Research Issues in Contemporary Education

Vol. 3, No. 2 | Fall / Winter 2018

A publication of the Louisiana Education Research Association

Research Issues in Contemporary Education

Vol. 3, No. 2 Fall / Winter 2018

Table of Contents

SUBMISSION GUIDELINES FOR AUTHORS

Research Issues in Contemporary Education (RICE) is a double-blind, peer review online journal that publishes educational research studies, literature reviews, and position statements regarding current issues in education. Views expressed in all published articles are the views of the author(s), and publication in *RICE* does not constitute endorsement. Submission of an article implies that it has not been published elsewhere and is not currently under review for publication elsewhere. RICE article submissions can be any length between 3,000 to 10,000 words, excluding references, and must follow the guidelines in the 6th edition of the APA Manual.

There should be no author identification in the article, but a cover page must be included with the submission with complete author identification and contact information.

Authors can submit their manuscripts electronically in Microsoft Word to RICE@LERAweb.net.

Research Issues in Contemporary Education (*RICE*) is a refereed publication of the Louisiana Education Research Association (LERA). It serves to promote the scholarship of educational researchers who initiate and extend the dialogs about current topics of interest in P-12 and higher education.

Calls for manuscripts will be posted on the LERA Website at http://leraweb.net/. Questions or comments should be directed to the managing editors at lera@leraweb.net.

ISBN: 978-1-4675-4083-4

FOREWARD

Greetings,

This issue of *Research Issues in Contemporary Education* (RICE) presents the Rayma Harchar and graduate award-winning papers from the 2018 Louisiana Educational Research Association's Annual conference. These articles highlight crucial and timely topics in public education in Louisiana schools. The Rayma Harchar Award Paper written by Lakesha N. Reese-Penn and Adam C. Elder investigated the teacher value-added evaluation measures and school performance in Louisiana public schools, especially considering the percentage of minority-enrolled students. The Outstanding Graduate Student Paper written by Jonathan Loveall explored the dynamics that contribute to the school-to-prison pipeline and offered a sage recommendation for disrupting this phenomenon in schooling. In addition to these excellent contributions to research, the presentation abstracts from the conference are included at the end of the issue.

Two research-based articles included in this issue explored divergent topics in teacher education. Gamborg, Webb, Smith, and Baumgartner contributed an article on novice teacher's sense of self-efficacy and their expectations framed with social learning theory with implications for induction programs in teacher education. Jordan's article on White pre-service teachers' reaction to counternarratives provided suggestions for, and critique of, their effectiveness in teacher education.

I am pleased to announce the formal creation of an Editorial Board for RICE. I would like to express my gratitude to Maggi Bienvenu, Tarrah Davis, Linda Fairchild, Mary Hidalgo, and Letitia Walters for their service and attention to detail that made this issue possible. With the assistance of the new Editorial board, RICE will begin publishing issues bi-annually.

Sincerely,

Natalie Keefer
Managing Editor
University of Louisiana at Lafayette

RAYMA HARCHAR OUTSTANDING RESEARCH PAPER AWARD

The Significance of the Imbalance of Accountability Mandates

Lakesha N. Reese-Penn and Adam C. Elder
Southeastern Louisiana University

Abstract

Student achievement on standardized testing is a core component of accountability measures for teachers, schools, and districts nationwide, but extant research on this practice is inconclusive about its validity and differs depending on various state-level policies. This study examines how accountability outcomes vary for teachers and school districts in Louisiana using publicly available data. The findings showed that there is an imbalance in accountability outcomes for various stakeholders that warrants discussion in accountability policies and research.

Keywords: accountability, teacher evaluation, value-added

Introduction

There has been a conscientious effort to foster significant improvement in student achievement nationwide in the past two decades. This has been commissioned through federal accountability mandates such as No Child Left Behind (NCLB) and the Every Student Succeeds Act (ESSA), as well as incentivized in the Race to the Top (RTT) grant program. NCLB was implemented in 2002, and it focused on accountability systems and required standardized assessment of student performance 3rd through 8th grade (No Child Left Behind Act, 2001). RTT defined an overhaul of teacher evaluation to include performance measures and targets based primarily on student performance (Race to the Top Executive Summary, 2009). ESSA was passed in 2010 and replaced NCLB by shifting power from the federal level to the states, but it continued the premise of tracking student achievement across subgroups and measuring the success of schools and districts on the performance of teachers and students (Every Child Succeeds Act, 2015). In addition to implementing more stringent accountability expectations, these initiatives placed an increased focus on "at risk" student populations, which include students who are economically disadvantaged, minorities, special education, and English as a second language students.

These federal mandates have provided a framework of policies that state legislators and departments of education have enacted to overhaul and improve teacher evaluation and student performance. The state of Louisiana followed suit with a litany of educational reform legislation. The most prominent is Act 54, which was passed in 2010 and was enacted statewide in the 2011-2012 school year. This legislation required teacher evaluation to encompass both teacher performance and student performance, a uniformed evaluation tool, teachers' professional ratings, and a high-stake policy that would be determined from teacher evaluation scores and student assessment results for teachers where both components were both weighted equally (La. Act 54, 2010).

The reformed model of Louisiana's teacher evaluation system, called COMPASS, was highly focused on the components of student growth and professional practice. This mandated that teachers receive an evaluation score and rating that is calculated such that half of the score is determined by their classroom observation and the other half their value-added model (VAM) or student learning target (SLT) score. The first component of the COMPASS evaluation requires teachers be evaluated twice per year both formally and informally using the COMPASS framework for teaching rubric or another state-approved rubric that is then

converted to align with the COMPASS evaluation system. The second component of COMPASS requires teachers to submit two SLTs, which are academic goals focused on student achievement. The targets set on SLTs are rigorous and evaluative, and they are set based on student performance data from previous standardized state assessments or district benchmark assessments that mirror state assessments. Although all teachers were required to complete SLTs, the score was only used initially for teachers that were not evaluated using VAMs. VAMs are predictive models that forecast students' test scores based on a variety of factors that are used to evaluate a teacher's effectiveness. Since its implementation, the COMPASS system has undergone many revisions with new adjustments being implemented from modifications based on the implementation of ESSA. The various components of the evaluation are then compiled to assign a teacher one of four ratings that classify the educator's effectiveness as *Ineffective, Effective Emerging, Effective Proficient,* or *Highly Effective;* these ratings become a permanent part of a teachers' professional record.

Accountability structures in Louisiana are multifaceted. Schools and districts receive letter grade ratings based on student performance on state assessments in 3rd through 12th grade, as well as other relevant metrics such as student retention and graduation. Teacher ratings and letter grading have collectively created disparity between teachers who work at schools whose population consists of a higher percentage of minority students compared to a lower percentage of minority students. The rise in accountability mandates has placed increased pressure on principals, teachers, and students and has jeopardized teacher and student efficacy. The common practice has become hinging decisions about program effectiveness, student learning, student growth, teacher effectiveness, administrator effectiveness, school climate, and a host of other identifiers about public schooling on scores set from the performance of students on standardized assessments (Warlop, 2016). Act 54 was enacted with the premise that it would improve and properly align teacher instruction, adequately measure student performance, provide teachers with meaningful feedback to foster continuous improvement, and supply data to determine professional development for teacher support.

Assessments have created a standard evaluation of students, teachers, principals, and schools, whereas school letter grades are determined by student performance scores. The current system attaches a letter grade to determine the success of the school based on a formula and rating defined by the Louisiana Department of Education (LDOE). This practice implemented by the LDOE has based the success or the failure of schools and teachers largely on students' performance on the state assessments. The majority of the schools that have been labeled "struggling schools" (D and F schools) have an enrollment that consists of a higher percentage of minority students, socioeconomically disadvantaged students, and students with disabilities, relative to schools that have been labeled as "exemplar schools" (A and B schools) with a higher percentage of White students and lower percentages of socioeconomically disadvantaged students and students with disabilities.

The purpose of this study was to investigate if there is an imbalance in the accountability outcomes in Louisiana public schools based on demographic factors outside of student performance on standardized assessments. Specifically, the study was interested in examining whether there were disparities in elementary teachers' professional evaluation scores and in district performance scores based on school performance scores and various demographic factors. The research questions for this study were the following:

1. Is there a difference in the percent of teachers with good evaluation ratings at high-performing public elementary schools compared to low-performing public elementary schools in Louisiana?
2. Does student enrollment and the percentage of minority students in Louisiana's public school districts make a difference in district performance scores?

Literature Review

Teachers differ considerably in their effectiveness to promote their students' academic achievement, and this variability in teacher effectiveness can be large (Nye, Konstanopoulos, & Hedges, 2004; Rivkin, Hanushek, & Kain, 2005; Rowan, Correnti, & Miller, 2003). Education policy over the past decade has shifted from emphasizing school performance to focusing on individual teachers (Goldhaber, 2015). Additionally, the present shift in accountability has placed most of the responsibility of the school performance measures on

teacher performance and their students' performance. Teachers working to close achievement gaps have varied contextual factors and school factors such as student demographics, faculty characteristics, class sizes, and available resources; therefore, it is of critical importance that researchers and policy makers not rely solely on value-added results (Franco & Seidel, 2014). Moreover, these factors consistently have been shown to have an impact on standardized test scores. Therefore, evaluation criteria that is confined to students' performance on standardized tests independent of "social, cultural, and economic context and [of] policies, practices, and resources of schools is unfair to teachers, administrators, students, and others because it holds them fully accountable for outcomes that they have limited power to produce" (Murray & Howe, 2017, p. 11). Murray and Howe (2017) further emphasized that restricting evaluation criteria exclusively to student academic performance hinders leaders' ability to ascertain how various policies and practices interplay with student outcomes—knowledge that is necessary to ultimately improve the school. A significant amount of research exists that explores teacher efficacy and its relationship with student achievement. The literature also highlights the ineffectiveness, inconsistency, and/or inequity of the use of high-stakes teacher evaluation measures including VAM and teacher observations.

VAM models have been utilized as a tool that identifies teacher performance or effectiveness with the ultimate objective of rewarding or penalizing teachers (Konstantopoulos, 2014). Research shows using teacher evaluation to inform high-stakes decisions is controversial and lacks consensus among the research community for the use of evaluation and decision-making (Goldhaber, 2014). The disagreement in part is the use of the statistical properties, the validity of a measurement of teacher performance, and the variations of valued-added measures throughout the grade and academic content (Goldhaber & Hausen, 2013; Kane, McCaffrey, Miller, & Staiger, 2013; McCaffrey, Sass, Lockwood, & Mihaly, 2009) and has led to questions of the reliability for its use in high-stakes purposes (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012). In addition to VAM, research has also shown that instruments used in classroom observations can be biased; therefore, these also pose issues with the validity of the rankings they assign teachers (Bell et al., 2012; Elder, 2016). The lingering questions in the literature related to the measures used to evaluate teachers and the documented disparities that present themselves with standardized testing demonstrates a need for research into possible inequities in state evaluation mandates.

Data and Analytic Approach

The data for this study were collected from the publicly available LDOE data center website. This study focused exclusively on accountability data from the 2015-2016 school year because this was the last year of the hiatus for VAM that was implemented by the LDOE due to a change in the statewide standardized assessments. Furthermore, only elementary schools were considered for the first question in this study since comparing accountability outcomes across school levels could confound the results due to the differing methods of school evaluation by level in Louisiana. The data were pulled from various spreadsheets and merged into one dataset using the unique identifiers assigned to each school and district by the LDOE. Since the data that are made available to the public are only presented in aggregate form at either the school or district level, the units of analysis for this study were schools and districts for each research question, respectively.

Differences Between Low- and High-Rated Schools

An independent samples *t*-test was conducted to analyze the data for the first research question. The outcome of interest for the analysis was the percentage of teachers at the school that scored a *Proficient* or *Highly Effective* evaluation rating on the COMPASS instrument. The independent variable was a dichotomous variable that indicates whether the school was classified as a high or low performing school. Schools were classified into the high performing category if they received an A or B rating on their annual report card for the 2015-2016 school year, and schools that received a D or F grade were classified as low performing. Schools that earned a C rating were excluded from the analysis because the focus for this question was to determine if there was a difference between high and low performing schools, not to examine schools with an "average" grade. In

total, 504 public elementary schools in Louisiana were included in the analysis. There were 335 schools that were classified as high performing and 169 that were classified as low performing.

Differences Between Districts

A factorial ANOVA was utilized to analyze the data for the second research question. The outcome of interest was the district performance score (DPS), which is a numerical score assigned to districts based on a variety of measures including student performance on standardized assessments as well as retention and graduation rates. The first independent variable was the district size, which was grouped comparatively by size into three equal groups of districts that were classified as having either large (more than 8,400), medium (3,201 to 8,400), or small (less than 3,200) student enrollment. The second independent variable was the ethnic composition of the district. Specifically, districts were classified as having a low (0-33%), moderate (34-66%), or high (67-100%) percentage of minority students (defined as all non-White students). All 69 traditional school districts in the state were included in this analysis. Districts such as the Recovery School District and charter networks were excluded due to their nontraditional structure and governance.

Findings

The results of the independent samples *t*-test showed that there was a statistically significant difference in the percentage of teachers receiving high evaluation ratings between high and low performing schools, $t(190.53) = 8.95$, $p < .001$. The variances between the two groups were heterogeneous ($F = 164.10$, $p < .001$), so the degrees of freedom were adjusted using the Welch-Satterthwaite method. The effect size was large, $d = 0.94$, indicating schools identified as high performing ($M = 97.12$, $SD = 5.27$) had a significantly larger proportion of teachers rated as effective compared to low performing schools ($M = 86.77$, $SD = 14.57$).

The results of the factorial ANOVA showed there was not a significant interaction between the amount of minority students and the district size, $F(4,60) = 0.23$, $p = .92$. However, there were significant differences between categories for both the amount of minority students in the district, $F(2,60) = 23.52$, $p < .001$, as well as the district enrollment size, $F(2,60) = 3.67$, $p = .03$. A Tukey post hoc test was conducted for each of the main effects to determine which categories were significantly different. The means and standard deviations for each group are presented in Table 1. The Tukey post hoc tests indicated that there are significant differences in district performance scores when the amount of minority students is taken into account. Specifically, each of the classifications was statistically significantly different from the others ($p < .01$). The results showed that districts with more minority students had lower district performance scores. There was not a statistically significant difference between districts with medium and large levels of enrollment ($p = .64$), but small districts had statistically significantly lower district performance scores than medium ($p = .01$) and large ($p < .01$) districts.

Table 1. *Means and Standard Deviations of District Performance Scores by Percentage of Minority Students and Enrollment Size*

District Size	Percentage of Minority Students			
	Low	Moderate	High	Total
Small	97.6 (5.2)	83.8 (12.1)	70.5 (10.3)	81.6 (14.4)
Medium	98.8 (10.7)	91.4 (11.4)	75.8 (14.0)	90.7 (12.8)
Large	105.9 (5.0)	94.8 (10.0)	77.2 (4.9)	93.4 (12.7)
Total	100.9 (7.6)	90.8 (11.6)	73.4 (9.7)	88.5 (14.1)

Discussion

This study found that disparate accountability ratings are being assigned in Louisiana's public schools. The results of the independent *t*-test showed that there is a significant difference in teachers' professional evaluation ratings between high and low performing elementary schools. The factorial ANOVA showed that significant differences exist in district performance scores across districts with varying amounts of minority students and enrollment counts. These differences were prevalent across all classifications of percentage of minority students, but significant differences between enrollment sizes were only found between the smallest one-third of districts and the largest two-thirds of districts in the state. These results have important implications for policy and practice when it comes to measuring accountability for teachers, schools, and districts in Louisiana.

According to Hanushek and Raymond (2005), accountability has tended to help White achievement more than Black achievement, and observed movement toward higher minority concentrations in schools has a detrimental effect on Black achievement, which pushes toward a wider distribution of achievement. Most schools that have highly rated teachers have more resources and are usually not located in urban areas. Human capital or high turnover is usually not an issue; therefore, it provides a greater effect on change and improvement of student academic performance. Principals are able to effectively support teachers more effortlessly, continuously, and frequently. For this reason, principal support is an important variable that should be included when discussing achievement in addition to more commonly measured attributes such as demographics, student ethnic composition, and school resources.

One of the overarching reasons for the implementation of COMPASS and Act 54 was to have teacher evaluation data be more closely reflective of student performance data. This performance data is gathered for elementary schools using student performance scores and SLTs for third through fifth grade and SLTs only for Pre-K through second grade. The difference in teacher evaluation ratings between schools furthers the idea that the COMPASS observation tool needs to be revisited and revised. In its current state, it is not inclusive of all teachers. Letter grading systems fail to validly measure and represent school quality, and they typically fail to drive or promote school improvement (Murray & Howe, 2017). The results of this study found that teachers who teach in schools that receive poor ratings using the current system are more likely to receive poor evaluation ratings.

This result is unsurprising when the fact that both school letter grades and teacher evaluations are largely tied to standardized test performance. However, the research has demonstrated the fallibility of this method, especially considering teachers can account for as little as one percent of a student's performance on standardized assessments (American Statistical Association, 2014). This is especially problematic when the stakes that are attached to these evaluation ratings are taken into consideration. Teachers are ultimately viewed, judged, and characterized by their evaluations, which are entered and stored into COMPASS Information System (CIS), a web-based system that allows the transparency of other school districts the ability to review teachers' evaluations for any employment opportunities. The results of this study showed that without the background context of school performance and student performance trends, as well as myriad contextual factors, this practice becomes maligned and more punitive toward the teacher, which could in turn affect their efficacy and contribute to a culture of attrition and stifled growth for potential teacher leaders. This demonstrates one way in which the extensive accountability mandates and measures in Louisiana have distorted and negatively highlighted the performance of disadvantaged schools, likely leading to decreased teacher and student efficacy, environments of stress and anxiety, weakened pedagogy, and routinized teaching.

These findings also suggest that school districts should be measured comparatively as analyzed in this study. District size and ethnic composition are just some of the factors that should be considered when reporting data publicly and using it to draw comparative conclusions about district performance. The Louisiana Department of Education can seek to improve the quality of student achievement and school improvement by revising, readjusting, and restructuring the current letter grade formula by tiering districts into levels to properly analyze students' performance. This would make reporting school and district performance more equitable.

Limitations and Future Research

There are limitations of this study that are worth noting, and these limitations lend themselves to future research opportunities. The school-level analysis only looked at elementary schools in the state. Expanding to other levels in future studies could provide additional meaningful information about equity issues surrounding evaluation ratings in Louisiana. Additionally, since the results supported extant literature that says accountability outcomes differ across various demographic factors, future research should incorporate these factors. This study did not consider these factors at the school-level and only examined size and ethnic composition at the district level. Additional controls would better isolate the impacts of any factors that are of interest when examining teacher, school, and district evaluation.

References

American Statistical Association. (2014). *ASA statement on using value-added models for educational assessment*. Alexandria, VA: Author.

Bell, C. A., Gitomer, D. H., McCaffrey, D. F., Hamre, B. K., Pianta, R. C., & Qi, Y. (2012). An argument approach to observation protocol validity. Educational Assessment, 17(2-3). 62-87.

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012, February 29). Evaluating teacher evaluation. *Education Next.* Retrieved from http://www.edweek.org/ew/articles

Elder, A. C. (2016). Examining the equity of a teacher observation rubric: A mixed methods approach. *Research Issues in Contemporary Education, 1*(1), 33-42.

Every Student Succeeds Act, S.1177, 114th Cong. (2015). Retrieved from http://edworkforce.house.gov/uploadedfiles/ every_student_succeeds_act_-_conference_report.pdf 2.

Franco, M. & K. Seidel (2014) Evidence for the need to more closely examine school effects in value-added modeling and related accountability policies. *Education and Urban Society, 46*(1) 30-58. doi: 10.1177/0013124511432306.

Goldhaber, D. (2015) Exploring the potential of value-added performance measures to affect the quality of the teacher workforce. *Educational Researcher, 44*(2), 87-95 doi: 10.3102/0013189X15574905

Goldhaber, D., & Hansen, M. (2013). Is it just a bad class? Assessing the long term stability of estimated teacher performance. *Economica, 80*(319), 589-612.

Hanushek, E., & Raymond, M. (2005). Does school accountability lead to improved student performance? *Journal of Policy Analysis and Management, 24*(2), 297-327.

Hanushek E., & Rivkin, S. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review: Papers and Proceedings, 100*, 267-271.

Kane, T. J., McCaffrey, D., Miller, T., & Staiger, D. (2013, January). *Have we identified effective teachers? Validating measures of effective teaching using random assignment* (MET Project Research Paper) Seattle, WA: Bill and Melinda Gates Foundation.

Konstantopoulos, S. (2014). Teacher effects, value added models, and accountability. *Teachers College Record, 116,* 1-21.

La. Act 54, H. B. 1033 (2010).

Lockwood, J., McCaffrey, D., Hamilton, L., Stecher, B., Le, V., & Martinez, J. (2007). The sensitivity of value-added teacher effect estimates to different mathematics achievement measures. *Journal of Educational Measurement, 44*(1), 47-67.

Murray, K., & Howe, K. R. (2017). Neglecting democracy in education policy: A-F school report card accountability systems. *Education Policy Analysis Archives, 25*(109), 1-31. http://dx.doi.org/10/14507/epaa.25.3017

No Child Left Behind Act of 2001, Public Law 107-110. (2002). Retrieved from http://www2.ed.gov/policy/elsec/leg/esea02/index.html

Rivkin, S., Hanshushek, E., & Kain J. (2005). Teachers, schools and academic achievement. *Econometrica,* 73, 417-458.

Warlop, D.M. (2016). Threats to validity in accountability structures for public education. *Curriculum and Teaching Dialogue, 18*(1&2), 41-55.

OUTSTANDING GRADUATE STUDENT RESEARCH PAPER AWARD

Disrupting the Pipeline: An Investigation into Suspension in South Louisiana's Rural Public Schools

Jonathan Loveall
Southeastern Louisiana University

Abstract

Previous research indicates that exclusionary discipline practices such as suspension lead to negative outcomes for students and disproportionately impact Black students, even though there is no evidence that Black students misbehave at rates greater than their peers. This study was conducted to examine suspension rates in rural public schools in Louisiana by comparing elementary and secondary schools and analyzing the relationship between the proportion of Black teachers and suspension rates. The data showed that suspension rates were higher in secondary schools than elementary schools and that a higher proportion of Black teachers was associated with lower suspension rates. These results indicate that more research is necessary into the factors impacting secondary suspension rates and that increasing a school's rate of Black teachers may be one tool for reducing suspension rates.

Keywords: suspension, Black teachers, rural schools

Overview of Subject

There is growing evidence that instead of correcting antisocial behavior, improving school climate, or improving long-term outcomes for students, school leaders' use of exclusionary discipline practices like suspension leads to negative outcomes like student dropout and increasing student interactions with the juvenile and adult criminal justice systems, especially and disproportionately for Black youth. In a study of public school students in Texas, students who experienced suspension or expulsion, especially those who experienced this repeatedly, were more likely to be held back a grade or drop out of school (Fabelo et al., 2011). In a study of a sample of counties in Missouri, researchers found that racially disproportionate out-of-school suspension rates were strongly linked to similarly racially disproportionate juvenile court referrals (Nicholson-Crotty, Birchmeier, & Valentine, 2009). Additionally, researchers found that students in Washington state who were suspended from or arrested at school were more likely to demonstrate antisocial behavior twelve months later (Hemphill, Toumbourou, Herrenkohl, McMorris, & Catalano, 2006). As society grapples with this school-to-prison pipeline, school leaders must be increasingly cognizant of disciplinary trends within their schools that may exacerbate this issue.

Researchers have suggested that Black students bear a disproportionate weight of this disciplinary burden, even as there is no compelling evidence that their behavior relative to their White peers merits it (Fabelo et al., 2011; Skiba et al., 2011; Skiba, Michael, Nardo, & Peterson, 2002). Skiba et al. (2002) studied middle-grade students in a large Midwestern city and found that Black students were more likely to be suspended than their White peers, even though there was no evidence that Black students engaged more frequently in disruptive behavior. In fact, Black students in this same study were more likely to receive office referrals for more subjective behaviors like disrespect and threat, while White students were more likely to receive office referrals for more objective events like smoking and vandalism (Skiba et al., 2002). Researchers studying a nationally representative sample of elementary and middle grade students found that Black students were 2.19 (elementary) to 3.78 (middle) times more likely to be referred to the office for problem behavior than their White peers. Once in the office, Black students were more likely than White students to be suspended out of school or expelled for similar offenses (Skiba et al., 2011). Researchers in Texas also found evidence that

this racially disproportionate use of exclusionary discipline may be driven more by teacher and administrator discretion than by any disproportionate rate of misbehavior or rule violations by Black students. Controlling for 83 different variables, these researchers found that a Black ninth grader had a 31 percent higher likelihood of experiencing a discretionary school disciplinary action than a similarly situated White peer. However, that same Black student was 24 percent less likely than a similarly situated White peer to experience a mandatory school disciplinary action required under state law for more objective violations such as weapons possession and arson (Fabelo et al., 2011).

These trends are only exacerbated when students move from the elementary to secondary level. A study of national data from the 2011-12 school year indicated that out of school suspension rates for all students grew from 2.6% in elementary schools to 10.1% in secondary schools, and out of school suspension rates for Black students grew from 7.6% in elementary schools to 23.2% in secondary schools (Losen, Hodson, Keith, Morrison, & Belway, 2015). Arcia (2007) found that sixth and seventh grade students in one district were significantly more likely to experience suspension if they attended a middle school than if they attended a K-8 school. This suggests that increases in school suspension rates in secondary schools may not be fully explained by students' ages alone, but rather may be influenced by school level configurations and practices generally utilized within those configurations.

Receiving instruction from a Black teacher may be one way to mitigate the disproportionate impact of exclusionary discipline practices on Black students. A national study of kindergarten and eighth grade students found that Black students at both age levels were rated by their teachers as poorer classroom citizens than their White peers. However, this trend did not continue when the teacher's race was considered. In fact, controlling for the race of the teacher, there was some indication that Black students' behavior was rated more favorably than their similarly situated White peers (Downey & Pribesh, 2004). In North Carolina, researchers found that exposure to same-race teachers was associated with reduced suspension rates for Black students, regardless of their age, gender, or socioeconomic status (Lindsay & Hart, 2017).

Despite these positive impacts, the rate of Black teachers continues to lag the rate of Black students in public schools in the United States. While 15.6 percent of children enrolled in public schools in the fall of 2013 were Black (U.S. Department of Education, 2015), only eight percent of teachers in those same schools in 2014 were Black (U.S. Department of Education, 2016). The issue is even more acute in rural communities and metro areas outside of inner cities and large suburbs. In these communities, only six percent of public school teachers are Black (U.S. Department of Education, 2016). Moreover, public schools are less likely to retain Black teachers when compared to their White counterparts. 78 percent of Black public school teachers remained in the same school from the 2011-12 school year to the 2012-13 school year, compared to 85% of their White peers (U.S. Department of Education, 2016). Deficits in hiring and retaining Black teachers in public schools in Louisiana are particularly evident, where the rate of Black teachers has decreased from 30 percent to 22 percent from 2002 to 2017 even as Black students account for 43 percent of public school enrollment in that state (Jones, 2018).

Rural public school administrators in Louisiana should consider this evidence with both grave concern and a spirit of inquiry. Considering the deleterious long-term impacts of exclusionary discipline practices (Fabelo et al., 2011; Hemphill et al., 2006; Nicholson-Crotty et al., 2009) and their disproportionate impact on Black students (Fabelo et al., 2011; Skiba et al., 2002, 2011), leaders seeking to disrupt the school-to-prison pipeline should consider reasonable, evidence-based approaches to reducing such practices in their schools. Even as hiring and retaining Black teachers has been a challenge both nationally (U.S. Department of Education, 2015, 2016) and in Louisiana (Jones, 2018), researchers (Downey & Pribesh, 2004; Lindsay & Hart, 2017) have suggested this may be an effective strategy for reducing school suspension rates. As such, school administrators should be interested in discovering if such an approach may be similarly effective in rural public schools in Louisiana. Considering the differences in suspension rates that have been observed nationally between elementary and secondary schools (Losen et al., 2015) and the suggestion of Arcia (2007) that this difference cannot necessarily be attributed to the age of students, rural public school administrators in Louisiana

should also be interested in determining if suspension rates at these two levels of schools differ in a significant way in their specific context.

Purpose of the Study

The purpose of this study was to further investigate how a school's level and rate of Black teachers impacts suspension rates in all 20 public elementary schools and 14 public secondary schools in six rural parishes within the Baton Rouge, Louisiana metropolitan statistical area. First, the researcher sought to determine if elementary and secondary schools in the area had different rates of suspension. Next, the researcher sought to determine what, if any, influence the rate of Black teachers had on suspension rates in schools, holding school level and rate of Black students constant. Specifically, the researcher sought to answer the following research questions:

1. Is there a statistically significant difference in suspension rates in rural secondary schools compared to rural elementary schools in the Baton Rouge area?
2. Holding school level and rate of Black students constant, to what degree is a school's rate of Black teachers related to school suspension rates in rural schools in the Baton Rouge area?

Research Procedures

The sample contained all 34 public school schools in six predominantly rural parishes in the Baton Rouge metropolitan statistical area. Publicly available data from the Louisiana Department of Education (LDOE) from the 2016-17 school year were utilized. Data were drawn from both the Data Center on the LDOE website and the Louisiana School Finder app (LDOE, 2017a, 2017b, 2017c). The variables for each school included in this study were school type (a categorical variable indicating elementary or secondary), the rate of Black students for the 2016-17 school year (a continuous variable measured as percentages), and the rate of Black teachers for the 2016-17 school year (a continuous variable measured as percentages). The dependent variable for each question was suspension rate, a continuous variable that indicated the percentage of the student body that experienced suspension as a disciplinary action during the 2016-17 school year. LDOE reports this rate for three different types of suspension: in-school, out-of-school, and alternative site. Because the schools in this study utilized these different types of suspension in decidedly different proportions, the highest of these three rates regardless of type was used to determine each school's suspension rate. Although this does not precisely identify the percentage of a given school's student body that experienced suspension, it is the most accurate measure available based on the data from LDOE.

The first research question was answered with an independent samples *t*-test. The dependent variable was suspension rate. The independent variable was school level. An independent samples *t*-test is conducted to determine if there is a statistically significant difference in a continuous dependent variable between two independent categorical groups when there is no overlap in membership and no need to control for a covariate or pretest data (Christopher, 2017). Here, the researcher was trying to determine if there was a statistically significant difference in overall suspension rates between elementary schools and secondary schools.

The second research question was answered with a multiple linear regression. The continuous dependent variable was suspension rate. Several predictor variables were used. Because school level was a categorical variable, a dummy variable was used. The reference group for school level was elementary compared to secondary. The other predictor variables (rate of Black students and rate of Black teachers) were continuous. A multiple linear regression is used to create a model to predict a continuous dependent variable using several independent variables when at least one of those independent variables is continuous (Boslaugh, 2012). Here, the predictor variable of interest was the rate of Black teachers. School level and rate of Black students were used as controls because research (Fabelo et al., 2011; Losen et al., 2015; Skiba et al., 2002, 2011) indicates these variables often share a relationship with school suspension rates.

Descriptive Results

Twenty schools in the sample were classified as elementary schools. These schools had grade configurations including Birth-1st, PK-2nd, PK-4th, PK-5th, PK-6th, PK-8th, 2nd-5th, 3rd-5th, 3rd-6th, and 4th-8th. Fourteen schools were classified as secondary schools. These schools had grade configurations including PK-12th, 6th-8th, 7th-12th, and 9th-12th. The rate of Black students ranged from 21.75% to 97.42%, with a mean of 61.75% and a standard deviation of 23.12%. The rate of Black teachers ranged from 0% to 91%, with a mean of 33.29% and a standard deviation of 24.33%. This means the average school in this sample had a substantially higher rate of Black students than Black teachers. The rate of suspension, or the highest rate among in-school suspension, out-of-school suspension, and alternative site suspension, ranged from 0.8% to 35.3%, with a mean of 15.33% and a standard deviation of 9.65%.

Inferential Results

First, an independent samples *t*-test was conducted to determine if there was a statistically significant difference in suspension rates between elementary schools and secondary schools in the sample. There was a statistically significant difference in suspension rates between elementary schools (M = 11.48, SD = 9.48) and secondary schools (M = 20.82, SD = 7.03); $t(32) = -3.127$, $p = .004$. Cohen's d was calculated as 1.12, meaning there was a large estimated effect size in suspension rates based on school level. This suggests that overall suspension rates at rural elementary schools in the Baton Rouge area are lower than overall suspension rates at rural secondary schools in the same area. In practical terms, an average secondary school in this sample with an enrollment of 500 students suspended 104 of those students during the 2016-17 school year, compared to 57 students suspended at an average elementary school of the same size.

Next, a multiple linear regression was conducted to predict a school's overall suspension rate based on school level, rate of Black students, and rate of Black teachers. The results of the regression indicated that this model was a statistically significant predictor of overall suspension rates ($p < .001$) and that it explained a substantial level of the variance in overall suspension rates (R square = .401). This means that 40.1% of variance in a school's overall suspension rate can be accounted for by school level, rate of Black students, and rate of Black teachers. All of the predictors in the model were significant. The results showed that a one percent increase in the rate of Black teachers was associated with a .193 percent decrease in overall suspension rates, holding all other variables constant, p=.044, 95% CI = [-.381, -.005]. A one percent increase in the rate of Black students was associated with a .275 percent increase in overall suspension rate, holding all other variables constant, p=.007, 95% CI = [.080, .470]. Holding all other variables constant, secondary schools had an overall suspension rate that was 10.09 percent higher than elementary schools, p=.001, 95% CI = [4.390, 15.794]. These results suggest that higher rates of Black students and secondary schools are associated with higher suspension rates, while higher rates of Black teachers are associated with lower suspension rates. The standardized coefficients indicated that the rate of Black teachers (-.487) was slightly less powerfully predictive of overall suspension rates than the rate of Black students (.659) or the level of the school (.523). From a practical perspective, this means that at a middle school with 25 teachers and 400 students, three fewer students would experience suspension for every Black teacher that school employed. It also means that at that same school, nearly three more students would experience suspension for every 10 Black students that the school enrolled.

Discussion

Because it demonstrated that secondary schools have statistically significantly higher suspension rates than elementary schools, the independent samples *t*-test supported the concept that school level is a critical variable to include when trying to predict overall suspension rates. This is in line with previous research that indicated that suspension rates are significantly higher in secondary schools (Losen et al., 2015). Further

research to determine what factors and practices may be at play in secondary school suspension rates, especially as Arcia (2007) suggests that age may not be the predominant factor, is critical in any effort to dismantle the school-to-prison pipeline.

For school leaders in rural communities outside of Baton Rouge, especially those that serve high rates of Black students and those seeking to reduce rates of suspension, the implications for practice are clear: hiring and retaining more Black teachers is associated with lower rates of suspension. However, this clarity is tempered by a lack of high-quality, thorough data regarding exclusionary discipline practices in Louisiana. Although Lindsay and Hart (2017) were able to examine the relationship between specific students' discipline outcomes and their rate of Black teachers, this study only measures the relationship between aggregate teacher demographic composition and aggregate exclusionary discipline rates. Lindsay and Hart (2017) have suggested that such an approach may "risk confounding the effects of the teacher demographics with other aspects of the school that may be correlated with teacher demographics." Although this study controlled for school level and rate of Black students in order to limit such concerns, having student-specific data would more thoroughly address this.

To move in the direction of student-specific data, schools, districts, and the Louisiana Department of Education should collect and make more transparently available more data regarding exclusionary discipline practices. These include rates of student suspension by race and ethnicity, the rate of students who experienced a suspension of any type, and the number of days that students were excluded from the classroom environment. This would allow both researchers and practitioners to develop a richer understanding of how exclusionary discipline practices function in the state and how those practices specifically impact Black students.

Further research is warranted regarding whether and how the presence of Black teachers impacts rates of exclusionary discipline practices across the country. First, additional studies should be conducted to determine whether increased rates of Black teachers for individual students or at schools as a whole are associated with lower rates of exclusionary discipline practices in a wide variety of contexts and over a longer period of time. All schools in this sample were in rural communities, and only three schools in the sample had student enrollments of larger than 1,000; further research should investigate whether and to what degree these associations persist at suburban, urban, and large schools. Additionally, this study provided only a one-year snapshot of disciplinary practices in these districts. It would be valuable to examine what trends emerge in these disciplinary practices over a period of several years.

Next, this study only indicates that an association exists between higher rates of Black teachers and lower rates of exclusionary discipline practices. More research to develop a more complete understanding of why this association exists and how this association manifests itself in a variety of contexts is merited. Specifically, because this study measures the impact of Black teachers on school-wide suspension rates, the benefits of Black teachers may extend to non-Black students as well. In fact, Lindsay and Hart (2017) have suggested "non-Black students saw null effects to small advantages from being matched with Black teachers, in terms of discipline outcomes." Coupled with research indicating that students of all races generally perceive Black teachers more favorably than or equally favorably to White teachers on a wide range of instructional practices (Cherng & Halpin, 2016), further research should more deeply investigate the potential positive impact of Black and other minority teachers on students of all races.

Finally, the strong positive relationship between suspension rates and rate of Black students in this study is highly disturbing, especially considering research that suggests this is not the result of higher rates of disruption among Black students (Fabelo et al., 2011; Skiba et al., 2002, 2011). We must continue to investigate both why schools in Louisiana serving predominantly Black students have some of the widest pipes into our criminal justice system and how we might ameliorate this trend. However, we should guard against any accountability system related to exclusionary discipline that encourages school leaders to eliminate or obfuscate suspensions in their schools without materially changing discipline or instructional practices. Even as the results of this particular study suggest that hiring and retaining more Black teachers may help reduce suspension rates in schools, school leaders should not engage in this process decoupled from a richer qualitative analysis of their own context or a plan to better support both their Black and non-Black teachers. Considering the higher

rates of turnover among Black teachers relative to their White peers (U.S. Department of Education, 2016) and the material reality that Black schoolchildren will continue to learn in classrooms operated by White teachers and schools led by White administrators, school leaders must ensure all teachers and administrators are sustainably equipped with the culturally responsive skills and mindsets they need to engage in positive and productive discipline practices that reduce both disruptions and exclusionary methods. Qualitative research at schools from the sample used in this study that have lower rates of suspension even as they serve higher rates of Black students should be conducted to identify these culturally responsive practices that could be used in other Louisiana schools. The future of our Black students demands that these are the first steps in a long journey towards more racially just public schools.

References

Arcia, E. (2007). A comparison of elementary/K-8 and middle schools' suspension rates. *Urban Education, 42,* 456-469.

Boslaugh, S. (2012). *Statistics in a nutshell.* (2nd ed.). Sebastopol, CA: O'Reilly.

Cherng, H. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus white teachers. *Educational Researcher, 45,* 407-420.

Christopher, A. N. (2017). *Interpreting and using statistics in psychological research*. Los Angeles, CA: Sage.

Downey, D. B., & Pribesh, S. (2004). When race matters: Teachers' evaluations of students' classroom behaviors. *Sociology of Education, 77*, 267-282.

Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P., & Booth, E. A. (2011). *Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement.* Retrieved from https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf

Hemphill, S. A., Toumbourou, J. W., Herrenkohl, T. I., McMorris, B. J., & Catalano, R. F. (2006). The effect of school suspensions and arrests on subsequent adolescent antisocial behavior in Australia and the United States. *Journal of Adolescent Health, 39*, 736-744.

Jones, T. L. (2018, June 10). Lack of diversity among teaching staff in Louisiana's schools raising concerns. *The Baton Rouge Advocate.* Retrieved from http://www.theadvocate.com

Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis, 39*, 485-510.

Losen, D., Hodson, C., Keith, M. A., Morrison, K., & Belway, S. (2015). *Are we closing the school discipline gap?* Los Angeles, LA: The Center for Civil Rights Remedies.

Louisiana Department of Education. (2017a). *2016-2017 school-district-state discipline rates* [Excel file]. Retrieved from https://www.louisianabelieves.com/resources/library/district-state-data-reports

Louisiana Department of Education. (2017b). *Louisiana school finder* [Interactive database]. Retrieved from http://www.louisianaschools.com

Louisiana Department of Education. (2017c). *Oct 2016 multi stats (total by site and LEA)* [Excel file]. Retrieved from https://www.louisianabelieves.com/resources/library/enrollment-counts

Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. *Social Science Quarterly, 90*, 1003-1018.

Skiba, R. J., Horner, R. H., Chung, C., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review, 40*, 85-107.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review, 34*, 317-342.

U.S. Department of Education, National Center for Education Statistics. (2015). Table 203.70: Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 2003 and fall 2013. In U.S. Department of Education, National Center for Education

Statistics (Ed.), *Digest of Education Statistics* (2015 ed.). Retrieved from https://nces.ed.gov/programs/digest/d15/tables/ dt15_203.70.asp

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2016). *The state of racial diversity in the educator workforce.* Retrieved from https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Understanding Self-Efficacy of Novice Teachers During Induction

Leiflyn Gamborg[1], Angela W. Webb[2], Amber Smith[1], Jennifer J. Baumgartner[1]
[1]Louisiana State University
[2]James Madison University

Abstract

Even with the best preparation, it is undeniable that novice teachers must gain significant knowledge and skills on the job. Induction programs are shown to be beneficial in mitigating the transition between preparation and practice for novice teachers and help to further prepare teachers, during their first years in the classroom (Ingersoll & Strong, 2011). Due to the overwhelming turnover rate among novice teachers, providing adequate preparation appears as an unattainable, yet necessary task. However, little is known about where these novice teachers begin the induction phase of their careers in terms of their expectations and beliefs about their ability to teach. In order to address this question, the self-efficacy beliefs of ten graduates of the secondary Master of Arts in Teaching (n=5) and undergraduate early childhood education (n=5) programs at a large, research-intensive university participating in a pilot induction program were measured. Findings suggest participants' self-efficacy beliefs regarding their teaching abilities were high, yet their reported outcomes expectancies were not as high. Implications for research and practice include communication between teacher educators and novice teachers of the importance of models and mentoring within the pre-service and induction years of teaching, advocacy for teacher mentorship, and participation in a reflective process.

Keywords: teacher induction, novice teachers, self-efficacy, social learning theory

Understanding Self-Efficacy of Novice Teachers During Induction

Even with the best preparation, novice teachers face the challenge of learning significant new knowledge and skills on the job, and nearly 50% of novice teachers leave the profession during their first five years of teaching (Bartell, 2005; Gourneau, 2014). Teacher education programs can extend mentorship into the first or second years of the teaching career (Carter, 2012), and research emphasizes a strong link between participation in an induction program and the decreased likelihood of a novice teacher moving schools or leaving the profession after the first year (Ingersoll, 2012).

Research shows there may be a variety of factors contributing to teacher induction, specifically within the school context (Hammerness & Matsko, 2013; Johnson, Kraft, & Papay, 2012). Moreover, it has also been shown that novice teachers are not as effective as veteran teachers (Hammerness & Matsko, 2013). To address this issue, teacher induction programs that engage novice teachers during their initial years in the profession reduce turnover rates and increase positive student outcomes and may positively influence the ways in which novice teachers work in their classrooms (e.g., classroom management, instructional planning, effective questioning, and establishing a positive learning environment), resulting in gains in student achievement (Ingersoll, 2012). However, novice teachers bring with them different expectations for success and achievement, particularly in terms of their own self-efficacy. The present study sought to understand more about first-year teachers' self-efficacy beliefs at the beginning of an induction program.

Induction

For novice teachers, induction serves as an orientation into the school environment and provides a context for learning the norms and practices held by a school and district. Thus, induction is both a process of

socialization for the novice teacher and a means to refine and tailor their teaching practices to meet the needs of their students and the school (Bartell, 2005; Feiman-Nemser, 2003, 2010). With many educators leaving by their fifth year of teaching (Gourneau, 2014; Ingersoll, 2012), researchers, policy makers, and schools find that formalized induction programs may help retain these teachers. Many states and districts have adopted some form of induction program model; however, how induction programs are implemented varies greatly between schools, even within the same district, due to ill-defined guidelines (Bartlett & Johnson, 2010). Due to this, research on the effectiveness of induction often varies (Ronfeldt & McQueen, 2017). What remains as a common narrative is that even the basic interpretations of formalized induction can benefit novice teachers.

As noted by Feiman-Nemser (2001), novice "teachers have two jobs – they have to teach and they have to learn to teach" (p. 1026). The current narrative of induction indicates that the first year in the classroom is the most critical and, objectively, most stressful for a novice teacher during which much of their teaching strategies are constructed. During this period, teachers are having to adapt classroom management skills and teaching styles as well as become socialized into the norms of their school, factors that many are under-prepared for during their preparation experiences (Feiman-Nemser, 2001). Unfortunately, many schools maintain a culture of isolation and a "sink or swim" mentality for novice teachers who are already overwhelmed with new pressures and accountability associated with the profession. Induction, then, serves to combat the themes commonly experienced by novice teachers, which include the struggle to survive, a loss of idealism, and the reality shock of teaching (Curry, Webb, & Latham, 2016; Feiman-Nemser, 2003).

Mentorship between an experienced teacher and a novice teacher has demonstrated increased efficacy in teaching mastery and socialization into the profession (Feiman-Nemser, 2003; Yost, 2002); yet, if not enacted with purpose, the experience can be inadequate. One of the most important and influential aspects of induction is the inclusion of a mentor (Ingersoll, 2012; Strong, 2009; Villani, 2009). Successful mentors are usually paired purposefully with novice teachers and are meant to guide, observe, collaborate, and meet on a regular basis (Villani, 2009). Strong (2009) as well as Smith and Ingersoll (2004) note the importance and value of mentorship during the induction period. Having this structured support is able to both build a teacher's teaching self-efficacy and aid in overall teacher retention. However, given that the time and experience required for mentoring is taxing for both the novice teacher as well as the mentor, especially when schools are unable to provide support for the mentor, relying solely on mentorship is not always adequate.

Smith and Ingersoll's (2004) comprehensive study on teacher induction structured four induction packages and compared the rates of retention for first-year teachers engaged at each level of induction. The basic induction package involved both a mentor in a similar teaching field and supportive communication between the teacher and administrator; additionally, this package demonstrated only a slight difference in retention when compared to those teachers who received no induction. However, the largest influence for novice teachers was the inclusion of these basic induction supports in conjunction with collaboration between peers, teacher networks, and access to resources. This influential induction package negates the isolation faced in many schools; thus, teachers are able to share pedagogical practices, basics of classroom management and behavior techniques, and become a place for emotional support.

The inclusion of novice teachers into the school culture as a participant can increase a teacher's self-efficacy beliefs which may, in turn, aid in their retention (Hoy & Spero, 2005). Within the study of Hoy and Spero (2005), teachers' overall self-efficacy decreased during their first year of teaching. A later study by Devos, Dupriez, and Paquay (2011) suggests that this decrease in self-efficacy is not related to the socioeconomic statuses of schools, normally a strong indicator of teacher retention (Ingersoll & May, 2012), but linked more so to the school's collaborative community. Due to this, precedence needs to be given to see the process of induction as a social learning experience into the culture of the school and to better understand the impacts towards teacher self-efficacy.

Social Learning Theory

Bandura's (1977) social learning theory provides a theoretical framework for investigating teacher induction and self-efficacy. Bandura asserts that human behavior is acquired through observation, imitation, and modeling. Individuals develop cognitive functioning as they attend to the social cues of others that are used for self-regulation, coping, problem solving, and other life skills. Observing these behavior patterns in turn, influences the observer's cognitive functioning and life skills. However, according to social learning theory, two other components to social learning—reinforcement and consequences—are critical in cognitive processing because they either reaffirm the value of a response to a situation or indicate the consequences of a person's response to a situation. Indeed, these occurrences, which we might informally call "feedback," are critical for self-efficacy, or making "judgments of how well one can execute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122).

Consistent with a social learning theory approach, individuals learn to teach by observing experienced teachers and modeling their classroom practices. Teacher education programs recognize this and embed such experiences into preparation programs for pre-service teachers. However, novice teachers with full-time teaching responsibilities can continue to benefit from these kinds of experiences that are built into their school context. Finally, human behavior has purpose, often guided by goals (Bandura, 1993). Individuals with a strong perceived self-efficacy tend to set higher goals for themselves and are more likely to be dedicated to reaching those goals (p. 118). If this idea is applied to novice teachers, those with high self-efficacy would be more likely to believe that they can be excellent teachers, set high goals for themselves in the classroom, and be committed to their work. Induction efforts that support high efficacy might be considered desirable as a means to increasing commitment to quality, the classroom, and the profession.

Research Methods

The current study, outlined below, contributes to a line of inquiry focused on teacher support and retention by examining novice teachers' self-efficacy beliefs at the onset of their teaching careers. Such self-efficacy beliefs have implications for teacher education and retention, as will be discussed. Our conceptualization of induction as a process of socialization and use of social learning theory as a framework for understanding the experiences of novice teachers shaped our research context and questions. Specifically, this study addressed the following research question: What are teachers' self-efficacy beliefs as they transition from their teacher education program into their first year of teaching? To answer this, we explored a snapshot of participants' self-efficacy beliefs at this shift from "preservice preparation to practice, from student of teaching to teacher of students" (Feiman-Nemser, 2001, p. 1027), after approximately three months of teaching.

Participants and Context

Ten graduates of the secondary Master of Arts in Teaching (n=5) and undergraduate early childhood education (n=5) programs at a large, research-intensive university participated in THRIVE (Together Helping Retain and Induct Vibrant Educators), a pilot induction program. The program was delivered via a private Facebook group where graduates could come for emotional and instructional support. Discussed below, THRIVE served as a context for aiming to support our graduates during induction. Of the 10 participants (seven females, three males), eight taught in public schools, one taught in a private school, and one taught in a parochial school; 70% of participants taught in the state where the university is located. In addition to THRIVE, participants had access to additional induction supports through their school or district. We drew on Smith and Ingersoll's (2004) work on components of comprehensive induction programs to determine the induction supports, activities, or practices that were available to and accessed by our participants. Specifically, over 60% of participants reported they had access to and took advantage of the following induction supports: mentor, supportive communication with administration, and beginning teacher seminars. More than 60% of participants also reported having access to common planning or regular collaboration time with colleagues; yet, only 50% of

participants reported taking advantage of this specific induction support. One-quarter of participants noted access to an external network of teachers though none reported accessing it. One-quarter of participants also reported a reduced number of preparations, of which they took advantage. No participants in this study received the assistance of a teacher's aide.

A private Facebook group was created for this project and participants were invited to the group after completing informed consent and the initial survey. A Facebook group was chosen as the delivery platform after an informal survey of students prior to graduation asking them how they would like to engage with other teachers. The Facebook page included regular posts about teaching, ways to address common issues in management, and stress and coping. Although participants were encouraged to engage with the posts and each other in this virtual platform, nearly all posts in the Facebook group were made by the second and fourth authors, who served as the administrators for the THRIVE Facebook page. Participants most commonly interacted with posts to the group page by viewing the post (as determined by Facebook metrics); occasionally participants "liked" a post but seldom commented on posts. The content of initial posts to the group page were determined by the page administrators based on Moir's (1999) stages of a teacher's first year and our experiences working with novice teachers. A poll was administered via Facebook in February to identify participants' most pressing concerns; then, page administrators' posts were targets to address these issues. Only once did a participant initiate a post to the group. She sought tips to balance grading, planning, and her personal life effectively after being given new courses for the spring semester. The page administrators were the only ones to respond to the post. See Appendix A for an overview of the Facebook group activity.

Data Collection and Analysis

Prior to the start of THRIVE, participants completed an initial online survey of their efficacy beliefs, along with measures of stress and job satisfaction. Specifically, we used the Science Teaching Efficacy Belief Instrument (STEBI-A for in-service teachers; Riggs & Enochs, 1990) to measure participants' efficacy beliefs.

STEBI. The STEBI-A was developed by Riggs and Enochs (1990) as a means of assessing the self-efficacy of science teaching practices of elementary in-service teachers through the framework of Bandura's (1977) social learning theory. Within the STEBI instrument, self-efficacy is denoted as a measure of two subscales: personal teaching efficacy and teaching outcome expectancies. The personal teaching efficacy subscale focuses on the personal beliefs that the teachers themselves possess the knowledge and confidence to enact teaching practices, whereas the teaching outcome expectancies subscale attends to the teacher's belief that teaching itself has an influence on students' achievement. Self-efficacy, by this understanding, becomes contextualized in both the personal and preparation experiences of the teacher as well as the subject matter (Riggs & Enochs, 1990; Roberts, Hensen, Tharp, & Moreno, 2001). Specifically, the personal teaching efficacy subscale consisted of 13 Likert-scale items, which participants responded to by indicating their agreement or disagreement with each item along the following scale: strongly agree, agree, uncertain, disagree, strongly disagree (scale of 5 to 1, respectively). The teaching outcomes expectancies scale consisted of 12 Likert-scale items and used the same agree/disagree scale as the personal teaching efficacy subscale. Although the STEBI-A instrument was developed initially for assessing the self-efficacy of in-service elementary teachers, precedent for adapting the STEBI for use with teachers in various grade levels and content areas has been set by other researchers (e.g., Buck, 2003; Holden, Groulx, Bloom, & Weinburgh, 2011; Kendall & Wendell, 2012; Khourey-Bowers & Simonis, 2004; Roberts, Henson, Tharp, & Moreno, 2001; Rubeck & Enochs, 1991; Swackhamer, Koellner, Basile, & Kimbrough, 2009).

Administering and analyzing STEBI. The STEBI-A (Riggs & Enochs, 1990) was administered, as written, to science teachers and revised slightly to reflect different contexts and content areas for non-science teachers. During data analysis, negatively worded items were reverse coded so that a high score reflected high efficacy beliefs; survey items were split into subscales (personal teaching efficacy beliefs and teaching outcome expectancies, α 0.92 and 0.77, respectively, for Riggs & Enochs' instrument); and participant totals and subscale averages were calculated. With 13 questions on a 5-point Likert scale, the possible total score on the personal teaching efficacy subscale is 65; with 12 questions on a 5-point Likert scale, the possible total score on

the teaching outcomes expectancies subscale is 60. Although other measures were included in the initial survey, for this current study, we elected to use only the results from the STEBI instrument, choosing to focus on explicitly the self-efficacy beliefs of our participants.

Findings

A survey of participants' efficacy beliefs during their first semester of teaching showed that participants had high beliefs in their own abilities to perform as teachers (mean score of 53.6 out of 65); however, their outcome expectancies were not as high (mean score of 35.4 out of 60). Figure 1 shows scores on the personal teaching efficacy and teaching outcome expectancies subscales for each participant; Figure 2 shows outcome expectancies versus efficacy beliefs for each participant, where each data point represents one participant.

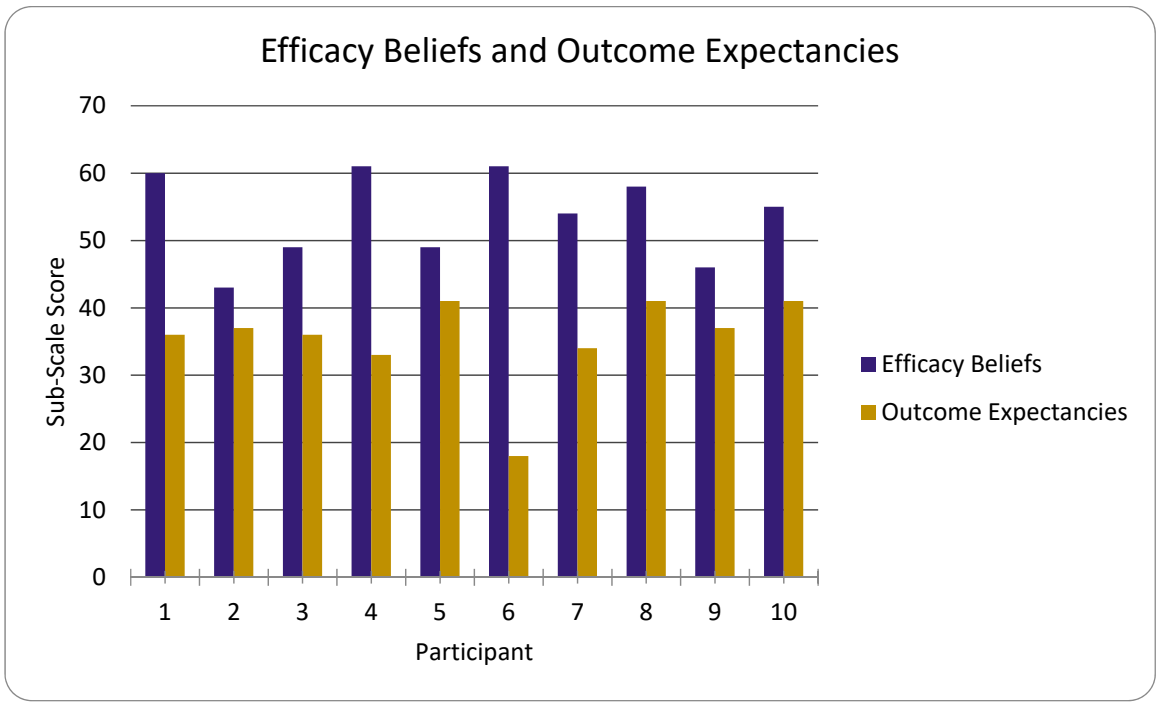

Figure 1. Efficacy beliefs and outcome expectancy scores for each participant

From these results, we found that each participant held relatively high self-efficacy beliefs in their ability to teach; however, the teachers' reported outcome expectancies were lower. Participant 6, in particular, was noted due to demonstrating the largest discrepancy between reported personal self-efficacy belief and outcome expectancies.

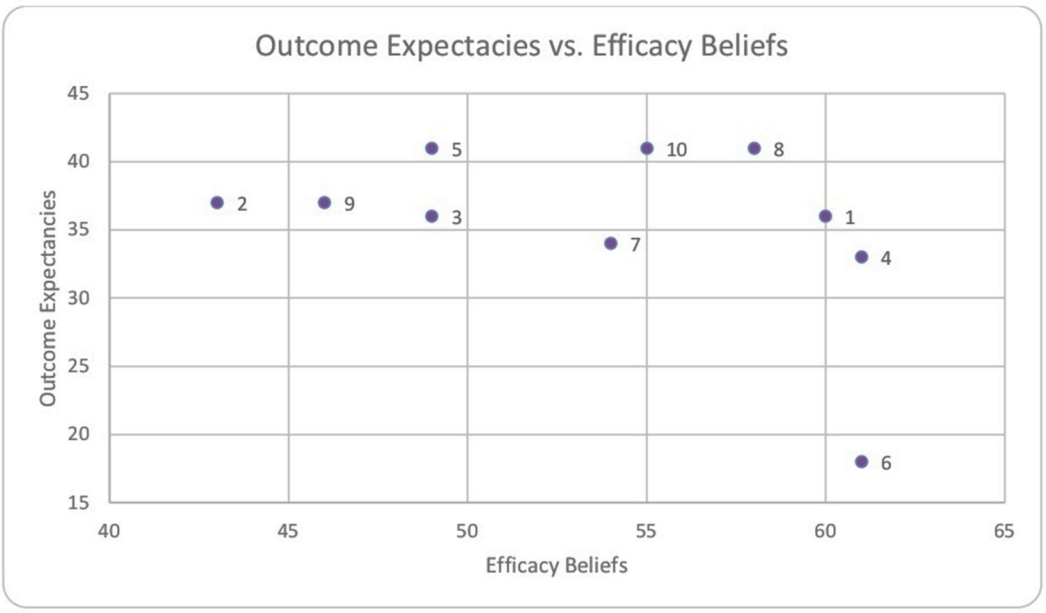

Figure 2. Outcome expectancies versus efficacy beliefs per participant

Conclusion

Overall, participants in this study held high efficacy beliefs but lower outcome expectancies; albeit a couple of participants held both high efficacy beliefs and high outcome expectancies. In light of Bandura's (1977) social learning theory, from which the constructs included in the STEBI were drawn (Riggs & Enochs, 1990), participants with high self-efficacy beliefs and high outcome expectancies should act in confident and decisive ways in their teaching. Those with high self-efficacy beliefs but low outcome expectancies may intensify their efforts in the classroom in the short term but will eventually become frustrated, making this group of teachers susceptible to pre-retirement attrition. Our sample did not show any participants with low self-efficacy beliefs and low outcome expectancies, which is promising as such teachers tend not to persist if desired outcomes are not obtained immediately.

Commonly, we expect that during the transition from teacher preparation to professional teaching, the beliefs of novice teachers fluctuate during these beginning years and are found to be impacted by their induction experiences (Luft & Roehrig, 2007). The difference between the novice teachers' efficacy beliefs and their outcome expectancies further echo the themes associated with first-year teachers (Hoy & Spero, 2005). During this period, first-year teachers are beginning to realize the differences in their idealism and the realities of teaching. In fact, at the time of the initial survey, participants were starting their third month of teaching, a time that correlates with the survival and disillusionment phases of the first year of teaching (Moir, 1999).

Our study found that teachers initially had high levels of self-efficacy in the first semester, yet their outcome expectancies were not as high during this time. This inconsistency between levels of self-efficacy and beliefs about outcomes is intriguing, although not entirely unexpected. During the survival phase of the first year of teaching, novices may find themselves working more hours, yet feeling ineffective (Moir, 1999). Though they may be efficacious, their outcome expectancies may drop. Following the survival phase, it is not uncommon for efficacy and esteem to drop in the disillusionment phase, during which time first-year teachers usually receive their first instructional feedback from administrators and deal with the increasing stress of criticism from administrators, parents, and others (Moir, 1999). That said, it is noteworthy that there were no instances in this sample of teachers with low self-efficacy and low outcome expectancies.

Possible reasons for the findings from the study include the following. First, demographic information should be considered, such as school type (public, private, charter), location, and socioeconomic status because these factors may influence teacher resources and the types of benefits they receive within their schools and

learning communities. These resources can impact their self-efficacy and decision making. Although the analysis from Devos, Dupriez, and Paquay (2012) suggests that these demographics are not directly correlated to self-efficacy, noting differences in school environments may allude to opportunities for collaboration and socialization. Second, classroom factors such as class size, content area, and experience with subject matter may also influence teacher self-efficacy and outcome expectancies. For example, a novice teacher may teach a subject they have no experience teaching, did not study to teach, or did not plan or expect to teach, and doing so may influence their self-perceptions and desire to continue teaching. Consistent with Bandura's (1977) social learning theory, through observation of more experienced teachers, novice teachers can learn strategies to implement in their teaching practices and, in turn, increase their abilities to implement these strategies. When novice teachers experience success with newly learned strategies, this may positively impact their self-efficacy and outcome expectancies. Lastly, there should also be a measure of student responses. Teachers may use their students' reactions to the strategies implemented by the teacher to determine whether or not they are successful, which may indicate how well they are performing their jobs in terms of decision-making or classroom management.

Implications and Future Research

This work has implications for teacher education programs and schools that wish to incorporate induction programs. First, teacher educators that are preparing novice teachers should discuss with their students the importance of models and mentoring from pre-service through the first years of teaching. Teaching pre-service teachers about how to best utilize a mentor, observe and make use of a model teacher, and engage in reflection are critical parts of an education program for continued learning into the first years of teaching. Making this explicit to students can help them understand the importance of induction and their role in the process. Novice teachers that understand the value of a mentor may be in a better position to advocate for themselves in the first year.

Those that are involved in hiring first-year teachers or creating induction programs in schools may also consider the potential impact of such programs. First-year teachers and novice teachers, like those in this study, find themselves in the midst of a transition, maintaining their beliefs in "good" instructional practices, but also disenchanted by the immediate results they observe with their students. In social learning theory, individuals learn through direct experience and engagement in their profession. For Bandura (1977, 1997), mastery and efficacy beliefs are linked to the achievement of student outcomes; thus, when teachers face a deflection in how they perceive their efficacy versus this outcome, we can expect that the overall self-efficacy of these teachers to first be lessened and second, we may expect that these teachers will either find ways to re-evaluate their own praxis or adjust the expectations of their students. Understanding the needs and differences of novice teachers' self-efficacy beliefs during their initial year helps focus the theme of induction and the specific needs novice teachers report. Specifically, it is important to note how novice teachers continue to grow, learn, and require ongoing support. Induction programs that include mentors, opportunities for observation, and modeling within the school setting can be a source of this kind of support.

As participants' first year of teaching comes to a close, we plan to administer a follow-up survey, which will include STEBI and STEBI-like items, among other scales. We will be able to look at changes in participants' self-efficacy beliefs and teaching outcomes expectancies across their first year of teaching. Knowing novice teachers' self-efficacy beliefs and teaching outcome expectancies may help teacher educators, administrators, and others better support novice teachers' development of self-efficacious teaching beliefs and practices, and thereby improve teacher retention.

Future research might expand this work to investigate more teachers and follow them not only the first year of teaching, but also following across the next two years of being a novice teacher to further understand their development across this transition. It would also be helpful to understand more from these new teachers in their own words about how they navigate these experiences. Mixed methods approaches that couple the ability of the STEBI to report the self-efficacy of teachers with the strength of qualitative approaches to explore

individuals experience could add to the extant literature. It would be interesting to explore more completely the role of external supports, including social networking communities, for induction during the first few years of teaching. Finally, it would be interesting to explore the changes that occur in novice teachers' self-efficacy across the first year and beyond, as impacted by participation in induction programming.

References

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, *37*(2), 122-147. doi:10.1037/0003-066X.37.2.122

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117-148.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* Freeman, NY: Worth Publishing.

Bartell, C. A. (2005). *Cultivating high-quality teaching through induction and mentoring*. Thousand Oaks, CA: Corwin.

Bartlett, L. & Johnson, L. S. (2010). The evolution of new teacher induction policy. *Educational Policy, 24*(6), 847-871.

Buck, P. E. (2003). Authentic research experiences for Nevada high school teachers and students. *Journal of Geoscience Education*, *51*(1), 48-53.

Carter, B. (2012). Facilitating preserve teacher induction through learning in partnership. *Australian Journal of Teacher Education 37*(2) 99-113.

Curry, J. R., Webb, A. W., Latham, S. J. (2016). A content analysis of images of novice teacher induction: First semester themes. *Journal of Educational Research and Practice, 6*(1), 43-65.

Devos, C., Dupriez, V., & Paquay, L. (2012). Does the social working environment predict beginning teachers' self-efficacy and feelings of depression? *Teaching and Teacher Education, 28*(2), 206-217.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, *103*(6), 1013-1055.

Feiman-Nemser, S. (2003). What novice teachers need to learn. *Educational Leadership, 60*(8), 25-29.

Feiman-Nemser, S. (2010). Multiple meanings of new teacher induction. In J. Wang, S. J. Odell, & R. T. Clift (Eds.), *Past, present, and future research on teacher 235 induction: An anthology for researchers, policy makers, and practitioners* (pp. 15- 30). Lanham, MD: Rowman & Littlefield Publishing Group, Inc.

Gourneau, B. (2014). Challenges in the first year of teaching: Lessons learned in an elementary education resident teacher program. *Contemporary Issues in Education Research, 7*(4), 299-318.

Hammerness, K., & Matsko, K. K. (2013). When context has content: A case study of new teacher induction in the University of Chicago's Urban Teacher Education Program. *Urban Education*, *48*(4), 557-584.

Holden, M. E., Groulx, J., Bloom, M. A., & Weinburgh, M. H. (2011). Assessing teacher self-efficacy through an outdoor professional development experience. *Electronic Journal of Science Education*, *12*(2), 1-25.

Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, *21*(4), 343-356.

Ingersoll, R. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan, 93*, 47–51.

Ingersoll, R. M. & May, H. (2012). The magnitude, destinations, and determinants or mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis, 34*(4), 435-464.

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of educational research*, *81*(2), 201-233.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, *114*, 1–39.

Kendall, A. L. M., & Wendell, K. B. (2012). Understanding the beliefs and perceptions of teachers who choose to implement engineering-based science instruction. In *American Society for Engineering Education*. American Society for Engineering Education.

Khourey-Bowers, C., & Simonis, D. G. (2004). Longitudinal study of middle grades chemistry professional development: Enhancement of personal science teaching self-efficacy and outcome expectancy. *Journal of Science Teacher Education*, *15*(3), 175-195.

Luft, J. A. & Roehrig, G. H. (2007). Capturing science teachers' epistemological beliefs: The development of the teacher beliefs interview. *Electronic Journal of Science Education*, *11*(2), 38-63.

Moir, E. (1999). The stages of a teacher's first year. In M. Sherer (Ed.), *A better beginning: Supporting and mentoring new teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Riggs, I., & Enochs, L. (1990). Towards the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education, 74*, 625-637.

Roberts, J. K., Henson, R. K., Tharp, B. Z., & Moreno, N. P. (2001). An examination of change in teacher self-efficacy beliefs in science education based on the duration of inservice activities. *Journal of Science Teacher Education*, *12*(3), 199-213.

Ronfeldt, M. & McQueen, K. (2017). Does new teacher induction really improve retention?. *Journal of Teacher Education, 68*(4), 394-410.

Rubeck, M., & Enochs, L. G. (1991). *A path analytic model of variables that influence science and chemistry teaching self-efficacy and outcome expectancy in middle school science teachers.* A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Lake Geneva, WI.

Smith, T. M. & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover?. *American Educational Research Journal*, *41*(3), 681-714.

Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence.* New York, NY: Teachers College.

Swackhamer, L. E., Koellner, K., Basile, C., & Kimbrough, D. (2009). Increasing self-efficacy of inservice teachers through content knowledge. *Teacher Education Quarterly*, *36*(2), 63-78.

Villani, S. (2009). *Comprehensive mentoring programs for new teachers: Models of induction and support* (2nd ed.). Thousand Oaks, CA: Corwin.

Yost, R. (2002). "I think I can": Mentoring as a means of enhancing teacher efficacy. *The Clearing House*, *75*(4), 195-197.

Appendix A

THRIVE Facebook Group Activity

Month	Post Topic	Posted By	Activity
October	Welcome	Page administrator	7 views 1 “like” 1 comment
	Restorative justice	Page administrator	6 views 1 comment
	Building resilience, preventing burnout	Page administrator	6 views 1 comment
November	Self-care	Page administrator	9 views
	Self-care inventory	Page administrator	9 views 1 comment
	Holiday classroom management strategies	Page administrator	9 views 1 “like” 1 comment
	Quietness during hectic season	Page administrator	10 views 1 “like”
	Advice to a new teacher	Page administrator	10 views 1 “like” 1 comment
December	Diverse holiday traditions	Page administrator	10 views 1 “like”
January	Goal-setting and self-improvement	Page administrator	10 views 1 “like”
	What sustains you?	Page administrator	6 views 1 “like”

	Work-life balance	Participant	6 views 3 comments (from page admins.)
February	Poll: What gives you grief	Page administrator	6 views 5 responses
	Classroom management (based on poll responses)	Page administrator	5 views
	Resources for responding to trauma/tragedy	Page administrator	6 views
March	Moving students from “can’t” to “can”	Page administrator	6 views
	Routines	Page administrator	7 views 1 “like” 1 comment
April	Influence of a teacher	Page administrator	7 views 1 “like” 1 comment
	Grading tips for new teachers	Page administrator	6 views 1 “like” 1 comment
May	Teacher appreciation	Page administrator	8 views 1 “like” 1 “love” 1 comment
	Making grading easier	Page administrator	9 views

A Counternarrative or Merely a Narrative? Pre-service Teachers Understandings of Counternarrative Children's Literature

Valin S. Jordan, Ed.D.
University of Louisiana at Lafayette

Abstract

This research utilized case study methodology to explore the ways in which White women pre-service teachers' perceptions of race and gender were informed by their reading of four counternarratives about Black girls and their participation in a book club. This study focused particularly on White women pre-service teachers as they make up the majority of the teaching force in the United States. Additionally, focus was given to White women pre-service teachers as the literature shows that White women tend to use "white talk" --or ways of talking about race that allows them to protect themselves from having a conversation about race, in turn performing Whiteness. Through interviews and four book club sessions focused on counternarrative children's literature, the pre-service teachers had an opportunity to discuss their perceptions of race and gender. The findings show that while counternarratives are typically thought to be utilized to undo dominant thinking, the pre-service teachers did not experience the counternarratives as counternarratives – the study highlights the conscious and unconscious moves made by the White pre-service teachers to find themselves in counternarrative material.

Keywords: Whiteness, Counternarratives, Pre-Service teachers

Introduction

Now more than ever, there is a pressing need to examine the racialized and genderized backgrounds of pre-service teachers. We are living in a time that calls for teacher education to be diligent about supporting pre-service teachers to unlock their understandings of themselves and others in the context of race and gender, if not as well in terms of sexuality, class, religion, and other areas of identity (Jordan, 2018). As a Black woman teacher educator, I am dutifully committed to supporting pre-service teachers in understanding how their position as raced and gendered people impacts their future classroom practice. Throughout my quest to understand pre-service teachers' conceptions of themselves in courses and supervision practices, I promote the use of counternarratives to uncover their conceptualizations of particular factors such as race and gender. Counternarratives are stories of people of Color and marginalized people told for the purposes of exposing the truth about particular communities and individuals in order to disrupt the dominant narrative (Ladson-Billings & Tate, 1995; Milner & Howard, 2016).

Presented is a study of what happens when counternarratives are not understood as counternarratives, but rather a narrative for everyone. Through book club sessions, I sought to understand how participants' perceptions of race and gender were informed based on their reading of counternarratives about Black girl characters, written by Black women authors. The participants of this study saw the expression of skin color, agency, hair, and sexuality as equally experienced by all girls and women regardless of race. Throughout the study, four White women pre-service teachers from one mid-Atlantic teacher education program participated in four book club sessions focused on four children's literature books which presented counternarratives of Black girl characters. The pre-service teachers performed their Whiteness in conscious and unconscious ways that resulted in the four counternarratives being held in in close proximity to their own experiences, and ultimately losing the power to stand as a counternarrative. Rather than critically interrogate notions of race and gender, the pre-service teachers evaded moments of race in order to find themselves in the counternarratives and engaged in conversations of gender.

Theoretical Framework

This study is guided by two theories: critical race theory (CRT) and critical White teacher studies. "CRT calls for deeply contextualized understandings of social phenomena. Critical race theorists insist on providing a context to make sense of what transpires, to fully elaborate a story, and to make evident complexity" (Ladson-Billings, 2003, p. 11). It is important that teachers of Black students and other students of color understand the importance of the notions of race and gender in education, as well as in society, making these themes explicit in their classrooms and work towards becoming race-conscious pedagogues. Scholars of CRT have determined the use of storytelling as a contributor to illuminating the

complexities that exist within our society (Ladson-Billings & Tate, 1995; Milner & Howard, 2016). CRT allowed me to uncover and interrogate the complex nature of the social constructions and understandings of race and gender held by the participants. While critical race theory is the primary guiding theory for this study, critical White teacher studies add to the theoretical framework; to facilitate an understanding of how race and gender are conceptualized and understood by the White women pre-service teachers. Critical White teacher studies makes apparent the presence and function of whiteness (Jupp, Berry & Lensmire, 2016; Lensmire, McManimon, Tierney, Lee-Nichols, Casey, Lensmire, & Davis, 2013) where as Critical Race Theory centers the normalcy of race and racism in America and can be understood through counternarratives.

An important element of this study is the notion of performance. Performance is an act. People, rather actors, take to a stage to present a narrative that is scripted—a speech act (Denzin, 2001). The presentation of the self is performative. Performance is embodied by the performative I. The performative I is established by a biography or a historical context of a named person. As we speak and write, our words are impregnated with performativity, which allows for the narrative to exist as an embodied and evocative text. Performances, then, are sites of performative behavior—enacted ways of being a racialized or genderized person (Butler, 2013; Chadderton, 2013). The performativity of the self as raced or gendered is constantly changing, depending on the performance. Denzin (2001) argues that race "cannot exist outside of the performative discourses that produce it" (p. 246)—meanings of racial identity can change depending on the "actor" in the performance. The participants in this study used the situational location of a book club setting – the performance – to present their performative of whiteness.

Literature Review

In order to situate this study and understand how White pre-service teachers discussed notions of race and gender through use of counternarratives, the review of literature will include research relevant to this study on white pre-service teachers, teacher education, and critical children's literature.

Critical White Studies, Whiteness, and White Pre-Service Teachers

Whiteness can be understood as a core set of values, attitudes, and/or lived experiences that have created identifying markers of domination (Giroux, 1997). McCarthy (1998) cautions against defining whiteness as racially isolated from other factors. Whiteness can be understood as a social, political, and historical construction that gives unearned privilege to White individuals either consciously/unconsciously, intentionally/unintentionally, or explicitly/implicitly (Laugther, 2011, McCarthy, 2010, DiAngelo, 2011). Gilborn (2005) goes further to define whiteness as performative in that the "actors" of whiteness rarely recognize its existence or their role in "repeated iteration and re-signification" (p.9) because it's constantly being performed, allowing whiteness to function in an invisible way. Through a historical perspective, critical race theorist Cheryl Harris (1993) contends that whiteness has been shaped and maintained by the exclusion and deemed inferiority of Blacks; "whiteness was premised on White supremacy" (p. 283). Whiteness is then understood as a dominating principle, a principle that structures locations like schools in its image.

Acknowledging the role White teachers may play in reproducing racial ascriptions in schools is to confront their whiteness and understand the dichotomy that is created because of it. In order for White teachers to discontinue the reproduction of racial inequality they must "unlearn those histories, ideologies, values, and social relations" (Giroux, 1997, p. 299). The literature suggests that whiteness may serve as a hurdle that prevents many White teachers from engaging in instruction that is built on cultural and/or racial understandings because the visibility of one's whiteness is resisted or avoided (Galman, Pica-Smith, & Rosenberger, 2010; Giroux, 1997; Haviland, 2008; Lewis, 2003; Ringrose, 2007, Sleeter, 2001). Haviland (2008) describes White teachers' performance and maintenance of their whiteness (consciously or unconsciously) either by denying, resisting, or ignoring its existence.

Teacher education and White pre-service teachers. The number of White middle-class females is increasingly large in traditional teacher education programs. This study focuses on White females because they contribute to the majority of the teaching force (National Center for Education Statistics, 2015). Recognition of White superiority and dominance is necessary for White pre-service teachers to transition towards becoming more culturally or racially conscious educator (Helms, 1993; Howard, 2016; Sleeter, 2001; Ullucci, 2011).

Mazzei (2008) argues that when White pre-service teachers are faced with challenges of discussing issues of race and racism, silence is often their form of communication. McIntyre (1997) terms this form of communication as "white talk." McIntyre posits that White pre-service teachers discuss race by using silence and other forms of defensive communication strategies such as: derailing conversation, evading questions, dismissing counter arguments, withdrawing

from the discussion, remaining silent, interrupting speakers and topics, and colluding with each other in creating a 'culture of niceness' that made it very difficult to 'read the white world' (p. 46). The role of teacher education then is to cultivate learning spaces that strategically provide White pre-service teachers with opportunities to explore how their attitudes and understandings of themselves and others as racialized beings impacts their future classroom practice.

Counternarratives in Children's Literature/Critical Children's Literature

The study presented here particularly situates counternarratives in children's literature as a potential vehicle for deconstructing racial ideologies. Critical children's literatures in the form of picture books or chapter books are uniquely positioned to enhance critical interactions with text (Wiseman, 2013). Similarly, Wolk (2004) states, "picture books can be catalysts for children to make personal connections" (p. 31) to various social issues. However, it is unlikely for students to use books in this way or for the text to function in an educative way if teachers have not made moves to make personal connections to various social issues. This study contributes to the field and the missing literature on the effectiveness of counternarratives for White pre-service teachers in deconstructing their understandings of People of Color.

Method

This study focused on using counternarratives to engage four White women pre-service teachers in conversations about their perceptions of race and gender as it pertains to Black girls/women. The primary research questions that guided this study are:

1. How do readings of counternarratives about Black girls/women influence how White women pre-service teachers discuss notions of race and gender?
2. How does participation in a book club influence White women pre-service teachers' perception of race and gender, if at all?

Book clubs are a useful format that allows for rich dialogue and learning from others who are similarly connected (Beck, 2012). A case study research design was used to capture the bounded system of the book club sessions. Merriam (2009) contends that case study is best fit for this type of qualitative research because it can be used in combination with other methodologies to create a more "in-depth description and analysis of the bounded system" (p.40). Merriam defines case study methodology as useful for exploring a phenomenon by getting as close to the subject or unit of analysis as possible in order to create theory, emerging themes, or reason for an occurrence. The use of case study highlights how the use of children's literature books in a book club format provide White women pre-service teachers the opportunity to explore their conceptualizations of Black women.

Sample, Data Collection, and Analysis

Sample. For this study, the discussions of White women pre-service teachers enrolled in an elementary education master's program from one Mid-Atlantic university were explored. For this study purposeful criterion sampling was used based on the typical population of teachers. 82% of teachers in the United States are White female (NCES, 2015) and more White females enter teacher education programs than People of Color (Jordan, 2018). The sample selected was convenient because the participants were selected from the university where I was an adjunct faculty member at the time of the study.

Sample criteria and selection process. The four criteria defined in this study: (a) participants must be pre-service teachers enrolled in the elementary education master's program; pre-service teachers are defined as not having licensure, (b) participants who identify as White women, (c) participants who have engaged in conversations about the current racial and social issues facing the United States, and (d) participants indicate an interest in social justice education.

Upon consulting with the director of the elementary education master's program about the purpose of the study, a short demographics survey along with a letter about the study was emailed to all enrolled students in this particular program. Demographic survey responses were received from six pre-service teachers, but only five pre-service teachers followed through with the initial interview. Four participants were purposefully selected to be the primary focus of the study; the remaining participant was to serve as a replacement if any attrition occurred. A letter about the research and a consent form were provided to the participants upon selection. The participants were notified that their participation in the study did not influence their academic standing in their preparation program and that direct quotes would be used in this research study, but pseudonyms would be used to protect their identity. Table 1 provides a descriptive summary of each of the participants. The descriptions were created based on the responses provided to questions asked during the interview.

Table 1 provides a summary of each of the participants:

Participant	Description
Emily	Grew up in a small, predominately White, mid-Atlantic town. She did not experience much racial diversity while growing up and was inundated with many racist images and comments supported by her family. Eventually, she entered the Navy and credits the Navy for beginning to shape her understanding of diversity and her understanding of herself as a raced person. Emily expressed still experiencing difficulty sharing her thoughts or challenging those of others because she doesn't want to be seen as disagreeable.
Laura	Grew up in predominately White, Southern city. She did not experience much racial diversity while growing up and experienced racist speech at home, particularly with her father's parents. Laura would ignore racist statements by her grandparents and school friends when heard. Laura expressed comfort with discussing social issues with people who are more like her.
Rose	Grew up in a predominately White New England city. She did not experience much racial diversity while growing up and experienced racist speech with her grandfather. Rose would ignore racist statements she heard because she believed they did not affect her. She expressed not having a problem discussing race, gender, or other areas of difference, but it would depend on the context and the person if she would choose to engage.
Summer	Grew up in a predominately White city in the Piedmont region of a mid-Atlantic state. She experienced some racial diversity while growing up. Summer believes she is very aware of race dynamics in this country and is interested in international perspectives. Summer expressed having a sense of herself as a raced person and what that may mean for other people to interact with her, but typically refrains from having too deep of a conversation on social issues if she doesn't know where the other person is coming from.

Data Collection

Interviews. Subjects participated in two semi-structured interviews for this study, one prior to the start of the book club sessions and one after the last book club session. Semi-structured interviews were used because they provide the freedom to "respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 2009, p. 90). The first interview occurred in person before the pre-service teachers were given the books to be read. During the first interview, the pre-service teachers responded to questions that helped to frame their conceptualization of race and gender.

Patton's (2015) interview guide approach was used to format the questions. The interview guides included the questions to be asked in each interview to ensure consistency amongst each participant. Each interview was recorded and lasted no longer than 90 minutes. Notes were taken during the interview to facilitate asking follow-up questions to understand the participants more completely.

The book club sessions. The pre-service teachers were provided with the children's literature books used for the study. They were expected to attend all four 90-minute book club sessions in order to fully participate in the study. The sessions were conducted over a seven-week period. The four books present a counternarrative particular to Black girls and women; the authors present storylines filled with words, images, and figures that add to understandings of Black girlhood/womanhood:

1. *One Crazy Summer* (2010) by Rita Williams-Garcia presents the story of three sisters who travel to California to join their mother who has moved to be part of the Black Panther Party. While in California with their mother, they take part in a learning experience that allows them to experience the Panther movement

firsthand. The girls are given a new sense of pride and agency about being Black in America during their trip to Oakland, CA.

2. *No Laughter Here* (2004) by Rita Williams-Garcia presents the story of young girl Black from Queens, NY who experiences female genital mutilation. Williams-Garcia expressively presents a story that grapples with race, gender, geography, religion, psychosocial development, and sexuality.
3. *The Blacker the Berry* (2008) by Joyce Carol Thomas explores the palette of complexions of Black people. The book is a compilation of poems that provide the reader with a sense of empowerment about their skin color.

a. *Nappy Hair* (1998) by Carolivia Herron. This book has raised much controversy in the literary world, so much so that the book is not carried in stores. It's a short picture book that discusses the perceptions of Black hair within the Black community. Herron displays the tension that exists for young girls with nappy hair who are looking to exist in a society that they weren't meant for. The narrator of the text highlights hair as an attribute used to define Black girl/woman identity.

The book club sessions did not serve as a space for modeling teacher practice of using the selected children's literature books; the sessions solely functioned for the purposes of discussing their perceptions of race and gender as it was presented and informed by the text.

Analysis

A process of line-by-line open coding analysis was used for the first round of coding of the transcribed data (Charmaz, 2014). Line-by-line coding allowed for closer examination of the data. The theoretical framework was used to generate a list of themes to be used as codes for the second round of coding (Coffey & Atkinson, 1996), some of those codes included understanding of counternarrative, background knowledge, performance of gender, and performance of race, and relatability to the book. The initial codes were then matched with a corresponding theme; the grouped information was used to create another set of themes. Three themes emerged for this - experience of the counternarrative, conceptualizations of gender, and universality.

Findings

Prior to the start of the book club sessions, I met with each of the participants for an interview to gain insight into their experience with personally navigating a social issue, followed by more specific insights into their experience with personally navigating race and gender, and how they view race and gender being connected. Based on the interviews, the pre-service teachers expressed an understanding that race has meaning, but the meaning is created and perpetuated by People of Color. Additionally, they could refer to how women of Color are thought of differently in comparison to White women:

Emily: Too often they are presented as irresponsible. Women of Color are successful business women, but you never hear stories about that.

Laura: Um, there's a lot of objectifying…their intellect isn't discussed.

Rose: I mean, you can look at any sitcom, the way they're portrayed. Their presented as super sassy. I don't think it's a bad thing, but that's portrayal.

Summer: I think about politics, and how White people, especially White women talk about Michelle Obama.

The pre-service teachers articulated that race, and the connection of race and gender, are most present and notable for People of Color. As White women they did not define the connection in broad terms that would also include them.

In each of their interviews, the pre-service teachers spoke of meanings of race in their lives passively. The pre-service teachers seemed to not have an awareness of the ways in which they perform their whiteness. Their performances of whiteness manifested through varying notions of ignoring their privilege, shielding or protecting themselves from implicating their role in race related situations, and taking to a colorblind stance:

Laura: My grandparents say things all the time, that's their generation. Growing up they tried not to say anything in front me and my sister, but you know that's just the generation. I just ignore it.

Emily: Where I'm from, the rebel flag is predominant. People still seem to think it's okay to fly that flag, even if it makes no sense at all because we were in the North anyways. There's a lot of miseducated people (laughs). I get frustrated, but I don't say anything.

Rose: My grandfather is pretty racist. So just hearing how he would talk would be. Just stemming from a young age hearing him talk about any race… I would just sit there. I wasn't going to say anything. I actually don't talk to him at all now. He's a tough personality.

Although, each participant made mention to family members bringing up the topic of race—they never engaged in discussions about meanings of racialized concepts or race relations in their neighborhoods, schools, or otherwise. The descriptions provided by participants indicate that they were more passive listeners or bystanders in conversations about race – a performance of whiteness. During the book sessions, the pre-service teachers continued to perform their whiteness through varying levels of "White talk"—derailing the question/changing the topic, colluding, and silence during the book club sessions.

The remainder of this study is presented in the order the books were read and discussed in the book club session. For each of the books, direct questioning and open-ended discussion took place. Each session began with a general question regarding what they thought of the book, followed by how they responded to the counternarrative of the book. Throughout each of the book club sessions, the pre-service teachers interpreted the counternarratives as dominant narratives. Their unconscious performance of whiteness allowed them to evade notions of race or the intersection of race and gender and focus on what they understood as universal messages in each of the books. For the pre-service teachers, gender had more of a presence in each of the books and the messages attached to gender could be applied to all people rather than the book standing as a counternarrative expressing Black woman identity.

Three themes emerged from this book club study - experience of the counternarrative, conceptualizations of gender, and a rhetoric of universality:

Experience of the counternarrative - The pre-service teachers experienced the counternarratives as dominant narratives. The stories read did not present as narratives that were particular to Black women. They were able to think of themselves similar to the characters in the books.

Conceptualizations of gender - The pre-service teachers conceptualized their understanding of the books from a gender point of view. The main characters in the books were girls, thus they were relatable. Additionally, the books were easier to discuss from a perspective as women because they are aware of their womanhood on a daily basis.

Rhetoric of universality - The pre-service teachers discussed the books from a colorblind stance, they did not see race as they read the text, which allowed them to experience the counternarrative as a narrative that was also theirs. Additionally, because they did not see race and were able to easily relate to the story, they understood the books as having a universal message that could be useful for all children.

One Crazy Summer - Experience of the Counternarrative

The first book club session proved to be eye opening for the pre-service teachers and myself in terms of how much history was unknown to these four White women. As the pre-service teachers read through this text, they were more drawn to understanding the history of the time period – 1960s – and the Black power movement associated with the Black Panthers. The pre-service teachers indicated not knowing the definition of a counternarrative and were certain they had never been exposed to one. Upon defining counternarrative as a narrative that is particular to People of Color or people who are not part of the dominant narrative, the pre-service teachers spoke to possessing a lack of knowledge about the Black Panthers and having a poor perception of the group based on what they have viewed in movies. The following responses are the pre-service teachers' responses to being asked how they experienced the counternarrative presented in the book. The pre-service teachers admitted to learning that the Black Panthers were a radical group interested in causing strife within American society. Reading this book, they had a different understanding of the Black Panthers and their mission and commitment towards empowering Black people:

Emily: …And even my perception of the Black Panthers, just like my stereotype of what it was—as a violent, radical group. And then I was like, *Wow, I wish I had learned who these, like, Bobby Hutton and Huey Newton [were]*. Like these names of people, like, why didn't I ever—I know Martin Luther King and Rosa Parks, and that's about it. And then I was like, *Oh, so they weren't so radical or such a*—I always kinda saw it as they were more violent than the other civil rights activists. And learning that what I was learning wasn't necessarily true. And I just assumed they were the radical [version] of Martin Luther

King and the Civil Rights Movement. And now I'm like, *Wow, they were educating, and they welcomed anyone, and I had no idea of any of that.*

Rose: I think also while reading this, I don't know a lot about the Black Panthers, um, so it was all pretty new to me. It definitely gave, like, a different history. Like, you hear about the Civil Rights Movement, but like you said, you don't hear about the Black Panthers. It definitely gave a different look into it. Um, I thought it was interesting, it gave a different perspective for me. It educated me more because I didn't know anything. So that was good.

Laura: Same.

Summer: I don't know a lot either.

During this particular book club session, I served as a resource for filling in gaps for the pre-service teachers about the particular time period and other Black groups committed to the empowerment of Black people. For example, the pre-service teachers were not aware that Malcolm X was not a Black Panther, but that he was in fact part of The Nation of Islam, a group they did not know existed. This suggests that they are not aware of multiple counternarratives.

The pre-service teachers clearly stated that they experienced this counternarrative—One Crazy Summer—as a learning tool because they were introduced to a different understanding and history about the Black Panther Party. But as the book club session continued, the four women had a difficult time responding to race-based questions or questions that challenged them to think of themselves as raced and gendered people. One Crazy Summer is a text that required a lot of background knowledge about The Black Panthers in order to truly engage in a conversation or reflect on the presence and meaning of race during that time period. The pre-service teachers' difficulty with responding to race-based questions may have been related to their lack of historical background knowledge. Seemingly, as discovered in their interviews, the difficulty may have been due to the fact that the pre-service teachers spoke to meanings of race as being more appropriately understood by People of Color. Race doesn't have an apparent presence in their worlds, which limits them in being able to openly discuss meanings of race and the intersection of race and gender (Howard, 2016). Emily and Laura, however, were able to recognize their whiteness:

Emily: Their whole experience is way different than mine would've been. They were constantly, like, people thought negative[ly] about them.

Laura: I feel like they were being super conscious of themselves being Black. Like when they went to the airport and got on the plane. They were like, *There's no one else like us here.* Well yeah, but what's her name—Delphine? Like, she took that as a, I don't know, a responsibility for herself to make sure she didn't cause a scene or anything because they didn't want to give themselves a bad name. That would never be a thing that anyone *[pause]* like, never would occur to me.

Both Emily and Laura were able to express how the experience created by the author contrasted with their experiences growing up. In this way, they identified how whiteness is typically performed in their lives. Emily was aware that negative thoughts are not typically held about her, and Laura indicated not needing to be highly conscious of how her race or presence is perceived. During this particular moment, they were able to challenge themselves to think about how being White influences or impacts their life. This was expected for Emily, because she began to question her whiteness during the initial interview, but this was a bit of shift from how Laura presented in her interview. During the initial interview, Laura indicated not questioning dynamics of race within her community or with her family—she was more or less oblivious to race having function for how people live. While Emily and Laura admitted the experiences of these young Black girls would be different from their own, Rose and Summer did not attempt to discuss how they saw themselves as raced people while discussing the text with the group. Rather, Rose and Summer performed their whiteness by discussing race as outside of themselves and changing the topic to something more comfortable and relatable:

Summer: So, you have the scene where Von, who is it? Colors in the doll? The middle sister, Vonetta colors in Fern's doll and sort of that battle. It makes me think of American Girl dolls and how they have, like, you can do the "me" doll.

Rose: It's funny you say that thing about the dolls cause when I was in kindergarten I had an obsession, I only wanted Black dolls because I wanted diversity in my collection. I would always ask for them.

Further questioning about the image, the author created about Black girls truly pushed the pre-service teachers to perform their whiteness in ways indicated by previous studies. As they were answering questions, the pre-service teachers

derailed the conversations by changing the topic, colluding with each other when the conversation was derailed by discussing the new topic, or choosing silence (Case & Hemmings, 2005; Glazier, 2003; Mazzei, 2008). These three behaviors continued during the discussion of the other three books. The pre-service teachers were able to conceptualize notions of gender while reading, especially with regard to mother-daughter relationships (which is a major theme in this text). For this book in particular, the pre-service teachers responded to historical aspects and expressed their newfound knowledge about the Black Panthers. During the next book club session where we read *No Laugher Here*, the pre-service teachers were comfortable discussing notions of gender, sexuality, their understandings of normal cultural practices, and avoiding the presentation of Black girls and women.

The pre-service teachers confidently stated that they experienced this counternarrative—*One Crazy Summer*—as a learning tool because they were introduced to a different understanding and history about the Black Panther Party. *One Crazy Summer* is a text that required a lot of background knowledge about The Black Panthers in order to truly engage in a conversation or reflect on the presence and meaning of race during that time period. With regards to this book, the pre-service teachers' performativity of whiteness manifested through their understandings of history. They held a myopic view of the Black Panther Party that influenced how they engaged with the text.

***No Laughter Here* – Conceptualizations of Gender**

Even though during the interviews the pre-service teachers expressed their belief that women of Color are viewed differently and even hyper-sexualized in some instances, while reading this book they did not respond to the message of sexuality or how sexuality is culturally and racially constructed. The pre-service teachers spoke to what they found to be "normal" in their eyes and spoke of their experiences as gendered people. The pre-service teachers were compelled through the reading of *No Laughter Here* to discuss and judge cultural practices or attitudes and behaviors of a particular group.

In response to being asked to discuss the author's presentation of Black women through the two women matriarchs, one African and the other African-American, the pre-service teachers responded by calling into question what was normal to them as White women who grew up in a Westernized society:

> **Emily:** You know, I think about—well if this was banned, I mean—if we were one of the countries that banned [female circumcision] and it still happened, is it better for us to get safe practices for them doing it? I mean, it's like abortion—people are still going to do it. It's just going to be way more dangerous. *[Inaudible]* So like, I'm really conflicted. Well, first of all, I don't really understand it enough to tell this family that they shouldn't have done this.

Whereas, the other pre-services teachers were very opinionated in saying these particular practices were wrong and needed to be corrected because it didn't fit into what they believed to be right:

> **Summer**: I actually wrote [in my journal] about this a little. I have a huge problem where, yes, we should be respectful of other cultures, but when it comes to harm, violation—especially for young girls who don't have a voice or don't have a choice in this—I think that is where we can start passing judgment and have a worldwide outcry. And there should be, absolutely. I really have a problem with—just because you're an outsider, you can't come and try to stop something from happening. Like the mom, like Akilah's mom does… or tries to do. Like, how did she not get removed from that family [by social services]?
>
> **Rose:** It's also the mom saying, you're not Nigerian, you wouldn't understand. But this young girl had never really lived in Nigeria, she lived in England until she was eight and then lived in America. It's like, yes, that's her background and that's her culture, but none of her friends are going to be going through this. This isn't something that she will really be seeing except for when she goes back to Nigeria.
>
> **Laura**: It's not like it was related to her life.
>
> **Rose**: It would be different if she was still living there and this was just something that they all did. And saw her friends going through it, too. But she's going to be the only one that she's seeing go through this.

For Rose, Summer, and Laura, particular practices are only "valid" and "warranted" if you still live in that country or associate in social groups (i.e., friends) who have the same cultural practices. Their responses are closely linked to the old adage: If you are in America, then learn our ways and act American.

While the *No Laughter Here* book club session allowed the pre-service teachers to speak about their views on appropriate cultural practices, that were impacted by notions of race, this book truly allowed them to connect as women

and discuss common experiences shared as women. Three of the four pre-service teachers engaged in a conversation about experiences had as they went through puberty:

> **Summer**: Oh, me too. You would have to do the walk of shame to the bathroom. Like where do you hide your tampons? Like, where do you? I was afraid of tampons.
> **Rose**: And, like, going to CVS was a horrifying experience because you get there and hope, *I [hope I] don't get the male cashier. He's going to know!*
> **Summer**: Oh, I know. Even my dad he's like, "Is it like a woman thing?" My dad does not get involved in any of that stuff, he's in a household full of girls—my three sisters and then my mom. *[Inaudible.]* It's like on "7th Heaven," where they have the dad and he goes out and buys the pads. I was just horrified.
> **Rose**: I told my mom she wasn't allowed to tell my dad. I was like, "You cannot tell Dad! This is horrifying!" I don't know why but looking back now I don't know why getting your period is such a horrifying, scary event. It absolutely was to me. I cried in the bathroom.
> **Laura**: Well, it's how it's portrayed.
> **Rose**: Right.
> **Summer**: I also think that boys can be pretty cruel and ruthless when it comes to that. Or even with girls, if you get your period too early. Like when her mom was talking about "We're early developers." And [Akilah]was like, "No I just want to be on time. I want to be normal. I want Victoria and I to get it at the exact same time." There's this idea that if you're too early or too late, what does that say about you?

This book club session, more than the others, lent itself to discussions of womanhood and coming of age. The unconscious performance of whiteness provided the pre-service teachers' the space to conceptualize normal social practices that were colored by a racial-cultural understanding. For the pre-service teachers, engaging in a conversation about their bodies and the changes experienced while going through puberty allowed them to forge a connection as women. This connection is what guided them during the discussion, their experience as women is also what connected them to the text.

The Blacker the Berry – Rhetoric of Universality and Experience of Counternarrative

The discussion around *The Blacker the Berry* finally incited talk about race and pushed the pre-service teachers into an unfamiliar territory. Particularly written for Black children of all shades, the poems in *The Blacker the Berry* are written in free verse by different children, sharing their experience of being Black in response to their skin tone. The poems are clear and concise in their messages for empowering Black children to find themselves in one of the poems and create a bridge for expressing their experience. Laura, Summer, and Rose, rather than speak to these Black children's expression of themselves as Black individuals and how they believe the world views them, performed their whiteness. For Laura, Summer, and Rose, the book of poems were merely an exposition of universal messages of love and acceptance. For them the presentation of racial dialogue in the poems didn't resonate because as White women they are often not presented with needing to unpack how the world around them views the color of their skin – they are the universal message of standardized beauty and normalcy. So, for them, rather than speak to issues of race and racial ascriptions based on color, they comfortably spoke to love and accepting who you are.

Counter to this, Emily questioned whether or not White children would really get the message of love and acceptance from the book since they are not present in the book nor the title. But the voices of the other three women were so strong and passionate—about race not having meaning and the book having a universal message—that Emily was silent for most of this discussion. Her silence wasn't a clear expression of whiteness as it's been detailed in other studies (Glazier & Seo, 2005), but rather, Emily's silence signaled disagreement with the other pre-service teachers. Emily's performance of whiteness is atypical; she's not silent because she's uncomfortable with engaging in the topic of race, she's uncomfortable because she doesn't want to show other White people that she wants to pushback. As referenced in the description (Table 1), she attempts to speak about race, but she avoids the topic. Others can read Emily's silence as passive agreement. With regard to Emily, I define passive agreement as her not actively participating or resisting against what others around her are doing or saying. Eventually, Emily's silence is provoked because the other pre-service teachers were shifting the book from a counternarrative to one that is universal. Emily asks a very clear question about how White children would respond to this book as pushback to it being seen as inclusive of all children:

Emily: I wonder how the White kids would react in the class? I would be curious if when you read it and talk about it, they notice they're not in it. Or if they would [not]. I like that I'm not in it, and I always see myself.

Laura responds in a way that protects White children:

Laura: We've read some books in my class that are about Black kids or others. And my class is mostly White kids. It's mixed, but predominately White. But no one has ever picked up on [race] or *said* that they have picked up on it. They're just like, "This is a great book."

Laura attempted to respond to Emily's inquiry by defending that White children don't pay attention to the race of characters in books because their concern is simply whether the book is a good read. She initially dismisses Emily's suggestive question about how would White kids respond to a counternarrative since they are not pictured in the text nor is there a relatable storyline connected to their life. I rephrased Emily's question to Laura:

Researcher: But are the messages [in the books read in class] counternarratives? So, something like this, where the narrative is pretty much about trying to empower Black *[pause]* kids of Color who have heard this story over, and over, and over again about how un-beautiful [they are], or how they're not accepted because of skin tone. Whereas a book just about making friends and it just *happens* to be a Black kid who is trying to make friends that's something that's relatable to— *[Laura interrupts]*

Laura: They are mostly books that are universal.

As the conversation progressed during this session they all admitted to being uncomfortable as White women discussing race with a person who was not White. They found their race to be an inhibitor to having conversations centering race. It's worth questioning, whether they would have engaged in the conversation in a more critical and thorough way had I been a White woman researcher. They possibly viewed me as expert and made a choice to engage the conversation of race carefully because they felt they were unable to engage in a way that was valuable. Rose stated, when lacking an understanding, "it's in poor taste to ask questions."

As White women, they believed there were boundaries to what they could say, and to whom they could say it. It was more appropriate to stand by a colorblind position and be inclusive of all children, rather than ascribe to a color-conscious stance:

Rose: I think you would have to address that with any type of kid's insecurities about themselves. Just be happy with who you are and not worrying about what other people think. And try not to change yourself.

Laura: Yeah that sounds—

Summer: Yeah, I think I agree. You're beautiful because of who you are on the inside, so you're beautiful of the outside as well. And everyone is unique and different, and that's what makes us. We read this book about autism to the class—it didn't actually say the word "autism"—and everyone is different and has a different way of being themselves and that's okay. And that's what makes the world great.

Emily: I think it's hard because they get the messages from so many places. And to talk about it with them, I think it's something hard. And I feel like the answer is, yeah, everyone is different, but I know there are some people who have deep hurt because of something someone said about them. But I know for me, like, if someone says something, I can go find me on TV or something. If you say something to someone who has never seen someone that looks like them, I think it's hard because I can't feel what they feel. I can't see—I just think it would be really hard.

Summer: I also don't know how [talking about standards of beauty and race] would sound coming from me.

Listening to their exchange, it was clear they struggled with the idea of talking to students about race. As a whole, the pre-service teachers would rather shield students from messages associated with their features, rather than engage them in conversations that would be more difficult for them to handle as White teachers. As budding teachers, they would choose to provide blanketed statements of acceptance rather than instill a sense of love and acceptance for their Blackness. The pre-service teachers took the book's message out of context and appropriated them to fit all children, including White children. They—with the exception of Emily—believed the book could be used to teach children to accept who they are and to not be overwhelmed by insecurities, with the assumption that being Black is an insecurity. The pre-service teachers

were clear this book was a counternarrative, but they asserted that the book could be used to teach a universal message of acceptance. Even with context provided to them about social constructions, they continued to perform their whiteness by derailing the conversation and making sure the conversation didn't cross the illusory boundary line into discussing race.

***Nappy Hair* – Experience of the Counternarrative, Conceptualizations of Gender, and Rhetoric of Universality**

Central to this book club was having pre-service teachers read the messages presented to Black girls about their hair, skin tone, and sexuality in order to understand their perceptions of race and gender. Presenting them with a book like *Nappy Hair* was relevant to engaging them in a storyline that was not theirs. Similar to the other three texts, rather than engage in a conversation that centered on understanding the counternarrative, the pre-service teachers (with the exception of Emily) found a way to include themselves. Although, the pre-service teachers had no context for the word "nappy" and they were only familiar with the term because of Don Imus[1], who, in 2007, referred to the woman's basketball team from Rutgers University as "nappy-headed hos", they determined the book was merely about hair:

Rose: I thought it was funny!
Summer: It's really just about acceptance of hair. Hair acceptance.
Laura: Yeah.
Rose: It's about accepting who you are and being cool with it.
Summer: Like one nap of her hair is the only perfect circle in nature. It's so sweet, you know, like your whole family is telling you how perfect you are. And— *[interrupted by Rose]*
Rose: And it's like God made her that way . . . Like, it's definitely an overreaction that someone had to lose her job because she read a book about a different type of hair . . . From my personal connection, it's *[inaudible]* because I have difficult hair. It's taken me 25 years to find a shampoo that I can wash my own hair with. I see it as obviously I have a different type of difficult hair than the girl in this story. But that was my connection, I get hair problems.
Laura: Yeah. Like where they talked about it crunches when they comb it. And I was like, "Oh that's so funny." My roommate used to yell at me about my hair making noise when I brushed it. And she would be like, "That's not normal." Not that my hair is anything like this.

Rose, Summer, and Laura comfortably engaged in a conversation about hair problems and how they felt this book appealed to them as White women. Emily nodded along, offering up issues that she has with her hair, which as noted earlier – Emily straddles between colluding and presenting silence as disagreement. To assist the pre-service teachers in discussing the book as a counternarrative, context was provided.

Researcher: Hair, along with the other four topics discussed during the book club sessions, is a familiar narrative for Black women. Historically, hair is focused upon as a determining factor for how people see you or accept you; "the straighter your hair is, the better off you will be." Similar to notions of skin tone, "the lighter you are, the better." Essentially, the Whiter you are able to perform—embody whiteness—in your Black skin, the better. Not only is hair and skin tone about standards of beauty, but it has been associated with one's status and continued growth. Messages of what is socially acceptable have been preached to Black women for centuries.

The author of *Nappy Hair* wrote about the protagonist of the story being able to speak the King and Queen's English, but yet she has nappy hair. The message conveyed in one portion of the book that other people will define you, by your hair. Three pre-service teachers missed the message conveyed by the author; the main character persevered beyond other people's thoughts about her, regardless of her hair. Emily, however, seemingly became uncomfortable with the way the other pre-service teachers were discussing the book as having universal appeal. Rather than continue to perform her whiteness by colluding with head nods of agreement, she broke her silence by adding that this book would not be something she reads in a classroom because she's uncomfortable and doesn't know enough about this counternarrative to integrate it into her classroom:

[1] See http://www.cbsnews.com/news/cbs-fires-don-imus-over-racial-slur/

Emily: It could get a lot deeper than just a "book" that I'm reading. And I need to be educated on that—rather than I'm just trying to be cool with my students, but really it just has a lot deeper context than hair. That's my opinion.

Rose, Summer, and Laura did not outwardly disagree with her but did not validate Emily's thoughts. They continued to discuss how the book is about acceptance—acceptance of who you are and what you look like—a storyline to which all children can relate. And while Rose, Summer, and Laura were comfortable in their colorblind stance and appropriated the book to fit their beliefs, Emily was not.

Rose eventually confided that she wouldn't read it in classrooms of predominantly White children, even though she took a universal stance to reading the book:

Rose: Like, I'm not going to bring this book into a class that's 98% White kids. That would seem a little weird. But maybe it would be good for the one person that's different. I don't know. It's hard to say.
Researcher: If it's a book that only talks about hair issues, right?
Rose: Mm-hmm . . .
Researcher: And you said you had some sort of connection to it just in terms of dealing with difficult hair—*[Rose interrupts]*
Rose: Right.
Researcher: You would still feel uncomfortable in— *[Rose interrupts]*
Rose: Just because of the story of the teacher getting fired. That's honestly the number one reason why I feel uncomfortable in reading it.

Rose was adamant the book was merely about hair issues and simply accepting how you look. I attempted to push Rose to dig into her own thinking of why she wouldn't read the book to White children. She became defensive in her reasoning and claimed that she doesn't want to be fired for reading this book because it's happened to someone else in the past. Rather than admitting that she wouldn't read the book to White children because it's not their narrative, she performed her whiteness by becoming defensive. Her statements negated that she believed this book to be merely about hair, she eventually admitted to not knowing what the word "nappy" means, where it comes from, or why it is so jarring:

Rose: I didn't really think it was like a— *[speaker interrupted]*
Summer: Is that an appropriate term?
Laura: I don't think I have a lot of experience with hearing it or seeing it or using it. So, for me it was like, this is a cute book about this little girl and they're talking about her hair and how great it is. And it didn't even occur to me, which sounds horrible. I just feel ignorant because that didn't occur to me.
Rose: The only thing I can think about is when we talked about that radio guy.
Me: Don Imus.
Laura: That's the only time I think that I heard it being used.
Rose: I honestly don't even know what "nappy" means.

The fact that Rose comfortably inserted herself into a narrative that wasn't hers without knowledge of what the word means, says that reading counternarratives is not useful enough for engaging her in critical conversations about narratives that are not hers. Rather, she is not sensitive to counternarratives—or the selected counternarratives for this study—having messages that are particular to Black women. The selected counternarratives for this study did not allow her to witness that Black women have a different lived experience than she does, the narrative in *Nappy Hair* and the other books were relatable to her as a woman—she has a shared story with the characters for that reason. Rose, Summer, and Laura read this book through their lens as White women. They did not read the empowering message that the Black woman author created for Black girls who may engage with the book. Even though they were aware the book was a counternarrative and could see that the pictures and the words evoked very different meanings for them as White women, they worked diligently to find meaning for themselves**.** Summer believed that their reading of the book as a narrative that fits them as White women is based on their personality traits, or who they present to the world on an everyday basis. It's not recognized that their whiteness and their limited experience with People of Color—Black women in particular—was the reason why they understood *Nappy Hair* and the other books as having universal messages.

Discussion

The pre-service teachers who participated in this study resisted and articulated the messages of these counternarratives as having universal appeal. I make the shift from colorblind to universality because the participants were aware of race but felt inclined to insert themselves into a narrative that was not theirs. These four White pre-service teachers articulated understandings of acceptance, self-love and self-confidence that all women grapple with. Through the performative space of whiteness afforded to the participants, they were able to, unconsciously and consciously use strategies to avoid challenging their perceptions of race and gender as the characters experienced it by asserting that the equalizer between them and the characters in the text absent of race was womanhood.

Experience of the counternarrative

This study was particularly focused on the use of counternarratives to shift conceptualizations held about Black girls and women. In this instance, the selected counternarratives seemingly were not impactful enough for the pre-service teachers to examine their ideas of Black women or race writ large. While it has been articulated through critical race theory that counternarratives are a vehicle for dismantling oppressive ideologies held about People of Color (Ladson-Billings & Tate, 1995), it should be noted based on this study that not all counternarratives will serve this purpose. The counternarratives explored for this study did not prove to be impactful for moving the pre-service teachers beyond their colorblind perspectives. Providing direct and explicit teaching of the concept in the books through historical and cultural connections prior or during the book club sessions could enhance the impactful nature of the counternarratives.

The four women allowed for their lens as White women to shape how they understood and discussed the book. "White-talk" was prevalent in how their experience of the counternarrative was captured. "White-talk" is defined as a strategy that protects White individuals from having to deconstruct their own identity and allows one to shy away from having "challenging" conversations about the presence of race in a situation (McIntyre, 1997). If and when pre-service teachers are presented with narratives that counter or pushback against dominant frames of thinking, they should be positioned to deconstruct conscious or unconscious notions of superiority. It's this move of truly accepting a counternarrative as a counternarrative that deviates from reliance on "white talk" or other defensive communication strategies that prevent White women pre-service teachers from moving toward a more race-conscious practice of education.

Conceptualizations of Gender

The book club sessions allowed the pre-service teachers to connect with each other in a way that allowed for understanding of another's perspectives as it related to gender. Speaking to their concepts of womanhood was seemingly comfortable or safe because they experience being women on a daily basis; they were better able to discuss notions of gender as opposed to race. When White women have discussions that sidestep race—that of others' or their own, they are maintaining a position of privilege (Glazier, 2003). This position of privilege allowed participants to avoid engaging in conversations about an understanding of difference across race and culture but rather to have conversations of commonality as it relates to gender, in this case being women.

Universality

Finally, the last theme of the book club sessions is universality. Arguably, universality means encompassing race, gender, religion, socioeconomic status, etc. While colorblindness means ignoring race, that race lacks existence—we're all the same. The pre-service teachers recognized the texts were racialized, but the presence of race did not matter; they understood the counternarratives as having universal messages of acceptance, self-love, and self-confidence, messages that apply to everyone because race was not a consideration. Since race does not exist, then the counternarratives lacked the power of being counternarratives, and a universal message was applied.

Limitations and Further Study

One of the primary limitations of this study is the professor-student relationship that existed with one of the participants. Emily was a student in my diversity education course. My knowledge of the way she discussed issues of race and gender prior to the start of this study and her knowledge of my teaching of these two social issues may have influenced how she participated in the book club. Another limitation of this study was accounting for my voice and perspective as a Black woman teacher educator interested in White women pre-service teachers' discussions of race and gender as it relates to Black girls and women. As the only Black woman present during the book club sessions, I had to be

conscious not to present myself as a person with an authoritative voice on the Black woman perspective, in order to maintain my presence as a researcher.

In order to advance this work, further study focused on developing pre-service teachers' discussion habits of social issues through direct and explicit teaching would help to increase the impactful nature of counternarratives. The counternarratives in the study presented here didn't provoke the pre-service teachers to discuss the social issues presented in the text, mostly because they did not have the cultural, historical, or social connections to do so. Teaching the social issues as they are presented in the books, followed by book club sessions could shift the conversations to be more focused and would limit "white talk".

Conclusion

The intention of this study was for each of the four counternarrative books to draw up critical conversations about race, gender, and the connection of race and gender Instead, the pre-service teachers settled into a place that allowed them to shield their vulnerability by discussing what they knew and what was seemingly most apparent in identifying who they are—notions of gender. Teacher education must be more diligent, creative, and deliberate about creating more opportunities for pre- and in-service teachers to engage in critical and meaningful discussions about race.

References

Beck, P. (2012). Elementary Education Preservice Teacher Candidates' Participation and Perceptions of a Professional Book Club: A Case Study. In P. Resta (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference 2012 (pp. 1100-1105). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/39723.

Butler, J. (2013). Excitable Speech: A politics of the performative. New York, NY: Routledge.

Case, K.A. & Hemmings, A. (2005). Distancing strategies: White women pre-service teachers and antiracist curriculum. *Urban Education, 40(6)*, 606-626.

Chadderton, C. (2013). Towards a research framework for race in education: critical race theory and Judith Butler. *International Journal of Qualitative Studies in Education, 26(1)*, 39-55.

Charmaz, K. (2014). Constructing grounded theory (Eds). Thousand Oaks, CA: Sage Publication.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies.* Thousand Oaks, CA: Sage Publications.

Denzin, N. (2001). Symbolic interactionism, poststructuralism, and the racial subject. *Symbolic Interaction, 24(2)*, 243-249.

Diangelo, R. (2011). White fragility. *International Journal of Critical Pedagogy 3(3)*, 54-70.

Galman, S., Pica-Smith, C., & Rosenberger, C. (2010). Aggressive and tender navigations: Teacher educators confront whiteness in their practice. *Journal of Teacher Education, 61(3)*, 225-236.

Gilborn, D. (2005). Education policy as an act of white supremacy: Whiteness, critical race theory and education reform. *Journal of Education Policy, 20(4)*, 485-505.

Giroux, H.A. (1997). Rewriting the discourse of racial identity: Towards a pedagogy and politics of whiteness. *Harvard Educational Review, 67(2)*, 285-320.

Glazier, J.A. (2003). Moving closer to speaking the unspeakable: White teachers talking about race. *Teacher Education Quarterly, 30(1)*, 73-94.

Glazier, J. & Seo, J.A. (2005). Multicultural literature and discussion as mirror and window? Journal of Adolescent & *Adult Literacy, 48(8)*, 686-700.

Haviland, V.S. (2008). "Things get glossed over": Rearticulating the silencing power of whiteness in education. *Journal of Teacher Education, 59(1)*, 40-54.

Harris, C. I. (1993). Whiteness as property. *Harvard Law Review, 106(8)*, 1710-1791.

Helms, J.E. (1993). Black and white racial identity: theory, research, and practice. Westport, CT: Praeger Publishers.

Herron, C. (1998). *Nappy hair.* New York, NY: Alfred A. Knopf.

Howard, G.R. (2016) *We can't teach what we don't know. White teachers, multiracial schools (3rd edition).* New York, NY: Teachers College Press, Columbia University.

Jordan, V.S. (2018). The 'imaginary existence' of black male students. *Perspectives on Urban Education. 15(1)*. Retrieved from: https://urbanedjournal.gse.upenn.edu/volume-15-issue-1-summer-2018/imaginary-existence-black-male-students

Jupp, J.C., Berry, T.R., & Lensmire, T.J. (2016). Second-wave white teacher identity studies: A review white teacher identity literatures from 2004 through 2014. *Review of Educational Research. 86(4)*, 1151-1191.

Ladson-Billings, G. & Tate, W.F. (1995). Toward a critical race theory of education. *Teachers College Record, 97(1)*, 47-68.

Ladson-Billings, G. (2003). It's your world, I'm just trying to explain it: Understanding our epistemological and methodological challenges. *Qualitative Inquiry, 9(1)*, 5-12.

Laugther, J.C. (2011). Rethinking assumptions of demographic privilege: Diversity among white pre-service teachers. *Teaching and Teacher Education, 27(1)*, 43-50.

Lensmire, T.J., McManimon, S.K., Tierney, J.D., Lee-Nichols, M.E., Casey, Z.A., Lensmire, A., & Davis, B.M. (2013). McIntosh as synecdoche: How teacher education's focus on white privilege undermines antiracism. *Harvard Educational Review, 83(3)*, 410-431.

Lewis, A.E. (2003). *Race in the schoolyard. Negotiating the color line in classrooms and communities.* New Brunswick, N.J.: Rutgers University Press.

Mazzei, L.A. (2008). Silence speaks: Whiteness revealed in the absence of voice. *Teaching and Teacher Education, 24*, 1125-1136.

McCarthy, C. (1998). *The uses of culture: education and the limits of ethnic affiliation.* New York, NY: Routledge.

McCarthy, C. (2010). Contradictions of power and identity: Whiteness studies and the call of teacher education. *International Journal of Qualitative Studies in Education, 16(1)*, 127-133.

McIntyre, A. (1997). *Making meaning of whiteness: Exploring the racial identity of white teachers.* Albany, NY: State University of New York Press.

Merriam, S.B. (2009). *Qualitative research. A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Milner, R. & Howard, T.C. (2013). Counter-narrative as method: race, policy, and research for teacher education. *Race, Ethnicity and Education, 16(4)*, 536-561.

Patton, M.Q. (2015). *Qualitative research & evaluation methods* (4th ed). Thousand Oaks, CA: Sage Publications.

Ringrose, J. (2007). Rethinking white resistance: Exploring the discursive practices and psychical negotiations of 'whiteness' in feminist, anti-racist education. *Race, Ethnicity, and Education, 10(3)*, 323-344.

Sleeter, C.E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education, 52(2)*, 94-106.

Thomas, J. (2008). *Blacker the berry*. New York, NY: Amistad-HarperCollins Publishers.

Ullucci, K. (2011). Learning to See: The development of race and class consciousness in white teachers. *Race, Ethnicity and Education, 14(4)*, 561-577.

United States Department of Education Institute of Education Sciences National Center for Education Statistics. (2015). Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12. Retrieved from http://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp

Warren, J. T. (2001). Doing Whiteness: On the performative dimensions of race in the classroom. *Communication Education, 50(2)*, 91–108.

Williams-Garcia, R. (2004). *No laughter here*. New York, NY: Amistad-HarperCollins Publishers.

Williams-Garcia, R. (2010). *One crazy summer.* New York, NY: Amistad-HarperCollins Publishers.

Wiseman, A.M. (2013). Summer's end and sad goodbyes: Children's picture books about death and dying. *Children's Literature in Education, 44(1)*, 1-14.

Wolk, S. (2004). Using picture books to teach for democracy. *Language Arts, 82(1)*, 26-35.

Poster Sessions

Using Diverse Children's Literature to Bridge Cultural Gaps

Albertaeve Abington-Pitre, University of Louisiana at Lafayette

Proposal leader will share and guide participants through a demonstration and exercise in "how to recognize bias" in literature to sharing anti-bias literature to promote positive attitudes toward others who may not be culturally, physically, mentally or racially aligned to your preconceived ideas. After demonstration of how to look for bias in books such as, reading, looking critically at the illustrations and Lexile in the children's literature samples provided. Participants will learn 2 key strategies for developing positive racial attitudes using children's literature: Evaluation and analysis of Visual representation (illustrations or photographs), and Symbolism (more than just words on a page) found in a selection of popular children's literature.

Improving the Blank Page: Developing College/Career Ready Writers Through Creative Writing Programs

Kyla Ardoin, University of Louisiana at Lafayette
Toby Daspit, University of Louisiana at Lafayette

This poster highlights ongoing research on a writing project developed to assist middle and high school students in high-needs schools confront the "terror of the blank page" and unleash lurking masterpieces. Strategies shared have been field tested through programs developed in a partnership between a National Writing Project site and a GEAR UP grant. Although this partnership focuses on creative writing, the techniques utilized can improve writing for multiple purposes, and writing is perhaps the single most important endeavor undertaken by learners of all ages. Key components of developing successful creative writing programs will also be explored.

As the National Writing Project notes in Because Writing Matters, "Writing is the single most important skill for students' academic and professional success. Yet . . . it has received little attention in our nation's schools, and national assessments show that just one in four American students is able to write proficiently" (https://www.nwp.org/cs/public/print/books/book_bwm). Since 2015, a creative writing project aimed at cultivating a culture of writing in area schools has been piloted and developed. Over 30 teachers from 10 high-needs middle and high schools have participated in invitational writing institutes and professional development programs that operate under the principles that 1) writing is as fundamental to learning in science, mathematics, and history as it is to learning in English/language arts, 2) writing needs constant attention and repetition from the early grades through university, and 3) as the process of writing can best be understood by engaging in the process, teachers of writing should write. In turn, these teachers/writers have worked with hundreds of students in summer writing camps and after school writing clubs.

This poster session explores lessons learned through the first three years of this project, how has the work been modified based on feedback from teachers and students, and future project plans. Data from surveys of teachers and students will be analyzed and shared.

Changemakers: Developing Agency in Preservice Teachers

Aimee Barber, University of Louisiana at Lafayette
Marietta Adams, University of Louisiana at Lafayette

This presentation will showcase the work of preservice teachers who engaged in the design thinking process to find an innovative solution to a current issue in education. The instructor of the course will describe the process and the desired outcomes as well as data-supported claims on how this project might relate to a

developing sense of agency among preservice teachers. You will gain ideas on how you might engage preservice or in-service teachers in a similar process in order to impact change in any setting.

Intern Inquiry Seminars & Showcase: Action Research Embedded into Internship

Aimee Barber, University of Louisiana at Lafayette
Marietta Adams, University of Louisiana at Lafayette

Instructors from the University of Louisiana at Lafayette will share their work to bring student-centered action research into teacher preparation internship. University supervisors supported a group of 20 preservice teachers to identify problems in their current practice and work through one action research cycle to develop and implement a solution. This unique opportunity invited preservice teachers to identify a problem, collect and analyze data, make evidence-based claims and develop possible solutions, and share their new knowledge with peers. You may gain ideas on how to engage your own students or faculty in practitioner inquiry focused on improving teaching and learning in your own unique setting.

The Effect of Discriminatory Mascot Changes on Team Revenue in College Athletics

Jenee' Broussard, University of Louisiana at Lafayette
Jeremy J. Foreman, University of Louisiana and Center for Sports Success

Several factors influence whether fans attend games or support sports teams, such as team athletic performance (Murrell & Dietz, 1992) and psychological factors (Lera-Lopez, Ollo-Lopez, & Rapun-Garate, 2012). Recently, a more controversial element of fan support for a team has been explored, namely, sports teams' uses of discriminatory mascots (Bernthal & Graham, 2003; Williams, 2007). Interestingly, discriminatory mascot changes may also have a positive effect on fan support for those fans who support the change (Williams, 2007). Therefore, the purpose of the proposed research is to analyze whether a discriminatory mascot name change affects the amount of fans that attend or support a sports team. More specifically, the proposed research will determine if demand for tickets increases or decreases with a discriminatory mascot change by examining ticket sales before and after the change. Additionally, overall revenue for college sports teams will be examined to determine whether a discriminatory mascot change has an effect on teams' ability to generate revenue. Thus, if spectators increase, an increase in the team's revenue will also occur. Data regarding ticket sales revenue are collected from the USA Today website and overall team revenue data are collected from the U.S. Department of Education Equity in Athletics Disclosure Act (EADA) website. Both revenue variables are used as dependent variable (expressed as the natural log of the revenue figures) in separate regression models. The independent variable of interest is a dichotomous variable indicative of a new mascot having replaced the discriminatory mascot. Implications of this study include providing additional information for this controversial of whether "color blind" racism exists in this context (Williams, 2007), how sports fans and non-sports fans emotional connection to teams are tied to discriminatory mascots and reflected in team ticket sales and revenue, and whether a change in the team name has a positive influence on revenue. Furthermore, by examining each case of mascot changes individually, a "best practices" approach to discriminatory mascot changes could be established.

Higher Education Opportunities for Students with Disabilities

Hallie Dodge, University of Louisiana at Lafayette
Katherine Patin, University of Louisiana and Center for Sports Success
Jeremy J. Foreman, University of Louisiana

Higher education opportunities for students with disabilities have been a recent focus for many universities in the United States since the Higher Education Opportunity Act (HEOA) was passed in 2008. This paper focuses on 49 four-year, public, research universities located in middle size to large cities in throughout the United States. The purpose of the research was to find out how many higher education programs were available to individuals with disabilities. All of the universities were contacted by telephone and asked if their university had any programs available for students with disabilities who wished to pursue higher education. Any

special programs that were offered to students with disabilities were recorded, discussed, and compared. The findings included a total of five programs that are available to students with disabilities out of the 25 schools that responded to the telephone call.

What Principals Look for in Prospective Teachers

Summary of "What Principals Look for in Prospective Teachers"

Ronald Dore', University of Louisiana at Lafayette

In today's competitive society in the field of education, prospective teachers must engage in a variety of activities that provide meaningful educational experiences that set them apart from their competitors. Education cuts occur throughout our country so the prospective teacher must be vigilant of putting his best foot forward in order to get the teaching position he is seeking. Therefore, prospective teachers should possess these characteristics: Prospective teachers must engage in meaningful educational experiences and should possess specific characteristics: always be yourself, discuss your strengths and weaknesses, be on time for interviews and dress appropriately for meetings/interviews. Discuss previous educational experiences as: substitute teacher in school, attend professional development sessions, attend school board meetings, and plan to become a team player, collaborator and continuous learner.

Passion is a critical characteristic that teachers must have: in working with students, in knowledge of subject matter, in teaching with excitement. Have each student pursue his passion individually and share that passion with classmates. Connect students' passions to real-life experiences.

Compassion is another characteristic all prospective teachers need by planning to: encourage students at all times, be courteous to students, make sure they feel safe in classroom, be an active listener, be familiar with effective teaching practices/instructional strategies.

One should provide a portfolio with pictures of student teaching experiences, the classroom, and in-services attended, teaching philosophy, a power point presentation of lesson plans, a description of one's future classroom, how one plans to engage all students, how to assess learning, and what one is reading professionally. Principals look for teachers who value kids, look for ways to reach every learner, take learning risks, and focus on learning as a goal. They look for relationship builders, collaborators, seekers of new pedagogical skills and knowledge, one who adapts well and is flexible.

Finally, effective teaching strategies cultivate such skills as good communication, great collaboration, creativity and knowledge. Some characteristics one must demonstrate include: enthusiasm in teaching, risk-taker in teaching strategies, user of technology, believer in that all students shall learn, provider of limitless energy in teaching and demonstrator of a positive attitude each day. Interviewees must practice possible responses to questions that he or she will be asked. It would be advantageous for the prospective teacher to meet with a veteran teacher or mentor for practice response sessions and for advice.

Removing Anchors to Support Parents of Rural Gifted and Talented Students

Mary Hidalgo, McNeese State University
Amanda Shuford Mayeaux, University of Louisiana at Lafayette

Since parents benefit from externally-supportive outlets, it is wise to offer support for parents raising gifted and talented (G/T) children, especially those found in rural communities. Nontraditional strategies supporting such parents can help ease stress and anxiety commonly experienced from exacerbated and persisting problems identified from the intensely unique set of challenging obstacles, complexities, and difficulties often resulting from raising G/T children and from living in rural communities. For this presentation anchoring and adjustment, a psychological heuristic, focuses on how parents intuitively analyze possibilities and choices for their children to make decisions (Tversky & Kahneman, 1992). Parents' initial belief has the greatest impact upon decisions not always fruitful for the G/T learner. Although there is a variety of far-reaching anchors (e. g. , school-based, teacher), using strategies in overcoming parental anchors found with parents of rural G/T students will be the focus of this presentation. The four anchors identified through research include the a) interpersonal, b) intrapersonal/insecurity, c) abandonment, and d) community anchors. Arguably,

anchors are more prevalent in rural communities because of the limited exposure parents have to other parents raising the often-misunderstood G/T child. These misunderstandings may directly relate to myths and misconceptions relating to G/T children's learning styles, character traits, and asynchronous development. The nontraditional strategies will include methods for engaging, educating, and encouraging parents of rural G/T children through district, school, and private support systems, in order to overcome limiting anchors for the parent so that they can successfully support and encourage developmental milestones for their G/T child(ren).

Scheduling for Effective Co-Teaching- The Recipe for Success

Bertha Myers, University of Louisiana at Lafayette

With the increased transition of students with exceptionalities into regular classroom settings, it is imperative that teachers combine their expertise and teach all students. The co teaching model lends itself to play on the expertise of both teachers. What some don't fully understand is that before any co teaching model is effective, a strong foundation must be in place.

It is imperative that all stakeholders in this process share or establish a common philosophy of education. Administrators, parents, teachers, and students need to be introduced and trained on the effective strategies for co teaching. The Administrator must understand the role that the master schedule plays to the success of this model.

Professional development for all stakeholders should be the first step taken in establishing this model. On the administrative level, flexible scheduling and class structure needs to be addressed. Administrators need to recognize the need to not only schedule students with disabilities into certain classes during certain time slots, but also schedule teachers based on expertise and collaboration skills and knowledge.

Professional development of teachers should consist of the most effective practices of co teaching. With any model both benefits and barriers need to be addressed. Teachers need to face the barriers of co teaching and through collaboration discuss the methods which would work best for all students.

Co-planning is one of the essential components of co teaching. In order to seamlessly present information to students, teachers must co plan. Decisions on activities, presentation of information, and follow up work all need to be planned. Utilizing the knowledge of both teachers opens opportunities for students with exceptionalities to reach their potential.

Successful implementation of co teaching requires commitment of all stakeholders, improved communication among teachers, and professional development. Emphasis needs to be placed on the master schedule and the effect it will have on the success of the co teaching model.

Policies Concerning Youth Football Concussion Mitigation

Hayley Pritchard, University of Louisiana at Lafayette
Melissa Simon, University of Louisiana and Center for Sports Success
Jeremy J. Foreman, University of Louisiana and Center for Sports Success

Sport-related concussions occur frequently in pediatric and adolescent athletes. Furthermore, these concussions could have severe adverse effects. However, practitioners still use guidelines developed for adult populations (Karlin, 2011). Though youth concussions occur frequently and could have substantial implications, few policies exist pertaining to the mitigating youth concussions resulting from sport. Additionally, there is a dearth of scholarly literature pertaining to policies for mitigating youth concussions. Thus, the purpose of this paper is to explore the need for legislation regarding youth contact sports.

Sport-related concussions occur frequently in pediatric and adolescent athletes. Furthermore, these concussions could have severe adverse effects. However, practitioners still use guidelines developed for adult populations (Karlin, 2011). Though youth concussions occur frequently and could have substantial implications, few policies exist pertaining to the mitigating youth concussions resulting from sport. Additionally, there is a dearth of scholarly literature pertaining to policies for mitigating youth concussions. Thus, the purpose of this paper is to explore the need for legislation regarding youth contact sports.

Policies to mitigate brain injuries among youth football players have been implemented by a number of organizations and governments. The National Athletic Trainer's Association creates a mandatory set of qualifications which states athletic trainers must provide prevention, emergency care and rehabilitation of injuries and medical conditions. The National Football League (NFL) has lobbied several governments to implement specific legislation regarding youth football brain injuries. However, clear and substantial dangers are still prevalent in youth football and measures taken by the NFL involving the (a) creation and dissemination of misinformation as well as (b) promotion of specific legislation that ensures the NFL continues to thrive do not address the needs of America's youth regarding long term brain injury.

With the increasing amounts of traumatic brain injuries happening in youth contact sports, the physical and mental complications that concussions create have come to the surface. Despite this increased awareness of the problem, concussions remain a growing problem, especially in youth athletes. Misinformation, lack of funding, and concealment of dangers have contributed to the lack of research and policies regarding traumatic head injuries. More awareness, education, research, and legislation on concussions and physical contact using the heads of children is required.

Coastal Lessons: To Save the Coast We Need to Know the Coast

Heather Stone, University of Louisiana at Lafayette

To save the coast, we have to know the coast—what it gives us and how its loss will change our lives. My lesson plans are designed to make these connections. When students immerse themselves in the coast's beauty and bounty, they'll not only expand their view of the world, they'll learn how to save the landscape in their own backyard.

Some kids in south Louisiana grow up exploring south Louisiana's wetlands. But not all young people have access to the outdoors. I want to bring the wetlands to the classroom so that students everywhere in Louisiana and eventually beyond our state can see for themselves what the coast gives us and what we stand to lose. Virtual reality offers students an immediate experience, but I also wanted to ground my lessons in a community that is on the front lines of land loss. That is why I am working with the Biloxi-Chitimacha-Choctaw tribe, whose ancestral home is on Isle de Jean Charles (IdJC). The lessons focus on the science behind the land loss and also examine the cultural impacts that land loss has on communities.

Creating lessons in virtual reality gives students a connection to a real community whose way of life is vanishing. These connections increase students' awareness of what can happen if they do not take care of the environment. When we show young people what we are losing and invite them to join in making a difference, we nurture a new generation of coastal stewards. In so doing, we'll help the coast and our communities. Students who better understand the coast will grasp the issues and how they can help. They may also be inspired to investigate new fields of study and work, from water management and construction to biology. In this way, learning about our coast becomes a vehicle for creating new action and opportunities.

I have created 360-degree oral histories with Tribal members. Complementing these interviews is drone footage of IdJC, as well as computer simulations that detail the history of changes over the last 100 years. The computer simulations graphically represent the land loss, and the interviews and drone footage are authentic views of the island and its people.

By creating virtual reality lessons focused on a community, students can relate to and understand their coast. This program gives visual and emotional context to otherwise abstract land loss statistics. Through this process we can create awareness and inspire the next generation of coastal stewards.

Academic Motivation in College Students

Seth Tackett, University of Louisiana at Monroe
Janelle McDaniel, University of Louisiana at Monroe
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 is to examine a variety of factors, which include Academic Motivation, Choice of Major, Enjoyment of Major, Perceived Employment Opportunities after Graduation, and how these factors are influenced by Fear of Failure, Self-Esteem, and General Self-Efficacy. Preliminary results suggest that Intrinsic Motivation is positively correlated with Interest in Major ($p < 0.01$), Ease of Major ($p < 0.05$), Enjoyment of Major ($p < 0.01$), General Self-Efficacy ($p < 0.05$). Extrinsic Motivation is positively correlated with Interest in Major ($p < 0.05$), Job Prospects ($p < 0.05$), Ease of Major ($p < 0.01$). Amotivation is negatively correlated with Enjoyment of Major ($p < 0.05$), and positively correlated with Fear of Important Others Losing Interest (FIOLI) ($p < 0.01$). The student's desire regarding academic subjects and performance in those subjects seem to be related to internal and external factors of motivation. Possible explanations for these correlations are discussed.

Co-Teaching: Effectiveness of Effective Scheduling

Bertha Myers, University of Louisiana at Lafayette

Co Teaching has been proven to be effective in increasing student performance. How the master schedule is established is one of the major factors leading to its effectiveness. Administrators must take into consideration the teachers chosen to co teach as well as the students' needs. Not only is it important to choose staff well, but also it is important to actually create a slot for the teacher to create differentiated plans. Laying the foundation for this type of rapport between teachers is the responsibility of the administrator. Certain elements are fundamental in creating such a master schedule.

The Importance of Mentoring African-American Doctoral Students

Allison Marcel, University of Louisiana at Lafayette

Mentoring students is a critical step in the attainment of doctoral degrees among African American students. It is an asset that can not only benefit a mentor, but it can also affect the success of the individual who is being mentored. For many African-American students, who typically come from first generation backgrounds, it is important that they make connections with mentors. There are some benefits from mentoring such as higher self-esteem, self-efficacy, and fulfillment when engaged in social mentoring relationships with faculty (Booker & Brevard, 2017). It is very important that many of these minority students be supported and mentored to obtain their doctoral degree. It is important that minority students feel empowered to pursue and to achieve the highest level of education that they possibly can. By allowing minority students to achieve this level of success, it would allow for the next generation of leaders to be well educated in their respective fields. Many minority students feel that they cannot afford to obtain a graduate level degree, but there are many scholarships available for them to do so. One issue that many doctoral students are having, is that they cannot find a mentor. According to Reichert (2006) he believed that majority faculty members needed to step forward and enthusiastically mentor minority students, and that minority students need to be open to mentorship that could be offered by faculty. African Americans students, who are working on their doctoral degree, may find it difficult to find the right faculty advisor; one who can mentor their professional development and shape their disciplinary identities during their graduate student socialization experiences (Felder, 2014). This can lead to many students to want to leave their respective programs due to a lack of having a mentor that they can rely on for support. According to Jaschik (2014) many doctoral students found that there were too many pressures on them to finish their degrees or they had simply lost interest in their field. By having mentors who have gone through similar situations, it would help the doctoral students to know that they will face obstacles but that they can overcome those obstacles.

After reviewing the literature on mentoring and the challenges that many doctoral students face, for further research a conduction of interviews will follow. Through interview students will be asked questions in regards to mentoring and obtaining a doctorate degree. They will also be asked to express their opinions on mentoring and if they believe that it is important to graduate level students. Once the interviews are conducted, all responses will be collected and processed for further research.

To investigate and to research the positive and negative issues that surround the concept of mentoring and its relation to African American doctoral students.

Presentations

Motivation of High School Teachers towards ACT Intervention

Amanda Mayeaux, University of Louisiana at Lafayette

The purpose of this on-going mixed-methods research study is to examine the motivation of teachers to work with students to increase scores on the ACT college entrance exam. The study is designed to explore teacher beliefs about their ability and responsibility to impact students' scores on ACT. The state of Louisiana counts ACT scores as 25% of a high school's state accountability score. However, the ACT score is not tied specifically to individual teacher performance scores. The research is a preliminary step to the creation of an intervention model to increase ACT scores of students, specifically rural, disadvantaged students. Improving the odds of rural, disadvantaged students successfully earning post-secondary credentials and/or degrees opens access for these students to move into middle- to high- income wage jobs.

Dispositions of Effective Teachers: What are teacher candidates telling us?

Nancy Autin, University of Louisiana at Lafayette
Tarrah C Davis, University of Louisiana at Lafayette
Paula S Montgomery, University of Louisiana at Lafayette

The push for greater accountability in teacher education programs is garnering unprecedented attention in the Unites States. The Council for the Accreditation of Educator Preparation (CAEP) requires university teacher preparation programs to systematically collect and assess data related to candidates' knowledge, skills, and professional dispositions. While collecting and assessing this data demonstrates compliance, relevance and meaning can only be extracted in knowing what the data is telling us. Educators immersed in the accreditation process and faculty realize also that preparing teachers who possess an ethical stance regarding the dispositions required to intervene effectively with all students does not result from mandates. It must be the goal of teacher preparation programs to groom candidates to become responsive professional educators valuing those dispositions necessary for effective teaching.

As teacher candidates prepare to take the lead in our nation's classrooms, of particular importance in the teacher's toolkit are the dispositions they bring to the profession. Why is it important that teachers have "good" dispositions? Do teacher candidates have the dispositions required to be effective teachers? Do these dispositions change over time as candidates continue through a teacher preparation program? Responses to these questions facilitate planning and instruction within a teacher preparation program. Responses also help determine if a good fit exists between the candidate and the teaching profession, or, if the candidate should be counseled to pursue a different profession.

This presentation will share results of the Teacher Dispositions Surveys completed during three separate stages of a teacher preparation program at a nationally accredited university in the south. Results from the three surveys are tracked from entry level to the semester in which candidates complete the program. These dispositions will be viewed through the lens of the candidates' perceptions of what effective teachers should be doing as well as their perceptions of students' needs in the learning environment.

The findings of this study will help teacher preparation program designers understand which dispositions of effective teachers are considered essential by candidates and which ones are identified as less important. Additionally, the findings will help provide focus in setting goals to facilitate the overall development of appropriate teacher dispositions in all courses within the college of education.

What's Killing Our Strategic Imperatives Plan for School Improvement? Diagnosis and Treatment

Nancy Autin, University of Louisiana at Lafayette
Tiffini Brigola,Vermilion Parish Schools

The demand for improvement at all levels of education in the Unites States continues to escalate. Institutions of all types, including public, private, charter, single gender, mixed gender, preK-12, and higher education, acknowledge that improvement efforts are necessary as we prepare students of all ages to function successfully as global citizens. In the quest to select the best model delivering the fastest and most economical promise, school leaders frequently find they need to up the ante in leading change, enhancing school culture, and providing professional opportunities to ensure improvement is realized. Yet, research and job-embedded experience force educators to look deeper. Choosing the seemingly best model geared toward improvement may not be enough.

Laser-like focus shifts to clearly articulating initiatives and goals in a Strategic Imperatives Plan (commonly referred to as the School Improvement Plan in K-12). This, too, may erroneously suggest that the promise of improving student performance and overall school effectiveness resides in this detailed document. School administrators and data teams engage in a thorough and time intensive process of collecting and analyzing multiple data sets to identify both gaps in student achievement and areas of school needing improvement. Equipped with well-articulated goals and details outlined in a perfectly crafted plan for improvement, implementation begins; but, the energy is short lived. Hindered by varying barriers, the effective and meaningful implementation of the plan's action steps are often skipped, ignored, or falsified simply to meet the minimum checklist of requirements established by the school administration or governing board.

This presentation provides proactive remedies for eliminating barriers in the implementation of action steps of a Strategic Imperatives Plan for improving achievement and overall school effectiveness. Identifying barriers and incorporating strategies to avoid pitfalls—even before implementation begins—will prepare school leaders and the keepers of the improvement plan to keep the momentum going while monitoring the progress of initiatives and goals for improvement.

Rethinking the Autism Spectrum:
How an illustration changed the way we understand children with ASD

Maggi Bienvenu, University of Louisiana at Lafayette

Autism, as defined by Individuals with Disabilities Education Act (IDEA), refers to "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance." Because the diagnosis of "Autism Spectrum Disorder" refers to a broad range of characteristics that can vary greatly for each individual child, IEPs may not contain enough information for teachers to understand their students' needs. This is a growing concern as the rate of children who are diagnosed with the disorder has more than doubled in the last couple decades – now to 1 in 68 children. (Wright, 2017). Even more children, especially those with milder symptoms, may remain undiagnosed resulting in struggles in school without special education supports. (Autism Speaks, 2013) This leaves regular education teachers, many of whom have received hardly any training on Autism (Mader, 2017), ill-prepared to address their educational needs.

One solution may have come from an unlikely place. In "Understanding the Spectrum" (2016), illustrator Burgess proposes a visual tool that allows for the mapping of various characteristics in a way that is personalized to each child. These traits include motor skills, language, sensory filters, perception, and executive function. This lecture presents Burgess' circle-shaped spectrum and how it can be useful for teachers. This could not only benefit students with autism; it could help better understand the unique needs of all the children in the classroom. from https://www.scientificamerican.com/article/the-real-reasons-autism-rates-are-up-in-the-u-s/

MOOCs: How to Create an Online Course

Martha Bryant, University of Louisiana at Lafayette
Mitzi P. Trahan, University of Louisiana at Lafayette
Linda Fairchild, University of Louisiana at Lafayette

Information technology is not new to academia. Numerous educators and research scholars studying the usefulness of digital technologies in the classroom seek to determine whether the underlying pedagogies effectively bridge the gap between quality of instruction, student engagement, and eventual acceptance of the technology tool in use. With the increase and sophistication in the delivery of online courses in colleges across the country, we now see the recent emergence of an online course structure called Massive Open Online Courses, MOOCs (Sandeen, 2014). MOOCs have intensified the interest and desire for students and universities to become engaged in educational opportunities by thinking of new and advanced systems for content delivery on a global scale. Beginning in 2008, MOOCs have provided opportunities for educators, and other disciplines, to expand online learning options that maximize global impact, financial accountability and stability for students.

The MOOC Virtual Learning Environment (MVLE) conceptual model is supported by previous online and virtual learning environments research evidence and theories. Theoretical constructs previously identified as important implementation characteristics of online delivery models include communication, collaboration, instructional design, engagement, support, communication tools, perceived usefulness, resources, flexibility, motivation and self-efficacy. Typical online digital tools and course administration delivery options include discussion forums, chat rooms, Wikis, and video functions that promote communication, collaboration, student engagement, and support (Ulukan 2005). Academic developers recognize the potential for MOOCs to provide a deeper understanding of online pedagogy, while the global reach of MOOCs, if linked to advanced learning analytics, may also provide new insights into inter-cultural learning and new opportunities for international benchmarking at the module or program level (Middlehurst, 2013).

The purpose of this presentation is to demonstrate how to create and use pedagogical delivery functions of a Massive Open Online Course Virtual Learning Environment (MVLE). Participants will learn how to create educational online course content within a Learning Management System (LMS) Massive Open Online Course (MOOC) based on evidence-based online pedagogy. We will demonstrate technology tools such as discussion and peer collaboration forums, video content, chat rooms, Wikis, assessment tools, communication mediums, etc. In addition, we will discuss the steps to contract with a MOOC provider. Instructional activities and electronic sources will include the use of a sample MOOC course to display and explain the various teaching and learning online strategies and tools. Online learning research will also be presented as evidence-based support for our instructional design components.

Mystery Junior High School Root Cause and Analysis of Gender Achievement Gap

Sarah Butler, Rapides Parish Schools
Lindsey Wesley, Rapides Parish Schools
Dan Morris, Rapides Parish Schools
Frank DelFavero, University of Louisiana at Lafayette

Continuous school improvement is an all-encompassing, never-ending process with many recurring steps. Knowing a school's profile is a critical first step in the process. This requires collecting, analyzing, and making sense of what the data is telling us. What is revealed through a comprehensive data analysis directly impacts decision making and planning at all levels of school and all aspects of school. A superficial review of school data is meaningless. Pondering the data, particularly achievement data, provides significant insight into how we are doing in preparing 21st century learners for their future. These insights provide valuable information, spanning multiple areas, not only for classroom teachers, but for school, district, and state educational leaders. Strengths are made manifest and areas needing improvement are identified. Additionally, intersecting multiple measures of data is significant in determining a root cause of achievement gaps identified in the data. Most importantly, in the quest for high performance for all students, designing effective School Improvement Plans depends upon these indicators to propel a school toward greater achievement for its students.

This presentation will consider achievement data from Mystery Junior High School. The school continues to rank among the top schools in the state regarding academic achievement, with a school performance score of 127.8 in 2017. However, a closer look within the sixth through eighth grade achievement data shows there is a significant difference in the rate of progress between male and female students. A root cause analysis based on multiple intersected measures of data was examined to ensure that, as the vision of the school states, Mystery Junior High fosters an environment where all "students are empowered to learn, grow, and accomplish their [...] goals."

The sixth through eighth grade gender gap was evident with females outperforming males specifically in English Language Arts and Math in grade levels from 2015-2017. A perception survey with questions regarding achievement and gender was administered to the current eighth grade students and teachers. The results provided insight into the LEAP achievement gap that will be included in the group's presentation. Additionally, further research offers insight into instructional methods and curriculum changes that could lead to closing the achievement gap between males and females nationwide.

The root cause, analysis, intersection of data, and research for improvement will be included in the group's presentation to highlight the importance of closing the achievement gap among genders across the state in sixth through eighth grade.

Clinical Experiences among University Principal Preparation Programs in the South: NELP Alignment

Kathleen Campbell, Southeastern Louisiana University
Mindy Crain-Dorough, Southeastern Louisiana University
Randy Parker, Louisiana Tech University

Statement of the Problem

During the late 1990's and early 2000's, there was widespread criticism of university master's degree principal preparation programs for the programs' failure to provide principal candidates with authentic experiences with which school principals deal on a daily basis (Hess & Kelly, 2005; Levine, 2005). Consequently, governing boards mandated universities to redesign their principal preparation programs to provide such experiences and to hire former school principals to help train candidates. Throughout the early 21st century, the continuously changing landscape of education and the increasing accountability to which principals are being held prompted the National Policy Board of Educational Administration (NPBEA) to design new standards for school principals, the Professional Standards for Educational Leadership (PSEL). Shortly thereafter, new standards for principal preparation were recently designed, the National Educational Leadership Preparation (NELP) standards, which were based on the PSEL. In anticipation of a new mandate to redesign principal preparation again, the present paper examines the clinical experiences of the current principal preparation programs at selected universities in seven southern states.

Theoretical Framework

The theoretical framework for the study is university-school district collaboration, one of the essential components for principal preparation (Darling-Hammer, LaPointe, Orr, & Cohen, 2007; Fry, O'Neill, & Bottoms, 2006). The most recent iteration of this collaboration is a partnership arrangement whereby school districts provide a venue of relevant experiences for principal candidates to meet the challenges of school improvement (Baker, et al 2009; Brown-Ferrigno & Barber, 2010).

Methodology

Clinical experiences occurring during principal preparation programs are examined using a sample of southern states in the United States. This study has a sequential mixed methods design with a primarily quantitative survey with open-ended qualitative questions/interviews (Teddlie & Tashakkori, 2009). Using mixed methods will provide a more accurate portrayal of current field experiences and the extent to which they align with the NELP standards.

The survey contains Likert-type items measuring the extent to which aspects of individual NELP standards are reflected in the required field experiences. Open-ended items are used to collect qualitative data

regarding examples of the field experiences. The survey also has demographic items to provide contextual information regarding the study sample.

Results and Conclusions

Results for data are described to create a picture of current clinical experiences for prospective principals and are compared with one another and with NELP standards. Such information should be helpful to universities and districts in revising field experiences for principal preparation.

Measuring Individual Social Capital for College Readiness and Completion of Underrepresented Youth

Wendy Conarro, Southeastern Louisiana University
Nan Adams, Southeastern Louisiana University

The role of social capital in the creation of human capital may be a significant factor limiting the college readiness and completion of underrepresented populations. After fifty years of increasing educational intervention programs, underrepresented populations still have the lowest rates of college completion and poverty still hovers around 14%. The aim of this study is to develop valid and reliable measures of individual accessible embedded social resources (capital) instrumental for college readiness and completion of low-income (LI) and/or first-generation (FG) adolescents using the position generator (Lin & Dumin, 1986; Lin, Fu, & Hsung, 2001) and resource generator (Snijders, 1999; Van der Gaag & Snijders, 2004, 2005), contributing to improved services and college success of students from these background, and ultimately towards breaking the cycle of generational poverty. Position and resource generator instruments, which have been developed to measure adult individual access to social capital instrumental for job attainment and other purposes, may also be useful for use with adolescents for the purpose of educational attainment. Based on Lin's network theory of social capital, these instruments have well established construct validity and item reliability. This study will use a sequential mixed-methods research design to adapt and test these instruments for use with underrepresented populations from a college readiness program at a southeast Louisiana university to examine the relationship between social capital and college completion for the study population.

Student Sensitivities to Set Variations in Assessments in the Dual Enrollment Statistics Classroom

Trey Earle, Louisiana State University

In today's job market, regardless of job discipline, employers are actively seeking potential employees that can analyze big data. To aid in preparing high school graduates for both college and the workforce, STEM-related dual enrollment (DE) courses of all delivery types (traditional, online, and hybrid) have been used. In the DE mathematics classroom, online assessment programs (OAPs) such as MyMathLab and WebAssign are quite common. These OAPs have now trickled into the DE statistics classroom, where the curriculum has been developed to prepare students to analyze data using practice problems from a variety of academic disciplines. Research on achievement and attitudes towards online statistics assessment content shows positive reviews (Cubranic, Dunham & Kim, 2014; Dinov, Sanchez, & Christou, 2008), however the structure of the formative and summative assessments used in most of these research studies shows one consistent style for all assessments. Consistency of assessments, then, becomes the overarching rule. There is a gap in the research when assessment delivery systems vary. Consider a DE statistics course offered by a post-secondary institution that requires formative and minor summative assessments through an online assessment program, but then requires a comprehensive, departmental, traditional final examination. Will these variations in formative assessments result in relatively lower scores on a final summative course assessment? How well does the single, traditional, final summative assessment predict how successful students were on their multiple online formative assessments? What thematic elements and phenomena exist in regards to student behaviors towards required changes in assessment delivery?

The aim of this particular explanatory sequential mixed methods case study was to gain valuable student feedback on required variations in assessments used in a local DE statistics classroom. Daily observations of student behaviors and feedback while using an online assessment program, as well as individual interviews of each enrolled student who agreed to participate in this study were used as qualitative measures after initial

quantitative data were gathered. Quantitative data, despite a very small sample size (n = 12), were collected through a long and detailed survey on student experiences with and feelings about OAPs used in the DE statistics classroom. Notwithstanding lower statistical power, results were still obtained, simply for comparison to qualitative thematic elements. Furthermore, MANOVA and multivariate regression analyses were performed using actual student data from student achievement and growth on three main online formative/minor summative assessment criteria used as response variables: homework, quizzes, and mid-term examinations, with a comprehensive traditional departmental final examination used as the main predictor. The results were found to be consistent with research hypotheses.

Hazing within Black Greek Letter Organizations: The Effect of Anti-Hazing Laws

Carolyn Eastlin, University of Louisiana at Lafayette
Dianne F. Olivier, University of Louisiana at Lafayette
Richard Fossey, University of Louisiana at Lafayette

Since 1970, more than 100 major injuries and deaths due to hazing practices have been documented in the U.S. (Nuwer, 2004). Hazing is defined as "an activity that a high-status member orders other members to engage in or suggest that they engage in that in some way humbles a newcomer who lacks the power to resist because he or she wants to gain admission into a group" (Nuwer, 2001, p. xxv). Two main categories of hazing are mental and physical hazing. Allan (2004) and Lipkins (2006) agree that examples of mental hazing acts include: being forced to complete a song or dance, running errands, and being screamed/yelled at by group members. Physical hazing acts consist of actions, such as being forced to drink excessive amounts of alcohol or other substances, extensive calisthenics, and being subjected to beatings with a paddle or like objects (Allan & Madden, 2008; Lipkins, 2006).

Hazing is prevalent within K-12, higher education, social organizations, college marching bands, and Greek-letter organizations (Allan, 2004; Ellsworth, 2004). Routon and Walker (2014) posit that Greek-letter organizations experience negative stereotyping as a result of film and media about their membership, organization, and activities. The media mainly focuses on hazing within Greek-letter organizations; however, distinct racial differences exist between black and white Greek-letter organizations separating organizational activities and practices including hazing acts (Hughey, 2008; Kimbrough, 2003). Despite white and black Greek-letter organizations efforts to eradicate hazing, members continue to participate in hazing activities (Allan & Madden, 2008; Nuwer, 1999).

The purpose of this literature review is to examine the history of hazing and Greek-letter organizations, evolution of hazing within the context of higher education and Greek-letter organizations, and review of federal laws, state anti-hazing statutes, and institutional responsibility. The overarching question is: Are federal laws, state anti-hazing statutes, and institutional policies effective at eradicating hazing practices within black Greek-letter organizations at higher education institutions? Guiding questions include: What is the history of hazing? How has the term hazing and its practices evolved within the context of higher education and Greek-letter organizations? How has sociocultural popular media illustrated hazing practices within Greek-letter organizations?

A theoretical framework offers two theories to analyze the history of the hazing phenomenon: (1) Bronfenbrenner's (1977) Ecological Systems Theory that postulates throughout a person's lifespan there are mutual accommodations between an individual and changing intermediate environments in an individual's life and (2) Janis' (1971) Groupthink Theory positing that a group commits to faulty decision making because of high levels of cohesiveness, despite warning signs associated with wrong actions.

Can we better equip teachers to handle ELLs?

Linda Fairchild, University of Louisiana at Lafayette

English Language Learners (ELLs) are students that speak a language other than English as a native language. Students from other countries enter American schools with little to no knowledge of the English

language and are being education alongside native English speakers. ELL students often have difficulties in content-area class because of the language barrier.

As ELL students are becoming a larger sub-group of students, teachers are unprepared to handle their unique academic struggles. Scripted programs and rote skills practices are the contingency plan as teachers and schools "fail to implement more appropriate pedagogical strategies" (Lapayese, 2014, p. 154). Unless enrolled in a special school or district, ELLs generally have teachers who are not learned in second language acquisition or effective ELL instruction. Even though Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Education Opportunities Act of 1974 (EEOA) specifically stipulate that LEP students must be able to "participate meaningfully and equally in educational programs," these schools do not have the capacity or the funds to create specific instruction programs for ELLs (Rumberger, Gandara, & Merino, 2006).

Once students are identified, the next step for the district is to determine how to provide assistance to those students. Different types of ESL programs exist: Content-based ESL, Dual-Language Program, ESL, Maintenance Bilingual Education, Newcomer programs, Sheltered English Instruction, Structured English Immersion Program, Submersion programs, and Transitional Bilingual Education Programs.

The underlying research problem is that ill-prepared educators teach ELL students; consequently, those students are not able to access the general curriculum or experience academic success (Colombo, McMakin, Jacobs & Shestok, 2013).

The current state of professional development for teachers of ELLs is reactive, concerning Carnegie units, passing or failing content classes, and federal laws. Theories such Freire's critical consciousness, Vygotsky's Zone of Proximal Development, Snyder's Framework of Hope, and Krashen's work on second language acquisition will be front and center to create a proactive professional learning environment. This proposal aims to explain ways in which teacher professional development could be used to help ELLs succeed in general education classrooms, while also empowering their teachers.

Incarcerated Fathers' Participation in Supporting the Early Literacy Development of Their Children

Tori K. Flint, University of Louisiana at Lafayette
Marietta S. Adams, University of Louisiana at Lafayette
Valin S. Jordan, University of Louisiana at Lafayette
Allison M. Bernard, University of Louisiana at Lafayette

Louisiana has the highest incarceration rate in the U.S., impacting thousands of families. In this state, approximately 94,000, or around 8% of the state's youth population, have or have had at least one parent in jail or prison (Times-Picayune, 2017). Yet, there is currently no government initiative, on a state or a local level, specifically designed to help Louisiana inmates, nor their children/families, cope with the impact of parental incarceration on children's language and literacy development. Correspondingly, there is a lack of research on this topic. In the Louisiana Storybook Project, which aims to address these issues, inmates who have young children participate in seminars/classes focusing on strategies related to early language/literacy development, the importance of reading to children for their future language/literacy learning, and strategies for implementing effective read alouds for their children. Inmates then read storybooks to their child/children on video and write them a letter. The research team mails the video, the book, and the letter to their child/children. During/after this process, inmates, children, and families are interviewed about the seminars, about their feelings/concerns/issues, and about all aspects of the project, so that their voices are recognized and heard.

The overall purpose of this project is to provide much needed support for the children of incarcerated parents, as they often lose out on important language and literacy interactions while their parents are in jail/prison, and to model for the children the importance of reading. Although this study is focused on supporting the literacy development of young children, the inmates were able to raise their own voices in order to participate in their children's lives. Additionally, they were able to share their narratives with reading both texts and the world. This study allowed for a collective consciousness and experience to exist between the inmates because they felt they were finally able to participate with their personal, yet, outside worlds. While not initially intended, the study utilizes critical theory and became emancipatory for the inmates because they were

"free" during the moments of recording the read alouds to be present for their children in a way they haven't been previously. They recognized that the video allowed them be "out" of the confines of incarceration and their children could see them as often as they wanted through the video. The study allowed for larger possibilities of literacy beyond text, fracturing what we traditionally understand literacy to be.

Presenters will highlight participants' voices and the preliminary findings, which may shed light on best-practices relating to promoting early language and literacy development for young children of incarcerated parents, motivating the children of incarcerated parents to read, and strengthening the parent-child relationship, through literacy, during the time of incarceration.

Project-Based Learning: A Case Study of School Implementation

Leiflyn Gamborg, Louisiana State University
Trey Earle, Louisiana State University
Shazia Humayun, Louisiana State University
David Eller, Louisiana State University

Project-based learning (PBL) has been shown to be a motivating educational model for student learning (Bell, 2010). Such projects from this instructional approach center around an open-ended question, draw across multiple disciplines, encourage students to engage in inquiry-based practices, and culminate in a final, tangible product that is ideally shared with the public (Blumenfeld et al., 1991). While the instructional model of PBL is beneficial, barriers for school implementation (time constraints, teacher pedagogical content knowledge, student activism, access to resources, etc.) are widely prevalent and warrant further investigation (Krajcik & Blumenfeld, 2006).

The purpose of this case study is to allow LSU students enrolled in a graduate-level course on project-based learning (PBL) to better understand how project-based learning is implemented in a local private school known to implement PBL by exploring the experiences and perceptions of the students, teachers, and administrators. To better understand how project-based learning is used in our local schools, LSU graduate students will interview math and science teachers, their students, and administrators to gauge their perceptions of project-based learning as an instructional approach. This study aims to address the following research questions:

1. How is project-based learning implemented in our local schools?
2. How does each stakeholder (i.e., student, teacher, administrator) perceive project-based learning?

These interviews will be audio recorded and take place individually to negate overlap of stakeholders' personal experiences and perceptions of PBL. Conclusions about PBL implementation and perceptions will be gathered from this transcribed data. The emerging themes to be shared from this case study will aid other researchers and schools in understanding the narrative experiences of PBL implementation.

Did No Child Left Behind (2001) Leave Louisiana's Black Students Behind?

Shonda Garner Brooks, University of Louisiana Lafayette
Tarrah Davis, University of Louisiana Lafayette

There has always been an achievement gap, in reading and math, between black and white students. No Child Left Behind (2001) allocated $900,000,000 in 2002 to implement a reading program called Reading First. The purpose of Reading First was to insure all students were reading on grade level by the end of third grade and provide additional resources as needed to fulfill this purpose. National Assessment of Educational Progress (NAEP) allows for the comparison of students using a common instrument; the NAEP assesses students every two years in various subject areas and at different grade levels. The first NAEP was administered in 1969; in 2002, NAEP assessment became a federal mandate under NCLB (2001) for any school system seeking Title 1 funds. Using the NAEP, this study will examine the reading and mathematics scores of black and white students in grades 4 and 8 before and after NCLB to determine if a change in scores was experienced by black students during this reauthorization of ESEA (1965). Using the NAEP Data Explorer this study will display an

interesting trend in the reading average scale score between black and white students in Louisiana during No Child Left Behind (2001).

Exploring the Relationship between Identity and Student Achievement

John Hatcher, Southeastern Louisiana University

Exploring the Relationship between Identity Development, Student Achievement, and the Decision to Engage a Post-Secondary Education among Upward Bound Students. The purpose of this research is to examine the relationships between identity development, student achievement, and the decision to attend college among first generation college bound students. Our research procedures: All participants will engage in the MEIM-R survey. 10 percent of participants will be randomly selected to be interviewed using a semi-structured interview protocol developed by the researchers. Based on the results of the survey data, participants will be organized into focus groups in order to collect follow-up data. Student achievement data will be gathered from the Upward Bound program. A correlation study in SPSS will be initiated between identity development status determined from the survey and GPA and ACT scores. The interviews and focus groups will be recorded and the data transcribed into NVIVO 10 software. The researchers will analyze all data and report findings in a published article.

High-Fidelity Simulation and Efficacy in Nursing Education

Paula Hellums, University of Louisiana at Lafayette
Dianne F. Olivier, University of Louisiana at Lafayette

Using simulation in a laboratory environment is one viable solution to challenges nursing faculty face when striving to incorporate innovative, technologically current, and interactive teaching strategies (Alfes, 2011). "Nursing education has historically used a variety of simulation activities, including manikins, task trainers, case studies, and role-playing" to engage students in the learning experience (Smith & Roehrs, 2009, p. 74). Simulation is a teaching-learning strategy that combines traditional instruction with the use of high-fidelity patient simulators and allows students and health professionals to learn without risk to patients (McCaughey & Traynor, 2010). High-fidelity simulation (HFS) is viewed as "a novel, supplemental teaching-learning strategy to enhance students' confidence and competence in nursing practice" (Yuan, Williams, & Fang, 2012, p. 26).

The ability of nurses "to be appropriately confident in their clinical judgements is an important part of safe and effective healthcare" (Yang, Thompson, & Bland, 2012, p. 2). Nurse educators must work to continually recognize, utilize, and evaluate teaching-learning strategies to promote development of self-confidence and clinical competence in entry-level students (Blum, Borglund, & Parcells, 2010). High-fidelity simulation is an emerging tool that can potentially promote positive patient outcomes (Shinnick et al., 2011).
The purpose of this literature review is to explore: (1) use of high-fidelity simulation in nursing education; (2) self and collective efficacy in nursing education; and (3) levels of proficiency in nursing practice. This review of literature will examine the following over-arching question: What is the relationship between simulation and efficacy, particularly as it relates to nursing education? Building upon this premise, what are the benefits and challenges of HFS in nursing education? What is the impact of HFS on self-efficacy in nursing educational settings? What is the impact of HFS on collective efficacy in nursing educational settings? What is the importance of the Dreyfus model in relation to HFS in nursing education?

A melding of the Dreyfus Model of Skill Acquisition and Bandura's Theory of Self-Efficacy is used to frame this literature review. The fundamental concept of the Dreyfus Model supports a student's acquisition of skills through levels of proficiency by suggesting that a student moves through identified levels of novice, advanced beginner, competent, proficient, and expert (Dreyfus & Dreyfus, 1981). Bandura's theory "suggests that an instructional treatment may increase interest and motivation, increase self-efficacy, promote persistence, and lead to the achievement of cognitive competencies and skills" (Hall, 2015, p. 124). Bandura proposes that "as students become more competent and skilled, they become more confident and more motivated to try to learn the skill better" (Hall, 2015, p. 124).

From Real-time Data to Action: Using What We Know to Improve Achievement

Lee Ann Hepler, University of Louisiana at Lafayette
Lacie Hotard, University of Louisiana at Lafayette
Grisel Torres, University of Louisiana at Lafayette
Nancy P. Autin, University of Louisiana at Lafayette

Using data to drive school improvement has proven to be the most powerful, meaningful, and useful vehicle for setting goals to move to the next level of student performance. Gaining knowledge and developing skills to collect, analyze, and interpret data become the compelling prologue to a series of actions aimed at promoting high quality continuous school improvement. While district level leaders typically make decisions and initiate steps for allocating time, fiscal, and material and human resources to improve achievement for all students within the district, it is likely that the greatest impact will be realized through the direct ownership and involvement at the local school level. Transferring this ownership to local schools invites school administrators, faculty and staff to become proficient users of data in their ongoing work of bolstering achievement of all students. It is at this level and within the local school environment that students' needs can be meticulously assessed and addressed.

This presentation will demonstrate the work of aspiring school leaders in collecting, analyzing, and grappling with data to correctly identify where gaps, if any, exist in student performance data. Working collaboratively in completing a major performance task in a data course in the Master of Educational Leadership program, members of the same school analyzed performance data at a middle school within the district. The team will share key elements of their work including findings in the analysis of performance data for grades 6, 7, and 8. Additionally, based on a literature review focused on decreasing the gap found in the analysis of performance data, the team will suggest several interventions and an innovative strategy to integrate into targeted students' daily schedule. This strategy, yoga, has been shown to increase focus and attention for special education students, two possible contributing factors to low test scores for this subgroup. The team will illustrate how this strategy is included in the action steps of the school's improvement plan whose goal is to improve achievement for all students.

The Relationship Between the Use of Hands-on Activities

Sherry Julian-Robinson, University of Louisiana at Lafayette

This is a proposal for a study that examines the potential relationship between the use of hands-on activities in the classroom and student achievement. Is it the case that the more teachers use hands-on activities, the greater the student achievement?

The use of hands-on learning in the classroom by providing movement is a central component of several classroom management strategies, and classroom management is important for student achievement. How a teacher manages a classroom determines whether there will be an orderly learning environment. The research clearly indicates that student learning and achievement requires a safe and orderly environment by The Center for Comprehensive School Reform and Improvement (2010). It is believed movement helps reduce behavioral problems related to boredom and attention disorders. One behavioral framework is the Positive Behavior Intervention Support (PBIS), relies on hands-on activities for improving the behavior of student.

Accordingly, in examining the hands-on-activities-student-achievement relationship, this study also speaks to the effectiveness of PBIS as a classroom management strategy. The 2010 report by The Center for Comprehensive School Reform and Improvement (CCSRI) looked at strategies for improving student behavior. The report, titled Using Positive Student Engagement to Increase Student Achievement, suggests that creating a class culture of achievement engages students in the process of gaining knowledge and understanding. Particular attention will be paid to how hands on learning in the classroom can influence student achievement. Studies have shown that higher levels of participation in classroom activities amongst students produce higher academic achievement in reading, mathematics, science and social studies (Finn, 1993; Park, 2005). Wong and Wong (2005) claim, "Effective teachers manage their classroom and students learn and ineffective teachers discipline their classrooms" (p. 83). They also indicated that "the most effective schools are those with a well-

ordered environment and high academic expectations" (p. 86). Thus, rules were important for a variety of reasons, such as appropriate student behavior and student success.

Thus, in knowing whether hands-on learning is effective, can provide teachers, particularly new teachers some confidence in their choice of classroom management models. The ability to manage a classroom influences student achievement and is therefore essential to teacher effectiveness (Doyle, 2006). Effective management has a direct correlation to student achievement (Darling-Hammond, 2000; Haycock, 1998). This proposal study will determine if there is a relationship between the use of hands-on activities in instruction and student achievement involving classroom management that will helps students succeed in the classroom.

Informing Social Studies Education in French Immersion Graduate Programs

Natalie Keefer, University of Louisiana at Lafayette
Michelle Haj-Broussard, University of Louisiana and Center for Sports Success

This curriculum inquiry will inform the development of a social studies methods course in a graduate program of French immersion. The graduate program will certify preservice teachers to teach social studies in French immersion contexts, and thus expand their knowledge of effective French immersion pedagogy and social studies content.

The research questions are:

1. How do social studies curriculum and textbooks in the US, Canada, and France inform a cross-cultural understanding of social studies education?
2. What are the similarities and differences between how social studies is taught to preservice teachers and to K-5 students in the U.S., Canada, and France?

Global citizenship education is a fundamental approach that K-5 French immersion teachers can use to impart upon their students an understanding of global patterns of human socio-cultural relationships, including local-global relationships (Myers, 2006). In French-speaking classrooms, global citizenship education can further the creation of productive interaction and connections between the local and global aspects of Francophone societies (Louisy, 2001). Therefore, preservice French immersion teachers should be exposed to a global citizenship pedagogy that allows for an analysis of local and global relationships and that facilitates deeper cross-cultural awareness within the Francophone diaspora. However, research is deficient on global citizenship education and social studies methods textbooks in French immersion contexts. Using social studies methods textbooks and analysis of French social studies curriculum, this research will generate knowledge to inform social studies and global citizenship education curricula for the French immersion pre-service teacher candidates in Louisiana and elsewhere in the Franco-Americas.

The data collection method includes a comparison of social studies methods textbooks and curriculum from the United States, Canada, and France. Textbooks and ancillary resources will be gathered from educational networks and publication companies that provide textbooks for French immersion programs. In addition to examining the data for the NCSS C3 Framework (NCSS, 2013) domains of history, civics, geography, and economics, data will be mined to determine how the tenets of Global Citizenship Education are addressed. Data will be coded for the development of themes that will inform the curriculum of the social studies methods course in terms of instructional strategies and content. This inquiry will serve a purpose beyond its intended setting; it will serve to improve social studies instructional methods and curriculum in French immersion settings and will inform the creation of a social studies textbook for US French immersion students.

Disrupting the Pipeline: An Investigation into Suspension in South Louisiana's Rural Public Schools

Jonathan Loveall, Southeastern Louisiana University

As society grapples with a school-to-prison pipeline in which students' school discipline infractions lead to increasing interactions with the juvenile and adult criminal justice systems, school leaders must be increasingly cognizant of disciplinary trends within their schools that may exacerbate this issue. Research already completed in this area suggests that Black students bear a disproportionate disciplinary burden, experiencing higher suspension rates than their peers of other races even when committing similar disciplinary infractions. Further

research also indicates that Black students taught by Black teachers are less likely to be suspended. The purpose of this study is to use publicly available data from the Louisiana Department of Education to further investigate how these factors are at play in all 20 public elementary schools and 14 public secondary schools in six rural parishes within the Baton Rouge, Louisiana Metropolitan Statistical Area. Specifically, this study seeks to answer the following research questions:

1. Is there a statistically significant difference in overall suspension rates in secondary schools compared to elementary schools?
2. Holding school level and rate of Black students constant, to what degree does a school's rate of Black teachers influence that school's suspension rates?

First, an independent samples t-test determined there was a statistically significant difference in suspension rates between elementary schools and secondary schools. Overall suspension rates at elementary schools are statistically significantly lower than overall suspension rates at secondary schools.

Next, a multiple linear regression was conducted to predict a school's overall suspension rate based on school level, rate of Black students, and rate of Black teachers. This model indicated that 40.1% of variance in a school's overall suspension rate can be accounted for by school level, rate of Black students, and rate of Black teachers. Higher rates of Black students and secondary schools were associated with higher rates of suspension. Higher rates of Black teachers were associated with lower rates of suspension.

For school leaders in rural communities outside of Baton Rouge, especially those that serve high rates of Black students and those seeking to reduce rates of suspension, the implications for practice are clear: hiring and retaining more Black teachers is associated with lower rates of suspension. Further research is warranted regarding whether these patterns continue across the state of Louisiana, what factors are at play in higher secondary school suspension rates, and why higher rates of Black teachers are associated with lower rates of suspension. Moreover, the strong relationship between suspension rates and rate of Black students is highly disturbing. We must continue to investigate why our schools serving predominantly Black students have some of the widest pipelines into our criminal justice system.

Player Deviance among Professional Athletes and its Effects on the Organization

Allison Marcel, University of Louisiana at Lafayette

There are few studies that have been performed to research the influence and effect of player deviance among professional athletes. In recent years, player deviance has become a very popular subject due to its multilayered nature. Player deviance in some cases has been labeled as a crime or a "public issue", and yet it is increasingly popular among professional athletes. The purpose of this study was to evaluate attitudes, social norms, and behaviors in relation to player deviance among a selected group of professional athletes. Multiple studies and recent research on this topic show that there could be a possible correlation between on-field behavior and the number of arrests for professional athletes. Additional research has been used to analyze the differences in off-field misconduct and on-field behavioral intentions. The main idea is to review whether there is a correlation between player deviance and on-field performance, and to examine the effects.

The topic of this review of literature will focus on player deviance, off-field behavior and its effects on players and professional sports organizations. The purpose is to research the correlation between player deviance, player performance and its effect on professional sports organizations. This topic is a major issue that many athletes and sports organizations have had to face. Off-field misconduct not only affects the players but also the professional teams that they work for and represent off-field as well. These effects can be used as a tool for organizations to determine if the player will be an advantage or a headache for them to deal with. For some athletes, they believe that their off-field behavior has no effect on their performance on the field. There are some who believe that they should only be judged based on their on-field performance and that anything done off-field is a totally separate entity.

It is very difficult for many fans to support an athlete after having an issue off field, especially if the organization does not respond accordingly to the off-field issue. If the organization responds accordingly, then

it will be reflective in the reactions from the fans and it will show whether the organization's decision, positive or negative has any effect on their numbers.

It is important to address this issue because of its relevance in the sports world and also because of the use of social media. The truth for many students-athletes, is the rigors of playing/practicing/traveling are a hindrance to serious academic achievement. Some of those issues follow many of the athletes into their professional career, which can be reflective in their off-field misconduct. But while college is merely a stepping-stone for NFL players, their professional tenure may be just as brief – and can often be followed by a reversal of fortune. Currently, half of NFL players have college degrees, which is a much better ratio than other major sports leagues.

A Conceptual Analysis of College Student Spirituality and Leadership

Matthew Mattox, University of Louisiana at Lafayette
Dianne F. Olivier, University of Louisiana at Lafayette

Numerous theories and frameworks contain elements of both leadership and spiritual development. To understand how to assist students in their pursuit of spiritual and leadership development, one must understand the philosophical underpinnings of each framework and where they overlap. The purpose of this paper is to provide a review of existing literature on college student leadership and spiritual development, to further understand theoretical and philosophical connections between a student's spiritual journey and the developmental process of leadership, and to explore students' levels of spirituality and leadership development differences based on their involvement in academic, spiritual, and co-curricular activities. The overarching research question is: What is the relationship between college student spirituality and leadership development? Guiding questions include: What are the theories or frameworks that address college student spiritual development? What are the theories or frameworks that address leadership development? What are the overlapping themes and concepts between spirituality and leadership?

Love and Talbot (1999) first suggested that many student development theories glossed over the spiritual needs of students. Chickering, Dalton, and Stamm, (2006) highlighted spiritual themes such as authenticity, vocation, community, and wholeness. Astin, Astin, Lindholm, and Bryant (2005) found that a large portion of students were interested in spirituality (80%), attended some form of religious service (81%), or searched for meaning and/or purpose in life (76%). Fowler's (1981) theory of faith development expanded on identity development research of Piaget (1932) and Erikson (1968). Parks (1986, 2000) furthered Fowler's theory examining spiritual development of young college age adults. Faith was defined by Parks as the development of meaning, called making meaning, in which individuals often experience a time of crisis, or shipwreck. Having a place of spiritual belonging proves significant to students' overall growth. Higher education can provide this community for students.

According to Berty (2007), "the study of leadership creates opportunities to question and seek answers to their purpose in life while determining how that purpose affects those they choose to lead" (p. 260). College students develop in multiple competencies: interpersonal, emotional, cognitive, and spiritual, all affect one's desire and ability to lead.

Although there is significant conceptual overlap and thematic connections between spirituality and leadership, few models have integrated the concepts into one cohesive framework. One exception is Fry's Spiritual Leadership Model (2009) which allows the convergence of spiritual beliefs or ideas, leadership behaviors, spiritual activities, and follower relationship to leadership. This review's framework uses Fry's Model (2009) and proposes a new framework joining various aspects of leadership frameworks.

An Investigation in Purposefully Landscaped School Campuses

Katherine Movassaghi, Episcopal School of Acadiana

Over the past 30 years, a plethora of research has surfaced on how work or play breaks in nature restore attention and reduce stress among adults and preschool children, but not much has been conducted specifically toward middle and high school student mental health. With the rise in availability of and attachment to

electronic devices and social media, adolescents are further marked for depression, anxiety, and isolation. Couple this research with statistics that over half of the world's population currently lives in urban areas and that there is a projected increase in the world's urban population by two-thirds by 2050, the need for exposure to nature--particularly for children and teens--is paramount. Growing research in the field of purposefully landscaped school campuses suggests that certain vegetation, campus green spaces, window views, and even where students eat lunch have a positive impact on reducing stress, reducing symptoms of ADHD, and restoring mental fatigue and attention.

There are myriad health benefits from connectedness to nature. Connectedness, for the most part, allows people to restore their directed attention, i.e., the attention that people need to conduct concentrated tasks for tests, work, driving, cooking; tasks which require attention to rules. Since adolescents spend much of their time at school, and much of that time in directed attention tasks, campuses are the perfect places to help restore a balance of mental well-being in students. Coping skills for stress and a re-introduction to the benefits of the natural world in the face of an expanding concrete world are components inclusive of this type of learning environment.

How can we as educators highlight, or even create, the natural presence on our campus? What natural elements are important? What are the benefits of contact with nature? We can understand the mental health state of adolescents today and how nature connectedness can offset some those stresses; we can recognize what the most and least beneficial campuses look like, regarding landscape; and we can gain ideas for looking ahead to campus planning or reworking an established campus setting. How many educators are truly aware of the benefits that purposefully planned green space can have on a campus?

Understanding Retention During the First and Second Year of College

Margarita Perez, University of Louisiana at Lafayette
Dianne F. Olivier, University of Louisiana at Lafayette

Most universities have focused retention efforts on the first-year of college, however, just as many students leave college between the second- year and the third year (Lipka, 2006). During the last two decades, there has been an increased focus on improving and transforming the first-year student experience (Alexander & Gardner, 2009) driven by research that indicates college attrition is most likely to occur during the first year, or before the start of the second year of college (Tinto, 1993).

In recent years there has been a shift to the sophomore or second-year experience, since retention through the junior year is also critical to graduation rates (Schaller, 2005). Universities have begun to focus on sophomores, students who historically have been forgotten in higher education (Tobolowsky, 2008). After freshmen, sophomores have the highest attrition rate among undergraduates (Lipka, 2006; Noel-Levitz, 2013).

A student's college experience is influenced by many different factors and forces working together to shape college experiences. The conceptual model presented integrates leading research pertaining to retention and student success (Astin, 1993; Kuh, Kinzie, Schuch, & Whitt, 2005; Pascarella & Terenzini, 1991, 2005; Schreiner, 2010; Tinto, 1993) and encompasses three main factors comprising inputs that influence retention and student success: (1) pre-college characteristics (academic preparation, college readiness, family background, enrollment choices, and financial status); (2) university initiatives and support (programs for first-year experience, sophomore experience, environment of academic support, opportunities for campus involvement, intentional teaching practices); and (3) thriving factors (engaged learning, academic determination, positive perspective, diverse citizenship, and social connectedness) (Schreiner, 2010; Tinto, 1993).

The purpose of this literature review is to explore: (1) retention and theoretical models developed to understand retention; (2) transition in the first and second years of college; (3) student development in the sophomore year; and (4) understanding the concept of thriving and surviving as it relates to the sophomore year. The examination considers why students stay in college and why they leave college, with focus on the freshmen and sophomore years, exposes developmental experiences as well as pitfalls that occur in the sophomore year, and examines initiatives and programs developed to assist sophomores in being successful in order to persist to

the junior year. The overarching question is, Why do students retain and persist, particularly during the first and second years? Guiding questions include: What do students experience in the first and second years of college? Why do students retain and persist to their junior year? Why do students leave after the sophomore year? What are colleges and universities doing to retain students after the first-year and the second-year?

The Significance of the Imbalance of Accountability Mandates

Lakesha Reese-Penn, Southeastern University
Adam C. Elder, Southeastern University

The increase in accountability policies have been created to improve student achievement, but it has inadvertently led to a decreased teacher and student efficacy. In 2011, Louisiana enacted Act 54 which is a high stakes accountability policy that evaluates teacher performance using observations and performance on standardized tests. Teachers are scored using each measure and are assigned a rating of highly effective, proficient, emerging, or ineffective. Teacher employment decisions are made using these ratings. These stringent accountability mandates have placed the success or the failure of the teacher on students' performance on standardized assessments. Similarly, school and district performance scores are calculated in large part based on student test scores with high stakes attached to these scores as well. The research on teacher, school, and district evaluation cautions against high stakes decisions being made using the metrics implemented in evaluating public schools. Further research needs to examine the concerns presented in the literature in Louisiana schools.

The purpose of this study was to investigate the extent to teacher evaluation scores are impacted by school performance scores in Louisiana, and how district performance scores differ by ethnic composition and size. The design for this study utilized data from the Louisiana Department of Education for the 2015-2016 school year. First, an t-test was performed to determine if there was a difference in the proportion of teachers rated effective in A/B versus D/F graded schools. Second, a factorial ANOVA was conducted to determine how district size and ethnic composition impacts district scores. The results showed that there was a statistically significant difference in the mean proportion of "effective" teachers between A/B schools and D/F schools out of 520 elementary schools with A/B schools having more "effective" teachers. The results also showed the medium and large districts had higher scores than small districts. Additionally, the results showed that districts with more minority students had lower scores than predominantly White districts.

The value-added model (VAM) is not inclusive of all teachers in its current state because it is determined by the grade level and content assignment of teachers. The absence of standardized assessment scores provides a clear advantage for non-VAM teachers to attain a more successful rating. While there is a concern of equity with VAM, the pressure that exists for teachers at A/B schools still differs tremendously for teachers at D/F schools because the risk for attaining a poor rating is greater. Districts that have a higher percentage of minority students and limited resources do not attract nor retain a high percentage of outstanding teachers. Thus, the size, composition, and number of schools in a school district should be the standard to comparatively measure districts, teachers, and student performance in an equitable manner.

Critical Issues for Educational Leaders: Race, Gender, Equity, Inclusion in K-12 Schools

Roslin Growe, University of Louisiana at Lafayette
Sherry Julian-Robinson, University of Louisiana and Center for Sports Success

Subject/Problem

Educational leadership encompasses a broad definition inclusive of leaders in community colleges, proprietary colleges, community-based programs, universities, public and private schools. The process involves guiding the talents and energies of teachers, students and parents in the achievement of common educational aims and goals (Johnson, Moore, Donaldson, Morgen, 2016). In examining certain obstacles of educational leadership, equity and justice that affect student diversity must be acknowledged and addressed.

According to certain indicators, a survey found that about 13 percent of students ages 12-18 at school during the past six months had been called a derogatory word related to their race, ethnicity, religion, disability,

gender, or sexual orientation. About 36 percent of those students had seen hate-related graffiti at school (Kaufman et. al., 2001). This presentation is investigating what schools, educational leaders and educational leadership programs can do to address these types of problems while increasing students' tolerance for those who are not like them. Research on race suggests that almost all of us, regardless of our skin color are biased against or at least a little uncomfortable with people whose race, class or gender is different from our own.

Research Design or Procedure

Progress toward race, gender and class equity has followed a steady and harmonizing pathway (Colter, 2016). With the increasing realization that these are complex, interrelated issues, it has become evident that one-dimensional solutions will not work. If there is to be greater equity for all, teachers and educational leaders must first be willing to consider the multiple, specific contexts of various racial, gendered, and classed groups and devise ways to incorporate these realities into our classrooms.

Results

Equity issues have seemingly taken a back seat to standards and excellence in education issues. From the beginning of the 1980's, federal mandates have focused on the establishment and enforcements of performance standards rather than on equity standards. Most educators might agree that the hidden agendas on class, race, and gender, to a large extent, condition and determine the form and the content of schooling (Stulberg, 2006). But, how much of this situation is due to school factors, and how much to social background factors, is discussed and debated by scholars working within both the mainstream and critical traditions in the field of education. Issues such as race, gender, and class play a part in the way education is imparted and absorbed.

Diversity in Higher Ed & Multicultural Competence of Community College Student Affairs Professionals

Darica Simon, University of Louisiana at Lafayette
Dianne F. Olivier, University of Louisiana at Lafayette

Diversity of students attending universities and colleges is steadily increasing (AACC, 2017) which signals a need for college personnel to understand students' distinct cultures (Pope & Reynolds, 1997). Teasley (2005) stresses that increasing multicultural competence can alleviate barriers to success both inside and outside of the classroom for secondary and post-secondary administrators and educators whose life experiences are not relatable to those students with whom they interact.

Diversity and equity in higher education present challenges and opportunities for colleges and universities. With the passage of the GRAD Act, there has been a shift in Louisiana for underprepared students to begin their academic career at community colleges (Smith, 2015). Community colleges are the primary pathway to higher education for traditional and nontraditional students largely from under- represented populations. While community college students are increasingly racially, ethnically, and culturally diverse, hiring of diverse faculty and student support personnel has not kept pace with the changing student body (Talbot, 1992). With increasing student diversity, college personnel must be prepared to address "multicultural issues and acquire the skills necessary" (Pope & Muller, 2001, p. 1) to assist students from different cultures and sexual orientation (Pope & Reynolds, 1997). Pope et al. (2004) define multicultural competence as "the awareness, knowledge, and skills needed to work with others who are culturally different [or similar] from self in meaningful, relevant, [ethical,] and productive ways" (p. 13). Jackson and Phelp (2011) stress the importance of hiring diverse personnel, "administrators have the responsibility of serving as mentors to faculty and students, contributing to the development of institutional policies, and defining and improving campus climate" (p. 12). Student affairs professionals are critical pieces in the development of cultural diversity in higher education, as they are often the first people who students interact with on a college campus.

The purpose of this review is to examine: (1) evolution of diversity in higher education; (2) framework for assessing campus climate for diversity; (3) historical evolution of community colleges; and (4) multicultural competence of student affairs practitioners in community colleges. The overarching research question is, What is the level of multicultural competence of community college student affairs professionals? Guiding questions include: What is the evolution of the diversity in higher education? What is campus climate and why is it

important for higher education institutions to assess their campus' climate? What is the history of community colleges, and as well as what are the characteristics of students and professionals who attend and work there? What is multicultural competence in student affairs and how do student affairs practitioners become multicultural competent?

Two Models of Democracy:
Why We Emphasize High-Stakes Testing and Standards Over Human Development

Robert Slater, University of Louisiana at Lafayette
Dorothy Slater, University of Louisiana at Lafayette

It has long been said that there is a close link between politics and education. Education is concerned with shaping people's dispositions, attitudes and beliefs. A political system is concerned that people have the particular dispositions, attitudes and beliefs that are supportive of the kind of political system/regime that it happens to be. Accordingly, state departments and ministries of education create and promulgate various rules and regulations about what schools and schooling should and should not be and do. Their rules and regulations are implied by the larger political system that they serve. Accordingly, it should be possible to show that a particular kind of educational system is aligned with a particular kind of approach to politics or a political model. The purpose of this paper is to do just this.

This paper describes to models of democracy and how each is aligned with a particular approach to education and schooling. One model is American in origin. The other, European. The U.S. model emphasizes the protection and promotion of civil and political rights, and will here be referred to as the "political" model. With this model, "democracy" refers to a political process whereby public officials are chosen in periodic, open, free and fair elections in which the majority of adults are able to participate. This model focuses on institutions and the development of institutions.

By contrast, the European model of democracy focuses more on individuals and individual development. It holds that while it is important to protect political and civil rights, it is also necessary to develop human potential and capability. This "potential/capability" model holds that everyone in a democracy is capable of being healthy, of educating themselves, and of making creative and innovative contributions to their economy and society. But to be and to do so, they need at least two things. One of these is an individual character trait. The other consists of and certain material conditions.

The character trait required is the initiative to self-development, i.e., the desire to develop oneself, to realize one's human potential and capability. This trait is grounded on the belief that when we are born, we are not complete human beings, though we have a natural desire to be so.

Among the material conditions people need to realize their human potential is information about health and what it takes to be healthy, access to formal as well as informal instruction/education, and practice and opportunities in solving human problems.

Each of these models of democracy implies a certain kind of educational system, privileges particular kinds of knowledge and thinking, suggests curricula, promotes particular ways of teaching and learning, and, importantly, suggests particular ways of assessing what has been learned.

The political model implies high stakes testing. The human potential/capability model implies human development.

Mentoring: Who Really Grows?
An Examination of the Reciprocity Between a Mentor and a New Teacher

Stefanie Sorbet, Southeastern Louisiana University

Teacher retention is currently one of the most pressing issues in education. This study encourages educational leaders to view mentoring programs that foster reciprocal relationships between the beginning teacher and the veteran teacher as a means of improving teacher retention. Mentoring could create relationships that provide a place where both the mentor and mentee gain increased intrinsic motivation and self-awareness.

Through increased intrinsic motivation, the mentor and the mentee are more inclined to remain within their profession as their intrinsic needs are being met through the mentoring process.

This process of mentoring could provide the support necessary for both new and veteran teachers while aiding in teacher retention. If teacher retention is of great concern, then it is imperative to all educational leaders to address this compounding issue to best move school districts forward. Mentoring relationships could foster the support necessary through intrinsic motivation within the mentor and the mentee while creating a cycle of reflection, growth and challenge that could be carried on through the years.

The design of the study was a mixed methods research approach utilizing the data collection methods of a quantitative survey with qualitative open-ended response questions. This mixed methods study provides evidence of the reciprocity between a mentor and a mentee throughout a mentoring relationship.

This study's results provide educational leaders the idea that fostering reciprocal relationships between the mentor and the mentee could be a means of improving teacher retention. This study's results show that intrinsically motivating mentors and mentees; specifically, in areas of growth and challenge, could improve job satisfaction. The results from this study also show that improved job satisfaction could also increase teacher retention in both new and veteran teachers. This study provides evidence that if the new teacher or the mentee is engaged within a mentoring relationship with a veteran teacher or mentor then reciprocal growth could develop within relationship. This growth could prove to increase intrinsic motivation in both participants and thus improve job satisfaction. Improving job satisfaction in both new and veteran teachers could be the driving force behind both new and veteran teacher retention.

Determining Factors to Consider When Deciding to Create or Adopt New Curricula

Katherine Whitlock, Southeastern Louisiana University

Curriculum is the backbone of effective instruction. Without a well-aligned and rigorous curriculum, teachers cannot guide students toward academic success. Curriculum is always driven by standards, benchmarks, or any other terminology that denotes the expectations of an educator who teaches a specific content area. Upon the adoption of the Common Core State Standards (CCSS), districts across Louisiana were faced with the decision to either create or adopt curricula aligned to the CCSS, and the time constraints in which they had to make these decisions were extremely short. The researcher proposed a conceptual framework called the Continuous Improvement Curriculum Cycle: A Leadership Process Model that would be the standard for making decisions based on the adoption of new standards in the future. Then, the researcher conducted a cross-case analysis case study design of two districts in Louisiana: (a) one district that adopted curricula and (b) one that created curricula. Through the analysis of the data collected, the researcher determined that both districts took many of the conceptual framework-proposed factors into consideration during their decision-making processes. However, each district's motivations ultimately drove their decision to either create or adopt curricula aligned to the CCSS.

Round-table Presentations and Discussions

Tigers THRIVE: Emerging Findings from an LSU Pilot Teacher Induction Program

Angela Webb, Louisiana State University
Jennifer Baumgartner, Louisiana State University

Even with the best preparation, novice teachers are faced with learning significant new knowledge and skills on the job (Bartell, 2005). This makes the transition to teaching a difficult one, and for many, these challenges prove too overwhelming (Haynes, 2014). With nearly 50% of novice teachers leaving the profession during their first 5 years of teaching (Gourneau, 2014), teacher education programs are searching for avenues to extend mentorship into the first or second years of the teaching career (Carter, 2012). This is the express goal of Tigers THRIVE, a pilot induction program for recent graduates of the secondary MAT and undergraduate PK-3 programs.

Based on an informal survey, we identified that our candidates are interested in the possibility of receiving induction support from LSU. Specifically, based on their responses, we started to develop and implement online induction support via a private Facebook group where graduates can come for emotional and instructional support. The potential impact of this is great. Research emphasizes a strong link between participation in an induction program and the decreased likelihood of a novice teacher moving schools or leaving the profession after the first year (Ingersoll, 2012). Further, induction programs influence the ways in which novice teachers work in their classrooms (e.g., classroom management, instructional planning, etc.), and often lead to gains in student achievement (Ingersoll, 2012).

In this study, we are investigating the preliminary impact of participation in Tigers THRIVE on the following: (1) beliefs of teacher efficacy, (2) teacher practices of self-care, (3) stress and burnout, (4) commitment to the profession, and (5) intent to stay or leave. Additionally, we will investigate, qualitatively, the ways in which first-year teachers participate in the online Tigers THRIVE community. At this stage in our implementation of Tigers THRIVE, we will present preliminary findings on participants' efficacy beliefs, stress and burnout, and career commitment during their first semester of teaching at the 2018 LERA Annual Meeting.

Implementing Effective Homework Practices in Secondary Mathematics: An Action Research Plan

Tyler Montgomery, Northwestern State University
Michelle Morris, Northwestern State University

This paper proposed an action research plan to determine the most effective use of homework in high school mathematics classes and the impact that these practices have on students' grades. The existing homework policies were ineffective, and resulted in a lot of tension between the teachers and students, frequent cheating, and wasted class time when assigning and checking assignments that were not being completed. The goal of the action research plan was to help students who are enrolled future sections of regular-level Algebra I, Algebra II, and Geometry courses.

Identifying characteristics of a successful homework policy and showing that they can be put into practice in the math classes of a low performing, high-poverty school would have many useful benefits. First, it will show how teachers can design their homework assignments in a way that makes the students feel like they can successfully complete it and like the work is worth the amount of time it takes, meaning that they will actually do the work that helps them to practice their skills and solidify their understanding. Second, using appropriately challenging, culturally relevant homework assignments of a reasonable length will reinforce the positive classroom environment that the teacher has established, and even extend it into the home lives of the students.

When teachers are intentional about making their assignments purposeful, and about giving meaningful, individualized feedback, Xu (2013) has shown students will remain interested in the assignments and work to develop good homework habits. Snead and Barris (2016) also suggest that allowing the students to help create homework evaluation rubrics will lead to them seeing more value in the assignments. Teachers must also be sure to differentiate their assignments according to students' interests and abilities, and provide an adequate number of days between assigning and checking homework for students to plan out their time and conflicting obligations (Snead & Burris, 2016). Saam and Jeong (2013) examine a school's homework practices, and show that this method described led to 70% of the student body regularly completing their homework and to above-average standardized test scores.

This action research plan proposed a QUAN-qual mixed-methods study, meaning that it was primarily concerned with quantitative data, but used qualitative data to further inform the conclusions. The quantitative portion of the study proposed looking for statistically significant increases in the areas of homework completion rates, quiz, and test grades, along with various affective traits measured through a Likert scale survey. Additionally, the action research plan proposed that students would be asked at various times to give a written description of their thoughts on the homework policies being implemented at that time. The goal is for the proposed an action research plan to be implemented in the future and assess the new strategies.

A Comparison of Technical Vocation Education and Training Programs

Tin Muk Li, Mississippi College
Minadene H. Waldrop, Mississippi College

In today's contemporary world, the landscape of students' options after high school graduation continues to increase. Many chose to marry, find a job, go to a traditional university, or attend a technical vocational education and training program (TVET). TVET programs allow students to receive specialized training for a variety of trades. However, from 2011 to 2016, less than 610,000 Chinese students selected TVET programs after high school showing a need for more attention towards improving the vocational educational system in that country.

This comparative thesis reviewed TVET programs in three geographic areas; the United States, Mainland China, and Hong Kong. This research compared the above countries' TVET programs in terms of teaching methods, design of curriculum, support, and people's attitudes. Options for improving the options to improve the Chinese vocational education.

The research showed the United States, and Hong Kong, offered stronger support for vocational education, with more focus on individual demands of students and society.

Comparing Research Concerning School Uniforms

Maha Razzah, Mississippi College
Minadene Waldrop,Mississippi College

The role of school dress and its connection with student achievement, impact on learning environments and reducing social differences remains a debated topic in many countries. For some the use of uniforms is accepted tradition and an expense of attending school. Others question the need for uniform dress. This literature review examines compares research and perspectives from around the world. The research revealed that perspectives about the use of uniforms are not necessarily backed by scientific findings. Also, if the use of uniforms are going to be used within a school there are ways to do so that allow students to learn how to make good choices and interact with students that have different beliefs than them.

Re-Segregation of American Public Schools: Are We Slipping Back?

Roslin Growe, University of Louisiana at Lafayette
Sherry Julian-Robinson, University of Louisiana and Center for Sports Success

Subject/ Problem

Approximately 60 years after Brown vs. Board of Education was decided by the U.S. Supreme Court, the issue of racial segregation in public schools has become even more complicated for concerned citizens, parents, students and policymakers. Legal changes and economic realities explain part of this and shifting demographics are an increasingly important driver (Wihbey, 2014).

Research design or procedures

The percentage of K-12 public schools in the United States with students who are poor and are mostly Black or Hispanic is growing and these schools share a number of challenging characteristics. From school years 2000-01 to 2013-14, the percentage of all K-12 public schools that had high percentages of poor and Black or Hispanic students grew from 9 to 16 percent, according to GAO's analysis of data from the Department of Education. These schools were the most racially and economically concentrated: 75 to 100 percent of the students were Black or Hispanic and eligible for free or reduced-price lunch—a commonly used indicator of poverty. GAO's analysis of Education data also found that compared with other schools, these schools offered disproportionately fewer math, science, and college preparatory courses and had disproportionately higher rates of students who were held back in 9th grade, suspended, or expelled (GAO Highlights, 2016). These staggering statistics illuminate the reality of the likelihood of re-segregation of our American public schools. Is this justice, fairness, equality or blatant injustice?

Remnants of racism and de jure segregation remain. Are we slipping back into a "separate but equal" mindset? There are mounting worries on the part of many observers that, although the country is indisputably

becoming more diverse at the general level, complex patterns are unfolding that are producing more racially segregated pockets across America (Newman, 2017). Some news stories have begun to look at these dynamics. For example, a May 2014 series, "Segregation Now," by Nikole Hannah-Jones of the investigative news outlet ProPublica, provides a deep examination of how the early gains of integration have been eroded in Tuscoloosa, Ala., which in 2000 was released from federal court oversight of its school system. ProPublica found that "from 1993 to 2011, the number of black students in schools where 90 percent or more of the student population are minorities rose from 2.3 million to over 2.9 million." (Newman, 2017).

Women in the C-suite: Do they have the globe enthralled?

Hellen Kailiti, Southeastern Louisiana University
Nan Adams, Southeastern Louisiana University

What does Angela Merkel (German Chancellor), Drew Gilpin Faust (President of Harvard University), The late Wangari Maathai (Nobel peace prize winner), The late Margaret Thatcher (Former British Prime Minister), Ellen Sirleaf-Johnson (Former president of Liberia), Katherine Jefferts Schori (Former Presiding Bishop and Primate of the Episcopal Church), and Diana Natalicio (President of the University of Texas at El Paso) have in common? The simple answer is that they are or were women leaders. The apropos answer is that they are women who have sacrificed their time, passions, energies and resources to serve as public leaders in the top most leadership positions in different sectors in their countries. Only a few women bear these characteristics globally. Statistics continue to indicate the dearth of women in CEO positions across many different sectors and the unceasing slow progress over time in having more women infiltrate the C-suite. The notion of women leadership is not new. Women have showed outstanding capability in leadership roles in varying societal spheres and periods across the globe, in different epochs. Although grossly underrepresented in leadership presently, those who take up the positions bring to the exercise of leadership an arsenal of strengths, which increasingly, are meant to benefit the entities they lead on local, national, and global levels.

Education plays a major role in getting women into leadership. When women have the knowledge and skills, they have empowerment which is the driving force in aspiring for leadership. A small percentage of women in the C-suite have got terminal degrees while majority are graduates. Schools play a prominent role in the development of women's leadership skills. Most of the women in leadership had teachers who recognized their leadership potential and nurtured their intellect while they were still in school. Women do not have to identify as feminists to perform their leadership roles and most of those who have led and enthralled the world did not use the term feminist nor preach the emancipation gospel. Women continue to shatter the glass ceiling to rise to the most powerful positions in major sectors in different parts of the globe, even though the numbers are low due to the existence of different forms of barriers. The few women at the top also face certain challenges, including the fact that they cannot make important decisions concerning their sectors without consultation. Those who do so are considered to be acting like 'men'. Can one say that women are discriminated against or do they discriminate themselves? Do they get technically disqualified because they are women? This paper focuses on the status of women leadership in politics, education, health and religion. While these are not the only sectors where women hardly get to the top management, they mirror the status quo in the other sectors.

Challenges of Adults Returning to College

Steve Smith, Mississippi College
Minadene H. Waldrop, Mississippi College

This thesis is a literature review that researched the comparative challenges of adult male and adult female students encounter when entering college for the first time or returning to college. Adult students, students over the age of 25, continue to change the demographic landscape of most campuses across the United States. The number of adult students enrolled is expected to rise to 40% by 2017 (Tennant, 2012). Many adult students return to college for better jobs, or advancement in a present job, while some return for lifelong learning. Once the decision comes to return to college, the challenges begin. Adult students face many challenges when returning to the classroom, specifically in time management, work relationships, and family

support. Entering college brings changes to the adult student making familial support vital. Time management becomes important to keep up with all the demands college, family, and employment require. Class work, family obligations, and employment each add their own challenges which can be compounded by poor time management skills. The thesis also looked at the stress adult students face while attending college. The thesis compared family support, time management, and work relationships between male and female adult students in American universities. The search revealed more adult college-enrolled males were maintaining enrollment in traditionally female dominated fields, such as nursing and other healthcare careers. The thesis also discovered adult students take longer to complete their degrees due to challenges faced.

Does Teacher Effectiveness Effect the Achievement of Minority Students in Mathematics?

Natalie Foster, Northwestern State University

My research is entitles Does Teacher Effectiveness Effect the Achievement of Minority Students? Knowing that there is a gap in the achievement levels of non-minority and minority students fueled this research topic. I wanted to see if teacher effectiveness could help bridge the gap between non-minority and minority students. The theories of Dr. John Ogpu were used to research minority students and their views on education in society. His theories gave insight into what factors cause a decline in scores for minority students and how these factors can be overcome. For my research I analyzed LEAP test data from every middle school in the district where I teach for grades 6-8 in Mathematics. Approximately 1,062 students' data was analyzed. Each student's performance was grouped with their teacher and the teacher effectiveness rating, and then student scores were separated by non-minority and minority students. In every category, except for one, non-minority students had a higher percent proficiency rating than minority students, but it was discovered that in every teacher, as the effectiveness rating increased, so did the percent proficient of minority students. Thus, proving that teacher effectiveness does affect the achievement of minority students.

Professional Development for Virtual Teaching and Learning: Where Do We Go from Here?

Linda Fairchild, University of Louisiana at Lafayette
Mitzi P. Trahan, University of Louisiana at Lafayette

The potential for virtual learning to bring traditional classroom education into the 21st-century is tremendous. This transition begins with educators understanding the collaborative and information rich environments that are characteristic of virtual learning. The shift to online learning is not simply a matter of connecting quality teaching and quality courses in cyberspace. Macdonald and Poniatowska (2011) for example, argue that active engagement is often lacking. Future instructional leaders need to develop a vision for professional development during this information revolution that addresses long standing misconceptions about online teaching and learning. This presentation will explore current myths of online learning and offer professional development action plans to help educators successfully move from traditional face-to-face learning to online learning.

According to the North American Council for Online Learning (NACOL), five main myths persist about teaching online or virtual classes. The myths center around online classes not being a rigorous or difficult to prepare for as an educator or leader. In fact, virtual schools need just as much leadership support and regular, or brick and mortar, schools. The regular school schools' guidance counselors are not necessarily trained to handle the needs of virtual students. Additionally, teachers who are qualified and excel in regular schools cannot easily switch over to teaching virtual or online schooling. Even if the pre-service teacher has had training in online or virtual schools, he or she is not ready to jump into teaching online. Moreover, the scheduling aspects of online or virtual schools and regular schools are vastly different.

NACOL lays out five strategies that can help lessen the gap between what teachers know and what they should know to teach online effectively. Professional development needs to be tailored to the institution's needs, and that includes providing virtual school-related learning and training led by qualified instructors. Virtual school training also should be included in pre-service training and undergraduate education programs. Additionally, this professional development should be centered around "need, role, culture, and context" (p. 15).

NACOL presents a scenario in which a student asks, "How do I become an online teacher?" The principal doesn't know how to respond, but realizes she needs training herself in that area. In order for schools to compete with 21st century education, virtual schooling needs to be part of the school itself, not just an addition.

The Relationship Between Leader Member Exchange and Teacher Job Satisfaction

Charnetta Robinson, Southeastern Louisiana University

Statement of the Problem

The purpose of this research study in progress is to explore a possible relationship between leader member exchange and teacher job satisfaction. Leader Member Exchange (LMX), which is comprised of the three dimensions of trust, respect, and mutual obligation, focuses on the dyadic approach to understanding supervisor-subordinate working relationships (Northouse, 2013). Unlike traditional leadership theories that explain leadership as a function of personal characteristics of the leader, features of the situation, or an interaction between the two, LMX offers a more comprehensive picture of the leadership process (Gerstner & Day, 1997; Somech & Wenderow, 2015). As the individual dimensions of trust, respect, and mutual obligation are impacted within LMX in working relationships, overall job satisfaction is impacted positively or negatively (Graen, & Uhl-Bien, 1995).

Significance of the Study

The significance of this study is that it will add a new context to the body of research in this area while simultaneously evaluating the relationship of leader member exchange on job satisfaction. Most of the research related to job satisfaction and leadership style has been conducted in health care organizations and industry. Moreover previous research has explored research from the vantage point of one-sided leadership perspectives. This traditional perspective tends to highlight characteristics of the leader or follower and limit the focus of the leadership relationship (Graen & Uhl-Bien, 1995; Loi, Chan, & Lam, 2014). The research in progress will shed light on the pivotal role that leadership plays on the reactions and responses of teachers to changes in curriculum, teacher accountability, and student assessment in the public educational system. The findings may also shed light on evaluative outcomes for teachers. Human Resource officials responsible for devising recruitment and retention strategies may also reference research findings to aid in hiring and making administrative appointments. The findings could also guide the direction of leadership development training for school districts.

Methodology

The research in progress will use a census sampling technique to survey elementary teachers from four schools within a novel context: a public school system located in the southeastern region of the United States. Census sampling is also particularly useful for groups having heterogeneity (Creswell, 2002). To date, most of the research related to job satisfaction and leadership style has been conducted in health care organizations and industry. The LMX-7 (Graen-Uhl Bien, 1995) will be used to access leader member exchange and the Job Satisfaction Scale (JSS) (Spector, 1985) will be used to access job satisfaction about participants.

Results and Conclusion

Due to the status of the research, research questions have been devised but no conclusions have been drawn at this time. Preparations are under way for data collection.

"Enthusiasm and Coffee": A Narrative Case Study of the Novice Science Teacher Experience

Leiflyn Gamborg, Louisiana State University

Issues regarding science teacher retention has persisted through the years. Studies have stated that these teachers often leave within their first five years of the profession (Ingersoll & May, 2012). Teachers, especially those in science, are subjugated to a "sink or swim" mentality of survival. Science teachers report numerous difficulties in teaching – most of which center around the teacher's isolation. However, we, as beings, do not exist in isolation. Everything we learn, and the knowledge obtained throughout our life, is socially and culturally constructed, even as the teacher notes their own feelings of abandonment (Lave & Wenger, 1991).

Learning is not simply the internalization of knowledge, but the social connection and meaning of this knowledge to real-world applications. In fact, "the effectiveness of the circulation of information among peers suggests… that engagement in practice, rather than being its object, may well be a condition for the effectiveness of learning" (p. 93). The development of a science teacher's praxis is built by the engagement within these communities, requiring consistent support, owing to the conceptual difficulty of science itself.

With the current disconnected communications between universities, schools, administration, students, community, and individual science teachers we begin to question if the formalization of science teacher preparation adequate? This single case study aims to address a deeper understanding of how these new science teachers perceive their beginning years in the profession. Specifically, this case study examines what factors shape the identity of a science teacher through the narrative interview of one such teacher who has currently taught for 5 years and intends on remaining. The narrative of Jessie, a pseudonym, problematizes the current expectations and re-shaping of identity in science teachers during the induction phase. Through the theoretical lens of Lave and Wenger's (1991) work of situated learning theory and Affect Control Theory (Smith-Lovin, 1987), Jessie recalls how the combative nature in differing science teaching philosophies reshaped her own praxis of teaching. We find Jessie's conflict occurs through the interactions between her teacher peers, administrators, students, outside community, and the university. The emerging themes relayed in her conversation reveal how these factors allude towards her emotional burnout and abandonment of her science teaching praxis.

Symposia

Theory into Practice: Using Case Studies as Application in Educational Leadership

Kathleen Campbell, Southeastern Louisiana University
Kimberly Littles, Angola State Prison
Dionne McCurry, Zachary Public Schools
Cynthia Sampey, East Baton Rouge Public Schools

Statement of the Problem

The scathing criticism that university educational leadership programs received during the 1990's and early 2000's is well documented (Hackmann &Schmitt, 1995; Hess & Kelly, 2005; Levine, 2005). The major complaint was that universities did not provide their leadership candidates with authentic experiences which school leaders encountered in daily operations. Thus the National Policy Board of Educational Administration established the Educational Leadership Constituent Council (ELCC) standards as guidelines for universities to follow in redesigning preparation programs for candidates seeking leadership positions.

Background

Southeastern Louisiana University and all Louisiana university principal preparation programs adhered to the ELCC standards in redesigning their M.Ed. programs in school leadership and are now adjusting courses and required clinical experiences to align with the NELP standards. However, there is an additional method of training that can reinforce course content and theory and go hand-in-hand with clinical experiences: case studies. The use of case studies has been used in various career preparation fields for students to apply the content or theory learned in the classroom.

Schön (1990) distinguished two career preparation terms: knowing-in-action and refection-in-action. Basic knowledge related to one's career practice constitutes knowing-in-action, while situations not found in textbooks but occurring in practice constitute reflection-in-action. According to Kowalski (2008), "If human behavior was entirely predictable, knowing –in-action would suffice. But in districts and schools, people are not always rational and they occasionally do unexpected things. When such behavior occurs, the ability to engage in reflection-in-action separates highly effective and other administrators" (p. 6). Kowalski further contends that the case study is a method for applying theoretical knowledge to practical situations.

Context

As an instructor in the M.Ed. principal preparation program, I have always used case studies in discussion boards as a supplement to classroom learning and activities. This past fall semester I had the pleasure of teaching "Supervision in Educational Settings," an elective course in our Ed.D. program. The cohort of students hailed from several school districts. All held some kind of supervisory role and all had confronted many different situations throughout their careers. Although the doctoral course consisted mainly of theory-based content, one particular case study class discussion became so animated with examples of how their school would have or should have handled a situation that I decided to replace the final paper with case studies. The culmination of their collected case studies will be a book of supervisory case studies that I will edit. The presentations that follow will describe the processes they went through and brief synopses of their case studies.

Social Justice in the Time of Trump: Teaching for (in) a Diverse Society

Valin Jordan, University of Louisiana at Lafayette
Matthew Green, University of Louisiana at Lafayette
Michelle Haj-Broussard, University of Louisiana at Lafayette
Maria Ruiz, University of Louisiana at Lafayette

We, as teacher educators of social justice and diversity, have been presented with an extraordinary task to support the development of pre-service teachers in a time when the leader of the "free world" is looking to unravel and undo great gains made towards social change. We are tasked with preparing future K-12 teachers (and even practicing teachers) to recognize how the current political and social climate impacts their teaching practice and student learning. In this session, four scholars will engage in a conversation about teaching for a diverse society while being part of or in a diverse society. This session comes together through four different scholarly orientations: student identity, foreign language, learning disabilities, and storytelling. These four orientations unite for a unique framework that addresses stratified social power dynamics that have left particular groups of people disadvantaged and oppressed. During this session, we will problematize how the current political climate will and has affected our ability to influence pre-service teachers development and to support teachers' implementation of social justice philosophy in their classrooms within the current political scene.

Benefits of Offering Dual-Enrollment Credit for College Freshman Orientation Course

Philip Auter, University of Louisiana at Lafayette
Christine Williams, University of Louisiana at Lafayette

Presenters will discuss a pilot program being offered to high school students – particularly those from underserved communities – Dual enrollment university credit for a college orientation course will be awarded upon completion of the course. The program, supported by the Mozilla Gigabit Community Fund, will allow students to enroll in and take a college success course during regular school hours and without leaving campus – reducing several barriers to participation. Through a combination of online and onsite teaching techniques, the course will provide students and their families with information about the value of a college degree, ways to make university attainable, how to succeed academically, and graduate. It is hoped that this course will increase academic success, student success, and educational attainment, especially for students from non-traditional populations that typically have lower participation and success rates. Presenters will discuss the process of developing the pilot and plans for scaling up the program to ultimately reach high school students throughout Lafayette and surrounding parishes. They will also present the results of pre-tests and mid-program tests of high school student and parent/guardian opinions about the accessibility and value of a college education.