Southwest Educational Research Association
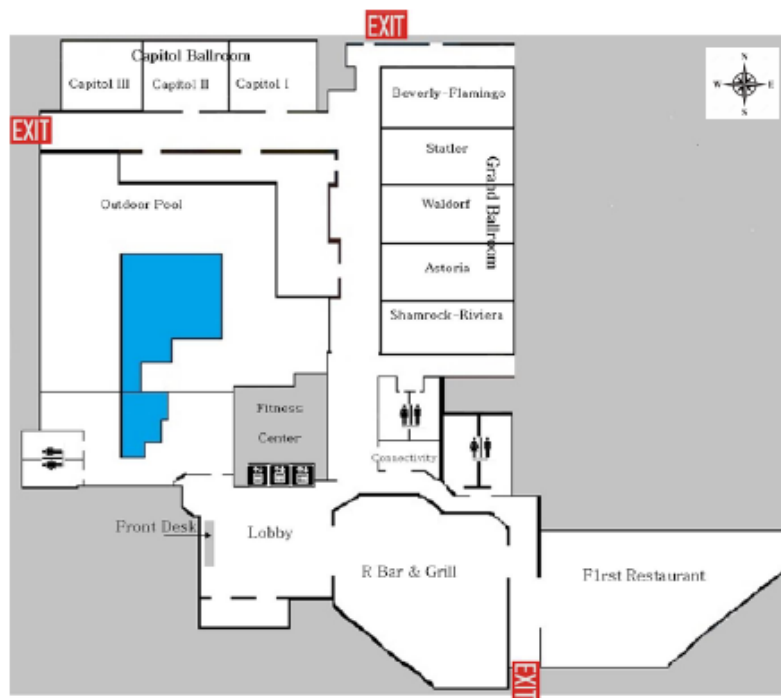
47th Annual Meeting Conference Program

February 14 – 16, 2024

Hilton Arlington, Arlington, Texas
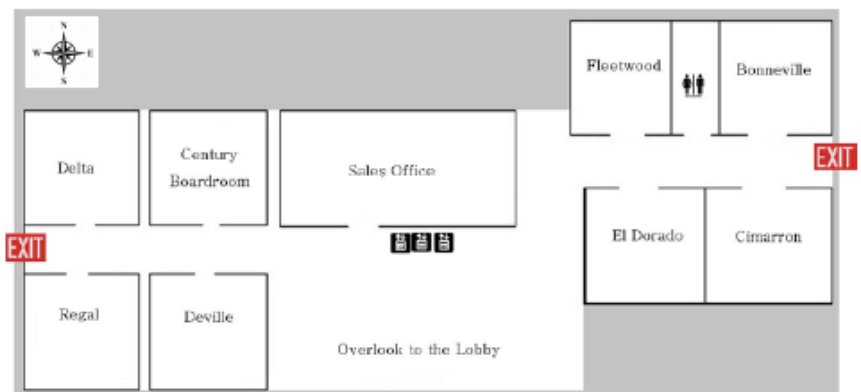
First Floor

Connectivity Lounge
Grand Ballroom
Capitol Ballroom
R Bar & Grill
F1rst Restaurant
Fitness Center
Outdoor Pool

Second Floor

Sales Office
Bonneville
Century Boardroom
Cimarron
Delta
Deville
El Dorado
Fleetwood
Regal

Southwest Educational Research Association

www.sera–edresearch.org

2024 Annual Meeting Program and Abstracts

Hotel Arlington, Arlington, TX
February 14-16, 2024

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 fund's long–term potential, 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) will greatly help achieve the foundation's vision. Contact Kim Nimon (knimon@uttyler.edu) for further information or to make contributions.

Front Cover

Photos courtesy of:

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City of Arlington

Arlington Historical Society

Printing

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School of Education and Human Development (SEHD)

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, attended every previous annual meeting until his death, and served as SERA historian. John earned his Ph.D. in the psychology department at Florida State University. He subsequently accepted an 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 award recipient. 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 fundamental questions were, "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); and
5. 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 likes. 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, six of the last seven 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.

And so, remembering them and our current membership, we continue to strive to improve things for our membership. Recent changes include:

--We have added website updates;
--We have improved ways to submit papers and receive notifications;
--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 Linda Reichwein Zientek Outstanding Paper Award

During its 45th Annual Meeting, February 23-25, 2022, Sam Houston State University Professor of Mathematics, **Linda Reichwein Zientek**, was honored by the Southwest Educational Research Association (SERA). At the annual business luncheon, a surprise announcement was made that SERA had renamed in perpetuity its SERA Outstanding Paper Award the "SERA Linda Reichwein Zientek Outstanding Paper Award," in recognition of Professor Zientek's numerous contributions to educational research and to SERA.

Dr. Linda Zientek is a Professor in the Department of Mathematics and Statistics at Sam Houston State University. Prior to joining SHSU in 2007, Linda served for ten years as a community college mathematics instructor. Her research interests include mathematics education, the preparation of mathematics teachers, community college initiatives, and quantitative research methods. Her interests include students' self-efficacy beliefs and how those beliefs impact academic achievement. Zientek has served as SERA executive director since 2014. She also has served as SERA deputy executive director (2011-2014), president (2010-2011), and newsletter editor (2007-2008). Zientek also previously received the SERA Extended Service Award in 2013.

SERA Bruce Thompson Extended Service Award

In 2022, the SERA Board renamed the SERA Extended Service Award the "SERA Bruce Thompson Extended Service 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 continuously attended 40+ SERA annual meetings. 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 Program Chair and then later as SERA President. In the early 1990s, Bruce served as Editor of the SERA annual book series, which was an edited commercially-published volume containing selected SERA conference papers chosen by peer review. Bruce began service as the inaugural SERA Executive Director when the By-Laws were accordingly amended in 2000 and this position was first created, until he ended service as Executive Director in 2014. Bruce continues to serve now as SERA Executive Director Emeritus and as SERA Historian. In 2006, Bruce was awarded the SERA Extended Service Award. Bruce was three-time recipient of the SERA Outstanding Paper Award, an award for which officers of the Association are not eligible during service in elected or appointed SERA Board roles.

Before his retirement, Bruce Thompson was a Distinguished Professor and College Distinguished Research fellow of Educational Psychology, Distinguished Professor of Library Science, 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 9 years of Educational & Psychological Measurement, the series, Advances in Social Science Methodology, and two other journals. He is the author of 220 journal articles, author/editor of 11 books, including 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 regarding greater emphasis on effect size reporting and interpretation and promoting improved understanding of score reliability.

Awards

SERA LINDA REICHWEIN ZIENTEK OUTSTANDING PAPER WINNERS

2023   Karen McIntush

2022   Rebecca DeLozier

2021   Noah Padgett

2020   Gang Zhu

2019   Ehsan Ghasemi, Hansel Burley & Parviz Safadel

2018   Emma Bullock

2017   Peter Boedeker

2016   Katherine L. Wright & Tracey S. Hodges

2015   Kara M. Styck & Grant Morgan

2014   Kary A. Johnson

2013   Grant Morgan & Aaron Baggett

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

SERA BRUCE THOMPSON EXTENDED SERVICE AWARD

2020	Forrest Lane	2014	Mary Margaret Capraro
2019	Lesley Leach	2013	Linda R. Zientek
2018	Shirley M. Matteson	2012	Gilbert Naizer
2016	Susan Troncoso Skidmore	2010	Sonya Carr
2015	Kim Nimon	2007	Kathleen Cage Mittag

JOHN J. HEDL, JR. LIFETIME SERVICE AWARD

2018	Sonya Centanni Carr	2005	Vince Paredes
2012	Victor L. Willson	2001	Tommie–Ann Hill Van Natter
2010	Kathleen Mittag	1998	John J. Hedl, Jr.
2006	Bruce Thompson		

Southwest Educational Research Association

2023-2024

Executive Council

President
Emma Bullock

President–Elect & Program Chair
Shaun Hutchins

Immediate Past President
Wendi Zimmer

Treasurer
Kim Nimon

Secretary
Audrey Meador

Deputy Treasurer
Grant Morgan

Graduate Student Advisors
Ryan Glaman
Katherine Vela

Graduate Student Representative
Chrissy Eubank

Executive Director Emeritus/Historian
Bruce Thompson

Director of Information Technology
Susan Troncoso Skidmore

Newsletter Editors
Wendi Zimmer
Peter Boedeker

Council Members–At–Large

Alonzo Flowers	Ryan Glaman	Chrissy Cross
Bethanie Pletcher	Michelle Peters	Tonya Jeffery
Carol Waters	Ronald Rhone	Katherine Vela

Program Division Chairs – 2024

The Division Chairs are instrumental in making the program successful 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:

I. Educational Administration, Policy, Leadership, & Program Evaluation

Audrey Meador
West Texas A&M University
ameador@wtamu.edu

Ken Helvey
Texas Wesleyan University
jkhelvey@txwes.edu

II. Instruction, Learning & Cognition

Laura Isbell
Texas A&M University-Commerce
Laura.Isbell@tamuc.edu

Sandra Nite
Texas A&M University
s-nite@tamu.edu

III. Methodology, Measurement & Evaluation

Tommy De Vaney
Southeastern Louisiana
tdevaney@selu.edu

Lisa Dryden
Texas Wesleyan University
ldryden@txwes.edu

IV. Teachers & Teacher Education

Bob Elliot
Eastern New Mexico University
RBRT_LLTT@yahoo.com

Julia Yoo
Lamar University
hyoo@lamar.edu

V. Special Populations & Counseling

Nara Martirosyan
Sam Houston State University
nxm021@SHSU.EDU

Monica Wong-Ratcliff
Texas A&M University – Kingsville
Monica.Ratcliff@tamuk.edu

VI. Graduate Student Seminars for Work in Progress

Tony Edwards
Tarleton State University
aedwards@tarleton.edu

Karen McIntush
University of Houston
kemcintu@central.uh.edu

SERA Past Presidents

Wendi Zimmer	2022-23	Vince Paredes	2000-01
Celia Wilson Scott	2021-22	Nancy Martin	1999-00
Grant Morgan	2020-21	Arturo Olivarez	1998-99
Shirley Matteson	2019-20	Max Martin	1997-98
Forrest Lane	2018-19	Mark Lewis	1996-97
LaVonne Williams-Fedynich	2017-18	Larry G. Daniel	1995-96
Pratheba Natesan	2016-17	Mary K. Tallent-Runnels	1994-95
Shirley Matteson	2015-16	Stephanie L. Knight	1993-94
Susan Troncoso Skidmore	2014-15	Elaine Jackson	1992-93
Stacey Edmondson	2013-14	Victor L. Willson	1991-92
Kim Nimon	2012-13	Glynn D. Ligon	1990-91
Willam A. Jasper	2011-12	Hersholt C. Waxman	1989-90
Linda R. Zientek	2010-11	Patricia A. Alexander	1988-89
Mary M. Capraro	2009-10	Michael J. Ash	1987-88
Robert M. Capraro	2008-09	Deberie L. Gomez-Grobe	1986-87
Gilbert Naizer	2007-08	Claire Ellen Weinstein	1985-86
J. Kyle Roberts	2006-07	Bruce Thompson	1984-85
M. Janine Scott	2005-06	Jon J. Denton	1983-84
Kathleen Cage Mittag	2004-05	Douglas M. Brooks	1982-83
Ron McBride	2003-04	John J. Hedl Jr.	1981-82
Randall E. Schumacker	2002-03	Wayne R. Applebaum	1980-81
Dianne Taylor	2001-02	Robert M. Caldwell	1979-80

Foreword

As President of the Southwest Educational Research Association (SERA), I warmly welcome you to the 47th Annual Conference. We have over 225 members, and there will be more than 170 research presentations, workshops, symposia, and innovative sessions at the 2024 conference. Plan to attend as many sessions as possible to take advantage of the wide variety of learning and networking opportunities.

SERA is a professional regional education association that is dedicated to advancing the field of educational research. The association takes pride in its intimate and nurturing environment that supports both researchers and practitioners, novice and experienced. The SERA Annual Conference offers an excellent forum for attendees to share their research findings with SERA members across the Southwest and beyond, network with colleagues, and collaborate with researchers in their field. SERA also offers fantastic experiences for graduate and undergraduate students and works hard to ensure 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 Troncoso Skidmore on Thursday morning during the annual meeting. Elizabeth Creamer, professor emerita at Virginia Polytechnic Institute and State University and the 2018 University of Michigan Mixed Methods Program Senior Visiting Scholar, is the Presidential Invited Speaker on Thursday. Matthew Fuller is offering a ticketed pre-conference workshop on procuring grants. Grant Morgan and Hiroki Matsuo are offering a ticketed workshop on Nonparametric Statistics and Assumptions. Finally, I am offering a ticketed workshop on thriving during the dissertation writing process. More information about these sessions can be found in the front matter of this 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 *Forrest Lane* for doing an incredible job as local arrangements chair. Tremendous appreciation is also extended to our President-Elect/Program Chair, *Shaun Hutchins*, for organizing and compiling this year's conference program; 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 a historical perspective; and to all SERA board members. Graduate student participation in SERA continues to increase, and many thanks are extended to the graduate student representative, *Chrissy Eubank*. 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 2024 SERA Annual Conference in Arlington, TX. We are glad you are here and look forward to sharing this experience with you. Enjoy!

Emma Bullock
SERA President

The Program

An incredible number of diverse proposals were 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 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 ticketed pre-conference workshop begins on Wednesday at 11:00 a.m.; the first conference session on Wednesday begins at 1:00 p.m. On Thursday morning, the sessions begin at 8:30 a.m.; the first two sessions on Thursday morning are 1 hour long. Subsequent sessions on Thursday are 1 hour and 15 minutes long. On Friday morning, the sessions begin at 8:45 a.m. and are 1 hour and 15 minutes long. 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 on Wednesday in the first time slot. If a presenter identified as a graduate student, special efforts were made to schedule that session to not correspond with the fireside chat and the graduate student meeting. Our Presidential Invited Speaker is Professor Elizabeth Creamer, and her presentation will immediately follow the luncheon at 1:35 p.m. in Capitol I & II on Thursday. The Fireside Chat on Thursday afternoon in Capitol I & II is for graduate students only and is an excellent opportunity to visit with Professor Creamer in an informal setting; students are welcome to bring up any profession- or education-related questions or topics of interest to them.

On Friday, the graduate student meeting begins at 8:00 a.m. in the Century Boardroom. It provides graduate students with the opportunity to meet with people from various higher education institutions and form collaborations and support systems with people in their research area. During the graduate meeting, graduate representatives are elected.

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 morning and afternoon. A description of these sessions is provided on pages 10-11. Do not forget to check out and attend the various free workshops, innovative sessions, and symposia scheduled throughout the program.

Thank you for attending and supporting SERA!

Shaun Hutchins
SERA President-Elect & Program Chair

Program Session Schedule

Wednesday	
11:00a – 5:00p	Registration
11:00a – 1:00p	Training Session:
	From Find it to Fund it! Strategies for Grant and Sponsored Research Success!
	(Ticket Required, Statler & Waldorf)
1:00p – 2:15p	Sessions (W1)
1:00p – 3:00p	Training Session:
	Putting Statistical Assumptions Back in Their Place: A Guide to Nonparametric Statistics and Your Power to Make Whatever Assumptions You Want
	(Ticket Required, Capitol I & Capitol II)
2:20p – 3:35p	Sessions (W2)
3:00p – 5:00p	Training Session:
	Do MORE than Just Finish: How to Thrive During the Dissertation Process and Write a Well-Funded, Award-Winning Dissertation that Propels You into A Sustainable Research Agenda and Career
	(Ticket Required, Statler & Waldorf)
3:40p – 4:55p	Sessions (W3)

Thursday	
8:00a – 5:00p	Registration (Closed during business luncheon)
8:00a – 9:00a	Continental Breakfast
8:30a – 9:30a	Sessions (T1)
	SERA Junior Faculty Mentoring Initiative – Part 1 (T1.2)
9:35a – 10:35a	Sessions (T2)
	SERA Junior Faculty Mentoring Initiative – Part 2 (T2.2)
10:40a – 11:55a	Sessions (T3)
12:00p – 1:30p	**Luncheon** (Ticket Required, T4)
1:35p – 2:40p	**Presidential Speaker – Professor Emerita Elizabeth Creamer (T5)**
2:45p – 4:00p	**Fireside Chat with Elizabeth Creamer – Graduate Students Only** (T6.1)
2:45p – 4:00p	Sessions (T6)
4:05p – 5:20p	Sessions (T7)
5:25p – 6:30p	Graduate Student Meeting & Election of Representatives (T8.1)

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

Program Highlights

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

The Annual Luncheon and Business Meeting (T4.0 Thursday 12:00 – 1:30 – Statler, Waldorf, & Astoria). The luncheon includes announcing the graduate student travel awards winners and the Outstanding Student Paper competition.

REMEMBER: "Student Travel Awards" 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 – Capitol I & II) immediately following the luncheon.

Fireside Chat Professor Emerita Elizabeth Creamer (T6.1 Thursday 2:45 – 4:00 – Capitol I & II)

Graduate Students Only.

Graduate Student Meeting (T8.1 Thursday, 5:25 – 6:30 – Capitol I & II)
An opportunity to discuss student concerns and elect the 2024–2025 graduate student representative to the SERA Executive Council and university-level representatives who comprise the Graduate Leadership Council.

Graduate Student Leadership Meeting (F0.3 Friday, 8:00 – 8:45 – Century Boardroom)

Graduate Student Division VI Paper Sessions
This year's program includes 67 graduate student Division VI papers. Each Division VI paper features presentations of **work 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.

Building a Research Proposal	*W2.1*
Developing a Literature Crosswalk: A Tool for Critiquing the Available Literature	*W3.1*
Navigating and Getting the Most from SERA	*T1.1*
Understanding the Through Line in Mixed Methods Research: Connecting the Rationale, Mixed Question, Mixed Design, and Meta-Inference	*T2.1*

Graduate student work area is available throughout the annual meeting in the Century Boardroom.

SERA Junior Faculty Mentoring Initiative Part 1 & 2

Part 1: Thursday, 8:30-9:30 (Session T1.2)

Part 2: Thursday, 9:35-10:35 (Session T2.2)

Michelle Peters and Tonya Jeffery

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

The Annual Luncheon and Business Meeting (T4.0 Thursday 12:00 – 1:30 – Statler, Waldorf, & Astoria). The luncheon includes announcing the graduate student travel awards winners and the Outstanding Student Paper competition.

Presidential Invited Address (T5.0 Thursday 1:35 – 2:45 – Capitol I & II) immediately following the luncheon.

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

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

Building a Research Proposal	*W2.1*
Developing a Literature Crosswalk: A Tool for Critiquing the Available Literature	*W3.1*
Navigating and Getting the Most from SERA	*T1.1*
Understanding the Through Line in Mixed Methods Research: Connecting the Rationale, Mixed Question, Mixed Design, and Meta-Inference	*T2.1*
Introduction to Propensity Score Matching for Estimating a Treatment Effect	*T3.1*
Helping Our Doctoral Students Become Graduates	*T6.2*
From Questions to Conclusions: A Guide to Linking Research Questions, Design, Analysis and Causal Inferences in Education	*T6.3*
No More Crappy Program Evaluations: Best Practices in Educational Evaluation Design, Analysis, and Reporting	*T7.1*
SERA 2024 Early Career Research Awards	*T7.2*

Session Chairs

PLEASE NOTE: An asterisk indicates session chairs in the program. If you are designated as a 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 until the end of the session.

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

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

Division VI Discussants

Name	Institution
Peter Boedeker	Baylor College of Medicine
Emma Bullock	Sam Houston State University
Jane McIntosh Cooper	University of Houston-Clear Lake
Chrissy Cross	Stephen F. Austin State University
Mary Curtis	University of Houston-Clear Lake
Ryan Glaman	Tarleton State University
Stephen Gruber	University of Houston-Clear Lake
Shaun Hutchins	Texas A&M University
Bill Jasper	Sam Houston State University
Tonya Jeffery	University of Houston-Downtown
Andrew Kipp	Texas A&M University
Forrest Lane	Stephen F. Austin State University
Audrey Meador	West Texas A&M University
Bethanie Pletcher	Texas A&M University-Corpus Christi
Amy Ray	Sam Houston State University

Ronald Rhone	Tarleton State University
Celia Scott	Tarleton State University
Elizabeth Stewart	Eastern New Mexico University
Katherine Vela	Utah State University
Carol Waters	University of Houston-Clear Lake

Thank You

A special "thank you" to all of the division chairs and proposal reviewers for dedicating their time and expertise to 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 Forrest Lane for serving as Local Arrangements Chair, to Susan Skidmore for coordinating the Conference Registration system.

Also, thank you to Texas A&M University for printing the 2024 SERA conference programs.

SERA 2024 Presidential Invited Address
Elizabeth G. Creamer

Adapting a Mixed Method Way of Thinking

Biographical Statement: Dr. Elizabeth G. Creamer is professor emerita from the Educational Research and Evaluation Program in the School of Education at Virginia Polytechnic Institute and State University. Her educational background spans the humanities and education as she received a Bachelor of Arts degree in English Education at Northwestern University, a master's degree in English and Reading Instruction at Colorado State University, and a doctorate in education from Virginia Tech. She taught English and reading at the high school level from 1972-1976. Over the course of her 35+-year career as both an academic and an administrator, Creamer authored four books or monographs, 135 journal articles and book chapters, and more than 100 conference presentations and workshops, including in many international venues. Dr. Creamer is the author of two textbooks and a third that is in progress: *An Introduction to Fully Integrated Mixed Methods Research* with SAGE in 2018 and *Advancing Grounded Theory with Mixed Methods* published in August 2021 by Routledge/Francis and Taylor. Dr. Creamer was elected to a four-year term on the Board of the Mixed Methods International Research Association (MMIRA). During that time, she led efforts to offer a monthly webinar series and co-chaired an initiative to organize the first ever virtual international conference. Her newest writing project involves a new book, *Leveraging Visual Displays During Analysis in Mixed Methods Research*.

Abstract: Whether it is mixed methods, a qualitative method, or a method that pairs the two, a mixed method way of thinking is deliberate in its commitment to engage difference. In this presidential address, Professor Elizabeth G. Creamer from Virginia Tech introduces different ways to embed a commitment to engage difference in research procedures, including in the construction of visual displays. Highlighting integration as the defining component of mixed

methods, Creamer explores case-based analysis as way to integrate different sources of data dialectically. Following that, the focus shifts to indicators of quality how visual displays can promote theoretical reasoning. The talk closes with the perpetually controversial topic of the feasibility of a mixed method dissertation. The talk includes a handout of a mind-map to aid in notetaking.

2-Hour Training Session

(Ticket Required)

From Find it to Fund it! Strategies for Grant and Sponsored Research Success!

Matthew Fuller

You have an amazing research idea but need financial support to bring your research vision to life. This session will cover details of each phase of sponsored research development from grant seeking to proposal writing, award, and post-award leadership. Dr. Matthew Fuller has been responsible for sponsored research totaling $26 million. In this workshop you will develop a grant seeking strategy, practice the development of a grant proposal, describe different funder motivations, and articulate a post-award leadership strategy for project success. This engaging, interactive workshop will provide opportunities for grant coaching and offer ideas for success proposal drafting, submission, and post award management. Come ready to learn about a process for seeking sponsorship for research activities and develop a long-range, career-long approach sponsorship in higher education and non-profit settings.

Dr. Matthew Fuller is a Professor and Director of the Center for Assessment, Research, and Educational Safety at Sam Houston State University.

Putting Statistical Assumptions Back in Their Place: A Guide to Nonparametric Statistics and Your Power to Make Whatever Assumptions You Want

Grant B. Morgan & Hiroki Matsuo

In this workshop, we will provide an introduction to the logic and application of nonparametric statistics for comparing groups. We will examine the role statistical assumptions should play, if any, in your analysis and demonstrate how you can use nonparametric statistics instead of t test and/or ANOVA with no loss of information in almost any research situation. Ultimately, the goal of this workshop is to empower researchers to make whichever assumptions they want to make about their data instead of having assumptions imposed on them by the statistical procedures taught in most graduate programs. Examples in SPSS and R are provided throughout.

Grant B. Morgan is a Professor in the Quantitative Methods graduate program in the Department of Educational Psychology and Associate Dean for Research at Baylor University. Hiroki Matsuo is a Doctoral Candidate in Quantitative Methods at Baylor University.

Do MORE than Just Finish: How to Thrive During the Dissertation Process and Write a Well-Funded, Award-Winning Dissertation that Propels You into A Sustainable Research Agenda and Career

Emma P. Bullock

As the winner of five major dissertation awards and six additional graduate student research awards, while procuring over $20,000 in funding to support her dissertation scholarship, Dr. Emma Bullock, Ph.D. (2018 SERA Bruce Thompson Outstanding Paper Award), knows how to approach the dissertation process, so you earn multiple job interviews (Dr. Bullock had 25 phone interviews and 10 on-campus interview requests in her last year of grad school) and propel your career. From conceptualization to defense and the job interview, Dr. Bullock will share how to effectively and efficiently select your committee, select your topic and research question(s), hone your research skills, write a literature review, pilot your ideas, build your academic network, procure funding, use the resources your school and professional organizations offer, write in 30-minute increments, present and defend your findings, solicit spectacular letters of recommendation, and apply for awards that will propel you into a successful job interview process that promotes your research agenda and future career. You do not need to settle for just finishing. Bring YOUR dissertation ideas and learn how to use the dissertation process as the means toward accomplishing your academic and professional dreams in this interactive and fun workshop.

Emma P. Bullock is an Assistant Professor of Mathematics Education at Sam Houston State University.

W0.1	10:30a-5:00p	Grand Ballroom Foyer

Registration

W0.2 Training Session	11:00a-1:00p	Statler & Waldorf

Training Session
Special Ticketed Event

From Find it to Fund it! Strategies for Grant and Sponsored Research Success!
Matthew Fuller — Sam Houston State University

You have an amazing research idea but need financial support to bring your research vision to life. This session will cover details of each phase of sponsored research development from grant seeking to proposal writing, award, and post-award leadership. Dr. Matthew Fuller has been responsible for sponsored research totaling $26 million. In this workshop you will develop a grant seeking strategy, practice the development of a grant proposal, describe different funder motivations, and articulate a post-award leadership strategy for project success. This engaging, interactive workshop will provide opportunities for grant coaching and offer ideas for success proposal drafting, submission, and post award management. Come ready to learn about a process for seeking sponsorship for research activities and develop a long-range, career-long approach sponsorship in higher education and non-profit settings.

W1.1 Innovative Session	1:00p-2:15p	Beverly-Flamingo

Innovative Session

Empowered Leadership: Minoritized Voices as Change Agents
*Alonzo Flowers — The University of Texas at San Antonio
Rosa Banda — Texas A&M University-Corpus Christi

In an increasingly diverse and dynamic world, the role of empowered leadership in higher education cannot be overstated. This presentation delves into the transformative potential of Black, Latina, and LGBTQA+ leaders within the context of higher educational spaces. Drawing from a rich tapestry of experiences and perspectives, this discussion explores how these leaders navigate the intricate landscape of academia. It examines the unique challenges they face, the strengths they bring, and the innovative approaches they employ to effect positive change in their institutions. This presentation invites attendees to engage in a thoughtful dialogue that promotes inclusivity within the academic sphere.

W1.2 Paper Session	1:00p-2:15p	Bonneville

Schools

Predicting Student At-Risk Status Through the MAP Growth Assessment System and the Local Assessment Model
Stephanie Bermudez — Blue Ridge ISD
George Willey — University of Mary Hardin-Baylor

Ensuring that at-risk students who need additional intervention are accurately identified is an essential component of the school improvement process. This study examines if there is a statistically significant difference in accurate at-risk classification between the Measures of Academic Progress (MAP) Growth assessment and the Local Assessment Model (LAM) in a selected school district. Quantitative research methods involving binary logistic regression procedures and chi-square tests of independence were used in the analysis. The implications of this research for school leaders includes determining the benefits of dedicating resources between the two systems.

How Effective Induction Can Address Challenges Faced By Early-Career LGBTQ+ Teachers
*Shawn McElveen & Andrew Kipp — Texas A&M University

Teacher induction programs provide supports to aid retention for new teachers. However, LGBTQ+ teachers experience unique barriers that are not typically addressed by US induction programs. Investigating current literature and contemporary international induction programs for LGBTQ+ teachers through the lens of queer theory, we conceptualize and argue for new structures to address the needs and challenges that new LGBTQ+ teachers face in the US. We recommend, for example, that induction programs include a mentor within the LGBTQ+ community, iterative and intentional leadership conferencing, and analysis of heteronormative expectations within the school district to promote/ retain LGBTQ+ teachers. Implications are discussed.

Finding What Works: One Teacher's Journey to Evaluate Student Outcomes Beyond Critical Times
Sharon Ross — Texas A&M University-Commerce
Stephanie Atchley — Tarleton State University
Jesse Brock — University of West Georgia
Ryan Glaman — Tarleton State University

Student growth is measured by evaluating student outcomes from the State of Texas Assessment of Academic Readiness (STAAR) exam scores, the state's standardized testing, on a yearly basis (TEA, 2020). The COVID-19 pandemic caused state officials to suspend accountability testing for the 2019-2020 academic year (TEA, 2020). Without 2019-2020 STAAR data, the state of Texas could not measure growth the same way in 2020-2021. This study demonstrates one teacher's journey to measure student growth and achievement in a time when no state data was available.

W1.3 Paper Session	1:00p-2:15p	Cimarron

Methodology

Bridging Research Problem with Methodological Choices: Unveiling Insights Through the Lens of Mixed Methods Perspectives
Zhidong Zhang & Blanca Ibarra — The University of Texas Rio Grande Valley

This study uses a convergent parallel mixed methods approach to assess doctoral dissertation quality. It combines qualitative data with quantitative data from self-confidence questionnaires. Qualitative analysis aligns well with quantitative evidence, affirming the method's effectiveness in evaluating dissertation quality.

Ensuring Coherence in a Social Justice Study: A Mixed Research Model for Examining Systematic Reviews and Data Analysis Reports
Zhidong Zhang — The University of Texas Rio Grande Valley

This study assessed doctoral dissertation quality, focusing on literature review and quantitative analysis coherence. It used a mixed-methods design, employing semantic network and thematic analysis for qualitative data and SPSS for quantitative data. The results showed this approach effectively evaluated dissertation quality and alignment between key elements, providing comprehensive insights.

Using Contingency Tables as a Method of Crossover Analysis for Achieving Complementarity in Convergent Mixed Methods Designs
*Shaun Hutchins & Karen Rambo-Hernandez — Texas A&M University

In mixed methods research, crossover analyses are methods of mixing data across study strands (e.g., analyzing qualitative data quantitatively or vice versa). Hitchcock and Onwuegbuzie (2020) made a call for innovation with crossover analyses in mixed methods. This methodological paper presents an innovative method of crossover analysis for convergent mixed methods designs. Using a reanalysis of a randomized controlled trial evaluation (Waxman et al., 2018; Wright et al., 2021), contingency tables are used during data merging as means of explicitly linking the mixed analysis with the rationale for mixing methods to achieve complementarity in the meta-inference.

W1.4 Paper Session	1:00p-2:15p	El Dorado

Early Childhood Education
Discussant: Emma Bullock

The Impact of PreKindergarten Attendance on the Reading Achievement of First-Grade Students
Erika Torres — Texas A&M University-Corpus Christi

Differences in guidelines and accountability systems result in prekindergarten programs that vary in program quality, including instruction and organizational structure. Variability in accountability and expectations for such programs can also result in inconsistent student performance and achievement outcomes. This study seeks to prove the effectiveness of a district's prekindergarten program on the first-grade literacy skills of those who attended as measured by the Texas Primary Reading Inventory (TPRI) Students who attended Prek-3, Prek-4, and Kindergarten will be included.

Examining Educational Robotics and Computational Thinking in Early Childhood Education
Remi Willoughby — University of Houston-Clear Lake

Educational robotics (ER) is becoming progressively popular in elementary classrooms as tools to foster computational thinking. However, early childhood (EC) has not been a beneficiary of the new wave of ER in the classrooms because of a lack of teacher preparation and pedagogical knowledge. This research proposal presentation will discuss the significance of educational robotics in EC, and how it can be used to foster critical thinking. EC in-service teachers will receive treatment in the form of a professional development using Beebot floor programmable robots.

A Study of Factors that Affect the Mathematics Teaching Efficacy of Early Childhood Educators
Kacie Cooper — University of Houston-Clear Lake

The purpose of this study is to investigate what factors lead to higher levels of mathematics teaching efficacy and the potential strategies that can be used to increase the mathematics teaching efficacy of in-service early-childhood teachers in Texas. The study will utilize the Mathematics Teaching Efficacy Belief Instrument (Enochs et al., 2000) and a growth mindset survey (Dweck, 2006; Savage, n.d.) to obtain mathematics teaching efficacy (SE) scores and growth mindset scores (GM), respectively. The SE and GM scores will be analyzed for any differences between subgroups within defined factors and association will be tested between SE scores and GM scores.

W1.5 Paper Session	**1:00p-2:15p**	**Fleetwood**

College Students
Discussant: Chrissy Cross

Black Student Perceptions of Social Media Effectiveness on Raising Consciousness About Social Issues
Tiara Gatewood — Sam Houston State University Amber Clark — Sam Houston State University

There have been previous studies conducted on digital platforms (e.g., social media) and traditional media as it relates to level of engagement and being informed. Based on the current data, we have designed a study on Black student populations at Predominantly White Institutions (PWIs) to determine if utilizing social media platforms is effective in advocating for social issues (e.g., discrimination, unconscious bias, inclusion) within the Black community. Using a qualitative approach, undergraduate students attending a PWI will be interviewed on their perspective of social media effectiveness. The Uses and Gratification (UGT) theory will be applied as the theoretical framework.

The Career Development of Black First-Generation College Students
Kristelle Walls — Sam Houston State University

In this study, I will examine Black first-generation sophomore college students' perspectives on what they perceive as career counseling needs regarding career decision-making. Students enrolled at a four-year Historically White Institution (HWI) in the Southeast Region of Texas will be asked to interview for this research. Interview questions will be formulated to gain insight into students' needs and how students go about fulfilling those needs based on Lent, Brown, and Hackett's Social Cognitive Career Theory (SCCT). New practical implications drawn from this research will assist higher education professionals in the further development of Black first-generation undergraduate student success.

Exploration of Nurse Educator Moral Distress While Working with Students in the Clinical Setting
Holly Scroggins — Texas A&M University-Texarkana

Moral distress is a phenomenon that has been studied by examining the experiences of nursing students and staff nurses, but not in nursing educators working in the clinical setting with students. The proposed phenomenological study will explore the moral distress experiences of nurse educators with three to five years of clinical instruction experience within the clinical setting. Understanding moral distress experienced by clinical nurse educators can help academic institutions and healthcare organizations better comprehend these educators' challenges.

W1.6 Training Session	1:00p-3:00p	Capitol I & Capitol II

Training Session
Special Ticketed Event

Putting Statistical Assumptions Back in Their Place: A Guide to Nonparametric Statistics and Your Power to Make Whatever Assumptions You Want
Grant B. Morgan & Hiroki Matsuo — Baylor University

In this workshop, we will provide an introduction to the logic and application of nonparametric statistics for comparing groups. We will examine the role statistical assumptions should play, if any, in your analysis and demonstrate how you can use nonparametric statistics instead of t test and/or ANOVA with no loss of information in almost any research situation. Ultimately, the goal of this workshop is to empower researchers to make whichever assumptions they want to make about their data instead of having assumptions imposed on them by the statistical procedures taught in most graduate programs. Examples in SPSS and R are provided throughout.

W2.1 Workshop	2:20p-3:35p	Beverly-Flamingo

Free Workshop

Building a Research Proposal
Celia Scott, Ronald Rhone, Nicole Mishnick, & Juanita Reyes — Tarleton State University

This workshop will provide attendees an introduction to using models to visually represent the connections between various components of a research proposal. While components can vary,

research models often include the purpose of a study, research question(s), theoretical or conceptual framework, components of that framework, outcomes to be investigated, and even the data to collect and methods to collect it. Information will be provided regarding model building and how the model can be used to guide construction of a cohesive research proposal.

W2.2 Paper Session	2:20p-3:35p	Bonneville

Vocational & Higher Education

Social-Emotional Learning: Role of Counselors in Shaping High School Student Decision-Making on Academic and Career Choices
Yi Zhang, Jessica Atkins, Teresa Hernandez, & Sweta Srivastava — The University of Texas at Arlington

This qualitative study aims to explore the roles of public high school counselors in guiding their students through selecting endorsements and making informed decisions regarding postsecondary enrollment and career choices. In particular, this study aims to explore multifaceted ways counselors facilitate high school students in making decisions from a social-emotional learning perspective. Data will be collected from 8-12 counselors, pending data saturation, through in-person or online individual interviews. The findings could be used to improve policies and practices in consulting high school students, leading to more effective professional development or training programs, ultimately increasing students' college and career readiness.

Barriers to Access of Advanced Coursework from the Perspective of High School Counselors
*Debra Creel & Julie Combs — Sam Houston State University

Access to advanced coursework can be limited by numerous barriers beyond the control of students. School counselors play an integral role in the future of students, often serving as gatekeepers for these courses. The purpose of this Delphi study was to describe high school students' common barriers to advanced coursework opportunities. Counselors identified barriers such as caseload size, fear, and disconnectedness and agreed that lacking a support system was the most significant obstacle to student enrollment in advanced coursework. Implications for practice are included in the paper.

The Experiences of Women of Color in TRIO Programs: A Systematic Literature Review
Aminah Crawford — Texas A&M University

Despite the U.S.'s strong college enrollment and completion rates, first-generation college students face inequities in access, retention, and completion. TRIO programs were designed to meet this group's expanding requirements. Literature on TRIO's success is developing, but there is a dearth of literature disaggregating how specific first-generation populations view TRIO's impact on their academic and personal growth. The purpose of this systematic literature review is to seek perspectives from first-generation women of color in TRIO programs. The findings offer

implications for TRIO program administrators, university administration, and student centers/organizations.

Personality and STEM Career Interest: How Does Personality Relate to Interest and Confidence in STEM Career Decisions?
Sarah Ferguson — Rowan University

STEM careers are considered to be promising careers for the future of industry and the workforce. Social cognitive career theory (SCCT) provides a framework for understanding how individuals develop interest in careers. However, there has been little research on personality person inputs important to career development. Data was collected from 11th grade students at three public high schools in the Mid-Atlantic States of the US. Based on this study, there is evidence that higher levels of agreeableness and conscientiousness are associated with increased career decision-making self-efficacy, though STEM interest and knowledge of careers was not positively associated with this result.

W2.3 Paper Session	2:20p-3:35p	Cimarron

Higher Education

Exploring Computational Thinking Practices and Challenges in Two Different Achievement Groups in Higher Education
Xueni Fan, Min Huang, Tianxiao Yang, & Jongpil Cheon — Texas Tech University

Computational thinking (CT) is a problem-solving skill needed by students in the digital age. Despite the growing demand to enhance CT, there is a limited body of research on relevant interventions in higher education. This study aims to differentiate instructional strategies to foster CT practices based on learners' needs. A lower achievement and a higher achievement group will be determined by final grades, and students' coding journals are analyzed based on CT practices and challenges. Preliminary results show different patterns in the two groups. Differences in the two groups will be discussed and specific instructional strategies will be suggested.

Reflecting on Threshold Concepts and Troublesome Knowledge: Stories Shared by Two Doctoral Students and Two of their Professors
Lynn Hemmer, Jessica Robbins, Eunice Salazar-Banks, & D Elliff — Texas A&M University-Corpus Christi

The dissertation journey for emerging scholarly practitioners is complex, demanding developing research skills, embracing new ways of knowing, and envisioning social justice-oriented change. Threshold concepts and troublesome knowledge guide the stories shared by two doctoral students and two of their professors, shedding light on fostering a supportive academic environment that values diverse backgrounds and experiences. These stories underscore the significance of tailored support and open communication between students and faculty in doctoral education.

Developing Students as Critical Thinkers: A Systematic Literature Review
*Wendi Zimmer & Paul Keiper — Texas A&M University

An increasing need for critical thinking skills is prevalent as we encounter increased twenty-first-century global challenges. While increased classroom integration is imperative for student success and global impact, due to the complex nature of critical thinking, minimal instruction and assessment focused on enhancing students' critical thinking competencies exist at the higher education level. This project aimed to mitigate this deficiency by determining best teaching and learning strategies for increasing students' critical thinking skills. We conducted a systematic literature review to define critical thinking and discover best practices for teaching critical thinking to undergraduate students. Results of this project provided a strong working definition of critical thinking through an instructional lens along with resources and best practices for teaching and assessing critical thinking.

Exploring Contrastive Discourse Marker Use in Higher Education Online Discussions
Yanbing Chen, Lu Chen, & Weiqi Guo — Texas A&M University

Discourse markers (DM) play a crucial role in facilitating communication and conveying pragmatic purposes. Prior research (Choemue & Bram, 2021) indicates differences in DM use between academic and non-academic contexts, emphasizing the need to explore students' DM utilization in academic situations. The current study investigates contrastive DM use in higher education online discussions as a semi-formal academic context by native English-speaking and non-native English-speaking graduate students. The results revealed the similarities and differences in DM use. This research enhances our understanding of discourse marker use in higher education by providing authentic discourse materials and provides valuable guidance in English teaching.

W2.4 Paper Session	2:20p-3:35p	El Dorado

Multicultural Education
Discussant: Jane McIntosh Cooper

Towards Inclusive Education: Leveraging Digital Literacies to Promote Multilingualism
Josie Rektenwald — Texas Tech University

This research reviews empirical research on utilizing digital literacies to create inclusive learning environments for multilingual students. Monolingual ideologies often marginalize linguistically diverse learners. Multiliteracies and translanguaging theories argue for affirming students' cultural and linguistic resources. A systematic literature search identified eight recent studies examining digital literacies and multilingual learners in writing contexts. Thematic analysis revealed key benefits, including enhanced sociocultural practices, collaboration, student voice, and meaning-making. Findings suggest emerging technologies provide avenues for equity by validating diverse languages and cultures. Further research is needed to prepare teachers to implement these inclusive digital practices.

Disrupting Monolingual Mindsets: Examining Teacher Language Ideologies in English-Only Schools
Josie Rektenwald — Texas Tech University

This proposed qualitative critical ethnography aims to examine how teachers' language ideologies are impacted by guided reflection and collaborative implementation of multilingual pedagogies. Situated in sociocultural and critical literacy frameworks, beginning teachers in Texas would engage in reflection about their language experiences, analyze current teaching practices and co-design professional development introducing translanguaging approaches. Teachers would then implement these practices while continuing reflective analysis. This research expects to provide insights into connections between teacher backgrounds, ideologies, and instructional shifts when disrupting monolingual school cultures. It aims to inform teacher development focused on educational equity.

Effect of STAAR Testing on the Secondary School Experience of ELLs and Areas of Opportunity for Improvement in State Assessment
Kara McDonald — Texas A&M University-Texarkana

In the spring of 2021, 64,366 Texas students in the English as a Second Language (ESL) program took the English I End of Course state assessment (STAAR). Of those students, 69 percent did not pass the test. In other words, according to the state standard, 44,393 students were failed by the Texas education system (Texas Education Agency, 2021). Given that these numbers came in the year after returning to school following the Coronavirus shut-down of 2020, it is easy to look at these numbers and think the main factor is the COVID-19 pandemic; however, an historical look at the STAAR data since the tests' creation shows that this is an ongoing issue for this vulnerable population. The purpose of this mixed-methods study is to inform policy on the administration and effects of the current STAAR standards and practices on secondary English Language Learners (ELLs) in Texas, and to suggest a solution for accurately evaluating these students.

W2.5 Paper Session	2:20p-3:35p	Fleetwood

Measurement
Discussant: Peter Boedeker

What do Teacher Observers Observe?
Elizabeth Goldberg — Texas Tech University

Teachers rely on expert teacher observers (i.e., teacher educators and administrators) for certification, evaluations, professional development, and feedback. But what do these expert observers notice when they conduct their observations? The purpose of this research in progress is use Likert scale and free response survey data to measure how accurately expert and non-expert teacher observers notice high-leverage teaching practices and high-leverage science teaching practices during science video observations and how prone each of these groups are to factors influencing their evaluations such as the halo effect and negativity bias.

Meta-Analysis of Cross-Validation Indices in LCA
Fatih Ozkan & Jianwen Song — Baylor University

This meta-analysis examines the effectiveness of cross-validation indices in LCA model selection across diverse research domains. T25 were analyzed, comparing k-fold cross-validation (CV) and leave-one-out cross-validation (LOOCV) in model selection accuracy. Both methods showed similar performance (average effect size: 0.02). However, in the Social Sciences domain, k-fold CV outperformed LOOCV (d_combined = 0.10, $p < 0.05$), while in the Natural Sciences domain, no significant difference was found (d_combined = 0.02, $p > 0.05$). Researchers in Social Sciences are recommended to use a k-fold CV, while in Natural Sciences, either method can be employed. Additional research is needed to explore factors influencing cross-validation performance in LCA. This meta-analysis provides valuable guidance for researchers to enhance LCA model selection.

W2.6 Training Session	3:00p-5:00p	Statler & Waldorf

Training Session
Special Ticketed Event

Do MORE than Just Finish: How to Thrive During the Dissertation Process and Write a Well-Funded, Award-Winning Dissertation that Propels You into a Sustainable Research Agenda and Career
Emma Bullock — Sam Houston State University

As the winner of five major dissertation awards and six additional graduate student research awards, while procuring over $20,000 in funding to support her dissertation scholarship, Dr. Emma Bullock, Ph.D. (2018 SERA Bruce Thompson Outstanding Paper Award), knows how to approach the dissertation process, so you earn multiple job interviews (Dr. Bullock had 25 phone interviews and ten on-campus interview requests in her last year of grad school) and propel your career. From conceptualization to defense and the job interview, Dr. Bullock will share how to effectively and efficiently select your committee, select your topic and research question(s), hone your research skills, write a literature review, pilot your ideas, build your academic network, procure funding, use the resources your school and professional organizations offer, write in 30-minute increments, present and defend your findings, solicit spectacular letters of recommendation, and apply for awards that will propel you into a successful job interview process that promotes your research agenda and future career. You do not need to settle for just finishing. Bring YOUR dissertation ideas and learn how to use the dissertation process as the means toward accomplishing your academic and professional dreams in this interactive and fun workshop.

W3.1 Workshop	3:40p-4:55p	Beverly-Flamingo

Free Workshop

Developing a Literature Crosswalk: A Tool for Critiquing the Available Literature
Shirley Matteson — Texas Tech University
Audrey Meador — West Texas A&M University

This workshop focuses on the development and use of a literature crosswalk, a way of organizing information while conducting a literature review. The literature crosswalk tool allows for the comparing of characteristics across many studies, which can facilitate the identification of gaps when reviewing literature. Additionally, the crosswalk also can provide information about the history or trends in a specific area of interest. A crosswalk allows graduate students and other researchers also become more competent in their ability to identify strong and weak studies based on the information or lack of information given in a journal article.

W3.2 Paper Session	3:40p-4:55p	Capitol I

College Students

Strategies used by Academic Coaches in the Online Classroom to Foster Connection and Success
Nicole Letchworth, Summer Koltonski, & Lindsey Kennon — Stephen F. Austin State University

This study utilized a qualitative method to systematically examine Academic Coaches' strategies used in the online higher education classroom to increase student engagement, participation, and self-efficacy. Results show specific strategies used by Academic Coaches do have an impact on students taking classes online that are struggling in the areas of self-efficacy, participation, and engagement. Results indicate Academic Coaches perceive their strategies to positively impact student self-efficacy, participation, student engagement, and ultimately, student success. Results provide implications for future research and practice in the area of promoting student success in online higher education classrooms.

Faculty Input on Challenges and Positive Outcomes in Corequisite Developmental Mathematics
*Nara Martirosyan — Sam Houston State University

The purpose of this study was to identify challenges and positive outcomes in teaching Corequisite Developmental Mathematics (CDM). Analyzing survey data, researchers identified the five most frequently occurring challenges faculty members encountered when teaching CDM, as well as the top five positive outcomes of CDM at participants' institutions. Based on the findings, practical implications were drawn for future practice in CDM instruction. The results of this study will benefit faculty, researchers, and reform advocates as they work to improve the delivery and performance of corequisite developmental mathematics courses.

An investigation into Paired Course Elements in Qualitative and Quantitative Doctoral Methodology Classes in an HSI
Jane Cooper & Renee Lastrapes — University of Houston-Clear Lake

An inquiry to the components of qualitative and quantitative methods classes that doctoral students share at a Hispanic Serving Institution explicates efforts and results towards improving student experience. Course components examined include; research comprehensive examinations, purposes of research, and discrimination among varying research strategies. Following self-study and SOTL (study of teaching and learning) methodologies, course artifacts,

meeting notes/transcripts, and instructor journals were culled and analyzed to seek practical alignment with paired course goals. Findings included further need for course alignment and areas for clarification, and improvements in student experiences.

W3.3 Paper Session	3:40p-4:55p	Capitol II

In-service Education

Does Socioeconomic Status Impact the Identification of Gifted and Talented Students?: A Case Study
Paige Whitney, Lou Sabina, & Amy Smith — Stetson University

This case study delves into the complex relationship between the identification of gifted and talented students and socioeconomic status in a Large County School District in Central Florida. Acknowledging the vital importance of recognizing and nurturing exceptional talent, this research examines potential biases that may hinder equitable identification processes. This study specifically targets four non Title-I elementary schools in a Large County School District in Central Florida with an identified percentage rate of free and reduced lunch between 50% and 60%, which is just below the required rate to be eligible for Title I funding. The implications of this research extend to educational policymakers, practitioners, and advocates striving to create a more inclusive and equitable education system. As we addressed the multifaceted dimensions involved with gifted and talented education, this study underscores the urgent need to address socioeconomic factors in order to identify and nurture exceptional potential among all students.

Examining the Pedagogical Practices of Second-Grade Bilingual Teachers and Factors that Impact the Quality of Instruction for English Language Learners
David Jimenez — Texas A&M University-Corpus Christi
Shifang Tang — Texas A&M University-Commerce
Zhuoying Wang — The University of Texas at Austin

In public education, there is an ever-increasing need to provide effective teacher pedagogy to English language learners that promotes positive academic outcomes. Through continued observation of teachers' pedagogical practices, it is possible to determine the factors that may impact quality—or lack thereof—of classroom instruction. The purpose of this study was to evaluate the extent to which second-grade bilingual teachers allocate their classroom time to instructional activities and various modes of communication used to support daily instruction. The participants were teachers working in a transitional bilingual education program that encompassed 22 classrooms across a school district in central Texas.

Ethical and Responsible Artificial Intelligence for Teachers
Roya Pashmforoosh & Jia Wang — Texas A&M University

With the increasing applications of Artificial Intelligence (AI) tools for educational purposes, teachers in the K-12 settings must develop a solid understanding of AI and its ethical implications in order to use it as an instructional tool to support and enhance student learning. In this position paper, we aim to identify essential knowledge and skills that will enable teachers to

appropriately incorporate AI tools into their teaching practices. In addition, we propose an integrated framework that will guide teachers to apply AI effectively and responsibly in the classroom. We conclude with implications for future practice and research.

Instructional Coaching as a Catalyst for Novice Teacher Professional Growth
*Chrissy Eubank — Texas Tech University

Novice teachers enter the field with expectations that they have the knowledge and skills they will need to provide quality instruction and run their classrooms effectively. From the beginning, the novice teachers' experiences have shown to be isolating and overwhelming. Federal legislation suggests instructional coaching as a contextualized method for improving teacher quality. The purpose of this multiple case study was to describe the experiences of novice teachers in their interactions with instructional coaches and what can be learned from the relationship in interactions over time. Findings from the study show the importance of qualities like trust and collaboration in the coaching relationship, and how administrative support for the work of the instructional coach is critical to the novice teacher's professional growth.

W3.4 Paper Session	3:40p-4:55p	Bonneville

Methodology

Unveiling the Dynamics of Cooperative Learning through a Composite Qualitative Model: Thematically Analyzing an Exploratory Case Study
*Zhidong Zhang — The University of Texas Rio Grande Valley

This study explored how teachers applied Cooperative Learning (CL) theories in their teaching. It used interview data covering Experience, Practice, and Perceptions to gain insights into CL's relevance in science education. Employing a descriptive exploratory case study design, guided by Saldana's model (2016) for initial coding, thematic coding with semantic analysis techniques (Segev, 2022) revealed three key themes: Cooperative Learning Strategies, Subject Content, and Learning Resources. Semantic analysis bridged open and theoretical coding, strengthening the development of a theoretical representation of Cooperative Learning.

On the Definitions and Components of Methodology: A Synthesis of Literature and Proposed Framework
Shaun Hutchins — Texas A&M University

This paper aimed to synthesize literature on definitions of and elements of methodology. The analytic approach was a hermeneutic, constant comparative process framing the literature about methodology in a dialectic between whole (definitions) and parts (elements). Sources reviewed were purposeful and selective. Data collection focused on work relating to definition and parts of a methodology. Nine ways of thinking about methodology and four high-level choice sets about which inquirers make methodological decisions were inferred. Both were aligned to a range-based methodological framework. Alignment to a range-based continuum created a bridge between ways of thinking about methodology and choices about methodology.

The Impact of Instructor Created Videos on Student Success in an Undergraduate Human Anatomy Lab Course: A Case Study
Stephen Gruber & Aisha Khan — University of Houston-Clear Lake

The shift to online learning due to COVID was difficult for educators, but posed unique issues for professors in pre-med courses. Because of the lack of pre-made materials and to assist the needs of their anatomy lab students, our subject created lab specific videos for their students. These videos remain in place after the return to face-to-face instruction. This study analyzed student opinions and grades to determine the benefit of these videos. The results determined that the videos have a positive impact on student learning. These results could imply that instructor crated videos can benefit students in local lab courses.

W3.5 Paper Session	3:40p-4:55p	Cimarron

Higher Education

The Care and Feeding of Benefactors: Philanthropic Stewardship Activities and Protocols in Community Colleges
Michael Miller — University of Arkansas
David Tolliver, III — Texas A&M University-Commerce

The current study was designed to identify and come to consensus on the practices community college fundraisers perceive as the most effective for donor stewardship and cultivation. Using a national panel of 16 experts, a three-round Delphi survey was employed. The first round of the survey resulted in the identification of 46 activities, which when edited for duplication, resulted in 23 stewardship related strategies to be rated. As a group, the final mean rating of the items was 4.27 (on a 5-point Likert-type scale; 5=Strongly Agree), including four strategies that had complete agreement of effectiveness by the experts.

Professional Selling, University Enrollment, and The Future of the Sales Discipline
Dena Hale & Lou Sabina — Stetson University
Linda Mullen — Georgia Southern University

U.S. universities are at a juncture: the value of higher education now must be articulated and defended. As universities seek to provide value, the cost of education is rising, and enrollment is declining. Industry demand for sales skills is also rising, yet allocation of resources for sales programs remains low. An exploratory study of 54 Sales Education Foundation university partners confirmed anecdotal data. Most respondents (81.5%) noted class sizes over 25 students each, more than four sections per year (70.4%), with two or less qualified sales instructors (74.1%). Only 5.8% of respondents reported confidence in obtaining additional resources from administration when needed. We propose the sales curriculum as a viable solution to connecting the university value proposition, admissions, and enrollment by focusing on sales as a critical discipline. Finally, a call for sales as an independent discipline is made with the hope of starting formal academic conversation.

The Case Of Faculty, Staff, And Student Perceptions Of Leadership Decisions That Impacted A Texas Community College During The Covid-19 Pandemic
*Anna Ingram — Texas A&M University-Texarkana

This qualitative study will explore the faculty, staff, and student perceptions of how leadership decisions impacted Odessa College, a Texas community college, during the COVID-19 pandemic. Theories in crisis and situational leadership provide a lens for exploring the phenomenon of leadership decisions and their potential impact on a community college, particularly in times of crisis. Interviews with five faculty members, two staff members, and two students from each college division and college documentation were reviewed and analyzed. Interviews and accompanying data unveiled a consistent theme: a positive reception of the decisions concerning the course delivery mode throughout the pandemic. Moreover, all three groups—faculty, staff, and students—expressed satisfaction with leadership choices about the manner, content, and timing of information dissemination across the campus, which left them feeling well-informed.

W3.6 Paper Session	3:40p-4:55p	El Dorado

Principals

Teachers' Perceptions of Shared Decision-Making and Organizational Citizenship Behavior as Relates to Teacher Retention
*Teresa Farler — Texas A&M University-Commerce
Karen Morris — Mesquite ISD
Melissa Arrambide — Texas A&M University-Commerce
Elsa Villarreal — Texas A&M University-Commerce

The rate at which teachers are leaving education coupled with the decline in teacher preparation program enrollment has resulted in a shortage of teachers (Garcia & Weiss, 2019, Haywood, 2022). Research indicates that high turnover rates result in negative outcomes for schools (Carver-Thomas, 2019. There is an emerging amount of research supporting the influence of organizational citizenship behavior as a driver for teacher retention (Ghavifekr, 2019; Mitchell, 2018). The purpose of this narrative inquiry study was to explore teachers' experiences with shared decision-making in relation to their sense of organizational citizenship behavior and their intention to remain in the profession.

School Principal Cultural Proficiency and Transformational Leadership: A Regression Analysis
Rogelio Cardona — University of Houston-Clear Lake

This study explored the relationship between school principal cultural proficiency and transformational leadership using a culturally responsive leadership framework. The study consisted of 166 school principals who completed the Educator Cultural Proficiency Insight Tool and the Successful School Leadership Survey. The regression analysis findings suggested that cultural proficiency significantly predicts four transformational leadership behaviors in principals: setting directions, developing people, redesigning the organization, and improving the

instructional program. Furthermore, principals with high expectations for students, ownership and responsibility for student learning outcomes, and recognized presence of racism were more likely to exhibit effective transformational leadership behaviors creating implications for school boards, superintendents, school principals, and future administrators around hiring and capacity building towards working with diverse stakeholders.

School Improvement Strategies For School Principals - A Content Analysis
Deirdre Holloway — Fort Bend ISD
Cynthia Martinez-Garcia — Sam Houston State University

A major issue in 21st century education practices is rising academic standards in low-performing schools (Swaby & Cai, 2019). The purpose of this study was to examine school improvement strategies that were recommended to improve the academics of a campus from low performing to academic success. A quantitative content analysis was used to identify common school improvement strategies shared in school leadership books. Results stressed the importance of the campus leaders to; (a) be an instructional leader; (b) value and support staff; (c) support teachers and implement a mentor program for new teachers, and (d) ensure critical questions in PLCs.

T0.1	8:00a-5:00p	Grand Ballroom Foyer

Registration

Closed During Business Luncheon

T0.2	8:00a-9:00a	Statler, Waldorf, & Astoria

Continental Breakfast

T1.1 Workshop	8:30a-9:30a	Beverly-Flamingo

Free Workshop

Navigating and Getting the Most from SERA
Linda Reichwein Zientek & Susan Troncoso Skidmore – Sam Houston State University

T1.2 Workshop	8:30a-9:30a	Shamrock-Riviera

Free Workshop

SERA Junior Mentoring Initiative – Part I
Michelle Peters — University of Houston-Clear Lake
Tonya Jeffery — University of Houston-Downtown

The SERA Junior Faculty Mentoring Initiative will be discussed during the 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. Part I will address teaching, research, and service expectations for junior faculty.

T1.3 Innovative Session	8:30a-9:30a	Bonneville

Innovative Session

Challenging Norms and Shaping Realities – Embracing Critical Qualitative Research for Societal Equity
Alonzo Flowers — The University of Texas at San Antonio

In a world rife with divisions and intricate politics, promoting social justice in education is paramount. This proposal champions the transformation of qualitative researchers into critical qualitative researchers, focused on advancing equity in education. Grounded in critical qualitative research principles, this shift is crucial for understanding diversity, inclusion, and equity, especially within higher education's marginalized segments. This session aims to deepen researchers' understanding of critical qualitative research's impact on education. It explores the creation of brave spaces for candid dialogues on diverse experiences, empowering attendees to dismantle implicit biases and foster systemic change.

T1.4 Paper Session	8:30a-9:30a	Cimarron

Multicultural Education

A Phenomenological Investigation of Discipline Disparities Between Black and Hispanic Students in an Urban North Central Texas School District
*Calvin Crosby IV & Ryan Glaman — Tarleton State University

Equity between racial/ethnic groups has become an important factor in education, and scholar-practitioners have focused on closing the equity gap in both student academics and discipline. Research has shown the inequity in student discipline dating back to the 1950s, when schools began to integrate and Black students were allowed to attend the same schools with White students. There is over 40 years of research on this problem of educational inequity, and to date, there is data that report Black students being disciplined at a higher rate than other students (Gregory et al., 2016). Research has suggested that this disparity could be linked to lack of cultural competency from educational stakeholder. The purpose of this study was to examine student discipline disparities and investigate the discipline gap from a teacher perspective. This study will provide another lens for examining the phenomenon of the discipline disparity that exist at schools, and the responses from the teachers can help scholar-practitioners address the discipline gap.

Leadership Implications: An Examination of the Self-Efficacy of EL Program Directors in Serving Dually Identified Students
Stephanie Atchley, Jim Gentry, & Juanita Reyes — Tarleton State University
Jennifer Phillips — Consultant

The number of English learners (ELs) in school districts is climbing nationwide, and these students are being taught by teachers who may or may not have the knowledge base or training to provide effective instruction (Johnston & Young, 2019). This exploratory, descriptive study examined the self-efficacy of EL program directors. Participants in the study included EL program directors from three central Texas school districts. Vanatta and Fordham's (2004) Teacher Attribute Survey was utilized to provide insight into EL program director confidence in serving students with dual eligibility. Four themes emerged from narrative survey responses.

Celebrating 100 Years of Meyer vs. Nebraska: A Forgotten 'Tolerant Parenthesis' in American Pluralistic Education
Elvira Sanatullova-Allison — Texas A&M University-Kingsville

The presentation provides an overview of a qualitative research study that explored the landmark U.S. Supreme Court case Meyer v. Nebraska and its companion cases, which were decided in 1923. The cases dealt with the application of the First and Fourteenth Amendment clauses in the area of civil liberties and specifically pertained to the constitutionality of educational rights of ethnically diverse children, who spoke languages other than English at home. By revisiting the cases, the presentation highlights their significance as important precedents in state and federal legislation as well as related educational policies in the U.S. It also emphasizes the cases' impact

on subsequent developments in U.S. education and society, including present day connections and future implications.

T1.5 Paper Session	8:30a-9:30a	El Dorado

Cognition

The Effects of Different Graphic Organizers on EFL Online Learning
Min Huang, Tianxiao Yang, Mayerly Cusson, Masoud Askarnia, & Jongpil Cheon — Texas Tech University

Graphic organizers (GO) function as visual aids that activate learners' prior knowledge and assist in constructing mental presentations. However, previous studies have shown that the effects of GOs vary depending on the cognitive load and engagement levels they impose, either enhancing or hindering learning. The current quantitative experimental study seeks to investigate the impact of various GO interventions on the retention and transfer performance of college students in the English as a Foreign Language computer-based learning context. The study illuminates the application of GO interventions and enhances the understanding of generative learning theories and cognitive learning theories.

Do Bi-Dialect Children Exhibit Enhanced Cognitive Control? A Fresh Perspective on Evaluating the Bilingual Advantage
*Yi Zhang — Texas A&M University

Whether using two languages enhances executive functions is a matter of debate. Here, we take a fresh perspective to examine the bilingual advantage hypothesis by comparing bi-dialect with mono-dialect Chinese children's performance on two executive function tasks. Result shows that dialect groups do not differentiate children's performance, instead, SES plays a significant role in this process. Children who residing in Beijing exhibited significantly better performance in executive function tasks compared to children living in other regions. Children with parents who had higher education levels demonstrated significantly better inhibition control, when compared to children whose parents had lower education levels.

A Meta-Analysis on Speech and Cognitive Interventions in the Treatment of Children with ASD
Leily Ziglari — Chicago State University

This meta-analysis aimed to systematically examine recent studies reporting on randomized controlled trials of the use of language and cognitive interventions and approaches for children with autism spectrum disorder. Taken together, these findings suggested that although children with ASD struggle with language, speech, and communication skills compared to typically developing children, they could improve their lingo-cognitive skills more effectively after receiving the interventions. Furthermore, different types of interventions and approaches with their effects on children's linguistic and cognitive development were analyzed and discussed. Implications for linguistic and cognitive interventions in children with ASD were also discussed.

T1.6 Paper Session	8:30a-9:30a	Fleetwood

Statistics

The Use of Many Facet Rasch Model with Rater Effects
*Hiroki Matsuo & Grant Morgan — Baylor University

The Many-Facet Rasch Model (MFRM) is an extension of the Rasch Model where, in addition to the examinees' ability and the task difficulty, the severity of judges is included in the model. In rating-based educational assessment, the use of averaged sum scores is a common practice to represent individual performance/ability although such scoring methods can become less precise when one or more judge(s) possess lenient and/or severe tendencies in their ratings. The current simulation study using an empirical assessment structure in STEM education examines the use of the MFRM with a planned missingness design accounting for reduced workloads of raters.

Understanding Power Analysis Using Empirical Data
Kevin Barlow — University of Mary Hardin-Baylor

When hypothesis testing is taught in college statistics courses, the focus is usually on Type I errors, with little attention given to Type II errors and the power against them. The power of a study is not demonstrated as often nor as clearly as statistical significance in the related textbooks for such courses. This paper aims to provide clarity to the concept of power using both theoretical and empirical examples. Understanding power may reduce the number of studies having Type II errors.

Comparing Relative Efficiency of Nonparametric to Parametric Methods using Monte Carlo Simulation in Two-Group Designs
Grant Morgan, Hiroki Matsuo, & Fatih Ozkan — Baylor University

The purpose of this study is to demonstrate the relative power of nonparametric tests compared with parametric tests under varying degrees and types of model assumption violation for research designs involving two groups. We employed Monte Carlo methods via simulation-based data generation using Gaussian mixture models to yield observed data with varying degrees of nonnormality. The conditions simulated in this study resemble many of the conditions observed in applied research. The results of this study will provide applied researchers with important information that can be used for designing studies and/or getting the most statistical power out of the available data.

T2.1 Workshop	9:35a-10:35a	Beverly-Flamingo

Free Workshop

Understanding the Through Line in Mixed Methods Research: Connecting the Rationale, Mixed Question, Mixed Design, and Meta-Inference
Shaun Hutchins — Texas A&M University

Using the pedagogical metaphor of a through line, this workshop draws on the concept of fully integrated mixed methods and unpacks the connection between the rationale, mixed question,

mixed design, data collection, mixed analysis, and meta-inference in mixed methods research. Examples will be explored with variations of convergent and sequential designs.

T2.2 Workshop	9:35a-10:35a	Shamrock-Riviera

Free Workshop

SERA Junior Mentoring Initiative – Part 2
Tonya Jeffery — University of Houston-Downtown
Michelle Peters — University of Houston-Clear Lake

The SERA Junior Faculty Mentoring Initiative will be discussed during the 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. Part II will expand into how to find and obtain grants that support faculty research.

T2.3 Paper Session	9:35a-10:35a	Bonneville

Preservice Education

Potential Pre-Service Teacher Candidates' Perceptions of Teacher Burnout
Christina Janise Wickard, Emily Reeves, & Daphney Curry — Midwestern State University

Teacher attrition is a growing concern for schools in the US and is strongly correlated with burnout. A meta-analysis of burnout and teacher attrition revealed that the areas of exhaustion, depersonalization, and reduced accomplishment had significant positive correlations with teachers' intentions to quit (Madigan and Kim, 2021). The purpose of this study is to investigate the perceptions of teacher burnout of students entering an educator preparation program and shed light on these in order to better prepare teacher candidates for teaching careers. Findings indicated that candidates are able to identify causes of burnout but are less able to identify solutions.

Measuring Teacher Dispositions: Construction and Validation of the Teacher Disposition Measurement Scale (TDMS)
Carlee Byrd & Ryan Glaman — Tarleton State University

Preservice teachers must learn instructional strategies, essential knowledge, and skills based on developmental appropriateness, pedagogical background, child psychology, data management, and other education facets. Disposition, an internal intangible quality, helps teachers handle the profession's many facets and motivate student success. The present research represents the second phase of a mixed methods study. The study's first phase used qualitative research methods to define the local district and leadership's desired teacher dispositions. The current study aims to create a quantitative tool to measure the dispositions uncovered during the qualitative portion of the research. The primary research question addressed is: To what extent can perceptions of teacher characteristics be used to create a valid and reliable teacher disposition measurement scale?

The Philosophical Bermuda Triangle: The Muddled State of Pre-Service Science Teacher Philosophical Stances and Practices
*Elizabeth Goldberg & Taylor Darwin — Texas Tech University

This study examined how pre-service science teachers' teaching philosophies (applied, theoretical, or liberal) aligned or misaligned with their classroom practices. The authors also explored the influence of the pre-service teachers' pedagogical content knowledge and their mentor teacher's philosophies on the pre-service teachers' evolving philosophies and teaching. The results showed pre-service teachers had muddled science teaching philosophies that were often not reflected in their teaching practices.

T2.4 Paper Session	9:35a-10:35a	Cimarron

College Students

Fear of Failure: Both a Foe and a Friend to University Students
*An Dang & Wendy Middlemiss — University of North Texas

Academic buoyancy refers to a student's ability to overcome common learning-related challenges or setbacks encountered in school. The current study investigated the relationship between university students' beliefs in the five aversive consequences of failing and their academic buoyancy. Students ($N = 102$) completed an online survey assessing their academic buoyancy and fear of failure's five major beliefs. The results showed that several dimensions of fear of failure were predictors of academic buoyancy. These findings contribute to the broader literature on how psychological risks, such as fear of failure, can impact a student's ability to handle common learning-related challenges and setbacks.

Relationships Between Demographic Factors and Students' Academic Attitudes in Higher Education
Marsha Sowell & C.Lisa McNair — Texas A&M University-Kingsville

Student success in the post-secondary education setting is influenced by academic mindset, entitlement, and self-efficacy. These components overlap into the "academic attitude". In an environment where universities are concerned with student retention, it is important to support students' positive academic attitudes to encourage retention and successful completion of higher education. The purpose of the current study is to gain an understanding of relationships between demographic factors and students' academic attitudes in institutions of higher education. Through this increased understanding, institutions of higher education will be better equipped to address the harmful academic attitudes and support positive academic attitudes in students.

Staying Buoyant: Investigating the Influence of Experience, Fear, Self-compassion, and Social Support on Academic Buoyancy
An Dang & Wendy Middlemiss — University of North Texas

Student's ability to successfully overcome common learning-related challenges or setbacks typical in school life is known collectively as students' academic buoyancy. In this paper, we

examine potential factors contributing to academic buoyancy, including age, fear of failure, self-compassion, and social support. Undergraduate and graduate level university students ($N = 122$) completed an online survey. Results indicated that students' age and fear of failure are predictors of academic buoyancy; further, social support had a notable role in academic buoyancy. Self-compassion was not related to academic buoyancy. Finally, older students have lower fear failure on average and reported higher levels of academic buoyancy.

T2.5 Paper Session	9:35a-10:35a	El Dorado

Methodology

Geographical Influence on Educational Outcomes: A Multivariate Analysis of Academic Achievement in Post-COVID-19 Texas
Shifang Tang — Texas A&M University-Commerce
Zhuoying Wang — The University of Texas at Austin
Lei Zhang — Texas A&M University-Commerce
David Jimenez — Texas A&M University-Corpus Christi

This study employs a multivariate analysis to explore the influence of geographic location on Grade 8 students' academic performance in post-COVID-19 Texas, based on the State of Texas Assessments of Academic Readiness (STAAR) tests. The study addresses educational disparities across city, suburban, town, and rural districts. Data from 1,146 public school districts was analyzed. Results reveal a significant difference in performance across locales, although the influence of geography diminishes when accounting for additional demographic variables. The findings bear implications for educational policy and equitable resource allocation, particularly in the context of the COVID-19 pandemic's ongoing influence on educational disparities.

Comparing Elementary School Changes from Pre-Pandemic to Pandemic through the Lens of Student Engagement.
Jorge Carmona Reyes — Baylor University
Judy York — ESC Region 12
Truell Hyde — Baylor University

There is a broad interest in increasing our understanding of the impact the pandemic had on student learning. Multiple publications have already examined this question using metrics such as students' grades to gauge differences between pre-pandemic and pandemic periods. However, academic outcomes are strongly correlated to cognitive engagement while only slightly correlated to other components of student engagement (i.e., behavioral, cognitive, and emotional). This work presents preliminary results of an ongoing longitudinal study that started in 2019 and is collecting data for elementary school students to further examine student engagement throughout the pandemic and pre-pandemic periods.

Development of a Rubric to Evaluate Early Elementary Students' Science-Specific Disciplinary Literacies in Classroom Writing
*Alana Newell & Nancy Moreno — Baylor College of Medicine

Explicit instruction in science-specific disciplinary literacy can not only enhance learners' content knowledge, but can also begin to bring children into the scientific Community of Practice (CoP). We developed a framework for curriculum development – ALL for Science – designed to incorporate science-specific disciplinary literacies into hands-on elementary science instruction. To evaluate the effectiveness of the developed units in enhancing science writing and entry into the CoP of science, this study describes the development and initial testing of a rubric for the analysis of elementary students' classroom science writing. Initial outcomes from scoring two units developed using the framework are shared.

T2.6 Paper Session	9:35a-10:35a	Fleetwood

Computer Education
Discussant: Elizabeth Stewart

Cognitive-Based E-Learning Design for Older Adults in the United States
Shelby Sharpe — Texas A&M University-Corpus Christi

This study will investigate older adults' cognitive profile, learning needs, and technology perspectives to inform design of an e-learning platform. Aging is associated with cognitive decline, contributing to the digital divide. However, e-learning presents opportunities to promote cognitive health and technology skills if it is designed for an older audience. This mixed methods study will survey U.S. adults aged 55+ on their cognition, learning preferences, and technology attitudes. Some older adults will also be interviewed. Findings will be triangulated to derive evidence-based design recommendations optimized for older users. This research will provide key insights to leverage e-learning for aging populations.

Deterrents and Motivations to Taking Computing in U.S. High Schools: A Mixed-Methods Study
Kelli Adam — Texas A&M University

This study investigates the barriers hindering high school students from enrolling in computing and information technology courses, termed technology education (TE). Using a mixed-methods approach informed by constructivism and TPACK, the research aims to offer insights that could shape educational policy and practices. The study is significant in preparing students for a growing TE job market and contributing to the collective IT knowledge of the U.S. It employs a sequential, explanatory design, combining quantitative and qualitative data, to provide a comprehensive understanding of the challenges and motivations associated with TE enrollment.

Computational Thinking in College Chemistry Classes
Festus Fajuyigbe — University of Houston-Clear Lake

Computational Thinking (CT) skills are indispensable in the 21st century, transcending specializations. When applied to specific subjects, like chemistry in classrooms, it presents a unique blend of CT and subject-specific challenges. While research reaps benefits from robust CT applications, educational settings lag. This research proposal presentation focuses on the latest in CT: defining its concepts and operations, assessing its current state and limitations, and addressing barriers to curriculum integration. It showcases CT value to enthusiasts and acknowledges the dearth of in-field deployment data.

T3.1 Workshop	10:40a-11:55a	Beverly-Flamingo

Free Workshop

Introduction to Propensity Score Matching for Estimating a Treatment Effect
Peter Boedeker — Baylor College of Medicine

Do you want to know if an intervention works, but can't decide who participates? Quasi-experimental methods can provide an internally valid treatment effect estimate when randomization is not possible. In this workshop, attendees are introduced to the problem of confounding and the need for quasi-experimental methods. Propensity score matching is described as one quasi-experimental method that can be used to estimate a treatment effect when you are not able to assign participants randomly to treatment and control conditions.

T3.2 Workshop	10:40a-11:55a	Shamrock-Riviera

Free Workshop

Competing for Tenure-track Faculty Positions
Bill 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.

T3.3 Paper Session	10:40a-11:55a	Bonneville

College Students

Student Belonging and Engagement as Predictors of Academic Persistence and Institutional Departure Decisions
Ricci Clepper & Ryan Glaman — Tarleton State University

This study examines the contribution of student belonging and engagement to persistence decisions through a proposed integrated student persistence model based on Astin's Input-Environment-Output model. Analysis of first-year survey responses and institutional data for students attending a large, private university in the South-Central United States will examine associations and relationships between student background, institutional environment, student engagement, sense of belonging, and continued enrollment. Path analysis methods will determine how well the proposed model describes relationships among the variables. This research contributes to knowledge of student belonging, engagement, and persistence outcomes, which may inform best practices to support undergraduate student success.

The Perspectives of College Advisors' Experience with Dual Credit Students
*Ronald Rhone, Anthony Edwards, & Melissa Musser — Tarleton State University

Dual enrollment of college courses among high school students is on the rise nationally. According to CCRC's enrollment dashboard, Texas leads the nation in the number of high school-aged students attending community college. This study used Bloom's (2002) Appreciative Inquiry Framework to guide its inquiry and exploration of the perception of the advisors during the discovery and design phases of advising. The study's findings provided a new perspective on the impact of dual credit on the advising experience and the challenges advisors face when working with dual credit students.

Proctoring Models and the Influence on HESI E2 Scores, a Comparison
Amy McClure & Bethanie Pletcher — Texas A&M University-Corpus Christi

In 2020, the world changed with the emergence of COVID-19. Educational institutions were mandated to shift all their education to online learning, which was eventually labeled emergency remote teaching (ERT). The shift included content as well as exams. The purpose of this study is to look at two groups of senior students in a Baccalaureate nursing program at a university in South Texas to see if there is a difference in HESI E2® scores, in-person versus online proctored. What kind of effect would the transition to ERT during COVID-19 have on these students having to use an online proctoring service?

Unpacking High-Impact Practices: Students' Perceptions on Career Aspirations, Readiness, and Plans
Yi Zhang, Jocely Foshay, Dawn Stephens-Jenkins, Collette Grubman, & Keri Decay — The University of Texas at Arlington

This study aims to examine how college graduates perceive their experiences with high impact activities at a public four-year university, and how these experiences have influenced the graduates' overall career development. This study adopts a qualitative research approach to gain in-depth insights into more than 200 college graduates' experiences with HIPs through in-depth analysis of their essays. Based the current analysis, three themes focusing on students' career outcomes have emerged: career aspirations, readiness, and plans. The findings could enrich our

understanding on students' HIP experiences and provide strategies to enhance such practices in preparing graduates for their careers.

T3.4 Paper Session	10:40a-11:55a	Cimarron

Mathematics Education

Mathematics Learning through the Lens of Neuroplasticity Principles: A Researcher's Perspective
Adedayo Afolabi — Texas Tech University

This paper synthesizes key findings in neuroplasticity research to debunk the myth of a "fixed" mathematical ability, suggesting that cognitive capabilities in mathematics are not preordained but can be significantly improved through focused practice and tailored educational methods. Through an examination of selected research studies, this article demonstrate that consistent mathematical practice not only leads to improved problem-solving skills but also induces significant neural changes in brain regions associated with numerical processing. This paper underscores the transformative implications of neuroplasticity for curriculum development, teaching strategies, and broader societal attitudes towards mathematical learning.

Seventh Graders' Perspectives on Student Work Assessment Tasks: Exploring Written Work, Verbal Responses, and Reflections on Tasks
Amy Ray — Sam Houston State University

Extending existing research on student work embedded in curriculum and assessment materials, this exploratory validity study utilized tenets of evidence-centered assessment design to investigate seventh graders' perspectives on student work assessment tasks. Analysis of students' recorded evidence of their thinking on these tasks revealed differences between students' written and verbal evidence of their thinking. Additionally, students identified key features or attributes of the tasks related to complexity, classroom experiences, imagination, comparison, and motivation.

Cultivating STEM Identity and Dispositions: The Influential Role of Virtual STEM Role Models in High School
Katherine Vela & Sandra Miles — Utah State University

There is a need to increase the representation of women studying STEM fields. Self-determination and social identity theories can explain how stereotypes related to STEM careers may conflict with students' individual identities and create barriers to developing positive STEM identities. This quasi-experimental study introduced students to video role models who countered STEM-related stereotypes. Results show students in the intervention increased their gender/STEM identity compatibility and STEM dispositions. Though female students were the focus, positive effects were also seen for male students. Results suggest a video role model intervention is an effective way to increase diversity and engagement in STEM.

T3.5 Paper Session	10:40a-11:55a	El Dorado

Preservice Education

The Early Childhood Leadership Cohort of Wichita County: Creating High-Quality Early Childhood Programs for all Children

Beth Barnard & April Crutcher — Midwestern State University

The field of Early Childhood Education, specifically Early Care, is facing unprecedented turnover and burnout rates. Some studies show turnover rates to be as high as 41% in child-care centers (Tran & WInsler, 2011, p. 2241). Teachers are often leaving the field for a host of reasons, including lack of policy and programming, lack of support and low wages and no benefits. (Hur et al., 2022, pp.419-420). Keeping quality employees in an Early Childhood center is crucial to the development and success in creating a firm foundation for future learning for children 5 and under. By creating the Early Childhood Leadership Cohort, we will achieve increased parent and teacher satisfaction. The result will be high quality early childhood opportunities for all children in Wichita County.

Every Child Deserves a Well-Prepared Teacher: Exploring the Impact of Cognitive Science Approaches on Teacher Candidate Preparation

Andrea Foster — Sam Houston State University
Kristi Martin — Ball State University

This paper draws out the implications of a Deans for Impact, Learning by Scientific Design (LbSD) initiative to improve teacher candidates' thinking about their teaching and children's learning. LbSD emphasizes six learning science principles and a cognitive science approach to prepare future teachers with a deeper understanding of how students learn so they can make instructional decisions that lead to deeper and more equitable learning for generations of PK-12 students. This study examines the impact on teacher candidates' thinking after experiencing three learning science modules in their elementary and middle level teacher preparation methods courses. We will share assessment data centered on these learning science principles and provide practical insights for revising coursework to emphasize a cognitive science approach that equips future teachers with a deeper understanding of how students learn.

An Ethnographic Case Study of One Education Preparation Program's Experience with Improvement Science during the Pandemic

*Sara Lawrence — Texas A&M University-Texarkana

Told through an ethnographic case study design and the lens of shared leadership, is the story of one educator preparation program's journey to improve curricula, clinical practice, and performance management through improvement science. Data for the case study was coded and analyzed from documentation that included meeting notes, training activities, and data from plan-do-study-act (PDSA) cycles. Findings are presented based on a timeline of events, supporting conclusions, and lessons learned. Understanding the journey of one EPP supports the work of other programs seeking to do the same in turbulent times.

T3.6 Paper Session	10:40a-11:55a	Fleetwood

In-service Education
Discussant: Andrew Kipp

The Influence of Secondary Teachers' Understanding about the Brain on Their Decisions: A Grounded Theory Study
Sameera Massey — Texas A&M University-Corpus Christi

Responding to the debate about whether educational neuroscience (EN) is of practical use to teachers, this study examines the current state of secondary teachers' understanding about the brain and its influence on their decisions in all areas of their professional practice: planning, reflection, in-the-moment, instructional, and affective. Given the lack of in situ studies examining this issue, there is a lack of theory to test. This study aims to generate substantive theory about the practical in situ use of EN for teachers as manifested through their decisions. This theory may inform future research and the development of EN PD.

Educator Perceptions of Retention in the Seven Districts of a Texas Public Charter School System
Sumeyye Kucukosman — University of Houston-Clear Lake

Teacher retention is a complex issue that impacts schools nationwide and has many layers such as low teaching salary, lack of administrative or parental support, promotion opportunities within the field, and teacher retirement to name a few. Moreover, multiple studies have mentioned working conditions as a factor that plays a role in attrition (e.g., Darling-Hammond, 2000; Billingsley, 2004). Teachers that work in high-poverty, and high-minority schools are reported to have more likelihood of quitting their jobs (Cochran-Smith, 2004). According to a statewide survey conducted by the Charles Butt Foundation between March 31-May 11, 2021 with randomly selected 369,051 Texas teachers from 919 public schools, some of the teacher responses indicated that even though the districts are increasing the teacher salaries, the cost of living and inflation does not make them believe that they are being compensated enough for the job that they do.

Teachers Perception of Self-Efficacy in a Post COVID-19 Classroom
Justin Mathews — Tarleton State University

In today's post COVID-19 classroom the methods of student engagement, classroom management, and instruction have drastically changed. According to Cain and Tsang (2022), the post COVID-19 classroom has brought a close to the era of learning that educators were familiar with. Educators are now entering an era of learning that has new challenges to navigate as they adjust to meet the academic and social-emotional needs of their students. This study will look at teacher's perception of their self-efficacy as it relates to changes in instruction, classroom management, and student engagement in a post COVID-19 classroom.

T4.0	12:00p-1:30p	Statler, Waldorf, & Astoria

Lunch & Business Meeting

Special Ticketed Event

T5.0	1:35p-2:40p	Capitol I & II

Presidential Invited Address

Dr. Elizabeth Creamer, Virginia Polytechnic Institute and State University and University of Michigan Mixed Methods Program Senior Visiting Scholar

T6.1	2:45p-4:00p	Capitol I & II

Fireside Chat

Dr. Elizabeth Creamer, Virginia Polytechnic Institute and State University and University of Michigan Mixed Methods Program Senior Visiting Scholar

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

T6.2 Workshop	2:45p-4:00p	Beverly-Flamingo

Free Workshop

Helping Our Doctoral Students Become Graduates
Susan Troncoso Skidmore, Linda Zientek, & Nara Martirosyan — Sam Houston State University

Faculty demands are many but perhaps one of the most rewarding experiences is to see a doctoral student successfully defend their dissertation. Join us as we share some of the processes we have implemented to provide some structure and support to help students complete their doctoral journey. This is an interactive session where we invite you to share your successes and challenges, specifically targeted at faculty who work with doctoral students.

T6.3 Workshop	2:45p-4:00p	Shamrock-Riviera

Free Workshop

From Questions to Conclusions: A Guide to Linking Research Questions, Design, Analysis and Causal Inferences in Education
Paul Hernandez — Texas A&M University

The processes that connect research questions to research design, data collection and measurement, and ultimately data analysis and interpretation can pose challenges for both novice and experienced educational researchers. The aim of this session is to furnish a framework for linking (a) research questions to research designs capable of robust causal inference, (b) (quasi)experimental research design to statistical design, and (c) statistical design to statistical models for testing research questions and hypotheses, along with practical significance. This

session will acquaint the audience with advancements in causal theory, potential pitfalls in causal inferences, treatment effects, and effect sizes.

T6.4 Paper Session	2:45p-4:00p	Bonneville

Special Populations

Using Public Data to Determine School Choice for Students with Disabilities
*Donna Baumgardner & Stephanie Atchley — Tarleton State University

Technology and technology initiatives in public education are becoming more prevalent (Atchley et al., 2020; Doran & Herald, 2016). Educational reform and the increase of virtual schools remain debated; whether virtual schools can provide students with disabilities an equitable education has to be considered. The Texas Academic Performance Report (TAPR) provides invaluable information, including state testing results that can be used to guide educational reform through school leadership and legislative change to inform school choice decisions for special education students. Texas Academic Performance Report (TAPR) data was used to analyze student success rates in public face-to-face versus public virtual schools.

Mainstream Mobile Devices and Augmentative and Alternative Communication (AAC): A Policy Delphi Study
Vinh-An Nguyen — UMHB

Despite legislation in the U.S.A requiring the use of assistive technology in special education, there remains an underutilization of technology-based speech intervention for young students who require augmentative and alternative communication (AAC). One of the main causes of this underutilization of technology to support AAC may be the exorbitant cost of dedicated AAC devices. This study explored the feasibility of using mainstream mobile devices (MMDs) such as low-cost tablets and applications for AAC. The purpose of this Policy Delphi study was to address three guiding research questions that relate to the feasibility of using MMDs, facilitative actions, and stakeholder roles for implementation and utilization of AAC in elementary school settings.

"Why Am I Here?" Reading and Writing During Incarceration
Charity Embley — Eastern Oregon Center for Independent Living (EOCIL) Institute for Disability Studies and Policy (IDSP)

Research implies that reading and writing during incarceration impacts the lives of prison inmates, regardless of gender, age or ethnicity. In this case study, Frank and Dee (pseudonyms) responded to their own unique experiences during incarceration through reading and writing. Themes that emerged from this study focused on writing as a coping mechanism; reading as prevalent when there is access to books in good condition; reading/writing was connected to outside routines; and reading or writing was commonly utilized based on a prevailing literacy skill prior to incarceration. These experiences offer a unique glimpse on the diverse literacy needs of inmates.

Evaluating the Impact of Language of Instruction and Language Content in a Second-Grade Bilingual Classroom
David Jimenez — Texas A&M University-Corpus
Christi Shifang Tang — Texas A&M University-Commerce
Zhuoying Wang — The University of Texas at Austin

Across U.S. public schools, educators and stakeholders struggle with reaching decisions on how to provide effective teacher pedagogy to English language learners (ELLs) that promote positive academic outcomes. Researchers have also reiterated the importance of increasing empirical studies that target the evaluation of classroom pedagogical occurrences for ELLs, the quality of instruction by language of instruction, and the interactions of pedagogy that may produce quality outcomes for these at-risk student populations. The purpose of the study was to analyze the relationships among variables associated with language of instruction and language of content from teacher observations conducted in 22 second-grade bilingual education classrooms in a Texas school district.

T6.5 Paper Session	2:45p-4:00p	Cimarron

Technology

Investigating How the Interest of Subject Matter, the Self-Efficacy of Subject Matter, and the Control of Learning Process are Related to Learning Performance in a Block-Based Programming Course
Masoud Askarnia, Tianxiao Yang, Min Huang, Mayerly Cusson, & Jongpil Cheon — Texas Tech University

Educators often strive to foster interest, self-efficacy, and learner control in their teaching methods to create a positive and effective learning environment. This study aims to explore how the three factors of learning approaches are related to learning outcomes in a computational thinking course. More than 100 undergraduate students enrolled in Computing and Information Technology course were asked to take an online survey at the end of the course. Correlation statistical analyses are conducted to determine any significant effects of the interest of computer science, self-efficacy of programming and computational thinking, and the control of learning process (i.e., learning autonomy and self-regulated learning) on final grades. The results will reveal meaningful implications for teaching computational thinking skills for students with non-programming experiences.

The Impact of a Tutorial Program on First-Grade Children and Their Tutors
*Bethanie Pletcher — Texas A&M University-Corpus Christi

The twofold mission of our tutorial program is to provide reading intervention to first-grade children who have difficulties with print and give preservice teachers meaningful and authentic field-based teaching opportunities. We examined the impact of the tutorial program on the children served and the tutors. We will use a slide presentation with both text and images to describe the tutoring program as well as the recent research study conducted within the program.

Enhancing Grammar Accuracy in Second Language Learning: Segmenting Educational Videos with Interactive Exercises
Mayerly Cusson, Min Huang, Tianxiao Yang, & Jongpil Cheon — Texas Tech University

Multimedia materials have taken a central role in online instruction due to their fundamental contribution to achieving educational goals. Instructional videos are often used in online settings, sometimes replacing the instructor. The extent to which instructional videos are effectively aligned with human cognitive learning processes will determine the benefits that can be derived from them. This research study explores how instructional videos can be optimized to enhance the learning experience for second language learners. It employs a segmenting strategy and integrates interactive activities between segments to mitigate cognitive overload.

T6.6 Paper Session	2:45p-4:00p	El Dorado

Preservice Education

Culturally Responsive Mathematics Teaching: A Case Study to Examine Interaction Experiences from Preservice Teachers with Parents
Anh Pham — The University of Texas at San Antonio

This study examines the interaction between a preservice teacher (PST) with two parent scholars (PaS) attending a mathematics tutoring program that reflect culturally responsive teaching. A case study was employed with triangulation of data sources, including lesson documents, interview, and video recordings, to explore PST's experiences in building relationship with PaS. Preliminary results reveal that PST build relationship with PaS through a focus on communication; knowledge of needs, expectations, and mathematics content; culturally connected teaching instruction; and empowering PaS's mathematical knowledge and agency. The research demonstrates ways of implementing CRMT through the interaction between PST and PaS.

Preservice Teachers' Experiences for Engaging Diverse Families During Fieldwork
Neelofer Tajani — University of Houston-Clear Lake

The national policy shift regarding teacher preparation for family engagement in the United States has greatly emphasized the importance of and need to prepare educators to partner with diverse families for student learning. The purpose of this study was to examine how preservice teachers reflect and understand family engagement practices witnessed in their fieldwork. Using the survey research method, the study showed that the practice of communicating with families is being observed and understood by preservice teachers regardless of certification area or district placement. However, appropriate interaction with families with diverse characteristics was the standard students provided the fewest true examples for during their observations in the field.

Preparing New Teachers for Inclusive Classrooms: A Literature Review
Holly Moore & Julie Combs — Sam Houston State University

Researchers have reported novice teachers perceive their preparation to teach in inclusive classrooms as inadequate. The purpose of this literature review was to analyze empirical studies about teacher preparation regarding inclusive classrooms. Literature searches were conducted with specific keywords and databases to locate articles. Using qualitative analysis techniques, themes related to the history, best practices, and perceptions of new teachers were identified. Implications for practitioners and recommendations for further study are provided.

T6.7 Paper Session	2:45p-4:00p	Fleetwood

Methodology

The Relationship Between Body Image and Academic Performance: A Longitudinal Study
Jianwen Song, Sara Tomek, & Fatih Ozkan — Baylor University

The aim of the present study was to examine the longitudinal association between negative body image (e.g., body dissatisfaction) and its internalization, and academic achievement over the course of two years. Data pertaining to body dissatisfaction, weight internalization, thin internalization, and academic performance were collected in four waves in a Chinese high school from 2020 to 2022. Results are expected to reveal the relationship between body image and academic performance. Based on the results in the present study, interventions targeting improving body image might be beneficial for academic performance.

What Statistical Terms are Highly Interconnected for College Students? A Social Network Analysis Approach
Samantha Estrada — The University of Texas at Tyler
Chia-Lin Tsai — University of Northern Colorado
Erica Martinez & Liese Thomsen — The University of Texas at Tyler
Gabriel Owusu — University of Northern Colorado

In this poster, we will focus on assessing students' conceptual understanding of statistical terminologies in the introduction to statistics courses. Data were collected from students taking introductory statistics courses. Participants were asked to complete a paper survey questionnaire and a concept map about their understanding of statistical terminologies. A total of $N = 106$ students participated in the study (100 undergraduate and 6 graduate students). We used a social network map to visualize the connections between the concepts using the statistical software R and explore the individual and collective measures of the concept maps.

Investigating the Reliability of Two Questionnaires in Assessing Technology Use, Digital Skills, And Proficiency: A Canonical Correlation Analysis Approach
Zhidong Zhang & Blanca Ibarra — The University of Texas Rio Grande Valley

This study utilizes Canonical Correlation Analysis to scrutinize the questionnaire's reliability and robustness. Researchers evaluated item reliability and their correlation with total scores,

highlighting the strong reliability of most items. Cronbach's alpha analysis reaffirmed the significance of these items in shaping the questionnaire constructs. The study showcases a holistic approach, examining both individual indicator reliability and the overall construct robustness. The authors underscore not just item-level reliability but also the questionnaire's construct strength and consistency. Through Canonical Correlation Analysis, they provide a more dependable portrayal of the research framework to the audience.

T7.1 Workshop	4:05p-5:20p	Beverly-Flamingo

Free Workshop

No More Crappy Program Evaluations: Best Practices in Educational Evaluation Design, Analysis, and Reporting
Darrell Hull — University of North Texas

This workshop addresses the integrity, structure, and implementation of quality evaluation for educational programs. While most attendees will be familiar with social research methods for systematic investigation, the workshop will begin by establishing the distinctive features of educational program evaluations based on the purpose for the evaluation, whether that be for program improvement (formative), accountability (summative), or knowledge generation. Discussion will follow on development of logic models as theory schematics and how to describe program functions, components, and activities. The central role of measuring and monitoring program outcomes and the inclusion of different types of outcome assessments to assess program effects, as well as the importance of moderators and mediators to explore program outcomes will be reviewed, along with the importance of covariates for fidelity of implementation.

T7.2 Symposium Session	4:05p-5:20p	Shamrock-Riviera

SERA 2024 Early Career Research Awards

Using Design-Based Research to Collaboratively Implement 3-D Pens in Rural Middle School Mathematics
Taylor Darwin — Texas Tech University

This proposal aims to explore the impact of 3-D pens in rural middle school mathematics classrooms through the lens of culturally responsive pedagogies. Funds from this award will provide access to rural students who have historically had less than adequate technologies in their learning. Using design-based research, the researcher will collaborate with rural middle school educators to design equity-centered assignments integrated with 3-D pen use. The proposed study will focus on incorporating student assess to technological resources and opportunities to bring identity into the mathematics classroom.

Measuring and Comparing Fitness and Emotions Related to Science Teaching: Deployment of CP2R and Sci-TES with Elementary Teachers in Minot, ND and Houston, TX
Franklin Allaire — University of Houston Downtown

Scholarship suggests that emotions (Frenzel et al., 2021) and person-role fit (Anderson et al., 2020) have an impact on the quality of instruction, particularly at the elementary grade levels. This study deploys two survey instruments – the Science Teaching Emotions Scales (Sci-TES) and Capacity, Passion, Presence, and Relevance (CP2R) – to examine whether elementary teachers in Minot, ND, and Houston, TX feel they are fit to teach science and the emotions they experience in connection with planning and teaching science.

Information About Applying for the SERA Early Career Research Awards
*Chrissy Cross — Stephen F. Austin State University

Annually the Southwest Education Research Association holds two competitions for research awards for it's members. SERA is dedicated to furthering the advancement of graduate student and junior faculty educational research. Two competitive Research Grants for up to $1000 for 1-year projects will be awarded annually at the annual Conference to a doctoral student and assistant professor at a 4-year institution. Grant proposals are due May 1st, following the annual conference. Grant awardees will be notified by June 1st. Awardees then present at the next annual conference. This symposium will highlight the research of the 2023 Early Career Research Awards, and also provide a platform for doctoral students and early career faculty to gather information about how to submit a successful proposal.

T7.3 Paper Session	4:05p-5:20p	Bonneville

Literacy

Constructing Scientific Explanations, The Integration of Literacy Strategies within a Science Classroom: A Qualitative Systematic Review
Meagan Hill Foster — Texas Tech University & Eastern New Mexico University

This qualitative systematic review examines three science practitioner journals and their links between literacy strategies, science education and scientific practices. This study seeks to identify how content area and disciplinary literacy are addressed in science practitioner journals and what reading and writing strategies are used within science classrooms to aid students in constructing scientific explanations. Using guidance from Jagger and Yore, 30 articles were examined to establish a playbook of literacy strategies for science educators to use in order to aid their students in constructing scientific explanations.

With Great Power Comes Great Responsibility: One Literacy Coach's Story in an "Underperforming" High School
*Elizabeth Stewart — Eastern New Mexico University

The purpose of this qualitative study was to examine the partner's side of a long-term community engaged scholarship project. Specifically, a case study was used to tell the story of the

community partner, a literacy coach in an "underperforming" high school. Community engaged scholarship and sociocultural theories of literacy guided this study. Domains of educational research addressed in this study include secondary level writing reform, embedded professional development, transformative teacher leadership, and participative methodologies.

Navigating the Landscape of Social and Emotional Learning in K-12 Education: A Bibliometric Analysis During and Post-COVID-19
Shifang Tang, Lei Zhang, & Mei Jiang — Texas A&M University-Commerce
Zhuoying Wang — The University of Texas at Austin

This study employs a bibliometric analysis to investigate the evolving landscape of Social and Emotional Learning (SEL) research in K-12 educational settings during and after the COVID-19 pandemic. Preliminary results reveal that Canada, the United States, and China are the top contributing countries and identify 17 frequently used keywords. Our findings highlight the five most cited papers that address multi-dimensional aspects of SEL, such as student skills, classroom instruction, and schoolwide policies. The findings offer invaluable insights for shaping future SEL policies and practices, emphasizing SEL's crucial role in fostering educational and socioemotional success in a pandemic-affected educational landscape.

The Reading Achievement Gap and Responses: A Literature Review
Georgina Foroi & Julie Combs — Sam Houston State University

The purpose of this literature review was to identify empirical studies that provided historical and current information about the reading achievement gap among student groups and responses to that gap by educators. Literature searches were conducted with specific keywords to locate articles about the topic. Using qualitative analysis techniques, themes related to the history, policy, and responsive strategies were identified. Such information can help reading educators and school leaders support improvement in reading instruction. Future lines of inquiry for researchers were also identified.

T7.4 Paper Session	4:05p-5:20p	Cimarron

Schools

Scoping Literature Review of Empirical Culturally Responsive Classroom Management Studies
Kathy Ogden — Texas A&M University

Students of color are more likely to receive longer and harsher punishments than their peers. One way to mitigate this educational inequity is by training teachers in culturally responsive classroom management (CRCM). When teachers consider their backgrounds and the previous experiences of their students in creating a more inclusive environment, learning and engagement is facilitated. Despite knowing the benefits, research has yet to be synthesized and made accessible for researchers and practitioners. This study conducts a scoping literature review of evidence on CRCM. We identify all empirical studies to unearth gaps in content as well as

conduct a quality assessment to identify to the level of rigor of this base to suggest directions for future research.

The Texas Bluebonnet Award List: Tackling Tall Tales that Thrive in Texas
Sonja Ezell — The University of Texas at Arlington

The Texas Bluebonnet Award is one of the most prestigious children's choice literary awards in the United States. Each year, 20 books are selected for the Texas Bluebonnet Award Master List and 20 books are selected for the 2x2 Reading List. Dr. Bishop's (1990) seminal work provided a clarion call for books to be used as mirrors, windows, and sliding glass doors. The author probed the 2023 texts nominated for the Texas Bluebonnet Award (grades 3-6) and the 2x2 Reading List (aged 2-grade 2) for themes of joy, acceptance, empathy, and the varied lived experiences of students in Texas classrooms.

Playful Participation in a Writing Community as Professional Development
Johanna Keene — Texas Tech University
Elizabeth Stewart — Eastern New Mexico State University
Mellinee Lesley — Texas Tech University

This study, situated within a long-term community engaged scholarship partnership with a local "underperforming" high school, focused on the impact of writing professional development that sought to critically engage practitioners in a writing community as a way to increase teachers' writing identities and help them see writing as playful and liberating. Through democratizing discussions and experiences, the writing community served to disrupt traditional notions of professional development and test-centric approaches to writing pedagogy.

T7.5 Paper Session	4:05p-5:20p	El Dorado

Higher Education
Discussant: Bill Jasper

Academic Advisors' Knowledge of the Reverse Transfer Process
Melissa Musser & Anthony Edwards — Tarleton State University

The option of reverse transfer in public higher education is not widely recognized, even though transfer students are a common presence in all universities. A significant number of students transfer to a university without first completing their associate degree at their community college. Reverse transfer is a process for granting an associate degree to students who transfer from a two-year to a four-year university prior to completing the associate degree requirements at the community college. The reverse transfer option can combine transferred credits from the community college with the credits from a university to meet the specific associate degree criteria set by individual community colleges.

Impact of Support Services on Retention of Graduate Students
Addie Caudle — Tarleton State University

Many graduate programs at institutions of higher education have struggled with retaining students. This paper aims to examine the relationship between support services, a sense of belonging, and the retention of graduate students.

Perspective of Community Members and Students on a Work/Scholarship Program
Mandy Smith — Texas A&M University-Texarkana

While college administrators and faculty members consistently search for creative ways to build community relationships and develop productive student involvement opportunities, their endeavors are not always successful. Some colleges, however, have established positive town/gown relationships by involving community stakeholders with their core mission to increase student success. Often the practices used to build these relationships can also help form a sense of community for student and community participants. The framework for this study will examine McMillian and Chavis (1986) Sense of Community Theory and the Sense of Community as Responsibility Model developed by Nowell and Boyd (2010). The purpose of this study is to explore the perspectives of community members and students on the impact of a donor-based work/scholarship program at a small community college in Northeast Texas. This study could provide information for other college administrations to examine the possibility of replicating this type of program at their institutions.

A Qualitative Study of Factors Driving Higher Education Instructors to Design Accessible Digital Content
Linda Scott — Texas A&M University-Texarkana

Texas law mandates higher education institutions adhere to the Americans with Disabilities Act technical standards in the digital environment (Section 508, n.d.; Texas Register, n.d.), including content delivered via learning management systems. As digital education becomes the norm (Prakasha et al., 2023; Chandra & Palvia, 2021), not all content meets accessibility guidelines (Ally, 2023). Accessible digital content addresses diverse needs and circumstances and promotes equity and inclusivity, benefiting all students (Kilpatrick et al., 2017). This study will address gaps in identifying motivations inspiring some instructors to develop accessible digital content and understanding the challenges others face in realizing similar outcomes.

T7.6 Paper Session	4:05p-5:20p	Fleetwood

Preservice Education
Discussant: Ryan Glaman

Preservice Teachers' Self Efficacy in Multicultural Education
Cat Boggs — Texas A&M University

According to the most recent data published by the National Center for Education Statistics, 79% of school teachers are White (NCES, 2017). In 2021, 49.4 million students attended public

schools and of that 55% are not White (NCES, 2021). Building on research from Garriott (2016) the purpose of this study will be to examine White preservice teachers efficacy to brief multicultural education. A causal comparative randomized experimental research design will be utilized to analyze White preservice teachers efficacy to brief multicultural education.

Student-Centric Curriculum Inside a Test-Centric World
Noah Merksamer — Texas A&M University

Numerous qualitative and quantitative studies have found major weaknesses in the use of high stakes testing to design and modify curriculum, direct instruction, and assess student achievement. While the scholarship thoroughly covers the weaknesses of test-based teaching and its stronger student-centric alternatives, it does little to provide teachers an actionable process or strategy to pursue the stronger methods of teaching inside oppressive, test-based structures. This study will attempt to close that gap through a mixed methods qualitative analysis concluding in an action research focus group of public school educators.

Examining Teacher Candidate Pedagogical Beliefs about Teaching Writing During a Simulated Elementary Writing Conference
Murphy Young — Southern Methodist University

This research in progress proposal seeks to explore how the use of mixed-reality simulated classroom technology (i.e., Mursion simulation software) can support the development of teacher candidates' pedagogical beliefs about writing. Participants ($N = 9$) in a writing methods course were asked to conduct a writing conference with a student avatar, working in pairs, while their peers observed them. During and after each simulation exercises, the teacher educator led class discussions. These discussions, and the participants' reflections after the simulation exercise, will be qualitatively analyzed to explore the levels of discourse participants used and how they reflected on their experiences.

T8.1	5:25p-6:30p	Capitol I & II

Graduate Student Meeting

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

F0.1	8:00a-12:00p	Grand Ballroom Foyer

Registration

F0.2	8:00a-9:00a	Statler, Waldorf, & Asotria

Continental Breakfast

F0.3	8:00a-8:45a	Century Boardroom

Graduate Leadership Council

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

F1.1 Paper Session	8:45a-10:00a	Beverly-Flamingo

Evaluation

Examining the Impact Between the Number of Children Enrolled in an After-School Program and Parental Perception
Jesus Campos — Harris County Department of Education

Parental perceptions and satisfaction with academic programs are significant in determining parental involvement. However, parents with multiple school-aged children face unique barriers to involvement. This study examined parental perceptions and satisfaction with after-school programs using quantitative methods. The results indicate that the number of children a parent has enrolled in an after-school program impacts their perception and satisfaction of the program. The research findings contribute to the existing literature on the barriers faced by parents of multiple school-aged children and academic program success. Future research suggestions and limitations are discussed.

The Value of PLC, Teacher Reflection and Data Driven Instruction on Student Achievement: A Case Study
Meagan Hill Foster — Texas Tech University & Eastern New Mexico University
Emily Lahr — Texas Tech University

This proposed study aims to identify the benefits of PLC, teacher reflection and data driven instruction on student achievement. PLCs have been identified as promoting and sustaining the learning of teachers, while also collectively enhancing the learning of all students. Within an urban Texas school district, PLCs are in jeopardy of being taken away from teachers. This proposed holistic descriptive case study will examine the PLC of Orange High School through qualitative methodology to highlight the importance of PLC on student achievement within Arid Independent School District.

Middle School Counselor Processes and Perceptions of Career and Technology Education
*Justin Hooten — Tarleton State University

A renewed emphasis on career and technical education has guided the transformation of high school education to support alternatives to college achievement. Research shows that career identity development begins in middle school or earlier, though the literature is scarce when discussing career guidance at the middle school level. Through phenomenological interviews, this research attempts to understand the processes and perceptions of middle school counselors when discussing career and technology education with their students. Implications of this study are intended to guide district officials and those in academia to creating more robust career development programs at the middle school level.

F1.2 Paper Session	8:45a-10:00a	Shamrock-Riviera

Achievement
Discussant: Mary Curtis

My Teachers Don't Look Like Me: A Study of Same Race Teachers and Its Effect on African American Student Achievement
Shaterra Jackson — University of Houston-Clear Lake

A growing amount of research suggests that minority students could academically benefit from teachers of their same race or ethnicity (Egalite et. al, 2015). Not only does having students and teachers share the same race build cultural understanding/translators but also provides positive role models, mentors and advocates (Egalite et al., 2015). Much research has been done on the influences of same race teachers at the elementary or primary level (Rasheed et al., 2019; Banerjee, 2017), but little is known about the effects of same race teachers at the secondary level. Results from a meta-analysis suggest that teacher expectations of early adolescents varied by a child's racial/ethnic background; teachers had more positive expectations about White and Asian children versus Black and Latinx in their academic ability or likelihood of graduating high school (Rasheed et al., 2019).

Differences in College, Career, and Military Readiness Indicators Among Texas Annual Graduates Before, During, and After COVID-19
Jessica Caso — Sam Houston State University

The impact of a global pandemic on student postsecondary success is unknown and more information is needed to support students in the transition into the fourth industrial revolution. As such, the purpose of this quantitative study is to explore the differences in college, career, and military readiness indicators among Texas graduates before, during, and after COVID-19. The information from this study can help administrators and policy makers be aware of trends in CCMR indicators to determine resources needed to support students in targeted advisement and preparation practices in CCMR indicators. Consequently, effective student guidance in CCMR may impact campus rating, funding, and most importantly student success in postsecondary opportunities.

Differences in the Reading Performance of Texas Grade 8 Emergent Bilingual Students as a Function of their Gender, Race/Ethnicity, and Economic Status
Teresa De Alba — Sam Houston State University

In Texas, the percentage of students identified as Emergent Bilingual has steadily grown to over 22% with 84% of EB students considered economically disadvantaged (Texas Education Agency, 2022). There continues to be a significant achievement gap between EB and non-EB students. Limited studies exist that examine the reading achievement data of Grade 8 EB students on the State of Texas Assessment of Academic Readiness (STAAR). More information is needed to support EB students in the middle school setting to close the achievement gap to prepare them for high school and beyond.

Mixed Methods Study Proposal of Teacher Attitudes about Teacher Absenteeism and the Effect on Student Achievement
Carol Miller-Nix — Texas A&M University-Texarkana

Teacher absences negatively impact school district finances and student learning across the state of Arkansas. While the monetary costs of teacher absences are evident and relatively easy to calculate, the student learning losses associated with teacher absences are more difficult to track. It is not difficult, however, to understand that when a teacher is not in the classroom, students are losing valuable instruction time. The proposed mixed methods study will explore teacher attitudes and beliefs about the importance of consistent teacher attendance and the effect teacher attendance has on student achievement. Herzberg's Two-Factor Theory will guide the research design. This theory centers on two factors central to job satisfaction: hygiene (avoiding unpleasantness, policies, salaries) and motivation (self-improvement, achievement, recognition). The issue of teacher absenteeism is important to study due to the negative effects it can have on schools, students, and communities.

F1.3 Paper Session	8:45a-10:00a	Capitol I

Minority Retention
Discussant: Tonya Jeffery

A Narrative Inquiry: The Importance of the Mentoring Bilingual Teachers
Marisela Martinez — Texas A&M University-Texarkana

During the first years of teaching, it is important to ensure teachers have mentors. Without guidance, there is the possibility of teachers leaving the field of bilingual education. Furthermore, it is important for school administrators to assign new teachers a mentor. If each new teacher has a mentor, there is the possibility, teachers will remain in the field of bilingual education. Also, it is important for schools to have instructional support for these teachers. The objective of this narrative inquiry is to present teachers' stories about their experience as a new classroom teacher, the importance of having a mentor during the first years of being a bilingual teacher, the importance of having instructional support from campus leaders to be successful in the classroom, and if having a mentor helped these teachers.

FRIDAY, FEBRUARY 16

The Impact of The Reversal of Affirmative Action on Institutions of Higher Learning: Assessing Policy Implications and Strategies for Promoting Diversity and Inclusion
Karen Brown — Texas A&M University-Texarkana

Institutions of higher learning play a vital role in shaping the future by providing education, fostering innovation, and cultivating diverse perspectives. The shifts in affirmative action policies have sparked intense debates, raising questions about the impact on access to education, diversity, and equal opportunity within these institutions. This mixed methods research examines the legal framework and policy implications surrounding the reversal of affirmative action. Study thematic analysis will provide higher education leaders and legislators findings to determine the next steps to ensure all college and university applicants, including students from diverse backgrounds, are fairly considered for admission into higher education.

Retaining Black Female Teachers in Secondary STEM Classrooms
Lynette O'Neal — Texas A&M University

Black students represent 15% of student enrollment, yet Black teachers comprise roughly 7% of the public school teacher workforce. More specifically, Black female teachers account for only 5.3% of all teachers and are disproportionately represented in STEM classrooms. This study will be mixed methods. Through descriptive statistics it will analyze results of the 2020-2021 National Teacher and Principal Survey, focusing on questions related to remaining in the profession. The qualitative portion will consist of semi-structured interviews of 6-9 secondary math, science, and technology teachers. Results will be analyzed through a conceptual lens of sense making. The retention of more Black teachers, particularly in STEM, could potentially improve black students' outcomes in STEM.

F1.4 Paper Session	8:45a-10:00a	Capitol II

School Improvement
Discussant: Shaun Hutchins

Factors Influencing Educator Attrition in Rural Texas Public Schools and the Retention Initiatives Mandated to Combat this Dilemma
Jeffrey Smith — Texas A&M University-Texarkana

An educational career is frequently called a "revolving door" occupation as the exodus of qualified staff separating from the vocation creates staffing and financial quandaries. The purpose of this study is to analyze factors influencing educator attrition in rural Texas public schools. The framework will examine Freudenberger's Burnout Syndrome, Bandura's Self-Efficacy Theory, and Herzberg's Two-Factor Motivation-Hygiene Theory. An interpretive qualitative approach will be used to study and support quantitative data. The researcher is looking to survey and/or interview superintendents to find answers to the questions. The proposed study will provide educational leaders solutions in helping alleviate the teacher shortage crisis.

The Case of the Disappearing Principal: A Deductive Mixed Methods Case Study of the Professional Quality of Life of Texas Public School Principals
Bethany French — Texas A&M University-Texarkana

To better understand the declining reports of quality of life among educators, this research digs deep into the unspoken social contract between educators and the public they serve. This mixed methods case study aims to give Texas public school principals a voice and highlight their human nature through the collection and analysis of statistical and anecdotal data regarding educator quality of life, effort-reward imbalance, and organizational dehumanization. Findings from this research will be used to inform educational leaders, researchers, and policymakers.

Rethinking Central Office Support for Campus Principals Through an Adaptive Leadership Lens
Jessica Robbins — Texas A&M University-Corpus Christi

Principals are positioned in a highly critical role, but there are a variety of factors that can create barriers to their work. The ways in which principals receive support from central office leaders is rarely present in the research, and district level leaders have the ability to shape environments that make room for principals to act as autonomous leaders. Through a dissertation in practice, this study will use methods from improvement science to explore the principal's lived experience as it relates to district support through an adaptive leadership framework.

School Administrators Perceptions of Wellness on K-12 Campuses
Sonya Thornton — University of Houston-Clear Lake

The purpose of this mixed-method study is to determine the level of school administrators' involvement in wellness programs on K-12 campuses as related to the school environment and participation. The researcher explored the findings from school administrators during an interview and questionnaire.

F1.5 Paper Session	8:45a-10:00a	Bonneville

Classroom Management
Discussant: Forrest Lane

Teachers' Self-Efficacy and Beliefs About Evidence-Based Behavioral Practices
Kara Massey — University of Houston-Clear Lake

The impact of classroom management has been well researched. In order for students to achieve academically, teachers must maintain a safe and productive learning environment (Marzano & Marzano, 2003). Maintaining this learning environment has become increasing difficult with the surge of challenging behavior and office referrals across the country since the return to in-person learning from the COVID-19 pandemic (Blackstock & White, 2022). While much research has been conducted on both evidenced-based practices and teacher self-efficacy individually, more research is needed to determine if there is a relationship between teachers' perceived self-

efficacy and attitudes towards evidence-based behavioral practices in the classroom by school level.

The Effects of an SEL Program by Exclusionary Discipline Action at a Texas School in X ISD
Coralynne Carson — Sam Houston State University

This paper looks at a multi-year study at one Texas campus in X ISD regarding exclusionary disciplinary action and the implementation of an SEL program. The SEL program being reviewed with exclusionary discipline is called Capturing Kids' Hearts (CKH). CKH was brought to X ISD as a way to help improve behaviors amongst students and, over time, allow for a reduction in the levels of exclusionary disciplinary action.

Social Emotional Learning and Student-Teacher Relationships in Rural Arkansas
Amanda Jones — Texas A&M University-Texarkana

The pandemic exposed social-emotional issues for individuals creating a mental health crisis. This directly impacted schools, especially ones in more vulnerable communities like those in rural areas. Social emotional learning (SEL) supports children in developing positive relationships and making responsible decisions. Attachment theory and relational-cultural theory provide a lens to explore outcomes from SEL programming in schools. The proposed qualitative research study explores how Capturing Kids' Hearts, a SEL program, has impacted school culture and student outcomes in a rural middle school in Southwest Arkansas. This study will contribute to the literature regarding the impact of social emotional learning on youth in public schools.

F2.1 Paper Session	10:05a-11:20a	Beverly-Flamingo

Mathematics Education

Teacher Knowledge and Perceptions of Computational Thinking and Computational Thinking Skills in 5th-Grade Mathematics
Ellen James — Texas Tech University

While numerous practices influence what and how curriculum is taught in the classroom, a significant factor is the knowledge of the teacher. A case study of five practicing mathematics teachers consisting of a questionnaire and a follow-up interview was conducted. Key findings illustrate variations in teacher perceptions, definitions, and the presence of teacher philosophies regarding efficiencies, algorithms, and the opportunity to understand content that impacts the modeling of computational thinking skills with students. The results suggest that there are areas of teacher improvement that may impact student achievement, confidence, and self-efficacy through teacher training, professional development, curriculum development, and coaching.

Tracing Teachers' Questioning Practices When Taking Up a New Routine: The Case of Dot and Number Talks
*Candace Joswick — The University of Texas at Arlington

This work illustrates how twelve 4th – 8th grade teachers, who are all new to Number Talks, take up this practice through looking at their questions posed during their first Dot Talk and two subsequent Number Talks.

Opening Mathematics: Algebra I Teachers' Selection and Implementation of Open Tasks
Melissa Donham — Sam Houston State University

Open tasks can help students expand their view of mathematics beyond memorizing procedures to find correct answers. While research suggests that learning mathematics through open tasks can benefit students, they can be difficult for teachers to implement. This multiple case study aimed to explore the types of open tasks selected and implemented by Algebra I teachers with experience using this practice. Results revealed tasks with an open method or answer were utilized most often. The tasks also remained open during implementation based on the participants' instructional choices. Implications and recommendations for pre-service and in-service teacher experiences will be discussed.

Listening to Female's Voice: A Reflection of the Perceptions of STEM
Carol Waters & Mary Curtis — University of Houston-Clear Lake

Science, technology, engineering, and mathematics (STEM) innovations can improve lives, provide problem-solving skills, and help make sense of the world (Gulen, 2019; NRC, 2014). Female perspectives enhance a comprehensive understanding while strengthening STEM career equity and justice. This study sought to explore females' perceptions of STEM disciplines and employed the concept of intersectionality as the theoretical framework (Choo & Ferree, 2010). Researchers used inductive coding. Findings include one overarching theme: The STEM Array, with three subthemes. This study expands the limited research regarding females' perceptions of STEM and provides insight into provocative viewpoints on STEM disciplines and careers.

F2.2 Paper Session	10:05a-11:20a	Shamrock-Riviera

At-Risk Students
Discussant: Audrey Meador

Evaluating Parents' Participation in IEP Processes: Perspectives of Parents and Educators
Tahereh Boroughani, Roya Pashmforoosh, & Eboni Bailey Bonaiti — Texas A&M University

This proposed study aims to investigate and assess parental involvement in the Individualized Education Program (IEP) processes, as viewed from the perspectives of both parents and special education educators. IEPs are instrumental in providing customized educational support for children with disabilities. Effective collaboration between parents and educators is paramount for crafting and implementing successful IEPs. By delving into the viewpoints of these key stakeholders, this research seeks to uncover common ground and disparities in their perspectives.

This understanding can ultimately promote enhanced parental engagement and equitable access to quality education for all students.

An Instrumental Case Study of the Phenomenon of Mindset in Actualizing Life Goals Post High School Graduation
Charlotte Leon — Texas A&M University-Texarkana

The current paper presents a research proposal for an instrumental case study to explore the current mindset and actualization of post-graduation goal attainment of graduated students who were identified with low-socioeconomic status while in high school. The study will analyze narrative stories and statements to contextualize the lived experiences of low-income students who participated in an AVID-style program at one mid-sized Texas high school.

From Poverty to Educational Success: Factors on the Phenomenon of the School-to-Prison Pipeline for Black Males
Troy Tatum — Texas A&M University-Texarkana

The school-to-prison pipeline is a significant issue faced by Black males in society. When Black males are raised in poverty and lack basic survival needs, the possibility of exposure to the legal system increases. A snowball sampling will be used to interview participants who have been institutionalized. Overall, the exploratory sequential research asks, what was your school experience? By understanding the school experiences of Black males from poverty, this research seeks to contribute to research grounded in theory to develop strategies in reducing the criminalization of Black males and help them succeed in the educational system.

Grade Configurations and Social Context: Stakeholders' Perceptions of a Title 1 Middle School Concept
Alison Brown — Sam Houston State University

Researchers are analyzing academic and social data to assist schools in making the best decisions regarding grade configurations that will prove to bring the most effective results. Research surrounding grade configurations, especially in a rural Title 1 setting, is limited. This research will prove to remedy that through gaining the perspectives of the various stakeholders of one Title 1 school with a 5-6 configuration. The perceptions gained will assist researchers and stakeholders in their future decision making endeavors and identify possible next steps for school improvement.

F2.3 Paper Session	10:05a-11:20a	Capitol I

Technology
Discussant: Bethanie Pletcher

Constructivism Meets TPACK: An Integrated Theoretical Approach for Technology Education Research
Kelli Adam — Texas A&M University

This article emphasizes the importance of incorporating a theoretical framework in technology education (TE) research. It argues that such frameworks, specifically Constructivism and TPACK, should guide the research process, including the formulation of research questions, study design, and data interpretation. The article also highlights how these frameworks can inform educational policy, curriculum development, and instructional strategies. It includes an example of how an integrated theoretical approach influenced the design and outcomes of a computer literacy course. The article concludes by discussing the role of theoretical frameworks in enhancing the rigor and comprehension of TE research.

The Effects of Computerized-Assisted Instruction in Corequisite College Algebra Courses
Anderson Vaca — University of Houston-Clear Lake

The number of first-time college students needing to take developmental or remedial courses has increased over the last two decades. Since the goal of developmental education is to prepare students for college-level work, it is of importance to measure the effectiveness of developmental courses. More so in community colleges since 100 percent of community colleges in the U.S. offer developmental courses. Math anxiety has been suggested to have a negative link to math performance. Therefore, this study will aim to measure the effectiveness of a computerized-assisted instruction in reducing math anxiety of developmental math students in a community college.

Challenges and Opportunities: Middle School Teachers;' Adoption of Personalized Learning Technology in Mathematics Instruction
Ebony Wallace — University of Houston-Clear Lake

The integration of personalized learning technology into middle school mathematics instruction represents a significant shift in contemporary educational practices. This dissertation explores the landscape of challenges and opportunities that middle school mathematics teachers encounter when adopting personalized learning technology in their classrooms. Utilizing a mixed-methods research design, the study will investigate the experiences of teachers who are venturing into the realm of personalized learning technology. The research will examine the factors that influence teachers' decisions to embrace or resist these digital tools, shedding light on the pedagogical, technological, and institutional forces at play. This graduate study research is in progress.

F2.4 Paper Session	10:05a-11:20a	Capitol II

Gender Issues
Discussant: Amy Ray

Understanding Character Construction in Early Disney Princess Films to Improve Critical Media Literacy Skills
Craig Brashears — Texas A&M University-Corpus Christi

Character portrayals in Disney Princess films influence performative play, which shape behavioral identity and perpetuate gendered norms. Early animators interpreted live performers' emotional language, then ascribed interpretations to animated characters; children further

interpret characters' emotional language and apply interpretations to performative play. Developed from Laban Movement Analysis, a multimodal content analysis of Snow White and the Seven Dwarfs, Cinderella, and Sleeping Beauty seeks to map movements, gestures, and expressions to the Russell Circumplex Model to understand how gendered emotional language is conveyed in early animated Disney Princess films. This research may assist educators to improve students' critical media literacy skills.

Safety and Inclusion in Schools for LGBTQ Students
Valerie Shirley — Texas A&M University-Texarkana

Education leaders establish environments that are equitable and safe for all learners. While bullying is not uncommon, victimization targeting LGBTQ students is substantially higher. The purpose of the proposed qualitative research is to capture the experience of LGBTQ young adults and educators to understand their experiences. Two theories, minority stress theory and social ties theory, provide a theoretical framework explaining the phenomenon of study. The negative circumstances for LGBTQ students will continue until inclusive policies are implemented on school campuses and professional development for school educators becomes mainstream thereby allowing LGBTQ students feel valued and protected in the learning environment.

Writing the Self Back into Academic Writing: Preparing Advanced High School Students for Literacy Success in the Academy
Staci Tharp — Texas Tech University

This study explores the possibilities for improving academic readiness for college writing by using personal narrative and memoir to foster meaningful, academic writing habits in advanced high school female students whose voices are censored in classroom literature. Through implementing a unit of personal narrative reading and writing geared to stories of women, this ethnographic multi-case study of female writers will examine student writing samples, classroom observations, and student interviews. It is hypothesized that through the experience of reading and writing the self and stories of other women, female students may leave high school with a more fully developed authorial presence.

F2.5 Paper Session	10:05a-11:20a	Bonneville

Vocational & Higher Education
Discussant: Ronald Rhone

Leveraging Texas Startup Ecosystems for Financial Freedom of People with IDD: Grounded Theory
Amanda Gordon — Texas Tech University

The study aims to uncover Texas innovative startup ecosystems' ability to build dream jobs for people with Intellectual and Developmental Disabilities (IDD) in physical and virtual worlds that generate substantial wealth using grounded theory methodology. Supported by economic, business, entrepreneurship, innovation, behavior, sociology, cognitive science, engineering, development, and ethical frameworks, the research highlights federal barriers for people with

IDD, acknowledges startup challenges, and uncovers perceptions of spatial web3 metaverse. Experiences of an adult with Down Syndrome support insights into Texas startup ecosystems' pivotal role for people with IDD as major players in Texas's economy through merit-based purpose and elimination of government dependence to establish their equality through financial freedom.

Developing K-16 Partnerships
Angie Taylor — Sam Houston State University

State and local communities are constantly seeking ways to improve student success in secondary schools and improve access and student success in institutions of higher education. This study will provide practitioners and organizational leaders with descriptive insights into successful partnership implementation methods and recommend action steps for both top-level leaders and frontline employees when developing and implementing K-16 partnerships.

African American Student CCMR Performance Over Time
Ericca Douglas — Sam Houston State University

As technology and artificial intelligence begin to have a major impact on each industry in America, education must pivot and prepare students accordingly. High schools across the nation are responsible for making sure their students are both college and career ready. However, many seem to prescribe to the college-for-all model and neglect to encourage students to explore post secondary options through career-technology education (CTE) or military experiences. In particular, an equal examination of CCMR performance can help educators better serve African American students who have been historically underserved by the educational system. By giving credence to all three factors in CCMR, educators can better equip African American students to take advantage of more diverse post secondary opportunities.

F3.1 Paper Session	11:25a-12:40p	Beverly-Flamingo

Schools

Social Emotional Competencies: An Exploration into Teacher Well-Being
Kelly Mogk & Ryan Glaman — Tarleton State University

This mixed-methods study sought to explore teacher perspectives of social emotional competencies (SEC) in relation to self-awareness and sense of belonging among certified general education and special populations teachers in a Texas Independent School District (ISD). Qualitative and quantitative data were collected via an online survey and questionnaire. Participants shared perspectives on SEC, self-awareness, and belonging. Findings indicate a need for more support in professional well-being for special populations teachers and strategies to increase teacher sense of belonging. Focusing on campus culture of belonging may support teachers' SEC development through modeling of appropriate positive regard for self and others.

Ill-being or Well-being? A Positive Framework for Teachers and School Leadership to Improve Teacher Well-being
Margaret Chandler — Baylor University

The elimination of stress or the implementation of stress-coping mechanisms does not ensure flourishing (Friesen & Sarros, 1989). Seligman's (2011) positive model of well-being ("PERMA") is more satisfactory over the exclusion of stress. The purpose of this mixed methods study is to examine the experiences and practices of Arizona Christian school teachers in the context of their measured PERMA well-being, and how their perceptions of principals' leadership practices influence their well-being scores and lived experiences. The key findings focused on how both teacher (mindfulness and collegialism) and principals' decisions and behaviors (supportive leadership, staff development, empowerment) affect teacher professional well-being.

K-12 Teachers' Perception of After-school Programs
Akua Obeng — Harris County Department of Education

Students from low-income families can raise their academic performance and social skills by attending after-school programs (ASP). This study used a quantitative methodology to measure 330 teachers' perception of the effectiveness of ASP on students' academic performance, behavior, and social skills in 10 Harris County, Texas schools that participated in the Texas 21st Century Cycle 10 program from 2021-2022. Purposive sampling was used to gather and analyze responses from k-12 teachers who taught Reading, Math, Science, and Social studies. The study's findings suggest that ASP can impact students from low-income families which benefits both schools and local communities.

An Assessment of Read to Ride as an Academic Intervention
*Lou Sabina — Stetson University

This purpose of this paper is to explain how one elementary school in a Large Central Florida School District utilized a program called "Read to Ride" in order to help students meet personalized reading goals. "Read to Ride" is an extrinsically motivated program where elementary school students have the opportunity to earn a skateboard if they meet a certain reading goal by the end of the school year. Students agree upon a targeted reading goal with their teachers and work throughout the year to reach that goal. The program is built around the Accelerated Reader model using STAR reading, which estimates oral fluency and sets project goals for them in the beginning of the year. Based on the success of this program, we argue that this program or programs similar to it can serve as an extrinsic motivator to encourage students to read, and with the support of faculty and staff, offered a successful intervention for low-income students.

F3.2 Paper Session	11:25a-12:40p	Shamrock Riviera

Higher Education
Discussant: Celia Scott

State of Emergency: No Privilege, No Equity
Cleveland Jones — Texas A&M University-Texarkana

According to the Organization for Economic Cooperation and Development (OECD), the United States (U.S.) ranks 14th in the world in terms of the percentage of 25-34 year olds that have earned at least one post-secondary degree, 13 spots from the 1970s. One can gather that high school graduates are attending and graduating college at an alarmingly slower rate than students from the rest of the world (Darling Hammond, 2010). This study will develop a theory for academic privilege; the opportunity for students and communities to equitably participate in learning opportunities regardless of disadvantage or marginalization.

Are Online Graduate Programs Equitable for Hispanic Females: A Phenomenological Study
Sara Villanueva — Texas Tech University

There is life as we conceive it, and then there is life as one experiences it, and depending on the individual, the experience of specific phenomena might differ. The following research is a proposal for a phenomenological study focusing on the lived experiences of female students who identify as Hispanic/Latin/Latinx, currently enrolled in or recently graduated from an accelerated online learning program in a university in South Texas offering 7-week intensive courses, focusing on whether the experience was an equitable learning opportunity.

A Phenomenological Evaluation of the Transition Pathways of Black Women Veterans that Served in the Military in the Post-9/11 Era
Nicole Burkett & Juanita Reyes — Tarleton State University

The percentage of women in military service has increased over the last forty years. These women became veterans forced to navigate the transition pathways as an emerging civilian population. The purpose of this study was to understand the challenges of Black women veterans of the Post-9/11 era that affect military transition and civilian reintegration. The results will also provide useful information that can be shared with PK-12 and higher education programs to educate all women on the resources available once they prepare to transition to civilian life.

F3.3 Paper Session	11:25a-12:40p	Capitol I

Professional Development
Discussant: Katherine Vela

Towards Emotionally Attuned Coaching: A Systematic Literature Review
Kassidy Wagner — Texas Tech University

With rising teacher burnout, there is a missed opportunity to leverage instructional coaching roles to offer vital emotional support to teachers in particularly high-stress content areas, such as

secondary math. This literature review utilizes Bronfenbrenner's ecological systems theory to synthesize research on specific microsystem coaching practices that foster teacher emotional health through subtle yet critical exchanges. Findings will inform future research on emotionally attuned coach-teacher partnerships and professional learning to enhance coaches' capacity to validate secondary math teachers, potentially improving their well-being and retention.

Investigating the Importance of Leadership Self-Efficacy in Principals – A Study to provide input for Leadership Development Programs
Mayra Arreola — University of Houston-Clear Lake

This study delves into the crucial connection between principal preparation programs and the experiences of educational leaders, with a focus on feedback mechanisms. Acknowledging the significance of effective school leadership in today's dynamic global context, it investigates the inadequacies of current leadership preparation programs and their impact on principals. By exploring how feedback derived from these programs influences leadership efficacy, the research aims to shed light on the nuanced relationship between preparation programs and practical experiences. Ultimately, this understanding seeks to optimize charter school leadership programs, promoting the development of competent and impactful educational leaders, and enhancing educational outcomes for both students and schools.

Supporting Teacher Leaders as Grade-Level Chairs to Effectively Lead Grade-Level Teams: A Dissertation in Practice
Eunice Salazar-Banks — Texas A&M University-Corpus Christi

This study investigates whether grade-level chairs can recognize barriers and successes in their leadership role and whether they have the abilities and skills to lead their teams. Principals frequently choose teachers to serve as team leaders based on their prior experience or subject-matter expertise, but they do not provide them with the necessary training. This dissertation in practice (DiP) aims to build a workshop tailored for grade-level chairs with the objective of empowering them to effectively lead and influence their grade-level teams while also recognizing the significant role of grade-level chairs as teacher leaders.

Program Evaluation of Project-Based Learning Using the CIPP Model in a STEM Middle School
Courtney McClendon — Tarleton State University

This paper addresses the pressing issue of the effectiveness of Project-Based Learning (PBL) in STEM middle schools. The study is motivated by the common practice of schools adopting new teaching programs without empirical validation, potentially harming student success. Focusing on a suburban STEM school, it utilizes Stufflebeam's (2017) CIPP model to evaluate the PBL approach comprehensively. While existing literature reveals mixed academic achievement outcomes, it consistently highlights increased student interest and self-efficacy. The paper underscores the importance of aligning PBL with school context and needs, emphasizing cross-curricular learning and autonomy. The study aims to answer critical questions about PBL's

impact on student growth, teacher perceptions, and meeting district goals. With the rise of STEM schools, this research is essential to inform educational decisions and ensure student achievement.

F3.4 Paper Session	11:25a-12:40p	Capitol II

Policy
Discussant: Carol Waters

Teachers With Guns and Adverse Events
Jared Smith — Texas A&M University-Texarkana

Schools and universities have experienced many safety issues over the years. It seems the last several years schools have come under much more scrutiny for school safety. Schools have spent an astronomical number for safety. Calls to arm teachers and administrators with guns as means of enhance school safety are on the rise. Some schools have recently taken to arming some teachers and administrators. The qualitative case study will explore the impact of teachers and administrators carrying guns in school on students. A content analysis study design will be used in reviewing and analyzing the topic on teachers and administrators carrying guns to see if there has been adverse events from staff being armed. The study will contribute to the literature in education leadership in deciding if arming staff is more positive for providing school safety versus if there are negative adverse events from having armed teachers.

Unraveling the Blame Game with Parent Engagement, Mutual Accountability, and Conflicting Perspectives in an Urban East Texas School District
Jo Ann Rice — Texas A&M University-Texarkana

From an interpretive approach, the qualitative case study will examine themes and stories from parents, teachers, and administrators through semi-structured interviews that will illuminate an understanding of the "blame game" that can occur in parent-educator interactions. Previous studies have identified miscommunication and misaligned expectations as contributing factors to strained relationships and hindered collaboration among districts and parents. The proposed research will work to reduce blame and differing viewpoints to encourage the establishment of successful partnerships. The study is significant for education leaders wanting to support professional development to minimize parent-school interactions that dissolve into blame and negatively affect student progress.

Examining the Unintended Consequences of America's Gun-Free School Zones
Dillon Roseberry — Texas A&M University-Texarkana

There have been nearly 800 school shootings in the U.S. since the Gun Free School Zones Act became law (Lucy Burns Institute, 2023). Gun-free zones have since been established nationwide as these tragedies remain a reality of American life. This proposed mixed methods study will use social control theory and unintended consequences theory to examine the relationship between gun laws and perceptions of safety and the unintended consequences of 'buffer zones' around

schools on the students and staff who inhabit them. Results from stakeholder surveys, interviews, and a review of crime and discipline data will guide the research.

Additional Days School Year (ADSY): A Case Study on Additional Instructional Days on Low Socio-Economic Students
Erik Torres — Sam Houston State University

Low socio-economic students are behind their middle-income peers by the time they finish fourth grade (NAEP, 2022). According to the NAEP (2022), since 2003, statistics show that the gap has neither increased nor decreased and in Texas, students who are eligible for free or reduced lunch average 25 points lower in math and 30 points lower in reading when compared to non-eligible students. The theory that I will use is the Faucet Theory. Applied to my study, this theory holds that I would expect low SES students to fall behind more each year because of the lack of educational resources over the summer.

F3.5 Paper Session	11:25a-12:40p	Bonneville

Culture
Discussant: Stephen Gruber

Exploring Cultural Diversity in the Classroom: What is the Teacher's Role?
Bascolyne Day — Texas A&M University-Corpus Christi

Our public education system is designed to prepare and equip us for whatever undertakings we decide for the future. Teachers adapt classroom education to their students' cultural backgrounds. Each of us has a culture, and most of us have identities made up of several diverse cultures. Students form an opinion of who they are based on how other people perceive them. Parents, friends, schools, and social media all contribute to the formation of our identities. cultural customs. Relating to their peers and seeing both their similarities and differences, students in multicultural learning environments can grow in their appreciation for all cultures. Prejudices against people of a different race or ethnicity are less likely to exist among students raised to tolerate differences from an early age. Theoretically, they might grow up to be tolerant, prejudice-free adults. Suggestions for the role of teachers in enhancing cultural diversity in the classroom is given.

Impact of Desegregation on African Americans' Secondary Education Choices for the South Johnston High School Class of 1973
Michael Blalock — Texas A&M University-Texarkana

The desegregation of schools is a distant memory for many communities. The purpose of this study is to chronicle the living history of desegregation in a rural North Carolina High School from the African American student's perspective and to capture their belief of whether desegregation provided a better educational opportunity for their postsecondary education. The qualitative study seeks to capture these historical facts using a phenomenological approach using a series of interviews with the voluntary participants, confirming the interpretation of the

interview transcripts, and to identify common themes that can serve as examples for African American students of today.

Emotionally Intelligent Leaders Efforts to Retain Teachers in a High-Poverty Middle School
Thelma Forte — Texas A&M University-Texarkana

John Dewey (1916) asserted that education is a necessity of life. His words are still relevant in 2023 as school leaders work to create cultures that provide equitable educational opportunity for all students. In an article examining the impact of the teacher shortage crisis, Pelika (2022) asserts that equity begins with securing highly effective leaders and retaining high-quality teachers. For principals, this leads to the question, how will they lead a culture that supports teacher retention for student learning?

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