Impact on Student Learning and Development Conference

CENTER FOR EXCELLENCE IN URBAN EDUCATION

Thursday, June 28 – Saturday, June 30, 2018
Houston, Texas • Texas Southern University
It gives me great pleasure to welcome you to the “Impact on Student Learning and Development Conference” sponsored by the College of Education-Center for Excellence at Texas Southern University. The conference is unique in that it includes presentations from undergraduate students, graduate students, practicing classroom teachers, administrators, counselors, and faculty from higher education.

The presentations and discourse will provide thought provoking opportunities. Please take the opportunity to utilize the sessions for professional development and networking around issues in the academy.

Session strands focus on issues related to Counseling, Curriculum and Instruction, Educational Administration and Health and Kinesiology. You will be able to benefit from the effective strategies presented from each of these focal points.

Again, we hope that you enjoy your time at the conference. We encourage you to take the time to enjoy the awesome campus of Texas Southern University!

Lillian B. Poats, Ed.D.
Dean, College of Education

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About the Center for Excellence in Urban Education

Under the umbrella of the College of Education is the Center for Excellence in Urban Education. The Center for Excellence in Urban Education (herein CFE) serves as a research facility that concentrates on issues related to instruction and management in urban school systems (P-16). The CFE explores state, national, and international policy and practices that improve urban education at the P-16 levels.
Schedule at a Glance:
Texas Southern University • Houston, Texas

Thursday, June 28
4:30 PM - 6:00 PM Conference Registration
5:30 PM – 7:30 PM OPENING RECEPTION
(Graduate Student Poster Session)

Friday, June 29
8:00 AM- 11:00 AM Conference Registration
8:00 AM- 9:00 AM Continental Breakfast (Provided)
9:00 AM- 11:10 AM Sessions
11:20 AM- 12:20PM PANEL DISCUSSION
12:30 PM- 1:30 PM LUNCH (Provided)
9:00 AM- 4:00 PM Sessions

Saturday, June 30
8:00 AM - 10:00 AM Conference Registration
8:00 AM – 9:00 AM Continental Breakfast (Provided)
9:00 AM-12:30 PM Sessions

12:30 PM Conference Adjourns

Registration and All sessions are in the Roderick R. Paige College of Education Building

The Impact on Student Learning and Development Conference offers a robust program of poster, roundtable, and concurrent sessions.
The Graduate Student Poster Session is a platform for graduate students in the Pre-K-16 setting, to showcase the array of research being conducted by graduate students. The purpose is for graduate students to not only share their research and diverse approaches to a myriad of topics, but also to receive informal, constructive feedback to enhance their studies.

The Impact of Blended Curriculum and Selected Demographic Factors on Early College Students’ Achievement in Chemistry
Usha Devotosha, Doctoral Student
Texas Southern University

The Use of Teachers as Evaluators for Function Based Behavior Assessments
Stacey Grebe, Doctoral Student
University of Houston
Morgan McNeel, Doctoral Student
University of Houston
Sarah S. Mire, Assistant Professor
University of Houston

The Influence of Student Support Services on Retention and Graduation Rates at a Select Historically Black College and University
Naomi Lawrence-Lee, Doctoral Student
Texas Southern University

Social Factors and Barriers to Self-Care Adherence in Hispanic Women with Diabetes
Brittny Bratcher-Rasmus, Doctoral Student
Texas Woman’s University

Intrusive Academic Advising: How Does it Impact the Success of African-American and Latino Freshmen College Students
Martin Perez, Doctoral Student
Texas Southern University

The Effect of Type of Institution and Experience on the Alumni Support of Higher Education Institution
Bosede Airhia, Doctoral Student
Texas Southern University

Curriculum Integration: Best Practices for Middle School Students
Debra Lewis, Doctoral Student
Texas Southern University

Faculty Characteristics and the Influence on the Perception of the Need for Pedagogical Training For Teaching In Higher Education
Dibande Itoe Anna, Doctoral Student
Texas Southern University
Social Factors and Barriers to Self-Care Adherence in Hispanic Women with Diabetes
Brittny Bratcher-Rasmus, Texas Southern University

Individual level diabetes education has been long provided, however, population level diabetes education began in 1975 after the National Diabetes Prevention and Control Program was formed. As part of an effort to mainstream diabetes prevention education among diabetics, providers focused on community level health disparities by implementing peer education. According to the Centers for Disease Control and Prevention (CDC), 50% of Hispanic American women are expected to develop diabetes. In this paper we discuss how the Social Cognitive Theory (SCT) can be applied to health education practice through peer education among Hispanic American women who are at risk for diabetes.

The Use of Teachers as Evaluators for Function Based Behavior Assessments
Stacey Grebe, University of Houston
Morgan McNeel, University of Houston
Sarah S. Mire, University of Houston

The increasing number of students being referred for special education services has resulted in large and often unmanageable caseloads for school psychologists. The combination of limited school-based personnel, an increasing need for specialized classroom behavior supports, and teacher familiarity with their own students’ needs, teachers are well-positioned to conduct behavioral evaluations. Specifically, teachers who are trained to conduct Functional Behavior Assessments (FBA) and Functional Analyses (FA) not only serve as critical collaborators with school-based assessment personnel but also enhance the ecological validity of the data collected and teacher buy-in for intervention implementation.

The Influence of Student Support Services on Retention and Graduation Rates at a Select Historically Black College and University (HBCU)
Naomi Lawrence-Lee, Texas Southern University

The purpose of this study is to examine the influence of student support services (SSS) on retention and graduation rates at a historically black college. Grounded in the theoretical framework of Tinto’s Student Integration Model, this study will examine the influence of SSS and the Non SSS student participant group on retention and graduation rates. This study employs a Causal Comparative (Ex Post Facto) design using existing data.

The Impact of Blended Curriculum and Selected Demographic Factors on Early College Students’ Achievement in Chemistry
Usha Devotosha, Texas Southern University

Blended learning is a very popular and emerging technique in 21st century classes in higher education. However, very few research-based studies are available for the blended learning technique, particularly in high school level chemistry. Based on Jean Piaget’s constructivism theory of knowledge, this research proposal aims to compare the impact of the supplemental blended model of chemistry instruction and traditional instruction on student achievement in two Title 1 urban early college high schools.

Intrusive Academic Advising: How Does it Impact the Success of African-American and Latino Freshmen College Students
Martin Perez, Texas Southern University

There are many challenges facing first-year students entering colleges and universities. In particular African-American and Latino students face challenges that impact their academic success (Burt, 2010). Although many schools have adopted rigorous advising models, under-represented students at selective colleges continue to face challenges to their academic success (Baily, 2010). So the question is asked, “Intrusive Academic Advising: How Does it Impact the Success of African-American and Latino Freshmen College Students?”

Curriculum Integration: Best Practices for Middle School Students
Debra Lewis, Texas Southern University

According to James Beane (1993, 1997, 2005), “curriculum integration is to involve meaningful learning organized around issues that are important to teachers and students.” Interdisciplinary and integrated are both used to describe integrating curriculum, because it involves combining two or three content areas. Curriculum integration is a student-centered approach that is rooted in the democratic process and is utilized to enhance students academically, socially and emotionally. It works well with middle school students because they are Generation Z learners and appreciate real-world applications. Lunenburg (2011) submits that curriculum should include content, learning experiences, behavioral objectives, a plan for instruction and a non-technical approach which ties into my 10 Best Practices for Middle School curriculum integration.
The Effect of Type of Institution and Experience on the Alumni Support of Higher Education Institution
Bosede Airhia, Texas Southern University

The percentage of alumni financial contribution to colleges and universities is one factor that determines the strength of higher education institutions in the United States. While some universities are thriving in alumni support, others struggle to get their alumni to support their alma mater. Understanding how college experience in different types of institution can encourage or discourage alumni support is key to shaping how to treat students while still attending higher institutions. This study will utilize a quantitative correlational research design to examine the relationship between the type of institution and experience in the alumni financial support of higher education institutions.

Faculty Characteristics and the Influence on the Perception of the Need For Pedagogical Training For Teaching In Higher Education
Dibande Itoe Anna, Doctoral Student
Texas Southern University

Research skills and discipline expertise have traditionally been the most required entry qualification for faculty in higher education institutions, emphasized over teaching skills and pedagogical expertise (Parsons et al., 2010; Postareff et al., 2007). The purpose of this study is to explore faculty perceptions about the need for pedagogical training as means of informing administrators on the development of best pedagogic training approaches that could encourage faculty reception and commitment to programs.

Sessions
Friday, June 29, 2018
8:00 a.m. ~ BREAKFAST

9:00 a.m. – 10:00 a.m.
Factors Influencing Alumni Giving at HBCUs: The Impact of Intrinsic and Extrinsic Motivation
Cephas Riggins, Prairie View A&M University
Rm. 306

Colleges and universities across the United States and elsewhere in the world rely heavily on endowments, especially to finance major projects (Berry, 2008). Although individual contributions to endowments are shrinking, institutions must find ways to survive in an economy where despite the challenges, some institutions boast very healthy endowment funds (Cohen, 2006). Traditionally, Predominantly White Institutions (PWIs) tend to have much larger endowments than HBCUs. One of the reasons for the major difference in endowments between PWIs and HBCUs that exists today is alumni giving. This study will research root causes for the gap and offer solutions to close it.

9:00 a.m. – 10:00 a.m.
The Intersection between Response To Intervention and Differentiated Instruction: Strategies and Activities that Work for all Students
Danielle Corbie-Archer, Texas Southern University
Nina Roberts, Texas Southern University
Rm. 305

There are many factors to consider when teaching students with special needs. This fun interactive workshop will help new and experienced educators successfully match instructional strategies, modifications, and accommodations with essential literacy concepts and various learner styles. Educators will leave with a deeper understanding of the Special Education process including how to effectively implement Response to Intervention, the difference between modifications and accommodations and the appropriate use of each when teaching literacy. Participants will benefit from a scenario style presentation which allows them to reenact real life teaching moments and determine the most appropriate teaching methods to use.
Sessions  
Friday, June 29, 2018

9:00 a.m. – 10:00 a.m.  
**Best Practices for Ensuring a Safe Campus for LGBTQ Students: Title IX Compliance**  
Jessica Davis  Texas Southern University  
Carol Parker  Texas Southern University  
Candy Ratliff  Texas Southern University  
Dwalah Fisher  Texas Southern University  
Joseph Jefferson  Texas Southern University  
*Rm. 300*

This program will discuss the necessary steps that secondary schools, colleges and universities should take to address legal and practical issues, related to LGBTQ students. This interactive session will include evidenced-based practice and strategies for creating and maintaining an LGBTQ inclusive environment. Given the current challenges that secondary and higher education settings present for LGBTQ students, it is important to provide a safe and nondiscriminatory academic and campus environment. Participants will leave the session with tools and resources to make a positive impact on academic setting and the campus environment for all students regardless of sexual identity and preference.

10:10 a.m. – 11:10 a.m. (Round Table)  
**Perceptions and Influences on African-American Males' Acquisition of Resiliency**  
Pamela Frazier  Prairie View A&M University  
*Rm. 318*

African-American males undergo tremendous pressures and society deficits that vastly impact self-perception and student achievement. Due to deficit model thinking Lynch (2011) noted that challenges to their self-efficacy forces them to draw on their resilience. As African-American males fall behind their counterparts in reference to graduation and retention rates, a negative impact on the ability to function and impact society results. Inevitably, society loses valuable contributions that these individuals could otherwise make.

10:10 a.m. – 11:10 a.m. (Round Table)  
**Examining LGBTQ issues in Multicultural Classrooms**  
Tammy Lane  Prairie View A&M University  
*Rm. 318*

The purpose of this qualitative study is to examine from the perspective of preservice teachers their level of preparation to address lesbian, gay, bi-sexual, transgender, and queer (LGBTQ) cultural issues. This study will draw upon James Banks’ concept of multicultural education to examine whether undergraduate pre-service teachers enrolled in teacher preparation programs at HBCUs are equipped to deliver a multicultural education both academically stimulating and socially sensitive. The researcher seeks to examine how pre-service teachers encounter, experience, and respond to the phenomenon of sexual orientation and gender diversity during their experiences in a “no promo homo” state.

10:10 a.m. – 11:10 a.m. (Round Table)  
**Talking White Equity to White Male Administrators on Predominately White Campus**  
Ramona Curtis  Baylor University  
Ryan Richardson  Baylor University  
*Rm. 318*

Multicultural competencies of mentors and other senior stakeholders in the hiring and promotion of African American women should be addressed within programs and departments (Kelly, McCann, 2014). This roundtable will discuss ways to engage White male administrators at Predominately White Institutions (PWIs) in conversations of diversity. Participants will discuss ways to shatter colorblindness in creating campus equity. Developing White administrators comfort level in engaging in racial issues in their working relationships is key to achieving ultimate civil rights. Participants will address the relationship between White male administrators and their abilities to onboard, supervise, and mentor African American female professionals at PWIs.
Americans need a mathematical attitude adjustment. Students are filling developmental level college math classrooms at an astounding rate. This session will focus on the importance of reading and mathematics course. The presenters will introduce strategies for learning mathematics by improving the conceptual knowledge of students through math vocabulary. Additionally, the presenters will share 2-4 activities teachers/educators can use in their present classrooms in any subject matter with a little redesigning based on the topic.

Identification of Sociological Factors that can Negatively Impact Student Academic Performance
Shanna Broussard Texas Southern University
Irvine Epps Texas Southern University
Rm. 333

A significant number of schools across the nation have been identified as having low academic performance rates. Many academic initiatives have been implemented to address this phenomenon. However, for the most part, these interventions have only had moderate success. Research has indicated that efforts beyond the 3 Rs should be investigated. For example, what are some of the sociological factors that negatively impact academic performance? This presentation will discuss how factors such as poverty, depression, hunger, neighborhood violence and others may impact academic performance.

Leading a Comprehensive Guidance Program: What’s New?
Joyce Finch Texas Southern University
Carol Parker Texas Southern University
Rm. 300

Traditionally, administrators have been the managers and leaders of the school. However, with the achievement gap between poor and minority students and their more advanced peers, continuing to increase, school counselors are encouraged to be leaders of the comprehensive school program for student success. Ten strategic and best practice programs will be presented with special attention to American School Counselor Association (ASCA) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and the 12 principles of servant leadership.

Video-Based Observations: Improving Clinical Teachers Self-Reflections and Teaching Strategies in Education Preparation Programs
Viveca Grant Texas Southern University
Delilah Gonzales Texas Southern University
Jessica Davis Texas Southern University
Rm. 321

The primary goal of this project is to investigate the effectiveness of video based observations and if it improves the teaching/learning aspect and instructional strategies for clinical practice teachers. How will video-based observations help clinical teachers with their self-reflection process? Clinical practice teachers will have the opportunity to reflect about their planning, instruction, and assessment practices utilizing video-based observations. One of the most important aspects of video-based learning is how the feedback will improve Education Preparation Programs to effectively prepare clinical teachers. Preparing outstanding clinical teachers will directly impact student learning in school districts across the nation.
FRIDAY, JUNE 29, 2018
Sessions

11:20 a.m. – 12:20 p.m.

PANEL DISCUSSION
Impacting Student Learning and Development
Rm. 318

Dr. Claudette Ligons
Retired Professor
Curriculum & Instruction
Texas Southern University

Dr. Rebecca Goosen
Associate Vice Chancellor
College Preparatory
San Jacinto Community College

Dr. Curtis Hill
State President
Texas Association of Black Personnel in Higher Education (TABPHE)

LUNCH
12:30 P.M. – 1:30 P.M.
Foyer

1:45 p.m. – 2:45 p.m.
The Minority Achievement, Creativity, and High Ability (MACH-III) Center: Researching the Status of Minority Populations across the P-20 Education Spectrum
Fred Bonner II Prairie View A&M University
Stella Smith Prairie View A&M University
Kamala Williams Prairie View A&M University
Rm. 300

Under the direction of Dr. Fred A. Bonner II, professor and endowed chair at Prairie View A&M University, the mission of the Minority Achievement, Creativity, and High-Ability (MACH-III) Center is to produce cutting-edge best-practices and scholarship that will speak to the contemporary issues impacting our target populations - administration, faculty, and students - across the P-20 spectrum and beyond into critical workplace contexts. This presentation will provide an overview of the Minority Achievement, Creativity, and High-Ability Center (MACH-III) Center, our unique positionality within the U.S. educational context, and our six strategic areas of research focus.

1:45 p.m. – 2:45 p.m.
Vocabulary Instruction Matters
Ingrid Haynes Texas Southern University
Delliah Gonzales Texas Southern University
Mokysha Benford Texas Southern University
Rm. 304

A great deal of research converges on vocabulary knowledge as a key lever for overall academic achievement. Kamil and Hiebert (2005) explain that when students’ vocabulary improves, comprehension improves. But many classrooms seem trapped by their weekly schedule, which does not provide opportunities for spaced independent practice with vocabulary to improve retention. Vocabulary-building for those in need is best achieved by explicit instruction. Explicit instruction of words and their meanings increases the likelihood that young children will understand and remember the meanings of new words.

1:45 p.m. – 2:45 p.m.
The Emergence of “Electracy” in the English Classroom: A Qualitative Study on the Digital Engagement Experiences of Texas Southern University students and the Impact on Writing Ability
Philip Jones Texas Southern University
Rm. 306

In this modern day of technological advancement, digital learning, social communication, and professional research has rapidly transitioned to the computer, cell phone screen, or Smart Board. Electronic engagement has certainly moved to the forefront of daily existence and is increasingly becoming the norm within the university level classroom. The focus of this paper is a “qualitative” study capturing the digital engagement and learning experiences of Texas Southern University African-American English composition students and the overall pedagogical impact of these digital experiences in regard to writing ability.
1:45 p.m. – 2:45 p.m.
Building Healthy Self-Concept for Students Academic Success: Role of School Personnel
Chinaqua O’Bryant Texas Southern University
Morgan Sawyer Texas Southern University
Ronder Scott Texas Southern University
Candy H. Ratliff Texas Southern University
Rm. 334
This program will provide counselors and other school personnel who interact with children in a school setting with strategies to support academic success and development of learners presenting with unhealthy self-concept. The participants of this session will increase their knowledge and understanding regarding the impact of factors such as, body image, exceptionality, and self-esteem on academic success. Additionally, participants will leave with resources and strategies to aid student success.

2:55 p.m. – 3:55 p.m.
The Influence of Demographics and School Related Factors on Disciplinary Actions under the Zero Tolerance Discipline Policy
Chanel Payne CMP Educational Consulting
Rm. 325
The purpose of this study was to examine the relationship and predictability of selected demographics and school-related factors on the disciplinary actions under the Zero Tolerance Discipline Policy, which has proven to be unfair, heavy-handed, racist, and discriminatory, specifically in regards to African-American students. More Specifically, this study was concerned with the predictability of the variables ethnicity, gender, SES, and the presence of a disability on disciplinary (exclusionary and non-exclusionary).

2:55 p.m. – 3:55 p.m.
The Conceptualization of Mathematical Thinking in Early Learners through the Lens of Quality Children’s Literature
Delilah Gonzales Texas Southern University
Reginald Todd Texas Southern University
Rm. 317
This presentation addresses how mathematical concepts and skills can be less daunting when teachers allow learners to engage in experiences through math and reading integration. It conceptualizes mathematical thinking through the use of age appropriate quality children’s literature which allows for productive experiences that enhances the mastery of mathematical thinking. This hands-on presentation will demonstrate effective ways to select quality literature, which can be used to conceptualize mathematical concepts.
The Impact of Instructional Status on the Academic Achievement Associated with Secondary Public School Students
Felicia D. Sterling  Cypress Fairbanks ISD  Rm. 300

The purpose of this study was two-fold. First, this study examined the difference in the STAAR’s academic achievement (Math, Science, Reading, and Writing) scores of secondary students by instructional status (Single teaching and Co-teaching). Second, this study investigated the predictability of instructional status and the academic success (Pass or Fail) of secondary students in Math, Science, Reading, and Writing courses.

Professional Writing for Educators-Graduate Student Focus
Twyla Tasker  Angelo State University  Rm. 304

Graduate Programs are designed to offer theory and practical experience within the online course structure. The standard offering in composition and rhetoric for graduate programs, or specialized basic writing graduate courses lag behind. This session will a) examine the need for basic writing skills in an online graduate program; b) demonstrate a transparent design structure to adequately present course modules for graduate student mastery of course objectives; and c) appraise the proposed structure set up for student success and program development.

A Practical Look at Implementing Faculty Advising within Your Course
LaToya Gilmore, San Jacinto College  Rm. 306

Student success in college continues to be a significant focus of most, if not all institutions of higher education. Through enrollment continues to increase, institutions across the nation are losing students before their second year of study. Faculty advising is a tool which promotes the success of our students. Attend this workshop and discover practical ways to advise each of your students. The presenter will share information and resources attendees can utilize upon returning to their campuses.

Doctoral Student and Beyond
Bennell Peltier-Glaze  Texas Southern University  Rm. 318

Doctoral students will have an opportunity to interact with each other and discuss their research as well as have an opportunity to interact with professors and ask questions. Finally, the doctoral students will have an opportunity to find out about publishing, applying for positions, etc.

Diversity Abroad- Introducing Students from a HBCU to a Global Society
Jacqueline Smith  Texas Southern University  Rm. 318

The purpose of this session is to introduce educators to the process the Curriculum and Instruction Department is taking to plan a study abroad program for graduate students enrolled in the College of Education (COE). In an effort to expose our students to a global society, our objective is to develop an innovative program that will increase access to international education opportunities for students who are traditionally underrepresented when studying abroad.

Teaching and Learning Utilizing Technology: Overcoming the Next Educational Divide
Viveca Grant  Texas Southern University
Tamralyn Adams  Prescriptive Educational Consulting, LLC  Rm. 318

The primary goal of this project is to show ways in which K-20 educators and professors can teach in the classroom utilizing technology. It is imperative that students are prepared to learn in an innovative way and retain knowledge. This session will include hands-on activities and engaging conversations about teaching and learning in the 21st century.
Presenters

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<thead>
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<tbody>
<tr>
<td>Morgan Sawyer</td>
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<td>Ronder Scott</td>
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<td>Jacqueline D. Smith,</td>
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