



**Southwest
Educational
Research
Association**



33rd Annual Meeting

February 17-20, 2010

Hotel Monteleone, New Orleans



Hotel Monteleone

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FLOOR 17

- 26 VIEUX CARRE ROOM
- 27 TERRACE

FLOOR 16

- 23 RIVERVIEW ROOM
- 24 FITNESS CENTER
- 25 POOL

FLOOR 2

- 15 THE BOARD ROOM
- 16 URSULINE SALON
- 17 BEAUREGARD SALON
- 18 GALLIER SALON
- 19 PONTALBA SALON
- 20 CABILDO SALON
- 21 CATHEDRAL SALON
- 22 PRESBYTERE SALON

MEZZANINE B

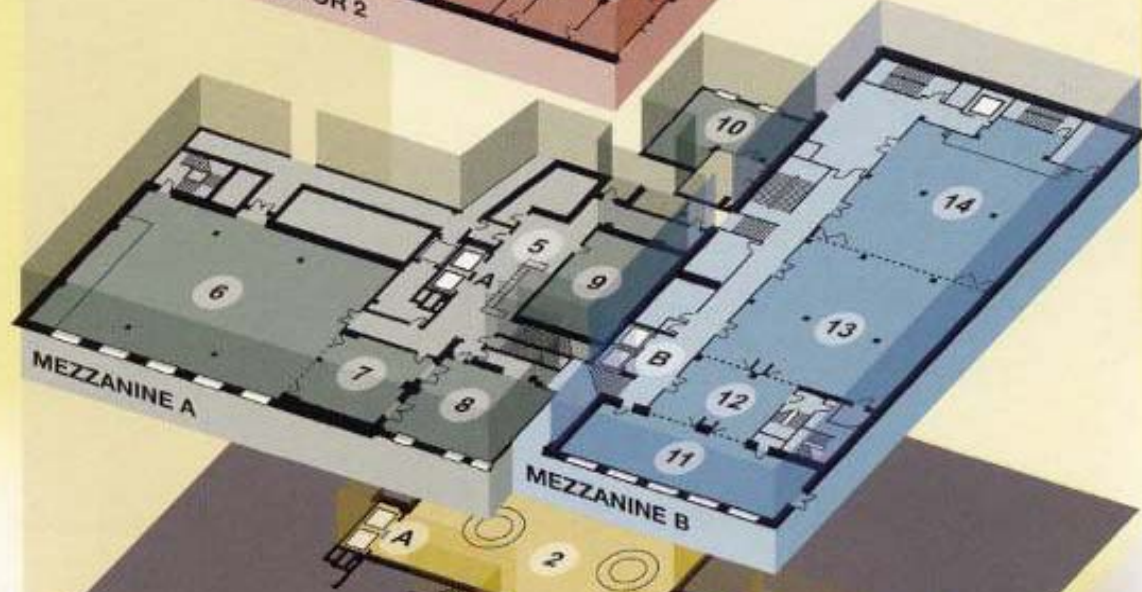
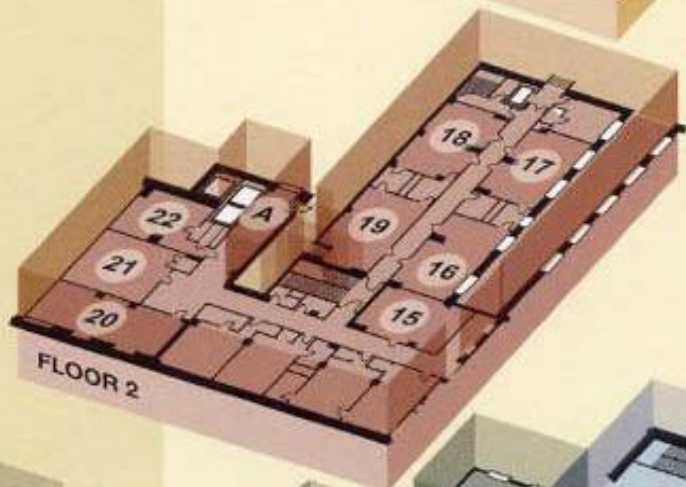
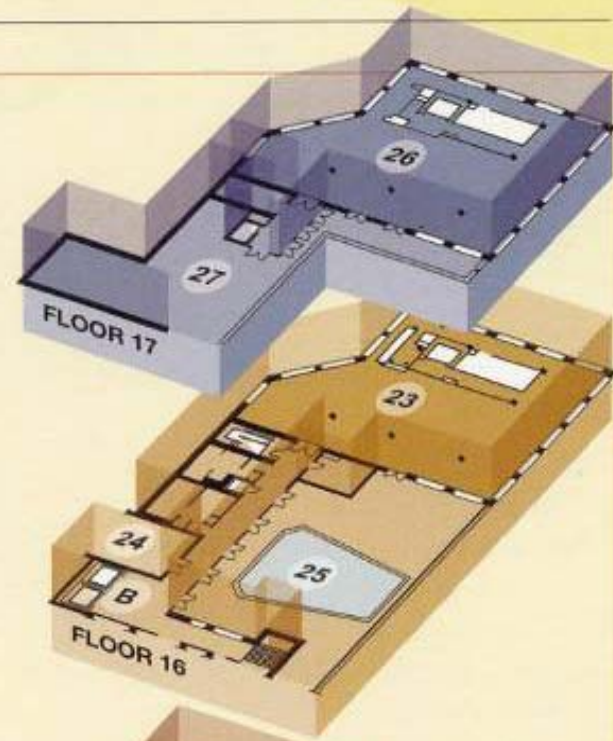
- 11 IBERVILLE ROOM
- 12 BIENVILLE ROOM
- 13 LA NOUVELLE ORLEANS - WEST
- 14 LA NOUVELLE ORLEANS - EAST

MEZZANINE A

- 5 REGISTRATION LOBBY
- 6 QUEEN ANNE BALLROOM
- 7 QUEEN ANNE PARLOR
- 8 BONNET CARRE ROOM
- 9 ROYAL ROOM
- 10 FRENCH MARKET ROOM

LOBBY/GROUND FLOOR

- 1 ENTRANCE
- 2 LOBBY
- 3 HUNT ROOM GRILL
- 4 CAROUSEL PIANO BAR & LOUNGE



CONVENTION FACILITIES

**Southwest Educational
Research Association**

www.sera-edresearch.org



**2010 Annual Meeting
Program and Abstracts**

Hotel Monteleone, New Orleans, Louisiana
February 17–20, 2010

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**Join Us at the
Historic Menger Hotel in
San Antonio, Texas
for
SERA 2011, February 2 – 5**

SERA Foundation

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

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

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

Front Cover

Photos courtesy of the New Orleans Convention and Visitors Bureau
Photographers and their corresponding photos are:
Carl Purcell, St. Louis Cathedral Daytime with Carriage;
Jeff Strout, Mardi Gras Float Revelers; and
Ann Purcell, City Park Landscape

Foreword



As President of the Southwest Educational Research Association (SERA), I am delighted to welcome you to the 33rd Annual Conference. SERA has over 330 members who will join other professionals in sharing research findings and ideas at our conference in New Orleans, Louisiana this year. SERA is an inclusive professional regional educational research association dedicated to furthering the advancement of research in education. This organization is committed to furthering the education of graduate students by providing educational resources, mentorship, and opportunities to present papers at annual conferences.

This year's program offers a wide variety of innovative sessions, symposia, workshops, and paper presentations that span six divisions. There are 267 accepted papers, 3 symposia, 2 training sessions, 1 innovative session, and 11 workshops. I hope everyone is able to find intellectual stimulation. SERA is a place to refresh your methodological and research skills through a variety of venues.

Much appreciation goes to *Sonya Carr* who worked closely with the staff of the Monteleone Hotel to put together the local arrangements. Also to *Bruce Thompson*, Executive Director, who continues year after year to be the backbone of this organization sending out email messages to keep us updated among many other tasks. President-elect, *Linda Zientek* did a fabulous job putting this entire program together. Past President, *Robert Capraro* oversaw the slate for the election of officers. *Kim Nimon* and *Julia Ballenger* continuously work diligently to edit our informative and interesting newsletter. *Vince Paredes* facilitates the technology for the submission of proposals, registration arrangements, memberships rolls, and nametags. Thanks to our Historian, *John Hedl* for keeping our records. Secretary, *Kim Bilica* timely and efficiently records the minutes of our meetings. Treasurer, *Kathy Mittag* keeps us out of the red and financially sound. Thank you to all our board members, division chairs, and all volunteers who assisted in the proposal review process.

Mary Margaret Capraro – *SERA President*

The Program

There were an incredible number of diverse proposals submitted and accepted this year. The sessions are organized by themes. For most of the themes, proposals are within a specific division; however in some cases proposals from various divisions overlap. The session schedule format is provided on page iii and program highlights are provided on pages iii and iv. The first session on Wednesday begins at 3:05 immediately following the Wednesday Training session. The first two sessions on Thursday morning are one-hour in length and begin at 8:30. The remaining sessions are one-hour and fifteen minutes in length with 5 minute breaks between sessions. Sessions on Friday begin at 8:45. A continental breakfast is offered Thursday and Friday from 8 until 9.

Session IDs begin with a letter that signifies the day of the week the session is offered. For example, T1.2 is the second session in the first timeslot on Thursday. If a presenter identified themselves as a graduate student, special efforts were made to schedule their session so that it does not correspond with the fireside chat and the graduate student meeting. This **Fireside Chat** is for **students only** and is an excellent opportunity to visit with Professor Catherine Snow in an informal setting.

The **graduate student meeting** provides graduate students with the opportunity to meet with people from various institutions of higher education and to form collaborations and support systems with people in their research area. During the graduate meeting, **graduate representatives are elected** and door prizes are awarded. The room **Bienville** has been set-aside for graduate students for the duration of the conference.

I hope you enjoy this SERA opportunity to share research findings and form collaborations with researchers in your field. SERA is dedicated to improving research. In an endeavor to fulfill this goal, several excellent research training sessions will be offered on Wednesday afternoon, Friday afternoon, and Saturday morning. Descriptions of these sessions are provided on pages viii and ix.

Linda Reichwein Zientek, *President-Elect and Program Chair*

Program Schedule

Wednesday

Noon – 5:00	Registration
1:00 – 3:00	Training Session (Ticket Required)
3:05 – 4:05	Sessions (W1)
4:10 – 5:25	Sessions (W2)

Thursday

8:00 – 5:00	Registration (Closed During Business Luncheon)
8:00 – 9:00	Continental Breakfast
8:30 – 9:30	Navigating and Getting the Most from SERA (T1.1)
8:30 – 9:30	Sessions (T1)
9:35 – 10:35	Sessions (T2)
10:40 – 11:55	Sessions (T3)
Luncheon	12:00–1:30
1:30 – 2:45	Presidential Speaker – Professor Catherine Snow (T5)
2:45 – 4:00	Fireside Chat with Professor Snow – Graduate Students Only
2:45 – 4:00	Sessions (T6)
4:05 – 5:20	Sessions (T7)
4:05 – 5:20	Helpful Hints for Preparing an Effective <i>Curricula Vita</i>
5:25 – 6:30	Graduate Student Meeting & Election of Representatives <i>Rock n Bowl</i> Immediately Following Graduate Student Meeting

Friday

8:00 – 2:00	Registration
8:00 – 9:00	Continental Breakfast
8:45 – 10:00	Sessions (F1)
10:05 – 11:20	Sessions (F2)
11:25 – 12:40	Sessions (F3)
12:45 – 1:55	Sessions (F4)
2:00 – 5:00	Training Session (Ticket Required)

Saturday

8:00 – 11:00	Training Session (Ticket Required)
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Program Highlights

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

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

Program Highlights (continued)

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

Presidential Invited Address (T5.1 Thursday 1:30–2:45 – La Nouvelle East) Immediately following the luncheon.

Graduate Student Meetings and Sessions

Fireside Chat with Dr. Catherine Snow (T6.1 Thursday 2:45–4:00 – La Nouvelle East)

Graduate Students Only.

Graduate Student Meeting (T8.1 Thursday, 5:25 – 6:30 – La Nouvelle)

An opportunity to discuss student concerns and elect the 2010–2011 graduate student representative to the SERA Executive Council and university graduate members that comprise the Graduate Leadership Council.

Graduate Student Evening at the *Rock’ n Bowl*: Immediately Following the Graduate Student Meeting. Meet in the lobby to share cabs to the venue.

Graduate Student Leadership Meeting (F0.2 Friday, 8am–8:45 – Bienville)

After the Dissertation: Finding a Job in Higher Education (T2.8 Thursday 9:35 – 10:35)

Helpful Hints for Preparing an Effective *Curricula Vita* (T7.7 Thursday 4:05 – 5:20)

Contract Negotiation Tips in Higher Education (F4.7 Friday 12:45 – 1:55)

Graduate Student Division VI Paper Sessions

There are 12 graduate student Division VI paper sessions included in this year’s program. Each features presentations of **works in progress** by graduate students followed by feedback from an experienced faculty member discussant.

Other Sessions of Interest – Open to All Conference Attendees

Implications for Educators: Becoming an Advocates for the Gifted Poor	W1.1
Bringing Teacher Leadership from Theory to Reality: Modeling Collaboration	W1.5
Literacy 2.0: Using Voice Thread & Think Alouds to Engage Student Learning	W1.6
The Impact of Media Bias & Terrorism on Muslim & Arab American Children	W2.5
Navigating and Getting the Most from SERA	T1.1
"Beyond the Classroom Walls"	T1.5
After the Dissertation: Finding a Job in Higher Education	T2.8
How to Publish: Perspectives of an Author and Four-Time Editor	T3.7
Need a Research Topic? Two Databases for Use	T6.3
The New Pandemic: Who Will Teach Middle School Science and Mathematics?	T6.6
Reading Comprehension Strategies for Struggling Adolescent Readers	T7.4
On Writing in APA Format: Using the New Sixth Edition	T7.6
Helpful Hints for Preparing an Effective <i>Curricula Vita</i>	T7.7
Fireside Chat with Dr. Tammi Vacha-Haase	F2.7
Mississippi Building Blocks: Statewide Plan for Early Childhood Education	F4.2
Measuring the Academic Self-Worth of College Students of Color	F4.6

Session Chairs

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

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

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

Division VI Discussants

Shirley Matteson	Texas Tech University	W1.4
Julia Ballenger	Stephen F. Austin State University	W2.6
Linda Zientek	Sam Houston State University	T1.2
Jim Hardy	University of Texas at Arlington	T2.2
Robert W. Elliott	Eastern New Mexico University	T7.5
Katharine Rainey	Texas Center for Educational Research	F1.1
Sandra Harris	Lamar University	F1.3
Angela Gibson	American Public University	F2.1
Sandra Acosta	Texas A&M University	F3.1
Stacey Edmonson	Sam Houston State University	F3.6
Bill Jasper	Sam Houston State University	F4.4
Martha Tapia	Berry College	F4.8

Thank You

A special thank you to all of the division chairs and proposal reviewers for dedicating their time and expertise in the reviewer process, the SERA board for reviewing the program, Vince Paredes for his coordination of the registration and proposal centers, and to Serkan Ozel for his guidance throughout the program development stages.

The Hotel Monteleone



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

In 1886, Mr. Monteleone bought a 64–room hotel on the corner of Royal and Iberville streets in New Orleans’ world famous French Quarter. The setting was ripe for Antonio to spread his entrepreneurial wings when the nearby Commercial Hotel became available for purchase. That was only the beginning of an amazing historical landmark that is one of the last great family owned and operated hotels in the city. Since 1886, four generations of Monteleones have dedicated themselves to making their hotel what it was and still is a sparkling jewel in the heart of the French Quarter.

There have been five major additions to the Hotel Monteleone. The first was in 1903 when 30 rooms were added. The next addition occurred in 1908, during a time of financial panic in the United States when 300 more rooms were added. 1908 was also the year that the name of the hotel was changed from the Commercial Hotel to Hotel Monteleone. In 1913, Antonio Monteleone passed away and was succeeded by his son Frank who added 200 more rooms in 1928, a year before another horrible crash in the U.S. economy. The Hotel Monteleone was one of America’s few family–owned hotels to weather the depression, and remained unchanged until 1954. That year the fourth addition required the razing of the original building and the foundation was laid for a completely new building that would include guest facilities, ballrooms, dining rooms and cocktail lounges. In 1964, under the direction of Bill Monteleone, who took over after his father passed in 1958, more floors, guestrooms, and a Sky Terrace with swimming pools and cocktail lounges were added.

**Southwest Educational Research Association
2009–2010
Executive Council**

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Susan Troncoso Skidmore

Newsletter Editor

Kim Nimon
Julia Ballenger

Sonya Carr

Stacey Edmonson

Council Members–At–Large

Jim Hardy

Shirley Matteson

Bill Jasper

Elsa Ruiz

Program Division Chairs – 2010

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

Division I: Educational Administration, Policy, Leadership, & Program Evaluation

Sandra Harris, Lamar University

Judith Ann Adkison, University of North Texas

Division II: Instruction, Learning, & Cognition

G. Donald Allen, Texas A&M University

Dianne Goldsby, Texas A&M University

Division III: Methodology, Measurement, & Evaluation

Jason King, Baylor College of Medicine

Tommy DeVaney, Southeastern Louisiana

Division IV: Teachers & Teacher Education

Shirley Matteson, Texas Tech University

Rebecca Ortiz, Texas Tech University

Division V: Special Populations & Counseling

*Sonya Carr, Southeastern Louisiana
University*

*Cynthia Martinez–Garcia, Sam Houston State
University*

Division VI: Graduate Student Work–in–Progress

*La Vonne Fedynich,
Texas A&M University–Kingsville*

Martha Tapia, Berry College

SERA Past Presidents

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

Training Sessions

Wednesday Training: "Quantitative Consultation for Researchers"

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



Kicking off the 2010 SERA annual meeting in New Orleans, a panel of UNT professors will provide 2 hours of quantitative consultation for researchers. Participants will present specific research scenarios for the panel to consider. Participants will simultaneously learn about data analysis while applying the knowledge to their own datasets. Of course, participants may also elect to participate simply to listen to the dialog of the consultations, and need not have their own data. Led by **Robin Henson**, the panel includes professors **Qi Chen**, **Darrell Hull**, **Prathiba Natesan**, **Kim Nimon**, and **Abbas Tashakkori**.

Friday/Saturday Training: "Gentle Intro to Meta-Analysis"

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



The 2010 SERA annual meeting in New Orleans will close with a Friday afternoon/Saturday morning training session on meta-analytic techniques. A meta-analysis is a study of previous studies, rather than a study of people.

The **Friday afternoon** session will be an introduction to the measurement meta-analytic method called "Reliability Generalization" (RG), and *will assume no previous training* in conducting RG. RG studies investigate (a) typical (e.g., mean,

median) score reliability for a measure across studies, (b) how variable or stable score reliability for a measure is across studies, and (c) what design or sampling conditions predict variability in score reliability.

The "RG" meta-analysis training will be conducted by Tammi Vacha-Haase, *Colorado State University*, and Robin Henson, *University of North Texas*. **Tammi Vacha-Haase** invented "RG" in her seminal 1998 article in **Educational and Psychological Measurement**. That article, and a companion article published in 2000, have been cited 129 and 124 times, respectively!!! **Robin Henson** also has published influential articles. For example, his 2001 article in **Measurement and Evaluation in Counseling and Development** has been cited 200 times!!!

The **Saturday morning** session will be "A Gentle Introduction to Meta-Analysis of Substantive Issues" (e.g., whether or not "talk therapy" works in treating depression, whether or not smaller class sizes improve student achievement). Again, *no prior knowledge* of meta-analysis will be assumed in the Saturday morning introduction.



The Saturday morning meta-analysis session will be conducted by Victor Willson, *Texas A&M University*. **Victor Willson** was a Ph.D. student of Gene Glass, who most people credit as having invented meta-analysis, and popularizing meta-analysis in his 1976 AERA presidential address. Victor is the author of 118 articles and author/editor of 5 books, including (with Glass and Gottman) *The design and analysis of time-series experiments*. He has served on numerous editorial boards, including **American Educational Research Journal**, **Learning and Individual Differences**, **Scientific Study of Reading**, **Reading Psychology**, **Reading Online**, and **Journal of Literacy Research**.

SERA 2010 Presidential Invited Address – Catherine Snow

Henry Lee Shattuck Professor of Education
Harvard Graduate School of Education



The 2010 SERA Presidential Invited Address will be presented by **Catherine Snow**, *Harvard Graduate School of Education*. Her presentation is titled, "Classroom Discussion: Powerful, Engaging, and Rare." Catherine will also meet in a scheduled informal "Fireside Chat" **limited only to Graduate Students**, to talk with students about whatever questions or interests they may have

Catherine E. Snow is an educational psychologist who has contributed significantly to theories of bilingualism and language acquisition through parent–child interaction. More recently, Snow's research has focused on early childhood literacy, investigating linguistic and social factors that contribute to or detract from literacy. With Brian MacWhinney, Snow founded the Child Language Data Exchange System (CHILDES) database, a corpus of children's speech used by numerous language acquisition researchers. Snow is a Professor of Education in the Harvard Graduate School of Education and past president of the American Educational Research Association (2000–2001).

Dr. Snow is an expert on language and literacy development in children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Snow has chaired two national panels: the National Academy of Sciences committee that prepared the report "Preventing Reading Difficulties in Young Children," and the Rand Reading Study Group that prepared "Reading for Understanding: Toward an R&D Program in Reading Comprehension." Her research activities include a longitudinal study of language and literacy skills among low–income children who have been followed for 15 years since age three; following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first– and second–language learners; and considering aspects of transfer from first to second language in the domains of language and literacy. Her book, *Preparing Our Teachers: Opportunities for Better Reading Instruction*, is one of several efforts she is involved in to develop consensus among teacher–educators about what pre– and in–service elementary teachers need to know about language and literacy. Snow has also written about bilingualism and its relation to language policy issues such as bilingual education in the United States and in developing nations, and about testing policy. She is currently involved in efforts to improve middle–school literacy outcomes, in partnership with other Boston area researchers and the Boston Public Schools.

Awards

SERA OUTSTANDING PAPER WINNERS

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

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

John J. Hedl, Jr. Lifetime Service Award

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

SERA Extended Service Award

- 2007 Kathleen Cage Mittag

Wednesday, February 17

W0.1	Noon – 5:00p	Queen Anne Mezzanine
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Registration

W0.2	Training Session	1:00p – 3:00p	La Nouvelle East/West
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Quantitative Consultation for Researchers
Robin K. Henson, Qi Chen, Darrell Hull, Prathiba Natesan, Kim Nimon, & Abbas Tashakkori
Cost = \$30. You may be able to pay for this session at the registration table.
Special Ticketed Event

W1.1	Workshop	3:05 – 4:05	Beauregard
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Free Workshop

Implications for Educators: Becoming an Advocate for the Gifted Poor

Rosa M. Banda, Alonzo M. Flowers, Kristin Huggins, & Nick Zuniga–Texas A&M University

In many instances, poor children of color are faced with educational and socio-emotional issues, which are a cause for concern among educators, reformers, and multicultural advocates (Levine, 2005). Much of this concern stems from the unfortunate reality that students of color represent a significant portion of the educationally and socially disenfranchised, which in turn leads to their underrepresentation in gifted and talented programs (Ford, 1998; Naglieri & Ford, 2003).

W1.2	Paper Session	3:05 – 4:05	Bonnet Carre
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Multivariate & Multilevel Analyses

Understanding the Implications Underlying Multivariate Normality

Jaime B. Duran–Texas A&M University

Multivariate Analysis is usually superior to other analyses because can explore relationships between many outcomes. Another advantage of multivariate analysis is it minimizes Type I error. Interpreting multivariate techniques correctly rests on understanding the underlying assumptions. The purpose of this paper is to present an analysis of one assumption, multivariate normality, and demonstrate the effect of violating this assumption. This paper will compare the assumptions underlying univariate, bivariate, and multivariate analysis, review the salient points of each technique and, explore the implications of violating the assumption of multivariate normality.

An Introduction to Exploratory Structural Equation Modeling (ESEM)

Myunghee Im–Texas A&M University

This article describes an exploratory structural equation modeling (ESEM). Fixing cross-loadings at zero in confirmatory factor analysis (CFA) approach in SEM leads distorted factors and subsequent structural relations due to the sequence of model modifications for a better fitting model. In this sense, allowing EFA measurement model parts to find a well-fitting model in SEM is suggested to overcome the problems and integration of CFA measurement parts as well. The ESEM example is used to provide the new measurement insight. It shows that ESEM fit the data better by comparing CFA-SEM with EFA-SEM with simulated data.

Path Analysis: Fundamental Concepts

Sara E. Spikes–Texas A&M University

Path analysis is complementary to multiple linear regression analysis. This paper focuses on exploring the rules and assumptions of path diagrams and path coefficients that support an understanding of path analysis. These concepts are applied in an example which evaluates model fit. Two limitations to the use of path analysis are also included for discussion: (1) the common misconception that path analysis is synonymous to causal modeling and (2) issues of collinearity.

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Weighting Variables for Cluster Analysis

**Lai Kwan Pei–University of Louisiana Lafayette & Susan Maller–Purdue University*

In this study, a new variable weighting method was proposed to handle noisy data (with measurement error) through differential weights of variables. This straightforward method takes into account the psychometric property (reliability) of the variables, and the computational load is much less than that of some other commonly used methods. This method can be used with any clustering method because the weights are assigned prior to the actual clustering.

W1.3 Paper Session

3:05 – 4:05

Cathedral

Teacher Professionalism/Professional Development/Teacher Efficacy

Preparing Teachers for the Reformed School: A Case for New Professionalism.

John C. Indiatsi & Latosha Scott–Texas Tech University

The change of schools from simple to complex organizations has affected teachers. Teaching has been diminished to a mere performance and technical activity suggesting a shift from welferism to managerialism. Yet, if teachers have to effectively play their cardinal roles in educational change, they need to be supported by a change in school culture that aims at enabling them to fit in a new way of teaching. Thus, there is need for adoption of a new professionalism to reframe teachers' foci and imaging of their roles and responsibilities as change agents. Paradigms for a new teacher professionalism are identified and discussed.

The Impact of AVID Professional Development on School Culture and Climate

**Karen M. Watt, Jeffery J. Huerta, & Patty Reyes–The University of Texas–Pan American*

This study examines relationships between Advancement Via Individual Determination (AVID) implementation and school culture/climate, as well as relationships between AVID professional development and teachers' perceptions of whether AVID has had an impact on their school's culture and climate. Teachers attending professional development workshops (AVID Summer Institutes) were surveyed regarding their perceptions of the impact of AVID has on their school's culture and climate. In addition, the level of AVID implementation and its relationship to the school's culture and climate was examined.

Chinese Heritage Language Teachers' Professional Identities and Beliefs

Hsu–Pai Wu–The University of Texas at Austin

This case study explored the professional identities and beliefs of three Taiwanese teachers in a Chinese heritage language school. The findings showed that although teachers did not have a strong sense of professional identity, they did have a strong sense of cultural awareness. Instruction was incorporated with students' self-learning, parental support, and cultural transmission. Teachers were concerned about creating a motivating learning environment but that the responsibility for maintaining students' academic achievements fell upon parents. More appropriate textbooks and practical support were suggested to reinforce effective teaching.

An Investigation of Teacher Efficacy Using Social Network Analysis

Leah Johnson & Matthew C. Lambert–Texas Tech University

Teacher efficacy is critical in the face of today's growing pressure and high teacher turnover. High teacher efficacy has many positive effects on student learning, such as increased student efficacy and high student achievement. Teacher efficacy will be assessed as part of a social network analysis. Researchers will investigate the grouping of teachers according to their

Wednesday, February 17

teaching efficacy. It is hypothesized that high efficacious teachers will form a clique within the school while lower efficacious teachers will be slightly isolated. Teachers have the potential to positively affect their peers' instructional practices through vicarious experiences.

W1.4 Paper Session

3:05 – 4:05

Cabildo

Adolescents/Reading

*Graduate Student Session – *Discussant Shirley Matteson*

Adolescent Participation Patterns in Youth Development Programs

Femi F. Vance—University of California, Irvine

Participation in youth development programs is associated with positive academic, social, and behavioral outcomes. Middle and high school youth participate in these programs at lower rates than elementary students but the reason for this decline is unclear. It may be that lifestyle changes in adolescence prevent youth from participating more often. Alternatively, youth development programs may fail to meet the developmental needs of older youth. This research project will use a case study approach to provide an in-depth examination of the participation patterns of adolescents and explore how older youth's experiences in a youth development program relate to their participation.

The Creative Experience: A Phenomenology Among Artistic Adolescents

Susan E. Jackson—University of Houston

This study is research in progress and is the first in a series of studies that will examine the nature of creativity and how it is experienced by students and teachers, as well as how it is supported in the Visual Arts program at a magnet fine arts high school. Through qualitative analyses of individual interviews and focus groups, it will be possible to identify critical themes that together define creativity. This process will assist in validating the appropriate theoretical definition of creativity and instruments for use in future studies with the students and teachers in this program.

Linguistic Complexity and Reading Assessment

Deborah C. Potvin—The University of Texas at Austin

The use of high-stakes tests with English Language Learners (ELLs) raises significant concerns about whether the linguistic complexity of the test questions introduces measurement error: whether the language demands of the test questions interfere with students' ability to display the full extent of their content knowledge. This study will examine the linguistic complexity of test items within a reading assessment in order to explore the relation between linguistic complexity and student performance. The examination of this data will focus on understanding how linguistic complexity affects performance and whether the effect of linguistic complexity changes with overall ability level.

W1.5 Symposium

3:05 – 4:05

Pontalba

Symposium

Bringing Teacher Leadership from Theory to Reality: Modeling Collaboration

Grant Hambright—Wright State University,

Ted Zigler & JoAnn Hohenbrink—Ohio Dominican University

Anita Varrati—Kent State University

Pamela Williamson—University of Cincinnati

The symposium presents one state's efforts at bringing teacher leadership from theory to reality. Symposium presenters represent key participants in a multi-state consortium project, an intrastate

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teacher leader curriculum and standards development project, and teacher leader pilot endorsement program providers. The panel perspectives include public and private university faculty representing teacher education and administrative preparation programs. Collaboration at multiple levels models an essential means of addressing needed educational reform and renewal.

W1.6 Workshop

3:05 – 4:05

Ursuline

Free Workshop

Literacy 2.0: Using Voice Thread & Think Alouds to Engage Student Learning

Brad M. Petitfils–Loyola University New Orleans

Carol Feters–Louisiana State University

The current explosion of Web 2.0 technologies has created a learning environment for students that promises instant connectivity, information, and communication. With the promise of technology not diminishing, it is particularly important that our teacher education programs explore the possibilities that Web 2.0 technologies hold for our students. This session will situate the Net Generation in relation to one of these emerging technologies and offer hands-on practice at creating think aloud activities on the Internet.

W2.1 Paper Session

4:10 – 5:20

Beauregard

APA/Qualitative Research/Community College

The Scoring Checklist in Teaching and Learning Qualitative Research

Rebecca K. Frels, Bipin Sharma, Anthony J. Onwuegbuzie–Sam Houston State University

Nancy L. Leech, University of Colorado Denver

Marcella Stark–Sam Houston State University

In this paper, we describe the Checklist for Data Analysis and Data Interpretation (Onwuegbuzie, 2009) as a guide for teaching and learning qualitative research. From the perspective of doctoral students and instructors, we explicate a developmental, interactive process based upon the checklist for student writing assignments regarding: (a) analyzing and interpreting data, (b) utilizing detailed instructor feedback of content and writing style as a positive catalyst for growth, and (c) integrating feedback in future assignments and reflecting on the process. We advocate the cyclical use of this framework for teaching and learning rigorous, qualitative research.

Qualitative Analysis Techniques for the Review of the Literature

Anthony J. Onwuegbuzie–Sam Houston State University

Nancy L. Leech–University of Colorado Denver

Rebecca M. Bustamante–Sam Houston State University

Kathleen M. T. Collins–University of Arkansas at Fayetteville

Julie P. Combs–Sam Houston State University

In this article, we provide a meta-framework for analyzing and interpreting literature. Specifically, using the frameworks of Leech and Onwuegbuzie (2007, 2008), we identify qualitative data analysis techniques that are optimal for analyzing target literature. We demonstrate how several qualitative data analysis techniques (e.g., constant comparison analysis, qualitative comparative analysis) can be used. Further, using Miles and Huberman's (1994) framework, we outline techniques for displaying literature (e.g., citation maps, concept maps). We contend that our meta-framework represents a first step in an attempt to help students analyze and interpret literature in an optimally rigorous way.

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Student Success in Top 20 Courses of an On-line Institution

Angela M. Gibson–American Public University

Lori Kupczynski–Texas A&M University–Kingsville

Student success is vitally important. Without academic achievement student self-efficacy is lost, persistence is blocked, and matriculation is unachievable. Exponential growth at on-line institutions necessitates the inquiry into factors that play a role in student success. In this study, we examined data, approximately 20,000 cases, from the Top 20 enrolled courses of undergraduate students at a large national fully on-line university to determine if course Grade Point Average was related with student characteristics; student gender, ethnicity, generational status, age, and military status. Multiple semester sessions were analyzed. Results and recommendations are discussed.

Does Student Engagement Improve GPA for Community College Students?

Cissy Matthews–University of Houston

Amaury Nora–The University of Texas – San Antonio

This study analyzed the 2006 results from the Community College Survey of Student Engagement administration to assess how higher student engagement levels could predict higher student performance (GPA) for minority and female community college students. This study also performed a factor analysis of the survey items that CCSSE includes in their five benchmarks of student engagement and found that the items factors into slightly different benchmarks of student engagement.

W2.2 Paper Session

4:10 – 5:20

Bonnet Carre

Internal/External Replicability

An Introduction to Robust Statistics: What They Are, Why They Are Important

Ryan Kalpinski–Texas A&M University

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

Descriptive Use of the Bootstrap to Evaluate Result Replicability

Jill Zarestky–Texas A&M University

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

Conducting Bootstrap Analyses with Open Source Software “R”

Zahira H. Merchant–Texas A&M University

Bootstrap as a method of assessing statistical accuracy of an estimate for non-normally distributed data is introduced. Bootstrap approaches of empirically deriving sampling distribution and generating confidence intervals based on such empirically derived sampling distribution are discussed. Finally, outcomes of datasets using bootstrap analyses along with the programming instructions using the open source statistical software of R is explained.

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Invariance Analysis as an Internal Replicability Test: Cross-Validation

**Hyunhee Yoon–Texas A&M University*

In behavioral science, the binary decision of meaningfulness of a study outcome based on the criteria ($p < .05$ or $p < .10$) are arbitrary. Given the limitations of the null hypothesis significance test, invariance procedures that allow for the researchers to estimate the replicability of the study outcomes can be an alternative procedure. With this regard, the effect sizes that are consistent across samples, even though they are small, may have greater generalizability than those of prominent effect size obtained from only a couple of samples.

W2.3 Paper Session

4:10 – 5:20

Cathedral

Evaluation/Curriculum

Evaluation of The STAR Program: An Investigation of Implementation Fidelity

Katharine M. Rainey–Texas Center for Educational Research

This study was designed to support an accurate evaluation of GEAR UP/STAR. Researchers utilized a mixed methods approach to develop a scale of implementation fidelity, by which schools and districts will be measured. Using fidelity scores, researchers can explain program effectiveness and outcomes with greater accuracy, addressing the following questions: • How does implementation vary across individual, campus, and district levels? • Is there a relationship between implementation fidelity and program effectiveness/student outcomes? • How can findings be used to improve implementation and program sustainability in future years?

College Readiness For Arts Magnet High School Graduates

Dianne C. Dawood–University of North Florida

The purpose of this comparative study was to explore the effectiveness of the arts magnet high school in preparing its graduates for college. The findings of the present study support the effectiveness of arts magnet schools as a public policy vehicle of school choice, equity, quality, and accountability. The present study found that graduates of arts magnet high schools are equally prepared for competitive college admission into state universities with a value-added component of an intensive arts curriculum, and positive secondary school climate.

How Does Presentation Design Affect Learning from Online Geographic Maps?

**David R. White, Steven M. Crooks, Khadija Bakrim, & Chenying Wang–Texas Tech University*

We investigated the effects of information presentation design on student learning from computer-based geographic maps. Undergraduate subjects were randomly assigned to one of four conditions of information presentation design (combined, sequential, contiguous, and non-contiguous) of the computer-based geographic map. The results revealed that presentation design has a significant effect on learning from online geographic maps when presented information is combined in a simple information presentation design.

Development and Evaluation of the History Interest Inventory

Yongjun Dan & William Dan–Texas Tech University

This study develops and validates the history interest inventory (HII) for K–12 students by examining two samples of student responses. With the first sample, exploratory factor analysis reveals two factors and reduces the initial items. Confirmatory factor analysis is conducted with the second sample to evaluate construct validity. Concurrent validity and internal consistency reliability are reported. The inventory will be appropriate for measuring students' history interest.

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Teaching U.S. History: A Qualitative Case Study

Robin R. Kapavik–Texas A&M University–San Antonio

This study examines how five secondary U.S. History teachers see their classrooms as spaces where multiple narratives are explored, studied, and analyzed. The ways in which the participants articulate why and how they teach with/about multiple narratives is of interest to educators who prepare pre–service teachers at the university level.

W2.4 Paper Session

4:10 – 5:20

Cabildo

Mathematics Textbooks/Student Motivation/Technology

A Meta–Analysis of Relational Symbols in K–12 Textbooks

Robert M. Capraro, Mary Margaret Capraro, Rayya Younes, Sun Young Han, & K. Garner–Texas A&M University

The presentations of relational symbols in second and six grade teacher edition textbooks (1970–2010) for selected textbooks and NSF supported textbooks were examined. Prior studies attributed incorrect solutions to a single problem type “operation equals answer” and more recently to several problem types. This study examined current findings regarding problem type to determine the extent to which those problem types were used in early textbooks and to help ascertain whether or not there has been a shift in the field in the last 40 years.

Motivation in Kindergarten: Effects of Child and School Differences

Maria B. Benzou & Weihua Fan–University of Houston

Early childhood marks the beginning of the formal schooling process and can set the pace for future academic motivation. Using Hierarchical Linear Modeling (HLM), this study explored three research questions. How are teacher perceptions of student behavior and attitudes related to student motivation? Does student motivation vary based on school level differences? Third, how does school characteristics explain the relationship between student behavior and motivation? In this study, variance in student motivation is best explained through child–level variables than school–level variables.

A Multilevel Analysis on Advanced Mathematics Course–Taking

Jina Wang–University of Houston

This study aims to understand the relations between school traits (school size, school SES, and number of mathematics courses required for graduation) and high school students’ course–taking in advanced mathematics within Expectancy –Value framework. Hierarchical linear modeling was used with the complex samples from the Educational Longitudinal Study: 2002–2004 dataset. The results indicated that students’ expectancy, values in mathematics, some student characteristics and school traits had statistically significant positive effects on students’ course–taking in advanced mathematics. Lastly, implications of the findings were discussed regarding policy–making, and curriculum designs.

Formative Evaluation of an Adaptive Web–Based Learning Environment

**Raymond A. Flores, Fatih Ari, Fethi A. Inan, & Ismahan Arslan–Ari–Texas Tech University*

The goal of this study was to document the formative evaluation of an adaptive system dependent on two factors; student motivation and prior knowledge levels. Combining adaptive hypermedia methods with strategies proposed by instructional theory and motivation models, an adaptive online tutorial was developed and evaluated. The data were obtained through questionnaires,

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surveys, focus group interviews, and system logs which were gathered throughout 2009. A total of 225 undergraduate students participated in different phases of this study. Through several iterations of design-based research, researchers have improved the adaptive system.

A Review of Using Weblogs for Teaching and Learning

Yu-Chi Wen—The University of Texas at Austin

This report reviews the literature published in the past five years on using weblogs in teaching and learning and identifies most prominent characteristics of weblogs. It finds that weblogs have the potential to support teachers' pedagogical strategies in terms of knowledge construction, social development, new literacies, reflection, communication and collaboration, and home-school connection. This report also compares contemporary educational blogging services, Edublogs and 21 Classes, to provide practitioners some insights about how to practice blogging in their classroom. This paper concludes with an emphasis on teachers' roles in technology integration.

W2.5 Workshop

4:10 – 5:20

Pontalba

Free Workshop

The Impact of Media Bias & Terrorism on Muslim & Arab American Children

Niveen K. Yaseen, Mohammad K. Hamza, Betty A. Duncan & Ashraf Aelhobi—Lamar University

Since the devastation of September 11, 2001, the public has been subjected to a media barrage which stereotypes Muslims and Arab-Americans as barbarians capable of unspeakable atrocities. These ethnic and religious groups continue to be the targets of hostility, distress, humiliation, and unrelenting propaganda that depicts all Muslims and Arab-Americans as terrorists or at least potential terrorists. The presenters of this workshop will introduce and discuss the effects of this media bias by presenting information, data, and findings of a two-year study in progress that investigates American attitudes and behavior toward the Muslim and Arab-American communities, and specifically, the impact of such bias on children's identity and psyche.

W2.6 Paper Session

4:10 – 5:20

Ursuline

Efficacy/Motivation

*Graduate Student Session—*Discussant Julia N. Ballenger*

Self-Efficacy and Creative Writing in Out-of-School Time

Allison Deegan—California State University—Long Beach

This study examines the process by which students develop self-efficacy in creative writing, and the role that such development plays in the formation and achievement of educational goals. Using a mixed-methods approach, the study examines survey data from teen girls enrolled in an out-of-school time (OST) creative writing program. Path analysis will seek to identify factors related to creative writing self-efficacy that predict formation of educational goals. Qualitative analysis of interviews with alumni of the OST program will seek common articulations of the role that creative writing self-efficacy played in their higher education and life experiences.

Graduate Student Academic Motivation Survey: A Follow-Up Study

Zhaomin He, Tatiana V. Artamonova, Osariemen J. Osaghae—Texas Tech University

The purpose of this follow-up study is to improve the instrument for measuring graduate student academic motivation developed by the authors in the pilot study (He, Artamonova, & Osaghae, 2009). The modifications proposed will include (1) using a bigger sample size (400) and more

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heterogeneous student population (from various disciplines); (2) adding a criterion variable to incorporate students' GPA and research ability index (number of submissions, conference presentations, and publications); (3) modifying the Likert scale; and (4) adding new question items. The alterations planned are expected to increase the instrument's reliability and validity.

Teacher Empathy and Middle School Students' Perception of Care

Michelle Williams–Stephen F. Austin State University

This mixed method study includes an empathy self-report scale, Teacher Level of Empathy Scale (TLES), administered to teachers in an East Texas middle school and a perception of teacher care survey, Student Perception of Care Survey (SPCS) to be administered to their respective students. The relationship between empathy and the perception of care will be determined using ordinary least squares regression. The second phase includes field research and interviews to find out what behaviors or actions occur in classrooms with highly empathetic teachers whose students perceive that they are caring.

Online Instructor Certification Program: Perceptions and Analysis

Julia N. Ballenger, Pauline M. Sampson, Laurie Rogers, & Sherry Wells–Stephen F. Austin State University

Online courses have grown exponentially in twenty years, with approximately 96% of colleges and universities offering online courses by 2006. However, online teaching can be challenging without proper training (Wolf, 2004). Since course design is connected to student success, faculty members need to be confident in their instructional design and delivery. This study attempts to develop conceptual insight of online instructor's perceptions of the online training they receive at Stephen F. Austin State University.

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T0.1	8:00a – 5:00p	Queen Anne Mezzanine
	<i>Registration</i> <i>Closed During Business Luncheon</i>	
T0.2	8:00a – 9:00a	Queen Anne Mezzanine
	<i>Continental Breakfast</i>	
T1.1 Workshop	8:30 – 9:30	Beauregard
	Navigating and Getting the Most from SERA <i>*Kathleen Mittag</i> <i>John Hedl</i>	
T1.2 Paper Session	8:30 – 9:30	Bonnet Carre
	<i>Mathematics</i> <i>Graduate Student Session – *Discussant Linda Reichwein Zientek</i> Emotional Intelligence & Student Achievement in Developmental Mathematics <i>Paula M. Kenney–Wallace & La Vonne C. Fedynich–Texas A&M University–Kingsville</i>	

As the achievement rates in mathematics continue to decline, college faculty and administration continue to search for the reasons for this decline. The study's focus on the relationship between emotional intelligence skill levels, constructive thinking levels, and student achievement will help to establish a basis or base-line as to the other contributing factors, besides ability, that may or may not be impacting student performance in developmental math courses at colleges and universities. The results of this study will help to create, implement, and continuously improve an intervention-type model or program to help improve the failure rate in mathematics.

Students' Understanding of Quadratic Functions and Their Graphs

Volkan Sevim & Victor Cifarelli–The University of North Carolina at Charlotte

This paper reports results from a pilot study of cognitive actions of a high school precalculus student, Tim, within problem situations involving quadratic functions. This investigation serves as the building block of the first author's dissertation study. We first examined Tim's idiosyncratic reasoning about equations and functions, and went on to explicate the constituent elements of his mathematical actions on quadratic functions and their graphs. The dissertation study focuses on action schemes that organize students' mathematical behavior in problem situations involving quadratic functions. The paper summarizes the results of the initial analysis of Tim's activity in one interview.

Predictors of Success in Middle School Algebra

Linda M. Stearns–Texas A&M University

This study examined three different measures of mathematical knowledge of middle school students taking Algebra I in the 8th grade at and compared those measures along with social factors to final grades in the Algebra I class. The measures of mathematical knowledge include the students' 7th grade mathematics course scores, their TAKS (Texas Assessment of Academic Skills) scores and scores from the Readiness in Algebra test. The three instruments are used by School Districts across Texas to determine which students have access to Algebra I in middle school. This study explicates factors for predicting success in Algebra I.

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T1.3 Paper Session **8:30a – 9:30a** **Cathedral**

Reliability/SEM/IRT/Multi-Level Models

Understanding a Widely Misunderstood Statistic: Cronbach's Alpha

Nicola Ritter–Texas A&M University

Because tests are not reliable, it is important to explore score reliability in virtually all studies. The present paper explains the most frequently used reliability estimate, coefficient alpha, so that the coefficient's conceptual underpinnings will be understood.⁷¹ Thursday Morning

An Explanation of How Score Reliability is Integrated Into SEM Analyses

Z. Ebrar Yetkiner & Bruce Thompson–Texas A&M University

The purpose of the present paper is to explain and illustrate how corrections for the unreliability of the observed scores in SEM affect the model and parameter estimates. A heuristic SEM model using the Holzinger and Swineford (1939) data will be utilized for this purpose. By changing the measurement error variances – fixing the error variances first to be equal to the total variances of the observed scores, and then near to zero, and finally to intermediate values – the resulting changes and the impact on model fit and parameter estimates will be illustrated and explained.

An Accessible Introduction to Item Response Theory

**Lisa S. Peterson–Texas A&M University*

Item response theory has emerged in recent decades as an alternative to classical test theory that focuses on the probability of answering a question correctly based on the examinee's ability. This paper will use computer programs and heuristic examples to make IRT easy to understand for all readers and help educational professionals both understand IRT and apply it to their own work with test creation and analysis.

A Layperson's Explanation on Why Using Multi-level Models

Minjung Kim & Oi-man Kwok–Texas A&M University

Since most educational data are likely to have a characteristic of dependencies between individual observations (e.g., students nested within classrooms), multilevel models (MLM) which can take the dependency issue into account are widely adopted for analyzing educational data. Although the non-independency issue is generally addressed in most of the MLM textbooks, the detail of this problem is either only briefly described or described in a very mathematical way. The focus of this paper is to provide the layperson explanation on why we need to use MLM to analyze multilevel data with non-independent observations through the use of a real example.

T1.4 Paper Session **8:30 – 9:30** **Cabildo**

Instructional Strategies/Reading

Preservice Teachers' Beliefs about Reading: Instructional Implications

Colleen Y. Walker–University of North Carolina at Wilmington

Priscilla M. Leggett–Fayetteville State University

This paper presents a study that examined the beliefs about reading held by preservice teachers and the implications their beliefs have for reforming reading instruction in elementary schools. Because preservice teachers are the future teachers of our children it important for those in the educational community to understand what they know and don't know about reading in order to know how best to support them in understanding and implementing research-based best practices in teaching reading.

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A Predictive Analysis of Effective Instruction with At-Risk First Graders

Beverly L. Weiser–Southern Methodist University

To determine the most effective instruction to enhance reading ability, the pre and post-test data of four cohorts of at-risk first graders ($n = 1,228$) were examined. Structure and commonality coefficients were consulted when determining the most predictive variables. Initial results from linear regression analyses show that phonemic instruction that includes the manipulating of letters and writing of sounds explains the most variance in reading decoding, fluency, comprehension, and spelling. Correlational analyses show the strong correlation between reading and spelling.

Adolescent Conceptualizations of Reading in Scripted Intervention Classes

Hope S. Davis–Indiana University South Bend

This research investigated the impact of scripted reading interventions on student conceptualizations of reading and reading processes. Two separate ethnographic studies were conducted in five different middle and high school classrooms, employing three separate scripted reading intervention programs. The purpose was not to evaluate the effectiveness of the individual programs, but to examine the impact, if any, of the practice of scripting on the ways in which struggling adolescent readers understood reading. Results indicated that student conceptualizations of reading reflected the activities and events given priority in the scripted intervention classes.

Sheltered Instructional Strategies: Training Three Districts for Change

**Barbara A. Evans–Education Service Center Region XI*

How challenging is a systemic commitment to training teachers in sheltered instructional strategies and monitoring implementation in the classroom? Over the course of three years, three Texas districts look for measurable change in standardized assessment passing rates and other indicators of student improvement. This study particularly looks at students with Limited English Proficiency, but also looks at all groups including other underserved populations such as low socio economic, at risk, Hispanic, and African American students. The study uses scores and indicators from 2006–2009. Feedback from students and teachers is included.

T1.5 Symposium

8:30 – 9:30

Pontalba

Symposium

Beyond the Classroom Walls

La Vonne Fedynich–Texas A&M University–Kingsville

Cheryl Kelsey–Texas A&M University–San Antonio

Calvin Lawrence–Tarleton State Univeristy

Distance education, online classes, and hybrid courses. These cyberspace delivery systems are growing in popularity among numerous programs of college education virtually everywhere. With more alternative teaching systems coming online every day, what are the driving forces that allow and/or appeal to students to choose when and where they wish to learn? What are the strengths and weaknesses of moving the university beyond the classroom walls? This symposium will explore these ideas along with the pros and cons of moving education ‘beyond the classroom walls.

Thursday, February 18

T1.6 Paper Session

8:30 – 9:30

Ursuline

Professional Development/School Partnerships/Classroom Environment/Student Attrition

Partnership and Teambuilding

**JoAnn Hohenbrink, Ted Zigler, Dan Brillhart, & Karen Gray—Ohio Dominican University*

Looking for common ground to make a successful partnership between a schools and unversity this paper examines the experiences of two different partnerships. One partnership is a slice of a large university and large public school distict; the other involves and early college high school partnering with a private liberal arts college. Given two very different ways to look at teaming and partnering we discuss how to build partnerships by addressing indicators for success.

School Leader Succession Planning: A University–School Partnership

Rayma L. Harchar—University of Louisiana Lafayette

Kathleen T. Campbell—Southeastern Louisiana University

The purpose of this study was to examine the conditions of a university/district partnership for school leadership succession and the challenge of placing a highly qualified leader in each school. The theoretical perspective was based on Southern Regional Education Board’s (SREB) of enabling conditions. Informal and formal surveys, focus groups, and structured, open–ended interview data was collected from professors, district school leaders, mentors, and candidates in the program using the “Quality Measures” protocol. The results indicated that even though there were some shared beliefs and goals, school boards had not embraced the notion of leadership’s impact on student achievement.

Successful Classroom Environments and High School Students' Perceptions

Beverly L. Alford, Danielle N. Bairrington, Yuan–Hsuan Lee, Jacqueline R. Stillisano, & Hersh C. Waxman—Texas A&M University

This study explores students’ perceptions of an academically successful classroom learning environment, examining whether there are differences by three student variables (i.e., sex, ethnicity, enrollment in an enrichment program). The Academic Success Classroom Learning Environment Survey (ASCLES) was completed by 364 students from nine high schools in a large urban school district. A three–way MANOVA analyzed differential effects of the three student variables on six subscales of the ASCLES. The only statistically significant result was: Enrollment of students in an enrichment program affected students’ perceptions of the classroom learning environment.

Institutional Efficiency and Student Attrition: A SEM Model on IPEDS Data

Terence Y. H. Fung—University of North Texas

Congress passed the Federal Student Right–to–Know and Campus Security Act of 1991 (SRK Act) to require institutions eligible for Title IV funding to disclose graduation rates to all students. Colleges and universities are now held higher accountability ever for student outcomes and success. Tinto (1975) developed a longitudinal causal model to predict college student dropout behavior. Very few researchers, however, attempted to develop a predictive model based on institutional characteristics. This study is to develop an institutional model to predict graduation rates of two– and four–year public institutions using structural equation modeling (SEM) technique.

Scholarly Writing/Mixed Methods

Scholarly Writing: The Use and Overuse of the Verb Found

Rebecca K. Frels, Anthony J. Onwuegbuzie, John R. Slate, & Julie P. Combs—Sam Houston State University

Clarity and precision are core principles of expository writing. The methodological process of data analysis and explication entails mastering the mechanics of writing, specifically the careful selection of words and active-voice verbs. According to American Psychological Association (APA, 2009) guidelines, “verbs are vigorous, direct communicators” (p. 77). In this paper, we present exemplars of scholarly writing and the use, inaccurate use, and overuse of the verb found. We expand upon additional coming-to-know verbs (Meyer, 1997) using the Meaning List of Verbs for Scholarly Writing (Onwuegbuzie & Frels, 2009) for authors to discriminate verbiage for meaningful and parsimonious writing.

Describing and Illustrating Data Analysis in Mixed Research

**Julie P. Combs & Anthony J. Onwuegbuzie—Sam Houston State University*

In this methodological paper, the authors propose a tool that brings together various quantitative and qualitative data analysis (i.e., mixed analysis) techniques into one meta-framework to assist mixed methods researchers in the data analysis phase of mixed research studies. A meta-framework for mixed analysis techniques is described, which incorporates 13 criteria that methodologists have used to create their mixed analysis typologies. In particular, a heuristic example is used with the aid of screenshots to illustrate how one can utilize several of these data analysis techniques to conduct mixed analyses.

Beyond Constant Comparison Qualitative Data Analysis: Using NVivo

*Nancy L. Leech—University of Colorado Denver
Anthony J. Onwuegbuzie—Sam Houston State University*

The purpose of this paper is to outline 7 types of qualitative data analysis and to present step-by-step guidance for conducting these analyses with a qualitative data computer analysis program (i.e., NVivo). Specifically, the following 7 analyses will be presented: constant comparison analysis, classical content analysis, keyword-in-context, word count, domain analysis, taxonomic analysis, and componential analysis. It is our hope that providing a clear step-by-step process for conducting these analyses with NVivo will assist researchers to increase the rigor of their qualitative data analysis procedures.

A Framework for Assessing Legitimation in Mixed Research

*Anthony J. Onwuegbuzie—Sam Houston State University
Burke Johnson—University of South Alabama
Kathleen M. T. Collins—University of Arkansas at Fayetteville*

Onwuegbuzie and Johnson (2006) conceptualized nine legitimation types for mixed research: sample integration, insider-outsider, weakness minimization, sequential, conversion, paradigmatic mixing, commensurability, multiple validities, and political. In this presentation, we show how the nine types of legitimation map onto Greene’s (2006) four methodological domains: philosophical assumptions and stances; inquiry logics; guidelines for research practice; and sociopolitical commitments. Thus, we will show how legitimation in mixed research is viewed as a continuous iterative, interactive, and dynamic process.

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T2.1 Paper Session

9:35 – 10:35

Beauregard

Statistics

A Primer on "Clinical" Significance: What It Is, and What It Is Not

Cindy Adame–Texas A&M University

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

Statistical Techniques Used in Education and Psychology Journal Articles

**Susan Troncoso Skidmore & Bruce Thompson–Texas A&M University*

The purpose of the present study was to provide an historical account and metasynthesis of which statistical techniques are most frequently used in journal articles. Results were analyzed for a total number of 12,012 techniques recorded from the 17,698 articles reviewed. Trends are discussed for the education and psychology literature both individually and collectively.

Robust Regression Analysis in R: From Recognition to Resolution

Jenni Lawton–Southern Methodist University

Frequently, researchers are plagued with problems of non-normality when analyzing data. Considering that most statistical tests belonging to the general linear model assume normality, outliers can sometimes become problematic and hinder the effective identification of relationships between variables. This paper intends to show some newly developed alternatives to handling outliers when conducting regression analysis. Although many of these methods are readily known and used, some relatively new methods offer better alternatives.

Effect Sizes in Multilevel Models: Bayesian Estimation

Eun Sook Kim–Texas A&M University

An effect size is encouraged to report due to the limitations of statistical significance testing and for the synthesis of studies on a given topic. However, there is no agreed-upon effect size estimate in a multilevel model albeit a multilevel model is widely used in educational research. This paper reviews effect size estimates in a multilevel model proposed by different researchers. The Bayesian measure of explained variance as an effect size estimate is highlighted and demonstrated. The usage of effect size depending on the questions addressed in multilevel models and its application in meta analysis of school effectiveness studies is discussed.

T2.2 Paper Session

9:35 – 10:35

Bonnet Carre

Achievement Gap/Discipline

*Graduate Student Session – *Discussant Jim Hardy*

Closing the Achievement Gap Through Differentiated Instruction

Pauline M. Sampson, Julia N. Ballenger, Fred Black, Stefanie Bush, & Nate Session–Stephen F. Austin State University

Teachers from three large urban districts in the greater Houston Area were surveyed to determine their knowledge of the achievement gap and differentiated instruction strategies. Their responses were analyzed and then compared to the achievement gap in their respective schools over the last three years. The results of this study will be provided to examine the impact of teachers' knowledge on the achievement gap and differentiated instruction on decreasing the achievement gap, thus leading to students' success. A follow up study will be conducted to determine if there is actual implementation of the differentiated instruction as reported on the survey.

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The Relationship Between Self-Compassion and Predictors of Criminality

Richard H. Morley–Texas State University in San Marcos

This presentation is the review of the literature of predictors of violent criminality. More specifically this presentation highlights previous research investigating the relationship that psychological predictors of criminality including self-esteem, self-control, narcissism, and social connectedness have with self-compassion. Implications for future research will also be presented.

Gangs and School Discipline

Raymond F. Wallace & La Vonne Fedynich–Texas A&M University–Kingsville

Gangs follow racial lines and this presents racial problems on school campuses. These school campuses have students, who are gang members that are not serviced or helped by the schools. This causes resentment and high discipline problems, which could all be avoided by changing how the students are treated in relation to discipline. In the classrooms a major problem is teachers who profile students so as to get them kicked out of their classroom and the school. Teachers and administrators cause many problems by using severe punishment for one student and not another because of who they are.

T2.3 Paper Session

9:35 – 10:35

Cathedral

Ethnicity/Higher Education

An Academic Crisis: African American Male Teachers in K–12 Schools

Jesse J. Watson & Chance W. Lewis–Texas A&M University

The scarcity of African American male teachers in our nation's K–12 public schools has been well documented in research literature (Lynn, 2003; Polite & Davis, 1999). This trend is perhaps most problematic in urban educational environments, where the challenge of reaching students has become more difficult for teachers who are often from different cultures and in many cases generations removed from their students (Landsman & Lewis, 2006). According to the research literature, African American male teachers are only 1% of the teaching population (Lewis, 2006; Kunjufu, 2006). This paper outlines strategies to recruit and retain African American males in the teaching profession.

Asian American Faculty at Texas Community Colleges: Changes Over Time

**Sheila A. Joyner & John R. Slate–Sam Houston State University*

We analyzed the extent to which Asian American faculty members employed at Texas community colleges had changed from 2000 through 2008. Both the number and percentage of Asian American faculty members increased across the 74 Texas community colleges during this 9-year time period. A brief introduction of the goal of diversifying the faculty and the anticipated benefits is followed by the implications of our findings.

Inclusive College Classrooms

Dianne Reed, Rebecca Robles–Pina & Barbara Polnick–Sam Houston State University

Our descriptive study analyzed the perceptions of students of color regarding their experiences of supports and barriers during their enrollment in educational leadership programs. Research consistently reveals the diversity among school leaders does not reflect the demographics of the students. The concern is that people of color are less likely to enroll in and complete educational leadership graduate programs. Of growing concern is the possibility that the teaching practices of traditional academic culture do not serve today's racially diverse student body who enter leadership programs.

Thursday, February 18

Black Faculty Members at Texas Community Colleges: A Nine-Year Analysis

Sheila A. Joyner & John R. Slate—Sam Houston State University

In this study, the authors examined the extent to which the number and percentage of Black faculty members employed at Texas community colleges had changed from 2000 to 2008. Though the number of Black faculty members had increased in a statistically significant manner over this 9-year time period, their percentage of the total faculty employment showed only a small statistically significant increase. Implications of these findings for faculty diversity are discussed.

T2.4 Paper Session

9:35 – 10:35

Cabildo

Instruction

Microteaching and Its Evaluation: Preservice Teachers' Perspective

**Ismahan Arslan—Ari—Texas Tech University*

Filiz Kalelioglu—Baskent University

This study aims to explore the preservice teachers' thought and opinions about microteaching and its evaluation. This study also investigated preservice teachers' suggestions to increase the effectiveness of microteaching. The participants of this study were eight preservice teachers at a private university in Turkey in Fall 2008. The seven open-ended questions were asked in order to explore the opinions of the teacher candidates after completion of the lesson. According to the results, preservice teachers found the microteaching beneficial for their professional development. Whereas they appreciated the benefits of self-evaluation, they did not like peer evaluation because of its subjectivity.

Instructional Practices of Early Childhood Preservice Teachers

Kayla B. Rollins—Texas A&M University

The purpose of this study was to examine the instructional practices of preservice teachers that take place in early elementary classrooms. The data was taken from a larger, longitudinal study. For this study, the observed variables were compared with the point at which the preservice teachers were in their teacher education program, the grade level of their field placement, and the content area taught during the observation. A series of Pearson's chi-square test of independence were calculated comparing the frequency of use of the observed instructional variables with student type, grade level, and content area. Significant relationships were found.

A Case Study of Elementary Education Students in Methods Courses

Kimberly D. Taylor—Gathings—Mississippi University for Women & Mississippi State University

Pre-service teachers are our future in the educational world today. Pre-service teachers will teach our young children in the future. In many universities pre-service teachers go through the motions of learning everything they think they may need to know about teaching, but how will they use this in the classroom? The pre-service teachers used in this study explain their views on the education program at Mississippi University for Women. The pre-service teachers discuss why the program is beneficial and what changes could be made to better service them in with their first professional year of teaching.

Quality Teaching in Higher Education: Developing a Measurement Tool

John Indiatsi, Matthew C. Lambert, & Leah Johnson—Texas Tech University

The need for formal assessment of teaching is crucial with the growing complexity of higher

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education. Although assessments exist for teachers in the K–12, higher education lacks an assessment designed for a college setting. The present study aims to create an assessment for that purpose. Using a framework set forth by the National Board for Professional Teaching Standards (NBPTS), the researchers will ask faculty from one university to rate the importance of certain teaching behaviors. Confirmatory factor analysis (CFA) will be utilized to investigate the instrument. The Quality Teaching Questionnaire (QTQ) has the potential for self–assessment for current and pre–service instructors.

T2.5 Paper Session

9:35 – 10:35

Pontalba

Technology in The Classroom

The Impact of Computer Use on Mathematics Achievement

Raymond A. Flores & Fethi A. Inan–Texas Tech University

In this study, the National Educational Longitudinal Study (ELS:2002) dataset was used and various data mining techniques (decision trees, logistic regression, and neural networks) were implemented in order to examine factors which could be useful for the prediction of success in high school mathematics. Specifically, this study aimed to determine if computer use had a positive impact on student mathematics success, the importance of computer use for predicting math success, and if success depended on how the computer was used in the mathematics classroom.

Developing Geometric Understanding with Pre–service Mathematics Teachers

**Bill Jasper–Sam Houston State University*

To better understand the geometric concept knowledge of middle school mathematics teachers, this qualitative study was conducted. Geometer’s Sketchpad software was used to enhance geometric thinking. Pre–service teachers accomplished a substantial project, and reflections were collected on each task of the project, as well as overall reflections and anticipated classroom use of dynamic software. Ideas and lessons learned will be shared.

Professional Development Supporting Math Teachers’ Algebraic Knowledge

Sandra L. Richardson–Lamar University

This study explores the advancement of secondary Algebra teachers’ technological, pedagogical, and content knowledge (TPCK) in the teaching and learning of algebraic concepts. The research describes the participating teachers’ mathematical thought processes during teaching and learning tasks, each of which required a TPCK framework, throughout a 120 hour professional development program for in–service secondary mathematics teachers.

Effectiveness of OMT and Students’ Technology Acceptance

Z. Ebrar Yetkiner–Texas A&M University & Serkan Ozel–Bogazici University

The purpose of this study is to compare different representational aspects of an online manipulative tool (OMT) and to estimate OMT’s effects on achievement and technology acceptance when compared to traditional classroom activities. Elementary– and middle–grade students were randomly assigned to the control group or one of the treatment groups: audio–visual, virtual–kinesthetic, and dual–mode groups. When the control group was compared with experimental groups, pre– and post–test results suggested OMT was more effective than traditional classroom activities in improving students’ understanding of operations with rational numbers.

Confidence Intervals 101

**Melissa S. Fogarty–Texas A&M University*

The 2001 American Psychological Association (APA) Publication Manual states “because confidence intervals combine information on location and precision and can often be directly used to infer significance levels, they are, in general, the best reporting strategy” (p. 22). This paper is an introduction to the interpretation and uses of confidence intervals with brief explanations on how to calculate them. Figures are provided to help enhance the discussion.

The Standard Error: What Is, and What Affects It?

Gloria Tachia–Texas A&M University

Although the APA Task Force on Statistical Inference suggested that effect sizes and replicability evidence may be more important than statistical significance, it remains important to understand the logic of statistical tests. The paper will explain the sampling distribution, and that the SE is simply the SD of the sampling distribution.

Understanding Testwise versus Experimentwise Type I Errors

Jessica Vaughan–Texas A&M University

The paper reviews the concept of experimentwise Type I error. The concept is fundamentally important in two respects. First, ANOVA post hoc tests implicitly incorporate a correction for experimentwise error. Second, experimentwise error concerns are one reason why multivariate tests are almost always vital in educational research.

Power and Power Analysis: A Review and Examples

Eric L. Oslund–Texas A&M University

Statistical power and power analysis is underutilized in behavioral sciences research. Power analysis manipulates variables, including power, to determine their value. A priori power analyses are important to conduct for planning purposes, especially for determining required sample size. Post hoc power analysis aid in interpreting the findings of studies that fail to reach statistical significance. Historical power in the behavioral sciences is examined. The influencing factors of power are discussed. Common types of power analysis are described and examples are provided to illustrate relationship of factors related to power and the usefulness of conducting power analysis.

Early Literacy Outcomes for Students with Intellectual Disabilities

**Jill H. Allor & Jennifer P. Cheatham–Southern Methodist University*

We will report the results of a four-year large-scale federally funded research study examining the effectiveness of a comprehensive reading program for teaching children with moderate or mild intellectual disabilities. Specifically, we will report on the rate of response across several key early literacy outcomes.

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Ethnic Differences in Reading and Math Among Texas Children

Ana Rojas–LeBouef & John R. Slate–Sam Houston State University

We analyzed the extent to which differences were present between White students and Hispanic students in their passing rates in reading and in math over a 15–year time period. As anticipated, White students had statistically significant higher passing rates in both reading and math for all 15 years. Though statewide and national efforts have been implemented in the past 15 years, the gap in passing rates still reflects a substantial lack of equity.

Perceptions of Immigrant Parents of Children in Out–of–School Time Programs

Maria del Pilar O'Cadiz–University of California, Irvine

Attitudes and perceptions of Latino immigrant parents whose children attend K–12 schools in diverse urban communities in Southern California and who also participate regularly in out–of–school time (OST) tutoring and enrichment programming are explored. Qualitative interview data from two studies—one of a center–based program (2008) and another on a school–based program (2009)— reveal perceived changes in both their child’s and their own attitude toward learning, schooling and achievement. Key themes include: 1) increased connectivity with peers, and adults; 2) improved social skills and academic efficacy 3) the role of OST as transitional spaces for immigrant youth and their families.

Texas School Accountability: Rating Category Demographic Differences

Maureen Cullen–Sam Houston State University

The 2007–2009 Texas public school accountability ratings were analyzed by ethnicity membership and economically disadvantaged status. Differences in rating type were found in the percentages of school districts that count all demographic groups (All Students, White, Hispanic, African–American, and Economically Disadvantaged) and districts who do not count one or more groups. Case studies from three districts were used to illustrate the inequity of the accountability system relating to the African–American student population.

T2.8 Workshop **9:35 – 10:35** **Queen Anne Parlor**

Free Workshop

After the Dissertation: Finding a Job in Higher Education

Kimberly L. Bilica – The University of Texas at San Antonio

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

Student Beliefs/Student Learning

Graduate Student Academic Motivation Survey

Zhaomin He, Tatiana V. Artamonova, & Osariemen J. Osaghae–Texas Tech University

The purpose of this study is to develop an instrument that measures graduate student academic motivation. A large number of motivational studies involving various instruments have been conducted in the past two decades (Lindner & Harris, 1992; Pintrich, Smith, Garcia, & McKeachie, 1991), however, there has not been any measure specifically designed to assess graduate student academic motivation in general. This study will describe the development of Graduate Student Academic Motivation Survey based on the Expectancy–Value theory and the pilot study conducted to test its reliability and validity.

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Effect of the Academic Youth Development Program on Student Beliefs

Cynthia L. Schneider, Theodore Chao, Lesley Leach, & Carlton Fong—The University of Texas at Austin

Students often believe that they are innately good or bad at mathematics. Research has shown that this fixed view of intelligence can have negative consequences on students' persistence in mathematics. Conversely, research has shown that students often demonstrate greater enjoyment of academics and possess stronger learning goals when they believe that intelligence is malleable rather than fixed. The Academic Youth Development (AYD) program seeks to facilitate change in students' beliefs concerning intelligence as it relates to mathematics through participation in a 14-day summer course. This study will examine the effect of the AYD program on students' beliefs and problem-solving skills.

The Effect of Music Volume on Student's Test Scores and Completion Time

John Bosco O. Namwamba—Southern University at Baton Rouge

The goals of this research were to investigate effects of volume of background music on math test scores completion time for college students. Most of related research findings have been based on comparison between test scores of students that had music instruction and those that had not. High scores in mathematics tests by students who had music instruction is believed by many researchers a product of stimulation in nervous system by music enabling them to develop superior visualization in space. Research evidence correlating music instruction to students and their performance on test is available.

Teacher Educator Inquiry in an Advanced Mathematics Methods Course

Emily P. Bonner & Elsa Ruiz—The University of Texas at San Antonio

Teacher inquiry is a vital tool in the mathematics classroom; however, this practice is often not modeled by mathematics teacher educators. This paper discusses the struggles and discoveries made by teacher educators who engaged in self-inquiry while teaching a course that centered on teacher research. Findings show that several factors, including teacher feedback, reflection, and collaboration mitigate the success of such courses, and speak to the effectiveness of teacher educator inquiry.

Sense of Community and Team Learning Style Predicting Student Effort

**Yan Yang—The University of Texas at Brownsville*

Yoonjung Cho, Susan Mathew, & Sheri Worth—Oklahoma State University

The purpose of the study was to examine how students' sense of classroom community and team learning style are related to the amount of effort students devote to their coursework. Participants were 795 college students from both online and face-to-face classes. The results showed that students tend to put forth more effort when they prefer working with a group rather than working alone and perceive that the student group in a classroom share common goals and responsibilities with mutual respect and connections.

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T3.2 Paper Session

10:40 – 11:55

Bonnet Carre

Students in Higher Education & University Partnerships

Over 50 and College Bound: Experiences of Older Community College Students

Kendall E. Lawrence–Sam Houston State University

Radical changes are happening on college campuses. The age gap experienced by institutions of higher education since the 1960s is widening dramatically with more older adults attending college than ever before. The purpose of this study was to add the unique case experiences of several older adult learners to the current body of knowledge on nontraditional students, and to examine the experiences and classroom identities of these older adult learners. This study also provided insight into the motivations older adults give for returning to college later in life.

Tracking Undocumented Migrant Students in Higher Education

Thomas Noyola–Lamar University

The purpose of this study is to investigate the enrollment and retention of undocumented migrant student population in higher education. The students tracked attend four year universities or two year accredited colleges in urban and rural Southeast Texas area.

Equity Audit of Access to the Dual–Credit Program at a Junior College

Bishar Sethna, Cliff D. Ozmun, Niveen K. Yaseen–Lamar University

The researchers explored the characteristics of representation in a community college’s dual–credit program. Data pertaining to college student demographics and dual–credit enrollment were disaggregated by gender and ethnicity. Analysis of the data indicated a high percentage of males and White students enrolled in the dual credit program compared to the demographics of the general college population. Additionally, the percentage of females and African–Americans enrolled in dual–credit courses was below that of the general college’s percentage. The dual–credit enrollment of Hispanics, Asians, and American Indians was similar to the general college population.

Five Dimensions of the Professional Learning Community in Exemplary Schools

Phillip J. Blacklock–University of North Texas

This descriptive study investigated the development of the 5 dimensions of the professional learning community model in 5 economically disadvantaged and diverse Texas elementary schools, which demonstrated improvement from an acceptable to exemplary performance rating on the Texas Assessment of Knowledge and Skills. The study findings suggest sustainable professional learning communities are evident in the high performing schools selected for this study. The study implies the culture of these schools is supported by relationships fostered by trust and mutual respect and their success is attributed to the collaborative, collegial and collective learning of the staff.

School and Teachers’ Impact for Choosing Engineering as a Major

**Amani Zaier Doug Hamman, & Fanni Coward–Texas Tech University*

STEM education has recently emerged as a high priority for U.S. economic recovery, and schools and teachers will play a significant role. Our study asked 122 undergraduate engineering majors (UEM) and 94 high–school students what advice they would offer to schools and teachers to help more students become interested in engineering. Results revealed that high school students advised more exposure to the work of engineers, while UEMs recommended more rigorous

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preparation for engineering studies. Findings suggest that K–12 strategies may be effective at stimulating early interest, but become less effective upon entry into post–secondary studies.

T3.3 Paper Session

10:40 – 11:55

Cathedral

Methodology

The Behrens–Fisher Multivariate Problem as a Multigroup SEM Analysis

Victor L. Willson, Robert J. Hall, & Ross Larsen–Texas A&M University

The Behrens–Fisher problem of unequal variances in groups is solved by using structural equation modeling multigroup analysis. Both univariate and multivariate two and three group data sets were simulated and Type I error rate and power analyses conducted. Results favor SEM over the Brown–Forsythe and Welch corrections for most unequal variance conditions.

The Indices of the Assumption of Unidimensionality in Test Theory

Yongjun Dan–Texas Tech University

The items in an instrument all measure the same latent construct is a most critical and basic assumption of test theory. If the instrument contains a set of items that measure different types of attributes, it is difficult to make any claims by the total score. The term unidimensionality is usually used to depict the assumption that a single latent variable is enough to explain the common variance. There are numerous indices in measuring unidimensionality, but there is no an accepted and effective index existing so far. In this study, we tried to discuss the indices with some examples.

Using Propensity Scores in Quasi–Experimental Designs to Equate Groups

Forrest C. Lane & Robin K. Henson–University of North Texas

Education research rarely lends itself to large scale experimental research and true randomization, leaving the researcher to quasi–experimental designs. The problem is that underlying factors may impact group selection leading to potentially biased results. One way to minimize the impact of non–randomization is through the use of propensity scores. First developed by Rosenbaum & Rubin (1983b), these scores allow researchers to balance non–equivalent groups through matching on a singular scalar variable. The present paper will present the rationale behind propensity scores. A hypothetical sample will be used to demonstrate score calculation and methodological application.

Graded Response Multilevel Models: A Demonstration

**Prathiba Natesan–University of North Texas*

The present study presents the formulation of Graded Response Models in the Multilevel framework (as Non–Linear Mixed Models) and demonstrates their use in estimating item parameters using Bayesian Estimation. The Graded Response Multilevel Model (GRMM) combines the formulation of graded response models with the discrimination parameter fixed at one for all items by Tuerlinckx and Wang (2004) and of two parameter models by Rijmen and Briggs (2004) to offer Graded Response Models with item–specific discrimination parameters. The paper also discusses the advantages of GRMMs.

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Using Trellis Graphs in R to Visualize Multiway Data Prior to Analysis

**Kevin E. Kalinowski–istation*

For decades, researchers have strongly suggested that their peers visually inspect data before submitting them to statistical analyses. Many methods have been developed to visualize data. However, most of these methods are problematic with multiway data. In this paper, data from a prior four-way simulation study are considered. Results in tabular form are compared to the same data presented in a trellis graph to illustrate how patterns are readily discernable using graphics. Trellis graphs are produced in R using the lattice package. Various examples from the heuristic dataset are shown, along with the R code necessary to produce them.

T3.4 Paper Session

10:40 – 11:55

Cabildo

Graduate Programs

A Study of Professional Dispositions of Educational Leadership Candidates

Mindy C. Dorough, Kathleen T. Campbell, Mary F. Winstead–Southeastern Louisiana University

Should assessment of dispositions be used as a screening instrument for the master’s degree program in educational leadership or as a measure of successful completion? Three cohorts of candidates in the master’s degree program were administered a pre-assessment survey of professional dispositions during their first semester and a post-assessment survey during their last semester. Pre- and post-surveys were compared, using an analysis of variance to determine whether dispositions remain static or developmentally change after completing the program. Results can be used for program improvement.

Graduate School Admissions and Student Ethnicity

Lynne Arric & Michael W. Barnes–Lamar University

This equity audit investigated minority student representation through two different methods of admission to a master’s degree program in education. The researchers sought to determine if there was a difference in the percentage of minority students admitted by meeting the Graduate Record Exam departmental requirement versus minority students admitted through the appeals process. The authors findings revealed that a higher percentage of minorities were admitted when more comprehensive admissions criteria were used in the decision making process. In addition, minorities were underrepresented in the graduate program in comparison to the number of minority teachers in Texas.

Experiences of Utilizing Audio and Text Feedback with Doctoral Students

Marie Simonsson, Filomena Leo, & Anita Pankake–The University of Texas–Pan American

Interviews were conducted to evaluate preferences students have when receiving feedback via text or audio. Additionally, information, both positive and negative, was obtained from the two doctoral advisors involved in providing the audio and text feedback. Student subjects were graduates or ABDs in an educational leadership doctoral program at one university. Content analysis was conducted on the transcribed interviews. Experiences of students and faculty will be presented in both a summary fashion and through specific quotes. Based on these data recommendations for program improvements will be offered.

The Effects of Recruiting in a Master’s Degree Program in South Louisiana

**Kathleen T. Campbell & Felicia Blacher–Wilson–Southeastern Louisiana University*

In order to compete with Louisiana universities with redesigned master’s degree programs in

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educational leadership and to provide access to outlying school districts, the department of educational leadership at Southeastern Louisiana University created off campus cohorts outside the traditional service region. Results of an analysis of variance of student enrollment and number of cohorts reported the geographical spread of the program throughout south Louisiana and the significant increase of students and cohorts per semester as well as other encouraging outcomes.

A Correlative Study of Admission Tests and SLLA Results

Raymond C. Fink II—Southeastern Louisiana University

Joseph E. Savoie & James A. Farris—McNeese State University

This paper reviews data from two Louisiana Colleges offering a M.Ed. in Educational Leadership. Each faculty reviewed their first two years of SLLA scores. A correlative treatment, comparing the SLLA scores with the Graduate Record Exam admission scores in one school and the Miller Analogies Test in the other was considered. Also, a correlation was run on the SLLA results for the candidates of one the schools with both the years of teaching experience and the graduate GPA of the candidates.

T3.5 Paper Session

10:40 – 11:55

Pontalba

Higher Education

Students' Attitudes about the Effort, Difficulty, and Value of Research

Peggy J. Jaspersen, Kyna Shelley, James S. Bridgeforth & Bona Aidoo—The University of Southern Mississippi

This study examines the attitude structure of graduate students enrolled in a two-semester research course requiring the design and completion of an individual research project. Instrumentation was a modified version of an established scale designed to measure six dimensions of attitudes toward statistics. Results indicate that students' attitudes toward research reflect five of the six established dimensions. However, scores on the six subscales differed with regard to the pattern of these dimensions. Specifically, students rated research as low in difficulty but high in value and effort required.

Community Perception of a Southeast Texas Junior College

Bishar Sethna—Lamar University

In order to improve campus image, this study was undertaken to gain community perceptions of a Southeast Texas junior college. Using a telephone survey data were collected on awareness of the educational offerings, advertising medium used, and other contributions made by the college. Results, based on the few responses received, indicated that the college, provided quality education, communicated effectively, and was perceived in a positive way by the community. Recommendations were made on how future administration of this survey can possibly yield greater response and, thus, more reliable information.

The Effect of Large-Class Course Redesign on Faculty and Millennials

Robert G. Insley, Paula I. Jaeger, Rob A. Greer—University of North Texas

Can instructors across a variety of disciplines collaborate creatively on course redesign? Can those who teach large-enrollment classes move beyond simply lecturing? During this session collaborative course redesign growing out of a Community of Practice will be described. In addition, a large-class instructional approach that centers on reducing the number and length of lectures; getting students more engaged with the course content and each other; increasing student success rates while simultaneously reducing failure, withdrawal, and drop rates; integrating

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problem solving and higher levels of critical thinking; and including outcomes-based assessment plans will be described.

Choral Methods Syllabus Development at Texas Universities

Robert W. Horton & Richard E. Watts—Sam Houston State

This grounded theory study examined the process that guided professors as they developed their syllabus for choral methods. Following Strauss and Corbin's (1998) grounded theory model, participants were interviewed using two open-ended questions. Data emerged around the central theme of "process", and two main categories, "experiences of the professor" and "refinements". The theory generated was that choral methods syllabus development appeared to be a process guided by experience and refinements.

Academic Transformation: A Student's Chance for a Graduate Degree in Education

**Alberto J. Herrera, Eli E. Pena, & Reynaldo Ramirez—The University of Texas at Brownsville*

One category of graduate students includes those returning after several years in the teaching profession who have acquired new academic and professional goals. These students want to become leaders. Their successful transition into graduate school can make a resounding difference. A sample size of 80 graduate education students was used in a Hispanic serving institution. A review of the literature, interviews and questionnaires provide insight into graduate Hispanic students' perceptions, attitudes, behaviors and needs. This research suggests a process approach to quality graduate studies in higher education.

T3.6 Paper Session

10:40 – 11:55

Ursuline

Normal Curve/General Linear Model/ANOVAs

General Linear Model

Kevin L. Barlow—Texas A&M University

This paper illustrates the basic concepts of the general linear model and its use in a real-world application. Although the analysis of variance (ANOVA) has been the analysis of choice for many researchers over the last 100 years, this paper will show that the general linear model has broader capabilities as a research tool than ANOVA and that ANOVA is simply a special case of the general linear model. The discussion on testing hypotheses about means of scores on multiple groups will only be at a cursory level.

Thompson's Bivariate Butter Bell: Univariate and Bivariate Normality

**Darlene Manning—Texas A&M University*

Surprisingly, many researchers assume that the univariate distribution has a single ubiquitous "bell" shape, perhaps because most books only portray the "standard normal" or normal z-score distribution. This paper will show that the normal curve can have infinitely many appearances.

An Introduction to Simple "Within" versus "Between" ANOVA Designs

Lu McLean—Texas A&M University

The purpose of the present paper is to review the basics of repeated measures designs. It will be demonstrated that repeated measures ANOVA can be conducted using linear regression, which is the most general case of the univariate General Linear Model.

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A Primer on Fixed-, Random-, and Mixed-Effects ANOVA Models

Brandy Taylor–Texas A&M University

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

Decomposition of the “Time Effect” in Repeated Measures ANOVA

Dianne B. Gifford–Southern Methodist University

In repeated measures ANOVA (also called univariate mixed model or split plots), the effect of the differences between means on individuals at different timepoints. Although somewhat limited in that this type of procedure precludes analysis of unbalanced designs, repeated measures ANOVA still has some strengths when used in conjunction with different contrasts to model the shape of growth (or lack of growth) across time. The purpose of this paper is to illustrate the use of five different types of contrasts in repeated measures ANOVA: orthogonal polynomial, change relative to baseline, consecutive time comparisons, Helmert, and deviation contrasts.

T3.7 Workshop **10:40 – 11:55** **Gallier**

Free Workshop

How to Publish: Perspectives of an Author and Four-Time Editor

Bruce Thompson–Texas A&M University

As the author of 200+ journal articles, author/editor of 10+ books, and former editor of 4 journals (one for 9 years), I will train interested SERA members about how to publish, and answer their (typically) numerous questions.

T4.1 **12:00p – 1:30p** **Queen Anne Ballroom**

Lunch & Business Meeting

Special Ticketed Event

T5.1 **1:30p – 2:45p** **La Nouvelle**

Presidential Invited Address

Dr. Catherine Snow, Harvard University

T6.1 Fireside Chat **2:45p – 4:00p** **La Nouvelle**

Fireside Chat

Dr. Catherine Snow, Harvard University

This is an informal, casual opportunity for students to interact with Professor Snow about whatever issues they would like to discuss.

(Graduate Students Only)

T6.2 Paper Session **2:45p – 4:00p** **Beauregard**

Mathematics

Abduction, Generalization, and Abstraction in Mathematical Problem Solving

Victor V. Cifarelli–University of North Carolina at Charlotte

Tracy Goodson–Espy–Appalachian State University

Volkan Sevim–University of North Carolina at Charlotte

Combining aspects of Piaget’s scheme theory and Peirce’ theory of abduction, this paper examines the novel problem solving actions of a pair of college students. The research questions

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are: (1) What is the role of abduction in mathematical problem solving?, and (2) How does a focus on the abductive reasoning activities of problem solvers enhance and extend contemporary constructivist analyses, which rely on generalization and abstraction to explain the solver's evolution of new knowledge? Focusing on the problem solving episodes of the students, the analysis documents and explains the important role of abductive inference in the solvers' novel solution activity.

The "Mozart Effect" and the Mathematic Connection

Judy M. Taylor, Beverly J. Rowe, & Lois Knouse–LeTourneau University

The “Mozart Effect” and the Mathematic Connection Educators are always looking for ways to enhance the performance of students on outcome assessments. There is a growing body of research showing the benefits of music on educational performance. The purpose of this study was to determine if playing Mozart improved student performance on outcome assessments in mathematics. The results indicate that students performed significantly better when Mozart was being played during the outcome assessment. This study adds validity to the “Mozart Effect” as suggested by the extant literature and considers improved effectiveness for some learners through altered modalities.

Pre-service Elementary Teachers' Understanding of Functions

Valerie V. Sharon–Sam Houston State University

The development of algebraic thinking in elementary students is believed to form a bridge between arithmetic and school algebra. In the field of teacher preparation, this call translates into a need to understand how pre-service elementary teachers conceptualize the big ideas of algebra. This study sought to understand the nature and communication of functional reasoning among pre-service elementary teachers while they were engaged in the experience of pattern finding. Using the framework of the hermeneutic circle, this paper describes how investigating the relationship between explanation and understanding may be used to gain insight into how individuals conceptualize mathematical ideas.

Times Have Changed ... But What About Students?

**Martha Tapia–Berry College*

This study examined attitudes toward mathematics of 149 freshmen in Fall 2005 and 95 freshmen in Fall 2008 enrolled in mathematics courses at a private liberal arts college by use of the Attitudes Toward Mathematics Inventory (ATMI). Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, enjoyment of mathematics and motivation) and sex and incoming class as independent variables. Male students scored significantly higher than female students in self-confidence, motivation, and enjoyment of mathematics.

Do Mathematics Teachers from Different Countries Ask Different Questions?

John H. Lamb–The University of Texas at Tyler

Available literature indicates a connection between the types of questions asked by mathematics teachers and student thinking. In this study, the researcher analyzed transcripts of 8th grade algebra lessons from the 1999 TIMSS Video Study and determined any differences between the types of questions asked by teachers around the globe. The types of questions asked by each country were then compared to TIMSS student performance scores for each country, and the results from this analysis will be presented in this session.

Thursday, February 18

T6.3 Symposium

2:45p – 4:00p

Bonnet Carre

Need a Research Topic? Two Databases for Use

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

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

T6.4 Paper Session

2:45p – 4:00p

Cathedral

Preservice Teachers' Beliefs

Culturally Relevant Pedagogy: Pre–service Teachers Beliefs

Elsa C. Ruiz & Emily Bonner–University of Texas San Antonio

Research is pointing to pedagogical reform that deals with the demands a diverse student body calls for. Among the reforms is culturally relevant pedagogy, also known as Culturally Responsive Teaching (CRT), which shows promise for teachers to use in improving the performance of all students. However, pre–service teachers enrolled in teacher preparation programs often times leave the programs and enter teaching without any tools to deal with the demands of diverse classrooms. Thus, this study will show how pre–service teachers feel about CRT practices at beginning, during and at end of a methods course in a teacher education program.

Program Assessment: Meeting Accountability Standards

**Robert W. Elliott–Eastern New Mexico University*

Much literature reveals that our nation's public education system is in a crisis: there are not enough highly qualified K–12 teachers entering our classrooms. Using a qualitative case study design, this inquiry examined: (a) literature that contains successful program assessment implementation, (b) existing program data at the case study institution, and (c) a mixture of quantitative and qualitative data gathered from the program's stakeholders and shareholders. Data sources included discussions, questionnaires, teacher candidate data, and other documentation. The case study institution was a New Mexico campus of a private Texas–based university. Data analyses revealed three main themes.

Teacher Beliefs About the Learning Environment

Cindy M. Casebeer–The University of Texas–Pan America

Judith A. Burry–Stock–The University of Alabama

In this study, we examine differences between cohorts in a teacher education and professional development program. Specifically, we report on the results obtained with an open–response, self–report instrument designed to measure teacher beliefs about constructivism. Cohorts ranged from college freshmen in teacher education programs to mentor teachers. Findings indicate that there are significant, measurable differences between groups in terms of their beliefs about constructivism in the learning environment.

Thursday, February 18

Preservice Teachers' Perceptions of Effective and Ineffective Teachers

Mark R. Riney & Ashley Campbell—West Texas A&M University

Based on research of preservice teachers' strong beliefs about teaching which were formed during their K–12 experiences, this study used open-ended questionnaires to examine preservice teachers' perceptions of effective and ineffective teachers in addition to their perceptions about what they need to learn from their formal teacher training to become effective classroom teachers. The initial findings show various inconsistencies in their perceptions, and the findings of this study are useful for teacher educators.

Plática: Responsive Engagement and Inclusive Dialogue

Kimberly Bilica & Elsa Ruiz—University of Texas San Antonio

The purpose of this study is to investigate the effects (task/rhetorical and social/relational) of a non-traditional, dialogic session presentation format at an academic research conference on participants, especially early career and minority professionals. The hypotheses are that inclusive dialogic interaction (a) engages more & diverse individuals, including reluctant participants, in interactions at the session; (b) satisfies task needs as well as relational needs of the participant; and (c) helps the participant to retain more information for a longer period of time due to the interaction level.

T6.5 Paper Session

2:45p – 4:00p

Cabildo

Mixed Research Methodology

Prevalence and Characteristics of APA Style Guide Errors

Julie P. Combs & Anthony J. Onwuegbuzie—Sam Houston State University

Style errors outlined in the Publication Manual of the American Psychological Association (APA, 2001) were examined among 110 manuscripts submitted to *Research in the Schools*, a nationally refereed journal, over a 6-year period. A mixed research design was utilized to determine the most frequent APA errors and explore relationships between errors and editorial dispositions. Findings revealed that authors who submit manuscripts containing 9 or more different APA errors were 3 times more likely to receive a rejection decision. Discriminant analyses identified specific APA errors that place authors at risk for getting their manuscripts rejected. These and other findings are discussed.

APA Publication Manual Changes: Impact on Social Science Research Reporting

Gail D. Hughes—University of Arkansas—Little Rock

Anthony J. Onwuegbuzie—Sam Houston State University

Larry G. Daniel—University of North Florida

John R. Slate—Sam Houston State University

One of the challenges confronting researchers in the social sciences is staying current in their fields of study, not only in the content and practices, but also in research reporting and writing conventions. The American Psychological Association (APA) has recently published the sixth edition of its Publication Manual (APA, 2009). In the new edition, APA incorporated advances in computer technology, broadened the focus to include the social sciences, and reorganized for ease of use. Presenters will provide an overview of the changes, summarize features that will likely impact social science research, and note both strengths and shortcomings of the manual.

Thursday, February 18

T6.7 Paper Session

2:45p – 4:00p

Ursuline

Novice Teachers/ Special Learning /Digital Ethnicity Scale/ Ideology

Middle Schools, Accountability Rating, and New Teachers

Cynthia Martinez–Garcia & John R. Slate–Sam Houston State University

We analyzed the five most recent years of data from the Academic Excellence Indicator System of the State of Texas regarding new teachers on middle school campuses as a function of the middle school accountability rating. Middle schools with the highest rating, Exemplary, had the lowest percentages of new teachers and the lowest percentage of minority students. Unacceptable middle schools tended to have twice the percentage of new teachers as did the Exemplary middle schools. Average beginning teacher salary tended to be higher at the Exemplary middle schools than at the Academically Unacceptable middle schools.

The First Year in a School–within–a–School: Teachers' Views of Change

**Vanessa M. Sikes–Lamar University*

The schools–within–schools model is often cited as a good way of increasing teacher community, and with it, school community and student achievement. However, what are teachers' views of the change that accompanies this model? This study examined that question for one high–need high school during the first year of implementation of the schools–within–schools structure.

Students with Special Learning Needs and 65% Instructional Expenditures

Timothy B. Jones & John R. Slate–Sam Houston State University

We investigated the extent to which Texas school districts' compliance with the 65% instructional expenditures ratio was related to the academic success of four groups of students with special learning needs: Economically Disadvantaged, At–Risk, Limited English Proficient, and Special Education. All groups of students with special learning needs who were enrolled in districts that spent less than 60% on instructional expenditures had the lowest percent passing rates on all five tests. Effect sizes were small to moderate.

Development of A Digital Ethnicity Scale

Nan B. Adams–Southeastern Louisiana University,

Wilma S. Longstreet–University of New Orleans,

Thomas A. DeVaney–Southeastern Louisiana University

The Digital Ethnicity Scale is based on the model for Ethnicity developed by Wilma S. Longstreet in 1978. According to Longstreet, ethnicity is that portion of cultural development that occurs before the individual is in complete command of his/her abstract intellectual powers and that is formed primarily through the individual's early contact with his/her immediate environment. The original model is revisited from the perspective of describing the influence digital technologies are having on ethnic development.

The Structure of Pupil Control Ideology of Urban School Teachers

Joseph Adwere–Boamah–Alliant International University

Latent Class Analysis (LCA) was used to identify distinct groups or clusters of teachers who completed the Pupil Control Ideology (PCI) Form. Different Discrete Factor models were estimated by stepwise addition of classes until Bayesian information criterion (BIC) indicated that 2– Factor model with two levels fitted the data. The results obtained from a sample of 200 predominantly elementary school teachers, collaborate with or bear substantial resemblance to current conceptualization of PCI.

Developmental Reading: Trends at a Community College

Anne B. Dickens & Durrell W. Dickens–Lamar University

The purpose of this study was to examine student characteristics of students enrolled in the lowest level of developmental reading, READ 300, at a mid-sized community college. SPSS statistical software was used to perform descriptive statistics on age, gender and ethnicity of each student enrolled in READ 300. Significant differences were found in the ethnicity and age of students in the developmental reading class compared to the general population of the college. Students who need developmental reading are less likely to persist to graduation and may need additional services to be academically successful.

A Student-Centered Approach to Developmental Education Programs

**Robin L. Capt–West Texas A&M University*

The purpose of this qualitative case study conducted at a Texas community college was to examine links between student learning and faculty instruction within developmental education. The analysis of interviews, observations, student inventories, and institutional data identified faculty perceptions and responses to the challenges associated with teaching academically and developmentally under-prepared students. Drawing from the research, this paper advocates for a developmental education program structure that capitalizes on diverse learning styles and individual needs by encouraging active participation and effective instructional practices to maximize student learning outcomes.

College Students' Writing Challenges as Perceived by Students and Faculty

Jinhao Wang–South Texas College

The current qualitative research investigated college students' perceptions as well as faculty tutors' observations about students' writing challenges by using tutoring logs to document what areas of writing students needed help in. Findings suggest that college students were more concerned about their language skills, structure, and meeting instructors' expectations, whereas faculty members were more concerned about students' ability to present a key idea (Thesis statement/Topic Sentence) and support the key idea with relevant examples and evidence (staying on topic, and using researched information).

Using Graphic Representational Models to Improve Student Writing

Allison M. Huie–Texas A&M University

This paper presents the results of an action research study designed to examine the effects of a targeted, regular classroom instruction program intended to increase student writing scores on a state-wide assessment. Hypothesizing that graphic representational models, or graphic organizers, traditionally used to help with reading comprehension, can be utilized to improve student writing (and thus, improve student writing scores on state-wide assessments), the study design involves a six-step instructional model utilizing graphic representational models as a form of structuring and enhancing student writing skills. The results reflect the performance analysis of 91 on-grade-level students, all instructed by the same teacher, using the same, targeted instructional strategies and assessments over the course of seven months. Analysis of data collected reveals that student scores improved across all indicators when GRMs were used to organize student writing responses on state-wide assessments.

Thursday, February 18

Impacts on Student Satisfaction Through Curricular Design

Jennifer Staley, Angela M. Gibson, & Phil Ice—American Public University

Issues of retention amongst college students continue to frustrate those in higher education. Disengagement stemming from low levels of student satisfaction increase college student attrition. On-line universities also have challenges concerning satisfaction and persistence. Application of the Community of Inquiry (CoI) framework encourages best practices for learning and engagement. In this study, we examined data, approximately 40,000 cases, from a large national fully on-line university to determine if CoI and an Instructional Design Process Model impacted student satisfaction. Factor analysis of the data produced significant results. Results and recommendations are discussed.

T7.2 Paper Session

4:05 – 5:20

Bonnet Carre

Science

Professional Journaling: A Method For Better Science Instruction

Alberto J. Herrera, Eli E. Pena, & Reynaldo Ramirez—The University of Texas at Brownsville

Professional journaling provides a meta-cognitive approach to teaching and a way for teachers to better understand and teach science concepts. This presentation provides a basic understanding of professional journaling for self appraisal and reflective thinking. Students learn and are better off when teachers observe, reflect and document their own classroom practice. The study gathered data from a review of the related literature, interviews and questionnaires with 80 graduate students in a Hispanic serving institution. This session is appropriate for all levels of education and suggests a process approach to quality through professional journaling for reflectivity.

The Job Satisfaction of High School Science Teachers

Mehmet C. Ayar—Texas A&M University

This study was aimed at determining the difference between beginning science teachers and experienced science teachers in regard to overall job satisfaction in the fifty sampled high schools in Texas. Participants completed a questionnaire measuring particularly job satisfaction items. Data used to unveil the discrepancy among two groups were quantitatively analyzed. It was concluded that there was significant difference in the subject of instructional decisions, of science laboratory equipments and of the personal safety at a school. Science teachers in lower minority schools showed higher satisfaction and school size was a predictor to explain science teachers' overall job satisfaction.

Science Education in Second Life

Zahira H. Merchant—Texas A&M University

Several studies have indicated positive outcomes of implementing inquiry-based approach in science education. Second Life (SL), a three-dimensional multiuser virtual learning environment (MUVE) has emerged as an intriguing platform to promote inquiry-based learning because of its interaction centric design. This paper highlights selected museums built on islands by Second Life users as potential avenues to promote inquiry in teaching scientific concepts. The museums were selected based on three attributes: collection types, media richness, and level of students' engagement.

Thursday, February 18

First Year Evaluation of M2T2: Maximizing Motivation, Targeting Technology

**Gil L. Naizer, Laura Warren, & Evelyn Lawson–Texas A&M Commerce*

First year evaluation results from Maximizing Motivation, Targeting Technology (M2T2), a project designed to increase rural middle school students' interest in STEM fields and their vision of potential college attendance. The project provided the opportunity to learn computer programming skills as well as science and mathematics concepts related to computer programming in a summer camp with academic year follow-up. Results indicate the experience had a positive impact on attitude toward math, science and technology. In addition, pre-program parent to child perceptions about mathematics, science & technology were compared.

An Exploratory Comparison: Korean and U.S. Students' Lunar Knowledge

B. Rene' Harman & Jongpil Cheon–Texas Tech University

Differences in lunar knowledge between students from South Korea and the Southwestern U.S. were explored. Fifth and sixth grade students from the U.S. and Korea participated in Moon Project activities and then completed the Comprehensive Moon Phase Assessment (CMPA; Smith, Duncan, Sherrod, & Harman, 2008). Results show that the overall mean scores were low. Student participants from Korea scored higher in the domains of Motion and Phase Geometry; on the other hand, student participants from the U.S. scored higher in the domains of Terminology and Phase Time. We conclude that understanding of lunar knowledge is an area of science education in need of further teaching development.

T7.3 Paper Session

4:05 – 5:20

Cathedral

Principals

Students' Experiences with Online Principal Certification Classes

Mark W. Riha & Rebecca M. Bustamante–Sam Houston State University

We interviewed three participants, observed a four person focus group, and designed an online discussion focusing on educational leadership students' experiences with online principal certification classes. A qualitative phenomenological lens indicated several themes concerning the educational leadership students' experiences and effectiveness of online principal preparation programs: (a) communication and timely feedback, (b) staff and students, and (c) legal knowledge. Most participants felt the online program had prepared them to be an effective leader but did not provide specifics regarding how that knowledge would have been lacking if the classes were taken in a traditional setting.

Evaluating the Executive Online Ed.D Program at Texas AM University

Siwei Qi–Texas A&M University

The past decade has witnessed a burgeoning of online degrees, and many educators have received these developments enthusiastically (Law & Hawkes, 2002). As a result, the necessity of consistent evaluation across programs becomes increasingly evident (Law & Hopkins, 2002). The purpose of this study is to evaluate the Executive Online TLAC Doctor of Education Program at Texas AM University. This study addresses the following two questions: 1. What are the participants' perceptions and experiences with information technology? 2. What do participants perceive as the strengths and weaknesses of the Executive Online Doctor of Education Program?

Thursday, February 18

Texas Superintendent Perceptions: Principals as Curriculum Leaders

Sandra Stewart & Janet Tareilo–Stephen F. Austin State University

As principal's become increasing more responsible for school improvement, the need to be prepared in university preparation programs as curriculum leaders becomes more imperative. If superintendents hold principals accountable for student achievement, what are their expectations for new principals' knowledge-base as they enter the field? The purpose of this study was to determine the perception of Texas superintendents as to the level of knowledge that new principals have in regard to curriculum leadership upon completion of their principal preparation program.

Designing On-line Pedagogy To Meet Principal Preparation Expectations

**Luana J. Zellner–Sam Houston State University,*

SungAe Yoo & Ronald Zellner–Texas A&M University

Are we adequately preparing aspiring principals in a total on-line learning environment? This presentation hopes to address this issue as it traces changes in student needs and expectations in a required leadership course. The course evolved from a face-to-face format to a total on-line course delivery system during a period of 6 years. Students and professor identified instructional strategies and activities that provided rigorous professional preparation while addressing the need for flexible delivery of instruction. Ninety-nine per cent of the 130 participating students were full-time working professionals who juggled graduate school, work, and home responsibilities.

The Role of the Superintendent in School Improvement

Lee Stewart–Stephen F. Austin State University

Brent Hawkins–Woden ISD

This study considered the role Texas superintendents play in school improvement within their districts. Superintendents expressed that they believed their job was to set high expectations for the district. They also spoke of their role in hiring qualified personnel who would carry out the processes essential for growth of all students. Superintendents also believe they are responsible for increasing parental involvement. Finally, they believe it is their responsibility to utilize limited resources in a way that best serves kids. These themes will be considered and discussed in this session.

T7.4 Workshop

4:05 – 5:20

Cabildo

Free Workshop

Reading Comprehension Strategies for Struggling Adolescent Readers

Stacey L. Smith & Melissa Fogarty–Texas A&M University

This workshop will provide participants with a brief history of reading comprehension instruction, why comprehension is so important for adolescent learners, and a synthesis of current evidence-based practices and interventions to help improve reading comprehension for older students.

Thursday, February 18

T7.5 Paper Session

4:05 – 5:20

Pontalba

*Attitudes/Technology/Language/Authentic Learning
Graduate Student Session – *Discussant Robert W. Elliott*

Preservice Teacher Knowledge of Basic Language Concepts

Chyllis E. Scott, Erin K. Washburn, & April G. Douglass–Texas A&M University

Nearly 80% of students who are learning disabled receive special services for reading (NCES, 2006). Additionally, 52% of students with LD spend 80% or more of their instruction time in the general education classroom (NCES, 2006). Therefore, it is important that pre-service teachers be prepared to teach students who experience reading difficulties. Two objectives help guide this on-going study. The first objective is to assess pre-service teacher knowledge of basic language concepts related to reading instruction and the second is to examine the effectiveness of a student-centered instructional approach for delivering such content within the context of a university setting.

Development of an Instrument Measuring the Attitudes Toward Animated Agents

Ismahan Arslan–Ari–Texas Tech University

The aim of this study is to develop an instrument for measuring K–12 students' attitudes toward animated pedagogical agents. Based on the social agency theory, literature and available instruments, the researcher developed 30-items scale based on 4-point Likert type. Pilot data was collected from 187 fifth grade students from two public schools in Turkey. According to the explanatory factor analysis, four factors (supporting to learn, facilitating learning, human-like and being a partner) were revealed from the instrument with the reliability coefficient of .77, .82, .68 and .70 respectively. Further application will be done in Spring 2010 semester in Turkey.

Developing TPACK in Preservice Teachers with Case Based Learning

Lucilia S. Green, Ismahan Arslan–Ari, Fatih Ari, & Fethi A. Inan–Texas Tech University

Teacher education programs now focus on developing teacher candidates' technological-pedagogical-content knowledge (TPACK). Case based reasoning (CBR) activities may promote reflection, knowledge transfer and TPACK development through vicarious teaching experiences. This study will explore the impact of CBR activities on preservice teacher technology integration planning. A pilot study was conducted during the Spring 2009 semester at a large university in the Southwestern area of the United States. Based on results, adjustments to instruments will be made and data will be collected again during the Spring 2010 semester at the same university.

The Impact of Science Teachers' Epistemological Beliefs on Authentic Inquiry

Dionne B. Jackson–Baylor University

The investigator examines secondary and post-secondary science teachers' beliefs about knowledge and learning and how these beliefs impact their instruction, particularly their use of authentic inquiry. Data collection for this multiple-case study includes semi-structured interviews, direct observations of instructional techniques, and the collection of instructional documents. Through this research the investigator aims to generate theory specific to the impact of epistemological beliefs of science teachers on the engagement of students in authentic inquiry.

Thursday, February 18

T7.6 Workshop **4:05 – 5:20** **Queen Anne Parlor**

Free Workshop

On Writing in APA Format: Using the New Sixth Edition

**John R. Slate & George Moore—Sam Houston State University*

In this session, an overview of the major changes delineated in the Sixth Edition of the American Psychological Association's Publication Manual will be provided. For the past eight years, the Fifth Edition of the APA Publication Manual (2001) has been the standard. In July, 2009 the long awaited Sixth Edition was released. This Sixth Edition contains substantial changes, particularly related to the digital world. Focus will be on the major revisions in the Sixth Edition that involve changes in professional writing. Participants will be provided with specific examples of references in the new edition format, compared with how they would have been written in the current edition format.

T7.7 Workshop **4:05 – 5:20** **La Nouvelle**

Free Workshop

Helpful Hints for Preparing an Effective *Curricula Vita*

Panelists: *Jim Aldridge, The University of Texas – Pan American*

Stacey Edmonson, Sam Houston State University

Jim Hardy, The University of Texas at Arlington

Moderator: *Susan Troncoso Skidmore, The University of Texas – Pan American*

A panel of experienced academic search committee chairs will provide advice to interested graduate students regarding *vitae* preparation. A short overview of a "typical" *vitae* will precede the panel discussion. If time permits, students may receive individual feedback on their *vitae* draft.

T8.1 **5:25p – 6:30p** **La Nouvelle**

Graduate Student Meeting

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

T8.1 + **7:45p – ????** **Lobby**

Graduate Student Social

(Evening @ the Rock n' Bowl)

Meet in the lobby to share cabs. The "Rock n' Bowl" is a bowling alley that features live music. Being New Orleans, people drink, dance, and bowl, all in their rented bowling shoes. Great music! A ton of fun!!!!

Friday, February 19

F0.1	8:00a – 2:00p	Queen Anne Mezzanine
	Registration	

F0.2	8:00a – 8:45a	Bienville
	<i>Graduate Leadership Council</i>	

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

F1.1 Paper Session	8:45 – 10:00	Beauregard
	<i>Professional Development/At-Risk Student</i>	
	<i>Graduate Student Session – *Discussant Katharine Rainey</i>	

Teacher Perceptions of At-Risk Students

Julia Ballenger & Pauline Sampson–Stephen F. Austin State University

Toby Pickens–Wills Point ISD

Donna Porter–Carthage ISD

Angela Wright–Brownsboro ISD

Teachers' beliefs and expectations influence students' performance. Low expectations of at-risk students often result in teachers giving them less attention than students who are not considered at risk. The purpose of this study is to investigate teachers' perceptions of at-risk students through their attitudes and expectations and determine if a relationship exists between teachers' attitude and expectation and student performance and student-teacher interactions and student performance.

Diversity Training Needed on School Campuses

Reyna M. Sotelo – Texas A&M University–Commerce

Research demonstrates that there is a need to create an understanding for educators that a cultural bias exists and is deep rooted. It also maintains a psychological factor within teaching practices. The purpose of this study is to learn if teacher ethnicity, more specifically, non-Hispanic teachers have an impact on Hispanic student achievement in the state of Texas. The population will include reported Non-Hispanic teachers of record of a recorded percentage of 5th Grade Hispanic students. The correlational group will consist of Hispanic teachers of record of 5th Grade Hispanic students. Using a correlational design, ANOVA, and multiple regression it will analyze relationships among district percentages of non – Hispanic teachers and Hispanic student achievement.

Perceived Staff Development Needs Among Instructional Paraeducators

David A. Villareal–University of Houston

In order to gauge the perceived staff development needs of paraeducators in a large, urban Texas school district, the researcher will conduct a mixed-methods study. The researcher will address three objectives: (1) Analyze district archival data collected by the district through a paraeducator staff development needs survey; (2) Gain greater insight into the survey's results through the moderation of paraeducator focus groups; and (3) Develop and recommend a proposed staff development program for the district's paraeducators based on the analysis of the survey and the emergent themes of the focus groups.

Novice Teachers' Perceptions: Effectiveness of Professional Development

Brenda L. Harris–Texas A&M University

Professional development provides school districts with an opportunity to enhance the knowledge

Friday, February 19

base of its personnel. State education agencies mandate specific information for local education agencies to disseminate. Local education agencies conduct needs assessments to determine the critical topics essential to the operations of the district. Districts and campuses must ensure novice teachers are indoctrinated with a wealth of policies and procedures. Professional development becomes a central role in enriching the maturation of the novice teacher. Hence, the effectiveness of professional development for novice teachers is a vital component to school success.

F1.2 Paper Session

8:45 – 10:00

Bonnet Carre

Gender

Texas Community Colleges and Female Faculty: A Longitudinal Analysis

Sheila A. Joyner & John R. Slate—Sam Houston State University

We analyzed the extent to which the number and percentage of Texas community college female faculty members had changed from the 2000 academic year through the 2008 academic year. The number and percentage of female faculty members employed full-time at Texas community colleges showed statistically significant increases across this 9-year time period. By the 2008 academic year, females constituted more than half of the Texas community college faculty members. Implications of these findings for faculty diversity and the enrollment of female students in community colleges are discussed.

Sexuality Onset: The Study of Associated Factors Using a Survival Model

Emiel W. Owens & Andrea J. Shelton—Texas Southern University

The purpose of the present study is to examine the impact of sex-education and teenage characteristics on when students begin having sex. This study used life tables or the actuarial method to explore differences in age at first intercourse using a national data base. The study revealed several significant findings such as; student's ethnicity, gender, and locus of control had a significant impact on what age they began having sex. Whether students had been enrolled in a sex education class had no impact on when they began having sex.

Gender Differences in Reading and Math for Students in K – 5th Grade

Lory Haas & John R. Slate—Sam Houston State University

The second, fourth, fifth, and sixth rounds of data collected for the Early Childhood Longitudinal Kindergarten Study for years 1998–2004 were analyzed to determine the extent to which boys and girls differed in their reading and math achievement for kindergarten, first grade, third grade, and fifth grade. For each year, girls outperformed boys in reading and boys outperformed girls in math. Implications of our findings are discussed.

The Impact of Student Gender on Teaching Effectiveness Survey Mean Scores

Paula I. Jaeger, Ziad Shaker, & Robert G. Insley—University of North Texas

There is a large body of research on the topic of student evaluation of teaching effectiveness (SETE) forms and the impact that gender has on scoring. This research is based on 4,951 responses in a reduced dataset ($n = 240$) of the SETE pilot test ($n = 11,705$) that involved 499 sections. The researchers use a $2 \times 5 \times 3$ ANOVA and other means to address three hypotheses regarding how males and females in the same section evaluate the instructor and factors associated with that including, how many academic levels are represented in the course section.

Friday, February 19

Gender–Based Violence in Costa Rican Educational Settings

Cedric B. Stewart–Sam Houston State University

This article is a review of the extant literature examining prevailing causes that sustain gender–based violence in Costa Rican public schools. In this context, gender–based violence is defined as any culturally specific act that is likely to result in the physical, sexual, or psychological harm or suffering to a female. The examination of the literature was conducted using both a critical race theory and a Latino critical theory framework.

F1.3 Paper Session

8:45 – 10:00

Cathedral

Higher Education/International Education/Post–Secondary Education

*Graduate Student Session – *Discussant Sandra Harris*

2008 Global Financial Crisis and Taiwan's Higher Education Fundraising

Hsien Hong Lin–Kent State University

This study explores how the 2008 global crisis affects Taiwan’s public higher education fundraising outcomes by analyzing public colleges’ and universities’ financial reports to understand their fundraising performance differences prior to and after the 2008 global financial crisis. This study informs Taiwan’s government and higher education practitioners about the international, domino effects of the 2008 global economic downturn. Additionally, this study suggests appropriate strategies to face the inevitable effects of this crisis.

Comparison of Teachers’ Status in China and in the United States

Siwei Qi & Shuang Wu–Texas A&M University

Many factors influenced the education to a great extent, such as in culture, economical condition, religion. However, besides these obviously macroscopic factors that led to different educational systems, some seemingly microscopic factors cannot be ignored. The social status of teachers was one of the indicators reflecting the significance attached to education in each culture (Fwu & Wang, 2002). This study focused on the research question, is there a significant difference between Chinese and American teachers’ status in regard to their working condition, job satisfaction and classroom roles?

The Controversy Over Medium of Instruction Policy in Hong Kong

Eching Ho–The University of Texas at Austin

The debate over which language should be used as the medium of instruction (MOI) has been existed in Hong Kong for decades. After the handover of Hong Kong to China, the issue has become more complex under the official language policy of “trilingualism–biliteracy’. Given the complex political background, MOI policies have always been made based on political concerns, instead of from an educational perspective. This study aims to analyze the MOI policies and their relevant educational outcomes in other postcolonial countries. The analysis ultimately could inform the direction for Hong Kong to address the MOI policies from a learning perspective.

Meeting The Needs of Returning War Veterans

Michael W. Barnes–Lamar University

The purpose of this study will be to identify current practices employed by Texas public and independent higher education institutions in assisting Operation Enduring Freedom and Operation Iraqi Freedom (OEF/OIF) veterans’ transition to student life. Survey methodology will be used and the president at each of the 145 public and independent Texas institutions of higher education will be invited to participate.

Friday, February 19

F1.4 Paper Session

8:45 – 10:00

Cabildo

Mediating & Moderating Variables/Regression Analysis

Mediating vs. Moderating Variables

Andrea L. DeMaria–Texas A&M University

Third variables pose problems in research due to their confounding nature. Mediating and moderating variables, specifically, can cause confusion, misinterpretation and lead to incorrect analyses. This paper provides distinction of mediating and moderating variables through a health science perspective. A clarification of individual definitions, ability to work together, and how to statistically analyze a mediator versus a moderator will aid researchers through providing awareness and information for application. From this interpretation, those pondering mediating and moderating variables will be better informed through the explanation, clarification, and examination.

Misperceptions About Whether Restricted Range Attenuates r

Brenda Gamez–Texas A&M University

The dynamics involved in range restriction are more complicated than most researchers realize. The purpose of this paper is to provide some ways to conceptualize the dynamics underlying "restriction of range", and to suggest some potentially useful ways to teach about these complex but important dynamics.

Structure Coefficients and Beta Weights in Regression Analysis

Stacey L. Smith–Texas A&M University

Structure coefficients are a bivariate correlation between a measured predictor with a latent variable YHAT, which gives the researcher insight into the nature of the YHAT scores. In this paper the importance of using structure coefficients in conjunction with beta weights to interpret regression results are illustrated using Shakespeare's Romeo and Juliet for heuristic purposes.

More on Suppressor Variables in Trivariate Regression Analysis

Qiong Zhou–Texas A&M University

Researchers have been aware of the occurrence of suppressor variables in the context of multiple regression analysis for decades long. However, there are still some misconceptions on suppressor effects confusing people during their research, which may probably result in incorrect designs or outcomes. This paper introduces three types of suppressors along with heuristic examples to show how suppressor effects in data analysis. Further, special attention will be paid to some of misunderstandings resulted from incorrect reasoning by people who are studying suppression in a statistics course, with an emphasis on the beta weight of suppressor variables and its interpretation.

F1.5 Paper Session

8:45 – 10:00

Pontalba

Budget Practices/Student Achievement/Accountability

Budget Practices: A Study of the Experiences of Rural Superintendents

Maureen Cullen & Rebecca Bustamante–Sam Houston State University

The purpose of this phenomenological research study was to identify the budget practice experiences of three school superintendents in rural east Texas. The budgeting experiences described will add to the knowledge base regarding best practices and trends in budget decisions that school district leaders make on a daily basis. Major themes that emerged included use of a

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budget manager, daily attention to news during the legislative year, variance of work due to the budget cycle schedule, use of conservative decision making , and the importance of the physical plant of the school district.

Student Achievement and the 65% Instructional Expenditures Ratio

Timothy B. Jones & John R. Slate–Sam Houston State University

We examined the extent to which Texas school districts' compliance with the 65% instructional expenditures ratio was related to student academic success on the TAKS tests. Separated into three groups (i.e., 65% instructional expenditures and higher, 60 to 65% instructional expenditures, and less than 60% instructional expenditures), statistically significant differences were yielded in the TAKS Reading, Math, Social Studies, Science, and Writing measures. School districts that spent less than 60% of their monies on instructional expenditures had the lowest percent passing rates in all five tests. Effect sizes ranged from small to large. Findings were consistent across ethnic groups.

Student Growth and Accountability: To Proficiency and Beyond

G. Gage Kingsbury–Northwest Evaluation Association

The paper describes a system for accountability that uses individual growth information using adaptive testing and hierarchical modeling. It uses a sample of 500,000 students in approximately 1000 schools, followed over four years of schooling from the beginning of grade three to the end of grade six. The study will compare the outcome of the traditional proficiency model to that of the proposed growth model. The study will investigate the performance of the two models at the individual student level and at the school level. Finally, the study will investigate the use of aspirational goals in identifying school effectiveness.

Using Content Analysis to Examine State Accountability Policies

Belinda M. Cambre–University of New Orleans

Jonathon A. Szymanski & Dianne L. Taylor–Louisiana State University

Louisiana expended nearly \$500 million in state funding between 1997 and 2005. Given this investment, this study explores the identified school improvement initiatives and compared them in terms of intent, goals, longevity, and expenditures using content analysis as a methodology. This study describes the code book and code sheet created for the study, as well as the a priori codes that were established. Nine programs were analyzed and compared with the thirty four codes created for the study.

Beginning Teachers and Texas Accountability Ratings

**Cynthia Martinez–Garcia & John R. Slate–Sam Houston State University*

We examined the five most recent years of data from the Texas Academic Excellence Indicator System regarding the employment of new teachers on elementary school campuses as a function of the accountability rating of the school campus. Exemplary elementary schools had statistically significantly lower percentages of beginning teachers, particularly when compared to Unacceptable elementary schools. Exemplary elementary schools also had statistically significantly lower percentages of minority students than did the other three elementary school campus accountability ratings. Findings were very consistent across all five years of data analyzed.

Oral Language and ELLs: Systematic Review of the Literature

Sandra Acosta–Texas A&M University

This study systematically reviewed the literature on oral language development and English language learners (ELL). Twenty-three articles (n=23) that met the inclusion criteria were abstracted and assigned a methodological quality score (MQS). MQS scores ranged from 12–19 points (maximum = 25 points) with a mean score of 15.75 points ($SD=1.73$). A total of 276 findings were reviewed with a mean of 12.0 findings per study. Two major trends in the findings were identified: ELLs' primary language as a predictor of EL2 literacy development and the association between L2 oral language and L2 reading comprehension in reading literacy models for ELLs.

Examining the Effect of Title I and other Programs on ELP Scores using HLM

Raymond S. Brown–Pearson

The primary objective of this study is to examine the relationship between ethnicity (Hispanic v. non-Hispanic), and socio-economic status on students' performance on a statewide ELP assessment over three years. In all years examined, an interaction effect for ethnicity was identified. At the lowest grade-band, Hispanics scored significantly lower than non-Hispanics, but this difference had vanished by the highest grade-band examined. School-level socio-economic status was a significant predictor for two of the three years examined. These results provide evidence that Federal programs intended to facilitate English language learning in Hispanic students are having a positive effect.

Effects of Input–Output Cycles on Learning the Russian Instrumental Case

Alime N. Sadikova–Texas Tech University

Researchers have long been concerned with successful second-language acquisition. “Noticing” refers to the learner's awareness of language features not directly instructed. Noticing has been of particular research interest, but few have considered how it is affected by instructional input–output cycles in the context of learning Russian. This study examines the role of enhanced instructional input and pushed or prompted output on noticing. Findings indicate that, for one Russian–language learner, pushed output prompted detection of formal elements in the input materials, noticing of mismatches between his interlanguage form and the target language input, and processing of the target form.

Hispanic Students' Perceptions of Advanced Placement Course Enrollment

Susan Borg, Julie P. Combs, & Anthony J. Onwuegbuzie–Sam Houston State University

The purpose of this collective case study was to explore the perceptions, from the Hispanic student's point of view, of the actions of school personnel and others that assist them or discourage them to pursue opportunities for accessing opportunities for advanced courses in high school. A multi-stage purposeful sampling scheme was used to select 28 Hispanic high school students who participated in focus group and semi-structured individual interviews. Four major themes emerged from the data, which were: (a) future, (b) course placement, (c) work ethic, and (d) relationships. Implications for researchers and practitioners are provided.

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The Generation 1.5 Immigrant Student in the U.S.

Chih-Feng Chien & Siwei Qi-Texas A&M University

This study specifically researched the population of generation 1.5 immigrant student. Guyer (1999) defined that the immigrants who arrive the U.S. under age 18 can be considered generation 1.5 while Rumbaut and Ima (1988) used student's background information to define generation 1.5 student. In the interview, Mary spoke of 8-year student-life development since her first arrival in the U.S. as a secondary-school student. With the interview method, the purposes of this qualitative study are to explore the differences and similarities through the process of comparing and contrasting with literature findings and theories, and to experiment necessity of further research.

F1.7 Paper Session

8:45 – 10:00

Gallier

Confidence Intervals/Effect Sizes/Type IV Errors

An Explanation of CIs for People Who Thought They Understood CIs

Rene Mercer-Texas A&M University

The paper summarizes methods of estimating confidence intervals, and ways of graphing them using either SPSS or Excel. The APA Task Force on Statistical Inference report suggested that confidence intervals should always be reported, and the 2001 5th edition of the APA Publication Manual said confidence intervals were "the best" reporting device, and the 2010 Manual agreed.

A Further Step in Practical Significance: Reporting CIs for Effect Sizes

Song Ju-Texas A&M University

Reporting confidence intervals (CIs) for effect sizes is a good strategy that facilitates the interpretation of research results. CIs for effect sizes are considered to be good evidence of practical significance. This article explains relevant concepts of CIs for effect sizes, and addresses major issues and barriers in the construction of noncentral CIs. Various computation methods and technologies are reviewed and introduced.

A Review of Some "Corrected" versus "Uncorrected" Effect Sizes

Mary Odum-Texas A&M University

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

A Primer on Huberty's Group Overlap, I, Effect Size

Eric Roberts-Texas A&M University

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

Type IV Error

Dinah J. Harriger-Texas A&M University

Frequent attention is given to the importance of avoiding Type I error, the rejection of a true hypothesis and Type II error, failing to reject a false hypothesis. Almost forty years ago, the concept of Type IV error was introduced as, "the incorrect interpretation of a correctly rejected

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hypothesis” and described as “a physician’s correct diagnosis of an ailment, followed by a prescription of the wrong medicine” (Marascuilo & Levin, 1970). The frequency of Type IV error in current literature indicates social scientists have unsuccessfully addressed the importance of correctly interpreting statistically and practically significant interaction effects.

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

College Readiness/College Leadership

*Graduate Student Session – *Discussant Angela Gibson*

School Size and College Readiness Among Texas High School Graduates

Magdalena Denham, Christina Hagerty, Jack Hernandez, Janet Ray, Deana Sheppard, & Charlotte Twardowski–Sam Houston State University

The purpose of this study was to assess the relationship between school district size and school size, and college readiness among high school graduates in Texas. Data were obtained from the 2007–2008 Academic Excellence Indicator System (AEIS) report that is submitted to the Texas Education Agency (TEA) annually. The study sample consisted of school districts in Texas ($N = 1,229$) and high schools in Texas ($N = 1,461$). Implications are discussed.

Increasing College Readiness with Texas High School Allotment (HSA) Funds

Julia N. Ballenger & Pauline Sampson–Stephen F. Austin State University

Walter Bevers–Lamar Consolidated

Denice McCormick Myers–Stephen F. Austin State University

Brian Nichols–Laneville ISD

Seventy-five percent of students nationally graduate from high school and 32 percent leave prepared to enter a 4-year college. Texas created the High School Allotment (HSA) Fund to provide \$275 for each student in grades 9–12 to increase college readiness. Funds are available but are not used by all school districts. Districts are permitted to use funds towards college readiness programs and efforts to improve graduation rates. This study examined the impact of HSA funds on college readiness based on survey results collected from Texas public schools for the 2007–2008. \$338 million was allotted and \$123 million (36.4 percent) was used.

Linking Assessment and Accountability in Texas Lower Division Colleges

Bishar Sethna–Lamar University

Assessment and accountability is important to community and junior colleges and differs somewhat from universities because of differences in missions, student demographics, and educational offerings. This paper is part of an ongoing research project to investigate the effectiveness of different assessment methods used by different community colleges, public technical colleges, public state colleges, and private junior colleges in the state of Texas. Information from this study will contribute to developing a standardized rubric on assessment practices to be shared among junior colleges in Texas to facilitate the exchange of information necessary to satisfy mandated accountability measures.

Developing Community College Future Leaders

Jackeline M. Gascon–University of Houston

The American Association of Community Colleges (AACC) has played a central leadership role in meeting the community college mission. According to a survey conducted in 2001 by AACC, participants’ responses revealed that 45% would have retired by 2007. The purpose of this study is to explore current senior administrators’ succession planning and leadership programs; and to

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identify key constructs critical to their effectiveness as leaders. This study might enhance senior administrators' and future leaders' understanding of the challenges in this field and prepare future administrators to begin the pathway to the presidency.

F2.2 Paper Session

10:05 – 11:20

Queen Anne Parlor

Achievement/Standards/Accountability

An Examination of Mathematics Achievement in an Urban School District

Jamaal R. Young, Z. Ebrar Yetkiner, Melanie Woods, Robert M. Capraro, & Chance W. Lewis–Texas A&M University

Data from the National Assessment of Academic Progress (NAEP) suggest that the achievement gap between underrepresented populations and White students remains. Therefore, it is important to investigate the achievement gap in the context of particular regions and the factors associated with student learning in that region. Data were collected over several years from recent administrations of the mathematics section of the Measurement of Academic Progress (MAP) in Colorado. The results indicate that gaps in performance exist between Black and White students as well as Hispanic and White students not only in mathematics achievement but mathematics growth as well.

A Pilot Study of School Personnel's Attitudes toward the TAKS Test

Justin T. Pankow–Lamar University

The researcher examined educators' attitudes toward the Texas Assessment of Knowledge and Skills (TAKS) test to determine if there was a relationship between their attitudes and other elements, such as their demographic data, previous held presuppositions, and other related categories. Over 300 people responded to an online survey, which resulted in 268 cases analyzed for this study. A few very small relationships were detected. Educators' general mood during the assessment and some perceptions of their students correlated to their attitude toward the TAKS test.

Texas Elementary School Mission Statements

Kristin Craft, John R. Slate, & Rebecca Bustamante–Sam Houston State University

We analyzed the mission statements of Texas Exemplary ($n = 58$) and Academically Unacceptable ($n = 50$) elementary schools for the 2008–2009 school year. By analyzing mission statements using a method of classic content analysis, seven major themes emerged: Educate All; Professional Development; Meeting the Needs of Changing Society; Curriculum Alignment; Developing Problem Solvers/Critical Thinkers; Capitalizing on Students' Individual Strengths; and Describing School Environment. Three themes emerged more frequently in the missions of Exemplary schools than the Academically Unacceptable schools. Implications are discussed.

Understanding Standard Setting: The History, Legislation, and Methodologies

Lynisha Kelly–Texas A&M University

Standard setting procedures are vital part of assessment and with US legislation emphasizing the utilization of assessment to determine special education eligibility and students' level of proficiency of reading and mathematics, proper selection of a standard setting procedure is critical. This paper will discuss (a) the definition of standard setting, (b) the US legislation emphasizing assessment, (c) history of standard setting, (d) standard setting procedures, and (e) future implications for standard setting.

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Accountability Ratings and Instructional Expenditures: A Statewide Study

**Timothy B. Jones & John R. Slate—Sam Houston State University*

We examined the three most recent years of data from the Texas Academic Excellence Indicator System regarding school district accountability rating and instructional expenditure ratios. Unacceptable school districts had statistically significantly lower instructional expenditure ratios than did Acceptable and Recognized school districts for all three years and lower expenditure ratios than the Exemplary school districts for two of the three years. The percent of school districts that had instructional expenditure ratios of 65% or higher increased as the school district rating was higher. Findings were quite consistent across all three years of data analyzed.

F2.3 Paper Session

10:05 – 11:20

Cathedral

Teacher Attrition/Classroom Setting/Motivation

Teacher Ethnicity: Attrition Rates of Teachers and Student Population

Larry L. Haynes—Lamar University

Teacher attrition has become a national problem, with nearly 50% of beginning teachers leaving the classroom by the end of their fifth year. Researchers have discovered that effective induction and mentoring programs have helped curb attrition rates significantly. There has also been a shift in student demographics while the demographics of the teaching force have remained unchanged. This paper studied the attrition rates for three small districts in SE Texas, and compared their teacher and student demographics. The results showed that minority teachers were not leaving these districts at an unusually high rate, and that the teacher/student demographic percentages had remained constant.

Factors That Influence Attrition and Retention in One Title I School

Jamie A. Bone—Sam Houston State University

The purpose of this study was to investigate the phenomenon of teacher attrition and retention among veteran teachers in one Title I school and identify some of the factors that contribute to this trend, using a qualitative approach. The focus was on veteran teachers' perceptions of what influences their decision to remain at their current Title I campus year after year. Three veteran teachers were interviewed, and findings and implication for further research were discussed.

Elementary Math Instruction: Self – Contained vs. Departmentalized

**Brian B. Abel—Lamar University*

Elementary schools are usually having to decide whether to have math classes taught in a self – contained setting or a departmentalized setting. Different campuses have differing reasons or philosophies, but have they looked at any comparative statistics? This paper compares two groups of fourth grade students – one departmentalized and one self–contained and compares their scores on their fourth grade TAKS test.

Motivational Beliefs, Ethnic Identity, & Sense of Belonging

Ting–Ling Sha & Shirley L. Yu—University of Houston

This study examines the responses given by 589 middle school students in regards to their motivational beliefs, ethnic identity, sense of belonging, and school engagement, and how these factors relate to student academic achievement.

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Digital Storytelling Viewed Through a Post-Process Lens

Martha R. Green–Texas A&M University

Post-process theory asserts that writing is public, interpretive, and situated and considers the social and political forces that affect a writer. Writing is viewed as a cultural activity by which writers position and reposition themselves in relation to their own and others' subjectivities, discourses, practices, and institutions. Digital storytelling shifts writing from private to public. This case-based study investigates the motivational impact of constructing and publically sharing a digital story on pre-service teachers within a community of learners and uses postmodern and narrative theory to consider narrative representation as it relates to self-construction and revealing self.

F2.4 Paper Session

10:05 – 11:20

Cabildo

Special Populations

Student Perceptions of Dyslexia and Reading Intervention

**Stacey L. Edmonson–Sam Houston State University*

Christine Butler–Conroe ISD

Alice M. Fisher–Sam Houston State University

The purpose of this qualitative study was to analyze the perceptions of successful secondary high school students with dyslexia and their parents related to the students' emotional experiences before, during, and after a reading intervention. A second purpose of the study was to determine how these students perceived their disability will impact their futures. A third purpose was to compare the responses to themes of resilience.

Ethnicity and Gender Equitability in Special Education: An Equity Audit

Michael C. Coopersmith & Jackie Shuman–Lamar University

The purpose of this paper was to investigate the equitability of special education populations, with respect to ethnicity and gender, against the general population of the schools. The sample used was all junior high school students in a Southeast Texas school district. The district consists of five junior high schools with a population of over 4,500 students. The analysis of the data was performed using the SPSS statistical analysis software and a chi-square analysis at a 95% confidence interval. The comparisons showed that a statistically significant misrepresentation in ethnicity at three of the five junior schools.

Teacher Perceptions of Attention Deficit Hyperactivity Disorder

John M. Spangler–Sam Houston State University

Although studies of ADHD using quantitative methodology have been conducted in the medical, psychological, and education fields, these studies by and large have ignored an important variable: the role of the teacher. The purpose of this multiple case study was to explore teachers' perceptions about ADHD. The interview questions were adapted from similar quantitative studies measuring teachers' knowledge and perceptions about ADHD. Five elementary school teachers were chosen to participate in interviews. Several themes emerged from these qualitative interviews: perception, focus, and teacher empathy and lack of institutional information.

Video Modeling & Peer Mentoring of Social Skills for Students with Autism

Christine R. Ogilvie–Southeastern Louisiana University

Given the behavioral expectations of students by teachers and peers in middle school inclusive

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classrooms and characteristics inherent to students with ASD, the purpose of this study was to explore the impact of video modeling and peer mentoring of five critical social skills for inclusion on middle school students with ASD. This multiple baseline across subjects study was grounded in the research on video modeling and peer mentoring. The results of this investigation indicated that the combination of video modeling and peer mentoring of critical social skills positively impacted the levels of demonstration of the skills of students with ASD.

Inclusion, TAKS, and NCLB: An Archival Study of a Struggling ISD

Cynthia Garza–Lamar University

Hobbs Shandar–University of Houston–Clear Lake

This study was used to determine if the rate of growth in special education students, receiving instruction in the general education classroom with inclusion support, increases at the same rate when compared to general education students. A non-experimental, causal comparative design was used. Provided that instruction was as commensurate as possible, it was thought that mainstream special education students and general education students should make similar growth as measured by Lexile and Quantile scores on the Texas Assessment of Knowledge and Skills test. While notable growth was identified, the results prompted implications for further research in the area of inclusion.

F2.5 Paper Session

10:05 – 11:20

Pontalba

Commonality Analysis/CCA

Commonality Analysis in Regression: A Software Solution

**Kim Nimon, Laura L. Nathans, & Robin Henson–University of North Texas*

This paper will define commonality analysis. It will explain conceptually how it is calculated. It will also describe and demonstrate how to use the regress function in the statistical package R. A heuristic example of how R can be used to conduct commonality analysis for a research question will be provided.

An Introduction to Canonical Correlation Analysis

Sandra G. Nite–Texas A&M University

Multiple regression techniques are being utilized more often as more technological advances make these techniques more readily available and because almost all effects have multiple causes. Although univariate and bivariate statistics are not sufficient to describe and analyze complex situations, they are useful in learning concepts upon which understandings of more complex analytic methods can be built. Canonical correlation analysis is a complex multivariate method for studying the interrelationships between variables and is compared to the linear regression method, using a small set of data created for instructional purposes.

Canonical Correlation Analysis as Part of the General Linear Model

Leigh Ann Eisterhold–Texas A&M University

Through the use of Canonical Correlation Analysis (CCA), researchers can investigate relationships between groups of multiple independent variables and multiple dependent variables. CCA provides information regarding the number of dimensions needed to account for relationships between the composite variables created. The relationship between CCA and other analyses, all part of the general linear model, are discussed.

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A Practical Application of Commonality Coefficients to CCA: Using Yhat in R

Brenna K. Rivas–Southern Methodist University

In the face of multicollinearity, researchers face challenges when interpreting canonical correlation analysis (CCA) results. The application of commonality analysis to CCA aids in the identification of the proportion of variance in the latent combination of dependent variables explained by each independent variable and by all possible combinations and permutations of independent variables.

F2.6 Paper Session

10:05 – 11:20

Ursuline

Reading

Demographic Factors and the Impact on Performance on a State Reading Test

**Jackquelyn S. Lavergne–Lamar University*

This study examined the impact of demographic factors in predicting student performance on a state reading test. It investigates to what extent the demographic variables: poverty, ethnicity and gender have on the risk of a student failing a state reading test. The sample group was 19 elementary schools in an urban school district. The entire sample was analyzed using correlation, multiple regression, and simple factorial analyses of variance as the outcome variable and other contributing variables as factors. As a result of the analysis, the finding is that there was no significant difference across grade levels based on the three variables.

Extraneous Cognitive Load in Hypermedia Reading Comprehension: A Review

Amira Zebidi–Texas Tech University

This paper endeavors to offer an overview of significant literature related to the cognitive load effects of hypertext on reading comprehension. It begins by examining the theoretical perspectives on Generative Theory of Multimedia Learning and Cognitive Load Theory in the context of technology–delivered instruction. Then, this paper will mainly focus on critically reviewing insights from several studies; including a description of objectives and hypotheses, methodologies, and a summary of findings. Finally, research limitations, and implications for future empirical validation will be discussed.

Effects of Independently Reading Decodable Books on Reading Achievement

Jennifer P. Cheatham–Southern Methodist University

I will share the results of a 10–week study examining the effects of reading decodable books during independent reading time on the reading achievement of second grade readers. I will report the descriptors of the treatment text, which were specially designed decodable texts. Differences between the treatment and contrast groups on reading achievement will be presented and classroom implications will be discussed.

Testing the “Matthew Effect” in Reading in a Title I Elementary School

Hasiyet Keyim, Lilia Ruban, Laveria Hutchison, & Kar–man Lee–University of Houston

The purpose of this study is to test the “Matthew effect” in reading. Namely, we investigated the relationship among the amount of time spent reading, amount of reading, and students’ reaching Accelerated Reader goal by elementary school students, and students’ reading achievement, as measured by TAKS. Based on data from 300 third, fourth, and fifth grade at–risk, LEP, regular and low SES students in an urban predominantly Hispanic Title I school during 2008–2009 school years, the researchers found limited empirical support for “Matthew effect” in reading.

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Additionally, there was significant variation in program implementation by teacher and grade level.

Phonological Awareness and Orthographic Knowledge in Hong Kong Students

Kar-man Lee, Lilia Ruban, Laveria Hutchison, & Hasiyet Keyim—University of Houston

Phonological awareness and orthographic knowledge have been identified as the two most important latent constructs underlying word identification, which are integral to reading comprehension. Despite the vast population of people learning English as a foreign language (EFL), reading research with this ever expanding group is not well established. The focus of this study is to examine the relative contributions of phonological awareness and orthographic knowledge of the English reading proficiency of 84 Hong Kong EFL 7th graders. In addition to exploring the influences of these two factors on word identification, their effect on reading comprehension was also investigated.

F2.7 Fireside Chat

10:05 – 11:20

Bonnet Carre

Fireside Chat

Fireside Chat with Dr. Tammi Vacha-Haase

Tammi Vacha-Haase—Colorado State University

This INFORMAL Fireside Chat with the creator of “Reliability Generalization” (RG), a measurement meta-analysis method, is open to ANYONE, and provides an opportunity to interact with Dr. Vacha-Haase about any profession-related topics (e.g., *no* stock tips, relationship advice), such as balancing work and family demands, getting your first job, or working as a woman in the academy.

F2.8 Paper Session

10:05 – 11:20

Gallier

Multicultural Education/Culture/Leadership

Introducing Spirituality into the Counseling Session

Sharolyn M. Stanley & Shannon Williams—Sam Houston State University

Over the years, studies have shown that spiritual and religious beliefs are important to the well-being of many individuals. Studies have also shown lack of integration of spiritual and religious components into the counseling process. Several reasons exist: Counselors have not been adequately trained to address these issues, they do not feel comfortable doing so, and they fear crossing ethical boundaries. This study will explore the relationships among spiritual beliefs, religious beliefs, and well being. Implications of these findings will be discussed.

A School's Culture Through the Eyes of a Novice and a Veteran Teacher

Cedric B. Stewart—Sam Houston State University

The overall purpose of this study was to conduct a cultural audit of an ethnically diverse school campus to determine if the cultural needs of its students were being honored. The cultural audit was designed to examine and compare the cultural perceptions of two teachers working within the same school. Social phenomenology theory functioned to provide both descriptive and interpretive constructs that were used to examine the behaviors and feelings of the research participants.

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Freshmen Perceptions of Success in Transition to High School

**Andrea L. Stehle–Walden University*

This mixed method action research study surveyed exiting freshmen to learn more about their experiences at a large suburban high school in central Texas. This freshman exit survey asked students to reflect upon their successes and failures as freshmen and offer advice to future 9th graders to make their transition to high school easier. Quantitative data were compiled into descriptive statistics and qualitative data were reviewed for recurrent themes. The results showed that academic success was important to students in both the quantitative and qualitative results.

F3.1 Paper Session

11:25 – 12:40

Beauregard

Language/Multicultural Education

*Graduate Student Session *Discussant Sandra Acosta*

Differentiating Instruction in the Preschool Classroom

Erica S. Dillard & Tracey C. Hasbun–Texas A&M University

This paper presents an investigation into the differentiation practices used by prekindergarten teachers serving English Language Learners in the content area of Mathematics. The foundation of this qualitative descriptive study is based on the premise that authentic data can be obtained from classroom teachers through naturalistic means. The primary research question guiding the study is as follows: What differentiation practices are being used by prekindergarten teachers serving ELLs? A self-assessment instrument and semi-structured interviews were used to gather information related to differentiation practices.

Implications of Assessment Policies for English–Language–Learners in Texas

Han Ren–University of Texas at Austin

Texas has one of the highest populations of English–Language–Learners (ELLs) in the U.S., with a complex system for their placement, education, and assessment. ELLs are required to participate in high–stakes assessments (TAKS) for federal accountability purposes. There are language accommodations available for assessing new immigrant ELLs and in elementary grades. After this grace period, ELLs are required to test without accommodations, regardless of English language proficiency. This study examines TAKS passing rates in 6th grade, after language accommodations have ended, between ELLs and non–ELL students, to suggest implications of current Texas education policy on student achievement.

Preservice Teachers' Cultural Responsiveness and Self–Efficacy Beliefs

Amani Zaier–Texas Tech University

The American educational system is gradually experiencing a shift in the school composition and students enrollment. As students' diversity is projected to increase in the coming decades, teachers however, still lack the self– efficacy to teach these diverse populations. This study is about exploring factors that predict preservice teachers' culturally responsive teaching self–efficacy beliefs to teach culturally and linguistically diverse students.

Effects of Linguistic Complexity & Accommodations for Students with Disabilities

Alyssa D. Kaye, Stephanie Cawthon, Leland Lockhart, & S. Natasha Beretvas–The University of Texas at Austin

Under IDEA, much emphasis is placed on high–stakes assessment scores. Students with disabilities are allowed assessment accommodations, but previous research has shown that

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language background may confound the assessment results, adding an extra source of measurement error. Previous research has also drawn attention to the significance of linguistic characteristics of content-based assessments, such as mathematics, for English language learners. However, very little is known about the link between linguistic variables and students with learning disabilities. This study seeks to examine the link between learning disabilities, accommodations, and the linguistic complexity of assessment items.

F3.2 Paper Session

11:25 – 12:40

Bonnet Carre

Technology

Reaching for the STaRs: Technology & African American Achievement

Jemimah V. Lea & Jamaal R. Young–Texas A&M University

The integration of technology in the mathematics classroom can have a positive influence on classroom teaching and learning in mathematics. Yet, according to the US Department of Education (2004) this claim remains unseen. Thus, the purpose of this study was to determine if there was a relationship between classroom technology readiness measured by the Texas School Technology and Readiness (STaR) Chart mathematics achievement of African American students measured by the Texas Assessment of Knowledge and Skills (TAKS).

Design of a Model for Knowledge Development in Virtual Environments

Nan B. Adams & Thomas A. DeVaney–Southeastern Louisiana University

A model under development focusing on knowledge development in virtual environments will be presented. This model is based on three identified dimensions: 1 – knowledge approach, 2 – the teacher–student relationship with regards to knowledge authority, and 3 – teaching approach, to demonstrate the recursive and scaffolded design for development of virtual learning environments. Additionally, results from development of a valid and reliable survey to measure aspects of this model will be presented.

Geometric Thinking of In–service Teachers: Impact of a PD Program

James A. Telese–The University of Texas at Brownsville

This paper reports on the impact of a professional development program on in–service teachers' van Hiele Level of Geometric Reasoning. The program focused on presenting geometric concepts through a hands–on approach using such items as paddy paper, Miras, and Geogebra. The results a pre–,posttest of their van Hiele levels showed that the teachers improved their level of understanding at least two levels from the beginning of the semester long program to the end of the semester. Implications for practice will be discussed.

The Benefits of Reteaching Lessons in Preservice Methods Classes

Bibi Ganesh & Shirley Matteson–Texas Tech University

This study investigated possible changes in the pedagogical content knowledge of 26 middle level preservice teachers after teaching a mathematics lesson twice to two groups of peers. Peers and veteran educators debriefed after the first teaching of the lesson, and then a final debriefing occurred after the second teaching. A qualitative analysis of the preservice teachers' written lesson reflections and comments in field based notebooks revealed remarks relating to (1) lesson modification, (2) lesson delivery, (3) multiple feedback, and (4) real world applications. Implications for common practices in teacher education methods courses are discussed.

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Perceptions of Pre–Service Teachers Technology Ability

**Dianne S. Goldsby, Robin Rackley, G. Donald Allen, & Z. Ebrar Yetkiner–Texas A&M University*

This study examined pre–service elementary teachers' perceptions of technology skills before and after taking a technology course designed to facilitate the integration of technology in the classroom. Pre and post data was obtained from an online triadic survey of preferences and essay question(s).

F3.3 Paper Session

11:25 – 12:40

Cathedral

Principals

Rural and Border School Communities

Carolyn S. King & Veronica G. Vijil–Sam Houston State University

The purpose of this case study was to explore areas of importance to principals who work in rural, border–town school districts in Texas. Interviews were conducted with 3 principals at the elementary, middle school, and high school levels. The principals responded to questions that pertained to migrant students and their education, including details about the culture and climate of their respective campuses. These principals' perceptions gave insight to the educational issues of Hispanic students and have implications to other school personnel with similar demographics.

Principal Experiences with Performance Pay Systems on At–Risk Campuses

Pamela M. Wells–Sam Houston State University

The purpose of this paper is to describe the perceptions of principals about the attitudes and level of motivation of teachers participating in a District Awards for Teacher Excellence team performance pay system in one large suburban school district in Texas. This phenomenological research was based on interviews with campus principals. As part of a larger research study, the results will enable district and state policy leaders to evaluate the impact of performance pay and will inform future research.

Assessment Training in Principal Preparation Programs

Winona M. Burt & Bettye Grigsby–University of Houston – Clear Lake

The role of the administrator has evolved over the past 30 years from manager to instructional leader. As an instructional leader, administrators are now responsible for student achievement on high–stakes state–mandated assessments. Therefore, it is imperative principal preparation programs provide the necessary training instructional leaders need to analyze and interpret assessment data and make informed decisions toward school improvement. Based on our survey of 40 randomly selected universities across the US, the majority of the courses were rated as inadequate. Principal preparation programs are not meeting the needs of candidates.

Validity and Reliability of a Principal Self Efficacy Instrument

Gary Nye & Judith A. Adkison–University of North Texas

This study adds confirming evidence of the validity and reliability of the Principal Sense of Efficacy Scale (PSES) developed by Tschannen–Moran and Gareis (2004). There is not a widely accepted instrument for measuring principal self–efficacy, and consequently, research on the topic has inconsistent results. Factor analysis confirmed the three PSES leadership dimensions, and the Cronbach's alpha confirmed reliability. The confirmation of the PSES suggests a promising future for its use in research on principal self–efficacy.

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Developing the Leadership Capacity in Assistant Principals

Janet L. Tareilo, Julia Ballenger, & Lee Stewart–Stephen F. Austin State University

The responsibilities of leading successful schools falls into the hands of the campus principal. With the many demands placed on administrators in regards to achieving state accountability standards, keeping their schools safe, and working with limited resources, some supervising principals find themselves in need of additional assistance when it comes to leading and managing their schools. This help may come from the assistant principals already in place on their campuses. This study focuses on the ways in which supervising principals can nurture, develop, and sustain these "waiting in the wings" assistant principals who will one day successfully lead their own schools.

F3.4 Paper Session

11:25 – 12:40

Cabildo

Miscellaneous

An Equity Audit of a Dual Credit Program

Walter L. Fenn–Lamar University

The achievement gap between white and non-white students continues to exist. An equity audit of the dual credit program in one mid-sized Texas high school was performed. A growing number of high school students across the nation were enrolling in college classes before they graduated from high school. Research into dual credit programs has shown that participation in dual credit programs helped high school students obtain higher level job skills, get a jump start on college coursework, and greatly improved the quality of their senior year in high school.

An Examination of AVID Graduates' College Preparatory Achievements

Karen M. Watt, Jeffery J. Huerta, & Patty Reyes–The University of Texas Pan American

This study investigated how AVID and other college preparatory achievements contributed to the college success of underrepresented students enrolled in community colleges and four-year universities. One hundred AVID graduates from 13 Texas high schools attending 6 different Hispanic-serving higher education institutions participated in this mixed methods research. Student achievement comparisons were made between students attending community colleges and those attending four-year universities. Certain college preparatory achievements were found to be significant predictors of students' college success.

Impact of a Home Visitation Program on the Family, School, and Community

Ursula Y. Johnson–University of North Texas

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based program that addresses the need to increase "school-readiness" of at-risk student populations and to mobilize parents in becoming engaged with their child's school. Results indicate that students that participated in HIPPY had better school attendance, attended pre-kindergarten at a higher rate, and had higher scores on achievement tests compared to a control group. HIPPY parents increased their in-home literacy activities, interaction with school staff, and other school involvement, from pre to post. Additionally, home visitors increased personal and professional growth over the program year.

Elementary Approach in a High School Latin Class

Andrea L. Stehle–Walden University

Learning new vocabulary is critical for success in a second language, yet many students struggle

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in the fast-paced courses offered in high school. The intent of this mixed methods study is to evaluate the effectiveness of a picture-based elementary reading strategy in a high school Latin class. The quantitative and qualitative data obtained from quizzes and feedback suggests that more students remembered the Latin word due to its association with an English/Spanish derivative than by picturing the word in their mind. High school students larger verbal vocabulary allows them to dual encode secondary language vocabulary without the need for images.

Minority Students and Beginning Teachers at Texas Middle Schools

**Cynthia Martinez-Garcia & John R. Slate-Sam Houston State University*

In this study, we examined the five most recent years of Texas educational data (2003–2004 through 2007–2008) concerning beginning teachers employed at middle school campuses. The extent to which differences were present between middle school campuses with the highest beginning teacher percentages and middle school campuses with the lowest beginning teacher percentages was analyzed. For all five years of data, middle schools with the highest percentages of minority students, with the highest percentages of economically disadvantaged students, and with the highest percentages of at-risk students tended to have the highest percentages of beginning teachers.

F3.5 Paper Session

11:25 – 12:40

Pontalba

When and How to Use Animations to Promote Learning

Fatih Ari-Texas Tech University

The aim of this paper is to present a review of the literature on the effectiveness of visual illustrations. More specifically, the paper focuses on the dynamic illustrations (animations) and static illustrations. Many people think that animations are superior to static pictures in terms of learning outcomes. However, the literature provides inconsistent results regarding the effects of animations in contrast to static pictures. Therefore, the aim of this paper is to identify the conditions in which animations could be best utilized to promote learning.

Community of Inquiry (CoI) in Second Life Among Technology Students

**Melissa L. Burgess, John R. Slate, Ana M. Rojas-Lebouef, & Kimberly LaPrairie-Sam Houston State University*

As virtual worlds become instructional delivery tools, learning assessment in this environment continues to grow. Building on McKerlich and Anderson's (2008) study, this study utilized the Community of Inquiry's (CoI) Multi User Virtual Environment Evaluation Tool (MUVEET), and the CoI Survey to measure observational and perceptual data in Second Life (SL) among technology students. Examined were three CoI constructs—cognitive, social, and teaching presence. Results indicated the existence of all three constructs within SL. Specifically, both the CoI survey and MUVEET results indicated that participants and coders experienced CoI during two SL classes.

Technology as A Transformative Experience in the Secondary E/LA Classroom

Allison M. Huie-Texas A&M University

This participatory action-research study examines the attitudes of secondary English/Language Arts students using a Likert-styled attitude inventory. The inventory measured students' attitudes toward their use of technology in the classroom environments. Student responses indicate that students generally hold positive attitudes about the daily use of technology in the secondary E/LA environment and reveals that such technological experience provides transformative learning experiences that enhance learning.

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Visual or Spoken Text: Reverse Modality Effect in Multimedia Learning

Fatih Ari, Steven M. Crooks, Fethi Inan, Jongpil Cheon, & Raymond A. Flores–Texas Tech University

In this study, researchers investigated the modality principle of multimedia learning in which participants experienced an interactive multimedia material either with spoken or visual text. Participants were randomly assigned to one of the four experimental conditions; visual text & cueing, visual text & no cueing, spoken text & cueing and spoken text & no cueing. Regardless of cueing condition, participants in visual text conditions performed better than those in spoken text conditions. The results of this study provide valuable information for the practitioners who design multimedia learning environments.

Student Access: Technology Access at Home

Shannon J. Holmes–Lamar University

Access to technology in today's learning environment is critical. This is not only true at school, but it is also important for students to have access after school hours for homework and support. This quantitative equity audit examined the number of students who had access to a computer and the internet at home in Hardin–Jefferson Independent School District. Findings indicated that low economic students were 13% less likely to have a computer at home and nearly 30% less likely to have access to the internet.

F3.6 Paper Session

11:25 – 12:40

Ursuline

Educational Leadership/Counseling

*Graduate Student Session *Discussant Stacey Edmonson*

Perception of the Relation Between Teacher Actions and Student Behaviors

Ron W. Wyatt–University of Houston

This paper addresses the issue of student discipline from the perspective of 384 assistant principals in a large metropolitan area in the Gulf Coast region of Texas. The study uses a combination of methods to fully examine the assistant principal's perception of the importance of behavior as related to classroom achievement as well as in the identification of teacher controlled factors that can both positively and negatively affect student behaviors. These finding have implications both for the pre–service training of all teachers as well as the targeted assistance of teachers who struggle in classroom management.

Positive School Climate

Pauline M. Sampson, Julia Ballenger, Cathy Amonett, Cindy Lindley, Orlando Vargas–Stephen F. Austin State University

The purpose of this mixed method study was to evaluate school climate correlating both teacher and principal perceptions on leadership style using survey and open ended prompts. The focus groups were teachers and principals from large, rural, high poverty junior high schools in Texas. The school districts range in size from 5,000 – 9,999 which allowed for 500 participants. Research demonstrates that school climate is influenced by the teachers' perceptions of the principals' leadership style. This study examines the relationship between positive school climate and the teacher's perceptions of the principal's leadership style.

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The Effects of Religion on Education Through Jewish Experiences

Garrett H. Boroda–Texas Tech University

The dissertation examined how religion affects education. This was done by reviewing the experiences of Jewish adults who came through the educational system, while being minorities in their respective habitats. Following from the narrative inquiry stances and research of Jean Clandinin, Michael Connelly, Carolyn Ellis, Laurel Richardson and Leigh Burger, this study is an autoethnography that includes interactive interviews and narratives from the researcher.

The Counselor's Role in Intervening and Preventing Teacher Attrition

Jordan P. Cox–Angelo State University

This study assesses both the formal and informal roles of the school counselor in intervening and preventing teacher attrition. Texas Region XV Service Center school counselors and teachers completed a survey indicating both formal and informal strategies. Each counselor selected the amount of time he/she used identified strategies and their perceived effectiveness. The teachers judged the perceived effectiveness of the strategies that were not delineated from the counselor survey. This research could substantiate and clarify the role of the counselor as a preventative agent towards teacher attrition, reducing the amount of teacher attrition in a school district.

F3.7 Paper Session

11:25 – 12:40

Gallier

Retention/Delinquent Behavior

Equity in Middle School Student Mobility and Discipline

**Billy F. Walker, Ken E. Cummings, & Randy Hoyer–Lamar University*

The purpose of this study investigated if minority students who transfer into each of three school districts faced greater referrals for disciplinary action than non-mobile students. This quantitative study implemented an equity audit to investigate systemic equity within mobile and non-mobile populations in three Texas middle schools. The economic status of a student is a more determinant factor in student behavior than student mobility when the state of Texas definition for mobility is used.

Predictors of Juvenile Delinquent Behaviors

Lai Kwan Pei, Gary Asmus, Craig J. Forsyth, & Shannon Lasserre–Cortez–University of Louisiana Lafayette

Youth incarceration is an issue that affects many areas of the United States. Over the past decade there has been an increase in the number of youths being detained in detention centers and jails across the country. It is thus important to identify the factors leading to juvenile delinquent behaviors so that effective intervention strategies can be implemented. Hence, the specific research questions in this study were to examine the relationship between juvenile delinquency and both school-related and non-school factors.

Spare the Rod, Suspend the Child?

Bettie Ray Butler–Texas A&M University

Rene Rocha–University of Iowa

Using data from 184 school districts in Texas, we examine the differing ways in which disciplinary actions influence Anglo, African-American, and Latino student achievement. Evidence provided by this study supports those who contend that suspensions are often used to “push out” students. Also, the results indicate that discipline policies have a much more potent

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impact among minorities than they do among Anglos. The finding is most consistent for African-Americans. Thus, the increased emphasis placed on harsher disciplinary policies in recent years may produce negative consequences that policymakers do not intend.

9th Grade Retention and On-Time Graduation

Brenda Fore, Jennifer Bornsheuer, Monica Polonyi & Malitta Andrews—Sam Houston State University

The purpose of this study is to examine the relationship between ninth-grade retention and on-time graduation, as well as examining the interventions available to districts to improve on-time graduation rates. Currently, there are approximately 1.3 million annual high school dropouts which account for a potential loss of \$355 billion dollars over their lifetimes as working adults. Archival graduation data from the 2007 to 2009 school years were gathered from a Southeast Texas high school to determine the number of students who graduated on-time after being retained in the ninth grade. The implications from this study will be discussed.

A Study of One Bully Prevention Program

Lee Stewart, Sandra Stewart, & Janet Tareilo—Stephen F. Austin State University

This study considered one bullying prevention program that seeks to eliminate bullying in schools through the use of story telling. The researchers found the bully prevention program to be useful in preventing acts of bullying in the schools used for this study. Teachers and administrators tell stories of how it works from the participating schools.

F4.1 Paper Session

12:45 – 1:55

Beauregard

Miscellaneous

A Qualitative Analysis of Discussion in an Online Course

Joyce E. Miller—Texas A&M University—Commerce

The problem of this study is to determine if discussion posts in an online cultural diversity class reflect different levels of thought as represented by DeBono's Six Thinking Hats. How important is the writing of Discussion Prompts in determining the quality of thought reflected in discussion posts? Do discussion posts reflect change in perceptions of Self and Others? The findings hold implications for the writing of quality discussion prompts and how prompts can be written to impact thinking beyond the facts in an online cultural diversity class.

Beliefs of Jordanian Higher Education Students Concerning Assessment

Mahmoud F. Alquraan—Al-Hussein Bin Talal University

Cindy M. Casebeer—University of Texas—Pan American

Higher education students ($n = 666$) in the Country of Jordan participated in this study examining student beliefs concerning instructor assessment practices. Findings, based on the Faculty Assessment Practices Inventory (FAPI), seem to indicate that, according to students, faculty members who employ a variety of assessment practices use those practices in order to improve student learning more often than do those instructors who do not use a variety of assessment practices. Results seem to indicate that students believe that their instructors use assessment for learning practices more often when those instructors allocate less than 80% of the final grade to paper-and-pencil tests.

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Self-Regulated Learning Among Students in College Physical Activity Classes

**Ron E. McBride, Ping Xiang, Gretchen Tyson, Xiaoxia Su, & April Bruene–Texas A&M University*

Twenty university students enrolled in physical activity classes at a large university in SW Texas were interviewed for regulation of their learning. Results revealed the emergence of two themes (with sub-categories): Influential Considerations Impacting Student Choices/ Decisions and Student Learning. Attributes that regulate student learning in the activity context were similar to those found in classroom SRL research. Perhaps unique to this population was their noting the benefits accrued, social contact afforded, and willingness to put forth (physical) effort in an enjoyable environment. These are characteristics not necessarily reported prominently in classroom SRL research.

Building An Authentic Learning Environment: Implementation of Authentic Assessments

*Wendy B. Dickinson–Ringling College of Art and Design
Sharon Valente–Savannah College of Art and Design*

Development of "authentic learning environments" within contemporary educational delivery systems presents both a challenge and opportunity for educators. Complex, sustained activities motivate students, provide meaning to complex content, and integrate measures of student achievement (Herrington, et al, 2007). The "heart of authentic assessment is the issue of sampling behavior": documenting tangible expressions of student learning (Neisworth & Bagnato, 2004). Utilizing a case study approach, we present examples of actual assessments developed for use in graduate and undergraduate classrooms to sample these behaviors; linking these examples to course objectives and student outcomes, providing opportunities for curriculum and instruction enhancements.

Effectiveness of PBIS in Reducing Problem Behaviors in High Schools

Wole Peters–Texas A&M University

Schools strive to meet the expectations of parents and stakeholders by creating a safe atmosphere for students' academic success. School districts had tried a lot of programs that include zero tolerance policy to promote a safe atmosphere where students can learn. Districts are jettisoning this reactive approach to a proactive program, one of which is the Positive Behavior Interventions and Supports (PBIS). PBIS teaches students how to behave. This study is to examine the effectiveness of the program in high school. The study will find that the effectiveness of PBIS in reducing office referrals is not limited to elementary institutions.

F4.2 Workshop

12:45 – 1:55

Bonnet Carre

Free Workshop

Mississippi Building Blocks: Statewide Plan for Early Childhood Education

*Sheri H. Anders–University of Mississippi–MS Building Blocks
Laurie Smith–University of Mississippi*

The Mississippi Building Blocks program is a privately-funded initiative to promote the state-wide plan for early childhood education. The project is expected to serve over 1,800 children from birth to age 5 over the three year program. A randomized experimental design will be used to provide both quantitative and qualitative data on a both classroom environment and child data.

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F4.3 Paper Session

12:45 – 1:55

Cathedral

Academic Environment/Educational Leadership

Teacher Perspectives, Teacher Quality, and Effective Academic Environment

Danielle N. Bairrington, Rhonda D. Goolsby, Judy Hostrup, Yuan-Hsuan Lee, Jacqueline R. Stillisano, & Hersh C. Waxman—Texas A&M University

This study examines teachers' perceptions of an effective academic environment and whether there are differences by three aspects of teacher quality (i.e., route to certification, years of experience, and education level) and school level (i.e., middle v. high school). 278 teachers completed the Academic Success School Environment Inventory. A four-way MANOVA investigated differential effects for teacher quality and school level on six subscales. Results indicated high school teachers had significantly higher perceptions on the Respect and Responsibility scale than middle school teachers. Teacher quality aspects did not have a differential effect on the effective school environment.

Structuring Appropriate Instruction for Students Based on Learning Styles

**Douglas Hermond, & Lucian Yates—Prairie View A&M University*

The purpose of this investigation is to assess the learning styles of prospective school leaders and solicit ways that their knowledge of learning styles can be used to improve instruction at their schools. Since we know that matching students' learning-style with complementary instruction improves their academic performance, it behooves leadership preparation programs to train prospective leaders to structure appropriate instruction for all students. The results of this study will arm LPPs with additional information on how to structure their programs to further acquaint prospective educational leaders with ways of maximizing learning for students based on their learning styles.

Site-Based Decision-Making Perceptions of Educators

Shirley J. Mills & Maria B. Roberts—University of Texas—Pan American

Teachers' perceptions of shared decision-making and organizational teamwork are not necessarily consistent with administrators' perceptions. The purpose of this study was to explore the relationship between teachers' perceptions of the leadership behaviors of administrators and the perceptions of the administrators concerning shared decision-making practices. This study replicates a previous study conducted by Leach & Fulton (2008) with using different level of educators, from teachers to central office administrators.

Self-handicapping Among Teacher Leaders

Yoko Miura, Myra S. Franco, Grant Hambright, & Douglas Roby—Wright State University

The purpose of this study is to examine the relationship between self-handicapping of Teacher Leader (TL) program candidates and academic performance. The TL Program offers master's degree-level educational leadership training at multiple off-campus sites for currently practicing educators in school systems. TL candidates share unique motivation, anxiety levels, and self-esteem compared with their on-campus peers in other master's degree programs. The Academic Self Handicapping Behavior Questionnaire (ASHQ) will be administered and attributes emerged from qualitative analysis in relation to academic achievement will be examined for causal relationships.

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Determining Student Preparation for Leading Schools to Success

Douglas Hermond & Lisa K. Thompson–Prairie View A&M University

Many LPPs are restructuring their programs to ensure that their services are research-based and relevant to the needs of educational leaders. The ELCC standards are designed to meet these criteria and so our LPP is continuing the assessment of its program to verify whether we are meeting our obligations. In this evaluation we solicit the responses of recent graduates about the quality of preparation they received. The results of this study will be filtered into the decision-making scheme of the program so we can make appropriate adjustments. Our aim is to develop a template for other LPPs to simulate.

F4.4 Paper Session

12:45 – 1:55

Cabildo

Educational Policies/ELL/Technology

*Graduate Student Session – *Discussant Bill Jasper*

A Study of Educational Policies Along the Texas/Mexican Border

Wally D. Thompson–Texas A&M University–Corpus Christi

Educational policies along the Texas/Mexican border have been affected by colonial and post-colonial attitudes since the Treaty of Hidalgo in 1848. Vila (2000) has stated that there are distinct regions along the United States/Mexico border, including two unique regions in Texas. I am conducting Historical/Oral research in two areas of the Texas/Mexican border to determine if geographical and historical differences have affected attitudes toward education, and public school policy.

Understanding the Drop in Achievement for ELLs in Secondary School

Caroline Smit–University of Texas at Austin

In Texas public schools, there is a substantial achievement gap between students with Limited English Proficiency (LEP) and their Native English Speaker (NES) peers. This gap appears to worsen as students move from elementary to secondary school, as fewer and fewer LEP students are meeting assessment standards after this transition. Through analysis of performance data from Texas Education Agency's (TEA) Academic Excellence Indicator System (AEIS) reports over the past five years, the current study seeks to understand and explore what instructional and programmatic factors contribute to the drop in student achievement for LEP students as they move into the secondary grades.

The Digital Divide: Examining Technology in the Early Childhood Classroom

Tracey C. Hasbun & Erica S. Dillard–Texas A&M University

This paper presents an investigation into the use of technology in the early childhood classroom. As there has been previous resistance to the use of Information Communication Technology (ICT) with young learners, this inquiry seeks to determine information related to ideological and practical aspects of technology application in the early childhood classroom, as viewed by the classroom teacher. After examining current attitudes and practices related to ICT, a detailing of appropriate technological resources is presented for the early childhood educator. Suggestions for further research based on the findings are also included.

Ethnic Differences in Reading and Math Among Students in K – 5th Grade

Lory Haas & John R. Slate–Sam Houston State University

The second, fourth, fifth, and sixth rounds of data collected for the Early Childhood Longitudinal Kindergarten Study for years 1998–2004 were analyzed to determine whether differences were present in reading and math achievement as a function of ethnic membership for kindergarten, first grade, third grade, and fifth grade students. For each year, White students outperformed African American, Hispanic, and Asian students in reading and math for each year, with the exception of fifth grade math performance. Hispanic and African American students performed lower on reading and math measures than White and Asian students. Implications of our findings will be discussed.

Reading and Math Differences Among Texas Children: A Lack of Equity

Ana Rojas–LeBouef & John R. Slate–Sam Houston State University

In this study, we examined the passing rates in reading and in math over five years for Hispanic students and students with a programmatic label of Limited English Proficient in the state of Texas. In every case, passing rates in reading and in math were higher for Hispanic students. The gap between these two student groups did not decrease over this five year period.

TAKS Scores of Spanish Speakers of TAKS Spanish

Velina H. Johnson–Lamar University

This study examined the TAKS reading scores of students in ESL programs taking TAKS Spanish. ESL students were defined as students whose first spoken language at home to their parents, siblings, and grandparents was not English. Prior to 2004, testing methods of the Texas Assessment of Knowledge Skills (TAKS) included giving the test to Spanish speakers in English. The study utilized an equity audit methodology to investigate test results of Grade 3 ESL students taking TAKS Spanish and White third graders over a three–year testing period in the Beaumont ISD.

Transfer of Mnemonic Methods in a Fifth–Grade Science Classroom

Alberto J. Herrera–The University of Texas at Brownsville

Juan O. Garcia

Transfer of the methods of Loci, Pegword and Keyword mnemonics in a fifth–grade science class may transform science education in the elementary school classroom. Using a sample of 78 from a population of 861, this study used a quasi–experimental comparison group design to determine whether methods of mnemonic instruction could assist students in learning fifth–grade science terminology as compared to traditional methods of recall. If science performance is increased at the elementary level, student success may also increase when tested in science with the Texas (TAKS) at the 8th and 10th grade. This research suggests a transformational approach for instruction in science education.

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F4.6 Workshop **12:45 – 1:55** **Ursuline**

Free Workshop

Measuring the Academic Self–Worth of College Students of Color

Alonzo M. Flowers, Rosa M. Banda, Nick D. Zuniga, & Rose Santos–Texas A&M University

Aldermen (1999) suggests that “students become convinced that ability is the primary element for achieving success and a lack of ability is the primary reason for failure” (p.4). Furthermore, “the fundamental motivation for many students is to avoid failure and protect their self–worth from the perception that they have low ability” (Aldermen, 1999 p. 5). Because the experiences of students of color cannot and should not be generalized, it is vital that educators understand the various developmental factors that influence student’s learning in the classroom.

F4.7 Workshop **12:45 – 1:55** **Gallier**

Free Workshop

Contract Negotiation Tips in Higher Education

Elsa Cantu Ruiz – The University of Texas at San Antonio

F4.8 Paper Session **12:45 – 1:55** **Queen Anne Parlor**

Mathematics

*Graduate Student Session – *Discussant Martha Tapia*

A Comparative Study On Pedagogical Content Knowledge of Mathematics Teachers

Xiaobo She & William Lan–Texas–Tech University

Jennifer Wilhelm–University of Kentucky

This study compared the differences in math teachers’ knowledge of content and teaching strategies, which are considered as two significant components of pedagogical content knowledge, between the U.S. and Chinese middle schools. The results indicated marked differences existing in teachers’ problem–solving skills and teaching methods. Chinese teachers focused on utilizing theories and generalizing rules to solve problems and emphasized the importance of engaging students in developing conceptual knowledge and proficiency skills whereas their U.S. counterparts focused on applying concrete models to encourage students’ concept understanding. This study may benefit both systems in development.

An Investigation of the Study Strategies of Developmental Algebra Students

Jennifer L. Travis–Texas A&M University

This project will explore the study strategies of developmental algebra students at a community college, and examine which study strategies play the most important role in separating the successful and unsuccessful students. It will also address the role of reflection, an important dimension of the theory of self–regulated learning. This mixed methods study will utilize a data transformation model, a particular variant of the triangulation design in which qualitative data are converted to quantitative data, then analyzed using quantitative techniques.

Linguistic Complexity and the Performance in Math Word Problems

Judith T. Wan–University of Texas at Austin

There is a need to distinguish the language skills of ELLs from their subject–area knowledge (Abedi & Lord, 2001) in mathematics because word problems, requiring a certain amount of language background, are a common format for math items. This study will examine the

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linguistic complexity of test items within a math assessment to explore the relation between specific linguistic complexity components and student performance on math items. The purpose of this study is to understand how linguistic complexity may affect performance on math items and whether there is an interaction of this effect with students' overall math ability.

F5.1 Training Session **2:00p – 5:00p** **La Nouvelle East/West**

Training Session: Gentle Intro to Meta-Analysis

Robin K. Henson and Tammi Vacha-Haase

(Special Ticketed Event)

SATURDAY, February 20

S1.0 Training Session **8:00a – 11:00p** **La Nouvelle East/West**

Training Session: Gentle Intro to Meta-Analysis

Victor Willson

(Special Ticketed Event)

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