framed in Csikszentmihalyi's concept of flow and Sweetser and Wyeth's GameFlow model. However, the verification study on the scale item did not present the implied model culminating in a measure of enjoyment. A modified scale was implemented as a post-gameplay survey in quasi-experimental study on Variant: Limits™. The resulting structural equation model with "fair" fit supports presence of a second order factor, Enjoyability, and the findings of Fu, Su, and Yu's verification study on the scale and Sweetser and Wyeth's model.

Evaluating an Adapted Student Science Interest Measure for Use in Short-term Science Interventions

**Alana D. Newell & Nancy P. Moreno – Baylor College of Medicine*

Although many educational interventions seek to enhance students' domain-specific interest, there is little understanding of how interest develops as a result of an intervention. This is partially due to a dearth of measures designed to capture the developmental process. The current study explored the psychometric properties of an adapted situational interest measure for use in the unique setting of a short-term science education intervention. Although it was anticipated that the measure would have five distinct factors to capture stages of interest development results of an exploratory factor analysis revealed a simpler, two-factor structure of immediate interest and long-term interest items.

Overcoming Common Roadblocks in Academic Writing

Julie Combs, Rebecca M. Bustamante, Susan T. Skidmore, & Nara Martirosyan – Sam Houston State University

Researchers frequently encounter roadblocks in the academic writing process that can lead to frustration and delay productivity. Some primary roadblocks include selecting a research topic, building a compelling and well-integrated argument, managing the literature review process, and developing a consistent writing practice. In this session, experienced research/writing professors will share several strategies for overcoming these typical roadblocks. Participants will take away ideas for minimizing roadblocks in their own academic writing.

Science Education

Discussant: William Jasper – Sam Houston State University

Contextual Influences of Career Development of Minorities in Science, Technology, Engineering, and Mathematics: A Mixed Methods Study

Audrey C. Meador – Texas Tech University

This explanatory mixed methods study seeks to determine those personal and environmental contextual constructs that contributed to the interest and persistence of a minority student to major in a science, technology, engineering, or mathematics (STEM) field at a rural, regional higher education institution. Utilizing Social Cognitive Career Theory (SCCT) as a theoretical framework, the relationship and the specific experiences with these constructs that influenced interest and persistence in a STEM field by a minority student will be sought. Implications from this research may inform practices in the recruitment and retention of students to the STEM fields from minority populations.

Lack of Gender Parity in STEM Careers: A Discourse Analysis

Rebecca J. McElyea – University of Texas at Tyler

Son T. Pham & Donna G. Adkins – Stephen F. Austin State University

When compared to men, women are less likely to pursue STEM majors and careers, a problem which may have roots in young girls STEM socialization both in academic and wider cultural settings. In this qualitative research, we seek to understand the cultural school girls' experience with STEM education. This non-experimental study utilizes a post-critical feminist theoretical framework with a purposeful sample from three Texas schools. Data will be collected using semi-structured interviews and treated via thematic and nonparametric statistical analysis. Ethics of research will be adhered to, including IRB, confidentiality, anonymity, and protection from risk and harm.

Exploring Instructional Practices Perceived to Contribute to Student Persistence in Biology: A Case Study

**Lesla N. Presley – Texas Tech University*

To ensure a strong national presence in the global economy, science, technology, engineering, and mathematics (STEM) graduates are needed to fill predicted STEM career field vacancies. To bolster national numbers of STEM graduates, developing pathways for enhancing student retention in STEM course work; such as, biology, is essential. Employing effective instructional

approaches is key to retaining both adept and struggling STEM students. The purpose of this research study is to gain student perspectives on instructional strategies used in the classrooms and labs of the STEM discipline of biology in which persistent STEM students were enrolled.

W3.3 Paper Session

3:40p – 4:55p

Iberville C

Professional Development

An Investigation of the Impact of Direct Embed Expertise in Best Practices for Reading and Writing on Seven Middle School ELAR Teachers

Charity G. Embley & Tala K. Esperat – Texas Tech University

This exploratory case study focused on the experiences of an instructional coach and the impact of direct embed expertise (in situ academic coaching during or after instruction) in the teaching practices of seven English Language Arts and Reading (ELAR) middle school teachers in rural West Texas. Findings indicate that the implementation of direct embed expertise in school-based professional learning communities positively influences teachers' practices and student engagement in the classroom; and ELAR test results demonstrate the effectiveness of direct embed expertise. Thus, there is considerable implication towards future educational partnerships, ELAR practices, and leadership in professional learning communities.

The Impact of the Teacher Induction Program on Beginning Elementary Teachers' Feelings of Preparedness

Yilan Liu & Nan Wu – Texas Tech University

The teacher induction program has been widely used to increase beginning teachers' self-efficacy. Teachers' feelings of preparedness are considered as the strongest indicator of teachers' efficacy. However, few literatures have explored the impact of the teacher induction program on beginning elementary teachers' feelings of preparedness. This study examined the impact drawing from TALIS data, and found out that the teacher induction program can significantly increase teachers' feelings of preparedness in (a) content knowledge, (b) pedagogical knowledge, and (c) classroom practice.

Five literacy coaches' construction and reflections of coaching conversations with teachers

**Bethanie C. Pletcher & Krystal Watson – Texas A&M University–Corpus Christi*

We will discuss our recent study of elementary school-based reading specialists who also serve in a coaching role and are working out the logistics of serving in both capacities. We analyzed recordings of coaching conversations of each of five such specialists and used our findings to examine how coaches might hone their dialogue skills so that they empower teachers to move to the next stages of reflection and planning.

W3.4 Paper Session

3:40p – 4:55p

Orleans A

Learning

Symbiotic Success: The Value of Integrating Science and Literacy for Struggling Students

Emily A. Holtz & Lynne Walters – Texas A&M University

Common Core mandates that students read more nonfiction. As a result, CCSS aligned curricula now include many scientific texts. Although texts are science-based; teachers have been forced to push science aside to fill gaps created in reading, presenting students with challenges in the areas of vocabulary and engagement. To address this, research was implemented in a third grade

inclusion classroom to gauge the effects on textual understanding with the integration of science and informational texts. Results showed that students demonstrated increases in their understanding of academic vocabulary, interest in informational texts, and scores when writing to an informational task.

Facilitating Children's Conceptual Knowledge of Mathematics through Physical Activity

Kristen N. Lyons & Anica M. Cisneroz – Angelo State University

Initiatives to address academic rigor, performance goals, and standardized test scores usually involve increased seat time and decreased physical activity. Although this reduction in physical activity has led to recommendations to promote positive health outcomes, the decline in cognitive health due to the lack of physical activity has been overlooked. Physical activity boosts cognition by improving executive function, attention, and memory, which leads to academic achievement and makes a direct connection from physical activity to academic achievement. For this project, an early elementary physical activity mathematics curriculum will be associated with an increase in executive function skills and mathematics achievement.

Preschool Children's Perceptions of Engineering

Sara Raven, Diana Al Hussein, & Emel Cevik – Texas A&M University

As engineering standards become more prevalent in science standards across the U.S., it becomes increasingly important that we assess engineering in formal educational settings. In addition, incorporating engineering into curriculum with young children is essential. In this study, we investigated preschool students' conceptions of engineers, engineering, and technology. We found that the majority of students comprehend that an engineer is someone who builds, fixes, and makes things. Few students mentioned that engineers would study things or experiment. Implications of this study focus on integrating engineering curriculum into preschool and early elementary contexts.

Reading Comprehension Disability in Children with Autism Spectrum Disorder and Hyperlexia: A New Dimension

**Leily Ziglari – Texas A&M University*

I have done a meta-analysis study to investigate the proportion of different components of the reading ability to the reading comprehension of children with Autism Spectrum Disorder (ASD) and Hyperlexia. Although variables of decoding and comprehension explain a high proportion of the variance to the reading comprehension, children with ASD and hyperlexia fail in the reading comprehension due to other aspects of the reading ability. Multiple regression analysis was used to answer the research questions. The implication will be used for the educational practitioners, parents, and school teachers.

W3.5 Paper Session

3:40p – 4:55p

Orleans B

Technology

Discussant: Steven LeMire – University of New Orleans

Role of Cybersecurity Professional Development for STEM Teachers: Utility Value for Teachers.

Manjari Banerjee – Texas A&M University

Professional development through engineering and technology project-based learning may be an effective approach for providing teachers support in teaching STEM, and learning STEM

pedagogy. The current study examines the perceptions of 9 high school and junior college STEM teachers regarding the effectiveness of an intensive six week long professional development (PD) program. This descriptive case study uses survey data, document analysis, and field observations to gather information. The goal of this research is to examine the utility of this PD for the participants.

A Policy Development Framework for Learning Analytics Adoption for K-12 Schools

Justin T. Dellinger – The University of Texas at Arlington

Learning analytics is an emerging field of research and practice that holds great potential for increasing the impact of educators and curriculum, reducing costs, and maximizing outcomes for students and institutions. Given the rapid growth of and developing technologies used in the field, implementation will require policies informed by evidence-based, cutting-edge research in order to ensure the effectiveness and legitimacy of the use of learning analytics. Creating a policy development framework holds the potential for maximizing the success of learning analytics adoptions.

Technology Training and Implementation in the Content Methods Experience: Addressing Technology Needs of the Pre-Service Teacher

**Karen E. McIntush – Texas A&M University*

Using technology to engage students in the classroom is encouraged. An ever-present dependence upon technology challenges educators to keep the pace with changes regarding expectations with students and technology. Teachers may use technology on a limited basis, but lack confidence when new technologies present themselves. This study is being conducted to assess the effectiveness of technology training during the Content Methods semester. Targeted areas include preparation of pre-service teachers in the elementary classroom, in the field, and through the support network on school campuses. The goal is to identify deficiencies in technology use and implementation during senior level content methods.

W3.6 Paper Session

3:40p – 4:55p

Orleans D

Higher Education

Bridging the Gap - Using Simulations to Improve Nurse Competency & Transition to Practice: A Causal-Comparative Inquiry

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

Today's hospital environment is more complex while patients move through the system at a much faster pace. Newly graduated nurses are challenged in their first year with the healthcare needs of complex patients. To combat the challenges faced by new graduate nurses, the National Council of State Boards of Nursing has recommended nurse educators develop innovative teaching practices to enhance the newly graduated nurse's transition to nursing practice. This causal-comparative study explores the development of competence in newly graduated nurses analyzing group differences in several program outcomes at a south Texas baccalaureate-nursing program utilizing simultaneous multi-patient simulations.

Writing, Feedback, & Reflection

Kimberly Livengood, Sara Carlisle, & Dara Anderson – Angelo State University

An increasingly diverse student population has been admitted to graduate programs. Additionally, the increase in distance programs has contributed to the diversity of the population

with access to graduate school. Faculty are now faced with find the best way to address a lack of academic writing skills. Appropriate feedback, writing resources and opportunities for reflection embedded in course curriculum can provide the guidance these students need. This study will investigate how purposeful reflection on assignment feedback influences writing skills by analyzing the scores on four written assignments as well as the reflection content.

Effects of Teaching Strategies on Student Success in Introductory Science Courses at a South Texas Community College

Marisela Rodriguez – Laredo Community College

Marie-Anne Mundy, Lori Kupczynski, & Linda Chaloo - Texas A&M University-Kingsville

This study explored whether active learning and student-centered pedagogies such as project-based and peer-led in introductory science “gatekeeper” major courses; BIOL 1306 and CHEM 1311 had an impact on student success rates in STEM fields at a community college in South Texas. The effects and interaction among student gender; and teaching strategies; lecture-based, project-based, and peer-led instruction on the variable of student success as measured by the BIOL 1306 and CHEM 1311 posttest while controlling for the BIOL 1306 and CHEM 1311 pretest, respectively, was analyzed through the utilization of a 2-way ANCOVA. No significant differences were found.

An Analysis of Students’ Understanding of Supply and Demand Graphs in Economics Education: A Qualitative Multi-Case Study

**Volkan Sevim & Serkan Catma - University of South Carolina Beaufort*

In this research report, we will share our initial findings and provide an overview of an innovative teaching lesson for introductory micro- and macro-economics classes that is based on a qualitative multi-case study on students’ understanding of foundational economics concepts, including supply, demand, quantity, price, equilibrium, shortage and surplus, and their graphs.

W3.7 Paper Session

3:40p – 4:55p

Bienville B

Achievement

The Impact of Adolescents’ Reading Performance on Their Writing Achievement at ESL/Bilingual Programs

Melissa Y. Ji, Min Yue, Zhuoying Wang, & Shuqiong Lin – Texas A&M University

Previous studies revealed that Bilingual/ESL programs have positive impacts on students’ academic achievement, and few studies used SAT to measure state-level students’ academic performance in reading and writing proficiency. The purpose of this study is to evaluate the impact of attending bilingual/ESL programs on district-level SAT scores in Texas public schools. The results showed that graduating senior students in Texas from not-bilingual programs attained much statistically better academic achievement in all three aspects of SAT tests than that from the bilingual programs. Overall students’ writing scores positively related to their reading performance, bilingual/ESL programs have positive impact on writing scores.

Effective Research-Based Learning Strategies for English Language Learners

Juanita M. Reyes & James Gentry – Tarleton State University

The objective of the study is to evaluate pre-service administrator’s knowledge of the latest research-based learning strategies and educational approaches to teaching ELLs. Pre-service administrators are asked to complete a pre and post open-ended survey related to research-based

learning strategies. Through textual analysis, the researcher counts the number of items that are critical for ELL instruction for both pre and post survey responses. The non-parametric Wilcoxon signed-rank test will be used to compare frequency counts between the pre-service administrator's pre and post textual responses to the survey. The researcher expects growth between the pre and post responses as a result of the class instruction.

Explore the effectiveness of Texas-Mexico Border Independent School District Prepare Students' Reading Proficiency

**Zhuoying Wang, Shifang Tang, & Yue Min – Texas A&M University*

Using a growth hierarchical linear model, we examined the effect of time, district location and interaction between two factors on how well independent school districts prepared their 5th grade students to read across genres. We found that time, district location were both statistically significant predictors. Texas-Mexico border school districts lagged behind non-border school districts at the initial stage regarding 5th grade students' performance in reading. With time went by, the gap between border district and non-border districts was enlarged. Therefore, we urged there should be more supports and resources provided to border school districts.

W3.8 Paper Session

3:40p – 4:55p

Bienville C

College Students

Discussant: Marsha Sowell – Texas A&M University-Kingsville

Experiences of Underprepared Latinx Students Transitioning to a Four-Year University

Tonya Colunga – Sam Houston State University

This proposed hermeneutic phenomenological study will explore the experiences of Latinx students enrolled in a Freshman Interest Group for underprepared students at a 4-year university. Previous research has indicated that learning communities offer promising results in student persistence and multiple measures of academic achievement, but the increasing implementation of learning communities necessitates a closer examination of how this intervention affects Latinx students in particular. Rigorous examination of all aspects of developmental education is imperative to the success of underprepared students, but practitioners in the field need data on particular programs and their impacts on racial and ethnic minorities, as Latinx students are overrepresented in developmental education.

Differentiating At-Risk Student Status by College-Readiness Variables

Brian Flores – Sam Houston State University

Examined in this study were differences in at-risk student status by college-readiness variables for 220,706 high school students in Texas. Variables under investigation were Mathematics college-readiness, Social Studies Commended Performance, Reading/ELA college-readiness, Science Commended Performance, economically disadvantaged, English Language Learners, ethnic membership, and student gender. Using Texas statewide data, students who were at-risk statistically significantly underperformed their peers who were not at-risk in mathematics, reading, social studies, and science college-readiness. Students who were economically disadvantaged, English Language Learners, and students of color (i.e., Blacks and Hispanics) were more likely to be at-risk than their peers who were not at-risk.

Korean University Students' Perception of and Satisfaction with English-mediated Instruction (EMI)

Haemin Kim – Texas A&M University

English-mediated instruction (EMI) is widely implemented in Korean higher education. However, previous studies indicate that Korean medical and engineering students' satisfaction of taking EMI classes as well as their perception of effectiveness of EMI vary. 100 Korean university students who are currently majoring in diverse fields will participate in this study to examine their satisfaction with and perception of effectiveness of EMI courses and the relationship between their satisfaction and perception and diverse classification of college. A questionnaire survey will be conducted among the undergraduate students from different colleges ranging from engineering to language arts.

Nuthin' but a Marketing Thang: Remixing College Advertising

**Jerrell Sherman – Sam Houston State University*

This study seeks to investigate the use of hip hop as a marketing tool in higher education by examining prior research on how corporate businesses have been successful utilizing hip hop as a marketing tool. Despite the use of hip hop in business, little research has been completed on hip hop being used as a form of advertising or branding for colleges. Instead of young people looking to attend college, some are making the decision to attend trade schools to establish careers or deciding to be entrepreneurs. This is not to say that going to college is seen as being an unwise thing to do, but signals that higher education must look to rebrand itself and recruit new students in new and unconventional ways. The goal of this study is to add to the growing research on hip hop being viewed in a respectable manner by researchers and institutions of higher education, along with being utilized in higher education to appeal to and support students better.

Thursday, February 15

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

*Registration
Closed During Business Luncheon*

T0.2 **8:00a – 9:00a** **Iberville Mezzanine**

Continental Breakfast

T1.0 Workshop **8:30a – 9:30a** **Iberville D**

Free Workshop

Navigating and Getting the Most from SERA

**Linda Reichwein Zientek & Susan Troncoso Skidmore – Sam Houston State University*

T1.1 Workshop **8:30a – 9:30a** **Orleans C**

*Higher Education
Discussant: Kinsey Hansen – Angelo State University*

LGBTQ+ Issues in Higher Education: A Methodological Meta-Analysis

Andrew S. Herridge – Texas Tech University

In a study conducted by the Association of Governing Boards (AGB), an estimated one million students at institutions of higher education in the United States identify as a member of the LGBTQ+ community (Trammell, 2014). Enhancing the campus climate through increased LGBTQ+ relations can promote retention, academic performance, and campus engagement (Trammell, 2014). This study looks at research on LGBTQ issues in higher education and reviews the methodological approach these studies took, providing an alternative approach for engaging LGBTQ+ participants.

Contact Hypothesis and Reducing Social Desirability Bias on Attitudes Towards Interracial Relationship

Haemin Kim – University of North Texas

Social desirability bias is a major threat to measure individuals' attitudes towards interracial relationships. The combination of list experiment and grid survey is introduced to reduce social desirability bias while contact hypothesis is also discussed to increase positive attitudes towards interracial relationships. As college settings are optimal to practice the contact hypothesis, examining college students' attitudes towards interracial relationships provides a starting point to further researching how to promote cultural diversity.

The Re-segregation of Black Athletes: APR, GSR, and the NCAA's Neoliberal Academic Measures

**Robert D. McDermand & Brittany A. Fish – Stephen F. Austin State University*

As recent pressure to demonstrate academic success has intensified, the National Collegiate Athletic Association has responded by creating its own unique academic success measures, specifically the Academic Progress Rate (APR) and Graduation Success Rate (GSR). As schools have become more sophisticated in manipulating the APR and GSR measures, and with the

economic incentive to perform well in those measurements, the incentive has been for schools to achieve high scores even at the expense of true student learning outcomes. This research explores APR and GSR through the lens of neoliberal social policy and the disproportionate impact those measurements have on black athletes.

T1.2 Paper Session

8:30a – 9:30a

Iberville C

Pre-Service Education

Pre-service STEM Teachers’ Self-efficacy and Preparedness for Teaching Mathematics and Science

Maria E. Diaz & James Telese - The University of Texas Rio Grande Valley

The purpose of this mixed-methods study is to examine pre-service teachers’ self-efficacy and preparedness to teach mathematics and science. Participants were 73 teacher candidates (45 math and 28 science majors). Data sources were surveys, written reflections, and interviews. The quantitative data analysis indicated that there were no statistically significant differences in “Teaching Self-efficacy” by gender, major (math or science) or classification (freshmen, sophomores, juniors and seniors). The qualitative data showed that participants felt confident and prepared to teach. This study is significant because self-efficacy and preparedness are important factors that have an impact on K-12 students’ outcomes.

The Self-Efficacy Beliefs of Pre-service Teachers Regarding Student Engagement, Classroom Management and Instructional Strategies

Aarek Farmer & Tammie Patterson - Freed-Hardeman University

This research presentation explores current research outlining a significant increase in the self-efficacy beliefs of pre-services teachers during three different phases of their student teaching experience. This research was conducted in order to provide EPPs with strategies to increase both confidence and retention of new teachers. Data were obtained from 75 pre-service teachers regarding their self-efficacy beliefs in a) student engagement, b) classroom management, and c) instructional strategies.

Educator Preparation Program’s Effect on Teachers’ Sense of Efficacy for Literacy Instruction

**Corinne M. Valadez, Frank J. Spaniol, & John Hill - Texas A&M University-Corpus Christi*

Teachers’ sense of efficacy, teachers’ beliefs about their abilities to bring about desired outcomes of student engagement, learning has been identified as one of the few teacher characteristics related to student achievement. Since then, researchers have been interested in the origins, measures, and factors cultivating the formation of efficacy. In addition to being related with student achievement, teacher efficacy has been associated with commitment to teaching, teachers’ persistence in the teaching field, and teacher burnout. This research study measured pre-service teachers’ sense of efficacy throughout their undergraduate reading courses in order to pinpoint what specifically affected their sense of efficacy.

T1.3 Paper Session

8:30a – 9:30a

Orleans A

Technology

Teacher-Student Digital Divide: The Need for Formal Digital Mentors

Whitney Baker-Beach – Texas Tech University

There is an existing divide between teachers and students. This divide exists because of the inability to teach, access, and incorporate production-level digital content into curriculum and instruction. Fear of technology, capability differences between student and teacher, using consumer-only applications and lack of learner-centered training for teachers, are a few reasons this divide exists. Extrapolating from the research on mentoring in both the business and educational sectors, this study suggests the creation of a "Formal Digital Mentor". Through differentiated methods and expectations, the mentor/mentee experience will increase literacy in all areas for the 21st Century learner.

Relatedness in the Online Learning Environment

Audrey B. Heron – Angelo State University

Traditional instructional methods of delivery are waning as online education steadily rises to the forefront as the preferred delivery for students striving to access higher education. While there is a wealth of empirical evidence to support strategies that foster students’ autonomy and competence in both the traditional and online learning setting, the availability of varied, research-based relatedness support appropriate for the online learning environment is lacking. Therefore, the purpose of this paper was to review the literature applying Self-Determination Theory to online instructional settings to understand relatedness, its educational impacts on students, and associated support strategies.

Exploring the Impact of 1:1 Technology Initiatives: A Case Study

**Rolando A. Merchán, Kayse Lazar, Robert R. Michaels-Johnson, & Rosemary Ustinoff-Brumbelow – Sam Houston State University*

In this collective case study, the researchers used a semi-structured interview format to explore the perceptions of teachers regarding the implementation of a 1:1 Technology Initiative in the classroom. The data collected were analyzed using the ethnographic study tools of domain analysis, taxonomic analysis, and componential analysis. Study results suggested a 1:1 Technology Initiative has the potential to improve instructional practice and to affect students’ achievement positively in Grades 6-12 classrooms. All study respondents identified specific resources that supported them in implementing an initiative. Implications of the study findings are discussed and suggestions for further research are made.

T1.4 Paper Session	8:30a – 9:30a	Orleans D
Pre-Service Education		

Early Childhood Teacher Beliefs: Did their Higher Education Prepare Them for Reality?

Ashley M. Craft - Texas A&M University

Investing in early childhood education should begin with investing in high-quality early childhood educators. The aim of this study is to understand early childhood educators’ beliefs concerning their education and preparation. Educator preparation programs may no longer be sufficient. Surveys were utilized to assess teachers’ rating of the program they attended and their estimation of how prepared they think they were for their teaching role. Due to a small amount of data collected the results of this study were not statistically significant, but with an expanded participant pool this research could be beneficial and more conclusive.

Understanding and Comparing Preservice Teacher Self-Efficacy for Writing with Writing Achievement

Tracey S. Hodges – University of Alabama

Sharon D. Matthews & Wendi Zimmer– Texas A&M University

Katherine L. Wright – Boise State University

As literacy demands of the work force increase, the field of education must prepare more highly qualified writing teachers to support this growth. The present study seeks to answer a question commonly asked in self-efficacy research: what is the correlation between self-efficacy and achievement? To date, no study has made the connection between self-efficacy for writing and achievement in writing. This research is particularly important for future teachers because K-12 teachers who are more confident in their writing abilities are more effective writing teachers. We analyzed the writing self-efficacy beliefs and achievement of 24 preservice teachers.

Exploring the Reading Habits and Interests of Preservice Teachers Enrolled in a Children’s Literature Course

**Bethanie C. Pletcher & Tomas Espinosa – Texas A&M University-Corpus Christi*

What and how much are our preservice teachers reading? The purpose of this recent study was to determine the current reading interests and habits of undergraduate students enrolled in a children’s and adolescents’ literature course at a regional university. Data consisted of a reading habits and interests survey. We will share findings that may help teacher educators begin to get to know students as readers and encourage greater amounts of reading across undergraduate education courses.

T1.5 Workshop

8:30a – 9:30a

Bienville B

Processing and Analyzing Qualitative Data

Shirley M. Matteson – Texas Tech University

This workshop focuses on the processing and analysis of qualitative data. Data for qualitative studies often comes in simultaneously (e.g., interviews, observations, and documents), so the researcher has to decide what data is processed first. This workshop will present ideas concerning making informed decisions about the processing of “timely,” “fragile” and “sensitive” data. While processing data, the analysis of data naturally begins. An overview of technological tools to analyze qualitative data will be presented, with discussion focusing on hardware and various technologies that can assist in the data analysis process and ensure the trustworthiness of the qualitative study.

T1.6 Workshop

8:30a – 9:30a

Bienville C

Crafting an Employee Gender Transition Program: Lessons from the Community College Field

Demesia Razo – University of North Texas

Kateeka Harris – Texas Wesleyan University

This session will review the planning, policy development, and implementation of a gender transition program at a public community college. Implementation concerns included political atmosphere, college liability, federal guidance, and human factors. Included will be a reflection on institutional transformation in institutional management and leadership of diversity. Understanding how decisions either fundamentally change or simply address issues as they arise

will be discussed. Follow up research under consideration is a case study of the process.

T1.7 Paper Session **8:30a – 9:30a** **Orleans B**

Statistics

Discussant: Sarah Ferguson – Rowan University

Devising an Embedded Assessment for a Learning Game Using IRT Methods to Scale Randomly Delivered Scenario Items

Steven W. Carruthers – Texas A&M University

One goal of learning game design is developing an embedded assessment so that the fun, flow, and engagement of gameplay are not interrupted by overt checks on knowledge. If the game is non-linear, where the target content may be presented in random or semi-random order and dependent on the player's decisions and gameplay, scoring and assessing gameplay and accounting for the impact of each decision by conventional methods is challenging. To address this case, IRT methods are proposed to scale learning game items to a common scale.

Psychometric properties of Four Korean-translated Teacher-Student Relationships and School Engagement Scales

Donghyun Kang – Texas A&M University

To the author's best knowledge, there are no Korean-translated versions of widely used teacher-student relationships and school engagement scales in published studies. The purpose of this study is to examine the psychometric properties of four Korean-translated scales of teacher-student relationships (the Student-Teacher Relationship Scale (STRS-SH) by Pianta (1992) and the Quality of the Student/Teacher Relationship by Davis (2001)) and school engagement (Teacher Rating Scale of School Adjustment (TRSSA) (Birch & Ladd, 1992) and School Engagement Scale (SES) (Fredricks et al., 2004). Confirmatory Factor Analyses (CFA) will be employed to investigate construct validity of teacher-student relationships and school engagement constructs.

Performance of Class Enumeration Indices in Growth Mixture Models with a Time-Varying Covariate

**Jayme M. Palka & Marcus A. Fagan – University of North Texas*

Growth mixture modeling (GMM) is a useful tool for identifying and examining latent classes over a period of time. The correct extraction of latent classes can be dependent upon the type of covariates used. Time-varying covariates (TVCs) can influence class membership but, are scarcely included in GMMs as predictors. The proposed Monte Carlo study aims to assess the accuracy of information criterion (IC) and entropy-based indicators in class enumeration and parameter recovery in GMMs with a time-varying covariate. Suggestions for researchers using ICs and entropy-based indicators when determining the number of latent classes to retain will be discussed.

T2.1 Workshop **9:35a – 10:35a** **Iberville D**

Online Learning: Can It Truly Be Rigorous and Transformational?

Ricardo Montelongo & Paul W. Eaton – Sam Houston State University

Gina Shipley, Kristen Lyons, & Raelye N. Self – Angelo State University

With higher education's history dating back almost 400 years in America, the emerging trend of

online education remains a relatively new concept to teachers and students alike. That relative newness brings understandable concern about content rigor, student engagement, the ability for teachers and students to build strong academic relationships, and student success. Educators representing two leading online masters programs have collaborated to acknowledge and address concerns regarding online course delivery, while also presenting solutions for creating an interactive, engaging educational environment for this emerging population of nontraditional students.

T2.2 Paper Session

9:35a – 10:35a

Orleans C

Higher Education

Student Perspectives of an Online Preparation Course for Student International Experiences

Karen D. Jensen – Texas Tech University

This study examined the effectiveness of an online preparation course for students participating in international experiences. Perspectives were gathered from students who completed the online preparation course and the international experience, and from faculty who facilitate international experiences. Students reported that the course could be more engaging and be country specific. Faculty reported students struggle transitioning from a student identity to a workplace identity and identifying how culture is embedded in everyday activities. Student preparation course investment correlated to their ability to adapt to the host country culture.

Exploring 21st Century Learning Through the Eyes of Adult Students in the Online Educational Environment

Katrina K. Schultz – American College of Education

The purpose of this research study was to explore the lived experiences of adult students in the online learning environment to gain a deeper understanding about higher education in the 21st century. There are many questions about how and why adult students succeed or fail in the 21st century online environment. While the number of adult students pursuing higher education in the online environment continues to grow rapidly, the attrition rates of this population are consistently higher than in the traditional setting. Given rapid increase of adult students seeking higher education in the online environment, alongside higher attrition rates in this population, it is pertinent to understand the experience of 21st century learners who are currently enrolled in or have recently completed online programs. Furthermore, it is essential to gain understanding from the voices of adult students reflective of the diverse population represented in the online learning environment.

Field-based Learning Activities: Connectedness and Preparation in Distance Education

**Twyla J. Tasker – Angelo State University*

Anica Cisneroz – Texas Tech University

With the number of online and distance education courses increasing, programs are forced to create a balance between providing candidates with much needed field experience while still affording them the flexibility and convenience of learning online. In this qualitative study, candidates' reflections on field-based assessments in distance education courses are analyzed for the connectedness to the content and preparation for their professions.

Classroom Culture: The Role of Macro and Micro Mini Societies in Language Classes*Amin Davoodi – Texas A&M University*

This study argues that by utilizing Critical Classroom Discourse Analysis (CCDA) for interaction analysis in language classes, a distinction should be made between macro and micro mini-societies. Actually, the classroom culture should be analyzed by considering a language class as a mini-society with its own discursive norms and paradigms. Therefore, an attempt has been made to create a model in which the cultural mini-societies in classes can be analyzed from two perspectives: and micro mini-societies.

School Leaders' Efficacies and English Learners' Language Growth Go Hand in Hand*Pilar Moreno-Recio & Antonio Corrales – University of Houston-Clear Lake*

The study examined if there were differences between central office administrators', school administrators' and bilingual and English as a second language (ESL) teachers' efficacies when controlling for years of experience with bilingual/ESL classrooms and hours of training on the English language proficiency standards (ELPS). The Leadership Efficacy Questionnaire helped collect efficacy data from 150 school leaders in an urban school district in Texas. Face-to-face interviews captured school leaders' perceptions about the ELPS and the Texas English Language Proficiency Assessment System (TELPAS) in bilingual/ESL classrooms. School leaders' hours of ELPS training, their efficacy and students' English language progress were related.

Review of K-12 Trilingual Education Policies and Practice for Ethnic Minorities in China**Yujuan Shi – Texas Tech University*

The trilingual education policies in China's ethnic minority regions in the latest decade have positively and negatively influenced national K-12 teaching practices. This review outlines the history of these policies that resulted from the entwined political, social, economic and cultural background. It also discusses the problems in the implementation of trilingual education, such as lack of qualified teachers, effective languages curriculum, financial investment, as well as the lag behind legislation for ethnic minority languages. We concluded that current trilingual policies are a tight-loose-tight structure, and they need to be more reasonable and flexible through further research and evaluation.

From Margin to Center: Multicultural Picturebooks for Math, Science, and Social Studies*Montserrat Garay, Frida Arredondo, Dittika Gupta, & Kelly Medellin – Midwestern State University*

In early childhood education, picture-books do not always represent experiences and knowledges of diverse students. This project aims to enhance educational experiences for marginalized students by foregrounding counter-narratives in multicultural picture-books that give voice and agency to characters of color, giving children from diverse backgrounds messages of resiliency, creativity and strength. Teachers are in a unique position to be agents of transformation in the world therefore for pre-service teachers, it is an important task when learning to design curriculum to think about which books to use in the classroom to unsure equity and diversity.

Thus, there study aims at researching about multicultural children’s books that can be tied into content area instruction

The Impact of Creating Math-eos, Digital Stories, on Pre-Service Teacher Technology Attitudes

Dianne Goldsby, Dawn Parker, Lynne M. Walters, & Martha Green – Texas A&M University

The study examined the impact of a problem-solving project making Math-eos (digital videos) on preservice teachers’ attitudes toward technology. Designing math-eos enabled digital technology integration into math and provided the students, who usually used digital media only for socializing and web-based course requirements, with a new tool for learning and teaching

SAFMEDS vs. Online Quizzes: An Action Research Study

**Renee E. Lastrapes – University of Houston-Clear Lake*

In this action research study, two sections of an undergraduate survey of exceptionalities class were taught to progress monitor their own performance on either of two strategies to teach special education acronyms; SAFMEDS and online quizzes, with SAFMEDS showing stronger achievement on the posttest. Social validity data indicated positive student perspectives toward both interventions with negative reactions to the length of time for both procedures. Both groups also indicated that they liked using progress monitoring and all said they would use both interventions with their future classrooms.

T2.5 Symposium

9:35a – 10:35a

Orleans B

Field Experience

Pre-Service Teachers’ Beliefs After Week Long, Intensive, Field Experience in an Urban School

Kathleen P. Black – Texas A&M University

The purpose of this mixed methods research study was to determine if a week long, intensive field experience in an urban high school would result in differences in pre-service teachers’ beliefs about student diversity and self-efficacy of teaching. Secondary data provided from pre-existing course pre/post surveys given during the spring 2017 semester at a large public university in Texas, were analyzed. Significant differences were found in students’ feelings of preparedness and self-efficacy for teaching. Despite no significant differences being found for students’ self-efficacy for working with diverse students, qualitative data showed changes in students’ ideas after completing their field experience.

Impact of Informal Learning Experiences on Mathematics Teaching Efficacy of Pre-Service Teachers

Dittika Gupta & Suzanne F. Lindt – Midwestern State University

Summer camps provide pre-service teachers (PSTs) with an informal learning environment that facilitates learning. Keeping this in mind, the researchers investigated the change in mathematics self-efficacy of PSTs facilitating a mathematics summer camp. Two surveys: the MTEBI and TSES, along with daily reflections were analyzed using a mixed-method parallel convergent research design. Results of this study are support previous research that the informal experiences in a camp setting may benefit PSTs (Tichenor & Plavchan, 2010). In a field where teacher efficacy impacts efficacy of students, developing informal experiences to benefit PSTs may lead to change in mathematics teaching efficacy.

Gaining an Understanding of a Successful Book Introduction Through Experience and Reflection

**Bethanie C. Pletcher & Rosalynn Christensen – Texas A&M University-Corpus Christi*

How can we enhance preservice teachers' understanding of book introductions during guided reading lessons? We will share our recent case study that explored preservice teachers' guided reading book introductions. The participants involved were undergraduate students enrolled in field-based courses at a university. The PSTs' book introductions included picture walks, helping students make connections to the text, and frontloading of visual information. The findings have implications for course instructors to provide examples of book introductions and opportunities for practice.

T2.6 Paper Session

9:35a – 10:35a

Orleans D

Higher Education

Characteristics of a Successful TRIO Student Support Program

Rebecca M. Bustamante - Sam Houston State University

Federally-sponsored student support programs like TRIO programs serve first-time-in-college students and others vulnerable groups. Program directors in a select program submit quantitative Annual Performance Report (APR) data to the USDOE and needed to capture students' perceptions and experiences to identify strengths and areas for further improvement. Three central themes emerged in analysis of case study data (i.e., interviews, questionnaires, documents): Academic Support, Community-building, and Personal Relationships. Results point to the value of specialized TRIO support programs. Results suggested that institution-sponsored student success programs alone do not adequately meet the needs of at-risk college students.

Specialized Support Services for International Students: What some U.S. Universities Offer

Nara M. Martirosyan, Rebecca M. Bustamante, & D. Patrick Saxon– Sam Houston State University

Researchers identified and described the types of academic and social support services offered to international students at the top 20 U.S. universities cited in the Institute for International Education's 2016 Open Doors Report for consistently attracting and retaining the greatest numbers of international students.

A Quantitative Study of the Relationship Between Athletic Spending and Institutional Enrollment Measures in FCS Athletic Institutions

**Robert D. McDermand – Stephen F. Austin State University*

There is an absence of an economic model that predicts or demonstrates the relationship between collegiate athletic spending and FCS institutional admissions outcomes in the period between 2003 and 2015. Using a panel data regression analysis, this study explored the relationship between intercollegiate athletics and college enrollment of schools situated in the Southland Conference, a mid-major NCAA Division I athletic conference, during the period between 2003 and 2015. Specifically, the researcher examined whether institutional athletics expenditures have an impact on the number of applications, enrollments or quality of applicants at each of the universities within the Southland Conference.

Comparison of Variance Estimators in Random-Effects Meta-Analysis*Peter Boedeker – University of North Texas*

Random-effects meta-analysis, appropriate for most applied settings, is based on the assumption that a distribution of true effects, often taken to be normal, exists in the population. While most meta-analysts interpret the mean of the true effects distribution, the variance provides distributional information that a simple mean cannot. Nineteen methods of variance estimation were compared by simulation in regards to bias and mean square error over varying conditions of: number of studies per meta-analysis, sample size within each study, and true variance. Restricted maximum likelihood outperformed other estimators under most conditions and is recommended when conducting a random-effects meta-analysis.

Classical Test Theory and Item Response Theory: Comparison Using the Statistics Anxiety Rating Scale*Thomas DeVaney – Southeastern Louisiana University*

This research provides a brief introduction to classical test theory (CTT) and item response theory (IRT), including dichotomous versus polytomous models and parametric versus nonparametric models. Data from approximately 3,400 responses to the Statistics Anxiety Rating Scale will be used to illustrate the examination of psychometric properties using CTT, parametric IRT, and non-parametric IRT techniques. Discussion will address the similarities and differences in findings and conclusions based on the different analyses.

Investigating Error Distribution from Categorizing Item Response as a Source of Variability in Trait Estimates**Noah Padgett – Baylor University*

"In this simulation study, the impact of error from categorizing responses on the resulting trait score estimates in the Graded Response Model is examined. Evaluating responses from attitudinal assessments that use ordinal force choice items such as a Likert-type response to create estimates of a latent trait is common practice in psychological and educational research. Using categorical responses adds error into the estimation of trait scores is insufficiently addressed in current methods. The impact of known error distributions is assessed, and implications for determining cut-off scores in various applications are discussed."

Approaching EdD Program Redesign as a Problem of Practice*Lesley F. Leach, Juanita Reyes, Credence Baker, Jordan M. Barkley, Don M. Beach, Ryan Glaman, J. Russell Higham, Kimberly Rynearson, Mark Weber, & Todd A. Farmer – Tarleton State University*

As members of the Carnegie Project on the Education Doctorate (CPED), universities across the United States are restructuring EdD programs to better prepare professional practitioners with the practical skills and theoretical knowledge needed to improve the educational environments that they serve. The hallmark of these programs is often the dissertation in practice, a scholarly investigation for which students define a problem of practice and then systematically test

solutions to that problem. In this study, we investigate the experiences of university faculty participating in the redesign of an Educational Leadership EdD program who approach the redesign as a problem of practice.

Perceptions of Students on Experiences in an Online Doctoral Program

Burhan Ozfidan, Radhika Viruru, & Ambyr Rios – Texas A&M University

The purpose of this study is to provide an opportunity to share students' experiences as part of an online program. There are 51 participants in this study. The study focused on three aspects of the program, namely faculty social and cognitive presence. The results indicate that students expressed mostly positive feelings about the program and the program content. Students also indicated that although they would welcome more opportunities to be involved with and made to feel a part of the larger university community, they also cherished the ability to form social relationships on their own terms.

The Journey From K-12 Teacher to Professor of Education: An Illustrative Case Study

**Marsha D. Sowell – Texas A&M University-Kingsville*

Given the increased need for professors of education, and the pre-requisites for having teaching experience and holding a teaching certificate, it stands to reason that the majority of those individuals seeking a position as a professor of education will come from a background as a K-12 educator. Currently, there is little research on the experience of the transition from classroom teacher to professor of education (Page & Jenks, 2012). The purpose of this qualitative project was to provide a detailed, descriptive insight into the experience of the transformation from a K-12 teacher to a professor of education in a university.

T2.9 Special Session

9:35a – 10:35a

Royal D

SERA Initiatives for Doctoral Students and Assistant Professors

Jana Willis & Michelle Peters – University of Houston-Clear Lake

This session provides information regarding the Research Grants opportunity as well as the Early Career Faculty Initiative. The early Career Faculty Initiative will focus on the establishment and sustainability of a mentoring network.

2017 SERA Early Career Research Grant Winner—Assistant Professor

Faculty Survey of Teaching Strategies for Applied Social Statistics

Sarah L. Ferguson, MaryBeth Walpole, & Madji Fall – Rowan University

The present paper details a survey of faculty teaching applied social statistics courses. The survey explores faculty perceptions and use of recommended strategies from the literature, perceived barriers to student success, and general recommendations for instruction in social statistics courses. Results indicate some consistency in practice with the recommendations in the literature, but a lack of consistency was noted for use of student reflections, humor in the classroom, and other recommended approaches. Barriers and general recommendations are also presented and explored.

2017 SERA Early Career Research Grant Winner—Doctoral Candidate

Understanding Student Teachers' Professional Identity Transformation Through Metaphor: An International Perspective

Gang Zhu – Texas A&M University

This paper traces 120 student teachers' professional identity transformation during the practicums in China, US, and Spain. By eliciting the participants' 240 written metaphors at the start and the end of the teaching practicums respectively, this study reveals the change of the embodied metaphors revolving around four arenas: (1) from idealistic expectations of teachers' roles to authentic perceptions; (2) from the felt inadequacy of professional knowledge and capability in teaching to varying professional growth; (3) from the transition shock to professional identity adjustment; and (4) the dynamic relationship with the school-based mentors. Meanwhile, this project found that the Chinese, American, and Spanish student teachers' professional identity transformation is a continuous process of interpretation and re-interpretation of professional experiences, which involves the interaction between person and socio-political context. The process is also idiosyncratic and is replete with identity construction. Implications for facilitating student teachers' professional identity transformation are discussed.

T3.1 Workshop **10:40a – 11:55a** **Iberville D**

Innovations in Missing Data: Planned Designs and Techniques

Steven R. Chesnut – The University of Southern Mississippi

This workshop will introduce and discuss the nature of missing data, their influence on the results of our studies, and how we can purposefully integrate planned missing data designs to enhance our data collection efforts when engaging in survey and (quasi) experimental research. We will begin with an introduction to the mechanisms that cause missing data and then move into the application of one of these mechanisms, missing completely at random, to construct multiform questionnaires. We will discuss the appropriate conditions for using planned missing data designs, how to construct multiple forms of a questionnaire, and then review your options for recovering the data that was intentionally not collected. Graduate students and faculty who are interested in innovative quantitative techniques will be introduced to and walked through the process of applying a planned missing data design, and be presented with approachable readings to facilitate the use of this technique.

T3.2 Paper Session **10:40a – 11:55a** **Orleans C**

Curriculum, Achievement

Discussant: James Hardy – The University of Texas at Arlington

A Synthesis of Tutoring Meta-Analysis Research 1982-2016

Matthew J. Etchells – Texas A&M University

Tutoring has become common place in educational system and has an expected global private net worth of \$102.8 billion by 2018 (www.forbes.com). However, there is limited research focused on the outcomes of tutoring on a macro scale when compared with the accountability measures seen on standardized curriculum. Under Title I tutoring has become a panacea for No Child Left Behind, (NCLB), raising the need to understand effective treatments of peer tutoring, after school supplemental services, private tutoring, and intelligent tutoring systems which lead to preferable achievement outcomes of tutoring is imperative to sagaciously allocate funding and serve students' academic needs.

The Development of Foreign Language Offerings in the State of Texas from 1921-1951

Karla A. Garza – Texas A&M University

This study provides evidence of the academic offerings in languages, both modern and classical, that were available to children attending Black and White schools in the State of Texas in the early to mid part of the 20th century. The findings presented in this paper will provide a more nuanced understanding of the development of language education of Texas youth between 1921 and 1952.

Novice Teacher’s Mentoring: Perceptions Across Program Designs from the State of Texas

**Rebecca Morris & Rosilyn Jackson – Stephen F. Austin State University*

Many public schools in the nation and in Texas suffer from low teacher retention, contributing to low academic achievement. In this mixed-methods research, we seek to understand how novice teachers, their mentors, and their leaders perceive mentoring across a variety of program designs (formal, loosely formal, and informal) and district variables. This non-experimental study utilizes a democratic theoretical framework with a purposeful sample from three Texas school districts. Data will be collected using surveys and treated using thematic analysis and nonparametric statistics. Ethics of research will be adhered to, including IRB, confidentiality, anonymity, and protection from risk and harm.

T3.3 Paper Session

10:40a – 11:55a

Iberville C

Curriculum & Instruction

Citizenship and Democracy in Texas Social Studies Curriculum

Rebecca M. Bustamante – Sam Houston State University

An understanding of citizenship is essential to education in a democratic society. In this Delphi study, a select sample of expert civic education scholars’ were surveyed regarding their definitions of citizenship and democracy through three rounds of surveys until consensus was reached. Results then were compared with a document analysis of the citizenship strand in the social studies’ Texas Essential Knowledge and Skills (TEKS). Experts’ definitions reflected critical dispositions, whereas citizenship and democracy in the TEKS were less critical and democracy references were limited. Implications are evident for policy makers, curriculum writers, administrators, teachers, and teacher educators.

Curriculum exposure and Student Reflection on Social Problems: Preliminary Findings from the Monitoring the Future Study

Mario A. Martinez – University of New Mexico

Problem: The effect of student curriculum tracking upon students reflective capacities is unknown. Theoretical Framework: Dewey's (1910) theory of school conditions and thinking. IVs: grades, parent education level, curriculum program. DVs: students thinking about social issues. Methods: 3 way ANOVA. Results: preliminary results show mean differences between high school students by program of study. College Prep Mean= 3.05, sd = 0.95, General Study Mean= 3.10, sd = 0.99, Vocational= 2.92, sd = 0.93, Other mean = 3.32, sd = 0.92. There were no interactions between grades and parent education level. Conclusion: the results show a relationship between program of study and reflection on social issues.

Stressed Roots: Civic Education in Elementary Schools

**Marcie L. Reynolds & Angela Cartwright – Midwestern State University*

Exploratory research is needed to address the lack of civic education in public elementary schools. Investigation of teachers' practices, attitudes, and ideas about civic education builds an empirical foundation. Subsequent research will target teachers in districts with sponsored civic education programs. Findings from comparative analyses will be used to inform policy proposals.

T3.4 Paper Session

10:40a – 11:55a

Orleans A

Science Education

The Role of Informal Mathematical Algorithms at the Secondary and Postsecondary Levels

Vic Cifarelli & David Pugalee – University of North Carolina at Charlotte

The role that algorithms should play in mathematics teaching and learning has been a contentious topic of debate in mathematics education (Fan and Bokhov, 2014). In order to contribute to this debate, the current paper addresses the role of student invented algorithms in building a conceptual foundation for formal patterns through problem solving (Cai, Moyer, & Laughlin, 1998). Our examination compares examples of student invented algorithms at the secondary and post secondary levels. Drawing from episodes of student work we provide an analysis that documents and explains the important connections between informal patterns and formal algorithms.

The Spin on Fidget Spinners

Michael S. Rugh & Mary Margaret Capraro – Texas A&M University

Can spinning toys be used in informal physics settings to teach 7th-12th grade students physics? Middle and high school students at a STEM summer camp played with spinning toys and wrote down observations and questions about their experience. Their observations were analyzed and categorized by informal language, formal language, misconceptions, and statements that showed interest. While playing with the toys, the students made connections to prior knowledge and observed unfamiliar physics concepts. The implication of this study is that teachers can use spinning toys to uncover misconceptions, discover prior knowledge, and to teach rotational motion.

Science in the STEM Curriculum: Building Hands-On Learning Opportunities for Kindergarten Students

**Sandy K. Watson, Brenda G. Weiser, & Jana M. Willis – University of Houston-Clear Lake*

Previously, University of Houston-Clear Lake and Deer Park ISD designed, developed, and reviewed a STEAM (STEM with integrated Arts) based multimodal curriculum. Curriculum was foundations of social constructivist pedagogical strategies and science and engineering processes were used to explore curriculum impact on underserved kindergarten students' school academic achievement and readiness, levels of literacy learning, cognitive development, and social/behavioral performance. Researchers designed, developed, implemented, and evaluated a series of STEAM based integrated science activities for incorporation into the STEAM curriculum. This session provides participants with outcomes from data sources including classroom observation, researcher notes, science content pre/post assessments, and teacher interviews.

The Shadow of Politics on Minority Children’s Education: A Case of Kurdish Speakers in Turkey

Amin Davoodi – Texas A&M University

By analyzing the policies of the Turkish government and the media toward Kurdish as a minority language, this study focuses on minority children and their needs to educate in their mother tongue. By critically reviewing the literature, analyzing census documents and available public interviews with the Turkish officials, the results of the study revealed that the Turkish government has banned the use of Kurdish as a medium of instruction and still does not welcome Kurdish in the education system regardless of the policy reforms. Therefore, Kurdish minority speakers are deprived from their right to educate in their mother tongue.

Educational needs of a growing community in the United States: A multiple-case study of private Islamic schools

Batool Haq – Texas Tech University

This paper is based on a multiple-case qualitative study that examined American-Muslim parent expectations for their children’s education, parent influence in the school, and the school response to this influence at three Islamic schools. The foremost parent expectation that emerged from the data was the provision of an Islamic and safe environment that is consistent with their belief system and allows their children to learn and practice their faith. Additionally, parents stressed their expectation for the quality academics and utilized different channels to exert their influence in the school. The schools strongly resisted parent influence in school decision-making.

Where is my Mother Tongue? Kurdish Minority Children’s Education in Iran

Shakiba Razmeh – Texas A&M University

Kurds are one of the seven main ethnic groups in Iran. However, they are not allowed to educate in Kurdish. Thus, this study tries to investigate the rationale behind such decision by Iran’s officials. To do so, various sources, including public interviews, census data and related articles were analyzed. The result of the study revealed that the justification is that Kurdish is the symbol of separationist groups. The paper also discusses some of the challenges that mother tongue deprivation has created for Kurdish minority children.

Muslim Women’s Perspectives on Parenting and Schooling in Qatar and Texas

**Radhika Viruru & Nazneen Askari – Texas A&M University*

This paper presents data from a qualitative study of Muslim mothers in Texas and Qatar regarding perceptions of parenting and schooling. Over 300 women in both locations were surveyed and follow up qualitative interviews were conducted. Participants mostly described themselves as busy, stressed and over-worked. This was more evident in immigrant families, where significant time also had to be spent on inculcating cultural and religious values in children. Participants also expressed frustration about a lack of understanding of the needs of Muslim children in schools. Many participants believed that schools could go further in extending support to their children.

*Learning**Discussant: Alfred Boyd Jr. – Mississippi Valley State University***Examining Teacher Perceptions of Student Agency in the English Language Art Classroom: A Case Study***Abbey Matatall, Maxwell M. Holmes, & Codi Fowler-Freeman – Stephen F. Austin State University*

As part of research in progress, the researchers will conduct a case study in order to investigate teacher perceptions of student-teacher power relations in three 9th grade English language arts classrooms. The convenience sampling will consist of three ELA teachers from separate Texas independent school districts. Employing a structuralist viewpoint and a Foucauldian lens, researchers will create interview questions for the teachers in an effort to understand their perspective of teacher-student power relationships in the classroom. Classroom observations will also be conducted with close examination of the discursive practices occurring.

Egocentrism Masks Critical Thought*Stacy J. M. Fox & Brandi S. Jones – Texas Tech University*

Egocentrism is a devotion to one's own thoughts and beliefs. Whether it is an egocentric teacher or student, the idea can negatively impact other students in a classroom if the behavior is not recognized and corrected. Historically, egocentrism created a banking system in the classroom, stifling critical thinking and fostering a relationship of an oppressor and oppressed. However, teachers and students can overcome egocentrism with the recognition of and adherence to the trait for critical thinkers. With education, egocentric thinkers can shift to developing the skills of "challenged thinkers."

The Effects of an Increased STEM Focus on Campus Climate and Achievement in Rural Texas Public Schools*Jeffrey W. Keese – Texas A&M University*

In response to a growing achievement gap between American students and those from other schools around the world in the subject areas of science, technology, engineering and mathematics (STEM), many state and local education organizations have designed initiatives and educational programs to help improve instruction and student achievement in those areas. When the Texas Education Agency joined with Educate Texas to promote the formation of special classes of public school campuses such as the T-STEM Academies and Early College campuses, many school districts applied for these designations and the additional support and funding that accompanied them. Some attention has been paid to the academic results of these school reform efforts, but how do these programs affect the attitudes of teachers and students regarding their schools and the campus climates? What unique challenges and solutions face rural schools in attempting to implement successful programs in this area? This study will explore the effects of the new focus on improving STEM education on the campus climate of rural schools in the state of Texas.

Cultural Lived Experiences of Newly Arrived Immigrant Students: An Exploratory Study**Janie L. Snyder, Evelyn Saucedo, & Earrick Stigall – Stephen F. Austin State University*

Newly arrived immigrant students coming have limited academic performance compared to peers. In this mixed-methods research, we will investigate the culturally lived experiences of

newly arrived immigrant students, in relation to their academic success via different voices (students, parents, and teachers) and across different variables. This non-experimental study utilizes an acculturation theoretical framework with a purposeful sample of students from two Texas school districts. Interviews will be conducted and analyzed via coding and thematic analysis. Other data will be analyzed using nonparametric statistics. Ethics will be adhered to, including IRB, confidentiality, anonymity, and protection from risk and harm.

T3.7 Paper Session

10:40a – 11:55a

Bienville B

Effective Schools

Elementary Campus Leaders' Technology Communication with Stakeholders

Heather Bowman & Jana Willis – University of Houston-Clear Lake

The purpose of the study was to determine Texas elementary school administrators' practices and perceptions of using social media to communicate with stakeholders and explore recommended social media communication practices. Findings revealed the social media tools used by elementary school administrations in addition to comfort levels, perceived effectiveness, benefits, concerns, and recommended practices. Participants reported social media as an effective communication tool that can promote positive public relations. However, more professional development was recommended to promote effective implementation and responsible use. Research findings will support the progression of principal communication practices to develop social capital with stakeholders.

K-12 Superintendents Use and Barriers to Use of State Longitudinal Data Systems to Improve Classroom Instruction

Steven LeMire – University of New Orleans

The purpose of this study was to assess how an educational cooperative was using a State Longitudinal Data Systems (SLDS) and to identify the barriers of use to positively influence educational practice. Superintendents from an educational cooperative were surveyed on how their administrators and teachers used SLDS. Superintendents reported important barriers to use of SLDS was lack of training and lack of perceived need to use SLDS. Key implications are that more professional opportunities that include practical success models from schools that are currently using SLDS need to be made available.

Principally Unsustainable

Jessica Varner & Sara Gutierrez – Texas Tech University

This study analyzed the interview transcripts of a research-practice partner functioning as a literacy teacher educator (LTE) in a K-12 school to determine elements emphasized in her reflection. A framework for successful partnership (Maloy & Jones, 1987) guided analysis of the data. Findings showed that the LTE's reflections focused primarily on her relationship to the teachers on campus. Less time was spent reflecting on her interactions with administrators.

Perceptions of Adequacy of the Technology Support System

**Mark Weber – Tarleton State University*

Research over the last ten years suggests in order for technology integration to be fully accepted in the classroom, the teacher needs to be a key stakeholder in the adoption process to create and maintain a technology-rich learning environment (e.g., Arrowood et al., 2010; Ertmer et al., 2012; Vannatta & Banister, 2009). However, nearly three out of four school leaders say they don't have

enough IT staff to support their needs effectively, according to survey data collection. Fifty-five percent of respondents said they can't maintain their network adequately, 63 percent said they can't plan for new technologies, and 76 percent said they have trouble implementing new technologies (Stansbury, 2008). The perception of adequate vs inadequate tech support may exist between and among district and campus level personnel. This study will examine the possible differences in perception regarding technology support within a public school district and how identified differing perceptions may be used to improve the tech support system within the district.

T3.8 Symposium Session

10:40a – 11:55a

Bienville C

Greater Than The Sum Of Its Parts: Co-Constructing Undergraduate Research Opportunities

Danielle Bevan, Lynn M. Burlbaw, Robert M. Capraro, Eliel Hinojosa Jr., Rachel K. Turner, & Katherine Vela – Texas A&M University

Discussants: Robert M. Capraro & Lynn M. Burlbaw – Texas A&M University

Inspiring Inquiry: Developing Graduate Leaders Through Undergraduate Research

Definitions of leadership vary and, while context drives the style of leadership expressed, great leaders always serve and inspire those they lead. Graduate students leading undergraduate research teams have the unique opportunity to serve in roles traditionally reserved for professors. While professors recruit or assign graduate students to work on projects in the traditional research relationship, this model requires the graduate student develop, recruit and lead a team of undergraduate researchers through the entire process. Manak and Young (2014) identified time as the number one impediment preventing faculty from developing undergraduate researchers. Therefore, the development of graduate student research leaders is essential to diversifying and expanding the knowledge base of teaching and learning. This paper will speak to the challenges and, most importantly, the benefits of developing leadership skills amongst the graduate student corps. The resulting propensity for graduate leaders to emerge as mentors will undoubtedly foster research gains and an aptitude for more quality contributions to the knowledge base.

A Meeting of Minds: Forming Interdepartmental Connections Through Undergraduate Research Opportunities.

Participating in research experiences allows undergraduate students to augment their writing, presentation and inquiry skills. Additionally, assembling with other undergraduates outside of their own department or field of study, for a common goal, enhances their ability to develop communicative skills across disciplines. Interdepartmental teams of undergraduates are formed when team leaders recognize the importance of cross-discipline interaction, teamwork, and networking. Team leaders of undergraduate research teams can be undergraduate students, graduate students, faculty or staff. While other papers within this symposium explore the benefits for undergraduate students, this paper investigates the benefits afforded graduate students and early faculty members leading undergraduate research teams. Gevertz, Kim & Wares (2017) express how leading undergraduate research teams supports junior faculty members developing their tenure portfolio. Further, they discuss how graduate students leading undergraduate research are given a chance to merge their pedagogical knowledge with their research knowledge, a skill likely to be valued by future, hiring universities (Gevertz, Kim & Wares, 2017). This paper will offer suggestions for mentoring undergraduate research teams with a variety of departmental backgrounds. We will also highlight the benefits of leading undergraduate research for graduate students and junior faculty members.

Recruiting and mentoring undergraduate researchers

Being a graduate student leading a group of undergraduate students in research can be both rewarding and challenging. Leading undergraduate researchers early in one's graduate career can help the graduate student learn their strengths and weaknesses in leading a group to achieve a product. Dorff, Henrich, and Pudwell (2017) believe there are six fundamental steps to successfully mentoring undergraduates: picking out a research problem, recruiting members, setting expectations and group dynamics, starting the research and moving it forward, helping students develop communication skills, and preparing for the future. Understanding the techniques necessary to maintain a collaborative team will make for better results and more products. Recruitment of undergraduates as a graduate student can be difficult, but methods of recruiting include reaching out to past students, speaking with faculty who interact with undergraduates, and finding a university-wide research recruitment event (Dorff, Henrich, & Pudwell, 2017). This paper will explore effective methods and limitations to recruiting and mentoring undergraduates to becoming successful researchers.

I have undergraduates, now what?

Although numerous studies have been published regarding the benefits for undergraduates who participate in research, few researchers have discussed the benefits for the facilitator, and even fewer have focused on how to effectively incorporate undergraduates into research projects. In this paper, we will discuss how to competently implement and structure your team meetings to model effective research practices. First, both the undergraduates and the facilitators must see undergraduate research as a collaborative project and routinely communicate with one another about their progress (Multhaup et al., 2010). Next, because most undergraduates are unfamiliar with the process of research, the facilitator must scaffold and induct the undergraduates into the research process. We will propose an outline of strategies for developing a research process that is both understandable and reasonable for your undergraduate assistants. Through this process, undergraduates will be prepared for involvement in every aspect of the research process and will learn to write the different sections of a research manuscript as well as understand the stages and procedures of writing publications and presentations.

T3.9 Workshop

10:40a – 11:55a

Royal D

“Excuse Me? Did I Hear You Correctly?: Narratives of Microaggressions as Experienced by Junior Faculty of Color in the Classroom

Alonzo Flowers – Drexel University

Rosa Banda – Texas A&M University

Petrar Robinson – Louisiana State University

Jesus Cisneros – The University of Texas at El Paso

The inequality that resides in the quality of classroom experiences of faculty of color when compared to majority faculty is indisputable (Boysen & Vogel, 2009; Harlow, 2003; Pittman, 2010; Sue et. al, 2011). This interactive symposium seeks to vividly and candidly depict the classroom experiences of junior faculty of color as a means to create dialogue and generate a critical toolkit on how to handle racial microaggressions. Each presenter will contribute their own perspective pertinent to the racial microaggressions and more specifically, focus on how they handled such occurrences in the classroom. Such perspectives seek to be validated in the larger space of faculty in the Academy.

T4.1 **12:00p – 1:25p** **Iberville A/ Iberville B**
Lunch & Business Meeting

Special Ticketed Event

T5.1 **1:30p – 2:45p** **Iberville C/ Iberville D**
Presidential Invited Address

Dr. Camilla Benbow
Vanderbilt University

T6.1 Fireside Chat **2:45p – 4:00p** **Iberville D**
Fireside Chat

Dr. Camilla Benbow
Vanderbilt University

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

T6.2 Paper Session **2:45p – 4:00p** **Orleans C**
Higher Education

Dreamer Resource Centers: Institutional Supports for Undocumented Students at Hispanic-Serving Institutions

Jesus Cisneros – The University of Texas at El Paso
Alonzo Flowers – Drexel University

The goal of Dreamer Resource Centers is to create a welcoming and supportive environment for undocumented students that will enhance their college experience, build their leadership skills, and promote their mental health and well being. This paper seeks to identify and understand the ways that Dreamer Resource Centers at Hispanic-serving institutions are making supports accessible to undocumented students and how they can be replicated at other institutions of higher education. Drawing from interviews with Dreamer Resource Center coordinators, the explicit purpose of this paper is to understand how Dreamer Resource Centers serve as one strategy for Hispanic-serving institutions to remain socially responsive and uphold their missions of inclusive excellence.

Community College Faculty Perceptions of Intrusive Advising in Student Success

Kinsey O. Hansen – Angelo State University

Community colleges play a significant role in maintaining economic stability in the United States (Davis, 2008). The large student populations community colleges serve, combined with the economic and workforce needs they fulfill, place student success in the spotlight for community colleges. One strategy showing promise in increasing student success by integrating greater communication and faculty engagement through the advising process is intrusive advising. This study explores community college faculty perceptions of intrusive advising and addresses how intrusive advising impacts student success.

Educational Leadership for a New Model of Engagement: A Case Study Analysis of the Dallas ISD and Dallas Community College District Collegiate Academies Partnership

**Zinab Munoz – Texas State University*

This study explored the perspectives of Dallas ISD and Dallas County Community College District employees regarding the successes, challenges, and institutional and leadership traits that support the Collegiate Academies partnership. This strategic educational partnership is engaging K-12, higher education and industry partners to address the need for college graduates in the ever-evolving workforce. The findings provide a blueprint for establishing and sustaining strategic educational partnerships that increase high school and college graduation rates, ultimately enhancing the quality of education and life within the community. The findings provided recommendations to enhance the partnership, which may be used to guide other partnerships.

T6.3 Paper Session

2:45p – 4:00p

Orleans A

In-Service Education

Assessing Content Specific, Pedagogically Sound, Results Based Collegial Coaching to Cultivate Digitally Innovative Teaching Practices

Katie Alaniz & Dawn K. Wilson – Houston Baptist University

Effectual educational leadership involves consistently seeking and implementing innovative professional development experiences for teachers. In today's age of swift technology expansion within educational environments, professional development targeting digital integration represents an area of immense need. Collegial coaching for technology integration enables teachers to benefit from targeted, immediately applicable, pedagogically sound professional growth experiences within the context of their classroom settings. Using a variety of data sources (interviews, a post-coaching questionnaire, and analyses of journals kept by coaches and coached teachers), research presents methods for effectively assessing the impacts of collegial coaching endeavors and reveals highly positive impacts of collegial coaching.

Impact of Student Attitudes from an Integrated Math and Science Teacher Professional Development Program

Carolyn Nichol, Alice Chow, & Maria B. Benzon – Rice University

Ongoing professional development (PD) for teachers can improve student outcomes and attitudes. This study explored how sustained PD using an inquiry-based, integrated approach to teaching math and science can influence student attitudes for two years of data. Using a quasi-experimental design, student attitudinal data analyses using hierarchical linear modeling and linear regression indicated positive gains relative to comparison groups. Results suggest that supporting teachers through a rich, deep, and long-term PD with interdisciplinary and authentic connections can be an effective strategy towards strengthening STEM education.

She That Holds the Flame: Dreamkeepers as Ignition for Preparing Urban Educators

Lakia M. Scott – Baylor University

As the nation's demographic of public school teachers continue to represent a predominant monolithic, middle-class White female teaching force (US Department of Education, 2016), there is a need to increase exposure, perspective, and understandings of what it takes to be a Dreamkeeper. With regard to teacher preparation programs, there is added pressure to identify methods and approaches to increasing understandings about teaching in urban schools. Using the conceptual framework of culturally relevant teaching, this study examined the influence of

seasoned teachers on one novice teacher's perspective about teaching in urban schools.

Exploring the Role of Teachers' Character Strengths in the Cultivation of Productive Professional Learning Communities

**Aaron S. Zimmerman & Stacey Sneed – Texas Tech University*

The objective of the current study was to explore the phenomenon of productive and collegial teacher collaboration using the theoretical frameworks of phenomenology and positive psychology. By drawing on the anecdotes of one teacher's lived experiences within a professional learning community, the authors of this study argue that teachers' character strengths can help to cultivate productive teacher collaboration. The character strengths of open-mindedness, persistence, and teamwork are highlighted as being particularly meaningful in the context of professional learning communities.

T6.4 Paper Session

2:45p – 4:00p

Orleans B

Higher Education

Social Media Utilization with the Texas Higher Education Coordinating Board

Karley A. Goen & Jennifer T. Edwards – Tarleton State University

Due to the importance of higher education within the state of Texas, the Texas Higher Education Coordinating Board has derived the 60x30TX Campaign that strives for 60 percent of the 25-34 year-old Texas workforce to hold a certificate/degree by 2030. This research examined the social media efforts of the 3 largest states (based on population) within the United States to develop best practices for statewide college enrollment.

Attitudes of Hispanic Young Adults toward Disability

Patricia R. Huskin, Christine R. Robbins, & Soyounng Kwon – Texas A&M University-Kingsville

Attitudes of Hispanics are critical in disability studies research. Few studies focus on how younger generations of Hispanic individuals perceive disability. Attitudes of millennial adults may be distinctive demographically. This study examined nuances in perceptions of disability among young Hispanic adults and others based upon cultural identity and ethnic background. Conducted at a Hispanic-serving university in south Texas, the study examined differences in perceptions of ten specific disability types, including: external social attitudes held toward employment, education, and residence opportunities for persons with disability; social interactions and personal relationships. Results are interpreted within cultural frameworks and results of significance reported.

What Predicts Problem-Solving for Incarcerated Individuals? A PIAAC Regression Examination

Rachel L. Renbarger, Gabby Rivera, & Tracey N. Sulak – Baylor University

The purpose of this paper was to investigate relationships between problem-solving ability and characteristics of individuals within the United States prison system. The Programme for the International Assessment of Adult Competencies (PIAAC) dataset was used for analysis, which included information for 1,319 participants aged 16-74. Regression results indicated that offenders' computer use, criminal history, numeracy skills, and literacy skills predicted problem-solving in technology-rich environments. Implications for prison education are discussed.

Faculty Perceptions of Accommodations for Students with Disabilities in Higher Education

**Rebecca J. Tipton & Kristen Padilla-Mainor – Baylor University*

Federal laws, such as the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, are in place to provide necessary accommodations for students with disabilities at the collegiate level. Although legal mandates are in place, college students are not likely to identify themselves as a student with a disability and receive accommodations to support academic success. This study aims to assess faculty knowledge, perception, experience, and willingness to provide accommodations that may substantially influence students seeking support services. Recommendations for faculty training, university policies, and student support initiatives will be provided.

T6.5 Paper Session

2:45p – 4:00p

Orleans D

Higher Education

Understanding Flexible College Instruction in the Time of Natural Disaster: Students' Perspectives in the Case of Harvey

Mimi M. Lee, Trang Phan, Chante White, Koryn Dillard, Kim Little, Rickey Frierson, Gerald Bourdeau – University of Houston

The impact of Hurricane Harvey in 2017 was experienced by the entire city of Houston but the degree of damage varied widely. As a critical qualitative study using reconstructive analysis and critical discourse analysis, this presentation will provide an intimate look at the effort of the largest public research university in the city to achieve a balance between the flexible instruction and the commitment for student success was interpreted by students with varying degrees of personal experiences during and post Harvey.

Out of the Ashes: An Autoethnographic Guide to Transformative Learning

Courtney K. Wilson – Texas State University

Through the lens of transformative learning theory, I propose a realistic roadmap for experiencing and guiding transformation. The application of this autoethnographic account of transformation serves to raise awareness to educators regarding sensitivity to transformation experienced by students and provides a concrete process to deal with transformative learning as it happens. No particular research questions are posed here as this is a collection of experiences from memories, journals, and interviews organized within the cultural context of recovery applicable to transformative learning process and presented as a narrative through autoethnography.

Effects of Traumatic Experiences on Post-Secondary Educational Plans

**Brook T. Roberts & Terra Tindle – Texas Tech University*

The educational effects of traumatic experiences have garnered increased attention from researchers, the media, and policymakers in recent years. The purpose of this paper was to identify the degree to which educators should consider traumatic experiences to predict students' entry and completion of post-secondary plans. Using data from the ELS:2002 data set, a two-factor model positing direct and indirect types of trauma support a good fit. Results indicated those experiencing trauma were more likely to change their post-secondary educational plans.

Bring ‘em Back Kats! Creating Sustainable Professional Spaces to Support Early Career Teachers

Julie K. Herron & Andrea S. Foster – Sam Houston State University

With the recent Federal Teacher Preparation Guidelines (2016), universities are expected to seek feedback from graduates about their programs, resulting in a project that involves university faculty to support novice teachers in the early years of their career. This study examines the role of university-led professional development as an avenue to invite early career teachers to provide feedback to their credential programs about their perceptions of the university as a supporting resource. Early findings indicate our novice teachers are interested in gaining resources and materials for their classrooms as well as opportunities to interact with former professors and classmates.

Community College Transfer Students and their Self-Efficacy for Mathematics Instruction

Monica Wong-Ratcliff & Olivia Modesto – Texas A&M University-Kingsville

With the increase of transfer students from community colleges being enrolled into university teacher preparation program, this study investigated the self-efficacy of the elementary pre-service teachers for mathematics instruction. The findings from the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI) indicated that the elementary pre-service teachers had positive levels of efficacy regarding their mathematics instruction. They also had positive levels of outcome expectancy for their students in mathematics. Moreover, the results from the thematic analysis indicated that majority of the responses emphasized the suggestion to do more hand-on exercises. Another suggestion was to prepare them for the state teacher certification exam.

Community-Oriented Scholarship: Exploring Tensions Experienced by Novice Educational Researchers

**Aaron S. Zimmerman, Stacy Fox, David Goss, Karen Jensen, Melissa Martinez, Courtney K. Wilson, & Sheri Warren – Texas Tech University*

Community-oriented scholarship is an increasingly prominent trend in higher education. Such scholarship forces academics to venture outside of the “ivory tower” and to serve their surrounding community stakeholders. Little is currently known, however, about how such research is experienced by novice educational researchers. The current research described in this proposal sought to explore the tensions involved when novice educational researchers, engaged in their doctoral studies in the field of curriculum and instruction, enacted a project of community-oriented scholarship.

What Research Reveals about Technology, Motivation, and Struggling Adolescent Readers

Kelli Bippert & Andrea Elizondo – Texas A&M University-Corpus Christi

A systematic search of peer-reviewed literature was conducted to identify studies that focus on technology use, motivation, and struggling middle school readers. Among the studies that met the criteria for this analysis, the types of technology used by students were identified among those studies where consistent positive correlations were found. The nature of the technologies used

were those that provided collaborative opportunities and at least limited freedom in how they used the technology to complete assignments or projects. Among the findings of these studies, the themes that most frequently emerged were collaboration and student agency.

Investigating How Well Texas-Mexico Border Elementary Schools Prepare Advanced Readers: A Growth Hierarchical Linear Model

Yue Min, Zhuoying Wang, & Shifang Tang – Texas A&M University

In our study, we examined the effect of school year, school location (Texas-Mexico border vs. Texas non-border area) and interaction between two factors on 3rd grade students' performance on State of Texas Assessments of Academic Readiness (STAAR) test in recent three academic years. We found that time, school location and the interaction were all statistically significant predictors. Texas-Mexico border schools lagged behind non-border schools at the initial stage regarding the percentage of students reaching advanced level. With the time went by, the gap was enlarged.

English Language Proficiency, Reading Achievement, and Instructional Intervention Among Third Grade English Learners in a Randomized Controlled Trial

**Shifang Tang, Yue Min, Zhuoying Wang, Fuhui Tong, Rafeal Lara-Alecio, & Beverly Irby – Texas A&M University*

In this study we explored the impacts of English language proficiency, along with a science-infused English literacy intervention on 3rd grade English language learner (ELL) students' reading achievement. A multiple regression analysis was conducted and the results showed that students' composite English proficiency scores measured by state assessment in school year 2012-2013 and 2013-2014 were significant predictors of their state reading achievement in the school year 2013-2014. We further investigated the treatment effect on students' reading achievement in the school year 2013-2014 when their English proficiency of school year 2012-2013 and 2013-2014 were controlled for. Results indicated that ELLs in treatment condition significantly out-performed their peers in control condition.

T6.8 Workshop 4:05p – 5:20p Royal D

Mentoring Early Career Faculty: Opportunities for Professional Development and Networking

Jana Willis & Michelle Peters – University of Houston-Clear Lake

The SERA Junior Faculty Mentoring 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. Interested persons will have an opportunity to ask questions and meet potential mentors/mentees.

T7.1 Workshop 4:05p – 5:20p Iberville D

Experimental Research: Some Tips for Success

Daniel H. Robinson – The University of Texas at Arlington

This workshop will focus on experimental research in education. Topics will include sample size selection, randomization, control, and replication. Also, the sequence of educational research in terms of methods and iteration will be covered. Finally, synthesis and detective work are necessary to allow experimental research to move the field.

Analysis of Institutional Commitment and Identity Salience on Alumni Giving*Amanda Coleman – Sam Houston State University*

As government funding decreases and tuition increases, higher education institutions are relying on alumni donations to assist with operating costs and student scholarships. This paper will examine the impact of and experiences related to alumni members' institutional commitment, identity salience, and demographics on the alumni members' decisions to financially donate to their alma mater. In addition to helping bridge gaps in the literature, this study seeks to provide administrators with important information related to alumni institutional commitment and identity salience to assist in development efforts.

Undocumented Students and Guidance in the U.S. Higher Education System*Kellie L. Herrin - Sam Houston State University*

Passel, Jeffrey, and D'Vera Cohn (2009) state that although undocumented students had no say in the decision to immigrate or to remain in the United States without legal status, they face tremendous social, financial, and legal barriers. Until the year 2012, these undocumented children had no right to a secondary education and were often forced to work illegally and for jobs with low wages. On June 15, 2012, a new federal policy was put into place by the Obama administration known as Deferred Action for Childhood Arrivals (DACA). This policy has "created new opportunities for about 1.9 million undocumented youth who came to the U.S. before the age of 16, have lived in the U.S. continuously for five years, and have graduated from high school or obtained a GED" (Eusibio, 2017). Qualifying immigrant youth can request a temporary two-year reprieve from deportation and obtain a work permit. DACA also provides beneficiaries a social security number, temporary lawful presence, and a more tangible future in the U.S. Results from this study will show higher education administrators what experiences impact undocumented students the most, as they attempt to make a better life for themselves in the U.S. With this information, administrators will be well equipped to assist the DACA student to navigate through the complicated higher education system.

A Fork in the Road: Learning Outcomes Following Advanced Placement and Dual Credit*Rachel E. Jones - The University of Texas at Arlington*

Although most U.S. high schools provide both Advanced Placement (AP) and dual credit (DC) as routes to college credit, few studies have directly compared student outcomes to contribute to quality guidance information. Even less research exists comparing content-specific college outcomes when college prerequisites are earned in high school. This study will analyze college achievement data according to the method and instructional setting utilized when the prerequisite credit was earned during high school. Results could provide relevant data when families make decisions between AP and DC options in high school.

Seven Principles of Good Teaching in Developmental Math**Amy G. Nabors – Sam Houston State University*

This study will examine faculty and student perceptions of Chickering and Gamson's Seven Principles of Good Practice in Undergraduate Education. The study will focus on faculty who teach developmental math and students enrolled in developmental math. Faculty will be asked to

rate themselves using the Seven Principles Inventory. Students will be asked to rate their instructors using a modified inventory. Comparisons will be made between the two inventories. Additionally, a deeper investigation of communication will be made to examine email use between faculty and students.

T7.3 Paper Session **4:05p – 5:20p** **Orleans A**

Instruction

Discussant: Victor Cifarelli – University of North Carolina at Charlotte

Culture of Discourse in T-STEM Designated Charter Academies

Aziz Koyuncu – Texas Tech University

The data shows that STEM charter schools close the gap in STEM field and there is a growing body of STEM focused charter schools nationwide. However there is not such research conducted in STEM charter schools on discourse culture. This study will address this need and help us to see the discourse patterns that take place in after-school STEM clubs and summer STEM programs. This research will focus on all STEM courses instead of just seeking for discourse pattern in math or science. Finally, I will utilize Danielson’s framework in charter school settings, which is another significance of this study.

Investigating Teachers' Facilitation of 21st Century Skills with Rural High School Students: An Explanatory Sequential Mixed Methods Study

Julie Miller – Tarleton State University

Competing in a global economy (Friedman, 2005), American businesses are calling for a more skilled workforce. U.S. schools maintain below average levels of achievement on international tests. 9 million US students face unique educational and technological challenges in rural settings (Maranto & Shuls, 2012; Wood, Finch, & Mirecki, 2013) and they are less likely to attend college (Johnson, Showalter, Klein, & Lester, 2014). Texas projects the enrollment of rural students to increase to 1 million (Johnson et. al.) With little teacher facilitation of 21st century skills, rural students will have fewer opportunities to develop work-ready communication, critical-thinking, creativity, collaboration, or technology usage skills.

Developing an epiSTEMic Framework: Pursuing STEM Language Learning in Elementary Students Through Making

**Rachel Turner, Jennifer Argueta, Payton Blackburn, Skyler Grau, Sahar Hussain, Anahi Mendoza, & Matthew Ray – Texas A&M University*

This paper will aim to determine how Making can affect bilingual and monolingual elementary school students. The focus will be to determine how students STEM language is developed through the use of Making. We will also analyze how students interests in STEM fields is affected by Making activities. The goal of this paper is to determine how elementary students STEM language and interests can be best supported by teachers.

T7.4 Paper Session **4:05p – 5:20p** **Orleans B**

Technology

Classifying Educational Apps and Examining the Influence on Students' Technology Literacy

Ming-Lii Twu, Jana Willis, & Michelle L. Peters – University of Houston-Clear Lake

The purpose of this mixed methods study was to examine the influence of educational software integration on students' technology literacy. The ISTE Standards for Students were employed as a taxonomy to classify educational software. A purposeful sample of fifth grade core subject teachers at 19 Title I elementary schools were solicited to provide responses to the online survey and to participate in follow-up semi-structured interviews and focus groups. The TLA was administered to all fifth grade students to assess students' technology. Findings indicated higher technology literacy scores in specific technology literacy were reflective of integrating educational apps in certain categories.

Computational Thinking and the Novice Teacher

John A. Underwood, Juana Moreno, & Fernando Alegre – Louisiana State University

In the summer of 2017, eight high school math teachers underwent a five-week-long training on computational thinking (CT) in Baton Rouge, Louisiana. Seven of these teachers were novices. After the training the teachers showed large gains in content knowledge but none achieved mastery. Pre-post measures showed increased teachers' confidence and interest, and expanded use of higher order thinking skills. Given the conceptual difficulties of CT it is not surprising that teachers did not master the materials in a summer. An extended training and careful follow-up during the academic year is needed to assure the success of introductory CT courses in high school.

The Impact of Teachers' Professional Development of ICT on Student Use of ICT in Elementary Classrooms

Nan Wu & Yilan Liu – Texas Tech University

The information and communications technology (ICT) has been widely developed in the teaching process. Professional development of teachers is considered a key factor to affect the use of technology in classrooms. However, the relationship between elementary teachers' professional development in ICT skills and students' use of ICT has not been carefully examined using large data sets. This study explored this relationship based on the survey data of 2013 TALIS. The results indicated that the more elementary teachers engaged in professional development activities to enhance their ICT skills, the more students used ICT in projects or classwork in classrooms.

Digital Learning Identity Survey: Assessing Preservice Teachers Digital Learning Development for Classroom Transfer

**Wendi K. Zimmer & Sharon D. Matthews – Texas A&M University*

The Digital Learning Identity Survey, an instrument designed to help both preservice and in-service teachers understand their own digital learning identity, aided in linking preservice teachers own use of technology for learning purposes to classroom instruction. Fifty-four preservice teachers participated in this study, providing pre- and post-test data. A mixed methods data analysis determined an increase in digital learning identity when participants received direct instruction in better interpreting how they use technology for higher purposes of learning and how their learning transfers to better understanding how their students learn in the classroom.

T7.5 Paper Session

4:05p – 5:20p

Orleans D

Higher Education

Increasing STEM Retention Via Participation in An Innovation Ecosystem

Jana F. Burch, Lesley F. Leach, Billy Gray, & Juanita Reyes – Tarleton State University

The purpose of this study was to determine whether participation in an innovation ecosystem reduced student attrition in science, technology, engineering and mathematics (STEM) related disciplines by increasing student engagement, motivation, self-efficacy, and achievement. Tinto's (1975) student integration model served as a basis for the design of the academic and social systems into which the student would integrate. Tinto (1975) posited that the more integrated students were into these two systems, the less likely they were to drop out of university studies. Bandura's (1986) social cognitive theory provided a blueprint for the impact this integration had on the student as an individual. This study sought to determine whether increasing student self-efficacy, motivation, and engagement through peer and mentor contact coupled with real-world application of classroom knowledge would result in higher student academic achievement and, ultimately, in increased levels of student retention in STEM courses for first and second year college students.

Helping Doctoral Students Move Beyond ABD: A Mixed Methods Study

Lesley F. Leach, Jana Burch, & Catherine G. Leamons – Tarleton State University

Doctoral attrition is a problem in the United States, with approximately 50% of students leaving programs prior to completion. Of those, many students complete all but the dissertation (ABD) requirements. We investigated students' experiences with a Dissertation Writing Course explicitly designed to help students overcome their unique barriers to dissertation completion. A partially mixed concurrent dominant status embedded design (QUAL + quan) was used to (a) to understand participants' (N = 7) experiences with the course and (b) determine its impact on students' progress in completing the dissertation. Initial mixed results suggest that students experienced fixed barriers such as family and job commitments and malleable barriers that included procrastination, lack of confidence with writing, and unfamiliarity with the research/dissertation process.

Acculturation and Academic Satisfaction of East Asian International Graduate Students in Education Programs

Chi Yun Moon, Shuai Zhang, & Patricia Larke – Texas A&M University

This study explored academic satisfaction and acculturation of East Asian graduate international students in Education majors. To examine them, a qualitative approach using semi-structured interviews was employed. The participants shared their academic satisfaction and learning experiences. This study found that most of participants were satisfied with learning experiences in the U.S. The biggest challenges that they faced were language barriers and different academic norms, which were mitigated through acculturation process.

Doing CBE Differently

**Courtney K. Wilson – Texas Tech University*

In recent discussions of delivering higher education opportunities at an affordable cost and within a reasonable time conducive to completion, competency-based education (CBE) has found its spot on the hot topics list of popular modalities. Educators argue that more research is needed to evaluate the effectiveness of CBE implementation on meeting student and employer needs, to establish a consensus on defining CBE with consistent terminology, to explore student perspectives, and to determine the impact CBE has on student completion versus traditional higher education programs. The purpose of this discussion is to offer a possible solution for evaluating CBE effectiveness.

Multilevel Latent Transition Mixture Modeling for Organizational Models: A Simulation*Grant Morgan, Kevin Wells, & Noah Padgett – Baylor University*

The purpose of the proposed paper is to (1) present and discuss multilevel latent transition analysis and considerations for its use and (2) conduct a simulation study to assist researchers with both how to use measures of model-data fit and when to use them, and (3) demonstrate variance decomposition. None of these objectives has been extensively addressed in the literature, and our proposed study would fill a gap in the extant literature in social science research and provide readers/analysts with guidance for thinking about, estimating, and interpreting models under the person-centered methodology umbrella.

Frequency of Response Category Endorsement and Resulting Impact on Classification*Noah R. Padgett & Rebecca J. Tipton – Baylor University*

A Monte Carlo simulation will be used to determine which classification method, Latent Class Analysis or Latent Profile Analysis, most frequently identifies the underlying factor structure when a response category is infrequently selected, a condition that has not been fully explored. The typical method for overcoming this in applied research is to collapse response options with adjacent categories resulting in a more parsimonious solution but not necessarily as representative or useful. This issue has been studied in Item Response Theory, but this issue has not been addressed in classification analyses nor has fit measure performance been examined under these conditions.

The Pressing Need to Test for Autocorrelation in Longitudinal Research Studies: Comparing Repeated Measures and Autoregressive Models**Jay S. Raadt – University of North Texas*

Neglecting to measure autocorrelation in longitudinal research methods such as Repeated Measures (RM) ANOVA produces invalid results. Using simulated time series data varying on autocorrelation, this paper compares the performance of RM ANOVA to Interrupted Time Series (ITS) ARIMA models, which explicitly model autocorrelation. Results show that RM ANOVA signaling an intervention effect increase as autocorrelation increases whereas this relationship is opposite using ITS ARIMA. This calls the use of RM ANOVA for longitudinal educational research into question as well as past scientific results that used this method, exhorting educational researchers to investigate the use of ITS ARIMA.

The Job Search: Tips for Vitas, Interviews, and the Hiring Process*Gil Naizer – Texas A&M University-Commerce**William Jasper & Julie Combs – Sam Houston State University*

This interactive workshop is especially designed to help aspiring graduates of doctoral programs to explore what faculty positions involve, and to make the transition from student to faculty member a smooth one. Topics to be discussed include preparing your vita, highlighting your areas of expertise, matching your applications to actual job postings (and pitfalls to avoid), and negotiating the job offer. In addition, balancing the requirements for scholarly work, grants, research, service, teaching, and becoming a part of your faculty community will be addressed.

The open discussion forum will encourage questions from all participants.

T8.1	5:25p – 6:30p	Iberville A/ Iberville B
Graduate Student Meeting		

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

T8.1 +	7:45p – ????	Lobby
Graduate Student Social		

(Meet in Lobby)

Friday, February 16

F0.1	8:00a – 2:00p Registration	Iberville Mezzanine
F0.2	8:00a – 9:00a <i>Continental Breakfast</i>	Iberville Mezzanine
F0.3	8:00a – 8:45a <i>Graduate Leadership Council</i>	Royal B

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

F1.1 Workshop	8:45a – 10:00a	Iberville D
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Reliability and Validity and the CAEP Evaluation Framework

Susan Troncoso Skidmore – Sam Houston State University

This workshop will provide a brief review of reliability and validity. More specifically, discussion and examples will focus on strategies for addressing the new CAEP requirements.

F1.2 Paper Session	8:45a – 10:00a <i>Schools</i>	Orleans C
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Collective Autobiography for ELL Teachers' Professional Development

Loi Q. Le – Texas Tech University

To address the needs of bilingual/ESL teachers' professional development, this paper investigates the factors that affect the second language acquisition under Schumann's (1986) acculturation model. Collective autobiography is used as the research method to investigate bilingual/ESL teachers' second language learning experiences which serve as the sources of knowledge for teaching. Four teachers narrated their experiences in second language acquisition under the guided autobiographical questions to reflect their authentic learning experiences, struggles, as well as perspectives on effective factors for target language acquisition. The findings identified three most significant internal and external factors affecting the second language acquisition.

Positive Discipline In The Classroom: Teachers That Influence A Positive Change

Melissa A. Martinez – Texas Tech University

The purpose for this study was to develop action research that would provide a large urban middle campus with data about their teacher positive behavior classroom strategies. The school consists of grades six through eight with thirteen hundred students. The teachers interviewed were veteran teachers with various backgrounds in teaching and experience. The three teachers interviewed would give their perspectives about their experience with positive classroom strategies and how it effects building relationships in the classroom.

A Review of Crisis De-escalation Techniques for K-12 and Higher Education Instructors

**Amy L. Murphy – Angelo State University*

Brian Van Brunt – National Behavioral Intervention Team Association

Student behavioral concerns disrupt the teaching and learning process in both K-12 and higher education classrooms. Education preparation programs and professional development curriculums teach a variety of techniques related to crisis de-escalation. This paper explores the literature available on crisis de-escalation methods in K-12 and higher education in order to answer the following questions: 1) what techniques are being taught, 2) what evidence exists regarding effectiveness, and 3) what similarities and differences exist between K-12 and higher education practices? This literature review outlines directions for future research and opportunities to apply best practices across the educational settings.

F1.3 Paper Session

8:45a – 10:00a

Iberville C

Gender Issues

Are boys better in math than girls?

Claire Thoreson – Texas Southern University

A large body of literature documents the underrepresentation of women in STEM fields. This study examines adopts a “back to basics” approach to this topic and addresses the question: are boys better in math than girls? To investigate this issue, data from five national probability samples of public high school seniors collected in 1972, 1982, 1992, 2004, and 2012 and OLS regression methods are employed. Results indicate gender differences in mean mathematics achievement have been and continue to be negligible.

Reconceptualizing the Nature of the Category of Sex

Sijin Yan & Sheetal Digari – Texas A&M University

Historically speaking, sex is often perceived as a natural, binary category in educational policy and research. Recently, scholars has examined the concept of sex as a social construction and how the assumptions in sex in educational policy has produced the sexual identities and restricted the subject they want to emancipate (Sharrow, 2017). This study intends to provide a new way to understand the nature of sex as a category. I argue that a pre-existing, distinct, inherent sex as a property of a pre-existing, distinct body does not exist. It is through active materialization and ongoing intra-action in the phenomenon that enables the emergence of sex as a situational property of a determined body.

A Qualitative Study for Feminist Pedagogy in Elementary Multicultural Classrooms

**Erika Zavala – Texas Tech University*

Garcia & Gonzalez (1995) estimated that by 2026, the enrollment of students of color in United States schools would reach 70%, the inverse of today’s proportion. This number of culturally, racially, ethnically, and linguistically diverse students inside the U.S. means an increase in the number of multicultural classrooms and will require new teaching methods and strategies including the practice of some pedagogical theories. I have introduced Feminist Pedagogy as the practice of freedom, knowledge and social transformation. In this study, the researcher simultaneously explores any prevalence of Feminist Pedagogy in a 5th grade elementary/multicultural classroom.

*Achievement**Discussant: Kelli Bippert – Texas A&M University – Corpus Christi***Teachers' Perceptions Regarding the Influence of Instructional Coaching for Technology Integration***Sjerrie W. Colburn – Houston Baptist University*

Student achievement is considered the bulls-eye, or target goal, for the entire field of education. Teachers have the greatest influences on student achievement. They, therefore, need the most development training, productive tools, and support. The purpose of this phenomenological study is to examine teachers' perceptions regarding the influences of instructional coaching for technology integration. Specifically, the researcher will examine instructional coaching and its influences on teacher effectiveness and student achievement. Instructional coaches will observe teachers for individually demonstrated receptiveness and effective methodology adaptations to teaching and learning while integrating technology in the curriculum.

Ethnographic Study on Why African-American/Black Students are not Experiencing Academic Success on State-Mandated Assessments*Alicia C. Walls – Texas Tech University*

According to the 2015 and 2016 Texas Education Data Reports on STAAR (State of Texas Assessment of Academic Readiness), African-American students are experiencing a greater academic decline in comparison to other subgroups such as Whites, who are demonstrating an overall higher achievement rate. The purpose of my study is to explore school and classroom practices that may be indirectly or directly aiding in the academic decline of African-American students. This study will go beyond the standards that students are expected to learn and investigate the tools, strategies, or effective practices that are being employed to induce the type of learning that leads to lifelong success.

Biographical Study of a Female Karen Refugee Who Experienced Academic Success in a Texas High School**Katherine Parrish Whitbeck – Stephen F. Austin State University*

This qualitative biographical study will explore the life experiences of a female Karen youth who moved to the United States as a pre-teenager, entering a medium-sized Texas rural public high school as a freshman. The biographical design will allow the student who achieved academic success at a Texas public high school, in which every student must pass state-mandated academic exams in order to graduate, to recount the influences, personality characteristics, and context that she understands to be significant in contributing to her academic success.

*Principals**Discussant: Eric Boberg – Episcopal School of Dallas***Characteristics of Effective Principals in High Poverty, High Performing Schools***Erwin Garcia-Velasquez – Houston Baptist University*

Public education in the United States is under severe scrutiny due to the systematic failure of our academic system to breach the achievement gap still present among children of color in poverty schools. NCLB enacted in 2001, was an attempt to close the barriers of poverty and the

achievement gap but failed to meet its goals. Poverty in the United States is at its highest and the number of schools failing due to the irrepressible cycle of poverty continues to grow. Despite all challenges, many poverty schools have been able to attain and maintain significant success overcoming their challenges.

Understanding the Transition: Principals' Perception of Coaching and Mentoring During the First-Year

Dionel C. Waters – The University of Texas at Arlington

This qualitative phenomenological study examines the perceptions of five first-year principals as it relates to the coaching and mentoring aspects of their employing school district's induction process. Data collection will include interviews, observations, and written anecdotes. The theoretical framework used for this study is Organizational Socialization Theory.

The Relationship Between Teacher Self-Efficacy and Principal Leadership Behaviors

**Christian S. Winn – University of Houston-Clear Lake*

The concept of teacher efficacy was first discussed as an imperative in educational outcomes (Prothero, 2008). The impact of school leadership on teacher efficacy was soon discovered as a component to overall teacher effectiveness (Gallante, 2015). Few studies have directly examined the relationship between teachers' efficacy and principals' leadership behaviors (Blase & Blase, 1999). The purpose of this study is to examine the relationship between a principal's leadership practices and teacher efficacy. This mixed-methods study is in progress and is expected to produce findings that offer new insights to educators who seek improvement in leadership to positively impact teacher efficacy.

F1.6 Paper Session

8:45a – 10:00a

Orleans D

STEM

Preschool Children's Seriation Learning Progressions While Interacting with Touch-Screen Math Apps

Emma P. Bullock – Sam Houston State University

This study sought to understand the role that affordances played in preschoolers' learning of seriation concepts during their interactions with mathematics apps on touch-screen devices. Utilizing a convergent parallel mixed methods design, video data was collected from 35 preschool children during structured clinical interviews. Four types of data coding and analysis processes including learning progression coding, affordance coding, patterns of behavior coding, and iterative videotape analysis revealed that affordances that allowed children to engage in purposeful questioning and movement helped them progress in learning seriation concepts. Implications for preschool teachers and children are discussed.

Developing Spatial Visualization in Mathematics Teachers

Sandra B. Nite, Michael Sallean, Vanessa Warren, & Devyn Rice – Texas A&M University

Spatial visualization is an important skill in many areas. A drawing test was used before and after professional development of mathematics teachers. The experimental group worked with 3D software and printing as part of the professional development. Differences in improvement in spatial drawing between the control and experimental group were found in the post test when analyzed using a rubric. Thus 3D software and printing could be a way to improve student spatial visualization.

STEM Identity and Gaming

Kathleen S. Jeremiassen - University of Houston-Clear Lake

The purpose of this study was to explore differences in students' STEM identities, game play motivations, and game preferences. The need to grow and support STEM education and careers in the US is a widely-held concern for those in leadership, industry, and education. A purposeful sample of 167, comprising 9th through 12th grade students, residing in a suburban school district located in southeastern Texas participated in this study. Results indicated a significant relationship between gender and several game play motivations and game preferences. In addition, results indicated a significant relationship between several game play motivations and STEM identities, as well as between several game preferences and STEM identities.

Multiplication Facts and Intermediate Algebra Success. An Exploration

**Michele E. Poast – Sam Houston State University*

Students enrolled in an Intermediate Algebra course at a small, southwestern university self-reported the number of previous times they attempted the course. The results were compared to their scores from a 100-question multiplication fact test of all integers 0-9. The researcher used the Pearson r test to determine if a noteworthy relationship existed between course attempts and multiplication fact fluency. The results will inform practitioners on the importance of prerequisite mathematics skills for developmental mathematics enrollment.

F1.7 Paper Session

8:45a – 10:00a

Bienville B

Validity

Early Prediction of Persistence: How Data Mining Can Inform Decision-Making in Higher Education

Adam C. Elder - Southeastern Louisiana University

This study examined which factors are most important in predicting first-to-second year retention using a comprehensive set of pre-college variables. Utilizing data from multiple sources, the study employed data mining techniques on 29 variables to predict retention with a sample of 12,342 students at a large, predominantly White institution in the Southeast. Findings showed that a variety of nontraditional factors were most related to retention outcomes and that the data mining approaches used were significantly more effective than traditional regression-based predictive approaches. The study has implications for administrators, policymakers, and researchers.

A Mixed Method Investigation of Statistics Related Attitudes for Social Sciences Graduate Students

Liuli Huang & Erin Scott-Stewart – Louisiana State University

Limited qualitative research is available on social sciences graduate students' 1) statistics anxiety and 2) actions taken to decrease anxiety or make statistics learning enjoyable. This study seeks to fill this gap by incorporating a mixed research approach to explore social sciences graduate students' statistics learning processes. Findings suggest that the graduate students have positive attitudes and little anxiety toward statistics, high confidence in dealing with statistical challenges, and a strong willingness to learn statistics. Moreover, four activities were generalized from the comments to reduce statistics anxiety and make statistics learning enjoyable.

Big Five Correlates of Behavior and Emotional Problems in Belize Adolescents

Brett G. Kellerstedt & Marcus A. Fagan – University of North Texas

This cross sectional study evaluates the relationship between Big Five Personality and internalizing and externalizing problem behavior in a large sample (n = 5151) of Belize middle school students drawn from the general middle school population. Neuroticism had a positive prediction of both internalizing and externalizing problem behavior. Additionally, conscientiousness is negative predictor of internalizing and externalizing problem behavior. Moreover, extroversion is a positive predictor of externalizing problem behavior, yet a negative predictor of internalizing behavior. Agreeableness is a negative predictor of only externalizing problem behavior. Openness to experiences had no relationship with either externalizing or internalizing problem behavior.

Construct Validation of the College Classroom Engagement Scale using Pattern Matching Analysis

**Suzanne F. Lindt & Stacia C. Miller – Midwestern State University*

The current mixed-methods research study sought to validate a previously developed scale for measuring students' perceptions of college classroom engagement. Observational data was gathered in two college classes, and quantitative data was gathered from students at the end of the semester. Following identification of observed themes and calculation of scale means, researchers used pattern matching analysis to compare observations of student and professor behaviors to that of student responses to the scale. Results offer that patterns emerged between observed themes and scale items, suggesting validity for observable scale items.

F1.8 Symposium

8:45a – 10:00a

Bienville C

Molding Mathematics Teachers: Theories Behind Mathematics Education

Danielle Bevan, Rachna Bhatia, Robert M. Capraro, Julia Calabrese, Ashley Craft, Aamir Fidai, & Katherine Vela – Texas A&M University

Discussant: Robert M. Capraro – Texas A&M University

Zoltan Dienes' Six-Stage Theory of Learning Mathematics

Zoltan Dienes' was the developer of Psychomathematics. He was the director of Research Center for Psycho Mathematics at the University of Sherbrooke and later, upon retirement, taught part time at Acadia University in the department of Education (Minder, 2010). Bart (1970) states, "mathematics is an autonomous and self-sufficient activity distinct from logic and to be governed by finite methods peculiar to mathematics (356). Dienes' had this mindset towards mathematics and came up with his six stages to learning mathematics. The six stages are free interaction, looking for a rule, comparing, representation, symbols, and formalization (Dienes, 2001). These six stages can help teachers change their language of how they teach mathematics. This section will explain the importance of the six stages and how they can be applied to different mathematics lessons.

Piaget's Developmental Theory/Theory of Learning

Jean Piaget (1896- 1980), a renowned psychologist, genetic epistemologist, philosopher, and one of the founding fathers of the theory of constructivism proposed four stages of cognitive development vis-à-vis a child's mental growth and development (Haroutunian, 1978; Lourenço, 2016). However, these stages do not simply appear or exist in isolation. These stages are complemented and supplemented by schemas or the mental processes (Mandler, 1992) a child

undergoes in the learning stages. Other factors, which are instrumental in a child's progression from one development stage to another, are assimilation, accommodation, and equilibrium (Block, 1982; Cohen & Kim, 1999). Piaget recognized that children are active builder of their own knowledge rather than passive receptors. Researchers (Clements & Battista, 1990; Kami & Lewis, 1990) have extensively used Piaget's to develop various cognitive and epistemological theories.

Ethnomathematics

Over time the topic of proper mathematics curriculum and instructional methods has been debated. In the 1970's, the topic of ethnomathematics was introduced and is now quickly on the rise. Ethnomathematics can broadly be defined as the incorporation of culture into mathematics instructional methods. The purpose of this is to increase math proficiency as well as the understanding of the relevancy of mathematics in daily life (Eraikhuemen and Aikpitanyi, 2015). This methodology recognizes the various outlets through which cultures obtain understanding of mathematical reasoning for practical use. Despite the large amount of different applications for math in the practical setting, curriculum has traditionally been taught similarly across many cultures. The awareness of ethnomathematics as a method of instruction has the potential to increase student interest and performance in the math classroom as well as their ability to carry the skills into everyday life (Rosa and Orey, 2011).

Van Hiele Levels of Geometric Thought

Geometry is an essential part of mathematics curriculum yet students struggle to show strong conceptual knowledge of the subject. Dina van Hiele-Geldof and her husband Pierre van Hiele developed the Van Hiele model of geometric thinking in 1957 to address this issue. The model focuses on the concept of thinking levels and the role of instruction to raise those levels of thinking (Mistretta, 2000). The van Hiele model consist of five levels, (0) visualization, (1) analysis, (2) informal deduction, (3) deduction, and (4) rigor. The van Hiele theory recommends a means for sequencing instruction to help teachers move students from one level to the next (Groth, 2005) and each instructional unit should contain five phases: information, guided orientation, explanation, free orientation, and integration (Clements 2003). These five phases of instruction are essential to enable students in each learning period to develop a higher level of geometric thinking (van Hiele, 1986). Educators can benefit from the application of the van Hiele model creating lessons that build upon each other stressing real-life applications of concepts and interdisciplinary connections (Mistretta, 2000).

Situated Cognition

Closely related to the theories of social learning, and zone of proximal development, the theory of situated cognition describes how the situation, and the setting of where the learning occurs can have great impact on the quality and the longevity of that learning. For example, students who learn vocabulary words using a dictionary, and method of memorization, learn and retain much less than those who learn vocabulary through peer, and social interaction (Miller and Gildea, 1987). Children who learned new words by listening, talking, and interacting in a contextual situation were able to use that new vocabulary in a more meaningful manner. In contrast, learning from a dictionary did not transfer the proper usage of a word pertaining to a particular situation. The application of this theory in math, and science classrooms carries with it the promise of a more connected, and practical education, which will be more useful to the student that just mere facts, and algorithms.

Social Constructivism

Constructivism, the theory that knowledge is built or constructed through experiences, has been used in many mathematics classrooms. Followers of Vygotsky emphasize social interaction or

social constructivism, which presumes students, will reach higher levels of understanding from the experiences of their peers through discourses in group settings (Bozkurt, 2017; Noddings, 2016; O'Connor, 1998). The assumption behind social constructivism is “students learn from social interaction as much as or more than they do from individual manipulation of objects” (Noddings, 2016, p. 142). In this paper, we will synthesize the research behind social constructivism, highlight the advantages and disadvantages of this theory, and recommend sample activities, which may promote social constructivism in the mathematics classroom.

F2.1 Workshop

10:05a – 11:20a

Iberville D

Don't Do It Alone: Succeeding in Academia by Initiating and Developing Mentor Relationships

*Tracey S. Hodges – University of Alabama
Sharron D. Matthews – Texas A&M University*

Academia can be intimidating to new faculty, and finding effective mentors may present a challenge. Research consistently reports that when faculty have mentors, they are productive, successful, and balance work and life in a healthy manner. In this workshop, an experienced clinical faculty member and junior faculty member provide research support and their own experiences to describe methods for initiating, developing, and succeeding in mentoring relationships. This workshop is appropriate for graduate students and junior faculty seeking mentors, and senior faculty wondering how to be a better mentor.

F2.2 Paper Session

10:05a – 11:20a

Orleans C

At-Risk Students

Opportunity Zones: Factors that Influence Concentrated Areas of Poverty in Central Texas
Shetay Ashford & Jacob Hardin Combs – Texas State University

The purpose of this descriptive study is to investigate factors that influence concentrated areas of poverty in Hays and Caldwell counties of Central Texas. Opportunity zones (Miller, 2012) represent concentrated areas of poverty or spaces where potential may exist for researchers and practitioners alike to formulate innovative solutions to improve the upward mobility of individuals and families within a targeted area. In this study, researchers investigate opportunity zones based on the definition of multidimensional poverty.

Barriers to the Academic Achievement: A Commentary on the Variables that Impact the Academic Success of Students of Poverty

Alfred E. Boyd, Jr. – Mississippi Valley State University

In this commentary, the author discusses the effects poverty and low socioeconomic status has on academic achievement. The author uses Urie Bronfenbrenner's Bioecological Systems theory, the Social Capital Theory, Albert Bandura's Social Learning Theory and Abraham Maslow's Hierarchy of Needs to discuss the impact social, emotional, physical, and environmental variables have on student performance. One of the author's main concerns is the identification of the barrier that causes students of poverty to underachieve, which is of vital importance.

The Influence of Parental Engagement on Most Restrictive Placements for African American Students in Major Urban Texas

Dianne Kendrick Hawkins – Texas Wesleyan University

African American students receive most restrictive special education placements disproportionate to their representation in the larger population. This quantitative, non-experimental, longitudinal study investigated the extent ethnicity and parent engagement in ARD/IEP meetings influenced the restrictiveness of placement for African American students. Findings showed ethnicity, parent participation, and restrictiveness of placement impacted significantly when considered under specific conditions. Overall, the rate of ARD/IEP participation was high for the parents of study participants; although, African American parents realized relatively lower participation rates. Findings did not support parental participation as a direct influence on restrictiveness of placements for the African American students.

A Case Study of Transition Services in a Rural Northwest Texas School

**Sheri L. Warren - Texas Tech University*

The purpose of this case study was to examine special education transition services in a rural school district in Northwest Texas. Using interviews of students, parents, and teachers/trainers and a survey sent to special education teachers from rural schools under Shared Services Arrangements (SSAs), three research questions were explored: 1) What types of transition services are offered by rural schools? 2) What are some issues faced by rural schools regarding transition services? 3) What can be done to alleviate these issues? Some issues that emerged are lack of workplace experiences, breakdown of information, and a need for more life-skills training.

F2.3 Paper Session

10:05a – 11:20a

Iberville C

School Improvement

Principals and Policies: Principal Priorities in Implementing a New Teacher Evaluation System

Scott Bailey – Stephen F. Austin State University

Principals make sense of state-mandated teacher evaluation in their local context based on local needs and the complexity, clarity, and quality of the state policy. Findings in this qualitative study are based on interviews of principals (N = 6) in Texas. Principals made the following decisions in implementing teacher evaluation to improve instruction: 1. Focus on formative over summative purposes; 2. Define indicators and performance levels for local context; 3. Prioritize standards or indicators for local context; 4. Differentiate the process based on individual teacher needs; 5. Record extensive anecdotal notes as evidence; and 6. Promote teacher reflection through questioning.

When Ethics and Cultures Collide: Ethical Considerations for International School Counseling

Bonnie C. King & Christina J. McIntyre – Midwestern State University

Andrea E. Johns – Nicholls State University

What actions can counselors take to uphold ethical standards, while serving in international school counseling settings? This paper and presentation will focus on ethical issues that emerge in international school counseling contexts. Counselors will learn about maintaining client welfare in settings where laws, institutional policies, or cultural norms conflict with the ACA Code of Ethics.

Teacher Hiring Practices in Texas Public Education: A Pilot Study of the Hiring Practices in Public Education Survey (HPPEs)

**J. Kenneth Young, Krystal Hinerman, Brett Welch, & Johnny O'Connor – Lamar University*

Using a newly developed Hiring Practices in Public Education Survey (HPPEs), this cross-sectional survey of school administrators in Texas (N=150) investigated the processes and Person-Environment characteristics that were considered most important in the hiring new teachers in the participating school districts. The findings from the pilot study will be used in establishing the psychometric properties of the survey, in order that the survey may be used to better understand the hiring practices of public schools in the United States, with the intent of eventually providing schools with a more effective process for hiring employees that best match organizational characteristics.

F2.4 Paper Session

10:05a – 11:20a

Orleans A

At-Risk Students

Discussant: Tia Agan – Angelo State University

The Effect of Extrinsic Motivation on Reading Comprehension: A Mixed Methods Study of Student and Teacher Perceptions of Motivation As It Affects Reading Comprehension

Nancy H. Powell – University of Houston-Clear Lake

This mixed methods study seeks to determine students' and teachers' perceptions of causal attributes for increased reading comprehension. Intrinsic motivation alone is not sufficient for struggling readers. This study seeks to examine the effects of extrinsic motivation on the reading achievement of upper elementary students whose comprehension is two or more grade levels below their present grade. This is done through a survey instrument as well as qualitative interviews with students and teachers at an elementary school.

Perceptions of Early Childhood Teachers' Cultural Understanding of Latin American Students

Emilie S. Robert – St. Thomas University

The increase of the Latin American immigrant population within United States has created an impact on schools placing a significant demand on educational resources. The success of students is of concern for educational leaders who are held accountable for the learning achievement of students. Even though one out of every four children in the United States is an immigrant or the U.S. born child of immigrants, many schools are ill-equipped to meet their needs (Tamer, 2014). This research examines the perceptions of teachers' cultural knowledge toward Latin American Early Childhood students as a consideration regarding academic achievement within this population.

Elementary Teacher Praise and Correction Relation to Student Behavior Over Time

**Rebecca J. Tipton & Brent W. Deeb, Baylor University*

Academic engagement and achievement of students is adversely affected by problematic behavior in the classroom and effective school-management of behavior continues to be a significant concern, particularly in urban settings or in schools that are located in areas that are socioeconomically disadvantaged. This study will assess which problem behaviors are most prevalent in the general classroom at a Title I elementary school and will propose a model to explain the relationship between teacher praise and student behavior over time.

Meta-Analysis of Effectiveness of Preventions and Interventions on Reduction of Aggression against teachers and violence in the classroom: preliminary results*Misty Boggs-Lopez – Texas Tech University*

The review initially examines research on the effects of training and pre-service training of teachers using preventions and interventions regarding aggression towards teachers in the K-12 classrooms. APA Task force (2011) reported that violence directed against teachers is rarely discussed or even defined other than in the case of occasional incidents widely publicized in the media. Due to limited literature the meta-analysis was expanded to other evidence based interventions to reduce aggression and violence in the classroom. A total of 27 qualified studies were included in the final analysis with a total sample size of 10347 K-12 teachers and students.

Examining the Associations between Emotional Connection in Infancy and Later Child Behavioral Outcomes: A Family Perspective*Marcus A. Fagan & Mark A. Lopez – University of North Texas*

Sensitive, responsive early relationships are critical for infant development and these primary interactions pave the way for later attachment security (Bowlby, 1969). Emotional connection is a salient component of relationship quality in early dyadic relationships; however, the majority of research evaluating emotional connection has focused primarily on mother-infant dyads while overlooking fathers. The proposed longitudinal study aims to assess how both father-infant and mother-infant emotional connection predict child behavioral outcomes across multiple interaction contexts. Potentially, this research will help with early identification or prevention of behavior problems that may persist later in childhood and permeate into classroom settings.

Benefits of High School Start Times: Attendance, Achievement, Discipline, and Graduation*Holly C. La Roe - University of Houston-Clear Lake*

This is a sequential explanatory mixed method design seeking to determine the effects of high school start times on attendance, achievement, discipline, and graduation rates. Medical and psychological professional associations recommend late start times to align with the sleep wake cycle of teenagers. Despite all the research available, the majority of secondary schools start earlier than 8:00 in the morning. Along with analyzing archival data from high schools across the state, superintendent interviews will provide a perspective on start times for high school campuses. This research should provide a resource for superintendents considering a change in high school start times.

Toward Identifying Teachers Perceptions of Bias in Texas School Disciplinary Practices**Jennifer Perry & Scotty L. Riggans – Stephen F. Austin State University*

A growing number of African American and Hispanic students in schools are subject to higher rates of discipline and may be targeted for discipline due to their teacher's racial bias. In this mixed-methods research, we will investigate teacher's perspectives of bias across various contexts (age, race, gender, etc.). Our non-experimental study utilizes a critical social justice theoretical framework with a stratified random sample from across school districts in Texas. Data will be collected using surveys and treated using thematic analysis and parametric statistics. Ethics of research will be adhered to, including IRB, confidentiality, anonymity, and protection

from risk and harm.

F2.6 Paper Session

10:05a – 11:20a

Orleans D

Literacy

Discussant: Mario Martinez – University of New Mexico

Historical biography in World Cultures: Using narratives to enhance middle school social studies experiences

Eliel Hinojosa, Jr., Christopher R. Gillett, Sara Carmona, Alejandro Loya, Amy Sandoval, Katherine Solomon, & John Taylor – Texas A&M University

As middle school students study world cultures their depth of understanding is often limited by the lack of biographical information from the people in those cultures. Using historical narratives and the biographies of people from around the world can provide students with greater understanding of the economic, social, political and environmental factors that shape/shaped their lives.

Defining Disciplinary Literacy and the Content Attributes of Texts to Support Disciplinary Literacy Instructional Practices: A Delphi Study

Kelli K. Powell – Texas A&M University-Corpus Christi

There is still skepticism within the literacy community as to what disciplinary literacy is and how it is different from the content area reading instruction that has been explored within the literature for almost 100 years and for which numerous textbooks have been written. Using the Delphi technique and content analysis, this study will attempt to fill the gap in the literature concerning the understanding of disciplinary literacy in the area of content instruction through the identification of significant works and their content attributes as recommended by experts in the field of secondary literacy.

Academic Achievement Through Balanced Literacy

**Alecha L. Sheppard – Texas Tech University*

This research is an exploratory case study of the Balanced Literacy program at a Title I elementary school with 600 students. More than 95% of students are minorities and the campus is 100% free and reduced lunch. Interviews with 36 students (Kindergarten through 5th grade) and 15 teachers provide a unique insight into the Balanced Literacy program. Students and teachers discuss various strengths and weaknesses of the program, as well as describe the overall impact on academic achievement through several avenues of testing, including standardized testing, district assessments, and national testing.

F2.7 Paper Session

10:05a – 11:20a

Bienville B

Pre-Service Education

A Cross-Case Analysis of Classroom Teachers' Science-Focused Study Abroad Experiences in Costa Rica

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

The purpose of this study was to explore the science-focused study abroad experiences of classroom teachers during their time as pre-service teachers, and how experiences are applied in the science classroom. Data collection included participant-created concept maps of science learning acquired during study abroad, in-depth interviews detailing study abroad and its

classroom applications, and reflective journal entries. Cross-case analysis was employed to explore the uniqueness of each participant's experience and commonalities between the cases. Four themes were identified via data analysis. Implications for study abroad decision-makers and stakeholders are included. Recommendations for future research are also described.

Pre-Service Teachers' Career Decisions at Sam Houston State University and Texas A&M University

Erin A. Singer & Karen McIntush – Texas A&M University

The purpose of this study is to gain a better understanding of career decisions made by students enrolled in the teacher education programs at two universities in Texas. The information could be used to inform policy in the analysis and design of teacher education programs.

Perceptions of Pre-Service Teachers on Teaching Preparation: A Comparative Study

**Monica Wong-Ratcliff & Ming Tu – Texas A&M University-Kingsville*

This study was attempted to investigate the student-teachers' perceptions on their readiness to teach. The respondents were from the university main campus (n = 27) and two satellite campuses (n = 39 and n = 33). A one-way ANOVA was conducted to determine if the student-teachers' perceptions of their readiness to teach were different among the three campuses. The results indicated that the differences were not statistically significant. However, further examination revealed that scores were statistically significantly different between different gender from the areas of classroom management, instructional strategies, and professionalism. Female student-teachers demonstrated more positive ratings than male student-teachers.

F3.1 Workshop

11:25a – 12:40p

Iberville D

Introduction to R and RStudio

Peter Boedeker – University of North Texas

R is a free, open-source statistical program that is a flexible and useful tool for analyzing data. A challenge many researchers face when first using R is programming commands using syntax instead of point-and-click features. The purpose of this tutorial is to introduce R to researchers with little to no familiarity with the program or with writing syntax. The tutorial includes a basic introduction to R and RStudio, an interface with R that has helpful features. Examples of how to create and modify plots and conduct basic analyses (t-test, ANOVA, regression) with a sample dataset are provided.

F3.2 Paper Session

11:25a – 12:40p

Orleans C

Higher Education

Perspectives of Credit Recovery: A Multi-Source Case Study Statement of the Problem

Elizabeth D. Camarena – Lamar University

Steven J. Bourgeois – The University of Texas at Arlington

Credit recovery programs represent one of the fastest growing areas within the current educational space (Center for Public Education, 2012). Using a student body comprised of 59% economically disadvantaged, 59% Hispanic, and 88% at-risk, we present a qualitative case study, shedding light on why students enter credit recovery programs, and how they gain confidence to persist, changing their academic trajectory toward graduation. Interview data from parents (N=4), students (N=5), and faculty (N=5) provides a glimpse into this unique school context along with a

deeper understanding of the methodology where success is promoted early and often.

Leadership in Times of Social Change

Alonzo M. Flowers – Drexel University

Rosa Banda – Texas A&M University

Jesus Cisneros – The University of Texas at El Paso

The aim of this paper is designed to broaden and deepen the reader's understanding of contemporary developments in social justice and global leadership and to develop analytical skills for understanding the social, political, and economic processes shaping education. More specifically, this chapter will examine effective leadership theories that are applicable and necessary for leaders to be effective social change advocates in the 21st century.

The Effects of Fluctuations in Public Subsidies on Texas Community Colleges

**Kelly O. Jacobs - Sam Houston State University*

Multiple regression analyses were conducted in this study to observation of the relationship between public financial inputs on graduation and persistence rates of Texas community college students was conducted. Data were collected from the Texas higher Education Coordinating Board database. The researcher conducted separate multiple regression analyses to observe relationships between sources of public financial input for Texas community college and combined graduation and persistence rates, separated graduation rates, and separated persistence rates. The traditional approach of observing the individual isolated graduation rates and persistence rates was the most effective in uncovering relationships between Texas community college appropriations and outputs.

F3.3 Paper Session

11:25a – 12:40p

Iberville C

Instruction

Teacher Attrition in Rural Hispanic Schools in South Texas: What Will Make Them Stay

Linda F. Garza – Woodsboro Jr/Sr High School

Marie-Anne Mundy, Lori Kupczynski, & Mike Desiderio – Texas A&M University-Kingsville

The U.S. educational system faces a problem of teacher attrition with 50% of new teachers leaving the profession within the first three years. This study considered the relationship between de-professionalization of the teaching profession, state testing accountability, and teacher autonomy with teacher attrition in predominantly Hispanic rural schools. Examination of individual predictor values indicated that, despite collective non-significance, de-professionalization and curriculum autonomy significantly predict teacher attrition. For every one unit increase in de-professionalization scores, teacher attrition is predicted to increase by 0.22 units. For every one unit increase in curriculum autonomy, teacher attrition is predicted to increase by 0.25 units.

Designing and Implementing Modified instruction in the Time of Natural Disaster: Instructors' Decision-Making in the Aftermath of Harvey

Mimi Lee Miyoung & George Zhao – University of Houston

In the aftermath of Hurricane Harvey in August 2017, the instructors of the largest public research university in Houston were asked to allow flexibility for the directly impacted students while ensuring the high quality of instruction for all. In this presentation, the modified instructional strategies used by the instructors will be shared through the analysis of survey and

interview data, contextualized by narratives of these instructors' personal impact by the hurricane.

Disasters in School: Implications for Teachers

**Laura M. Stough, Dong Hyun Kang, & Sungyoon Lee – Texas A&M University*

The purpose of this study was to examine selected cases of school-related disasters, highlighting how factors of the school context intersected with natural hazards and affected school children. This paper surveyed seven school-related disaster cases purposively chosen for their geographical diversity, different school contexts, and types of initiating hazards. The cases illustrate the breadth of considerations associated with student safety during disasters. Three overarching factors were found in an analysis of the seven. Implications for school personnel were drawn from the analysis of the overall literature search. This study is the first to link school-based disasters to school safety policy.

F3.4 Paper Session

11:25a – 12:40p

Orleans A

Curriculum

Discussant: Tracey Hodges – University of Alabama

Reading Strategies and 6th grade English Language Learners

Rosemary L. Anthony – Houston Baptist University

This study will explore reading strategies for first year 6th grade ELLs and discover strategies designed to help identified ELL students who currently read below grade level as identified by the State of Texas Assessments of Academic Readiness (STAAR) reading test taken during their 5th grade academic year. The study will determine which strategy will improve reading levels for identified students by comparing STAAR reading levels before and after strategies have been implemented throughout one school year. Participants will complete an inventory to determine which strategy increased reading levels for identified ELLs as determined by STAAR.

Middle School Students' and Teachers' Perceptions of Integrating Social and Emotional Learning Into Curriculum

Dorothy F. Scrutchin – Houston Baptist University

This qualitative phenomenological research study will explore middle school students' and teachers' perceptions of integrating social and emotional learning into curriculum. The four research questions that will guide the research examined perceptions from students and teachers regarding curriculum changes and implementation strategies to include social and emotional learning. The researcher will use the Collaborative for Academic, Social, and Emotional Learning's five competencies as a foundation of the social and emotional learning program that is implemented at the research site. Participants will be selected using convenient sampling and randomization for interviews and survey responses. The researcher will be exploring changes in school climate according to the explorations of middle school students' and teachers' perceptions of integrating social and emotional learning into curriculum.

Demarcation Problem in Creation-Science and Evolution Controversy

**Sijin Yan – Texas A&M University*

The debate about the boundary between science and pseudoscience is not merely an armchair question in philosophy (Lakatos, 1978). To include creation-science in the science classroom, creationists have been advocating the scientific status of this discipline. Thus, the demarcation problem becomes one of the most troubling and important question to ask in evolution education.

This article intends to provide more insights for the demarcation problem through the help from philosophy of science and other studies in education and explicate the nature and complexity of the demarcation problem within the specific context of evolution-creationism controversy.

F3.5 Paper Session

11:25a – 12:40p

Orleans B

Achievement

Discussant: Suzanne F. Lindt – Midwestern State University

Mentoring At-Risk Socio Economically Disadvantaged Students

Vivian R. Hernandez – University of St. Thomas-Houston

Mentoring is one effective strategy to prevent high school dropouts and is well promoted by the National Dropout Prevention Center/Network. High school youth participating in school based mentoring programs are more likely than non-mentored peers to report having a non-parental adult who “they look up to and talk to about personal problems, who cares about what happens to them and influences the choices they make” (Herrera et al., 2007). The Mentor Partnership (2009), a youth mentoring advocacy group, believes for a youth who has struggled with home life, having an adult show interest in them can make a significant difference.

Barriers Impeding Academic Achievement of Young Black Homeless Males in High School

Benjamin Jules – University of St. Thomas-Houston

Educators in today’s school culture are consistently faced with the challenge of identifying methods to ensure student success. Homelessness is identified as a major barrier and at-risk factor impacting the overall academic success of students in public schools. Research shows Black males are at greater risk of dropping out of high school because of homelessness. Research also affirms that positive relationships between school staff and at-risk students is one method to decrease drop out and increase student graduation rates; ensuring student success. This qualitative research will seek to identify methods for creating positive relationships between staff members and homeless students in the school setting.

The impact of Teacher-Student Relationships on School Engagement: Structural Equation Modeling

Donghyun Kang – Texas A&M University

The purpose of this study is to examine the associations between teacher-student relationships and students’ school engagement among Korean upper grade elementary school students. The participants will be three hundred 10- to 12-year-old, fifth and sixth grade Korean elementary school students. Two teacher-student relationships measures and two school engagement measures will be utilized for this study. For both constructs, one measure is a teacher-report measure and the other one is a student-report measure. After conducting Confirmatory Factor Analyses (CFA), four structural equation models, which are specified based on informants of each measure, will be tested to examine the associations.

Bringing Best Practices to Schools in Low Population Areas

**Sheri L. Warren - Texas Tech University*

This qualitative case study/action research is an attempt to bring best practices for special education transition services to a rural school in Northwest Texas. The study will apply best practices not currently being used in the rural school, and then will use data from interviews, observations, documents, an open-ended survey, and the researcher's journal to understand what

effect these practices had on the transition experience as noted by the students, the parents and teachers, and the community and potential employers.

F3.6 Paper Session **11:25a – 12:40p** **Orleans D**

Tutoring/Mentoring

Discussant: Lakia Scott – Baylor University

A Comparison Study on the Effects Of Campus Mentors and Content Specialists On Novice Teacher Support and Growth

Tessia Brixey – University of St. Thomas-Houston

The purpose of this mixed methods study is to identify effective characteristics and limitations of an existing novice teacher mentoring program in an urban school district. In high-poverty urban school districts, there is a higher percentage of novice teaching staff, leading to further inequity for students in poverty. The study will examine teacher-mentor and teacher-specialist relationships through the lens of cognitive apprenticeship, and provide a deeper understanding of school leadership culture. The researcher will make recommendations to improve the current mentor induction system to reduce teacher attrition and increase teacher self-efficacy, which is hoped will lead to higher student achievement.

Teachers Who Tutor: Understanding Teacher Tutors in America

Matthew J. Etchells – Texas A&M University

Spring (2016) describes factors of capital ideology –high-stakes testing, teacher and administrator evaluation, and shadow education. There is limited research on the latter in the United States. The research has focused on who is leaving the school system to be tutored (Buchmann, Condron, Roscigno, 2010; Byun & Park, 2012; Kuan, 2011) and not who is leaving to tutor. Hattie (2008, p.82) states there has been a “remarkable increase in the prevalence of tutor programs over the past decade” and Bray (1999, p.87) purports more research is needed on the “impact of the shadow education system on the mainstream”.

Bridging the Gender Gap Through STEM: An After-School Mentoring Program

**Aziz Koyuncu – Texas Tech University*

This study investigated the attributes of after-school CRLP (College Readiness & Leadership Program) at a charter school in Texas pointing out students’ experiences how the program motivated them through STEM. A qualitative case study design was utilized. Study data was collected via semi- structured interviews. The study’s finding revealed that interaction between female students and female mentor help students to forget about stereotypes that girls encountered along with SAT prep before participating in CRLP which the research shows girls do not struggle getting high school credits in science or math however, somehow girls struggle with standardized tests. Hill, Corbett & Rose (2010).

F3.7 Paper Session **11:25a – 12:40p** **Bienville B**

Higher Education

Developmental Mathematics: A quantitative investigation of instructor classification as related to student success

Brittany A. Fish – Stephen F. Austin State University

This study focuses on the academic success of college students' first attempt in developmental mathematics who were enrolled at a four-year university. The purpose of the quantitative study is to identify if the instructor employment classification influences a student's academic success in developmental mathematics. The sample of this study contains 1933 unique student observations. Archival data were collected from the university studied and analyzed through a binary logistic regression statistical method. This study can assist university administrators in identifying instructor qualities that affect student success in developmental mathematics in order to address the need of achieving optimal academic success.

Studying in College: A Mixed Methods Analysis of Stress, Mindfulness, Exams, and Attention Regulation

Kyla A. Kemp-Rischar – University of Arizona

The present study explored stress, exam performance, mindfulness, and attention-regulation. Undergraduates released exam 1 and 2 grades ($n = 122$), participated in the first ($n = 48$) and second ($n = 37$) surveys on stress and mindfulness, and described how they regulated attention around study-related distractions ($n = 10$). Stress and mindfulness shared a significant negative correlation at time point 1 ($r(46) = -.57, p < .001$) and 2 ($r(35) = -.38, p = .02$) with large ($R^2 = .32$) and moderate effect sizes ($R^2 = .14$), respectively. Students regulated attention by avoiding electronics and people and employing motivational strategies.

First-Year Seminars: A Comparison of Practices for Academically Under-prepared Students

Forrest C. Lane – Sam Houston State University

Contemporary literature underscores the salience of First-Year seminars on college student success. The problem is that research outlining the characteristics of First-Year seminars for students in developmental education is sparse. Some institutions offer special sections to serve this population but there is little information about how these sections differ from other types of first-year seminars. This study examined the characteristics of First-Year seminars at two-year institutions where academically under-prepared students were required to complete these courses. The results and implications for practice are discussed.

Ten Years' Doctoral Dissertation Research on Best Practices in Developmental Education

**Reubenson K. Wanjohi – Grambling State University*

In the last couple of decades, a considerable number of dissertations were completed on various topics in developmental education. Recent reforms in the field and the pressure from legislature to make changes in developmental education programs and services have resulted even in more research in the field. The author of this study located and reviewed available doctoral dissertation research in developmental education conducted within the last 10 years. A total of 46 related dissertations were located. This session will offer the major findings of the dissertations (a total of 15) that focused specifically on best practices in developmental education. Recommendations for future research and implications for practice will be included in this session as well.

F3.8 Paper Session

11:25a – 12:40p

Bienville C

Language

Shared Experiences of Core Content Teachers Teaching ELLs in a Suburban School District

Jennifer L. Burr – Lamar University

The purpose of this qualitative phenomenological study was to explore the teaching strategies of effective middle school content-area teachers in teaching English Language Learner students in one suburban ISD in North Texas. Ten participants were asked questions from a guided protocol to obtain information about practices and strategies effective core content-area teachers used when working with ELL students in their classroom. Implications emerging from this study can help the improvement of professional development and can contribute to districts recognizing the importance of building relationships and rapport with students while building academic content.

Teachers' Perspectives of Using L1 in Teaching Young ELLS

Jiacheng Lu & Sheetal Digari – Texas A&M University

English serves as a global language allowing people to communicate with one another. However, English Language Learners (ELLs) are not yet proficient in English, they are often found to be at disadvantage in classrooms. This paper focuses on teachers' perspectives of using the first language (L1) when teaching young ELLs. Classroom instruction using L1 is a major issue dominating the study of foreign language acquisition. Therefore, this research study is a literature review of articles focusing on teachers' perspectives of using L1 to young ELLs. This paper uses the matrix method to synthesize and critically analyze the existing research.

Parental Use of Translanguaging During Shared Readings with Bilingual Texts

Stephanie M. Moody & Sharon Matthews – Texas A&M University

Family shared readings promote language and literacy development (e.g. Hindin et al., 2014), but little is known about these practices in bilingual homes. Davis et al. (2016) found that Latino bilingual families translanguage during readings, a practice often prohibited in schools (Worthy et al., 2013). We conducted an empirical study with bilingual Latino families to determine their use of language during shared readings. Preliminary results show that the majority of participants translanguaged when reading bilingual books, for literacy and language development. Teachers can incorporate translanguaging into lessons to develop literacy, language, and to validate their student's heritage.

Educational Experiences of ELL Students in One Rural High School

**Elsa Muro Hill & Ellen M. Curtain – Texas Wesleyan University*

The results attained from this research study help to shed light on the actual classroom experiences for English Language Learner students in one rural High school. This qualitative research gives voice to the everyday reality experienced by students striving to pass state standardized exams and graduate from High School. The study also highlights the challenges and triumphs of ELL teachers, students and parents in a rural district. Research results provide support for continuous academic support and training in sheltered ESL strategies, focused literacy development (reading and comprehensions), and a reexamination of state and federal policy pertaining to ELLs.

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