



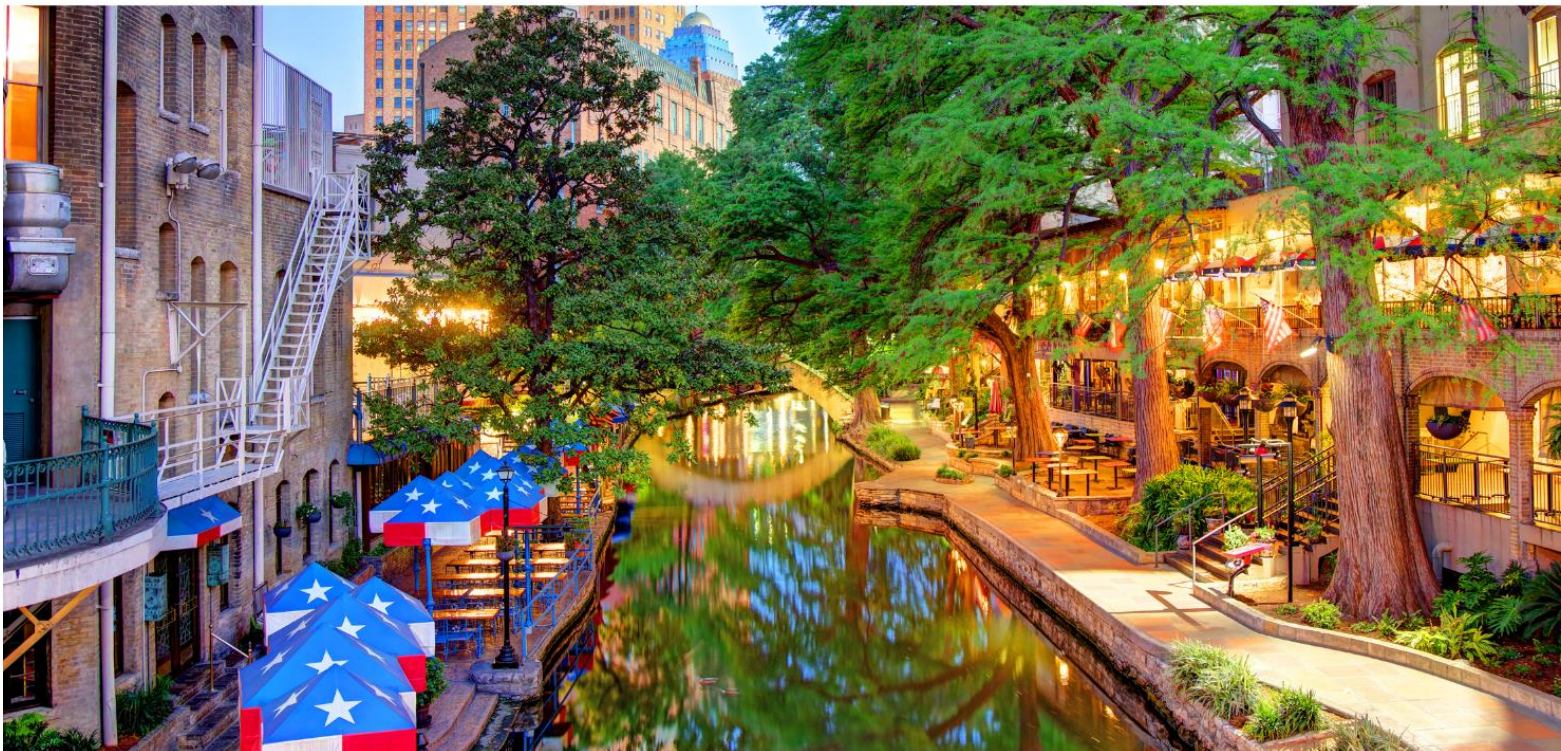
Southwest Educational Research Association

48th Annual Meeting Conference Program

February 19-21, 2025

Menger Hotel

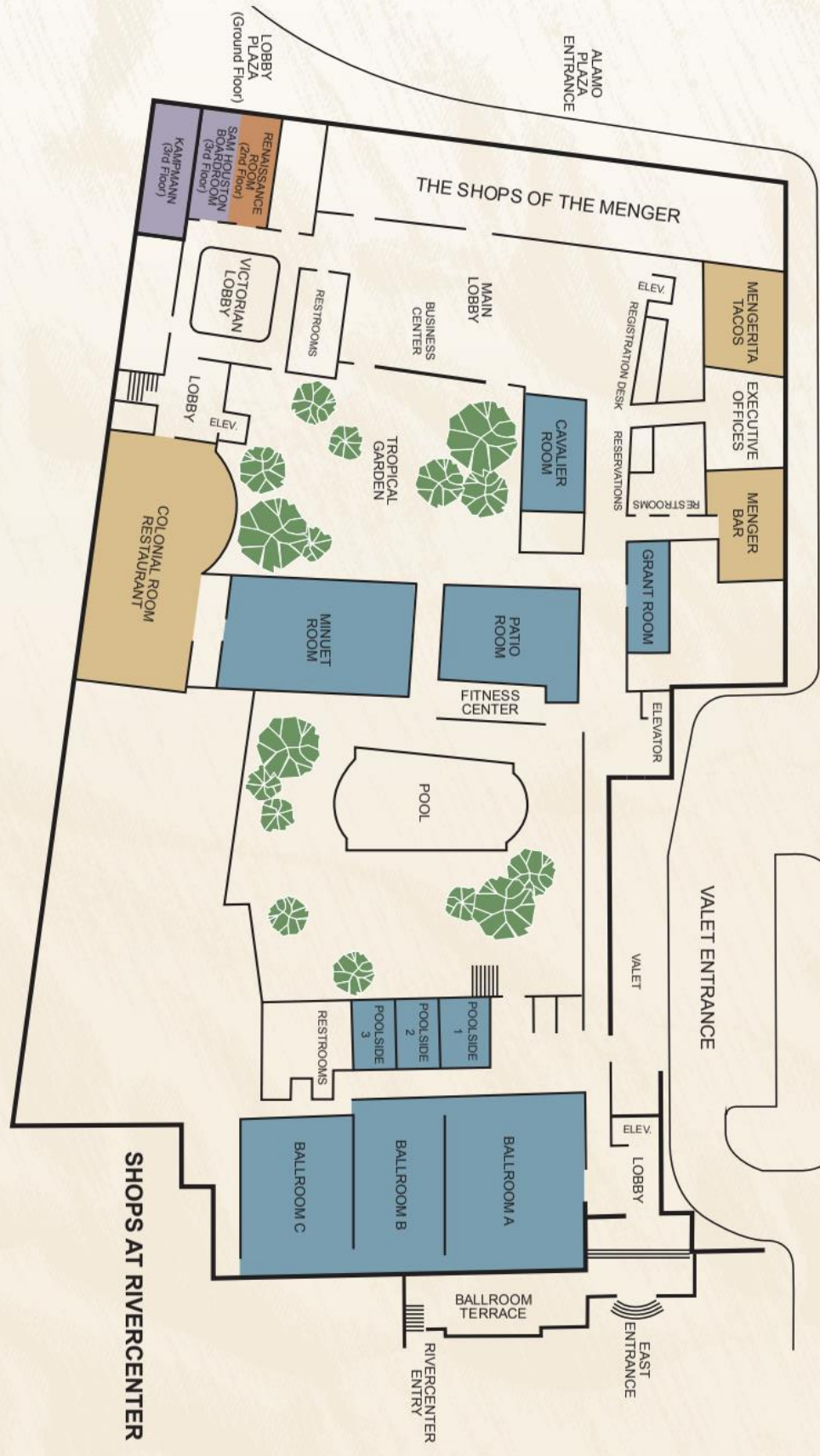
San Antonio, Texas



THE HISTORIC
MENGER
 HOTEL

ALAMO PLAZA

BONHAM ST. / CROCKETT ST.



Southwest Educational Research Association

www.sera-edresearch.org



2025 Annual Meeting Program

Menger Hotel, San Antonio, TX
February 19 - 21, 2025

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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) will greatly help achieve the foundation's vision. Contact Grant Morgan (grant_morgan@baylor.edu) for further information or to make contributions.

Printing

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A Brief History of SERA

By John J. Hedl, Jr. - February 16, 2009

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



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

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

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

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

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

- We have added website updates;
- We have improved ways to submit papers and receive notifications;

- We have added a graduate student representative to the executive council;
- We have restructured the executive council and added an executive director;
- The treasurer is now appointed as well.

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

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

SERA Linda Reichwein Zientek Outstanding Paper Award

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



Dr. Linda Zientek is a Professor in the Department of Mathematics and Statistics at Sam Houston State University. Prior to joining SHSU in 2007, Linda served for ten years as a community college mathematics instructor. Her research interests include mathematics education, the preparation of mathematics teachers, community college initiatives, and quantitative research methods. Her interests include

students' self-efficacy beliefs and how those beliefs impact academic achievement. Zientek has served as SERA executive director since 2014. She also has served as SERA deputy executive director (2011-2014), president (2010-2011), and newsletter editor (2007-2008). Zientek also previously received the SERA Extended Service Award in 2013.

SERA Bruce Thompson Extended Service Award

In 2022, the SERA Board renamed the SERA Extended Service Award the “SERA Bruce Thompson Extended Service Award” in recognition of Bruce’s career-long contributions to the Southwest Educational Research Association.

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



Before his retirement, Bruce Thompson was Distinguished Professor and College Distinguished Research fellow of Educational Psychology, Distinguished Professor of Library Science, Texas A&M University, and Adjunct Professor of Allied Health Sciences, Baylor College of Medicine (Houston). He was Co-Editor of the Teaching, Learning, and Human Development section of the *American Educational Research Journal* (AERJ:TLHD), and past editor for 9 years of *Educational & Psychological Measurement*, the series, *Advances in Social Science Methodology*, and two other journals. He is the author of 220 journal articles, author/editor of 11 books,

including *Foundations of Behavioral Statistics and Exploratory & Confirmatory Factor Analysis*, and the author of 20 book chapters. His contributions have been especially influential in moving the field regarding greater emphasis on effect size reporting and interpretation and promoting improved understanding of score reliability.

Awards

SERA LINDA REICHWEIN ZIENTEK OUTSTANDING PAPER WINNERS

2024	Stephanie Bermudez & George Willey
2023	Karen McIntush
2020	Rebecca DeLozier
2021	Noah Padgett
2020	Gang Zhu
2019	Ehsan Ghasemi, Hansel Burley & Parviz Safadel
2018	Emma Bullock
2017	Peter Boedeker
2016	Katherine L. Wright & Tracey S. Hodges
2015	Kara M. Styck & Grant Morgan
2014	Kary A. Johnson
2013	Grant Morgan & Aaron Baggett
2012	Forrest C. Lane & Robin K. Henson
2011	Celia M. Wilson
2011	Anthony J. Onwuegbuzie, Rebecca K. Frels, Nancy L. Leech, & Kathleen M. T. Collins
2010	Terence Fung
2009	Prathiba Natesan, Patricia F. Roberts–Walter, Gwendolyn Webb–Johnson, & Norvella P. Carter
2008	Susan Troncoso Skidmore
2007	Meixia Ding & Xiaobao Li
2006	Carmen Fies
2005	Helenrose Fives & Michelle M. Buehl
2004	Anthony J. Onwuegbuzie
2003	Anthony J. Onwuegbuzie & Nancy Leech
2002	Lilia M. Ruban
2001	Stephen Caldas & Carl Bankston, III
2000	Bruce Thompson & Colleen Cook
1998	Katherine Friedrich
1996	Shari L. Davis
1995	Debra A. King

1994 Bruce Thompson John Wasserman, James Gyurke, Kathleen Matula, & Blaine Carr
 1993 Patricia Synder, Bruce Thompson & James David Sexton
 1992 Dianne L. Taylor & Ira E. Bogotch
 1989 H.C. Waxman, Y.N. Patron, S.L. Knight, E. W. Owens, & K. Ebner
 1988 Stephanie L. Knight
 1987 P.A. Alexander, M.K. Tallent, V.L. Willson, & C.S. White
 1986 Mary K. Tallent
 1985 Walter C. Parker
 1984 Ralph A. Hanson
 1983 William C. Kyle, Jr., & James A. Shymanasky

SERA BRUCE THOMPSON EXTENDED SERVICE AWARD

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

JOHN J. HEDL, JR. LIFETIME SERVICE AWARD

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

**Southwest Educational Research Association
2024-2025
Executive Council**

President
Shaun Hutchins

Immediate Past President
Emma Bullock

Secretary
Audrey C. Meador

Graduate Student Representative
Erik Torres

Executive Director
Linda Zientek

Newsletter Editor
Peter Boedeker

Director of Information Technology
Susan Troncoso Skidmore

President-Elect & Program Chair
Lesley F. Leach

Treasurer
Grant Morgan

Deputy Treasurer
Kim Nimon

Graduate Student Advisors
Ryan Glaman
Amy E. Ray
Ron Rhone

Deputy Executive Director
Forrest C. Lane

Executive Director Emeritus/Historian
Bruce Thompson

Council Members-At-Large

Alonzo Flowers
Ryan Glaman
Stephen Gruber
Sara C. Lawrence
Michelle Peters

Bethanie C. Pletcher
Amy E. Ray
Ron Rhone
Carol C. Waters

Program Division Chairs – 2025

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

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

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

Ken Helvey
Texas Wesleyan University
jkhelvey@txwes.edu

II. Instruction, Learning & Cognition

Laura Isbell
East Texas A&M University
Laura.Isbell@tamuc.edu

Sandra Nite
Texas A&M University
snite@math.tamu.edu

III. Methodology, Measurement & Evaluation

Tommy De Vaney
Southeastern Louisiana
tdevaney@selu.edu

Lisa Dryden
Texas Wesleyan University
ldryden@txwes.edu

IV. Teachers & Teacher Education

Bob Elliot
Eastern New Mexico University
Robert.Elliott@enmu.edu

Julia Yoo
Lamar University
hyoo@lamar.edu

V. Special Populations & Counseling

Nara Martirosyan
Sam Houston State University
nxm021@SHSU.EDU

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

VI. Graduate Student Seminars for Works in Progress

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

Anthony Edwards
Tarleton State University
aedwards@tarleton.edu

SERA Past Presidents

Emma Bullock	2023-24	Vince Paredes	2000-01
Wendi Zimmer	2022-23	Nancy Martin	1999-00
Celia Wilson Scott	2021-22	Arturo Olivarez	1998-99
Grant Morgan	2020-21	Max Martin	1997-98
Shirley Matteson	2019-20	Mark Lewis	1996-97
Forrest C. Lane	2018-19	Larry G. Daniel	1995-96
LaVonne Williams-Fedynich	2017-18	Mary K. Tallent-Runnels	1994-95
Prathiba Natesan	2016-17	Stephanie L. Knight	1993-94
Shirley Matteson	2015-16	Elaine Jackson	1992-93
Susan Troncoso Skidmore	2014-15	Victor L. Willson	1991-92
Stacey Edmondson	2013-14	Glynn D. Ligon	1990-91
Kim Nimon	2012-13	Hersholt C. Waxman	1989-90
Willam A. Jasper	2011-12	Patricia A. Alexander	1988-89
Linda R. Zientek	2010-11	Michael J. Ash	1987-88
Mary M. Capraro	2009-10	Deberie L. Gomez-Grobe	1986-87
Robert M. Capraro	2008-09	Claire Ellen Weinstein	1985-86
Gilbert Naizer	2007-08	Bruce Thompson	1984-85
J. Kyle Roberts	2006-07	Jon J. Denton	1983-84
M. Janine Scott	2005-06	Douglas M. Brooks	1982-83
Kathleen Cage Mittag	2004-05	John J. Hedl, Jr	1981-82
Ron McBride	2003-04	Wayne R. Applebaum	1980-81
Randall E. Schumacker	2002-03	Robert M. Caldwell	1979-80
Dianne Taylor	2001-02		

Foreword

As President of the Southwest Educational Research Association (SERA), I warmly welcome you to the 48th Annual Conference. We have over 225 members, and there will be more than 172 research presentations, workshops, symposia, and innovative sessions at the 2025 conference. Plan to attend as many sessions as possible to take advantage of the wide variety of learning and networking opportunities.

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

If this is your first SERA conference, we recommend that you attend the Navigating Through & Getting the Most from SERA Session provided by Linda Reichwein Zientek and Susan Troncoso Skidmore on Thursday morning during the annual meeting. Dr. Lloyd Potter, Texas State Demographer and Professor of Sociology and Demography at The University of Texas at San Antonio, is the Presidential Invited Speaker on Thursday. Grant Morgan is offering a ticketed workshop on Developing and Demonstrating your Research Agenda for Getting a Job and Getting Promoted. Wendi Zimmer offering a ticketed workshop on Writing with P.O.W.E.R. – Increasing your Writing Habits to Powerfully Enhance your Writing Productivity. Finally, Peter Boedeker is offering a ticketed workshop on Systematic Review with Meta-Analysis: Reading the Evidence in Education. More information about these sessions can be found in the front matter of this program.

The conference arrangements chair is the person who truly makes the SERA conference possible, and this year, we would like to extend a very special “thank you” to Linda Zientek for doing an incredible job as local arrangements chair. Tremendous appreciation is also extended to our President-Elect/Program Chair, Lesley Leach, for organizing and compiling this year’s conference program; to Executive Director Linda Reichwein Zientek, who keeps us updated throughout the year; to Historian and Executive Director Emeritus Bruce Thompson who provides us with a historical perspective; and to all SERA board members. Graduate student participation in SERA continues to increase, and many thanks are extended to the graduate student representative, Erik Torres. We also extend a special “thank you” to our Division Chairs and the numerous proposal reviewers who assisted in the proposal review process.

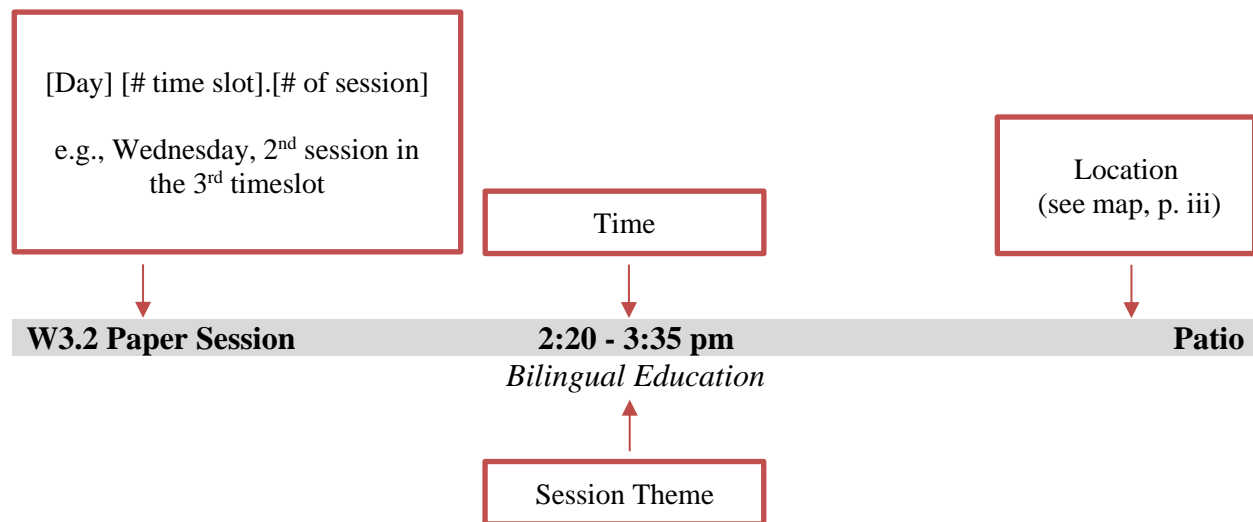
Thank you for choosing to attend the 2025 SERA Annual Conference in San Antonio, TX. We are glad you are here and look forward to sharing this experience with you. Enjoy!

Shaun Hutchins
SERA President

The Program

We invite you to explore the wide variety of sessions available to attend including paper sessions, symposia, innovative sessions, and free workshops as well as ticketed opportunities like the training sessions and business luncheon. Sessions are also quite diverse in the content areas they span, from early childhood to post-secondary and workforce education and many in between.

Attendees may wonder how best to find sessions of interest to them. In the following pages, you'll find a general program session schedule that provides an overview as well as the detailed session schedule and abstracts. The detailed session schedule begins each session with a header similar to the one below (example) You will also find indexes at the end, organized by presenter name and keywords.



An asterisk by a presenter's name indicates that they will be the session chair for that session. If you are designated as a Session Chair, please keep track of the time for presenters and introduce each presenter in your session. It is **imperative** that each speaker be allotted the designated time (**12 – 13 minutes per speaker**), so the time-keeping duty is essential. You may want to delay questions for all presentations until the end of the session. In addition, please have the presenters remain in the order in which they appear in the program. This process will allow conference attendees to hear the papers of particular interest in various sessions. The organizer or the organizer's designee will serve as chair for symposia, innovative sessions, and training sessions. For graduate student paper and proposal development seminars that include discussants, the discussant may serve as chair.

I hope you have a wonderful conference and are able to strengthen existing relationships and build new ones while at SERA this year!

Lesley F. Leach
Program Chair and President-Elect

General Program Session Schedule

Wednesday

11:00a – 5:00 pm	Registration
12:15 – 2:15 pm	Training Session: Developing and Demonstrating your Research Agenda for Getting a Job and Getting Promoted (Ticket Required, W)
1:00 – 2:15 pm	Sessions (W1)
2:20 – 3:35 pm	Sessions (W2)
3:40 – 4:55 pm	Sessions (W3)
3:40 – 5:40 pm	Training Session: Writing with P.O.W.E.R. – Increasing your Writing Habits to Powerfully Enhance your Writing Productivity (Ticket Required, W3.6)

Thursday

8:00 am – 5:00 pm	Registration (Closed during business luncheon)
8:00 – 9:00 am	Continental Breakfast
8:30 – 9:30 am	Sessions (T1)
9:35 – 10:35 am	Sessions (T2)
10:40 – 11:55 am	Sessions (T3)
12:00 – 1:30 pm	Luncheon (Ticket Required, T4)
1:35 – 2:40 pm	Presidential Speaker – Lloyd Potter (T5)
2:45 – 4:00 pm	Fireside Chat with Lloyd Potter – Graduate Students Only (T6.1)
2:45 – 4:00 pm	Sessions (T6) SERA Junior Faculty Mentoring Initiative – Part 1 (T6.3)
4:05 – 5:20 pm	Sessions (T7) SERA Junior Faculty Mentoring Initiative – Part 2 (T7.6)
5:25 – 6:30 pm	Graduate Student Meeting & Election of Representatives (T8.1)

Friday

8:00 am – 12:00 pm	Registration
8:00 – 8:45 am	Graduate Student Leadership Meeting (Renaissance)
8:00 – 9:00 am	Continental Breakfast
9:00 – 11:00 am	Training Session: Systematic Review and Meta-Analysis: Reading the Evidence in Education (Ticket Required, F1.0)
8:40 – 9:40 am	Sessions (F2)
9:45 – 11:00 am	Sessions (F3)
11:05 am - 12:20 pm	Sessions (F4)

Detailed session information is found in subsequent pages.

Program Highlights for Graduate Students

SERA is dedicated to supporting and mentoring graduate students. See below for several opportunities that will be of particular interest to graduate students.

- **The Annual Luncheon and Business Meeting** (T4.0, Thursday 12:00-1:30 – Ballroom A-B). We’ll announce winners of the graduate student travel awards and the Outstanding Student Paper competition at the luncheon.

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

- **Presidential Invited Address** (T5.0, Thursday 1:35 – 2:45 pm, Minuet) immediately following the luncheon.
- **Fireside Chat with Lloyd Potter** (T6.1, Thursday 2:45 – 4:00 pm, Minuet)
- **Graduate Student Meeting** (T8.1 Thursday, 5:25 – 6:30 – Minuet)
An opportunity to discuss student concerns and elect the 2025–2026 graduate student representative to the SERA Executive Council and university-level representatives who comprise the Graduate Student Leadership Council.
- **Graduate Student Leadership Council** (F0.3 Friday, 8:00 – 8:45 – Renaissance)
- Graduate student work area is available throughout the annual meeting in the Renaissance room for those who need a place to work.

Graduate Student Division VI Paper Sessions

There are 63 graduate student Division VI paper sessions included in this year’s program. Each Division VI paper features presentations of **work in progress** by graduate students followed by feedback from an experienced faculty member discussant.

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

Developing and Demonstrating your Research Agenda for Getting a Job and Getting Promoted (Ticketed)	W0.2
Speak Your Word Open Mic	W1.3
Adhering to Reporting Standards Encourages Secondary Analysis For Quantitative Data	W3.2

Writing with P.O.W.E.R. – Increasing your Writing Habits to Powerfully Enhance your Writing Productivity (Ticketed)	W3.6
Navigating and Getting the Most From SERA	T1.0
Measurement Invariance Workshop: Are we comparing apples to apples?	T3.5
Amigas No Rivalas: Creating Spaces of Friendship y Familia in Academia	T3.7
Qualitative Data Analysis: The Chex Mix™ Analogy	T7.3
Systematic Review with Meta-Analysis: Reading the Evidence in Education (Ticketed)	F1.0
Undertaking a Meaningful and Rigorous Qualitative Systematic Review	F1.2
Designing Qualitative Research Studies for Educational and Grant Settings	F2.1

Program Highlights for Early Career Members

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

SERA Junior Faculty Mentoring

Part I: Thursday, 2:45-4:00 (Session T6.3)

Part II: Thursday, 4:05-5:20 (Session T7.6)

Michelle Peters and Tonya Jeffery

- **The Annual Luncheon and Business Meeting** (T4.0 Thursday 12:00-1:30 – Ballrooms A-B). The luncheon includes announcing the winners of the graduate student travel awards and the Outstanding Student Paper competition.
- **Presidential Invited Address** (T5.0 Thursday 1:35 – 2:40 – Minuet) immediately following the luncheon.
- Be sure to join our **SERA Early Career Mentoring Group** on **LinkedIn**.

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

Developing and Demonstrating your Research Agenda for Getting a Job and Getting Promoted (Ticketed) W0.2

Speak Your Word Open Mic W1.3

Adhering to Reporting Standards Encourages Secondary Analysis For Quantitative Data	W3.2
Writing with P.O.W.E.R. – Increasing your Writing Habits to Powerfully Enhance your Writing Productivity (Ticketed)	W3.6
Measurement Invariance Workshop: Are we comparing apples to apples?	T3.5
Amigas No Rivalas: Creating Spaces of Friendship y Familia in Academia	T3.7
SERA Junior Mentoring Initiatives – Part I	T6.3
Teachers as Experts	T6.4
Qualitative Data Analysis: The Chex Mix™ Analogy	T7.3
Systematic Review with Meta-Analysis: Reading the Evidence in Education (Ticketed)	F1.0
Undertaking a Meaningful and Rigorous Qualitative Systematic Review	F1.2
Kris Kross Still Making Learners Jump Jump: A Tutorial on Using the Flipped Classroom Model in an EPP	F1.3
Designing Qualitative Research Studies for Educational and Grant Settings	F2.1

Graduate Student Research in Progress Division VI

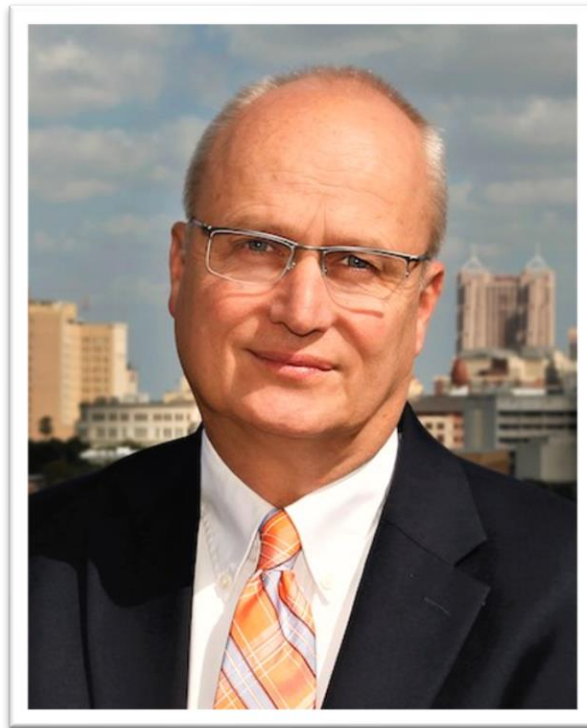
There are 63 graduate student Division VI paper sessions included in this year's program. Each Division VI paper features presentations of **work in progress** by graduate students followed by feedback from an experienced faculty member discussant.

We extend our sincere appreciation to the following discussants who volunteered their time to provide feedback to Division VI graduate student researchers.

Name	Institution
Peter Boedeker	Baylor College of Medicine
Emma Bullock	Sam Houston State University
Chrissy J. Cross	Stephen F. Austin University
Anthony Edwards	Tarleton State University
Ryan Glaman	Tarleton State University
Stephen Gruber	University of Houston – Clear Lake
Shaun Hutchins	Texas A&M University
Tonya Jeffery	University of Houston - Downtown
Forrest C. Lane	Stephen F. Austin State University
Sara Lawrence	Texas A&M University - Texarkana
Karen McIntush	University of Houston
Audrey C. Meador	West Texas A&M University
Nicole M. Mishnick	Tarleton State University
Gwinn North	Tarleton State University
Amy Ray	Sam Houston State University
Juanita Reyes	Tarleton State University
Ron Rhone	Tarleton State University
Crystal Rose	Tarleton State University
Celia Scott	Tarleton State University

SERA 2025 Presidential Invited Address

Lloyd Potter



Dr. Potter's current work focuses upon understanding and communicating demographic processes in Texas, training doctoral level applied demographers in the areas of public policy and health, and conducting demographic research on public policy and health related topics. Over his career, Dr. Potter's work has focused on applying demographic methods and social and behavioral science in public health settings. Before joining the Institute, Dr. Potter was Director of the Center for Study and Prevention of Injury, Violence, and Suicide at the non-profit company Education Development Center. Earlier he managed the youth violence and suicide prevention program at the U.S. Centers for Disease Control and Prevention.

2-Hour Training Sessions

(Ticket Required)

Developing and Demonstrating your Research Agenda for Getting a Job and Getting Promoted

Grant Morgan

Articulating your research agenda is one of the most important components of a successful faculty job application and of a successful tenure and promotion packet. Unfortunately, many, if not most, graduate students and junior faculty never receive direct input into how to take on this critical piece of their application and/or promotion materials. In this workshop, participants will learn the three key elements of an effective research agenda and how to emphasize the three elements when articulating the agenda. The workshop will cover basics like planning and visualization and strategies like using metrics to demonstrate impact.

Dr. Grant B. Morgan is professor in the Quantitative Methods graduate program in the Department of Educational Psychology (EDP) at Baylor School of Education, and he is also the associate dean for research and outreach in the School of Education and coordinator of the Quantitative Methods specialization graduate programs (M.A. & Ph.D.).

Writing with P.O.W.E.R. – Increasing your Writing Habits to Powerfully Enhance your Writing Productivity

Wendi Kamman Zimmer

You know your subject matter, but do you know which writing processes and habits are optimal for communicating your expertise? The ones that yield productivity, publications, and promotions? The P.O.W.E.R. (“Promoting Outstanding Writing for Excellence in Research”) system, pioneered by Pat Goodson at Texas A&M University, will save you years of trial and error. During this 2-hour workshop based on P.O.W.E.R. principles, we will survey the most effective practices from leading writers (academic and non-academic) and peak performance theory that you can apply to your writing work. Show up to this workshop with a device on which you can compose and edit text, one of your works in progress, and your top three writing goals in mind. You will leave with strategies, techniques, templates, resources, reading lists, and new accountability partners for your academic writing career.

Wendi Kamman Zimmer, Ph.D., is a mindset expert, writing consultant, and Clinical Assistant Professor in the Department of Kinesiology & Sport Management at Texas A&M University.

Systematic Review with Meta-Analysis: Reading the Evidence in Education

Peter Boedeker

Systematic Review with Meta-Analysis provides a structured synthesis of intervention effectiveness. Combining evidence from potentially hundreds of studies, the resulting synthesis helps to determine which educational interventions work best and for whom do such interventions have differing effects. Understanding the process of a systematic review and how to interpret the findings of a meta-analysis are critical to take advantage of this rich resource. By the end of this workshop, attendees will be able to describe the systematic review process and interpret the statistical results of a meta-analysis.

Dr. Peter Boedeker serves as Assistant Professor in the Education, Innovation, and Technology Department at the Baylor College of Medicine.

WEDNESDAY, FEBRUARY 19

W0.1	11:00 am - 5:00 pm	Foyer Ballrooms A-C
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Registration

W0.2 Training Session	12:15 - 2:15 pm	Minuet
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Training Session
Special Ticketed Event

Developing and Demonstrating your Research Agenda for Getting a Job and Getting Promoted

Grant Morgan –Baylor University

Articulating your research agenda is one of the most important components of a successful faculty job application and of a successful tenure and promotion packet. Unfortunately, many, if not most, graduate students and junior faculty never receive direct input into how to take on this critical piece of their application and/or promotion materials. In this workshop, participants will learn the three key elements of an effective research agenda and how to emphasize the three elements when articulating the agenda. The workshop will cover basics like planning and visualization and strategies like using metrics to demonstrate impact.

W1.1 Paper Session	1:00 - 2:15 pm	Patio
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Teacher Preparation

Benefits of Field Supervision on Novice and Pre-Service Teachers: Legislative and District Improvements

**Aansa N. Usmani – Harris County Department of Education*

Field experience (FE) is a process that pre-service and novice teachers undergo in teacher training, (e.g., universities and school districts). FE entails comprehensive supervision and observation from peer teachers, while others have informal meetings with advisors. This paper will cover the literature surrounding the benefits of field supervision for pre-service and novice teachers and legislative and school district recommendations. FE should entail transparency and a uniform standard for student teachers regardless of state or school district. These recommendations are aimed at the state or national level, entailing effective preparedness for all pre-service and novice teachers.

Every Child Deserves a Well-Prepared Teacher: Exploring the Impact of Cognitive Science Approach

Andrea S. Foster – Sam Houston State University

Kristi R. Martin – Ball State University

This study explores the impact of a Deans for Impact (DFI) Learning by Scientific Design (LbSD) initiative, which emphasizes a cognitive science approach to prepare future teachers with

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a deeper understanding of how students learn. We will share data on teacher candidates' thinking after experiencing LbSD modules in their math/science methods courses, which can lead to deeper, more equitable learning for K-12 students.

Navigating Teacher Education Frontiers: A Comparative Analysis of Teacher Preparation in Algeria, United States, and United Arab Emirates

Hamza Benzina & Puskar Joshi – Texas A&M University

This study presents a novel comparative analysis of the educational systems in Algeria, the United States, and the United Arab Emirates, filling a crucial gap in cross-cultural educational research. It examines how historical contexts, linguistic policies, and economic factors shape these diverse systems. The analysis reveals significant contrasts in centralization, language of instruction, and responses to globalization. Key findings include the impact of Algeria's Arabization policy, the challenges of decentralization in the U.S., and the UAE's rapid educational development. This research offers valuable insights for policymakers and educators, highlighting opportunities for cross-cultural learning and providing a framework for future comparative studies in education.

W1.2 Paper Session

1:00 - 2:15 pm

Ballroom C

Teacher Leadership

Empowering Educators: Leadership Strategies for Enhancing Teacher Self-Efficacy in Supporting English Learners with Disabilities

**Stephanie Atchley, Jim Gentry, & Juanita Reyes – Tarleton State University*

Jennifer Phillips – Garland ISD

Teacher self-efficacy is pivotal in addressing the needs of diverse student populations (Arrington, 2023; Reyes et al., 2022). This exploratory and descriptive study investigates the self-efficacy of English Learner (EL) teachers in meeting the needs of students who are eligible for both special education (SPED) and EL services. The study involved EL teachers from six school districts in central Texas. Results from the numerical data suggest that EL teachers generally exhibit a high level of self-efficacy in supporting students with dual eligibility. Leadership strategies for improved teacher self-efficacy include specialized training and professional development opportunities and collaborative planning time.

Empowering Teacher Leadership: A Case Study on Distributed Leadership in Schools

Cathy DeLeon & Jesus Abrego – The University of Texas Rio Grande Valley

This qualitative case study explored the perceptions of a principal and teachers from a Rio Grande Valley school district on how leadership is distributed within their schools, using the framework of distributed leadership. The findings highlight the critical role of teacher leadership and the principal's influence in fostering a collaborative culture, particularly through professional learning communities (PLCs). The study emphasizes the need for shared leadership responsibilities, collaboration, and data-driven decision-making to improve student outcomes. It also provides insights for educational leaders and policymakers on the value of distributive

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leadership and aligning leadership roles with school goals to create more effective educational environments.

Thinking Critically: Teachers' Agency in a Time of Ban

Kelli M. Bippert – Texas A&M University – Corpus Christi

Lawmakers and current state office holders in the state in Texas have recently indicated a state-level push to eliminate politically charged topics in public. Using the cultural historical activity theory lens, doctoral students enrolled in a graduate-level course responded to reflections related to critical theory and education. The analysis found that while there does appear to be substantial pressure to move away from utilizing culturally relevant pedagogies, the students' reflections and products indicated that their experiences with students and as educators have shaped their understanding of students' needs.

W1.3 Workshop

1:00 - 2:15 pm

Cavalier

Free Workshop

Speak Your Word Open Mic

**René Saldaña, Jr., Ngan Nguyen, Robert Lynn, Fatimah Rabiou, Ufomanefe Kayode, Erin Boiles, Bethany Berg, & Wendy Pray– Texas Tech University*

Several graduate students and faculty from a West Texas university have been trying alternative ways of representing their research, in our case writing poetry as/in/for research (Faulkner, 2020). We are also looking at innovative ways of sharing our work with the public who we consider co-conspirators. We want the public to take action resulting from engaging with our work. If our research takes the form of poetry, it only makes sense that we step up to the open mic and perform it.

W1.4 Paper Session

1:00 -2:15 pm

Poolside 3

Academic Integrity

Evaluating the Relationships Among Variables in Academic Integrity Instruments

**Zhidong Zhang – The University of Texas Rio Grande Valley*

This study investigates the relationship between two questionnaires focused on academic integrity. Employing canonical correlation analysis, it assesses the links between the 'Perceptions of Academic Dishonesty (PAD)' and the 'Frequency, Development, and Validation of the Academic Dishonesty Scale (ADS)'. Findings reveal a robust correlation between the two instruments, with PAD encompassing seven dimensions and ADS featuring six. This emphasizes the thoroughness of both questionnaires in evaluating different facets of academic dishonesty and their effectiveness in measuring students' perceptions and behaviors related to academic integrity.

AI In the Classroom

Jonathan Khandaker – HCDE

This literature review explores the integration of AI in educational settings, focusing on its usage by teachers and students. Findings indicate that while 18% of K-12 teachers actively use AI, opinions on its application vary significantly. Many educators express concerns about AI facilitating cheating, yet they recognize its potential to enhance teaching efficiency. Despite a majority supporting AI training for teachers, only a fraction of schools provide such training. As AI's role in education expands, further research is essential to understand its impact on teaching practices and student learning.

Factors Influencing Academic Integrity in Higher Education Environments with GAI

Zhidong Zhang – The University of Texas Rio Grande Valley

Academic dishonesty poses a serious challenge to the integrity of educational institutions, particularly in the context of the growing use of generative artificial intelligence. This study sought to examine the prevalence of academic dishonesty among college students, exploring the motivations behind such behaviors and their awareness of the issue. By enhancing awareness and implementing preventive measures, educational environments can be improved for student success. Utilizing a mixed-methods research design, this research provides insights into the factors influencing academic dishonesty in higher education, aiming to foster a more ethical academic culture.

W2.1 Paper Session

2:20 - 3:35 pm

Minuet

Educator Burnout and Retention

Discussant: Peter Boedeker

AI-Integrated Instructional Design: Assessing Prompt Development Training as an Intervention for Educator Burnout and Retention

**Charlotte Gilbert – University of Houston – Clear Lake*

This graduate research study in progress evaluates the effectiveness of AI-integrated instructional design, specifically prompt development training, as an intervention for reducing teacher burnout and improving retention rates. Using the Maslach Burnout Inventory-Educators Survey (MBI-ES) and the Teacher Job Satisfaction and Retention Survey (TJSRS), this mixed-methods research design will explore whether AI-enhanced instructional planning reduces workload-related stressors, improves job satisfaction, and mitigates educator attrition.

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Teacher Burnout: Factors And Effects On Student Motivation And Behavior

Shalynnndrea M. Sterling-Teel – Sam Houston State University

This study investigates the critical relationship between teacher burnout and student motivation in educational settings. Teacher burnout not only impacts educators' well-being but also has profound implications for student engagement and achievement. This study aims to explore the ways in which burnout manifests in the classroom and its subsequent effects on student motivation levels. The findings will provide valuable insights into the interconnectedness of teacher well-being and student success, ultimately informing interventions and policies aimed at fostering a healthier educational environment. Tackling teacher burnout is crucial not only for the well-being of educators but also for boosting improving overall academic performance.

Why Are They Staying? Understanding What Is Motivating Staff of Higher Education Institutions to Stay Post-COVID

Krista Brown – Texas Tech University

This study will focus on what motivates higher education institutions' staff to stay post-COVID. Since the pandemic, staff turnover has been higher, and this paper will use the Job Satisfaction Survey, Turnover Intentions 3-Item Scale, and questions about current remote work options to determine if there are correlation relationships between job satisfaction, turnover intentions, and remote work options. This study will focus on noninstructional staff working at public, four-year institutions in the United States. Data analysis will be done using descriptive statistics and correlation models like Structural Equation Modeling, Confirmatory Factor Analysis, and Exploratory Factor Analysis.

W2.2 Paper Session

2:20 - 3:35 pm

Patio

Bilingual Education

Discussant: Ryan Glaman

¡Sí se puede! Examining Math Teachers' Perspectives, Self-Efficacy & Strategies for Supporting Emergent Bilinguals

**Lorie Ann Batrez – University of Houston – Clear Lake*

Empirical evidence shows a growing Emergent Bilingual (EB) population, highlighting the need for teacher capacity-building in instructional methods to support EB learners. This mixed-methods study will explore secondary mathematics teachers' perspectives, self-efficacy, and instructional strategies in supporting EB students, and how these factors influence their perspectives in supporting EB students.

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The Effects on Bilingual Students in Mastering Mathematical Concepts Through the Implementation of Interactive Mathematical Read-Alouds with Manipulatives

Dawn D. Lozano – Texas A&M University – Corpus Christi

This quantitative quasi-experimental design aims to explore the possible relationship between the ability to comprehend mathematical concepts and two independent variables, read-alouds and read-alouds with manipulatives, including a comparison (control) group. Emerging bilingual students are entering Texas classrooms at an increasing rate. Teachers should equip themselves with educational tool belts filled with subject-integrated lessons that meet the needs of bilingual students. Combining mathematical read-alouds with manipulatives as an instructional strategy allows for a deeper understanding of content. It provides instructional time to clarify misconceptions through discussions, visuals, and hands-on learning to build knowledge.

W2.3 Paper Session

2:20 - 3:35 pm

Poolside 1

Campus Leadership

Discussant: Shaun Hutchins

Principal's Perception of Received Support Compared to Needed Support

**Mareka Austin – Tarleton State University*

Demands for increased accountability as well as other factors have magnified pressures for principals to improve schools which catalyzes the responsibility for principals to lead differently. As the principal role changes and the demands evolve, the way principals are supported and developed must also change (Honig & Rainey, 2019). While principals are expected to create a school environment where every student reaches their highest level of success, how does the way they are supported compare to what they need to improve their schools to levels that meet state accountability?

Examining the Influence of Texas School Leaders' Education Impact on Tutoring Efficacy

**Joey Mendoza – Texas A&M University – Corpus Christi*

This presentation explores Texas after-school leaders' pivotal role in shaping tutoring programs' effectiveness within their campuses. As educational challenges evolve, school leaders' strategic decisions and leadership styles significantly impact the success of supplemental tutoring services. This study delves into how after-school leaders' academic experiences, resource allocation, and support mechanisms influence tutoring outcomes, focusing on the alignment between 3-8 STARR math scores and tutoring interventions. Analyzing case studies and recent data will uncover key factors contributing to enhanced tutoring efficacy and provide actionable insights for leaders seeking to optimize their tutoring programs. Attendees will better understand the intersection between educational leadership and tutoring success, equipping them with strategies to improve student outcomes through effective leadership and tutoring practices.

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The Next Exodus in Education: Principal Retention

David Menendez – Sam Houston State University

The proposal focuses on addressing the issue of principal retention in schools, specifically examining why many principals leave their positions within a few years. It aims to explore the factors contributing to successful, long-term principalships through a qualitative case study of principals in Texas. Using the Job Demands-Resources theory, the research will investigate the demands faced by principals and the resources that support their longevity. The study's findings will provide insights into the qualities and experiences that promote principal retention, which can help school districts better recruit and support future leaders.

W2.4 Paper Session

2:20 - 3:35 pm

Ballroom C

Science Education

Discussant: Audrey C. Meador

Boosting Science Performance in Marginalized 5th Grade Students

**Jarrod G. Collins – Texas A&M University*

School district data across Texas shows alarming trends in Marginalized (African-American and Hispanic) student performance on the 5th grade Science STAAR exam. Research shows that a focus on hands-on learning with inquiry and focusing on literacy-based instruction improves the performance of African-American and Hispanic students. A treatment based on this research is being implemented in elementary schools in southeast Texas to boost African-American and Hispanic students' performance on the 5th-grade science STAAR exam. The effectiveness of the treatment will be measured using statistical analysis and feedback analysis will attempt to correlate the affective nature of the treatment.

I Know What I See but do I See What I Know: Teacher Observer Knowledge Bases' and their Impact on Observational Feedback

Elizabeth R. Goldberg – Texas Tech University

Observing preservice teachers' teaching and offering them observation-based feedback are staples of most teacher preparation programs. However, little is known about how teacher observers' knowledge bases influence the quality of the observation-based feedback they provide. This exploratory case study will use surveys, knowledge inventories, observation protocols, and interviews to examine how teacher observers with various bases of biology content knowledge, science pedagogical content knowledge, or pedagogical knowledge alter their observational focus and, thus, the type and quality of observation-based feedback they provide to preservice science teachers.

Engineering the Future of Chemistry Education: Teacher Perspectives on the Integration of the Engineering Design Process in High School Chemistry

Courtney McCleery – University of Houston – Clear Lake

This study examines the relationship between chemistry teachers' understanding of the Engineering Design Process (EDP) and the frequency of its implementation in Texas high school

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classrooms. Using an explanatory sequential mixed methods design, the research explores how state policy changes, teacher motivation, and social factors impact EDP integration in STEM education.

W2.5 Paper Session

2:20 - 3:35 pm

Cavalier

Special Education

Discussant: Nicole Mishnick

Missing Voices in Literacy Development for the d/Deaf

**Haley D. Holstein – Texas Tech University*

The purpose of this phenomenological study is to explore the metaphorical voices of participants who are d/Deaf. This qualitative study explores the ontology of how the social phenomenon of inclusion influenced literacy development for learners who are d/Deaf. Each individual's experience is their own unique perspective deserving a voice; however, the d/Deaf voice or perspective is often absent and silenced. This study explores the lived experiences of individuals who are d/Deaf in developing literacy skills in mainstream public education inclusion settings. This study explores how participants who are d/Deaf engaged in developing literacy skills in mainstream public education inclusion settings.

Impacting Teacher Efficacy through Collaborative Planning and Visualized Data for Special and General Education Teachers

R. Murray Bergman – Texas Tech University

Admission, review, dismissal, or ARD committees make inclusion decisions without considering the time special education teachers and subject teachers need to analyze student data and plan inclusionary instruction. This action-research inquiry will investigate the experience of special and general education charter schoolteachers while using guided collaborative planning and visualized data for data-based decision-making. The primary research question posed in this study is: What is the impact of using visualized data to plan collaboratively? The significance of this will lead education to better practices of collaborative planning for inclusion services of special education students and usage of visualized data.

Inclusion or Exclusion

Mirta E. Acosta – University of Houston – Clear Lake

The Individuals with Disabilities Education Act (IDEA, 1997) and the No Child Left Behind Act (2001) mandate the inclusion of students with disabilities in general education classrooms. The Every Student Succeeds Act (2015) further ensures access to high academic standards for all students, preparing them for college and careers. Advocates argue inclusion fosters relationships, social skills, self-regulation, and collaboration, promoting academic success (Ritchie & Shore, 2011). Orr (2009) notes general education teachers' attitudes are crucial to successful implementation. Kauffman (2020) emphasizes that inclusion should focus on appropriate instruction and activities rather than placement, addressing social justice in education effectively.

The Impact of the COVID-19 School Closure on the Transition of Students with Disabilities to Postschool Settings

Kayla M. Ferguson – Sam Houston State University

This qualitative study investigates the impact of COVID-19 on the transition of high school students with disabilities. Current research indicates that individuals with disabilities are at an increased risk for living in poverty or facing unemployment. This proposed study intends to look at how the pandemic further impacted this already significant issue. Interviews will be conducted with students who began high school in 2020 and graduated in 2024, focusing on their experiences and challenges during the pandemic. The research aims to explore the long-term effects of disrupted learning on the postschool outcomes for students with disabilities.

W2.6 Paper Session

2:20 - 3:35 pm

Poolside 3

Teaching

Discussant: Juanita Reyes

A Mixed Methods Study Examining the Reasons for Teacher Absenteeism and its Effects on Public Schools

**Carol Miller-Nix – Texas A&M University-Texarkana*

Recognizing that teacher absenteeism is becoming a chronic issue, school districts nationwide are in a quandary as to why teachers are not reporting to work and what can be done to reduce the rate of teacher absences. The proposed mixed methods study will explore teacher attitudes and beliefs about the importance of consistent teacher attendance and the effect teacher attendance has on student performance, school culture, and teacher morale. Bringing the issue of teacher attendance in Arkansas to the forefront will awaken educators across the state and shine some light on the escalating problem.

Alternative Certification: The Impact of Self-Efficacy in the Classroom

Kimberly Calvery – Tarleton State University

With an increase in alternative certification programs (ACPs) for educators, many teachers are entering the profession with minimum preparation before becoming full-time instructors in the classroom (Mitchell & Romero, 2010). Beginning teachers' self-efficacy offers insight into how their perceptions of teaching competence evolve when confronted with challenges in their first years of teaching (Wilhelm et al., 2021). Compared to traditionally certified peers, teachers receiving alternative certification require skill-specific preparation in pedagogical concepts, which can significantly impact self-efficacy within the profession (Blazer, 2012). This study will examine what impacts self-efficacy of alternatively certified teachers in the areas of classroom management, instructional strategies, and student engagement.

Impact of Paid Yearlong Teacher Residents' Confidence and Pedagogical Skills in a Strategic Staffing Model

Amanda R. Campos – Texas Tech University

This study examines the impact of Texas' "Paid Teacher Yearlong Residency" program on teacher residents' confidence and pedagogical skills within a strategic staffing model. The program, launched to address the state's teacher shortage, offers year-long training with a \$20,000 stipend, but faces sustainability challenges as emergency funds expire. Through a case study of four secondary STEM teacher candidates, the study analyzes journal reflections and interviews to assess professional growth while meeting the demands of the staffing model. It aims to provide insights for stakeholders on sustainable pathways for teacher preparation and retention in response to ongoing educational staffing challenges.

Faculty Perceptions Using Digital Tools in Higher Education: A Need for Teacher Digital Competence Development

Lauren Montagnino – Tarleton State University

The COVID-19 pandemic accelerated the digital transformation of higher education, prompting faculty to adopt flexible strategies and integrate digital tools. This study explores faculty perceptions of digital tools, focusing on challenges, support systems, and their impact on teaching effectiveness. It examines Teacher Digital Competence (TDC) using frameworks like Andragogy, Connectivism, and the Technology Acceptance Model, identifying barriers such as resource shortages and low self-efficacy. A qualitative study at a Central Texas community college highlights the role of institutional support and training in overcoming these barriers. Findings emphasize enhancing TDC to better prepare students for a digitally driven workforce.

W2.7 Paper Session

2:20 - 3:35 pm

Poolside 2

Classroom Strategies
Discussant: Ron Rhone

Disciplining Children of Color: A Natural Experiment

**Lynette O'Neal – Texas A&M University*

Middle school is a challenging time for students academically, socially, and emotionally. Pressures and stressors lead to increased misbehaviors that can result in school discipline. School discipline in the United States has disproportionately affected Black, Hispanic, and students in low socioeconomic backgrounds. As of the 2019-2020 school year, students attending school must receive alternative disciplinary measures before exclusionary discipline can be used. This measure coincidentally occurred the same year as COVID-19. This study sought to ascertain if there were differences in discipline outcomes following the natural treatment of COVID-19 and the discipline reform measure and pre-COVID-19.

The Parallels of Exclusionary Discipline: Examining the Relationship Between Teacher Attributions of Student Behavior and Years of Experience

Frank A. Ritter – University of Houston – Clear Lake

This mixed-methods exploratory study examines the correlation between Disciplinary Alternative Education Program (DAEP) teachers' explanations for student behavior and the number of years of teaching experience. Although a wealth of published literature reviews causal attributions in students, there is little available research specifically on DAEP teachers' causal attributions of student behavior and years of experience. Weiner's (1985) Attribution Theory is used as the theoretical framework to drive the study to understand further how teachers of at-risk students in a challenging educational setting perceive the causes underlying the performance of themselves and others and the causal attributions of classroom behavior and student performance. The Causal Dimension Scale survey and Pearson's correlation coefficient are used to answer the research questions. The findings of this study contribute new knowledge for educational leaders to consider as a best practice for exclusionary discipline.

Exploring Elementary Teachers' Strategies for Safe and Effective Internet Use in Education

Elizabeth Garza – University of Houston – Clear Lake

This research investigates elementary teachers' perspectives on internet use in the classroom. It focuses on their concerns, benefits, and strategies they use to manage the risks associated with using the internet. As more digital tools become available in education, understanding the advantages and challenges of student internet use is essential. This study will survey and interview teachers to see how they deal with the risks of the internet while integrating it into their daily lessons. It will investigate how their experiences and beliefs influence their approach to internet safety and digital tool use in the classroom.

The Correlation Between Years Of Service In Education And The Grade 4 Reading State Assessment

Kelli S. Anderson – Sam Houston State University

This study seeks to explore how teachers' years of experience in education shape their views of the assessment and their instructional strategies for teaching reading. As teachers accumulate experience and expertise in the field, their approaches to assessment and instruction are likely to evolve. The context of this study will be in the field of public education in the state of Texas at 1 district in the Houston region, with a particular focus on Grade 4 teachers' viewpoints regarding the Reading State Assessment and its potential effects on instruction. The study will include Grade 4 teachers at 26 elementary campuses.

Partner or Impediment? How Novice Teachers Learn about, Perceive and Manage Family Engagement

**Julie J. Mills & Karyn Miller – East Texas A&M University*

Family engagement is a vital part of students' success. However, novice teachers may have little experience and knowledge regarding family engagement. In this qualitative study, teacher candidates and first year teachers reflected on their experiences engaging with parents. Their assumptions about family engagement, approaches they take to engage families, and the experiences that contributed to the development of their values and approaches will be discussed.

Using Psychometric Analyses of PST Rating Data to Inform Continuous Improvement of the Field Experience Observation Process

Shaun Hutchins – Texas A&M University

Hiroki Matsuo – Baylor University

Providing preservice teachers (PSTs) with formative, growth-based feedback on instructional practices during field experiences is one of the most important processes educator preparation programs (EPPs) implement to support PST development. The current study sought to explore and understand how psychometric analyses of existing observation records could be used to inform continuous improvement activities for EPPs implementing clinical observation. Three models were identified for the analyses: confirmatory factor analysis, Generalizability Theory model, and Many-Facet Rasch model. Results were used to inform several data-driven program improvements.

What is Writing? Preservice Teachers' Self-Efficacy, Definitions, and Ways of Thinking about Writing

Tracey S. Hodges – Sam Houston State University

The present pilot study asked preservice teachers to define writing and analyzed their responses to determine what definitions and ways of viewing writing were conveyed. Then, those definitions were compared to preservice teachers' overall self-efficacy for writing and writing instruction to determine potential impacts of self-efficacy on definitions and perspectives about writing. Grounded in self-efficacy, this study followed a parallel mixed methods design utilizing a survey entitled the Preservice Teacher Self-Efficacy for Writing Inventory (PTSWI; Hodges et al., 2021). Overall, preservice teachers provided nine definitions of writing, which conveyed three ways of thinking.

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STEM Teachers Candidates Culturally Responsive Classroom Management Self-Efficacy and Development: A Qualitative Analysis

Karen McIntush & Ramona Mateer — University of Houston

Culturally responsive classroom management training is lacking. The lack of CRCM training puts STEM secondary teachers at a disadvantage when managing inquiry activities, labs, and projects. One preparation initiative was to develop a culturally responsive classroom management course taken concurrently with student teaching. In Spring 2023, teacher candidates (n=16) were given the CRCM self-efficacy scale as a pre/posttest. Candidates were interviewed to examine the impact of the course and their perceived CRCM development. Teacher candidates showed improved self-efficacy and growth in setting expectations, teacher presence, and building community. Implications for STEM teacher preparation programs will be discussed.

W3.2 Workshop

3:40 - 4:55 pm

Ballroom C

Free Workshop

Adhering to Reporting Standards Encourages Secondary Analysis For Quantitative Data

Linda Zientek – Sam Houston State University

Forrest C. Lane – Stephen F. Austin State University

Reporting of correlation matrices, means, standard deviations, and sample sizes is recommended for quantitative research. This presentation provides an overview of the research process and how adherence to this standard can improve published research and encourage meta-analytic thinking. The presentation will be set in the context of educational research with a focus on conducting secondary analyses. Even though the presentation is focused on quantitative methods, researchers who conduct qualitative research should find the presentation informative.

W3.3 Paper Session

3:40 - 4:55 pm

Patio

Innovative Session

How Did Negative Social Media about Public Schools During the COVID-19 Pandemic Affect the Parent-Teacher Relationship?

Caroline Pollard – University of Mary Hardin-Baylor

After the onset of the COVID-19 pandemic, enrollment in public schools fell by 1.1 million students across the U.S., a decline of over 2 percent. According to current data, public schools have not recovered these students. During and immediately after the pandemic, social media posts painting public schools in a bad light began going viral. Did this continuous barrage of negative attention on public schools create a distrust between parents and teachers? Through a roundtable format, this researcher will seek collaboration and input that may be valuable to this study in the form of research and methodology.

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W3.4 Innovative Session

3:40 – 4:55 pm

Poolside 1

Innovative Session

Empowering Student Voices: The Mission of the ELPS Student Advisory Committee

Odell “Trey” L. Kelley, Eric Uriegas, & Fatima Montez – The University of Texas at San Antonio

As The University of Texas at San Antonio (UTSA) evolves into a premier research institution, it has presented opportunities and challenges for faculty and students. In response to these dynamic shifts, students and faculty in the Department of Educational Leadership and Policy Studies (ELPS) collaboratively formed a Student Advisory Committee (SAC) to advocate for and enhance the student experience in their Ph.D. program. The ELPS SAC will address the following in this panel discussion: How can student committees contribute to the Ph.D. program experience? Our goal is to encourage our audience to advocate for creating a student committee with input in Ph.D. program experience. This proposal aligns with SERA's mission of advancing educational research by exploring innovative approaches to improve doctoral education and foster student engagement in program development.

W3.5 Paper Session

3:40 – 4:55 pm

Poolside 2

Higher Education

Discussant: Celia Scott

The Impact of Test Anxiety on Academic Growth Among Community College Students

**Preeti Kulkarni – Texas A&M University – Corpus Christi*

This proposal examines the impact of test anxiety on academic growth among community college students, noting that over 63% of students reported anxiety in the past year, which adversely affects attendance, participation, and performance. The study aims to explore the relationship between anxiety and academic outcomes through an online survey-based method, using the Test Anxiety Inventory (TAI) to assess students' anxiety levels and self-reported academic performance. The findings will inform evidence-based interventions to support mental well-being and improve academic success in colleges.

Student Support Services: Use and Accessibility of Services by Graduate Students

Addie P. Caudle – Tarleton State University

Institutions of higher education currently face a challenge in raising awareness and improving the use of student support services among graduate students. Despite the availability of academic, mental health, and career resources, many graduate students do not currently utilize these services. This study aims to explore the institutions' perceptions of the effectiveness of these services and to identify barriers.

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Examining the Influence of U.S. Undergraduate Student Debt on Low Socioeconomic Students

Bibek Luitel – Texas A&M University – Corpus Christi

The default rate of student loan repayment is significantly higher, and many defaulters lack a degree in the United States. The educational loan is negatively impacting students' academic and personal lives. This study will examine the influence of tuition and fees, non-tuition expenses, grants, and work-study on student loans for low-socioeconomic students in 4-year public universities. This quantitative, cross-sectional, retrospective, and predictive study will examine the restricted-use National Postsecondary Student Aid Study (NPSAS:20) undergraduate dataset and will be analyzed using multiple linear regression. The findings may expand the body of knowledge in understanding the dynamics of student financial aid

W3.6

3:40 - 5:40 pm

Minuet

*Training Session
Special Ticketed Event*

Writing with P.O.W.E.R. – Increasing your Writing Habits to Powerfully Enhance your Writing Productivity

Wendi Kamman Zimmer – Texas A&M University

You know your subject matter, but do you know which writing processes and habits are optimal for communicating your expertise? The ones that yield productivity, publications, and promotions? The P.O.W.E.R. (“Promoting Outstanding Writing for Excellence in Research”) system, pioneered by Pat Goodson at Texas A&M University, will save you years of trial and error. During this 2-hour workshop based on P.O.W.E.R. principles, we will survey the most effective practices from leading writers (academic and non-academic) and peak performance theory that you can apply to your writing work. Show up to this workshop with a device on which you can compose and edit text, one of your works in progress, and your top three writing goals in mind. You will leave with strategies, techniques, templates, resources, reading lists, and new accountability partners for your academic writing career.

THURSDAY, FEBRUARY 20

T0.1	8:00 am – 5:00 pm	Foyer Ballrooms A & B
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Registration

Closed During Business Luncheon

T0.2	8:00 – 9:00 am	Ballrooms A & B
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Continental Breakfast

T1.0 Workshop	8:30 - 9:30 am	Ballroom C
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Free Workshop

Navigating and Getting the Most From SERA

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

T1.1 Paper Session	8:30 - 9:30 am	Poolside 1
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Higher Education

Discussant: Forrest C. Lane

Understanding Intersectionality in Women's Experiences with Higher Education in Nepal

**Sita Gautam – Texas A&M University – Corpus Christi*

Nepal has identified 142 caste/ethnic groups; among them, indigenous communities comprise 36.04%, Dalits (untouchables) 12.38%, Chettris 16.45%, and Brahmins 11.29%. The prevailing caste system, patriarchal norms, and religious practices continue to foster exclusionary practices against women and those belonging to lower castes and ethnic groups. Nepal Education Commission Report 2018 indicates that 69% of the women enrolled in higher education are from the Brahmin and Chettri, higher castes. This “Research in progress” study will use a qualitative narrative approach to explore how intersecting identities, including caste, ethnicity, and class, influence women's access to and experience in higher education.

Examining Academic Guilt in First-Generation, Latiné Students

Laura O. Mendoza & Anthony C. Edwards – Tarleton State University

This qualitative study will investigate the experiences at a public, four-year institution exploring the impact of academic guilt on first-generation, Latiné students. Academic guilt, including achievement and family achievement guilt, affects minority students, especially those identifying as first-generation college students. Through surveys and interviews, this study will explore any correlations between their academic performance and the emotions of academic guilt.

Exploring Belongingness Among Successful Disabled Students in Institutions of Higher Education

Graciela I. Resa – University of Mary Hardin-Baylor

The general problem of this qualitative phenomenological study is the disparity in success of disabled students versus non-disabled students in higher education. The purpose will be to explore the lived experiences of successful disabled students in an effort to understand what factors influence their ability to obtain an acceptable grade point average. The interview will be the main method of data collection, while in vivo coding will be utilized to capture the participant's own words. Understanding the unique social experiences of disabled students, and how those interactions lead to increased retention rates, will be the ultimate goal of this study.

T1.2 Paper Session

8:30 - 9:30 am

Poolside 2

Culturally Relevant Methodologies
Discussant: Karen McIntush

Culturally Relevant Integrated STEM Pedagogy for Preservice Teachers

**Elizabeth A. Dees – Texas Tech University*

The purpose of this study is to understand ways that preservice teachers (PST) might transform their beliefs and attitudes about culturally relevant pedagogy (CRP: Ladson-Billings, 1995) applied in science, technology, engineering, and mathematics (STEM) contexts. I propose to train PSTs in culturally relevant STEM pedagogy (CRSP) applying Rodriguez's (1998) sociotransformative constructivism theory using reflective activities. These reflections, along with pre- and post-intervention interviews, will be inductively analyzed to determine emergent themes of the transformative process. This qualitative case study will add to the scholarship in understanding ways to equip K-12 PSTs with the pedagogical content knowledge necessary to enact CRSP.

My Teachers Don't Look Like Me! Exploring the Influence of Same-Race Teachers on African American Students' Sense of Belonging

Shaterra Jackson – University of Houston – Clear Lake

This study examines the impact of same-race teachers on African American students' sense of belonging in secondary schools. Grounded in Sense of Belonging (Goodenow, 1993; Strayhorn, 2019) and Critical Race Theory (Ladson-Billings, 1998), the research employs a mixed-methods approach combining surveys and interviews. Findings reveal that same-race teachers positively influence African American students' academic and socioemotional development (Egalite et al., 2015; Gershenson et al., 2016), highlighting the importance of teacher diversity. This study underscores the need for policies aimed at increasing the representation of teachers of color to enhance belongingness and close achievement gaps for students of color.

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Research Proposal in Chicana Feminist Epistemologies

Heather C. Ramirez – The University of Texas at San Antonio

Educators overlook mindbodyspirit (Anzaldúa, 1990; DiMiryn, 2020) connection, especially for marginalized students, focusing on discipline over discourse. This approach exacerbates hegemonic traumas. Over 15 years, I found “discipline problems” often stem from oppression. Through genuine conversations, pláticas (Fierros & Delgado-Bernal, 2016) and community building, convivencia (Delgado Bernal, Burciaga, & Flores Carmona, 2012), educators support students and their families. Mindful practices and culturally relevant strategies reduce disciplinary issues, improving outcomes. Studies show exclusionary discipline leads to negative consequences, including entry into the juvenile justice system. Latinx students, the largest racial group in U.S. schools, are particularly affected by these practices.

T1.3 Paper Session

8:30 - 9:30 am

Minuet

Literacy

Discussant: Emma Bullock

A Pre- and Post- Pandemic Analysis of the Reading Achievement of Texas Grade 3 Emergent Bilingual Students as a Function of Their Economic Status, Gender, and Special Education Status

**Georgina Foroi – Sam Houston State University*

A pre- and post - pandemic analysis of the reading achievement of Texas grade 3 emergent bilingual students as a function of their economic status, gender, and special education status.

Bridging the Gap: Handwriting as a Key to Improving Reading Comprehension

Virginia C. Cain-Bryan – University of Houston - Clear Lake

Handwriting has recently re-gained prominence in education. Studies have shown mastering handwriting as a transcription skill can free cognitive resources, enhancing text comprehension. Teachers often observe that students who struggle with writing also have poor comprehension skills. This dissertation explores the key factors that may be overlooked in efforts to improve students’ reading comprehension

Decolonizing Postsecondary Developmental Literacy

Ellenar Harper – Texas Tech University

This qualitative study employs a decolonial framework to explore how pedagogical materials and activities influence academic performance and sociocultural critique among Black students in postsecondary developmental literacy classes. Triangulated data from semi-structured interviews, classroom observations, and document analysis will provide a comprehensive understanding of student experiences. Thematic analysis will identify key patterns and insights that emerge. Findings will inform educators about the effectiveness of learning materials and activities that uphold or challenge dominant Eurocentric narratives, contributing to the discourse on decolonial pedagogy and its role in fostering equitable literacy education that supports the diverse needs and

backgrounds of Black students.

T1.4 Paper Session

8:30 - 9:30 am

Patio

Curricular Innovations
Discussant: Tonya Jeffery

Bridging the Gap: Integrating Climate Change-Related Emotional Responses in Counselor Education through Ecopsychology and CACREP Standards

**Erika L. Dearen – Tarleton State University*

Climate change effects can negatively affect individuals, causing emotional distress such as climate anxiety, climate grief, and other distressing feelings. However, counselors report feelings of being untrained to support individuals facing these challenges. Additionally, the CACREP does not have counseling education guidelines or competencies about climate change-related emotional effects. The field of ecopsychology focuses on human emotional connection to the environment. This qualitative cross-case study aims to explore how a graduate-level ecopsychology program integrates climate change-related emotional responses into its curriculum and competencies while cross-examining gaps in the CAREP guidelines.

Instructional Strategies for Student Engagement in an Online Asynchronous Modality: Generation Z

Tina Lancaster – East Texas A&M University

This literature review aims to discover specific characteristics of Generation Z and identify instructional strategies to engage this youngest group of university students. This review is significant because Generation Z students are unique in their approach to higher education and present a challenge to university instructors. In 2024, these students will be between 12 and 27 years of age and will be the youngest in the workforce, first entering in 2017.

Keywords: Online Asynchronous Higher Education, Generation Z, Instructional Strategies

School Librarians' Preparedness and Perceptions: Impact on Makerspace Implementation in PK-12 Schools

Lupe Palacios – University of Houston – Clear Lake

Science, Technology, Engineering, and Mathematics (STEM) education may be a solution to projected workforce shortages in the U.S. (Gonzalez & Kuenzi 2012) and although the role of librarians in STEM education has evolved, there is little research on this. This study will examine librarians' preparedness and growth mindset in implementing Makerspaces, involving school librarians by answering these three research questions: (1) Are librarians/library staff equipped with knowledge and materials to effectively implement Makerspace in their library spaces? (2) How do librarians see their current role?

Examining the Superintendent Search Process: A Sequential Mixed Methods Study on Superintendent Consultant Perspectives

**Melissa A. Torrence – Stephen F. Austin State University*

This study examines the superintendent search process in Texas through a sequential mixed methods design, integrating quantitative data analysis and qualitative perspectives from superintendent search consultants. Phase one analyzes archival data on search processes and candidate demographics using descriptive and inferential statistics to identify patterns and trends. Phase two gathers qualitative feedback from consultants via semi-structured panel interviews, focusing on their interpretations of the data and their perspectives on effective selection criteria, equity, and district fit. By bridging data-driven trends with consultant expertise, this research provides an understanding of the superintendent selection process and its implications for district leadership.

What Does a School Board Takeover in Texas Mean?

Samba L. Goddard – Sam Houston State University

At the beginning of the 2023-2024 school year the Texas Education Agency took over a school district. The ramifications of the school district being taken over was a loss of control by the elected school board from the community, and also there is a political element because the governor who is a Republican appoints the Education Commissioner who is in charge of education in Texas. The implication of state takeovers are extremely serious and this research will investigate the impacts of accountability, achievement, poverty, race and teacher retention from a qualitative perspective.

Perceptions Of Texas School District Chief Financial Officer’s School Funding Mechanisms

Wesley Thomas – Tarleton State University

Districts across the State of Texas are struggling to meet increasing costs associated with the day-to-day business of educating students. Chief financial officers are tasked with finding additional revenue to meet the demands of increasing payroll, utility, transportation, and other various costs of schooling our students. This mixed-methods study examined the perceptions of school district chief financial officers. Chief financial officers from districts ranging in size were selected for this study. Common budget themes are shared, coupled with emerging practices for decreasing school district expenditures.

T1.6 Paper Session

8:30 - 9:30 am

Poolside 3

*Educator Recruitment
Discussant: Gwinn North*

Black Girl Magic: Overcoming Stereotypes and Conquering STEM Fields

**Malissa Brown – University of Houston – Clear Lake*

Despite diversity in the growing workforce, there is still a significant decline in the representation of African American Women in Science, Technology, Engineering, and Mathematics (STEM) careers. Some women overcome barriers despite the many stereotypes they face. Therefore, hearing the voices of those who have succeeded is fundamental to closing the gap.

The Factors That Contribute to the Success of African Americans in STEM Career Fields

Heather N. Mitchell – University of Houston – Clear Lake

There have been multiple advancements in the pathway to a STEM career, but African Americans (AA) are still minorities. What key factors are being missed to help increase the number of AAs in STEM? Research claims several reasons for underrepresented groups, not being exposed to STEM early on in primary and intermediate grade levels and AAs having unsupportive parents (Beede et al., 2011; Chen, 2009). AA students need motivation and belonging to continue post-secondary education work and a belief they can succeed (Ibrahimi et al., 2020; Jong et al., 2020).

Uncovering Barriers to Teacher Recruitment and Retention in a Post-Pandemic Era

Ericca S. Douglas – Sam Houston State University

The purpose of this research in progress is explore the perceptions of the career field from the perspective of teachers of color in order to provide school administrators with tools for recruitment and retention. In this qualitative study, teachers of color who entered the profession through alternative educator preparation programs will be interviewed to determine their perceptions, experiences, and concerns about the profession. There is an abundance of research on teachers of color, educator preparation programs, and the racial injustices associated with the field of education, but more inquiries need to be launched into the perceptions of teachers of color especially within this post-pandemic era.

T2.1 Paper Session

9:35 - 10:35 am

Minuet

*English Language Arts Instruction
Discussant: Crystal Rose*

A Pre- and Post-Pandemic Analysis of the Relationship of Prekindergarten and Grade 3 Reading Achievement

**Jennifer N. Bassett – Sam Houston State University*

Evidence is present that high-quality early childhood education leads to significant short-term

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and lasting benefits in language skills, literacy, and socioemotional growth. However, the effectiveness of prekindergarten (PK) attendance, particularly in relation to long-term literacy outcomes, continues to be a topic of discussion. This researcher seeks to examine the relationship between prekindergarten attendance and Grade 3 reading achievement by the State of Texas Assessment of Academic Readiness (STAAR) test. Specifically addressed will be this relationship prior to the Covid-19 pandemic and following the pandemic.

Back to Banning Books

Hanna Patton & Walker Perkins – Texas A&M University – Corpus Christi

In reaction to the modern phenomenon of book censorship rampant in Texas and, by extension, the United States, research into state policy linked to these events, teacher reaction, and curriculum effects is discussed. The impact of policy on diversity, equity, and inclusion and its comorbidity in relation to multicultural children's literature extends the ramifications of the current zeitgeist. Supporting institutions, teacher experience, and adjacent research from early childhood education informs the overall understanding of this phenomenon and provides a pathway for current and future educators to continue providing students with representative literature in alignment with teacher autonomy.

Exploring K-5 Students' Lived Experiences with Gamified English Vocabulary Learning: A Narrative Inquiry Approach

Bhawana Thapa – Texas Tech University

Gamification in education uses games-based activities and encourages social engagement and teamwork. This research aims to examine K-5 Students' lived experiences with Gamified English Vocabulary Learning and is significant for instructors, and educators who want to bring innovation in classroom. This research study on students' lived experiences on the effectiveness of gamification in improving vocabulary acquisition and encourage the development of more engaging and relevant methods of instruction. Fifteen students from American school district with diverse backgrounds will be the participants of the study. This research study uses a qualitative, non-experimental, exploratory narrative inquiry approach with narrative analysis techniques for Data analysis.

T2.2 Paper Session

9:35 - 10:35 am

Patio

*Factors Affecting Education
Discussant: Anthony Edwards*

Does any of it Matter? Evaluating the Impact of Training Programs on Non-Academic Staff in Higher Education

**Esther G. Herrera – University of Houston – Clear Lake*

Employees who receive regular training at work experience improved confidence and performance. What does this mean for higher education? Are existing training programs making a difference? Studies exist that present the impact of professional development for Faculty, but

information on non-academic staff is limited.

Ethnic/Racial Composition of Texas Public School Teachers and Students

Sherrhonda Sherrard Hunter – Sam Houston State University

A growing amount of research suggests that minority students could academically benefit from teachers of their race or ethnicity (Egalite et. al, 2015). This research aims to investigate the ethnic/racial composition of Texas public school teachers and students over a 4-year period. It highlights the importance of student-teacher relationships and aims to address the increasing gaps between teachers and students in terms of ethnic/racial diversity. The study will focus on the trends and relationships between the ethnic/racial diversity of teachers and students in Texas public schools.

Socioeconomic Status and Students’ Learning

Patience Akpan – Sam Houston State University

Socioeconomic status (SES) is a well-established predictor of student learning outcomes, with low-SES students facing significant challenges. This study conducts an umbrella review, including a thematic review and second-order meta-analysis of 48 reviews, to critically assess the relationship between SES and student learning. The findings offer three key insights.

Examining the Influence of U.S. Undergraduate Student Debt on Low Socioeconomic Students

Bibek Luitel – Texas A&M University – Corpus Christi

The default rate of student loan repayment is significantly higher, and many defaulters lack a degree in the United States. The educational loan is negatively impacting students’ academic and personal lives. This study will examine the influence of tuition and fees, non-tuition expenses, grants, and work-study on student loans for low-socioeconomic students in 4-year public universities. This quantitative, cross-sectional, retrospective, and predictive study will examine the restricted-use National Postsecondary Student Aid Study (NPSAS:20) undergraduate dataset and will be analyzed using multiple linear regression. The findings may expand the body of knowledge in understanding the dynamics of student financial aid.

T2.3 Paper Session

9:35 - 10:35 am

Cavalier

STEM Education

Discussant: Stephen Gruber

Exploring How Engagement with Gendered Social Media Trends Relates to Mathematics Achievement and Affect in Adolescents

**Isabella E. Schmidt – Texas A&M University*

This project aims to explore the relationship between interactions with gendered mathematics-related content on social media (math-GSM) and mathematics achievement, self-beliefs, and attitudes in adolescents. While numerous studies have examined the ways in which social media messaging impacts identity development and academic outcomes, I aim to elaborate on how

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gendered language and trends like #girlmath impacts mathematics outcomes. In this study, I will analyze social media posts that discuss mathematics and gender to develop a novel self-assessment of math-GSM. I will then assess correlations between math-GSM, mathematics achievement, and attitudes using data collected from a sample of 100 high-school students.

Exploring Educator Pedagogical Support through a STEM + X: Transdisciplinary Approach to a Math STEM-Makerspace Lab for Support and Enrichment

Arianna Martinez-Moody – University of Houston – Clear Lake

The COVID-19 impact on mathematics education, has been significant. Despite post-pandemic efforts, students continue to not meet math standards. This study investigates the effectiveness of a Math STEM+X lab and transdisciplinary professional development. The lab integrates STEM and transdisciplinary approaches, focusing on teacher professional development and implementation. A mixed methods research design evaluates the teacher STEM and transdisciplinary skills relationship. The study will analyze data from a purposeful sample of South Texas elementary teachers to determine the impact of the lab on teacher pedagogy. The findings will provide insights into effective STEM and transdisciplinary instruction for K-12 educators.

I Can't Teach What I Don't Know: Examining the Impact of Teacher Knowledge on STEM Careers

Cassandra Phenix – University of Houston – Clear Lake

This mixed-methods study addresses the relationship between teachers' years of experience, their STEM instructional practices, and their knowledge of STEM careers, with an aim to highlight how teachers perceive their own influence on motivation of students towards STEM pathways.

T2.4 Paper Session

9:35 - 10:35 am

Poolside 1

Teacher Preparation

The Right Answer for the Wrong Reason: Preservice STEM Teachers Preferences and Explanations of Inquiry-Based Teaching

Elizabeth R. Goldberg – Texas Tech University

Few teachers embraced inquiry-based science teaching. Potential reasons include misalignment of teachers' beliefs and a lack of understanding of what inquiry is and how to implement it in the classroom. This study compares these claims by examining preservice teachers' (PST) beliefs and knowledge about inquiry-based teaching. Sixty-two discussion posts were analyzed on preservice STEM teacher's preferences for inquiry-based versus traditional teaching at the beginning and end of their introductory methods course. While the preservice teachers overwhelmingly preferred inquiry, their explanations for why often did not include inquiry-based practices but other teaching approaches such as student-centered and active learning.

Understanding the Impacts Using EduSmart Has on EC-6 Science Methods Pre-Service Science Methods Teachers

Festus Fajuyigbe & Carol C. Waters – University of Houston – Clear Lake

To help alleviate the burden placed on elementary teachers, science-focused learning management systems are essential to improving pre-service teachers' access to content and resources. This pilot study provided 22 science methods students access to EduSmart, an LMS designed to support elementary science teachers. Students worked through LMS modules, including content, reading resources, and laboratory experiences, and then completed reflection papers. The qualitative analysis included hand-coding reflections and auto-coding using NVIVO software. Codes were cross-checked, collapsed into categories, and placed in preliminary themes. Preliminary findings include challenges in integration, training and support, impact on training practices, and recommendations for future practice.

Do You Really See Me: Understanding and Enhancing Educators' Recognition and Response to Middle School Students' Social and Emotional Needs

Roseann Gonazles - The University of Texas at San Antonio

This qualitative multi-case study engaged the testimonios of three educators who openly shared their social and emotional experiences from their middle school years. The central inquiry, “What valuable insights can you offer from middle school experiences to help other educators recognize and respond to the social and emotional needs of their students?” directed their reflection on their journeys. The primary focus was to investigate how these experiences can offer help in recognizing and addressing the social and emotional concerns of other educator’s students. The study was meant to increase awareness among educational leaders, empowering them to strategically plan future initiatives.

T2.5 Paper Session

9:35 - 10:35 am

Poolside 2

Culturally Responsive Teaching

Acculturation’s Influence on the Social Relationships, Identity, and Sense of Well-being in Middle School Immigrant Adolescents

**Maling Marino – Baylor University*

This single-case study examined how acculturation influenced the participants’ social relationships with their peers and family, sense of identity, and well-being using Berry’s (2005, 2019) acculturation model as the theoretical framework. Data collection consisted of two semi-structured interviews and two observations of each participant.

The data analysis found five themes. Findings from the study indicated that all the participants' overall acculturative experience in their host country was contingent upon which of Berry’s (2005, 2019) acculturative strategies they chose. This study is critical because it sheds light on how schools can improve students’ acculturative experience and provide support as needed.

Culturally Responsive Mathematics Teaching and The Rights Of The Learners: Exploring Vietnamese Elementary Teachers' Experiences

Anh Pham – The University of Texas at San Antonio

Vietnam's national curriculum reform emphasizes student-centered and competency-based learning for educational equity. This shift necessitates comprehensive teacher support and addressing power dynamics in teaching. The qualitative case study aims to introduce culturally responsive mathematics teaching (CRMT) and the rights of the learners (RotL) to Vietnamese teachers in professional development training, exploring teachers' experiences with using CRMT and RotL in their mathematics instruction. Thematic and cross-case analyses will be used to explore teachers' experiences and reflections. The study has implications for Vietnamese educational stakeholders, encouraging valuing students' assets, addressing equity issues, and providing insights for U.S. teachers working with immigrant students.

Restricted by Law, Empowered by Pedagogy: Teachers Reconciling Agency and Critical Practice in the Lone Star State of Surveillance

Caryn M. Calisi – The University of Texas at San Antonio

This qualitative study explores how restrictive state educational policies, such as Texas House Bill 3979 (HB 3979) and Senate Bill 3 (SB 3), affect the instructional agency of secondary-level teachers in Texas. It seeks to understand how teachers navigate the tension between applying critical pedagogy in the classroom and complying with recent legislative constraints. Through ethnographic research methods, this study examines the impact of restrictive laws on teacher agency, lesson planning, and sociocultural engagement in the classroom.

T2.6 Paper Session

9:35 - 10:35 am

Poolside 3

Higher Education

Investigating the Influence of K-12 Computer Science Experience on Community College Students' Interest in Programming.

**Trent W. Dawson & Candace Joswick – The University of Texas at Arlington*

Computer science (CS) education research has primarily focused on K-12 and four-year university settings, with few studies exploring community college learners, despite these institutions serving a large and diverse population (Jyotishi, 2024). Our study aimed at addressing this gap in the literature by focusing on the specific needs and outcomes of community college CS students. We explored the potential effect prior or no prior-college programming experience(s) had on 39 CC interest in CS. Our study included community college students currently enrolled in at least one CS course. We found statistically significant associations between pre-college programming experience and interest in CS.

Preparing and Mentoring Graduate Teaching Assistants

Robin Rackley & Reem M. Hussein – Texas A&M University

Mentoring helps students achieve success, and that is the university’s core business. In large research universities, this level of commitment, while an enviable goal, is difficult to achieve. Serving as a mentor is not included in the job description and does not contribute to funding or research; the benefits to the instructor are intangible (VanMouwerik, 2017). Bellows and Perry, (2005) found that graduate students who develop positive mentoring relationships with faculty mentors are more likely to receive financial support and exhibit greater research productivity. This paper will explore the revision of a mentoring program for graduate teaching assistants at a large research university.

Navigating and Balancing Culture: Factors Predicting Life Satisfaction Among Chinese American College Students

Kelly Pantaleon – Texas A&M University

This study explores the predictors of life satisfaction among Chinese American college students, focusing on parental control, self-esteem, academic achievement, and social support. Life satisfaction, a key indicator of well-being, has been linked to positive developmental outcomes, although there is limited research on Chinese Americans. Correlation analyses were performed, followed by regression analyses to answer the main research questions of the study. The findings from this study could offer insights for improving current programs aimed at Chinese American college students.

T2.7 Paper Session	9:35 - 10:35 am	Ballroom C
	<i>Methodology</i>	

Examining Paradigms and Key Components of Mixed Methods Within Queer Research Contexts

**Zhidong Zhang — The University of Texas Rio Grande Valley*

This study identifies three key paradigms through a systematic review: pragmatism, dialectical pluralism, and the transformative paradigm. Pragmatism aligns with the diversity inherent in queer theory, challenging societal norms and traditional gender binaries. Dialectical pluralism emphasizes intersectionality, recognizing the interplay of various oppressions, including race and class. The transformative paradigm advocates for activism and legal reforms to enhance LGBTQ+ rights. Together, these paradigms reflect evolving trends in queer theory and practice, focusing on dismantling systemic oppression.

Review and Synthesis of the Theorems of the Theory of Paradigms of Inquiry: Towards an Improved Methodological Understanding of the Operational Characteristics of Inquiry

Shaun Hutchins — Texas A&M University

As a formally articulated theory about distinct forms of inquiry, the paradigm concept is rarely discussed in terms of the underlying theoretical structure and relationship with operational characteristics of inquiry under various paradigms. Instead, discussions of the paradigm concept deemphasize the paradigm concept as a theory and largely leave the theoretical propositions out of the conversation. As a consequence, the theory lacks an updated fully articulated theoretical framework. Therefore, the current manuscript aimed to re-present the paradigm concept as a formal theory, review historical development of the theory, and synthesize the landscape of theoretical propositions from theory's origins.

The Development and Design of the Needs Navigator Tool

**Shelby Sharpe & Renee Johnson – Texas A&M University – Corpus Christi*

This study proposes the design and development of the Needs Navigator, an innovative tool aimed at addressing the multifaceted nature of adult education. Utilizing a user-centered design approach, the research will integrate principles from educational theory, adaptive learning systems, and emerging technologies. The study will involve stakeholders, literature review, and iterative prototyping to create a comprehensive tool that adapts to diverse adult learning contexts. Key features will include a holistic needs assessment module and multi-context engagement strategies. The research aims to bridge gaps in workforce development, higher education, and lifelong learning. Outcomes will inform future directions in educational technology and adult learning theory.

T3.1 Paper Session

10:40 - 11:55 am

Minuet

*Underrepresented Populations
Discussant: Sara C. Lawrence*

Pell Grant: Impact at Public Minority Serving and Historically White Institutions

**Kalia Glover & Van Rolle – The University of Texas at San Antonio*

This study explores the impact of Pell Grants at public Minority Serving Institutions (MSIs) compared to Historically White Institutions (HWIs). Using Critical Policy Analysis (CPA), we analyzed differences in Pell Grant percentages and their correlation to 4-Year First-Time-In-College (FTIC) graduation rates, and 3-Year loan default rates at MSIs as compared to HWIs. Our findings highlight the disparities in financial aid impact, showing a different correlation between Pell Grant's impact on our chosen variables. The analysis highlights that Pell Grants have mixed results in supporting students outcomes as MSIs as compared to HWI, which underscores key implications for educational policy.

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Safety and Inclusion in Schools for LGBTQ+ Students

Valerie A. Shirley – Texas A&M University-Texarkana

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

Twice Exceptional Black Girls: Exploring Their Mothers' Experiences through an Intersectional Lens

Lynette O'Neal – Texas A&M University

Mothers are their children's first teachers. Through this relationship, mothers become intimately aware of their children's abilities and idiosyncrasies. Accordingly, it is mothers that are likely to be the first to identify giftedness in their children as well as any neurodivergence even if they are not certain what they notice. Children who are gifted and also exhibit some type of neurodivergence which could take the form of emotional disturbance, dyslexia, ADHD, autism, dysgraphia or dyscalculia are referred to as twice exceptional. This research study will explore the experiences of mothers of twice exceptional girls through an intersectional lens.

Vanishing Black Girl: A Statewide Examination of Discipline Consequences of Grade 6 Black Girls

Kimberly R. Dussette – Sam Houston State University

Public education has long served as a pillar in the American Dream. Its historical context however has not always yielded equitable access for all students. A consequence of inequities specifically for Black students in schools has been the deliverance of student discipline consequences. Carone (2019) analyzed zero-tolerance policies to draw the connection of the School to Prison pipeline. Policies as such do not account for circumstantial information to determine appropriate consequences. Policy makers have historically developed generalized policies that negatively exclude or impact people of color.

T3.2 Paper Session

10:40 - 11:55 am

Poolside 1

STEM Education
Discussant: Amy Ray

Instructors' Perceptions and Attitude Towards Artificial Intelligence and Computational Thinking in College Chemistry Classes

**Festus F. Fajuyigbe – University of Houston – Clear Lake*

This study explores instructors' perceptions and attitudes toward integrating Artificial

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Intelligence (AI) and Computational Thinking (CT) in college chemistry classrooms. Using a mixed-methods design, it examines differences in attitudes between chemistry, non-STEM, and STEM instructors, including in-person and online faculty. Survey and interview data will assess AI and CT's effectiveness in enhancing learning and instructional practices. The research aims to understand how AI-driven simulations and CT-based problem-solving approaches can be leveraged to enrich chemistry instruction, improve student engagement, and provide adaptive learning pathways. Findings will inform AI and CT integration in higher education.

Investigating the Link Between Math Anxiety, Nonsymbolic Fraction Comparisons, and Symbolic Fraction Comparisons in College Students

Xiaotong Yi – Texas A&M University

Math anxiety is linked with people's math performance, including fraction performance. However, different representations of fractions may be affected by math anxiety in distinct ways. According to processing efficiency theory, symbolic fractions that are more likely to trigger people's whole number bias may be more strongly correlated with math anxiety; conversely, nonsymbolic fraction performance should be less related to math anxiety. College students with solid knowledge of mathematics could be the ideal participants to examine this association. In this research study, I aim to investigate if math anxiety might influence nonsymbolic and symbolic fraction performance differently.

Teachers' Perception of Grade 7 Mathematics Curriculum

Rayshuna J. Miller – Sam Houston State University

The purpose of this qualitative collective case study is to describe the experiences of Grade 7 math teachers, specifically students learning math at a selected school district in Houston Texas metropolitan area. Interviews and observations will be conducted with Grade 7 math teachers across the district to gain their perception. Using qualitative analysis techniques, themes of each interview and observation will be identified. Such information can help teachers and district administrators address low performance in Grade 7 mathematics in one school district. The information can also identify the curriculum topics that contribute to achievement gaps in Grade

Challenges and Opportunities: Middle School Teachers' Adoption of Personalized Learning Technology in Mathematics Instruction

Ebony Wallace – University of Houston – Clear Lake

Middle school mathematics teachers are at the forefront of integrating the IXL personalized learning program, facing both challenges and opportunities in its adoption. This mixed-methods study explores how pedagogical, technological, and institutional factors shape teachers' motivation to embrace or resist IXL. By examining teacher self-efficacy, AI-driven tools, and student achievement, the research uncovers how educators navigate constraints and maximize opportunities. This graduate study research is in progress.

“Creating Magic”: How a Cohort Can Achieve Greatness Together

**Bobbie Faith Garcia, Jennifer Lomas, Fatima Montez, & Marissa Perez – The University of Texas at San Antonio*

In the Fall of 2023, twelve educational leadership doctoral students began their studies at a Hispanic Serving Institution (HSI) in a dual-track cohort model. Using the Funds of Knowledge (Velez-Ibanez & Greenberg, 1992) framework, the cohort members reflect on the strengths that their unique identities and experiences bring to their doctoral program, which have helped build relationships and strengthened the development of their cohort.

Be(com)ing a Researcher: Negotiating Identity in an Interdisciplinary PhD Program

Cynthia L. Gibson – The University of Texas at San Antonio

This qualitative study explores how a doctoral student constructs a researcher identity in an interdisciplinary PhD program at a large HSI in south Texas. Analyzing the participant's narrative discourse over three phenomenological interviews, I used narrative inquiry (Connelly & Clandinin, 1990) to examine how Damien (a pseudonym) negotiated his identity as a researcher. I found that Damien experienced tensions with hegemonic institutional and societal discourses as he transitioned from a professional teacher to a nascent doctoral researcher. Findings show that passion for his research topic helped him assert agency to construct an identity as an emerging scholar and researcher.

Scholar-Practitioner Development Among First Year Ed.D. Students

Celia Scott – Tarleton State University

The purpose of this study was to identify first-year experiences Ed.D. students perceive as most beneficial to their development as scholar practitioners. Additionally, this work sought to determine the ways in which student identified experiences reflect particular areas of scholar-practitioner learning (experiential, relational, situated, recursive, deliberative, discursive, and meaning-making). Information gained through this qualitative, phenomenological study was used to understand how first-year learning experiences can be better designed to facilitate scholar-practitioner development and improve first-year experiences for future students.

Online learning and community culture: A qualitative study on student desired core community values

Ron Rhone – Tarleton State University

Jesse Brock – University of West Georgia

The social climate within online courses can either positively or negatively impact the learning that takes place in the virtual classroom. Online instructors are therefore tasked with understanding how the social presence and cognitive presence of their students interact with their own presence as the teacher. In order to foster a positive climate in their virtual classrooms,

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instructors need to give students a voice and an opportunity to share their expected and needed core values as learners. This qualitative study examined the core values shared by doctorate students enrolled in a doctorate of education (Ed.D.) program at a university in Texas. Furthermore, a total of 73 students enrolled across five synchronous online courses were study participants. Each of these students completed a class assignment Guided by the Community of Inquiry Theory, data from this assignment will be coded for generated themes. Findings from this study will inform instructors in the educational field with a better understanding of how to foster a positive online learning environment.

T3.4 Paper Session

10:40 - 11:55 am

Patio

Literacy

Comparing Student Performance in STAAR Reading Exams Before and After the COVID-19 Pandemic: Relative Risk Across Grade Levels

**Shifang Tang – East Texas A&M University*

Zhuoying Wang – The University of Texas at Austin

Mei Jiang – East Texas A&M University

David D. Jimenez – Texas A&M University – Corpus Christi

Lei Zhang – East Texas A&M University

This study examines the impact of the COVID-19 pandemic on student reading proficiency in Texas, comparing performance on STAAR reading exams for Grades 3 to 5 before (2017-2019) and after (2021-2023) the pandemic. Using relative risk analysis, we assess changes in the percentage of students meeting the "Approach," "Meet," and "Master" grade levels. Results reveal sharper post-pandemic improvements, particularly between Grades 3 and 4, suggesting recovery from learning losses, likely due to targeted interventions. However, sustaining high performance at the "Master" level remains a challenge. The findings highlight the need for ongoing support to ensure long-term literacy development.

Impact of Gamification and Book Vending Machine in Student Reading Motivation

Bhawana Thapa & Shirley Matteson – Texas Tech University

Gamification is well known to facilitate learner's engagement and motivation, and book vending machines are an innovation to promote reading habits in K-12 students. This research study is a comprehensive literature review of research articles related to gamification in reading. Search terms resulted in locating articles on book vending machines, reading motivation and some informal articles focused for the implementation of book vending machines in the different schools of USA. The findings indicate that book vending machines are one tool that can motivate the K-12 students for reading integration through the gamification elements students experienced in interactions with the machine.

Using Technology to Coach Preservice Teachers During Guided Reading Instruction

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

The purpose of this study was to determine if using bug-in-ear coaching during preservice teachers' guided reading instruction affected their teaching during a subsequent lesson. For this qualitative observational study, we observed tutors' lessons through Zoom and coached them through a Bluetooth earpiece when their tutee experienced difficulties in the text. Analysis of the transcripts established the tutors found that they used the coached techniques in their next lesson. The findings from this study have implications for reading clinics and educator preparation programs related to technology challenges, human resources, expansion of BIE coaching to other settings, and prompting emergent readers.

T3.5 Workshop

10:40 - 11:55 am

Poolside 2

Free Workshop

Measurement Invariance Workshop: Are We Comparing Apples to Apples?

Hiroki Matsuo – Baylor University

Measurement invariance is one of the critical elements of latent variable modeling. Without establishing an invariance model, the estimated parameters of the model can be biased and interfere with the accurate interpretations of latent mean comparisons (i.e., cross-sectional differences, longitudinal trajectories, etc.). This workshop will focus on introducing the concept of measurement invariance, presenting a brief tutorial for testing common invariance models using the R software program, and providing some empirical examples to discuss the implications of the topic.

T3.6 Paper Session

10:40 - 11:55 am

Cavalier

Learning in the Early Years

The Influence of Executive Functions on Behavior and Achievement in Early Childhood

**Susan Jackson – University of Houston – Clear Lake*

Addressing cognitive factors influencing early academic success, particularly in socioeconomically diverse settings, is crucial. Traditional instruction often focuses on literacy and numeracy, but research highlights the role of executive functions (EF), such as working memory, cognitive flexibility, and inhibitory control, in supporting these skills. The dynamic development of EFs across educational contexts emphasizes the need for nuanced understanding, particularly in Title I schools, where early EF interventions could serve as both educational and economic strategies. The study aims to provide insights into how EF interventions can support diverse student populations, leading to more equitable academic success.

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University-School Partnerships: Increasing Family Literacy Engagement

Maria G. Leija, Gilberto P. Lara, Kristen Lindahl, Bedrettin Yazan, Jorge Solis, & Amanda de Oliveira Silva – The University of Texas at San Antonio

The collaborative action research examined how a university-school partnership with two school districts collaborated to increase family literacy engagement. Data sources included surveys, semi-structured interviews, field notes from observations, video and audio transcriptions, and artifacts. Key findings reveal that the university listened to the districts as they identified their family literacy engagement needs and collaboratively brainstormed ways to address them; parents were highly engaged during the family literacy events and noted an increased awareness of local community resources that were readily accessible to them; and that the family literacy events impacted the teachers and students throughout the academic school year.

Preliminary Analysis of Parent and Adolescent Well-being: A Longitudinal Study Using Hierarchical Linear Modeling

Jianwen Song & Sara Tomek – Baylor University

This study presents a preliminary analysis of a longitudinal investigation into the well-being of parents and adolescents. Data were collected in three waves across two cohorts starting in 2023. Employing hierarchical linear modeling (HLM), we examine variations in well-being trajectories over time and explore factors that influence these trajectories. The preliminary analysis aims to identify initial patterns in the data and provide insights for further detailed investigations. This study contributes to a deeper understanding of parent-adolescent dynamics and informs future interventions aimed at enhancing familial well-being.

T3.7 Workshop

10:40 - 11:55 am

Ballroom C

Free Workshop

Amigas No Rivales: Creating Spaces of Friendship y Familia in Academia

Monica Hernandez, Brenda Rivera, & Melina Benavidez – The University of Texas at San Antonio

In this workshop, we examine the power of women building friendships in academia and how necessary it is for academic and personal survival. Through pláticas and personal testimonios, three Latinas attending an R1 Hispanic-Serving Institution (HSI) will share how, despite a culture of academic competitiveness, they have built a culture of support and a network of resources through their research team and core classes. The workshop will serve as a rejection of gatekeeping in academia and academic friendships. Instead, “mutual championship” and hermandad among Latinas will be centered on the necessity of rising in the academy.

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T4.0 **12:00 – 1:30 pm** **Ballrooms**

Luncheon & Business Meeting

Special Ticketed Event

T5.0 **1:35 – 2:40 pm** **Minuet**

Presidential Invited Address

Texas State Demographer, Lloyd Potter

T6.0 **2:45 – 4:00 pm** **Minuet**

Fireside Chat

Texas State Demographer, Lloyd Potter

This is an informal, casual opportunity for students to interact with Dr. Potter and ask questions.

(Graduate Students Only)

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

STEM Education

An Intervention of Astronomical Proportions: Preliminary Results of Mathematical Conferencing Interventions in Intro Astronomy Courses

**Emma Bullock, Scott Miller, Mark Marchbank – Sam Houston State University*

The purpose of this paper is to examine the effectiveness of a mathematical conferencing intervention in introductory astronomy courses at a southeast Texas university. This convergent mixed methods research study included data collected from over 300 students in three sections of a Stars and Galaxies course during Fall 2024 with 3 sections of a Solar System course acting as a control group. Preliminary results will be discussed examining the effectiveness of the intervention in terms of increases in basic mathematical skills, higher grades, and greater pass rates.

Exploring Connections between Problem Posing and Problem Solving: Illustrations of Problem Posing as Meaning-Making Within Problem Solving

Victor V. Cifarelli – The University of North Carolina at Charlotte

Volkan Sevim – University of South Carolina Beaufort

This research study examines within-solution problem posing in two different contexts. First, we analyze the problem solving and posing of a high school mathematics teacher as he solves a combinatorics problem. We explore his problem posing and solving, documenting how his solution develops from his noticing of the problem's properties and his problem posing. Second, drawing from our experiences preparing elementary education majors for the Praxis Core Mathematics exam, we document and analyze the challenges our students face solving

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proportional reasoning problems and how teachers use problem posing to aid their students' problem solving.

Does Immersive Virtual Reality Increase Cultural Awareness: A Pilot Study

Sara Tomek & Jianewn Song – Baylor University

Persistent underrepresentation of racial and ethnic minority students in science, technology, engineering, and mathematics (STEM) fields are often exacerbated by implicit biases and a lack of cultural competence among educators (Starck et al., 2020). A pilot study of a promising new technology, Immersive Virtual Reality (IVR), was conducted to determine the extent that cultural awareness, cultural humility, and cultural empathy change as a result of exposure to an exploratory Immersive Virtual Reality Experience (IVREI) + Peer Reflection Intervention (PRI). Results from $n = 24$ participants found measurable change in Cultural Humility and the Acceptance of Cultural Differences. Implications are discussed.

Exploring How STEM High School Enrollment Managers Change Recruitment to Increase Underrepresented Minorities

Christopher Allen Lambert – Baylor University

Sarah Smitherman Pratt – Baylor University

The United States faces ongoing challenges in fostering diversity in Science, Technology, Engineering, and Mathematics (STEM) fields, primarily due to difficulties attracting and retaining underrepresented minority (URM) students (Davenport et al., 2021; Dlouhy & Froidevaux, 2022; Estrada et al., 2016). Using Lewin's changing-as-three-steps (CATS) (1947), this study examined efforts to increase URM recruitment in STEM Residential High Schools (SRHS). Through a qualitative intrinsic case study, semi-structured interviews revealed five key themes: data-informed approaches, meeting students where they are, STEM exposure, cultural responsiveness, and holistic recruitment. These findings provide actionable strategies to enhance URM representation in STEM.

T6.2 Paper Session

2:45 - 4:00 pm

Cavalier

Higher Education

AI Perceptions and Implementation in Higher Education: Informing Policy and Instructional Guidelines

**Sara C. Lawrence – Texas A&M University-Texarkana*

This study explores the perceptions of artificial intelligence (AI) among students, faculty, staff, and administrators at a small university in NE Texas to inform university policies and instructional guidelines. Using the Technology Acceptance Model, Diffusion of Innovations Theory, and Ethical Decision-Making Frameworks, a mixed-methods approach analyzes quantitative and qualitative survey data. The research examines demographic differences in AI usage and identifies key ethical concerns. Findings will provide actionable recommendations for responsible AI integration, addressing both opportunities and challenges in higher education, with a focus on ethical use and enhancing learning outcomes.

Content Analysis of Strategic Plans of Public Universities in Texas

Anthony C. Edwards – Tarleton State University

Higher education leaders develop strategic plans to align organizational activities with institutional priorities. The purpose of this study was to determine emergent themes in mission statements, vision statements, values, and goals in strategic plans for Texas public universities. Common themes in public university mission statements included scholarship and service. Common themes in public university vision statements included scholarship, innovation, and community engagement. Common themes in public university values included excellence, innovation, and integrity. Common themes in public university goals included scholarship and student success. While most public university strategic plans included objectives, fewer included key performance indicators or targets.

The Perceived Impacts of an AANAPISI Grant: Serving Both Target and Non-Target Student Groups

Victoria Kim – The University of Texas at San Antonio

A federal Asian American and Native American Pacific Islander Serving Institution (AANAPISI) grant helps build capacity at an institution. An AANAPISI funding targets to better understand and serve low-income Asian American and Pacific Islander (AAPI) students in particular. Through interviews with 25 institutional agents at a two-year AANAPISI, the study findings revealed that an AANAPISI grant’s impact went beyond the target student group—AAPI students—and helped better support other students, including the grant’s non-target student groups or non-AAPI students.

T6.3 Workshop

2:45 - 4:00 pm

Ballroom C

Free Workshop

SERA Junior Mentoring Initiatives – Part I

Michelle Peters – University of Houston – Clear Lake

Tonya Jeffery – University of Houston – Downtown

This session will address how SERA can support the teaching, research, and service expectations for junior faculty. Presenters will also share the rationale for the SERA Junior Faculty Mentoring initiative, describe the program purpose and goals, and explain the application process. Interested persons will have an opportunity to ask questions and meet potential mentors/mentees.

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T6.4 Workshop

2:45 - 4:00 pm

Patio

Free Workshop

Teachers as Experts

Ugochi Emenaha – Rice University

Participants will engage with recent research on teacher effectiveness, recruitment trends, and best practices in hiring. The course will cover topics such as identifying key attributes of successful teachers, understanding the impact of various recruitment channels, and utilizing data analytics to inform decision-making. By integrating theoretical knowledge with practical applications, the course will provide leaders with actionable strategies to refine their recruitment processes and build a more effective and diverse teaching workforce.

T6.5 Symposium

2:45 – 4:00 pm

Poolside 3

SERA Grant Awards Symposium

Organizers: Chrissy J. Cross & Shirley Matteson

The objective of this session is to provide the opportunity for the SERA 2023 Early Career Research Awardees to present their research. In addition, attendees will participate in an information gathering opportunity about how to submit a successful proposal for the SERA 2024 Early Career Competition.

Insightful Geographic Inquiry in Teaching Elementary (IGNITE) Social Studies

**Mary Curtis – University of Houston – Clear Lake*

SERA Early Career Grant Awardee for Assistant Professor

Social studies education is critically undervalued at the elementary level, despite its focus on spatial thinking and inquiry from multiple perspectives. Pre-service teachers, products of a system that marginalizes social studies, often lack academic self-efficacy—the belief in their academic abilities—and struggle with educator licensure exams, further discouraging their confidence. Technology integration in social studies and pre-service programs remains limited. This study explores the use of Esri’s free GeoInquiries, 15-minute interactive activities with premade maps, as an intervention to model best practices for teaching social studies with GIS. Guided by TPACK and academic self-efficacy frameworks, findings will enhance understanding of pre-service teachers’ perceptions of GIS and factors influencing its adoption.

A Mixed-Methods Investigation of Characteristics Contributing to University Students’ Academic Buoyancy

An Dang – University of North Texas

SERA Early Career Grant Award for Doctoral Candidate

Academic buoyancy, a student’s ability to adapt to everyday academic challenges, is linked to success in school. However, little is known about how individual characteristics influence

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academic buoyancy in university settings. This study, guided by the Situated Expectancy-Value Theory, explores the relationship between students' self-reported fears, academic identity, and social support with their academic buoyancy. Using an explanatory mixed-methods design, the research focuses on University of North Texas students' experiences. Findings aim to expand educational research and provide insights for educators and student support services to better assist students in maintaining academic buoyancy and achieving success in higher education.

T7.1 Paper Session

4:05 - 5:20 pm

Minuet

Higher Education

A Qualitative Case Study of Internal Motivating Factors Shaping Study Abroad Decisions Among Underrepresented U.S. College Students

**Jamie S. Greer & Corina Kaul – Baylor University*

In an increasingly globalized world, the significance of internationalization and global education is paramount. Despite a peak participation rate of only 1.8% of college students in U.S. study abroad programs in its 100-year history, certain groups—males, students of color, and education majors—remain historically underrepresented. This study investigated the perceived reasons behind the decisions of these underrepresented students about whether to participate in an international education program. This case study explored their stories through a qualitative analysis of six students from a private university in the south-central United States, utilizing personal investment theory as a theoretical framework.

The Impact of Familiarity With Culturally Responsive Teaching, Teaching Experiences, and Content Area on the Self-Efficacy of Implementing Culturally Responsive Teaching Practices of Kindergarten Through Fifth Grade-Teachers

Natasha Thomas – Union University

This conceptual work examines the impact of the preexisting characteristics found among kindergarten through fifth grade-teachers who are more likely to implement culturally responsive teaching (CRT) practices in their instruction and daily routines. The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) was administered to participants from an urban school district as a measure to identify their level of confidence in executing CRT strategies. The findings suggest that teachers who are familiar with CRT practices and have reached veteran status (more than 5 years of experience) have greater self-efficacy to implement CRT practices. Furthermore, the findings conclude that teachers of various subject matter also demonstrate higher levels of confidence in CRT implementation.

Social Support of First-Generation vs. Continuing-Generation University Students: Descriptive Discriminant Analysis

An H. Dang – University of North Texas

In the current study, I examined the reported levels of support from family, friends, and significant others among first-generation and continuing-generation university students. First-

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generation (n = 55) and continuing-generation students (n = 57) from a public university in the United States participated in a cross-sectional online research study. The results indicated no difference in friend and significant other support between the two groups. However, there was a statistically significant difference in family support, with continuing-generation students reporting higher levels of family support. Findings emphasize the need for tailored interventions to support first-generation college students navigating higher education.

T7.2 Paper Session

4:05 - 5:20 pm

Poolside 1

Instructional Practices

A Comparison of Eighth Grade State of Texas Assessment of Academic Readiness (STAAR) Mathematics and Reading Performance across Virtual and Traditional School Environments

**Katherine E. Jones & Ryan Glaman – Tarleton State University*

The study aimed to determine if there was a substantial difference between virtual and traditional schooling, considering the impact of gender, ethnicity, and at-risk indicators. The analysis focused on the 2019 State of Texas Assessment of Academic Readiness (STAAR) results for eighth grade mathematics and reading from two Texas school districts with both virtual and traditional schooling. The researchers found that traditional students scored significantly higher than virtual students in mathematics, while there was no significant difference in reading scores. Additionally, gender, ethnicity, and at-risk indicators significantly impacted both math and reading achievement in both virtual and traditional settings.

Humanizing Homework: Leveraging Self and Peer-Assessment to Promote Homework as Practice

Amy E. Ray – Sam Houston State University

This pedagogical action research study centers on an iterative process of developing an assignment structure that promotes mathematics homework as practice. Informed by guiding frameworks of growth mindset and rough draft thinking in mathematics, I share a developing rubric for a Homework Growth Assignment in which students are encouraged to revisit and revise their thinking, self-assess their homework, and evaluate the homework of their peers. I will detail the iterative process of developing the current version of the Assignment as well as the results of thematic analyses of student surveys focused on their experiences and perspectives related to the Assignment.

Scaffolding Young Children's Encoding Skills Through Interactive Writing: A Mixed Methods Study of One Classroom

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

The purpose of this study was to determine the effects of interactive writing instruction on first-grade students' oral language, print knowledge, and phonemic awareness knowledge as related to writing. We analyzed children's knowledge of early literacy concepts, interactive writing lesson videos and transcripts, and a teacher interview transcript. The statistically significant difference

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in scores from pre- to post- interactive writing instruction is evidence that the children's oral language was enhanced, as well as their knowledge of print concepts, phonemic awareness, and encoding. Interactive writing can be a powerful method of providing children new learning and practice with foundational literacy skills.

T7.3 Paper Session

4:05 - 5:20 pm

Patio

Free Workshop

Qualitative Data Analysis: The Chex Mix™ Analogy

Shirley M. Matteson – Texas Tech University

Audrey C. Meador – West Texas A&M University

This workshop session presents an innovative strategy for conducting qualitative data analysis. Usually, more emphasis is spent in qualitative methods courses on the data collection skills of interviewing and observations. However, developing strong data analysis skills are just as important as cultivating one's data collection competencies. This workshop demonstrates how a Chex Mix™ activity can support graduate students in developing qualitative data analysis skills. Specifically, attendees will experience coding and recoding of data multiple times, write descriptions of data groupings, develop themes and categories from the coded descriptions, and identify similarities and differences in codes developed from different data sets.

T7.4 Paper Session

4:05 - 5:20 pm

Poolside 2

Methodological Use and Application

Generative Learning Self-Efficacy Scale: Instrument Development and Validation

**Lilian Tetteh, Kennedy W. Awuonda, Ogunyomi Opeyemi, & Kamau O. Siwatu – Texas Tech University*

This study will present the development and validation of the Generative Learning Self-Efficacy (GLSE) Scale, designed to assess students' beliefs in their ability to engage in generative learning strategies such as selecting, organizing, integrating, and regulating learning materials. The scale's design is grounded in constructivist theory (Wittrock, 1989) and self-efficacy principles (Bandura, 1997). The findings from confirmatory factor analysis (CFA) reveal that the scale possesses sound psychometric properties. Our study establishes the scale's reliability and validity and explores its implications for enhancing student learning outcomes through targeted instructional strategies.

Studying the Impact of Parental Influence on PIRLS 2021 Results in Turkey Using Lasso Regression

Fatih Ozkan & Grant Morgan – Baylor University

This research analyzes how household characteristics affect the reading skills of fourth-grade students in Turkey by using data from the 2021 Progress in International Reading Literacy Study (PIRLS). Through Lasso regression, we have identified important household factors such as

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parental education, socioeconomic status, and the home literacy environment, which have a significant impact on reading outcomes. The Lasso model has provided clear insights into the factors that predict literacy performance, highlighting the crucial role of parental involvement in education. These findings provide policymakers with valuable information for developing interventions aimed at enhancing reading literacy in Turkey.

An Analytical Approach to Decode Metaphoric Potential in Fantasy Multimodal Texts to Improve Comprehension: A Pilot Study of Spirited Away

Craig Brashears – Texas A&M University – Corpus Christi

Fantasy multimodal texts reflect concrete and abstract meaning-making, especially for adolescents building their social worlds. However, adolescents lack metaphor construction skills to decode abstract meaning hidden among concrete fantasy narrative elements. Using Critical World-Building, Conceptual Metaphor Theory, and social semiotics-based multimodal film analysis, this study piloted an analytical approach to map narrative elements to their conceptual meaning through metaphor construction, using a segment from Studio Ghibli's *Spirited Away*. The instrument was effective for identifying narrative elements and their meaning potentials and mapping sources to targets to construct conceptual metaphors. Metaphors reflected themes of abandonment, escape, and moving away.

Unveiling the Untold: A Narrative Inquiry into the Experiences of an Asian American Woman Superintendent

Clare A. Resilla – Sam Houston State University

This case study delves into the lived experiences of an Asian American woman in pursuing the superintendency role. Using a narrative inquiry approach through the lens of Blackmore's feminist theory, critical race theory, Crenshaw's intersectionality framework, and model minority stereotype, this research sheds light on the experiences of an Asian woman in one of the highest K12 educational leadership position, an underexplored and novel topic. The gatekeeper's theory was also investigated in the context of how existing educational leadership process filters impacted the participant's school leadership journey. Narratives of the participant's cultural background that impacted her journey were also explored.

T7.5 Paper Session

4:05 - 5:20 pm

Cavalier

Early Childhood Education

A Document Analysis of Play in the Texas Prekindergarten Guidelines

**Karen Walker & Josh Thompson – East Texas A&M University*

This document analysis examines the Texas Prekindergarten Guidelines to understand the conceptualization and promotion of play in early childhood education. The research explores how play is defined, the key principles associated with it, and its role in supporting children's development across various domains. By analyzing the guidelines, the study objectives are to identify specific strategies and recommendations for implementing play-based learning in prekindergarten classrooms and to assess their alignment with contemporary research and best

practices in early childhood education.

Early Childhood Educators' Gendered Practices and Responses to Gender Prejudice and Discrimination

Flora Farago – Stephen F. Austin State University

341 U.S. early educators filled out a survey about teaching practices. 72.4% of educators addressed gender diversity. 80.3% of teaching strategies were gender-inclusive, including “no right way to be a boy or a girl,” “family intervention,” “LGBTQIA+ inclusion,” and “colleague intervention”. Educators responded to a boy excluding a girl from playing superheroes. 69.0% of educators would say that girls can also be superheroes. 317 educators responded to children talking about a boy with long hair and nail polish as “looking funny”. 66.9% of educators would tell the children that boys can have long hair and wear nail polish.

Early Childhood Teachers' Knowledge, Attitudes, And Skills About Computational Thinking

Remi Willoughby – University of Houston – Clear Lake

The study will examine early childhood teachers' knowledge, attitudes, and skills about computational thinking. Computational thinking has gained increasing attention in education as a fundamental skill for navigating the digital age, causing several countries to emphasize CT inclusion in early childhood curricula. However, as important as these skills are, early childhood pre- and post-service teachers are unprepared to implement CT because they lack pedagogical content knowledge and training, and the lack of a universal definition for CT makes it difficult for colleges to create appropriate curriculum designs for teachers. The study will improve teacher education programs to inform policy, curriculum, and professional development.

The Effects of Child-Care Teachers' Emotional Expressiveness on Teacher-Child Interactions: The Mediating Effects of Teachers' Reactions to Children's Negative Emotions

Heekyoung Kwon – KonKuk University, South Korea

Kyoung Ae Lee & Seung-Min Song – Suwon University, South Korea

Nam-Shim Park – Michael Angel Kindergarten, South Korea

This study was intended to examine the effect of childcare teachers' emotional expressiveness on teacher-child interactions, mediated by teachers' reactions to children's negative emotions. Data were collected from 337 childcare teachers in Gyeonggi Province, South Korea. The results indicated that teachers' positive emotional expressiveness directly influenced teacher-child interactions and indirectly influenced these interactions through the mediation of teachers' non-supportive reactions on children's negative emotions. Second, teachers' negative emotional expressiveness did not directly influence teacher-child interactions, but it was found to affect these interactions indirectly through the mediation of teachers' non-supportive reactions on children's negative emotions.

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T7.6 Paper Session

4:05 - 5:20 pm

Ballroom C

Junior Faculty Mentoring - Part II

SERA Junior Mentoring Initiatives – Part II

Tonya Jeffery – University of Houston – Downtown

Michelle Peters – University of Houston – Clear Lake

This session will address how to find and obtain grants that support faculty research. Presenters will also share the rationale for the SERA Junior Faculty Mentoring initiative, describe the program purpose and goals, and explain the application process. Interested persons will have an opportunity to ask questions and meet potential mentors/mentees.

T8.0

5:25 - 6:30 pm

Minuet

Graduate Student Meeting and Election of Representatives

Network with your fellow graduate students across universities, and elect your new graduate student representative to the board and this year's graduate leadership council.

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F0.1	8:00 am – 12:00 pm <i>Registration</i>	Foyer Ballrooms A & B
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F0.2	8:00 – 9:00 am <i>Continental Breakfast</i>	Ballrooms A & B
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F0.3	8:00 - 8:45 am <i>Graduate Leadership Council</i>	Sam Houston
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Newly elected and outgoing graduate leadership council representatives will plan for the coming year and set priorities.

F1.0 Training Session	8:40 - 10:40 am <i>Training Session</i> <i>Special Ticketed Event</i>	Renaissance
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Systematic Review with Meta-Analysis: Reading the Evidence in Education

Peter Boedeker — Baylor College of Medicine

Systematic Review with Meta-Analysis provides a structured synthesis of intervention effectiveness. Combining evidence from potentially hundreds of studies, the resulting synthesis helps to determine which educational interventions work best and for whom do such interventions have differing effects. Understanding the process of a systematic review and how to interpret the findings of a meta-analysis are critical to take advantage of this rich resource. By the end of this workshop, attendees will be able to describe the systematic review process and interpret the statistical results of a meta-analysis.

F2.0 Paper Session	8:40 – 9:40 am <i>Educator Retention</i>	Ballroom C
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***A Phenomenological Study Into Why Good Teachers Leave “Good” Schools**

Deborah M. Crowley – Texas A&M University

This phenomenological study examines teacher attrition at Proud Elementary School (PES), a high-achieving, state-of-the-art school. Grounded in Herzberg’s Two-Factor Theory, the research investigates the factors influencing teachers’ decisions to leave their roles. Through in-depth interviews with teachers who opted to leave, the study identifies themes related to job satisfaction, job dissatisfaction, and motivations for leaving. Findings emphasize the need to

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address both motivational and hygiene factors to support teacher satisfaction and minimize turnover. The implications of this research highlight the necessity for further exploration of school leadership preparation, evaluation, and inspection to better support educators and reduce attrition.

Addressing Teacher Burnout and Retention: A Place-Based Approach to Professional Development Through Action Research

Taylor N. Beadles – Texas Tech University

The COVID-19 pandemic transformed the professional culture of schools, leading to increased teacher isolation. This research develops and implements the Place-Based Community Specific Teacher Education (PBCSITE) model to address the unique challenges faced by both novice and experienced new teachers. Grounded in Cultural-Historical Activity Theory (CHAT), PBCSITE utilizes local community resources to improve student outcomes. Employing a Dialectic Action Research Spiral Model, the researcher collaborates with administrators, veteran teachers, new teachers, and community members to identify project focus areas and collect data, including interviews and field notes, as the PBCSITE model evolves throughout the school year.

Through the Educators' Eyes: A Single Case Study of Public-School Teachers Experiencing Burnout Amid a Pandemic

Monica Hernandez – Baylor University

Prior to the COVID-19 pandemic, teacher burnout plagued teachers throughout the world. However, once the pandemic hit, it brought about new challenges and concerns for educators worldwide. This qualitative single case study explored the experiences of four Northern California teachers teaching across three modalities. Participants experienced increased chronic interpersonal stressors, exhaustion, cynicism, and a diminished sense of self-efficacy. The study indicated the need for districts to address teacher burnout, teachers' mental health and well-being, and provide support and training to teachers. Further, the study showed the need for public school districts to improve teacher working conditions and decrease the workload.

F2.1 Paper Session

8:40 – 9:40 am

Cavalier

Online Instruction

Civics and Advocacy Online Learning Modules for Health Professional Students

**Angela P. Gomez & Jessica N. Wise – The University of Texas Health Science Center at Houston*

There is a demonstrated need for health policy training in the health sciences. A health science center designed, implemented, and evaluated online modules to address this need and fill the gap in the literature on how to do so effectively. "Civics 101" and "Advocacy 101" provided foundational civics and civic engagement knowledge using Bloom's taxonomy and adult learning principles. Assessment evaluation showed knowledge gain, and post-evaluation surveys indicate that the online, asynchronous modules were reasonably well-received by health professional students. These results highlight the importance of applying adult learning

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principles to support our students' development as well-rounded health professionals.

Student-led Discussion Forums: An Alternative Assessment Tool in Graduate Level Online Courses

Nara M. Martirosyan – Sam Houston State University

The purpose of this study was to examine benefits of student-led discussion forums in graduate level online classes. Analyzing qualitative data collected from 65 doctoral students, several benefits were identified. Based on the findings, practical implications were drawn which can benefit faculty teaching graduate level online courses.

The Perception of Instructional Designers on the Modality Principle to Enhance Student Learning: A Qualitative Method Inquiry

Fatimah A. Rabiou, Shehnaz Mohammed, & Halkano Hargura – Texas Tech University

The study investigates instructional designers' perceptions of the Modality Principle and its impact on student learning. Grounded in cognitive load theory, the research highlights the benefits of presenting instructional materials through multiple sensory channels to enhance comprehension and reduce cognitive overload. By employing qualitative methods, specifically narrative inquiry, the study aims to gather insights from instructional designers at Southwest University, exploring their experiences and practices in applying the Modality Principle. This approach allows an in-depth understanding of their perspectives, contributing to the discourse on effective instructional design and offering practical implications for improving educational outcomes.

F3.1 Paper Session

9:45 - 11:00 am

Cavalier

Higher Education

Exploring the Lived Experiences and Career Paths of Female University Executives at Hispanic-Serving Institutions in the U.S. Southwest Border States

**Carlos A. Rios, Velma D. Menchaca, Michelle H. Abrego, Hilda Silva, & Marie V. Simmonsson
— The University of Texas Rio Grande Valley*

This study focuses on female university executives (vice presidents, provosts, and presidents) at 2- and 4-year public Hispanic-serving institutions in the U.S. Southwest border states. It examines the lived experiences and career paths that helped them become successful senior administrators. Although a more significant percentage of college students are female, women are still significantly underrepresented in academic leadership positions at institutions nationwide. This study looks at the professional experiences of women leaders to identify what made them successful in obtaining and succeeding in a senior executive leadership role.

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Navigating the Tenure Track in the College of Education

Nicole M. Mishnick, Gwinn North, Ron Rhone, & Crystal D. Rose — Tarleton State University

This study examines a community of practice (CoP) initiative to support pre-tenure faculty navigating the tenure process at a mid-sized university in Texas. Pre-tenure faculty often face challenges associated with tenure requirements. Using situated learning theory as a framework, this research explores how early-career faculty members utilize a community of practice to build agency and professional capital. This study was conducted within the College of Education, where faculty members met bi-weekly online to discuss topics related to scholarship, teaching, and service. The results of this research will contribute to understanding how communities of practice can be used to tenure-track faculty.

F3.2 Workshop

9:45 - 11:00 am

Poolside 3

Free Workshop

Undertaking a Meaningful and Rigorous Qualitative Systematic Review

Shirley M. Matteson — Texas Tech University

Audrey C. Meador — West Texas A&M University

In contrast to the purpose of a traditional literature review synthesis, which summarizes the existing knowledge on a particular topic, a qualitative systematic review seeks to provide an answer to a specific question through deep examination of qualitative studies. There are numerous formats of such systematic reviews, such as a meta-ethnography, critical interpretive synthesis, realist synthesis, narrative synthesis and other aggregated or interpretive formats. This workshop will outline critical steps in undertaking and completing a qualitative systematic review, including determining a question, deciding what studies are relevant, deep reading of the content, determining how studies relate to each other, technology for managing the systematic review, synthesizing the information, and writing up the findings.

F3.3 Workshop

9:45 - 11:00 am

Ballroom C

Free workshop

Kris Kross Still Making Learners Jump Jump: A Tutorial on Using the Flipped Classroom Model in an EPP

Danielle Bevan & Crystal L. White — University of Houston – Downtown

The flipped classroom model (FCM) also known as the crisscrossed class has been used in K-12 and university STEM settings for at least twenty years, but it is not as common in Educator Preparation Programs (EPP). This tutorial training explores how two professors implemented the FCM to prepare preservice teachers. Professors aimed to provide students with more

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opportunities for active learning, practice culturally sustaining pedagogies, and classroom management skills. This training will discuss the definition and structures of a flipped classroom model, how to implement it, benefits and challenges of using FCMs in education classes, and feedback from college students.

F3.4 Paper Session

9:45 - 11:00 am

Patio

Self-efficacy

The Influence of Mentoring Interactions on Science Self-Efficacy and Science Identity Amongst College Women in STEM Fields

**Kristi Azali, Elira Martin, Linlin Luo, Qiyue Zhang, & Paul Hernandez — Texas A&M University*

High-quality mentorship is an effective way to promote women's retention in STEM fields. Less is known about how the influence of mentorship on students' motivation varies across the developmental years. This study examines the relationships between mentorship and motivational outcomes across college years among women in STEM. Survey data from 475 college women in STEM at three time points were analyzed using regression analyses. We found differentiated relationships between mentorship and motivational outcomes as women advanced through college. These findings reveal that different mentoring factors are particularly crucial at different stages of development for women in STEM.

Beyond the Class: The Influence of Afterschool Programs on Students' Self-Efficacy

Jesus A. Campos — Harris County Department of Education

This study examines the influence of afterschool programs on students' self-efficacy, drawing on Albert Bandura's Social Cognitive Theory. Using pre- and post-survey data from students at ten Texas afterschool sites, the study assessed changes in three self-efficacy measures: problem-solving, persistence, and belief in improvement through effort. A Wilcoxon Signed Rank Test revealed significant increases in students' self-efficacy following program participation. The findings align with existing research, emphasizing the role of afterschool programs in enhancing students' confidence and resilience, contributing positively to their academic and personal development.

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F3.5 Innovative Session

9:45 - 11:00 am

Poolside 1

Innovative Session

Developing Future Scholars of Color: Leveraging Cultural and Familial Assets for Success in Academia

Jessica Rivera, Luis Montero-Moguel, & Guadalupe Carmona – The University of Texas at San Antonio

Faculty diversity in higher education institutions in the United States remains disproportionately low. When students from racially minoritized backgrounds enter academic environments, they often find themselves navigating spaces that were not designed to embrace their cultural identities. However, evidence demonstrates that students from minoritized backgrounds possess valuable strengths and assets that drive their success. Through this session, attendees will gain insights, strategies, and inspiration to navigate and transform academic spaces with a particular emphasis on STEM and education fields, empowering racially minoritized individuals to flourish and contribute meaningfully to the academic landscape.

F4.1 Workshop

11:05 am - 12:20 pm

Renaissance

Free workshop

Designing Qualitative Research Studies for Educational and Grant Settings

Chrissy J. Cross — Stephen F. Austin State University

This workshop will focus on different qualitative research designs that can be implemented in educational settings and/or grant work involving educational settings. The scope of the study, the practicality of the study, methodologies, data collection methods, IRB design, organizational practices, and fidelity and leadership of research team members will be topics discussed in the workshop. Workshop participants will be given time to draft and discuss their own research design needs during the workshop. Participants do not need to be familiar with qualitative research methods to participate.

F4.2 Paper Session

11:05 am - 12:20 pm

Patio

Pre-service Teaching

Comparing Teacher Candidates' Motivations for Teaching in Two Teacher Education Models

**Lacy D. Brice & Mary A. Hershberger — Texas Tech University*

This study examines teacher candidates' initial motivation to teach, including related factors, such as teacher self-efficacy, professional identity development, and perception of cost. It

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compares these factors in two groups of teacher candidates enrolled in traditional two-year and one-year intensive teacher education programs. Results showed significant differences in certain motivational factors including beliefs about teaching and the costs involved in becoming and being a teacher. This study provides valuable insights for teacher education programs that implement programs in unique modalities.

Describing Self-Perceptions of Pre-service Teachers Regarding Field Experience at a Texas Public State University: A Case Study

Rachelle Wansik Donham & Karon LeCompte — Baylor University

The lack of field experience in a teacher preparation program at the university level hinders pre-service teachers' professional growth and adequate preparation for entering the classroom. Field experience is a crucial learning experience for pre-service teachers that bridges pedagogy to theory, establishes professional identity, creates a connection between pre-service teachers' perceptions and realities in the classroom, and broadens communication skills needed for student and mentor relationships. Through a qualitative case study, research examined pre-service teachers' perceptions and the positive and negative elements of field experience. My study revealed the importance of field experience integration into a university teaching preparation program.

Enhancing Preservice Teachers' Preparedness: Integrating Cyberbullying Training into Teacher Education Programs

Yanbing Chen & Roya Pashmforoosh — Texas A&M University

Technological advancements have led to increased social media use, exposing students to cyberbullying, which involves online threats or harassment (Espelage & Hong, 2017; Macaulay et al., 2018). We examined the impact of a cyberbullying intervention targeting pre-service teachers' perceptions and preparedness. Pre- and post-intervention surveys revealed significant improvements in both confidence to handle cyberbullying ($t(15) = 3.34, p < 0.01$) and understanding of cyberbullying ($t(15) = 3.64, p < 0.01$). Teachers reported increased awareness and the use of effective strategies, such as bystander intervention and creating safe spaces after the intervention. The findings highlight the importance of equipping teachers with the skills to address cyberbullying and support school anti-bullying efforts effectively.

F4.3 Paper Session

11:05 am - 12:20 pm

Ballroom C

Principal Preparation

Disparities in Pay, Experience, Degree Attainment, and Student Enrollment Between Female and Male K-12 Missouri Public School Principals.

**Boo Koss & Corina R. Kaul — Baylor University*

Despite being the majority of classroom teachers (Ingersoll et al., 2021), women remain

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underrepresented in educational leadership roles (Bailes & Guthery, 2020). This quantitative causal-comparative research study uses independent samples t-tests to explore differences between female and male Missouri K-12 public school principals regarding salary, experience, degree attainment, and student enrollment. The initial findings indicate significant salary disparities between male and female principals; however, this difference is not due to school size or years of experience. The findings from this study will inform policy changes and advocacy efforts, contributing to a more diverse and equitable administrative workforce in public schools.

Residency: A Remedy for Aspiring Principal Preparation

Irma Almager, Vanessa de León, & Bethany LePla — Texas Tech University

This study examined if students from a principal preparation residency program were prepared to apply learned instructional leadership skills after graduation. Methods: This study explores the readiness of graduates from a principal preparation residency program to apply instructional leadership skills in practice. The study employs a qualitative research case study design, focusing on the perceived competencies of five recent program graduates.

The Case of the Disappearing Principal: A Deductive Mixed Methods Case Study of the Professional Quality of Life of Texas Public School Principals

Bethany J. French — Texas A&M University – Texarkana

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

F4.4 Paper Session

11:05 am - 12:20 pm

Poolside 1

District and Campus Factors

Assessing the Impact of District of Innovation Designation: Changes in Key Outcome Measures between 2016 and 2022

**Marsha D. Sowell & Kelly S. Hall — Texas A&M University – Kingsville*

Texas public-school districts can exempt themselves from state regulations by becoming a District of Innovation (DOI). This study analyzes 14 key education outcome measures: performance on the STAAR overall and in these subgroups: African American, Hispanics, White, American Indian, Asian, Pacific Islander, two or more races, and economically disadvantaged; attendance rate, 9th through 12th grade dropout rate, four-year graduation rate, meeting criterion on SAT/ACT, and ACT mean scores. Findings from independent t-tests reveal few statistically significant differences in these outcomes when comparing 2016 to 2022 between

districts with and without DOI designations

Increasing Instructional Leadership in Turnaround Schools Through Leadership Development and Teacher Performance

Christy Gillespie — Texas Tech University

Improving leadership team instructional capacity is critical in improving teacher effectiveness and increasing student achievement particularly in school turnaround. The use of differentiated instruction has significantly impacted student achievement when used effectively. This qualitative study evaluates the need for improvement in differentiated instruction in a turnaround middle school after analysis of student achievement data and teacher evaluation data and will explore the effectiveness of structured and monitored professional development for middle school leadership teams. Results will be used to provide recommendations for improvement in assistant principal and leadership team instructional capacity.

What Successful Principals Do and the Alignment with Texas Standards for School Leaders

Clare A. Resilla, Cynthia Martinez-Garcia, & Julie Combs – Sam Houston State University

Researchers have reported attrition of school principals is related to inadequate preparation and professional development. We investigated the perceptions of Texas principal supervisors regarding the training needs of school principals and evaluated the alignment of these perceptions with state principal preparation standards to better inform practice. Using case study methods, we interviewed principal supervisors in Texas. These supervisors believed successful principals know (a) how to develop systems, (c) build a community inside and outside of the school, and (c) coach teachers. These themes specifically align with state standards in all areas.

F4.5 Paper Session

11:05 am - 12:20 pm

Poolside 2

Underrepresented Populations

Enhancing Academic Communication: Exploring Discourse Marker Use Among Native and Non-Native English Speakers in Online Discussions

**Yanbing Chen — Texas A&M University*

With the increasing use of online platforms in higher education, effective digital communication has become essential for student engagement and learning. This study examines discourse marker (DM) use in online academic discussions among native and non-native English-speaking graduate students. Analyzing discussion forums from graduate courses, the research identifies differences in DM frequency and patterns between the two groups. Native speakers employ a wider range of DMs more fluidly, while non-native speakers rely on a narrower set. Findings suggest that targeted instructional strategies on DM usage could enhance non-native speakers' communication skills, fostering improved participation and engagement in digital academic

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discussions.

Experiences of Minority Students on a Predominantly White Institution in Alabama

Ariannely Hernandez & Eric A. Hernandez — The University of Alabama

The purpose of this study is to explore the experiences of minority college students on their Predominantly White Institution (PWI). The subjects will be students from a large PWI state university in Alabama. This study aims to assess how supported minority students feel on campus, especially after the wake of the Senate Bill 129 that was passed across the state. It will consider factors that include the social, emotional, and academic well-being of these subjects. Surveys and interviews will be used to gather the data to identify the areas where students feel underrepresented and lack the support.

The Impact of Social Factors on Latino Students' Academic Performance

Zhidong Zhang — The University of Texas Rio Grande Valley

This study investigated social factors influencing Latino students' academic performance in South Texas using a mixed methods approach. Qualitative data were gathered through a systematic review, while quantitative data came from a questionnaire in a sequential design. Themes included navigating college decisions through social and financial capital, the role of cultural capital in educational inequities, and leveraging community wealth for success. Textual network analysis was used for qualitative data, with Kruskal-Wallis and regression analyses for quantitative findings. Results showed social, financial, and cultural capital significantly impacted academic challenges, with resources and outreach programs providing crucial support.

F4.6 Paper Session

11:05 am - 12:20 pm

Poolside 3

COVID-19 Educational Impacts

Longitudinal Impact of COVID-19 on Reading Proficiency Among Texas Students: A Comparative Analysis

**Shifang Tang — East Texas A&M University*

Zhuoying Wang — The University of Texas at Austin

Mei Jiang — East Texas A&M University

David D. Jimenez — Texas A&M University – Corpus Christi

Lei Zhang — East Texas A&M University

In this study, we examine the longitudinal reading proficiency trajectories of Texas students in Grades 3 to 5, comparing two cohorts (2017-2019 and 2021-2023) to assess the impact of the COVID-19 pandemic. We analyze changes in reading performance and explore the influence of demographic factors such as economic disadvantage, limited English proficiency, special education, and bilingual education. Using a longitudinal growth model, results indicate significant initial declines in reading scores post-COVID, but substantial recovery by Grade 5.

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This study highlights the pandemic's impact on vulnerable student groups and underscores the importance of targeted interventions in mitigating learning losses.

Teachers' Knowledge and Capacity in Cyberbullying Management During and Post COVID-19: A Systematic Literature Review

Amirpooya D. Dardashti & Roya Pashmforoosh — Texas A&M University

Cyberbullying has emerged as a significant issue in schools over the past two decades. Teachers, as key stakeholders, play a crucial role in its prevention and resolution. This systematic literature review explores K-12 teachers' knowledge, awareness, experience, and ability to manage cyberbullying during and after the COVID-19 pandemic. Through an analysis of empirical studies published between 2019 and 2024, we found that teachers generally had a basic understanding of cyberbullying and lacked the confidence and experience necessary to address it effectively. The findings underscore the need to integrate cyberbullying management into teacher professional development (PD) programs.

F4.7 Paper Session

11:05 am - 12:20 pm

Cavalier

Secondary Education

“What did you say?/Can you repeat yourself? You look Chinese:” Secondary content teachers navigating raciolinguistic ideologies

**Gilberto P. Lara, Bedrettin Yazan, Jorge L. Solís, Kristen Lindahl, Jessica McConnell, & María G. Leija — The University of Texas at San Antonio*

This qualitative study analyzed data from in-service teachers in a master's program using a raciolinguistics framework. Using classwork and interview data, details emerged about how professional development allows teachers to engage with professional discourses to process raciolinguistic experiences in an educational context. In addition, teachers navigated tensions in their profession that arose from being positioned through raciolinguistic and policing. Lastly, indexing and naming raciolinguistic ideologies allowed teachers to negotiate professional identities. Implications for in-service teacher professional development and negotiating raciolinguistic ideologies around teaching emergent bilinguals in content area courses are provided.

Decolonizing STEM Education: A Culturally Relevant Pedagogical Framework

Elizabeth A. Dees — Texas Tech University

This article describes a conceptual framework to illustrate an approach to employ culturally relevant pedagogy to affect decoloniality in STEM education. The resulting framework exemplifies how supporting students with authentic, relational, cultural, and linguistic mentorship in critical multicultural STEM education can guide culturally and linguistically diverse individuals through wayfinding the metaphoric borders between their native customs and Eurocentric, neoliberal, and Western approaches to STEM education.

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Zen and the Art of High School Teaching: A Qualitative Single Case Study Exploring High School Teachers' Experiences Implementing Social-Emotional Learning in Des Moines, Iowa Public School Classrooms

Kerry A. Williams & Corina R. Kaul — Baylor University

This qualitative case study explored the experiences of five high school teachers in Des Moines, Iowa, as they implemented Social and Emotional Learning (SEL) in their classrooms. Using interviews, a questionnaire, and a focus group, the study examined the teachers' SEL competency, implementation strategies, student-teacher relationships, and classroom management techniques. The findings emphasized the importance of administrative support in fostering successful SEL programs. The study also highlighted the critical role teachers play in creating positive emotional and academic outcomes through strong relationships and effective classroom management.

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