2019 MSERA Annual Meeting

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WEDNESDAY, NOVEMBER 6, 2019

7:30 AM – 4:30 PM   REGISTRATION   **Foyer**

8:00 – 8:50   **Plenary Session**

WELCOME & PRESIDENTIAL ADDRESS   **Tulane**
All attendees are invited to attend

>   Laissez les Bonnes Idées Rouler!
>   Mindy Crain-Dorough*, Southeastern Louisiana University*

9:00 – 9:50   **Concurrent Sessions**

PAPER SESSION: Special Education   **Liberty**
Presider: Sherry Shaw, *University of North Florida*

>   A Hub and Spokes Model of Communication Impact: Results from a Participant-Observer Ethnography of People Who are Deaf with Disabilities
>   Sherry Shaw*, University of North Florida*
>   Providing Access to Literacy for Individuals with Significant Intellectual Disabilities Using Time Delay Strategies
>   Catherine Price*, Fairmont State University*
>   Meeting the Needs of Dyslexic Students: Targeted Library Media and Technology Interventions
>   Stephanie Huffman*, Missouri State University*
>   Amy Thompson & Erin Shaw*, University of Central Arkansas*

PAPER SESSION: Summer Learning   **Miro**
Presider: Tammy Markland, *Milligan College*

>   More than a Babysitter: Looking Back on an Effective Summer Enrichment Program
>   Kelly Byrd*, University of South Alabama*
>   Benterah Morton, *University of South Alabama*
>   Elizabeth Allison, *Western Governors University*
>   Andre' Green, *University of South Alabama*
>   School Libraries, Standards, and the Summer Slide: One Public School District's Approach
>   Steven Yates*, University of Alabama*
>   The Effects of a Mobile Book Lab on the Summer Reading Regression of Elementary At-Risk Students at a Select School District in Upper East Tennessee
>   Tammy Markland & Patrick Kariuki*, Milligan College*

ROUNDTABLE SESSIONS   **Derbigny**

>   **Roundtable 1: Teacher Education**
>   Presider: Ben Littlepage, *Murray State University*
>   The Effect of Active Learning in Retaining Underrepresented Minorities in Engineering
>   Sid Martin, *Southeastern Louisiana University*
>   Ben Littlepage, *Murray State University*
>   The First-Generation Student and Academic Advising: An Ex Post Facto Study
>   Valarie Morgan*, Mississippi Delta Community College*

>   **Roundtable 2: Motivation**
>   Presider: Landon Clark, *Murray State University*
>   Formative Assessment: Instructional Strategies to Increase Student Motivation and Achievement
>   Soung Hwa Walker*, University of California - Riverside*
>   Forgotten Paths: Developing Holistic Students through Historical Practices
>   Landon Clark*, Murray State University*

Roundtable 3: Learning Research
Presider: Jesus Tanguma, *Walden University*
   The Impostor Phenomenon and Aspirations
      Hiroki Matsuo*, Arkansas State University*
   Age, Anxiety, and Attitudes towards Statistics and Research among Adult Online Readers
      Donna Heretick & Jesus Tanguma*, Walden University*

RESEARCH-IN-PROGRESS: Teachers   **Roman**
Presider: Suzanne Franco, *Wright State University*

   An Analysis of Middle Tennessee Teachers' Job Satisfaction
      Kasey Warren*, Union University*
   A Districts Approach to Support Teacher Agency: A Teacher-Led Development Framework
      Cara Skaggs*, Middle Tennessee State University*
   How Does a Teacher's Described Personal Identities Influence Their Elementary Science Teaching
   Practices?
      Kantrele King*, University of Alabama*

10:00 – 10:50   **Concurrent Sessions**

MSERA MENTORS' SESSION   **Liberty**
Presider: Larry Daniel, *University of Texas of the Permian Basin*

   Hosted by MSERA Mentors, this session will provide opportunities for attendees to collaborate with one
   or more long-term members of MSERA about attendees' existing or potential research projects, proposed
   or draft manuscripts, dissertation ideas, data analysis, program evaluation projects, and other research-
   related topics. This session is offered primarily for graduate students and new professional members.

PAPER SESSION: Issues in Education   **Miro**
Presider: Dana Griggs, *Southeastern Louisiana University*

   Development and Evaluation of Educational Partnerships: Toward a Conceptual Framework
      Dana Griggs*, Southeastern Louisiana University*
   Slut Shaming, Girl Power, and the Reclamation of Body Politics in U.S. Schools
      Brittany Closson-Pitts*, Florida State University*
   It Happens on Friday Nights: A Case Study of Marc, a High School Football Coach
      Franco Zengaro & Sally Zengaro*, Delta State University*

SYMPOSIUM   **Marais**

   Open Educational Resources: Trends, Initiatives, and Implementations
      Emese Felvegi*,* Ariana Santiago, & Robert McCarn*, University of Houston*
      Rebecca Callaway & Sherry Tinerella*, Arkansas Tech University*

ROUNDTABLE SESSIONS   **Derbigny**

   Roundtable 1: ELA Instruction
   Presider: Leilya Pitre, *Southeastern Louisiana University*
      Where Theory and Research Meet Practice: A Real-World-Ready Methods Course for Secondary English
      Majors
         Leilya Pitre, Reagan Frioux, Jared Elliott, Hannah Martin, & Shelbi Siears, *Southeastern
         Louisiana University*
      A Conceptual Representation of the Language Teachers' Knowledge Repertoire, Information Literacy,
      Self-efficacy, and Burnout
         Masoud Mahmoodi Shahrebabaki & Eric Oslund*, Middle Tennessee State University*

Roundtable 3: Truth & Metacognition
Presider: Lori Chew, *Middle Tennessee State University*

How Views of Truth Impact Classroom Practices

Lori Chew*, Middle Tennessee State University*

The Impact of Teachers' Metacognitive Awareness on Students' Metacognitive Awareness and Effective Learning

Antonina Rakhmatova*, Mississippi State University*

PAPER SESSION: Teacher Recruitment   Roman
Presider: Nykela Jackson, *University of Central Arkansas*

Recruiting Teachers from Underrepresented Populations

Nykela Jackson, Donna Wake, & Angela Webster*, University of Central Arkansas*

Initial Impact of a 5-year Recruitment Plan: Recruiting High-Quality Candidates for a Teacher Education Program

Corlis Snow*, Delta State University*

Spread the Word! Diversifying the Field of School Psychology

Hal Bronson*, Mississippi State University*

11:00 – 11:50   Concurrent Sessions

PAPER SESSION: Curriculum   Liberty
Presider: Lorie Johnson, *University of North Alabama*

Everyday People Make History: Reframing the American History Survey

Andrea Ringer*, Tennessee State University*

Phonological Recoding vs. Memorization: Can Readers Decode Irregular Spellings?

Lorie Johnson*, University of North Alabama*

When Choice is Detrimental: The Impact of Choice on Engagement and Motivation in Student Writing

Daniella DiMasso*, Wright State University*

Tabitha Brady*, Piqua City Schools*

PAPER SESSION: Reading & Literacy   Miro
Presider: Zachary Barnes, *Austin Peay State University*

How Do Powerful Literacy Practices Correlate to Student Achievement?

Amy Weems & Tammy Whitlock*, University of Louisiana at Monroe*

How Cognitive Flexibility Grows and Impacts Later Reading Achievement

Zachary Barnes*, Austin Peay State University*

Amy Elleman*, Eric Oslund*, Tim Odegard*, & Jwa Kim*, Middle Tennessee State University*

PAPER SESSION: Instruments   Marais
Presider: Shannon Bales, *Troy University*

Slider and Likert Scales: Balancing Accuracy and Engagement in Professional Development Post-Event Surveys

Beth Boesche-Taylor, Liz Bergeron, & Amil Gehrke*, New Tech Network*

Development of the STEM Attitudes of Educators (SAE) Tool

Shannon Bales*, Troy University*

Christine Schnittka*, Auburn University*

Quantitative Assessment of a Teaching Presence Instrument in an Online Computer Technology Applications Course

Laura McNeill, Margaret Rice, & Vivian Wright*, University of Alabama*

POSTER SESSION: Secondary Education   Derbigny

Using Their Own Voices: Exploring the Writing of English Language Learners in a Mississippi Middle School

Gabrielle Vogt*, University of Mississippi*

Teach Like a Coach: Transferring Coaching Practices from the Field and Court to the Classroom
>   Margaret Westmoreland, *Southeastern Louisiana University*

Fostering Cultural and Language Visibility by Integrating Multicultural Literature in the Classroom: A Case Study
>   Anna Rodgers, *University of Alabama in Huntsville*

Facilitating LGBTQ+ Conversations in the Language Arts Classroom
>   Susan Ferguson, *University of South Alabama*
>   Kevin Balius, *Mobile County Public School System*

Extracurricular Activities on Student Achievement: Perspectives of Students, Parents, and School Officials
>   Anmity Bruton, *Arkansas State University*

Motivational Factors that Influence School Attendance as Perceived by Students in a Rural Title I Middle School
>   Crystal Robinson, *Desoto County Schools*
>   Stephen Marvin, *Freed-Hardeman University*

Implementation of Social-Emotional Learning in an Urban High School Setting
>   Meredith Toth, *Middle Tennessee State University*

RESEARCH-IN-PROGRESS: Teaching Strategies   **Roman**
Presider: Kelly Byrd, *University of South Alabama*

>   The Effects of Authentic Experiential Learning on Student Mastery of Assistive Technology Interventions in Occupational Therapy Education
>   Candra Taylor & Joe'l Billingsley, *University of South Alabama*
>   Exploring the Use of Embodied Games to Improve Mental Rotation Ability
>   Jiaqi Yu & Andre Denham, *University of Alabama*
>   Teaching for Possibility: A Deleuzian Mapping of Moments of Destabilization in the English Language Arts Classroom
>   Elizabeth Anne Murray, *University of Alabama*

12:00 – 1:30   **Luncheon**

MSERA MEMBER LUNCHEON & KEYNOTE ADDRESS   **Grand Hall**
All attendees are invited to attend

Keynote Speaker: Merlyna Valentine, *Merlyna Valentine Consulting*
B.S., Elementary Education
M.Ed., Educational Leadership

Merlyna Valentine is a passionate and accomplished educator dedicated to developing dynamic leadership skills, enhancing employee effectiveness, and inspiring others! She has been a teacher, assistant principal, principal, and Executive Director of Elementary Schools for a high-performing school district. Ms. Valentine is a member of many professional organizations and has been recognized with numerous awards and commendations including Teacher of the Year, Principal of the Year, and Louisiana Regional Principal of the Year. Merlyna authentically shares her personal story of perseverance, resiliency, and courage.

2:00 – 2:50   **Concurrent Sessions**

TRAINING SESSION   **Liberty**

>   Integrating Research into your Teaching: Undergraduates as Researchers
>   Cynthia DiCarlo & Jeanette Bankston, *Louisiana State University*

PAPER SESSION: Higher Education Finance Policy   **Miro**
Presider: Kelsey Bohl, *University of Louisiana at Monroe*

>   The Decision-Making Process of Louisiana's Executive University Leaders During Declining State Appropriations from 2008 to 2016
>   Kelsey Bohl, *University of Louisiana at Monroe*

To Centralize? The Perceived Advantages of Centralized and Decentralized Approaches to University Fundraising Programs
>Michael Miller & David Gearhart, *University of Arkansas*

Economic Challenges in Higher Education: The Dichotomy of Shared Governance
>Tracey Morant-Adams & Elizabeth Davenport, *Alabama State University*

PAPER SESSION: Math Education   Marais
Presider: Rebecca Robichaux-Davis, *Mississippi State University*

Themes in Prospective Teachers' Favorite Conceptual Mistakes
>Natasha Gerstenschlager, *Western Kentucky University*

Elementary Pre-Service Teachers' Understanding of Hierarchical Relationships among Quadrilaterals
>Rebecca Robichaux-Davis, *Mississippi State University*

Affective-Behavioral-Cognitive Attitudes Toward Mathematics
>Soung Hwa Walker, *University of California, Riverside*
>Jesus Tanguma, *Walden University*
>Robin Duncan, *California Baptist University*

POSTER SESSION: Issues in Education   Derbigny

Why Great Teachers Leave Good Schools: The Impact of Climate and Culture on Teacher Migration
>Ronald George, *Rutherford County Schools*

The Impact of School Leadership on Teacher Migration
>Bobby Duke, *Murfreesboro City Schools*

Integration of Behavioral Health and Primary Care: Lessons Learned from Jackson State University
>Lakitta Johnson, Regina McMurtery, Ronica Branson, Chaquia Harris, Frettina Brown, Japonica Brown, Veronica Frizell, India Johnson, Tywanda Berry, & Frederick O'Quinn, *Jackson State University*

Teacher Migration: How School Levels of Support Influence Educator Decisions to Make Lateral Transfers Between Schools
>Casey Campbell, *Middle Tennessee State University*

Poster 2.0: A Poster Session Game-Changer or a Gimmick? An Analysis of a New Trend in Conference Poster Design
>Kasia Gallo, *Mississippi State University*

Forming a Consensus of Core Geology Concepts from National Education Reform Documents in the United States
>Sarah Katie Guffey, *University of South Alabama*
>Tim Slater, *University of Wyoming*

RESEARCH-IN-PROGRESS: Equity   Roman
Presider: Teresa Clark, *Murray State University*

Black Girl Magic: Using Cultured Centered Mentoring for African American Female Students
>Kayla Allain & Kimberly Frazier, *Louisiana State University Health Sciences Center in New Orleans*

Undergraduate Women in Engineering: Exploring the Role of Co-curricular Experiences in Graduate School and Career Aspirations
>Raeshan Davis, *Louisiana State University*

How Does Disproportionate Discipline Manifest in Rural Settings?
>Julie Workman, *University of Arkansas*

3:00 – 3:50   **Concurrent Sessions**

PAPER SESSION: Statistics   Liberty
Presider: Randall Schumacker, *University of Alabama*

Longitudinal Growth Modeling: Mixture Populations
>Randall Schumacker, *University of Alabama*

Multiple Linear Regression Models and Collinearity Analysis
> Donald Gilstrap, *University of Alabama*

Prigogine's Dissipative Structures and Bayesian Statistics
> Donald Gilstrap, *University of Alabama*

PAPER SESSION: International Perspectives   **Miro**
Presider: Denise Egea, *Louisiana State University, USA & Nazarbayev University, Kazakhstan*

Portraits of Plurilingualism from Kazakhstan: Growing up Plurilingual in a Multilingual Country
> Denise Egea, *Louisiana State University, USA & Nazarbayev University, Kazakhstan*

The Challenges of Measuring the Nature and Process of Knowing: Evidence from Nigerian Teacher Candidates
> O. Matthew Odebiyi & Youn-jeng Choi , *University of Alabama*

PAPER SESSION: Preservice Teachers   **Marais**
Presider: Rose Jones, *University of Southern Mississippi*

A Quantitative Analysis of the Relationship Between Wellness and Physical Activity Integration Coursework and Pre-Service Teachers' Self-Efficacy
> Alicia Stapp & Catherine Harmon, *University of Mississippi*

Pre-service Teachers' Perceptions of Play in an Elementary Block
> Rose Jones, *University of Southern Mississippi*

Feedback and the Virtual Avatar Lab (VAL): Providing Preservice Educators an Opportunity to Develop New Skills in a Live Environment
> Erin Klash & Kate Simmons, *Auburn University at Montgomery*

POSTER SESSION: Higher Education   **Derbigny**

Motivational Profiles of Chinese Undergraduate English Language Learners: A Multiple Regression Model
> Yanyan Chen, Fang Liang, & Jeannine Turner, *Florida State University*

The Transition from Traditional to Computerized Course and Program Assessment: A Multi-Campus Experience
> Cathy Hall, Judith Pfriemer, Karen Blue, & Kellie Martin, *Arkansas State University*

Investigating the Relationships among Students' Motivation, Perceptions of Psychological Need Satisfaction, English Self-Efficacy, Classroom Engagement, and English Academic Achievement for Chinese Undergraduate English Majors
> Yanyan Chen, Fang Liang, & Jeannine Turner, *Florida State University*

Interdisciplinary Experiential Learning: Evaluating an Undergraduate Research Program
> Elizabeth Generas, *Wright State University*

Exploring Factors that Influence Agricultural Literacy
> Tommy Phillips, Cecilia Brooks, Julie White, Carla Jagger, Kirk Swortzel, Stephanie Lemley, & Brandan Wheeler, *Mississippi State University*

RESEARCH-IN-PROGRESS: Reading & Writing   **Roman**
Presider: Tina Allen, *Marshall University*

The Effect of Unit Starters on Writing and Vocabulary in First Grade Students
> Nicole Crouch & Eric Oslund, *Middle Tennessee State University*

Uncovering the Impact of Growth Mindset Factors on the Text Selection of Middle School Students
> Jasmine Jackson, *Middle Tennessee State University*

Examining the Impact of Writing Interventions and Literacy Strategy Instruction on Middle and High School Mathematics Achievement
> Molly Risley & Amy Elleman, *Middle Tennessee State University*

[IR][16]: Irrational Reasoning for Improbable Research with Impossible Replicability **Tulane**
and Irreproducible Results by Irresponsible Researchers—Ineptly Represented,
Inexplicably Rendered, Inappropriately Rehashed and Incomprehensibly
Resurrected, demonstrating that they are Irascible Recreants, Irreverent
Reprobates and Irredeemable Rejects who Intellectually Regress and Interpolate
Randomly with Irreconcilable Reliability and Irrelevant Relevance
Presider: Walter M. Mathews, *IR University (Emeritus)*

> Ten Rules New Orleanians Live By
> > Kathy Campbell & Deborah McCarthy*, Southeastern Louisiana University*
> New Research Methods from the Trans Caucasus: Good Ideas Just in Time
> > Keith Kershner*, Research and Evaluation International*
> Research on Stupidity: The Many Forms of Incompetence
> > Larry Daniel*, University of Texas of the Permian Basin*
> Students Espouse Existential Theories About School Lunch
> > Shannon Chiasson*, Iberville Parish School Board*
> To IR or Not to IR: What was the Question?
> > Randy Parker*, Louisiana Tech University (Retired)*
> #Fakefacts #Alternativetruths: Irresolvable Research, Indecipherable Inquiry with Inconsistent Results
> > Nykela Jackson & Rachelle Miller*, University of Central Arkansas*
> Monitoring Grammar in the Review of Literature
> > Beverly Klecker*, Morehead State University*
> Research Results You Didn't Know You Needed to Know: Part Neuf
> > David Morse*, Mississippi State University (Retired)*
> Laissez les Bons Temps Rouler avec Boudreaux et Thibodeaux
> > Kathy Campbell*, Southeastern Louisiana University*
> > Dustin Hebert*, Louisiana Tech University*

STUDENT & NEW MEMBER SOCIAL **Grand Hall Lobby**

All students and new members/first-time attendees are invited to attend and network with peers and MSERA
board members. Light hors o'devours and a cash bar will be available.

THURSDAY, NOVEMBER 7, 2019

7:30 AM – 3:30 PM   REGISTRATION   Foyer

STUDENT & NEW MEMBER BREAKFAST   Grand Hall Lobby

All students and new members/first-time attendees are invited to attend and network with peers and MSERA board members. Assorted pastries, coffee, and juice will be available.

9:00 – 9:50   Concurrent Sessions

TRAINING SESSION   Liberty

From Preparation to Published: Writing Your First Article
Teresa Clark, Landon Clark, & Randy Wilson, *Murray State University*

PAPER SESSION: K-12 Policy & Reform   Miro
Presider: Donald Snead, *Middle Tennessee State University*

Adding Teachers' Voices to the Common Core Policy Conversation: A Case Study of Kentucky Teachers
Audrey Harper, *Warren County Schools*
Lisa Duffin, *Western Kentucky University*
Educational (Re)form in Louisiana: An Afro-Creole Historical Perspective on Public Education
Petra Hendry, *Louisiana State University*
The 21st Century Classroom: Teachers as Change Agents
Donald Snead & Kathleen Burriss, *Middle Tennessee State University*

PAPER SESSION: Higher Education   Marais
Presider: Amanda Mayeaux, *University of Louisiana at Lafayette*

Defining and Exploring Hazing in Historically White Fraternities
Kimberly Davis, *Louisiana State University*
Using Reflective Topical Autobiography: Understanding the Experiences of Black Women Administrators in Multicultural Centers
Erica Campbell, *University of Alabama*

ROUNDTABLE SESSIONS   Derbigny

Roundtable 1: Demographics in Education
Presider: Christopher Hansen, *University of Tennessee at Chattanooga*
Cross Cultural Mentoring: A Case Study Perspective
Amber Daniel, *Wright State University*
Disability and Gender Create Privileging/De-privileging Space for Men Teachers of Elementary School
Christopher Hansen, *University of Tennessee at Chattanooga*
First Generation African American Female Student Persistence: Instructors Matter
Angelia Bendolph, *University of South Alabama*

Roundtable 2: STEM Education
Presider: Trey M. Earle, *Louisiana State University*
Computer Science Education in High Schools: A Literature Review
Ajayi Anwansedo & Akai Smith, *Southern University and A&M*
Experiential Statistics: A Literature Review on the Use of Projects to Advance Statistics Education in the Secondary Mathematics Classroom
Trey M. Earle, *Louisiana State University*

Improve Elementary STEM+C Learning through Digital Making
> Yan Sun, *Mississippi State University*
> Celeste Wheat, *University of West Alabama*

Roundtable 3: Teacher Preparation
Presider: Virginia Foley, *East Tennessee State University*

An Analysis of Novice Teachers' Perceptions Regarding their Teacher Preparation Program, Professional Support, and the Purpose of School
> Virginia Foley, *East Tennessee State University*
> María Verónica Paz Tagle, *Johnson City Schools*

Preservice Teachers' Awareness of Implicit Bias and Microaggression: Knowing It's Just a Pencil
> Charlotte Green & Louis Nadelson, *University of Central Arkansas*

A Comparison of Attitudes by Pre-service Teachers of Feeling Prepared for Teaching in the Elementary School in Three Subject Areas When Compared to Content Exam Scores of Knowledge for These Three Basic Subject Areas
> Ava Pugh, Rhonda Mann, Sherlyn Powell, & Taylor Paul, *University of Louisiana at Monroe*

RESEARCH-IN-PROGRESS: Teacher Perspectives   Roman
Presider: Kelly Byrd, *University of South Alabama*

Investigating Teachers' Perception of Digital Citizenship Instruction at Different Stages of 1:1 Implementation
> John Walker, *University of Alabama*

Teacher Perspectives on Feedback: Growth Mindset
> Kristin Hartland, *Middle Tennessee State University*

Self-Perceptions of Leadership Styles of Teacher Leaders: An Exploratory Mixed-Methods Study
> Daniella DiMasso, *Wright State University*

10:00 – 10:50   Concurrent Sessions

TRAINING SESSION   Liberty

APPY Hour: Teaching (and Fun!) with iPads
> Kimberly McFall, Tina Allen, Lisa Heaton, & George Watson, *Marshall University*

PAPER SESSION: Health Education   Miro
Presider: Ava Pugh, *University of Louisiana at Monroe*

What Effect Does Telehealth/TeleRehabilitation Have on Patient Outcomes in Patients with Orthopedic Injuries
> Malori Crockett, *University of Alabama*

Exploring Observation Hours: Promoting Physical Therapist Students' Development and Success from Undergraduate to Year One
> Thuha Hoang, *Louisiana State University Health Sciences Center - New Orleans*

Nursing Educators' Perceptions of Teaching Information Literacy to Support Evidence-Based Practice: A Mixed-Methods Study
> Ann Deshotels, *Northwestern State University*
> Ava Pugh, *University of Louisiana at Monroe*

PAPER SESSION: Teaching in Higher Education   Marais
Presider: Ashley Wicker, *Southeastern Louisiana University*

Unmasking the Potential to Collaborate: A Strategy to Improve Collaboration in Your Courses
> Sandra Lampley, *University of Alabama in Huntsville*

Examining the Relationship Between Research Self-Efficacy and Preferred Mentoring Characteristics
> Ashley Wicker, *Southeastern Louisiana University*

High Impact Practices and Successful Educational Strategies for Marginalized Communities at HBCUs
> Krystal Williams, Erica Campbell, & Richard Jowers, *University of Alabama*

SYMPOSIUM **Derbigny**

Getting a Job in Higher Education: Successful Tips from Senior Colleagues
Larry Daniel*, University of Texas of the Permian Basin*
Franz Reneau*, Georgia Institute of Technology*
Gail Hughes*, University of Arkansas at Little Rock*
Vivian Wright*, University of Alabama*
Dustin Hebert*, Louisiana Tech University*

RESEARCH-IN-PROGRESS: Research Methodology **Roman**
Presider: Suzanne Franco, *Wright State University*

Application of Item Response Theory (IRT) in Diagnostic Reading Comprehension Tests
Ping Wang & Jwa Kim*, Middle Tennessee State University*
The Relationship Between the Intercept and the Slope in Upper Elementary Reading and Mathematics Using Longitudinal Data
Bingshi Zhang & Jwa Kim*, Middle Tennessee State University*
The Structure of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) in K-4
Susan Porter & Jwa Kim*, Middle Tennessee State University*

11:00 – 11:50 **Concurrent Sessions**

TRAINING SESSION **Liberty**

Implementing a Mentoring Program for New Teachers
Stefanie R. Sorbet & Patricia Kohler-Evans*, University of Central Arkansas*

PAPER SESSION: Leadership in Higher Education **Miro**
Presider: Michael Miller, *University of Arkansas*

Higher Education's Cyber Security: Leadership Issues, Challenges, and the Future
Michael Miller & David Gearhart*, University of Arkansas*
The Effects of Cyber-Slacking on Students' Digital and Hardcopy Assignment Scores
Mohamed Ibrahim, Rebecca Callaway, & Rajvardhan Patil*, Arkansas Tech University*
Preservice Teachers' Risk Perceptions about the Concealed Carrying of Handguns in a University Setting
Matti Ibrahim*, Arkansas Tech University*

PAPER SESSION: Early Childhood **Marais**
Presider: Hani Morgan, *University of Southern Mississippi*

The Need for a Better Preschool System in America
Hani Morgan*, University of Southern Mississippi*
Preschool Teachers' Mental Health: Implications for Early Childhood Policy
Bridget Thomas*, Quality Information Partners*
Forest Kindergarten: Lessons Learned from Three Years of a Novel Approach to Public School Kindergarten
Christopher Hansen & Rebecca Boyer*, University of Tennessee at Chattanooga*

POSTER SESSION: Teachers **Derbigny**

APPEL Program: Perspectives of APPEL Candidates, Mentors, and School District Administrators
Mary Lowrey*, Arkansas State University*
Do More Diverse Education Program Admission Requirements Result in a More Diverse Teacher Workforce?
Bruce Smith*,* Gail Hughes*,* Amy Sedivy-Benton*,* Jennifer Hune*,* Katina Leland*,* & Tony Hall*, University of Arkansas at Little Rock*
Teacher Preparation Under the Microscope: Developing Science Teachers
Susan Zimlich*, Southeastern Louisiana University*

Rocking Relationships: Using Service-Learning to Develop Cultural Competence in Teacher Education Programs
> Jo Hawkins-Jones & Kristin Holmes, *University of Southern Mississippi*

The Assessment of Candidate's Professional Dispositions and Work Characteristics: An Example of a Measure for Advanced-Level Educator Preparation Programs
> John Hall, Meagan Medley, & Kristin Johnson, *Arkansas State University*

Exploring Perceptions of a High-Needs Priority School
> Cortney Crews, *Metro Nashville Public Schools*

Preservice Teachers' Experiences during a Summer Enrichment Program in an Urban, High Needs School District
> S. Katie Guffey, Benterah Morton, Kelly Byrd, Christopher Parrish, André Green, Susan Ferguson, & Jennifer Simpson, *University of South Alabama*

RESEARCH-IN-PROGRESS: Issues in Education **Roman**
Presider: Eric Oslund, *Middle Tennessee State University*

Food Justice and Care in the School Garden: Cultivating Democracy, Equity, and Community
> Colleen Saxen, *Wright State University*

Failing to Plan is Planning to Fail: An Exploration of Mentor Teachers' and Teacher Candidates' Perceptions of the Most Important Attributes of Co-Planning Instructional Lessons to Co-Teach in the Classroom
> Heather Kennedy, *University of Louisiana at Monroe*

12:00 – 1:30 Luncheon

MSERA FOUNDATION BOARD LUNCHEON **Iberville**

The MSERA Foundation Board Luncheon is open to elected MSER Foundation Board Members only.

2:00 – 2:50 Concurrent Sessions

PAPER SESSION: Kindergarten **Miro**
Presider: Frances Hamilton, *University of Alabama in Huntsville*

To Retain or Not Retain: A Review of Literature Related to Kindergarten Retention
> Rachel Robertson, *Delta State University*

Analysis of the Effect of Kindergarten Retention on Academic Success in Grade Three
> Rachel Robertson, *Delta State University*

Factors That Impact Kindergarten Teachers' Decisions about Engaging Students' Natural Curiosities in Science
> Frances Hamilton, *University of Alabama in Huntsville*

PAPER SESSION: Principals and Teachers **Marais**
Presider: Mindy Crain-Dorough, *Southeastern Louisiana University*

Growth and Fixed Mindsets of Principals and Teachers: Is there a Relationship with Teacher Retention?
> Melanie Monistere, Evan Mense, Mindy Crain-Dorough, & Adam C. Elder, *Southeastern Louisiana University*

An Exploration into Teachers' Perceptions of School Leaders' Emotional Intelligence
> Ellen Caillouet, *Southeastern Louisiana University*

RESEARCH-IN-PROGRESS ROUNDTABLE SESSIONS **Derbigny**

Roundtable 1: Higher Education
Presider: Franz Reneau, *Georgia Institute of Technology*
Online Practitioner-Oriented Graduate Programs: Are They Meeting the Needs of New Professionals?
> Gina Costello, *Louisiana State University*

Unmasking Her Story: A Single Case Study of a Black Female's Sense of Belonging in Engineering
> Crystal Parker, *University of Alabama*

Roundtable 2: Math Education
Presider: Kelly Byrd, *University of South Alabama*
 Predicting Middle-Achieving Students' Success on the Eighth Grade STAAR Algebra 1 EOC
  Jennifer Jacobson, *University of West Florida*
 Parental Engagement in an Elementary STEM School
  Amy Nissley, *University of Louisiana at Monroe*

Roundtable 3: ELA Education
Presider: Kasia Gallo, *Mississippi State University*
 Incorporating Multicultural Literature in the Secondary Curriculum: Teachers' Perceptions and Attitudes
  Jessica Abarquez-New & Mohammed Albakry, *Middle Tennessee State University*
 Fiction and Emotions: A Case Study of Secondary ELA Classrooms in Baton Rouge
  Danielle Klein, *Louisiana State University*
 Challenges International Students Face in their Academic Writing: A Case of English Language and Orientation Program Students at a Southern University
  Constant Mucika, *Louisiana State University*

PAPER SESSION: Teacher Preparation   **Roman**
Presider: Susan Zimlich, *Southeastern Louisiana University*

 Challenges in Mentoring Preservice and Novice Teachers
  Shalanda Stanley, Myra Lovett, & Matt Lovett, *University of Louisiana at Monroe*
 Rigor and Quality in Teacher Education: A Case Study
  Melissa Chapman, Susana Bloomdahl, & David Whaley, *Murray State University*
 Creating the Measuring Stick: Determining Teacher Candidate Mastery of Teaching Strategies
  Susan Zimlich, *Southeastern Louisiana University*

3:00 – 3:50   **Concurrent Sessions**

TRAINING SESSION   **Liberty**

 Hands-On Workshop: Effective Search for Research Articles and Increase Research Article Visibility
  Ajayi Anwansedo & Akai Smith, *Southern University and A&M*

PAPER SESSION: Social Emotional Learning   **Miro**
Presider: Stefanie R. Sorbet, *University of Central Arkansas*

 Adding Social Emotional Awareness to Teacher Education Field Experiences
  Deborah McCarthy, *Southeastern Louisiana University*
 Increasing Empathy and Awareness Among Preservice Teachers Through Social-Emotional, Literacy Experiences with At-Risk Youth
  Stefanie R. Sorbet, *University of Central Arkansas*
 Teaching Caring and Curiosity in K-12 Education
  Louis Nadelson & Sandra Nadelson, *University of Central Arkansas*

PAPER SESSION: English Language Learners   **Marais**
Presider: R. Stacy Fields, *Middle Tennessee State University*

 Adapted Self-Regulated Strategy Development: An Intervention for Second Language Adolescents
  R. Stacy Fields, Amy Elleman, Eric Oslund, Laura Clark, Zahya Ahmed, & Collin Olson, *Middle Tennessee State University*
 The Relationships Among Motivation, Self-Efficacy and Language Attainments of Chinese University English Language Learners
  Fang Liang, Yanyan Chen, & Jeannine Turner, *Florida State University*
 Idiomas United: Building Community Through the Creation of a Combined English/Spanish as a Second Language Program
  Maria Isolina Ruiz & Michelle Haj-Broussard, *University of Louisiana at Lafayette*

RESEARCH-IN-PROGRESS ROUNDTABLE SESSIONS **Derbigny**

Roundtable 1: Reading
Presider: Dustin Hebert, *Louisiana Tech University*
To Be Read: BookTube and Reader Engagement
Anita Dubroc, *Louisiana State University*
Connecting Predictors of Reading Research to Classroom Practice
Cynthia Ables, *Center of Regional Excellence*
Accelerated Reader in Elementary and Middle School: A Review of Literature
Jennifer Grow & Amy Elleman, *Middle Tennessee State University*

Roundtable 2: Teacher Preparation
Presider: Amanda Mayeaux, *University of Louisiana at Lafayette*
Teacher Candidates-Curricula Interactions: Conceptualizing Learning to Teach as a Design
O. Matthew Odebiyi & Cynthia S. Sunal, *University of Alabama*
Faculty Development for Clinical Preceptors in Medical School
Jennifer Kayrouz & Kimberly McFall, *Marshall University*

Roundtable 3: Rural Education
Presider: Suzanne Franco, *Wright State University*
The Impact of Trauma Informed Approaches on Social-Emotional Learning Outcomes on a Rural School
Jessica Horton & Keicia Hawkins, *Northwestern State University*
Does Participating in a Montessori Program Assist in Decreasing Academic Gaps Among Children of Color and Their Counterparts
Rebekah Lemke & Keicia Hawkins, *Northwestern State University*

PAPER SESSION: Leadership **Roman**
Presider: Thomas DeVaney, *Southeastern Louisiana University*

Can Leadership Be Taught?: Implications for Leadership Educators
Jill Channing, Virginia Foley, & William Flora, *East Tennessee State University*
Research Methods in Educational Leadership Journals: Educational Administration Quarterly, Journal of School Leadership, and Journal of Educational Administration (2010-2018)
Thomas DeVaney, *Southeastern Louisiana University*
Educational Leadership in K-12 and Higher Education: Similar or Not?
Cheryl Evans, Ed Cunliff, & Michaela Grandstaff, *University of Central Oklahoma*

4:00 – 5:50	Business Session

ANNUAL BUSINESS MEETING **Tulane**

All attendees are asked to attend. Annual business items for MSERA will be conducted at this session such as electing new board members, presenting paper awards, and honoring members for their service to MSERA.

6:00 – 8:00	Social Event

PRESIDENT'S RECEPTION **VIP Terrace**

All attendees are invited. Join your fellow MSERA members in enjoying a New Orleans themed soirée in a beautiful setting overlooking the historic French Quarter. Heavy hors d'oeuvres and a cash bar will be available.

FRIDAY, NOVEMBER 8, 2019

7:30 AM – 10:00 AM   REGISTRATION   **Foyer**

7:30 – 8:50	Social Event

PAST PRESIDENTS' BREAKFAST   **Claiborne**

The Past Presidents' Breakfast is open to past MSERA Presidents only.

9:00 – 9:50	Special Session

AWARD WINNING PAPER PRESENTATIONS   **Liberty**
Presider: Rachelle Miller, *University of Central Arkansas*

The winners of the James E. McLean Distinguished Paper Award and the Herbert M. Handley Outstanding Thesis/Dissertation Award will present their award-winning papers at this session.

10:00 – 10:50	Concurrent Sessions

PAPER SESSION: Teacher Leaders   **Liberty**
Presider: Louis Nadelson, *University of Central Arkansas*

   The Impact of Instructional Coaches on Student Achievement and Teacher Instructional Practices in Math and Reading
         Donald Snead, *Middle Tennessee State University*
         Laurie Offutt, *Winfree Bryant Middle School*
   Theory, Practice and Lived Experience: Master Teachers' Out-of-School Curricula in Learning to Teach
         O. Matthew Odebiyi & Elizabeth K. Wilson, *University of Alabama*
   Assessing Teacher Leader Identity in the Context of the Classroom
         Louis Nadelson, Loi Booher, & Michael Turley, *University of Central Arkansas*

PAPER SESSION: Doctoral Student Education   **Miro**
Presider: Sandra Lampley, *University of Alabama in Huntsville*

   The Education Doctorate: Investigating Trends in Higher Education
         Holly Foster, *University of Southern Mississippi*
   Online Doctoral Students' Perceptions of Learning Management System Tools, Connectedness, and Suggestions
         Jill Channing, *East Tennessee State University*
         Sandra Lampley, *University of Alabama in Huntsville*
         James Lampley, *East Tennessee State University*

PAPER SESSION: Leadership   **Marais**
Presider: Neil Faulk, *Lamar University*

   Perceptions of Principal Candidates Regarding the Consultation Process of Principal Certification
         Neil Faulk, Brett Welch, & Thomas Harvey, *Lamar University*
   Rubrics 101: What, When and How
         Larry Beard, Joseph Akpan, & Charles E. Notar, *Jacksonville State University*

POSTER SESSION: Elementary Education   **Derbigny**

   #whyIteach: A Content Analysis of Eight Early Childhood Teacher Vignettes
         Karen Walker, *Northwestern State University*
   A Comparative Study of the Effects of Computer-Assisted Instruction on the Reading Achievement of First Grade Students
         Tracy Hudson, Linda Reeves, Rebecca Giles, & Lauren Brannon, *University of South Alabama*

Shaping Social Emotional Learning in an Urban School District
        Angela Summers, *Middle Tennessee State University*
Are Teachers or Parents Better Raters of Social Skills in Preschool Children?
        Kristin Johnson & Hiroki Matsuo, *Arkansas State University*
        Ryan Farmer, *Oklahoma State University*
        Ken Thompson, *Millsaps College*
        Hannah Wakefield, *Arkansas State University*
Signature Thinking
        Amanda Griffith, *DeKalb County School District*
A Social Skills Assessment for Preschoolers: Reliability and Validity
        Hannah Wakefield, Kristin Johnson, & Hiroki Matsuo, *Arkansas State University*
Effective Implementation of Arts-Integrated Curriculum in a Northeast Louisiana K-6 School
        Lindsay Reynolds, Gregory Koers, & Tarrieck Rideaux, *University of Louisiana at Monroe*

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11:00 – 11:50   **Concurrent Sessions**

PAPER SESSION: Reading & Literacy   **Liberty**
Presider: Sandra Lampley, *University of Central Arkansas*

        Understanding the Gap of Reading Performance between ELL and EOL Children from Low-Income
        Families in Elementary School Years
                Hsin-Hui Lin & Liping Wei, *University of Houston at Victoria*
                Mei-Chih Wang, *University of Houston*
        Differences in STAR Early Literacy Scores Among Kindergarteners by Head Start Attendance
                Kaysie Burton, *Delta State University*

PAPER SESSION: Teaching Strategies   **Miro**
Presider: Adam C. Elder, *Southeastern Louisiana University*

        A Qualitative Study on the Pedagogical Changes Teachers Experience When They Embrace Project
        Based Learning and Develop a Transformational Learning Pedagogy
                Tamera Crews, *Middle Tennessee State University*
        Principles and Potential of Guided Project-Based Learning in Education
                Adam C. Elder, *Southeastern Louisiana University*
        The Duality of Planning for Assessment and Evaluation: The Impact on Student Learning
                Charles E. Notar, *Jacksonville State University*
                Patricia E. Allanson, *Liberty University*

PAPER SESSION: Alternative Certification   **Marais**
Presider: Ben Littlepage, *Murray State University*

        Evaluation of an Alternative Route to Teaching: Teach for Bulgaria
                Keith Kershner, *Research and Evaluation International*
                Elena Schmidt, *Tulsa Public Schools*
                Radostina Angelova, *Global Metrics*
        Transformational Learning through a Short-term Education Abroad Program
                Ben Littlepage & Samir Patel, *Murray State University*
        Understanding Professional Knowledge Development in a Rural-Serving Alternative Teacher Preparation
        Program
                David Marshall, Sarah Woods, & Parinita Shetty, *Auburn University*

PAPER SESSION: New Teachers   **Marais**
Presider: Kathleen Campbell, *Southeastern Louisiana University*

        Teachers' and Principals' Perceptions of New Teacher Needs
                Kathleen Campbell, *Southeastern Louisiana University*

2019 MSERA Annual Meeting

"Signature Thinking"

Abstract

What if creativity was taught to teachers, and they geared their lessons to encourage creativity? A few years ago, math standards changed for Tennessee schools. Because of these changes the testing format has become more rigorous. Teachers who usually made high achievement scores, in math, now struggle to tinker with the way they taught to how they should adapt to teaching the new TNReady standards and prepare for the TNReady assessment (high stakes assessment). 3rd grade teachers, at a Title 1 elementary school, have been working on making changes to prepare students to be successful in learning the new standards due to their school was a Level 1 for math last school year. They were scored on a scale of 1-5, 1 being the lowest score. This study was conducted to research how a creativity professional development (PD), affects teachers. Four teachers, from this school, and their two classrooms, each, were used in this study. Two teachers attended a professional development on creativity and were trained on how to implement creativity in their "Telling Time" unit. The teachers took what was presented, from the PD, and aligned it to their "Telling Time" unit. The results revealed that some adjustments would need to be made before future research could resume.

Amanda Griffith

2019 MSERA Annual Meeting

"Unmasking Her Story: A Single Case Study of a Black Female's Sense of Belonging in Engineering"

College and universities are distinctive spaces with regard to fitting in or having a sense of belonging (Oyserman, Brickman, Bybee, & Celious, 2006). Often, African Americans' experiences at predominantly White institutions (PWIs) differ significantly from the experiences of students of another ethnicity. African American students face cultural and racial issues in developing their Black identity and culture, which plays a significant role in their sense of sense of belonging. Some African American students do not feel encouraged in their academic pursuits on predominantly White campuses (Berger & Lyon, 2005). These feelings of discouragement may cause students to question if their various identities are why they feel disconnected from the rest of their campuses. Students experience transitions and development frequently and consistently throughout their lives, especially during their academic careers. Such transitions could mean students tapping into the various identities that make them who they are in order experience a feeling of belonging. Their various identities often shape how their peers see them and sometimes, how they see themselves. Feelings of being inferior and not meeting the 'standards' required to attend a PWI can plague non-White students' confidence. This often leads to a decline in grades, students of color feeling disconnected from their institution, and even students leaving the institution.

Research on sense of belonging within higher education has implied a connection between campus communities as well as the behaviors students have pertaining to feelings of belonging within those communities (Garvey et al., 2018). This is particularly true with students color attending PWIs. Most students have never been away from home prior to attending college, so they move away from their comfort zone and their support system(s) to a place that is unfamiliar and flooded with faces that looking nothing like their own.

This pilot case study explores the experiences of an African American female undergraduate student in the College of Engineering at a large PWI in the southeastern United States. I will use the following questions to guide my analysis:

1)How does an African American female Engineering major define her identities as a student?

2) How does she understand those identities to shape her sense of belonging/inclusion as a student?

This study will use a semi-structured interview to focus on how multiple identities influenced the experiences of a specific, African American female Engineering student.

I approach my study with a dual lens using Critical Race Theory (CRT) and intersectionality. Specifically, to examine 1) the experiences of a female, African American Engineering student attending a PWI and 2) how her identities influence her experiences on campus. I chose these two frameworks primarily from my own experiences while advising students of color. Crenshaw's (1989) intersectionality framework examines the different ways in which race and gender mingle to form the various dimensions of Black women's experiences. CRT identifies how racism is prevalent in the dominant culture and uses this lens to study existing power structures.

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Crenshaw, K. (2018). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics [1989]. In Feminist legal theory (pp. 57-80). Routledge.

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Residence Halls: Examining Spaces and Contexts for First-Year Students Across Race and Gender. Journal of The First-Year Experience & Students in Transition, 30(2), 9-25.

Oyserman, D., Brickman, D., Bybee, D., & Celious, A. (2006). Fitting in matters: Markers of in-group belonging and academic outcomes. Psychological Science, 17(10), 854-861.

Crystal Parker
The University of Alabama

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#whyIteach: A Content Analysis of Eight Early Childhood Teacher Vignettes

#whyIteach: A Content Analysis of Eight Early Childhood Teacher Vignettes

The National Association for the Education of Young Children's (NAEYC) Power to the Profession initiative seeks "a shared framework of career pathways, knowledge and competencies, qualifications, standards, and compensation that unifies the entire profession" (2016). Identity as an early childhood (EC) teacher lies at the heart of our work with young children and must infuse the Power to the Profession initiative with substantive evaluation of the hallmark characteristics that distinguish EC professionals from other educators. Walker (2016) identified a set of perspectives on teacher identity (p. 8): "The work of an infant, toddler, or preschool caregiver is clearly at the intersection of the physical work carried out by a skilled tradesperson and the mental work characteristic of a professional. Teachers in high-quality centers are more likely to have nurturing interactions with children, positive interactions with families, offer richer language experiences, and utilize developmentally appropriate practices in supportive learning environments." Goffin (2007; 2015) has led the early childhood education field in systematically pursuing this clarification and identification. The first book poses questions to challenge the field, the second structures "conversations with intent" for all early childhood professionals to be heard. The Texas Affiliate of the NAEYC published a special thematic issue of their tri-annual journal Early Years titled "Pathways to Becoming an Early Childhood Professional" focused on four aspects of this endeavor: professional development, credentials and degrees, future directions, and early childhood teacher vignettes. Eight teachers shared their story of 'Why I Teach' fleshing out the diverse experiences of different teachers in their lives with children, in and out of classrooms and schools. By using content analysis, we are able to interpret meaning from the stories shared by eight teachers. Text is organized and classified, then reviewed to develop meaningful subcategories that are synthesized and documented. By analyzing the content of these stories, we are inspired to continue to teach, to value our stories, and to seek pathways to further development and increasing quality. Researchers triangulated interpretive readings of eight vignettes, noting manifest and latent meanings (Bengtsson, 2016). More than 100 keywords were recorded on the first, overt analysis of the eight vignettes. Manifest meanings were transcribed from quotes taken directly from the authors. After segmenting at the sentence level, researchers coded 21 categories. Data analysis acknowledged the role of disposition, patience, and fortitude to endure the challenges of working with this particular age group (Colker, 2008; Geneser, 2018; Sluss, 2018). Familiarity with developmentally appropriate practice (NAEYC, 2016), the importance of play, the need to function as a listener and an observer, prepared to implement culturally relevant curriculum, and guidance strategies (Bailey, 2015; Berk, 2017; Copple & Bredekamp, 2009). The analysis indicated that the authors all cited a love of learning as a determinant in their passion for the early childhood profession.

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Karen Walker
Northwestern State University

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A Comparative Study of the Effects of Computer-Assisted Instruction on the Reading Achievement of First Grade Students

Literacy competency may be regarded as the cornerstone of academic success. According to Dorsey (2015), it is crucial that mastery in reading is attained by the completion of the third grade if latter success is expected, since clear parallels exist between third grade reading deficits and ninth grade course failures. The acquisition of reading skills, however, continues to present a struggle for a large number of students in the United States. Gaps in reading achievement have been consistently identified in evaluating performance between White and Black students, English Language Learners and Native English speakers, and disabled versus nondisabled populations of students (Coffee, Newell, & Kennedy, 2014).

This display will share the results of a study investigating the effects of a computer-assisted supplemental reading program (i-Ready) on the reading achievement of first grade students when compared to a similar comparison group. The students in each group (treatment and comparison) were primarily Black and from a large, low economic urban school district in the southeast and had failed to demonstrated proficiency on the STAR Early Literacy Test for the past three years.

First grade mid-year STAR Early Literacy data from both schools were collected and analyzed as a pretest. School A (comparison group) consisted of four classes of first grade students. Students in School A received 150 minutes of teacher-led Wonders core instruction daily. School B (treatment) consisted of five classes of first grade students. Students in School B received 150 minutes of teacher-led Wonders core instruction daily and, in addition, 45 minutes of i-Ready computer-assisted reading instruction weekly.

End of year STAR Early Literacy data from both schools were again collected and analyzed as a posttest. The scaled scores from each group were compared within each school to note differences in ability between each class. The results indicated no statistically significant differences between the group of students that received the additional computer based intervention (A) compared to the comparison group (B). Implications of this study will also be presented.

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University of South Alabama

Linda Reeves
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Rebecca Giles
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Lauren Brannon
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A Comparison of Attitudes by Pre-service Teachers of Feeling Prepared for Teaching in the Elementary School in Three Subject Areas When Compared to Content Exam Scores of Knowledge for These Three Basic Subject Areas

Since the State of Louisiana redesigned the hours of Student Teaching from a semester to a full of year of Residency 1, the methods courses in the elementary program had to be adjusted for accommodating the candidates in the program yet maintaining the requirements for the designated Program of Study Degree Plan. Methods courses, that were once taught the semester prior to student teaching, had to be assigned into earlier semesters; and, the new Residency 1 Candidates completed online classes and then attended afternoon classes for the designated methods since a 6-hour day was spent in the mornings in the elementary classroom. At the conclusion of each semester, whether the semester prior to student teaching or the semester concluding Residency 1, a Likert-scale Attitude Survey of 31 questions, soliciting their attitudes of feelings for being prepared to teach, was issued to the candidates. Also, during these same semesters, the Elementary Content Exam, a requirement of CAEP (once NCATE), was administered to the candidates for determining their knowledge in the basic subject areas. Therefore, the purpose of this study was to compare the candidates' feelings of being prepared to teach in the three basic areas (science, social studies, math) to that of what the content exam scores exhibited for those areas of knowledge. A sample consisting of 78 candidates, enrolled Spring 2016 through Spring 2018, was targeted for ascertaining percentages for both their attitudes of feeling prepared to teach and basic subject knowledge in three areas of study. Data were analyzed using percentages for each area; but, for the Attitude Survey cells were collapsed for Strongly Agree/Agree and Strongly Disagree/Disagree. Results indicated the three Professional Block Semesters, taught prior to Student Teaching, 100% of the candidates felt prepared to teach in all three areas; and, their Content Exam Scores for the three areas ranged from 37% to 87% with Math being the highest. For Residency 1, Fall 2017, there was a difference in that candidates felt less prepared (Strongly Disagree/Disagree) ranging from 46% to 61% even though their Content Exam Scores ranged from 61% to 69%. For the two following semesters, Spring 2018 and Fall 2018, the Strongly Agree/Agree category improved to 69% to 100%; and, their Content Exam Scores lowered to 53% to 82%. Overall preliminary results indicated that the Residency 1 candidates did not feel as prepared to teach in the three designated areas of methods as the Professional Block Candidates had; but, their Content Exam Scores for basic knowledge were higher.

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Rhonda Mann
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Taylor Paul
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A Conceptual Representation of the Language Teachers` Knowledge Repertoire, Information Literacy, Self-efficacy, and Burnout

While the significance of pedagogical content knowledge (PCK), general pedagogical knowledge (GPCK) and technological pedagogical content knowledge (TPCK) have been substantiated and discussed in STEM context repeatedly, they have been disregarded in the context of language and literacy education. Additionally, the related subject of information literacy (IL) has not found its place in ELL research domain. Recent research has shown that teacher-training programs do not provide adequate practical knowledge with regard to TPCK skills (DiGregorio & Liston, 2018). Moreover, Lauermann and Konig (2016) found the GPCK significantly predicts teachers` self-efficacy and well-being. Another recent research undertaken by Badia (2018) endorses the significant effect of insufficient information literacy skills of librarians on their levels of burnout. In light of the background above, the purpose of our presentation is fourfold. First, we will introduce the concepts of PCK, TPCK, GPCK, and IL with a brief presentation of evidential support affirming their effectiveness in educational settings plus their measurement tools. Second, we will present the significance of the inclusion of these elements in the knowledge repertories of English language teachers. Third, by building upon the related research in ELL settings, we will propose a theoretical model on the interactions between English teachers` IL skills, and the other three epistemological sources. Fourth, we will discuss the significance of IL and TPCK on the emotional health of English teacher within the model of English teacher cognition suggested by Borg (2006).

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A District's Approach to Support Teacher Agency: A Teacher-Led Professional Development Framework

Problem Statement American public education continues to be in a standards-based reform that demands increased student learning. With every reform model and improvement plan, professional development is at the forefront to helping achieve those goals (Guskey, 2000). Districts invest large amounts of time and resources to provide professional development to support teachers' professional growth. Studies have provided what professional learning should look like, but many of our teachers still don't experience it. If districts are providing the types of professional learning teachers have identified to meet their needs, then what is the disconnect? Teachers who have agency take ownership of their own learning to meet their goals (Calvert, 2016). The purpose of this study is to explore how teacher-led professional development provided by a school district supports the professional growth of teachers through increasing teacher agency. The goal of this study is to determine if a framework for optional teacher-led professional development supports teacher agency. Description of the Research Guskey (2000) posits, "one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development," (p. 4). Education is constantly evolving, new technologies are being added, and knowledge in our subjects are expanding. As with other professions, teachers must be lifelong learners to grow and hone their skills (Sullivan, 1999; Guskey, 2000). While many teachers see professional development as an opportunity to learn, discuss, reflect on, and try out new practices or strategies, many still see professional development as a one-shot, one size fits all approach and is "something done to educators" a few days during the school year. (Sparks, 1994b; Sparks & Hirsh, 1997). The goal is for teachers to view professional development as systematic effort to bring about change and improvement for both teachers and students (Guskey, 2000). As school districts work on providing high quality professional development, how adults learn cannot be ignored. Districts must focus on how to provide these opportunities for teachers who have different needs and preferences (Drago-Severson, 2008). How adults learn can play into whether teachers determine if a professional development session was effective (Dwyer, 2004). Andragogy or adult education is defined as the art and science of helping adults learn (Knowles, 1980). Dwyer (2004) claims there has been little overlap in looking at employee development and principles of adult education. As school districts design professional development, they should not only design using effective features of professional development but also design using adult education principles. Methodology An exploratory case study will used in this study. The study will take place from August-October. Purposive sampling will be used to distribute surveys to all participants who have attended a session at the school district's after-school professional development. From that sample, random sampling will be used to interview information-rich cases. Surveys and interviews will be used to determine how the school district is or isn't supporting teacher agency. The results, conclusions, and implications of the study can be shared at the end of the study.

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A Hub and Spokes Model of Communication Impact: Results from a Participant-Observer Ethnography of People who are Deaf with Disabilities

Quality of Life (QOL) refers to personal fulfillment and an individual's sense of physical, mental, and emotional well-being. When applying QOL dimensions to specific populations, the prevalent characteristics of that population contribute to how easily or efficiently quality can be maximized. People who are deaf with disabilities (DWD) present inherent risk factors that affect life quality include language deprivation, isolation, stress, maladaptive behaviors, mistrust, and difficulties sustaining relationships. Likewise, participating in social networks becomes more complicated when communication barriers prevent one's ability to build quality relationships. Given that approximately 25% of deaf people have a confounding disability, the intersectionality of language development, mental well-being, and social networks is at the forefront of research in the DWD population. Within the context of a therapeutic system where people who are deaf with disabilities live and work together, this ethnographic case study centered on describing the impact of communication access on quality of life indicators.

This study sought to identify key constructs that distinguish Lebenswelt, an Austrian organization of living facilities for people who share the need for alternative, visual-tactile communication (e.g., Austrian Sign Language, pre-linguistic gestural systems, co-active signing, communication boards, experience books, technology with visual display). The English translation of Lebenswelt is 'Living World' or 'Living Environment'; however, in reality, the term cannot be adequately translated at the lexical level. Lebenswelt is a rich environment where a person's needs and personal goals converge with services, interventions, and opportunities, all through customized communication efforts. Adhering to foundations for traditional ethnography protocol, data procured through participant-observer experiences, document review, photo and video analysis, and structured and unstructured interviews illuminated features of the Lebenswelt model that describe its value to a traditionally-underserved population, substantiate the Lebenswelt mission and core values, and contribute to a deeper understanding of life quality in therapeutic live+work communities. As occurs naturally in ethnographic discovery, emergent research questions that contributed to our achievement of coherence, or understanding of Lebenswelt as a phenomenon, included: 1. How does communication access impact quality of life indicators within a group that shares the need for visual and tactile communication? 2. What is the role of Lebenswelt personnel in promoting communication development? 3. How is behavior treated as communication within a setting where communication levels range from presymbolic to formal language?

The results were conceptualized into a 'hub and spokes model' in which communication was the central force (hub) on four aspects of personal growth and development: problem solving, self-fulfillment, motivation, and socialization. Findings are being used to inform Lebenswelt organizers, administrators, and staff about the influence of communication on current practices in the living and working environments that may warrant preservation, strengthening, or replacement for the purpose of improving functional outcomes of the people who live there.

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A Qualitative Study on the Pedagogical Changes Teachers Experience When They Embrace Project Based Learning and Develop a Transformational Learning Pedagogy

The teachers in this study are going through the beginning phases of changing the structure of their classroom to a Project Based Learning style. This study is designed to identify the changes and shed light on how the teachers are accepting the new roles or not adjusting. With this qualitative research, teachers were interviewed and patterns were analyzed to determine what supports are needed to help teachers like these, transition into new thought processes as they learn to facilitate the demands of the 21st century, classroom.

Theoretical and Conceptual Framework The researcher follows the structure of Haberma's Theory of Communicative Action (1984, 1987) being that "critical theory is normative and realistic. An explicit dialogue that grounds the statements of the research subjects so that the content of the information will be established and grounded in truth. The interpreted word will be the coherent and complete reflection of the experience of the subject. This study employs a qualitative case study method since all research subjects are teams of teachers experiencing the same basic phenomena bound to the same context. The researcher will interview each participant and search for patterns and similarities in the participants. Using a bracketing technique that will break down the data, remove it from the context, analyze it and place it back, will give the researcher a rich description of the story each participant has to tell. The researcher will be looking for trends of the past and experiences of the present to tie these teachers together. This will declare the data heuristic in nature as the researcher pieces the quilt of new learning and determines the effects of the changes these teachers are experiencing (Merriam, 2001).

Results The overall result of the study concluded that the teachers are in different phases of PBL implementations, but all share the characteristics of a strong team, a growth mindset, and an enthusiasm for student learning.

Implications of Study One possibility for professional growth could be helping all teachers understand the role that teacher mindset seemed to play with this group. Helping teachers identify and understand the process gives them something solid to grasp. The purpose of this study was to use the experiences of these teachers to create professional development for teachers who are experiencing transformational changes in their pedagogy either due to their district initiative or by their own choice. The researcher has determined that for professional development to be useful to teachers going through this process that the needs and requests of the teachers should be considered. The recurring trend for professional development need was time. This being in the form of time to plan and time to reflect. A professional development should be in place to help with time management for PBL. The PD should revolve around self-awareness as well as structure. Teachers need to know that they can outsource their learning as well.

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A Quantitative Analysis of the Relationship Between Wellness and Physical Activity Integration Coursework and Pre-Service Teachers' Self-Efficacy

Problem Statement Research suggests a direct relationship between wellness and physical activity classroom integration and children's academic achievement (Donnelly et al., 2016; Fedewa & Ahn, 2011). Despite the known benefits, many teachers enter the field with low levels of self-efficacy on the integration of content beyond core academics, such as wellness and physical activity (Cothran, Kulinna, and Garn, 2010; Parks, Soloman, & Lee, 2007). Coupled with a resistance to accept "extra role behavior" in the classroom, integration of wellness and physical activity continues to pose a critical challenge (Zee & Koomen, 2016, p. 983).

Theoretical Framework Grounded in social-cognitive theory (Bandura, 1986), the underpinnings of this study arise from self-efficacy theory (Bandura, 1997). As pre-service teachers complete undergraduate coursework in wellness and physical activity integration, they begin to cultivate their own ability to organize and execute certain tasks, in this case — wellness and physical activity integration.

Methodology This study occurred from January-May 2019 within the School of Education at a University in the southeastern United States and employed a cross-sectional survey research design (Creswell, 2005). A non-probability convenience sample was utilized to recruit elementary and special education majors enrolled in a junior-level education foundations course (n = 148). Eighty of the participants had taken a wellness and physical activity integration course (EDWP), while sixty-eight had not (non-EDWP). An adapted TPACK survey was administered (Schmidt et al., 2009) to all students and solicited responses to questions about wellness and physical activity integration to garner levels of self-efficacy within the following categories: (1) pedagogical knowledge; (2) content knowledge; and (3) pedagogical content knowledge. The mean for individual survey items was derived first and then an overall mean for each of the categories for both groups were calculated. Descriptive statistics became the foundation for successive data analysis (Trochim, 2000). An Independent Samples t-Test was then employed to determine statistical significance after a Shapiro-Wilk test confirmed normal distribution of the data (p > .05).

Results Findings revealed the average mean of EDWP students' perceived self-efficacy was higher than non-EDWP within all categories. Additionally, results of the t-test indicated a statistically significant difference (p = .0012), between EDWP and non-EDWP pre-service teachers' self-efficacy in pedagogical content knowledge. Although EDWP means were higher in the content and pedagogical knowledge categories than non-EDWP, scores were not statistically significant.

Conclusions It is essential to keep in mind the detriment of a paradigm wherein pre-service teachers enter the field unequipped to teach beyond tested subject areas, specifically wellness and physical activity. Shifting the paradigm to an integrative mindset, where wellness and physical activity is practiced and supported in both teacher preparation and schools will take concerted efforts at all levels. As a model of the above-mentioned, implications of this study reveal that just one course in wellness and physical activity integration can significantly increase the pedagogical self-efficacy of pre-service teachers. It is the hope that as these pre-service teachers enter the field, a collective self-efficacy emerges and teachers embrace extra role behavior so that this methodology becomes commonplace.

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A Social Skills Assessment for Preschoolers: Reliability and Validity

Description of the Topic

The importance of learning social skills is becoming more evident in recent years. Some studies argue that a lack of social skills during early childhood could hinder future academic and social progression (McClelland & Morrison, 2003). It has also been suggested that children who are not given access to learning social skills and are displaying behavioral problems could potentially have continuous trouble throughout childhood (Winsler & Wallace, 2002; Campbell, 1995). As such, fostering social skills in earlier years of schooling is of utmost importance, given that children with behavioral and emotional concerns may be less receptive to intervention by the end of second grade (Eron 1990; Shervey & Sandilos, 2017).

The first issue is to be able to identify young children in an efficient and accurate manner. There was several measures for social skills but psychometric research is lacking for preschool children. The need for measures to have adequate psychometric properties is paramount to aid in early intervening services.

Significance

The previous research of psychometric studies measuring prosocial or social competency for preschool children is scant for any measure. The Skillstreaming checklist is a free measure but only one study has examined the psychometric properties and that study modified the measure and only included children with autism.

Method

Participants

The intended sample will be recruited at the childhood facility at the southern regional state university in the United States. The ages of pre-school children ranging from four years to five years and 10 months. The recruitment method will be a letter with informed consent sent to the children's parents. Consent forms will be handed out and collected. Then the rating scales will be given for them to complete.

Instruments

Skillstreaming Checklist. Skillstreaming Checklist is a commercially readily available checklist that accompanies a widely recognized social skills curriculum. The Skillstreaming Checklist has 40 items and parent and teacher rate the child on a 4 point scale (almost never to almost always).

The Social Skills Intervention System (SSIS; Gresham &Elliott, 2008) assesses children's social skills and problems behaviors as rated by a teacher and a parent of children. The Social Skills scale from the SSIS is composed of seven independent subscales (Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-control). Raters will indicate the frequency of each social skill of children on a 4-point scale (never, seldom, often, and almost always). The mean Cronbach alphas across all age levels ranged from .76 to .97 for teacher-form and from .77 to .96 for parent-from. Procedure.

Once IRB is obtained, participants will be recruited via letters sent to preschool children's parents then teachers. Once researchers obtain informed consents from parents and teachers, data will be collected and stored securely. The data will be entered into SPSS with all identifying information removed. Statistical analysis to determine reliability and validity will be discussed. Finally, conclusions and implications about the use of the Skillstreaming Checklist will be discussed.

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Accelerated Reader in Elementary and Middle School: A Review of Literature

Statement of the Problem According to the National Assessment of Educational Progress (NAEP), elementary and middle school students' reading scores, in the U.S., have made small gains since the 1990's (NAEP, 2017). As the mound of evidence of best instructional practices in reading continues to build, it is widely agreed upon that children benefit from time spent reading books independently, (Mol & Bus, 2011). Accelerated Reader (AR) is a popular computer-based, supplemental reading program created by Renaissance Learning, Inc. that aims to increase reading achievement and independent reading time, and influence students to become lifelong readers (Renaissance Learning, 2015). AR claims that over one-third of U.S. schools are using their programs to accelerate learning for millions of students in an effort to change the trajectory of our youth as readers. It is based on the idea that more time spend reading will produce more reading achievement and higher motivation to read, however, it's difficult to find evidence whether it actually works like this and for whom and under what conditions. While Renaissance Learning has done many studies to support the efficacy of its own program, very few randomized control trials (RCT's) have been carried out to compare the use of AR against its absence. Due to the widespread use of AR, but questionable effects on students' reading achievement, I conducted a systematic review to investigate the claims the program makes. Method for Study Selection For this review, randomized and quasi-experimental studies were accepted as long as they had a control group. Unpublished dissertations and correlational studies were excluded. PsychINFO and ERIC databases were searched for the term "Accelerated Reader" resulting in 72 and 135 hits respectively. Adding the limiter of "academic journals" narrowed the PsychINFO results to 18 studies, that upon further review resulted in three studies meeting all inclusion criteria. Reviewing the 135 ERIC results and limiting to academic journals resulting in 4 studies, two of which were already found in PsychINFO. Findings & Implications Overall, Accelerated Reader, when implemented with fidelity, appears to be supporting growth in reading achievement for elementary and middle school children from all socio-economic levels and in both urban and suburban settings. The five studies included in this review do support the idea that, when implemented with fidelity, reading achievement measures of elementary and middle school students do increase. Effect sizes varied within these studies from 0.09 with 5th and 6th graders in large urban, predominantly low SES sample to 0.38 reported for both a sample of midwestern middle to high SES students and a sample of struggling readers in the UK, all living in low SES circumstances. From the one study that examined attitude (Vollands et al., 1999), it appears to also have a positive effect on attitude toward reading, especially in girls. More study is needed in order to make better use of the program for the students that it is found to be most effective for and to determine if it could have any negative effects on any particular subgroups.

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Adapted Self-Regulated Strategy Development: An Intervention for Second Language Adolescents

Problem Statement/Description of Research: Writing is a skill that has increased in significance due to changes in recent standards. Currently, many high school English Language Learners (ELLs) are struggling to master this priority skill. A strategy that has been shown to be effective for adolescent writers is Self-Regulated Strategy Development (SRSD). Although this strategy has been researched with a variety of populations, it has yet to be studied in ELL high school students. An additional effective practice for ELL older student writers is providing feedback during the writing process. However, the most effective method of instruction is uncertain. This study sought to investigate the effectiveness of an adapted SRSD method as compared to business as usual method on quality and accuracy measures among ELL adolescents. Method: To examine the effects of an adapted SRSD method on accuracy and quality outcomes an experimental, randomized control design was used. Data were collected using a pretest, post-test, control-group design. Results: Results indicated that students in the treatment group statistically significantly improved over the business as usual control group on all quality measures. For accuracy (i.e., grammar, punctuation, sentence level errors), a small effect ($g = 0.35$) was reported when using researcher created near-transfer measures. Conclusion: For educators, improving the quality of student writing is a priority. The ability to improve this overall quality in a short period of time with this population is beneficial. However, more research will have to be done on how accuracy can be improved at the same time.

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Adding Social Emotional Awareness to Teacher Education Field Experiences

Adding Social Emotional Awareness to Teacher Education Field Experiences In Spring 2019, twenty eight senior methods teacher candidates at. . .University, implemented five types of assignments that incorporated Social Emotional Learning's (SEL) 8 Competencies from the Six Second Model of EQ (Emotional Intelligence) in grades 1-8 during four weeks of field experience. To complement their science and social studies lessons, they created formative assessments, learning contracts or menus, behavior management plans, and reflected on their teaching and classroom environment. The associated study's purpose was to investigate (1) the usefulness of the SEL assignments in fostering self-reflection to improve EQ and (2) their potential impact on classroom environment. In the seminal book, Emotional Intelligence Why It Can Matter More than IQ, Goleman (1995), stated, "Whenever a teacher responds to one student, twenty or thirty others learn a lesson" (p. 279). He was referring to the need for social emotional literacy in classrooms encompassing self awareness, emotion management, relationship maintenance and empathy. The Collaborative for Academic, Social, and Emotional Learning (1994) took serious steps,publishing guides for establishing effective SEL school programs. An international organization, Six Seconds The Emotional Intelligence Network (1997) provided research and training. In a 2017 report prepared for CASEL, researchers found after examining 730 teacher education programs, that SEL competencies commonly missing were self-awareness, self-management,emotional self-control,and feelings, strength/weakness recognition. Studies in teacher preparation programs showed that SEL courses are crucial, in-class instruction impacts EQ, practice is essential, and EQ skills can build emotional resilience leading to teacher retention. Using a Final Reflection questionnaire supported by SEL assignments collected, data was obtained from 27 of 28 teacher candidates. It contained five Likert-style items and four open-ended responses regarding the assignments. Percentages and averages of ratings (5- strongly agree to 1-strongly disagree) were calculated for each item. The researcher conducted a cross-case thematic analysis on items A and B, asking for benefits and disadvantages of creating and applying the SEL assignments during field experience. Percentages were calculated for items C and D identifying beneficial assignments and those for elimination including reasons.The Likert-style items revealed that 74% of teacher candidates strongly agreed that the SEL assignments were relevant to their growth and development and useful in classroom situations. Over half (51.8%) strongly agreed that the assignments improved classroom environment. Almost 63% strongly agreed that using the 6 second technique of reflection improved their strategies to modify inappropriate classroom behavior and 88.8% strongly agreed that applying these assignments will improve their future classrooms, meriting the highest average rating (4.85). Themes from item A, the advantages, were: student self-reflection,(24%), teacher candidate self-reflection (24%) and student feedback(20%). Themes from item B, the disadvantages, were: student honesty on formative assessments (36%) and preparation time (32%). Items C and D revealed that the most beneficial assignment was the formative assessment and that the learning menu could be eliminated. The validated usefulness of applying these SEL assignments appears to justify their continuance as a fundamental component of field experience in methods courses and conceivably student teaching classrooms. References Goleman, D. (1995). Emotional intelligence Why it can matter more than IQ. New York: Bantam Books.

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Adding Teachers' Voices to the Common Core Policy Conversation: A Case Study of Kentucky Teachers

For the past decade, teachers across the Commonwealth of Kentucky have worked to implement Common Core State Standards (CCSS) for English/Language Arts and Literacy (ELA). CCSS were set forth by state policy to improve academic performance and bolster college and career readiness rates of graduates. However, educational stakeholders, including teachers, do not always implement policy and standards created at state levels in the field as intended due to multiple interpretations. Teachers' beliefs impact practice and thereby how policy is enacted in the classroom. If we are to make changes for students' educational outcomes through policy initiatives, then we must understand and improve statewide implementation of educational standards starting with those closest to the students. Because Kentucky was selected by Learning Forward as a Demonstration State for Implementing the CCSS, a case study analysis of teacher implementation can yield insight for future standards implementation initiatives.

This study sought to describe specific factors regarding teachers' implementation of the CCSS for ELA/Literacy in secondary (grades 6-12) classrooms. The sample of Kentucky teachers (n = 128) included teachers of English Language Arts (n = 79) and other content areas with CCSS for Literacy (n = 49) including Science, Social Studies, History, Arts and Humanities, and Technical Subjects. Teachers self-selected to participate in an online survey. A MANOVA with descriptive statistics was used to examine the association between Teaching Assignment (ELA vs. Non-ELA Teacher) as IV, and implementation measures (attitudes towards implementation, normative beliefs regarding implementation, teacher sense of efficacy for implementation [TSELI], knowledge accuracy of the standards, perceived knowledge of the standards, and reported implementation levels during the past week) as DVs. Notable findings indicated that ELA teachers reported higher perceived knowledge of the standards (ME = 80.3) compared to Non-ELA teachers (MN = 57.1), had more accurate knowledge of the standards (ME = 47.97; MN = 37.35), and reported that they implemented CCSS-aligned instruction more frequently – i.e., over 80% of the time in the past five weeks (ME = 8.84; MN = 5.31). However, we question the quality of implementation based on the low mean scores of CCSS knowledge accuracy. How can one really be implementing standards if they do not know them? Does knowledge accuracy of the standards matter for effective instruction?

Teachers in this case study were also agnostic in regards to their attitudes towards standards, yet their subjective normative beliefs were more positively charged indicating others, including administration and other teachers, wanted them to implement the standards. Furthermore, teachers' mean-level TSELI scores suggest that they believe they can do "quite a bit" to affect student learning through their own efforts. Together this case study offers a descriptive platform to evaluate current and future policy in education (i.e., CCSS or new standards), and showcases the importance of teachers' perceptions, beliefs, and practices when considering the impact on implementation. Inviting teachers into policy conversations and implementation efforts at the leadership level can bridge the divide between what is mandated and what is implemented.

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Affective-Behavioral-Cognitive Attitudes Toward Mathematics

Statement of the problem: Significant research evidence indicates that attitudes toward math reflect more than what is indicated with simple one-dimensional evaluations of the subject matter that vary from negative to positive (Aiken, 1974; Hannula, 2002; Lim & Chapman, 2013; Majeed, Darmawan, & Lynch, 2013; McLeod, 1992; Neale, 1969; Tapia, 1996; Tapia & Marsh, 2002, 2004; Zan & Di Martino, 2007, 2014). That is, attitudes toward math can be best understood from a multidimensional point of view that contains several distinctively independent components. Among others, Attitudes toward Mathematics Inventory (ATMI) has been one of the well-known instruments to measure math attitudes (Tapia, 1996; Tapia & Marsh, 2002, 2004). However, it has been argued that the 40-item ATMI with the four-factor model (i.e., 10 Enjoyment, 5 Motivation, 15 Self-Confidence, and 10 Value) is rather lengthy, outdated, and typically involved in a single population sample (Lim & Chapman, 2013; Majeed, Darmawan, & Lynch, 2013).

Brief description: To address this concern, the present study aimed to assess the factor structure of 11-item math attitudes with the three-factor model (i.e., 4 items of Affective, 4 items of Behavioral, and 3 items of Cognitive subscales) using three different national samples. Although many comprehensive theoretical models of attitudes toward math have been developed (Eagly & Chaiken, 1998, 2007; Hannula, 2002; Neale, 1969; Zan & Di Martino, 2007, 2014), limited empirical research has been conducted to support the factorial structure of the Affective-Behavioral-Cognitive model of attitudes toward math with multiple population samples.

Methods: Sample data of the USA (N = 3142), Singapore (N = 3663), and Hong Kong (N = 3046) from the 2012 PISA were used in this present investigation. For the main data analyses, the structural equation modeling (SEM) techniques were employed through Mplus 7 (Muthén & Muthén, 1998-2012)

Results: Results of MGCFA and CFAs confirmed that the three-factor model was an excellent fit to the data across all three countries. In addition, factor loadings (.49 - .90) and Alpha coefficients (.74 - .91) indicated strong convergent validity and reliability of all three subscales of math attitudes.

Implications: For researchers, the three-factor model now should be considered as another viable tool to measure math attiudes across age, gender, and ethnic groups, besides ATMI, since it pertains only 11 items with all positive wordings. For math educators, it may empower them to more efficiently motivate math students to improve all areas of attitudes because each component of math attitudes plays a significant role influencing how students feel about math (Affective), how they behave toward math work (Behavioral), and how they think of learning math (Cognitive) as well as math related future jobs.

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Age, Anxiety, and Attitudes towards Statistics and Research Among Adult Online Learners

Problem. Internationally, older (50+ years) online distance learners are the fastest growing demographic (Tait, 2018). However, knowledge about "nontraditional" students is based on 25- to 40-year-olds (Massey, 2015). As educators, we must become more conversant with attitudes and anxieties that adult learners, including older cohorts, bring to their post-secondary education (Chen, 2017; Massey, 2015). Background. The field of educational gerontology is helping us to understand lifespan differences across adult learners. In general, adult learners are more self-directed and have more knowledge-related motives than do traditional-aged students (Rothes et al., 2017). Younger nontraditional students are motivated more by practical, extrinsic goals, such as education for advancement, meeting family needs, etc., while older adult learners are motivated more by intrinsic personal interests and goals, such as desire for knowledge, self-fulfillment and extrinsic motivations (e.g., stimulation, social encounters (Chen & Wang, 2016). Adult learners in general report anxieties about returning to education. However, attitudes toward learning differ in relation to motivations (Chen & Wang, 2016). The focus for this study was anxiety and attitudes towards statistics and research among adult online learners. Although anxieties and attitudes towards statistics among more traditional and some nontraditional students has been studied (Baron & Apple, 2014; Bui & Alfaro, 2011; Jameson & Fusco, 2014; Najmi et al., 2018), less attention has been given to those regarding research, and none among older adult learners. Methodology. Participants were recruited from Walden University's participant pool and through Linkedin groups for all-online universities. Volunteers completed an online survey that included a demographics questionnaire and two reliable and valid measures of anxieties and attitudes among post-secondary students, the Attitudes Toward Research (ATR) scale (Papanastasiou, 2005), and the Statistics Anxiety Rating Scale (STARS; Cruise et al, 1985). Between-group analyses (t-tests) were conducted to compare groups on each of the 11 subdimensions measured on the two instruments. Of the 92 participants who provided data, 65.2% were under 50 (range: 27 to 73 years); 78% female; 60% White. Of those who responded, 21 were undergraduates, 26 graduate students, and 6 recent graduates. Results. Overall, older adult learners expressed significantly more positive attitudes, as well as significantly less anxiety, towards both research and statistics, than the younger adult learners. We wondered if these differences may be accounted for by level of study. When we compared undergraduates with graduates, there were no significant differences on any of the tests' subscales. There were only marginally significant gender differences on two of the research subscales (research anxiety: females higher, $p = .047$; difficulty: males higher, $p = .049$) and one for statistics test anxiety (females higher, $p = .022$). Conclusions and Implications

Results clearly highlight differences in attitudes and anxieties, here specific to studying and using research and statistics, that were related to age among nontraditional students in college degree programs. These findings argue for continued research to explore other characteristics of older adult learners so that best practices may be identified and applied for this fast-growing population of adult learners.

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An analysis of Middle Tennessee teachers' Job Satisfaction

Problem Statement with References:

Close to 13 percent of the American workforce (3.4 million people) are public school teachers. Of those 3.4 million teachers, 227, 016 moves schools and 230, 122 leaves the profession each year (U.S. Department of Education, 2010). Of those teachers who move schools, significant numbers move from poor to not poor schools, from highly-minority to low-minority schools, and from urban to suburban schools (Ingersoll, 2011; Ingersoll & May, 2012). Instead of 50 percent of teachers leaving the profession by their 5th year (Ingersoll, 2001), they are staying at a higher rate, but also moving schools at a higher rate. The flow of teachers is not equal across states, regions, and school districts (Ingersoll et al., 2014). From a recruitment aspect, it is a positive thing that teachers stay teaching but move. However, that movement could have negative effects on student achievement (Ronfeldt et al., 2013). Therefore, it is imperative to determine what schools can do to maintain a high retention rate. Comparing three different schools districts in Middle Tennessee with varying school demographics will give the body of research added/new data on why teachers are choosing to stay.

Purpose of study:

The purpose of this study is to examine the factors and workplace conditions that influence teacher retention in three Middle Tennessee school districts. Participants are asked to complete an online survey based on Spector's (1985) well-researched Job Satisfaction Survey. The survey scores will be analyzed in conjunction with teacher characteristics such as years of experience, school district, school district size, school tier (elementary, middle, or high), and effectiveness level. An additional analysis will include the teachers' reported likelihood of returning to the same position the following school year and how the satisfaction scores relate to this measure of retention.

Summary of Methodology:

Participants will have access to the survey via a link or QR code. The survey consists of 36 Likert-style items. In addition to the JSS items, participants will answer four demographic questions, two intent questions, and one job performance question (see attached). The demographic questions ask for the participant's total years of licensed teaching experience, school tier (elementary, middle or high), and school district size (small-, medium-, and large-sized). Next, participants will rate as a percentage their likelihood of returning to the same position in the same school district the next school year, and the main reason they are NOT likely to return as a classroom teacher in the same district the next year. Also, participants will identify their overall level of effectiveness for the 2018-2019 school year. Participants can access this information from tdoe.tncompass.org. A hyperlink to TN Compass will be provided on the survey. Finally, participants will complete the 36-item Likert-style Job Satisfaction Survey (JSS) created by Paul Spector (1994). Participants will rate each item on a 1-6 interval based on level of agreement; Disagree very much = 1, Disagree moderately = 2, Disagree slightly = 3, Agree slightly = 4, Agree moderately = 5, and Agree very much = 6.

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An Analysis of Novice Teachers' Perceptions Regarding their Teacher Preparation Program, Professional Support, and the Purpose of School

The purpose of this study was to identify existing relationships between the perceptions of novice teachers regarding their teacher preparation programs, the support given to teachers from their schools, and the purpose of school. The findings corroborated the theory analyzed for this study and revealed areas for improvement in all levels of the education system. Teachers suggested meaningful changes to teacher preparation programs, including the elimination of general prerequisites and reorganizing education programs around meaningful field experience connected with adequate theory. Teachers suggested school districts to refine some programs they already have in place to take better advantage and improve their support. When prompted about the purpose of school, most teachers found a lack of connection between the expectations of school from state level and the purpose of school. The suggestions given by teachers matched the suggestions given by research regarding what needs to change to achieve the purpose of school.

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An Exploration into Teachers' Perceptions of School Leaders' Emotional Intelligence

Problem Statement In recent years, controversy has surrounded leadership preparation programs regarding course content, methodology and rigor in targeted areas (Schultz, 2007). Programs often prioritize leadership effectiveness, yet fail to link these aspects to social and emotional components (Cobb, 2004; Schmidt, 2010). Research consensus is that leadership preparation programs are not emphasizing social and emotional intelligence knowledge, competencies, and dispositions (Johnson, Aiken, & Steggerada, 2005; Schultz, 2007; Schmidt, 2010; Wallace, 2010); however, programs should focus on emotional intelligence (Johnson, Aiken, & Steggerada, 2005; McDowelle & Bell, 1997; Schmidt, 2010; Schultz, 2007; Trinidad Sanchez-Nunez, Patti, & Holzer, 2015). Emotional intelligence is the most important curricular goal for "meaningful change to take place in schools" (Schultz, 2007, p. 6). Therefore, there has been a call for reform in leadership preparation programs to include emotional intelligence in the curricula (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Johnson, Aiken, & Steggerada, 2005; Guerra & Pazet, 2016; Mills, 2009; Wallace, 2010). Conceptual Framework The purpose of this study was to explore elementary teachers' perceptions of school leaders' emotional intelligence in order to focus training on these components. Transformational leadership theory provided a framework to better understand the specific components of emotional intelligence that are the most impactful. Emotional intelligence competencies, such as empathy, self-awareness and motivation, are closely aligned with components of transformational leadership theory, including idealized influence, individualized consideration, and inspirational motivation (Kumar, 2014). Further examination of these related concepts can shed light on the potential benefits of school leaders' emotional intelligence (Kumar, 2014; Modassir & Singh, 2008). Methodology This research utilized a qualitative phenomenological approach to address the research problem, and questions. A purposeful sampling technique was used to recruit teachers employed in public school districts in Louisiana. Consistent with phenomenological designs, semi-structured individual interviews were the primary method of data collection, along with document analysis. Transformational leadership theory and emotional intelligence provided a framework to guide the construction of methodological approaches, including: participants, data collection, data analysis and limitations. Results The data collected and analyzed is intended to examine teachers' perceptions of school leaders' emotional intelligence. In the analysis, four interrelated themes emerged from the data: 1) school leader social skills, 2) leadership styles, 3) authentic leader-teacher relationships, and 4) perceived benefits of school leader emotional skills. Select quotes from the data are presented to highlight each of these themes. Conclusion This study explored the experiences of ten elementary public-school teachers in order to obtain their perceptions of their school leaders' emotional intelligence. While emotional intelligence competencies were more prominent in some leaders than others, there was a consistency among participants' views of beneficial leadership abilities. Specific emotional intelligence competencies identified were: empathy, self-awareness, self-control, organizational awareness, motivation, communication, trustworthiness, and adaptability. The findings are beneficial when considering the implementation of leader emotional intelligence training at the school district level. This information can help guide leaders and districts to implement policy and practices that promote emotional intelligence.

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Analysis of the Effect of Kindergarten Retention on Academic Success in Grade Three

Analysis of the Effect of Kindergarten Retention on Academic Success in Grade Three

Teachers and parents often have the burden of deciding whether a child should be promoted to grade one without having demonstrated mastery of kindergarten skills or whether it will be more beneficial to repeat kindergarten to have more time to learn required skills. In this study, parents had the option of not accepting the recommendation for retention. The question for this causal-comparative study was the following: In grade three is there a significant difference in final grades in mathematics and English/language arts among (1) students recommended to be retained in kindergarten and were retained, (2) students recommended to be retained but were not retained, and (3) students successful in kindergarten and were not recommended to be retained? The three groups of students were evaluated in grade three. Final grades in mathematics and in English/language arts (ELA) were analyzed by appropriate statistical methods. The student's cumulative record provided three pieces of information: (1) the recommendation to repeat kindergarten, (2) whether the student repeated kindergarten, and (3) the satisfactory completion of kindergarten with no recommendation to repeat. It was also the source of grades in mathematics and English/language arts for the students who completed grade three. Records of approximately 750 students in three schools were examined. Thirty students were randomly selected for the group of students promoted to grade one and for the group of students who repeated kindergarten. The group of students who were recommended for retention but were not retained consisted of the entire population, ten students. Appropriate statistical methods were used because the groups were of unequal sizes. Analysis of variance (ANOVA) and Tukey Honest Significant Difference tests were used to determine whether the differences in mean grades were significant at the .05 level of significance. The results indicate that students who were weak in mathematics and were recommended for retention in kindergarten continued to struggle in mathematics in grade three, whether they were retained in kindergarten or not. There was no significant difference in grades at the end of grade three for students who were retained in kindergarten and students who were recommended to be retained but were not retained. Students who were weak enough in mathematics to be retained did no better than weak students who chose not to be retained. There was no significant difference among the three groups' grades in English/language arts at the end of grade three. This study shows that students who were weak in English/language arts in kindergarten remedied many of those deficiencies by the end of grade three. Repetition of kindergarten had no significant effect on ELA skills. Mathematics experiences in kindergarten, grades one, two, and three should be enhanced to strengthen mathematics skills. Students who repeat kindergarten because of deficiencies should be placed in a transition kindergarten for enhanced learning activities.

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APPEL Program: Perspectives of APPEL Candidates, Mentors, and School District Administrators

APPEL (Arkansas Professional Pathway to Educator Licensure) is a two year program wherein candidates are exposed to assessments, instructional modules, mentoring and on-the-job educational experience and learning. Evaluation and feedback is provided by the mentor and local educational cooperatives. Participants must have a bachelor's degree and successful completion of appropriate Praxis level assessments. The mentoring process is left to each educational cooperative. As such, each candidate and mentor set their own mentoring guidelines as detailed by the cooperative.

This study is significant in that the body of literature and feedback is minimal. The program has not been studied to determine effectiveness to candidates and school districts. What are the strengths and weaknesses of this individualized type of mentoring program? Are the goals of the program being enforced? What are the requirements for each mentor to ascertain the knowledge, content, and personalized learning is taking place? Is the APPEL program a model that could be integrated in other states?

The method for this research study will be mixed-method study with a survey and interview component. The APPEL program is an Arkansas based program; the educational cooperatives will be vital in conducting a sample of all regions of Arkansas in which the candidates are employed. The interview component will take place with a mentor, APPEL candidate, and School District Administrator from the various cooperatives in which APPEL candidates are placed.

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Application of item response theory (IRT) in diagnostic reading comprehension tests

Problem statement: Inconsistency in reading comprehension assessment has been an issue among researchers in literacy (Betjemann, Keenan, Olson, & DeFries, 2011; Cain & Oakhill, 2006; Keenan, & Meenan, 2014; Nation & Snowling, 1997). Keenan and Meenan (2014) compared four commonly used reading comprehension tests for the diagnosis of student reading deficit and found the average diagnosis agreement rate between each pair of the four tests was 43%, which means that the probability for students who are diagnosed as having reading difficulty by one test is less than half to be diagnosed by another test. The agreement rate among all four tests in diagnosing student with reading difficulty was only 20%. Theoretical grounding: One possible factor for diagnostic inconsistency could be attributed to the inherited disadvantage of test-dependent person true score based on the classical test theory (CTT) in psychometrics (Hambleton & van der Linden, 1982). Item response theory (IRT) takes the item characteristics into account, gives different parameters to each item, and theoretically solves problems of CTT. IRT can reduce the measurement error, and improve the reliability of conventional tests, thus it has the potential to bring greater accuracy for assessment in diagnosis and clinical practice (Kim & Nicewander,1993; Thomas, 2011). Method: Both CTT and IRT were utilized to discern the advantages of IRT over CTT in diagnosis of student reading ability with different types of maze tests. A sample of 174 fourth grade students from four rural schools in the Southeastern US completed three researcher-created maze tests: multiple-choice test (30 items), sentence deletion test (30 items), and word-feature deletion test (75 items). The coherence level of three tests will be investigated by comparing the agreement cases in highest 20% and lowest 20% of students identified by each test following the Keenan and Meenan (2014) procedure. Result: Basic descriptive statistics and Cronbach's α have been computed and bivariate correlation analysis was conducted as well. The future plan is to calculate students' IRT estimated person parameter (theta) score using the Xcalibre software. Three IRT models (1-parameter logistic model (1PLM), 2-parameter logistic model (2PLM), and 3-parameter logistic model (3PLM)) will be applied to test the model-data fit using the $\Delta\chi^2$-test. Then, agreement rate between each pair of tests and agreement rate among all three maze tests will be calculated with CTT score and IRT score, respectively. After this, comparisons will be made to see whether the agreement rate can be improved by utilizing IRT score in three reading tests. Conclusion: Implications from the findings to educational instructions and reading comprehension assessment will be offered. Also, suggestions for whether to adopt of IRT scores in reading comprehension tests and diagnosis of elementary students reading level will be discussed. Keywords: CTT, IRT, reading assessment, diagnosis

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APPY Hour: teaching (and fun!) with iPads

Technology integration is essential for real-world learning experiences. Through the use of apps, people have the opportunity to streamline their work and produce a quality product. Sometimes, limited exposure to what is happening outside the classroom leaves teachers behind or struggling to stay relevant to today's learners and their needs. The intention of this session is to: 1) engage participants with technology, no matter their level of expertise 2) introduce apps that are both fun and educational 3) highlight how using apps will help curriculum come alive by tying it to real-world scenarios 4) increase the engagement of students in the classroom and beyond

So, grab your iPad* and be prepared to be introduced the powerful tools built into the iPad that you can be used for project-based learning in your teaching – whether face to face or online. We will highlight some of our favorite apps and describe how they can be used in the classroom, no matter the content area. We will discuss ways to engage learners beyond the university in meaningful interactions. Participants will collaborate in small groups and demonstrate understanding through the creation of a short multimedia presentation using a few apps, thinking about how the activity can be tied to teacher education. This session is important to the field because it demonstrates best practices in project-based learning and with this exposure, will give more confidence to higher education instructors on how to integrate technology into their curriculum.

*a few iPads will be available for use during this session for those who do not have iPads

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2019 MSERA Annual Meeting

Are teachers or parents better raters of social skills in preschool children?

Description of the Topic

Research has found that there is a strong link between children's social emotional skills and their academic outcomes (Odom, McConnell, & Brown, 2008). Notwithstanding, many young children begin school without important social-emotional skills (Shervey & Sandilos, 2017). As such, fostering social skills in earlier years of schooling is of utmost importance, given that children with behavioral and emotional concerns may be less receptive to intervention by the end of second grade (Eron 1990; Shervey & Sandilos, 2017).

The first issue is to be able to identify young children in an efficient and accurate manner. The Social Skills Intervention System (SSIS; Gresham & Elliott, 2008) measure for ages 3-5 is one such method for assessing socio-emotional skills in children. It is to be completed by parents and teachers. However, children entering preschool may have limited social interactions at home.

Significance

Specifically, the authors hypothesize that teachers may be better raters of social behaviors of preschool children than parents. In addition, the authors suspect that variance within each subscale may differ depending on whether the rater is the parent or teacher.

Method

Participants

The intended sample will be recruited at the childhood service facility at the southern regional state university in the United States. The ages of pre-school children ranging from four years to five years and 10 months. The recruitment method will be a letter with informed consent sent to the children's parents.

Instruments

Social skills and problem behaviors. The Social Skills Intervention System (SSIS; Gresham &Elliott, 2008) assesses children's social skills and problems behaviors as rated by a teacher and a parent of children. The Social Skills scale from the SSIS is composed of seven independent subscales (Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-control). Raters will indicate the frequency of each social skill of children on a 4-point scale (never, seldom, often, and almost always). The mean Cronbach alphas across all age levels ranged from .76 to .97 for teacher-form and from .77 to .96 for parent-from.

Procedure

Once IRB is obtained, participants will be recruited via letters sent to preschool children's parents then teachers. Once researchers obtain informed consents from parents and teachers, data will be collected from both teachers and parents of children. The data will be coded, delinked, and retained in separate secure locations.

Using Mplus software program (Version 8.3; Muthén & Muthén, 2017), structural equation modeling will be conducted in which parent and teacher parcels of each subscale load onto a latent social skills factor, and teacher- and parent-parcels will load onto a latent teacher or parent factor, respectively. For adjustments of non-normal outcomes of variables, Satorra-Bentler chi-square test will be used to compare model fits, which will examine our research hypothesis that teachers' ratings of social behaviors of children will account higher levels of variance compared to their parents' ratings. The results will be discussed as well as implications for practice.

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Assessing Teacher Leader Identity in the Context of the Classroom

We based our exploratory study on the premise that the role of a teacher in the classroom is that of a leader, which is essential to effectively navigate the challenges of teaching and learning. The goal of our research was to explore the extent to which teachers hold a leader identity and the teachers' perceptions of leadership in schools. To be an effective leader, teachers must hold a teacher leader identity. The essential attributes of leader identity include leader contextualized self-regulation (Sosik, Potosky, & Jung, 2002), self-efficacy (Paglis & Green, 2002), self-determination (Eyal & Roth, 2011), implementation intentions (Day, 2000), and resilience and persistence (Stoltz, 2015). We define teacher leader identity as the ability of an individual to associate leadership with their role as a teacher including their classroom teaching activities. Using the framework of Day, Harrison, and Halpin (2009), we identified the key attributes of leader identity, and based on the work of Duckworth, we included grit as an additional key leader identity attribute. We developed and validated a tool containing both quantitative and qualitative items to assess the attributes of leader identity of teachers in the context of classroom teaching. We calculated the reliability for the instrument to have a Cronbach's alpha of .77, indicating an acceptable level of internal consistency.

The responses of the 91 teachers who participated revealed variations in the levels of leader identity attributes based on individual differences. Our results revealed there were no differences in the levels of leader identity attributes composite scores or perceptions of teachers as leaders by gender, by the number of students in the school, based on whether the participant was involved in a leadership role in the school outside the classroom (e.g., coach, club sponsor), by the percentage of students eligible for free and reduced lunch, nor by ethnicity. We found nearly all the attributes of teacher leader identity to be significantly correlated at the $p < .01$ significance level. We found most teachers tended to perceive the primary role of a teacher as a conveyer of knowledge, and yet, strongly agreed that teachers are critical role models. We found a disconnect between why they became teachers and their perceptions of the role of a teacher. Our analysis revealed the majority of the teachers perceived the role of a teacher to be either as a conveyer of knowledge or a facilitator. At a moderate to low level of frequency, a smaller percentage of responses reflected the role to be one of nurturing, inspiring, or acting as a role model. We interpret the results to indicate that teachers tend to be content and process based, which may reflect a perspective of teacher as manager, rather than organizational structure based, which would reflect teacher as leader. We suspect that teachers tend to perceive themselves as role models, and yet, when asked to share what they think is the primary role of a teacher, they tended to focus on conveying knowledge or managing learning, indicating a weak leader identity.

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2019 MSERA Annual Meeting

Black Girl Magic: Using Cultured Centered Mentoring for African American Female Students

*Note: This mixed methods research study is currently in progress. The background research and literature review have been done, and the next steps are to recruit participants and begin data collection.

Students of color are having difficulty navigating the graduate school experience and politics because they are overwhelmed with feelings of being marginalized and diminished inside and outside of the classroom. Mentoring that is culturally focused can aide in helping students of color navigate their feelings of marginalization and being diminished (Chan, Yeh, & Krumboltz, 2015). Women of color have a particularly hard time in their graduate school experience, feeling as though their voices are not heard (Blake-Beard, Bayne, Crosby, & Muller, 2011). The need for mentoring and connection with a faculty that can provide support and understanding become imperative for students of color successful navigation of the graduate school experience. Proactive mentoring has been shown to be successful in mentoring relationships, and has benefits for both mentors and mentees (Cobb et al., 2018). The impact of multicultural counseling and the interconnectedness of mentor and mentee are even more beneficial to the mentoring relationship (Chan, Yeh, & Krumboltz, 2015). Research shows that receiving mentoring from one's own race and gender is valued as more important by students, especially women and students of color (Blake-Beard, Bayne, Crosby, & Muller, 2011).

In this study, our population will include 5-10 African American female masters and doctoral students currently in counseling programs. Participants will be asked about their mentoring experiences within their respective programs. To collect and analyze data, a constant comparative method will be used. The participants will be asked to fill out a demographic data sheet, as well as be asked specific questions pertaining to their experience with mentoring in their graduate school program.

There is a lack of research on the personal experiences of students of color in graduate programs. Even more so, there is very little to no research on experiences of African American women in graduate programs. Mentoring with a matched faculty member has been proven to be successful in aiding all students in maneuvering through their respective graduate programs (Blake-Beard, Bayne, Crosby, & Muller, 2011). Hopefully, learning about first-hand accounts of mentoring experiences of African American women will provide much needed data on this population, and will open the door to further research.

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Can Leadership Be Taught?: Implications for Leadership Educators

The purpose of this research is to study the extent to which survey participants report that leadership aptitudes can be taught and to study participants' perceptions and ideas about how leadership is learned and what skills leaders need to know. This topic is relevant to many fields, especially educational leadership. Education leaders and others have described a "crisis" in leadership because of the demand for effective leaders and the need for preparation and professional development of those who may enter leadership positions in the coming decades. The theoretical grounding for this research is related to epistemological development through formal and informal learning experiences, suggesting possibilities for leadership development, teaching, and learning, using perspectival data. One-hundred-and-fifty-nine K-12, college, or university faculty, staff, or administrators responded to a survey on leadership. Participants were selected through their institutional emails at K-12, college, and universities across the United States. The survey asked demographic questions, questions about leadership challenges, and questions about ways leadership is learned as well as presented open-ended prompts about teaching and learning leadership. The majority (74.17%) of participants who were leaders reported that they felt prepared for leadership positions. The majority (86.16%) of participants reported that they think leadership can be taught, with only 3.85% indicating that leadership is not a teachable skill. Abilities to communicate to constituent groups, lead change, create positive work environments, and manage and supervise personnel were the top ranked leadership competencies. Dealing with personnel matters; navigating institutional, local, and state politics; and managing complex budgets were listed as the top challenges leaders face. Participants reported that leadership can be learned through attending classes and workshops, pursuing degrees, being mentored by seasoned leaders, gaining on-the-job experience, and participating in leadership development programs. Participants reported that communication and people skills are of the most important potential growth areas for leaders. A significant percentage (12.5%) of participants who were leaders disagreed or strongly disagreed that they were well prepared for leadership positions while 13.33% neither agreed nor disagreed that they were well prepared for leadership positions. Open-ended responses suggested additional challenges leaders face such as compliance issues, unclear directives/goals, and internal and external relations. Participants suggested that leaders should possess effective interpersonal skills as well as the ability to develop clear goals and execute strategic plans. This study's findings has implications for leadership programs as they improve curricula and teaching. These results and others suggest that there is a need to prepare potential leaders more holistically. Participants discussed leadership development, leadership coursework, on-the-job experiences, and mentoring opportunities that had assisted them on their leadership journey. These are possible strategies for leadership development programs. The percentage (74.17%) of current leader participants who agreed or strongly agreed that they were well prepared for leadership and the number and nature of responses from those who said they had engaged in some leadership education suggest that these participants' leadership education and experiences prepared them well for their leadership positions. This is a positive reflection on many current leadership programs.

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2019 MSERA Annual Meeting

Challenges in Mentoring Preservice and Novice Teachers

With a majority of baby boomers retiring from the teaching profession, twenty-five percent of teachers have five or less years of experience (Ingersoll, 2012). In addition, ninety percent of open teaching positions are resultant of teachers leaving the profession (Carver-Thomas & Darling-Hammond, 2017). As a result, many state education associations have adopted formal mentoring programs to combat the high rate of attrition (Heider, 2005). Too often, experienced teachers are called on to be mentors or coaches to new teachers with no training or parameters given. The thought behind such appointments is that successful, seasoned teachers should be able to relate and help new teachers. Unfortunately, success as a teacher is not enough to prepare one to be successful at mentoring (Knight, 2007). The purpose of this study was to examine the perceptions of mentors and pre-service/novice teachers to understand what they identify to be the most challenging attributes to convey and learn in the K-12 classroom.

In this quantitative study, a Best Worst Scaling (BWS) methodology was employed. A sample of mentors and pre-service/novice teachers participated. Data were collected via online survey in Summer 2019 from a mid-size university's current pre-service/novice teachers and their mentors (Cohen, 2009; Louviere & Woodworth, 1990). This study revealed similarities and differences in attribute rankings (BW Score) and ratio scores of relative importance (RI) between the two groups. The results indicated both groups identified their most and least attributes to convey and learn in a successful mentoring relationship with similarities and differences explored. Implications for program providers and district partners as well as direction for future research were discussed.

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Challenges International Students Face in their Academic Writing: A Case of English Language and Orientation Program Students at a southen univeristy

Statement of the Problem International students whose first language is not English often struggle with English language skills in their attempt to qualify for admission at a one Southern Universities. They encounter a lot of problems in their academic writing, including but not limited to: lexical difficulties, grammar and punctuation, plagiarism, and text structure. In addition, students who do not do adequate research on before writing their essays, or those who are unable to manage their time or those who do not set the right tone to the paper face difficulties while writing their academic papers. To address the problem, many students seek writing help due to their less than average academic writing skills. The English Language Orientation Program (ELOP) at one Southern Institution of Higher Education provides training in listening, speaking, reading, and writing skills. Brief description of the theoretical grounding of the problem This study aims at investigating the nature and sources of international students' problems in their academic writing. It focuses on English and Orientation Program (ELOP) students' composition curriculum, explores students' perceptions and proposes remedial solutions. The outcome from this study should provide data for lesson planning, syllabus design and/or ELOP composition curriculum restructuring. Current realities seem to evidence a number of English language writing problems that international students face in the United States institutions of higher education including issues with grammar, vocabulary, plagiarism, linguistic fluency and accuracy (Storch, 2009). Liu (2011) reported that East Asian graduate students faced more significant language barriers in English-speaking countries due to a larger gap between their native language and culture and English.

Summary of the Methodology To understand the nature of the problems faced by international students whose first language is not English, and determine strategies that would be put in place to improve the academic writing skills of international students whose English is not the first language, this study adopted a qualitative approach. Zhou, Frey, and Bang (2011) suggested that schools should survey international students and hear their voices in order to understand their academic needs. Likewise, Andrade (2006) suggested that success factors of international students should be determined through interviews and focus group and not just GPA and retention rates. That is why to collect students' demographic information, views and reflections on their English Compositions, interviews and survey were used. Twelve volunteer students agreed to participate in the semi-structed interviews used to collect students' suggestions on how institutions of higher learning would better prepare them to be successful in their studies at United States Institutions of higher education This study intends to answer the following questions: 1. What problems English as Second Language (ESL) Undergraduate students face in the United States? 2. What factors contribute to the academic writing difficulties of ESL international students? 3. What strategies could be put in place to help ESL undergraduate students improve their Academic Writing experience? Results and Implications of the study The findings and recommendations from this study would help high schools worldwide readjust their curricula to better prepare their students for universities and colleges that have English as the medium of instruction. Also, the United States universities and colleges would be made aware of the sources of international students' difficulties in academic writing and how they would better address the academic writing challenge that international students face. References Andrade, M.S. (2006). International students in English-Speaking universities. Journal of Research in international Education, 5(2), 131-154. Liu, L. (2011). An international graduate student's ESL learning experience beyond the classroom. TESL Canada Journal, 29(1), 77-92. Storch, N. (2009). The impact of studying in a second language (L2) medium university on the development of L2 writing. Journal of Second Language Writing, 18, 103-118. Zhou, Y., Frey, C., & Bang, H. (2011). Understanding of International Graduate Students' Academic Adaptation to a U.S. Graduate School. International Education, 41(1), 76-94.

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Computer Science Education in High Schools: A Literature Review

Large sum of money is being invested today by the Government, private institutions and NGOs to ensure that every child has access to quality computer science education in order to maintain and improve the computer science college – workforce pipeline. Research indicates that high school students who take rigorous computer science education courses in high school are more likely to major in computer science in college. Reports have suggested that more high schools in the country today teach computer literacy courses instead of computer science courses. Literacy courses contain details about the use of the computer as a tool in the classroom, while computer science courses teach computational skills, critical thinking, problem solving and analytical skills. the purpose of this study is to determine the type of computer science courses taught in high schools across the US. In this study, we conducted a systematic literature review, relying on research conducted by instructors in high schools to determine the type of computing courses taught in these schools. We reviewed articles from ERIC (education resources information center), ACM (The Association for Computing Machinery), IEEE Xplore digital library and Google scholar. We also documented the characteristics of the school and the demographic variables of its students. Research in this study will inform policymakers, high school principals and teachers about the difference in computing courses and present a clear picture of the type of computer science education courses majority of our high school students are exposed to.

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Connecting Predictors of Reading Research to Classroom Practice

Prior research confirms that students who struggle early with reading will rarely catch up without additional support and direct intensive intervention. Results from this struggling beginning in reading accrue dramatically over time. It takes four times as long to intervene with a fourth-grade student as it does with a student in late kindergarten. Preventive intervention, based on the predictors from the end of kindergarten, would mean that reading difficulties should not become an obstacle to class participation in reading and in all content areas. This quantitative study seeks to determine which subtest of the universal screener at the end of kindergarten are the optimal combination of predictive skills for reading fluency in third grade. Results from this study should build a bridge from research to practice. The sample of student scores were taken from three districts. Data consisted of archived student scores from a common universal screener. Student foundational literacy skills were measured at the end of kindergarten using the Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation, and Non-word Fluency subtests. The Oral Reading Fluency subtest was used to measure reading achievement in third grade. This correlational study examined how these foundational literacy skills interacted with the variable of fluency. The proposed study addressed two research questions: (a) In a district, who implements Response to Intervention, which components of reading are most associated with later fluency? (b) Which combination of foundational skills sub-tests on universal screeners at the end of kindergarten are more predictive of reading fluency in 3rd grade? The theory used in this study is the bottom-up reading theory and the Simple View of Reading This theory is widely used because of its sequential approach. This theory recognizes reading as a developmental process that is best learned in a way that starts with a foundation and builds with complexity. This approach utilizes a building-block approach starting with the foundation of phonics and phonemic awareness. This study seeks to determine the strongest indicators from current universal screening data of kindergarten students. Knowing the areas that most closely indicate later reading fluency would support educator's understanding of which components are essential to later reading achievement and allow educators to utilize early identification and preventive interventions based on the results from this research.

Cynthia Ables
Center of Regional Excellence

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Creating the Measuring Stick: Determining Teacher Candidate Mastery of Teaching Strategies

One issue that must be clarified in a research plan about teacher candidates' understanding of a particularly teaching strategy is how to measure what they know. In paper-and-pencil formats or even technology-based data collection, efficient methods might use multiple choice assessments that lend themselves to a straightforward quantitative measures that can easily be compared in a pre-/post-test method and are easily scaled-up for larger numbers of participants. However, there are drawbacks in that participants may only recognize the correct answer and not genuinely be able to generate it on their own. Short answer might be able to be both quantitatively and qualitatively assessed, but do not as easily lend themselves to larger sample sizes and it might not be as easy to determine whether a participant has answered correctly or not depending on the range allowed for when an answer is determined to be too dissimilar to the expected answer. The researcher will present the ongoing process of designing an effective assessment for measuring teacher candidates' understanding of the 5E Learning Cycle within a mixed methods research project. The measure design needs to match the phase of the course (i.e., foundational, simulated practice, or application) so for the level of the teacher candidates participating in the current research, scenarios are an appropriate method for measuring their comprehension of teaching strategies (Hollins, 2011). However, in analyzing the assessment and results from two administrations of the scenario-based assessment, the researcher has determined that the format is important in determining what is and is not being measured related to participants' comprehension of teaching strategies and their level of mastery related to the teaching strategy. This presentation will address the decisions and consideration that the primary investigator made or is making in ongoing research related to the effectiveness if her own teacher education science methods course instruction. Conclusions include the need for clear answers on the research assessment, and the wealth of qualitative information found in the short answer portion. Her plans for how to adapt the testing format to be collected using technology will be included. Implication for other research studies concerning teacher candidates' comprehension and application include questions that need to be answered by the investigators concerning the desired definition of mastery level of teacher candidates related to the content being studied, and how much support or lack of support the research might want to include in the research instrument itself.

Susan Zimlich
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Cross Cultural Mentoring: A Case Study Perspective

Problem Statement Diversity at Institutions of Higher Education (IHEs) has contributed to challenges in academic and student affairs. Mentoring has been identified as one way to address these challenges. Mentoring, a complex process in which the mentor serves as sponsor, counselor and guide to the protégé, is multi-faceted and ambiguity exists regarding what accounts for the varying acuities of mentoring dyads when the cultural backgrounds of members are dissimilar. The literature suggests that cultural pre-disposition affects mentoring outcomes in diverse academic settings and cross-cultural dyads have been perceived as less harmonious than culturally homogeneous ones (Green & Bauer, 1995; Page 2003; Scandura &Williams, 2001). Theoretical Grounding The seminal insights of Kram and Lechuga provided (a) that mentoring dyads advanced through Kram's (1983) four phases of mentoring relationships: initiation, collaboration, separation and re-definition; and (b) that mentors enacted four roles: advisor, instructor, employer, agent of socialization according to Lechuga's (2011) framework. We also considered the cultural theories of Hall (1997) and Hofstede (2011). Methodology In-person interviews were conducted with a graduate student and her mentor. Both participants were recruited from a large, public Midwestern university and were involved in an active mentoring relationship. The participants were of differing cultural backgrounds and had been in their mentoring relationship for two years. The researcher interviewed the mentor and protégé individually on the university campus, following IRB standards of inquiry for human subjects. Later, both parties were interviewed together. The investigator utilized the case study method for the investigation since the contemporary issues surrounding the intersectionality of the diversity dynamic in mentoring have not yet been clearly delineated within the academic context (Lechuga, 2011). Thus, the researcher posed piloted, open-ended, a priori questions. The data were recorded, transcribed and content analyzed using a priori codes. Results The dyad fully experienced two of Kram's (1983) mentoring phases, with elements of the other phases becoming apparent. The mentor fulfilled all of Lechuga's (2011) roles. Kram's (1983) phases and Lechuga's (2011) faculty roles worked concurrently to form three distinct stages of relational development. Conclusion The results indicate that diverse academic mentoring dyads may be enhanced through the pairing of members based on commonly shared values based on underlying cultural orientations.

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Defining and Exploring Hazing in Historically White Fraternities

Problem Statement

In the mid-1990s, scholars began investigating Black Greek-Letter Organizations (BGLOs), but historically White fraternities (HWFs) often use different hazing behaviors than BGLOs, and HWFs have not received the same attention in empirical research (Parks, Jones, Ray, Hughey, & Cox, 2015). Thus, the goal of this literature review is to understand how current research defines and explores the issue of hazing as it exists in HWFs on college campuses.

Method

With the focus of White men in HWFs, the author searched ERIC, Educational Administration Abstracts, PsycINFO, and Google Scholar for studies about college fraternities in North America. Search terms included fraternity, fraternities, hazing, hazing culture, Greek, masculinity, college, and university. Because the literature review focused on hazing within fraternities, the author also searched Oracle: The Journal of the Association of Fraternity/Sorority Advisors for articles that included the word "hazing" in the title. These initial searches yielded 242 results with some duplication among databases. Of those results, 29 articles from peer-reviewed journals were selected for review, and 7 were removed because they did not report empirical findings. The final literature review synthesized 22 empirical research articles.

Findings

In exploring hazing, Roosevelt (2018) found that student definitions of hazing often do not align with university and legal definitions of hazing because students do not view low-risk hazing activities as true hazing. In one survey, Allan and Madden (2012) included questions about hazing behaviors but did not identify them as hazing, and 61% of male participants reported experiencing one or more of the behaviors, but 9 out of 10 participants responded that they had not been hazed. Among hazing victims, attitudes toward hazing were more positive as the number of hazing experiences increased (Owen, Burke, & Vichezky, 2008). Additionally, the literature review highlights study findings specific to fraternities, men, and white students. Allan, Kerschner, and Payne (2018) surveyed students about hazing activities on their campuses, and fraternity men were among the respondents who reported the most exposure to hazing. Campo, Poulos, and Sipple (2005) found that men were more likely than women to participate in hazing behaviors. Allan et al. (2018) also found that minority students are more likely than White students to agree that hazing is ineffective for creating group bonds.

Implications

Future studies should examine hazing in HWFs and seek to end the behaviors, as HWFs are at risk of perishing on many campuses if the harmful behaviors that many fraternity men engage in do not cease. While previous studies have included survey research, moving forward, researchers will likely need to utilize qualitative methods such as interviews and focus groups to gain a deeper understanding of the experiences of hazers and hazees in HWFs. If the researchers can navigate ethical concerns and properly build trust with their study participants, these methods would also create opportunities to understand how severe students' hazing experiences are and their rationale for persisting in the organization despite being mistreated as newcomers as well as why veteran members continue to haze newcomers.

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Development and Evaluation of Educational Partnerships: Toward a Conceptual Framework

Purpose of the Study This study sought to develop a conceptual framework that would describe the manner in which a partnership is operationalized from simple to complex. This analysis will aid the field in further developing our understanding of how school partnerships are created and sustained, and to provide practitioners with a useful, real-world conceptual framework that will aid in the development, evaluation, and sustainability of the partnership process. The model, or framework, can be a guide for other partnerships to use to evaluate their progress from simple to complex. Methodology A literature review on educational partnerships and conceptual frameworks for partnerships was conducted to compare what occurred in the case studied to other findings on partnerships to create a conceptual framework for identifying the stages and growth potential between partners, and the elements that fostered that growth. The researcher analyzed previous authors' conceptual frameworks for partnerships and adapted them for a foundation for future partnership development and sustainability. The conceptual framework incorporates the elements that foster success and the developmental levels of partnership. Previous conceptual frameworks on parterships were studied, and primary data were derived from (a) interviews with key participants including school administration and business partners; and (b) observations of interactions between business partners and students, business partners and teachers, and students and teachers Multiple methods of data collection were used: empirical studies on educational partnerships, conceptual frameworks, facilitating factors of partnership; and interview transcripts of participants in a partnership including business partners, administrators, teachers, and students. The diversity in data collection helped to validate and establish reliability in this qualitative research. The data sources and methods were triangulated in order to establish credibility (Creswell, 2007). The methodology of this study combined multiple data methods to establish a valid and relatable interpretation of a specific educational partnership in order to find relationships with others (Dhillon, 2013). Toward a Conceptual Framework While Barnett et al (2010) provides a framework of the types of partnership which exist, it does not describe the elements that foster the development of these partnerships in a figurative way. The research conducted by this group, provides findings of indicators that guide partnership development, but the field needs a descriptive guide, based on field-based research to provide a foundation for partnership development between schools and other agencies. The conceptual framework developed in this research incorporates findings from the literature about such partnerships along with the findings of a case study which examined the elements that fostered the success of a school/ industry partnership in a high school setting. The framework was created as a potential model for others who wish to engage in the creation and implementation of a school/industry partnership. There were six primary elements identified that fostered partnership success and sustainability. Their effect is felt more and their potency increases as the partnership moves from simple to complex. The six elements included: (a) Purposeful planning and flexibility in implementation, (b) Shared values and common goals, (c) Open and regular communication, (d) Commitment, (e) Trust, and (f) Leadership.

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Development of the STEM Attitudes of Educators (SAE) Tool

While much of the current research focuses on new curricula and strategies to engage students in STEM, there is little research on what motivates educators to implement STEM. The purpose of this study was to develop a tool that measures STEM motivation and self-efficacy. The research question guiding this study was the following: What evidence of reliability and validity supports the proposed STEM Attitudes of Educators instrument in evaluating educator motivation and self-efficacy regarding STEM implementation? Effective PD is a crucial step in helping to support afterschool staff implement STEM. Research suggests that facilitators should consider the approach, the environment, modeling, duration, and coherence. There is a lack of research regarding a valid and reliable tool to measure these constructs specifically in regard to STEM implementation. Several tools have been developed to measure self-efficacy and motivation of teachers regarding science and engineering but not STEM as a whole including SETS, SETS-SF, STEBI, CTSES, and TESS. Finally, one tool, T-STEM, measures self-efficacy of educators regarding STEM but little has been published about the survey or its data. This study was conducted over multiple phases. The first phase of this study involved the development of the SAE instrument. The second phase involved selecting participants via email to two cohorts of 21st CCLC grantees. The data were analyzed by conducting an exploratory factor analysis. In phase three, the survey was modified based on the EFA. Items were deleted. Phase four focused on the creation of the final instrument. In this phase, participants were selected by their affiliation with afterschool education via a pool of 21st CCLC grantees that consisted of 126 site locations. Additional participants were selected through the Afterschool Alliance, and were recruited via the National Science Teacher Association (NSTA) and National Association for Research in Science Teaching (NARST) listservs. Data were collected and analyzed by conducting a confirmatory factor analysis. The final phase of this study provided stronger validity evidence for the proposed survey instrument.

Results indicated there is an acceptable level of evidence regarding internal consistency and construct structure of the proposed SAE instrument. EFA results indicated that self-efficacy items loaded into one factor while motivation items loaded onto two factors. The instrument was further analyzed by a CFA, indicating a good fit for the proposed model suggesting evidence of construct validity for the instrument. To examine self-efficacy and motivation of STEM implementation meaningfully, it must be conceptualized and translated into an instrument that appropriately operationalizes and measures this conceptualization. The findings fill a gap in the literature and lend support to the argument that there is a need for valid and reliable tools to measure self-efficacy and motivation regarding STEM. This research can inform practitioners, stakeholders, researchers, and policymakers about how to motivate afterschool staff to effectively provide STEM learning with confidence. Additionally, this research provides valuable information on how to effectively design and implement STEM focused workshops to provide opportunities for educators to build confidence and motivation to implement STEM.

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Differences In STAR Early Literacy Scores Among Kindergarteners By Head Start Attendance

Problem Statement:

There is a need to track Mississippi kindergarteners' literacy scores because conclusive evidence that illustrates the impact of Head Start attendance on students' literacy scores and literacy classification does not exist.

Brief description of the research that provides the theoretical grounding for the problem:

Barnett and the National Institute for Early Education (2013) estimated that 75% of former Head Start students have significantly larger vocabularies and higher scores on state standardized tests than those who did not attend Head Start. Renaissance Learning (2007) reports indicated that it was crucial to examine students' cognitive growth levels, literacy scores, and patterns during kindergarten to ensure that differentiated instruction is tailored to meet students' needs as they progress through each grade level.

Summary of the methodology including a description of data collection, instrumentation, analysis, and sampling:

Based on Head Start attendance, the researcher referred to the two groups of participants as comparison groups. The sample contained two groups: those who attended Head Start and those who did not attend Head Start. In each group, the data were further disaggregated by gender: males and females who did and did not attend Head Start in Mississippi.

These two groups differed in four ways; one group attended Head Start and the other group did not attend Head Start and students were classified as males or females. The STAR Early Literacy Assessment was designed to measure students' performance over time (Renaissance Learning, 2013).

Of the 474 students enrolled in kindergarten during the 2013-2014 school year, only 323 kindergarteners met the criteria. In this study, students were grouped based on Head Start attendance and gender. Of the 323 kindergarteners, a random sample of 290 students' data was collected. Among the 290 participants, there were 66 students who did not attend Head Start and 224 students who did attend Head Start in Mississippi.

The STAR Early Literacy Assessment helps determine a student's mastery of essential literacy skills that are directly related to the future success in reading (Renaissance Learning, 2013). The STAR Early Literacy Assessment also measured students' proficiency level and reading readiness in four areas: Early Emergent Reader, Late Emergent Reader, Transitional Reader, and Probable Reader.

Conclusions/implications of the study:

The findings of this study led to several conclusions regarding how variables affected students' scaled scores and literacy classification levels: 1. The strongest variable that impacted students' literacy classification was previous Head Start attendance. Students who have not participated in preschool or Head Start before the assessments were given had not been targeted early and had not received interventions prior to the assessment. 2. The weakest variable was gender. Having seven elementary schools and 24 kindergarten classrooms, control groups were not created before the assessments were given. 3. None of the variables studied indicated how teachers prepared students before assessments or where assessments were given.

According to the Repeated Measures of ANOVA results, Head Start attendance proved to be the most

statistically significant predictor of obtaining different literacy levels on the STAR Early Literacy Assessment.

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Disability and Gender Create Privileging/De-privileging Space for Men Teachers of Elementary School

Disability and Gender Create Privileging/Deprivileging Space for Men Teachers of Elementary School

Problem This qualitative study used Collective Memory Work to explore the privileging and de-privileging experiences of a Deaf man working as a public elementary school teacher in the southeastern United States.

Theory While we have numerical understandings of gender schools – men make up less than 25% of the K-12 workforce (NCES, 2015) –, we know little about men's experiences, and even less about disabled men's experiences. School spaces have proven problematic for the Deaf – both students and teachers – through macro- and micro-aggressive behavior stemming from stereotypes of deafness (Duquette, 2000). This situation creates a prime location to investigate issues of disability, gender, and profession through the experiences of the "perceived" minority, men teachers, in elementary schools.

Methodology This study engaged ten men teachers in Collective Memory Work (CMW) methods of discussion, identity-story writing, and collective story analysis (Haug, 1983/1987, Johnson & Dunlap, 2009; 2011). Although initially focused on gender, the investigation of men teacher's gendered-identity lent itself to examinations of intersections of gender and other characteristics including the intersection of Deafness, gender, and profession for one of its participants.

Results For brevity only two participant quotes are provided here: Privileging the supervisor told me 'You know that day you came to visit, you know that day, we were so busy with a lot of things… but they told me that you were Deaf and I was like really? So I took the opportunity to meet with you. It was so rare for a Deaf male teacher to be in this profession.' De-privileging I've gone through hell, many times at work… They look at the deafness as my being dumb. They can't conceive that Deaf can learn, that Deaf can communicate, that they can express, can communicate their thoughts and feelings, on anything! But they look: "Oh they can't hear? Oh they're dumb."

Conclusions/Implications Study participant Forrester is a man, but he is also a Deaf man. He teaches and so his professional identity embraces intersecting, or interacting characteristics of gender, deafness, and profession. These are not the only aspects of identity that teachers bring to their work, but they are the ones chosen by Forrester for our collective consideration. Walkerdine also considered the implications of gender and identity in schooling and explained that women "… are produced as a nexus of subjectivities, in relations of power which are constantly shifting, rendering them at one moment powerful and at another powerless" (1990, p. 3). Walkerdine's emphasis on positioning is salient to Forrester's experiences in his two teaching contexts - first at a school for the Deaf and then at a school for the hearing that has a Deaf/hard of hearing class. These two contexts allow us to see that being a man and Deaf within the Deaf community provides similar employment privileges as those experienced by hearing men teachers in hearing schools (Zumwalt & Craig, 2008), while being that same Deaf man teacher in the hearing community de-privileges through the lack of understanding and acceptance from colleagues and supervisors (Foster & MacLeod, 2003).

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Do more diverse education program admission requirements result in a more diverse teacher workforce?

The U.S. Department of Education, National Science Foundation (NSF, through many programs such as Noyce Grants), accreditation bodies, and others are dedicated to increasing the diversity of our educator workforce. We are stronger as a nation, work group, and classroom when people with different perspectives work and learn together. The United States Census Bureau (2017) estimates that the population is 60.7% White, 18.1% Hispanic, 13.4% Black, and 5.8% Asian. By 2024, students of color are expected to comprise the majority. Yet, the most recent Schools and Staffing Survey indicated that 83% of public school teachers identified as white. The overemphasis of standardized exam scores reduces the diversity among potential candidates because all groups do not score equally well on the ACT, SAT, or Praxis Exams (Penfield & Lee, 2010; Tienken & Zhao, 2013). Thus, required minimum exam scores do not allow for an applicant pool which mirrors the diversity of the population. The researchers purpose in the study was to determine, to what extent changes to admission standards to a teacher education impact the (a) diversity of candidate admissions, (b) diversity of program graduates, and (c) quality of program graduates? In the Spring of 2018, the Arkansas Department of Education removed the Praxis Core score requirement from admissions to teacher education programs and deferred to the Council for the Accreditation of Educator Preparation's (CAEP's) 50% rule for program admission (i.e., the group average on nationally normed assessments of mathematics, reading, and writing must be in the top 50%). As we changed our admission policies to education programs, we believed that we needed to consider a wider range of evidences of the basic skills and provide opportunities for admission to individuals who may not meet a standard benchmark in all areas but show promise of becoming an outstanding educator. Preliminary data suggests that the new requirements may have contributed to an increase of minority candidates. In 2016, only 15.25% of candidates were ethnic minorities (8.48% identified as black). In 2017, as we began to disseminate the coming new requirements to our prospective candidates, 33.91% were ethnic minorities. As we implemented the requirements in Spring 2018, 37.03% were ethnic minorities. In 2019, as we fully implement the new procedures and process, 39.24% of our candidates are ethnic minorities (21.52% black). As we continue to admit candidates under the new policies, we will be able to provide a more comprehensive longitudinal data set to address the impact on candidate diversity. The CAEP 50% rule, which mandates that the cohort average scores must be at the 50th percentile, allows programs to take a chance with candidates who show unique potential yet do not meet a minimum required score on all standardized exams. Initial data from this institution indicates a potential for increasing the diversity of teacher candidates through more inclusive admission policies. Longitudinal data are still needed to test the initial trends of greater diversity among teacher candidates, as well as, the ultimate diversity and quality of program graduates.

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Does Academic Advising Method Affect the Graduation and Retention of First-Generation Community College Students? An Ex Post Facto Study Comparing the Retention and Graduation Rates of Two Student Cohorts Attending a Rural Mississippi Community College Be

Student retention is a primary concern for community college educators and administrators. Retention is defined by the United States Department of Education as uninterrupted enrollment from one academic year to the next. Cohen, Brawer, & Kisker (2014) note that retention rates at the community college are unquestionably lower than the retention rates at four-year universities. Researchers note that first-generation college students are of particular concern because they make up over thirty percent of the undergraduate population; research has also revealed that this student group is twice as likely to exit college at the end of the first year of enrollment compared to students whose parent or parents have a bachelor's degree (Swecker, Fifolt, & Searby, 2013). The high volume of first-generation college students creates a unique and urgent problem in community college retention. Additionally, research has found that overall student retention can be improved by integrating students into college and making students more aware of campus resources and services (Cohen, Brawer, & Kisker, 2014). One campus resource which has been noted as having an efficacious influence on student retention is academic advising (Swecker, Fifolt, & Searby, 2013). Academic advising comes in many forms and can address a variety of student needs. The purpose of this ex post facto study was to examine how a developmental model of advising, specifically a model used by a rural Mississippi community college, affected first-generation college student retention. The data used two dependent variables, semester to semester retention and graduation rates, and compared the rates of those students who received developmental academic advising to those who received prescriptive academic advising. A t-test for independent samples was used to test student persistence from semester to semester within each student group; a chi-square was used to test for the relationship between graduation percentages among the two groups. Lastly, a factorial ANOVA was used to determine if the interaction between gender, ethnicity, or advising style yielded a significant difference in the retention rates of first-generation students. The theoretical framework for this study was comprised of the theory of constructivism and the theory of self-efficacy. Constructivist learning is based on the premise that learners actively create knowledge (Ertmer & Newby, 2013). Self-efficacy is the idea that students' beliefs about their learning impact their ability to perform academically (Bandura, 1977). The results of this research were intended to fill the gap which exists in the current literature with respect to effective strategies in increasing first-generation college student retention. The results indicated no significant difference in retention or graduation rates due to advising style and no significant interactions between gender, ethnicity, or advising style between student groups advised developmentally or prescriptively. The results of the study are intended to inform administrators, higher education decision makers, and classroom teachers about what strategies within academic advising frameworks have a positive influence on at-risk student outcomes. The results of the study indicate that even more support is needed to improve the retention and graduation rates in the first-generation student population.

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Does Participating in a Montessori Program Assist in Decreasing Academic Gaps Among Children of Color and Their Counterparts

The ultimate goal of one's education is preparation to become an active citizen in the community who constructively contributes to one's society. When achievement gaps occur in education, future citizens may be hindered in becoming active productive citizens due to the lack of education. (Public Impact, 2018). The primary grades provide a foundation for the learner's future in education and the secondary grades ensure necessary skills are constructed on a foundation that can catapult the learner to becoming a positive active member of society. Nationally, in 2015, the White-Black gap in reading was 24 points in grade 4 and White – Hispanic gap was 21 points; in math the White-Black gap was 24 points in grade 4 and White – Hispanic gap was 18 points (Musu-Gillette, et al., 2017). Statewide, in 2014-2015, 712,556 students enrolled in Louisiana's public schools, of which 54 percent were minority and 68 percent were economically disadvantaged (Achievement Gap, 2019). In 2016, 55% of students in Louisiana were considered minority and 71% were economically disadvantaged. 52.2% minority students and 66.2% economically disadvantaged students attended a traditional school in grades 3 through 12. 21% African American Louisiana students and 27% economically disadvantaged students scored mastery or above. These percentages need to rise to meet their counterparts' percentages. These students require a mediator stakeholder that will assure greater future success for them and for their future opportunities in society.

An idea for improving outcomes for disadvantage minority students is to have their schools implement or utilize methods from or similar to Montessori programs. According to Debs and Brown (2017), a group of pre-Kindergarten through fifth-grade students who were ethnically diverse, attended a high-quality public Montessori program, that included Montessori trained teachers, Montessori method materials, classrooms with multiage students, and extended independent work blocks, had a prominent advantage in high school math and science, even after seven years after from the Montessori program. The results of Debs and Brown's (2017) study concurred that these students had higher standardized tests scores in math and science, with higher grade point averages in high school than their non-Montessori peers.

The purpose of this research study will be to determine if public Montessori programs assist in closing or decreasing the achievement gap in education for children of color and their counterparts in elementary schools. In this causal-comparative study, the researcher will analyze and compare the application of Montessori methods, practices, and curriculum of one public school to a public school using traditional methods, practices and curriculum. LEAP 2025 data will be collected and analyzed from the two schools for two consecutive school years in the grades third through sixth to ascertain if the achievement gap is reduced in the Montessori program in comparison to the traditional school. Implications for possible future research will be documented to determine the feasibility of additional studies to further determine if Montessori programs can effectively close the academic achievement gaps that persist in many schools beginning in elementary grades.

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Economic Challenges in Higher Education: The Dichotomy of Shared Governance

Twenty-first-century higher education institutions, unlike ever before, face an uncertain future resulting from organizational transformation. This troubling reality is occurring more profoundly for Historically Black Colleges and Universities (HBCUs) where the tensions between Trustee Boards and Administrations continue to escalate. The unfortunate circumstance ensuing from such intensifications is that of a rapid college leadership exodus, the inability to attract and retain world-class academicians and compromised student achievement and success.

This proposed qualitative study will examine perceptions of shared governance in higher education at HBCUs in Alabama. Specifically, the purpose of the study is to determine the institutional impact shared governance has on: (1) overall institution success and college improvement strategies; (2) faculty recruitment and retention; and (3) whether the perceptions of leadership are congruent with administrator accomplishment and student outcomes. This case study examines how selected HBCUs struggle to overcome barriers precipitated by ineffective shared governance strategies; thus, impeding effective teaching, learning, and student outcomes. The presentation will address the proposed research utilizing field study methodology approaches; data will be collected through document review and analysis, in-depth interviews, classroom observations, and focus groups.

Findings of this study are aimed at describing attitudes, behaviors, beliefs, and experiences which contribute to HBCU institutional success or failure. It is assumed that the analysis of data resulting from the study will show where effective, shared governance between the administration and governing boards can promote increased school performance, student achievement, and financial sustainability.

A review of previous research and literature of shared governance asserts connectivity between board engagement, administrator effectiveness, student success, and overall school value. This study explores how understanding higher education better and distinguishing roles and responsibilities between the governing board and college administrators, at the conceptual level, afford a more cohesive leadership team, which is essential for institutional well-being.

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Educational (Re)form in Louisiana: An Afro-Creole Historical Perspective on Public Education

"You don't know American history until you know Louisiana history." " Keith Plessy

As Keith Plessy, descendant of Homer Plessy suggests, Louisiana's history is critical to understanding the historical landscape of the United States. This is especially true in regard to education. The Supreme Court case of "Plessy vs. Ferguson," which made "separate but equal" the law of the land, is of course well known for making legal the segregation of public schools. While Plessy was overturned in 1954, research suggests that American schools are still the product of an Apartheid system (Buras, 2015; Ravitch, 2013). This is especially true in Louisiana where neoliberal educational reforms such as vouchers, charter schools and increased reliance on standardized testing have not only contributed to the ongoing racial segregation in Louisiana, but have played a central role in the erosion of public education. The historical research of education in Louisiana presented in this paper, beginning in the French colonial period, situates contemporary education reforms within the long history of what Caryn Cossé Bell (1997) calls the Afro-Creole protest tradition. Well before the Civil War, Afro-Creole activists developed a radical agenda rooted in the egalitarianism of the age of democratic revolution. Their political and intellectual vision was central to shaping a concept of "public" education that resulted in public school integration immediately after the Civil War, a century ahead of Brown. How and why this history has been obscured and the impact it has rethinking the grand narratives of educational history in Louisiana is the focus of this paper. The central argument is that contemporary educational reforms, while cloaked in the rhetoric of "school choice" and "accountability," function to maintain a racial order grounded in white supremacy. By taking a long view of the interplay between race, education and reform the fluidity of race as a social construct is underscored as well as the extent to which racial segregation continues to reinvent itself. Consequently, this research shifts the focus from the typical characterization of Plessy as the inevitable outcome of white supremacy by situating this legal case within the longstanding traditions of trans-Atlantic activism of public rights. Drawing on archival research this paper traces the stories of several New Orleans activists including Louis Martinet (law professor at Straight University and lawyer for Plessy; 1849-1917), and Rodolphe Lucien Desdunes(writer, historian, and activist; 1849-1928), and Homer Plessy (1862-1925) whose ongoing resistance to segregation throughout the post Civil War era culminated in the formation of the Citizen's Committee in 1891 which mounted the most assertive resistance to segregation anywhere in the South in the Plessy challenge. I conclude by asserting that the Plessy case was not the beginning of the fight for equality, but was in fact evidence of a rich and long cosmopolitan, transatlantic activist tradition. Grassroots activists, like Keith Plessy, continue to fight for public, community schools in their neighborhoods in the face of displacement by Hurricane Katrina and the marketization of schools through privatization of public schools.

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Educational Leadership in K-12 and Higher Education: Similar or Not?

This research is intended to expand on the limited study of leadership development across three areas of educational leaders: K-12, higher education professional (HE-P) (not in academics), and higher education academic (HE-A) leaders.

As research questions were developed for this study, it was imperative that the published research on leadership theories, and professional development for K-12, HE-A, and HE-P, were reviewed and analyzed in order to include those theories in the research questions. The literature provided the information regarding leadership theories participants would be familiar with as well as a sense of typ of programs available. As our research developed, it also became evident that literature on higher education leadership development combined with leadership development in K-12 is scarce.

This quantitative study intended to discover similarities and differences between leaders in K-12, HE-A and HE-P pertaining to their theoretical foundations, methods of leadership development. and issues for further learning contributing to their current practice.

For the purpose of this study, leaders are defined as individuals who have an administrative role. This study included a balanced cross-section of HE-A, HE-P and K-12 leaders. The sample was purposive and represented the number of leaders identified in higher education, and an approximately equal number in K-12. The survey addressed the major themes of the research questions. The list of theories was reviewed using a focus group approach and reduced to seven generally recognized leadership theories. To enhance validity of the survey instrument, the students also reviewed the descriptions of those theories that were used in the survey. An electronic survey using Qualtrics, an online software survey tool, was the singular means of data collection

The similarities and differences between the three groups were expected in some aspects and completely unanticipated in others. K-12 has, for a long time, required that its professional leaders be certified, which required formal education. K-12 also has required and has provided continuing professional education of its teachers, and leaders, on an annual basis.

Those in Higher Education working outside of academics, HE-P, are not as well defined a group ranging from those working in accounting areas, to student affairs, to any area outside of academics. The HE-A group is far less likely, by at least 10%, to have had formal education as a primary source of leadership development, and they therefore are more dependent upon professional development and self-directed learning for that exposure. Whether this is a strength or a weakness or a limitation would be an area for further research.

While it is interesting to contrast the different forms of leadership development by each of the three groups, it raises the question as to which form is "better" or is there no difference in terms of the quality of the leaders? How important is the understanding of leadership theory and the exercise of leadership? Are educational leaders who identify with some theory better practitioners than those who might operate with no theoretical framework or who have no theoretical base other than their own experience?

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Effective Implementation of Arts-Integrated Curriculum in a Northeast Louisiana K-6 School

Existing research suggests that arts integration improves student learning. Using a qualitative approach emphasizing narrative analysis, this study seeks to investigate teacher, administrator, and parent perceptions following a one year pilot program of implementing an arts-integrated curriculum in a public K-6 elementary school in northeast Louisiana. Additionally, the study also seeks to understand how arts-integrated learning may or may not impact student achievement, engagement, and critical thinking.

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Elementary Pre-service Teachers' Understanding of Hierarchical Relationships among Quadrilaterals

One of the most influential variables that influences the type of instruction that occurs in elementary classrooms is the depth of understanding of the teacher (Ball et al, 2001; van der Sandt & Nieuwoudt, 2003). With regards to geometric content knowledge, pre-service elementary teachers must possess a solid understanding of polygons, properties of polygons, and relationships among properties (Conference Board of the Mathematical Sciences, 2012; Common Core State Standards Initiative, 2010) in the context of the first three van Hiele levels of geometric thought: Visualization, Analysis, and Ordering/Informal Deduction (van Hiele, 1999; Spear, 1993). At best, pre-service teachers typically demonstrate a procedural understanding of geometry as evidenced by memorized definitions and properties of polygons, rather than a conceptual understanding based on a synthesis of properties of polygons and recognition of minimal properties which define polygons. This lack of conceptual understanding is also evidenced by pre-service teachers' struggles with the hierarchical relationships among classes of quadrilaterals (Duatepe-Paksu, Pakmak, & Iymen, 2012; Milsaps, 2013; Pickreign, 2007). In particular, they have been found to incorrectly identify quadrilaterals; prefer one name for a given polygon rather than equal acceptance of multiple names; and have difficulty identifying characteristics of rhombi, squares, rectangles and/or parallelograms (Fuys, Geddes, & Tischler, 1988; Hershkowitz, 1987; Usiskin, 1982).

The purposes of this study were to assess elementary pre-service teachers' knowledge of (1) "regular" in terms of polygons; and 2) the hierarchical relationships among quadrilaterals. At the start of their fourth year of a pre-service teacher preparation program, thirty elementary pre-service teachers voluntarily completed an 8-item assessment of their geometric content knowledge for teaching quadrilaterals as part of a larger 40-item assessment of elementary mathematics content knowledge. This assessment was administered prior to formal instruction on appropriate geometry pedagogy, but after successful completion of a geometry content course designed for elementary education majors as well as a general mathematics pedagogy course during which some geometry-specific language was reviewed. No personal identifiers or demographic information were requested as part of the assessment because the researcher was not interested in differences among the pre-service teachers.

Results indicated that 50% of the pre-service teachers were able to identify a rhombus accurately given a picture of one, while 23% imprecisely identified it as a parallelogram and 17% incorrectly identified it as a "diamond." Additionally, 10% were able to use the word "regular" accurately when describing polygons; 33% agreed that a rhombus could have four congruent angles; and 80% indicated that a quadrilateral could have exactly one right angle. In terms of their understanding of the hierarchy of quadrilaterals, 43% revealed an understanding that squares have all of the properties of rectangles; 53 % reported that parallelograms can have the properties of rectangles; and 50% indicated that rhombi can have the properties of squares. Implications of these findings in terms of the content of required mathematics courses, the pedagogy used in those courses, and the timing of when those courses are completed within a teacher preparation program will be discussed.

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Evaluation of an Alternative Route to Teaching: Teach for Bulgaria

1. Purpose Statement

The purpose of this study was to determine the impacts of the Teach for Bulgaria (TFB) program, which places talented, alternatively trained, new teachers in high-needs schools. The teachers are non-education college graduates. The program provides rigorous candidate selection, training, mentoring, and networking. There were three main study questions; does the program: • Result in differences in classroom practices? • Foster student growth in socioemotional skills? • Impact the school beyond TFB classrooms? This study is still in process, so only partial results are presented here. The completion date is September.

2. Research Grounding

This study benefitted from the methods and results of similar studies recently conducted in other countries, especially Ensena por Mexico and New Way for New Talents in Teaching (five European countries). The definition and development of measures for socioemotional skills depended on sources such as Puerta Sanchez (World Bank) and Daniel Goleman (CASEL). The development of classroom observation techniques depended on the work of Ronald Ferguson (Harvard).

3. Methodology

The design called for three types of instruments. The intention was to adapt existing instruments, customizing as needed for validity:

• Assessment of Student Socioemotional Skills (ASSS) to measure performance in non-academic areas including Self-Confidence and Goals, Motivation for Learning, Self-Efficacy/Agency, Social Awareness, Self-Management, Learning Strategies, Perseverance, High Expectations, Self-Reflection, and Community Contributions. • Classroom Observation Protocol (COP) for on-site observations of classrooms to assess the teacher qualities of Care, Confer, Captivate, Clarify, Consolidate, Control, Challenge, and Negative Behaviors. • Surveys and Interviews of teachers, school leaders, and students, including content parallel to the other measures plus supplementary items.

Teacher samples consisted of 70 randomly selected TFB teachers and an equal number of non-TFB teachers selected. Groups were matched on the following criteria: years of teaching; school SES; school level; gender; subject taught; and grade level. Student samples were the students of these teachers – over 1,000 in each group. School leaders included over 40 principals, assistant principals, or lead teachers in each group.

The analysis plan included descriptive statistics on all measures. Gain scores were calculated for the ASSS – the only pre-post measure. Across-instrument comparisons were made on parallel content. T-tests were used to determine the significance of between-group differences. Relationships among variables were explored using correlational and multivariate techniques.

4.Results

Only the first study question could be answered at this time. The COP yielded eight sub-scores on the quality of teacher practice. On each quality, the TFB teachers were rated higher than the comparison teachers – by mean rating differences from .2165 to .7747. These differences were significant (>.05) for six of the eight teacher qualities: care, confer, captivate, consolidate, challenge, and negative behaviors (reversed). Clarify and control were not significantly higher.

5. Conclusions

This study adds to the literature on the effectiveness of programs that offer an untraditional route to placing talented teachers in high-needs classrooms and supports the value of the TFB program. It is one of the few that has reliably documented teacher effectiveness qualities in classroom practice. Additional results are forthcoming.

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Everyday People Make History: Reframing the American History Survey

By the time students begin their sophomore-level American History course in college, they have already heard the grand narrative that starts with Columbus and ends with Reconstruction several times. They have a collection of names and dates in their head and a good idea about major events. One of my overarching goals in the survey course is to get students to understand that the story they know so well was not inevitable. It is not the story of good guys verses bad guys in a triumphant narrative. Instead, people made a series of choices that led us to our current place. To get students to understand this, the course shifts the focus from a top-down approach to a story that emphasizes the lives and choices of everyday people. Reframing the narrative in this way means that the material goes deeply into particular moments rather than skimming the surface of hundreds of years. Through this framework students can begin to understand the driving concept that everyday people make change. This paper is a snapshot of what this approach looks like in a class. It begins with the class preparation and determination of the topic. The paper then examines the topic theme, the range of primary and secondary sources chosen for the discussion-based lecture, and the Socratic line of questioning used throughout the class. Finally, even though the course material ends in 1877, this approach to teaching allows the material to speak to current events. By taking the material from each class and applying it to the world around them in a collective reflection piece, students can understand the history in a more meaningful way. It is within this last exercise that students are encouraged to reimagine the world around them recognize the deep-seated connections to the historical past.

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Examining the Impact of Writing Interventions and Literacy Strategy Instruction on Middle and High School Mathematics Achievement

Abstract

Problem Statement/Research Overview

Students must be able to read and comprehend text in all disciplines in order to be successful. The education research world is divided into two camps where this issue is concerned. Some believe in content area literacy—applying traditional ELA strategies of reading comprehension, vocabulary, and writing to content area instruction in a more general fashion. Others believe that disciplinary literacy—specifically training students to read and write like scientists in science classes, historians in history classes, and mathematicians in math classes—is a more effective means of helping students succeed. Both camps would agree that reading and writing should take place in content courses on a regular basis. While integration of reading and writing strategies in social studies and science courses have been studied extensively, there is far less research related to the effects of integrating reading and writing strategies in mathematics classes. The need for an examination of literacy strategies' effects on mathematical achievement is two-fold. First, the U.S continues to lag behind other developed nations in mathematics achievement. According to PISA data, the United States average math scores from 2015 were twenty points lower than the international average (470 compared to 490). Of the thirty-five countries compared in this analysis, the United States only outscored four other countries: Chile ((423), Greece (454), Mexico (408), and Turkey (420) (OECD, 2015). Second, based on the most recently published NAEP data on writing, only about 30% of both 8th and 12th grade students could write proficiently (NAEP, 2011). While the 2017 NAEP data revealed a slight increase in reading achievement for 8th grade students, there was no significant increase in math achievement (NAEP, 2017).

Methodology The purpose of this literature review is to examine the integration of literacy strategies in math classes as a means of increasing problem-solving skills and math achievement. Initially, searches were conducted through ERIC and PsychInfo using the search terms "writing" and "math" yielded approximately 2,000 results. The refined search terms "content area literacy," "mathematics," and "writing" yielded twenty-eight results through ERIC and four results in PsychInfo. After excluding duplicates, within-subjects designs, longitudinal studies, elementary-aged participants, and doctoral dissertations, three studies remained for analysis.

Results/Implications for future research A new search will be conducted to include all literacy strategy instruction and related intervention work in middle and high school math classes, building on the work already done in the area of writing. The new search will parallel the original search in terms of search parameters and methodology. The first phase of research demonstrated that writing strategies can effectively improve mathematics achievement, thus encouraging the expansion of research to include all literacy strategies. Should this research demonstrate that reading strategies are beneficial when implemented in middle and high school mathematics courses, next steps to consider will include designing a study to determine: which specific strategies are most effective, for which students are these strategies most beneficial, and how long should an intervention or strategy be used to achieve optimum results for students.

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Examining the Relationship Between Research Self-Efficacy and Preferred Mentoring Characteristics

Students enroll in doctoral programs to seek further exploration in their chosen field of study, as well as an opportunity to grow and develop the necessary skills to become experts in their field. The skills developed provide the foundation for one's capacity for research; however, skill development alone is inadequate to their overall success (Golde and Dore, 2001). Confidence plays a large role in the ability to carry out new skills, and self-efficacy, which is the belief in one's ability to perform a task, is essential to understanding how productive doctoral students will be in their contribution (Bandura, 1977). While some graduate students gain confidence on their own, research has shown that with the assistance and guidance of a doctoral student's mentor, it is possible for graduate students to aspire to their ideal selves (Rose, 2003, 2005; Benishek & Chessler, 2005). The goal of this study was to better understand doctoral students' research self-efficacy as it was connected to their preferred mentoring characteristics. The exploration of this relationship was two-fold – to better understand how graduate programs can support doctoral students' confidence and ability to identify as a researcher and to provide administrators with guidance on mentoring program development for doctoral students. Doctoral students (N= 125) participated in a study where two instruments, the Ideal Mentor Scale (Rose, 2003) and the Self-Efficacy in Research Measure (Phillips & Russel, 1994), were used to examine mentoring characteristics and research self-efficacy. Statistical analyses included a confirmatory factor analysis of the IMS, multivariate analysis of variance, and independent t-tests to test for statistical differences. Findings of this study showed that preferred mentoring characteristics do in fact make a difference in research self-efficacy. Those that prefer a mentoring style centered on Rose's concept of Integrity were slightly more confident in being able to carry out research-oriented tasks than those that preferred a mentoring style centered on Rose's concept of Guidance.

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Experiential Statistics: A Literature Review on the Use of Projects to Advance Statistics Education in the Secondary Mathematics Classroom

Preparing students for college and analytical jobs requires educators to rewrite curricula to enhance knowledge, application, and analysis of data. While traditional formative assessments have been commonplace in the mathematics classroom, the use of projects as formative assessments may improve achievement in and attitudes towards statistics. Much research has focused on post-secondary student achievement in and attitudes towards statistics, but large gaps in the research exist related to secondary students. Primarily, five pillars foundationally advance statistics education.

First, in the secondary classroom, exposure to statistics increased interest in statistics and college admissions (Patterson, 2009). Negative attitudes towards statistics exist even for teachers, who often feel ill-prepared to teach statistics. Using the Survey of Attitudes towards Statistics (Schau, Stephens, Dauphine, and del Vecchio, 1995), one study found that collegiate student attitudes towards statistics were generally positive but statistics was not learned quickly (Hannigan, Gill, and Leavy, 2013).

Second, theoretically, in Expectancy Value Theory (Wigfield & Eccles, 2000), students engage in, work towards, and achieve in educational tasks that students value more and expect success. In Achievement Goal Theory, (Dweck and Leggett, 1988), the importance of personal and external factors on goal endorsements, perception, and the value that students place on content based on how an educational task impacts choices, behavior, and the effort towards being successful is emphasized (Ramirez, Schau, and Emmioglu 2012; Maehr and Zusho, 2009). Together, EVT and AGT form a great theoretical framework for the advancement of secondary statistics education.

Third, statistical literacy involves student ability to understand and practically apply data across disciplines and gauges student ability to formulate questions, collect and analyze data, and interpret results. The GAISE report (Franklin, Kader, Mewborn, Moreno, Peck, Perry & Scheaffer, 2007), recommends that students identify when statistics are misused and misinterpreted and use projects to understand and interpret data, promotes teacher collaboration and discourse in instructional design and delivery (Groth and Bargagliotti, 2012; Groth, 2008), serves as a backbone for federal grants rewards (Hall and Rowell, 2008), and suggests textbooks to be used in introductory statistics classes (Dunn, Carey, Farrar, Richardson and McDonald, 2017), even as early as elementary school (Jones & Jacobbe, 2014).

Fourth, teachers should be trained on the importance of statistical modelling, using both real data and simulation techniques and to train students to formulate questions, to collect and analyze data, and to interpret results (Franklin, Kader, Bargagliotti, Scheaffer, Case and Spangler, 2007). Statistics education should be encouraged across academic levels and disciplines (Usiskin and Hall, 2015), using telecollaboration projects (Staley, Moyer-Packenham and Lynch, 2005) or by using modelling and simulation, group comparisons, and sampling and estimation skills (Zieffler and Huberty, 2015; Scheaffer, Tabor and Hirsch, 2008). As students become more comfortable with statistics information in general, they should practically apply the statistics analyses learned, ideally through the use of collaborative, student-centered projects.

Finally, teacher-developed analysis projects have numerous advantages including best practices to manage, enter and analyze data (du Feu, 2011), improving attitudes towards statistics at younger ages (Koparan and Guven, 2014), and encouraging statistical analysis in multi-linguistic settings (Sisto, 2009), but the best method for advancing secondary school statistical literacy (Groth and Powell, 2004; Smith, 1998) is student-developed projects, be they simulations (Baglin, Bedford and Bulmer, 2013), multidisciplinary (Dierker, Alexander, Cooper, Selya, Rose, and Dasgupta, 2016; Dierker, Kaparakis, Rose, Selya, and Beveridge, 2012), discoveries (Bailey, Spence, and Sinn, 2013) or data from business and industry (Moreira da Silva, Porciuncula and Pinto, 2014).

These research studies and a multitude of others set up the background for a research study that seeks to determine if projects as formative assessments significantly improve achievement in and attitudes towards

statistics than traditional formative assessments in the secondary mathematics classroom. The study will be vital to making overdue improvements to statistics education and preparing students for the expectations of college and the job market.

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Exploring Factors that Influence Agricultural Literacy

As Americans migrate away from rural to urban communities, many are removed from agricultural practices (United States Census, 2017), and agricultural knowledge is becoming concentrated in an increasingly small segment of the population. The role of agriculture in the economy and society remains relevant as agriculture provides 11% of employment in the country (USDA-ERS, 2017). Agricultural literacy curricula, specifically in college students is then warranted, as some students may not be exposed to agriculture and food production (Leising et al., 2004).

Data were collected using a convenience sample of 226 college students who responded to a 40-item questionnaire at a land-grant University in the Southeastern United States. Findings revealed African Americans had lower agricultural literacy scores (μ = 21.23; S.D. = 3.52) compared to Non-Hispanic White participants (μ = 24.09; S.D. = 3.18), and those who've visited farms had significantly higher agricultural literacy scores (μ = 23.76; S.D. = 3.51) compared to those who had not (μ = 21.84; S.D. = 2.73). Results suggest experiential learning can be used as a mechanism for raising agricultural literacy and the understanding of food production.

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Exploring Observation hours: Promoting Physical Therapist Students' Development and Success from Undergraduate to Year One

Background/Purpose: Increased program rigor coupled with professional program completion standards have raised concerns for the development and success of all physical therapist (PT) students. Although observation hours are a required component of admissions to most PT programs, there is little evidence on how these experiences influence students' development and success to and during the first year of the program. To fill this gap, this research examines the essence of observation hours as it is experienced by recent PT graduates. Methods: Through a phenomenological methodology, it explores how 11 recent PT graduates (ages 25-37) come to seek observation hours, develop professional identity, and make meaning of early professional experiences. After thorough analysis of interview transcripts, program documents, and participant-generated documents (photographs) data, themes were identified within and across the cases. Results: All of the participants reported that observation hours were essential to their educational pursuits, decisions, and path. Four themes emerged from data: a) developing knowledge about the profession, (b) establishing career goals, (c) evolving expectations from undergraduate to professional education, (d) creating a professional identity. Discussion: Despite the variation in their background and educational path, the participants perceived many benefits from observation hours. All noted that the observation experiences crucial to their development and success in undergraduate education and prerequisite coursework. Furthermore, these experiences play an important role in early learning, identity development, and success in the first year of the program.

Conclusion: The findings contribute to what is known about PT career development and call for a reconceptualization of student success in PT education. Understanding the observation experiences can inform PT programs in their efforts to aide prospective and current students in their pursuit of a physical therapist degree and career.

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Exploring Perceptions of a High-Needs Priority School

High-need schools continue to be an issue for many urban school districts. The label of high-need can create a perception and stigma that many of these schools struggle to overcome. Further, it can be difficult to attract and retain teachers that the students in these buildings desperately need. Research studies show that students in high-needs schools are more frequently affected by teacher turnover, often then being taught by less qualified teachers, including those who are brand-new to the profession (Berry, 2004). It is often difficult to attract high-quality teachers in high-needs schools due to the perceptions surrounding them. "In HNS [high-needs schools], students experience barriers to their education that may place heavier workloads on their teachers (Simon & Johnson, 2015)." These workloads are one of several factors that are perceived as an issue in high-needs schools. This session will focus on the perceptions surrounding a specific priority school and the perceived difficulty to exit priority status. Using case study methods to collect data including survey results and interviews, an interpretive stance was taken analyze these findings. The preliminary findings of this research indicate that these perceptions directly affect teacher attrition and retention.

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Exploring the Use of Embodied Games to Improve Mental Rotation Ability

Spatial ability is defined as the capacity to comprehend, navigate and, memorize visual images and spatial relations. Strong spatial ability is directly correlated with performance in STEM related disciplines (Moe & Pazzaglia, 2006; Rafi et al., 2005). Mental rotation is an essential component of spatial ability, and is defined as the capacity to rotate representations of two-dimensional and three-dimensional objects within the cognitive space of the human mind (Shepard & Metzler, 1971). In the past, mental rotation was thought to be a relatively fixed trait, with research supporting the supposition that men had stronger mental rotation skills than women (Richardson, 2014; Fisher, Meredith, & Gray, 2017; Meada & Yoon, 2012). However, recent studies have found that spatial ability is in fact malleable and can be improved through appropriate training and practice via a variety of methods which include, but is not limited to video game training, course training, and spatial task training (Uttal et al., 2013).

Embodiment theory proposes that knowledge is rooted in sensorimotor systems of human bodies, and the activation of those systems is believed to have the potential to facilitate more effective learning (Lakoff & Johnson, 1999). The embodied cognitivists believe that since human information processing system is inherently biological, learning would be more effective if more perceptual and embodied actions are involved (Shapiro, 2011).

In this study, we seek to explore the improvement of mental rotation skills, by leveraging the affordances of video games and embodiment. Specifically, we are interested in determining the effect differing levels of embodiment have on video game training of mental rotation skills.

To conduct this investigation, a mental rotation game, Rotasi, has been designed and developed. In the game, the player rotates a 3D-object until it matches the reference image provided on the screen and then presses the "check" button to see if they are correct. The correct rotational measurements will enable the player to move on to the next object. The objects in this game are created based on Shepard & Metzlar's "Mental Rotation Task" (Shepard & Metzlar, 1988). The structure of the objects will get more and more complex as the players advance to higher levels. For the purposes of this investigation, two versions of Rotasi have been developed. One version is designed for the iPad and requires players to rotate the object by swiping the objects on the iPad with their fingers. The second version is similar to the first version, but provides a higher level of embodiment by using Augmented Reality (AR). The AR version of the game requires the player to use a hand-held holographic cube to rotate an AR version of the object within their hands.

This study will employ a random pretest/posttest design. Participants will be measured on their mental rotation skills using the "Shepard and Metzler Mental Rotation Task" prior to and after completing the game. Participants will be randomly assigned to a game condition and gameplay footage will be recorded as well for further analysis.

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Extracurricular activities on student achievement: Perspectives of students, parents, and school officials

Schools provide an education to students through their curricular offerings, but students do not only learn in a classroom. Valuable learning experiences are provided through the provision of extracurricular activities. Previous quantitative research studies regarding the effects of extracurricular activities on student achievement have indicated several positive outcomes, which include the following: pro-social connections, school engagement, intervention for at-risk behavior, development of leadership skills, higher grade averages, and graduation rates. However, few qualitative studies have been conducted to examine the perspectives of student achievement from the viewpoint of students, parents, and school officials. This study is significant because current literature minimally addresses the effects of extracurricular activities on student achievement through the lens of the students, parents, and school officials. This added data would provide the following: 1. insight and reasoning why students are involved in extracurricular activities; 2. a level of parental involvement; 3. reasons for concerns and/or misconceptions from school officials. Schools could use this information for any student handbook policy changes and school-wide initiatives for holistic education. This research study will utilize a mixed-methods approach. A web-based survey will be distributed to secondary students, their parents, and school officials from 10 school districts across Arkansas. Consenting participants will participate in a focus group discussion.

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Facilitating LGBTQ+ Conversations in the Language Arts Classroom

In the past decade, the LGBTQ+ community has become more visible in American society, particularly with the Obergefell v. Hodges 2015 U.S. Supreme Court case that made same-sex marriage legal after a long history of states banning same-sex marriage through laws and attempted constitutional amendments. In the past, members of this group have faced discrimination, violence, homophobia, and other indignities, yet that perception has changed in positive ways over the past decade. Although the LGBTQ+ community is experiencing greater acceptance, there are still many examples of discrimination that this community faces. According to the 2017 National School Climate Survey, LGBTQ+ students who experienced negative behaviors were more likely to miss school, hold lower grade point averages, experience school discipline issues, and suffer from low self-esteem and high depression rates (Kosciw, Greytak, Zongrone, Clark, & Truong, 2018). Educators must do more to help build safe, welcoming spaces for these marginalized students. Inclusion in the curriculum is a significant way to help students who identify as LGBTQ+, affording them the opportunity to see themselves as more than just their sexual orientation or how they choose to express their gender. Offering students the opportunity to see LGBTQ+ figures in both fiction and nonfiction affords the opportunity to examine what it means to be LGBTQ+ past the point of simply characterizing them as individuals who do not follow the dominant culture of heteronormativity. As an additional component, the inclusion of LGBTQ+ topics can help to reduce bullying as it allows students who are not members of the LGBTQ+ community to develop a more rounded understanding of their LGBTQ+ classmates, increasing empathy and understanding. Another method for supporting LGBTQ+ students in the school setting is to provide safe spaces such as clubs at schools that support students who are LGBTQ+, have family members or friends who are a part of the community, or generally want to support students allowing them to ask questions of each other, allowing for feelings of greater understanding and acceptance. Additionally, these places offer students who are not members of the LGBTQ+ community to show their support and acceptance for those students who are, often working to reduce minority stress and build understanding. Often, these groups at schools are called Gay-Straight Alliances (GSAs). To help illuminate educator reluctance toward the answers to this question, the authors distributed a questionnaire to preservice teachers and current teachers in secondary ELA classrooms, to establish what might affect a teacher's decision to incorporate LGBTQ+ related material and topics into the classroom setting and create an awareness of what can be done in teacher preparation programs to help prepare new teachers to address these issues in their future classrooms. This presentation explores perceptions and self-efficacy of early career educators relevant to LGBTQ+ topics and illustrates the need for equipping pre-service teachers with the tools for introducing and discussing LGBTQ+ themes and issues through the context of the English language arts classroom.

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Factors That Impact Kindergarten Teachers' Decisions about Engaging Students' Natural Curiosities in Science

Young children enjoy science (Gerde, Schachter, & Wasik, 2013) and according to the National Science Teachers Association, inquiry science should be taught every day at every grade level in elementary school (NSTA, 2002). However, Blank shares that interest in science declines by age 11 (2013). Students' attitudes towards science continue to decline in middle and high school (Spektor-Levy, Baruch, & Mevarech, 2014). Comparing the levels of enjoyment of science in two groups, Pre-K and middle school, reveals that something happens to children between these two stages. Intervention in earlier grades is a "key time for building interest" in science (Blank, 2013, p. 832). "It is through active engagement with science that children develop concepts of themselves as science learners and participants in the process of science" (Mantzicopoulos, Patrick, & Samarapungavan, 2008, p. 379). Recognizing and building on students' natural curiosities in the early grades is one way to build interest in science. "Curiosity motivates learning and academic performance…." (Spektor-Levy, et al., 2014). The theoretical proposition is that if more time is spent building on their natural curiosities, students would better understand and enjoy science.

The research question asked, "What factors impact kindergarten teachers' decisions about engaging students' natural curiosities in science?"

This was a participatory action research study that used autoethnography, case studies, and grounded theory methods that focused on the following questions: 1. What factors impact teacher decisions about when to teach science? 2. Under what conditions do teachers engage students' natural curiosities in science? 3. How do teachers describe engagement in their classrooms? This paper looks more closely at questions 2 and 3.

There were five teachers, co-researchers, who took part in the study, from two different states and four different school systems. It involved a participatory action research approach grounded in data from co-researchers experiencing the process, and narrative inquiry using interviews. Data collection included an initial interview with each co-researcher, journal entries, and culminating interviews with each co-researcher. For the journal entries, a checklist was developed by the researcher with input from co-researchers.

In Vivo coding was used to identify emergent themes from patterns in initial and culminating interviews and data frequency counts were used for analyzing journal entries.

The results were that: teachers considered participating in activities and paying attention to the teacher as showing students are engaged; there was a variety of considerations when deciding to engage students in science, including using kits, teaching standards, and seasons; engagement was good during science lessons, appearing highest during hands-on activities; lessons were planned with few spontaneous interactions.

Conclusions and implications of the study include: there are many factors that affect teachers' decisions about when to teach science; student engagement is high during science; students' natural curiosities are not engaged often enough.

Implications are that teachers should recognize and act on opportunities for spontaneous instruction. Engaging students' natural curiosities by asking them questions about found objects or ways to try new processes helps them better understand their world.

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Faculty development for clinical preceptors in medical school

The education and training of American medical doctors has undergone significant curriculum and content upgrades since Abraham Flexner published his landmark report on the subject in 1910. Many changes are a result of research which has increased the understanding of human physiology and disease conditions. In turn, this has largely affected the structure of the first half of a four-year medical degree. Conversely, there have been fewer adaptations to the methods and pedagogy guiding instruction that takes place during the clinical rotations during the second half of medical school. Medical students transition from structured curriculum delivered via lectures, labs, and simulated patient encounters during the first two years to working under supervising medical doctors in hospitals and clinics where patients and health conditions are multi-layered and real. Moving from the theory-based classroom environment into a complex medical practice is a challenge for students. Time in clinical rotations is dedicated to exposing students to a variety of patient experiences and treatment modalities. Students assist their preceptors in rote tasks like obtaining medical histories and performing physical exams as well as more complex skills such as suturing and delivering babies. The learning during clinicals is less structured and dependent upon a preceptor's patient population, schedule, and interest in teaching. A common teaching mantra in medical education is "see one, do one, teach one". Many clinicians who precept medical students do so without any training in educational pedagogy, learning styles, and how to effectively coach and give feedback. The problem is that physicians are not trained as teachers, thus creating a disconnect for students in applying coursework in real life situations. This is important because research shows that student engagement and integration of knowledge improves when feedback is given quickly after a patient encounter. This study is designed to measure what faculty development programs geared towards coaching and feedback exist and are being provided to the clinical faculty in three medical colleges in West Virginia. After IRB approval, a brief online survey will be disseminated through the email contact list obtained from the West Virginia Board of Medicine. This survey will ask all board-certified medical doctors with WV licensure about their interaction with medical students and what, if any, training the supervising medical college gave them in preparation for this teaching role. The survey will also ask questions specific to the doctors' willingness to improve as a medical educator. Respondents without medical student interaction will be excluded. This research is an effort to establish baseline training in education for clinical preceptors which is shown to improve student outcomes. References Arawi, T., & Rosoff, P. M. (2012). Competing duties: Medical educators, underperforming students, and social accountability. Journal of Bioethical Inquiry, 9(2), 135-147. doi:10.1007/s11673-012-9365-z Bearman, M., Tai, J., Kent, F., Edouard, V., Nestel, D., & Molloy, E. (2018). What should we teach the teachers? Identifying the learning priorities of clinical supervisors. Advances in Health Sciences Education, 23(1), 29-41. doi:10.1007/s10459-017-9772-3 Cantillon, P., D'Eath, M., De Grave, W., & Dornan, T. (2016). How do clinicians become teachers? A communities of practice perspective. Advances in Health Sciences Education, 21(5), 991-1008. doi:10.1007/s10459-016-9674-9 Flexner, A., Updike, D., (1910). Medical education in the United States and Canada: A report to the Carnegie foundation for the advancement of teaching. Carnegie Foundation for the Advancement of Teaching & Merry Mount Press.576 Fifth Avenue, New York City: publisher not identified. Stenfors-Hayes, T., Hult, H., Dahlgren, L., (2011). What does it mean to be a good teacher and clinical supervisor in medical education? Advances in Health Sciences Education, 16(2), 197-210. doi:10.1007/s10459-010-9255-2

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FAILING TO PLAN IS PLANNING TO FAIL: AN EXPLORATION OF MENTOR TEACHERS' AND TEACHER CANDIDATES' PERCEPTIONS OF THE MOST IMPORTANT ATTRIBUTES OF CO-PLANNING INSTRUCTIONAL LESSONS TO CO-TEACH IN THE CLASSROOM

A critical component of co-teaching is the conversational operation between mentors and teacher candidates who co-plan lessons to highlight best teaching practices and increase student achievement (Gallo-Fox, Scantleberry, 2015). Teacher candidates who are scaffolded in co-planning practice and modeling develop effective methods of pedagogy and have a greater ability to demonstrate application of competencies and influence student achievement through informed instruction (Counts, 1932). The purpose of this study was to examine mentor teachers' and teacher candidates' perceptions of the most important attributes of planning instructional lessons to co-teach in the classroom. The planning attributes were identified through the Danielson Rubric (2013b) which aligns with Bandura's (1977) social cognitive theory. The research will be quantitative in nature and use a Best Worst Scaling methodology. Data will be collected through an online survey sent to mentor teachers and teacher candidates, in the spring of 2019 and reported Fall 2019.

BWS or maximum difference scaling, was developed by Louviere and Woodworth (1990). The method was an extension of random utility theory for paired comparisons, developed by Thurstone (1927). BWS method of measurement has been found to be relatively the most accurate and consistent in reporting data. Consequently, BWS scaling methods have a greater propensity to predict what it is intended to predict (Cohen, 2003). In using BWS for research, bias can be avoided because, respondents may only select the best attribute and the worst attribute in a choice set. Thus, the method of selecting the best and the worst attribute in a selection is conducive to conducting studies across cultures (Cohen, 2009).

The BWS methodology in this study required teacher candidates and mentor teachers to think about co-planning a lesson to co-teach. The teacher candidate and mentor teacher are then tasked to examine a choice set of five attributes and determine which attribute is most important and which is least important (Danielson Rubric: rigorous learner outcomes, learner centered outcomes, past and future connections, differentiation, lesson sequencing, outcome supported activities, lessons include varied assessment, questioning; St. Cloud Methods: identified co-teaching strategy, and established weekly co-planning time).

Data was collected in the Spring of 2019 from mentor teachers (41) and teacher candidates (52) who are in a yearlong residency or who have just completed the experience at the University of Louisiana Monroe and participating districts. Data is currently being analyzed by the researcher and will be reported Fall 2019. For data analysis, within group comparison of means will determine which attributes were most and least important to mentor teachers and teacher candidates. Additionally, Independent samples T-Tests in SPSS will compare mentor teacher and teacher candidate selections of best/worst attributes. Also, reported in this study will be mentor teachers and teacher candidates' gender, age, years of teaching experience (mentor teachers), and years of experience mentor teaching (mentor teachers). Based on preliminary findings, candidates and mentors find a setting a time for co-planning and identification of co-teaching strategy not to be important. Full reports on data analysis will be reported for presentation in Fall 2019.

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Feedback and the Virtual Avatar Lab (VAL): Providing Preservice Educators an Opportunity to Develop New Skills in a Live Environment

Providing effective feedback is a skill that preservice teachers develop through practice. Oftentimes, in foundations of education classes without a structured field experience, it is difficult to provide opportunities for preservice teachers to engage in providing constructive feedback to students, as well as engage these students in conversations related to performance. Based on anecdotal observations, students struggle with self-efficacy in providing feedback, as well as knowledge of what feedback to provide. To facilitate a learning opportunity for students to practice this important and necessary skill in a low-stakes situation, the authors collaborated to use a virtual avatar lab (VAL) to facilitate constructive feedback conversations between preservice teachers and "students" taking the form of avatars.

Feedback to students should be positively-framed, specific, actionable, meaningful/relevant to learning outcomes, and timely (Goodwin & Miller, 2012; White, 2017; Schimmer, Hillman, & Stalets, 2018). Though research supports the effectiveness of feedback only insofar as students use it, teachers, first, need to have experience in providing this feedback (William, 2016). Studies show virtual environments (VEs) are more effective than other instructional methods, because they simultaneously engage a participant's emotional and cognitive processes (Mursion, 2018). Research shows that VEs can be powerful motivators to change human behavior. VEs can provide persuasive experiences that focus on interpersonal skills that teachers can practice to be successful teachers. VEs are: • Authentic: Mixed-reality simulations employ the type of hands-on learning that research confirms works best for adults. • Targeted: Focus on discrete skills and force common performance errors from which teachers can learn. • Personalized: The difficulty level of simulations can be dialed up or down to match where in the continuum of effectiveness a particular teacher is located. • Iterative: With rounds of practice and feedback, simulations promote deep self-reflection and accelerate professional growth (Mursion, 2018). To this end, we decided to pilot a study using the VAL to facilitate interactive feedback conversations for preservice teachers.

The participants in this qualitative case study consisted of K-12 preservice educators in a classroom assessment foundations course. Four content-area scenarios were developed in which four teacher candidates would offer feedback to avatar children and engage them in setting goals for future learning. Remaining candidates critiqued interaction between the teacher and avatar using a peer review checklist and offered immediate feedback. Following the 60 minute VAL session, a survey utilizing a rating scale and qualitative feedback was distributed to preservice teachers for reflection on the experience. Data was analyzed for thematic patterns.

Results indicate VAL session was beneficial in developing feedback skills. Students felt, overall, that regardless of participation in the actual interaction, critical thinking skills were sharpened, and they felt more confident in ability to engage in constructive feedback conversations.

The VAL has enormous potential to impact students' growth and confidence related to facilitating feedback conversations. Giving the significant need for this, as well as certification requirements associated with edTPA in some states, the VAL can be a low-stakes, useful tool to increase preservice teachers' ability to provide effective feedback.

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Fiction and Emotions: A Case Study of Secondary ELA Classrooms in Baton Rouge

Problem Statement

Pinar (2008) acknowledges that "in this time of pervasive vocationalism, including academic vocationalism, when the curriculum is assumed to be courses of study leading to competence in the academic disciplines" that education doesn't, but must, also account for the students' psychological and social wellbeing (p. 16). In our current educational landscape, driven by test scores and educational efficiency, there lacks an acknowledgement that emotions can be sites of epistemological worth and exploration. Doll (1993) recognizes, that "we follow the modernist tradition of defining education in terms of test scores" (p. 27). This results in, unsurprisingly, a dismissal of emotions and the experience that causes emotions. Situating non-(reason)able emotions as knowledge-making agents is supported by theorists as a means to extend how we come to know (Bowers, 1999; Jaggar, 1989; Sedgwick, 2013). By acknowledging that emotions are a worthy site of knowledge, new voices can to enter and participate in all epistemological forums. Unfettering epistemology to include emotions provokes questions about how the individual and society engage in emotional practices and cultural dialogues of emotion. Thus, I argue that acknowledging, fostering, and embracing emotions present a dimension to understanding that has been unheard-not new-but stifled.

Theoretical Groundings

In the limited educational research on the topic of emotions that exists, the focus is primarily on the students' experience, particularly in regards to their processing of negative emotions such as anxiety and fear (Story, 2019). Rarely are teachers' experiences and understandings explored in terms of how they are possible agents in emotional experiences. With these oversights in mind, my research employs the concept of the classroom as an ecology, as proposed by Doll (1993), to explore how students, teacher, and learning material interact in an ever-moving, self-organizing system to generate emotional knowledge. To do this, I draw on reader response's transaction theory (Rosenblatt, 1978), which posits that reader and text continuously work upon each other, with the understanding that everything can be read as a text (Barthes, 1957), including the classroom environment.

Methodology

My research is conducted primarily through narrative inquiry, a methodology defined by its "attention to sequences of action…[where] the investigator focuses on 'particular actors, in particular social places, at particular social times'" (Riessman, 2008, p. 11). Stories are collected in three high school ELA classrooms in Baton Rouge, with a case study approach in which interviews with teachers and students offer opportunities to verbalize emotional engagement with literary fiction. The collected narratives are triangulated with classroom observations and lesson plans to explore how lesson plans-as-text, the classroom as an ecological system, and teacher-as-a-facilitator all interact to foster, suppress, or ignore emotional exploration and growth in the classroom. I will read these data with a Marxist-Feminist lens, analyzing how power structures work in the classroom and how larger, grand narratives (Lyotard, 1979/1983) impact the lived experience within classroom confines. The pilot study has indicated an empathic engagement with literary material by students, but a feeling these emotional experiences are not conducive to the cognitive progression of the lesson.

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First Generation African American Female Student Persistence: Instructors Matter

Student persistence for first generation students in higher education has been well researched (Gentry, 2014). Institutions have created a number of ways to improve academic success of first generation through learning communities and mentoring programs (Hu & Ma,2010) specifically dedicated to first generation college student success. While these programs are well-intentioned, they may not meet the needs of all first generation students, particularly African American female students. In order for first generation African American female students to persist, a feminist and critical race theory based framework informed by trauma should be applied to the challenges encountered by this segment of the student population. This intersectionality framework encompasses the intersection of race and gender informed by societal trauma like incidents framed by racial violence, historical trauma such as enslavement and dehumanization of previous generations, and microaggressions students may have encountered in the classroom. Those type of traumas may impact the ability of African American female students to persist at predominantly white institutions (Boyraz, Horne, Owens, & Armstrong, 2013). African American students tend to suffer a high dropout rate in college. African American female students' dropout rate is even higher. Extra effort must be expended on behalf of African American female students to ensure that they will persist at predominantly white institutions and matriculate. The role that faculty play in this persistence is critical (Hu & Ma, 2010). Boyraz et al. (2013) indicated that students who were actively involved in campus activities and perceived academic integration were more likely to stay in college. Institutions can provide a more inclusive environment by creating an atmosphere that is nonthreatening for learning where instructors are made aware of unconscious bias and make a conscious effort to encourage students academically. Gentry (2013) provides a number of strategies that can aid instructors in influencing African American female student persistence at predominantly white institutions. Instructors may have considerable impact for first generation African American female students' persistence. Instructors can include culturally responsive pedagogy that makes course content relevant and use activities to motivate students. Instructors can assist students academically by providing study strategies that help first generation students such as paraphrasing and summarizing the readings instead of memorizing them. Instructors can interact with students and seek them out after class for positive faculty-student relationships.

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Food Justice and Care in the School Garden: Cultivating Democracy, Equity, and Community

School gardens are often lauded as interactive outdoor laboratories that can improve young people's knowledge of nutrition, ecology, and life sciences. In poor communities, school gardens are also viewed as spaces that can address issues of food insecurity and obesity as young people learn skills for growing healthy foods. Yet, critical race and feminist scholars have warned that the neoliberal notion that food scarcity and obesity are problems of poor communities that can be fixed by growing one's own food is an oversimplification of both the problems and the possible solutions. Critical scholars advocate a food justice orientation in school gardens, a practice for addressing the racist and classist policies and infrastructure that create inequities in the food system. Feminist food scholars argue that food justice without community, care, and reflexivity may simply strengthen existing power inequities along race, class, and gender lines. This action research project is a performative praxis of food justice and feminist care in a school garden setting. Students attending the school garden program are all from low-income families facing food insecurity in their neighborhoods. The purpose of this research is to co-create one model of a school garden program that integrates elements of food justice and care. As such, this research centers on the voices, contributions, questions, and innovations of the youth as they participate in the garden. Rather than a predetermined curriculum designed to teach students certain outcomes, this school garden project is designed to evolve through the perspective, voice, and vision of the youth in terms of how they describe and value food justice, social change, community, and care. Data will include participant observation field notes and interviews with participating teachers and students. Data analysis will include open coding using Nvivo software. The researcher will analyze the themes emerging from the data with the goal of building a model of a democratic, caring, and justice-oriented school garden.

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Forest Kindergarten: Lessons Learned from Three Years of a Novel Approach to Public School Kindergarten

Forest Kindergarten: Lessons Learned from Three Years of a Novel Approach to Public School Kindergarten

Problem This presentation provides an overview of two public school forest kindergarten classes in the southeastern U.S. This study's goals were to determine outcomes (experiences, perceptions, and academic) for participants (educators, parents, and students) of a kindergarten classroom context that is somewhat unique for U.S. public schools (forest kindergarten).

Theory With the popularization of Last Child in the Woods (Louv, 2005), early childhood education stakeholders in the United States became more energized to explore alternative approaches to early childhood instruction, including the forest kindergarten model from Europe.

American educatists have theorized the importance of outdoor environments since at least the time of Dewey (Rivkin, 1998). Studies performed in private schools implementing forest kindergartens have posited that they nurture an "initiative/resiliency mindset… minimizing indoor facilities, being out in all weathers, and giving children opportunities to solve problems on their own" (Sobel, 2014). Forest kindergartens relative newness in the U.S. -- particularly in public schools -- results in limited research beyond descriptive studies of the general experiences of program participants (Camasso, 2018). Little is known of how forest kindergarten can be integrated into public school settings or how those public school models affect participants' experiences, perceptions, and academic outcomes (Lee, 2017). This study will fill that gap while concurrently providing research assistance to the participating school system as it seeks to determine the efficacy of the forest kindergarten model.

Methodology This mixed methods study used existing school data and researcher-created surveys and observation protocols to compare kindergarten experiences of those participating in forest kindergarten and those in traditional kindergarten. Quantitative analysis of school data included attendance and medical/behavior administrative records as well as academic measures common to all students. Qualitative approaches included probing experiences of participants (educators, students and parents) through questionnaires, discussions, and observational notes of the school day.

Qualitative data was analyzed using immersion in the data (Marshall & Rossman, 2006) wherein a constant-comparative method (Glaser & Straus, 1967; LaCompte & Priessle, 1993) allowed the researchers to be responsive to the study's evolution as data was acquired and analyzed. Themes identified from initial and ongoing analyses were merged into dimensions using axial coding (Priest, Roberts & Woods, 2002).

Results Qualitative themes fell along the dimensions of anticipation, actualization, and reflection. Participants expressed a wide range of expectations of forest kindergarten -- many based on limited prior knowledge -- based primarily on their hopes for the student participants. Participants' view of forest kindergarten -- both its potential and limitations -- matured as class commenced and developed over the school year. Quantitative results showed a wide range of both similarity and difference between kindergarteners' experiences, and these will be provided in detail during the presentation.

Conclusions/Implications There are few public forest kindergartens, and so any opportunity to study them cannot be overlooked. The researchers were able to identify both negative and positive outcomes for forest kindergarten participants; identifying and describing them informs 1)the participants and participating school system so that they can make informed decisions for this and future school-context reform models and 2)the education research community at large so that U.S. public school efforts to enact forest kindergarten learning contexts can become part of the international conversation on early childhood learning contexts.

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Forgotten Paths: Developing Holistic Students Through Historical Practices

This paper sets out how modern educational systems, which increasingly focus on test scores and state/national benchmarks, may benefit from a return to more holistic learning outcomes. Current advancements in technology allow for immediate access to information and connectivity for students and educators, but do little to promote the soft skills development. Whereas schools provided instruction for soft skills to promote holistic development up until the early to mid 20th century (Dewey, 1938), the responsibility of this area of student development was regulated to outside the classroom in the late 1990s and early 2000s (Reed, 2012). Given the variance of learning opportunities available to students outside the classroom, it is important that schools begin to refocus on providing intentional educational opportunities for students to learn how to develop self-discipline, positive habits, empathy, character, social/emotional intelligence, and other virtues. Providing such opportunities for students to develop some of these soft skills is increasing in popularity and could impact how students interact in society once leaving school.

In many rural areas of the country in the early 1900s, mail-order texts were the only available training opportunity for prospective teachers lacking access to normal schools or teachers colleges. Such texts included detailed lesson plans on subjects ranging from basic grammar to personal hygiene, and promoted the instruction of students in all areas of life. Using four volumes of the text Public School Methods (1909) as a framework, this paper will identify key concepts and pedagogical techniques prevalent over a century ago and how these could be adapted to promote holistic student development in our modern and technological diverse world.

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Formative Assessment: Instructional strategies to increase student motivation and achievement

Research has pointed out that formative assessment could serve a powerful tool to help student motivation and achievement. However, it has also been argued that the function of formative assessment has become confused with summative assessment in practice, and as a result, the true purposes of assessment have been misguided at best in relation to teaching and learning (quality of instruction and deeper learning). In this paper, the importance of proper applications of formative assessment is discussed. Specifically, discussions are involved in providing several key instructional strategies to effectively utilize and incorporate formative assessment in k-12 classroom settings in order to promote engagement and academic success for all students. This paper is distinct from other assessment research in education because measurement of assessment is not a central theme, rather, it focuses on the theoretical and practical implications of formative assessment, which concerns with "assessment FOR learning not assessment OF learning."

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Forming a Consensus of Core Geology Concepts from National Education Reform Documents in the United States

As science educators, the importance of systematically identifying specific learning objectives before curriculum development, development of instructional materials, and assessment development is paramount. In geology, determining a consensus of learning targets from the various, competing national reform documents to provide guidance to geoscience educators has proven elusive. The purpose of this study is to identify core ideas that any student leaving an introductory geology class should know. Under the banner of determining the existing science community's consensus of common geology learning targets, this study adopts a modified multi-phase sequential exploratory mixed methods design. After surveying geologists and geology educators across the U.S., 11 core ideas of geology are identified and verified by national reform document and the top reviewed state science standards. The end product is a consensus document, road map, which provides the overlapping 11 core ideas suggested by a consensus of national reform standards documents, content experts (geologists), and the top state science standards.

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Fostering Cultural and Language Visibility by Integrating Multicultural Literature in the Classroom: A Case Study

Drawing on the Culturally Responsive Teaching (Gay, 2002) approach, this qualitative research utilized a case study method. Data was collected from semi-structured interviews, and a descriptive coding will be employed to analyze the data. This case study provides an in-depth description of the influential role that multicultural literature plays in a classroom that includes Hispanic English as a Second Language (ESL) students, and how it can be used to foster cultural and language visibility and socialization practices among these students. In this regard, visibility refers to the practice of exposing students to prominent figures reflecting their cultural identity as well as, a shifting environmental attitude towards the culture to which they belong and are able to demonstrate pride in their cultural identity (Nieto & Bode, 2018), particularly how they see themselves and their culture accurately represented in some selected classroom material. Though the effects of multicultural literature in the classroom have been researched extensively in the past, there remains very little research on the effects of multicultural literature on the growing population of Hispanic ESL students in the United States Public Education System, a gap in research which is identified and targeted in this research.

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From Preparation to Published: Writing Your First Article

Abstract: This training session is tailored to graduate students and new faculty, as well as faculty who may be teaching in research institutions for the first time. Oftentimes, the most daunting and misunderstood aspect of a faculty member's responsibilities is the requirement to publish. Many graduate students hear the age-old saying, "publish or perish" and fear they are not up to the challenge of scholarly writing and publication that a faculty role requires. This training session seeks to demystify the scholarship requirement through the following objectives: 1. Thoroughly outline the publication requirement often associated with tenure and promotion in academia; 2. Provide an overview of how to find the best journal that fits their article idea; 3. Guide participants through the process of fitting their manuscript to a journal's requirements; 4. Offer feedback on a working outline of their first article; 5. Suggest strategies for addressing the revise and resubmit stage; and 6. Coach on handling the potential rejection of their manuscript. Participants in this workshop will engage in the following activities: 1. Investigate journal options for their article idea; 2. Brainstorm topics for their first article; 3. Create a working outline for their first article; and 4. Leave the session prepared to take the next steps toward manuscript submission.

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Getting a Job in Higher Education: Successful Tips from Senior Colleagues

This session, sponsored by the MSERA Mentors Committee, focuses on the process of finding a job in higher education. It is designed both for graduate students who are at or near the point of applying for jobs as well as for professionals already in higher education who may be thinking about making the next step in their career. The session includes both brief formal presentations and time for questions from and conversations with the audience regarding the job search process. The five presenters are seasoned higher education veterans, all of whom have had distinguished careers, held leadership roles at their institutions, and been involved in the process of hiring colleagues. The presenters have also regularly engaged in mentoring their students and junior colleagues in the job search process. The session brings the collective wisdom of this group of professionals together for the benefit of the members of MSERA. Each presenter will present a 5-minute overview of one piece of the job hunting experience and prepare a more detailed "leave behind" document for the benefit of attendees.

The session will begin with the five presentations. Presentation #1 will focus on the range of employment opportunities in higher education. Graduate students and other people new to higher education often think in terms of faculty roles while failing to take into account a range of professional staff roles that may also require advanced credentials. The presenter will discuss a variety of jobs that session participants may want to consider. Presentation #2 addresses strategies for reading and understanding job advertisements as well as strategies for writing an effective cover letter. It is important that applicants read advertisements carefully, both to determine whether they are qualified and to be sure how to address job requirements and personal credentials in a cover letter. The presenter will provide advice on deciphering ads as well as drafting the letter. Presentation #3 focuses on advice for writing an informative and well-organized curriculum vita. Strategies for organizing information and formatting the document attractively will be addressed. The fourth presentation will include advice for how to present oneself during telephone, video, and onsite interviews. Emphasis will be given to effective and ineffective conduct, comments, and behaviors during interviews. The final presentation will include advice on negotiating and accepting job offers. Emphasis will be given to timelines, acceptable and unacceptable points of negotiations, and processes for both informally and formally accepting offers.

Following the overview presentations, the remainder of the session will be devoted to conversation with the session participants. In responding to participant questions, the presenters may refer to material in their leave behind documents or share experiences that will emphasize effective strategies they have used or seen in others.

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Growth and Fixed Mindsets of Principals and Teachers: Is there a Relationship with Teacher Retention?

Problem Statement Teacher retention is a concern to the overall education system. Teacher retention rates of school systems have declined from 86.5% in 1988 to 84.3% in 2013 across school districts according to National Center for Education Statistics (Goldring, Taie, & Riddles, 2014). School district officials have a difficult time keeping good, qualified teachers. Teachers either transfer from one school to another hoping to find a better fit or leave the profession completely (Ashiedu & Scott-Ladd, 2012; Sargent, 2003). Theoretical Grounding The purpose of this study was to determine the type of mindset, growth or fixed, of middle and high school principals and teachers and if the mindsets were related to teacher retention. Dr. Carol Dweck's Implicit Theory of Intelligence of growth and fixed mindsets was used to help determine mindsets. The research questions were (1) what are the mindsets of middle and high school principals and teachers based on (a) culture, (b) collaboration, (c) curriculum, (d) accountability, (e) feedback, (f) technology, (g) vision, and (h) Dweck's overall mindset and (2) what are the relationships of mindsets to teacher retention based on same variables. Methodology Instruments were created by the researcher; however, the final portion of principal survey and teacher survey included Dweck's mindset questions. Data were collected through electronic surveys to determine type of mindset principals and teachers have based on seven mindset paradigms and overall mindset. Demographic information on teacher retention was collected. A pilot study was conducted. Validity and reliability tests were performed. Factor analysis was performed; nonetheless, further reliability tests were generated from the original factor analysis. Logistic and multinomial regressions were performed to determine if mindsets were related to teacher retention. Results RQ1: Principals: All have overall growth mindset based on average of all mindset paradigms with vision and technology having the highest scores. Six percent had fixed mindsets in collaboration, accountability, technology; eleven percent had fixed in feedback; seventeen percent had fixed in Dweck's overall mindset. Teachers: All have overall growth mindset. Ninety percent scored culture and vision high; however, almost 30% had fixed mindset in Dweck's overall mindset. RQ2: Logistic Regression - Vision and degree level were statistically significant to teachers remaining in the classroom for 5 years. Multinomial Regression – As vision mindsets increase, likelihood of teachers staying in education but not classroom increases compared to teachers remaining in classroom. As degree level increases, likelihood of teachers staying in education but not classroom decreases compared to remaining classroom teacher. As culture mindsets increase, likelihood of teachers leaving education decreases compared to teachers staying in education but not classroom teacher. Conclusions/Implications Although the seven mindset paradigms were found in the literature review about principals and teachers having a growth or fixed mindset, there is no real significance to whether teachers stay or leave the classroom based on the mindsets. However, it can be concluded that even though principals and teachers have an overall growth mindset, they must be committed to having a vision and to obtaining a higher degree to improve teacher retention.

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Hands-On Workshop: Effective Search for Research Articles and Increase Research Article Visibility

One of the most tasking and time-consuming steps in writing a research article is the search for related articles. Most researchers cannot quickly gather relevant articles for their research because they still depend on the usual "keywords strategy" when searching for relevant articles. The scope of this training session is to guide participants through the process of searching for relevant articles in the most efficient and effective way. Activities will focus on using different search strategies to quickly and effectively identify relevant research articles as well as some tricks in automating the search process in such a way that the researcher will not have to actively search for the articles and increasing the visibility of the participant's article via the search strategies. By the end of the session participants would have (1.) Successfully gathered relevant articles for their chosen research topic. (2.) identify effective search strategies. (3.) Automated their search process (4.) learned how to increase the visibility of their research articles using their search strategy.

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High Impact Practices and Successful Educational Strategies for Marginalized Communities at HBCUs

A number of higher education scholars have examined high impact practices (HIPs) at colleges and universities and how various educational activities relate to successful student outcomes (Hatch, 2012; Kilgo, Sheets, & Pascarella, 2015; Kuh, 2008). HIPs represent teaching and learning practices which have been widely studied and shown to promote successful outcomes for college students from many backgrounds (Kuh, 2008). These practices generally include things such as first-year experiences, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, mentored undergraduate research, diversity and global learning, ePortfolios, service-and community-based learning, internships, and capstone courses/projects (Kuh, 2008). Such educational activities have been lauded within higher education and have become the cornerstone of various initiatives within both student affairs and academic affairs at colleges and universities across the country. While there is a substantial body of extant research in support of the various activities encompassed in HIPs, and a number of American institutions have adopted these approaches, less is known about the nuances of HIPs at different types of institutions and the various ways in which they are implemented. This study seeks to address this gap in existing literature by examining HIPs and other strategies to promote student engagement at Historically Black Colleges and Universities (HBCUs).

The Higher Education Act of 1965 defines HBCUs as institutions "...established prior to 1964, whose principal mission was, and is, the education of Black Americans, who have maintained a very close identity with the struggle of blacks for survival, advancement, and equality in American society." (Jackson, 2001; Roebuck & Murty, 1993). HBCUs educate a large population of underserved and underrepresented students many of whom are low-income and first-generation college attendees. Although, HBCUs' continued mission is educating Black Americans (Brown & Davis, 2001; Nelms, 2010; Reddick, 2006; Watkins, 2001), they also provide educational opportunities to students from diverse ethnic, racial, cultural, social, and linguistic backgrounds (Clark, Heaven & Shah 2016). In addition, HBCUs enroll a high percentage of students who lacked proper access to college preparation resources during K-12.

Based upon the students that these institutions serve, this research examines the ways in which HBCUs implement HIPs in a targeted manner to address the needs of their student demographic. Unlike prior studies that focused primarily on HIPs in general, this research centers the experiences of students from various marginalized backgrounds and the HIPs that HBCUs adopt to address their needs. This study employs qualitative methods and offers insights from over 20 faculty, staff and administrators on HBCU campuses. The findings highlight how HBCU representatives incorporate issues of diversity/global learning, as well as mentorship into the learning experience in a manner that is salient for students from marginalized communities. Furthermore, the findings note how individuals at these institutions are responsive to the unique needs of marginalized students as another strategy for student engagement. Overall, these findings provide useful insights and implications for other types of colleges and universities that are invested in promoting successful outcomes from students from diverse backgrounds.

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Higher Education's Cyber Security: Leadership Issues, Challenges, and the Future

Cyber security is a major concern in all industries, but is particularly of concern to leaders in higher education. The academy's housing of major biographical and financial data, in addition to data related to research and development of new technologies, makes colleges and universities susceptible to cyber attacks. The coordination, implementation, and direction of cyber security has subeequently grown to be a major concern on college campuses, with the campus leader or president typically having ultimate authority over cyber security strategy. Using a research-team developed survey instrument that was administered to 150 college presidents, the current study sought to determine the extent of senior college leaders involvement in cyber security. Study findings revealed that the authority for cyber security strategy was predominantly distributed to the senior information or business officer, that there are major concerns about the safety of data related to financial, student, faculty, and donor affairs, and that about half of college leaders talk about cyber security related issues 2-6 times per week. Further research that explores how decisions are made about cyber security priorities, as well as how to best provide training for better cyber security decision-making were recommended.

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How Cognitive Flexibility Grows and Impacts Later Reading Achievement

Cognitive flexibility is important for early literacy learning and has been associated with reading comprehension and fluency. Unfortunately, there is a great amount of variability in entering kindergarteners' cognitive flexibility and little is known about how cognitive flexibility impacts learning trajectories of young children. Very few studies have examined the impact of cognitive flexibility on later reading achievement, which may be an important skill area to consider when designing early literacy interventions.

The Construction Integration model shows the importance of executive function in how representations are formed, elaborated, and integrated with the reader's prior knowledge (Kintsch, 1988). Specifically, the areas of working memory and cognitive flexibility are used when creating those models. These executive function skills have been linked with reading comprehension for a wide variety of students (Bierman et al., 2008; Cantin, et al., 2010; Guajardo & Cartwright, 2016). While a few studies have investigated the impact of cognitive flexibility a year or two later (Morgan et al., 2016), this study works to address the limitations in the literature by investigating the impact from kindergarten until fourth grade. Additionally, this study adds to the literature on the impact of SES, which has a relationship with cognitive flexibility (Little, 2007).

This study examined the impact of kindergarten cognitive flexibility on reading achievement at the end of grade one, two, three, and four using multiple linear regression and growth modeling with a sample of kindergarten students from the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 (ECLS-K: 2011). Additionally, the growth of cognitive flexibility was analyzed through growth modeling. Working memory was measured through the Numbers Reversed subtest of Woodcock-Johnson, cognitive flexibility was measured through the Dimensional Change Card Sort (DCCS), and SES was measured through a formula based on a family's income, education, and occupation. Reading achievement was measured throughout with an assessment based on the NAEP framework.

Multiple linear regression found that gender, SES, cognitive flexibility, and working memory were all significant predictors of reading achievement at each grade level. For example, kindergarten gender, SES, cognitive flexibility, and working memory were significant predictors of fourth grade reading achievement ($F(1,3121) = 473.62$, $p < .001$, $R2 = .313$). Specifically, working memory and cognitive flexibility explained 13.1% of the variance. Working memory was shown to be more impactful than cognitive flexibility.

Growth modeling found that the students' SES impacted the slope ($\beta = -.199$, $p < .001$) and intercept ($\beta = .257$, $p < .001$) of the growth of cognitive flexibility. We found that students with higher SES started kindergarten with more cognitive flexibility than those of lower SES. Students with lower SES grew their cognitive flexibility at a faster rate than those from higher SES.

This project uniquely adds to the literature by showing the longitudinal impacts of cognitive flexibility. It also adds how SES impacts the growth of cognitive flexibility over time. The results show the importance of early childhood education on executive function. This research contributes to a movement to determine if interventions should take place based on early childhood data.

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How do Powerful Literacy Practices correlate to student achievement?

The purpose of this study is to analyze potential effects of teacher performance on the Southern Regional Education Board's (SREB) Powerful Literacy Practice rubric on student achievement on standardized tests. This rubric is used as part of a three-year partnership agreement between Ouachita Parish School Board (OPSB) and SREB, which includes training for local coaches, professional development for participating teachers and administrators, and numerous observation and support cycles for selected teachers during each year of the agreement. The Powerful Literacy Practices adapted for this partnership are grounded in the literacy frameworks of the Literacy Design Collaborative and Visible Learning for Literacy (Fisher, Frey, & Hattie, 2016). These frameworks emphasize the importance of instructional planning, delivery, and assessment of literacy skill development through reading, writing, speaking, and listening within and between units of instruction throughout the school year. At the conclusion of the three-year partnership agreement between OPSB and SREB, the district provided data from observation cycles and de-identified standardized test scores by teacher roster for data analysis in this study. Student scores were examined in two-year cohorts to determine performance growth in literacy-based subjects of English Language Arts, Social Studies, and Science. The data set provided for this study included coded names on observation results and teacher reflections and de-identified LEAP 2025 scores for grouped cohorts for all teacher participants in the three literacy-based subjects identified for analysis. The primary focus of the study was to analyze quantitative data from teacher observation scores and standardized test results to determine correlational relationships between teacher skill in Powerful Literacy Practices and student achievement in literacy-based subjects. Additionally, qualitative data from observer notes and teacher self-reflection notes were compared to determine potential alignment or discrepancies that could impact teacher growth and self-efficacy in key literacy practices implemented through this partnership. Although standardized test scores have just been released by the Louisiana Department of Education and quantitative, correlational data analysis is incomplete, preliminary analysis of qualitative data from observation cycles indicate that alignment between observer and teacher reflections resulted in greater rates of teacher growth and proficiency in the Powerful Literacy Practices. This study has implications for current educational stakeholders across the Southern United States who are in various stages of this literacy-based partnership work with SREB, and it can provide a rich source of context for other educational stakeholders who are considering engagement in collaborative partnerships aimed at improving teacher practice and student achievement literacy-based subjects.

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How does a teacher's described personal identities influence their elementary science teaching practices?

How does a teacher's described personal identities influence elementary science teaching practices?

By Ms. Kantrele King

Research findings have indicated teacher's personal identities influence aspects of their teaching practices. These identity influences are especially visible as teachers work to support students in developing the capacity for disciplined thinking, because the line between teachers' personal and professional identities is not always well defined. Teacher identities notably influence how they teach, what they teach, and why they teach it. A critical look at literature suggests an omission. Few studies have investigated how teacher teachers' multiple dynamic dimensions interact with elementary science teaching practices through an in-depth analysis of a case study. This study asks, how does a teacher's described identities influence science teaching practices at the elementary school level?

In my plan to conduct a case study, a form of qualitative research, on how a teacher's described identities influence their science teaching, I initially conducted a pilot study using an initial semi-structured interview, guided observation, and an informal follow-up interview. From this pilot study, I was able to identify the need for some changes to the case study methods. Those changes included: (a) revising the interview protocol to ensure the received responses were aligned with the research purpose, (b) scheduling the observations during a time where the participant wrote and planned the science lessons, and (c) completing more observations to gather sufficient data to compare the observations of teaching practices with the teacher's explained identities. As this is research in progress, when analyzing the data, I intend to analyze and interpret the results specifically through the culturally relevant pedagogy (CRP) and culturally sustaining pedagogy (CSP) lens. Within this framework, the study will consider how the teacher's multiple dynamics such as personal beliefs and identity influence the implementation of the science curriculum. These constructs would represent data points to assist in understanding and explaining how teachers' personal identities shape elementary science teaching. It is hoped the results from this study will add knowledge on: 1) how teachers see themselves effects their elementary science teaching practices; 2) how teachers reflections and subjectivities informed by life experiences may be key elements of personal identity shaping their teaching practices and; and 3) ways in which the teacher might craft strategies reshape the influence their identities have on their elementary science teaching practices.

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How Does Disproportionate Discipline Manifest in Rural Settings?

The purpose of this study is to examine the problem of practice found in the disproportionate rate of student discipline infractions and actions for Black students compared to White students in rural schools in Southeast Arkansas. Much of past research conducted on disproportionate discipline has focused on large urban or suburban schools (Noltemeyer & Mcloughlin, 2010). However, considerably less research has been done in rural school communities to examine rates of race-based disproportionate discipline. This study focuses on the perspectives of building-level administrators to determine influences on racial disproportionality in discipline in these schools. The goal of this research is to inform improved school disciplinary processes to ensure equity for all students, and specifically in rural settings. The research questions for this study are: 1. How is discipline disproportionality defined in rural school settings from the building-level administrator's perspective? 2. What factors are most influential in explaining discipline disproportionality in rural schools from the building-level administrator's perspective? This study followed an explanatory sequential mixed methods design in order to gain a deeper understanding of this complex problem (Creswell, 2014). The quantitative data in this study consists of student discipline data from five rural schools in Southeast Arkansas for the 2017-2018 school year. Student discipline infractions and actions in each school were compiled by race, type, and number. The percentage of the student body each race comprised was also calculated and then compared to the overall percentage of actions and infractions by race. Once differences were calculated, a scale of disproportionality was created to describe the degrees of difference. After the quantitative data was compiled and analyzed, the qualitative data was collected. An instrumental collective case study approach was used to gain insight from administrators in each school about their experiences related to student discipline to understand more deeply the phenomenon of disproportionate referral rates for Black students in their own schools (Creswell, 2018; Stake, 1995). Two interviews were conducted with each school leader over the course of six weeks. The first interview focused on the school-wide discipline system and gaining insight on the context of each school, while the second interview focused on examining school discipline data and discussing the disproportionality rates. Both interviews provided more in-depth information on the quantitative data and provided a deeper understanding of this complex issue. Results of the study indicated that administrators with heightened awareness of discipline disproportionality and an elevated awareness of culturally responsive practices resulted in schools with a closer alignment between school demographics and reported discipline infractions when compared to peer schools. Implications of the study speak to a need for culturally responsive training as part of leadership identity formation.

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How Views of Truth Impact Classroom Practices

Living in a society with an abundance of fake and misrepresented news has made it difficult to discern that which is true. Especially during the elementary school years, teachers play a big role in establishing how students begin learning to discriminate information for themselves. So, it is imperative that we understand how teachers perceive truth and how their perceptions of truth impact what they teach in the classroom. As such, this research study used an explanatory sequential design to explore teachers' perceptions of truth as they relate to a truth profile that includes four quadrants: correspondence, relativist, pragmatist, and critical. The study began with a survey of a random sample of participants from a state located in the southeastern portion of the United States. The participants were asked a series of survey questions that were used to profile them into one of four quadrants. Following the survey, one participant whose view of truth was firmly within the critical truth profile was selected for an in-depth interview. The aggregate findings from the survey indicated that many teachers have differing views of truth. Although the participant identified several elements of multiple profiles that she felt like she could relate to, she indicated that the critical truth profile (strong belief that truth=power, credence given to social justice) best defined her perception of truth. Based on the answers the participant shared, it is evident that sees her role in the classroom in a light that is consistent with the critical view of truth. Her instructional practices and priorities in the classroom reflect the same. This is important to consider as instructional practices may be influential in developing students' perceptions of truth.

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Idiomas United: Building Community Through the Creation of a Combined English/Spanish as a Second Language Program

As the number of English Learners (ELs) in U.S. public schools continue to rise (Ruiz Soto, Hooker, & Batalova, 2015), educators must find ways to offer ELs' families adequate language instruction and support. Although English as a second language (ESL) programs address the needs of students, they do not eliminate the challenges faced by immigrant parents with limited English language when attempting to communicate with school staff or other parents. To facilitate the engagement of immigrant parents, schools must support community-based programs that encourage parents' use of their English language skills and provide opportunities for all parents to come together and contribute to each other's growth. Traditional ESL programs do not offer the same benefits as content-based dual language instructional methods (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002). ESL programs must offer adult English learners with language content and skills relevant to their lives, provide opportunities to interact with English speakers, and enable English-learning and English-speaking parents to collaborate and recognize each other's value as members of their community. This study sought to empower adult English and Spanish learners to decide about the language content that would relate to them and to work together toward a unified goal: improved parental and community involvement. The researchers conducted interviews with English- and Spanish-speaking members of the community interested in learning one of the two target languages. Eighteen (n=18) immigrant, native Spanish-speakers and nine (n=9) native English-speakers participated in four focus group interviews. Interview data were analyzed using Dedoose software and later used to inform the content of the curriculum. Native Spanish-speakers identified three areas in which they desired to receive more explicit instruction and practice: communicating at their children' school, in the community, and at work. Some specific situations cited by Spanish-speaking participants included basic daily communication with teachers and staff, interacting with health care professionals, communicating with community servers, completing financial transactions, and communicating with restaurant staff. English-speakers reported wanting to understand written instructions in their children's books or assignments, exchange in basic pleasantries in Spanish with their child's teacher, interact with their children's native Spanish-speaking classmates and their families, and interact with Spanish-speaking neighbors and people met while traveling abroad. All participants believed that learning the target language in a collaborative format that included native speakers would facilitate their learning of that language. Data gathered from this study informed the creation of the four modules in the Idiomas United (IU) curriculum, which address the main areas of needs cited by the participants. By allowing community members to actively participate in the selection of content in the curriculum, the IU program seeks to help Spanish-speakers improve their English language skills and build social capital to support their child's success in schools and the community while allowing English-speakers to improve their Spanish skills and to serve as a bridge between the Spanish and English-speaking subgroups of the community. Funding for this study and the IU program and curriculum is provided by a professional development grant from the U.S. Department of Education.

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Implementation of Social-Emotional Learning in an Urban High School Setting

Description of the topic:

Social emotional learning is an integral part of educating the whole child. Students who are able manage their emotions, sustain positive relationships and make responsible decisions are able to learn more and find success in school (Frey, Fisher, and Smith, 2019). Strong relationships with caring adults have been shown to increase achievement and help at risk students succeed. This research has prompted the current push for including more social emotional learning in all schools. One large, urban district created a Social Emotional Learning department in 2011 based on this research and began a collaboration with The Collaborative for Academic, Social and Emotional Learning (CASEL) in 2012 moving social emotional learning to the forefront of the district's initiatives. Since that time, much investment has been made and the department has grown in both size and influence. But, how does this look on the ground level? The purpose of this study is to trace the implementation of the District's social emotional learning initiatives in several high schools from the creation of the SEL department in 2011 until the present.

Significance:

This study is significant in the way it will look at implementation of a district initiative that is of vital importance to the students it serves. Social-Emotional Learning is an integral part of the district's instructional plan and is one way the district is prioritizing equity. It is, therefore, important to look at how this initiative began and how it has been implemented since the department's inception in 2011.

Methods Used:

This study is a historiography and the data has been collected through interviews with high school guidance counselors, as well as artifact examination, specifically of school goals, strategies and action steps in regard to social emotional learning submitted to the state department of education in their School Improvement Plans. Using Hatch's (2002) description of the role of the historiographer, the researcher will examine the sources of data, determine their accuracy and credibility and then make interpretations based on the data. Preliminary findings suggest that there is little evidence of specific actions taken by the high schools to implement the district initiative.

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Implementing a Mentoring Program for New Teachers

Scope of this training

The scope of this session is to train principals, administrators, and school leaders on how to best implement a new teacher mentoring program within a school. Participants attending this training will leave with practical knowledge to support new teachers through tapping into their skilled veteran teachers on their campus while validating all stakeholders' concerns throughout the implementation process. Participants will be provided a brief synopsis of the most current research showing the need to mentor beginning teachers in order to maintain them within the profession. This training will include a variety of techniques that school leaders can utilize in order to best support their faculty while providing them with the most current and pertinent professional development. Teachers of all levels of expertise, instructional coaches, mentor teachers, and school or district administration would benefit from this training.

Objectives for this training

This training will cover the following objectives: (a) The participant will identify the most current research regarding mentoring the reasons why we need it to maintain a strong teaching force. (b) The participant will understand how to address concerns for all involved in implementing a mentoring program to include the beginning teacher, mentor, instructional coach, and the peer buddy. (b) The participant will gain a deeper understanding of prescribed professional development and the need to provide specific interventions for new teachers based on their needs. (d) The participant will gain understanding on how to organize team visits and supports for the new teacher based on a given timeline of implementation.

Activities for this training

The session will begin with a review of the relevant research used to support the need for a new teacher mentoring program designed to assist them as they enter the profession. The trainers will provide a description of the mentoring team and the roles of each member involved. Participants will experience the Concerns Based Adoption Model or CBAM and how it can be used to address the concerns of all faculty involved in the implementation process of a mentoring program. Participants will come to understand how to validate and support any worries or concerns that the faculty has during the initiative. Trainers in this session will focus on how to build trust among the faculty involved in the mentoring process. Participants will be given access to a variety of professional development topics to use as a springboard for their own new teachers in their school along with suggestions on how to actually organize, plan, and set a calendar of dates for observations, walk-throughs and conferences between the new teacher and other team members providing support. Participants attending this training will interact with a timeline and sample schedules of classroom visits, observations, and conferences between the new teacher and members of the team across a three-year timeframe. As a closing activity, participants will develop an action plan for next steps and will have an opportunity to ask questions as well as provide suggestions and feedback to the trainers with a short exit ticket.

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Improve Elementary STEM+C Learning through Digital Making

The solution to the nation's shortage of STEM workers begins in elementary schools. However, elementary teachers are not well prepared to teach STEM and they lack the knowledge and competency to inspire students early on in the fields of science, technology, engineering, mathematics, and computational thinking (STEM+C). Preparing elementary teachers for teaching STEM+C with digital making is suggested in this paper as a means to improve elementary teachers' STEM+C teaching competency and to improve STEM+C learning in elementary classrooms. This paper also proposes and discusses related approach, framework, and pedagogy to illustrate how elementary teachers can teach STEM+C effectively by engaging elementary students as digital makers. Suggestions for future research are also discussed.

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2019 MSERA Annual Meeting

Incorporating Multicultural Literature in the Secondary Curriculum: Teachers' Perceptions and Attitudes

Student population in secondary classrooms are becoming more diverse (NCES, 2017). With this diversity comes the need to examine literature choices in the secondary English Language Arts curriculum. When the Common Core State Standards (CCSS) were introduced in 2010, one strand discussed the inclusion of multicultural literature in the curriculum. However, not every state has adopted the Common Core State Standards which has led to multiple interpretations of the term "multicultural." Once the term has been defined, teachers are expected to teach the literature that will serve as windows and mirrors to the students in their diverse classrooms: windows for students to learn about other cultures and mirrors for diverse students to see themselves (Bishop, 1990). However, teacher perception and attitude towards multiculturalism plays a key role in how the literature is taught in the classroom. In this dissertation proposal, I explore teachers' attitudes and perceptions towards multiculturalism and how it can affect the instruction of multicultural literature in the classroom. Informed by the framework of Critical Discourse Analysis (CDA), the proposed dissertation will focus on policy and practice regarding the construct of multilingual. Using a three pronged analytical method, first, the language of the Common Core State Standards (CCSS) and the different state standards, pertaining to the "multiculturalism" strand will be subjected to close reading; secondly, a survey to be distributed to current teachers across the country to obtain preliminary data about teacher perception toward multiculturalism; thirdly, a focus group session will be conducted to elaborate on the information and insights gained from the surveys. The goal of is to establish current teacher perception towards multiculturalism and discuss how to navigate those attitudes to teach multicultural literature effectively to more diverse students.

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2019 MSERA Annual Meeting

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Increasing Empathy and Awareness among Preservice Teachers through Social-Emotional, Literacy Experiences with at-risk Youth

Service-learning can be an alternative to providing authentic professional experiences while engaging within the community. This qualitative study focuses on preservice teachers' reflections of their own experiences in a service learning project. This service learning project provided Social Emotional Learning and literacy experiences to children in crisis situations at a local homeless shelter in an effort to become more prepared for similar challenging behavior in the elementary classroom. In an effort to increase the elementary preservice teacher's field experience with guidance and management of challenging behavior in young children, this service learning project was created within a course designed for elementary majors and focused on teachers' abilities to address challenging behavior while also building trust and community. The preservice teachers presented here experienced service-learning at a local homeless shelter children's center. To incorporate literacy and Social-Emotional Learning within this course, a small grant was written in the amount of $250 to purchase age-appropriate children's books focused on Social-Emotional learning incorporating the CASEL competencies. The books were chosen based on themes related to these five competencies in an effort to encourage moral autonomy, friendship, self-discipline, and kindness. Each preservice teacher had one preschool child to read with during this visit. Time was spent reading the books to the children and discussing the overarching social emotional theme found within that book. Connections were also made to the child's feelings and emotions toward the book as they read and discussed his or her favorite parts. Before closing the reading activity with the child, the preservice teacher modeled how to write the child's name on the inside cover of each of the two books and then gifted these to the child. Upon completion of the visit to the shelter, the preservice teachers had to reflect on their experiences and connect these to what they may later experience in their own elementary classroom. Preservice teachers' reflections noted that although many children came from a variety of cultures, experiences, circumstances and family backgrounds, it was the job of the teacher to see to it that the classroom is safe for his or her students and welcomes all diversity. The preservice teachers noted that the trip to the shelter helped them to broaden perspectives and deepen knowledge of the different categories of crisis and how these all play a part in a child's physical, social and academic lives. During this Service Learning project the preservice teachers gained authentic field experiences with young children while providing Social-Emotional Literacy experiences. These preservice teachers made connections to children in crisis situations such as poverty and homelessness with possible reasons why they may exhibit these challenging behaviors. Those involved in this service learning project were able to make connections to the need for Social-Emotional learning at a very young age to help to educate the whole child. Preservice teachers also made connections to how important it is for a child to have early literacy development as a means for creating a solid foundation for later literacy skills.

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Initial Impact of a 5-year Recruitment Plan: Recruiting High-Quality Candidates for a Teacher Education Program

Local teacher shortages, especially in the Mississippi Delta, are reflections of state and national trends that present fewer prospects entering the field of teaching while a growing number of veteran teachers are exiting the teaching profession. As a result, colleges and universities strive to develop actionable plans to recruit not just teachers, but high-quality teachers who can replenish the teaching profession and positively impact diverse classrooms. Furthermore, new accreditation standards adopted by many states now require that teacher education programs develop and implement purposeful, targeted recruitment plans. Thus, the purpose of this study is to determine the initial impact of a teacher education program's 5-yr recruitment plan. According to supply-and-demand theory, too few teachers exist to fill the many vacancies left in schools year after year. Therefore, the overarching goal of the plan was to recruit high-quality candidates from a broad range of backgrounds and diverse populations in an effort to produce professional graduates who will be effective in the field of human learning and services. The plan was to ensure that the admitted pool of candidates reflects the diversity of America's P-12 students. Additionally, the plan was the teacher education's tool for demonstrating efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities. The plan was implemented fall 2018 with ongoing documentation of recruitment efforts and lists of prospective contacts. Databases were developed to house and organize contact information. Approximately 150 contacts were made. Follow-up contacts were implemented to further encourage admission to the teacher education program. After a year of the plan's implementation, comparative demographic data were reviewed to determine the number of actual admits. According to the initial data, 4% of the recruitment contacts actually applied to the teacher education programs. Based on this result, the recruitment plan had a positive impact on admission to the teacher education program and should, therefore, be further examined and revised to improve the impact on the recruitment of high-quality candidates for teacher education programs.

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Integrating Research into your Teaching: Undergraduates as Researchers

2019 Mid-South Educational Research Association (MSERA) Training Proposal Connecting Research and Practice: Unmasking Our Potential November 6-8, 2019

Encouraging Child Sustained Attention: Data Collection as a Reflective Practice for Teachers

Scope: The goal of this training is to engage teachers of young children in data collection and reflection to encourage developmentally appropriate classroom expectations.Training will be one hour long, interactive, and designed primarily for classroom teachers and educators who work with young children under four.

Objectives: Teachers will learn about the importance of child attention as it is considered a necessary component of learning (Bandura, 1989). Teachers will identify and define three teaching conditions: child choice, adult choice and adult presentation. Teachers will observe and record how long a preschool-aged child can attend across the three conditions (child choice, adult choice, and adult presentation). Teachers will compare data with that of the author and calculate interobserver reliability. Teachers will summarize and interpret the data to draw conclusions about which conditions were most effective. Teachers will spend five minutes reflecting on their classroom routines and expectations. Teachers will spend ten minutes writing a plan to increase opportunities for child choice in their classroom.

Brief Summary of Activities: Presenters will share literature that establishes relevance for the study of sustained attention in young children. "Social learning theory (Bandura, 1989) has established the importance of attention on the learning process, and previous research (Casey & McWilliam, 2007; Doke & Risley, 1972; LeLaurin & Risley, 1972) has suggested that child choice has an impact on attention. Therefore, a comparison of different teaching conditions and their effects on the duration of child attention would be an important contribution to the field." (DiCarlo, Baumgartner, Ota, Geary, 2016) Presenters will spend 5 minutes introducing themselves and will "break the ice" by asking teachers how long they think preschoolers of different ages can attend or engage with a material. Teachers will write their answers on anonymous post it notes. After three minutes the presenters will read answers aloud to begin the discussion. Next, presenters will display the results of the Child Sustained Attention in Preschool- Age Children study. Teachers will be introduced to the data collection procedure, and definitions of each condition. Presenters will show video on one of the conditions so that teachers may practice collecting data on attention with data collection sheets provided. Teachers will calculate inter-observer reliability. Presenters will share preliminary data from an ongoing study of attention in 2 and 3 year olds and participants will learn how to summarize data and interpret the collective data to draw conclusions about which teaching conditions are most effective for promoting sustained attention. Teachers will be encouraged to reflect on how much time they expect children to attend to a task/ choices we give to children, and will spend the last five minutes of the session planning to use what they learned about child sustained attention to make changes to classroom routine or expectations to increase instances of child choice.

References: DiCarlo, C. F., Baumgartner, J. J., Ota, C., & Geary, K. (2016) Child Sustained Attention in Preschool-Age Children, Journal of Research in Childhood Education, 30(2). 143-152. Doi: 10.1080/02568543.2016.1143416 Tiger, J. H., Hanley, G. P., & Hernandez, E. (2006). An evaluation of the value of choice with preschool children. Journal of Applied Behavior Analysis, 39(1), 1–16. doi:10.1901/jaba.2006.158-04

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Integration of Behavioral Health and Primary Care: Lessons Learned from Jackson State University

Primary care plays a pivotal role in the quality of life for many mental health clients; however, there are few, if any institutes that provide clients with an integration of mental health and primary care. Overall, individuals with severe mental illness have higher rates of chronic medical conditions such as hypertension, diabetes, and heart disease; higher frequency of multiple general medical conditions; and more than twice the rate of premature death resulting from these conditions (Kelly, Boggs, and Conley, 2007; Saha, Chant, and McGrath, 2007). Many factors contribute to the issue of medical conditions among persons with severe mental illnesses (SMI), including low levels of self-care, medication side effects, substance abuse comorbidity, unhealthy lifestyles, and socioeconomic disadvantage (Burnam & Watkins, 2006). Furthermore, the organizational and financial separation of the behavioral and primary health care entities contributes to disparities in access to the quality of general medical care for individuals with severe mental illness (Alakeson, Frank, & Katz, 2010; Bao, Casalino, & Pincus, 2013). Moreover, there is a need for mental health providers across the country, but the need in the Jackson, MS and surrounding rural areas is especially pressing. The mental health service delivery system in its current state does not adequately meet the needs of children, youth and others who are in need of mental health services, but who are unable to access them (Stagna & Cooper, 2011). Often times a school counselor is the most assessable mental health practitioner for children and adolescents (Anderson & Cardoza, 2016). Clinical Mental Health and School Counselors are increasingly needed to fill this gap as pertinent change agents who are focal persons in many underserviced impoverished children/adolescents and adult lives. This quantitative exploratory study, used a t-test to analyze the impact of specialized training in Integrative healthcare on school and clinical mental health counseling program interns clinical experience. This study contributes to the field of counseling by identifying effective strategies to appropriately train counseling students to be prepared to work in Integrative healthcare settings.

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Interdisciplinary Experiential Learning: Evaluating an Undergraduate Research Program

An undergraduate summer internship program, funded by a small Midwestern private college, has completed two years, in 2018 and 2019. A third year is planned for 2020. The program objective was to focus on experiential learning within a diverse setting. An evaluation was completed to measure the program impact on undergraduate students and their mentors. In this program, the developer's specific goals included vocational discernment, professional preparedness, and fostering a multidisciplinary environment designed to contribute to the research experience. Lessons learned in undergraduate research show the importance of experiential learning and the benefits to undergraduate students in STEM. Research by David Lopatto in 2004, titled "Survey of Undergraduate Research Experiences (SURE)", sought to examine several hypotheses, including "that undergraduate research enhances the educational experience of science undergraduates, attracts and retains talented students to careers in science, and acts as a pathway for minority students into science careers". Lopatto's work found that the educational experience is enhanced by undergraduate research, especially in the research process, scientific problems, and lab techniques, as well as personal development. The design for the evaluation reflects a sequential explanatory mixed methods approach. The evaluation used both quantitative and qualitative methods to measure outcomes. In the first year, evaluators observed program sessions and conducted a focus group at the program completion with all participants. Additionally, evaluators, with program director input, used a survey adapted from the Center for the Improvement of Mentored Experiences in Research (CIMER) survey, developed as part of a NSF funded project led by J. Branchaw at the University of Wisconsin-Madison. This online survey was sent to participants before the final focus group. Participant feedback data collected through surveys and focus groups provided evidence regarding the initial goals. In the second year, observations of sessions were coupled with a survey for each session completed by participants, end-of-program focus group, the same CIMER adapted survey as the first year, and individual interviews with each participant. Data collected will be used to inform the third year's summer programming. References Lopatto, D. (2004). Survey of Undergraduate Research Experiences (SURE). Cell Biology Education, 3(4), 270-277.

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Investigating Teachers' Perception of Digital Citizenship Instruction at Different Stages of 1:1 Implementation

Today's teachers often swim in waters unknown when preparing digitally-infused instructional activities for the classroom. Professional organizations and educational researchers have long identified the idea of digital citizenship as an area of focus for students, teachers, and administrators. Over the past ten years, the general public has increasingly accepted the necessary yet ubiquitous nature of digital technologies and the social sharing/collaborative tools associated with them (James, Weinstein, & Mendoza, 2019). Digital citizenship, or the responsible use of technology to learn, create and participate, has elicited much conversation on what should be included/excluded from academic instruction, as well as what types of literacies are necessary for successful implementation of digital citizenship initiatives (Koltay, 2011). Continued redefinition of digital citizenship is necessary due to the changing landscape of technology integration in classrooms across the globe (Ribble & Park, 2019). As research continues to establish and improve digital citizenship frameworks to influence instruction, educators must also continue to refine the skills necessary to integrate digital citizenship experiences into the instructional environment.

Teachers entering classrooms enhanced with instructional technology staples (such as 1:1 devices, increased connectivity, digital collaboration) face unique challenges in incorporating digital citizenship basics as part of high-quality instructional practice. Teachers of 1:1 students encounter learners that have constant access to a learning device - evenings, weekends - any time the student is not present at the school (Oppenheimer, 2003). While frameworks to implement digital citizenship curricula in K-12 education are abundant, the need exists for research on how these frameworks interact with 1:1 device initiatives, their implementation, and an exponential growth in student access.

The purpose of this case study research is to explore digital citizenship instruction within a large suburban school system while examining how the implementation of the system's 1:1 technology initiative has influenced teachers' perceptions of digital citizenship instruction. The researcher will interview teachers from two groups: teachers with 3 or more years experience with 1:1 instruction and teachers with less than one year of experience with 1:1 instruction. Interview data, combined with document analysis of the system's 1:1 implementation documentation, will be analyzed to determine how teachers' opinions of digital citizenship instruction are impacted by 1:1 implementation as measured by Kim and Choi's (2018) SAFE Digital Citizenship Framework.

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Investigating the Relationships among Students' Motivation, Perceptions of Psychological Need Satisfaction, English Self-Efficacy, Classroom Engagement, and English Academic Achievement for Chinese Undergraduate English Majors

This study investigated the relationships among Chinese undergraduate English learners' motivation for learning English (i.e., students' internal choice, students' external pressure), students' perceptions of psychological need satisfaction, English self-efficacy, classroom engagement, and their English academic achievement. The theoretical framework underlying this study is Self-Determination Theory (Ryan & Deci, 2000a, 2000b, 2017). To investigate the relationships among the variables, a quantitative research methodology of a path analysis was used. Although language learners' motivation for learning a second/foreign language is a well-studied construct, there is a paucity of studies to investigate whether or not Self-Determination Theory applies to Chinese collectivistic culture for understanding Chinese college English language learners' motivation for learning English. The purpose of this study was to investigate the relationships among Chinese undergraduate English language learners' personal variables (i.e., motivation for learning English, English self-efficacy, classroom engagement, and English academic achievement) and contextual variables (i.e., students' perceptions of psychological need satisfaction) in a path analytic model. The participants of this study were 620 Chinese undergraduate English majors from middle-level national public universities in the Southeast of China. Mplus8 was used to conduct the path analysis. Findings of the current study showed that Chinese undergraduate English language-learners, who were primarily regulated by internal choice (i.e., intrinsic regulation, identified regulation), were likely to perceive that teachers met their psychological-needs for intrinsic motivation, which in turn predicted their learning-related beliefs (e.g., a high sense of English efficacy), learning-related behaviors (e.g., active involvement in learning activities), and English achievement. Nevertheless, students who were primarily regulated by externally-controlled reasons for learning English, including introjected regulation (i.e., performing a task to avoid feeling guilty), external regulation (i.e., performing a task for obtaining rewards), and parental persuasion (i.e., parents' influence toward learning English) were also likely to perceive that their teachers met their psychological-needs. This study investigated Chinese undergraduate English learners' motivation for learning English as a foreign language and the consequent learning outcomes. Findings of this study broadened understandings of students' motivation for learning a language by showing how students' initial reasons for learning a language may influence their learning beliefs, classroom engagement, and language achievement.

Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classical definitions and new directions. Contemporary Educational Psychology, 25(1), 54–67. doi: 10.1006/ceps.1999.1020 Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68–78. doi: 10.1037110003-066X.55.1.68 Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York, NY, US: Guilford Press.

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It Happens on Friday Nights: A Case Study of Marc, a High School Football Coach

Abstract Problem Statement Many students choose to engage in extracurricular sport activities while in high school. While there are many reasons while students chose to do so, these experiences remain almost exclusively an American educational experience which places student athletes in important learning situations. Of particular interest is the role a coach may play in mentoring and shaping those experiences. Therefore, this study investigates the role, beliefs and experiences of a single coach and how his experiences shaped his coaching philosophy. While a qualitative case study such as this does not make external claims from its results, it can address several questions. We believe that this unique coaching situation is worthy to be explored because it epitomizes the positive side of coaching and the effects of this coaching style on the student athletes and the community, contributing in a significant way to the body of educational research. This qualitative case research underscores how a coach's personal philosophy and experiences impact a community. Studies indicate that sport participation may be beneficial to high school students. Moreover, additional investigations have identified the coach as a pivotal aspect of this development. Coaches who believe in mentoring young people potentially have the most impact on their athletes (D'Andrea, Bergholz, Fortunato, & Spinazzola, 2013; Lindvall Wahlberg, 2011).

Purpose of the Study The purpose of this single case study was to investigate how Marc, a high school football coach through his own reflection described his role as a high school coach, thereby discussing the impact of athletics and positive coaching on the community. We used a purposeful sampling technique for this case (Patton, 1990).

Research Questions The following research questions guided this qualitative case study inquiry: 1) To what extent did Marc's past and present experiences shape his experiences as a coach? 2) What significant aspects or events influenced Marc's philosophy of coaching? As a qualitative single case study, this research followed the basic qualitative iterative process. The case is used to explain why a specific phenomenon takes place.

Methodology Data collection included interviews, field visits, and documentary notes. These took place throughout the course of one semester. Data Analysis We used grounded theory methodology to conduct the data analysis. (Bodgan & Biklen, 1992; Check & Schutt, 2012; Creswell, 2007, 2014; Eisner, 1991; Maxwell, 2005). The findings through the auspice of descriptive narrative produced analytical categories. From categorical analysis, several themes emerged. The results of this single case study indicated that Marc prioritized a holistic development of his high school student athletes and stressed the importance of character, community engagement, and caring for others.

Conclusion/Implications This single case study has a twofold significance. First, high school students can benefit from participating in interscholastic athletics if they have a positive coach. Second, high school coaches have the power to make a positive impact on the lives of many young people through their coaching philosophies.

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Longitudinal Growth Modeling: Mixture Populations

Problem Statement

When the correct longitudinal growth model (LGM) is not applied to the data, misinterpretation of the results can occur. A researcher therefore needs to test data for linear, quadratic, cubic, and quartic trend; polynomial trends. Of recent importance is whether a homogeneous or heterogeneous population is present. In addition, sample size, missing data, multivariate non-normality, and more recently, the reliability of measures across time periods (Marcoulides, 2019) have been issues in modeling LGM fit. Software has made LGM easier, e.g. Mplus, provides the use of a matrix to establish polynomial trend values and provide model parameters and model fit (see Appendix).

Theory

Longitudinal growth modeling (LGM) provides the rate of change in a measured variable across three or more time periods. In regression terms, this applies to the intercept (baseline measure) and the slope (rate of change). Wishart (1938) visualized the statistical analysis of growth data as a polynomial model when not finding a linear trend in weight gain amongst pigs. LGM has been applied in various settings. For example, Berkey (1982) did a comparison of linear and non-linear growth models for length and weight of pre-school children. Schumacker & Pugh (2013) found differences in reading and math amongst two latent classes of school systems. Several books are available that present LGM (Schumacker, 2016; Schumacker & Lomax, 2016; Bollen & Curran, 2006; Schumacker & Marcoulides, 1998; Duncan, Duncan, Strycker, Li & Alpert, 1999).

Methodology

This paper extends LGM to the research design where a homogeneous population is assumed, but a mixture population is prevalent. Simulated data using R code created a homogeneous population, however, two separate distributions emerge within the population (mixture model). A mixture model is a probabilistic model for representing the presence of subpopulations within an overall population (see Appendix). In structural equation modeling we often assume data comes from a homogeneous population distribution and conduct our analyses to estimate parameters, e.g. mean and variance using maximum likelihood estimation (ML). There are several other estimation methods that can be selected for parameter estimation in the presence of non-normality (weighted least squares – WLS and diagonally weighted least squares – DWLS). What happens if the assumed population distribution is multi-model with different distributional properties? Mixture modeling provides an approach to modeling such data. Mplus software (Muthén & Muthén, 1998-2017) provides a latent class analysis (LCA) to detect whether sub-populations (classes) exist in a distribution.

Results

A histogram of simulated data on height is presented for demonstration of LGM mixture model.

The histogram is unimodal. Are the heights normally distributed under this model? If we plot the probability densities, the separate sub-distributions become visible, thus indicating a mixture model with two gender groups labeled.

Conclusions

Researchers often assume a homogenous population when sampling data and conducting their analyses. The

possibility of sub-populations nested within the homogenous population is often not explored. Today, we can examine the presence of sub-populations via mixture modeling. Moreover, the presence of latent classes in LGM would change the interpretation of latent growth across time periods.

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Meeting the Needs of Dyslexic Students: Targeted Library Media & Technology Interventions

Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. The analysis of the Response to Intervention Model, current research in the fields of dyslexia and information literacy and the American Association of School Librarians Standards for Framework for Learners, resulted in the creation of the LAFE Model. The LAFE Model comprises four points for interacting with the student and/or the Dyslexia Interventionist (L look/listen, A assistance/accessibility, F format/fit, and E engagement/environment. The model was designed to provide a continuous loop of feedback to support the reading development process.

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More than a Babysitter: Looking Back on an Effective Summer Enrichment Program

Recently, many of the elementary schools in the local county, predominantly serving students of color, received a failing grade from the state. Most of the elementary schools that did not fail, received grades that were less than desirable. Although it is realized that one assessment cannot alone define a school or a student, the fact remains that many students in the region are underperforming academically in reading and mathematics. Many times, living in poverty can reduce the opportunities and advantages that education can provide even before a child attends school (Brown & Medway, 2007). One part of the solution to begin increasing the continued academic success of all students is to offer enrichment camps that focus on content specific topics and activities closely aligned with standards taught in local schools. Many summer enrichment camps aim to strengthen participants' skills, primarily in mathematics and reading, in order to provide a head start on learning the content scheduled to be taught during the next academic school. This study addresses the call for research by Henderson (2018) who identified a gap in literature pertaining to day camps and their impact on the positive growth of the children in attendance. The Summer Enrichment Program offered a unique day camp experience that emphasized academic achievement preparation and achievement for low income students. The purpose of this study was to determine the impact of the Summer Enrichment Program on elementary students' content knowledge in reading, mathematics, and science. Approximately 590 rising 2nd through 5th grade students registered for the program with a daily average of approximately 290 students in attendance. Participants in this study included students who completed the pre- and post-tests in each content area. In order to evaluate the impact of the Summer Enrichment Program on elementary students' content knowledge, a pre-test post-test design was utilized in each of the content areas. Pre-tests were administered at the beginning of the four-week program prior to the delivery of instruction in reading, mathematics, and science. Then, the elementary preservice teachers engaged the students in appropriate and meaningful grade-level learning experiences for a total of 14 days. The post-tests in each content area were then administered at the completion of the program. Comparisons of pre-test to post-test score changes for each grade level and subject area were carried out using paired-sample (repeated measures) t-tests. Data analysis revealed a statistically significant increase in content knowledge in each area of reading, mathematics, and science over all grade levels—2nd through 5th—as demonstrated through pre-test/post-test gains. While the summer enrichment program was effective in achieving student success in the content modules presented during the program itself, it is yet to be determined if students are indeed better prepared for their upcoming grade level. In order to thoroughly determine whether or not the summer enrichment program met its goal of "preventing the summer slide," further evaluation of student academic knowledge must continue in the subsequent school year.

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Motivational Factors that Influence School Attendance, as Perceived by Students in a Rural Title 1 Middle School

Chase, Geldhof, Hilliard, and Warren (2014) recognized the importance of addressing student attendance early in a student's academic career to increasing graduation rates and reducing the number of high-school dropouts produced each year. Likewise, Keiffer, Marinell, and Neugehauer (2013) suggested there is a need to increasingly understand the motivational factors that encourage and discourage attendance from the perspective of middle school students. Sternberg (2005) claimed that motivation is very important for school success, and in its absence, the student may never make an effort to learn. The purpose of this qualitative study was to identify motivational factors related to school attendance, as perceived by students. Furthermore, data were compared based on a gender, ethnicity, and grade level. The sample was comprised of students (n=293) in grades six through eight in a rural Title I Middle School in the South. Demographic data and responses to a researcher-created questionnaire were collected. Data were analyzed, coded, and categorized with computer software (i.e., Nvivo) to identify common/emerging themes and develop a conceptual framework. The conceptual framework was comprised of six primary constructs related to factors that motivated school attendance: (a) Positive Relationships, (b) Personal/Family Aspirations, (c) Non-Scholastic Activities, (d) Arbitrary Attendance, (e) Authoritative Mandates, and (f) Academic Deadlines. The conceptual framework further consisted of seven primary constructs related to factors that discouraged school attendance: (a) Medical Issues, (b) Apathy toward School, (c) Negative Relationships, (d) Time-related Concerns, (e) Personal/Family Concerns, (f) Being Out of Town, and (g) Transportation Problems. Findings also revealed factors specific to gender, ethnicity, and grade level preferences. The data revealed positive relationships as the most important factor that motivated these students to attend school regardless of their gender, ethnicity, or grade level. These relationships included interactions between students and their peers, as well as interactions between students and teachers/school staff members. A focus on improved positive relationships may increase student attendance and achievement. In addition, medical issues were found to be the most significant factor that discouraged attendance regardless of gender, ethnicity, and grade level. Such factors are often unavoidable. Based on the findings, the researcher provided recommendations for district-level educational leaders, school building leaders, and teachers.

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Motivational Profiles of Chinese Undergraduate English Language Learners: A Multiple Regression Model

The purpose of this study is to investigate to what extent Chinese undergraduate English language learners' motivation for learning English as a foreign language (i.e., intrinsic regulation, identified regulation, introjected regulation, and external regulation), students' integrative orientation (i.e., engagement in the target language culture and community), perceptions of teachers' support for psychological need satisfaction (i.e., learning environment that supports students' autonomy, competence, and positive relatedness), and English self-efficacy (i.e., beliefs in one's ability to learn well) predict their classroom engagement (i.e., active involvement into learning activities), respectively. The present study was framed by Self-Determination Theory and its assumptions about three psychological needs that must be fulfilled to promote students' intrinsic motivation. This study was conducted in two middle-level national public universities in the southeast of China. The participants were 620 undergraduate English language learners. For data analysis, a hierarchical regression analysis was conducted using SPSS. For the first regress equation model of motivational regulations, results of the current study showed that among four motivational regulations, intrinsic regulation and external regulation contributed significantly to the prediction of students' classroom engagement. The second regression equation added the components of students' perceptions of teachers' support for psychological need satisfaction and students' engagement into the target language culture and community to investigate the incremental value of these variables to the prediction of students' engagement into classroom activities. Results suggested that both students' perceptions of teachers' support for psychological need satisfaction and their integrative orientation could contribute significantly to the prediction of students' classroom engagement. Finally, the variable of students' learning-related beliefs was entered into the equation to determine whether the students' beliefs in their ability to learn English well would incrementally contribute to predicting students' classroom engagement. Results showed that learning-related-beliefs variable significantly added to the prediction of students' classroom engagement. Findings of the current study showed that Chinese undergraduate English language-learners, who were primarily regulated by intrinsic regulation for learning English (i.e., interest in learning English) tended to show desired learning-related behaviors (e.g., active involvement in learning activities). Nevertheless, students who were primarily regulated by external regulation for learning English (i.e., performing a task for obtaining rewards) were also likely to have an intention to engage into learning activities in class. Moreover, when students perceived that teachers provided learning environment that supported their autonomy, competence, and positive relatedness, they tended to engage in learning activities. As for the relationship between students' English self-efficacy and their classroom engagement, this study showed that students' learning-related beliefs could predict their learning-related behaviors, for example, active involvement in learning activities. Chinese undergraduate English language learners' motivation for learning English as a foreign language was a topic worthy of study. Future research would help explore nuances of the positive or negative effects of students' external motivational-regulations within Self-Determination Theory and, thereby, enhance SDT's explanatory power for understanding students' motivational regulations for learning in Eastern collectivistic cultures.

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Multiple Linear Regression Models and Collinearity Analysis

The purpose of this research is to explore the role of multicollinearity interpretation in Multiple Linear Regression (MLR) models, techniques used to reduce it or more fully describe its importance, and ways in which multicollinearity reporting of interaction effects might be used for descriptive analysis and post hoc modeling. This research uses Multiple Linear Regression to explore multiple IVs identified as contributing to at-risk status of students at an urban serving university with the DV being currently on probation. Data was taken from a population of students studied over six years at an urban-serving university to explore persistence of at-risk students (P=35,239) based on 27 IVs. An ANOVA test of the strength of the regression model was found to be significant [$p < 0.001$] with a moderate effect size ($R^2 = 0.329$). Results of the MLR test showed significance for twenty-one of the twenty-seven variables when analyzed collectively. A close investigation of multicollinearity diagnostics is used as a basis for discussion of the various elements one might consider when choosing whether to continue forward, reduce variables in the model, and/or incorporate different regression techniques.

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Nursing Educators' Perceptions of Teaching Information Literacy to Support Evidence-Based Practice: A Mixed-Methods Study

Evidence-based practice (EBP) is the standard of care in healthcare, and educators are obligated to prepare future nurses to utilize EBP supported by information literacy competencies in clinical practice in the twenty-first century. Problem Statement/Purpose: Information literacy and EBP competencies are not consistently prioritized and/or integrated in nursing education, and graduates are not adequately prepared to use evidence-based information in practice for clinical decision-making. There is a lack of priority and belief in the need for teaching the competencies due to barriers in nursing education. The purpose of this study was to examine nursing educators' perceptions of and beliefs about information literacy and evidence-based practice and examine the cultural factors that influenced the readiness to integrate evidence-based practice within colleges of nursing in a south-central state. Theoretical Grounding: Rogers' diffusion of innovation theory was the theoretical framework for this study. The stakeholders in the adoption of the innovation for this study included nursing administration, nursing faculty, and nursing students in colleges of nursing. Identifying factors that influence the adoption of information literacy skills for the use of evidence in practice are essential to answer the research questions. Summary of Methodology: The purpose of the mixed-methods study was to examine educators' perceptions and beliefs about teaching information literacy to support EBP and determine cultural factors in academia that influenced the integration of EBP. The Information Literacy for Evidence-Based Nursing Practice (ILNP), EBP Beliefs-Educator (EBPB-E), and Organizational Culture and Readiness for School-Wide Integration of EBP -Educator (OCRSIEP- E) Scales were used to collect data in Phase I from 145 educators in a south-central state. Phase II data were collected from 11 educators' personal experiences teaching information literacy and EBP with semi-structured, recorded interviews. Results: Most participants reported firm beliefs and confidence in teaching and utilizing EBP and a positive movement toward sustainable cultures of college-wide integration of EBP. Primary sources for information-seeking included professional journals, reference textbooks, and healthcare databases, and rarely were librarians consulted. Availability of databases and personal expectations for seeking new evidence were facilitators, and barriers for searching for additional information included lack of time to search and understand the organization of electronic databases. Most were aware of EBP but not information literacy competencies, and participants unanimously reported information literacy was an EBP prerequisite and faculty were responsible for teaching both skills. Educators younger than fifty years and teaching in graduate and doctorate programs had higher mean scores on the EBPB-E Scale. Statistical significance was found for movement toward a sustainable culture of EBP by participants teaching in graduate and doctorate programs ($p = 0.028$). Themes identified from interviews included the need to update and educate nursing faculty about information literacy and EBP competencies, organizational constraints for teaching the competencies, and commitment for lifelong learning in the nursing profession. Conclusion: Faculty development, orientation programs, and consistent integration of competencies in all nursing programs were recommended, and the study validated the importance for educators to be knowledgeable and prepared to teach essential nursing competencies expected of nursing graduates.

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Online Doctoral Students' Perceptions of Learning Management System Tools, Connectedness, and Suggestions

Online learning poses both opportunities and challenges for educators and students. Educators and students sometimes feel disconnected from one another because of the online environment and the frequently asynchronous nature of online communication. This present study sought to understand how Desire2Learn (D2L) learning management system tools are used. Social explanations of learning and the importance of interactions and connection to course material, instructors, peers, and the doctoral program itself underpin this study's theoretical grounding. Lave & Wenger (1991) contended that learning as a social process occurs within a "community of practice" that is developed with other co-participants over time (p. 98). Through significant and substantial interactions, students and instructors develop communities of practice that facilitate learning and engagement in course content (Bungard, 2017). One hundred twenty-one Ed.D. students participated in our study. Students responded to Likert-scale questions and open-ended prompts about instructors' use of D2L tools, students' connectedness to the program, most useful D2L components, suggestions for D2L uses, and general comments about D2L and the doctoral program. Students reported on their previous experience with D2L. Thirty percent of respondents indicated no previous experience with D2L, 46% took classes in an earlier program using D2L, 37% previously taught classes using D2L, and 24% had previous experience with other course management systems (total exceeds 100% because some respondents had experience in two or more categories). Seventy-seven percent rated D2L a 7, 8, or 9 on a scale of 0-10 with 10 being excellent. Faculty mainly used the Discussion, Grade Book, Assessment, Calendar, and Dropbox tools. Eighty-three percent of respondents either "Agreed" or "Strongly Agreed" that Discussion Boards were a useful component in online classes. However, 36% indicate that Discussion Boards were overused by course instructors. The Grade Book was used in 60% of the online classes either "Very Often" to "Often." Overall, about 92% of instructors used the Grade Book function. Instructors used the Assessment component (quizzes, exams, and other graded activities) less than other components. Only 26% of instructors used the Assessment Tool "Very Often" to "Always." Eighty-five percent indicated that class assignments were "Very Often" or "Always" posted, and 79% stated that due dates were "Very Often" or "Always" posted. Over 88% indicated that their instructors made regular use of the dropbox function. These results have important implications for online doctoral programs. Students reported that they had significant interactions with peers through social networking sites and D2L. Eighty-eight percent of students stated that they got to know their fellow students through D2L. Sixty-nine percent indicated that adequate personal contact by online instructors using D2L occurred "Very Often" to "Always." Over 76% of students indicated that they got to know their online instructors through D2L; however, 24% indicated that they did not. In written feedback, students reported often feeling disconnected from faculty. Students indicated email, text, the D2L feedback tool, and WebEx video conferencing as their top four preferred methods for instructor-student contact. Instructor contact and peer-to-peer contact are two key issues for online programs to address.

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Online Practitioner-Oriented Graduate Programs: Are they meeting the needs of new professionals?

The prevalence of graduate online education has increased over the past fifteen years, with over 45 percent of graduate students taking some online classes in 2016, as compared to just 16% in 2003. Online-only graduate programs have also risen from 6 percent in 2003 to nearly 30 percent in 2016. Many disciplines are well-suited for online graduate degrees and provide working professionals an avenue to increase their knowledge and gain another degree or credential. The demand for online graduate degrees at public research universities in fields such as social work, education, nursing, and library and information sciences has increased as many professionals seek to capitalize on the convenience of attaining a post-secondary degree while working.

Professionals already working in a given field benefit from the flexibility and convenience afforded by the online environment and are less affected by the disadvantages of online education, such as the absence of a physical community, difficulty developing professional networks, and lack of practicum or on-site experiences. A professional in practice has different learning and support needs than a student transitioning from undergraduate to graduate study with no professional experience. Can an online-only practice-oriented program of study equip new professionals with the knowledge and tools needed to be successful (i.e., employed)?

This study will explore the reasons why students who are not working in the field select online-only practitioner-based graduate programs and whether they are able to gain relevant and practical experience during their studies. The author proposes to interview students enrolled in two practitioner-based programs of study—one an online-only masters program and one a primarily face-to-face masters program—at two flagship state universities. To compare the programs and identify the ways in which they address the practical experience needs of students, the author will ask what supports such as internships, practicums, and professional mentoring, are available in the program and whether coursework is correlated to practical experience. Since students don't know what they don't know, a follow-up interview will be conducted six months to one year after graduation to discover whether students feel that their online degree adequately prepared them for their first position in the field.

Gina Costello
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Open Educational Resources: Trends, Initiatives, And Implementations

In this symposium, a Senior Professor of Practice, an Academic Support Assistant, and an Open Educational Resources (OER) Coordinator from a Tier One Public Research University in the South Central Region; and a Professor and a Public Services Librarian from a four-year public university in the West South Central Region share their perspectives and experiences regarding OER. The cost and quality of instructional materials are obstacles students, faculty, and librarians must face each academic year. In higher education, the ever-increasing number of Open Educational Resources (OER) can solve or mitigate the cost issue. However, the quality and scope of instructional materials necessary for a course often exceeds what OER provide. This symposium draws on perspectives from a variety of stakeholders as they share best practices and lessons learned. The first paper presentation describes initiatives for OER use in higher education at institutional, state, regional, and national levels. An institutional framework for OER rollout is presented by an Open Educational Resources (OER) Coordinator who oversees a local OER incentive program assisting faculty replacing required traditional textbook(s) in their course with adoption, adaptation, or creation of an open textbook, or assembly of freely available or library-sponsored resources. Projected savings for students in the first year of implementing alternative textbooks in these courses is $757,380.48, benefiting an estimated 5,773 students. The second paper presentation from a Senior Professor of Practice examines peer-reviewed research articles from 2004 to 2019 in academic journals regarding the use of course materials in general and in business education journals. Changes in course materials, costs, delivery methods, and faculty and learner impact will be discussed to share trends and best practices relevant for (potential) OER adopters. A content analysis is offered with a focus on classroom application from the largest OER adopter faculty member at her organization saving students $250,000 annually, serving 2,200 students annually. The third presentation is by a Professor and a Public Services Librarian who discuss program results regarding implementation challenges of OER in hybrid and online classes. University libraries have emerged as the central support for OER on campus. While technical infrastructure, supportive librarians and a well-defined university policy provide the foundation for OER, faculty are confronted with the task of writing and/or organizing the materials to replace the traditional textbooks. The presenters discuss their experiences in presenting faculty workshops to enhance implementation of OER. The fourth presenter is an undergraduate Academic Support Assistant reporting lessons learned from an implementation of OER in a mass-section course where the required commercial textbook and supporting materials were recently replaced. Tools, strategies, and resources used in compiling, editing, and testing a complete OER application using Pressbooks and Blackboard will be discussed along with techniques discovered during this process over the past three years. The presenter will discuss the pros and cons associated with OER implementation both from the perspective of an author, editor, and teaching assistant and from the perspective of students who use these resources.

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Parental Engagement in an elementary STEM school

Researchers and educators have long acknowledged the role of parents in shaping student outcomes. Parental engagement practices, both at home and school, have influenced their child's academic performance. Many researchers assert that when parents are involved in their child's education, academic outcomes for children are improved (Henderson & Mapp, 2002; Mapp, 2003). For the last two decades, schools have not only focused on schools have invested in educational exposure and opportunities for students to improve in STEM content areas (Reed, 2018). However, examination of the role of parents in the educational process at STEM programs has been absent. An elementary school was selected by this researcher due to the belief that elementary STEM schools are not being examined with the same intensity as secondary schools. While research relevant to parental engagement is present for traditional school programs as well as Head Start, there is a gap in the literature for parental engagement in STEM programs. The purpose of this qualitative study is to explore the previously unexamined phenomenon of parental engagement in an elementary STEM school. This study collected and examined perceptions the parents and educators in Kindergarten second, and fourth grades. In addition, the administration was interviewed. The data revealed that the educators engage parents utilizing a variety of methods. The engagement however is centered upon general activities of the school and communication related specifically to STEM content or curriculum is lacking. The data will provide strategies for STEM schools to expand parental engagement while supporting STEM learning.

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Perceptions of Principal Candidates Regarding the Consultation Process of Principal Certification

Abstract

This study examined Lamar University graduate student perceptions regarding the quality of consultation and supervision received from university field supervisors during the field experience component of the School Principal certification program at Lamar University. A secondary focus of the study was to compare student perceptions who had experienced face to face consultation/supervision with students who had solely experienced virtual consultation/supervision in the field experience component of the School Principal certification program. One hundred fifty graduate students who were recently enrolled in the program were surveyed using Qualtrics software via the Lamar University Research and Sponsored Programs Administration. Forty percent of the graduate students surveyed responded to the survey. The instrument included twenty-eight Likert items and focused on Mindsets of School Leaders which were included in the Texas Educational Agency Principal as Instructional Leader Pillars document. The instrument also included a space for respondents to make comments regarding the consultation/supervision received within the field experience component of the program. Descriptive data and inferential statistical tests were used to portray the perceptions of graduate students and to determine if differences in perception existed between the two methods of consultation/supervision received by students within the field experience component of the principal certification program. The following conclusions were made: Graduate students within the principal certification program had very positive perceptions of the quality of consultation and supervision received within the program from university field supervisors. There appeared to be very little if any difference regarding perceptions of students receiving face to face consultation/supervision and those who solely received virtual consultation/supervision within the field experience component of the program. The comments of students were also very positive regarding the quality of consultation/supervision received in the field experience component of the program. Valuable feedback along with encouragement and support from university field supervisors were the primary themes mentioned by students within the final component of the survey.

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Phonological Recoding vs. Memorization: Can Readers Decode Irregular Spellings?

Statement of the Problem: Experimental and quasi-experimental reading research conducted during the past several decades yielded crucial information about how children learn to read and led to a growing understanding of why this process is so easy for some children and yet so difficult for others. To read proficiently, readers must have high quality lexical representations sufficient for automatic and accurate word recognition (Perfetti & Hart, 2002). Gough's Simple View of Reading (Gough, 1972; Gough & Tunmer, 1986; Hoover & Gough, 1990) explains that reading involves two basic processes, deciphering and comprehending print. While we know a great deal about how children learn to read words with regular spellings and how to effectively instruct them to do so, we offer far fewer strategies for words with spelling patterns that do not follow conventional rules. Researchers have long supposed that irregular words are learned through repeated exposures and memorization of the whole word (Moats, 2010). However, there is a growing body of evidence that beginning readers employ more than mere memorization when reading irregular words and, in fact, use reading strategies, such as decoding parts of the word they recognize and using context to confirm or reject the attempt. This paper explores literature supporting the hypothesis that rather than merely memorizing irregular words, readers actively engage in a process of decoding and crosschecking that prompt mental markings in order to store a complete, or near complete, entry in their sight word vocabularies. It includes results of studies that examined the effects of phonological decoding on orthographic learning, crosschecking to assist in building orthographic representations, evidence that readers mentally mark irregular elements to read irregular words, and how young children learn to read and spell irregular words. Method of selecting relevant articles/studies: Studies considered for this review of literature included those related to sight word acquisition, word recognition, decoding, crosschecking, theoretical bases for learning to read, contextual guessing, phonological recoding, orthographic processes, and irregular words/word learning. Basic findings: The literature supports the theory that readers do, in fact, partially decode, crosschecking to confirm or reject, when reading irregular words. Reading utilizes both perceptual and cognitive processes, calling upon feature extraction, lexical knowledge, and semantic knowledge. Readers retrieve information from memory to recognize, or decode, and interpret, or comprehend, text (Rumelhart, 1977). Semantic descriptions are more beneficial than neutral descriptions immediately and activating the semantic properties of a word facilitates learning the word's spelling and while meaning itself does not directly help young spellers map out the phoneme-grapheme correspondences, it does contribute to the integration of the word-specific phonologic-orthographic association practice during spelling (Hilte & Reitsma, 2011). Murray and Steinen (2011) concluded that if physically marking irregular elements in words leads to greater gains in spelling, it seems plausible that mentally marking irregular elements can potentially lead to greater gains in reading. Implications: This review of literature offers greater understanding of how children learn to read words with irregular spellings and strategic guidance for those teaching young children to read.

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Portraits of Plurilingualism from Kazakhstan: Growing up Plurilingual in a Multilingual Country

Population movement due to globalization and new world economy, but also to totalitarian regimes collapse, and to migration, have a definite impact on our understanding of languages and cultures. For this project, the researcher sought to understand how individuals born under the Soviet regime, with Russian the only authorized language in a country with more than 130 different ethnies, grew to be plurilingual and pluricultural. How are these young people experiencing their plurilingualism in a multicultural society? How do they make sense of, and live, their plural identities?

The theoretical underpinnings for this study were Bhabha's (1994) in-between concept of "third space," the field of "visual sociology" (Gauntlett & Holzwarth, 2006), Eisner's (2002) conclusions on how arts affect consciousness, the role of drawing (Moore, 2011), and the role of the arts (Auger, 2010).

This inquiry, based on arts-informed and creative visual methodologies, "offer[s] new ways of engaging CLD [culturally and linguistically diverse] speakers, and of hearing and seeing their voices represented in research" (Prasad, 2014, p. 71). One essential point was to engage in this research WITH the students as opposed to doing research ABOUT them (Prasad, p. 53).

Data were collected in the following ways from 28 Nazarbayev University graduate students: linguistic and cultural self-portraits (Busch, Jardine, & Tjoutuku, 2006; Prasad, 2014); students' interpretive narratives (Clandinin, 2013); students' oral presentations and discussion of their self-portraits; and written self-analyses and interpretations of their relationship with their various languages and cultures. These artifacts and documents were subjected to a variety of analyses: content, thematic, structural, dialogic/performance (for the presentations), and visual (for the posters) (Riessman, 2008).

Major findings relate to students' awareness of the extent of their own plurilingualism, of their relationship with their various languages and cultures, and of the different roles and functions both have in their lives, as they gained a "holistic rather than a segmented vision" of their linguistic and cultural competence (Gajo, 2009, p. 143-144). The study also shows how arts-informed research methodologies enable researcher and participants to gain some insights not revealed by traditional approaches to research.

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Poster 2.0: A poster session game-changer or a gimmick? An analysis of a new trend in conference poster design.

Scientific conferences draw large numbers of participants; over 14,000 people gather for the AERA conference annually, while the Society for Neuroscience meeting draws over 30,000 participants each year. During most conferences, much research is presented as posters. Ideally, poster session attendees can quickly study "hottest," unpublished research in their field. In reality, learning is often limited by poor poster designs, for example, copying-and-pasting an entire paper, or over-focusing on graphics, which results in a hard to follow, albeit beautiful piece of art. Therefore, attendees often waste time trying to locate posters showcasing relevant research, miss the work which could inform their own, and fail to learn from posters due to verbal or visual information overload. Recently, a Michigan State University doctoral psychology student Mike Morrison proposed to reinvent a scientific poster ("Poster 2.0;" https://www.youtube.com/watch?v=1RwJbhkCA58). According to him, poster design should have 3 main goals: 1) maximize insight/learning of the viewer; 2) maximize opportunities for interaction with the poster author; 3) simplify/speed up the poster design process. He suggests dividing a poster into 3 parts: the largest, central part should contain a single sentence, the main result of the study in plain language and large font, and a QR code to access the full paper; one sidebar should contain the "intro-method-results-discussion" summary, the other sidebar should contain graphs, tables, and other support information needed to explain the results, or justify the conclusions. Poster 2.0 templates are available by following the YouTube link to his video. The current paper/poster will be presented as Poster 2.0, and will explore the format in light of selected cognitive science and instructional design principles relevant to processing of visual information and learning. The following theories impact the new design: cognitive learning (attention and memory), Gestalt grouping principles, and cognitive load and encoding. In terms of attention, the single sentence in large font catches viewer's eye and reduces mind-wandering (Levitin, 2014). In terms of the Gestalt grouping principles, the sidebar areas information is grouped using similarity and proximity principles, assuring perception as related (Moore & Fitz, 1993). Encoding refers to the conscious actions taken to retain new information long-term (Atkinson & Shiffrin, 1968). As encoding requires active participation, and given a limited working memory capacity and duration (less than 30 seconds; Ormrod, 2012), people process only so much at one time. The more straightforward the information, the less encoding required. An associated concept, cognitive load, refers to the amount of resources required to encode presented information. The two types of load are inherent in a learning experience, intrinsic cognitive load and extraneous cognitive load. While the former is a function of complexity of the material, the latter can (and should) be altered via adjustments to instructional design (Sweller, 1994). Poster 2.0 design appears to heavily focus on reducing extraneous load, which promotes processing, understanding and learning. However, the new design is not without faults. Oversimplifying the information may results in remembering half-truths and obscuring shoddy science. They key appears to be the adequate content of the sidebars.

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Pre-service Teachers' Perceptions of Play in an Elementary Block

Society sometimes suggests that children are just playing to play. However, research suggests, that children who play can be stimulated for language development, creativity, and exploration. Social interaction through play can prompt problem solving and risk taking for young future leaders. Creating awareness of pre-service teachers concerning opportunities to provide play in some form in curriculum can promote more, well-adjusted young leaders in the pre-service teachers' future classrooms. Therefore, exploring, if play is important to pre-service teachers. The purpose of this study was to examine pre-service teachers' perceptions of the importance of play on interpersonal relationships of young children, which could enhance their overall intellectual and social development in educational and life settings. These interrogatives included concerns of social interaction and problem solving. Thirty-five (35) participants in three foundational studies early childhood class at a southeastern university were surveyed at the end of spring, fall, and spring semester. Participants responded to a 12-item survey instrument, which included 2 open-ended questions. This instrument was developed by the researcher from review of literature on play. Data were analyzed using simple descriptive statistics. Pre-service teachers responded about their perceptions of play according to three areas which were feelings, perception of differences, and relationships. All respondents reported: 1. That they believed learning centers and thematic units could be developed to meet the curriculum Always or Most of the time; 2. They felt that some form of play was extremely important or very important. These findings are important because how pre-service teachers perceive play is also essential for the children's overall well-being, that they teach in their future classrooms. Differences in play perceptions could be a child's background of experiences. This occur in the mainstream of the classroom experiences and teaching concerning social development with curriculum in numerous areas.

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PREDICTING MIDDLE-ACHIEVING STUDENTS' SUCCESS ON THE EIGHTH GRADE STAAR ALGEBRA 1 EOC

PREDICTING MIDDLE-ACHIEVING STUDENTS' SUCCESS ON THE EIGHTH GRADE STAAR ALGEBRA 1 EOC

It is not unusual for eighth-grade students to enroll in Algebra 1 (Clotfelter, Ladd, & Vigdor, 2015; Dougherty, Goodman, Hill, Litke, & Page, 2015; McEachin, Domina, & Penner, 2017; Rickles, Phillips, & Yamashiro, 2014; Snipes & Finkelstein, 2015), but many students, even those with qualifying scores on standardized exams and placement tests, do not succeed on Algebra 1 End-of-Course (EOC) exams (Domina, McEachin, Penner, & Penner, 2015; Fong, Jaquet, & Finkelstein, 2014; Loveless, 2008). Unsuccessful students can endure an array of negative consequences, including lowered GPA, loss of interest in mathematics, decline in mathematics course-taking, and lowered chances of acceptance into top universities (Clotfelter et al., 2015; Domina, Penner, Penner, & Conley, 2014; Dougherty et al., 2015; Liang, et al., 2012; McKibben, 2009; Snipes & Finkelstein, 2015). Such students may retake Algebra 1 the following year but are unlikely to improve their performance on EOC algebra exams (Liang, Heckman, & Abedi, 2012). Criteria for placement need to be refined to better identify the middle-achieving students who can succeed in eighth-grade algebra. Use of prior standardized test scores to determine placement of students into eighth-grade algebra can misplace approximately a quarter of students, while even placement tests specifically designed to assess cognitive indicators shown by research to signal algebra readiness can still result in more than a fifth of students placed into eighth-grade algebra before they are ready to succeed (Huang, Snipes, & Finkelstein, 2014). Loveless (2008) estimated more than 100.000 students are misplaced into eighth-grade algebra yearly.

The addition of information about personality traits linked to achievement in mathematics could improve predictions of success in algebra among middle-achieving students. Personality traits of interest in this study are mathematics self-efficacy and academic locus of control. Self-efficacy is an individual's belief in his or her ability to accomplish an undertaking, and is related to cognition, motivation, perseverance, and learning (Bandura, 1977 1982, 1989, 1993). Mathematics self-efficacy is an individual's belief in his or her capacity for learning mathematics and solving mathematical problems (Usher and Pajares, 2009) and is positively associated with mathematics achievement (Carpenter & Clayton, 2014; Cheema & Kitsantas, 2014; Galla et al., 2014; Sáinz & Eccles, 2012; Wood, Newman, & Harris, 2015). Locus of control is an individual's belief of personal control (Rotter, 1966), and academic locus of control is belief in one's control over outcomes in the academic domain (Crandall, Katkovsky, & Crandall, 1965). Students with an internal locus of control, in general, enjoy greater mathematics achievement than students with an external locus of control (Kirkpatrick, Stant, Downes, & Gaither, 2008; Rubie-Davies et al., 2012; Valdés-Cuervo, Sánchez, & Valadez-Sierra, 2015). The purpose of this study is to address the problem of identifying middle-achieving students who are likely to be successful in eighth-grade algebra by determining if mathematics self-efficacy, academic locus of control, and prior-year State of Texas Assessments of Academic Readiness (STAAR) mathematics score predict success in eighth-grade algebra as measured by score on the STAAR Algebra 1 EOC exam more accurately than prior-year STAAR mathematics score alone, among middle-achieving students. Participants will be eighth-grade Algebra 1 students enrolled in a school district in southwest Texas, whose previous-year STAAR mathematics scores fall in the middle tercile. This study will employ a quantitative, correlational design using prior-year mathematics and Algebra 1 EOC STAAR scores, and composite scores on the Sources of Self-Efficacy in Mathematics survey (Usher & Pajares, 2009) and the Intellectual Achievement Responsibility survey (Crandall, et al., 1965). Participants will complete both the IAR and the SSEM in their algebra class within the first month of the school year. Data analysis will include simple linear regression, multiple regression, logistic regression, and multinomial logistic regression.

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Preschool Teachers' Mental Health: Implications for Early Childhood Policy

INTRODUCTION: Early childhood education has a crisis: though dedicated, dynamic teachers are critical to its success, the field lacks needed structures to effectively support them. Many of these individuals experience high levels of stress, depression, and burnout, due to a variety of factors. The stress incurred by inadequate compensation has been shown to carry over into teachers' effectiveness in the classroom, detrimentally influencing their ability to provide high-quality learning experiences for children (Whitebook, Phillips, & Howes, 2014). Day-to-day stress and emotional exhaustion has also been shown to detrimentally affect job satisfaction and increase burnout, which in turn lowers quality of instruction (Carson, Baumgartner, Ota, Kuhn, & Durr, 2017). However, these issues are often not addressed in teacher preparation, professional development, or other workplace supports. This paper specifically investigates how teachers' mental health influences their ability to guide young children's emotional development.

BACKGROUND: In recent years, there has been increasing recognition from early childhood researchers and advocates that social-emotional development is critical to healthy child development and school readiness (Sharkins, Leger, & Ernest, 2016), as well as to later academic success (Russell, Lee, Spieker, & Oxford, 2016). Teachers play a key role as socializers of emotional competence for preschoolers. Denham, Bassett, and Zinsser (2012) suggest that teachers facilitate this socialization via their own emotional knowledge, modeling, teaching about emotion, and providing appropriate and instructive reactions to children's emotional expressions.

Teachers' mental health can be directly associated with their ability to foster children's social-emotional development. Teachers with higher levels of depressive symptoms are less likely to effectively interact with children, which can be detrimental for children's development (Hamre & Pianta, 2004; Jennings, 2015). Buettner, Jeon, Hur & Garcia (2016) showed that teachers' overall psychological load (depression, stress and emotional exhaustion) correlated with their negative reactions to children, even after controlling for a variety of other teacher and classroom characteristics.

METHODOLOGY: This paper provides a systematic review of the recent literature in two areas: 1) preschool children's emotional development; and 2) preschool teachers' mental health. This review was conducted in order to assess the breadth and quality of existing research in each area, identify key issues, highlight connections between the two research areas, and offer policy recommendations. Selected articles were drawn from the ERIC and PsycINFO databases, as this research crosses both educational and psychological questions (as well as connections between the two). Included sources were published within the past 15 years.

RESULTS: The systematic review of the literature revealed several key findings, including the negative influence of emotional dysregulation on early learning, particularly for children at risk; the need for increased teacher preparation, professional development, and mentoring in emotional development; and a troubling lack of research data related to the mental health of early educators. Policy recommendations related to these and other key issues are offered.

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Preservice Teachers' Awareness of Implicit Bias and Microaggression: Knowing it's Just a Pencil

The learning environment is critical to student success. Deficit thinking and discriminatory discipline are two concepts that foster a negative learning culture; both topics emerge in research when discussing teachers' perceptions and minority students. Watson (2006) explained how a teacher's definition of instruction changes based on the student population. According to Watson (2006), the meaning of the term, "teaching" connects to a teacher's perceived behaviors, beliefs, and characteristics of specific students. The perceived behavior, based on group stereotypes, proved to reflect deficit-laden thinking in the case of students of color. In addition to deficit thinking, Battery (2016), found that White teachers of Black students reprimanded students for misbehavior two to four times as frequently as they reprimanded White students. Additionally, White teachers of Black students were more likely to have highly charged interactions with students instead of privately pulling students aside to have a conversation (Battery, 2019). What creates a classroom-learning environment for students that includes deficit thinking and discriminatory discipline. According to Sue (2010), microaggressions are the underlying issue in classrooms where negative learning environments exists. Microaggressions are subtle yet impactful actions toward others that diminish their humanity and feeling of belonging. In schools, microaggressions can hinder student learning, promote discriminatory discipline practices, and potentially lead to chronic behavior issues. Given the potential influence of implicit biases that lead to microaggressions, it is critical that pre-service teachers are exposed to content that enhances their knowledge and perceptions of implicit biases microaggressions. Using a transformative learning lens, we developed and studied a short-term experience for pre-service teachers that included a lesson and field observation on implicit bias and microaggressions. In this session, we will begin with a discussion analyzing a real-life story regarding an interaction between a 5th grade student and his teacher. The exchange, initiated by the boy asking for a pencil, resulted in a hostile altercation that concluded with the fifth graded escorted from the room by school resource officer. Our results indicate that the experience increased the pre-service teachers' knowledge and awareness of implicit bias and microaggressions, which have implications for teacher preparation. Teachers cannot improve behaviors they do not realize exists. This experience creates a safe venue where preservice teachers can self-reflect, consider personal implicit biases, and think about optimal teacher behavior.

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Preservice teachers' experiences during a summer enrichment program in an urban, high needs school district

While teacher education programs are increasing the time preservice teachers spend in schools with mentor teachers, there still exists a deficit of preparedness when early career teachers enter their own classrooms post-graduation. In response to the need for heightened efficacy among preservice teachers, and in an effort to decrease the "summer slump" experienced by many students in the summer, particularly those who do not have access to academic engagement during those months, a summer enrichment program was designed and implemented in an urban, high needs school district. Cooper (2002) reports that during summer months many students with limited access to academics not only demonstrate a lack of growth, but some lose up to three month of learning and in some cases even regress.

While the program allowed preservice and early career teachers to explore the feeling of classroom environments in an authentic context to better inform their subsequent career in education, it also provided a bridge for elementary and middle grades students to prepare them for the upcoming school year, as the content delivery in Reading, English Language Arts, Mathematics, Science, and STEM was informed by the first quarter curriculum of the grades into which the students were matriculating. Through the program, both teachers and students involved were able to get a preview and perspective that helped keep them on track throughout the school year (Terzian, Moore, & Hamilton, 2009).

Bus duty, lunch duty, hall duty, and other similar duties were also a part of the experience to provide a broad view of both the academic and non-academic/social dimensions of the teaching profession. Our data suggest that the experience, with its dual purpose—to afford teachers the opportunity to explore the preparation, evaluation, and delivery of instruction while also giving elementary and middle grades students a foundation for the upcoming year—had an impact on pre-service teacher preparation by introducing them to diverse student populations and diverse teaching environments. Pre-service teachers reported benefiting greatly from opportunities to refine classroom management tools and sharpen classroom management skills. They also reported a positive change in their perception of students in urban settings as their misconceptions about the students were dispelled.

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Preservice Teachers' Risk Perceptions about the Concealed Carrying of Handguns in a University Setting

Over the past few years, mass shootings in schools throughout the United States have sharply increased, claiming more lives than ever before (FBI, 2018; Lopez, 2018; Reynolds, 2018). Polarizing views have triggered a robust national debate, prompting legislators in some states to renew their efforts to strengthen gun control laws (Vasilogambros, 2018); while in other states, including Arkansas, legislators have loosened restrictions by passing laws permitting the concealed carrying of handguns on university campuses (Arkansas Act 562 of 2017; Winn, 2017). Scholarly research addressing student perceptions of campus carry laws is extensive; however, little research has been conducted to investigate preservice teachers' perceptions associated with the new laws. A conceptual framework is proposed based on the Cultural Theory of Risk (Douglas & Wildavsky, 1983), which postulates that culture--meaning values, beliefs, and worldviews--plays a significant role in sociopolitical attitudes and risk perceptions. Thus, this study attempts to investigate: whether preservice teachers' intention to obtain a concealed carry license differs from other students; and what factors predict students' intention to obtain a license. The investigator employed a survey to undergraduate preservice teachers and engineering students (N = 89) in a four-year public university in Arkansas. A between-subject design was employed with one dependent variable: students' desire to obtain a concealed-carry license. The independent variables were: students' perception of risk, cultural attitudes, major, and gender. Consistent with the Cultural Theory of Risk (Douglas & Wildavsky, 1983), above, the first result found that preservice teachers' desire to obtain a concealed-carry license was not different from other students, despite differences such as political affiliation and gender. Indeed, the university from which the participants were surveyed historically serves the rural communities in Arkansas who traditionally hold conservative values, whether Republican, Democrat, independent, or non-affiliated. Additionally, researchers suggest that people living in conservative, rural environments, like Arkansas, perceive that guns are safe (Blocher, 2013; Kahan, Braman, Gastil, Slovic, & Mertz, 2007). Secondly, there were two significant predictors that contributed to both preservice teachers' and engineering students' desire to obtain a concealed-carry license: students' perceived need to defend themselves and others and perceptions of crime generally. This finding is consistent with prior research that suggests that students' worldviews define their perceptions of risk and sociopolitical attitudes (Douglas & Wildavsky, 1983). For example, students may feel it is their fundamental right under the Second Amendment to keep and bear arms (Douglas & Wildavsky, 1983; Horwitz & Anderson, 2009; Rostron, 2016). Further, without the means to defend themselves against criminals, students may feel vulnerable (Horwitz & Anderson, 2009). Finally, preservice teachers' perceptions of risk of an active shooter event occurring was more than other students. This finding can be explained by the "white male effect," in which researchers suggest that white males do not perceive risk as high as other demographic populations (Douglas & Wildavsky, 1983; Finucane, Slovic, Mertz, Flynn, & Satterfield, 2000; Kahan, 2003; Kahan & Braman, 2003; Kahan, Braman, Gastil, Slovic, & Mertz, 2007). As such, preservice teachers in the present study were mainly white females, compared to the mainly white male engineering majors. To our detriment, conflicting worldviews are barriers to accepting the viewpoints of others and thus impedes progress for positive societal change. Finding common ground to solve the problem of the presence of guns in schools is imperative, particularly as it pertains to future teachers, as the task of protecting children and implementing policies is placed upon teachers in the classroom.

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Prigogine's Dissipative Structures and Bayesian Statistics

The purpose of this paper is to investigate Bayesian modeling as a quantitative approach to dissipative systems in educational research. This research relies primarily on the works of Prigogine (1967, 1980, 1996) on dissipative structures theory as a lens for understanding Bayesian modeling and its implications for educational research methodologies. For the purposes of this paper, I draw primarily from Levy and Mislevy's (2016) research on Bayesian modeling. As a result, since Bayesian inference relies on conditional probabilities, or those that are conditional to both internal and external systemic factors, its focus is not on causality. Data used for this paper rely on extant research in education, social sciences, and pure sciences. These include investigations of issues such as swarm behavior leading to system bifurcations (Gunji, Murakami, Tomaru, & Basios, (2018), Bayesian inference and maximum entropy production in probability analysis (Dewar, 2006), and data analysis examples provided by Levy and Mislevy (2016) on Bayesian modeling and those provided by Prigogine (1967, 1980). Additional data examples include Broemling (2016), Gill (2015), Carlin and Louis (2009), and Upadhyay, Singh, Dey, and Loganathan (2015).

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Principles and Potential of Guided Project-Based Learning in Education

PURPOSE Project-based learning is a student-centered, inquiry-driven instructional method that is rooted in constructivist theory. This approach is fairly common in K-12 settings but is a relative newcomer in higher education (Lee, Blackwell, Drake, & Moran, 2014). The positive effects of project-based learning in education are well-documented in the literature (e.g., Bayer, 2016; Ishtiaq, Iqbal, Malik, Rubab, & Hashim, 2017); however, critics have expressed concern about the lack of guidance that is inherent in this instructional method (Kirchner, Sweller, & Clark, 2006). A blended approach of guided and unguided inquiry-based learning allows for the purported benefits of project-based learning while also addressing its limitations. This blended approach is called Guided Project-Based Learning (GPBL). This paper presents a review of the literature on the historical context and theoretical grounding of GPBL as well as the core principles necessary for successful implementation. Current and potential uses of GPBL in higher education settings are also discussed.

CONTEXT GPBL draws from Savery's (2006) principles of problem-based learning which is the overarching pedagogical concept under which project-based learning falls. At its core, problem-based learning puts the responsibility of learning in the hands of the students because they are responsible for identifying what they know and what they do not know as they engage with the problem. Additionally, collaboration is a key element. Students should actively interact with their peers and with the instructor as they work on through the problem. Finally, this approach "must be the pedagogical base in the curriculum and not part of a didactic curriculum" (Savery, 2006, p. 14). A downside to problem-based learning is that it is unstructured. This leads to issues with time management and the balance of project time and direct instruction. This is especially problematic in higher-level subjects that demand a rigid structure with abstract concepts. For these types of courses, the research shows that GPBL is more effective than traditional unguided project-based learning (Budé, Imbos, van de Wiel, Broers, & Berger, 2009).

SUMMARY/IMPLICATIONS There are several tenets that are essential for successful implementation of GPBL. First and foremost, it is critical that inquiry rooted in interesting and important real-world issues remain at the core of the curriculum. At a minimum, students should collaborate with each other and, ideally, collaborate with community partners. University faculty in education programs can foster these collaborative partnerships with school districts in the region the university serves. Importantly, the defining feature of GPBL is that the instructor carefully plans and mentors the students through this process by continuously changing their role between instructor, facilitator, tutor, and others as necessary. This approach has been used in undergraduate and graduate education (though only minimally). The full paper discusses some examples of GPBL in use and shares the researcher's conclusions on the future of GPBL in colleges of education based on the literature review.

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Providing Access to Literacy for Individuals with Significant Intellectual Disabilities using Time Delay Strategies

Problem Statement Each person, regardless of culture or cognitive ability, has the right to live in a democratic society where they can participate to the fullest extent possible. All deserve to be provided with evidence-based research strategies that will allow access to inclusive classrooms and to their community (Licari, 2015). Supporting a student's ability to read is a critical beginning point for practitioners, researchers, and policy makers. It is argued that the ability to read is the most important academic skill needed for an individual to have success in school as well as in life (Mule, Volpe, Fefer, Leslie, & Luiselli, 2015; Musti-Rao, Lo, & Plati, 2015). Literature Summary Students with significant intellectual disabilities have limited cognitive and memory skills and require tasks that do not overload their cognitive capacity. Therefore, the challenge for educators and researchers is to determine appropriate interventions for students with significant intellectual disabilities who have very specific learning needs (Coleman, Cherry, Moore, Park, & Cihak, 2015). Young adults with significant intellectual disabilities need very specific supports (Coleman et al., 2015). Consequently, determining appropriate interventions for developing young adults' functional literacy skills involves defining the component features and theoretical underpinnings of the intended intervention. Research supports the use of time delay procedures, specifically constant time delay (CTD), to teach functional skills that allow access to community and literacy resources (Allor & Chard, 2011; Browder, Ahlgrim-Dezell, Spooner, Mim, & Baker, 2009). Methodology This proposal examines the results of a study utilizing single subject research with a concurrent multiple baseline design including baseline, intervention, generalization and maintenance phases. Participants included young adults with significant intellectual disabilities who attended a transition program on a university campus. Each participant attended the campus' Summer Bridge program providing educational and transition experiences that created opportunities for young adults to learn daily living, academics, social, and employment skills all while living in the university dormitories. Participant inclusion criteria were as follows: (a) student in the university Summer Bridge transition program; (b) diagnosis of an intellectual disability; (c) having a reported IQ between 45 and 60; (d) inability to recognize functional sight words; (e) communicating a desire to learn functional sight words; (f) communicating a desire to independently order their own food, recognize and understand job-related words, and/or select and purchase their own food at a grocery store; and (g) referred by the coordinator of the program based on their knowledge of the young adults' interest and abilities. Results/Conclusion/Implications Four participants were chosen and received the CTD intervention over the summer long program. Visual analysis indicated that three of the four students made significant gains and sustained these gains for generalization and maintenance. Fidelity and social validity as well as discussion, implications, and limitations of this study will be presented in the findings during the presentation. Additionally, CTD strategies will be discussed and demonstrated for the participants. Participant discussion will be encouraged.

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Quantitative Assessment of a Teaching Presence Instrument in an Online Computer Technology Applications Course

Quantitative Assessment of a Teaching Presence Instrument in an Online Computer Technology Applications Course

Despite growing demand for online higher education programs (Lehman & Conceição, 2014; Serdyukov, 2017; Sorenson & Donovan, 2017), issues with student retention continue to face universities (Gregori et al., 2018; Meyer, 2014). Many students, unprepared for the rigors of learning without an instructor's presence in the classroom, have difficulty finding academic success (Bawa, 2016; Fredricks & McColsky, 2012; Thompson, Miller, & Pomykal Franz, 2013).

It is clear that instructors can no longer afford to rely on traditional formats for online course delivery (Cole, Shelley, & Swartz, 2014; Stern, 2004). Educators who create effective, vibrant online courses are crucial to a university's success (Leroy, Palanski, & Simons, 2012; Serdyukov, 2017). Teaching presence has the ability to influence online learning, as regular teacher support and positive student interaction helps curb feelings of learning isolation (Garrison et al., 2001; Lynch, 2016), impacts perceived learning, and affects student satisfaction (Garrison & Arbaugh, 2007).

There exists, however, little agreement on appropriate teaching quality measures in higher education (Goos & Salomons, 2017). Stronge et al. (2013) stated that while "teachers have a measurable impact on student learning . . . few empirical studies have addressed the matter of what high-performing versus low-performing do differently" (p. 348).

The purpose of this study was an examination of the construct validity of a survey instrument developed to assess effective online teaching presence. This study also assessed how well the construct validity of the teaching presence instrument fit the Interactive-Constructive-Active-Passive (ICAP) framework of observable student engagement behaviors.

The ICAP framework served as the conceptual framework for this research, and postulates that cognitive processing increases as students partake in more complex, creative learning engagement opportunities (Chi, 2009). The passive mode of ICAP represents the least cognitively engaging tasks, the active mode signifies moderate cognitive engagement, while the constructive and interactive modes of ICAP represent challenging intellectual activities (Chi & Wiley, 2014). Data included teaching presence survey results from a convenience sample of undergraduate students (n=89) enrolled at an American research university. No demographic information was collected, other than gender, which did not reveal significant data in the study.

The study found that the teaching presence instrument did not measure the teaching presence construct or the ICAP framework as intended. There are several interpretations for these results, including that substantial changes and modifications were made to the original wording and structure of the instrument since its inception by Shea, Fredericksen et al. in 2003. The changes made since 2003 may have compromised the integrity and structure of the original teaching presence instrument.

Implications for instructors include creating a clear course design for students to have the resources and direction to do their best work. Further, instructors should recognize that undergraduate and graduate students have different teaching presence needs and adjust for that support. Administrators, in measuring teaching presence, can implement Quality Matters, or similar benchmarking tools, which include standards for course interactions, feedback, and communication.

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Recruiting Teachers from Underrepresented Populations

American public schools have become increasingly diverse. However, the teacher population has remained primarily unchanged with around 80% of teachers identifying as White females (USDOE, 2019). Nationally, African American teachers make up only 7% of the teaching population and Hispanic teachers 9% (USDOE, 2019). In Arkansas 10.5% of teachers identify as non-White as opposed to 38.9% of the K-12 student population identifying as non-White (ADE My School Info, 2019). The data at our university reflect similar trends with the admitted cohort including 4.95% of students identifying as non-white and the internship cohort including 5.52% African American and 4.48% Hispanic.

The purpose of this research was to unpack perceptions and barriers for underrepresented populations (i.e., students of color, males) to consider teaching as a profession. The intended outcome of this research was to determine reasons (e.g., barriers, misconceptions, negative beliefs) of why many students of color and males are not majoring in education and examine trends in the shortage.

This study used a mixed methods research design in employing survey research and semi-structured focus groups. Freshmen and sophomore students, with a focus on soliciting students of color and males, were recruited to take a short electronic survey (6 questions) in Spring 2019. Trends from the survey will be used as a springboard for the semi-structured focus groups that will be conducted in the early part of Fall 2019.

Participants who completed the survey included freshmen and sophomore students at a predominantly white university: 110 females, 116 males, and 1 prefer not to disclose. Participants included 56% African American, 28% White, 6% other, 6% Hispanic, and 4%, 2 or more races.

Survey results indicated that there was a low level of interest indicated by all students in teaching as a potential career. Descriptive data indicated that regardless of gender or race, only a small percentage (20%) of students surveyed would highly consider teaching as a potential profession. Participants indicated altruistic explanations as the top 5 reasons they would consider teaching: want to make a difference; enjoy working with kids; passion for subject; inspired by a teacher; and want to fix the system. The top 5 reasons why they would not consider teaching included: pay/salary; not a good fit; too much work and stressful; lack of school resources; and too much pressure to teach to the test. One survey question asked about students' K-12 experiences with teachers from underrepresented populations. Participants indicated on average of having 2 teachers of color and 4 male teachers throughout their entire K-12 school experience.

The researchers plan to use the trends from the survey to dig deeper to understand the lack of interest in teaching and attempt to find ways teacher preparation programs can recruit and promote the profession. According to this study and a similar study conducted by ACT (2018), participants indicated altruistic reasons for considering teaching as a profession. A focus on intrinsic motivations may also prove to be a beneficial method for teacher recruitment.

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Research Methods in Educational Leadership Journals: Educational Administration Quarterly, Journal of School Leadership, and Journal of Educational Administration (2010-2018)

Prevalence rate studies focused on methodological techniques illustrate trends in a field of study related to research design and data analysis techniques. This research examines the methodological techniques used in Educational Administration Quarterly, Journal of Educational Administration, and Journal of School Leadership. Specifically, this research extends prior research and identifies techniques used in 867 published articles from 2010-2018.

A modified version of the data extraction form developed by McMillan and Foley (2011) was used to identify the type of research (quantitative, qualitative, mixed-method, other) and data collection and data analysis technique(s).

The results indicate quantitative-only research comprised less than 40% of publications between 2010 and 2018 while qualitative and mixed-method approaches combined to represent over 50% publications in EAQ and JSL. Additionally, the most frequently used quantitative analyses included relationship-based analyses such as correlation, regression, and structural equation modeling. Both of these findings were consistent with Byrd and Eddy's analysis of educational leadership journals between 1997 and 2006. However, among mixed-method studies, the prevalence of advanced techniques such as regression declined in favor of descriptive statistics. Data source information indicated that over 70% of quantitative studies included surveys while interviews were the primary data collection source in qualitative studies. These data sources were also the two most frequently used data sources in mixed-method articles. Finally, examination of qualitative coding techniques indicates over 50% of qualitative and mixed-method articles relied on inductive coding.

To evaluate the quality of published research, practitioners and researchers must be familiar with the methodological techniques used by authors. Results from prevalence rate studies based on current published research can identify areas of needed development among researchers and practitioners, lead to publications that provide introductions to current techniques, and influence content included in introductory and advanced methods courses.

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Rigor and Quality in Teacher Education: A Case Study

Rigor and Quality in Teacher Education: A Case Study Melissa Chapman, Susana Bloomdahl, and David Whaley

A. Problem Statement: Academic rigor is at the very core of a contentious debate on teacher education programs (Evans, 2015). The 2014 report by NCTQ (Putman, Greenberg, & Walsh, 2014) affirmed that "… grading standards for teacher candidates are much lower than for students in other majors on the same campus." (p. iii). Zimpher and Lasley (2015) wrote, "Clearly the assertion is that teacher candidates are not being held to the same high standards expected of other academic programs and that coursework in teacher-prep programs is not being graded and evaluated rigorously." Today, policymakers and practitioners are concerned with the quality and impact of the teacher preparation experience, especially regarding the ability of new teachers to impact positive student achievement (Knight, et al., 2013). Both critics and supporters of teacher education argue that changes are needed to engage teacher candidates with high levels of intellectual challenge delivered by highly effective faculty members (Gonzalez & Pete, 2013). Embedded within these arguments is the contention that rigor is linked to quality and that quality is tied to overall impact of the learning experience.

B. Brief description of the research that provides the theoretical grounding for the problem: The literature contains numerous criticisms suggesting that teacher education's reliance on constructivist learning and frequent occurrences of problem-based learning, coupled with a classroom culture that promotes small group work, flexibility, creativity, an emphasis on student opinion, and mastery learning appear to have negatively influenced academic rigor (Early, Rogge, & Deci, 2014). Other authors have reported that lower academic rigor is linked with lower levels of learning (Knight, et al., 2013). Given the public discord, it is apparent that concerns exist about academic rigor in teacher education and its influence on quality learning outcomes.

C. Summary of methodology: Data have been collected through online surveys and focus group discussions over a three-year timeframe at a regional, comprehensive university in the South to arrive at these findings. These findings will provide a conceptual understanding of academic rigor to better inform the practice of faculty who design and deliver teacher education, and will also contribute to the increasing body of knowledge on how academic rigor and quality impact effective outcomes in teacher education.

D. Results: Results revealed three themes that were consistent in the components contributing to academic rigor: a) the instructor maintained high expectations, b) the instruction emphasized critical thinking and other higher order skills, and c) students were engaged throughout the learning experience. Results suggest that concerns raised about the lack of rigor in teacher preparation may be valid.

E. Conclusions/implications of the study: With the attention focused on preparing highly effective professional educators, this investigation provides opportunities for better understanding the current condition of academic rigor within a teacher education program and the effect of this rigor on program and teacher quality and impact. As more information is known on this association of rigor and quality, related strategies for ensuring teacher education program success can be established and defended.

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Rocking Relationships: Using Service-Learning to Develop Cultural Competence in Teacher Education Programs

Jacoby (2014) defined service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (p. 21). There is a scarcity of research explicitly relating to service-learning and cultural competence in teacher education programs. The objective of this presentation is to introduce service-learning as a vehicle for developing cultural competence in teacher education programs.

The didactic purpose of service-learning in teacher preparation programs is to increase pre-service teachers' awareness of issues related to cultural-group differences and learning styles coupled with literacy challenges in local schools and communities. Moreover, considering that schools throughout the nation are increasingly culturally and linguistically diverse, promoting cultural competence in teacher preparation programs will help teachers recognize their personal biases and the differences in their worldviews in order to effectively interact with students from diverse culture and avoid biases related to cultural specific behaviors (Cathledge, Singh, & Gibson, 2008; Hansuvadha & Slater, 2012).

The poster will introduce and briefly review service-learning as a field of study and pedagogical tool. It will mainly present information about a piloted service-learning project, iRock Academy, a mentoring program aimed at energizing at-risk female students in developing a vision for healthier and more prosperous futures, implemented by the presenters. The goals of the iRock Academy are to build female elementary students' self-confidence and broaden their horizons through collaboration with mentors who are in college, while simultaneously providing pre-service teachers greater insight into civic responsibilities, community engagement, and the opportunities to work with students from diverse cultural backgrounds. The poster will also include personal reflections, images, and additional resources for further research and inspirations.

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Rubrics 101: What, When and How

Alternative assessment is any type of assessment other than standardized tests/ achievement tests. Alternative assessments include observations, interviews, record reviews, and performance reviews that are less structured than formal assessments and may not be validated or tested for reliability. Examples of alternative assessments include portfolios, interest inventories, work samples, journals, observations, checklists, teacher made tests, and anecdotal records. This article pertains to the scoring of these types of alternative assessment using rubrics. As the title of this article implies, creating rubrics, rules for writing, scoring systems (checklists, rating scales, and holistic) will be provided along with a comparison of the three errors that can be found that will decrease the validity of findings.

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School Libraries, Standards, and the Summer Slide: One Public School District's Approach

Problem Statement: This study documents and examines the presence of standards-based activity in the summer library program for an Alabama public school district over time. This study contributes to the body of research on the summer operations of school libraries, adoption of new standards in a public school environment, approaches to reducing "summer slide" in student learning, and maintenance of a community of practice over time.

Description: The purpose of this study is to document a public school system's school library operations during the summer months. Additionally, the researcher explores how a public school district implemented the National School Library Standards (AASL, 2018) in summer school library operations in 2018 and 2019. During the 2018-2019 school year, the librarians participated in a book study on the standards. Summer reading programs are discussed in the literature from a public library perspective (Keasler, 2016; Lewis, 2017). There is a significant gap in peer-reviewed literature on summer library programs in PK-12 schools. Trade literature offers some guidance on the topic, but more studies are needed to develop a body of academic literature (Jacobsen, 2016; Lynch, 2017). This study of one public school district's summer library program contributes to the understanding of how a summer learning program operated by a school district reduces summer slide, a term defined by Maughan (2016) as "the learning loss that occurs when students are not engaging in educational activities during summer vacation" (p. 44). This study works to fill the gap in the literature by connecting summer operation of school libraries to a school district's efforts to combat summer slide.

Methodology, data collection, analysis, sampling: The researcher conducted observations in summers of 2018 and 2019 at the summer learning sites in the school district. During the 2018-2019 school year, the researcher led a focused book study of the National School Library Standards (AASL, 2018). In July-August 2019, the researcher interviewed school librarians who participated in the 2019 summer library operations. All 21 school librarians in the school district chose to participate in the study.

Results: The participation rate of school librarians in summer library activities and their interest in the National School Library Standards increased over the duration of the study. The school district chose to significantly change the format of the summer learning opportunities from 2018 to 2019, which impacted librarians' implementation plans for standards-based activity in 2019 summer library operations. Other results are still forthcoming with most interviews scheduled in late July and early August 2019.

Conclusions / Implications: Preliminary conclusions show that interest in library activities in the district's summer learning program increased from 2018 to 2019. The National School Library Standards book study impacted activities planned by the school librarians who worked at the summer learning sites, but larger structural program changes also impacted implementation of some librarians' plans. Preliminary implications include the importance of school librarian participation in summer learning planning at the district level. Impacts on student achievement are still being determined.

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Self-perceptions of leadership styles of teacher leaders: An exploratory mixed-methods study

Historically, teacher leadership as a field of study has had two broad foci in the research: the administrators directly responsible for overseeing teachers (the leaders of teachers), and teachers themselves (teacher leaders both in and out of the classroom). The research interest for this study centers on teachers and not administrators, and the scholarship is comprehensive and cumulative. However, even though the study of "teacher leadership" has spanned more than a century, no set definition exists for the term. Prominent researchers have attempted to broadly define recently resurgent definitions of "teacher leadership" and establish a theoretical framework, but while highly cited, scholarship in the field lacks an over-arching definition. In order for my study to examine teachers' self-perceptions of their leadership styles, my review of teacher leadership literature must examine how the field has evolved since 1903, the earliest my research inquiry yielded relevant articles and scholarship. However, research solely into the timeline of teacher leadership is piecemeal regurgitation; instead, research must consider social, cultural, and contextual factors when examining the history of the field to understand where it must go. Early teacher leadership literature illustrates an interesting point: teachers have always been leaders, but the way in which teachers are viewed as leaders is heavily dependent on the social and cultural expectations placed on them, political educational policy, organizational leadership theory, and certification or licensure designations. Thus, this dissertation's review of literature will analyze paradigm shifts in teacher leadership literature so as to create a theoretical framework from which to continue the study. With an established theoretical framework, I can begin an exploratory sequential design study to connect teacher leadership to existing organizational leadership theory and determine how teacher leaders perceive their own leadership style. Qualitative data will be collected from identified Ohio teacher leaders in the form of a piloted open-ended questionnaire. Inductive content analysis, using magnitude coding and relevant afflictive coding methods, will contextualize the possible styles of leadership among teacher leaders. Participants will receive a second piloted survey, created through factor analysis of established leadership scales, to quantify the prevalence of specific leadership styles among teacher leaders. Understanding how teachers describe their roles may illuminate a more commonly accepted theoretical framework among those in the field of education. The findings could provide insight into how teachers define teacher leadership for those in a non-administrative role, which could have implications for student achievement and pre-service teacher education curricula.

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Shaping Social Emotional Learning in an Urban School District

Description of Topic: How has the development of Social Emotional Learning evolved from 2011 to present from the lens of an urban school district?

Significance: One urban school district in particular shifted to a more strategic focus in 2011 targeting the social and emotional well- being of students. In 2011 the school district was servicing close to 83,000 students and 154 schools ranging from elementary to high school. The district's superintendent made a bold decision to incorporate an embedded framework to address daily social emotional needs, academics, and behavior during core instruction. Ground work was set to incorporate an entire Social Emotional Learning department as a separate entity for district and school level support. In addition, the school district linked with an organization in 2012 to support the newfound Social Emotional Learning plan and goal. The purpose of this study is to trace how social emotional learning has transitioned from 2011 to present from district level support.

Methods Used:

According to Hatch (2002) a historiographer's job is to examine multiple sources of data for authenticity and accuracy, make interpretations of data, and provide a meaningful sense of data analyzed. Both primary and secondary sets of data will be used for the purpose of the study in order to gain a clear and concise picture of the social emotional learning development and sustainability. Data collected includes urban districts framework from 2011, School Improvement Plans, Interview with director of Social Emotional Learning, and district key goal statement for schools.

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Slider and Likert Scales - Balancing Accuracy and Engagement in Professional Development Post-Event Surveys

Problem statement: There is increasing demand for timely and actionable data following teacher professional development. Designing surveys in this context requires balancing data accuracy while increasing participant completion. What item types will yield accurate data and encourage survey completion?

Description of the research: Balancing the accuracy of the data collected and participant engagement to survey completion is a goal for surveys designed to assess the impact of professional development. This study uses survey data from educator professional development events to expand Roster, Lucianetti, and Albaum (2015)'s research on slider use in surveys to an educational context, using slider or radio button Likert scale items and single choice radio button formats. Online survey instruments are completed by teacher participants at facilitated professional development events. Slider items for numerical values are included in the initial instruments as testing items. Likert items are presented as 5-point radio button grids, with the neutral choice ("I do not know") presented at the end. Having multiple anchors (buttons or labels) has been found to lower non-response rates and cognitive demand for participants (Roster, Lucianetti, and Albaum, 2015), so radio button columns are labeled. Findings confirm earlier research that slider scales yield lower response rates.

Summary of the methodology: Analyses include total participation, dropout point analyses, completion rate tracking, and reliability analysis by hypothesized constructs (overall impression, logistics, learning targets, materials and resources, and facilitation), as overall findings.

Results: In one instrument, the participation rate was 97% for radio button grids, compared to slider scale items from 77% to 86%. Single line radio button items in the same instrument had a 100% completion rate. This is compared to the more intensive open response item type, which had a comparable participation rate to the slider items in this survey, from 77-81%. Overall completion rate for this survey was 94.6%, and fall off points (5.6% of respondents) happened equally at the slider items or the final page.

Conclusions and implications - Preliminary results confirm that slider scales have lower completion rates (Roster, Lucianetti, and Albaum, 2015) when compared with other item types. Derham (2011) indicates non-response rates may be as low as 4% for word-based Likert scale items. Derham (2011) further indicates word-based Likert items are the most favored by participants, which has been confirmed by this survey study's dropoff points and non-response findings. To confirm the findings favoring radio button LIkert items, future survey instruments will include randomly presented slider or radio button grids for all Likert-type items. Buskirk, Saunders, and Michaud (2015) gave evidence to the use of sliders providing a continuum of choices, which is the basis for the randomized items' inclusion for higher quality data. A second survey version in which participants randomly receive either radio button or semantic differential versions of the Likert scale will also be conducted, to test findings that those scale types reduce survey completion time, with cronbach's alpha values of 0.90 and greater (Chin, Johnson, Schwarz, 2008), as an additional way to balance data accuracy and completion.

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Slut Shaming, Girl Power, and the Reclamation of Body Politics in U.S. Schools

Statement of Problem:

Schools are social institutions that often reflect the gender norms of their surrounding communities. As such, these institutions may become forums where systematic sexism can be learned, produced, and reproduced by students, teachers, and administrators. According to the results of a recent U.S. national survey of 7th-12th students, 56% of young women and 40% of young men have been sexually harassed at school (Mumford, Okamoto, Taylor, & Stein, 2013). Ideals of hegemonic masculinity and emphasized femininity stereotype men as violent, stoic, and sex-driven, while women are portrayed as the submissive counterpoint: an object of the male gaze (Farvid, Braun, & Rowney, 2016). These stereotypes may be reinforced within schools through gender-targeted dress codes, classroom literature, sex education curriculums, and school officials' lack of response to issues of bullying and gender discrimination.

Methods:

Articles for this literature review were found using a series of key search phrases (i.e. sexuality in schools, teenage feminisms, body politics in schools, etc.). Articles were then chosen based on their scholarly validity (i.e. peer reviewed, etc.) and relevancy to the topic beings explored.

Basic Findings:

While women's sexual authority and autonomy is increasingly becoming equated with empowerment, this new framework of acceptable femininity constructs an ideal of womanhood in which one must "[…] not only be heterosexually attractive, but 'sexy', sexually knowledgeable, sexually experienced, and available to heterosexual men for sex" or else risk being categorized as "prudish" or "uptight" (Farvid et al., 2016, p. 545). Through the process of "slut" shaming, dichotomies of power are reinforced to emphasize women's sexuality as something owned by "others", consequently normalizing sexual harassment and assault within public spaces and schools.

Previous research on peer violence has suggested that female secondary students in the United States experience high levels of sexual harassment and sexual assault while at school, a reality argued to be the product of a patriarchal school culture (Young, Grey, & Boyd, 2009). According to a study conducted by Rebecca Raby (2010), school officials are more likely to criticize girls' clothing as a form of distraction for the opposite sex, thereby positioning young women as responsible for the behavior of their male peers. These messages of objectification may also be perpetuated through classroom literature and in sex education classes, where female students are often praised for their decision to remain chaste until marriage (Payne, 2010). As such, young women are often positioned as "sexual objects", as well as "barometers for cultural morality" within secondary schools (Payne, 2010, p. 332).

Implications:

Schools should provide safe spaces for male and female students to openly challenge the convergence of women's sexual expression and worth within mainstream discourses, thereby allowing them to lean into discomfort by critically analyzing their own internalization and reproduction of sexist rhetoric (Pascoe, 2007; McKenney et al., 2016). Students can then begin to understand their place within the larger framework of a gendered society (Aubrey, Hahn, & Gamble, 2017), therefore promoting space for gender equity to emerge within and beyond the classroom context.

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Spread the Word! Diversifying the Field of School Psychology

According to National Association of School Psychologists (NASP) Research Reports for the 2016-2017 school year, of the 4510 students from graduate programs who participated in the survey, only 28.1% reported themselves as being a minority (Gadke, Valley-Gray, & Rossen 2018).While the percentage of ethnically, racially and linguistically (ERL) minoritized students in school psychology has increased from previous years, there has been little research conducted on recruitment efforts (Gadke, Valley-Gray, & Rossen, 2017). This paper session will describe our diversity plan in action and the data collected during visits to two Historically Black Colleges and Universities (HBCU) in the southeastern region. Overview: The diversity project is designed to expose and recruit students into the field of school psychology, with an emphasis on recruiting males and students from diverse backgrounds. Sequence of project includes 1) identify university; 2) develop presentation and qualitative measure; and 3) present and collect data. Project Design: This project was a faculty-led collaboration between a school psychology program and student association. Two HBCU's were recruited for inclusion in this project. After identifying the universities, the researchers identified seven psychology undergraduate classes to expose to school psychology. Researchers then adapted the PowerPoint from the NASP Exposure Project to present to the classes. Each presentation lasted approximately 30 minutes. Students received the School Psychology Recruitment Activity Survey after the presentation. The 5-question, 5-point Likert survey was used to evaluate their intent to pursue graduate studies and more specifically, graduate study in school psychology. Questions were related to demographics, and students were asked to rate presentation influence on a scale of 1 to 5 (1 being strongly disagree and 5 being strongly agree). Additionally, the survey included a section for comments to help the researchers evaluate and improve the presentation in the future. Results: Overall, 85 students were exposed to school psychology. Of the 85 students (male=14, female=65) presented to, 64 reported Minority/Diversity status. Over half of the students (n=47; 55%) reported that the information provided influenced their decision to pursue graduate school. Almost a third of the students presented to (n=28; 32.9%) reported that the information provided influenced their decision to apply to a school psychology program, with 6 out of the 14 males (n = 6; 42.9%) and 20 out of the 64 Minority/Diversity status students reporting an increased interest (n=20; 31.3%). Conclusions: From the data collected in our research, we can conclude that this method of exposure has the potential to lead additional enrollment into school psychology graduate programs. While the results need a replication to confirm the proposed effects, the benefits shown are enough to implicate exposing students to school psychology is critical. In time, efforts such as this will be important in addressing the shortages of ERL professionals in the field of school psychology.

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Teach Like a Coach: Transferring Coaching Practices from the Field and Court to the Classroom

"Teach Like a Coach" poster session is designed to begin a discussion on the issues surrounding teacher-coaches in our public schools, as well as assist administrators, instructional leaders, and athletic coaches in transferring mastery skills in the coaching world to the classroom and includes the following: context and background, brief review of the literature, change initiative that includes a timeline and activities for professional development based on andragogical instructional practices, plus "Voices from the Field" – vignettes about teaching and coaching in the words of Teacher-Coaches themselves.

The Louisiana Board of Elementary and Secondary Education (BESE) and the Louisiana High School Athletic Association (LHSAA), the two governing boards setting the standards for Louisiana's academic and athletic programs, begrudgingly recognize the necessity or existence of the other, and their focus and goals do not intersect or overlap. BESE and LHSAA exemplify the problem teacher-coaches experience when they are trying to answer to two governing bodies in two distinctly separate roles. This is not a problem unique to Louisiana. The multitude of demands required of today's high school teacher-coaches often cause a role conflict in which they must prioritize one role over the other (Locke and Massengale, 1978). This dual focus hinders a teacher-coach's ability to fulfill the daily responsibilities of teaching and coaching. With continual change and growing demands in the worlds of teaching and coaching, the teacher-coach will most likely fall short in one or more of his or her responsibilities. Aspiring high school athletic coaches are entering a profession in which half of their job responsibilities, the teaching half, are foreign to them and in which they are often unprepared to handle. Today's universities and teacher-education programs perform a disservice to teacher-coaches by allowing or not encouraging teacher candidates to major in something other than health and PE or social studies; today's secondary public schools perform a disservice to new teacher candidates when they hire them in out-of-area teaching assignments and then provide few opportunities for them to master the classroom. The teacher-coach's professional development time is spent attending coaching clinics and listening to the philosophies of other successful coaches in other successful programs. They are experts in THEIR fields (no pun intended), a fact most educators fail to recognize.

Teacher-coaches are an invaluable resource to public high schools in shaping both the culture of our schools and the minds of our teenagers. Let's connect the research from the field with the practice in the classroom and unmask the potential of our high school teacher-coaches.

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Teacher candidates-curricula interactions: Conceptualizing learning to teach as a design

For successful effective instruction, today's teachers do more than planning lessons that incorporate existing curricula resources and learning activities, they engage in curriculum design work. As curriculum designers, teachers analyze existing curricular and learning activities, modify the curricular materials, design new learning activities, and create learning materials to ensure coherence for themselves and their students. Studies on teacher learning suggest novice teachers often lack the capacity to design lessons, thus, they design and implement conceptually incoherent curriculum materials (e.g. Knight-Bardsley & McNeill, 2016). This difficulty follows the novice teachers' struggle in designing lessons responsive to their students' learning needs. Educators need to understand teacher candidates' developmental process constituting their capacity for design, known as pedagogical design capacity (PDC) for lessons. The term PDC was first introduced by Brown (2002) in the study of inservice teacher enactment of reform-based curricula. PDC is defined here as teacher candidates' ability to perceive and mobilize existing personal, contextual and curricular resources in designing instruction supporting students' learning. To perceive refers to teachers' ability to identify, recognize or notice potential resources. To mobilize refers to teachers' ability to act with, and act on, those resources. Teachers, and perhaps, teacher candidates can perceive and mobilize 1) personal resources such as beliefs, goals, experiences, pedagogical content knowledge, knowledge and perception of students and subject matter knowledge, 2) curricular resources such as representations of concepts, tasks, objects or structures in instructional procedures, and 3) contextual influences. Teacher candidates need to develop a pedagogically refined capacity for lesson design before they can become effective educators. Hence, the need to conceptualize their learning to teach as a design process that culminates in the kind of lessons they design. Prior to assuming the responsibilities of actual classroom contexts for enactment, an in-depth characterization of teacher candidates learning to teach goes beyond the traditional notion of teaching as a craft in which teacher candidates cultivate different design skills. It entails design thinking including an intentional effort to understand and leverage teacher candidates' personal, curricular and contextual resources to support them in their design learning. Congruently, we propose a foundational conceptual framework for and research in ongoing in understanding teacher candidates' PDC for lesson design. Conceptualizing learning to teach as design and findings from the ongoing research can add to existing knowledge on 1) teacher candidates' capacity for lesson design to support students' learning experiences, 2) teacher candidates' variation in their degrees of reliance on the instructional approaches they experience in their teacher education program and the actual design of their own lessons, and 3) a new lens to understand and create pathways for teacher candidates to explicitly consider their knowledge of students in the lesson design process, the alignment between their own learning goals, and the curriculum materials' learning goals for productive lesson design. Supporting teacher candidates' capacities to effectively design lessons responsive to students' needs requires a new lens illuminating our understanding of the teacher candidates' PDC as they learn to teach in the teacher education program.

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Teacher Migration: How School Levels of Support Influence Educator Decisions to Make Lateral Transfers between Schools

While there is some consensus that current teacher attrition rates are a problem, Borman and Dowling (2008) argue that there is still not sufficient evidence to guide potential initiatives to help alleviate the issue and that better longitudinal data on teacher career paths and more nuanced theories are needed. While Boe, Cook, and Sutherland (2008) agree that more evidence is needed, they suggest that teaching area transfer and school migration can be just as problematic for school leaders. Thornton, Perreault, and Jennings (2008) agrees finding that while the idea of teacher transfer has been largely ignored, the individuals who transfer still place a significant burden on school leaders. It is evident that while teacher transfers can have a significant impact upon the schools they leave, research in the area has primarily focused on teachers leaving the profession. For this reason, this research project focused on what factors led to educators' decision to make a lateral move within the educational field.

The research team, which consisted of a group doctoral candidates at Middle Tennessee State University, developed the following research question: What professional conditions influence educators' decisions to make lateral transfers? The team decided on a phenomenological study with the intent to discover, through multiple layers of inquiry, how several educators who have made a lateral move in employment experience the phenomenon of making the decision to move to a new school. In accordance with Moustakas (1994) and Creswell (2013) a set of broad interview questions were developed that asked participants to describe what conditions led to their decision to transfer from their current school and what they hoped to gain from this transition. A survey was then developed from the questions and a convenience sample was collected via email. The participants consisted of educators who the research team knew and had made a volunteer lateral transfer in the last 3 years.

In all, 23 participants responded to the email. Descriptive statistics were run on teacher years of experience, number of schools employed, and previous number of lateral transfers. Participants' responses who indicated they had transferred for professional reasons, were then analyzed using qualitative typology techniques. During the data analysis process, the research team focused on the perceptions of the participants in accordance with Patton (2015), who suggests that phenomenological researchers bracket personal knowledge so that they can separate themselves from their own methodological assumptions and preconceived notions. During this process, the researchers highlighted statements that are significant in the identification of how each participant experienced the phenomenon. After careful discussion of participant statements, themes emerged in the areas of building leadership, school culture, levels of support, and professional growth. These themes were then divided between why educators decided to leave and what they hoped to gain.

This presentation will focus in depth on participant responses in the area of levels of support. Data will be shared and implications for building leaders will be discussed. Building issues, collaboration amongst staff, and administrative support will be highlighted.

Citations:

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Teacher Perspectives on Feedback: Growth Mindset

Feedback is often described as the information conveyed to learners about their actions (Hattie & Timperley, 2007; Shute, 2008) that is intended to make a connection between what students understand and what is meant for them to understand (Sadler, 1989). Many studies have shown feedback to be one of the most influential factors on student achievement; however, there are conflicting results and inconsistent patterns (Black & Wiliam, 1998; Hattie & Timperley, 2007; Kluger & DeNisi, 1996; Shute, 2008). This may be attributed to the variations of how feedback is given as well as the reasoning for why a teacher may provide feedback in a particular way (Shute, 2008). Personal experiences, cultural contexts, attitudes, or implicit beliefs held by teachers about learning mathematics may also contribute to a teacher's judgment when providing feedback (Brown, Lake, & Matters, 2011). Although inconsistent feedback practices have been attributed to teachers' beliefs (Shute, 2008), the implicit theory teachers hold has yet to be explored. Given the potential for a teacher's implicit theory to have an impact on the type of feedback offered to students (Boaler, 2015, 2016; Rattan, Good, & Dweck, 2012; Shute, 2008), the purpose of the study was to examine whether teachers' implicit theories act as a mediator of the types of feedback given during mathematics instruction. Two participants who ascribed to opposing implicit theories (incremental theory and entity theory) were chosen after completing a modified version of Dweck, Chiu, and Hong's (1995) mindset survey (Willingham, Barlow, Stephens, Lischka, & Hartland, 2016). Sources of data included audio and video recordings of daily observations for a period of one instructional unit, participant writing prompts, researcher journals, and daily interviews. Data was first coded according to Hattie and Timperley's (2007) descriptive framework of the levels of feedback (i.e., task, process, self-regulation, or self), as well as how the feedback was provided (i.e., verbal, written, or through gestures). Interview data was then openly coded for participants' reasons for providing observed feedback and matched with the levels of feedback previously coded to look for overall patterns. Writing prompts and researcher journals were also coded in this way. Ian Smith was chosen as the participant who ascribed to a stronger incremental theory (i.e., growth mindset). Only the data collected on Ian will be discussed examining the ways he provided feedback in his classroom and the reasoning behind his decisions to do so in these ways.

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Teacher Preparation under the Microscope: Developing Science Teachers

The importance of science education can be seen in the numerous references to STEM (i.e., Science, Technology, Engineering, and Math) fields and teaching that can be seen in schools, museums, and other contexts. A key ingredient to making students successful in STEM fields is in developing students' ability to think. Development of this ability is supported by use of best teaching practices that are inquiry-based, such as the 5E Learning Cycle. In an effort to improve teacher preparation in science for teacher candidates obtaining initial certification at the elementary level, the researcher is examining the effectiveness of her own teaching practices. This study was a continuation of a previous study. The researcher will present the results of mixed methods research with the purpose of improving teacher candidates' understanding of the 5E Learning Cycle. Research was done using a pre-/post-test design with a convenience sample of the researcher's senior-level science methods course. The pre- and post-tests were given at the beginning and end of a semester in which the teacher candidates spent three days of the school week placed in individual student teaching classrooms, and two days-a-week on campus taking coursework. One of the on-campus days included their science methods instruction with the research that included interventions to teach them about the 5E Learning Cycle. For 75% of the teacher candidates in the class it was their first introduction to the 5E Learning Cycle. Interventions to teach about the 5E Learning Cycle included modeling, discussion, cooperative learning, videos, and texts. The pre-/post-assessments utilized in the research included two scenarios of science lessons that required the teacher candidates to identify the lesson parts and then write why that lesson label was appropriate. The results were quantitatively examined for teacher candidate knowledge of identifying the parts of a lesson, and then their short answers were qualitatively examined using thematic coding to understand their reasoning. Results include teacher candidates' quantitative scores that indicate an increase in mastery with knowledge of both the traditional gradual release model (i.e., Introduction, Direct Teaching, Guided Practice, Independent Practice, and a Closing) and the 5E Learning Cycle (i.e., Engagement, Exploration, Explanation, Expansion, and Evaluation). The results also include the themes that emerged from their explanations of the lesson parts. Qualitative results indicate that teacher candidates recognize the purpose of learning activities within a lesson, but that by the end of the semester their reasoning about what is going on in a lesson is more flexible than it was at the beginning of the semester. Conclusions are that the interventions were effective in increasing teacher candidates' mastery of different lesson structures, real-world experience in classrooms increased the flexibility of their thinking about the purpose of different learning tasks, and that teacher candidates had a deeper understanding of what is going on in particular learning tasks by the end of the semester. The implication is that both the interventions related to the 5E Learning Cycle and the real-world experience the teacher candidates gain in their placements should continue.

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Teachers' and Principals' Perceptions of New Teacher Needs

Problem Statement One of the principals' instructional leader responsibilities is to ensure that new teachers become successful veteran teachers. Unfortunately, new teachers have been exiting the teaching profession by increasing numbers. Research indicates that nearly one third of new teachers leave by the end of their third year, and nearly half by the end of their fifth year (Ingersoll, Merrill, & May, 2014; U. S. Department of Education, N.D.). A revolving door of new teachers entering and leaving the profession creates an unstable learning environment which is detrimental to student achievement. Teacher preparation does not end with the undergraduate experiences of coursework, field experiences, and student teaching. When new teachers secure a teaching position in a P12 school, their preparation continues. Providing induction for new teachers is part of the principal's instructional leadership purview. Effective induction programs increase the likelihood that new teachers will remain in the profession and that student achievement will increase (CCSESA, 2016; Wong, 2002). Basic components of induction programs include orientation, mentoring, and professional development. The purpose of the present study is to determine what teachers and principals perceive to be the needs of new teachers in the areas of orientation, mentoring, and professional development. The researcher compares all teachers', new teachers', and principals' perceptions. While there have been studies regarding why new teachers leave the profession, there is a dearth of research comparing the principals' perceptions of what new teachers need with the new teachers' perceptions of their own needs. Theoretical Framework The theoretical framework for the study is the Instructional Leadership Theory. Hallinger (2000) proffered a three-pronged model of instructional leadership that included (1) defining the school's mission; (2) managing the instructional program; (3) creating a positive school climate. The present research focuses on the second prong in its search for the needs of new teachers. Although there are definite actions that principals take as part of their instructional leadership role, the specific needs of the teachers will vary depending upon the makeup of the school population and the developmental level of the teacher (Hallinger, 2003). Furthermore, recent research indicates that the substance and content of new teachers' pedagogical preparation determines whether they remain or leave the profession (Ingersoll, Merrill, & May, 2014). Summary of Methodology The study used a mixed methods design. A survey consisting of open-ended questions was administered to P12 principals and teachers in one southeast Louisiana school district. Questions consisted of items based on new teacher needs as reported in the literature. Responses of 75 teachers, 23 new teachers, and 5 principals will be displayed as frequency tables and compared. Results Top orientation needs were procedures and classroom management. Perceived mentoring needs were routines and instructional coaching. Perceived professional development needs varied among all groups from observation/feedback, individual training, workshops, and collaboration. Conclusions One response continuously repeated throughout all categories was classroom/behavior management. Principals will have to address this most pressing need before effective instruction can yield increased student achievement, and school/districts should include an induction program to eliminate attrition. References California County Superintendents Educational Services Association (June 2016). Best practices in teacher and administrator induction programs. Sacramento, CA: Author Hallinger, P. (2000). A review of two decades of research on the principalship using the Principal Instructional Management Rating Scale. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. Cambridge Journal of Education, 33(3), 329-352. Doi: 10.1080/0305764032000122005 Ingersoll, Richard; Merrill, Lisa; and May, Henry. (2014). What Are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition?. CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/78 U. S. Department of Education (N.D.). Facts about the teaching profession (for A National Conversation about Teaching). Retrieved from https://www2.ed.gov/documents/respect/teaching-profession-facts.doc

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Teachers' Views on Truth and the Instructional Impact on Students

This research study examined how teachers view truth and how they fit into particular truth profiles based on surveys and interviews. Phase one of this study analyzed results from a survey that used a random sample of teachers in the southeastern United States. Those survey results were used to classify teachers into one of four "truth profile" categories: correspondence, critical, relativist, and pragmatist. Phase two of the study focused on interviews to further examine the teachers' views on truth and how it is applied to their instructional practice. The findings of this study showed a significant amount of the teachers that participated in the survey and interview had contradictory views on truth whereas some fit firmly in one "truth profile" based on their priorities perspectives, and practices. Given our societal shift toward "post-truth" views, the findings of this study can give educators an insight on how their views of truth impact their instructional practices. Education is often criticized publically for individual teaching practices, curriculum and instruction, and specifically, teaching students how to decipher fact from fiction. Instead of our school systems reacting to that criticism, educators should be actively engaged in the scientific examination of their views toward truth and the role it plays in the classroom. These findings suggest the need for future research on the topic of truth and how our twenty-first century teachers can prioritize the importance of educational truth.

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Teaching Caring and Curiosity in K-12 Education

Given the potential for many schools to have eliminated a specific curriculum or systemic approach to student development of caring and curiosity as part of a larger dispositional and social-emotional intervention and curriculum, there is more reliance on teachers to integrate the teaching of caring and curiosity through their instructional choices. Thus, there is an elevated potential for a wide variation in teacher perceptions and practices for teaching students to be more caring and curious, particularly about others. The need for students to be both caring and curious to thrive led us to wonder - what are teachers' thoughts about and practices related to teaching and learning caring and curiosity? The lack of current empirical research and the importance of the dispositions justifies our research.

The goal of education is to prepare students to be productive and supportive members of society. Therefore, it is important that educators attend to student development beyond the acquisition of content knowledge (McDermott, 2003, 2014). Greenberg and colleagues (2003) argue that students experience higher levels of achievement when they are prepared with a range of social and emotions skills and an array of dispositions. As our society becomes more diverse there is a need for citizens to have the skills and knowledge to bridge differences (Phillips, 2015, 2016). Embracing diversity requires people to care about others and be curious about them - a combination that Phillips (2016) refers to as empathetic curiosity. Thus, to help prepare students to collaborate with others, be culturally competent, and to effective communicators, it is imperative that we prepare them to be both caring and curious. The K-12 teachers we recruited to participate in our mixed methods research were from a southern region of the US. The 183 educators who completed our survey had an average age of 41.03 and had taught for an average of 11.93 years. One hundred fifty-five participants identified as female and 28 identified as male. Most of the teachers identified at Caucasian (72%), 23% identified as African American, 2% as Native American, 2% as Hispanic and 1% responded with "other" as their ethnicity.

The lack of research tools that could be used to measure perceptions and practices associated with teaching and learning caring and curiosity to students at the K-12 level led us to develop an instrument for our study. Our final survey contained several demographic items, three free response items, and 24 selected response items.

We found that the instructional methods used to teach caring shifted with the curricular content. Our data indicate the teachers do value both caring and curiosity. They work to develop higher levels of both. However, many seem to lack evidence-based interventions to assist in the building of strong character traits in their pupils. Our research also revealed that the focus of curiosity shifted when the teaching concentrated on content rather than the instruction. The relatively limited focus on caring for others in the teaching of caring suggests that teachers may not be considering empathetic curiosity as a learning goal.

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Teaching for Possibility: A Deleuzian Mapping of Moments of Destabilization in the English Language Arts Classroom

Problem Statement: John Dewey once wrote, "Every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place" (1958, p. 222). This research discusses an intensive year-long case study set in a high school ELA classroom in the Deep South and investigates moments of destabilization—those sudden charges of momentum when teachers and students break from the routine making room for inquiry, vulnerability, and different ways of knowing/being. Specifically, I focus on how classrooms navigate instances of uncertainty—times when a difficult question is posed or a conversation about a text suddenly becomes personal and what follows could be behind any number of unmarked doors. This work is grounded in research on difficult knowledge (Britzman,1998), pedagogical discomfort (Boler, 1999), and the importance of critical literacy (Luke, 2014) and authentic inquiry (Wilhelm & Wilhelm, 2010) in an effort to foster rigorous attitudes toward learning called for by today's educational experts.

Theory: This work begins with Dewey's idea and engages two theoretical frames, Rosenblatt's (1986) reader response theory and Deleuze and Guattari's (1987) concepts of the rhizome and nomadic thought/lines to investigate moments of destabilization. Through these perspectives, I seek to expose efferent and aesthetic reading experiences by mapping textual encounters where students and teachers stumble out of the routine (stability) and into the realm of possibility (destabilization).

Methods: This research is an individual, intrinsic, qualitative case study (Yin, 2009) informed by ethnographic methods. Participants include an experienced high school ELA teacher and students in her ninth-grade honors pre-AP English course. Data sources include: classroom audio/video recordings, classroom artifacts, photographs, interviews, fieldnotes, and quick-writes. Analysis methods include diffractive coding and visual mapping.

Results: Results indicate that aesthetic readings abound when teachers stray from the molar/molecular lines of routine activities and the security of "right" answers. Literary works from the curriculum include such titles as Harper Lee's To Kill a Mockingbird, William Golding's Lord of the Flies, and Brent Staples' "Black Men and Public Spaces." These texts prompted discussions about race relations, identity, mankind's tendencies towards good/evil, and current events – all of which disrupted classroom routines. Initial analysis points to the presence of personal dis/connections, choice, confidence, and vulnerability as critical to moments of destabilization.

Conclusions & Implications: In today's test/grade-driven classroom, texts are often reduced to their standard-covering ability. Literature's capacity to create avenues for discussion of topics like racism and difference—being difficult to predict and assess—is quelled. The brilliant Maxine Greene (1978) believed in the importance of inquiry arguing that, "Students must be enabled, at whatever stages they find themselves to be, to encounter curriculum as possibility," however teachers are often underprepared to let this play out in their classrooms. By using both Rosenblatt and Deleuze, this work offers deeper insight into the familiar classroom practice of reader response by bridging it to more complex Deleuzian concepts showing what happens when possibility erupts into the striated spaces of the classroom producing new trajectories of thought and practice.

Word Count: 500

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The 21St Centruy Classroom: Teachers as Change Agents

In spite of present school reforms and mandates, public schooling is not meeting the needs of diverse student populations. In the contemporary and inclusive 21st century classroom context, a traditional model of teaching, learning, and assessment is more than inadequate; but, potentially pejorative with respect to children's diverse needs, abilities, and gifts (McDermott, 2017). Instead of this traditional approach to learning, representing "passive learning and compartmentalized bits of knowledge that bear little impact on their lives" (Lau, & Desbiens; 2017), what change possibilities exist for public school learning to become authentic, relevant, and collaborative for all children? This study was designed to examine teacher candidates' perceptions of their competencies, skills, and attitudes regarding interacting with diverse students and discusses how this understanding influences their potential role as a change agent toward school transformation. A mixed method study, collected data from 80 undergraduate teacher candidates who volunteered to complete a 30 item survey and respond to three open-ended questions designed to document their thoughts as to how their experiences may influence serving as change agents. This study builds upon Vygotsky's socio-cultural theory (Lau & Desbiens, 2017) and Sleeter's (2017) explanation of the critical race theory (CRT) as advocating for just and equitable school transformation. CRT, in accordance with Vygotsky's social theory of learning describes learning as individuals interacting, talking, and exchanging ideas, supporting and creating one another's understanding of the world and its people. Teachers, originating from their personal social constructions, follow-through to create learning environments for children. The overall results from this study replicated national data describing the mismatch between teachers and the students they teach. Open-ended responses affirmed teacher candidates' awareness of the disparities between educators and the students they instruct as well as expressed that these differences may undermine diverse students' progress and comfort. While findings indicated competencies in their abilities and skills to interact with disparities, the participants diminished the challenges associated with such interactions. Teacher candidates indicated they were prepared to be leaders. Not to diminish or undermine their belief in leadership capacity, authors seriously question the basis for participants' leadership claims. These data indicate, at best, teacher candidates' naiveté, and at worst, portend an underlying centrist position. In other words, they well report their competence and willingness to interact with marginalized students, but do not acknowledge the skills, attitudes, and repertoire essential to support a range of children's successes. Authors interpret these data as inadequate to meet the challenges of supporting all children's learning; the traditional teacher preparation model, as described, is deficient in providing teacher candidates with a range of diverse instructional experiences that require critical and reflective thinking. A nontraditional approach illustrates the importance of the "why" of teaching and not merely the "how to." Critically, a nontraditional approach of critical and reflection thinking illustrates how a one-size fits all model is ineffective, and unethical. This thinking and reflecting component is integral toward school change.

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The Assessment of Candidate's Professional Dispositions and Work Characteristics: An Example of a Measure for Advanced-Level Educator Preparation Programs

The Assessment of Candidate's Professional Dispositions and Work Characteristics: An Example of a Measure for Advanced-Level Educator Preparation Programs

The assessment of professional work characteristics and dispositions has recently become a central issue for advanced-level programs that prepare future professional educators accredited by the Council for the Accreditation of Educator Preparation (CAEP). Specifically, the CAEP Standards for Advanced-Level Programs (CAEP, 2018) and the National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists (NASP, 2010) call for the assessment of candidate's dispositions and professional characteristics. Programs are required to demonstrate that candidates apply these appropriate to their field of specialization. Furthermore, programs are required to maintain a quality assurance system comprised of valid data from multiple measures that can be used to monitor or track candidates progress over time (CAEP). The School Psychology Track of the Educational Specialist Degree Program at Arkansas State University is NASP-Approved and one of several CAEP SPAs in the unit. While the track has a history of thoroughly assessing candidates the updated CAEP Standards place an increased emphasis on candidate's professional dispositions and work characteristics. These standards served as a stimulus for improving the assessment of professional dispositions and work characteristics. The recently developed measure used to assess candidate's professional dispositions and work characteristics is a 42-item rating scale (see Table 1). Each item consists of a professional disposition or work characteristics followed by a definition. The rater is directed to rate each item according to a 3-point scale (i.e., 3 = Above Standards-displays professional behavior decidedly better than typical trainee/employee, 2 = Meets Standards-displays appropriate professional behavior, 1 = Below Standards-displays inadequate professional behavior that merits improvement and possible remediation). If the rater is unable to observe the professional disposition or work characteristics or does not know they may respond accordingly. CAEP (2018) notes the need for evidence demonstrating data quality. Therefore, content validity of the measure is being established using existing measures from NASP approved programs and by expert review. Reliability (i.e., internal consistency, test-retest reliability, and inter-rater reliability) will be examined when ample data has been collected. Further examination of validity (i.e., construct validity by factor analysis and predictive validity in the form of concurrent and criterion-related) will also be needed. The program faculty have determined that candidate's professional dispositions should be assessed at several points including: (a) admission, (b) annual review, (c) practicum, (d) supervised internship, and (e) post graduate. Specifically, applicants will be assessed on the measure by individuals who recommend them for admission. Once admitted each candidate will receive an annual review by the faculty using the measure. During practicum and supervised internship field supervisors will complete the measure each semester. Finally, employers will complete the measure one-year post employment. In sum, our goal is to enhance our quality assurance system with reliable and valid data from a measure therefore demonstrating continuous and sustained improvement of candidates and the program.

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The challenges of measuring the nature and process of knowing: Evidence from Nigerian teacher candidates

The United States-based Schommer Epistemological Beliefs Questionnaire (SEQ) has been a widely used instrument in studies assessing conceptions about the nature of knowledge and process of knowing. However, studies from other samples (Schommer, 1998), as well as contexts outside the U.S. such as Hong Kong (Chan & Elliot, 2002), Chile (Arredondo & Rucinski, 1996), and Philippines (Bernado, 2008), indicate instability in the SEQ. As interest on epistemological beliefs increase, studies from African contexts contributing to the discourses are noticeably absent. To bridge the gap, this study examines a sample of 1009 full-time Nigerian teacher candidates at two public institutions in southwestern Nigeria. We asked, can the widely used U.S.-based SEQ validly represent epistemological beliefs of Nigerian teacher candidates who are from a different context? The original SEQ is a 63 Likert scale item self-report instrument rated on strongly agree to strongly disagree. While no modification was made to the original items, demographic information such as age, gender and ethnicity were added for a further research study. The Bartlett's test of sphericity for the 63 items administered is significant ($p < .001$). The Kaiser-Meyer-Olkin Test (KMO) statistic is "marvelous" (.941), indicating the correlation matrix is suited for factor analysis with the Nigerian sample. The anti-image values for individual measures of sampling adequacy (MSA) range from .810 for items B55 to .972 for B30. Like the KMO statistic, the individual MSAs are "meritorious/marvelous" according to Keiser criteria. The DeCarlo's Macro normality test violates univariate normality with statistically significant univariate skew, kurtosis, and an omnibus test of normality for most items. For Nigerian teacher candidates, the item-wise exploratory factor analyses to establish an initial SEQ construct validity suggests fourteen-factor solutions and four-factor solutions after refinement. Out of the 63-items on the original SEQ developed/validated in the U.S. only 25 items contribute to Nigerian teacher candidates' epistemological beliefs. Nigerian teacher candidates have more complex epistemological beliefs than their U.S. counterparts as the 25 items merged to form factor structures. The internal consistency for the four factors (Factors 1: α = 0.820; Factors 2: α = 0.667; Factors 3: α = 0.694; Factors 4: α = 0.580) and composite scale (α = 0.551) based on the 25 items indicate questionable consistencies. The original U.S-based SEQ scale narrowly represents teacher candidates' conceptions about the nature and process of knowing in a non-Western context- especially Nigeria if our result is an indication. The low items loadings and low-reliability coefficients found in this study suggest 1) educators take caution in adopting/adapting Western measurement scales; 2) in utilizing results and theory emanated from the use of the Western model, and; 3) in using educational evidence derived from Western-based instruments to understand teacher education, provide educational supports such as curricula materials in non-Western contexts. We contextualized the findings within effective context sensitive international teacher education and professional development, and refined measurement procedure highlighting sociocultural antecedents and beliefs about the nature of reality in the measures of epistemological beliefs in non-Western contexts. Implications for educational theory, research, and practice are discussed.

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The Decision-Making Process of Louisiana's Executive University Leaders during Declining State Appropriations from 2008 to 2016

State funding affects all aspects of public higher education including student access, college affordability, and institutional accountability. Since 2008, the Louisiana state legislature has continually defunded public higher education resulting in the second largest disinvestment in public higher education in the nation. Overall, state funding for Louisiana higher education has decreased over $700 million, a comprehensive reduction of 53% in state funding since 2008. Institutions are in financial jeopardy due to continued decreases in state funding, and those institutions are largely regional campuses. The site selection for this research is the University of Louisiana System, which is comprised of nine regional campuses and has experienced a comprehensive decrease in state funding of $293 million since 2008.

Through pragmatic qualitative research design, this research examined the decision-making process of executive university leaders of regional, public institutions in Louisiana that have led their institutions through financial instability. Conceptual frameworks used as the lens to analyze the data were rational choice theory, bounded rationality, and satisficing. Interviews were conducted with 17 current and former presidents of institutions within the University of Louisiana System, along with presidents of the University of Louisiana System and Commissioners of Higher Education. Budget document analysis was conducted to examine the fiscal environment of each institution. The researcher also observed six campuses to determine prioritization that affected deferred maintenance. This research focused only on the University of Louisiana System because of the similarities of their institutional revenue streams.

This study examined how university presidents made decisions during times of continuous decreases in state funding, what important factors were considered during their decision-making process and the key moments during their decision-making process. This research found the timeframe in which decisions had to be analyzed and solutions implemented is extremely short due to Louisiana's budget cycle. Leaders frequently made decisions with incomplete or contradictory information relying on prior experience to make these choices.

Collaboration was a key component to the university leaders' decision-making process, especially with the Chief Financial Officer. The in-depth knowledge of CFOs regarding the institutional budget, legislative budget, and fiscal compliance was an invaluable resource to university presidents during the times of decreasing state support. University leaders facing continuous decreases in state funding relied on experienced, knowledgeable, and trustworthy Chief Financial Officers to effectively and efficiently adapt institutions to decreases in state appropriations. University leaders also sought out advisory input from faculty, staff, and external community members.

University leaders also prioritized certain goals set by the institution during their decision-making process. Prioritizing the student experience, academics, and overall university mission were the most frequently mentioned drivers of executives' decision-making process.

Implications for practice are an understanding of the legislative budget timeline which is critical when making decisions to adapt to decreased state funding for public higher education. University presidents should collaborate with internal and external stakeholders and provide communication to create solution buy-in. Lastly, university leaders should have well-defined priorities to drive their decision-making process.

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The Duality of Planning for Assessment and Evaluation: The impact on Student Learning

In the age of accountability, it is important for educators to understand key principles of assessment and evaluation planning. This article reviews core knowledge of this planning as used within educational context. A brief history, definition, and steps to design an assessment/evaluation plan are provided. Charts and tables provide examples of assessment planning tools. The primary focus for this article will be on the specific needs of new teachers implementing assessment practices and serve as a refresher for the novice educator.

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The Education Doctorate: Investigating Trends in Higher Education

Several fields offer professional doctorates, which aim to offer a better option for developing advanced professional skills compared to their respective PhD counterparts (Jones, 2018). However, there are ongoing debates within higher education that asks educational practitioners and researchers alike to differentiate EdD and PhD programs that are often unable to be completely independent of one another, especially considering the overlap in instructional facilities and faculty. Some differences that distinguish the EdD from the PhD typically include career focus, the role of research, admissions requirements, mode of study, and breadth of focus (Jones, 2018). As such, there remains some misperception about the differences between the two degrees, and since not all institutions offer both degrees, opinions often vary about the purpose of each (Aiken & Gerstl-Pepin, 2013).

While professional doctorates are still relatively new in many countries, they have been long established in the United States (Lester, 2004). From the earliest days of educational doctoral work in the United States, the purpose has remained ambiguous, as one program may emphasize practice rather than research, yet maintain the same name. Conversely, there remain several similarities within the respective subsets of the EdD and the PhD, which continue to relegate each to be analogous to the other. Given the original shared focus on research, it is nearly impossible to separate the EdD from the PhD completely. As a result, some have argued to re-define the EdD so that the two degrees can each focus on their individual missions (Boyce, 2012). Others have even argued for the elimination of the EdD degree (Deering, 1998; Levine, 2005). To date, a dualistic landscape has been forged and strengthened that sustains the debates between the EdD and PhD that focus on practicality versus perception, and application versus research.

The purpose of this study was to investigate the current state of the Doctor of Education (EdD) with respect to program requirements and characteristics, including credit hour requirements, class modality options, research components, and the final project (e.g. capstone, dissertation).

The current study analyzed the data collected from a systematic review of the EdD and PhD programs listed with the Association for the Study of Higher Education (ASHE). Overall, 188 programs from 145 different institutions were analyzed.

Results, in the context of findings from prior research, suggest that we are beginning to see a shift toward separating EdD and PhD programs to better match their purpose. However, further delineation is required to meet the needs of fields looking to add applied practitioners instead of traditionally trained researchers.

This study provides a current overview on the doctor of education programs to bring current 40 years of previous research. This will support efforts to identify trends across educational institutions and determine if any progress towards differentiating the degrees has occurred.

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The Effect of Active Learning in Retaining Underrepresented Minorities in Engineering

There is a need for improved representation of URMs in both postsecondary education and the engineering profession. Underrepresented minorities are desired in the engineering profession to contribute complete solutions and to provide improved ideas for consideration during the design process. The researchers sought further understanding of strategies and pedagogies used to serve the learning and engagement needs of underrepresented minorities (URMs) enrolled in academic engineering programs. The researchers defined URMs as women, Latinos, and African Americans. Through a series of 63 interviews with academic affairs professionals and engineering faculty at universities graduating high numbers of URMs, the researchers discovered six factors utilized by engineering faculty and academic affairs in postsecondary education to aid the retention of underrepresented engineering students. One of these six factors is active learning. Active learning is used to improve retention of URMs. Participants identified active learning as a pedagogy that helped retain URM engineering students. Active learning was implemented with the goal of encouraging all engineering students to learn and retain information presented in the classroom, and remain in an engineering program. The researchers provided recommendations for academic affairs personnel and faculty to better serve the learning and engagement needs of underrepresented minorities (URMs) enrolled in academic engineering programs. Given for consideration are future topics for a study to improve the retention of URMs in higher education engineering program.

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The effect of unit starters on writing and vocabulary in first grade students

Problem Statement: This study is based on a concept unit designed by the Tennessee Department of Education (TDOE). TDOE revealed science and social studies concept-unit starters in 2018 to be taught during the English Language Arts (ELA) block in grades K-3. There is minimal research on content-unit starters in early elementary grades. This research will examine the effects of concept-unit starters on reading comprehension and writing in first grade classrooms.

Summary: The units are built upon universal concepts that connect disciplines and grade levels, then continues to narrow the focus througout the unit from broad enduring understandings to specific disciplinary understandings. Where theme units focus on topics, concept units focus on a deeper conceptual understanding that are connected to bigger ideas (Cervetti & Hwang, 2016). Although unit starters have not specifically been studied, components of the unit starters are grounded in research. Interactive read alouds using rigorous question sequences and talk structures have been investigated in dialogic studies and demonstrated positive results (Lonigan & Whitehurst, 1998). In additon, integregrating writing with text readings can have a positive impact on reading ability and the understanding of concepts (Graham & Hebert, 2010). Incorporating writing into the ELA block through content areas like social studies and science provides an opportunity for students to practice their writing while demonstrating their content knowledge (WWC, 2018) .

Methodology: This study will be a pre-test posttest control group design. There will be 60 participants from six first grade classrooms at two schools. The intervention group will engage students in an interactive read aloud and/or shared reading introducing specified vocabulary and following scripted questions. At the end of the reading, the students will participate in a daily writing task as part of the unit starter design. The control group will use the same texts but incorporate their own questioning and daily writing tasks. Both groups will complete the end of unit task. The vocabulary test was teacher/researcher created and given pre-test and posttest. Aimsweb fluency passages were given by the researcher pre-test and posttest as well. An ANCOVA with pretest as the covariate for three outcomes will be used: Gates-MacGinities, TEWL-3, and end of unit writing task.

Results: In progress

Conclusion: In progress

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The Effects of a Mobile Book Lab on the Summer Reading Regression of Elementary At-risk Students at a Select School District in Upper East Tennessee

The purpose of this quantitative study was to determine the effects of a mobile book lab on summer reading regression for at-risk elementary students in a select school district in Upper East Tennessee. The sample consisted of 200 at-risk elementary students who were randomly selected for the study. Fifty males and 50 females who participated in the mobile book lab, and 50 males and 50 females who did not participate in the mobile book lab were randomly assigned to each group. Data were collected from AIMSweb universal screeners for second through fifth-grade at-risk students at three elementary schools. The names of the second through fifth-grade students who participated in the mobile book lab during the summer of 2018 were acquired from the director of the mobile book lab. These lists were then used to separate the students into two groups, at-risk students who participated in the mobile book lab program and those who did not participate. Oral reading and comprehension activity questionnaires were also completed weekly by all mobile book lab attendees. This study suggests at-risk students who participated in the mobile book lab experienced a lesser amount of summer reading regression in reading comprehension and fluency than those who did not participate. Gender was not a factor in the amount of summer reading regression experienced in reading comprehension and fluency for at-risk students who participated or did not participate in the mobile book lab.

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The effects of authentic experiential learning on student mastery of assistive technology interventions in occupational therapy education

Research Question: How will incorporating experiential learning experiences in an occupational therapy assistive technology class affect student mastery of various forms of assistive technology? Abstract: Assistive technology changes so rapidly that academic programs often have difficulty keeping up with the latest technology or equipment that would benefit patient performance. As a result, instructors often resort to having vendors bring equipment and technology to the classroom to prevent students emerging from the course unprepared in applying assistive technology in their practice. Authentic learning is a new term in education research that is defined as applying knowledge in real life contexts and situations ("The four characteristics of 'authentic learning'", 2007). Learning activities are designed to give students a real world experience and become independent contributors to the culture in which the domain of knowledge is used (Stein, Isaacs, & Andrews, 2004). John Dewey, an education reformer from the late 1800s and early 1900s, emphasized the importance of integrating educative experiences in the learning process, but that true learning comes from guidance from the instructor and then student reflection (Wurdinger & Allison, 2017). Therefore, although a new concept, authentic experiential learning is considered more enjoyable and leads to deeper learning for the student and it remains an underused pedagogy in higher education. Therefore, the purpose of this research study is to discover how the inclusion of instructional trips and vendor demonstrations affect student mastery of assistive technology interventions. This research study will utilize a mixed methods approach. Second year graduate students enrolled in an occupational therapy program will be recruited for this research study in the fall semester when the assistive technology class is offered. Upon obtaining consent for participation, students will begin the research study by taking pretests before each in class and off site instruction and taking post-tests after each in class and off site instruction. The pre/post test data will be conducted using an online survey where identifiable information can remain anonymous. Students will also be supplied with journals for reflective narratives. Reflective journals will be assigned numbers for anonymity. Students will be asked to reflect on what they learned from each in-class and off-site instruction by writing in the journals. Journals will be collected after the last off-site class. At the end of the course, focus groups interviews will be conducted to gather more detail on the experiential learning experiences. Students will be identified by using their student generated numbers. There will be no recording of names as students answer the focus group questions. References "The four characteristics of 'authentic learning'" (2007). Educational research newsletter and webinars. Retrieved from http://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/ Stein,S., Isaacs, G., & Andrews, T. (2004). Incorporating authentic learning experiences within a university course. Studies in Higher Education, 29, 239-258. Wurdinger, S., Allison, P. (2017). Faculty perceptions and use of experiential learning in higher education. Journal of e-Learning and Knowledge Society. 13, 15-26

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The Effects of Cyber-Slacking on Students' Digital and Hardcopy Assignment Scores

The Effects of Cyber-Slacking on Students' Digital and Hardcopy Assignment Scores

Technology and mobile devices play a significant role in helping students access information in the classroom and online. Most university campuses provide Wi-Fi to all students and equip most classes with laptops or computers (Brown & Petitto, 2003). However, many researchers found that the extensive use of mobile devices distract students during completing learning tasks. Scholars identify this learning distraction as cyber-slacking, where the students' attention is diverted away from course-related activities through multitasking, playing games or surfing the internet during learning (Bellur, Nowak, & Hull, 2015; Gerow, Galluch, & Thatcher, 2011; Hatakka, Andersson, & Grönlund, 2013; Taneja, Fiore, & Fischer, 2015). In the present study, the investigators employed a between-subject design to investigate the effect of the use of social media and digital devices on students' assignment scores. The investigators used a short reading about logical thinking as learning material. The instrumentations consisted of students' demographics survey asking about students' gender, age, college and race. The study survey consists of ten questions about students' using the internet and digital devices during completing the assignment and questions about logical thinking. The investigators employed a convenient sampling to select participants (n = 185), 81 female and 103 Male. One hundred students completed the assignments on hardcopy paper, and 85 students completed the assignment online digitally. The analyses of this study show that students' learning style and gender were the only variables that positively correlated with students' assignment scores. Furthermore, students' learning style, time to finish the assignment and students' effort to complete the assignment were found to be significant predictors of students' assignment scores. Finally, there was a significant difference between the two conditions (paper and digital) on time students spent using the phone apps and online help. A possible interpretation of this difference is that when students work on learning activities assigned as hardcopy, students tend to spend less time using social media, online help or phone apps because the learning process does not require the use of such technologies. However, digital assignments allow students to access different technologies and consequently spend more time on social media, online help or phone apps. Regarding the effect of students' learning style effect is that with the increase use of digital devices in daily activities, students are exposed to more complex learning environments (Bandura, 1977; Vygotskii, 1978). Furthermore, students bring their own individual learning styles and preferences to the learning process (Willingham, Hughes, & Dobolyi, 2015). While there is no "best" learning style, the various styles have different characteristics–non-comparatively superior or inferior. Terrell & Dringus (2000) found that students can succeed in an online learning environment regardless of their learning style. Other researchers question the use of learning styles to predict academic performance (e.g.Van Zwanenberg, Wilkinson, & Anderson, 2000). References:

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The Impact of Instructional Coaches on Student Acheivement and Teacher Instructional Practices in Math and Reading

School districts face increased pressure each year to increase student achievement. Beginning with the publication of A Nation at Risk (1983) to the Every Student Succeeds Act (2015), public schools remain challenged to increase student achievement and close educational gaps in student subgroups. Past solutions for improving student achievement have been focused on professional development and teacher evaluation models. Professional development, while intended to be an opportunity for professional growth, often is designed as one day sessions and is often "disconnected from deep curriculum and learning, fragmented, and non-cumulative" (Ball & Cohen, 1999, pp. 3-4). With the growing high stakes accountability and the desire to deliver quality education, school districts implemented instructional coaches as a means to increase students' achievement scores. Instructional coaches, tasked with increasing teachers' knowledge of best practices, target the goal to increase students' achievement scores (Knight, 2005). The purpose of the study was to determine the effects of instructional coaching on student achievement measured by state achievement test scores in reading and math grades three through eight. This study used a non-experimental quantitative causal-comparative design to compare state test scores one year prior to and three years after the implementation of instructional coaches. The target population six schools, (Two Middle, 1,143 and Four Elementary, 2,436), serving grades Pre-K through eighth. The participants include all 91 teachers in the six schools. The instrument was modified from the Wisconsin Center for Educational Research's Survey of Instructional Practices Teacher Survey Grades K-12 Mathematics and English (Blank, 2009). The 27 item Likert modified survey was created by a computer-based survey program and included areas covering: Teacher Opinion and Beliefs, Professional Development, Experience, Instructional influence, Classroom Instructional Readiness. The survey was forwarded to participants via email using an anonymous link. The researcher developed five research questions to guide the research. The overall results of this study showed that most sub-groups in the school had increases in proficiency levels in math and reading after implementation of instructional coaches but English Language Learners showed lower levels of achievement in both math and reading. While there were increases overall both math and reading proficiency levels remain low and even with instructional coaches in all schools, student achievement did not reach 50%. While these findings should be viewed in respect to several limitations, they also indicate some areas of need when hiring an instructional coach. The instructional coaches in this study did not received formal evaluation regarding their effectiveness as classroom teachers. There was no set procedure for administrators to follow through on any collaboration between the teacher and the instructional coach. There was no professional training of instructional coaches in this district nor any record of training before coming into this district. Communities of practice begin when the school community engages together with the instructional coach facilitating teachers' learning. This type of collaboration, improves teacher practices and impacts student achievement.

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The Impact of School Leadership on Teacher Migration

As the demands on educators grow each year, there continues to be growing concerns regarding the ability to find qualified candidates to fill open classroom positions. This has led to a wide agreement nationally regarding the problem of teacher retention and attrition with some often referring to it as a national crisis. Less attention, however, has been given to the issue of teacher migration or the lateral transfer of teachers from one school to another school. Although, these migratory moves do not create a net loss of teachers overall, they do greatly impact the schools exited and the students they serve. The aim of this research was to understand the role building leadership plays in a teacher's decision to leave one school to take the same or similar job in a new setting. By better understanding the perspectives of these teachers, district and school leaders can take actionable steps to provide more consistency in school staffs and educational environments. This proposal is based off an IRB approved, qualitative study analyzing the open-ended responses of teachers who have recently migrated to new schools for self-identified, professional reasons. Questions allowed teachers to provide specific experiences and feelings that led to their decision to transfer schools for a similar role. Respondents also provided insights in to what they were hoping to gain from the building administration in their new environment. Findings were analyzed using typological findings, and prominent themes emerged around leadership characteristics and qualities in the analysis of their responses. The findings of this study show that school leadership plays a critical role in retaining the teachers in their buildings and decreasing teacher migration occurrences. It is critical that school and district leaders understand the impact leadership plays on teacher migration and evaluate their practices in light of the trends found their communities.

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The Impact of Teachers' Metacognitive Awareness on Students' Metacognitive Awareness and Effective Learning

Abstract This literature review presents information on teachers' metacognitive awareness and its influence on students' metacognitive awareness and learning. Teachers are empowered to model metacognitive strategies and promote students' metacognitive awareness that eventually influences the effectiveness of students' learning. Education system and teachers often ignore the importance of metacognitive strategies both for teachers and learners. The present literature review reveals the gaps in research. Most of the research on teachers' metacognitive awareness and metacognitive skills was conducted with pre-service (prospective) teachers. There is lack of research conducted with the practicing teachers. The review shows the limitations of metacognitive awareness measurement instruments. Measurement instruments assess primarily declarative metacognitive knowledge of what teachers or pre-service teachers know about metacognitive strategies. The data on teachers' use of metacognitive strategies in the classrooms is limited. Further Metacognitive Inventories' development and research is needed. The review of literature utilizes EBSCO Discovery search results with further search results in Eric, Psych Articles and PsychInfo databases. The canonical articles were identified in SCOBUS by the number of displayed citations. The key words for the search were 'metacognition and teachers', 'metacognition and effective teachers', 'metacognition in teachers', 'metacogn* and teachers and educators and students.' First EBSCO Discovery search results showed from 2,390 to 2,714 peer-reviewed full texts articles on key words searched. The narrowed search in the databases with added 'data' search word to identify empirical articles and 'English' language inclusion showed about 44 articles. Eventually, 26 articles were included in literature review. They address metacognitive awareness of teachers and its relationship to students' metacognitive awareness and their learning or academic achievement. The studies presented in the literature review comprise qualitative, quantitative and mixed data. This literature review includes research studies conducted with music, preschool, geometry, English, etc. teacher-candidates. The groups of teachers participating in the studies worked at elementary school, taught physical education classes, mathematics, and represented business economics, social and health, tourism and catering transport and logistics, electricity, culture, education, etc. Teachers' metacognitive awareness is impacted by different factors such as gender, epistemological beliefs, academic environment, experience, and form of education for teachers-in-training such as distance (online) or formal (face-to-face) education. Literature review unveils the necessity of effective teacher training programs and college curriculums with incorporated metacognitive theory and strategies. Metacognition oriented epistemological beliefs are to be promoted and modeled among the teachers and students. Key words: metacognitive awareness, teachers, students, effective learning, academic achievement, measurement instruments

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The Impact of Trauma Informed Approaches on Social-Emotional Learning Outcomes on a Rural School

Historically, the education system has brought awareness of the impact of external factors on the academic progress of a student, but more recently, there has been a greater focus on the role trauma plays on a child's ability to learn. Current research indicates that nearly 35 million U.S. children who are attending public schools have experienced at least one type of childhood trauma, emotional, physical or sexual (Cavanaugh, 2016; Souers & Hall, 2016). The social, emotional, and learning disconnect often created by trauma shows itself through a lack of engagement, absenteeism, inability to focus, behavioral problems, or an inability to learn (Vanderwegen, 2013). Because teachers are not trained to identify symptoms of trauma, these students are often disciplined according to their behavior and not provided with the support and help needed in order to cope or move past the experienced trauma. To allow students to have an opportunity to excel, professional learning within the educational system targeting trauma informed practices is needed.

Based on statistics from research, over half of the student body of each school have students who have been exposed to various acts of violence and maltreatment. If students are exposed to multiple situations that result in toxic stress, the development of their brain can be damaged from a high release of hormones causing difficulties for learning, memory retention, display of moods or emotions, as well as poor relational skills (Sours & Hall, 2016). As professional educators, it is vital to be aware of the symptoms of trauma and how to respond and support students in a manner that does not match their outburst or increase the stress of the difficult situation that may occur within the classroom (Jennings, 2018). By adding an emphasis on the social and emotional well-being of students, teachers could benefit by contributing to the support that is needed to enhance the overall health of the school and the entire school population (Tomlinson, 2018).

The purpose of this study is to examine how providing professional development on trauma-informed practices supports the social and emotional learning of all students. The study will analyze data from the 2019-2020 school year at Anacoco High School to determine the impact of providing professional development to implement trauma-informed approaches to their impacts on social and emotional outcomes of students in staff in a rural secondary school. A quantitative study design will be used for this action research. Pre and post surveys will be completed by school personnel based on learning from professional development to serve as an indicator of how trauma impacts students. Additional surveys will assess the social -emotional climate of the school before and after the implementation of trauma-informed practices. The intended outcome of this study is to develop professional development that can be replicated for use in other schools in the district.

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The Impostor Phenomenon and Aspirations

Problem The term "Impostor Phenomenon (IP)" was coined by Clance and Ime (1978). IP has been associated with anxiety and depression; individuals who experience IP are likely to lose their sense of reward and joy. Meanwhile, Deci and Ryan (1985) proposed Self-Determination Theory, which addresses the role of aspirations in motivation. The present research examined the relationship between IP and aspirations. Seven aspirations (self-acceptance, affiliation, community feeling, physical fitness, financial success, social recognition, and appealing appearance) were measured on three dimensions (importance, likelihood, and attainment). Method The Clance Impostor Phenomenon Scale (Clance & Imes, 1978) and the Aspiration Index (Kasser & Ryan, 1996) were used to assess the individual's impostor feelings and their aspirations, respectively. After the protocol was reviewed by the Institutional Review Board of the university, 240 participants were recruited from an undergraduate participant pool at a southern regional state university. Participants were provided access through an online survey managed by Quatrics. A stepwise multiple regression was conducted to evaluate if underlying variables of aspirations were able to predict an individual's IP scores. With the generated model, a discriminant analysis was used to predict group membership across three levels of IP (No to little IP, Moderate IP, and High IP). Structural Equation Modeling was used to test the overall model fit and the indirect effect within the model. Results At step four of the Stepwise Regression Analysis, "importance of self-acceptance", "likelihood of self-acceptance", "attainment of self-acceptance", and "importance of community feeling" were entered into the regression equation and found to be significantly related to IP ($F_{(4, 235)} = 17.519$, $p < .001$). The multiple correlation coefficient was .48, indicating approximately 23.0% of the variance of IP score could be accounted for by the aforementioned variables. Using Discriminant Function Analysis, 61.3% of original grouped cases were correctly classified by two functions. The result implies that the likelihood of community feeling was cross-loaded to the two functions and that "aspiration of self-acceptance" is the primary predictor of IP. Structural Equation Modeling did not yield an acceptable fit of our final model, $\chi^2 (42) = 157.225$, $p < .01$; $\chi^2/df = 3.74$; CFI = 0.859; SRMR = 0.06; RMSEA = 0.11. All factor loadings were statistically significant ($p < .01$). The 95% CI indicates that the importance of self-acceptance had a partial mediation effect predicting IP. Conclusion The results of our current study revealed that self-acceptance (i.e. aspiration to achieve psychological growth, autonomy, and self-regard) is the primary contributor to IP. The definition of the term "Impostor Phenomenon", an internal experience of intellectual phonies, may also be expressed in terms of aspirations such as when individuals struggle to find success and internally process their own autonomy. The primary findings of the study may suggest there are potential psychotherapies for individuals who experience IP. Clinicians may choose therapies that help to foster autonomy and self-acceptance in their clients, such as Carl Rogers' person-centered theory which has been shown to foster the process of therapeutic growth (e.g. Patterson & Joseph, 2007).

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The Need for a Better Preschool System in America

This paper consists of analytic research on the importance of improving preschool education in the United States. It describes the lack of access to high-quality early education in America and the consequences of this situation. To document this problem, recent statistics on enrollment rates of four-year-olds and three-year-olds in the United States were compared with the enrollment rates of children from the same age groups in other industrialized countries. These statistics revealed that the United States was 22nd in the age at which children start an early education program, 15th in teacher-to-child ratio, and 21st in total investment in early education relative to country wealth. In addition, recent statistics indicated that children from low-income families in the United States attended preschool at much lower rates when compared with their more affluent peers.

Some of the leading studies on early education were analyzed to document the ways that preschool education benefits children. These research papers consist of longitudinal studies, experimental research, and meta-analyses. These studies were selected based on the reputation of the researchers and the number of times their studies were cited in other research papers.

This paper describes the arguments for and against implementing universal preschool education. To achieve this analysis, the arguments of some of the leading critics and advocates of universal preschool were documented. Critics of universal preschool education frequently refer to preschool programs that fail to benefit children. For example, a study launched in 2009 showed that children enrolled in a preschool program in Tennessee had lower test scores, poorer attitudes toward school, and worse work habits by the time they reached the third grade when compared with the children not attending this program.

Proponents of universal preschool education argue that the outcomes of programs that reveal children do not benefit from preschool are the result of low-quality programs. They say that such outcomes could occur as a result of K-3 teachers' lack of knowledge on teaching children who have already completed preschool programs. Supporters of early education refer to the numerous studies and meta-analyses that show that high-quality preschool programs are extremely beneficial for children.

The findings of this paper indicate that proponents of universal preschool education make valid arguments to support their position and that critics provide weak arguments. The findings suggest that universal preschool education will benefit American children and society in many ways. Existing studies on high-quality preschool education show that it improves cognitive and behavioral traits including sociability and motivation. These studies also reveal that high-quality early education leads to higher income levels, higher high school graduation rates, and more success in college. These outcomes will enhance the United States' economy because high school graduates are less likely to receive welfare services and to go to prison. Over a span of 10 years, it is estimated that high school dropouts cost society over $2 trillion.

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The relationship between the intercept and the slope in upper elementary reading and mathematics using longitudinal data

• Problem Statement: Issues related to the starting point (intercept) and rate of changes (slope) in reading and mathematics performance have been an interest of researchers in the field of literacy. Previous findings are not univocal in terms of Matthew effect and compensatory trajectory. Moreover, research has shown that the achievement in reading and math are correlated, but the role of the intercept and slope in the development of reading and mathematics remains inconclusive. The current study investigated if a cumulative advantage exists in reading and mathematics performance among the third and fourth graders. Most of the students in third and fourth grader are aged from 9 to 10. From the physiological aspect, it is a critical period of physical development. Also, the difficulty of school subjects increases along with their brain developing to maturity. Their academic performance might change following a different pattern. Moreover, the interaction of intercept and slope between two subjects will be another focus of the study. • Theoretical ground: "Mathew effect" was first applied to education by Walberg and Tsai in 1983, it refers the phenomenon that the individual difference could affect the one's development in academic (Walberg& Tsai 1983). Students' perforce in reading and mathematics are the two main concerns in students' academic performance. (Wilburne& Napoli 2008). There are interdisciplinary connections between reading and math achievement. In other words, the development in one subject may affect the other. Longitudinal data could offer advantages in many aspects. For example, it allows the researcher to track the change of a particular participant or together as a group as time went on (Farrington1991). Thus, it is beneficial for development related studies. • Methodology An archived, longitudinal dataset of 6740 students who were third grader in the 2016-2017 academic year in the middle Tennessee area was obtained. Due to the missing data, 625 students (320 boys, and 305 girls) were utilized for the current study. Students were administered the MAP Growth Test of language as well as mathematics for the winter semester of third grade through the spring semester of fourth grade over the 2016-2018 school year for a total of five semesters. After descriptive statistics, Person's correlation was employed to detect the relationship between the relationship between reading and math score in pairs. Then, a trend analysis was used to see the pattern of the development of reading and mathematics performance individually from time to time. Latent growth trend analysis will be utilized in the future analysis to identify the relationship between the starting point and the rate of changes of both and reading and mathematics. Findings will be interpreted in terms of implications to reading and math instructions.

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The Relationships among Motivation, Self-efficacy and Language Attainments of Chinese University English Language Learners

Whereas Chinese undergraduate students are a large, important group of English learners, current literature has not presented a complete picture of how these English language learners' English academic attainments are related to the students' personal variables (i.e., gender, major, students' motivation for learning English, English self-efficacy, and learning strategy use) and contextual variables (i.e., students' perceptions of psychological need satisfaction and classroom engagement). There is also a gap between current self-determination theory for motivation and how the theory applies in a different cultural, educational setting. Our study addressed the need for such information. In our study, we investigated personal and contextual factors related to Chinese undergraduate English-learners' language attainments in the perspective of self-determination theory. We proposed a hypothesized model to explain how students' autonomous and controlled motivation has direct or indirect effects on the English language attainments via students' (1) perceived autonomy, competence, and relatedness support, (2) English-learning self-efficacy, (3) use of learning strategies, and (4) classroom engagement. We hypnotized that both students' autonomous and controlled motivation predict their perceived autonomy, competence, and relatedness support. These two types of motivational regulations indirectly predict the students' English language attainments, the relationship being mediated by students' English-learning self-efficacy and classroom engagement. Self-efficacy and classroom engagement, together with students' use of learning strategies, predict their English language attainments. We recruited a total of 279 participants (age=18-23, female=188, male=91) from various majors at a middle-south Chinese university. We collected data on the above-mentioned personal and contextual variables via an online survey questionnaire. We analyzed the data using path analysis with the software Mplus. Initial statistical analysis showed that neither gender nor grade level were related to students' language attainments. The results of SEM analysis supported our hypothesis. Both autonomous and controlled motivation are significantly and positively related to students' perceived autonomy, competence, and relatedness support. One modification for the original model suggested from our analysis is that the two types of motivational regulations also directly predict the students' English-learning self-efficacy. Students' self-efficacy, classroom engagement and use of learning strategy are significantly associated with their English attainments. One limitation of our study was that students' English language attainments were self-reported, instead of being obtained from standardized high-stakes examination. Learning English is more important than ever for the younger generation of Chinese who need to follow the cultural, technological, and economic mainstream of the world. The research findings can be informative for both learning and teaching English in Chinese setting. The findings might also interest educators and researchers who try to apply self-determination theory to learning and teaching in other cultural settings. Keywords: language learning motivation, self-efficacy, learning strategies, classroom engagement, language attainments

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The structure of the student risk screening scale for internalizing and externalizing behaviors (SRSS-IE) in K-4

The structure of the student risk screening scale for internalizing and externalizing behaviors (SRSS-IE) in K-4
Susan Porter and Jwa Kim

Problem Statement: The Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) is a commonly used universal screener for identifying students who are at-risk for behavior/mental issues within a multi-tiered system of support (MTSS) framework. The original SRSS was created in 1994; however, it was not widely used until almost 15 years later (Ennis, Lane, & Oakes, 2012). Since then, reliability and validity studies have established the screener as being psychometrically sound and appropriate for use in a multi-tiered support system (Ennis, Lane, & Oakes, 2012). The SRSS has also been shown to be a valid indicator of behavioral and academic outcomes (Kilgus, Eklund, Maggin, Taylor, & Allen, 2017; Fredrick, Drevon, & Jervinsky, 2018). Yet, the research base for the SRSS-IE is limited to validity and reliability. Factors related to invariance of the scale across time, gender, and socioeconomic status of the expanded SRSS-IE has not been studied.

Theoretical Grounding: The original SRSS contained 7 items used to identify externalizing behaviors. Additional 5 items were added to the SRSS to form the SRSS-IE which can identify the presence of internalizing behaviors as well as externalizing behaviors. According to Fredrick, Drevon, & Jervinsky, (2018), 1 in 5 students experience behavioral/mental health difficulties. Currently, 1 in 8 schools screen for behavior/mental health risk (Fredrick, Drevon, & Jervinsky, 2018). Students with patterns of antisocial behavior are at greater risk for academic problems (Menzies & Lane, 2012). Therefore, there is a need for systematic universal screening of externalizing & internalizing behaviors in schools.

Method: This study utilized archival data on the SRSS-IE for a sample of 199 Kindergarten through fourth grade students enrolled in an elementary school in the southeastern United States during two consecutive academic school years. The SRSS-IE was administered three times a year (fall, winter, spring) to all students. After descriptive statistics, both multiple regression and ANOVA were applied to discern the relationship between SRSS-IE and academic performance of students.

Result: Initial results using the $\Delta\chi^2$-test indicate an adequate model fit for the fall administration of the SRSS-IE, but a stronger fit for the winter administration. In order to evaluate the structure and effects of the scale, more statistical analyses are planned including confirmatory factor analysis and path analysis through Structural Equational Modeling.

Conclusion: The findings from the study will inform the research base for the Student Risk Screening Scale-Internalizing and Externalizing Behaviors as a universal screener for identifying students at-risk for behavioral difficulties.

Keywords: SRSS, universal screening, behavior

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The Transition from Traditional to Computerized Course and Program Assessment: A Multi-Campus Experience

The Transition from Traditional to Computerized Course and Program Assessment: A Multi-Campus Experience

The use of computerized course and program assessment has become increasingly popular in higher education due to improvements in technology, demand for online education, and convenience. Computerized assessment offers many advantages for courses delivered through traditional, web-assisted, and online methods of instruction including: (a) instant feedback; (b) security through limited access; (c) flexibility whereby travel to the site is not required; (d) cost savings; and (f) statistical analysis (TestBudha, 2016). This presentation describes the process of successfully transiting from traditional to computerized assessment with a four-campus undergraduate Associated Degree in Nursing (ASN) program that could be applied to other academic disciplines and degrees. For two decades, faculty used a Learning Management System (LMS) to administer faculty-created midterm and final assessments in clinical and professional role nursing courses which represented approximately half of the assessments within the curriculum. These assessments were created on each campus from items for each course that varied slightly according to the order of content which was campus-specific. Due to competition with the scheduling of computer labs, traditional paper-pencil exams were still used while some campuses solely used the LMS. The next phase of computerized assessment began in 2003 and involved labs on each campus with continued scheduling difficulties. Faculty began implementation of a nationally recognized exit examination used by nursing degree programs across the U.S. The value of this exam is established reliability and validity in predicting students' success on the national nursing licensure exam which is required for state practice as a registered nurse (RN). For two years students used computer discs to submit answers to test items. In 2009 the exit assessment was administered strictly online through a server. The ASN program maintained this level of computerized assessment from 2010-2019. From 2010-2019 faculty explored the use of personal laptops in classrooms instead of campus labs which are costly to maintain. In addition to the problem of lab availability the computer bandwidth at most campuses was inadequate to support students simultaneous use of individual laptops to complete their assessments. Faculty on all campuses worked with our IT department to increase bandwidth in classrooms which was achieved in 2018. The final phase of computerized individual laptop-based assessment was initiated on all four campuses in 2019. This process involved the conversion of all faculty created unit assessments from Microsoft Word into the LMS. The faculty used software to convert Word documents into the current university LMS. Although faculty are still required to proof test items after conversion, the time saved is worth using the software; otherwise each item would have to be manually entered the LMS. Computerized assessments have enabled faculty to tie individual test items to course outcomes which is required by the Accreditation Commission for Education in Nursing (ACEN), our accrediting body. After two semesters of implementation student and faculty feedback has been positive. Perceived advantages include instant feedback, ease of developing examinations, and the comparison of assessment results over time.

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THEMES IN PROSPECTIVE TEACHERS' FAVORITE CONCEPTUAL MISTAKES

Thinking about, learning, and teaching mathematics requires that prospective teachers (PTs) know factual, procedural, and conceptual knowledge (Willingham, 2009-2010). Although PTs should learn each of three types of knowledge, conceptual knowledge is the most difficult for students to develop. Yet, PTs have many experiences with procedures and need more opportunities for developing conceptual understandings. One way for developing conceptual understanding may be with using conceptual mistakes (Willingham, Strayer, Barlow, & Lischka, 2018). Because there are different types of knowledge (i.e., factual, procedural, conceptual), it follows there are different types of mistakes. An example of a factual mistake is when a student may state that $2 + 3$ is 6 because they confounded their fact for $2 \times 3 = 6$. An example of a procedural mistake is when a student may not regroup when adding numbers $29 + 36$ by writing 515. An example of a conceptual mistake is when a student believes that a larger denominator means the fraction is larger. In this study, we provided PTs with a project where they reflected on their (conceptual) mistakes within our mathematics content courses, which focused on specialized content knowledge for teaching. At the end of our courses, PTs picked their favorite conceptual mistake, and then wrote about and presented their conceptual mistake in their own words. We investigated the themes regarding conceptual mistakes within this data (i.e., the writings and presentations) constituted the data using a qualitative thematic analysis. Our preliminary analysis revealed four different themes regarding conceptual mistakes. First, PTs sometimes confounded conceptual mistakes with procedural mistakes—highlighting the challenges in understanding what a conceptual mistake entails. Second, PTs often described conceptual mistakes they held about a specific problem explored in class, rather than generalizing the results. PTs, for instance, highlighted their conceptual mistakes underlying solving named problems like "The Zombie Apocalypse problem" or the "Auditorium Problem." The mistake described highlighted individual struggles and the PTs may or may not have generalized the mathematics. Third, PTs described conceptual mistakes about the collective, whole class, understandings. For example, PTs highlighted events where nearly the entire class thought that 0.999… did not equal 1 or how the majority of the class thought the sample space of rolling two dice and taking the difference was 21, rather than 36. In this sense, the PTs focused on the conceptual mistake of the group rather than the individual. Last, the PTs described conceptual mistakes that extended their own personal experiences about the thinking and learning of mathematics to their future students. PTs, for example, described how they once thought that being fast in mathematics meant being "smart." Implications highlight the complexity of understanding conceptual mistakes. Future research should focus on understanding how recognizing conceptual mistakes develop and how using conceptual mistakes might support thinking and learning in teacher preparation.

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Theory, practice and lived experience: Master teachers' out-of-school curricula in learning to teach

This study attempts to classify elementary teachers' out-of-school curricula (OSC) and its role in shaping teachers' repertoire for teaching practices within the frame of six master elementary school teachers. We conceptualize OSC as the totality of the life history (knowledge and experiences) of the teacher and that of the students who come into the school and how teachers utilize their knowledge and experience to enhance curriculum design, implementation, and overall professional practices. A growing body of research outside elementary education indicates that teachers' knowledge acquisition and learning, as employed in practice, occur beyond teacher education contexts (Ball, 2000; Ben-Peretz, 2010; Borko, 2004; Freeman, 2002). Out-of-school dimensions such as homes, communities, peers, and families exert a profound influence on relations with the world based on teacher's evolving conceptions of the how the world works (Schubert, 1981; Tran, 2011). A look at research on elementary teacher knowledge and teaching practices reveals a key omission in that they do not investigate how teachers' knowledge and experiences outside traditional school settings inform teachers' thinking and transforms their learning to teach/ teaching practices. We asked, what constitutes elementary teachers' out-of-school curricula shaping how they learn teaching practices? A multi-case study approach to qualitative research was adopted with data generated through audio-recorded individual semi-structure interviews and classroom observations, teachers' lesson design artifacts, and students' work samples. We employed a multi-stage coding. We first coded interview transcripts and field notes for descriptive test/responses and clarified simultaneous codes (Saldaña, 2013). A second focused coding was conducted to create meta-codes for the thematic codes. Finally, the researchers developed three overarching themes subsuming the meta-codes developed in round two. The researchers followed similar processes in analyzing lesson artifacts. The three themes generated are used to classify what constitutes master elementary school teachers' OSC and explain how they learn teaching practices. Our analysis indicated teachers exhibit a considerable range of OSC which also constitutes their learning to teach. These fell into three categories. First, the specialized non-teaching OSC describes teachers' prior intensive training in a specialized occupation/career besides teaching, such as service in the military. Spontaneous interactional OSC, the second category, involves acquisition and utilization of knowledge and experience teachers acquire when they engage with families, friends, and other individuals in society, such as teachers' experience with their students' families, their own relatives, teachers' childhood socio-cultural experiences, and internalized memories of childhood schooling experience and teaching practices. Finally, organized/methodical OSC, involves experience from groups run on a regular basis outside of traditional school settings, focusing on specific activities such as participation in arts and outside school mentoring. Complexity is evident in how the identified OSC shape teachers' practice despite training in teacher education with spontaneous interactional OSC predominating master teachers' expressed source of out-of-school curricula shaping their cognition and action. We conceptualized the findings within the potential of incorporating out-of-school episodes in teacher education as a tool for consolidating teachers' knowledge and learning, for analyzable cases of practices in preservice/inservice courses and bridging the gap between teachers' OSC and teaching domains.

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To Be Read: BookTube and Reader Engagement

Problem Statement Young people have better things to do than read. With the prominence of digital media in American life and the distraction that social media platforms like Tumblr, Instagram, and YouTube, bring to young users, adolescents and teens are reading screens more than books. Given the need for young people to engage in more reading, the following research questions will lend to this study: 1) What are BookTubers' own stories?; 2) What is the relationship between BookTubers and their viewers' reading habits? Brief Description & Theoretical Framework This paper will explore how BookTube and its content creators (called Booktubers) engage their viewers as readers. Booktube is a YouTube subcommunity immersed in book and reading culture. The content creators produce videos focusing on book hauls, book chats, tags, reading challenges/read-a-longs, and meet-ups with other creators and even fans. The BookTube community could be one way to re-engaging young readers on a platform they use regularly. Sorensen and Mara (2013) look to BookTube as a networked knowledge community (NKC). BookTube depends on informal knowledge, especially in that is based in popular literature versus canonical literature read in schools and universities. Although Sorensen and Mara do not connect BookTube to reading habits, they do posit the classroom possibilities, especially bringing students into a literary-rich community. Summary of Methodology This is a qualitative case study investigating interactions and relationships between BookTube's content creators and their viewers. First, an initial group of 10 booktubers will be chosen from the author's own Booktube subscriptions, though other booktubers will be considered. Research using booktubers will occur through observations (watching Booktube content) to analyze recurring themes like genre preference(s) and video types (book chats, book reviews, etc.). The second stage is analysis of a video's comments section through booktubers' interactions or lack of interactions with viewers. Lastly, if possible, interviews with booktubers would be completed to discuss their BookTube journey, especially how participating in Booktube and its culture has changed his/her reading habits. Due to Booktube's digital nature, research will be conducted online, including the interview stage, when Skype or Google Hangouts may be used. Results Research for this project is on-going, though stage one of research is currently in place. Conclusions/Implications of the Study The implications of Booktube research has numerous possibilities for not only academic research, but also for educators. Sadly, few are discussing it in academic literature (Albrecht, 2017, p. 2) and somewhat in the mainstream media (de Léon, 2018; Rodrigues, 2015). BookTubers' book chats and theme videos analyze literature like literature seminar. Book reviews and literary analyses can take months to be published. YouTube has the advantage of being immediate and wide-reaching. BookTubers are often sent advanced reader's copies, to build interest for a book before its published; therefore, Booktubers confront issues in literature before academic writers can in academic writing. Furthermore, Booktube reaches a vast audience in an easily accessible social media platform. Booktube could help academic researchers understand consumers' reading habits and interactions. References Albrecht, K. (2017). Positioning BookTube in the publishing world: An examination of online book reviewing through the field theory (Master's thesis). Retrieved from: https://openaccess.leidenuniv.nl/handle/1887/52201 de Leon, C. (2018). Meet the YouTube Stars Turning Viewers Into Readers. The New York Times. Retrieved from https://www.nytimes.com/2018/07/31/books/booktubers-youtube.html?login=email&auth=login-email. Rodrigues, B. G. (2015). Amazing BookTube Channels to Suit Every Reading Personality. Huffington Post Canada. Retrieved from: https://www.huffingtonpost.ca/2015/03/24/booktube-channels_n_6933226.html Sorenson, K and Mara, A. (2013). BookTubers as a Networked Knowledge Community. In M. Limbu and B. Gurung (Eds.). Emerging Pedagogies in the networked knowledge society. Hershey, PA: IGI Global.

Anita Dubroc
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To Centralize? The Perceived Advantages of Centralized and Decentralized Approaches to University Fundraising Programs

Fundraising in higher education has continued to grow in importance, providing critical resources to the operation and planning of colleges and universities. With such importance, college leaders must work to identify the most effective and efficient ways to organize their fundraising efforts. A sustained dialogue among these college leaders has been whether it is more effective and efficient to centralize fundraising efforts on a campus with a singular reporting line, or whether a decentralized approach provides better connection with potential benefactors. The purpose for conducting the current study was to identify the agreement of senior development officers regarding the benefits of centralized and decentralized approaches to fundraising programs in higher education. Using a three-round Delphi survey, 15 senior development officers were asked to identify, and then rate their consensus about the advantages of centralized and decentralized fundraising efforts. This identification resulted in 24 non-duplicated advantages to centralization and 20 non-duplicated advantages of decentralization. The most agreed upon advantages of centralization included the efficiency in cost controls, efficiencies in donor prospect research, and the consistency of 'giving' messages. The most agreed upon advantages of decentralized fundraising were that prospects respond better to 'local contacts, units get to create and control priorities for their needs, and a more powerful demonstration of gratitude.

Michael Miller
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To Retain or Not Retain: A Review of Literature Related to Kindergarten Retention

To Retain or Not Retain:

A Review of Literature Related to Kindergarten Retention

Would students who have not mastered kindergarten skills benefit from another year of kindergarten before going into grade one? Graydon, et al. (2006) suggested that there is no other topic in education that has such a wide difference of opinion as those researchers who do not advocate retention and those who are convinced that a child should be given another year to grow and mature. This paper reviews literature illustrating divergent views regarding kindergarten retention. An extensive search was made of scholarly literature looking for articles using keywords such as kindergarten, retention, retain, and repeat. Few studies have shown results that are favorable toward retention. Studies by some researchers suggest that there is no reliable proof that grade retention is beneficial. They argue that retention has many negative consequences. However, other researchers have concluded that allowing a child to repeat kindergarten provides a stronger foundation for essential skills needed for future grades. Researchers cite studies which support their own particular point of view. This topic continues to be an important topic of discussion for educators and policymakers. With so many discrepancies among researchers, educators can agree on one thing: Kindergarten is crucial to the development of a child's education. It is essential that careful attention is given to the decision to retain or promote children in kindergarten.

Rachel Robertson Delta State University

Rachel Robertson
Delta State University

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Transformational Learning through a Short-term Education Abroad Program

The purpose of the research is to further understand what experiential learning activities (Kolb, 2005) induce transformative learning (Mezirow, 1997) among graduate students engaged in a short-term, education abroad program. Furthermore, the secondary purpose to the current research is to identify what transformative learning took place, if any, among graduate students engaged in a short-term, education abroad program. Researchers used a qualitative methodology, specifically reflective journaling from a purposeful sample for data collection, and analyzed codes and themes from the data. The researchers recognized transformative learning was not be fully actualized as Mezirow defines it because the education abroad program is only 10 days. However, the researchers engaged students in various experiential learning activities found to support several linear phases of transformative learning. Dwyer (2004) states that well-planned, short-term programs can have considerable impact on student learning. The researchers provided recommendations for graduate faculty and education abroad program directors.

Ben Littlepage
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Samir Patel
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Uncovering the Impact of Growth Mindset Factors on the Text Selection of Middle School Students

Uncovering the Impact of Growth Mindset Factors on the Text Selection of Middle School Students

Jasmine Jackson

Problem Statement

As students in our society gradually reach the point of graduation, the demand for complex text analysis and comprehension will be even higher. Student engagement of text has become less sophisticated, and requirements for independent reading have lessened. Such circumstances have resulted in students performing at low reading levels. National Common Core standards hold that students become increasingly more capable of comprehending complex text throughout their school years. The factor of complex text offers students the opportunity to gain more vocabulary and knowledge as well as experience with more syntactically complex sentences and text structures. It is important for students to increase their reading of complex text in order to support reading development.

More Theoretical Grounding and Empirical Literature

My research aims to fuse the issue of text complexity with growth mindset factors. Dweck's model on growth mindset is based on the belief that your mindset is malleable, which can encourage perseverance towards increased academic success. This is opposite the term fixed mindset which indicates failure is permanent and can be detrimental to academic success. This intervention seems fitting to the case of text complexity, due to the noted decline of motivation for adolescent reading.

Research on growth mindset focuses more on overall academic success versus reading achievement. Research also indicates a larger effect on students of low socio-economic status as compared to students of middle or higher SES status. I intend to examine the impact of growth mindset factors on adolescents' selection of difficult text. If mindset is associated with choosing more difficult text, interventions targeting mindset may be important for getting students to make more complex text choices.

Proposed Methodology

Research Questions

1. In considering construct validity of the reading mindset measure, is there a relationship between the designed measure of growth mindset in reading and an established survey of growth mindset?

2. Does the growth mindset in reading measure have adequate reliability?

3. Do students who report having a growth mindset in reading select more complex texts than students with a fixed mindset?

4. Do students with lower SES or reading ability have a more fixed mindset in reading, and is that related to their text choices?

Participants

Demographics of this study include 120 6th graders. I will be collecting information about reading ability. The sample will also include students of varying SES levels, viewing free and reduced lunch status amongst students.

Measures

· Survey of growth mindset in reading and text choices

· A research established mindset measure

· Self-report of text selection for independent reading

Conclusion/Implications

If growth mindset is associated with text selection, interventions with a focus on growth mindset factors may prove beneficial in getting students to make more complex text choices.

Jasmine Jackson
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Undergraduate Women in Engineering: Exploring the Role of Co-curricular Experiences in Graduate School and Career Aspirations

Problem Statement Women have made significant advancements in male-dominated fields such as business and medicine but are still largely underrepresented in the STEM fields specifically engineering, computer science and physics (National Science Foundation, 2016; Szelenyi & Inkelas, 2010; Xu, 2013). Compared to 13.7% of male freshmen students, only 2.6% of female freshmen students have intentions to major in engineering (National Science Foundation, 2016). To further widen the gap, a longitudinal study of STEM majors found over 30% of females either switch out of STEM to pursue a non-STEM degree or leave without a degree (Chen, 2018). Given this startling reality for women in STEM, institutions and organizations have implemented numerous initiatives to encourage and support this underserved population. The purpose of this study is to explore the experiences of female Engineering students and how their experiences have encouraged or discouraged their intention to persist to their graduate school and career aspirations. The following three research questions guide this study: 1. How do female students describe their engagement in co-curricular experiences? 2. What is their opinion on their extracurricular engagement and their intention to persist? 3. What are the other deciding factors in a female student's intention to persist in Engineering?

Literature Review and Theoretical Framework The Comprehensive Model of Influences on Student Learning and Persistence (Reason, 2009) framed this study. This model considers how a student's pre-college characteristics & experiences, organizational context, peer environment and individual experiences impact their persistence in college. Research suggests students persist in rigorous collegiate environments when they have a connection to faculty and peers, co-curricular experiences and a sense of belonging in a community (Dennehy and Dasgupta, 2017; Schuh, 2002; Inkelas, 2011; Xu, 2018).

Methods Female students who have participated in at least one co-curricular initiative within the Engineering program was the target population. This study utilizes a narrative inquiry approach to explore the experiences of two female Mechanical Engineering majors at a public land-grant institution in the South. The primary mode of data collection consisted of one-one interviews lasting approximately 30 minutes. The interview protocol included 19 questions that explored the following topic areas: K-12 experiences, parental influence, STEM college identity, potential challenges to graduation and STEM, non-academic influences, racial identity, and future aspirations.

Results After analyzing the interview data, five cross-case themes emerged. The following five themes were present for both participants : (1) significant parental influence; (2) extracurricular experiences enhance the in-class experience; (3) stark contrast between high school and college professors; (4) belief in self; and (5)peer support.

Conclusions/Implications of the Study Advocates for more women in STEM fields assert the importance of diversity being the birthplace of innovation (Dennehy & Dasgupta, 2017; Divol, 2015). This study has provided surface insight into the potential positive impact of co-curricular experiences and peer support to this unique student population. As the push for women in STEM continues, it is critical to understand their experiences in order to cultivate environments in which they can thrive.

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Understanding Professional Knowledge Development in a Rural-Serving Alternative Teacher Preparation Program

Retaining high quality teachers has been a persistent problem in the US public education system, especially in challenging urban and rural school districts (Jacob, 2007). High rates of teacher turnover have financial costs for school districts (Barnes, Crowe, & Schaefer, 2007), negatively impact teacher quality (Kraft, Marinell, & Yee, 2016), and negatively impact student achievement (Ingersoll, 2001, 2002; Kaplan & Owings, 2002; Ronfeldt, Loeb, & Wyckoff, 2013). All of these outcomes are experienced more dramatically in urban and rural areas that have greater numbers of high needs or difficult-to-staff schools (Barnes et al., 2007; Carroll, Reichardt, & Guarino, 2000; Darling-Hammond & Sykes, 2003; Ronfeldt et al., 2013). One policy approach to address staffing challenges has been to rethink teacher preparation. Alternative licensure programs represent one approach designed to respond to staffing needs in challenging school settings (Fraser & Lefty, 2018). This study explores Southeastern Teacher Fellows (STF; a pseudonym), an alternative licensure program located in the Southeastern region of the United States that serves low-income rural school districts, as well as a couple of urban districts. Many of the schools with which STF partners experience up to 50% teacher attrition annually. The program under study STF program participants read assigned texts, complete a series of online modules, and complete other assignments prior to participating in a seven-week summer training that includes teaching summer school at one of the schools in which those who complete the program are placed. STF prepares teachers who have never taught before, as well as those who have been in the classroom without certification. This work addresses the following research questions: (1) How is professional knowledge developed for pre-service teachers in STF? (2) What STF program components lead to success as first year teachers? (3) What STF teacher attributes lead to success as first year teachers? A case study design was employed for this work (Yin, 2014), and semi-structured interviews were conducted with 12 program participants at two points in time – at the end of the summer training program, and during the final weeks of the 2018-19 school year (Creswell, 2006; Maxwell, 2013).Three teacher mentors were also interviewed during the summer program. Observations were conducted over the span of a week during the 2018 summer pre-service training as well, and memos were drafted based on them (Emerson, Fretz, & Shaw, 2011). Several program-level factors influenced STF Fellows' success in the classroom, including (1) the relationship they had with their mentor; (2) their placement as a first year teacher; and (3) the challenges they experienced during the summer training. Teacher attributes that influenced success during the first year as a teacher of record following the summer training included prior teaching experiences and the reasons why individuals sought to teach. This work adds to the larger body of knowledge on teacher preparation in non-traditional programs, especially in rural, high poverty settings.

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Understanding the Gap of Reading Performance between ELL and EOL Children from Low-Income Families in Elementary School Years

A statement of the problem

Children from low-income families performed less well than middle-income and high-income families on most measures of academics success. Children of English Language Learners (ELLs) students often face two challenges of becoming fluent in English and keeping up the academic achievement with peers. Educators want to develop early intervention programs in language and reading for young ELLs.

Perspectives(s) or theoretical framework

The intent of this study is to explore reading development in low-income children of ELLs from the kindergarten to the fourth grade. Two main issues will be investigated and addressed:

(1) How was low-income children's overall reading developed from the kindergarten year to the fourth grade compared to the whole population?

(2) What are the differences of low-income students' reading development between the genders as well as among ELLs and English Only Learners (EOLs), and Multilingual Learners (MLS) from the kindergarten to the fourth grade?

Summary of Methodology

The K-4th-grade data file of Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 was used for this study. The sample size was 18,135 students. The independent variables were gender and home language. The item response theory (IRT) scale scores, dependent variables, were used for measuring students' reading performance. Descriptive analyses and six full 2-way analysis of variance (ANOVA) model were designed to test hypotheses.

Results

There is a gender difference in children's reading performance, with female students doing slightly better than male students.

The low-income children's performance in reading IRT scores has shown differences among the three groups. The EOL had the highest mean scores throughout the five years. The group of ML and ELL group had mixed results of for the second or lowest scores among these three groups.

Low-income students' average reading scores are lower than scores of the whole population. Low-income students started with less preparation at the beginning of kindergarten and the reading development was lagging behind.

Implications

The ELL students from low-income families showed the least growth. It is critical to provide a rich reading environment for ELL children during the elementary school years.

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Unmasking the potential to collaborate: A strategy to improve collaboration in your courses

There is often a disconnect that occurs between what teacher candidates are taught in their courses and the opportunities to enact these practices in their school placements (Kennedy, 1999; Zeichner, 2010). Research has shown that carefully constructed field experiences that are coordinated with campus courses are more influential and effective in supporting teacher candidate learning than unguided and disconnected field experiences (Darling-Hammond, 2006; Tatto, 1996). A potential way to bridge the gap between theory and practice is utilizing lesson study as an instructional strategy. Originating in Japan, lesson study is a type of teacher professional development that has been credited for the steady improvement of Japanese instruction (Fernandez & Yoshida, 2004; Stigler & Hiebert, 1999). During this process, groups of four pre-service teachers collaborate to design, teach, observe, analyze, and revise a research lesson to teach in their field experience placement; lesson study involves a substantial amount of collaboration from each lesson study team.

For the past three years, lesson study was utilized as an instructional strategy in a science methods course at the university of focus. During the first two years of implementation, the findings indicate that most candidates' individual goals were met while utilizing lesson study as an instructional strategy. Themes of specific goals met include: Improve science teaching, gain insight on student learning, gain feedback from peers and mentors, learn from different perspectives of peers, and learn how to collaborate with peers. Interestingly, candidates felt conflicted about collaborating with peers, as several candidates' goals were not met in this construct. While many candidates stated that collaboration with their peers was helpful in gaining new ideas and seeing different perspectives of how their peers would approach a specific task, many stated that collaboration was difficult and their least favorite aspect of lesson study. Many candidates viewed the process of lesson study as a "group project" rather than a professional learning community in which they can learn from their peers.

The literature indicates that the benefits of collaboration for teachers in the school setting are vast; therefore, teacher preparation programs should model this type of professional learning for candidates prior to entering the classroom (Hoaglund, Birkenfeld, & Box, 2014). Skills to become an effective collaborator are not intuitive and must be developed both during pre-service and in-service teacher training (Jacobowitz & Michelli, 2008). Therefore, collaboration should be viewed as a crucial foundational skill that is developed through intentional, scaffolded experiences (Hoaglund et al., 2014).

This presentation will focus on a strategy the instructor utilized (Compass Points Collaborative Exercise; Turner & Greco, 1998) to provide the necessary scaffolding for teacher candidates to collaborate successfully during the third year of implementing lesson study. In this session, participants will hear a brief overview of the study, view the Compass Points Collaborative Exercise, and discuss the findings of utilizing this strategy to improve collaboration in class. This session is for anyone who is interested in activities that scaffold group collaboration and participation.

Sandra Lampley
The University of Alabama in Huntsville

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Using Reflective Topical Autobiography: Understanding the Experiences of Black Women Administrators in Multicultural Centers

Using Reflective Topical Autobiography: Understanding the Experiences of Black Women Administrators in Multicultural Centers

Black women administrators play a significant role in influencing the lives of students, specifically students of color. As stated by Rusher (1996), Black women are few in numbers but are essential to the mission of higher education. Mentoring and being a role model characterize Black women administrative essential roles for students of color across predominantly white institutions (PWI) (Patitu & Hinton, 2003). While this role is significant to impacting students lives, unfortunately Black women administrators still face many challenges overall. According to Patitu and Hinton (2003), marginalization and lack of support serve as themes in the work and life experiences of Black women. Unfortunately, there is not much research that can be found centering Black women administrators experiences who work in MSPS roles at a Predominantly White Institution (PWI). The ideal of being Black in a white space symbolizes the MSPS space that MSPS leaders work, inhabit in location and/or programming time while balancing the political and power structures of a white environment at a PWI. Also, the pressures of a MSPS to bear the responsibility for cultural programming and education presents a challenge for individuals who work in these offices (Patton & Hannon, 2008). MSPS are often seen as either a safe haven in which minoritized students can frequent in which can dilute the other perception of being an oasis for everyone to participate (Young, 1991; Hannon, 2001). This can cause isolation in which can stir many political challenges on campus. From personal experience, being a Black women administrator in MSPS brings many questions on how to balance one's role to create a supportive and inclusive environment for students while understanding how to navigate the power structures of a PWI. While a MSPS provides a positive contribution to higher education institutions, the old stigma still remains for the relevancy of its existence. Hence, there is a need to contribute to the literature to understand Black women administrators experiences working in MSPS roles along with understanding the power structures that exist at a PWI. This study aims to draw upon reflective topical autobiography (RTA) to present a subjective perspective of my experience as a Black woman higher education administrator in a MSPS role. RTA is an autobiographical method that highlights the fragment or fragments of an individual's with the intent to provide a reflective space for an interpretive research design to occur (Berg, 1995). Through this method, three major findings were discussed: 1) a double-minoritized oppressed identity can influence one's role, 2) institutional structure and culture influences one's experiences, and 3) the expected and unrealized roles of MSPS administrator can influence one's experience. Therefore, understanding the lived-experience of a Black woman MSPS higher education administrators provides collegiate institutions with the knowledge to strengthen support systems for Black women administrators, provide effective institutional support, policies, and structures to MSPS administrators, specifically individuals from double minoritized backgrounds, and to understand that role and pressures of these administrators can possibly influence the experiences of the students they support.

Erica Campbell
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Using Their Own Voices: Exploring the Writing of English Language Learners in a Mississippi Middle School

In the United States, and particularly Mississippi, the number of K-12 English Language Learners is growing rapidly. Writing scores are on a national decline, and ELLs are struggling to acquire the language and literacy skills to become proficient writers in English. However, there are various instructional approaches that provide ELLs the opportunity to use and expand their writing skills beyond a basic ability. Despite this, little is being done to give ELLs the opportunity to express themselves and their identities while also acquiring stronger writing skills. As a preservice teacher, I developed a mixed methods research study that explored the writing skills of adolescent ELLs in a North Mississippi middle school as well as the students' attitudes and beliefs towards their experiences as ELLs. In order to participate in the research study, students turned in consent forms signed by their parents as approved by the University of Mississippi's Institutional Review Board. After obtaining consent, I acquired a demographic questionnaire and four writing samples from the two participants. The participants also individually completed an interview. The participants were 7th grade, Spanish-speaking students who were currently receiving ELL instruction at the middle school they attended. The results of the study demonstrated that these students were balanced emerging bilingual writers. They both had the ability to successfully use their writing skills in both English and Spanish. Moreover, the results of the study supported the desire that adolescent ELLs have to express themselves and their identities through writing. Overall, the study indicated that educators need to continue exploring various approaches to ELL instruction that will ultimately allow ELLs to both strengthen and grow as bilingual writers as well as use their own voices to share their experiences with others.

Gabrielle Vogt
University of Mississippi - School of Education

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What Effect Does Telehealth/TeleRehabilitation Have on Patient Outcomes in Patients with

The purpose of this literature review is to explore the effects of telehealth on patient outcomes, particularly in patients with orthopedic injuries. This literature review is a process that seeks to highlight and analyze major themes that may help guide me towards a thorough understanding of how the technological advancement of medicine through telehealth has played a role in patient outcomes. With time and the evolution of medicine and technology, medical professionals have evolved their practices, skills, and approaches to helping their patient population. We see this in the electronic medical records software used throughout the country in doctors' offices along with HIPPA compliant fax machines and even software to transcribe voice recordings for more accurate transcriptions. As medical professions have tried to advance their practices, telehealth has evolved from the traditional medical treatment of clinical visits to video conferencing and face-to-face meetings through the use of technology. Telehealth is providing healthcare services at a distance through the use of various instruments and protocols. Telehealth is also defined as the "delivery of health-related services and information via telecommunications technologies" (Lee & Harada, 2012). Telehealth encompasses telerehabilitation, telecare, teleconsult, telemedicine, and remote nonclinical services (Tenforde et al., 2017). Telerehabilitation is the means of network services to facilitate rehabilitation services (Tyagi et al., 2018). Telemedicine is the exchange of data among patients and healthcare professionals to diagnose and manage patients remotely. Research has shown that telerehabilitation can a) provide health care services in rural areas, b) enlarge rehabilitation opportunities, c) improve the quality of life, d) reduce medical costs, and e) reduce travel time (Rogante, 2010). Telerehabilitation is seen as instruments and/or protocols aimed at providing "rehabilitation at a distance" (El-Miedany, 2017). Synchronous and asynchronous services with the telehealth and telerehabilitation allows healthcare professionals to bridge the gap of patients' needs while working collaboratively. As the innovations for telehealth and telerehabilitation increase their span across the country, healthcare services are able to be rendered instantaneously along with cutting costs in many areas (Simkins, 2017). As I took a deeper look into the literature to see the benefits of technology on rehabilitation/physical therapy, some key terms that were prominent in many of the searches were telemedicine, telehealth, teletherapy, and telerehabilitation in combination with short phrases like orthopedics, sports, elite athletes, musculoskeletal, and etc. Telerehabiliation and telemedicine are used throughout the research interchangeably as the term telerehabilitation is fairly new within the scientific literature. These two terms also have what researchers have come to call a subfield consisting of telerehabilitation. The terms investigated have led to a series of research that discusses patient satisfaction with telerehabilitation, the effectiveness of care for patients from traditional care to telerehabilitation, and ultimately discussing the barriers that surround switching to telerehabilitation.

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When choice is detrimental: The impact of choice on engagement and motivation in student writing

Student choice is widely seen as a best practice of teaching that engages students in a curriculum by building interest through intrinsic motivation. Students are typically empowered through their choice of text selections in a language arts classroom, and much of the student choice research is in the area of reading literacy. Though writing is often a means through which teachers can empower students through choice, there is less research to tie writing choice to engagement and motivation. For the purposes of this action research study, relevant educational research on student choice in reading was applied to a curriculum unit on argumentative reading and writing. This study began during the students' second semester after they had demonstrated low achievement averages on class, district, state, and national performance assessments and had vocalized their lack of engagement and motivation for the first semester's curricular texts and assignments. The participants included 39 students in two classes of English 9 with students who tracked below grade-level on the Ohio State Tests reading and writing proficiencies. The majority of students were identified as receiving Tier II and III RTI services, ELL support, and/or were on an IEP or 504 plan. Qualitative data to measure engagement and motivation included pre-unit response surveys, informal class dialogues, and formal reflection journals which were analyzed using affective coding methods to find emotions and values. Quantitative data to assess student writing included quiz grades, essay first draft grades, and essay final draft grades, which were aligned to Ohio's state-mandated writing assessment standards (Ohio's State Tests English Language Arts Argumentation Writing Rubric, Grades 6-12). All students in the first class chose to write an argumentative paper about bullying, a topic in which they had expressed engagement through emotional investment, which was verified through the qualitative data that were continually collected throughout the unit. The second class was divided; students equally chose bullying and social media use as interesting subjects for their argumentative essays, but most displayed less engagement and enthusiasm than their peers in the first class in the qualitative data that were collected. However, though the first class was more emotionally engaged and motivated to discuss the topic, their average assessment scores were lower than their lesser engaged peers in the second class. The findings of this study could provide insight in the negative aspects of choice: when students are too emotionally invested in their topic, they may not be able to separate their personal experiences, which may detrimentally affect students' performance on certain objective assessments. Future research should explore the impact of choice in writing genre and the balance between engagement, motivation, and objective assessment.

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2019 MSERA Annual Meeting

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Where Theory and Research Meet Practice: A Real-World-Ready Methods Course for Secondary English Majors

The university-based teacher preparation programs are blamed for disconnect between the theoretical knowledge Education majors acquire during coursework and practical application of this knowledge in student teaching or the first years of teaching (Clift and Brady, 2005; Grieco, 2011). Research confirms that without gradual immersion into the field, the student teaching may come as an overwhelming experience and cause distress and resentment towards the chosen profession (Darling-Hammond, 2009). Thus a Real-World-Ready Course—The Teaching of Literature (English 468)—with a field experience component is one of the application courses focused on practice and help teacher candidates develop into reflective practitioners who learn from in-service teachers actively participating in the classroom teaching and learning. The theoretical framework for this research project is based on a narrative inquiry theory, which allows getting insights into the lived experiences through narratives – stories of the participants shared throughout the project (Clandinin & Rosiek, 2007). In this experiential-learning course, there are 12 participants—teacher candidates who learn about adolescents' engagement with texts, examine the best practices and approaches for guiding learning in their prospective classrooms (Hillocks, 2011). They participate in class discussions and develop demo-presentations on teaching poetry, drama, fiction, and nonfiction literature. The course has two major tasks: 1) developing a conceptual teaching unit of literature, in which students demonstrate their knowledge of content, learning targets, lesson objectives, state standards, and develop activities and assessments. 2) field experience in a secondary school setting. Students have to observe the classroom practices for 15 and teach for five consecutive hours. During 15 hours, teacher candidates carefully observe and take notes of the classroom teacher's instruction and professional behavior, learn about the students, their needs, interests, and reading, writing, and learning habits. They carefully notice teacher's methods and pedagogy and compare them to what we discuss during the course. After the first week of observation, together with the classroom teachers, the participants begin to develop five lessons they will teach to complete their field experiences for the course. The classroom teacher and the course professor guide lesson planning and grant the final approval. This is teacher candidates' first opportunity to teach independently, so they face some struggles and anxiety. However, this experience and thoughtful reflection in the form of a series of "Think Piece" essay allows their growth into reflective practitioners who learn from experiences and challenges (Ostorga, 2006). Think Piece Essays, reflective class discussions, and a focus group interview provide data to analyze the course and its outcomes. The major expected result of the course is teacher candidate's realization that when teachers become reflective practitioners, they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to specific contexts, and eventually, to a point where the skills are adopted enabling them to re/invent strategies and approaches. They develop the necessary sense of self-efficacy to create personal solutions to problems. Finally, they consciously connect theoretical knowledge and research to practice.

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2019 MSERA Annual Meeting

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Why Great Teachers Leave Good Schools: The Impact of Climate and Culture on Teacher Migration

Description of the Topic:

Teacher turnover is one of the many serious issues plaguing today's educational environment. While most of the research looking at teacher retention is focused on attrition aimed solely at teachers who leave the teaching profession, there is a glaring void in the research that examines the impact of teacher transfers within districts and how those transfers impact opportunity to learn for the students of the school they are leaving. This poster presentation is based off an IRB approved qualitative study that sought to answer the following research question: What role does school climate and culture play in influencing educators to make lateral transfers? Therefore, this proposal aims to look at the impact that school climate and culture has on teacher retention of qualified teachers. This poster presentation aims to present the data for 1) the reasons the school climate and culture made them decide to leave and 2) what they hoped to gain in climate and culture at their new school.

Significance

Dr. Anthony Muhammed wrote in Transforming School Culture that "a school cannot gain momentum if it lacks organizational memory [due to losing knowledge and experience through a revolving door…organizations with no memory simply survive; they never reach a point where they can thrive." When schools are constantly replacing teachers in their building (through transfer or resignation), the impact of this carousel hurts the students and also creates and unstable climate and culture. Worse, when teachers decide to leave a school for another school in the same district, this indicates dissatisfaction with the conditions of employment rather than the occupation. It is imperative that school and district leaders are equipped to face the challenges that exist in what can be characterized as a "teacher's market". This is especially important when it comes to where our effective teacher choose to work and when they eventually choose to leave for another school. This research project provides insight into the professional needs of teachers in regard to school climate and culture and how administrators and other school leaders can move from the mode of survival into a condition of thriving. The goal of this research is that the information can help school leaders to embark on initiatives that have a positive impact on the learning environment and outcomes for the students the school serves.

Methods Used

Completing a qualitative study, a typological analysis was completed of open-ended responses from 23 teachers who had a voluntary transferred to another school for a lateral position. Teacher responses were filtered for personal or professional reasons. The results from 15 of the 23 responses cited professional reasons and most indicated that the school's climate and culture played a significant role in their reasons to transfer to another school.

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