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**Solving the Puzzle Together:
Making Research Connections for Successful Education in Louisiana**

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Effects and Interventions of Low SES

Thomas Hanks, Jr., *University of Louisiana at Lafayette*

School improvement is a necessity for the United States to maintain its technological dominance in the world. The success of our students is a constitutional right guaranteed to them through our education system. However, some schools are struggling to help motivate and guide students to academic success. Using an in-depth analysis of school achievement data, several gaps in achievement can be identified. The most common achievement gap affecting our students in the United States can be attributed to low socioeconomic status. Low SES students have several factors impacting their grades. A meta-analysis of different scholarly articles was written to identify the cause of the achievement gap.

Two research questions to guide my work. What are the questions? One research question is based on the negative effects that students living in low SES communities confront daily. Another question deals with how to close the achievement gap for low SES students. These two questions guided my research in determining how to improve conditions for low SES students and

the implementations needed to close the achievement gap. Conclusions and recommendations reached on this topic were from research studies conducted by experts in the field.

Research has indicated that three main contributors which negatively affect low SES students are low parental involvement, poverty levels, and exposure to violence. After analyzing the harmful effects these contributors have on students in low SES, neighborhood intervention strategies will be discussed along with three intervention strategies that were determined to be effective in closing the achievement gap.

The presentation will bring awareness to the needs and obstacles of students in low SES; what they are subjected to in order to overcome certain barriers; and how they can become academically successful. The problem statement describes the challenges students of low SES communities face in our schools today. It is important that the achievement gap for low SES students be closed for the United States to maintain its technological dominance over other countries. The United States is beginning to fall behind academically because of its inability to close the achievement gap for low SES students. Our country needs to show that we are a leading innovator when it comes to ensuring an equal opportunity for every child to obtain their constitutional right of a free public education.

Analyzing Self-Efficacy Development and How Social/Emotional Learning Can Affect the Process

Megan Breaux, *University of Louisiana at Lafayette*

There is a plethora of information on how teachers and parents could go about increasing self-efficacy in their students. For example, Margolis and McCabe (2006) encourage the facilitation of moderately difficult tasks, the use of peer models, implementation of specific learning strategies, and the capitalization on student interests, the use of encouragement, providing frequent feedback, and encouraging accurate attributions. In this session, the presenter will share research which sought to explore this idea that many of these strategies could be connected to students' and teachers' capacity for emotional intelligence.

Unfortunately, little research has been done on the relationship between social and emotional factors and their effect on self-efficacy. Therefore, this paper will explore how self-awareness, self-management, social awareness, and social management could affect self-efficacy. If one's social and emotional intelligence is on the lower side, does this affect that person's beliefs

in his or her own capacity to complete certain tasks? Ultimately, research was done to study whether the implementation of Social and Emotional Learning strategies could lead to an increase in student self-efficacy.

This presenter will share knowledge from an in-depth literature review of the topic, data gathered from action research testing the relationship between two factors, and an oral history from educators discussing SEL and self-efficacy.

Reading Achievement, the 5 Pillars of Reading, and Language Syntax

Deidra Anderson, *University of Louisiana at Lafayette*

Student reading achievement continues to be a national concern (National Education Association, 2002; National Reading Panel, 2000) and educators are evaluated by student achievement (Louisiana Department of Education, 2018). Improving student achievement or student outcomes in schools is the major focus for policy makers today (e.g., Heck & Hallinger, 2010; Witzers, Bosker, & Kruger, 2003). Similar to schools and districts throughout the United States, schools and school districts in Louisiana must use appropriate strategies to raise student achievement and make education accessible and more equitable to all students (Oertling, 2018).

Learning to read well and early equips one for a better life in society. The literature revealed that the teacher has the greatest influence on student achievement (Hattie, 2003; Reeves, 2006). Therefore, effective reading instruction depends heavily on the knowledge base of the teacher (National Academy of Education, 1985; National Reading Panel, 2000; National Research Council, 1998). This purpose of this study was to determine the relationship between the teachers' knowledge of language syntax and the implementation of the Five Pillars of Reading teaching strategies on student reading achievement in one Louisiana district's 4th grade classrooms.

This study used quantitative methods, including descriptive and statistical analyses, to study the relationship between student achievement, the teachers' knowledge of language syntax, and the implementation of the each of the Five Pillars of Reading in one Louisiana school district. It included quantitative analysis of two surveys and student achievement of 4th graders on STAR.

The findings concluded teachers' knowledge of language syntax score isn't correlated to student reading achievement; whereas the implementation of two out of the five pillars of reading reflect a negative correlation to student reading achievement. Furthermore, the researcher

discovered two themes or patterns that were consistent throughout the analysis of data: (a) teachers are still having problems counting phonemes and morphemes and (b) comprehension is a primary focus in this Louisiana school district. These findings may be used in school districts, by school leaders, and in preservice programs.

**The Effects of Gender on Vocational Choice:
Retaining Male Students in Nursing Education Programs**

Caitlin Dartz, *Louisiana Tech University*

The retention of students after entry into a nursing program is critical to the development of a diverse workforce. One solution to this growing problem is to recruit and graduate a greater number of male nurses, who traditionally have been absent from the profession. Male nursing students encounter multiple gender-related education barriers. University leaders work to explore new ways to decrease challenges within programs, increase retention rates and transform existing nursing programs into programs that can better meet the needs of future nurses. What remains unclear is if gender barriers are the cause of so few male students entering nursing programs. Educators need an instrument to help measure friendliness towards male students within their nursing education programs. The purpose of this case study is to understand the experiences of male nursing students in nursing programs and how these experiences affect their career choice.

Vocational Choice Theory suggest practical ideas that help people select jobs, change jobs and achieve vocational satisfaction. The theory places people in one of six personality types: realistic, investigative, artistic, social, enterprising, and conventional. Vocational Choice Theory allows us to predict the outcome of person-environment interactions and works to answer three fundamental questions; what personal and environmental characteristics lead to stability and change in the kind and level of work a person performs over time; and what are the most effective methods for providing assistance to people with career problems. Through Vocational Choice Theory, nursing education programs can identify factors that influence career choice among their students.

Literature demonstrates that a number of individual, family and school related factors have been linked to choose of college major. The global attrition rate of 30 percent is an alarming statistic for educators, administrators and employers. However, research is unclear if gender

barriers within nursing programs affect major selection. Specifically, this study seeks to answer: What factors affect a male student's decision to major in and pursue a career in nursing?

Women Presidents in Higher Education: Relationships Between Self-Efficacy, Transformational Leadership, Gender-Based Barriers, and Support Structures

Alise Hagan and Dianne F. Olivier, *University of Louisiana at Lafayette*

Northouse (2016) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 6). Similarly, Eagly and Carli (2007) acknowledge that leaders “influence and inspire the activities of others to foster the progress of a group, organization, or nation toward its goals” (p. 9). While leaders are influenced by experiences and interactions with various constituents and followers, leadership itself is a process, not simply a trait or characteristic (Northouse, 2016).

In the United States, approximately one-fourth of university presidents are female. The lack of women in senior leadership roles at institutions of higher education mirrors other industries, and research has shown that institutions and organizations which lack female representation are less effective. To ascend to senior leadership roles, including the presidency, women persist through existing macro, meso, and micro levels of gender-based barriers. Theories of self-efficacy and transformational leadership provide the framework through which the concepts of women as leaders, American college presidents, gender-based barriers, and support structures are explored.

Female administrators in higher education serve as key leaders in producing successful education in higher education institutions. These leaders are indeed critical pieces of the overall puzzle of continuing educational success. The purpose of this paper is to share literature that contributes to an understanding of why women are underrepresented in leadership roles at the highest level of administration within four-year institutions of higher education. The overarching research question guiding the literature review is: What factors contribute to effective and successful women in elite leadership positions at institutions of higher education? To support the primary question, the following guiding research questions explore previous research:

1. Why are women underrepresented in leadership positions at institutions of higher education? Do certain types of universities record having more women in leadership roles?
2. What barriers exist at the macro, meso, and micro levels as women work toward leadership positions? What barriers remain for women in senior leadership positions?

3. How does navigating the leadership labyrinth and overcoming barriers at the macro, meso, and micro levels prepare women for positions of leadership or influence their leadership?
4. What support structures effectively mitigate these barriers?
5. How do self-efficacy and leadership style impact the barriers and overall leadership effectiveness of women leaders?
6. What impact does mentoring have on women seeking and holding leadership positions?

The literature review's conceptual framework guides literature presented in the paper which highlights relationships between self-efficacy, transformational leadership, gender-based barriers, and support structures for female presidents of institutions of higher education. The framework includes traits commonly associated with female leaders (self-efficacy and transformational leadership) and gender-based barriers and support structures at the macro-level (societal and cultural), meso-level (organizations and institutions), and micro-level (individual). The framework also considers the reciprocal relationships between self-efficacy and transformational leadership. Additionally, characteristics of successful female presidents are reviewed at each of the levels of barriers and support structures.

Phenomenological Study of Women in Higher Education Leadership: Examination of Barriers, Support Systems, Success Attainment

William Mayo and Dianne F. Olivier, *University of Louisiana at Lafayette*

Women obtain the majority of advanced degrees granted, but they constitute less than half of college and university leadership in the United States. As women labor to gain parity and inclusion in higher education, some barriers continue to cause challenges that impede their pathway into positions of leadership at colleges and universities. Over the last decade, there has been a revolt against women leadership in top roles at colleges and universities leading to a mass exodus (Brown, 2009). An examination of barriers and successes that women in higher education have experienced over the past century of their professional journey into leadership has been studied in various degrees over time. Researchers knowledgeable in higher education (Ballenger, 2010; Bisbee, 2007; Bronstein, 2001; Helgesen & Andruskiw, 1980) have studied a variety of barriers impacting women in higher education leadership, particularly the glass ceiling, sexism, ageism, racism, and family. These barriers present as attitudinal and organizational biases that are used to block the progression of women into upper-level positions in higher education. This

research further explores elements leading to more significant opportunities for the success of women in higher education, such as mentoring and leadership development. Additionally, this study informs educators of the value and necessity of female leaders as serving an integral role in the collaborative work toward overall success in education.

The purpose of this phenomenological qualitative research study was to examine:

1. How barriers of sexism, ageism, racism, and family affect access for women to leadership positions in higher education
2. How support systems of mentoring, family and leadership development assist women in navigating around and through these barriers when striving for leadership roles.

The study's overarching research question was, "What are the primary barriers that challenge and the support systems that contribute to the success of women in higher education leadership?"

The guiding research questions included:

1. What primary barriers are identified that hindered participants' progress to success in higher education leadership?
2. What primary barriers are identified that contributed to participants' success in higher education leadership?
3. What support systems are identified as contributing to participants' success in navigating the barriers to higher education leadership?

Study participants included 11 women serving or who had served in a leadership position in higher education including department chair, director, dean, vice president/vice-chancellor, provost, and president/chancellor. The participants represented universities, liberal arts colleges, and community colleges in Louisiana and Tennessee.

Seven major themes emerged from the data analyses related to the lived experience of the eleven women in higher education leadership including: sexism and/or racism; self-advocacy; eliminating stereotypes; professional development and preparation; professional support; mentorship; and building leadership capacity. These themes supported three major study findings:

1. Sexism and/or Racism remains a primary barrier to women seeking leadership roles in higher education
2. Professional development, preparation, and support serve as a transition into higher education leadership

3. Mentorship, formal and informal, is beneficial for women seeking leadership positions in higher education.

What is the Value of Liberal Education?

Robert McKinney and Robert Slater, *University of Louisiana at Lafayette*

An examination of the relationship between liberal and career readiness education within the context of American society. The dialogue will frame the question of what is the optimal balance between liberal and career-readiness education to achieve the American promise. Increasingly, the focus of higher education is career readiness and economic development, which challenges the liberal education tradition. Liberal education historically nurtures the critical thinking abilities of the individual student with a sense of civic responsibility. The origins of a liberal education curriculum in the United States has developed simultaneously with democracy and the quest for equality of opportunity. With the challenges to equality have come renewed interest in defining the role of liberal education.

A philosophical explication will introduce the session and frame the discussion with the intent of providing clarity to the explicandum of the vague terms or common terms to the explicatum, the proposed exact terms. Thereby, the American Promise, liberal education, and career readiness are the explicandum. In the context of this session, a possibility might be liberal education implies practical education, and practical education implies liberal education. Therefore, liberal education and practical education are equivalent. The explication will focus on the main texts and philosophies for liberal education and career readiness education to examine in-depth to reveal patterns and paraphrase to offer clarity. The application of a logical structure will provide consistency to achieve coherence in the mapping of patterns and paraphrasing of various perspectives of liberal education and career readiness education.

Higher education leaders need to understand the correlation between a liberal education and a practical education in the framework of the American Promise. These themes are relevant to defining the purpose of a college education which informs the mission of colleges and universities and student learning through the development of curriculums that increasingly there is a division between the aim of providing a liberal education and the need to address major specific content and requirements. The discussion will further the necessity for faculty and leaders in higher

education to examine the aim of liberal education. Further examining the components that constitute a liberal education in the current context to engage the call for colleges and universities to ensure that students completing undergraduate programs have the abilities that lay the foundation to be successful in the pursuit of careers through lifelong learning.

**Methodological Approaches to Analyzing Education Policy Making:
An Interpretive Policy Analysis Perspective**

Greg Koers, *University of Louisiana at Monroe*

There are a number methodological approaches used to help policy analysts look into the process, each carrying certain epistemological and ontological presumptions. This proposal seeks to briefly review the major inductive and deductive approaches with a particular discussion focused on the benefits of interpretivism and, in particular, interpretive policy analysis (IPA) and assisting the researcher who seeks to investigate the meaning making constructs underlying education policymakers' perception of a given policy.

**Residence Life Professionals' Perceptions of
Gender Inclusivity Policies at Institutions in the Deep South**

Lance Griffin, *Louisiana State University*

This study is a follow up to a multiple case study of TGNC students at SEC schools in the Deep South. In the original study the themes included: supports for transgender and genderqueer students, barriers for transgender and genderqueer students, influencing change, and undergoing personal transformation. The findings reported in this paper are from a case study that is the second phase of a mixed methods study, sequential exploratory design. This mixed methods study, employing content analysis in the first phase, seeks to answer the following key research questions:

1. How many SEC schools have a stated gender inclusivity housing policy?
2. In what ways are TGNC students accommodated on the resident life housing applications (e.g. gender inclusion, opt in for roommates)?
3. How are students in the gender transition process accommodating by residence life?
4. What institutional barriers exist for residence life professionals serving TGNC students at these SEC institutions?

In this case study, six professionals were interviewed regarding their perceptions of gender inclusivity policies at their institutions in the Deep South. IN addition, participant artifacts including professional development and staff training protocols, along with student development activity artifacts (all centered on gender inclusivity) were gathered as triangulating evidence. Findings and implications will be shared and discussed with attendees.

Engaging Digital Natives at a Collegiate Level

Shonda Brooks, Tarrah Davis, and Nancy Autin

University of Louisiana at Lafayette

According to the research, can teachers use various technologies to transform their learning environments to places where “Digital Immigrants” can thrive? One of the biggest problems facing education today is the Digital Immigrant teaching the Digital Native (Prensky, 2001). According to research, students of today are not being adequately instructed because a majority of their teachers are not utilizing 21st century learning techniques (Prensky, 2001). The current generation of students were born into this digital age; their lives consist of computers, videogames, digital music players, smart phones, and other technologies (Prensky, 2001). The teachers of Digital Natives are referred to as Digital Immigrants; they were not born in an era of technologies but have “immigrated” into it. Technology is a language and digital natives are born speaking the language while digital immigrants are learning the language. Digital immigrants are older, their digital language development has happened later in their life. Research shows that “language learned later in life goes into a different part of the brain,” that is why often times digital immigrants print documents instead of editing them digitally or ask for verbal confirmation of the receipt of an email. Digital Natives do not “speak” in these terms. They know that senders are made aware of errors in the transmission of an email, and it is second nature to Digital Natives to virtually edit documents. Unless Digital Immigrants are aware of the differences and consciously work to overcome them, the differences in communication can be a hindrance to learning in the classroom. Immediate and effective educational reform is required if school systems hope to adequately teach Digital Natives (Bennett, Maton, & Kervin, 2008). According to some researchers, the immersion of children into various technologies will eventually alter the way Digital Natives “communicate, socialize, create and learn” (Bennett, Maton, & Kervin, 2008; Gibbons, 2007; Rainie, 2006). If the shift in development of Digital Natives is not addressed by

school systems and universities, institutions of learning may find themselves woefully unprepared to handle the new learners.

A Teacher's Reflection

Tara Mitchell, *East Baton Rouge School System*

Prior to teaching knowledge, we must teach children that our intentions are derived from a place of love. In my journal, A Teacher's Reflection, I introduce the four pillars referred to a "C.O.R.E." with the first pillar being the "Classroom Culture." I explain that an adequate classroom culture is one that consists of consistent routines and processes which are set by the teacher. Both are needed to guide students to become independent thinkers while also keeping them engaged throughout lessons. The second pillar is "Organization and Management" which focuses more on the logistics of being an effective teacher. Before any teacher can begin teaching, they must come prepared with the proper tools to keep students engaged. A teacher must research and organize their grade level content so that the flow of their lessons are smooth. Decorating a classroom with relevant information also allows the teacher to refer to that information during their lessons furthermore keeping their students actively engaged. Building well thought out assessments will allow the teacher to see where his/her students are on the content being taught.

Planning out technology use is also crucial to the students learning experience and will tell is a teacher is fully invested in their students learning. Making sure that the students are on a set website that caters to their learning of the lesson is very important. Lastly, the teacher's use of a planner will make scheduling lessons much easier. Often times, it is easy to commit to certain activities too quickly, but with a planner teachers are able to effectively space out their lessons and stay organized. The third pillar is "Relevant Instruction". Relevant instruction is the teacher's ability to ensure that the lesson reaches students who are on, above, and below level. Instruction should cater to the student in which the teacher services. Differentiation is key in insuring that all students get an appropriate education. Lastly, the fourth pillar is "Effective Parents and Community." It is key for a teacher to know their parents' perspective on parenting. Communication with parents about their child's behavior, good or bad, insures a healthy parent-teacher relationship. Also, it is effective for a teacher to inform their students that the teacher and the parents are on the same team to deviate from misunderstandings. It is pertinent to collect

valuable information from the parents that could potentially be needed in case of any problems that arise in the classroom setting.

I believe that with these C.O.R.E. pillars, teachers all over the country will be able to effectively guide students to becoming our bright and intelligent future. These four pillars will show teachers how to discipline their student while growing a better and closer relationship the students and their parents. The more teachers that learn to form an engaging environment for student, the better student will turn learn as they progress through their educational journey. The students depend on their teachers to learn. A growing population of efficient teachers must practice the art of reflection daily, specifically on the C.O.R.E. pillars). A teacher's reflection that includes classroom culture, organization and management, relevant instruction, and effective communication with the parents and community ensure a higher quality education for all students.

Lessons Learned:

Examining What We Already Know About Co-teaching to Guide Future Research

H. Michelle Kreamer, *University of Louisiana at Lafayette*

Co-teaching has been viewed as a solution to better supporting teachers, so they can meet the varying needs of students in today's classrooms and provide them with high-quality educational experiences. For instance, this model can benefit individual teachers who might otherwise lack the time and resources needed to effectively differentiate and meet the needs of all students in today's classrooms. Moreover, the model could provide the perfect opportunity for pre-service teachers (PSTs) to transition from students to teachers, before they get to their own classrooms. Co-teaching is an instructional approach that has been defined and enacted in varied ways, including broad definitions that are more inclusive and consist of PSTs working with a classroom teacher (Allen, Perl, Goodson, & Sprouse, 2014; Tschida, Smith, & Fogarty, 2015). Thanks in part to educational legislation such as the No Child Left Behind (NCLB) Act of 2001 and the Individuals with Disabilities Education Act (IDEA) of 2004, there has been increased interest in and prevalence of co-teaching partnerships, which is intended to support educators in better meeting the unique needs of individual students (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Nichols & Sheffield, 2014; Scruggs & Mastropieri, 2017). Although there is considerable research on co-teaching, there have been calls for additional research generally (Cook, McDuffie-Landrum, Oshita, & Cook, 2017; Friend et al., 2010) and in regard to teacher

preparation more specifically (Nevin, Thousand, & Villa, 2009). When PSTs serve as co-teachers, this reduces the teacher to student ratio, provides increased opportunities for individual student support and differentiation, and can aid both co-teachers in developing and refining collaboration skills (Tschida et al., 2015).

Given potential benefits of utilizing PSTs as co-teachers, this research is intended to build knowledge surrounding the use of co-teaching partnerships within the teacher preparation program at one university. The teacher preparation program utilizes a co-teaching model in which a classroom teacher, teaching candidate, and university supervisor collaborate to support learning and instruction with a group of K-12 students. As such, the researcher plans to examine co-teaching partnerships between and among individuals serving in these varied roles to determine potential impacts for PSTs involved in co-teaching partnerships.

In this round-table session, the presenter will share lessons learned from past research experiences involving multiple adults of varying roles working together in a shared classroom setting. In particular, factors to consider when multiple adults work together in the same classroom and the importance of purposeful co-teaching partnerships to strengthen instruction will be addressed. The goal in this session is to consider findings from existing research on multiple adults working together and consider how this can be applied to a new context in which PSTs and their mentor teachers work together as co-teachers.

Filling the Missing Pieces: Pursuit of Persisters

Zackeus Johnson and Franklin Soares, *Louisiana State University*

The importance of first year, first generation college students persisting from one semester to the next with the assistance of First Year Experience (FYE) programs have been a topic of discussion for many years. The FYE opportunities can lead to retention, attrition, persistence and the overall academic success of a student and their experience at a Historically Black College and University. This study examines the overall involvement and persistence of first time, first generation college students who participates in a First Year Experience (FYE) program and its academic support services compared to their continuing generation peers. The study was conducted through the use of a cohort study design. Its goal was to increase the knowledge, skills, expertise and professional disposition of students within their first academic

year. For the study I utilized one-way ANOVA test. Findings from this inquiry have the potential to contribute to theory, practice, policy and future studies of First Year Experience programs in higher education.

Can a Latin-based Intervention Improve Vocabulary Among Black Early Readers in the Second Grade: An Explanatory Analysis

Zwila Burks Martinez and Larkin Page, *Xavier University of Louisiana*

Purpose of Presentation

To understand if a relationship existed between learning a Latin-based intervention in elementary school and improving vocabulary skills among 2nd grade Black students in low-performing schools. Research Questions Guiding Study:

1. Is there a relationship between studying a Latin-based intervention and the acquisition of vocabulary skills amongst Black early readers?
2. What themes emerge as a result of the Latin-based intervention with Black early readers?
3. To what extent is the impact of a Latin-based intervention on vocabulary development in Black early readers?

Major Content

This study investigated whether a relationship existed between learning a Latin-based intervention in elementary school and improving vocabulary skills among 2nd grade Black students in low-performing schools. Research conducted 100 years ago revealed that the implementation of a Latin-based intervention improved vocabulary and reading skills (Perkins, 1918).

In 2008, the results of a national survey revealed that only 15% of public elementary schools offered foreign language instruction, while more than 50% of private schools provided foreign language instruction. By examining a Latin-based intervention, the researcher hoped to identify positive outcomes in improving vocabulary skills for second grade Black students in low-performing schools. As a component of this research, early readers who struggled with the vocabulary component in literacy engaged in a Latin-based intervention for 8 weeks. The study employed a mixed-method design, a quasi-experimental design and a multiple case study to collect and analyze data. Utilizing a pre-post-test control group design, the researcher collected quantitative data from an informal vocabulary assessment, the CORE Vocabulary screening ,Äi

Form A. Qualitative was collected using interviews, observation, a collection of artifacts, and field notes. The results revealed significant relationships between the Latin-based intervention and vocabulary acquisition with the intervention group. These specific results will be explicitly discussed in presentation.

The findings of this study have implications for policymakers, school administrators, teachers, and future researchers. Based on the results, a Latin-based intervention could be implemented in the second grade and perhaps in earlier grades to improve vocabulary acquisition with Black early readers.

Recommendations

The quest to understand implementing a Latin-based intervention in the curriculum during second grade to improve the vocabulary acquisition of Black early readers has not received enough attention from researchers. As a researcher, I suggest policy-makers, school administrators, and teachers expand on this study to understand how a Latin-based intervention impact had on vocabulary acquisition with Black early readers with reading difficulties. Specific recommendations will be shared in presentation.

A Case Study for Counseling Centers' Perception of Black Student's Mental Health

Franklin Soares and Zackeus Johnson, *Louisiana State University*

Many Black students arrive at college, with questions about how they will fit on their campus. These factors can cause stress, which might inhibit their progress. Conversely, the population underutilizes help-seeking behavior services. The research suggests Black students not using mental health services include: experiential and structural factors. In this paper, we are examining how campus counseling centers administration perceive Black students' mental health. Additionally, the manuscript discusses strategies and tools university stakeholders can use to work with Black students. Lastly, implications for future research and supporting counseling centers.

The Use of Social Media to Build Community in Schools

Organizer: Amanda Mayeaux, *University of Louisiana at Lafayette*

Miles Gaspard, Rex Jones, Thomas J. Hanks Jr., Andrea Smith, and Amanda Shuford Mayeaux,
University of Louisiana at Lafayette

An Analysis of Engagement with Social Media in High Performing Versus Low Performing High Schools in Louisiana

Elizabeth Faulk, Meghan Boudreaux, Maggi Bienvenu, and Amanda Shuford Mayeaux,
University of Louisiana at Lafayette

A Mixed-Methods Study of Community Engagement with Rural School's Social Media

Lauren Lee, Shannon Primeaux, Laura Arcement, and Amanda Shuford Mayeaux,
University of Louisiana at Lafayette

A Mixed-Methods Study of the Use of Social Media on Parent Engagement in Elementary Schools

Gene Luquette, Morgan Smith, Charles Guardia, and Amanda Shuford Mayeaux,
University of Louisiana at Lafayette

An Analysis of Engagement with Social Media in High Performing Versus Low Performing Middle Schools in Louisiana

The New Teacher Narrative: School Culture or Assimilation

Lindsay Stewart, *Louisiana State University*

When examining the cause of high teacher turnover in public schools in the United States, the focus of investigation should be placed on teacher retention as opposed to recruitment (Kersaint, Lewis, Potter, & Meisels, 2005). The teaching profession has felt the instability of an increase in the number of teachers entering the profession and a high rate attrition in public schools in the United States in the past 30 years (Ingersoll, Merrill, & Stuckey, 2014; Sutchter, Darling-Hammond, & Carver-Thomas, 2016). Teacher attrition rate is highest at 16.7 percent in the South as compared to the Northeast of the United States at 10.3 percent; furthermore, these statistics can be compared to the 3 to 4 percent attrition rate of high-achieving countries (Carver-Thomas, & Darling-Hammond, 2017). Aside from statistically data, teacher retention begins with understanding how induction practices are carried out both formally and informally and what support novice teachers need from colleagues and administrators. To better understand how to support new teachers, this research seeks to answer the questions: How does one particular K-12 charter school manage teacher induction processes? How do new teachers and administrators

involved in the support of new teachers describe the induction processes and supports for new teachers?

For the theoretical foundations, the study of socialization of adults in the workplace can be conducted through the lens of Occupational Socialization Theory (OST) (Lawson, 1986). This work focuses in the last of the three phases, organizational socialization of Occupational Socialization Theory (OST), which analyzes the workplace phase of teaching including new teacher induction, the institutional press, and the socializing agents within the system (Van Maanen & Schein, 1979).

This case study describes the induction processes for new teachers at ACME School, which is a kindergarten through twelve grade Type 1 charter school in the suburbs in a large metropolitan city. Data collection took through 1) interviews with new teachers and administrators, 2) observations of professional development meetings, and 3) documentation produced by the school describing the professional development opportunities. Narrative coding was used as the data was analyzed by interpreting the stories of the participants to holistically understand the induction experience (Saldaña, 2016). During the coding process, several themes began to emerge, including varying levels of teacher support felt by different novice teachers, assimilation, teacher collaboration, challenges to teaching, and the school's structure of support. This presentation would focus on the assimilation piece of this case study.

ACME has built a positive reputation and maintained a relatively low teacher turn-over rate through their established culture. Throughout the nine interviews conducted with the six participants, the word culture is used eight times. The participants' statements are unpacked, contextualized, and analyzed for the reader to develop a full understanding of the school and its culture. As Bourdieu (1997) describes, "the truth of the interaction is never entirely contained in the interaction" (p. 81). While the faculty of ACME never directly state intentions of assimilation, the practices and structures for new teachers to assimilate are certainly in place.

The Perceptions of Principals and Teachers Regarding the Needs of New Teachers

Kathleen Campbell, *Southeastern Louisiana University*

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, as much as one third of new teachers 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.). The exodus of new teachers from the profession creates an unstable learning environment which is detrimental to student achievement.

Teacher preparation does not end with the undergraduate experience of 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 principals' 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 the perceptions of teachers and principals. While there have been studies regarding why new teachers leave the profession, there is a dearth of research comparing the principals' and new teachers' perceptions of new teachers' 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 the specific needs of the teachers will vary depending upon the school population and the developmental level of the teacher (Hallinger, 2003).

Summary of Methodology

The study used a mixed methods design. A survey 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. In addition, two principals, two teachers, and an instructional coach were interviewed regarding whether and how the needs of new teachers were addressed in their respective schools. Their responses will be discussed in the narrative.

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. The interviews revealed mixed perceptions as to whether the needs were satisfactorily addressed.

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.

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Improving Louisiana's Teacher Induction Program to Better Support New Teachers

Lorita Eichelberger, *Louisiana State University*

The art of becoming an effective teacher is not something that happens overnight; yet, most new teachers are faced with this dilemma. Baccalaureate graduates who apply and accept a teaching position are often required to carry out the same responsibilities and function as the seasoned teachers in the next classroom. The new tasks they are expected to learn, and master range from school culture to HR to curriculum and instruction to classroom management. Providing new teachers with support programs can alleviate them with such burdens. A well planned and implemented induction program takes into account the needs of new teachers and the students they serve. Providing induction support to new teachers is a proactive response to the anticipated trials and tribulations related with the first couple of years of teaching. The theory behind induction programs for new teachers rest on that effective teaching is complex, that teacher preparation programs are rarely sufficient to provide all the knowledge and skills necessary to successful teaching, and that a significant portion of this knowledge can be acquired only on the job. Therefore, schools must provide an environment where new teachers can learn through professional development how to teach, feel satisfied in the profession, stay in the profession, and positively impact students' learning.

Although these programs aim to improve the performance of new hires, some school districts have yet to create a program to provide such support. Quality instruction begins with quality induction. In my roundtable discussion, I will not take away from the value of induction programs, such programs are no doubt helping many new teachers. However, there is a necessity to research improvements that will enhance the program to better improve the education system. I will address the challenges of new teachers; components of induction programs; and methods on how to improve induction programs. I am currently studying this topic for my dissertation at Louisiana State University A&M. Ultimately, by examining the activities that new teachers participate in the induction program, this research study can contribute to determining whether new teachers experience support in the areas they believe they need it the most. My roundtable discussion may benefit professionals who design teacher induction programs activities or professionals interested in teacher education by providing them with information on new teachers' perspectives on the support they are currently receiving.

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

Jessica Horton and Keicia Hawkins, *Northwestern State University*

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 (Souers & 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.

The Intentional Teacher:

Using Teachable Moments to Guide Instruction in a Pre-Kindergarten Classroom

Andrea Smith, *University of Louisiana Lafayette*

What is Intentional Teaching? How is intentional teaching and backward design relatable in an early childhood classroom? What constitutes as a "teachable moment"? How can teachers use teachable moments to drive and guide instruction in a Pre-Kindergarten classroom with the intent of meeting objectives and reaching goals? A quote from Stephen R. Covey's *The Seven Habits of Highly Effective People* sums it up best- "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

Intentional teachers always have the end goal in mind when teaching a new skill or concept. They are always on the alert for opportunities to increase their students' understanding of new concepts. Pre-Kindergarten students never fail to present teachers with teachable moments that can be incorporated into their intentional teaching and backward design methodology. The intentional teacher must be prepared to meet each child where they are with the end goal in mind. This presentation will also address how to embed those critical skills in classroom routines and activities, and what can be done (such as intervening activities) when a child is not learning what is expected. Various strategies teachers can use to produce desirable results when using intentional teaching methods will be examined.

By definition, intentional teaching means to act purposefully with a goal in mind and to have a plan for accomplishing it. When a teacher uses backward design for planning and assessments, it allows the teacher to be intentional. The setup of the classroom environment is intentional. Grouping of students is intentional. Use of manipulatives and other educational resources is intentional. Strategies used during instruction are intentional. The creators of the backward design approach to teaching, Grant Wiggins and Jay McTighe (1998) believes that teachers are natural designers. Design is a verb that denotes purpose and intentions; to plan and

execute. Intentional teachers use assessment data to begin to plan or execute a unit or course. Intentional teachers using a backward design approach ask questions like what do I want my students to learn and how do we get there? What kinds of lessons or practices are needed to master the skill? How will I know my students have achieved the desired results and met the standards? What will I accept as evidence of student understanding and proficiency? Hyun and Marshall (2003) uses an example from Rousseau's (1762) *Émile* to show that such moments are a teacher's response to a learner's natural growth and interests and provide activities that will enable them to learn when they are ready to learn it.

In conclusion, intentionality has a history in developmentally appropriate practices within the National Association for the Education of Young Children (NAEYC) (Leggett & Ford, 2013, p.42)). When combined with backward design and teachable moments, teaching becomes purposeful and thoughtful, and students achieve excellence in their educational pursuits.

**Teachers as Writers and Writing Instructors:
A Systemic Approach to Examining and Analyzing Writing Experiences**
H. Michelle Kreamer, Megan Breaux, and Toby Daspit
University of Louisiana at Lafayette

Writing is part of people's daily lives (Zinsser, 1988). Unfortunately, it is also something many individuals, adults and students alike, do not care for, have had negative experiences with, or lack confidence in. Furthermore, student writing assessment data has indicated that writing is an area where many students are underperforming (NAEP, 2012) and other research has found that some educators are not confident in their writing or writing instruction (Grünke & Leonard-Zabel, 2015). However, if people have a high self-efficacy in regard to a task, they are more likely to expect success and achieve desired outcomes (Bandura, 1986). Using this logic, if teachers partake in a range of successful writing experiences and become more confident in their own writing abilities, this could influence their writing self-efficacy and impact their writing instruction. Currently, a group of educators from different schools within the same district are working with a partnership aimed at supporting them as writers and writing instructors and providing experiences to work with students from their schools to engage in creative and critical writing. As such, the purpose of this study is to develop an understanding of the teacher-participant's writing self-efficacy and their

approach to writing and teaching writing. By conducting this study, the researchers hope to gain a stronger understanding of best practices for supporting teachers as writers and writing instructors.

Specifically, the project that is underway was designed to support teachers and student writers, while providing students with enriching experiences to prepare them for college and careers after high school. The project, which has involved over 30 teachers and hundreds of students, has been on-going since 2015 and has worked to bring area teachers together for writing-based professional development experiences and workshops, as well as opportunities for teachers and students to participate in summer writing institutes designed around a central theme. While this work has been taking place for several years, IRB approval has recently been obtained so that the researchers can systematically collect, analyze, and disseminate research findings based on study results. In conducting this research, the goal is to better understand the experiences and perceived influences of those teachers who participate as part of this unique writing-based partnership and to learn how to best support teachers as writers and writing instructors so that they may, in turn, better support their students as writers.

Since IRB approval was recently obtained, this study is still in its beginning stages. As part of this project, researchers will collect and analyze observational data during teacher-focused writing events and workshops, participant focus group and individual interviews, and document collection, including reflections and surveys based on various writing events. This round-table session will highlight the beginnings of this research endeavor, including any preliminary findings, and the experiences of the researchers as they critically examine the writing experiences of teacher participants involved in this process-based writing partnership.

Increasing Gross Motor Skills in Children Using Brain Breaks

Roya Lede', *Louisiana State University*

The purpose of this study is to implement and observe the impact brain breaks have on increasing gross motor skills in young children. The children will be observed during brain breaks given throughout the school day. The hypothesis is that the constant interaction with specific brain breaks will increase the targeted gross motor skills of balance, coordination, and throwing. Children were given a pre-assessment to determine the skills that needed to be mastered. Children were then provided three brain breaks that practiced one of the determine skills over the course of

10 days. Data was collected by marking the students who did not participate in certain brain breaks on certain days. A post-assessment was given following the intervention. The results showed a significant increase in the overall mastery of the targeted three skills.

Improving the Blank Page: How Community Partnerships Can Improve Student Preparation for Post-secondary Writing Tasks

Megan Breaux, H. Michelle Kreamer, and Toby Daspit

University of Louisiana at Lafayette

It would be naïve for one to consider the first year of college to be, simply, the 13th grade. Of course, college freshmen are typically met with environments, expectations, and responsibilities that are completely different from that of secondary settings. This remains true when considering the instruction and assessment of writing.

The preparation gap between high school level writing and the level of writing college professors expect from college students is not new (Crank, 2013; Fitzhugh, 2011). Writing is essential across education levels, disciplines, and professions (Klimova, 2012); however, students continue to exit high school unprepared to meet the unwritten college-level writing standards. Although there have been attempts to address this lack of preparation, with Every Student Succeeds Act (ESSA) for example, the issues persist.

Thompson (2010) shares reflections of assessments of the same papers by both high school teachers and college professors. Through this comparison, he highlights key differences in grading approaches, expectations, and points of focus among educators at the two levels. In general, high school teachers are restricted to standards; therefore, they tend to have a strict focus on assignment parameters. In contrast, professors tend to focus on argument, how sources are used, and authority. These differences show a need for change with respect to how students are prepared for college-level writing. In this poster session, the presenter will share how community partnerships can help to meet this need.

The poster will outline data gathered from Acadiana-area K-16 teachers, showing the problem of Acadiana-area students' lack of preparation for healthy post-secondary discourse and argumentative writing. Additionally, the poster will show (with data) how the National Writing Project of Acadiana (NWP-A) addressed this problem by providing professional development to

Acadiana teachers using the College, Career, and Community Writers Program (C3WP) curriculum.

Considering that the Lafayette Parish School System's Gaining Early Awareness for Undergraduate Programs (GEAR UP) grant has teamed up with the National Writing Project of Acadiana (NWP-A) to implement the Improving the Blank Page writing initiative, this paper will also propose that the Improving the Blank Page initiative include student workshops and transitional student courses which are designed using the C3WP curriculum in order to directly address students' lack of preparation for argumentative writing and discourse.

Zearn Math Curriculum Efficacy in the Elementary Louisiana Classroom: A Pilot Study
Katherine Pettrey and Kristin Gansle, *Louisiana State University*

Elementary schools throughout Louisiana have slowly implemented a blended learning (50/50 online/small group) mathematics curriculum, Zearn, over the past several years to combat poor math proficiency and low performance on state standardized tests. Although Zearn's curriculum is closely aligned to the state of Louisiana standards for mathematics and is built on proven practices such as individualized learning, engagement, and gamification, no independent peer-reviewed data analysis proving the efficacy of their curriculum has been published. Considering the financial and time resources expended implementing this program, proof that Zearn improves state math scores is imperative to the educational health of Louisiana's children.

The purpose of this quantitative pilot study is to determine if the elementary mathematics curriculum Zearn provides a statistically significant improvement in benchmark scores in mathematics. Scholastic Math Inventory (SMI) benchmark scores from one Louisiana school were collected for 378 students in grades three, four, and five in 2015 (the year prior to Zearn implementation) and 2018 (after Zearn was fully implemented as the math curriculum). Data from 2015 and 2018 were compared to determine whether improvement occurred.

An independent measures t-test determined that Zearn made no statistically significant difference in mathematical proficiency at this school at any grade level. Based on these results, schools are urged to use caution when implementing Zearn and make a math curriculum decision taking into account personnel, financial, and time resources.

Taking the Lead Through Action Research

Organizer: Nancy Autin, *University of Louisiana at Lafayette*

Elizabeth Faulk and Meaghan Boudreaux
Vermilion Parish Schools (Graduate Students)
Improving ACT scores through core classes

Laura Arcement, Shannon Primeaux, and Lauryn Lee
Vermilion Parish Schools (Graduate Students)
Changing the trend of low performance in mathematics

Gene Luquette, Morgan Smith, and Charles Guardia
Vermilion Parish Schools (Graduate Students)
A real dilemma: Male students underperforming in mathematics

An Integrated Approach to Second Language Acquisition in the Social Studies Content Area

Natalie Keefer and Michelle Haj-Broussard, *University of Louisiana at Lafayette*

This document-based case study investigated the nature of social studies curricula in French language settings across three countries: Canada (Ontario and Quebec Provinces), the United States, and France. The purpose of this study was to inform the development of a graduate-level social studies methods course for French immersion teacher candidates in terms of cross-culturally inclusive social studies content and skills, and second language (L2) acquisition pedagogies. The research questions that guided this study were:

1. What opportunities for the development of cross-cultural themes exist between social studies curricula in Canada, the U.S., and France?
2. What are the potential entry points in social studies curricula for scaffolding second language acquisition?

In French immersion settings, language development must be balanced with mastery of content area knowledge. Literature exists on teaching second language acquisition in content areas (Ballinger, Lyster, Sterzuk, Genesee, 2017; Graser, 1998; Lyster, 2018; Met, 1994). However, much of the literature on language acquisition in the content area is general and not specifically focused on social studies education.

This presentation will address cross-cultural themes in the social studies curricula that may be used to facilitate inquiry between Francophone regions of North America and France. These

themes include but are not limited to: (1) the history of French dialects in the Americas, (2) Francophone history, citizenship, economics, and geopolitics, (3) an inclusive and integrated history of African enslavement, the French-African experience, and indigenous groups in the Franco-Americas (including the Caribbean), and (4) the concept of *laïcité* (secularism) in Francophone societies.

Entry points for second language acquisition will be framed using Lyster's (2016; 2018) Integrated Approach and the American Council on the Teaching of Foreign Language (ACTFL) 5C Standards of Communication, Cultures, Connections, Comparisons, and Communities. The ACTFL 5Cs intersect with Lyster's (2018) integrated approach to support L2 proficiency by addressing functions of language, and positive and negative language transfer, including the fossilization of linguistic errors. Although content obligatory vocabulary terms are dependent upon social studies content standards, content compatible verbs such as *passé composé*, *passé simple*, *imparfait*, *présent historique*, are identified as valuable verbs for social studies students to master when reading and writing in the French language (Lyster, 2016).

In French immersion settings, the social studies content area is uniquely poised to capitalize on its corpus of knowledge and forms of representation as an elegant conduit for second language acquisition. The well-integrated curriculum offered in this presentation will combine the socio-cultural focus of ACTFL's standards for second language acquisition with inquiry-driven social studies standards to demonstrate how language serves as a mediating factor for the contextualization of history, geography, civics, economics, society, and culture.

“Math’s Just Not for Me:”

A Mixed Methods Examination of Ethnic and Mathematics Identities

RaKeema Thomas Toussaint and S. Kim MacGregor, *Louisiana State University*

One could argue that the subject with the most exceptional love-hate relationship for most people, both young and old, is mathematics. Mathematics is considered the gatekeeper to most other content areas, especially those in the science, technology, engineering, and mathematics (STEM) field. In America, mathematics performance is a social justice issue; in Louisiana, the average achievement gap between White and Black students ranged between 25 and 30 for 4th and 8th-grade students, respectively, on the 2019 NAEP mathematics assessment (U.S. Department of Education, 2019).

The present study used an explanatory sequential mixed methods design, a primarily quantitative approach followed by a qualitative approach, to provide a clearer picture of the attitudinal perceptions and experiences of postsecondary students about mathematics. Since experiences in K-12 help to shape the minds of students lifelong, the findings from this study could be used retroactively to influence changes in secondary grade levels that may increase positive trends for African American students in mathematics. The hypothesis and research questions guiding this study were as follows: 1) There is no relationship between ethnic and mathematics identities for African American postsecondary students. 2) How do African American postsecondary students experience mathematics through the lens of their racial and mathematics identities? 3) To what extent do African American postsecondary students' mathematical experiences confirm the findings from their racial and mathematical identities?

In a pilot study, the quantitative phase consisted of seven male and 13 female students in the southern U.S. Using the 22-item Ethnic and Mathematics Identity survey ($\alpha = .879$), the 20 African American students were found to have collective means of 3.41, 2.57, and 2.97 for their ethnic, mathematics, and overall identities, respectively. Ethnic and mathematics identities were strongly correlated individually with the overall identity score, .581 and .837; however, the two identities were poorly correlated at $r = .04$, leading to a decision to fail to reject the null hypothesis. These findings implied that in isolation, the two identities were not related; however, when compared to the overall racial-mathematical identity, both factors were significant at $p < .01$.

In the qualitative phase, a parallel sample of participants were interviewed to verbalize their own racial and mathematical experiences through the lens of their ethnic and mathematical identities. The interviewees consisted of four undergraduate students, one male and three females. Each of the participants answered six interview questions. The findings from the interviews showed that most students did associate a strong relationship between their racial and mathematics self-perceptions on their mathematical experiences. Combined, these results support the quantitative findings for the students in the first phase of the study.

The Exploration of Culture Through Children's Literature

Jacqueline Mayeaux and Peyton Pellerin, *University of Louisiana at Lafayette*

This study is an analysis of the how teachers use the literature that is multi-cultural and literature that is grounded in local culture found in the current K-12 English Language Arts curriculum in Louisiana. As educators seek to balance the need to introduce diverse cultures through various literature experiences with maintaining local cultures, a broad-based curriculum provides both guidance and opportunities. First, the broad multi-culture literature found in the curriculum, introduces new cultures to both teachers and students. The literature from state and local sources undergirds Louisiana's rich heritage. The study explores the possible gaps in the curriculum and in which teachers may explore to supplement and support children's ever-developing sense of local and global cultures. Finding connections from similarities to differences between lived experiences from literature supports a rich diverse experience for all children.

Professional Learning Communities and Teacher Efficacy

Gerald Colwart and Keicia Hawkins, *Northwestern State University*

The purpose of this research is to examine the correlation between the implementation of professional learning communities and teacher efficacy. This quantitative study involved 53 certified staff members from St. Amant High School in Ascension Parish in Louisiana. Survey data was analyzed from two different surveys, the Professional Learning Communities Survey-Revised (PLCA-R) and the Teacher Sense of Efficacy Scales (TSES). Participants were asked an open-ended question: "Has the implementation of professional learning communities changed the teacher's beliefs about teaching and learning?"

The results from this study revealed a positive significant relationship between nine of the eighteen components. The nine relationships included shared and supportive leadership to efficacy in instructional strategies, collective learning and application of learning to efficacy in instructional strategies, collective learning and application of learning to efficacy in classroom management, shared personal practice to efficacy in student engagement, shared personal practice to efficacy in instructional strategies, shared personal practice to efficacy in classroom management, supportive conditions-relationships to efficacy in instructional strategies, supportive conditions-structures to

efficacy in instructional strategies, supportive conditions-structures to efficacy in classroom management.

Factors Leading to the Attrition and Migration of Teachers in a Rural Community in Louisiana

Mary Hagan and Keicia Hawkins, *Northwestern State University*

The purpose of this study was to determine what factors had the greatest impact leading to the high rate of attrition and migration of educators within the Vernon Parish School District. Personnel data regarding resignations, transfers, retirements, and new hires for the last five years was collected from the Vernon Parish School Board. Demographics for each school were also collected. Sixty-nine participants completed a survey to identify which factors had the greatest impact on attrition, migration, and retention of teachers as well as teacher satisfaction rating and participation in mentoring or induction programs. Based on the data collected, the three factors leading to the attrition and migration of educators in Vernon Parish included stress due to student performance, student behavior, and lack of support. In addition, it was noted that school demographics might factor into teacher migration and attrition within the Vernon Parish School District. Data suggested that mentorship and induction programs could increase the retention of teachers. Identifying the factors which have increased attrition and migration of teachers could allow training and programs, including mentorship, induction, and cultural competency, to be implemented at the district level to increase the retention of high-quality educators.

Examining the Influence of Teacher Self-Efficacy, Locus of Control, and School Culture on Teacher Retention

Laura Norman and Dianne F. Olivier, *University of Louisiana at Lafayette*

The profession of teaching is filled with various challenges, and teachers have been tested for centuries. The challenges in teaching have created an interesting phenomenon known as teacher turnover. However, in recognizing these issues, researchers have validated the importance of improving teacher retention. The aim of this research was to analyze school culture, self-efficacy, locus of control, and the influence these constructs have on teacher retention. These critical factors can each influence the level of success of teachers and when linked together like pieces of a puzzle,

can create tight connections which may enhance or endanger success of teachers, and thus success for learning.

The purpose of this quantitative study was to discover the (a) influence of teacher self-efficacy on teacher retention, (b) influence of locus of control on teacher retention, (c) influence of school culture on teacher retention, and (d) differences in perceptions of elementary, middle, and high school teachers in relation to these constructs. The study's overarching research question was, Does teacher self-efficacy, locus of control, and school culture influence teacher retention? Additionally, the study incorporated four primary research questions: (1) Does teacher self-efficacy influence teacher retention? (2) Does locus of control influence teacher retention? (3) Does school culture influence teacher retention? (4) What are the differences in perceptions of elementary, middle, and high school teachers in relation to these constructs? Hence, this study explored teacher self-efficacy, locus of control, school culture, and how these constructs influence teacher retention. Though there is a vast amount of research on these constructs independently, there is little research on how these constructs influence teacher retention specifically.

Major findings of this study include:

1. Teacher self-efficacy influences teacher retention.
2. Grade level is not significant to teacher self-efficacy.
3. Locus of control does have a weak influence on teacher retention.
4. Grade level is not significant to locus of control.
5. School culture influences teacher retention.
6. Grade level is significant to school culture.
7. There is a positive, statistically significant relationship between teacher self-efficacy and teacher retention and school culture and teacher retention. However, there is a negative, statistically significant relationship between locus of control and teacher retention.

These major findings have various implications for theory, practice, and future research. Teacher retention is an essential task of school leaders and district leaders today. It is imperative for leaders to have the student's best interest at the forefront of every decision and resolution to issues. By working to retain effective, qualified teachers, leaders of all types can bridge the educational theories that have proven to bridge the gap for teacher's intent to remain in the profession and achieving successes through teacher self-efficacy, locus of control, and school

culture. School and district leaders are able to implement and create positive collaboration and culture for the future generations of teachers to join the field of education as well as remain in the profession.

Using Modeling and Social Stories to Promote Self-Regulation in Early Childhood

Ellyn Culotta, *Louisiana State University*

The proposed research uses adult modeling and social stories to promote self-regulation in 3-year-old children. The study began with 14 students in a regular classroom setting. Each student was three years old at the time of the study. There was one student in particular who was chosen based on previous observations by the researcher. This child displayed minimal amounts of self-regulatory behavior in the classroom when interacting with his peers and his teachers. Some examples include, non-compliance, lack of concern for others or their emotions, and lack of self-help skills. This pushed the researcher towards methods that were subtle yet hopefully effective in helping the child gain more self-regulation. The child was videotaped in a normal classroom setting for 10 minutes at a time during the morning. The data were then analyzed for self-regulation skills every 30 seconds of the video. The categories observed included classroom skills, self-esteem, persistence, self-exploration, and prosocial behaviors. Classroom skills are defined as following classroom routines and rules, controlling physical and emotional impulses, and sharing toys with peers. Self-esteem is depicted through the student initiating conversation, initiating and showing confidence in new activities, and working and participating cooperatively. Persistence is defined as the student's ability to concentrate on and complete tasks. Self-expression is defined as the student asking for assistance when necessary, expressing his feelings, standing up for one's self. Prosocial behaviors are defined as showing concern for other people, assisting adults, and asking for adult help. Baseline data were analyzed and showed a lack of prosocial behaviors. With this having the greatest deficit, the interventions and social story were written and modeled based on prosocial behaviors. Results show that there was a change in prosocial behaviors after the interventions occurred.

The Impact of Parental Expectations and Family Structure on the Academic Success of Low-Birth Weight Children

Keicia Hawkins and Dolores Cormier-Zenon, *Northwestern State University*

When children are born with low-birth weight, the news that doctors give parents is not always positive. Parents are warned of the impending negative effects of low-birth weight which include the potential for these children to struggle in school. Educational attainment is one of those impending effects that is of concern to most parents. Does family structure play a role in the success of these children? Researchers argue that family structure has a strong relationship with educational attainment. They also suggest that beyond socioeconomic status, parental levels of educational attainment foster similar attainment in individual children. Literature also alludes to empirical evidence that the strength of the association between low-birth weight and academic achievement later in life increases when the impact of parental expectations is considered. It appears that the higher the parental expectations the stronger the relationship between birth weight and academic achievement. Consider the success of students who have parents who involved in the educational process. The primary explanation given for this is that when birth weight is low there are neurological consequences that mitigate against the beneficial effects of parental expectations. Can parental expectations have an impact on academic success if the birth weight is low?

Story Retelling for Reading Comprehension

Falen Johnson, *Louisiana State University*

This action research project explores story retelling for reading comprehension with Preschool aged children.

Reimagining Classroom Management with Preservice Teachers

Organizer: Matthew Green, *University of Louisiana at Lafayette*

Matthew Green, Jade Calais, and Olivia Harding, *University of Louisiana at Lafayette*

A Mother's Perspective: A Case Study Exploring the Experiences of Mothers Who Homeschool Their Minority Children in Louisiana

Alicia Whidden, *Louisiana State University*

Problem Statement

In September of 2019, The U.S. Department of Education released their most recent report on the state of homeschooling in the United States, where they found that 1.7 million or 3.3 percent of all students of American school children were homeschooled (Wang, Rathbun, & Musu, 2019). Even as the homeschooling movement has flourished, research on this phenomenon has not and as Murphy (2012) has said, “the research cupboard is not well stocked” (p. 13). In fact, Murphy goes on to lament that, “there is a nearly universal call for more research on homeschooling in the scholarly community, and increasingly for more sophisticated and stronger research designs” (Murphy, 2012, p. 13). Additionally, the lack of research is compounded by the new emergence of various subpopulations. Specifically, researchers have seen a surge in the number of minorities turning to homeschooling as a viable choice to educate their children. Almost 2% of all Black students are now homeschooled and over 3.5% of all Hispanic students are homeschooled (Wang, et al., 2019). Though the number of homeschoolers in Louisiana is hard to pin down due to state requirements and documentation, researchers estimate that over 4% of Louisiana students are currently homeschooled, which is larger than the national average of 3.4% (Schafer, 2017). The scarcity of scholarly information is unfortunate because if we are going to understand homeschooling as a movement, we need to address diverse perspectives within that community. Given this gap, the purpose of this case study will be to explore the themes for homeschooling mothers who homeschool their minority children in Louisiana, specifically with regard to their homeschooling motivations and experiences.

Method

Three participants were identified based on the following qualifications: the children must be minorities and the families must have been homeschooling their children for a least half of the child's school years. These three participants were interviewed in qualitative, semi-structured, manner.

Findings

Overall, the findings indicate that control was a major factor in the experiences of these homeschool mothers and they believed that ultimately, they “could help them” by providing this

additional control. This included being able to control outside influences but also adapt curriculum to suit their child's needs and/or incorporate material that the parent's saw would enhance their cultural and/or racial identity. Interestingly, each of the participants cited their own past schooling experiences, either as a student or teacher, as being a powerful driving force for the decision to homeschool. In fact, two of the participants also included stories about previous generational traumas related to schooling experiences as a powerful motivator for schooling expectations and experiences. Finally, during the analysis of the interviews, it became clear that one of the challenges the mothers of minority families were having was that homeschooling increased their workload. Perhaps the counter effect of having so much control is to be overwhelmed by the commitments you have taken on.

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Unprepared to be Culturally Responsive: A Multiple-Case Study of Secondary ESL Educators in Rural Louisiana Danielle Butcher, *Louisiana State University*

This paper reports the research from my doctoral dissertation, which I will seek to publish.

The purpose of this multiple-case study was to explore the problem of instructing English learners in a rural Louisiana district. The following questions guided this study: (1) How do the teachers perceive their pre-service and in-service training for English learners?, (2) How do the teachers perceive their ability to implement culturally responsive pedagogical practices for English learners?, (3) How do the teachers perceive the district's approach to tangible, informational, and emotional supports for English learners?, and (4) What are the teacher's perceptions, if any, of sociocultural inequities faced by English learners? And how, if any, do these sociocultural

inequities affect the quality of education for English learners? Semi-structured interviews were conducted with five participants in “Woodland Parish” representing 1/3 of the high school English teachers in the district. Instructional artifacts were collected to establish internal validity.

Analysis of the data indicated an overall lack of ESL training as well as support, a misunderstanding of best practices for English learners, and a racially complex perspective on cultural integration. This study indicated that little progress has been made to recognize English learners and to provide tools for them to succeed in Woodland Parish. Additionally, teachers in this district still have to overcome their social, cultural, and institutional barriers in order to establish quality education for their ESL population.

The Importance of Creating and Maintaining Positive Relationships with Students During Pre-Service Teaching

Ashlyn Henderson, *Southern University and A&M College*

This semester I worked with a group of students (4) for my Evaluation Procedures course. This required me to give students an assessment at the beginning of the tutoring program as well as throughout the tutoring program. During this time, I was about to get to know each of the students on an individual basis which contributed to their overall success in the program. My peers also did tutoring at the same after-school program and I was the only one that had the same four students on a consistent basis. I was able to really get to know each one of them and learn what they liked and how I could get them to do work that they weren't exactly thrilled about doing. They may have complained and said they wouldn't come but they still came for every single session. For example, there was one student in particular that dreaded coming to tutoring every day after school because she didn't feel like she needed it. One day she told me she wasn't going to come for the next tutoring session because she just didn't feel like it. Well, the next tutoring session came and she was there and ready to work. I asked her why she came and she told me she came simply because of the relationship we had built with one another in the classroom. She enjoyed working with me, even if it was cumbersome at times. At the beginning of the tutoring program, she didn't really care to take the assessment and circled whatever her friend next to her circled. On the post-test, however, she took her time and put in effort because she wanted to show me that she had improved. There was no reward offered, no positive incentive hanging over her head. She simply wanted to show me that she had gotten better in the areas she needed to improve in. That showed

me that even though we may not see these students ever again after our pre-service teaching is over, building and maintaining positive relationships while we work with them is still important. By building positive relationships with them, there's something in them that comes to life and motivates them to do better even if our time with them is short lived.

Play: An Educational Foundation for Early Learners and an RtI Behavior Intervention

Catherine Orgeron and Amanda Mayeaux, *University of Louisiana at Lafayette*

This study was designed to investigate: [a] the relationship between teacher training and teacher understanding of the value of play; [b] the relationship between teacher knowledge of play and teacher's understanding of play as a learning tool; [c] the relationship between a teacher's knowledge of play and their application of RtI intervention for their early learners; and [d] the teachers' beliefs about play as a behavior intervention. The mixed methods embedded design consists of both qualitative and quantitative data (Ivankova, Creswell and Stick, 2006). An embedded design was selected because the scaled responses do not fully allow for participants to express if they use or do not use play based on personal beliefs/training or because of school district restraints. The quantitative data, scaled survey responses, for this study were collected at the same time as the qualitative data, open ended classroom behavior scenarios.

The Cognitive Trio:

Backward Design, Formative Assessment, and Differentiated Instruction

Nancy Autin and Tarrah Davis, *University of Louisiana at Lafayette*

The unwavering focus in the education arena to improve K-12 student achievement in the United States continues to generate countless research studies, numerous new programs, and promising initiatives at the national, state, and local level. School leaders and teachers in every school fervently and zealously seek new and better ways to improve instructional practices and utilize assessment strategies to monitor and bolster achievement of diverse learners. During recent decades, the breakthrough for higher performance by each student was found in the promise of differentiated instruction (DI). While DI brought new hope for meeting the needs of all students, the drive to successfully incorporate this knowledge continues to be challenging. This perplexity will be discussed with a major focus on understanding the essential interplay of three major

elements guaranteed to improve student success: backward design, formative assessment, and differentiated instruction.

Successful implementation of differentiated instruction requires thoughtful planning. Non-negotiable elements include establishing and communicating clear expectations, holding all students to high standards, and providing high-quality instruction. Utilizing a backward design approach ensures that these elements are in place. In an environment characterized by using formative assessment in a backward design model, a culture of success is established for students. Self-confidence is bolstered through feedback on strengths and descriptive feedback for improving (Wiggins & McTighe, 2005).

High-stakes learning permeates 21st century teaching and assessing. Teachers are held accountable for each student's success; they cannot afford to guess what to do next in the classroom (Gregory & Kuzmich, 2004). The reflective and thoughtful practitioner realizes the power in this responsibility. Differentiation, using backward design and a carefully planned formative assessment process, will help ensure the continuing growth and achievement of all students. The benefits of this three-fold approach will be emphasized in this presentation.

An Examination of the Influence of Teacher Certification and Teacher Self-Efficacy on Classroom Management

Christy Hornsby and Dianne F. Olivier, *University of Louisiana at Lafayette*

Classroom management is a primary area of concern often expressed by teachers. Classroom management is not a struggle only for novice teachers, but often for experienced teachers as well. Different factors impact classroom management and its effect on student achievement. The chosen path to teacher certification and the comparison of traditionally certified teachers with alternatively certified teachers is often questioned in relation to level of effectiveness. Scholarly research also focuses on teacher self-efficacy in relation to classroom management, content areas, and teacher attrition (Hong, 2012; Hughes, 2012; Menon & Sadler, 2016). There is a lack of research pertaining to classroom management solely related to self-efficacy. The constructs examined within this research study illustrate puzzle pieces that connect through reciprocal interaction and influence overall teacher success, thus impact the teaching and learning process.

The purpose of this study was to compare teachers who were traditionally certified and alternatively certified to determine if there were significant differences in these teacher's attitudes and perceptions of their own classroom management. This quantitative study sought to explore research related to (a) teacher training, either traditional or alternative certification, (b) dimensions of effective teachers with emphasis on classroom management, and (c) teacher self-efficacy regarding classroom management. Thus, the study's overarching research question was, Is classroom management impacted by route of teacher certification? Five primary research questions guided this study: (1) What is the relationship between teacher self-efficacy and teacher certification? (2) What is the relationship between teacher certification and classroom management? (3) What is the relationship between teacher self-efficacy and classroom management? (4) Do years of service impact classroom management? (5) Does teacher gender play a role with effective classroom management?

This quantitative study explored the relationship among the variables of teacher certification, teacher self-efficacy, classroom management, teacher's years of service, and teacher gender. The overarching research question investigates the construct of teacher self-efficacy and teacher certification, including the traditional route to teacher certification as well as the alternative route. Secondary questions are: is there a difference in the perceptions of teacher self-efficacy based on teacher certification; is there a difference in classroom management based on teacher certification; do years of service impact classroom management; does gender play a role with effective classroom management; and how are the constructs interrelated?

Major findings of the study included: (1) The relationship between classroom management and teacher self-efficacy were highly significant. (2) Teacher certification, based on certification route, did not have a significant relationship with teacher self-efficacy. (3) The relationship between classroom management and gender was significant. (4) There was no relationship between teacher certification route and classroom management. (5) The relationship between classroom management and a teacher's number of years in service was not statistically significant.

These major findings have different implications for theory, practice, and future research. Study findings will be shared in the conference paper, as well as implications related to the study results.

Mixed-Method Phenomenological Study of Perceived Roles, Responsibilities, Contributions of Professional Support Personnel in Higher Education

Jami Rush and Dianne F. Olivier, *University of Louisiana at Lafayette*

Professional support personnel, the full-time, non-instructional, non-supervisory staff in higher education, play an integral role in the day-to-day functions that work to advance the mission of an institution. Consisting of positions such as admissions counselors, financial aid counselors, academic advisors, librarians, grant specialists, data analysts, payroll clerks, purchasing officers, and residential life coordinators, they are immersed in the policies and procedures of their institution and are often the “frontline personnel whom students initially face when entering the college or university system” (Rosser, 2000, p. 8). Their unique positions allow them to “significantly affect the tone, manner, and style of the entire institution, and their daily performance levels can determine the quality of relationships with faculty, students, and the public they serve” (Rosser, 2000, p. 7). These key employees serve as critical connections for successful education in Louisiana and strengthen links between students and faculty and administrators.

The purpose of this study was to explore the lived experiences of professional support personnel in higher education in relation to their perceived roles, responsibilities, and contributions within their institutions. Through an examination of the institutions in which professional support personnel work, the job demands of their positions, the job resources available to them, level of work engagement, and the participation in organizational citizenship behaviors, this study this study sought to answer the overarching question, What are perceptions of professional support personnel in higher education regarding their roles, responsibilities, and contributions within their institutions?

Supporting the overarching research question, secondary questions guided this study: (1) What are perceived contributions of professional support personnel in higher education in relation to in-role and extra-role behaviors? (2) How do professional support personnel perceive their job responsibilities, both formal and informal? (3) How engaged are professional support personnel in their work as measured by the Job Demands-Resources model? (3a) Is there a difference in level of work engagement among professional support personnel as compared to the Utrecht Work Engagement Scale database of group norms?

A convergent mixed methods design utilized the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2006) and the Organizational Citizenship Behavior Checklist (OCB-C) (Spector

& Fox, 2011) to gather perceptions related to work engagement and participation in extra-role behaviors in professional support personnel within a single university system in Louisiana. Additionally, a phenomenological approach incorporated multiple semi-structured, in-depth interviews and explored the lived experiences of professional support personnel regarding perceived the responsibilities and contributions of respective roles. The interview questions supported by Job-Demands Resources Theory, assessed job demands and job resources related to work engagement and participation in organizational citizenship behaviors.

The study resulted in designation of four major findings: (1) Professional support personnel perceive their contributions as positive and integral to the mission of their institution. (2) The roles and responsibilities of professional support personnel in higher education are inherently comprised of organizational citizenship behaviors. (3) Professional support staff perceive “other duties as assigned” as positive and an expected part of the job. (4) Professional support personnel are highly engaged in their work.

How Co-Requisite Programs Affect the Cost Structure of a Community College

Casey Martin and Lynne Nielsen, *Louisiana Tech University*

Currently my dissertation study has not been completed; however, a completion date for the Spring 2020 quarter has been set.

Developmental education’s intended purpose is to improve the outcomes for underprepared college students (Long & Boatman, 2013). However, research suggests the traditional system of developmental education is not achieving its intended purpose. The majority of recent high school graduates are required to take at least one developmental education course; yet less than one-third of them earn a degree within the next eight years (CCRC, 2014a). Furthermore, the annual cost of providing remediation is estimated at approximately \$7 billion (CCRC, 2014b). These findings do not suggest that developmental education should be entirely discarded; however, this research advocates that this system would benefit from thoughtful curriculum reform.

The main purpose of this study is to determine how the implementation of a co-requisite curriculum model directly impacts a community college’s cost structure. To accomplish this end, the need for developmental education program reform must be established, and the implementation of developmental education reforms nationwide will need to be reviewed and summarized. A mixed methods analysis will be used in this study. The quantitative process will gather data from

public institutional databases for the key colleges presented in the literature review and the emailed surveys within the pilot study. The qualitative process will analyze the dialogue from the open-ended survey questions and case study interviews. Then, an overview of the colleges who have successfully implemented developmental education reform models will be recognized and will, therefore, be the population of the pilot study. This pilot study will be guided by the subsequent two research questions. What are the most highly recommended embedded remediation models being implemented at community colleges nationwide and why? What effects does a significant curriculum change, such as the application of a co-requisite model, have on a community college's cost structure? At that point, an exemplar community college would be presented with a case study providing a summation of how that particular college's implementation of a co-requisite model directly affected its cost structure.

Extrinsic Motivators on Job Satisfaction Within Higher Education

Zachary Harris, Lorraine Jacques, and Richard Shrubb

Louisiana Tech University

Turnover in higher education has been shown to cost millions of dollars a year as well as disrupting organizational facets such as scheduling, communication, and course load. An increase in job satisfaction can be used as a means of increasing organizational commitment and reducing turnover.

This study used the Delphi method to identify extrinsic motivators that affect higher education faculty job satisfaction. In this case the Delphi method was chosen due to its forecasting abilities through the use of expert panels. Throughout the Delphi an item was considered to meet the requirements for inclusion if the mean was 4.0 or greater and the item had met consensus. Consensus for an item was determined prior to dissemination of the questionnaire to be a coefficient of variance of less than 0.50.

During the Delphi method panelists concluded that (a) performance rewards, (b) starting salary, (c) annual compensation, (d) opportunity for advancement, (e) flexibility, (f) relationship with supervisor, (g) teaching load, and (h) interactions with coworkers positively affected their job satisfaction. Due to significant literature inclusion, fringe benefits, interactions with students, and departmental communication were included in the final survey. These identified extrinsic

motivators will be used in a further study to evaluate nuances between general job satisfaction, turnover intent, and other demographic data within higher education.

The Relevance of Instructional Leadership (2nd Edition)

Leslie Jones, *University of Holy Cross*

The necessity of a new order of business for principals/school leaders is noted. In the *Relevance of the Leadership Standards* (2017) and the First Edition of the *Relevance of Instructional Leadership* (2010). The emphases on the roles of the school leaders as instructional leaders coupled with the heightened emphases on accountability in schools are contributing factors for the second edition of *The Relevance of Instructional Leadership*. In *Rethinking Teachers Supervision and Evaluation*, Kim Marshall (2013) suggests that "the quality of instruction is the single most important factor in student achievement." Bambrick-Santoyo (2018) suggests that the most effective schools are schools where there is effective teaching.

In addition, Bambrick-Santoyo (2018) advocates that the single most effective use of a school leaders' time is data-driven instruction. The notion of data-driven instruction aligns with the role of the school leader in facilitating instructional leadership. The 2020 Edition of *The Relevance of Instructional Leadership* is designed for graduate school leadership candidates; principals, central office staff members, and other educators serving in leadership capacities in the K-12 setting. The common prerequisites for graduate candidates are the completion of core courses in Leadership (Educational Research, Curriculum, and Leadership Theory.)

Perceptions of Elementary Principals on Compass Evaluation System in Louisiana Schools

Eboni Brown, *University of Louisiana at Lafayette*

This proposal explores the perceptions of elementary school principals on the Compass teacher evaluation system in a Southern Louisiana school district in the United States. Compass is a Louisiana educator assistance and evaluation system created to give all educators consistent information about their professional performance (Louisiana Department of Education, 2016). With this evaluation system, all educators and educational leaders in all Louisiana public schools are evaluated each year using a four-tiered rating: (a) highly effective, (b) effective proficient, (c)

effective emerging, and (d) ineffective. The evaluation score is divided into two parts; half of the evaluation is the educator's achievement of learning targets, and the other half is observation scores from the Compass rubric by the school supervisor. Compass results are used to inform educator workforce decisions at the school and district level including hiring and placement, compensation, certification, retention, promotion, and tenure (Louisiana Department of Education, 2016).

Study participants, all elementary level principals, had various levels of experience in school leadership and represented a diverse student population in the region. High school, middle school, public charter school, and private school principals were not included in this study. I adapted an existing instrument developed by Hill (2013) using additional concepts from recent literature related to Compass teacher evaluation to develop interview questions. The descriptive experiences of school principals constituted data for this research. The data was collected through individual semi-structured interview questions with each participant. The total length of each interview was approximately 30-40 minutes. Data were analyzed and regrouped according to the identified themes. This study examined the perceptions of fourteen elementary principals in regard to their experiences with the Compass teacher.

There were seven themes that emerged from the qualitative data analysis: compliance, subjectivity, accountability, expectation, vagueness, inconsistency, and helpfulness. Specifically, data analysis led to the following major findings: (a) all principals comply with the functions of Compass; (b) principals experience subjectivity when using the Compass teacher evaluation system; (c) principals believe that Compass holds teachers accountable for their performances; (d) principals would like Compass to be consistent, unambiguous, and not place limitations on teacher practices; and (e) principals experience a lack of involvement and support from the central office. The findings of this study present local issues rather than universal issues of principals evaluating teachers from international locales. Therefore, in my proposed presentation, I will bring awareness to Compass issues addressed in the study and conduct an open discussion on methods to improve Compass.

Relationship Between Principals' and Teachers' Curriculum Mindsets and Teacher Retention

Melanie Monistere, *Tangipahoa Parish School System*

Teacher retention is a concern to the overall educational system. Teacher retention rates of school systems have declined from 86.5% in 1988 to 84.3% in 2013 according to National Center for Education Statistics (Goldring, Taie, & Riddles, 2014). Although there are many factors that play a role in teacher retention, curriculum mindset was statistically significant in a recent teacher retention study (Monistere, 2019). Principals who create strong connections to enrich the curriculum are perceived as having a growth mindset (Boeckmann et al., 2001; Hall, 2013). Teachers who reflect on strategies used to teach the curriculum in order to improve the potential for success in the classroom generally have a growth mindset (Vandewalle, 2012).

Dr. Carol Dweck's Implicit Theory of Intelligence of growth and fixed mindsets was used to help determine mindsets of principals and teachers concerning curriculum. Implicit theory of intelligence described how human attributes can be developed with a growth mindset or how the attributes can be invariant with a fixed mindset (Blackwell, Trzesniewski, & Dweck, 2007). Dweck had over 30 years of research on the implicit theory of intelligence.

Instruments were created by 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 had based on seven mindset paradigms and overall mindset. Demographic information was collected, pilot study was conducted, 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. Conclusions were drawn and recorded concerning the results of the study.

All principals (100% surveyed) had the highest overall mindset average in curriculum. This implies that principals are aware of the new curriculum standards set by the state and must make strong connections to the curriculum to improve teaching and learning (Boeckmann, Elizabeth, & Dickinson, 2001; Hall, 2013). On the other hand, approximately 87% of the teachers surveyed had a growth mindset in curriculum. When teacher's mindsets were compared to principal's mindset, the teachers had a fixed mindset concerning curriculum. Boone (2010)

interprets the teacher with a fixed mindset towards curriculum as one who believes that unmotivated students exhibit low levels of academic self-efficacy which cannot change.

Although this study provided data on the intricacies of how to identify the mindsets of principals and teachers and how to determine if the mindsets are related to the intentions that teachers have about staying in the classroom, curriculum could be a key factor in retaining teachers. Knowing that curriculum mindset exists, the study could be used in principal and teacher preparation programs to identify the curriculum mindset as growth or fixed while going through the preparation programs and before seeking employment within a school system. This study could also provide district leaders with a research-based foundation on curriculum mindset that relates to teacher's intentions of staying in the classroom.

How Poverty Affects Our Students

Ronald Dore', *University of Louisiana at Lafayette*

Poverty and its many disadvantages can handicap learners even before they begin school and can lead them to fall behind their classmates or even quit school in frustration. Poverty remains a serious issue in the U.S., particularly in the South. Louisiana has one of the highest proportions of students in public school from low-income families. More than 1 in 5 children in the U.S. live in poverty. The poverty rate for single-mother households is 31%. 30% of children raised in poverty do not finish high school. There are 72.4 million children under age 18 and 41% of those children live in low-income families. Hispanics comprise the largest share of young children living in low-income families (36%). Students from impoverished households tend to have lower levels of verbal and reasoning skills than their peers because their parents are less likely to read to them. With longer working hours, lower levels of education, and fewer literary resources, poor parents are unable to give their kids the same level of attention, so their children learn a much more limited vocabulary. Children who grow up poor are more likely to be in poor health. Poor families are less likely to be able to afford proper nutrition and often do not have enough food at home. Research has shown that not eating enough can reduce the brain's capacity to learn, and poor students end up falling behind their classmates. What can teachers do to enable poor children to learn better and reach higher? Teachers can provide passion in each classroom. Expect students to perform better and provide high expectations. Be a role model to each student. Provide students varied experiences. Teach different career options, take field trips, use the web to connect learning in the

classroom to real-life experiences. Build relationships with students and parents. Teach positive social and emotional skills to build trust, respect, community and personal growth. Create a positive classroom culture. Teach students to be respectful to one another.

UTeachTech: A Model of Co-Teaching

Richard Shrubb and Amy Futch, *Louisiana Tech University*

The purpose of this presentation is to present roadblocks and successes that may be encountered when using co-teaching structures in higher education. The presentation uses Louisiana Tech University's UTeachTech program as a model of successful co-teaching by illustrating how the program has executed an effective strategy to create a collaborative co-teaching environment that provides open communication, trustworthiness between instructors and peers, and supportive activities to increase student engagement and create better student outcomes.

Literature affirms that co-teaching structures can increase student engagement and create a more valuable learning environment for students and teachers. Literature also confirms that co-teaching assists teachers in increasing student-learning outcomes by creating collaborative peer engagement and building trusting relationships within the classroom. Unfortunately, there is not a common plan of implementation for co-teaching at most universities, but rather a voluntary discussion between administrators and instructors who are personally willing to collaborate.

This presentation concludes with a research-based recommendation to include co-taught classes in the curriculum of teacher-preparation programs.

Content Analysis on Residential Policies of SEC Universities for Transgender and Gender Non-Conforming Students

Jennifer Le, *Louisiana State University*

This is a content analysis regarding residential, or housing, policies of land-grant SEC universities for transgender and gender non-conforming students. The content analysis will cover whether predominantly White institutions (PWIs) and historically black colleges and universities (HBCUs) provide any policies, or specific accommodations, for this particular marginalized group who may be interested in on-campus housing or if there is a dearth of policies implemented for such individuals. Information that is sought after is statement of non-discrimination, specifically

labeled policies for this group, special policies, or if transgender and gender non-conforming students have a separate or integrated form they have to fill out for specific accommodations.

Gender Beyond Birth: An Interpretative Phenomenological Analysis of Transgender and Gender Non-Conforming College Students' Barriers, Challenges, Supports, and Successes
Marissa Lass and Hannah Pitre, *Louisiana State University*

There is an apparent void of data regarding transgender and gender non-conforming students at the time of their enrollment as well as throughout their tenure at higher education institutions. This is even more relevant to the student population attending universities in the Southeast. Some initial reports indicate that these students are attending universities and colleges in higher numbers than reported ever before. Institutions of higher learning still do not have a valid theoretical model and/or a practical approach that assists these students, their faculty and administrators when working with; teaching; assisting in on-campus life and off-campus life as well as in student affairs. Although models of transsexual and butch lesbian identity development have been put forth, literature does not yet contain identity development models for each identity that falls under the rubric of transgender and gender non-conforming students.

This presentation will provide details of information collected regarding the unique experiences of transgender and gender non-conforming students at a major southeastern university. Data from qualitative research will be presented through an interpretive phenomenological lens based on the examination of lived experiences of five transgender and gender non-conforming university students. Analysis of the outcomes, further research options, and implications for policies and procedures, will be offered in the presentation.

Does Participating in a Montessori School Assist in Decreasing Academic Achievement Gaps?

Rebekah Lemke and Keicia Hawkins, *Northwestern State University*

Academic achievement gaps in education have initiated dialogs in diverse venues and departments. Stakeholders have increasingly reviewed these gaps and their significance for not only implications in education but also their continued cycle for future economic growth. One

mutual idea throughout these discussions is that decreasing the academic achievement gap in education will yield productive citizens. Many stakeholders agree, decreasing the gap will essentially yield successful economic consequences and produce fiscal growth.

Nationwide and statewide percentages of student achievement need to rise to meet their counterpart's percentages. An idea for improving these outcomes is to have schools implement or utilize methods from or similar to Montessori programs.

The purpose of this research study was to determine if public Montessori programs assist in decreasing the achievement gap in education for children of color and white children in elementary schools. In this quantitative case study, the researcher analyzed and compared the application of Montessori Methods of one public school to a public school using traditional methods. LEAP2025 data was collected and analyzed from the schools for two consecutive school years in grades third through sixth to ascertain if the achievement gap was reduced in the Montessori program in comparison to the traditional school.

The results of this study concluded that the hypothesis that Montessori public schools can decrease the academic achievement gaps between students of color and white students when compared to traditional public-school programs was inaccurate. The results in this study indicated that both groups decreased their academic achievement gaps in one school year, and the two schools did not obtain significant amounts over each other. This study yielded that within the study's academic achievement gap percentages, certain Montessori grade-levels displayed strengths in decreasing the gap. The Montessori school had higher achievement levels for their students of color than that of the traditional school in several grade levels and subjects. Educational disciplines can profit from this study's data and literature review by correlating Montessori methods to best practices in teaching. This research highlighted Montessori ideas that can be incorporated into traditional educational disciplines, which can assist in furthering success for students.

A Comparative Analysis of the Effects of Academics and Behavioral Performance Between High School Athletes and Non-Athletes

Marita Hunt, Keicia Hawkins, and David Fuller

Northwestern State University

The purpose of this study was to analyze data from the 2017-2018 school year at Captain Shreve High School to determine the impact of academic achievement and behavior performance in high school students who participate in athletic programs and students who do not participate in athletic programs. An independent sample test was used to compare the grade point averages, ACT scores, EOC test scores, behavioral referrals, and various racial/ethnic groups of students who participated in athletics and student who did not participate in athletics. Using data, the researcher will look to discover the relationship of athletic participation, behavioral performance and student achievement of athletes and non-athletes based on several variables, including demographics and ethnicity. It was determined that athletes outperformed non-athletes academically. After examination of the results of this study, athletes performed higher than non-athletes on ACT test scores and EOC test scores and athletes had fewer major and minor behavioral referrals than non-athletes. There was a significant difference in academic achievement and behavioral referrals of White non-athletes and athletes. There was not a significant difference in academic achievement and behavioral referrals of Black non-athletes and athletes, Asian non-athletes and athletes, and Native American non-athletes and athletes. This study reinforced that student athletes perform just as well or better than non-athletes academically. Students participating in high school athletics achieve greater academic achievement than those students that do not play athletics.

The Effect of Transformational Leadership on School Climate and Student AchievementVictoria Smith and Keicia Hawkins, *Northwestern State University*

The purpose of this study was to determine the effect of transformational leadership skills on both school climate and student achievement. At the school in question, several teachers completed the teacher perception survey to determine the level of effectiveness of the leadership skills that should be present. The study also looked at student achievement in the form of school performance score improvement. Student achievement was noticeable by showing drastic improvement in the previous years. Strengths were teacher relationships with students creating a

strong, positive, supportive learning environment. Growth areas could be gaining community support and parent involvement. Recommendations include creating parent and community involvement activities. Also, communication between administrators and teachers should be strengthened by gaining trust and respect for teachers.

Death Before Dishonor:**A Five-Year Review of Mis-gendering Transgender Victims of Violence**

Sydney Epps, *Louisiana State University*

In this paper, I assessed whether recent news articles on transgender victims of fatal violence reflects or contrasts with the zeitgeist of American Psychological Association's recent non-discrimination statement on "transgender" and "gender variant" individuals. Article records (N =30) on "gender identity" and "expression" published between January 2014 and December 2019 were (are, for now) evaluated for one type of cisgenderism (the ideology that invalidates or pathologises self-designated genders that contrast with external designations). Misgendering language contradicts victim's lived gender assignments; this can rise from reports using the victim's deadname "a name they no longer socially utilize" or using the gender which aligned with their birth sex. The difference between sex and gender and issues with their conflation are discussed. Early reviews note that victims are less likely to be misgendered in areas where the population has large populations of organized LGBT organizations, and vote majority Democratic.

Effective Internships for Aspiring New Administrators

Bertha Myers, *University of Louisiana at Lafayette*

With the increasing challenges placed on our administrators, it is imperative to have an effective internship program for aspiring administrators. The role of administrators is divided between managerial duties, human relations, safety director, medical director and when time prevails, educational leadership.

A well-developed internship program exposes administrator candidates to a variety of activities that not only cover educational issues, but also some of the more challenging areas.

Entering this career path fully aware of the different strands of responsibilities and having “on the job” training beforehand increases the level of effectiveness. Internship activities focus on the Standards to ensure that all are met.

Revisiting the Unified Theory of Acceptance and the Use of Technology (UTAUT) Model and Scale: An Empirical Evolution of Educational Technology

Mitzi P. Trahan and Brad C. Wedlock, *University of Louisiana at Lafayette*

Over the years, the Unified Theory of Acceptance and Use of Technology (UTAUT) model has been widely adopted for technology research dealing with intention and behavior. More currently, with the advancement of educational technology, the constructs embedded in this model and survey instrument can be easily applied to this setting. The UTAUT draws upon eight previously validated models: the theory of reasoned action, the technology acceptance model, the motivational model, the theory of planned behavior, the theory of planned behavior, the model of PC utilization, innovation diffusion theory, and social cognitive theory. This paper revisits the constructs of the UTAUT model and scale examining its conceptualization and validation. While doing so, users are presented with an historical evolution of technology research that can be used to further examine educational technology.

Innovating Doctoral Education with Collaborative Partnerships Between Universities and School Districts

Adam C. Elder, *Southeastern Louisiana University*

Problems in education are complex and always evolving. Students enrolled in Doctor of Education programs are preparing to be stewards of education who bring about effective solutions to these issues. In order to fulfill this charge, they must be fully knowledgeable of best practices, be able to apply these practices appropriately and specifically within their context and be able to generate new knowledge as it pertains to effective school improvement. It is, therefore, imperative that doctoral students are equipped with both the theoretical and practical knowledge and skills necessary to be successful.

The emphasis in doctoral programs tends to be on theoretical knowledge in both content area and research methodology courses. Practical applications of the content are frequently

contrived, thereby making them inauthentic and less effective learning experiences. This presentation will discuss how developing collaborative partnerships between universities and school districts can be a powerful learning tool for students and can advance the outreach component of a university's mission. A collaboration between one university in Louisiana and a school district in the region it serves will be discussed. Specifically, examples of how this manifested itself in a doctoral statistics course will be shared along with student work samples and reflections from students and district leaders. This presentation will show how colleges and universities in Louisiana can improve doctoral students' ability to apply their knowledge to problems of practice in school districts across the state through practical, guided, problem-based mastery experiences in their coursework and dissertation preparation.

An Examination of Black Girlhood in Toni Morrison's Literature

Evelyn Wynn, *Grambling State University*

Leadership Dispositions of Novice Teachers

A. Thorn LaCaze, *Louisiana Tech University*

The focus on improving education must turn to teacher preparation and the way future educators see and evaluate their own abilities and potential. Characterized by a high turnover rate (Carver-Thomas & Darling-Hammond, 2017; Cochran-Smith et al. 2012; Ingersoll, 2001), the teaching profession is struggling to meet demand. Two-thirds of teachers leave for reasons other than retirement: citing, among a number of other reasons, dissatisfactions with the teaching career and lack of opportunities for advancement (Carver-Thomas & Darling-Hammond, 2017). Effective school reform is directly linked to a district's ability to ensure that "well-prepared, skilled teachers fill classrooms in schools designed to support high quality teaching and learning" (Berry, 2011, p. 28) while also presenting advancement opportunities to potential new leaders.

My 2019 study is considered through the theoretical lens of Bandura's social cognitive theory and construct of self-efficacy (Bandura, 1977). Bandura advocated that an individual's appraisal of his/her own abilities directly impacts the likelihood of successfully completing tasks.

Understanding how novice teachers think of themselves, internalize their abilities, and develop new skills to meet professional demands reflect the two expectancies of Bandura's theory:

self-efficacy and outcome expectations. With most educational leaders receiving certification as teachers (DPE, 2016), self-efficacy training for teacher candidates could not only improve teacher's abilities but may also improve retention and steward future leadership. Teacher motivation and self-efficacy are strong predictors of job satisfaction and intention of staying in the profession (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010).

During the current rise in teacher attrition and turnover, Carver-Thomas and Darling-Hammond (2017) found that total turnover rates are highest in the South (16.7%) with the greatest increase in turnover being exhibited by alternatively certified teachers (150%) serving in schools with the largest concentrations of students of color. They found that teachers who enter the profession through alternative certification pathways are 25% more likely to leave their schools and the profession, even after controlling for their students, schools, and teaching conditions. Carver-Thomas and Darling-Hammond (2017) indicate that retaining alternatively certified teachers is a challenge, mostly due to job placement, fewer preparation courses, and less clinical experience. Ingersoll, Merrill, and May (2012) reported that more than 40% of new teachers entered the profession through nontraditional or alternative routes.

I have examined the leadership dispositions of novice teachers completing certification in 2019 at two universities in the south, and the results of this comprehensive study will be available in March. By matching teacher candidate dispositions with leadership standards as outlined in the National Educational Leadership Preparation (NELP) Program Standards, I have identified 14 dispositions that can help identify future education leaders in an unbiased manner. The study focused on the differences of leadership dispositions exhibited by traditional and alternative certification completers and considers possible differences in leadership aspirations. The results can be used to help determine an unbiased way of identifying future education leaders, promote advancement in education, and in some ways help minimize teacher attrition in America.

*References available upon request.

Leadership for School Improvement: A Constructivist Perspective

Greg Koers, *University of Louisiana at Monroe*

The dominating perspective of leadership in school improvement efforts continues reifying top down approaches to decision making and a reliance on leadership perspectives anchored by

disseminating corrective measures largely immune from school wide buy-in. This proposal asserts constructivist leadership approaches, which emphasize shared decision making and collaboration among the school community, may be more successful in school improvement leading to capacity building and sustained improvement leading to successful systemic changes.

The Dark Side of Leadership

Richard Shrubb, Katherine Dawson, and Morgan Patrick

Louisiana Tech University

Experienced leaders fondly remember the conventional components and competencies of our leadership training: budget and finance, advertising and marketing, fiduciary trust and fiscal accountability, teambuilding and strategic planning, mentoring and empowerment, cultivating passion for driving positive change, long-term benefits for our constituents. These are all good things, and their list of favorable attributes is lengthy. It's also incomplete, for there can be a nebulous side to leading people, and we should prepare our protégés and students for these moods of insurrection. Even the most well-intended, approachable, and competent leaders are not immune to it.

This session summarizes anecdotal research in the form of conversations the three presenters have had with experienced leaders who shared details about their harsh, real-life leadership difficulties. The presentation begins with definitions of leadership compared to management, then expands into common threads of expectations and experiences among the experienced leaders with whom we visited.

Participants in the dialogue shared their through-line experiences relating to widespread contemporary themes:

- gender inequity and Glass Ceiling/Sisterhood Ceiling phenomena
- changing governance and mercurial/capricious performance expectations
- warning signs of seedling dissention
- recommendations about how to prevent sedition from spreading
- minimizing the emotional and reputational damage caused by downfall.

Designing a Student-Centered After-School Tutoring Program: A Hands-On Approach to Evaluation Procedures for Pre-Service Teachers

Alisa Ross, *Southern University and A&M College*

This session will highlight one instructor's approach to teaching Evaluation Procedures to a group of Pre-Service teachers. Through a partnership with a local Title I middle school, the students provided English Language Arts instruction to a group of 6th, 7th, and 8th grade students for one hour, two days a week throughout the Fall semester. The presenter will discuss the steps involved in the process, elaborate on the student's academic achievement, and share the Pre-Service teacher's perception of the experience.

The Relationship Between Teacher Beliefs, Adult Attachment, and Classroom Climate

Jeanette Bankston, *Louisiana State University*

Teachers of the nation's youngest children are the least educated and paid poverty-level wages. There are approximately 1,160,000 childcare workers in the United States (Bureau of Labor Statistics, 2018). Nationwide, these individuals are paid just one hundred dollars more than the 185% threshold that indicates eligibility for government assistance such as SNAP and Head Start for a single person, living alone (ASPE, 2019). Furthermore, these teachers are only required to obtain a high school diploma or equivalent exacerbating the likelihood they will not climb out of family and neighborhood level poverty. In the researcher's home state, there are 8,840 childcare workers (Bureau of Labor Statistics, 2018) that are paid a mere \$19,820 annually. This breaks down to less than ten dollars an hour. Likewise, the geographical region in which this study was conducted averages even lower wages than the state average for their 1,860 childcare workers. The average salary of the participant pool is \$19,620 (Bureau of Labor Statistics, 2018).

As children construct knowledge in socio-cultural environments, theory indicates that a well-designed classroom with healthy and supportive interactions positively affect child development. It seems that a well-educated, supported teacher is better equipped to design developmentally appropriate environments for learning. Teacher education level is correlated with the quality of early learning environment (Manning, Garvis, Fleming & Wong, 2017) and because teachers of the youngest members of our communities are the least educated in the field (Bureau

of Labor Statistics, 2018), we must provide accessible opportunities for supportive professional development experiences (Grantham-Caston, 2016).

The purpose of this ongoing research study is to determine if a relationship exists between adult attachment style, teacher beliefs about toddler care and education, and classroom climate in diverse early learning classrooms in the southern United States. Research has demonstrated that adult attachment style is related to relationship (Hazan & Shaver, 1987; Mayseless, 1991), and caregiving behaviors (Bowlby, 1969; Ripski, LoSasale- Crouch & Decker, 2011). Furthermore, literature has determined that teacher beliefs impact classroom climate. (Norris, Horm & McMullen, 2015; McMullen, 2010; Degotardi & Sweller, 2012). Though teacher behaviors have more of an immediate effect on child outcomes (Mujis & Reynolds, 2015), researchers found that teacher beliefs directly influence teacher and child behaviors (Temiz & Topcu, 2013; Upadyaya & Eccles, 2014).

Teacher-participants are all from the greater Baton Rouge area and teach toddlers ages 12-36 months. Participants will complete the ECR-R attachment classification questionnaire, BAITEC beliefs questionnaire and researchers will examine the participant's CLASS scores in the Positive Climate domain of learning. Currently, this study is ongoing and is expected to be completed by February 2020. The researcher will be prepared to present the results of this study at the LERA Annual Conference and discuss implications for teacher education in the state of Louisiana and beyond.

A Case Study Comparison of Traditionally Certified Teachers and Alternatively Certified Teachers in a Southeast Louisiana School

Shannon Watkins, *Southeastern Louisiana University*

Teachers in Louisiana are either traditionally certified or alternatively certified. Traditionally certified teachers typically attend four-year colleges or universities, while alternatively certified teachers often have degrees but specialize in other areas than education. On the other hand, alternatively certified teachers tend to have other careers, then pursue teaching jobs due to teacher shortages and district hiring practices. Ultimately, both types of teachers have an impact on students. In this Louisiana mixed methods case study, the researcher examined the differences between traditionally certified teachers and alternatively certified teachers or those

seeking alternative certification. In addition, factors such as teacher effectiveness, teacher characteristics, teacher quality and teacher growth were examined as part of the study.

Therefore, the purpose of this study was to compare whether or not there is a difference between traditionally certified and alternatively certified teachers based on those variables. In the end, no distinguishable patterns or differences could be detected between the two types of teachers when teacher effectiveness was measured. There were no differences detected through the variable teacher characteristics or teacher quality. Both types of teachers received ongoing professional development on a daily or weekly basis that contributed to their teacher growth. While teacher needs were addressed in multiple ways, the data suggested that there is a difference between the traditionally certified and alternatively certified teachers when it comes to teacher growth through support and professional development.

What Do Principals Know About Special Education?

Donna Reno and Nan Adams, *Southeastern Louisiana University*

Since the inception of The Education of All Handicapped Children's Act (EAHCA) in 1975 and the Individuals with Disabilities Act (IDEA), principals have been required to ensure that students with disabilities are educated in their Least Restrictive Environment (LRE) and are provided a Free Appropriate Public Education (FAPE). Due to this Act, and other Federal and State requirements surrounding special education, the role of the principal has drastically evolved in the past 43 years from school leader to instructional leader. Even with these changes, research shows that traditional preparation programs have not adequately evolved to prepare principals to address special education related issues on their campuses. This study surveyed practicing K-12 public school principals throughout Louisiana. The primary purpose is to assess the following: (a) how principal preparation programs prepare principal candidates in special education, (b) how confident practicing principals are in addressing special education mandates and practices on their campuses, and (d) where did practicing principals gain their knowledge in special education mandates and practices. Louisiana's principal preparation programs adhere to the 6 guiding standards of the Interstate School Leaders Licensure Consortium (ISLLC). These standards aim to improve principal leadership programs, assessment of candidates, and licensure, therefore they were chosen as the conceptual framework for this study.

A mixed-methods design that involved document review, surveys, and interviews using a concurrent triangulation design was conducted. The research questions involved qualitative and quantitative results, resulting in frequencies and percentages, and qualitative examples, presented in narrative and table format.

The ISLLC Standards are intended to meet the needs of all students, yet principal leadership programs still lack coursework to address special education. The data in this study have overwhelmingly demonstrated that ELPP's do not prepare their principal candidates to support students with IEPs on their campuses regarding SPED in the areas of programming, federal and state laws, and providing support to their general and special education teachers. Based on the interview, respondents primarily gained their knowledge about special education mandates and practices in district and school based SPED workshops, on the job training, and through SPED Central Office staff. Principals indicated their ELPP did not prepare them in addressing special education mandates.

An Investigation Into the Disproportionate Discipline of Special Education and African American Students

Holly Bordelon and Keicia Hawkins, *Northwestern State University*

In a public-school setting, special education students and regular education students receive different forms of consequence for similar actions. African American students has also received disproportionate discipline actions compared to their peers of a different race. Administration and assistant superintendent responded to interview questions proposed by the researcher. Administration and superintendents gave insight to the issue of disproportionate discipline between special education and regular education students. Discipline records were also reviewed to determine the quantities of office referrals for both types of students. Conclusions show that the regular education students received more office referrals and major consequences than the special education students who commit the same offense. Research also showed the significant number of African American students receiving office referrals as compared to other races.

A Roadmap for Louisiana?**Exploring Research on How Students with Disabilities Access Charter Schools**

Jonathan Loveall, *Southeastern Louisiana University*

Background

The legislative authors of Louisiana Revised Statute –§ 17:3972, which provides the broad legal framework for the establishment of charter schools in the state, offered five key intentions for these schools: (a) that these schools be innovative, (b) that there be a clear framework by which to create these schools, (c) that persons with valid ideas and motivations would be able to engage in this creation, (d) that there would be mechanism to analyze the efficacy of these schools, replicating positive results and eliminating negative results, and (e) that the best interests of at-risk pupils would be the overriding consideration in the implementation of the first four intentions. It has subsequently been the responsibility of the Louisiana Board of Elementary and Secondary Education (BESE) and the Louisiana Department of Education (LDOE) to, respectively, establish detailed policies and implement those policies through practices and instruments that fulfill these five intentions of the legislature. How well BESE and LDOE have fulfilled these intentions, particularly the fifth and overriding intention, is a matter of significant concern for members of the legislature, individuals operating charter schools, public school advocates, and families with children who may or may not be accessing these charter schools, specifically those children from economically disadvantaged backgrounds and those children with disabilities.

Purpose

To better equip BESE and LDOE to implement policies and practices that ensure that the interests of students with disabilities are the overriding consideration in the implementation of charter schools in Louisiana by examining students with disabilities' access to charter schools in other contexts and the impact of policy on that access.

Research Design

Literature review

Data Collection and Analysis

A two-directional snowball approach was utilized. Using the keywords “charter schools” and “disabilities” within a database of scholarly journals, the researcher identified a well-cited, relevant article from 2004. From there, the researcher found relevant articles that the author had

cited within the article and relevant articles that cited this article. The researcher repeated this process with those articles. The researcher then analyzed the relevant articles for emergent themes.

Findings

Three major themes regarding access to charter schools for students with disabilities emerged in the analysis. First, many charter schools often serve students with disabilities at much lower rates than their traditional public-school peers. Next, charter schools frequently lack the expertise and scale to effectively serve students with disabilities. Finally, charter school policy that prioritizes flexibility and outcomes often clashes with special education policy that prioritizes processes and rights.

Conclusions

Based on these emergent themes, researchers should further explore the rates at which charter schools in Louisiana are enrolling students with disabilities compared to their traditional public-school peers. Furthermore, because many states' charter school policies do not emphasize the interests of students with disabilities, more exploration regarding how Louisiana policy balances the tension between the legislature's competing intentions of encouraging innovation and prioritizing the best interests of students with disabilities.

Finish the Race: An Examination of College Retention

Jessica Shelton, *Southeastern Louisiana University*

Purpose

Retention is a hot topic at the college and university level. Colleges and universities are constantly working on keeping students in school to push and finish their degrees. For colleges to be successful at this, they must first understand why students dropout. Multiple variables can explain why students drop-out of post-secondary education. Those variables can include wrong course choice, lack of motivation, family background and/or pre-college preparation (Tinto 1970; Alijohani, 2016). This literature review examines causes of student attrition in post-secondary education by examining Vincent Tito's Conceptual Schema (1971, 1993). Current and potential programs to address student attrition are also discussed.

Context

Vincent Tinto's model (1971, 1993) indicates that student integration into university life both academically and socially is the most impactful way to keep students in college. From an academic standpoint, colleges have to address the issue that not all students have had the same college preparatory experiences before entering college. This lack of preparation includes deficiencies in areas such as critical thinking, independent learning, problem solving, and time management (Collings, Swanson & Watkins, 2014). Tinto's model (1971, 1993) also indicated the importance of social integration both with peers and college professors to impact retention. According to the American Psychological Association (2013), there is a growing concern among college counselors of the increase of students with significant psychological problems such as anxiety and depression. These along with other issues can affect the social system of those students causing attrition. Colleges that are able to address both the social and academic system should see a decline in their dropout rates. Search terms used in this literature review included College Retention Rates, College Drop Out Rates, College Student Expectations.

Summary/Implications

There are two systems that colleges must address to decrease student attrition. The first is the academic system. Colleges that implement programs to help students assimilate to the academic expectations and rigors at the collegiate level often see improvements in student academic success which can mitigate attrition. The second is the social system. More and more students are dealing with depression and anxiety. By implementing more counseling opportunities for students, colleges and universities can better address the psychological concerns that may be keeping students from integrating socially with peers and faculty. The full presentation will discuss examples of programs colleges have implemented to address the academic and social systems to decrease student attrition.

Academic Motivation: A Comparison of College Majors

Seth Tackett, Cassidy Tackett, Janelle McDaniel, and Lacy Hitt
University of Louisiana at Monroe

Academic Motivation is a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (DiPeerna & Elliot, 1999; McClelland, 1961; Wigfield &

Eccles, 2002). The purpose of this study was to examine a variety of college majors and how they compare in terms of self-efficacy, motivation (intrinsic and extrinsic), and self-esteem. The participants in this study were 310 undergraduate students enrolled in a 2000-level education or psychology course at the University of Louisiana at Monroe (ULM). Instruments used in this study included the Academic Motivation Scale (AMS), General Self-Efficacy Scale (GSE), and Rosenberg Self-Esteem Scale. Data from 310 participants was analyzed to assess the validity of several hypotheses. For a better comparison of majors, the data was split into the three dominant majors, education ($n = 118$), nursing ($n = 52$), and psychology ($n = 51$), for a total 221 participants. Descriptives between the subscales of the AMS show that Psychology Majors ($M = 18.36$, $SD = 4.67$) have the highest intrinsic motivation followed by Education Majors ($M = 18.15$, $SD = 5.33$) and Nursing Majors ($M = 16.92$, $SD = 4.58$). The next subscale is Extrinsic Motivation which shows that Nursing Majors ($M = 24.39$, $SD = 5.02$) have the highest mean score on followed by Psychology Majors ($M = 23.46$, $SD = 2.64$), then Education Majors ($M = 23.03$, $SD = 3.74$). The final subscale of the AMS is amotivation, in which Psychology Majors ($M = 6.88$, $SD = 5.09$) scored the highest, followed by Education Majors ($M = 6.02$, $SD = 3.90$), then Nursing Majors ($M = 5.50$, $SD = 3.07$). The next scale is the General Self-Efficacy Scale (GSE) in which Nursing Majors ($M = 32.66$, $SD = 3.80$) had the highest mean scores followed by Psychology Majors ($M = 32.49$, $SD = 3.81$) then Education Majors ($M = 21.24$, $SD = 3.97$). The final scale measure was the Rosenberg Self-Esteem scale (RSE), in which Education Majors ($M = 19.52$, $SD = 4.79$) had the highest mean scores followed by Psychology Majors ($M = 19.45$, $SD = 5.11$), then Nursing Majors ($M = 19.44$, $SD = 3.83$). An explanation for this may be that students with majors such as nursing and education have hands-on training that they experience which could account for the higher levels of extrinsic motivation, while psychology majors deal with theories, which require a lot of information to be internalized, which may account for the higher levels of intrinsic motivation. Further implications will be discussed.

Influence of TRIO Student Support Services Participation on Social Capital, Cultural Capital, and Self-Efficacy

Melanie Washington and Dianne F. Olivier, *University of Louisiana at Lafayette*

Increasing access to higher education for underrepresented populations has been a goal for institutions for approximately sixty years (Tinto, 2004). Higher education institutions were

successful in broadening access and diversifying the college student population, including higher enrollment of first-generation college students. The literature is explicit in its findings that postsecondary institutions are not as successful in providing first-generation college students with equal opportunities as it relates to available resources that promote persistence in higher education environments (Brock, 2010; Engle & Tinto, 2008; Tinto; 1993). Solving the learning puzzle collaborative through connections between various agencies and key resources can result in successful education in Louisiana.

Education has been coined the great equalizer or the key to economic success and social mobility. However, education for all students has not been equal or equitable in the American Higher Education system (Engle, 2007). First-generation college students (FGCSs), who typically are also low-income students, often times show up at the doors of colleges and universities underprepared for the tasks and challenges before them. The dropout rate for this population is higher than that of their non-first-generation peers. Federally funded TRIO programs were designed to address needs of students who arrived at middle school, high school, and postsecondary education underprepared or who had the potential to lag behind due to socioeconomic status and lack of parental college knowledge (U.S. Department of Education, 2018). The TRIO-Student Support Services (SSS) program has proven to be instrumental in supporting the FGCS population at many colleges and universities in the United States. The SSS program is designed to provide supports to first-generation, low-income, and students with disabilities to assist with improving retention and graduation rates.

This review examines characteristics of first-generation college students, barriers to retention of first-generation college students, goals of TRIO-Student Support Services, supports provided to first-generation college students through TRIO-Student Support Services, social capital, cultural capital, self-efficacy, student retention theory and theory of student involvement's contribution to the knowledge of retaining first-generation college students. The overarching research question is, Who are first generation college students and what are the barriers and supports to retention and graduation of first-generation college students? The guiding questions include:

- What are characteristics of first-generation college students (FGCSs)?
- What are barriers to FGCS's retention and graduation?
- What are goals and objectives of TRIO-Student Support Services (SSS)?

- What supports are provided to FGCSs through TRIO-SSS?
- How do student involvement theory and student retention theory contribute to the knowledge of retaining FGCSs?
- How does participation in TRIO-SSS impact the social capital, culture capital, and self-efficacy of FGCSs?

Although FGCSs are faced with a complexity of barriers, with the provision of adequate supports, college graduation is the likely outcome. First-generation college students enter postsecondary education with a set of barriers characteristic of students whose parents lack a college education. FGCSs are faced with additional institutional barriers that compound the road to persistence and completion. Social capital, cultural capital, and self-efficacy are important to the success of this population of students (Bandura, 1986; Dumais, 2010).

Professional Development and Supervision of Live-In and Live-On Housing and Residence Life Professionals for Crisis Response and Management

Juterh Nmah, *Louisiana State University*

The amount of deadly college campus attacks has risen (Cohen, Azrael, and Miller, 2014). The spotlight has increased on other campus tragedies that significantly affected students such as natural disasters and hazings (StopHazing, n.d; Treadwell, 2017). According to the 2017 annual report from the Center for Collegiate Mental Health (CCMH), while the rate of college enrollment increased five percent, college students seeking counseling and mental health services increased 30% to 40% between 2010 and 2016 (CCMH, 2017, p. 4). To meet the growing demand crises affecting college students who live on campus, it is essential that live-in and live-on housing and residence life professionals are prepared and supported to support their students.

The proposed paper session would discuss the sequential explanatory mixed-methods study which purposes were to examine the professional development and supervision of live-in and live-on housing and residence life professionals for crisis response and management on college and university campuses. The literature review consisted of empirical research for crises, professional development and supervision. The study sample consisted of live-in and live-on housing and residence life professionals employed at colleges and universities across the United States. The researcher utilized a sequential explanatory mixed-methods design using a demographic survey, Synergistic Supervision Scale (SSS), for the first, quantitative phase, and a

semi-structured interview format for the multiple case-study design for the qualitative phase of the study, to answer specific research questions. Results, overall, indicated that live-in and live-on housing and residence life professionals were prepared to manage crises. Based on the findings of the current study, the researcher presented implications for housing and residence life administrators, live-in and live-on housing and residence life professionals, and student affairs graduate programs.

A Mixed Methods Study of Campus Conceal Carry on Community College Campuses

Paul Guidry and Dianne F. Olivier, *University of Louisiana at Lafayette*

Campus safety remains a critical concern among higher education administrators due to incidents occurring at Virginia Tech, Northern Illinois and Penn State. It is important to be informed through research related to the Clery Act, risk factors associated with guns on campus, emergence of campus carry laws, and policies and practices designed to address campus safety concerns. Campus safety is a critical puzzle piece in the overall learning environment and research around campus safety issues can indeed provide findings for administrators, public safety personnel, faculty, and students that are valuable for enhancing education in Louisiana.

The study's overarching research question was: What effect does a campus carry law have on campus safety? The purpose was to examine perceptions of college administrators, faculty, and students at two Louisiana community colleges relating to (1) campus safety, (2) potential campus carry mandates, and (3) impact of campus carry mandates on views about campus safety. The primary research questions guiding the study were: (1) What are the perceptions of campus safety from community college administrators, faculty, and students? (2) Do administrators, faculty, and student's views differ on permitting individuals to legally carry concealed handguns on campus? (3) Would being legally permitted to carry a concealed handgun on campus by administrators, faculty, and students affect their views of campus safety? Additionally, the goal was to provide research to help inform administrators and public safety officials an opportunity to understand perceptions regarding campus safety issues, thus providing valuable findings to design appropriate education and enhancement of campus safety through policies and procedures.

Campus safety has constantly evolved in response to continued threats posed to college campuses. Having adequate policies in place to protect the college campus is essential, especially when mandated by federal law (Department of Education, 2016). Despite the federal mandates, calls for enhancing campus safety continue to grow, with some states prohibiting colleges and universities from banning handguns on campus (SCC, 2012). The study's conceptual framework incorporates safety policies and procedures, potential for statutory mandates influencing campus safety and campus learning environment, and perceptions of administrators, public safety personnel, faculty, and students on campus safety and campus carry.

This mixed method approach included two phases: (1) interviews of community college administrators regarding campus safety and campus carry and the impact of a potential campus carry mandate and (2) administration of a survey, Campus Carry and Safety Perceptions Survey (CCSPS) to faculty and students to gather specific information on matters of safety and campus carry. Interview responses indicated administrators were quite satisfied with their campus's safety efforts and believed a campus carry mandate would have a negative impact on safety. The survey findings indicated safety was basically sufficient, while responses to campus carry resulted in mixed reviews.

The study resulted in three major findings: (1) Administrators, faculty, and students maintained an overall feeling of safety on campus. (2) Faculty were viewed as the critical group in establishing a safer campus environment. (3) Campus Carry could have a negative effect on safety and the learning environment.

Normalization and Legalization of Recreational Marijuana: Statutory Analysis of Federal-State Law and University Policies-Practices

Dawn Broussard and Dianne F. Olivier, *University of Louisiana at Lafayette*

Marijuana is the most commonly used illicit drug among college students and the use of marijuana by college students is often associated with lower grades, decreased college completion, and decreased chances for employment. However, marijuana remains a Schedule I controlled substance federally, although 10 states have legalized recreational marijuana in the past decade. This places higher education professionals in a position where they must enforce policies banning marijuana on campus despite its legality off campus, while also considering the physical and academic ramifications of increased acceptance of the drug (Charpentier, et al., 2014).

Combining the issues of recent changes in legislation, changing attitudes regarding marijuana, and the long-term trend of marijuana use among college students, colleges and universities are facing new challenges with regard to navigating the line between student discipline and student development while also remaining focused on the needs and best- interests of students. The purpose of this study was to examine how higher education professionals develop campus policies and procedures related to student's use of marijuana at the flagship institutions in states where recreational marijuana use has been legalized. This research provides evidence of the need for positive connections between legislators and higher education administrators in addressing challenges in order to enhance overall successful education.

The research questions guiding this study included: (1) What are the restrictions and limitations placed on recreational marijuana by federal and state laws in the ten states where recreational marijuana has been legalized? (2) What are the policies regarding student's possession, use, or distribution of marijuana at the flagship institutions in the ten states which have legalized recreational marijuana? (3) At institutions in states where recreational marijuana has been legalized, what obstacles have higher education professional faced when developing and implementing institutional policies and practices related to student's use of marijuana?

Qualitative case study methodology examined applicable state and federal laws and institutional policies and practices regarding marijuana at institutions of higher education in 10 states where recreational marijuana has been legalized. Data were collected in three phases: (1) thorough review of the federal and state laws pertaining to marijuana use, possession, and distribution in the ten states where recreational marijuana has been legalized; (2) extensive review of the published institutional policies and procedures regarding student's use, possession, and distribution of marijuana from the flagship institutions in each of the ten states; and (3) interviews of ten higher education professionals from nine of the ten flagship institutions.

Major findings identified include: (1) Marijuana remains illegal for many college students, and the penalties for violating drug laws can be severe; (2) Institutional policies pertaining to marijuana use, possession, and distribution have not changed as a result of state legalization; (3) It is uncertain whether colleges and universities are in full compliance with the Drug-Free Schools and Communities Act of 1989; and (4) A lack of evidenced-based research to support the harm-reduction intent behind campus marijuana policies makes educating students about these policies challenging.

Analyzing Opportunities to Learn During Post-Lesson Debrief Between Mentor Teachers and Student Teachers Using COMPASS

Min-Joung Kim and Ashley Segalla, *Louisiana State University*

Pre-service teachers (PSTs) have opportunities to learn (OTLs) as they participate in practice-based teaching during field experiences and student teaching (Ball, 2003; Horn & Campbell, 2015). For example, PSTs learn how to teach by observing mentor teacher's model lessons and by enacting math lessons in authentic classroom environments. More importantly, post lesson debrief provides learning opportunities as mentor teachers provide feedback on PSTs' teaching practices. Not only do PSTs get feedback on their teaching performance, post lesson debrief allows time to share participant's beliefs and perspectives on teaching (Horn & Kane, 2015). Researchers identified different forms of conversational features (i.e., problem framing, epistemic stance) through which participants interpret what they see and then guide their next action to improve their teaching problems (Horn & Kane, 2015). Researchers have analyzed conversations among in-service teachers (e.g., planning meetings), but there is not much analysis on conversations between mentor teachers and PSTs. Thus, this study examines post lesson debrief sessions where mentor teachers provide feedback on PSTs' teaching practices based on the COMPASS rubric. COMPASS is a teacher performance assessment used in Louisiana (Louisiana Department of Education, n.d.). We asked mentor teachers to use COMPASS so that their feedback could touch on various aspects of teaching practices. Through the analysis, we ask the following research questions: (1) What is the focus of mentor teacher's feedback? Specifically, what components of the COMPASS rubric do the mentor teachers choose to spend the most time talking about, as COMPASS rubric has 5 domains? (2) What are the recurring themes of problems of practices and what solutions are suggested?

We used a qualitative research method. For this presentation, we analyzed four student's teacher's post lesson debrief sessions conducted by two mentor teachers. The debrief sessions are video-taped and mentor teacher's notes and ratings on COMPASS rubric are collected. First, we coded how much time mentor teachers spend on each component. The intention is to understand mentor teacher's focus out of the five domains of COMPASS. As we coded, we identified common themes of problems of teaching from mentor teacher's feedback, such as choice, wait-time, engagement, and rigor. Then, we identified different definitions of each keyword. For example,

engagement can be defined as on task/ being quiet or productive struggle to make sense of math problems. The intention is to understand what definitions mentor teachers share with student teachers and what suggestions mentor teacher provide to improve student teacher's teaching practices.

Through the preliminary analysis, we found that the majority of the discussion between mentor teachers and PSTs was about the classroom management domain. One of the most discussed problems of teaching was "engagement." When students could not get answers right away, they were interpreted as "not engaging." An alternative interpretation of this common process of learning could be students engaging in sense-making mathematical ideas. Productive struggle was interpreted as "off task" by the mentor teacher, and instead the "I do, we do, you do" lesson format was suggested.

The implications of this study are very important as Louisiana is moving toward one year residency and emphasizing practice based teacher education. Mentor teacher's role cannot be overemphasized in this new way of teacher preparation. We will discuss productive forms of post lesson debrief sessions.

Success for All:

Teachers, Literacy, and Louisiana Teacher Preparation Program Accreditation

Larkin Page, *Xavier University of Louisiana*

Purpose of the Presentation

To assist Louisiana literacy-focused university Teacher Preparation Program stakeholders in understanding the challenges of the (pre-, during, post-) accreditation visit(s) in the context of undergraduate and graduate student's literacy content knowledge, teaching methods, and connections to practice.

Research Questions

1. What were the Literacy/Reading-based thoughts, perceptions, and apprehensions for the first Teacher Preparation Program accreditation visit (March 2018)?
2. What Literacy/Reading concerns, based on the two domains (Domain 2; Domain 3), were addressed in the first accreditation visit documentation (March 2018)?
3. What Literacy/Reading actions occurred based on judgments from the first accreditation visit?

4. What were the Literacy/Reading-based thoughts, perceptions, and apprehensions for the second Teacher Preparation Program accreditation visit (March 2019)?
5. What Literacy/Reading concerns, based on the two domains (Domain 2; Domain 3), were addressed in the second accreditation visit (March 2019)?
6. What Literacy/Reading actions are occurring based on judgments from the second accreditation visit (March 2019)?

Major Content

In this context the Teacher Preparation Program at a university went through the Louisiana State Accreditation process two times in two years (2018 & 2019). In March 2018 the first visit was called a “pilot study.” The Division of Education was told the scores “did not matter” but were reported to the state education office and referenced in the subsequent visit. In March 2019 the second visit “mattered” Both visits “mattered” to the Division of Education team and each worked diligently to showcase the program. After the first visit it was realized some work, according to the accreditation team, was effective and some was not. As a whole Literacy/Reading was deemed not as effectual as it could be; this was based on what I as the Literacy/Reading professor heard in debriefing sessions and read from the accreditation first visit report. Based on this report actions formulated for the return visit were devised. It is hoped others learn from these experiences.

The State of Louisiana Department of Education contracted with the accrediting company (TPI-US) to assess Teacher Preparation Programs within the state. For the first visit to the Division of Education, I as the only professor of literacy/reading was unsure what to expect, especially in the context of literacy/reading. I read and heard a major focus of the TPI-US Accreditation visit is centered on literacy/reading courses, student literacy/reading content knowledge, literacy/reading teaching methods, and connecting literacy/reading to practice in classrooms. TPI-US assess four domains. For this presentation, my perceptions, experiences and data from Domain 2 and Domain 3 are used. These are the two specific domains that influenced literacy/reading during the visits. Domain 2 is titled “Quality of Content Knowledge and Teaching Methods.” Domain 3 is titled “Quality of Clinical Placement, Feedback, and Candidate Performance.”

Research data based on guiding questions, including key challenges, are identified that emerged from the first accreditation visit, what actions were taken to resolve those challenges, discussion about those decisions, and how the resolved challenges were received on the second accreditation visit.

Improving Instruction During 5Es Exploration Phase for Computer Science Teachers

Trenton W. Dawson, Fernando Alegre, Juana Moreno, Egbeyong Tanjong

Louisiana State University

Examining Preservice Teachers' Dispositions, Attitudes, and Self-Efficacy Beliefs Regarding Students Who Are Blind/Visually Impaired

Sheena Manuel, *Louisiana Tech University*

The author will present information related to a quasi-experimental study about the dispositions, attitudes, and self-efficacy beliefs of preservice teachers in regard to their ability to teach students who are blind/visually impaired. Evidence exists to suggest that some preservice teachers (PTs) have varying attitudes, less positive perceptions [dispositions], and low self-efficacy beliefs toward students with disabilities (physical, intellectual, behavioral, and sensory-related) (Barr & Bracchitta, 2015; Dapudong, 2013; Gosse & Sheppard, 1979; Olatunji, Adepoju, & Owoeye, 2015; Papadaki & Tzvetkova-Arsova, 2013; Rowland & Bell, 2012). The author will discuss how Bandura's Social Cognitive Theory reveals how three sources of influence interact among each other to determine preservice teacher's behaviors. The three constituent sources of influence "behavior, cognition and other personal factors, and environmental influences" all operate as interacting determinants of each other (Bandura, 1991). This proposal will report the literature surrounding topics like attitudes toward blindness, preservice teacher's dispositions toward disability, and preservice teacher's sense of self-efficacy. The author will discuss the instruments selected and additional methodology of this quantitative study. As a research-in-progress paper, the author looks forward to completing this study by March to report the findings from analyses to determine if significant changes occurred within the control and experimental group's dispositions, attitudes, and self-efficacy beliefs. This paper proposal will pique the interest of educators and administrators who look for recommendations in the field of teacher education and disability.

The Impact of Social Integration of Individuals with Intellectual Disabilities in Collegiate Settings

Claire Carriere, Justin Manceaux, and Cheramie Wagoner
University of Louisiana at Lafayette

While social integration has been a topic discussed since the 1990, when the Americans with Disabilities Act was developed as a civil rights law, newer studies and ideas on integration have been developed over the last couple decades in regard to increasing the quality of life for individuals with intellectual disabilities. One idea that has been presented to increase the quality of life for these individuals is to improve their independence by setting them up for success through job preparation in post-secondary educational settings, which many universities in the United States have adopted. As universities adopt these programs, there are many things to think about such as what has previously worked in the past for these individuals to best transition into their roles as students, what has proven to be difficult within the transition into post-secondary programs, how traditional collegiate peers and professors feel about the transition, and how all of these factors impact the confidence level for the individual to be capable of developing skills and healthy self-esteem to advocate for themselves in society. This topic is important because two to three percent of the population is diagnosed with an intellectual disability with estimation for these numbers to grow in the future based on our evolving social climate (Kampert & Goreczny, 2007). This study will particularly emphasize on factors that impact integration within a collegiate setting, in post-secondary programs for individuals diagnosed with intellectual disabilities.

Speech-Language Pathologists' Effectiveness in Public Schools

Dawn Guice and Richard Shrubbs, *Louisiana Tech University*

The paucity of qualified speech-language pathologists to serve students in the public-school setting is a national concern. According to the Digest of Education Statistics 2017, students ages 3 through 21 who were served under IDEA "speech or language impairment" (20%) was the second largest category of students served in a federally supported program for the disabled after "specific learning disabilities" (34.4%). Per ASHA 2018 Schools Survey Report there will be a 55.3% increased need for speech therapist within the elementary school setting nationally, which will not be filled.

Speech Language pathologists perform multifaceted roles within the educational setting as support personnel. Speech-language pathologists not only serve special and regular education students, but also provide speech-language services for all disabilities, ages, and academic levels. In many cases, they are responsible to several schools and, subsequently, multiple administrators. Speech-language pathologists are one of the special educator groups at higher risk for leaving school employment. Attracting and retaining speech-language pathologists is of particular concern because highly qualified clinicians have a variety of options outside of school settings, with higher salaries.

Due to the lack of support from administrators, compounded on increased job demands, there continues to be an ongoing shortage of qualified speech language pathologists within the education system. According to past and current research the special education population is continually growing; however qualified speech language pathologists are continually decreasing. Therefore, supply and demand are consistently disparate.

Principal leadership and school reform has become increasingly more important over the past decade and continues to grow; however, the relationship between principal leadership and special education has not received much attention till recently (DiPaola & Walter-Thomas, 2003). Special education is viewed less as a place and more as an integrated system of academic and social supports designed to help student with disabilities succeed within the least restrictive environments (U.S. Department of Education [USDOE], 2001). During the past decade, emerging research has demonstrated a significant relationship between the special education cohort attrition and school leadership (DiPaola & Walter-Thomas, 2003).

The fact that principals are the cornerstone of their school and one's best advocate; do they truly understand the special education system and the roles and responsibilities they hold in that arena? When it comes to special education within the school system, it has been the road less traveled by many administrators due to lack of understanding coinciding with an over emphasis placed on test scores and accountability of the regular education student population. This form of leadership has imprinted and continues to cause a negative stigma within the special education realm among its teachers and support personnel. Further leading to poor retention and/or recruitment of special education teachers, including special education support personnel, such as speech language pathologists. Knowing the critical shortage of speech-language pathologist,

supports the need for school administrator's understanding of the role and responsibilities of the speech-language pathologists.

The Impact of Leadership on a Co-Teaching Model to Improve Student Outcomes

Shannon Heard and Kecia Hawkins, *Northwestern State University*

The co-teaching model is one of the most widely accepted practices for transforming schools into inclusive campuses while creating a culture for positive outcomes for all students. As the leading instructional leader on school campuses, understanding the role of the principal during the implementation process of the co-teaching model is essential to understanding the relationship between academic success for special education and regular education students while participating in a co-teaching environment. This study sought to examine whether or not the implementation of a co-teaching model would impact the academic success of both sets of students as well as assess the impact the principal made on teacher attitudes toward the implementation process, sufficient training, and collaborative relationships in the co-teaching model. LEAP 2025 Assessment scores were used to analyze participants' academic progress or lack thereof. Instruments used in this study were surveys completed by teachers and the campus administration to determine if traits of Transformational Leadership are evident.

The data from the Louisiana LEAP 2025 state assessment revealed that students who received instruction in a co-taught environment experienced minimal growth when compared to academic performance in special education only and mainstream only classrooms. Teacher responses to the co-teaching survey were analyzed. Joint planning, despite being a best practice within the co-teaching community, was not utilized, and most instructional responsibilities were left to the general education teacher while the special education teacher relied on being briefed by the co-teacher each instructional day.

The data suggest that principal leader behaviors impact the successful implementation of a co-teaching model and that the insufficient implementation of co-teaching for the 2018-2019 school year at Walnut Hill contributed to the limited improvement and marginal improved academic outcomes for students receiving instruction in an inclusive environment. Data from this study suggest that teachers desired more administrative support and directives. Connections linked throughout the case study indicate that the co-teaching model can be successful; however, specific

problems remain that should be addressed in the co-teaching arrangement, such as common planning time among participants, professional development training, and clarity of the roles and responsibilities of each teacher.

Teacher Perceptions of Dimension Implementation in a Professional Learning Community
Drew Cosentino and Kecia Hawkins, *Northwestern State University*

The purpose of this study was to quantitatively measure professional learning community (PLC) implementation levels at Juban Parc Junior High School (JPJH) through teacher perceptions of PLC dimension levels evident at the school. Additionally, participant data was examined by subgroups based on teacher subject and experience to determine differences in perception and whether the school's PLCs provided the same opportunities for all teachers. The study utilized the Professional Learning Community Assessment-Revised (PLCA-R) instrument to electronically obtain data from 22 core-subject teachers and 8 elective teachers from the school. The researcher followed all ethical standards and policies set forth by the Institutional Review Board for Northwestern State University of Louisiana and data was kept confidential and secure throughout the process.

Research data indicated that JPJH has currently implemented three out of six PLC dimensions. There were also inconsistencies in dimension implementation levels between teachers of different experience levels and subjects. Therefore, it was recommended that administrators adjust professional development opportunities to better incorporate traits of dimensions that have not yet implemented into the school's PLCs. Additionally, mentoring activities should be increased and development opportunities should be created with an emphasis on collaboration to improve consistency amongst subgroups. With these changes, the school will successfully incorporate each PLC dimension resulting in a fully implemented PLC program.

How Can a School Leader Ensure That Teachers Are Equipped to Successfully Teach a Career and Technical Education Curriculum in Secondary Education?
Lauren Emerson and Kecia Hawkins, *Northwestern State University*

The purpose of this study was to determine how school leaders can ensure that all teachers are fully equipped to successfully teach a Career and Technical Education (CTE) curriculum in

secondary education. In this cross-sectional survey research study, fifty participants were chosen via random sampling. A researcher-designed survey was used to obtain information about participant's current school situations. The study connects teacher certification pathway to specific teacher needs. The results of the study will help school leaders better support and prepare their teachers to teach a CTE curriculum.

Impact of Direct Fine Motor Interactions on Handwriting

Carlye Breuhl, *Louisiana State University*

This proposal is for the presentation of research-in-progress by a graduate student in the process of completing a thesis studying the impact of direct fine motor interactions on handwriting. The study took place in a regular education pre-kindergarten classroom in a Title 1 elementary school located in a major city in Louisiana. Structured fine motor lessons consisting of regulated fine motor materials and feedback is documented in the literature as a strategy for strengthening fine motor skills (Hamilton & Liu, 2017). The purpose of the present study was to examine the impact of direct fine motor lessons on handwriting skills in early childhood students using interval data collection. Children were observed during free play center-time while interacting with free play materials. During a ten-minute period, the teacher collected interval data based on the percentage of time spent utilizing pre-existing fine motor materials within the classroom in comparison to a writing sample, in order to assess grip, quality of writing and hand strength. A Pinch and Grip Strength Intervention was implemented to increase fine motor skill development and a correlating mastery level of handwriting. Intervention data were collected in order to measure changes in the and the percentage of time engaged with specific fine motor materials which were designed to address both pinch and grip strength. Post intervention handwriting samples were used to determine if structured fine motor lessons increased the percentage of free-play minutes spent engaged with fine motor materials and/or an increase in quality of writing.

Preschool Teachers' Constructions of Early Reading

Karen Walker, *Northwestern State University*

Much of the current discourse surrounding the practice of early reading has emerged from policies that dictate the definition and means by which reading is taught and by which reading success is measured. Although this discourse directly influences the work of preschool teachers, little is known about what preschool teachers think about early reading and how they develop these understandings or constructions. Research concerning preschool teacher's constructions is useful because of the potential influence on teachers' decisions and classroom behaviors. The purpose of this study is to better understand preschool teacher's constructions concerning early reading and the process of learning to read. Six preschool teachers, with a variety of personal, educational, and professional experiences, from four diverse early childhood programs in the North Texas area were interviewed over a nine-month period during which each participant was interviewed for approximately three hours.

Through systematic, inductive analysis, three themes were identified under an overarching theme of the interdependent and relational nature of early reading influences: out-of-school interactions, in-school interactions, and interactions with text. Without exception, these teachers referred to their life experiences as influencing their approach to teaching in general and to teaching reading in particular. The goals these preschool teachers had for their students and their instructional decisions were indications of their unique and evolving constructions of early reading and are absolutely grounded in their practice: in their life experiences and in their daily interactions with children. This study suggests that stakeholders should remember that these practical experiences are a primary influence on how preschool teachers think about early reading and the process of learning to read.

How Interactive Read Alouds Affect Early Literacy

Toni Romero, *Louisiana State University*

I am currently in a preschool classroom and I noticed that during read alouds, students were usually off task, glancing around the room, fidgeting with their shoes, or talking to their neighbors on the carpet. This was really disappointing and troubling to me, so I came up with a few reasons this may be. First, I wondered if the teacher reading the book was modeling reading

in the best way possible. I also wondered what the students could do to better understand the story and be more interested in it.

First, I looked at some standards from Louisiana Believes. According to Standard LL 4, preschool students should be answering simple questions about books read aloud to them, reciting simple phrases or words from a text and identifying characters or important parts of a story when prompted after a read aloud. After looking at standards, I did some research. I found many different research and practice articles that basically confirmed what I already thought: effective interactive read alouds can have a positive impact on early literacy.

For my baseline data, I read four age-appropriate stories to students without using an expressive voice, without questioning, and without pausing while reading. I observed three specific children during baseline and found that they did not show signs of listening (like nodding, making eye contact, etc.), did not ask any questions about the text, and could not tell me what the story was about when asked after reading. For my intervention, I started by implementing a teacher checklist that put emphasis on a few different effective strategies to use and model for students during read alouds. The behaviors on the checklist are below:

- Provides a comfortable environment that allows for all children to see the pictures and text
- Provides background information, discusses the cover, and introduces the story
- Selects a variety of meaningful texts
- Reads with an expressive voice
- Invites children to question, discuss, and make predictions
- Poses questions for discussion
- Provides opportunities for students to connect new information to prior knowledge

I read six age-appropriate books that were transportation themed to match the theme of the classroom. I observed the same three children when I read, and I used the strategies in the teacher checklist as I read. I looked for these behaviors in the three students during the read alouds: provides evidence that he/she is listening, asks on-topic questions, responds appropriately to questions about the content, and can accurately say what the story was about after reading. I used an interval checklist to track these behaviors. The three students improved in all four behavior areas, and showed signs of paying attention, started asking questions and answering them appropriately, and could accurately tell me what the stories were about after

reading. I believe this intervention was extremely effective in this preschool classroom, and I definitely saw an improvement and a positive impact on early literacy in these particular students using effective interactive read alouds.

Efficacy & Resilience in College Students: Influences on Socially Responsible Leadership
Paula Atkins, *Louisiana Tech University*

Colleges have historically attended to leadership development as part of their mission to prepare college students for active and responsible civic. Yet, the current environment characterized by corporate misconduct, uncivil discourse, and failures to effectively address global issues has resulted in not only a lack of confidence in leadership but also a call to reconsider leadership's role in social change. The current generation of college students seeks social justice from leadership, but evidence suggests they lack the skills required to confront challenges. Developing efficacy and resilience may be essential to building leader capacity for social responsibility and preparing students for barriers encountered with civic engagement and social change. This study explored socially responsible leadership and its relationship to leader efficacy and resilience in college students. The investigation further examined the role of gender and race in these relationships.

The study employed the Multi-Institutional Study of Leadership (MSL) which assesses student and educational outcomes relevant to the values underlying the Social Change Model of Student Leadership. The MSL utilizes the Socially Responsible Leadership Scale as a foundation but also incorporates measures of leader efficacy and resilience. Utilizing archival data from the 2015 administration of the MSL, the sample (N=840) included equal numbers of males and females evenly distributed across seven broad racial groups.

Results of the analysis revealed a positive, linear relationship between leader efficacy and the capacity for socially responsible leadership ($r(838) = .612, p < .001$). Similarly, the analysis revealed that resilience is strongly associated with the capacity for socially responsible leadership ($r(838) = .634, p < .001$). The capacity for socially responsible leadership varied according to race, but not by gender. Neither gender nor race were found to modify the relationships. Together, all four variables explained 51.1% of the variance with leader efficacy uniquely contributing 35.7% and resilience uniquely contributing 12.36%.

The findings regarding the positive association between efficacy, resilience, and socially responsible leadership can inform the university curriculum and policies regarding student engagement and leader preparation. It is imperative to foster an inclusive environment that promotes social and civic responsibility if we expect graduates to be prepared and committed to confront and persist through issues of social change. The findings in this study present a timely reminder to institutions of higher education of their obligations to develop students with the skills and desire to be socially responsible and civically engaged. While there may be disagreement on the purpose of leadership, this study serves as an invitation to explore options which benefit students, institutions and the broader community and encourages institutions of higher education to purposefully incorporate essential skills and respond to the current generation of students who are poised to make positive social change.

Foreign Language Faculty Members' Usage of Their Introductory Course Textbook in Louisiana Universities

Jerry Parker and Nan Adams, *Southeastern Louisiana University*

As an educational tool in the classroom, textbooks function as one aspect of the larger departmental curriculum. Textbooks play a vital role in the curriculum because they are the official codification of bodies of knowledge and signify what a society has deemed to be the legitimate truths that need to be conveyed from generation to generation (Venezsky, 1992). Textbooks help to set canons of thought on truthfulness and help to create a reference point for defining knowledge, culture, beliefs, and morality within society and the classroom. University-level foreign language textbooks have traditionally been designed by a small number of foreign language professors (Leloup, & Long, 2014). Foreign language textbooks are usually the result of Second Language Acquisition theory, professor's pedagogical experiences, and best practices in the field. Foreign language textbooks are unique because they serve as a type of time capsule that uses texts and images as representational samples of the ideal language and culture to be taught and learned (Weninger and Kiss, 2014).

The foreign language textbook plays a critical role particularly in introductory (101, 102, 201, & 202) courses because it serves as the delivery system of political, economic, and cultural facts (Elissondo, 2001; Kramsch, 1987). Introductory foreign language textbooks likewise traditionally conform to student's preconceived notions of the target language and the associated

cultures by offering simplistic visuals and narratives in order to earn a profit for publishers (Elissondo, 2001; Shedivy, 2003). While these textbooks are designed to allow faculty members to use their academic freedom when teaching, there is still little understanding of how much of the foreign language classroom is actually based on the faculty members expertise rather than the design of the textbook. This presentation will report part of the findings of a dissertation study aimed at understanding the ways in which higher education French and Spanish faculty members throughout the state of Louisiana engaged with and used the content presented in their course textbook in their course planning and instructional practices in their introductory language courses.

Act 1 in Context

Lynn Walters-Rauenhorst, *University of New Orleans*

Through the lens of Bourdieu's forms of capital (Bourdieu, 1986), a critical discourse analysis of LA Act 1 (2012) (Act 1) was conducted to investigate the Louisiana Legislature's dilution and/or transfer of power from local school boards, building level administrators, and teachers to itself. Through discourse, the Legislature has defined who has power, how that power will be deployed, performance criteria, and the definition of effectiveness. Bourdieu conceptualized capital beyond economic forms and defined it in terms of cultural, symbolic, and social obligations or connections (Bourdieu, 1986). Loyal and Quilley (2017) further expanded Bourdieu's conceptions of capital to include the state, in this case, the Louisiana Legislature. By tapping into its various forms of capital the Legislature has effectively situated itself as an expert in the education of Louisiana's children through the use of discourse to craft legislation that defines the criteria of a quality education. The Act uses language borrowed from the business world including "performance objectives, performance targets, and performance ratings" (LA Act 1 2012, p. 2). In the broader educational landscape, the Legislature's legislative agenda fits within neoliberal education policies (Verger, Fontdevila, & Zancajo, 2016).

However, the relevant literature suggests that Act 1 does not support best practices and the legislation has negative impacts on student achievement. Act 1 defines teacher effectiveness and an evaluation process; however, research posits that evaluation effectiveness is conditioned on linked professional development opportunities, quality feedback, and the relationship between the instructional leader and teachers (Derrington & Campbell, 2018; Lejonberg, Elstad, &

Christophersen, 2018; Tuytens & Devos, 2017). Another component of Act 1 paves the way for incentive pay for highly effective teachers. Turning again to the literature, studies conducted in both urban and rural schools indicate that incentive pay does not raise student achievement (Goodman & Turner, 2013; Manzeske, Garland, Williams, West, Kistner, & Rapaport, 2016). Finally, research is clear that access to a high-quality teacher is a determining factor in student achievement, but attrition trends point to teacher migration to high-performing schools exacerbating turnover rates in low performing schools (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Boyd, Lankford, Loeb, & Wyckoff, 2008; Darling-Hammond, 2000; Konstantopoulos & Chung, 2011; Sporte, Jiang, & Luppescu, 2015; Watlington, Shockley, Guglielmino, & Felsher, 2010).

The Louisiana Legislature, through its deployment of social, cultural, and symbolic capital, have defined the parameters of student achievement, school board, administrator and teacher performance, and effectiveness criteria thereby eroding the power of community stakeholders. Through the lens of Bourdieu's forms of capital, this discourse analysis reconceptualizes the intentions of the Legislature in codifying Act 1. Consistent with Jager and Maier (2016), through its deployment of various forms of capital, the Louisiana Legislature has garnered the power of discourse as well as the power over discourse.

High School Counselor and Job Satisfaction in an Urban School District

Christianne Ricard, *Louisiana State University*

Research has indicated school counselors experience role confusion both in practice and professional identity (Lieberman, 2004; Chandler, Burnham, Riechel, Dahir, Stone, Oliver, Bledsoe, 2018) which can lead to a lack of job satisfaction. With such role ambiguity primarily from school counselors being assigned non-counseling duties, it is not uncommon for the professional school counselor to seek a more balanced role in the educational space. The struggle with role confusion seems to be on the rise in the school counseling profession leading to negative self-efficacy affected by performing non-counseling duties (Jellison, 2013). For the most part, teachers and administrators have clear and defined roles related to job expectations and performance. School counselors are unobtrusively faced with tasks that co-mingle with administrative tasks resulting in role confusion which could possibly lead to lack of interest in the

profession (Coli & Freeman, 1997). Perera-Diltz, and Mason (2008) discussed several attempts to stabilize the school counseling progression at the local, state, and national level. This study addresses school counselor perceptions of pathways for promotion in a school district. The purpose of this study will use an explanatory sequential design to explore participant views, experiences, and current thoughts regarding school counselor duties and if there's a connection to the way high school counselors cope with role confusion and retention. "Guidance and counseling, emerged in the 1920's for the primary purpose of assisting students with occupational selection and placement" (Campbell & Dahir, 1997). According to Goodman-Scott, Watkinson, Martin, & Biles (2016), "school counselor preparation, licensure and practice are often recommended as uniform across educational levels (i.e., elementary, middle, and high school)." Since its inception, guidance counseling practices has developed guidelines to assist in the understanding the role of school counselors. School principals and their relationship with school counselors can also create further role conflict in the daily practices school counselor. Zalaquett (2005) suggested the role and function of school counselors are determined by the principal. Many counselors at all levels of education (elementary, middle, and high school) are assigned their tasks from administration which defines their role despite education and training. It is important to highlight that it is not only the school counselor's perspective of their role but the principal's perception of the school counselor's standard of practice. Principals are faced with demands and will use school counselors to meet those demands such as clerical duties and administrative tasks rather than counseling duties (Ribak-Rosenthal, 1994). One of the major issues regarding the role and function of school counselors is consists of vague job descriptions and duties (Zalaquett, 2005). There have been many attempts to clarify the role of school counselors and as a result, the confusion is perpetuated. The American Counselor Association highlights the skills and scope of practice for school counselors. Despite the efforts of ASCA, the Louisiana Model for School Counselors and the State Department of Education, it results in how the individual principals want to use the school counselor on their campus. The consequences of role confusion and or ambiguity for school counseling practices result in lower levels of self-efficacy, "loss of time to perform actual counseling functions that benefit students." (Day & Sparacio, 1980; DeMato & Curcio, 2004;

Charter School Locations and Geographic Selectivity in New Orleans

Brian Beabout, Lynn Walters-Rauenhorst, and Kayla Briggs

University of New Orleans

Research Purpose

As charter schools have expanded since the late 1990s, there has been significant debate concerning their relative performance when compared with district-run schools (Bickmore & Gawlik, 2017; CREDO, 2013). While the evidence on student performance has been inconclusive, one persistent critique of charter schools has been their ability, as schools of choice, to potentially cream top-performing students away from district-run schools thereby exhibiting false higher performance due to student selection rather than improved instructional practices. Charter schools can mold their student population by their marketing practices (Beabout & Reneau, 2011; Lubienski, 2007) or by selecting specific curricular models to attract specific types of students (Buchanan & Fox, 2003). There is also some existing literature suggesting that charters may be trying to “game the system” by locating in higher income areas so as to avoid enrolling high numbers of low-income students who might put the school at risk for poor test scores and eventual closure (Lee, 2018; Lubienski, Gulosino & Weitzel, 2009). Or even more cynically, locating on the border between higher income and lower income areas- so as not to appear to be avoiding poor students--- but keeping the likelihood of attracting middle class families a higher due to proximity.

A key assumption of the geographic-selectivity mechanism is that charter operators are free to locate wherever they wish and that they seek to move closer to low poverty areas. This assumption has not been well-studied empirically, prompting the authors to examine the following research questions:

- 1) Do charter school in New Orleans identify a school location in their charter application?
- 2) Do charter schools in New Orleans remain in at a pre-identified location from charter application through year five of operation?
- 3) Is there a difference in neighborhood socioeconomic makeup between charter school’s initial locations and their newer locations?

Data Sources

Charter school addresses published annually in the New Orleans Parent’s Guide to Public Schools. New Orleans neighborhood 2010 US Census tract data.

Data Analysis

RQ#1: What percentage of charter school applications from selected years list a school site in their application?

RQ#2: What percentage of charter schools that have different addresses over the selected years?

RQ#3: If a school does move, what is the difference in the percentage poverty from the old and new census tracts of the school location?

A Comparison of the Predictors of Principal Burnout in a Traditional and Nontraditional Educational Setting

Clayton Franklin and Keicia Hawkins, *Northwestern State University*

The method of research is a qualitative study through the use of a small focus group discussion/communication conducted to identify causes, reductions, and/or preventions to principal burnout. Included in this overview are the 33 participants: 19 adult females and five adult males from the public-school setting and six adult females and three adult males from the corrections setting. All are educational leaders who currently work or have worked in a leadership position at a correctional facility and/or public-school system. A Metaplan Technique is used to determine root causes as to why these education leaders left their principalships prematurely despite the intrinsic rewards associated with their job. In addition, some concepts and components of the Facet Theory are used in classifying and categorizing burnout experiences. The group discussion concerns the cause(s) that lead these principals to leave the facility due to possible burnout. Questions and topics pertaining to this stressor are brought forth for discussion. The desired outcome for this group is to find an educated problem-solving approach that would reduce or eliminate principal burnout. Causes and implications are discussed in association with the need for professional development opportunities, shareholder support systems, leadership coaching, and better principal preparation for the job. Results revealed similarities and differences concerning the challenges educational leaders faced and the solutions each person used to solve or resolve certain situations. Educator burnout can affect some of the most formidable individuals whereby forcing these leaders into early retirement or even the onset of health issues.

The Impact of a District Wide Leadership Development Academy on Aspiring Leaders and Effective Leadership Practices

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According to Covey (2011), the number one reason people leave their job is a bad relationship with their boss. That bad relationship may be the result of a misalignment in leadership styles, a lack of trust, or a combination of both. When you trust people, you have confidence in them and in their integrity and their abilities (Covey, 2011, p. 5). Therefore, an administrator must be cognizant of their leadership style and its effect on relationships and the level of trust in those relationships. Bin Jomah (2016) explained that leadership contributes to the enhancement of personal and organizational growth. Knowing when to employ certain leadership styles requires some practice and training. For this reason, individuals who aspire to become administrators should consider the option to participate in a leadership preparation program. Inadequate principal mentoring and applicable professional development contributes to the complexities of leadership (Cook, 2014). Furthermore, the leadership style adopted in an institution decides the success and performance of employees (Bin Jomah, 2016).

There will always be a discussion on who principals are, principal preparation, and certification requirements to become a principal (Brumley, 2011). To prepare aspiring leaders, DeSoto Parish School Board developed Operation L.E.A.D. The purpose is to strengthen the leadership effectiveness of practicing leaders and to increase awareness of effective leadership practices for aspiring leaders.

Leadership is intriguing in the field of administration. The behaviors of a school principal's leadership style affect employee performance and organizational productivity. Teachers want to have confidence in their principal (Kars and Inandi, 2018) and that trust, that feeling of security in leadership, is developed from relationships. Balyer (2017) indicates the strongest indicator that affects employees feeling valuable and secure is trust in the school's principal. According to Babaoglan (2016), an improvement in a principal's leadership behavior develops trust between the school leader and teachers. As well, many teachers do not trust principal's daily administrative implementations and they devalue principals who are inexperienced, have been appointed, and are not aware of school administration (Balyer, 2017).

This study will focus on the following research questions:

1. What are the qualities of effective educational leaders?

2. How does the relationship and trust of educational leader's impact teachers?
3. How does an effective, district level, educational leadership development program impact leaders and teachers in a small school district?

The Role of Administrator Behavior in the Success of a School Wide Behavior Program

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The behavior of administrators has a major effect on the outcome of the success of programs that are implemented in their schools. The purpose of this study was to identify behaviors that administrators must do in order to have a program successfully implemented and sustain at their school. The researcher examined small, rural school's administration implemented and continued a successful school-wide behavior program. The research conducted interviews with the administration, surveyed the teachers, analyzed nine years of discipline data, and focused on a cohort of students over their four years using the behavior program. The results showed that the administration followed research-based strategies in order to implement and sustain their behavior program. Additionally, the results from the teacher survey support the effective behavior from the administration during the initiation and continuation of the program. The discipline data showed a dramatic decline in the number of referrals the year that the behavior program was introduced, and the reduced number of referrals continued through the next eight years. The student cohort showed a reduction in the amount of referrals each year over the four years of attending the school. This study found that the behavior of administrators directly affects the success of a school-wide behavior program. Administrators should follow research-based strategies when initiating a new program at their schools. Administrators must provide the necessary resources, allow collaboration among teachers, invite teacher to evaluate the program, and properly train all stakeholders using the program. Additionally, administrators must choose a program that supports their discipline goals. If school leaders want to effectively implement a school-wide program, they must understand how their behavior can affect the outcome of the program.