Southwest Educational Research Association

www.sera–edresearch.org

2011 Annual Meeting Program and Abstracts

Menger Hotel, San Antonio, Texas
February 2-5, 2011

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Join Us at the
Historic Hotel Monteleone
New Orleans, Louisiana
for
SERA 2012, February 1-4, 2012

SERA Foundation

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

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

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

Front Cover

Photos courtesy of the San Antonio Convention and Visitors Bureau

Foreword

As President of the Southwest Educational Research Association (SERA), I would like to warmly welcome you to the 34th Annual Conference. We have over 375 members and approximately 490 authors who will be attending the 2011 conference. SERA provides an opportunity for you to both share research findings with SERA colleagues, and form collaborations with researchers in your field. The association takes pride in its intimate and nurturing environment that supports both researchers and practitioners. SERA is a professional regional education association that is dedicated to advancing the field of educational research by providing educational resources, mentorship to graduate students, and presentation opportunities.

This year's program offers a wide variety of sessions including innovative sessions, symposia, workshops, and paper presentations from six divisions. There are 311 papers, 5 symposia, 2 training sessions, 1 innovative session, and 12 workshops. We hope you attend as many sessions as possible to help you learn new methodological and research skills.

Professor James McLean, who is the Dean of the College of Education at The University of Alabama, is the Presidential Invited Speaker. The Executive Board has arranged two training sessions (one on Multivariate Analysis to be presented by Bruce Thompson, and one on grant writing led by Deb Simmons and Peggy McCardle). We hope you enjoy these training sessions. Because of the willingness of these trainers to share their extraordinary expertise, our members will be more sophisticated in their research and grant-writing skills.

Each year, the conference would not be possible if it were not for the local arrangements chair. A very special thank you is extended to *Kathleen Mittag* who is our local arrangement chair and treasurer. Much appreciation is also extended to our President-elect/program chair *Bill Jasper* for putting together the program, *Vince Paredes* who was in charge of membership, *Kim Nimon* who is our *SERA Newsletter* editor, Executive Director *Bruce Thompson* who keeps us updated throughout the year, *John Hedl* who provides us with an historical perspective, Past-president *Mary Margaret Capraro*, and to all board members. Graduate student participation in SERA continues to increase and many thanks are extended to the graduate student representative, *Maria Benzon*, and graduate student advisor, *Jim Hardy*. Thank you also to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

We hope you enjoy the conference!

Linda Reichwein Zientek − *SERA President*

The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes. For most of the themes, proposals are within a specific division; however in some cases proposals from various divisions overlap. The session schedule format is provided on page iii and program highlights are provided on pages iv and v. The first session on Wednesday begins at 3:00 PM. The first two sessions on Thursday morning are one–hour in length and begin at 8:30. The remaining sessions are one hour and fifteen minutes in length, with the exception of the last session on Thursday afternoon, which is one hour and a half. There is a 5 minute break between sessions. Regular sessions on Friday begin at 8:45, immediately following a special free workshop by Bruce Thompson on how to publish, which starts at 7:45 AM. A continental breakfast is offered Thursday and Friday from 8 until 9.

Session IDs begin with a letter that signifies the day of the week the session is offered. For example, T1.2 is the second session in the first timeslot on Thursday. If a presenter identified themselves as a graduate student, special efforts were made to schedule their session so that it does not correspond with the fireside chat and the graduate student meeting. **Our Presidential Invited Speaker is Professor James McLean**, and his presentation will be immediately following the luncheon on Thursday at 1:30 PM in the **Minuet** Room. The **Fireside Chat** on Thursday afternoon in the **Minuet Room** is for **graduate students only** and is an excellent opportunity to visit with Professor James McLean in an informal setting.

The **graduate student meeting** on Thursday begins at 5:25 PM in the **Minuet** Room and provides graduate students with the opportunity to meet with people from various institutions of higher education and to form collaborations and support systems with people in their research area. During the graduate meeting, **graduate representatives are elected** and door prizes are awarded. The room **Sam Houston** has been set–aside for a graduate student work area for the duration of the conference.

I hope you enjoy this SERA opportunity to share research findings and form collaborations with researchers in your field. SERA is dedicated to improving research. In an endeavor to fulfill this goal, several excellent ticketed research training sessions will be offered on Wednesday afternoon, Friday afternoon, and Saturday morning. Descriptions of these sessions are provided on page x. Free workshops and symposia are scheduled throughout the program.

Thank you for attending and supporting SERA!

William A. Jasper, *President–Elect and Program Chair*

The Program Chair acknowledges the invaluable assistance of Linda Zientek, President, and Kim Nimon, 2012 President-Elect, without which the program would not have been finalized.

Program Schedule

Wednesday	
Noon – 5:00	Registration
1:00 – 4:00	Training Session (Ticket Required)
3:00 – 4:15	Sessions (W1)
4:20 – 5:35	Sessions (W2)
Thursday	
8:00 – 5:00	Registration (Closed During Business Luncheon)
8:00 – 9:00	Continental Breakfast
8:30 – 9:30	Navigating and Getting the Most from SERA (T1.1)
8:30 – 9:30	Sessions (T1)
9:35 – 10:35	Sessions (T2)
10:40 – 11:55	Sessions (T3)
Luncheon	**12:00–1:30**
1:30 – 2:45	**Presidential Speaker – Professor Jim McLean (T5)**
2:45 – 4:00	**Fireside Chat with Professor McLean – Graduate Students Only**
2:45 – 4:00	Sessions (T6)
4:05 – 5:35	Sessions (T7)
4:05 – 5:20	Viva Vita! Tips to an Effective Vita (T7.1)
5:25 – 6:30	Graduate Student Meeting & Election of Representatives
	Graduate Student Social Immediately Following Graduate Student Meeting
Friday	
8:00 – 2:00	Registration
8:00 – 9:00	Continental Breakfast
7:45 – 8:45	How to Publish – Bruce Thompson (Free Workshop - F0.3)
8:45 – 10:00	Sessions (F1)
10:05 – 11:20	Sessions (F2)
11:25 – 12:40	Sessions (F3)
12:45 – 1:55	Sessions (F4)
2:00 – 5:00	Training Session (Ticket Required)
Saturday	
8:00 – 11:00	Training Session (Ticket Required)

Program Highlights

The Annual Luncheon and Business Meeting (T4.1 Thursday 12:00–1:30 – Ballroom A/B) The luncheon includes announcement of the winners of the graduate student travel awards and the Outstanding Student Paper competition.

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

Presidential Invited Address, Dr. James McLean (T5.1 Thursday 1:30–2:45 – Minuet) immediately following the luncheon.

Graduate Student Meetings and Sessions

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

Fireside Chat with Dr. James McLean (T6.1 Thursday, 2:45–4:00 – Minuet)
Graduate Students Only.

Graduate Student Meeting (T8.1 Thursday, 5:25 – 6:30 – Minuet)
An opportunity to discuss student concerns and elect the 2011–2012 graduate student representative to the SERA Executive Council and university graduate members who comprise the Graduate Leadership Council.

Graduate Student Evening Social: Immediately Following the Graduate Student Meeting on Thursday evening.

Graduate Student Leadership Council Meeting (F0.2 Friday, 7:45 - 8:45 – Sam Houston)

Graduate Student Division VI Paper Sessions
There are 19 graduate student Division VI paper sessions included in this year's program. Each features presentations of **works in progress** by graduate students followed by feedback from an experienced faculty member discussant.

Sessions of Interest – Open to All Conference Attendees

Session Chairs

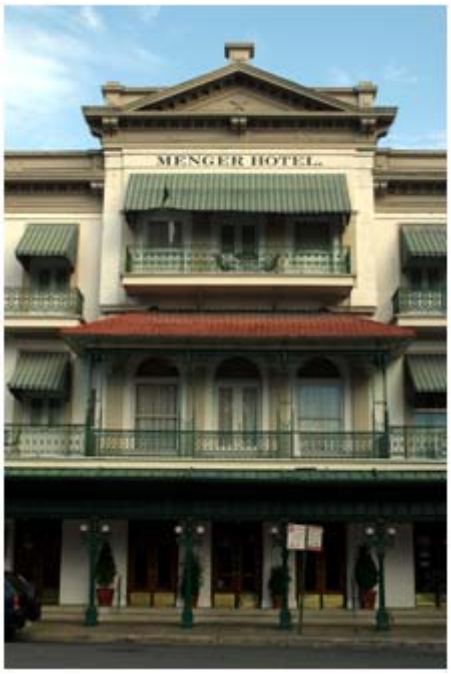
PLEASE NOTE: Session chairs are indicated by an asterisk in the program. If you are designated as Session Chair, please keep track of the time for presenters and introduce each presenter in your session. It is **imperative** that each speaker be allotted their designated time (**12 – 13 minutes per speaker**);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

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

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

Division VI Discussants

Susan Troncoso Skidmore	Sam Houston State University	W1.2
Julia Ballenger	Stephen F. Austin State University	W1.3
Martha Tapia	Berry College	W2.2
Cynthia Martinez-Garcia	Sam Houston State University	W2.3
Kimberly L. Bilica	University of Texas-San Antonio	T1.2
Stacey L. Edmonson	Sam Houston State University	T1.3
Sandra Harris	Lamar University	T2.2
Patrick Jenlink	Stephen F. Austin State University	T2.3
Karen Embry-Jenlink	Stephen F. Austin State University	T2.4
Jim Hardy	University of Texas-Arlington	T3.2
Mary Margaret Capraro	Texas A&M University	T3.3
Sandra Acosta	Texas A&M University	F1.2
Angela M. Gibson	American Public University	F1.3
Pauline M. Sampson	Stephen F. Austin State University	F2.2
Rebecca A. Robles-Piña	Sam Houston State University	F2.3
Ken Young	Lamar University	F3.2
Barbara Polnick	Sam Houston State University	F3.3
Aileen Curtin	Texas Wesleyan University	F4.2
Robert Elliott	Eastern New Mexico University	F4.3



The Menger Hotel

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

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

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

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

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

Southwest Educational Research Association
2010–2011
Executive Council

President
Linda Reichwein Zientek

President–Elect and Program Chair
William A. Jasper

Immediate Past President
Mary Margaret Capraro

Executive Director
Bruce Thompson

Secretary
Kimberly Bilica

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Kathleen Cage Mittag

Membership Chair
Vince Paredes

Graduate Student Advisor
Jim Hardy

Historian
John J. Hedl, Jr.

Graduate Student Representative
Maria Benzon

Newsletter Editor
Kim Nimon

Council Members–At–Large

Sonya Carr	Jim Hardy	Elsa Ruiz
Kim Nimon	Shirley Matteson	Julia Ballenger
Jim Telese	Susan Troncoso Skidmore	Winona Burt

Program Division Chairs – 2011

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

Division I: Educational Administration, Policy, Leadership, & Program Evaluation
Sandra Harris, Lamar University *Aileen Curtin, Texas Wesleyan University*
Division II: Instruction, Learning, & Cognition
G. Donald Allen, Texas A&M University *Dianne Goldsby, Texas A&M University*
Division III: Methodology, Measurement, & Evaluation
Tommy DeVaney, Southeastern Louisiana University *Jason King, Baylor College of Medicine*
Division IV: Teachers & Teacher Education
Sonya Carr, Southeastern Louisiana University (Retired) *Sandra Richardson, Lamar University*
Division V: Special Populations & Counseling
Cynthia Martinez–Garcia, Sam Houston State University *Angela Gibson, American Public University*
Division VI: Graduate Student Work–in–Progress
La Vonne Fedynich, Texas A&M University–Kingsville *Martha Tapia, Berry College*

SERA Past Presidents

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

Training Sessions

Wednesday Training: "Fundamentals of Submitting Research Grants for Federal Funding"

3–hour session on Wednesday afternoon (1:00 – 4:00pm).
(Ticket Required)

The 2011 SERA Conference will kick off with excellent insights into obtaining a grant for federal funding, conducted by Dr. Deborah C. Simmons, Professor of Special Education, Texas A&M University, and Dr. Peggy McCardle, Chief of the Child Behavior and Development Branch of the *Eunice Kennedy Shriver* National Institute for Child Health and Human Development (NICHD). This session will not assume any prior background in submitting proposals for federal funding. The session will cover basics, such as building the case for your research and creating a grant budget. Some common pitfalls will also be discussed.

Friday/Saturday Training: "An Introduction to Multivariate Statistics"

6 –hour session on Friday afternoon (2:00 – 5:00pm) and Saturday morning (8:00 – 11:00am).
(Ticket Required)

The 2011 SERA annual meeting in San Antonio will close with a Friday afternoon/Saturday morning training session on Multivariate Statistics conducted by Bruce Thompson. The session will presume no prior background on multivariate statistics. This session has previously been presented numerous times at the American Educational Research Association (AERA) and American Psychological Association (APA) annual meetings.

SERA 2011 Presidential Invited Address – Professor James McLean

Professor and Dean of the College of Education
University of Alabama

"What My 40+ year Career in Educational Research Has Taught Me: With Hints for Young Scholars"

Dr. James (Jim) McLean is Dean of the College of Education and Professor at the University of Alabama. He has graduate training in statistics, measurement, evaluation, research, and educational psychology, coupled with over 40 years of experience teaching and researching in these areas. He also has over 25 years of administrative experience as a program chair, area head, director, assistant dean, and dean. During the past 33 years, he has directed, co-directed, or administered well over 100 research, assessment, and evaluation projects funded for more than six million dollars. Professionally, he has served as the President of the Mid-South Educational Research Association (MSERA), Chair of the AERA Special Interest Group for Professors of Educational Research, Vice President for Research of the Holmes Partnership, and is on the Board of the Alabama Association for Teacher Education. Dr. McLean holds B.S., M.Stat, and Ph.D degrees from the University of Florida.

Awards

SERA OUTSTANDING PAPER WINNERS

The complete list of winners along with the paper titles and author affiliations are available on the SERA website.

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

John J. Hedl, Jr. Lifetime Service Award

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

SERA Extended Service Award

2007 Kathleen Cage Mittag
2010 Sonya Carr

Wednesday, February 2

W0.1 **Noon – 5:00p** **Ballroom C Foyer**

Registration

W0.2 Training Session **1:00p – 4:00p** **Ballroom A/B**

Training Session:

(Special Ticketed Event)

Fundamentals of Submitting Research Grants for Federal Funding

Deborah C. Simmons, Texas A&M University

Peggy McCardle, Chief of the Child Behavior and Development Branch of the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD)

W1.1 Symposium **3:00 – 4:15** **Minuet**

Symposium

Perceptions and Practices of Technology-Infused STEM Education for Diverse Learners

Carmen Fies−The University of Texas Health Science Center at San Antonio
Juliet Langman, Nadiah al-Gasem, Lora Escalante, & Marianna Camacho−The University of Texas at San Antonio
Olga Garcia & Martha Zunker−Northeast ISD, San Antonio
Holly Hansen-Thomas−Texas Women's University

The objective of the symposium is examine perceptions and practices of technology infused STEM education and to connect such innovation with sociocultural approaches to learning that view students' cultural traditions and discourse as mediating tools in learning. In addition, the symposium focuses on language minority students engaged in innovative math and science curricula.This symposium provides four case studies of technology-infused STEM education: (1) middle school mathematics enhanced with a classroom management system and wikispaces, (2) elementary biology enhanced with flip videos, (2) elementary science enhanced through a classroom response system, and (4) high school science enhanced through participatory simulation.

W1.2 Paper Session **3:00 – 4:15** **Poolside 1**

Special Populations

*Graduate Student Session – *Discussant Susan Troncoso Skidmore*

Texas High School Principals' Attitudes toward the Inclusion of Students with Disabilities in the General Education Classroom

Troy Farris−University of North Texas

One of the primary goals of schools has been to mainstream or include special education students in regular classrooms. The opportunity to learn with non-disabled students is referred to as inclusion. Mainstreaming, a precursor to inclusion, supported placing a student in the general education classroom if the student is prepared. Inclusion goes further and proposes including all special education students in the general education classroom giving them access to the general education curriculum. This study will investigate the attitudes of Texas high school principals' perceptions of the inclusion of special education students into the general education classroom.

Depression in Children and Adolescents with Asperger's Syndrome: The Role of Peer Victimization and Self-Perceived Social Competence

Kate E. Harris−The University of Texas at Austin

Depression is among the most prevalent comorbid conditions in children with Asperger's Syndrome. Little research has examined the variables that may contribute to depression among such children. Such children are often isolated and teased by their peers, and they also often show

social skill deficits. It is hypothesized that the exclusion or teasing experienced by children with Asperger's will, in part, explain their self-perceived social competence, and that self-perceived social competence and exclusion or teasing will also help explain depression among such children. Multiple regression will be used to examine these presumed effects.

Evaluating Long Term Outcomes for Students with Learning Disabilities: Does Age of First Services Matter?
Alyssa D. Kaye−The University of Texas at Austin

There has been a recent push in the field of learning disabilities to identify students who have or who are at-risk for learning disabilities as early as possible. Little to no research has been conducted on the long-term effects of age of first service provision for students with learning disabilities, however. This study will analyze data from the National Longitudinal Transition Study-2 (NLTS-2) to investigate the effects of age of first service provision on high school educational achievement and educational attainment in order to better understand the longer-term effects of the age of intervention for students with learning disabilities.

Friends of the Parents: The Effect of Group Counseling Therapy on the Stress and Sense of Coherence (SOC) Level in Parents of Children with Autism
Jiaqi Li, Zhaomin He, & Lan Liu-Gitz−Texas Tech University

Raising an autistic child can be a life-changing experience. The proposed study will use a two-group experimental design to examine the effectiveness of group counseling therapy on the stress and sense of coherence (SOC) level in parents of autistic children. 20 participants will be recruited and assigned to experiment and control groups. A 12-week group counseling therapy treatment of one-hour session per week will be provided to the experiment group. Data collected from the pre- and post-tests will be analyzed to address whether the treatment will 1) reduce the stress level, 2) improve the SOC in parents of autistic children.

W1.3 Paper Session **3:00 – 4:15** **Poolside 2**

Transition to College and Miscellaneous
*Graduate Student Session – *Discussant Julia Ballenger*

Mathematical Gateway: High School to Higher Education
Anna Pat L. Alpert−Texas A&M University

In Texas, at the present time, many students exit high school by obtaining a passing score on the Mathematics Exit Level Texas Assessment of Knowledge and Skills (TAKS) with the use of a graphing calculator (Texas Education Agency, 2008). Many of the gateway mathematics tests required to enter the realm of higher education forbid the use of a graphing calculator (Texas Higher Education Coordinating Board, 2004). Thus in Texas, the mathematical gateway to exit high school is not aligned with the mathematical gateway to enter higher education.

Framing Mathematics Teacher Identity Using Photo-Elicitation Interviews
Theodore P. Chao−The University of Texas at Austin

In this proposed dissertation study, I aim to honor mathematics teachers' unique identities by opening up a research method that elicits their authentic narratives. Using a creative and visual method known as the Photo-Elicitation Interview (PEI), I plan to study and support eight practicing Algebra I teachers located in various high schools throughout Texas, building a framework of mathematics teacher identity as well as understanding how the PEI can support them in their teaching practice.

African-American Students' Access to Dual Credit Programs
Helen E. Jackson−Sam Houston State University

The researcher for this proposed study will examine the barriers that prevent African Americans from enrolling in accelerated learning initiatives. This research shows that African American students lag behind other races in terms of college enrollment and completion and the devastated effects this trend has on the state of Texas. The results of this study can be generalized to the United States as a whole. A qualitative method utilizing a survey will be used to obtain information about students' awareness of accelerated learning initiatives.

Finding a Sense of Place Through Mapmaking
Yvette P. Olvera−University of Texas at Brownsville

The development of spatial awareness, visual perspective and abstract concepts using geographical maps is sometimes overlooked as a tool for increasing critical thinking skills in all content areas in grades K through twelve. Teaching social studies and science using the place-based education teaching model instills appreciation, pride and kinship of a student's personal environment while simultaneously increasing student achievement, improving critical thinking skills and guiding students in finding their own sense of place. This research study in progress was conducted in an elementary school in the lower Rio Grande Valley of South Texas.

W1.4 Paper Session **3:00 – 4:15** **Poolside 3**

Miscellaneous

An Analysis of Voucher Legislation in Louisiana
Belinda M. Cambre−University of New Orleans
Dianne L. Taylor−Louisiana State University
Jonathon A. Szymanski−West Baton Rouge Parish School System

Voucher bills were proposed in Louisiana almost annually from 1984 to 2008, when a bill was signed into law. In this study, we sought to identify legislative intent in pursuing voucher legislation by examining the language of the bills and the 2008 law. Critical race theory (CRT) was used to interrogate the findings. Three themes emerged from the content analysis: monetary value, eligibility, and test score transparency. Interpreting our results using CRT suggests that legislative intent, particularly as reflected in the law, did not aim to assist low-income children who attended inadequate schools, though language extended eligibility to these students.

Hiring Quality Teachers: Teacher Quality vs Teaching Quality
Bettye L. Grigsby, Gary Schumacher, & Winona Burt−University of Houston - Clear Lake

This study examines the development of research-based interview protocols school district hiring authorities should utilize to identify teacher quality characteristics foremost in predicting high performance levels of teaching. It is hypothesized that a particular series of research-based interview questions focusing on teaching behaviors in four key areas (class room management, organizing for instruction, implementing instruction, and monitoring student progress and potential) can be used to predict high levels of quality teaching.

The Relationship Between Experiences, Perceptions, and Opinions of Violence: Sex Differences Among Adolescents
**Tracey Sulak & Terrill F. Saxon−Baylor University*

Sex differences appear play a role the expression of violence and may possibly lead to different opinions about the use of violence. The objective of the present study is to examine correlations between experiences, perceptions and opinions of violence for each sex. Significant correlations between opinion questions about the acceptability of the use of violence and ratings of the seriousness of violence differed by violence exposure and by sex. The justifications developed by males and females after exposure to violence may differ.

The Effects of Music Instruction on Mathematics Achievement Using an Integrated Music/Math Experience
Judy M. Taylor−LeTourneau University
Rosalind Williams−University of Phoenix

This research study was designed to investigate the effects of an integrated music/math experience on the mathematical achievement of Pre-Kindergarten through Sixth grade students. The study examined students' math achievement. All study participants were administered a mathematics pre-test near the beginning of the fall school semester. Students in the Control Group continued to study math as usual.

W1.5 Paper Session 3:00 – 4:15 Patio

Meta Analysis, Multivariate, and Interaction Effects

Reliability Generalization (RG) Analysis: Explanation of the RG Measurement Meta-Analysis Method
Catharina Carvalho−Texas A&M University

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

Alternatively Certified Teachers' Effects on Student Achievement: A Meta-Analysis of Current Research
**Jonathan G. Maxwell−Texas A&M University*

With the current shortage of teachers in the United States, many school districts have been forced to hire teachers who were not educated by traditional systems. Many of these new hires in teaching received their certification through alternative programs throughout the country. This meta-analysis compared student achievement between educators trained by alternative and traditional certification programs.

Meta-analysis as a Means for Analyzing the Impact of Multiple Studies
Jose A. Ramos−Southern Methodist University

The purpose of the present paper is to present a brief primer on the use of meta-analysis in behavioral research. This analytic technique becomes extremely valuable in a field where many of the results might be underpowered or when an effort needs to be made to find convergence among thought from multiple authors. Topics discussed include the determination of the statistic of interest, standardizing effect sizes, obtaining effect sizes from t and F, and the importance of

looking for Simpson's paradox when conducting a meta-analysis. Multiple practical data examples will be presented with code in R for running the meta-analysis.

Multivariate and Univariate Repeated Measures
Rayya Younes−Texas A&M University

Although there are many advantages to using repeated measures, like reducing the error variance, not all studies meet the requirements for repeated measures. A treatment of various cases of univariate case of repeated measures is presented along with the multivariate repeated measures analysis of univariate data. Moreover, examples of studies using repeated measures are presented.

Interaction Effects: Their Nature and Some Post Hoc Exploration Methods
Alane Blakely−Texas A&M University

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

W1.6 Paper Session 3:00 – 4:15 Renaissance

Replicability, Scores and Data

A Review of Methods for Dealing with Missing Data
Christopher Call−Texas A&M University

Missing data occurs in virtually every study. The present paper reviews some of the various strategies for addressing the missing data problem. The paper also provides instructional detail on accessible ways of estimating missing data, using SPSS for Windows, or computer software R.

Propensity Score Matching Reveals Differences in Sustained Professional Development
**Robert M. Capraro, Mary Margaret Capraro, Rayya Younes, & Sun Young Han−Texas A&M University*

In this study, a university STEM center partnered with an urban school district to provide sustained systematic professional development on Project-Based Learning (PBL) and follow-up classroom observations to three high schools. Propensity score matching was used to compare student achievement between fidelity of implementation groups. Results indicated that high fidelity of implementation resulted in Cohen's d effect size estimates from 1.4 to 2.1 with low fidelity showing negligible negative effects from -.08 to -.16.

Cutoff Scores: A Review of Standard-Setting Techniques
Ivonne Estrella−Texas A&M University

Standard Setting is the process of setting a cutoff score for a test (Crocker & Algina, 1986). A cutoff score is interpreted as a boundary that decides whether an examinee passed or failed an exam. Cutoff scores can also be used to separate examinees into different groups based on their performance on an exam. The purpose of this paper will be to describe different types of standard setting techniques. There are three main approaches of standard settings described by Crocker and Algina (1986). Each approach involves different techniques with both strengths and weaknesses.

A Primer on Robust Statistics: Why They Are So Important
Kimberly Rodriguez−Texas A&M University

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

Using the Descriptive Bootstrap to Evaluate Result Replicability (Because Statistical Significance Doesn't)
Sarah Spinella−Texas A&M University

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

W1.7 Paper Session **3:00 – 4:15** **Ballroom C**

Online Learning

The Effects of Types of Discussion Activities on the Quality of Online Discussions
Ninghua Han−Texas Tech University

This study examined the effects of different types of discussion activities on the quality of asynchronous online discussions. Four types of discussion activities were designed in this study, problem-solving, sharing information, case study, and debating. The findings indicated that debating discussion activity could facilitate students to achieve higher level of knowledge construction than sharing information activity. However, there was no significant difference between other types of discussion activities.

Experiences of the Online Learner: A Study of Demographic Factors in Student Success
Phil Ice, Rob Mitchell, & Angela M. Gibson−American Public University System
Lori Kupczynski−Texas A&M University-Kingsville

One third of all college students leave their institution after the first year. As exponential growth continues at online colleges it is vital to uncover factors that contribute to student success. The Community of Inquiry framework includes three presences, teaching, cognitive, and social, for the educational experience of the online learner. In this study approximately 40,000 cases from a large national fully online university were examined to determine if student characteristics, e.g., student gender, ethnicity, and age, are a factor in the level of the three presences. Multiple semester sessions were analyzed across curricular areas. Results and recommendations are discussed.

Student Success in Online Courses: The Impact of Frequency on Student Achievement
**Lori Kupczynski−Texas A&M University-Kingsville*
Angela M. Gibson & Phil Ice−American Public University System
Linda Challoo−Texas A&M University-Kingsville

Over 1,600 cases from a south Texas university were examined to determine what factors may significantly impact student achievement. Determining these factors is essential to allow online education to maintain the highest academic standards and success. Data were collected for students enrolled and participating in fully online courses offered by one university. Course

information, including time spent online, frequency of logins, and time spent in various areas of the Learning Management System (LMS) were examined as well. A forward entry regression model was used, the results of which show that four areas are significant. Results and implications will be discussed.

CreativeIT Project Evaluation: Factors Influencing the Online Collaboration
Qi Siwei & Hersh Waxman−Texas A&M University

The authors of the present study conducted an online survey on 29 participants at a major university in Texas to examine the factors influencing the online collaboration. The two-way analysis of variance results indicated no gender - related differences among online collaboration. However, significant differences of online collaboration were found by race.

Value Differences Between Online Students and Face-to-face Students at a College in South Texas
Carmen Tejeda-Delgado−Texas A&M University-Corpus Christi
Brett Millan−South Texas College
John R. Slate−Sam Houston State University

Distance learning has become such a major component in American higher education, that, as of 2005, it was estimated that between 2 to 3 million students would be enrolled in online courses (Carnevale, 2005; Vivoda, 2005). Growth in online education has created an environment where educators must meet new challenges while having little practical experience. Research, then, is – and will be – needed to guide future practice and pedagogy. Past research regarding online learning has mainly centered on demographic variables, excluding many other important factors that may influence student success and retention.

W1.8 Paper Session 3:00 – 4:15 Cavalier

Special Populations and Church

An Examination of Deaf Researchers' Productivity in Deaf Education Journals
Mark Edward Gobble, Carrie Lou Garberoglio, & Grace M. Hamilton−The University of Texas at Austin

With the recognition of American Sign Language as a true language and the advent of Americans with Disabilities Act of 1990, deaf education has witnessed a substantial increase in deaf researchers. However, deaf education research may still be dominated by hearing researchers in the literature. Researchers outside of the deaf community may neglect to account for the diversity of the deaf experience when conducting research studies, resulting in overgeneralizations being made about deaf individuals. More within-group studies need to be conducted that acknowledge the variations inherent in deafness. We investigated the productivity of deaf researchers in deaf education journals.

Now What? Improving Post-Secondary Transition Outcomes for Students with Disabilities
Kaire Hopson & Robin Nuber−Sam Houston State University

Students with moderate to severe disabilities are provided a multitude of supports and services throughout their years within the public education system. After graduation however, these parents and students are expected to navigate the "real world" on their own. Though the Individuals with Disabilities Education Act (IDEA) requires that transition planning begin no later than age 14, the parents and teachers of students with moderate to severe disabilities may need to begin much earlier. Without sufficient knowledge about the process, many parents may

discover too late that taking steps before their child graduates could have resulted in successful and appropriate transition outcomes.

Equity Audit of Science Achievement Gap among Gender, Ethnicity, and Socioeconomic Status
**Byron K. Miller, Steven W. Beagle, & Abby K. Iles−Lamar University*

Gender, ethnic, and socioeconomic inequities are evident at the national, state, and local levels. Using the equity audit tool, data was collected on a district's passing rate for Science Texas Assessment of Knowledge and Skills (TAKS) over three consecutive years for various demographic groups. Local results reflected state and national trends, prompting the school district to establish strategies to address these inequities.

Negating Attention Deficit Trait with Active Learning Interventions
Todd A. Pourciau−Lamar University

Attention Deficit Trait has been identified as an impediment to learning. College student's attrition rates and time to completion are both increasing. Generation Y students are stumbling as they encounter the fast-paced atmosphere of college and it is challenging their mental well-being. Two interventions were employed to determine if ADT could be negated. The study also included a course redesign that implemented active and collaborative teaching methods. Results indicated that the students involved in the study did realize increased attention skills and performed better on short answer tests.

Psychological Care Provided by the Church: Perceptions of Christian Church Members
Jennifer Bornsheuer−Sam Houston State University

Spirituality and religion are integral parts of a person's belief system and support network. While there are many avenues a person can take when seeking mental health care, conservative Protestant clients have a tendency to seek assistance through their church. There is a paucity of literature about conservative Protestant church members' perceptions of mental health care. Phenomenology was used to understand the participants' perceptions of mental health care provided by the church. Themes found within the participant's stories included the importance of the relationship when seeking care, the use of knowledgeable practitioners, and the use of religious practices in counseling.

W2.1 Symposium **4:20 – 5:35** **Minuet**

Symposium

Individual and Contextual Influences of Student Motivation on Academic Outcomes
Maria B. Benzon, Jackie C. Thomas, & Dan Taylor−University of Houston
Suzanne F. Lindt−Midwestern State Univeristy
Susan Jackson & Bobbie Koen−University of Houston

Achievement motivation, viewed as an individual difference, has been researched extensively while environmental factors influencing motivation have been a challenge due to the variability of classrooms, institutions, and communities. This symposium presents a variety of theoretical perspectives and neurobiological evidences related to achievement motivation and targets areas where more research is needed. Topics include exploring African-American student persistence and retention in college, revealing the mechanisms behind stereotype threat, influences of classroom goal structures and teacher influences on student engagement (especially for gifted

students), and the neurobiological effects of interpersonal and environmental factors on motivation and performance.

W2.2 Paper Session **4:20 – 5:35** **Poolside 1**

Mathematics and Technology
*Graduate Student Session – *Discussant Martha Tapia*

Algebra in Middle School: The Impact of MathWorks in South Texas
Joanetta Ellis & Lori Kupczynski−Texas A&M University-Kingsville

The study will examine mathematics education in middle school in south Texas using the MathWorks curriculum. The goal of this program is to prepare all 6th and 7th grade middle school students for Algebra I in 8th grade. Three school districts within Texas are piloting the MathWorks curriculum. This study will look in depth at one district located in south Texas to examine the effectiveness of this curriculum on student success as measured by the Texas Assessment of Knowledge and Skills (TAKS) and Orleans-Hanna Algebra Prognosis Test for school years 2008-2009 and 2009-2010.

Personality and Cognitive Ability as a Predictor of Mathematics Performance
Amy Caron Halstead & Darrell M. Hull−University of North Texas

Cognitive ability is an individual's general mental ability. Personality includes traits such as neuroticism, extraversion, openness, agreeableness, and conscientiousness. We examine the nature and strength that ability and personality have with math performance. The sample uses 1,100 Jamaican young adults. Youth completed assessments including the NEO-FFI, measuring personality, the Shipley Institute of Living Scale, measuring cognitive ability, and the ASSET Test for Numerical Skills, measuring math skills. Upon analysis, ability was the best predictor of math performance, and openness second. Based on information gained, these assessments could be used to help with decisions on how students are taught in mathematics.

Career and Technology Expenditures (CATE) and Student Attrition: A Correlation Study
Brooks Knight, Jeremy Higgins, Charles Lowery, Anthony Walker, & Patrick Jenlink−Stephen F. Austin State University

The purpose of this correlation research study is to examine the relationships between expenditures on technology and high school attrition rates of students in the State of Texas. Increasing economic tensions and growing attrition rates are factors impacting schools in Texas. Utilizing a stratified random sample of 1,235 high schools, archival data collected via the Academic Excellence Indicator System obtained from the Texas Education Agency is examined. Specifically, the amount of funding expenditures for Career and Technology Education (CATE) and the district-wide attrition rates reported for the 2008-2009 academic year are examined to determine if there is a correlation.

Direct Modeling of Division in the United States and Turkey
Ayse Tugba Oner−Texas A&M University

The presentation will examine how division is taught to young students in the elementary grades in both Turkey and the United States. New mathematics standards in Turkey have introduced manipulatives and repeated subtraction to teach the concept of division. In the United States, the National Council of Teachers of Mathematics (NCTM) suggests that students in PreK-2 understand situations that entail division, such as sharing equally. Direct modeling is used in both countries.

Secondary Students' Cognitive Thought Processes When Solving Measurement Problems
LaToya Anderson−Texas A&M University

Research shows that students struggle tremendously when solving problems related to surface area and volume. Twelve 10th grade students were given two problems pertaining to surface area. They answered a total of seven questions that were relevant to the problems. The idea of constant comparisons was used to categorize the students' responses. More effective teaching practices about surface area and volume will be suggested.

W2.3 Paper Session 4:20 – 5:35 Poolside 2

Educational Leadership
*Graduate Student Session – *Discussant Cynthia Martinez-Garcia*

Hispanic Women Leaders in K-12 Public Education: Overcoming Barriers to Success
Cora T. Falk−University of North Texas

Scholarly research has been written on the forces behind the barriers preventing Hispanic women from reaching the top of the public school ladder. These barriers are to be recognized and addressed. This study focuses not on the barriers which hinder forward and upward career movement, but instead how many Hispanic American women have not allowed these barriers to box them in or shut them out from achieving their goals of attaining the principalship. This study seeks to determine how Hispanic women principals came to grips with the challenges and barriers to promotion and to success as K-12 school leaders.

High School Retention: Defying the Statistics
Karen Hickman, Bettye L. Grigsby, & Debora Ortloff−University of Houston - Clear Lake

The goal of this research is to investigate the retention of high school principals, contrasting between the quantitative work of Fuller and Young and the retention of high school principals in a given urban school district that seems to defy their statistics. The Critical Life Story Methodology will guide the first interview and the Critical Ethnographic Framework and the Co-cultural Communication Core Concepts will provide the lens of multiculturalism and guide the approach to this qualitative dissertation.

The Impact of Leadership Development Program on Practicing Teachers
Jim Torrence−Stephen F. Austin State University

The purpose of this study was to investigate the impact of Stephen F. Austin State University's (SFASU) leadership development program on practicing teachers. While this research is still a

work in progress, a number of conclusions can be drawn based upon the data collected from this pilot study. Primarily, the evidence collected from the survey data supports the idea that SFASU's leadership development program has a positive impact on practicing teachers' behaviors in relation to their students, as well as their administrators.

W2.4 Paper Session 4:20 – 5:35 Poolside 3

Preservice Teachers

Preservice Teachers' Perceptions of Culturally Responsive Teaching
**Robin L. Capt−West Texas A&M University*

Changing demographics are bringing the world to the local classroom; yet, school systems are having difficulty dealing with the increasing cultural diversity. The purpose of this mixed

methods pilot study was to examine how study abroad experiences enhance cultural understandings of preservice teachers' culturally responsive teaching (CRT) efficacy with English Language Learners (ELL). Data sources included: (a) daily reflective journals, (b) participant-observer field notes, (c) pre/post CRT survey, and (d) study abroad exit survey. Preservice teachers strongly and positively commented on the study abroad experiences supporting ELL and culturally responsive teaching competence and increased self-efficacy.

Collaboration Skills for Preservice Teachers
Tracey Sulak & Patricia Arredondo−Baylor University

Collaboration between special education and general education is a vital part of an inclusive education. Preservice teachers are often taught collaboration skills though an instructional course but receive little opportunity to practice collaboration in field-based experiences. The current study proposes teaching collaboration skills through a field-based instructional course by using cognitive peer coaching. Through the use of qualitative and quantitative data, the current research may demonstrate how cognitive peer coaching affects both the quality and quantity of collaboration among special education and regular education preservice teachers.

Using a Model of Identity Development to Guide Reflection
Leah E. Johnson, Fanni Coward, Doug Hamman, Matthew C. Lambert, John Indiatsi, & Li Zhou−Texas Tech University

Reflection is a key component in effective teaching and in teacher education (Jay & Johnson, 2002). Despite the need for reflective practice, preservice teachers may not have the requisite skills to cogently reflect on their experiences, beliefs, and concerns. Thus, there is a need in teacher education for guided reflection to aid in developing preservice teachers' reflective capabilities. The purpose of this paper is to provide a framework that can be used to help guide preservice teachers, particularly student teachers, through a reflective process.

Making Sense of Their Roles in the Classroom: Subject Positions of Elementary-Level Student Teachers
Matthew C. Lambert−Texas Tech University

Teacher professional identity has recently emerged as a focal point among educational researchers concerned with teacher development. One limitation of this growing body of research is that at present there are few attempts at integrating diverse findings in a manner that offers a coherent, analytic perspective on "how" identity develops during teacher preparation. The purpose of this presentation is to present evidence of subject positioning prior to and during the student teaching practicum in an attempt to understand the manner in which student teachers construct an answer to the question, "what kind of teacher do I hope to be?"

Training, Support, Attitudes and Perceptions of Mentors in Their Relationships with Novice Teachers
DiAnn McDown & Mary E. Robbins−Sam Houston State University

According to research, mentoring significantly impacted new teacher attrition and job satisfaction rates, thus having potential to save school districts money, improve teacher effectiveness and school performance. However, findings were inconsistent regarding mentors' roles. The purpose of this study was to investigate mentors' attitudes and perceived roles, and how training and support affected those perceptions. Through one-on-one interviews, this qualitative case study examined thirteen elementary and secondary teachers from Texas and Oklahoma representing

districts of varying size, ethnicity, and socioeconomic status. Strong themes were revealed regarding mentors' perceived roles, and their expressed concern at the lack of training and support.

W2.5 Workshop **4:20 – 5:35** **Patio**

Free Workshop

Need a Research Topic? Two Databases for Use

John R. Slate, Ana Rojas-LeBouef, & Lory Haas−Sam Houston State University

In this symposium/workshop, we will examine ways in which audience members can address research questions through the use of two different educational databases: the Texas Academic Excellence Indicator System (AEIS) and the national Early Childhood Longitudinal Study-Kindergarten Class 1988-1999 (ECLS-K). Many doctoral students, as well as faculty, are at a loss when it comes to research topics. These two databases, containing information from children, families, teachers, administrators, schools, and school districts offers a plethora of researchable ideas. Moreover, multiple years of data are available and ready for immediate analysis.

W2.6 Paper Session **4:20 – 5:35** **Renaissance**

Qualitative Studies

A Qualitative Data Collection Framework for Conducting Literature Reviews

Anthony J. Onwuegbuzie−Sam Houston State University
Nancy L. Leech−University of Colorado Denver
**Kathleen M. T. Collins−University of Arkansas at Fayetteville*

The most effective way to become familiar with previous research methodology and findings in a given area of research is by conducting an extensive and rigorous review of the related literature. Thus, in this paper, we provide a four-dimensional framework for extracting information relevant to any research topic. In particular, we identify innovative qualitative data collection techniques for maximizing one's ability to obtain pertinent knowledge through analysis of the literature. We contend that our framework represents a first step in an attempt to help reviewers collect information that facilitates an optimally comprehensive and rigorous literature review.

An Examination of Factors Related to the Job Satisfaction and Retention of Alternatively Certified Teachers

Jennifer T. Butcher−The University of Texas Pan American

This investigation identified strategies that focused on alternatively certified teachers' job satisfaction and retention. 85 alternatively certified teachers in a selected urban school district were administered an instrument to assess the factors of job satisfaction and retention. The qualitative component of the study included the collection of data through personal interviews with alternatively certified teachers, Human Resources directors, administrators, and mentors. Factors that affected the teaching profession were also identified, as well as the strategies that the selected school district implemented to help retain alternatively certified teachers and assure job satisfaction.

A Revised Protocol for In-Depth Interviewing in the Digital Age

Allison M. Huie−Texas A&M University

A method for conducting in-depth interviewing utilizing digital technologies in order to address a participant population that is widely geographically dispersed, and has significant scheduling restrictions is presented in this paper that describes the researcher's experiences with

implementing a modified form of Seidman's (2006) three-interview protocol that takes advantage of digital technologies. The implementation of digital media as tools for use in-depth interview protocols provides a timely, cost-effective way to address unique participant populations that does not sacrifice research quality and provides solutions to some problems common to the interview process.

How to Establish Trustworthiness in Qualitative Research – Determining Credibility, Transferability, Dependability, and Confirmability
Ummugulsum Korkmaz−Texas A&M University

In qualitative research, reality is considered to be "holistic, multidimensional, and ever-changing" (Merriam, 2009, p. 213). Because this rather subjective notion of reality determines the nature of finding truth, qualitative research has been criticized as making totally biased observations and interpretations and being undisciplined (Lincoln & Guba, 1985). However, there are multiple quality criteria to evaluate trustworthiness of qualitative research: credibility, transferability, dependability, and confirmability (Erlandson, Harris, Skipper, & Allen, 1993). This study discusses these criteria and presents various measures, such as prolonged engagement, thick description, and reflexive journal, to establish trustworthiness in qualitative research.

The Hero Within: Qualitative Research and the 6 Archetypes
Vanessa Sikes−Lamar University

Using archetypes to better understand and conceptualize the research process could help researchers work more effectively, especially through the challenging aspects of research. This paper applies the conceptual framework of The Hero Within and the six archetypes (Orphan, Wanderer, Warrior, Altruist, Innocent, and Magician) to the process of conducting a case study of the researcher's work environment.

W2.7 Paper Session **4:20 – 5:35** **Ballroom C**

Miscellaneous

A Look at the Quantitative Research on the Use of Animated Pedagogical Agents in Learning
Ismahan Arslan-Ari & Fethi A. Inan−Texas Tech University

This paper aims to present a literature review on the use of animated pedagogical agents for learning over the period of 2000-2008. Animated pedagogical agents are life-like characters having embodied life-like behaviors such as gesture, gaze, locomotion, speech emotions, etc. They are used to enhance learning and communication between the learners and computers in computer-based learning environments because of their capabilities to provide social interaction between the learners and computers, their aspects that increase motivation and engagement of the learners. This study aims to review the published articles that found quantitative results on the effectiveness of animated pedagogical agents on learning outcomes and learning experiences in computer-based learning environments. The findings are discussed in the following categories: (1) External properties of APA, (2) Internal properties of APA.

The Relationship Between Parenting Styles and Creativity Among a Sample of Jamaican Children
Danielle D. Fearon & Terrill F. Saxon−Baylor University

The aim of this research is to examine the relationship between parenting styles and creativity. A total of 200 students age 6-12 and their parents will be recruited to participate in the study. Both

parents and students will be administered the Torrance Test of creative thinking-Figural while the parents will be administered the Parenting Style and Dimension Questionnaire. Descriptive and inferential statistics will be performed to examine these relationships.

Geographic Information Systems: A Spatial Approach for Researchers
Jason G. Frels−University of Maryland Baltimore County
Rebecca K. Frels & Anthony J. Onwuegbuzie−Sam Houston State University

In this manuscript, we define a Geographic Information System (GIS) and the value of using GIS as a method to conduct and research. We describe guiding questions for using GIS and outline ways to integrate GIS into quantitative, qualitative, and mixed research designs. Further, we discuss software options for analyses, and include ways to obtain and to represent data for a GIS analysis. Finally, we provide examples illustrating how GIS can enhance representation and legitimation of already-collected data. Thus, we advocate GIS to explore complex phenomenon through a recursive and iterative analysis for researchers and instructors of research methods courses.

Indicators of Self Regulated Learning Among High School Athletes
**Ron E. McBride, Ping Xiang, April Bruene, Xiaoxia Su & Jay Yang−Texas A&M University*

Twenty-nine (15 male, 14 female) high school athletes were interviewed and asked why they were in athletics, what goals they set, if it was important to work hard, why they tried hard and what kind of athlete they were. Three themes emerged: Student Perceptions of the Benefits from Athletics, Identified Attributes Within the Athletics Context and Evaluation of Performance. Each contained several subcategories. Indicators of SRL included External, Intrinsic, Introjected and especially Identified (accepting the value of the activity as personally important). Despite being externally regulated, many students had set their own personal goals; a strong prerequisite for SRL.

W2.8 Paper Session 4:20 – 5:35 Cavalier

Reading, Spelling, and Vocabulary

Instruction and Learning by Word Sort Activities--An Approach of Developmental Word Study
Yiwen Bi−Texas A&M University

This action research studied the effects of word sort on second graders' learning of English spelling. According to the theory of Developmental Word Study, students acquire English

vocabulary and spelling through different stages. At the start of this research, the ten participants did a spelling inventory to evaluate their spelling stages, characteristics, and needs, then they were grouped for appropriate and differentiated instruction with word sort activities. Data also included class observations, field notes, and group talk. After the posttest assessment, the research found a positive relationship between improvement of English spelling and effectively teaching and learning with word sort activities.

Contribution of Orthographic Knowledge beyond Phonological Awareness to Chinese EFL Students' Reading Outcomes
Kar Man Lee−University of Houston

A total of 132 Chinese students learning English as a foreign language (EFL) participated in this study. Its goal was to examine whether orthographic knowledge provided distinctive contribution

to word reading and reading comprehension, beyond and above phonological awareness. It was affirmed that orthographic knowledge was a better predictor of word reading than phonological awareness and, to an even greater extent, also of reading comprehension. Most importantly, even after the effects of phonological awareness had been ruled out, it still accounted for the variance (though to varying degrees) in the two reading outcomes.

The Importance of Implementation: Assessing Fidelity in Education
Megan M. Oliphint & Jill H. Allor−Southern Methodist University

Treatment fidelity (sometimes referred to as treatment integrity or procedural reliability) is the extent to which the components of an intervention are implemented as intended. In order for an intervention to be attributed to any possible change in the independent variable, accuracy and consistency of the intervention must be documented. The increased emphasis on collection and reporting of treatment fidelity has come to the forefront of educational research due to the passage of the No Child Left Behind Act of 2001, which highlights the use of "scientifically-based research." This paper proposes to examine the methodologically quality of treatment fidelity that is reported in one area of reading research: vocabulary.

Vocabulary Development through Targeted Instruction and Supplemental Multimedia in the Preschool ELL Classroom
Brenna K. Rivas−Southern Methodist University

This study examined the impact of contextually relevant vocabulary instruction on the development of both general and targeted receptive vocabulary of preschool-aged English language learners (ELL) when their teachers combined two practices: targeted vocabulary instruction during shared reading time and supplemental multimedia support during center time. The purpose was to investigate relationships – both correlational and causal - among (a) the targeted instruction of tier 2 vocabulary words during shared reading for students in a dual language preschool program, (b) supplemental multimedia presentation of targeted vocabulary in multiple contexts, and (c) student growth in multiple receptive vocabulary outcome measures.

Collaborative Retrospective Miscue Analysis: A Pathway to Self- efficacy In Reading
**Victoria N. Seeger−Stephen F. Austin State University*

Collaborative Retrospective Miscue Analysis (CRMA) is a process where students participate in small group discussions about reading miscues, retellings, and thinking about reading. This qualitative case study studied self-efficacy beliefs students hold about their reading skills and abilities while engaged in CRMA. Six sixth-grade students audio taped their reading of text, followed by conducting an unassisted retelling. The researcher transcribed the tapes providing students with a transcription during CRMA sessions. Students held discussions with their peers and the researcher about reading miscues and retellings revealing thinking about their miscues and examining why the miscues occurred and provided an in depth exploration of retellings.

Thursday, February 3

T0.1 **8:00a – 5:00p** **Ballroom C Foyer**

Registration

Closed During Business Luncheon

T0.2 **8:00a – 9:00a** **Ballroom C Foyer**

Continental Breakfast

T1.1 Workshop **8:30 – 9:30** **Minuet**

Free Workshop

Navigating and Getting the Most from SERA

**Kathleen Mittag, University of Texas at San Antonio*

John J. Hedl Jr. (retired), University of Texas Southwestern Medical Center at Dallas

T1.2 Paper Session **8:30 – 9:30** **Poolside 1**

First Year College Experience

*Graduate Student Session – *Discussant Kimberly L. Bilica*

First Time In College Students, Hardiness, and Adjustment at a Community College

Jack Hernandez−Sam Houston State University

The purpose of this research is to examine hardiness attitudes that help first-time in college (FTIC) students adjust and persist during their first semester at a community college. The Personal Views Survey III-Revised (PVS III-R) and the Perceived Stress Scale (PSS) will be administered to 341 FTIC students. Results of the this study will examine the relationship among hardiness attitudes held by college students and perceived stress and course completion. Implications will be addressed regarding the assessment and training of hardiness attitudes that lead to better college adjustment and persistence.

The First-Year Experience and Student Retention Among First Time in College Students at the Community College Level

Deana K. Sheppard−Sam Houston State University

Community college retention rates have been approximately 50% over the last several decades. Many community colleges have developed programs and launched initiatives to address the retention issue; however, few solutions have been identified as greatly improving the retention and success rates of community college students. A mixed research design will be used to examine the perceptions of first-time in college students about factors that contributed to their success and about barriers that hindered their success. Additionally, the success and retention rates of students enrolled in a first-year experience program will be examined. Participants in the study will be first-time in college students from a large suburban community college who possess fewer than 15 hours of college coursework and have placed into at least two developmental courses. Based on a review of the literature, it is expected that there will be a strong correlation between participation in a first-year experience program and improved student retention and success.

Identity and Belonging Among Student Athletes During their First Year of College

Danielle D. Fearon, Lucy M. Barnard-Brak & Eric L. Robinson−Baylor University

The aim of this research is to examine the nature of the student-athlete identity and how it impacts performance in the classroom and on the field across their first year of college. Also, student-athlete's sense of university belonging will be assessed as this has been indicated to impact academic and athletic performance. Freshmen in the academic school year 2010 – 2011 will be followed and their sense of university belonging, student-athlete identity, academic

performance and performance in the sport will be followed for the course of this first year. Descriptive and inferential statistics will be performed to examine these relationships.

T1.3 Paper Session 8:30 – 9:30 Poolside 2

Qualitative and Mixed Methods Studies
*Graduate Student Session – *Discussant Stacey L. Edmonson*

Professional Development, Instructional Support, and Teacher Efficacy: A Qualitative Case Study
Jennifer Bailey, Brandon Jayroe, Ronny Knox, Kyle Sanchez, Betty Alford, & Karen Embry-Jenlink−Stephen F. Austin State University

Among the various approaches to professional development there is marked inconsistency related to what kind of professional development activities maximize teacher confidence and efficacy. This study builds upon current research on professional development by examining how scaffolded instructional support impacts teacher self-efficacy to support the learning needs of students. The insights produced by the results of this qualitative single case study will benefit educational leaders in helping delineate and select evidence-based practices for professional development and instructional support among first year teachers.

The Relative Non-Cognitive Traits of Sonographers
Christina A. Hagerty−Sam Houston State University

The admission process for sonography programs primarily consist of cognitive measures; however, it is important to identify those non-cognitive traits that define successful sonographers. Research is needed to identify common characteristics of sonographers that correlate to successful performance. These characteristics will provide the foundation for admission committee members to select the right sonography candidates (Berman, 1986). The purpose of this mixed method study is to identify the particular personalities and behaviors that are important in the sonography profession.

"Weaving it Together": A Community of Practice for Learning Qualitative Coding and Critical Inquiry
Anita Vyas, Liping Wei, & Raven Jones−University of Houston

This presentation focuses on the role of a community of learners in facilitating the learning process of qualitative research, coding and analyses through collaboration and sharing of the 'lived experiences' of novice qualitative researchers in the classroom. The presenters will present their analysis of data in the form of documents, interviews, in-class activities, online discussions, and personal communications to foster understanding of how the telling and retelling of their experiences and practices in the process of learning not only helped build a community of novice qualitative researchers but also engaged them in comprehending dense and abstract qualitative concepts.

T1.4 Paper Session 8:30 – 9:30 Poolside 3

International Teaching

Teaching about Diversity: Voices of Native and International Graduate Student Instructors
**Helyne Frederick−Texas Tech University*

This study examines graduate student instructors' experiences teaching a diversity/multicultural course within the social and behavioral sciences. Five graduate instructors (international and native born) were recruited from a large Texas University to participate in this study. A grounded

theory research methodology was used and themes related to challenges, strategies, and strengths were identified. The results indicated that international instructors and native born instructors faced unique challenges and their motivations and use of teaching strategies differed. Common experiences are identified across both groups. Recommendations for enhancing the experiences of diversity instructors are discussed.

Exploring a Question and Answer Pedagogical Model for International Teaching Assistant (ITA) Training
Dale T. Griffee−Texas Tech University

The purpose of this study was to identify the current Q&A pedagogical model used to train International Teaching Assistant candidates and to investigate the extent to which this model was actually implemented by content teachers. Part of the model governing student initiated questions and teacher responses was not supported by the data. This lack of support may mean that ITA teachers are preparing candidates for classroom practices that do not exist. The study concludes that either the model should be modified or a new pedagogical rational for presenting teacher responses to student questions should be considered.

A Qualitative Study on American and Chinese Pre-Service Physical Education Teachers' Self-Efficacy Beliefs
Xiaoxia Su−Texas A&M University

This study tries to examine pre-service physical education teachers' self-efficacy beliefs from a cross-cultural perspective. Bandura's (1977) self-efficacy theory serves as the theoretical framework. Twenty pre-service PE teachers, ten from America and ten from China, voluntarily participated in this study. Data were collected through formal semi-structured interviews, and were analyzed using constant comparison method. Results show that, regardless of the country origin, this cohort of pre-service teachers demonstrates high self-efficacy towards PE teaching. The mastery and vicarious experience that come in the presage variables shape pre-service teachers' self-efficacy beliefs formation.

"It is not a Job but a Mission!" Understanding Chinese Heritage Language Teachers' Professional Identity and Beliefs
Hsu-Pai Wu−The University of Texas (UT) at Austin

Heritage language education has come to prominence worldwide. This study investigated four heritage language teachers' professional identity and beliefs in a community-based Chinese school. Cross-case analysis indicated that these teachers appeared to develop a weak sense of professional identity since they viewed teaching Chinese as a "secondary" and "volunteer" job. Teaching Chinese as a heritage language helped the teachers reconnect language and cultural knowledge. Learning contexts involved dynamic teacher-student interaction, parental support, and cultural-knowledge integration. While these teachers believed they had responsibility to develop students' language proficiency, they viewed parents as the most critical to maintaining students' lifelong learning.

T1.5 Paper Session 8:30 – 9:30 Patio

Virtual and Web-based Learning

Design of a Model for Knowledge Development in Virtual Environments Targeting Student Ownership

**Nan B. Adams & Thomas A. DeVaney−Southeastern Louisiana University*

A model focusing on knowledge development in virtual environments will be presented. A survey that validates this model will also be presented. This model is based on three identified dimensions: 1 - knowledge approach, 2 - the teacher-student relationship with regards to knowledge authority, and 3 - teaching approach, to demonstrate the recursive and scaffolded design for development of virtual learning environments. Additionally, practical strategies for leveraging each of these dimensions will be discussed.

Sequencing Strategies for Content Presentation and Student Evaluation in Web-based Adaptive Learning Environments

Fatih Ari, Raymond A. Flores, Fethi A. Inan, & Ismahan Arslan-Ari−Texas Tech University

The purpose of this study was to investigate the optimal sequencing strategies for content presentation and student evaluation in a web-based adaptive learning environment. One hundred eighty three undergraduate students who enrolled in an introductory technology course at a large southwestern university participated in this study. Student motivation was assessed through Keller's Instructional Materials Motivational Scale (IMMS). For achievement, a locally developed 20 item multiple choice instrument was used. Additionally, system logs were analyzed for time and navigational patterns. Results showed that the change in motivation level of the students in structure IV was significantly higher than the students in other structure groups. In addition, none of evaluation patterns significantly differ from each other in terms of time on task.

Use of Web-Based Simulation Environments in Teaching Information Technology Skills: College Students' Perspectives

Fatih Ari & Ismahan Arslan-Ari−Texas Tech University

Instructional simulations, a form of simulations, are rich learning environments in which the learners can manipulate the elements of a real world system and examine the changes occur by their actions. However, the previous research studies about the effectiveness of instructional simulations show inconsistent results. The common theme among those researches was that all compared two or more delivery systems. Instead of comparing different delivery systems, we focused on the ultimate consumers of such systems, the students. The aim of this study was to investigate undergraduate students' perceptions of their learning and the usability of a web-based guided simulation environment in learning basic information technology skills.

A Meta-analysis of the Effects of Desktop-based 3-D Virtual Worlds in K-12 and Higher Education

Zahira Merchant−Texas A&M University

A meta-analysis of 43 studies was conducted to evaluate the effects of desktop-based 3-D virtual worlds on learning outcomes. This meta-analysis focused on five factors contributing to the design of the learning environment: type of learning tasks, number of learners, level of immersion, and measures of learning outcomes. Results suggest variability exists in the studies that tested the effects of 3-D virtual worlds. This meta-analysis raised two issues concerned with the present 3-D virtual world's literature: the absence of taxonomy of tasks for analyzing and

comparing effects across studies and weakness of relation between levels of immersion and learning outcomes.

T1.6 Paper Session **8:30 – 9:30** **Renaissance**

At Risk Students

The Experiences of Selected Mentors with At-Risk Elementary School Students
Rebecca K. Frels & Anthony J. Onwuegbuzie−Sam Houston State University

Over the last decade, school-based mentoring (e.g., adults who mentor at-risk students) has expanded considerably. In this collective case study, we examined experiences of 11 selected mentors of the dyadic relationship (i.e., the mentee and mentor) to understand better ways to retain and to engage mentors and subsequent student success. Results revealed self-sustaining synergy and metathemes of consistency (with little or no program support), encouragement (explicit or implicit), language nuances (with self-disclosure and few questions), and relating (e.g. networking, exchange oriented). Exemplar cases illustrate roles and approaches of mentors for a close dyadic exchange. Gender and ethnicity characteristics are discussed.

Quality Adult Mentoring Relationships for At-risk Youths: A Case Study
Michelle Harris & Danielle Harney−Sam Houston State University

Programs for at-risk and behaviorally challenged youths have reported varying amounts of success (Lauer, et al., 2006; McCluskey, Baker, & McCluskey, 2005; Nettles, 1991). As expected, these successes are typically focused on student outcomes and perceptions (Keating, Tomishima, Foster, & Alessandri, 2002; Tully, 2004). Researchers have pointed to the need to more closely examine the perceptions of those in contact with the mentee, such as teachers, peers and parents (DuBois & Karcher, 2005). The present study used a case study approach to provide a rich exploration of high school and middle school at-risk youths' social and academic development as they became increasingly engaged in one-on-one adult mentoring relationships.

Examining the Academic Preparation and Postsecondary Progress of AVID Graduates in Higher Education
**Jeffery J. Huerta, Karen M. Watt, Patricia Reyes, & Sri Krishna C. Mullapudi−The University of Texas Pan American*

This study examined the postsecondary progress of a nationwide sample of high school graduates who participated in the college preparatory program Advancement Via Individual Determination (AVID). Academic transcripts and survey data from more than 200 AVID graduates currently enrolled in community colleges and universities were examined. Though students' academic preparation while in high school was similar, AVID graduates enrolled at community colleges perceived and utilized college preparation strategies differently than AVID graduates enrolled at 4-year universities. The freshman retention rate of these students, typically first-generation at-risk students, was comparable and often exceeded that of their respective college's historical retention rates.

The Relationship between Instructional Expenditures and Dropout Rates of Special Populations in Texas High Schools
Gloria Koepke, Lori Kupczynski, & Glenda Holland−Texas A&M University-Kingsville

To determine what role funding plays on the dropout rate of students with special populations, this study explored the relationship between instructional expenditures and the annual dropout rates of special populations. The study further explored the link between education funding and

student outcomes. Expenditures were explicitly linked with dropout rates to provide recommendations for the dropout dilemma and for future research.

T1.7 Paper Session **8:30 – 9:30** **Ballroom C**

Gifted and Talented

Teacher Perceptions of Third and Fourth Grade African American Gifted and Talented Students

Ruth D. Brazile & May M. Boggess−Texas A&M University

The Office for Civil Rights data shows the underrepresentation of African Americans in gifted and talented programs (GT) has remained largely unchanged for the last decade. This study examined teacher perceptions of third and fourth grade African American students to evaluate a possible connection between underrepresentation and teacher nominations to GT. Results showed improvement in African Americans' representation in GT may be related to positive teacher perceptions of African American students. Differences in perceptions between African American and European American teachers however, suggest the need for increased levels of multicultural and urban courses in teacher education.

Field Study: Parents' Perceptions of Serving the Social and Emotional Needs of Their Gifted Children

Pamela M. Cooper−Texas Wesleyan University

The purpose of this study was to examine the serving of the social and emotional needs of the academically gifted/talented youth from parents' perspectives. Parent as Advocate emerged as the overall theme. Additional consistent sub-themes included: opportunities, passion, validation/education, energy, and guidance. Parents perceived their role as critical to the success of their youth.

Understanding the Phenomenon of the School Experience for Twice Exceptional Children in the Advanced Academic Setting

**Kary A. Johnson−Texas Wesleyan University*

This phenomenological study sought to understand what constitutes an appropriate school placement and a subsequent positive school experience for children who are twice exceptional (those that are cognitively gifted yet simultaneously deal with some sort of learning difficulty such as ADHD, dyslexia, etc.). More specifically, the study focused on the population of twice exceptional individuals who were placed in selective preparatory institutions instead of local public schools. Salient recurrent themes that proved important to a successful school experience for the twice exceptional population included parent and teacher empathy, student self esteem, and a structured yet flexible school environment.

Do Children's Judgments of their Classmates' Intelligence Correlate with IQ Scores?

Fatih Kaya−Texas A&M University

Assessment of intelligence has taken much attention because of some important reasons. Identification of gifted and talented children is one of those reasons gaining importance to assessment of intelligence because identification of intellectually superior children is the first step to provide them with appropriate education according to their exceptional needs. Despite the existence of several techniques, the issue of which methods or techniques are used to identify gifted and talented children is generally up to the institution or schools involved in. Furthermore, there might be gifted children who are never identified with the help of current techniques. In

this sense, it is important to stress on which methods are used and how their accuracy to identify gifted children are. In addition to intelligence tests as a traditional method have been used for a long time, some other methods like achievement tests, parents' nominations, and peer nominations can be used to identify gifted children in regular classrooms. In this research, the RIAS (Reynolds Intellectual Assessment Scale) scores as IQ scores and children's judgments of their classmates' intelligence as peer nomination will be correlated in terms of identifying intellectually superior children.

T1.8 Paper Session **8:30 – 9:30** **Cavalier**

Music and Physical Activity

Equity Audit of Access to Math Achievement Impacted by Music Integration
**Scott M. Deppe & Cynthia Cummings−Lamar University*

Educators struggle with getting students to understand the importance of math in their future and in the country's future. Math scores in the United States have not shown gains that would ensure students being prepared to enter careers requiring mathematics competencies. School leaders and classroom teachers struggle to find effective scientific based strategies to support mathematics achievement. This equity audit focused on the integration of music curriculum and mathematics instruction to improve commended performance scores on the fourth grade Texas Assessment of Knowledge and Skills (TAKS) test. The equity audit compared schools using an integrated math-music program to schools which did not.

Does Music Matter? High School Student Reading and Math Achievement
Bob Horton & John R. Slate−Sam Houston State University

We investigated the extent to which high school student (i.e., grade 10 and grade 11) achievement on a state-mandated assessment differed as a function of student enrollment in music courses. Spring 2009 Texas Assessment of Knowledge & Skills Reading and Math test scores were analyzed for 865 students enrolled in one or more music courses and 4,928 students who were not enrolled in any music courses. Students who were enrolled in at least one music course had statistically significantly higher average scaled scores in reading and in math than students who were not enrolled in any music courses.

The Relationship between Physical Activity Identity and Physical Activity Behaviors of College Students in Taiwan
Tsung-I Pai−Chia Nan University of Pharmacy and Science
Shu-Yuan Chang−Fooying University
Mei-Yi Shen−Southern Taiwan University
Chia-Chun Wang−Nanhua University

The purpose of this study was to investigate the relationship between physical activity identity and physical activity behaviors of college students in southern Taiwan. Participants were 117 female and 323 male college students randomly selected from five schools. Data analysis revealed that students with higher stress levels had good intentions to exercise, but did not act on them. Physical activity identity was a cognitive factor influencing students' perceptions and behaviors in physical activity. Gender and students' majors showed significant differences of participating in physical activity behaviors. The results suggest that physical education courses enable students to experience an enjoyable and valuable learning setting.

Learning Patterns Through Body Movement: A Case Study of a Kindergarten Class
Carmen J. Petrick−The University of Texas (UT) at Austin

This case study examines how students can learn through physical movement and focuses on the frames of reference a class of kindergarten students assumes during two different active learning activities about patterns. In the first activity, students collaborate to create a pattern using their bodies, and in the second activity, students collaborate to create a pattern using manipulatives. Students were more likely to alternate between egocentric and allocentric frames of reference in the first activity, and in the second activity they almost always maintained an allocentric frame of reference.

T2.1 Workshop **9:35 – 10:35** **Minuet**

Free Workshop

Using Cross Validation in Linear Regression to Check for Generalization of Results
Julia Ledet & Melanie Powell Rey−Southern University Baton Rouge

This presentation is split into two parts. The first part explains what cross validation is and how it can be used to show whether or not research results can be generalized to the population. The second part illustrates how to carry out cross validation with a regression model using SPSS possibly accompanied by EXCEL (depending on the SPSS version one is using). Data will be available in advance of the presentation so that participants can load it on their laptops in the event they want to follow along with the computations.

T2.2 Paper Session **9:35 – 10:35** **Poolside 1**

Minority and International Achievement
*Graduate Student Session – *Discussant Sandra Harris*

Identity Empowerment: International Students Crossing Borders Not Creating Boundaries Out of Diversity
Nicholas J. Santavicca−Texas Tech University

This presentation examines how teachers of international students can implement language that will lead to a improved fostering of identities that may not fall within the mainstream discourse that are categorically taught in many English language programs. Participants will be invited to actively participate in the discussion with the presenters.

Investigating Causal Attributions of African American College Students Who Experience Stereotype Threat
Daniel J. Taylor−University of Houston

Stereotype threat occurs when students are placed in a situation where they express concern and feel pressure about possibly confirming or being judged by some perceived negative stereotype about their group. Students who experience stereotype threat exhibit lowered academic performance (Steele & Aronson, 1995), but the question remains as to "why" their performance suffers. From motivational research, attribution theory (Weiner, 1985) could be used to help explain the mechanisms of this stereotype threat effect. This study will investigate the causal attributions that African American students report after taking a verbal skills test in stereotype threat conditions.

Attributes of High Achieving Mexican-American First Generation Students from a College in Southern United States
Maria R. Tello−Texas A&M University-Kingsville

The current study will explore the attributes that have made some Mexican-American first generation college students invulnerable to the many obstacles they face as they traverse the educational pipeline. This qualitative study will utilize a case study approach to identify the common attributes among research participants that may have helped them experience academic success. The researcher will gather data by conducting one-on-one, in-depth interviews, and coding recurring themes to find what experiences converge across each respondent's answers.

T2.3 Paper Session **9:35 – 10:35** **Poolside 2**

General Research Topics
*Graduate Student Session – *Discussant Patrick Jenlink*

Relations between Teacher Motivational Beliefs and Student Motivational Beliefs and Strategies
Maria B. Benzon−University of Houston

This study aims to extend research on Self-Regulated Learning (SRL) by examining middle and high school students' motivational regulation and the relation among teacher beliefs, students' motivation and motivational regulation. Educators need a reliable and valid assessment of motivational strategies, distinct from cognitive and metacognitive strategies. Approximately 30 math/science teachers and 500 students from an urban school district will be recruited through a university mentoring program and complete an online survey. Exploratory factor analysis of the survey items on motivational strategies and hierarchical linear modeling analysis to evaluate the relation among teacher beliefs and student beliefs and strategy use will be performed.

Developing Meaningful Data for the Reflective Practitioner
Nicholas Clayton−University of Houston

While reflection and reflective practice exist as a positive attributes for teacher development, it is difficult to develop meaningful data out of the reflection. In order to develop quality data from the reflective practice, I will be conducting a self-study on my own secondary English classrooms using the LISAM (Low Inference Self-Assessment Measure) developed by Dr. H. Jerome Freiberg from the University of Houston. The study will be undertaken to understand the quality of data that can be utilized through reflective practice.

Homework - To do or Not to do: An Action Research Study
Katherine Vela−Texas A&M University

This session will discuss the effectiveness of homework on student quizzes. Homework is a controversial topic in education; many teachers believe it increases students' retention while many parents believe it's just busy work sent home which encroaches on family time. Results from this study suggest that homework may have no effect on quiz scores, and students perform at about the same levels, whether homework is mandatory, voluntary, or not given at all.

T2.4 Paper Session **9:35 – 10:35** **Poolside 3**

Community College/Dual Credit Programs
*Graduate Student Session – *Discussant Karen Embry-Jenlink*

Social Capital, Socioeconomic Status, & Promoting Community College Transfer Student Persistence
Gregory M. Bouck−Stephen F. Austin State University

The central purpose of this cross-sectional quantitative survey research project is the investigation of the statistical unlikelihood of students graduating with a baccalaureate degree who begin their studies at a community college as opposed to those who begin the process at a four-year university. This study focuses on determining differences in success between community college transfer students who participate in a transfer transition program and those who do not and determining whether transfer transition program participation status affects the probability of all community college credits transferring to a four-year institution as well as student persistence from fall to spring semesters.

The Role of Community College and Remedial English Classes in the Deaf College Going Experience
Serena Johnson−University of North Texas

People with hearing loss represent a relatively large segment of the disabled population, and although postsecondary institutions are willing to comply with the Americans with Disabilities Act of 1990 and provide reasonable accommodations for these students, there are still low numbers of individuals with profound hearing loss in higher education. This paper reviews the literature about the role of community colleges in the deaf college journey. The role of remedial English classes for deaf students is also examined, for the purpose of investigating how effective strategies might be generalized to the larger non-disabled ESL and ESOL population.

Chararcteristics of Students Who Participate in Partnership Programs Between Community College and High School
Charlotte K. Twardowski−Sam Houston State University

The purpose of the study was to identify the characteristics of high school students who participate in college partnership programs between the community college and the high school. A qualitative case study was used to investigate the characteristics identified by three college and career counselors. Each college and career counselor was interviewed and recorded after which the transcribed data was analyzed. Analysis revealed that each counselor defined characteristics differently as to characteristics specific to her school and her processes. Further research is warranted because the college and career counselors could not clearly identify and articulate a specific list of characteristics.

T2.5 Paper Session **9:35 – 10:35** **Patio**

Mathematics and Preservice Teachers

Pre-service Mathematics Teachers and Representations
Rebecca Ortiz & James Valles−Texas Tech University

Representation is a critical component that must be addressed in today's classroom. However, representations can be difficult for pre-service math teachers to grasp and for new teachers to use in their classroom. Pre-service teachers were given a pre and post assessment regarding mathematical representation and analysis of the data gathered is provided.

Measurement: Are Teacher Candidates Smarter than a 5th Grader?
**Barba L. Patton & Teresa LeSage−University of Houston - Victoria*

The TAKS measurement objective has been a major difficulty for Texas students for years. Measurement is a standard which National Council of Teachers of Mathematics (NCTM) places great emphasis in elementary grades. Over 120 teacher candidates were surveyed. The survey asked each to solve a number of measurement questions which were taken from released TAKS tests. Results will be shared. Results will be used to 1) revise teacher candidate methods courses and 2) presented at teacher inservices.

Preservice Teachers' Knowledge for Teaching Fractions
Roslinda Rosli, Sun Young Han, Mary Margaret Capraro, & Robert M. Capraro−Texas A&M University

The survey data for this paper was a part of a large research project conducted to assess preservice teachers knowledge related to fractions and place value at a southwestern public university in 2007. The study utilized a convenience sampling, consisting of 150 elementary preservice teachers who were taking the mathematics methods course before their student teaching. The results demonstrated preservice teachers' pedagogical knowledge of comparison, addition, and subtraction of fractions was insufficient even though those are basic knowledge. Teacher preparation programs should emphasize profound knowledge for teaching fractions using representations.

Tutoring to Teach: Improving Mathematics Instruction for Preservice Teachers
Judy M. Taylor & Kathy Stephens−LeTourneau University

The state of Texas has taken steps to ensure that graduating high school students are fully prepared for an ever-changing complex world. The College and Career Readiness Standards (CCRS) were developed then adopted by the State Board of Education (Texas Higher Education Coordinating Board). This project was designed to address the CCRS Mathematics Standards while improving math skills of developmental students. Preservice teacher tutors interacted with students from intermediate algebra classes as part of the computer-based mathematics lab known as ALEKS (Assessment and Learning in Knowledge Spaces), an online self-paced, mastery course. Developmental university students worked through the algebra standards which prepared them for college level mathematics courses. A faculty mentor guided preservice teacher tutors to provide effective feedback to mathematics students.

T2.6 Paper Session **9:35 – 10:35** **Renaissance**

Regression

Regression Analysis With the Ordered Multinomial Logistic Model
Braden Hoelzle−Southern Methodist University

This paper will introduce regression analysis using the ordered multinomial logistic model. While logistic regression is a common application of the regression model when the dependent variable is dichotomous, the ordered multinomial logistic model allows for multiple ordered responses for the dependent variable (e.g., first, second, third). The present paper will present a brief description of the conception and computation of the ordered multinomial logistic model with data and script examples in R using the “bayespolr” package in the “MASS” library.

Understanding the Log-Odds Ratio in Binary Logistic Regression
Robert Klein & Robin Henson−University of North Texas

The proposed paper will discuss the value of binary logistic regression and the situations it might be used in, highlight some of the complexities of the logistic model relative to linear regression, discuss the odds-ratio as a critical piece of information when interpreting predictors' contributions to the model, and use a heuristic data set to demonstrate this analysis and for the interpretation of the odds-ratio.

Robust Regression as a Means of Downplaying the Effect of Outliers
Megan M. Oliphint−Southern Methodist University

Frequently, researchers are plagued with problems of non-normality when analyzing data. While it is typically not advisable to simply delete outlier data for the purposes of meeting the assumptions of specific analytic techniques, performing these techniques with more sophisticated techniques can seem daunting. This purpose of this paper is to show and illustrate more appropriate alternatives for handling outliers in regression analysis.

From Pearson *r* to Analysis of Variance to Regression: A Reminder that all Classical Analyses are Correlational
**Mehary T. Stafford−University of North Texas*

Pearson *r* is the foundation for all classical analyses (e.g. analysis of variance, regression, canonical correlation). Pearson *r*, ANOVA and regression are part of the same general linear model and are correlational in nature. They report r^2 type effect sizes (r^2, η^2, R^2, r_s). The purpose of the correlation coefficient is to indicate the degree and deviation of the relationship between variables. Based on the correlational relationship ANOVA and regression predict Y from X and report the variance accounted for the independent variable. Therefore, correlation coefficient is essential for Pearson r, ANOVA and regression. In this paper we will examine the correlation analyses of Pearson r, analysis of variance (ANOVA) and regression.

T2.7 Paper Session **9:35 – 10:35** **Ballroom C**

Statistics and Research

Evaluating and Predicting Productivity of Tenured Faculty: An Expectancy Theory Analysis
Brent Estes, Stacey L. Edmonson, & Alice M. Fisher−Sam Houston State University

Accurate assessment of faculty performance and productivity is an invaluable part of understanding, predicting, and influencing organizational success. Pre-tenure and post-tenure data determining productivity levels of tenured faculty members were collected in order to ascertain whether Expectancy Theory predictions hold true in an academic setting. Productivity was operationally defined based on three categories: teaching evaluations, university and community service, and research activity. A repeated measures analysis of variance was used to determine significant differences in the pre-determined measurements of productivity between pre-tenured and post-tenured faculty.

A User-Friendly Introduction to Loglinear Analysis: A Better Alternative to the Chi-Square Test
Katrina Serrano−Texas A&M University

Sometimes all the variables in an analysis are categorical. Loglinear analyses are powerful methods for modeling dynamics within categorical data. Indeed, loglinear analyses usually provide a superior analysis to the alternative and too frequently used chi-square test.

Support Scholars: Creating Meaningful Dialogue About Education Research
**Josh Thompson & Mark Reid−Texas A&M University-Commerce*

The use of the peer-review process is well known within the world of academic publishing. The peer-review practice also has some recognition in evaluating quality in teaching. But how do teachers utilize the peer-review process in their development as responsive researchers and scholars? This presentation reports on a constant comparison analysis of a peer-review process for enhancing responsive research by educators. Examples come from classroom teachers (pre-k through high school) and faculty members from a regional state university. Implications and applications to all education researchers and all classroom teachers are explored.

C. S. Peirce, Action Research and The Object of Inquiry
Scott R. Cunningham−Texas Tech University
Lisa A. Palafox−University of La Verne

This paper is an investigation into the history of the theoretical foundations of Action Research. Kurt Lewin drew heavily from the work of John Dewey to provide the theoretical basis of Action Research, who in turn, drew upon the Scientific Logic of Inquiry of Charles Sanders Peirce as the basis for his understanding of the Logic of Inquiry. Dewey omitted a key fundamental distinction in the work of Peirce, resulting in lack of closure in the Action Research community concerning the fundamental nature of the Object of Inquiry in Action Research.

T2.8 Paper Session **9:35 – 10:35** **Cavalier**

International Teaching and Language

Improving Speaking Fluency for International Teaching Assistants by Increasing Input
Greta Gorsuch−Texas Tech University

One challenge for international teaching assistants (ITAs) is improving their spoken English fluency after their arrival in the U.S. This study explores whether an input approach will improve ITAs' spoken fluency. 28 participants in an ITA preparation course engaged in twice-a-week repeated reading (RR) sessions, in which they repeatedly and silently read 500 word basic popular science texts along with an audio recorded model of the text. ITAs' reading fluency and comprehension increased significantly, while measures of speaking fluency improved. A theoretical model of how extensive input may promote speaking fluency is presented, along with specific suggestions on creating input-focused programs for ITAs.

An International Comparison of Asian Student Performance on Advanced Placement Courses
**George W. Moore, Sheila A. Joyner, Cynthia Martinez-Garcia, & John R. Slate−Sam Houston State University*

The performance of Asian students living in Canada (n = 7,334) or in the United States (n = 396,202) on Advanced Placement (AP) exams for the May, 2009 administration was analyzed.

Scores on their AP exams, overall and then for the 13 most frequently selected AP courses, were contrasted. Regarding the overall AP exam performance, Asian students living in Canada had statistically significant higher percentages of AP exam scores of 5 or 4 than Asian students living in the U.S. Out of the 13 individual AP exams analyzed, Asian students living in Canada outperformed U.S. Asian students on 11 exams.

Asian American and White Student College-Readiness
George W. Moore, Sheila A. Joyner, Cynthia Martinez-Garcia, & John R. Slate−Sam Houston State University

We examined the college-ready graduate rates of Asian American students and White students (n's ranged between 109 to 268 Texas high schools) in Texas for 2008-2009, 2007-2008, and 2006-2007. Scores were analyzed for differences in Asian American and White college-readiness rates in reading, in math, and in both subject areas combined. Statistically significant differences were present in reading, math, and both subjects between Asian American students and White students for the past two years, with Asian American students outperforming White students. Interestingly, the gap in college-ready rates, minimally present in the first year Texas reported results, appears to be increasing.

Students' Primary Orientations for Studying Less Commonly Taught Languages
Comfort Pratt, Alime N. Sadikova, Yongjun Dan, Tianlan Wei, & Amani Zaier−Texas Tech University

The research presented in this proposal explored the primary orientations of learners toward less commonly taught languages. The study looked at different categories of the said primary orientations, and differences in the primary orientations of learners of different languages. One hundred and eleven students enrolled in Arabic, Chinese, Japanese, Russian, Turkish and Uzbek were surveyed. Four categories of primary orientations were developed based on descriptive analysis. Comparison of frequencies also revealed that there was a relationship between primary orientations and target language, and also a relationship between primary orientations and major fields.

Literacy in the Developing World: The Case of Vietnam
Rachael A. Szydlowski-Sewards−University of New Mexico

Since 1945, literacy in Vietnam has gone from 10% to just over 90% (Biddington & Biddington, 1997). In this presentation, the history of literacy campaigns in Vietnam will be reviewed, with particular attention paid to government and non-governmental campaigns of the past 20 years. In addition to the accomplishments that have been made, the presenter will identify next steps for Vietnam's national literacy goals.

T3.1 Workshop **10:40 – 11:55** **Minuet**

Free Workshop

Using the APA Sixth Edition in Scholarly Writing
John R. Slate & George W. Moore−Sam Houston State University

A detailed analysis of the major changes delineated in the Sixth Edition of the American Psychological Association's Publication Manual will be provided. For the past eight years, the Fifth Edition of the APA Publication Manual (2001) has been the standard. In July, 2009 the long awaited Sixth Edition was released. This Sixth Edition contains substantial changes, particularly related to the digital world. Focus will be on the major revisions in the Sixth Edition that involve

changes in scholarly writing. Participants will be provided with several editorials re: APA and a model paper written in compliance with APA 6th edition.

T3.2 Paper Session **10:40 – 11:55** **Poolside 1**

Efficacy

*Graduate Student Session –*Discussant Jim Hardy*

The Relationship Between Sources of Self-Efficacy and Academic Resilience in Middle School Students

Carlton J. Fong−The University of Texas at Austin

Most low-achieving students continue to perform poorly throughout school. However, not all students remain on this achievement trajectory; a subset of initially low-achieving students appear to break this achievement pattern. This phenomenon is called academic resilience, a student's capacity to overcome prior academic difficulty. The proposed study investigates low-income, low performing sixth-grade students, who will be classified into three groups based on their academic improvement in eighth grade: resilient (large improvement), buoyant (moderate improvement), and nonresilient (little or no improvement). The purpose of this study is to examine the differences among resilience groups on sources of self-efficacy.

Examining the Influence a Culturally Relevant Reading Task Has on Students' Reading Achievement and Efficacy

Heather M. Kelley−Texas Tech University

Grounded in a theoretical framework of constructivism, this study will address using culturally responsive reading tasks as a method to increase reading achievement and self-efficacy beliefs of culturally diverse students at a middle school in the southwest plains. Prior research has indicated that curriculum presented in a culturally relevant manner can increase academic achievement, but little is known about the affects a culturally relevant reading task has on self-efficacy. The aim of this study is to investigate Bandura's (1997) theory that self-efficacy is context specific and that a familiar task can increase reports of self-efficacy compared to a non-familiar task.

The Impact of Collaborative Learning and Group Processing on At-Risk Students' Math Self-Efficacy, Math Anxiety and Achievement in a College Calculus Class

Jaimie M. Krause−The University of Texas at Austin

College calculus is considered a gateway course for many students, and particularly for those with a history of poor academic performance. Research has identified self-efficacy and anxiety as strong predictors of academic achievement. The proposed study investigates the effect of group-processed collaborative learning on math self-efficacy, anxiety and achievement in introductory calculus. A two-way repeated measures MANOVA will compare students in three calculus sections (group-processed collaborative learning, collaborative learning-only, and lecture-only). Students in the group-processed collaborative learning section are expected to demonstrate the greatest changes in math self-efficacy, achievement and anxiety when compared to students in the other sections.

The Development of Research Self-Efficacy Among College of Education Graduate Students: A Mixed Methods Study

Amira Zebidi−Texas Tech University

A two-phase, sequential explanatory mixed methods design will be utilized to explain and explore the development of graduate students' research self-efficacy. Self-report instruments will be

administered to 1500 graduate students in the College of Education to assess their interest in research and their research self-efficacy. Univariate and multivariate statistical analyses will be conducted to examine the relationship between graduate students' early research involvement and their research self-efficacy. Subsequently, a sub-set of 14 participants will be interviewed and exploratory thematic analysis will be utilized to identify the most significant social cognitive factors that contribute to or influence the development of research self-efficacy.

T3.3 Paper Session **10:40 – 11:55** **Poolside 2**

Instructional Strategies

*Graduate Student Session – *Discussant Mary Margaret Capraro*

Students' Preference With Instructional Delivery Methods

Xi Chen−Texas Tech University

This paper explored graduate students' preferences of instructional delivery methods which include face-to-face classes, blended classes, and online classes. Research is based on a paper survey that includes students' general information and their preferences of instructional delivery. The conclusion is that a "one fits all approach" does not work for either the traditional face-to-face course situation or the online course and blended course.

Break Down the Walls: How the Folder Effect Influences the Transfer of Learning

Jingjie He−The University of Texas (UT) at Austin

Our schools have packed knowledge into different disciplines and each discipline has packed knowledge into different chapters and units. Knowledge is blocked with different "folders" and we're less likely to notice the connections and relation between the knowledge, which may undermine its retrieval and future transfer. The current study attempts to propose a process model of transfer, and finds out how the "folder effect" influences transfer of learning. It may lend support to the interdisciplinary teaching and learning.

Preservice Teacher Knowledge: Promoting Value-Added Benefits through Active Learning Strategies and Interactive Whiteboards

Chyllis E. Scott & Erin McTigue−Texas A&M University

Traditionally, education has lagged behind other sectors in the adoption and use of new technology (Smith et al., 2005). As the rate of technological change has recently increased, it is all the more crucial for teachers and teacher-educators to become equipped with best practices of using technology designed for learning, as well as understanding posed limitations. Therefore, in order to better prepare preservice teachers for modern classrooms, it is important for them to be familiar with practices for teaching and learning with current IWB technology as well as to understand the experience of learning new information presented through IWBs (Holmes, 2009).

Do Elementary Teachers use Flexible Grouping as an Instructional Strategy for Elementary Gifted Students

Donda Slaydon−Lamar University

Gifted students sit bored and disengaged as the educational system that vows to leave no child behind does just that. Do teachers use flexible grouping as an instructional tool for gifted students? This strategy has been described as a nonnegotiable in a gifted classroom yet how often does this best practice get used?

T3.4 Innovative Session **10:40 – 11:55** **Poolside 3**

Innovative Session

Alternative Certification: The Good, the Bad, & the Ugly

Jennifer J. Dennis & Courtney Glazer−Cameron University
Anna Rudolph Canter−The University of Texas at San Antonio

The lack of preparation that alternatively licensed teachers receive prior to entering the classroom is often a source of frustration. Teacher educators understand the knowledge and skills that teacher candidates need (Wilson & Floden, 2003), but teachers who become certified through an alternative route often miss out. As a result, many universities have scrambled to offer programs to support these teachers while they are on the job. Participants will explore how teacher educators can best support alternatively-certified teachers including advanced degree programs and professional development seminars. Additionally, we will discuss ways to research and document the effects of such programs.

T3.5 Paper Session **10:40 – 11:55** **Patio**

Efficacy and Diversity

Academic Self-Efficacy in College: An Examination of Undergraduate Students' Reported Efficacy for Learning Tasks

Timothy W. Conner II, Lola Aagaard, & Ron Skidmore−Morehead State University

Academic self-efficacy relates to one's belief in ability to accomplish learning activities. A convenient cluster sample (n=105) of undergraduate students was administered a survey that measured student academic self-efficacy and other student characteristics. Freshman were more likely than sophomores or seniors to say they could not motivate themselves to do the following: keep good notes during a boring lecture, do well on tests about which they felt depressed, and study for an exam early enough to prevent cramming. A/B average students were more likely to report keeping up with studying despite personal conflicts. Implications for educators are discussed.

The Development of Research Team Collective Efficacy: A Case Study Approach

Leah E. Johnson, Matthew C. Lambert, & Kamau O. Siwatu−Texas Tech University

During their training, many doctoral students are given the opportunity to develop their research skills by working with a team of researchers. These research teams typically include faculty and students. As one might expect, working with a team of researchers requires the focus to shift from the individual to the collective. The purpose of this case study was to determine what factors influence a research teams' collective efficacy. This presentation will focus on the relational patterns that emerged from the interview transcriptions.

Exploring the Effect of Research Experience on Self and Collective Research Efficacy

**Matthew C. Lambert, Leah E. Johnson, & Kamau O. Siwatu−Texas Tech University*

Many doctoral students are given the opportunity to develop their research skills by working with a team of researchers. These research teams typically include faculty and students. As one might expect, working with a team of researchers requires the focus to shift from the individual to the collective. While research has established the role of prior research experience in the development of self-efficacy, there is little research to suggest the manner in which prior research experience influence the development of research collective efficacy. This presentation will focus on the manner in which prior experience affects research self and collective efficacy.

An Equity Study of Student Success Among Students Taking AP/Dual Credit Courses
Cynthia L. Parish−Lamar University

Educational professionals are interested in the pass/fail rate on high stakes exams. This study looks at the results of students who are taking college level classes to receive college credit. The failure to pass these exams causes more than failure of that one exam. These students are taking steps to move into a college setting and are not being successful. It uses their monetary resources and possibly lowers their self-esteem in the process. Taking into consideration the school ethnic diversity is one step in the right direction to make the ethnic gap on these exams easier to close.

Effect of Vodcasting on Motivation and Achievement of High School Minority Chemistry Students
Elsa Cantu Ruiz & Rosemary A. Riggs−The University of Texas at San Antonio

The introduction of so many technology applications in the classroom raises the question about the effect these technologies have on student learning. At this time, there are relatively few empirical studies exploring the effectiveness of vodcasting in an educational setting. Studies that do exist are focused on the collegiate level, not K-12. Available studies also highlight the tools and features of vodcasting, but do not address the theoretical rationale or educational impact or benefit of these. This study focuses on the specific technology application of vodcasts and the impact this technology has on the motivation and academic success of low income, minority high school chemistry students.

T3.6 Paper Session **10:40 – 11:55** **Renaissance**

Survey Instruments

The Psychometric Properties of a New Survey Instrument for Teacher Candidates
Kar Man Lee, Lilia Ruban, & Laveria Hutchison−University of Houston

A Likert-scale survey adapted from the Professional Development and Appraisal System (PDAS) was devised to evaluate a teacher education program in Houston. It allowed new insights into the consistency between teacher training and the real appraisal practices in schools. This study sought to investigate the psychometric properties of the PDAS-based preservice teacher survey. The number of factors underlying this new instrument was uncovered and they were compared with the eight dimensions underpinning the original PDAS model. The validity and reliability values of the instrument supported its educational utility as an effective tool for evaluation of teacher education programs in Houston.

Development And Testing of a Computer-Based Video Coding Resource For Educational Research
Megan Terry & Ronald D. Zellner−Texas A&M University

Differences in how human behaviors are defined and measured often impede researchers' efforts to draw sound conclusions across studies. Rapid advances in technology offer researchers alternative techniques to measuring such abstract variables as "child attention" or "parent warmth." This paper will highlight the application of a custom-built computer software program in coding video data. A step-by-step approach to applying this technique in educational research will be demonstrated through the lens of a small-scale study containing videos of parent-child shared reading sessions. Implications of using such a tool in lieu of traditional paper and pencil methods will be discussed.

Instrument Development Pilot: Measuring Bridging and Bonding Teacher Social Capital
Mitzi P. Trahan & Cheri Hoff Minckler−University of Louisiana Lafayatte

Social capital is recognized as an essential attribute of a healthy, thriving community. Schools, as communities, may impact school effectiveness and teacher social capital should be integral to increasing teacher capacity and performance. The current instrument development pilot study identified two initial domains, Bridging and Bonding Teacher Social Capital. Initial results indicated that teachers believed a high level of bonding social capital was experienced at their school. Bridging social capital was affirmed when the majority recognized the value of memberships in formal organizations and informal relationships as providing tangible or intangible resources that contributed to their effectiveness as a teacher.

Development of an Algebra Teacher Self-Efficacy Instrument
**Trena L. Wilkerson−Baylor University*
Sarah Fuentes−Texas Christian University
Elizabeth K. Ward−Texas Wesleyan
William A. Jasper−Sam Houston State University
Judy M. Taylor−LeTourneau University

To address the need for an effective method to assess teacher confidence in reaching all students in algebra, a team of mathematics educators is currently working on the development of an instrument to measure teachers' self-efficacy in teaching algebra. Current efficacy instruments were analyzed an curriculum documents were synthesized to determine major algebraic concepts and related pedagogical approaches resulting in the identification of representative behaviors in relationship to self-efficacy in teaching algebra. This led to writing items to reflect the representative behaviors. The purpose is to share the process and progress related to instrument development and validation.

T3.7 Paper Session **10:40 – 11:55** **Ballroom C**

Literature Reviews and Summaries

Conducting and Writing the Literature Review Chapter of the Dissertation
Rebecca Frels & Anthony J. Onwuegbuzie−Sam Houston State University

In this manuscript, we describe, from the point of view of both a doctoral student and her advisor/dissertation committee chairperson, the developmental process of conducting and writing a rigorous literature review based on an interactive literature review process and validation framework with respect to the literature review chapter of the dissertation representing the social and behavioral sciences. These frameworks facilitate the experiential components of the process (e.g., exploring belief systems, developing standards and criteria) as well as the final product (e.g., coding literature, discovering salient themes, and writing results) of the literature review.

The Evaluative Literature Review Approach: A Step-by-Step Guide
Anthony J. Onwuegbuzie & Rebecca K. Frels−Sam Houston State University

In this manuscript, we define The Review Of Literature Evaluation Steps (ROLES) and underscore the evaluative process of literature reviewing that is multi-dimensional, interactive, emergent, iterative, and dynamic. Our steps allow the literature reviewer to explore beliefs; document the library search; select and deselect literature; extend a review to include other modes such as documents, talk, observations, and drawings, photographs, and videos; store literature; and analyze literature. In our final step, we present formatting and writing tools for the literature

review write-up. Thus, we advocate rigorous techniques through ROLES for students, researchers, and instructors of research methods courses alike.

Examining Use of Covariate Interaction Models in AERJ Over 25 Years
**Victor L.Willson−Texas A&M University*

The use of covariate-treatment interactions in research reported in the American Educational Research Journal over 25 years was examined in 5 year intervals. Of 38 appropriate quantitative studies, 24 used covariates, 10 tested the assumption of no interaction and included them or excluded nonsignificant interactions. Several major studies ignored the assumption. Detailed evaluations of the methods are made and discussed as well as implications for ignoring interactions.

A Review of Published Criticisms of NHSST: A History
Caeser Aguirre−Texas A&M University

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

T3.8 Paper Session 10:40– 11:55 Cavalier

Higher Education and Curriculum

The Role of Teachers in Curriculum Development: A Synthesis of Literature
Vishal Arghode & Bugrahan Yalvac−Texas A&M University

Curriculum is a complex entity enlightening the knowledge discipline for the intended student population. Though the role of curriculum in knowledge field is well known, its presence is not obvious. A flexible and convenient approach can help the curriculum to progress well. In this paper we reviewed the available literature to discuss various entities in the field of curriculum development and how curriculum is shaped by those elements. We focus on the repercussions of each parameter, considering the role of teachers at the epicenter of the curriculum design process.

Phenomenological Study of Community College Students in Developmental Courses
Bevan M. Koch−Sam Houston State University

Understanding how students perceive their placement and experience in developmental courses can provide valuable insight for high schools, community colleges, and universities on meeting the needs of this growing population. This phenomenological study examined the experiences of 3 community college students (i.e., 1 female, 2 male) who participated in developmental courses on community college campuses in Texas. The researcher developed and utilized an individual interview protocol to elicit information about student experiences. Data analysis revealed five emerging themes: (a) affective perceptions, (b) academic perceptions, (c) behaviors, (d) resources, and (e) perceived benefits.

The First Year Experience – Reflections from Traditional and Non-Traditional Community College Students
Nancy McKenzie−Texas Wesleyan University

For the purpose of this research project, The First Year Experience, six first time in college students agreed to participate and share their reflections during their first semester of college enrollment during the Spring 2010 semester. All six students have enrolled in a learning

community where they are a part of a learning community of 20 students that have registered for the same four classes – Developmental Math, Developmental Writing, Developmental Reading, and Psychology of Human Relations. All participants have tested below the standard needed based on school policy to be eligible to enroll in credit intensive classes.

Faculty Perceptions of Building Successful Freshmen Learning Communities
Deborah Roark & Marilyn K. Dardenne−Texas Wesleyan University

The need to retain students is a major focus at most higher education institutions nationally. The highest attrition rate of college students occurs between their freshmen and sophomore years and the cost of retaining a student is much less than that of recruiting a new student. Likewise, providing the appropriate student support services are critical to student success. One such mechanism is the establishment of learning communities for new students, which strengthen and enrich students' connections to each other, their teachers, and the subject matter they are studying. This qualitative research project explores faculty perceptions of building successful learning communities.

Toward a Neo-Deweyan Model of Curriculum Analysis and Development
**Douglas J. Simpson, Irma L. Almager, Andrea L. Beerwinkle, Dilber Celebi, Ricky C. Ferkel, Thomas E. Holubik, Christy A. Reed, & Tracee A. Tomlinson−Texas Tech University*

We developed a comprehensive model of curriculum analysis and development for application across complex, multicultural educational environments in P-12 schools and higher education teacher preparation programs. Our model is neo-Deweyan, as it draws on Dewey's ideas and the theorizing of more-recent curriculum theoreticians. The study provides a heuristic instrument to aid in curriculum analysis and construction; the model and instrument are comprehensive and flexible enough for use on a wide variety of programs; and the model and instrument encourage opportunities to honor, clarify, enlarge, rethink, and refine the ideals and traditions of P-12 schools and higher education institutions.

T4.1	**12:00p – 1:30p**	**Ballroom A/B**

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

T5.1	**1:30 – 2:45**	**Minuet**

Presidential Invited Address

Dr. James McLean, University of Alabama

T6.1 Fireside Chat	**2:45 – 4:00**	**Minuet**

Fireside Chat
Dr. James McLean, University of Alabama
This is an informal, casual opportunity for students to interact with Professor McLean about whatever issues they would like to discuss.
(Graduate Students Only)

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

ELL and Bilingual

ESL Vocabulary Instruction Field Trial—Examining Two Comprehension Strategies
**Yiwen Bi−Texas A&M University*

This research is a four-month field trial study with ninth grade ESL (English as a Second Language) students at a southern U.S. high school. The research examines and compares learning and instruction effects between morphological analysis as an intraword cue and contextual analysis as an interword cue in vocabulary comprehension. It also gives guidelines of the two instructions.

The Newcomer Academy in South Texas: A Model for Serving the Needs of English Language Learners
Mary Hodge−The University of Texas-Pan American

Based on the assumption that newly-arrived immigrants need a period of adjustment to effectively integrate into the American educational and social environment, a newcomer program moves beyond the typical ESL or bilingual program to comprehensively address academic and social acculturation and safeguard maintenance of a robust self-image. The purpose of this study was to document the long-range impact of the Newcomer Academy in a South Texas School district as students moved into secondary grades. Interviews with students, parents, and teachers offer compelling evidence that the Newcomer Academy was successful in meeting newly-arrived students' affective, cognitive, and linguistic needs.

An Equity Audit of the Academic Achievement of English Language Learners
Rizvan U. Quadri, Olivia Macon, Deborah E. Vanderhoef, Diana Pridemore, &
Terri Langley-Weber−Lamar University

This study investigated the English Language Arts (ELA) 2007 achievement scores on high stakes tests of students who qualified for the bilingual program. Students were separated into two groups based on whether they were actually served in a bilingual program, or whether their parents opted not to have them served in a bilingual program. Parent waiver denials, achievement scores, and demographics were analyzed. The results from this study revealed that the 2007 English Language Arts scores for Hispanic students enrolled in the bilingual enrichment classes were slightly higher than the 2007 English Language Arts scores of the Hispanic students who denied the district bilingual program. However, no statistically significant relationship was discovered between the two programs. This study indicated that having a language support system did not necessarily offer a promising outcome.

Vocabulary Acquisition and Retention in a Latin 2 Classroom
Andrea Stehle−Walden University

To help understand why high school students struggle in fast-paced second language courses, this quantitative study undertakes a systematic look at the amount of time spent and the study method used by Latin 2 students to prepare for their Stage vocabulary quizzes during an entire school year to see if a pattern emerges that differentiates between the successful and struggling learners. The Pearson correlation between the time and grade was found to be significant for all the Stages, suggesting that there is consistency over time. An overall grade mean of 79.8 was earned when students spent an average of 44.0 minutes preparing for the quiz. The analysis of use of flashcards as a study aide also showed a consistent pattern between successful and struggling students.

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

Gender

Gender, Anxiety and Attitudes Toward Mathematics
**Martha Tapia−Berry College*

This study examined the effect of sex and mathematics anxiety on self-confidence, value, enjoyment and motivation as factors of attitudes toward mathematics. Participants were students enrolled in introductory mathematics courses at a private liberal arts college. Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, enjoyment of mathematics and motivation) and sex and mathematics anxiety as independent variables. Multivariate analysis revealed a significant effect of gender and of mathematics anxiety in self-confidence, enjoyment, and motivation.

The Gender Gap in Science Performance: A Statewide, Multi-Year Analysis
Veronica Vijil, Julie P. Combs, & John R. Slate−Sam Houston State University

We examined the extent to which boys and girls differed in their performance on the Texas state-mandated science assessment in Grades 5, 8, and 11 for 3 consecutive school years (i.e., 2005-2006, 2006-2007, and 2007-2008) for all public schools in Texas (n's > 7,000 schools). For all three grade levels and for all 3 years, boys demonstrated higher passing rates in science than girls. Given the need for qualified people working in the sciences and the consistent achievement gaps in science documented in this study, we believe that this presence of a gender gap is cause for concern.

A Study of Gender Disparity in the AVID Program
Karen M. Watt, Maria B. Roberts, & Albert Castro−University of Texas Pan American

This study examined reasons for the gender imbalance in the college preparatory program, Advancement Via Individual Determination (AVID). The research focused on recruitment practices, retention of AVID students, and performance of AVID students. Qualitative methods included a survey of AVID coordinators and review of national AVID data. Though AVID coordinators completed a 15-question open-ended survey, only four questions are used in this particular study. Findings reveal that AVID coordinators do not consciously, actively recruit males for AVID, and once recruited, males tend to leave AVID for various reasons. Coordinators cited a need for AVID to be more "male-friendly."

Single-Gender Education and its Impact on Academic Achievement
Harvey Zuniga−Lamar University

Over the years, studies have shown a disparity between boys' and girls' academic achievement in mathematics, particularly at the secondary level. Because there appears to be differences in student success in mathematics as it relates to gender, the purpose of this study was to determine whether single-gender classes improved female academic achievement in mathematics compared to boys enrolled in single-gender mathematics classes and to males and females assigned to coeducational classes. The study investigates 10th and 11th grade student data taken over a 36-week period using t-test, one-way analysis of variance and post hoc test.

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

No Papers This Session

T6.5 Symposium **2:45 – 4:00** **Patio**

Symposium

Online Learning at For-Profit and Not-for-Profit Universities: A Discussion of Institutional Models

Lori Kupczynski−Texas A&M University-Kingsville
Angela Gibson−American Public University System
Melissa Burgess−Sam Houston State University

While traditional education has a strong historical foundation in the United States, online pursuit of courses and degrees has gained much attention from its inception over 30 years ago. Traditional universities and colleges are moving to provide more offerings through the online medium while for-profit institutions are providing complete degree programs that allow students the opportunity for success without ever stepping into a classroom. There are clearly two types of "online" learning today and this symposium will explore the differences between traditional face-to-face institutions offering online education options and for-profit institutions whose focus is online learning for degree attainment.

T6.6 Paper Session **2:45 – 4:00** **Renaissance**

Effect Sizes, Confidence Intervals, and Significance

Two "What if" Analyses: Ways to Estimate Needed Sample Sizes or Understand Statistical Significance Test Results

Tamara Bravo Paniagua−Texas A&M University

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

"Corrected" versus "Uncorrected" Effect Sizes: Basic Concepts

Sharon de Marin−Texas A&M University

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

Things You (Like May Others) May Misunderstand About Confidence Intervals

Erhan Delen−Texas A&M University

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

An Introduction to "Clinical" Significance: What It Really Is

Marc Patience−Texas A&M University

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

Ways to Estimate and Interpret Huberty's Group Overlap I Effect Size
**Wendy Turner−Texas A&M University*

Although there are dozens of effect sizes (see Kirk, 1996; Grissom & Kim, 2005), a relatively new effect size is the Group Overlap I effect size proposed by Carl Huberty and his colleagues. This paper will provide a practical introduction to the Group Overlap effect size.

T6.7 Paper Session 2:45 – 4:00 Ballroom C

Multiple Regression

Cross-validition of Multiple Regression Results: An Explanation
Gerardo Gonzalez−Texas A&M University

Although replication is one of the basic principles of competent research, and is endorsed by more and more scholars, too few researchers attend to this issue. The paper introduces a simple cross-validation methods that researchers can employ to evaluate result replicability.

Evaluating Predictor Importance: Tools to Support Interpreting Multiple Regression
Amanda Kraha, Heather Turner, & Kim Nimon−University of North Texas
Linda Zientek−Sam Houston State University
Robin Henson−University of North Texas

Evaluating predictor importance is an important issue in multiple regression. However, predictor importance is not a unitary concept as there are many ways to evaluate it. Some of the methods to evaluate different aspects of predictor importance include, but are not limited, to examining, correlation coefficients, beta weights, structure coefficient, all possible subsets regression, commonality coefficients, and dominance weights. The purpose of this paper is to review the myriad of techniques to evaluate predictor importance and identify what research question(s) they answer. The paper will also identify statistical software that is available to support such analyses. Finally, the paper will demonstrate the use of these techniques using previously published data.

Predictor Selection Techniques in Regression: Should Theory or Data Drive the Choice of Predictors?
Brandy M. Pina-Watson−Texas A&M University

There are several ways for the predictors to be chosen in a regression analysis. This manuscript investigates the differences in three selection techniques most commonly used by researchers in the social sciences: simultaneous, sequential and stepwise regressions. Each method differs in two manners: who selects the predictors and what order the predictors are entered. This can change the interpretation of the results as well as change the decision of what variables are going to be used. The benefits and drawbacks to each method are discussed in further detail. The manuscript concludes with examples of how to run each regression and interpret results in SPSS.

Preservice Teacher Characteristics and Performance on the PPR TeXES Examination
**James A.Telese−The University of Texas at Brownsville*

The purpose of this study was to determine a statistical model to predict student outcomes on the TExES examination. A sample of 66 student teachers were administered a reading comprehension test that also provide a vocabulary score. These scores along with a critical thinking test and Compass scores were used as predictor variables. A multiple regression analysis was conducted. The results of the analysis will be presented along with a discussion of their implications for teacher preparation programs.

An Introduction to the Three Types of Suppressor Variables: Traditional, Negative, and Reciprocal
Rayya Younes−Texas A&M University

A brief introduction to multiple regression is presented. Then, the focus shifts to suppressor variables in multiple regression. Suppressor variables play an indirect but important role in multiple regression by improving the prediction effect size; and suppressor variables can be divided into three categories: traditional, negative, and reciprocal. A small heuristic data set is constructed to illustrate the three types of suppressor variables and to help identify the presence of suppressor variables.

T6.8 Paper Session **2:45 – 4:00** **Cavalier**
Technology

Rubrics for Evaluating Educational Websites
Sandra Acosta & Dianne Goldsby−Texas A&M University

This pilot study examines pre-service elementary teacher and graduate student use of an educational web sites evaluation rubric. Pre and post data were obtained on the evaluation of specific web sites by students and instructors and essay question responses. Inter-rater reliability was determined by comparisons of rubric use on the same websites.

Using Web 2.0 Technology to Integrate CCRS into Mathematics Teacher Education Courses
**Emily P. Bonner & Elsa Cantu Ruiz−The University of Texas at San Antonio*

In this session we will share our experiences in developing an online College and Career Readiness Standards Learning Center (CCRSLC) which utilizes web 2.0 technologies to integrate the College and Career Readiness Standards for mathematics into pre-service mathematics education courses and in-service professional development sessions. We will discuss the process of developing an online learning center, our anticipated audiences and uses, the resulting website and resources, and our plans for assessing the effectiveness of the CCRSLC. Participants will be invited to register on the CCRSLC to explore the available resources.

The Effect of TeachUp! Program on Technology Proficiency and Instruction
Marie-Anne Mundy−Texas A&M University-Kingsville

Digital Opportunity Trust-USA, Inc (DOT USA), a Mississippi-based nonprofit, has created and implemented a technology empowerment program, TeachUp, for teachers of high need students in two hundred fifty (250) K-12 public schools in Mississippi and New Orleans over the last four years. The TeachUp project focuses on providing teachers in high needs schools with one-on-one coaching and training in order to accelerate their proficiency in utilizing education technology in their classrooms to boost student engagement, success, and retention. It is the only program of its kind and a program evaluation was completed to determine its effectiveness on teacher and student technology proficiency as well as student engagement.

Designing a Webcourse With the Student in Mind
Clay L. Rasmussen−Sul Ross State University
Rudy S. Tarpley−Tarleton State University

Instructor built web courses are not always designed the way in which students want them designed. This study examines the characteristics and design elements of web courses through

the eyes of students currently taking online courses. Analysis reveals the areas of course design that are important to the students.

Effects of Teacher Technological Pedagogical Content Knowledge for Using Interactive Whiteboards on Hispanic Student Mathematics Achievement
Jamaal R. Young & Jemimah L. Young−Texas A&M University

In response to the growing importance of technology in K-12 education, the federal government, as well as individual states, invested substantial amounts of money to increase student and teacher access to technology. The IWB is an information communication technology (ICT) that offers numerous affordances for increased student engagement and subsequent achievement when compared to the dry erase board. The purpose of this study is to examine the effects of a teacher TPCK professional development for using IWBs on mathematics achievement of Hispanic students. The results of this study will provide more justification for the claim of achievement gains through IWB use in the classroom.

T7.1 Workshop **4:05 – 5:20** **Minuet**

Free Workshop

Viva Vita! Tips to an Effective Vita
Maria B. Benzon−University of Houston

A panel of experienced academic search committee chairs will provide advice to preparing an effective and competitive vita. Bring your vita! A "checklist" of vita components will be presented. In small groups, participants will share their vitae and generate questions for the panel discussion.

T7.2 Paper Session **4:05 – 5:35** **Poolside 1**

Factor Analysis

Alternative Two-Mode Factor Analysis Techniques
Zainab A. Allaith−Texas A&M University

Factor analysis is a statistical technique which can give us insight about the interrelashionships among different entities, and how these entities can be clustered. Factor analysis can be used to

investigate any combination of two features, or modes (variables, people, occasions). There are various types of two-mode techniques. The most common factor analysis two-mode technique, called the R-technique, is used to factor variables across patterns of association between people to create variable clusters. The second most common technique, called the Q-technique, identifies people as factors across variable patterns of association; meaning that it can be used to cluster people.

Five Factor Structure and Parameter Invariance of the Career Decision Self-Efficacy Scale-SF
Judy A. Bolen, Janet E. Gardner, & Darrell M. Hull−University of North Texas
Danielle Fearon−Baylor University

The present study used confirmatory factor analysis to examine the factor structure of the Career Decision Self-Efficacy Short Form (CDSE-SF) using unattached Jamaican youth in two waves of data. Parameter invariance was examined across time and sex. Good model fit for the theorized five factor model was shown, as well as metric and scalar invariance. Primarily Asian American and European American college students have been studied. This study adds to the current body

of literature using the CDSE-SF as unattached Jamaican youth has not been previously studied. Additionally, this study expands the reported results for non-college attending individuals.

Confirmatory Factor Analysis: A Conceptual Review of Fit Index Selection
Dinah J. Harriger−Texas A&M University

When executed and interpreted correctly, confirmatory factor analysis is a very useful methodological tool for social science researchers. As CFA procedures have been developed and implemented more recently than exploratory factor analysis methods, this paper offers a brief review of fundamental CFA concepts, clarifies the most commonly used fit indices and highlights the importance of selecting appropriate CFA fit indices for accurate result interpretation. Incorrectly interpreting CFA analyses has the potential to negatively impact social science research as poor decision-making may lead to an inability to replicate results or create flaws in subsequent analyses for methods using CFA as a foundation.

An Overview of Exploratory Factor Analysis
Min-Fang Huang−Texas A&M University

The paper provides a simple introduction to the complex choices of exploratory factor analysis. Some simple examples will be used to provide an overview of what factor analysis is about, and what kinds of analytic choices researchers have to make when conducting an EFA (Gorsuch, 1983; Thompson, 2004). Some "best practice" criteria will also be highlighted (cf. Henson & Roberts, 2006; Thompson & Daniel, 1996).

Use of Parent Involvement Construct to Explore Factor Analysis Rotation Strategies
Ursula Y. Johnson−University of North Texas

Factor rotation is used in most exploratory and confirmatory analysis studies to ease interpretation of factors, to know which variables define which factors, and to achieve simple structure. The two classes of factor rotation strategies, orthogonal and oblique, are described and illustrated. The Early Childhood Longitudinal Study – Kindergarten Cohort is utilized to demonstrate factor rotation strategies for the parent involvement latent construct. The unrotated factor pattern/structure matrix, rotated factor pattern/structure matrix using the varimax rotation (orthogonal strategy), rotated factor pattern matrix using promax (oblique strategy), and rotated factor structure matrix using promax (oblique strategy) is demonstrated.

Factor Scores, Structure Coefficients, and Communality Coefficients: A Primer
**Mary Odum−Texas A&M University*

This paper is an easy-to-understand primer on three important concepts of factor analysis: Factor scores, structure coefficients, and communality coefficients. An introductory overview of meanings and applications of each is presented. Additionally, four methods for calculating factor scores are compared: (1) The Anderson-Rubin method (Anderson & Rubin, 1956); (2) the Bartlett method (Bartlett, 1937); (3) the regression method (Gorsuch, 1983); and (4) the Thompson method (Thompson, 1993). Step-by-step instructions are provided for utilizing these four methods, with heuristic examples.

T7.3 Paper Session **4:05 – 5:35** **Poolside 2**

Ethnic and Multicultural

Ethnicity and Literacy Rate of Adults on Probation
Mark Michael Asteris−Lamar University

One out of every 31 adults in the United State is involved in the criminal justice system. When broken down by race, one out of 11 African Americans, one out of 27 Hispanics and one out of every 45 whites is on probation, parole or incarcerated. Employment is often a contributing factor to successful supervision and literacy can contribute to employment opportunities. An equity audit was conducted to determine if literacy rates in adults on probation were in fact different among ethnicities.

Addressing Barriers of First Generation Students pursing Higher Education
Emiliano Gonzalez−University of St Thomas
Lynda Martin LeClair−Sam Houston State University

According to Higher Education Research Institute (2008), college admissions for first generation students decreased 22.8 percent. The outreach program studied incorporates multicultural education to address first generation student characteristics and cultural obstacles impending college pursuit. Outreach programs in a Southwest region of the United States neglect issues of culture and deliver two content areas identified as necessary to support first generation college bound students in prior research: supplemental academic skills and college campus exposure. The affects of multicultural outreach program has not been studied as a singular component of a precollege intervention and the results will benefit minority recruitment programs.

Rates of Representation of Culturally and Linguistically Diverse Students in Special Education
**Norma Guzman−Texas A&M University-Kingsville*

This paper is based on data collected from four school districts in Texas and will provide a perspective on over-representation of Culturally and Linguistically Diverse (CLD) students in special education. The composition index, odds ratio and risk index were calculated to determine disproportionality of CLD students in the following subjective disability categories: Learning Disabled, Emotionally Disturbed, Mental Retardation and Speech Impaired. This study provides evidence of disproportionality of CLD students at the state, district and campus level. The findings show that over-representation in special education is a continued problem for CLD students.

Goal Setting for Youth with Disabilities from Racially or Ethnically Diverse Backgrounds
Kristen E. Jones−The University of Texas at Austin

This session will investigate goal-setting as one aspect of self-determination, concentrating on factors influencing the development of transition goal-setting skills for youth and young adults from racially or ethnically diverse backgrounds with disabilities. In this session there will be an examination of practices, if any, that schools use to teach transition goal-setting skills to youth from racially or ethnically diverse backgrounds with disabilities, and additionally what role the racially or ethnically diverse family takes in the acquisition of transition goal-setting skills at home.

The Cultural and Professional identities of Latina Bilingual Pre-service Teachers
Alcione N. Ostorga−The University of Texas Pan American

This paper presents the findings of the first phase of a longitudinal study of bilingual Latina pre-service teachers, where baseline data was gathered to develop an understanding of professional identities at the start of a teacher preparation program. This is multiple case study of five Latina pre-service teachers' perspectives of their professional identities as evidenced from assignments within a course in foundations of education.

Promote Self-determination for Young Children from Culturally and Linguisically Diverse Backgrounds
Hsiang-Yi Wu−University of Kansas
Szu-Yin Chu−American College of Education

Self-determination has become one of important concepts to help individuals with disabilities achieve better quality of life in special education field (Blasco, Falco & Muscon, 2006; Lee, Palmer, Turnbull & Wehmeyer, 2006; Shogren & Turnbull, 2006; Zhang, 2005). However, there has been limited research to address self-determination in young children from culturally and linguistically diverse (CLD) backgrounds. This article reviewed extant studies that addressed topics of self-determination related to young children with special needs and those from CLD backgrounds. The review suggests that self-determination needs to be adapted according to children's age and their cultural values.

T7.4 Paper Session **4:05 – 5:35** **Poolside 3**

Science and Mathematics

Inquiry Based Professional Development: Changing Preservice Teachers' Perceptions and Dispositions to Science Teaching
Jeff Blacklock & Margaret Hammer−Midwestern State University

The project purpose focuses on determining pre-service Pre-Kindergarten-Grade 8 school teachers' perceptions and dispositions towards hands-on inquiry science and delivering professional development aimed at helping our future teachers overcome their fears using inquiry in their classrooms. During the semester students participated in classroom investigations modeling inquiry learning and professional development experiences using training from the Council of Environmental Education Project Wild and the Full Option Science System (FOSS) science curricula. Project data from pre- and post inventories, journal reflections, and interviews were analyzed discovering the "hows" and "whys" our pre-service teachers' perceptions and dispositions did or did not change.

Unlocking the Secrets of a Creative Collaboration: A Phenomenological Study of a Science Faculty Collaboration Curriculum Project
**Andrea S. Foster & William A. Jasper−Sam Houston State University*

Creative collaborations between scholars and educators can be tricky. It is often the case that faculty members from Colleges of Arts & Sciences and Colleges of Education resist collaboration. Is the culprit ego, agenda, lack of support, or something else? In a time where faculty members at postsecondary institutions face an unprecedented opportunity to have significant impact on K-12 science and mathematics education reform, collaboration becomes not just necessary but essential to the development of exciting and worthwhile teacher preparation programs. This phenomenological study unravels the secret behind a successful collaboration between scientists, a mathematics educator, and a science educator.

Inservice Middle School Science and Mathematics Teachers' Perceptions of Integration of Science and Mathematics
Bibi Ganesh & Shirley M. Matteson−Texas Tech University

This study investigated 22 inservice middle school science and mathematics teachers' perceptions of teaching science and mathematics in an integrated manner at the beginning of an integration-focused graduate level online education course. Results of the study highlight the need for inservice teachers to experience integration-related activities and explore integrated teaching in their classrooms. Increased knowledge of content and pedagogy, acquired through such experiences help dispel fear of integration and empower teachers to embrace integration as an effective method of stimulating middle school students' interest in science and mathematics, and of improving student achievement in these disciplines.

College Readiness: Preparing Science Educators for Closing the Gaps in Participation and Success in Science
Sandra Metoyer & Cherie McCollough−Texas A&M University-Corpus Christi

Students who take advanced courses in high school tend to earn more credits in their first year of college, have higher GPAs their first year, and earn degrees at higher rates than other students (THECB, 2008). College readiness is dependent upon the availability and quality of advanced science courses in high school which is in turn dependent upon quality in-service preparation of science teachers. Impacts of the Science Faculty Collaborative's professional development initiative on science and science education faculty's perceptions of career readiness and impacts to their methods of instruction are reported.

Science and Mathematics Integration Protocol: Lessons Learned from Videotaped Lessons
Rebecca Ortiz, Bibi Ganesh, Zenaida Aguirre-Munoz, Brock Williams, & David Lamp−Texas Tech University

This paper presents findings from a study which examined growth in teachers' pedagogical content knowledge related to integrated mathematics and science content. Videotapes of 20 inservice middle level mathematics and science teachers were analyzed using the Science and Mathematics Integration Protocol (SMIP). Preliminary results indicate significant improvement in teachers' ability to carryout integrated lessons across nine domains of effective math and science integration. Implications regarding the analysis of integrated lessons as well as professional development will be discussed.

Teachers' Drawings of the Inside of the Human Body and a Frog or Pig
Patricia Patrick−Texas Tech University

The purpose of this study was to report science teachers' understandings of the internal structures of the human body and the frog or pig. The seventy-one science teachers who participated in this study attended a frog/pig, two-hour dissection workshop. The study population consisted of 47 females and 24 males. Teachers were asked to draw what they thought was inside the human and frog or pig (15 minutes each). Each drawing was scored using a rubric. The teachers were able to draw individual organs, but were not able to draw the organs in relation to the organ systems.

T7.5 Paper Session **4:05 – 5:35** **Patio**

Science, Achievement, and Teacher Accountability

The Impact of Math Curriculum on 10th Grade Students' Understanding of Physics Concepts

Muhammet Mustafa Alpaslan, Bugrahan Yalvac, & Gokhan Ozturk−Texas A&M University

This study examined the impacts of math curriculum on 10th grade students' understanding of physics concepts. The purpose of this study was to assess students' math and physics knowledge, and to find out which physics concepts they were able to attain based on related prerequisite math knowledge. In this study, the 10th grade math and physics curricula at a public school were analyzed. Participants were hundred students and three physics teachers from the same school. Our findings show that students were more likely to correctly answer the physics questions that were based on the math skills covered by the current math curriculum.

Investigating the Relationship between Mathematics Skills and Physical Science Achievement

Anthony C. Edwards−Tarleton State University

In this study, the relationship among science achievement, mathematics course taking, and mathematics grade point average will be examined using the National Center for Education Statistics' High School Transcript Study.

Integrating Reading and Writing into Science Instruction to Raise Student Content Knowledge

Gloria J. Gresham & Kimberly Welsh−Stephen F. Austin State University

Science content contains syntax which places cognitive demands on the reader. The present study through a mixed design investigated the effectiveness of increasing science knowledge and teacher instruction change through instituting a planning model that systematically integrated reading and writing strategies into daily science instruction. Fifth grade students either did or did not receive (over a school year period) instruction that followed the I-3 Planning Model. There was statistically significant difference between science knowledge gains of students classified as at-risk of dropping out of school and those not at-risk. Teacher change was fostered through collaboration and conversation with university instructors.

An Interpretive Case Study Of How Elementary Science Students Use Science Notebooks During Science Instruction

Lori L. Petty−The University of Texas at Brownsville

This interpretive case study focuses on elementary students' use of science notebooks during science instruction. The participants included fourth and fifth grade elementary students utilizing science notebooks. Areas of emphasis were student thoughts about science notebooks, their usage, teacher assessment, and feedback. Three methods of data collection were utilized: in-depth audio-taped interviews with elementary students, classroom observations, and science notebook analysis. The findings revealed that although students liked writing in science notebooks, science learning tended to be superficial. Overall the science notebooks in this class were used as an organizational tool rather than as a method to promote science content.

An Interpretive Case Study Of How An Elementary Science Teacher Uses Science Notebooks During Science Instruction
Lori L. Petty−The University of Texas at Brownsville

This case study focused on an elementary science teacher's use of science notebooks as a first-time user during science instruction. Areas of emphasis were her thoughts about science notebooks, design of the notebook prompts, the rationale behind them, actual notebook usage during instruction, assessment, and feedback with regard to the notebook. The primary method of data collection used was two in-depth audio-taped interviews with the elementary science teacher. The findings address a tension between implementing a scripted curriculum and science notebook usage; using notebooks for organizational, not science learning purposes; and lack of teacher knowledge regarding specific science notebook strategies.

TAP Dancing From Low Performance to Exemplary Status: Reshaping Teacher Accountability in One Middle School
**Luana J. Zellner−Sam Houston State University*
Taylor Coker−Texas A&M University
Barbara Polnick & Debra P. Price−Sam Houston State University

After several years of trying to address multiple obstacles affecting student achievement and state performance ratings, Stephen F. Austin Middle School (SFA) took the challenge with the adoption of the System for Teacher and Student Advancement program, commonly known as TAP. The comparison study presented in this session will illustrate how the school TAP danced from a low performance rating to exemplary status within 2 years of program implementation. Two middle school campuses and Sixty-seven TAP and non-TAP teachers participated in this study. Included in this investigation was Archived and current student performance data from classrooms with and without TAP teachers.

T7.6 Paper Session **4:05 – 5:35** **Renaissance**

Error, Item Response Theory, and LibQUAL+

Measurement Error Impacts in General Linear Model Parameter Estimates
Kevin L. Barlow−Texas A&M University

This paper illustrates the basic concepts of using structural equation modeling to control for measurement error. "A number of studies have shown that ignorance regarding fundamental measurement issues has reached an endemic level (Vacha-Haase, Kogan, & Thompson, 2000; Whittington, 1998, Graham, 2006, p. 930). Error variance in an analysis can be calculated using the traditional linear regression analysis, but cannot be controlled. Using structural equation modeling (SEM), one can return similar results to the linear regression model; however, measurement error can be controlled in the analysis. This is beneficial as it can assist the researcher in determining which variable is having the greatest impact on the model with respect to measurement error.

A Primer on Item Bias Detection Methods
**Cindy Adame−Texas A&M University*

Test scores are not always valid and reliable due to sources of variance that are inescapable. For this reason, detecting whether items are biased against one subpopulation and not another subpopulation is of importance. If the sources of variance affect only one of the subpopulations, while both subpopulations do not differ on the construct being measured by the test, item bias analyses are essential.

Understanding the One-parameter Rasch IRT Model: A Spreadsheet Approach
Xueying Hu−Texas A&M University

The paper explains step-by-step the calculations in Rasch one-parameter IRT measurement using commonly available spreadsheets (cf. Cantrell, 1997). Such spreadsheets can be used as valuable heuristic devices to help students concretely understand what is really going on in Rasch IRT measurement.

Effect Response Times on Person and Item Parameter Estimations
Shudong Wang−NWEA

Computerized based testing has been widely used in K-12 education assessment. Recording response times (RT) on test items becomes a routine test activity for many large scale state test administrations. However, it is still a common practice to estimate person and item parameters based on item response theory (IRT) from item responses alone and ignore the RT, it is even available for many psychometric applications, such as test scoring, equating and scaling. The purpose of this study is to exploit student RT for given test as auxiliary information to improve the precision of parameter estimates in IRT.

How to Compute Generalizability "G" Theory Results With SPSS and Excel
Yuanyuan Zhou−Texas A&M University

Generalizability theory has important advantages over classical test theory, including the ability to (a) consider simultaneously multiple sources of measurement error, (b) consider measurement error interaction effects, and (c) estimate reliability coefficients for both "relative" and "absolute" decisions. "G" theory will be summarized in this instructional paper.

Longitudinal Invariance of the LibQUAL+® as a Measure of Library Service Quality
Forrest Lane, Baaska Anderson, Hector F. Ponce, & Prathiba Natesan−University of North Texas

The LibQUAL+® is a widely used instrument in the literature measuring library service quality. However, no CFA studies have been published affirming the 3-factor structure or the longitudinal factorial invariance of the current version of the instrument. The present study addressed these deficiencies by testing the hypothesized three-factor structure and the stability of that structure over time. Specifically, data from three samples (N = 550; N = 3261; N = 2103) were collected over a 4-year period and analyzed using a multi-group CFA. Results suggest that the theoretical model fit the data across the three samples and demonstrates longitudinal invariance.

T7.7 Workshop **4:05 – 5:35** **Ballroom C**

Free Workshop

TeachUp! A Technology Empowerment Program for Teachers of High Need Students
Marie-Anne Mundy−Texas A&M University-Kingsville
Nuria Arias−Digital Opportunity Trust USA

Digital Opportunity Trust-USA, Inc (DOT USA), a Mississippi-based nonprofit, has created and implemented a technology empowerment program, TeachUp, for teachers of high need students in two hundred fifty (250) K-12 public schools in Mississippi and New Orleans over the last four years. The TeachUp project focuses on providing teachers in high needs schools with one-on-one coaching and training in order to accelerate their proficiency in utilizing education technology in

their classrooms to boost student engagement, success, and retention. At the same time it prepares the interns for the world of work. This program needs to be further researched to discover the effects on student achievement.

T7.8 Paper Session **4:05– 5:35** **Cavalier**

African American Achievement and AVID

Teaching African American Students in Urban Schools: A Graded Response Multilevel Model Study of Teachers' Beliefs

Prathiba Natesan−University of North Texas
Vincent Kieftenbeld−Southern Illinois University-Edwardsville

Often more than 65% of the students in an urban school are students of color, while their teachers are predominantly middle-class European American females. The resulting cultural mismatch between learning and teaching styles contributes to the achievement gap between African American students and their European American counterparts. Although culturally responsive pedagogy can help reduce this achievement gap, many teachers do not see the need to alter their teaching styles. A deeper understanding of teachers' beliefs about students of color can help teacher educators address this resistance. The present study examined the beliefs of 903 urban teachers about teaching African American students. A graded response multilevel model analysis revealed that most teachers' beliefs are based on a deficit perspective.

African American Students' Performance in Mathematics: Who Makes A Difference?

Tarcia Jones−Texas A&M University

Evidence has shown that there exist significant differences in the performance and success between African American and Caucasian students in the field of mathematics. Many mathematics education researchers have endeavored to discover reasons for the difference, and some have gone so far as to create solutions to close the gap. This study focuses on improving examining African American students' mathematical performance in an effort to determine responsible parties.

AVID Teacher Leadership: Administrator and Teacher Perceptions of Leadership Attributes

Shirley J. Mills, Karen M. Watt, & Jeffery J. Huerta−The University of Texas Pan American

This study examined leadership attributes and compared whether teachers and administrators agree on the types of attributes needed for teacher leaders involved in implementing school reform efforts through Advancement via Individual Determination (AVID). Results indicate that there is agreement between teachers and administrators regarding the importance of a teacher's personal attributes and attributes related to a teacher's classroom environment, as evidenced by high scale means. However, when compared to teachers, administrators generally feel that certain leadership attributes are more important, such as open communication with the principal, creative problem solving, collegiality on campus, organizational skills, and respect for other teachers.

Advancement Via Individual Determination (AVID): One Hispanic-serving Institution's Response to Retention and Graduation Rates

**Karen M. Watt & Jennifer Butcher−University of Texas Pan American*

AVID Postsecondary is a part of the AVID College Readiness System designed to increase student academic success, persistence and completion rates in postsecondary institutions. This recently implemented four-year project at a selected Hispanic-serving Institution was designed to

provide academic support using AVID strategies for first-generation college freshmen through an AVID Seminar course, tutorials, faculty development, and a variety of student support systems. One semester of student performance will be analyzed, comparing retention rates and grades of students enrolled in AVID to those not in AVID. Faculty and students will also be interviewed during the first semester.

The African American Male AVID Initiative: A Study of Implementation and Impact on Student Aspirations and Performance
Karen M. Watt, Jeffery Huerta, & Patricia Reyes−University of Texas Pan American

This study examines six high schools implementing the African American Male Initiative (AAMI). This initiative's purpose was to recruit and retain African American males for the AVID program resulting in four-year college eligibility. During the first year of implementation in five of the six schools, qualitative interviews, focus groups, surveys, and student academic transcripts provided sources of data. Some commonalities were found across schools, such as African American male mentoring and advocacy, raised expectations, and forming a "brotherhood" of Black male peers. In general, AAMI students had high aspirations and anticipations for college, yet preliminary transcript review revealed low enrollment and/or low grades in rigorous coursework.

African American Females Performance on State and National Mathematics Assessments
Jemimah L. Young, Patricia J. Larke, & Jamaal R. Young−Texas A&M University

While much has been written about achievement of African American males and other issues they are facing, the achievement and some academic issues of African American females have gone unnoticed. This study addressed several questions about the Mathematics performance of African American females. This quantitative study used data from National Assessment of Education Progress (NAEP) and Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS). The results of this study have implications for African American females. This research provides a critical addition to the literature for this underrepresented group, African American females.

T8.1	5:25p – 6:30p	Minuet

Graduate Student Meeting

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

T8.1 +	6:45p – ????	Lobby

Graduate Student Social

Friday, February 4

F0.1 **8:00a – 2:00p** **Ballroom C Foyer**

Registration

F0.2 **7:45a – 8:45a** **Sam Houston**

Graduate Leadership Council Meeting

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

F0.3 Workshop **7:45 – 8:45** **Minuet**

Free Workshop

How to Publish: Perspectives of an Author and Former Editor

Bruce Thompson–Texas A&M University

This one hour training session will provide handouts, such as the author's 1995 JCD article, about scholarly publishing. Access will also be provided to a video on this topic at: *http://writingcenter.tamu.edu/news/graduate writing series video writing for publication/* The trainer is the author of 210 articles, and edited four journals, including one journal (EPM) for nine years. The program will include a Q&A session.

F1.1 Symposium **8:45 – 10:00** **Minuet**

Symposium

Examining Principal and Teacher Turnover in Low-Performing Schools: What Makes A School Hard To Staff?

Karen Embry-Jenlink, Cathy Amonett, Fred Black, Walter Bevers, Stefanie Bush, Cindy Lindley, Toby Nix, Donna Porter, Nathaniel Session, Orlando Vargas, & Patrick Jenlink −Stephen F. Austin State University

This interactive symposium presents the findings of three studies that examine the challenges in hard to staff schools in urban and rural settings in Texas. The presenters will engage in open dialogue regarding the complexity of hard to staff schools from a variety of perspectives, including public school superintendents, principals, teachers, and university leadership preparation faculty. These three research studies were conducted as part of the Texas Educational Research Center on Educator Preparation, Policy, and Practice and are funded by the Texas Higher Education Coordinating Board.

F1.2 Paper Session **8:45 – 10:00** **Poolside 1**

English Language Learners

*Graduate Student Session – *Discussant Sandra Acosta*

An Examination of the Impact of Intervention Courses on the Academic Achievement of English Language Learners

Kareen M. Brown−University of Houston-Clear Lake

This study is designed to determine if participation in intervention courses will impact the academic performance of English Language Learners (ELLs) in 10th and 11th grade as measured by the Texas Assessment of Knowledge and Skills (TAKS). The research will center on the participation of students in a Mathematics, Reading, Science, Social Studies or Creative Writing courses. The focus will be on whether ELL students who participate in an intervention course will exhibit greater gain in proficiency in the same subject.

The Effectiveness of Shared Reading Interventions with Families of Hispanic Prekindergarten Students
Tracey Covington Hasbun −Texas A&M University

With the growing number of students possessing Limited English Proficiency in Texas classrooms and with the highest numbers being primarily concentrated in the earlier grades, how to best meet the language needs of these young learners must be addressed(Intercultural Development Research Association, 2008). The first purpose of this study is to examine the effects of shared reading interventions on Hispanic prekindergarten students' language and literacy scores. The second purpose of this study is to determine the effect of shared reading interventions on Spanish-speaking parents' home literacy behaviors with their children.

The Effects of Background Knowledge on ESL Reading
Xun Liu−Texas Tech University

How a reader's background knowledge affects comprehension has been an issue in second language (L2) reading research for decades. Prior studies showed that texts from one's own culture should be easier to read and comprehend than content from an unfamiliar cultural background. However, the effects of background knowledge on reading comprehension of English as a Second Language (ESL) learners from different cultural backgrounds still needs more research. The research question in the present paper is "How does cultural background affect reading comprehension of English texts, specifically with readers and texts from China and Turkey?" After reading, recalling and answering multiple-choices questions, subjects will complete a one-page debriefing questionnaire to elicit relevant information on the subjects' native country, native language, cultural background, degree of prior familiarity with the information in the text, knowledge of the culture and religion represented by the text and ratings of the difficulty of the grammar, vocabulary, content, and overall organization of the text.

Young ESL Children's L1 and L2 Development: Parental Belief, Support, and Difficulty
Heejin Son, Sungwon Chung, & Jongpil Cheon−Texas Tech University

ESLs have more benefits when they are encouraged to maintain their own culture and language. However, many children who attend English only schools are likely to forget their first language as time goes by. It is important to encourage English language learners to use their native language, at home as well as in school because there are many benefits to remembering their first language. The purpose of this study is to understand how parents perceive their young ESL children develop their first and second languages in balance and how parents support and influence their children's language development.

F1.3 Paper Session **8:45 – 10:00** **Poolside 2**

Online Curriculum
*Graduate Student Session – *Discussant Angela M. Gibson*

Stages of Concern Implementing an Online Curriculum
Heather Bergman, JR Proctor, Marc Faulkner, & Pauline M. Sampson−Stephen F. Austin State University

This quantitative survey research was used to examine middle school and high school teachers' perception of the implementation of the CSCOPE curriculum. Hall and Hord's (2006) Concerns-Based Adoption Model Survey was used to determine the attitudes of teachers over time. Thirty teachers from exemplary campuses were surveyed. The levels of concern on the seven stages will be reported. This study examined the adoption of one curriculum, CSCOPE.

The Effects of Discussion Leaders of Different Backgrounds on the Quality of Online Discussions and Students' Satisfactions
Ninghua Han−Texas Tech University

This study will examine the effects of discussion leaders of different backgrounds on the quality of asynchronous online discussions and students' satisfactions. Four different kinds of discussion leaders were designed in this study, instructor-lead, tutor-lead, peer-lead, and no leaders. The findings would help online teachers to select appropriate discussion leaders and design effective online discussion activities.

The Impact of Teaching, Social and Cognitive Presence on Success in Online Courses at a Community College in South Texas
Twila E. Johnson & Lori Kupczynski−Texas A&M University-Kingsville

In traditional education, the interaction between the learner and the instructor has long been a foundation for learning. Meanwhile, with the advancement in technology, this traditional communication has expanded into cyberspace. This study uses the dominant methodology of quantitative research to determine whether relationships exists between the students' perceptions of their experiences in an online course in the three areas as defined by the Community of Inquiry and the actual grade they receive in the course. The population of interest for this study is a community college in south Texas with high Hispanic enrollment.

Building a Successful Online Community of Learners: A Quantitative Study
Alime N. Sadikova, Khadja Bakrim, Amira Zebidi, Elizabeth D. Case, Tianlan Wei, Stacy Jacob, & Fethi A. Inan−Texas Tech University

More and more universities provide online classes and the role of online community that has a significant effect on student learning. The researcher of this study plan to identify what creates productive online community. The following study will look at online teaching and learning at a large, public university in the Southwest region of the country. The researchers will study several aspects of online teaching and learning including: Interaction, Collaboration, Individual Learning Process, Role of Instructor, Responsibility, Purpose/Goals, Resources, Trust, Respect, and Motivation by using a questionnaire developed by the researchers. Results will be analyzed using factor analysis.

F1.4 Paper Session **8:45 – 10:00** **Poolside 3**

Technology and Teachers

Technology Experiences of Elementary Educators
Julie A. Barrett−Sam Houston State University

The purpose of this study was to describe the use of computer technology at home by elementary teachers and to explore how the scope of experiences relates to the integration of technology in classroom instruction. Four teachers, from disparate age groups and levels of instructional technology integration, participated in a semi-structured interview. Analysis of the themes that emerged from the interviews shows the scope of teacher experience with home technology tools and the willingness to take risks as while playing with and exploring technology influence the speed of adoption of technology resources as instructional tools.

Friday, February 4

The Impact of Technology Skill Training on the Instructional Use of Computers by High School Math Teachers
Raymond A. Flores & Fethi A. Inan−Texas Tech University

In this study, the National Educational Longitudinal Study (ELS:2002) dataset was used and and discriminant function analysis was implemented in order to examine whether the types of technology skill training could be used to predict the instructional use of computers by high school mathematics teachers. Consistent with the literature, the results of this study found that some of the most important types of training that a teacher can receive are training in basic skills and on how to integrate technology into their curriculum.

A Study of Pre-Service Teacher Perceptions of Ability to Use Technology
**Dianne Goldsby, Robin Rackley, & G. Donald Allen−Texas A&M University*

This study examines pre-service elementary teachers' perceptions of technology skills before and after taking a technology course designed to facilitate the integration of technology in the classroom. Pre and post data were obtained from an online triadic survey of preferences and essay question(s). This study is an extension of a pilot study that focused on technology perceptions. In this longitudinal study additional triads were added to the survey and the data were analyzed for thematic patterns.

Ten Minutes a Day Technology Intervention for Special Educators
Sita Periathiruvadi−University of North Texas

This research aimed to address two main barriers faced by teachers attempting to integrate technology into their teaching: lack of time and lack of training. The purpose of the study was to find if special education teachers can increase their competency and confidence to integrate technology by spending just ten minutes each day to learn a new technology tool. The participants for the study were in-service and pre-service teachers enrolled in graduate-level special education courses in a large southwestern university. The results suggested that the participants showed significant gain in their technology competency and confidence after participating in the intervention.

Longitudinal Analysis of Scaffolded Technology Training on Teacher Candidate Self-efficacy
Donna O. Smith & Jana M. Willis−University of Houston-Clear Lake

This longitudinal study examines teacher candidate self-efficacy after scaffolded technology training. Research supports the relationship between a positive technology self-efficacy and technology use (Albion, 1999). Training that positively impacts beliefs regarding the role of technology in the classroom prepares candidates to approach technology challenges with greater confidence levels. This impacts intrinsic interest levels in technology use and integration, supporting transfer from the training environment. Strong feelings of self-confidence foster intrinsic interest and engagement in technology, suggesting that high levels of self-efficacy frame technology challenges as tasks to be accomplished rather than obstacles to be avoided (Bandura, 1994).

Friday, February 4

F1.5 Symposium **8:45 – 10:00** **Patio**

Symposium

Adult Learning Theories from the Research and Perspectives of Second Year Doctoral Students

Diana Pridemore, Valerie R. Petrzelka, Deborah E. Vanderhoef, Sherry Wells, Clementine M. Msengi, Scott M. Deppe, & Terri Langley-Weber−Lamar University

This symposium will present second year doctoral students who engaged in multiple theoretical discussions while in a doctoral adult learning class. Each participant researched an adult learning theory covering the strengths and weaknesses, and adding their personal theories and practical applications. These comprehensive works will be presented, and education based recommendations on how to apply adult learning theories will be made.

F1.6 Paper Session **8:45 – 10:00** **Renaissance**

Student Behavior and Sexual Misconduct

School Principal's Attitudes Towards Student Sex Offenders on High School Campuses

Mark Michael Asteris−Lamar University

There are many misconceptions about sex offender risk. Research about sex offender risk suggests that recidivism is below average when compared to other offenses. Considering the number of adolescent sex offender cases, many will end up on high school campuses. Often sex offender policy is formulated on misconceptions which can result in misplaced resources. In times of financial budget concerns, schools attempt to maximize resources and may be misplacing time and money on issues that present very little risk.

School Authority Over Off-Campus Student Expression in the Electronic Age

Joseph W. Dryden−Texas Wesleyan University

There is a growing sociotechnological problem producing substantial and material disruptions of school operations and interfering with the rights of children and school employees to be let alone. This problem is cyber bullying and cyber harassment. The Supreme Court has yet to hear a case dealing with this First Amendment Issue and lower courts decisions are in a state of total disarray. The author will summarize and discuss current lower court holdings and propose a uniform standard to guide school officials and policy makers as they attempt to address this growing problem.

Cell Phone Usage of Private School Teens and Teacher's Perceptions of Student Cell Phone Use

Joey Richards−Texas Wesleyan University

How do high school students use their cell phones and what are teacher's perceptions of their use? This qualitative study involves the responses of 12 high school students to questions of how they use their cell phones. The study also outlines responses of 6 high school teachers to questions about their perceptions of student cell phone use. The themes of gender-based discrepancies, proliferation of text messaging, and impact to the educational environment all emerged from the data. The study suggests that students use their cell phones incessantly and schools have yet to discover a comprehensive answer to the problems that exist with their incessant use.

Use of Police Officers in Schools to Control Bullying – A Survey Study
**Rebecca A. Robles-Piña & Magdalena A. Denham−Sam Houston State University*

The purpose of this study was to measure School Resource Officers' (SROs) perceptions with respect to bullying. The SROs surveyed (N=200) represented contractual law enforcement and Independent School District Police Departments (ISD PDs). Our hypothesis was that schools use do not use police officers in a preventive manner to control bullying and that SROs under ISD PD model would have better awareness of bullying issues than those hired under municipal and county contracts. We found statistically significant lack of anti-bullying measures among school police officers. Implications for use of School Resource Officers (SROs) as preventive force in schools will be discussed.

Practices and Policies in High Schools to Prevent Educator-to-Student Sexual Misconduct
Carolyn S. Spain−University of North Texas

The study explores school policies and procedures that address educator-to-student sexual misconduct by surveying Texas high school principals about district and campus policies and procedures designed to prevent educator-to-student sexual misconduct and to inform administrators and policy makers about the current status of the school and school district practices. The study also seeks to determine if the district and campus policies and trainings reflect policies and prevention practices outlined in the literature as best practices. Few studies have been conducted which present a thorough overview of policies in this area or upon conformity to best practices.

F1.7 Paper Session **8:45 – 10:00** **Ballroom C**

Educational Leadership and Teachers

Beginning Teachers Affect on Campus Accountability Ratings
Dennis Dawson, Kanisha Wiley, & Pascual Yacovodonato−Sam Houston State University

In this study, the researchers examined 2007-2008 data from the Academic Excellence Indicator System of the State of Texas regarding beginning teachers on public school campuses. In particular, we focused on the accountability rating of each school as it was related with beginning teachers, with zero years of experience. Across all the schools in Texas, statistically significant differences were present, primarily between the Exemplary and Academically Unacceptable school campuses. In 2007-2008, Academically Unacceptable schools had higher percentages of beginning teachers than did Exemplary schools. Implications of these findings and suggestions for further research are discussed.

Exploration of Factors Affecting Students' Persistence and Preparedness
**Robert Elliott−Eastern New Mexico University*

As the literature indicates a critical shortage of certified Airframe and Powerplant (A&P) mechanics in the field, policymakers and researchers grow anxious to identify solutions for filling these shortages. The purpose of this qualitative design pilot study is to examine the interaction of three constructs: (a) student traits and behaviors; (b) the academic learning environment; and (c) self-perceptions of mechanic maintenance ability, using Structural Equation Modeling (SEM) to explore the factors associated factors. Data will be collected from in-service mechanics that have completed their training at a Federal Aviation Administration (FAA)-approved site. Results of this study are intended to inform administrators and policymakers about the effectiveness of aircraft maintenance training programs at postsecondary institutions.

The Impact of Teacher Personality Styles on the Academic Excellence of Secondary Students
Patricia Lee Garcia, Lori Kupczynski, & Glenda Holland−Texas A&M University-Kingsville

Is there a significant relationship amongst tenth and eleventh graders' (secondary students) Texas Assessment of Knowledge and Skills (TAKS) scores and teacher personality styles? While there is abundant research surrounding K-12 education, it is imperative that this is continuously expanded to new arenas to ensure that the most effective elements are utilized in education. Using the Big Five Inventory (BFI) and student TAKS test scores, data analyses were conducted to determine if a relationship exists between teacher personality and student success within a school district in south central Texas in the areas of English language arts, mathematics, science and social studies.

Perceptions of Effective Teaching Practice and Desired Professional Qualities by Administrators and Faculties
Hasiyet Keyim, Lilia Ruban, & Laveria Hutchison−University of Houston

Education researchers have empirically validated that there is nothing more important than excellent teachers when it comes to students' success. Colleges and school systems need to assume responsibility for providing adequate training of new teachers. This research examined both demand side and supply side of teacher labor markets by exploring effective teaching practice and desired professional qualities from the perceptions of the school's administrators and Teacher Preparation program faculties. Using quantitative survey data with the qualitative questionnaires, this study investigated what characteristics principals look for in teachers, and what characteristics university faculties perceived to be important in teacher candidates.

Teacher Perceptions of a Standards-Based Performance Appraisal System
Casey O'Pry & Gary Schumacher−University of Houston-Clear Lake

The purpose of this study was to: (a) identify perceptions of new teachers regarding their school's standards-based appraisal system and (b) identify which factors contribute to these perceptions. The data from this study revealed 7 overarching themes that were contributing factors to teachers' perceptions. The most significant finding was that the attitude of the principal or appraiser and the relationships that teachers had with this leader. The results of this study suggest that the perceptions teachers have regarding the appraisal system are not necessarily the fault of the instrument's design but rather the manner in which the instrument is implemented.

F1.8 Paper Session 8:45 – 10:00 Cavalier

Commonality Analysis, Regression, and ANOVA

Commonality Analysis: Partitioning the Explained Variance into its Constituent Parts
Zainab A. Allaith−Texas A&M University

Often, researchers are not only interested in finding the relationships between predictor and outcome variables, but in understanding the predictive power of each independent variable on its own, and the common predictive power among all combinations of predictor variables as well. Commonality analysis is a statistical technique for helping researchers understand such dynamics by partitioning the squared multiple correlation R^2 (or the explained variance) into its constituent parts. Commonality analysis can be computed by first using statistical software to find the r^2 and R^2, and then using computational formulas to obtain the unique and common variance for the variables.

Regression Discontinuity Design: A Robust Alternative to Experimental Design in Educational Research
Saralyn Jungman Miller−Southern Methodist University

In educational research, regression discontinuity design (RDD) is a nonrandomized alternative to experimental research typically employed when a control group cannot be used as a comparison to determine program or intervention effectiveness. The purpose of this paper and presentation is to define RDD, present examples of when RDD can be used, and provide both a conceptual and statistical understanding of how RDD can determine program effectiveness. Additionally, linear regression equations will be computed as well as a demonstration of how a discontinuity is reported. A RDD analysis with code in R will supplement the analysis demonstration.

An Introduction to Fixed-, Random-, and Mixed-Effects ANOVA Models
Ayse Tugba Oner−Texas A&M University

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

Canonical Commonality Analysis and Redundancy Coefficients
**Mehary T. Stafford−University of North Texas*

The purpose of this paper is to explain and illustrate the use of canonical commonality analysis and redundancy coefficients. A small heuristic data set is used to illustrate the discussion. A Canonical correlation analysis (CCA) is computed to explain the relationship between the predictor variable set and the criterion variable set. The unique and common contribution of the predictor variables and redundancy coefficients are examined.

A Discussion of ANOVA with Nested Effects: What It is and What It Does
Xin Xin−Texas A&M University

The present paper's purpose is to discuss implications of using correct and incorrect units of analysis, and to explain a long-available alternative OVA technique called ANOVA with nested effects. In the paper, the various relevant choices and their consequences will be concretely illustrated using small heuristic data sets.

F2.1 Workshop **10:05 – 11:20** **Minuet**

Free Workshop

Contextualized Instructional Resources: Alternatives for Integration and Delivery of Text, Audio, and Video
Ronald D. Zellner−Texas A&M University

Today’s educators are attempting to incorporate a wide range of meaningful content resources in their classes. Instructor produced video/audio lectures, links to YouTube videos, commercial video/audio instructional content and demonstrations, etc. are appearing in a variety of courses in all areas of K-12 and higher education. This session is intended to demonstrate methods that can be incorporated to maximize the instructional benefits of incorporating such resources and greatly improve the quality of the students’ access and interactions with them. These techniques should prove beneficial, or even necessary, in a wide range of educational research and development endeavors.

Friday, February 4

F2.2 Paper Session **10:05 – 11:20** **Poolside 1**

Principals' Issues

*Graduate Student Session – *Discussant Pauline M. Sampson*

Micropolitics of Parent-school Interactions in an Early Childhood Education Setting

Shan-Shan Cheng−The University of Texas (UT) at Austin

In the United States, the importance of parent involvement in children's learning is emphasized by scholars and researchers. Studies, however, show that there are conflicts between parents and schools' perspectives on several issues and the needs of having more knowledge and skills to work with parents from the schools' side. This study, therefore, will use observation, interview, documentation, and field notes to explore the interests, conflicts, and cooperation between parents and an early childhood education setting from the micropolitical perspective. The results might provide educators with more information to work with parents.

Increasing Career-Changing Teachers' Intent to Stay through Mentoring

Nicholas Clayton−University of Houston

Developing quality support systems for career-changing professionals is necessary to assisting them in their development as well as increasing their intent to stay in the teaching profession. Using both surveys and interviews, this study will be centered on exploring the unique components of mentor/novice relationships that potentially increase a career-changing teachers' intent to stay in the teaching profession as a long-term career. The study will seek to understand how the mentoring relationship provides emotional support and pedagogical knowledge to the novice teachers' overall self-efficacy and professional development.

Teachers' Perspectives of Evaluation

Amanda L. Davis, Denise McDonald, & Gerald Schumacher−The University of Houston-Clear Lake

The purpose of this study is to contribute to existing research on teacher supervision, instructional leadership, and teacher reflectivity and teacher reflexivity by examining: teachers' personal beliefs and reflections about improving instructional effectiveness through observations of their own lessons when using a standards-based appraisal system, the Professional Development Appraisal System (PDAS) – to self-assess their teaching. Teachers' perceptions about an external reviewer evaluation process and how that process impacts their pedagogical views, actual practice and perceptions of self as a professional will be sought using the PDAS, a standards-based appraisal system widely used in Texas public school districts.

Cosmological Leadership for Transformational, Sustainable Education

Lindsey Pollock−Lamar University

School leaders face many daunting tasks as they attempt to prepare students for global citizenship. Data-driven accountability must be balanced with the vital importance of ensuring that children are nurtured in mind, body and spirit. Many of the qualities essential to sustainability on our planet, such as creativity and compassion are often omitted from numeric metrics. Thus, leaders today must develop a cosmological framework to drive leadership for transformational, sustainable education.

Friday, February 4

F2.3 Paper Session **10:05 – 11:20** **Poolside 2**

School Achievement

*Graduate Student Session – *Discussant Rebecca A. Robles-Piña*

The Effect of School Size on Achievement and Graduation Rates Among Ninth-Grade Texas Students

Antoinette Canty, Teandra Gordon, Kim Fitzgerald, & Ruth Stitt−Sam Houston State University

The transition to ninth grade is a critical for students as they strive to fulfill necessary requirements for graduation. Thus, the purpose of this study is to examine the effect of school size on academic achievement and graduation rates among ninth-grade Texas students. We contend that findings from this study can help inform educators and policy makers as they make decisions concerning the preferred population sizes of Texas high schools, and can provide directions for further research to determine the most effective interventions and reforms to assist ninth graders' transition to the secondary level.

Teachers' Perceptions of Public All-Girl Middle Schools in Texas

Patricia Curry, Paula B. Griffin, Susan Lofton, Linda Luce, & Julia Ballenger−Stephen F. Austin State University

The purpose of this quantitative descriptive research study is to determine teacher perceptions in single-sex (female) public middle school environment related to student achievement, student behavior, and student socio-emotional development. Survey data will be collected from 320 teachers who have experience in both all-girl and co-educational settings in four urban single-sex (female) schools in Central, West, South and North Texas. The survey data will be analyzed using descriptive statistics and the open-ended responses will be coded and organized into discrete categories that represent themes that emerge from the data.

Personal Characteristics, School Influence, and Self-Identity Among Hispanic Students in Relation to School Achievement

Janet L. Ray−Sam Houston State University

Despite the overwhelming adversities urban Hispanic youth face, many are resilient and overcome numerous obstacles to become productive citizens. This mixed methods research examines the characteristics and traits of these resilient Hispanic youth and how they utilize their personal attributes to become high achievers. By identifying crucial factors affecting student achievement, teachers, counselors, and parents will have a better understanding and knowledge of the needs of Hispanic youth, be able to identify the attributes that contribute to their achievement and implement innovative interventions to enhance opportunities for success.

Increasing Student Enrollment in Rural Schools: The Effect Student Transfers Have on School Achievement

Bruce Tabor−Lamar University

Rural populations are decreasing as people seek employment closer to business centers located in or near urban areas. Rural schools are a casualty of the stress on the job market as enrollment declines. Administrators are looking for ways to increase student enrollment in rural schools. Student transfers are important to increasing and sustaining student populations. Student transfers can create difficulties for rural schools unless a specific plan is in place that addresses the student and school. This report analyzes the transfer student dynamic on a school district and identifies the pitfalls and successes.

Friday, February 4

F2.4 Paper Session **10:05 – 11:20** **Poolside 3**

Correlation and Canonical Correlation Analysis

Intraclass Correlation: What It is, How to Get It, What to Do With It
Meredith Jones−Texas A&M University

The paper will summarize uses of intraclass correlation of importance to contemporary researchers in the behavioral sciences. For example, several versions of intraclass correlation coefficients, used as measures of reliability among judges, as a special case of generalizability theory, will be discussed. Understanding of the intraclass correlation is also critical for understanding modern statistical methods, such as hierarchical linear modeling (HLM).

Part and Partial Correlation Coefficients: A Review of an Old but Still Useful Statistic
Emily Lund−Texas A&M University

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

How to Calculate Redundancy Coefficients and Why You Usually Shouldn't Bother
Stacey L. Smith−Texas A&M University

Some argue that redundancy coefficients should be interpreted during canonical correlation analysis, but many researchers disagree. A small heuristic data set is provided to illustrate how to calculate redundancy coefficients using SPSS output and Excel template provided. Redundancy coefficients are not truly multivariate and do not optimize the squared canonical correlation (R_c^2), and although the redundancy coefficient index is easy to calculate, researchers should usually not bother consulting redundancy coefficients. Rather, they should interpret the multivariate variance-accounted-for effect size, the standardized function coefficients, and the structure coefficients if interested in investigating the relationships between latent variable sets.

Attenuation of the Squared Canonical Correlation Coefficient Under Varying Estimates of Score Reliability
Celia M. Wilson−Texas Wesleyan University

The purpose of this study was to compare the degree of attenuation of the squared canonical correlation coefficient under varying estimates of score reliability. The results from this Monte Carlo investigation illustrated the importance of score reliability when interpreting study results. Specifically, the more measurement error (lower reliability) present in the variables included in an analysis, the more attenuation experienced by the effect size(s) produced in the analysis, in this case R_c^2. These results also showed the role between and within set correlation, variable set size, and sample size played in the attenuation levels of the squared canonical correlation coefficient.

An Introduction to Canonical Correlation Analysis as the General Linear Model
**Jill Zarestky−Texas A&M University*

Canonical correlation analysis (CCA) is one case of the general linear model (GLM) and can be used to describe the explanatory and predictive relationships among multiple variables. The present paper will introduce and explain the concepts of CCA and describe the relationship between CCA and the GLM. The analysis of a heuristic data set will provide a concrete example of the implementation of CCA.

F2.5 Workshop **10:05 – 11:20** **Patio**

Free Workshop

After the Dissertation: Finding a Job in Higher Education

Kimberly L. Bilica & Elsa Cantu Ruiz−The University of Texas at San Antonio

This workshop is open to all graduate students who wish to share experiences and learn some important tips about finding a position in higher education. Open discussion format.

F2.6 Paper Session **10:05 – 11:20** **Renaissance**

College Readiness

Are College-Readiness and Academic Preparedness Really the Same Concepts?

Wally Barnes & John R. Slate−Sam Houston State University

The purpose of this literature review is to examine the issue of college-readiness as it relates to the concept of academic-preparedness. With President Obama's emphasis on changing the No Child Left Behind Act to a focus on college- and career-readiness, an examination of college-readiness is merited. Within the last several decades, academically rigorous curriculum and stringent accountability measures have been mandated by state and federal legislation in hopes of increasing the likelihood of students graduating from high school college-ready. In a review of the plethora of college-readiness literature, college-readiness should, in all likelihood, be defined as academic preparedness.

Ethnic Differences in College-Readiness Rates in Texas

Wally Barnes & John R. Slate−Sam Houston State University

We examined the college-readiness rates of Black, Hispanic, and White Texas public high school graduates using archival data from the Texas Education Agency Academic Excellence Indicator System for a 3-year time period. For the three years, college-readiness rates of White students were higher than the college-readiness rates of Black and Hispanic students in reading, math, and both subjects by large margins. Although Black and Hispanic students increased their college-readiness rates, White students also increased their college-readiness rates in reading, math, and both subjects to maintain the status quo.

The Predictive Validity of Some Commonly (and Not So Commonly) Used Tests to Predict Performance in Developmental Mathematics Courses

Alejandra Luna & Sherlonda Llorence−Sam Houston State University

Students can experience frustration when they are told they have to take remediation courses upon entering college. Donovan & Wheland (2008) examined the predictive ability of Compass and ACT as predictors of college success. Other researchers have compared the predictive ability of tests such as SAT versus state achievement test in Arizona (Cimetta, D'Agostino, & Levin, 2010) and Washington (McGhee, 2003). The purpose of the present study is to compare the predictive ability of high school GPA, Texas State achievement tests (i.e., Texas Assessment of Knowledge and Skills; TAKS), ACT or SAT scores, Accuplacer or Compass scores with student achievement measures in college.

Dual Credit Programs in North Texas: Administration and Implementation

Lynette M. O'Keefe−University of North Texas

Dual credit programs have increased rapidly in number and popularity as students and states seek to reduce time-to-degree and cost and increase the number of college graduates in the workforce.

There are currently no best practices and few policies guiding dual credit programs, though states increasingly mandate their availability. To determine best practices resulting in desired student outcomes, administrative practices driving the programs must be understood. This research explores the practices of 20 community college campuses in North Texas. Results indicate that practices vary widely, and further research should examine student outcomes resulting from them.

Social Capital Theory: Applications for Early College High Schools
**Karen P. Saenz−Sam Houston State University*

The purpose of this paper is to present a content analysis of the literature about social capital theory and apply it to early college high schools. Because the early college high school initiative is less than 10 year old, only a small number of studies have been published. This content analysis about early college high schools in the framework of social capital theory will add to the body of knowledge. Themes that emerged from a content analysis of the review of the literature included coping with stress, success in school, college enrollment, and trust.

F2.7 Paper Session **10:05 – 11:20** **Ballroom C**

School Achievement

Changing Demographics: A Five-Year Study of Texas
Kristin Craft−Sam Houston State University

Texas elementary school accountability ratings for the 2003-2004 through 2007-2008 school years were analyzed in relation to four student groups: African American, Hispanic, economically disadvantaged, and students designated as being limited English proficient (LEP). Consistently occurring across five years, accountability ratings at individual Texas public elementary schools have decreased as the percent of African American, Hispanic, economically disadvantaged, and students designated as being LEP increased; the accountability rating at Texas public elementary schools became poorer (i.e., from Exemplary to Academically Unacceptable). Shifting demographics have strained school districts as they struggle to close the achievement gap of minority students.

Effects of Credit Recovery Programs on At-Risk Student Achievement and Retention
Melvin Getwood−Lamar University

This study investigated the effectiveness of a high school Credit Recovery Program on at-risk 9th grade student achievement and retention. The purpose of the study was to examine credit recovery data to determine whether student participation in the program resulted in higher achievement and retention when compared to non-program participants.

Elementary Schools and Their Accountability Ratings: A Statewide Study
**Cynthia Martinez-Garcia, Kimberly N. LaPrairie, & John R. Slate−Sam Houston State University*

We examined the 2008-2009 data from the Texas Education Agency database regarding accountability ratings and student characteristics in elementary schools (n > 4,000 schools). Accountability ratings are assigned primarily based upon school performance on state-mandated tests by student subgroup. Exemplary elementary schools had statistically significantly lower percentages of Black students, Hispanic students, at-risk students, economically disadvantaged students, students with Limited English Proficient, and mobility percent whereas Academically Unacceptable had the highest percentages in all these areas. As such, Academically

Unacceptable schools face unique challenges and require assistance, rather than punitive actions mandated under the No Child Left Behind Act.

Elementary School Size and African American Achievement
Pam Zoda, John R. Slate, & Julie P. Combs−Sam Houston State University

We examined the passing rates of African American students in Texas public elementary schools (ns > 500 schools) for 5 years (i.e., 2003-2004, 2004-2005, 2005-2006, 2006-2007, and 2007-2008) on the state-mandated reading, math, and writing assessments. Categorized by student enrollment into very small (< 400 students), small (400-799 students), and large (800-1199 students) schools, statistically significant differences were present in African American student achievement in reading, math, and writing in almost all analyses. In every case where statistically significant differences were present, African American students enrolled in large schools outperformed African American students enrolled in small and very small schools.

Elementary School Size and Student Performance: An Overview
Pam Zoda, John R. Slate, & Julie P. Combs−Sam Houston State University

In this presentation, we will discuss the empirical literature concerning the relationship between school size and student performance. Our focus will be placed on determining the extent to which school size, specifically elementary school size, is related to student academic achievement. We will summarize the essential components of the available research on school size. Moreover, the benefits and disadvantages of small versus large schools will be addressed.

F2.8 Paper Session **10:05 – 11:20** **Cavalier**

Multicultural and Teacher Education

Equity Audit of Mathematics Scores At a Suburban Texas District
Jo Ann Colson & Valerie R. Petrzelka−Lamar University

The audit study reported TAKS results of students in third grade through the twelfth grades including 6 elementary schools, 3 intermediate schools, 2 junior high schools and one high school within one suburban school district in southeast Texas. TAKS scores were identified as passing or failing based on the Texas Learning Index (TLI). The results were organized by ethnicity, gender and socioeconomic status. Ethnicity was placed in the following categories: African American (Black), Hispanic, White, Native American, and Asian/Pacific Islander. The data collected showed the passing rate of males and females as well as results based on socioeconomic status.

Targeting the Achievement Gap: Classroom Strategies to Assist Teachers in Building Relationships with Diverse Learners to Improve Student Achievement
Brandon L. Fox & Patricia J. Larke−Texas A&M University

Teacher-student relationships are a critical component of academic success. Pang (2005) emphasizes a "caring-centered" approach to multicultural education that is embedded with strong teacher-student relationships. This paper connects the importance of relationships to reducing/closing the achievement gap and provides strategies to help teachers build cross-cultural relationships.

Asian Student Obesity and Achievement in Kindergarten and Eighth Grade
Lory Haas & John R. Slate−Sam Houston State University

The first and final rounds of data from the Early Childhood Longitudinal Kindergarten Study for 1998 - 2007 were analyzed to ascertain whether differences were present in reading and math as a function of Body Mass Index scores for Asian students at kindergarten and then at Grade 8. In contrast to other studies, statistically significant differences in reading and math were not present for Asian students in kindergarten or grade 8 in relation to weight status, though mean scores were lower for students in the obese category. Differences, however, were present between the obesity percentages for Asian boys and girls.

Teachers' Beliefs About Learning Opportunities Among African American Students in Middle Class
Rhonique L. Jefferson−Texas A&M University

This research study will be conducted as a qualitative research study that examines the beliefs of successful teachers of African American students in a middle class, urban school district. The researcher's intent through the study is to allow successful teachers voices to be heard as advocates to reinforce African American students' potential for learning when presented with learning opportunities. Data will be collected through in-depth, open-ended interviews and semi-structured face-to-face interviews. The researcher will use the participants' stories to understand how the teachers interpret their experiences.

Field Experience and Reflection: An Effective Formula for Multicultural Education
**Leah E. Johnson & Fanni Coward−Texas Tech University*

There is a growing concern regarding the widening racial gap between teachers and students. In light of the lack of experiences many preservice teachers have, one approach to integrate multicultural education is to provide opportunities for interactions with diverse cultures. The purpose of this paper is to report the findings from a study in which preservice teachers were given the occasion to connect with students from a low-income elementary school in a tutoring environment. As part of their course, the preservice teachers wrote about their experiences, which provided the forum for reflecting on their interactions and observations.

F3.1 Workshop **11:25 – 12:40** **Minuet**

Free Workshop

Seven Reliability Indices for High Stakes Decision-Making: Description, Selection, and Simple Calculation
Stacey L. Smith−Texas A&M University

The reliability of data is a critical issue in high stakes decision-making for practitioners in the school, Percent Agreement and Cohen's Kappa are the two most widely reported indices of inter-rater reliability, however, a recent Monte Carlo study on the reliability of multi-category scales found other indices to be more trustworthy given the type of data and number of categories. This presentation demonstrates defensible decision steps, methods, and rationale for selecting and calculating inter-rater reliability for practitioners from readily available online programs for calculation such as Excel and Vassar College.

Friday, February 4

F3.2 Paper Session **11:25 – 12:40** **Poolside 1**

Miscellaneous

*Graduate Student Session *Discussant Ken Young*

Effects of Collaboration on Graduate Students' Research Experiences.

Alime N. Sadikova, Hansel Burley, Tianlan Wei, Dilshod Sodikov, & Fernando Valle−Texas Tech University

It is essential for every scholar to gain research skills and knowledge while in graduate school in order to be as much productive as possible. While in some fields graduate students conduct research as single researchers, others gain research experience working in teams. Approximately 2,000 students from ten colleges in a big university in Texas will be asked to complete a questionnaire that will help to identify what factors influence graduate student researchers. The relationships between single researchers and team researchers and their productivity will be identified and compared.

Contributors to the Success of Digital Game-Based Learning: The Sophistication of Advance Graphic Organizers and the Control of Game Playing Time in a Serious Game

Sungwon Chung, Heejin Son, & Jongpil Cheon−Texas Tech University

Digital games can be used for learning. Especially, a strategic approach for digital game-based learning is the use of serious games that are initially designed for learning rather than pure entertainment. The purpose of this study is to investigate the effects of both the sophistication level of graphic organizers and the control of game playing time in a serious game 'The Transistor' on students' learning outcomes and attitudinal perceptions. Thus, this study will have a 2(simple/sophisticated graphic organizer) × 2(control/no control of game playing time) between-subjects design. The quantitatively collected data will be analyzed by two-way ANOVAs.

Culturally Responsive Teaching: A Concurrent Convergence Mixed Methods Approach of Teachers' Dispositions and Theoretical Application in East Texas High Schools

Jo L. Corley−Stephen F. Austin State University

Educational settings, as environments permeating with diversity, demand pedagogical practices that are culturally responsive to student needs and equitable opportunities within the organization. With a plethora of diverse attributes to consider, the research addresses the changing demographics in state projections based on race and ethnicity and the critical need for progressive pedagogy that is encapsulated in culturally responsive teaching (CRT). Participating school districts in the state of Texas were selected from the Region VII Service Center in East Texas. A concurrent convergence mixed methods research design was utilized to determine the association of teachers' cultural dispositions and the theoretical application of culturally responsive teaching. Quantitative and qualitative data were concurrently collected and analyzed separately through the triangulation method to compare and contrast data findings that examine the integration of culturally responsive theory into educational practices.

Dyadic Data Analysis in Multilevel Modeling

Brenna K. Rivas & Diane B. Gifford−Southern Methodist University

Dyadic data analysis allows researchers to examine the mutual influence of people within dyadic relationships and to study cause-and-effect outcomes created by the pairs. Multilevel modeling techniques have been found to be the best way to statistically analyze dyads that are indistinguishable, whereas structural equation modeling best illustrates the influences and effects

within distinguishable pairs. While dyadic analysis can be complex, it allows researchers to study the interdependence and reciprocity among pairs of individuals, the modeling of which is essential in understanding and furthering the development of human relationships.

F3.3 Paper Session **11:25 – 12:40** **Poolside 2**

Miscellaneous

*Graduate Student Session *Discussant Barbara Polnick*

Investigating the Relationship between Mathematics Skills and Physical Science Achievement

Anthony C. Edwards−Tarleton State University

Physical science courses include physics and chemistry. These courses require students to perform several calculations that require mathematics skills. However, high stakes tests show that students struggle with mathematics and science skills. In addition, many careers in science, mathematics, engineering, and mathematics (STEM) require skills in mathematics and physical science. This study will examine the relationship between mathematics skills and physical science achievement.

The Attrition of Males from High School Accelerated Programs

James R. Harris−Lamar University

This paper considers the attrition of gifted and talented high school males from accelerated programs. In the public education system gifted and talented students are engaged in creative as well as accelerated programs beginning in kindergarten. By the time these students reach high school, many of the males have disengaged. The question arises: "How can we better service and reach this population that tends to disengage from accelerated programs at the high school level?" By conducting interviews with these students and thoroughly researching the literature on this topic we hope to answer this question.

Effectiveness of a Middle School Character Education Program

Cornell McGhee−University of Houston Clear Lake

The purpose of this study is to determine if there are differences in student achievement, attendance, and behavior between students who participated in a middle school JROTC program and those who did not participate in those programs. Although middle school JROTC programs have been in existence nationwide since 1995 (Riddle, 2009), their effectiveness as a character education program is unproven; the supporting research is inadequate. The size of the program, the lack of synergy between program goals and performance, and the lack of prior research make a compelling case for research. The central question is whether middle school JROTC programs have been an effective character education program since their establishment.

Prevention of Youth Violence

Tracey Sulak & Terrill F. Saxon−Baylor University

Theories about the cycle of violence predict negative outcomes associated with witnessing violence. Adolescents who witness violence appear to exhibit more violent behavior when compared with adolescents who have not witnessed violence. Since adolescence marks the beginning of intimate relationships, it is an ideal time to implement interventions aimed at breaking the cycle of violence. The proposed intervention is a 9 session program based on the UNICEF principles of child participation. It addresses replication of violence by training adolescents to formulate solutions to violence in their communities and homes.

Friday, February 4

F3.4 Paper Session **11:25 – 12:40** **Poolside 3**

Science and Mathematics Achievement

Spatial Ability, Motivation and Attitude of Students as Related to Science Achievement
Judy A. Bolen−University of North Texas

Understanding student achievement in science is important as there is an increasing reliance of the U.S. economy on math-, science-, and technology-related fields despite the declining number of youth seeking college degrees and careers in math and science (Simpkins, Davis-Kean & Eccles, 2006). The scores from a statewide 5th grade science achievement test were regressed on the latent variables of spatial ability, motivation to learn science and science-related attitude. In this study the indicators of motivation and attitude did not contribute to the explanation of variance, but spatial ability did.

The Effects of Title Funding On The Eighth Grade Science Texas Assessment of Knowledge Skills
**Stuart B. Kieschnick−Lamar University*

This study determined the impact that Title I funds have on Eighth Grade Science Texas Assessment of Knowledge Skills scale scores. Data was collected and analyzed from two middle schools in a Southeast Texas school district. One middle school received Title I funds and the other middle school received no Title I funds. Do Title I funds make a difference on student achievement on eighth grade science TAKS scores?

Professional Development that Impacts Teacher Knowledge
Todd Sherron, Margaret Lucero, Soon Han, & Debbie Junk−The University of Texas at Austin

The measurement of teacher knowledge to assess the impact of professional development programs is of great concern. In this paper, we consider how to use the results to inform projects and the implications of those results for improving state Math and Science Partnership (MSP) projects. The goal of each project in the Texas Regional Collaboratives is to provide long-term mathematics and science professional development of 75 hours or more and 105 respectively. Results from the 2009 – 2010 MSP program year will be presented.

The Achievement Gap Continues in Science: A Statewide, Multi-Year Study
Veronica Vijil, Julie P. Combs, & John R. Slate−Sam Houston State University

We examined the science achievement of Hispanic and White students on the Texas state-mandated assessment for students in Grades 5, 8, and 11 for 3 years (i.e., 2005-2006, 2006-2007, and 2007-2008) for all schools in Texas (ns > 1,000). Statistically significant differences were present for all comparisons, within each grade level, and within each year of data analyzed. All effect sizes were very large, with White students having statistically significantly higher Science passing rates than Hispanic students. With the accountability mandates of the No Child Left Behind Act focused on reading and math, the achievement gap in science remains wide.

Evaluation of a Symposium for Promotion of the Biology College and Career Readiness Standards
Omah M. Williams & Timothy P. Scott−Texas A&M University

On July 19, 2010, Texas A&M University (TAMU) conducted a symposium of secondary science educators and administrators, and higher education faculty and administrators. The goal of the TAMU Biology College and Career Readiness Standards (BCCRS) Symposium was to provide

attending participants with an overview of the CCRS and hands-on lessons that were specifically designed for the BCCRS. Development of implementation plans for BCCRS integration into core secondary and higher education science courses were discussed. Pre- and post symposium assessments will be analyzed to determine participant changes in CCRS knowledge, effectiveness of the symposium, and BCCRS implementation during the school year.

F3.5 Workshop **11:25 – 12:40** **Patio**

Free Workshop

Contract Negotiation Tips in Higher Education

Elsa Cantu Ruiz & Kimberly L. Bilica−The University of Texas at San Antonio

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

F3.6 Paper Session **11:25 – 12:40** **Renaissance**

Legal and Health Issues

Legal Issues for Beginning Teachers

**Mike F. Desiderio−Texas A&M University-Kingsville*
R. Stewart Mayers−Southeastern Oklahoma State University

Legal Issues for Beginning Teachers is a presentation designed to look at landmark cases from U.S. courts dealing with legal educational issues faced by teachers. Areas discussed include: Free Speech, Teacher Dress Codes, Academic Freedom, Search & Seizure, Student Discipline & Due Process, and Tort Law. Program attendees will learn that when educators are faced with many of the issues discussed, the exercising of commonsense and appropriate judgment can help keep them out of trouble and court.

Obesity and Academic Performance of Hispanic Students in Kindergarten and Grade 8

Lory Haas−Sam Houston State University
John R. Slate−Sam Houston State University

The first and final rounds of data from the Early Childhood Longitudinal Kindergarten Study for the 1998 – 2007 years were analyzed to ascertain whether differences were present in reading and math as a function of Body Mass Index scores for Hispanic students at kindergarten and then at Grade 8. Statistically significant differences in reading and math achievement were present for Hispanic students at grade 8 in relation to weight status, though not in kindergarten. Present was a substantial increase in the percent of Hispanic students classified in the obese category from kindergarten to eighth grade.

Influence of State Policy on Students' Obesogenic Behaviors

Shirley J. Mills−University of Texas Pan American
Lin Wang−University of Texas Pan American

The issues of physical activity for elementary students in Texas were addressed at the state level with Senate Bills 19 and 530 passed to promote physical activity among school-age children. How these state policies implemented at all levels of education in South Texas's largely Hispanic population to improve physical activity is not clear. The purpose of this mixed method research study is to investigate the level of implementation of Texas Senate Bills 19 and 530 and their influence on school policy, physical education environments, and actual academic achievement based on Texas Assessment of Knowledge and Skill (TAKS).

An Assessment of Health Status and Physical Health of International Students at Five Different Universities before and after Coming to the United States
Clementine M. Msengi, Sandra Harris, & Michael Hopson−Lamar University

The purpose of this paper was to assess health status and physical health of international students attending five U.S.A universities before and after coming to the United States. Survey methodology was used. Findings suggested that health status of international students declined after coming to study in the United States. Their physical health declined in most items measured. Additionally, the majority of international students reported increase in their weight after coming to the United States. Education-based recommendations to improve health status and physical health of international students were made.

F3.7 Paper Session **11:25 – 12:40** **Ballroom C**

Educational Leadership

Looking for the Link Between Teacher Leadership and Spirituality
Robert F. Reardon, Kathleen E. Fite, & Michael Boone−Texas State University

Our society looks to the teachers in public education to care and provide for our children in many ways. Besides being good educators, we expect them to treat our children with honesty and to provide a nurturing environment for them. Our research team is attempting to understand what characteristics or constructs can be associated with these desires and to determine how they can be measured. We are attempting to use an instrument, designed to measure correlated dimensions of spirituality (Honesty, Humility and Service to Others), to see if there is an association between teacher leadership and spirituality.

Perception Differences in Effective Leadership Skills among Secondary and Elementary Principals in Texas
Sandra Stewart−Stephen F. Austin State University

University Principal Preparation Programs are expected to prepare future campus and educational leaders that are effective in leading schools and students to success. In Texas, nine competencies have been identified from the state as effective leadership skills for practicing principals. These competencies have been aligned to course curriculum in university preparation programs. The purpose of this study is to determine the impact that the nine Texas principal competencies have on effective elementary and secondary principals.

The Resilience of the Cohort Model in Preparing Future School Leaders
**Janet Tareilo−Stephen F. Austin State University*

This study examines the lasting impact of the cohort model of learning for preparing future school leaders. For almost two years, 15 students remained together as a cohesive cohort completing their Masters in Educational Leadership. The data collected from the qualitative research revealed their beliefs and perceptions about their experiences as individuals in a cohort, the relationships that developed over the 18-month time period, and what the cohort meant to them and their development as school leaders. What these students shared on their quest to earn their Masters in Educational Leadership exemplified the essence of the cohort learning model.

Perceptions of the Value of Principal Internship Activities: Aspiring Principals' Perspectives
Lisa K. Thompson, Douglas S. Hermond, Tyrone Tanner, & Patricia A. Smith−Prairie View A&M University

The purpose of this research study was to gain insight into which activities principal interns performed most, ascertain whether they thought such duties provided a valuable learning experience, and determine which graduate courses they relied on most during the internship. Two hundred and fifteen principal interns attending a Southwestern university, between August 2008 and May 2010, were given an open-ended self-assessment questionnaire, which revealed principal internship duties were meaningful and administrative in nature. Students surveyed relied most heavily on educational leadership courses focused on school law, school business management and the principalship during their principal internship experience.

Conceptualizing Latino/a Principal Voices: Narratives from the Field
Fernando Valle & Irma L. Almager−Texas Tech University

School accountability pressures demand a reexamination of the principalship in the United States. Superintendents are forced to remove principals after shorter tenures and replace them with newer inexperienced principals. Research on the racial identity of school administrators is sparse. Ortiz and Marshall (1988), argue that programs designed to increase the number of people of color and women in educational leadership positions will be ineffective until an understanding on how the history and social contexts influence their underrepresentation. This study gathers the voices and experiences of Latino/a school principals and examines their professional and cultural experiences through a phenomenological lens.

F3.8 Paper Session **11:25 – 12:40** **Cavalier**

Cluster Analysis, SEM, and Path Analysis

An Introduction to the Cluster Analysis of People or Variables
Courtney Banks−Texas A&M University

The present paper will elaborate the basic concepts of cluster analysis, including when one might prefer cluster analysis over factor analysis. Small heuristic data sets will be used to make the discussion concrete, and to illustrate some software choices.

Dyadic Data Analysis in Multilevel and Structural Equation Modeling
**Diane B. Gifford−Southern Methodist University*

Dyadic data analysis allows researchers to examine the mutual influence of people within dyadic relationships and to study cause-and-effect outcomes created by the pairs. Structural equation modeling best illustrates the influences and effects within distinguishable pairs. A discussion of prominent dyadic designs helps to explain how dyads function using SEM. This paper reports on three types of designs for distinguishable pairings: standard, actor-partner interdependence, and one-with-many. Although dyadic analysis can be complex, it allows researchers to study the interdependence and reciprocity among pairs of individuals, the modeling of which is essential in understanding and furthering the development of human relationships.

Friday, February 4

A Structural Equation Model: Predicting Factors That Contribute to Commitment and Integration of Educational Technology
Mitzi P. Trahan−University of Louisiana Lafayatte

Learning with educational technology in higher education is rapidly increasing and shows promise of providing cost effective instructional delivery to a wide audience. Information technology scholars have begun to explore multiple antecedent variables leading to successful learning with technology. Yet, the ideal conditions or barriers have not been fully explored. The current study attempted to link personality characteristics and technology acceptance constructs within a nomological network that could predict factors that might influence student integration and commitment to educational technology. Partial Least Squares Structural Equation Modeling was used to identify the correlations coefficients and path analysis statistical indices.

The Importance of Score Reliability and the Benefits of SEM
Jessica E. Vaughan-Jensen−Texas A&M University

The present paper emphasizes the importance of score reliability; explains measurement error, in particular; illustrates how measurement error impacts all statistical analyses and GLM parameter estimates; and describes how structural equation modeling, unlike other common analyses, estimates and adjusts for score reliability. Researchers are urged to be aware of the score reliabilities in their data and are informed of the benefits of structural equation modeling.

Wright's Rules
Astri Yulia−Texas A&M University

This paper aims to present the application of Wright's rules in path analysis. Wright's rules are three rules formulating a proper path diagram to conduct path analysis. In this paper, both one-level and multi-level models are used as examples of computing path coefficients in a path diagram drawn following Wright's rules. The diagrams were drawn using the Simple View of Reading model. Finally, the computation confirms Wright's statement that if a diagram is properly drawn then the correlation between any two variables in the diagram can be expressed as the sum of the compound paths connecting the two variables.

F4.1 Workshop **12:45 – 1:55** **Minuet**

Free Workshop

The PowerPoint Revolution: Designing Visually Persuasive Presentations
Zahira Merchant & Paola Perez−Texas A&M University

PowerPoint presentations have become ubiquitous tools of communication in the research community. On the same token, it is also widely known that PowerPoint presentations are often frowned upon due to its overloaded text based slide design. Suggestions have been made to relegate this tool in its entirety. However, little is known about the PowerPoint media as a powerful tool to visually communicate messages. This presentation will inform the participants about the basic design principles to consider when using PowerPoint. In addition, demonstration of how to use the tools available within PowerPoint software to create visually effective slides will be provided.

Friday, February 4

F4.2 Paper Session **12:45 – 1:55** **Poolside 1**

Student Behavior/Discipline

*Graduate Student Session – *Discussant Aileen Curtin*

The Effectiveness of the School Resource Officer Under an Independent School District Police Department Model

Magdalena A. Denham & Anthony J. Onwuegbuzie−Sam Houston State University

This study examined the administrators' and police officers' perceptions on the School Resource Officer's (SRO) function and role. Factors contributing to the effectiveness of a new school police department model as compared with existing school-based policing models were analyzed. The study utilized the case study methodology with the main unit of analysis being the Independent School District Police Department. Data were gathered from group and individual interviews, documents, videos, and newspaper articles. Implications for school districts in Texas will be discussed.

Effect of Systemic Prevention Program on High-Risk Behavior of High School Students

Crystal Morrison, Lynda Martin LeClair, Florencia Hassey, Stacy Hall, & Cindy Benge−Sam Houston State University

The purpose of this longitudinal study is to determine the effect of a systemic prevention program on 15 different high-risk behaviors among students enrolled in a local private high school. Participants were all students in a medium-sized private high school in a large metropolitan city in the Southwest United States. Participants were administered the Youth Risk Behavior Survey in May, 2009 as a pre-test and again in April, 2010 as a means of determining the impact of the program. This study will compare the pre-test survey data to national data derived from the same instrument and the end-of-year survey data.

Discipline: Are We on the Same Page?

Chanel M. Payne−Texas Southern University

This study is on-going and will examine the frequency of discipline infractions based on the ethnicity of the teacher and the effects on his/her minority students with a focus on African American males. The preliminary results of the survey completed by 100 intermediate level students and 50 intermediate school teachers suggests that there is a relationship between the teacher's ethnicity and the number of discipline referrals involving minority students. This study will be a significant endeavor in promoting positive teacher-student relationships, which will in turn decrease the number of suspension and expulsion involving minority students.

Analysis of Discretionary Discipline Practices Contributing to the Dropout Rates of African American Male Students

Tia N. Simmons−Sam Houston State University

Since the inception of zero-tolerance discipline policies, children have been expelled and arrested for infractions previously deemed minor infractions¬¬-consequences that negatively impact students' academic and personal growth, and psychological development (Kajs, 2006). According to Wald and Losen (2003), in 1997, 68% of inmates had not graduated from high school. Equally alarming, 75% of children sentenced to adult prisons had not completed 10th grade. Additionally, 33% did not read above a fourth-grade level. The purpose of this study is to examine the correlation between Texas Education Code's discretionary discipline, high school administrative practices with discretionary discipline and the perceptions of African American male students on the impact these practices had in their decisions to dropout of high school.

Friday, February 4

F4.3 Paper Session **12:45 – 1:55** **Poolside 2**

Preservice Teachers/Mentoring
*Graduate Student Session – *Discussant Robert Elliott*

Effects of Embedding Mathematics Content in Education Courses on EC-6 Teachers' Mathematics Beliefs and Content Knowledge
Erica S. Dillard−Texas A&M University

In a time of increased accountability, mathematics education is continually subject to public debate. Such debates often focus on teacher preparation and effectiveness. However, few studies have examined how mathematics beliefs and content knowledge evolve over time in interdisciplinary early childhood teacher education candidates. The purpose of this research "work-in-progress" is to examine how EC-6 teacher candidates' past schooling and teacher education experiences influence their teaching and learning of mathematics, in addition to, their content knowledge base for mathematics. A mixed-method design was utilized to collect and analyze data over a one-year period.

Novice Secondary Teachers' Experiences Supplementing Textbooks with Trade Books & Literature Circles
DiAnn McDown & Debra P. Price−Sam Houston State University

Secondary preservice teachers receive a variety instruction in content area literacy strategies. However, when they begin paid positions, they often neglect these strategies. The purposes of this study are: 1) gain understanding of the textbook supplements novice teachers employ, and challenges they incur while implementing supplements into secondary content area curriculum. A specific focus will be novice teachers' use of trade books; 2) gain an understanding of novice teachers' use of literature circles, with a focus on procedures used and challenges encountered. Through one-on-one interviews and focus groups, this qualitative study will examine types of supplemental materials secondary teachers use.

Specifying a Model of Classroom Simulation Based Learning for Preservice Teachers
Amber M. Ellison−University of North Texas

SimSchool is a computerized classroom simulation in which players act as teachers. One way the utility of simSchool has been researched is to assess attitudes both before and after using the simulation. Results of this research, while promising at times, have been difficult to replicate across simulation scenarios. Therefore, it would seem important to understand all the variables influencing simulation experiences to fully understand any resulting attitudinal changes. This proposed research will combine simSchool's theoretical foundations of assessment with the real life challenges encountered by simSchool researchers to specify a model of simulation based learning in preservice teacher education.

How Does Peer-debriefing Affect Pre-service Teachers' Questioning Strategies?
Yan Zhang & Shirley M. Matteson−Texas Tech University

Questioning is a popular teaching method. Good questions serve to facilitate student learning, motivate and focus student attention. Participants were approximately 45 pre-service teachers. They enrolled in a middle level mathematical method course in spring 2010 at a large state university in southwestern United States. There were three major data sources: video transcriptions, peer evaluation forms and video analysis protocol. The findings of this study will add new information into literature with regard to the improvement pre-service teachers make on

their questioning strategies during a teaching-reteaching practice and inform educators of how to better prepare pre-service teachers.

F4.4 Paper Session **12:45 – 1:55** **Poolside 3**

Teacher Retention and Quality Teaching

Access to Success Program: Improving Teacher Retention
Teresa LeSage & Barba L. Patton−University of Houston-Victoria

For over 15 years the University of Houston-Victoria's Access to Success Program funded by the Greater Texas Foundation has been enhancing education paraprofessionals' access and success in college by reducing financial barriers. The assumption behind the program is that paraprofessionals working in the EC-12 educational setting would have greater teacher retention than students without this experience. During July 2010, a survey was disseminated to approximately 2,790 UHV School of Education and Human Development alumni to determine which factors and/or characteristics contributed to retaining teachers and those that do not have a positive impact. The results of this investigation are presented.

Voices of Preservice Teachers on the Adequacy of Their Preparation in Texas
Kar Man Lee, Lilia Ruban, & Laveria Hutchison−University of Houston

The effectiveness of teacher preparation programs can be evaluated by analyzing the levels of preparedness reported by preservice teachers. This pioneer study was undertaken to examine the opinions of 469 preservice teachers studying at the University of Houston (UH), with a particular focus on the alignment of training with the Professional Development and Appraisal System (PDAS). Using the teacher performance appraisal standards in Texas as the basis of evaluation criteria, this survey study provided critical information for teacher educators to improve the program and their preparation efforts. The educational implications were discussed.

A Model Predicting Teacher Burnout, Job Satisfaction, and Intent to Quit
**Nancy K. Martin & Daniel A. Sass−The University of Texas at San Antonio*
Thomas A. Schmitt−University of Eastern Michigan

Although teachers choose to leave the profession for a variety of reasons, chief among them are stress and burnout. While a large body of research exists regarding the antecedents of teacher stress and burnout (Chang, 2009), validated theoretical models that predict teacher burnout and intent to quit are scarce. The current study aims to partially fill this gap by evaluating a new theoretical model of teacher attrition.

Engaging in Pedagogical Reasoning Through Vicarious Experience: A Case Study
Shelly Rodriguez−The University of Texas at Austin

Mentoring is an important way in which novices learn to teach and it has become a wide spread practice in teacher preparation. One mentor rarely mentioned in the literature is the cooperating teacher. Cooperating teachers mentor within the context of their own classroom and thus have a unique opportunity for learning. This study investigates the ways in which cooperating teachers engage in pedagogical reasoning during mentoring interactions. Findings demonstrate that classroom based mentoring experiences motivate cooperating teachers to engage in pedagogical reasoning leading to a wide variety of changes in their instructional practices.

Friday, February 4

F4.5 Paper Session **12:45 – 1:55** **Patio**

Educational Administration

One-to-one Model for Excellence in Education
Marilyn K. Dardenne, Deborah Roark, & Kristi Fairbanks−Texas Wesleyan University

Communication and information access have been revolutionized with the use of smart phones and wireless networks, and students' educational experiences should prepare them for a rapidly changing digital world. Numerous studies point to personal access to technology in the classroom as an effective motivator and bridge for the achievement gap, and as a result, the "one-to-one" (1:1) model for education is gaining ground rapidly in public and private schools. Critical thinking opportunities – and classroom management opportunities – abound when each student has access to the Internet. School leaders must know how to plan for logistics, staff development and budgeting when considering one-to-one.

The Design and Development of the eLearning Design (eDL) Academic Web Site
Erhan Delen−Texas A&M University

Due to the improvements in technology, accessing to the internet has become much easier for the last decade. Web pages are the most important part of the internet world because they display the information and let users reach other online sources. The number of Web sites has increased due to technology improvements, which means people have more choices than ever. The purpose of this study is to show how to design and develop the academic web sites by explaining the steps that were followed when redesigning the e-Learning Design Lab academic web site (http://elearndesign.org/) in 2009.

Comparing Attitudes of Academic Entitlement at a Public and a Private University
**Karen E. Frederick−Baylor University*
Daniel Clark & Marilla Svinicki−The University of Texas at Austin
Lucy M. Barnard-Brak−Baylor University

Academic entitlement is a phenomenon that may be on the rise and causing problems in colleges and universities across the United States. Examples of academic entitlement are varied. While academic entitlement may not be highly prevalent, when it occurs, it can consume a significant amount of a faculty member's time. Previous research has produced inconsistent results in comparisons of attitudes of entitlement across various characteristics of students such as sex, race, and year in school. The current study investigates the differences in attitudes of academic entitlement and epistemological beliefs among students at a private, and a public university.

Women in West Texas Community College Leadership
Kristina Gill−West Texas A&M University

Higher education has traditionally been a hierarchical and patriarchal system that makes it difficult for women to advance into administrative positions, especially in the culture of West Texas. Over the past few decades, women have been making significant increases in community college administration across the nation, but they are still in the minority in West Texas. Using a naturalistic inquiry and case study format, this study investigated the environmental factors in West Texas community colleges that contribute to the marginalization of four women in leadership roles.

Achieving Curricular School Reform Through Project Based Instruction: Assessing The District
Fernando Valle, Sylvia Mendez-Morse, Alime Sadikova, & Kathy Rollo−Texas Tech University

This study is the first phase of research between a research university and a large school district. The study investigated teacher, administrator and district stakeholder dispositions and experiences toward the implementation of district wide project based instruction and the professional development provided. Selected participants were invited to participate in focus groups offered various times during the school year, complete online questionnaires and voice their experiences with professional development and first year efforts to initiate and implement district wide curricular reform. Principals, teachers and district level administrators shared concerns, road blocks and ongoing successes toward the successful implementation of CSCOPE.

F4.6 Paper Session **12:45 – 1:55** **Renaissance**

Mathematics

Early Grade Fractional Understanding: Discrete versus Continuous Models
Sage Bentley & Trena L. Wilkerson−Baylor University

This study of 84 students in grades K-3 considered what effect instruction with varying models had on student understanding of fractions. Specifically, the study explored what students know and understand about fractions and the role of discrete and continuous models in developing that understanding. It used a pre/post assessment to examine the impact of the intervention of 6 research-based lessons taught regarding discrete and continuous models and their impact on student understanding of fraction. A two-tailed t-test indicated significant differences related to discrete and continuous models at varying grade levels. Educational significance and future areas of study are discussed.

Examining the Hypothesis Based Reasoning of College Algebra Students
Victor V. Cifarelli−University of North Carolina at Charlotte
Tracy Goodson-Espy−Appalachian State University

This paper reports results from a study of the problem solving actions of ten College Algebra students. The study focused on a particular aspect of sense-making, hypothesis based reasoning, and examined its role in the problem solving actions of college algebra students. Using problem solving interviews with individual students, in which the students were instructed to "think aloud" as they solved problems, the study identified three levels of hypothesis based reasoning. Focusing on the problem solving episodes of the students, the analysis documents and explains the important role of hypothesis-based reasoning in the solvers' solution activity.

The Textbook Analysis on Probability: The Case of Korea, Malaysia, and U.S. Textbooks
Sun Young Han, Roslinda Rosli, & Robert M. Capraro−Texas A&M University

Probability and statistics have been emphasized in real society as well as school; because people need these concepts to make their decision in their lives. How well textbooks reflect the real application situation is important in the sense that students can get probability concepts that are appropriate with in real world contexts. Three textbooks, Malaysia, Korea and Saxon (US2) did not make mention of experimental probability, whereas Glencoe (US1) explained the difference between experimental and theoretical probability. In general, for the example and exercise problems, all of textbooks had more routine, closed-ended, knowing, and non-contextual problems. Malaysia and Korea textbooks presented large quantities of example and exercise

problems as compared to U.S. textbooks. Specifically, Malaysia textbooks included more contextual than non-contextual problems, in contrast to the other countries' textbooks.

Success in Engineering Mathematics Courses Based on the Grade in the First Course
**Sandra Nite−Texas A&M University*

There are many factors involved in college success in mathematics. Data over five years shows a strong correlation between the grade in the first college mathematics course at Texas A&M University, regardless of which course, and success in the entire engineering mathematics sequence. In turn, success in the mathematics courses required for engineering play a large role in determining whether a student will complete an engineering degree. Analysis of the data and implications for further research as well as strategies to improve student success are considered.

An Examination of Fractional Understanding in Second Graders: A Mixed Methods Approach
Trena L. Wilkerson & Dittika Gupta−Baylor University

This study considers what effect instruction with varying models has on student understanding of fractions in grade two in an urban school setting. It included a mixed method approach using a pre/post assessment, classroom observation and video notes, and written instructional reflections. A coding structure was developed based on current research in fractions and included student understanding related to part-whole partitioning, fair share, unitizing, and equivalence. Findings relate to student understanding and issues related to differing models. Specifically, the study explored what students know and understand about fractions and in particular the role of discrete and continuous models in understanding.

F4.7 Paper Session **12:45 – 1:55** **Ballroom C**

Middle School

Impact of a Ninety-minute Math Block Schedule on Academic Achievement of Middle School Students
Pablo Martinez−Rio Grande City Consolidated ISD
Glenda Holland−Texas A&M University-Kingsville

American schools must develop creative ways to maximize student learning and add instructional time to improve student performance without adding additional days to the school calendar, extending the school day, or increasing cost. Block scheduling may add instructional time to the school day, provide more time for in-depth instruction, and address students' needs. This study analyzed data about differences in test scores (2004 TAKS release) of students in a 90-minute consecutive math block and the 90-minute split math block model. Results of the study provide school administrators with data to determine the type of block model most beneficial for students.

Emergent Science: Children's Understandings of Plants and Animals in the UK and USA
Patricia Patrick−Texas Tech University
Sue D. Tunnicliffe−Institute of Education, London, England

The purpose of this paper is to establish which organisms are well-known to four to ten year olds in England and the USA, what they know about their environmental location, and where they attribute their information. In addition, the similarities and differences between children's ideas from these two industrialized countries are explored to begin to establish the socio-cultural factors that may affect children's knowledge. Establishing an understanding of young children's

knowledge of organisms, should provide an essential starting point for formal biological education in early childhood science.

Middle School Size and Student Achievement
Mark Riha−Sam Houston State University

The math Texas Assessment of Knowledge and Skills (TAKS) test passing rate of all students, African American students, Hispanic students, and Economically Disadvantaged students was examined as a function of school size. Students enrolled in large schools had statistically significantly higher passing rates than students enrolled in medium or small schools. Students enrolled in medium schools had statistically significantly higher passing rates than students attending small schools. Statistical significance was present between all students, African American students, and Hispanic students enrolled in small and large schools Statistical significance was present between African American students and Hispanic students enrolled in medium and large schools.

Middle School Preservice Teachers' Perceptions of Teaching and Teacher Training
**Mark R. Riney−West Texas A&M University*

This study examines the entry level perceptions of middle school preservice teachers in terms of why they intend to teach middle school instead of elementary or high school, how they conceptualize effective teaching in contrast to ineffective teaching, and what they believe they need to learn from teacher training before beginning their classroom teaching. Research findings of middle school teachers' perceptions are discussed in terms of their implications for teacher education program development.

Relationship Between Perceived Teacher-Parent Interactions and Hispanic Student Performance in Middle School Science and Math Concepts
Luana J. Zellner−Sam Houston State University
Patricia C. Abrego−Texas A&M International University
Rebecca A. Robles-Piña & Debra P. Price−Sam Houston State University

Identification of middle school activities and relationships that either produce obstacles or encourage engagement between Hispanic parents and middle school science and math teachers was the focus of this paper. Successful parent-teacher partnerships is a key to higher rates of community involvement and parental support of school programs (Jeynes, 2005; Griffith, 1996). Data collected in this study identified principal, teacher, and parent perceptions of school support and levels of engagement between teachers and parents with specific focus on students' science and math curriculums. This paper focuses on the challenges and support systems that contribute to successful Hispanic parent-teacher engagement.

F4.8 Paper Session **12:45 – 1:55** **Cavalier**

Mixed Methods/Qualitative Studies

Quantitative Dominant and Qualitative Dominant Crossover Mixed Analyses
Kathleen M. T. Collins−University of Arkansas
Anthony J. Onwuegbuzie−Sam Houston State University
Nancy L. Leech−University of Colorado Denver

As difficult as the quantitative and qualitative analysis stages are for researchers, it is even more complex when studies necessitate both quantitative and qualitative analyses—namely mixed research studies. More frameworks are needed to help researchers conduct mixed analyses.

Indeed, Greene (2008) concluded that the work undertaken by authors to provide guidance on conducting mixed analyses "has not yet cohered into a widely accepted framework or set of ideas" (p. 14). Thus, in this paper, we introduce a unified framework for conducting mixed analyses, regardless of whether the researcher is oriented towards quantitative research, quantitative research, or mixed research.

Interviewing the Interpretive Researcher: An Exemplar
Rebecca K. Frels & Anthony J. Onwuegbuzie−Sam Houston State University

In this manuscript, we define the use of debriefing interviews and demonstrate the value using debriefing questions as part of a qualitative research study, specifically, one doctoral student's dissertation study. We describe the reflexivity process of the student in her study and the debriefing data that were coded via qualitative coding techniques. Thus, we provide an exemplar of the debriefing process and the findings that emerged as a result. We believe that our exemplar of interviewing the interpretive researcher provides evidence of an effective strategy for addressing the crises of legitmation for researchers and instructors of qualitative methods courses alike.

Changes in Perspective on Lesson Effectiveness
**Gil Naizer, Becky Sinclair, & Mark Reid−Texas A&M University-Commerce*

The Math & Science Professional Development Academy is a two year project including 50 pre and inservice teachers. This presentation will focus on participants' ideas about an effective lesson and why it is effective. Participants responded to questions before beginning the Academy and after completion of the first year. Qualitative analysis indicated the following themes: lessons must engage students, lessons should use the 5E model, lessons should be inquiry-based, lessons should be interactive/hands on, lessons should be relevant, and lessons should be manageable by the teacher. Changes between the two administrations indicate participants have enhanced their ideas of effectiveness and are more focused on the outcome of the lesson rather than the actual lesson.

A Mixed Research Study of Approaches Used by Mixed Research Instructors
Anthony J. Onwuegbuzie & Rebecca K. Frels−Sam Houston State University
Kathleen M. T. Collins−University of Arkansas at Fayetteville
Nancy L. Leech−University of Colorado Denver

Resources are available to guide researchers/students in formulating, planning, and implementing mixed research studies. However, with few exceptions, there is little explicit guidance on how to teach mixed research. To address this limitation, the present investigation examined the perspectives of 14 instructors of mixed research courses from U.S. institutions, and compared and contrasted these perspectives by utilizing mixed research techniques. Data collected consisted of interviews, focus groups, video of teaching, and syllabi. A sequential mixed analysis resulted in a three-dimensional model illustrative of the instructors' pedagogical styles. By identifying course exemplars, this study provides a foundation for mixed research instructors.

Friday, February 4

F5.1 Training Session	2:00p – 5:00p	Ballroom A/B

Training Session:
(Special Ticketed Event)

An Introduction to Multivariate Statistics
Bruce Thompson, Texas A&M University

Saturday, February 5

S1.0 Training Session	8:00a – 11:00p	Ballroom A/B

Training Session:
(Special Ticketed Event)

An Introduction to Multivariate Statistics
Bruce Thompson, Texas A&M University

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