Standard Operating Procedure – New Format for Abstracts

Responsibility: Associate Dean; College Coordinator

Time Frame: Posting proposal and final abstracts in MyAdvisor

Definition: All College of Education graduate student abstracts for dissertations and theses will provide a brief overview of the study in a maximum of 500 words double spaced, and will not include citations.

Procedures:

Step 1: The Abstract Format

Step 1a: Center the word “Abstract” on the page

Step 1b: Formatting Rules for the word “Abstract”

i. No bold
ii. No italics
iii. No underlining
iv. No quotation marks

Step 1c: Double space

Step 2: The Paragraph Format

Step 2a: See sample documents

Step 3: Format Information

Step 3a: Example on CITE Training Library

Step 3b: Dissertation and Thesis Resources

Step 4: The Paragraph Structure Format MyAdvisor (only)

Step 4a: Each abstract contains the following identifiable items imbedded in the paragraph:

i. Title: (On the first line of the paragraph and not in all capitals)
ii. Background/Problem Statement:
iii. Purpose/Research Questions:
iv. Methods: (e.g. participants, instruments or data sources, planned analyses)
v. Results/Findings: (final abstract only)
vi. Conclusion: (final abstract only)

Step 4b: Identifiable items do not count in the total work count

Step 4c: Incorrectly formatted submissions rejected in MyAdvisor

Step 5: Students can choose to omit the formatting structure for their published document.
Effects of a Video-Based Teacher Observation Program on the De-Privatization of Instruction: Evidence from a Randomized Experiment

David M. Quinn1, Thomas J. Kane2, Miriam Greenberg2, and Daniel Thal2

Abstract

Purpose: U.S. schools have traditionally been characterized by teacher privacy and independence, yet theory and empirical work suggest that peer observation and support—or “de-privatized instruction”—can help improve pedagogical practice. In this study, we investigate whether the introduction of video technology into a school—through a video-based teacher evaluation system called Best Foot Forward (BFF)—led to instructional de-privatization, even in the absence of program components designed to encourage de-privatization.

Research Method: Eighty-five schools were randomly assigned to BFF or a control condition. After one school year, teachers and administrators completed Web-based surveys about their experiences.

Findings: We find that BFF caused administrators to facilitate more peer support among teachers, made teachers more likely to share lesson videos with colleagues, led teachers to have more of their lessons seen by other teachers, and redistributed which teachers were providing instructional support to colleagues (with relatively newer teachers taking on a larger role in providing peer support).

Implications: Results suggest that video technology may be an effective tool for efforts to improve instruction by increasing peer observation and support.

Keywords
de-privatized instruction, teacher collaboration, lesson video, professional development, teacher evaluation, randomized controlled trial

1University of Southern California, Los Angeles, CA, USA
2Harvard Graduate School of Education, Cambridge, MA, USA

Corresponding Author:
David M. Quinn, University of Southern California, USC Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, Los Angeles, CA 90089, USA. Email: dquinn@usc.edu
Schools in Cross-Sector Alliances: What Do Schools Seek in Partnerships?
Ori Eyal1 and Marissa (Gross) Yarm2

Abstract

Purpose: In recent years, the rise of cross-sector alliances (CSAs) in education has elicited growing concerns regarding the unrestrained influence of external partners. Against this backdrop, this study aims to explore the ways in which public schools perceive and collaborate with non-system actors (NSAs). Research Methods: Using a qualitative design, 32 in-depth interviews with 29 school CSA coordinators responsible for managing 32 civic education CSAs in Israel were triangulated with CSA email correspondence and completed feedback forms. Data were coded and analyzed using categorical techniques. Findings: Three main themes emerged from our data: identity of the public education system, pedagogic identity of the school, and collaboration and mutuality. While concerned by the threat of CSAs to public education, school coordinators expressed confidence in their ability to protect their school’s identity from NSA influence via twin strategies of regulation and adaptation. However, our analysis revealed that by avoiding substantial engagement with NSAs, the coordinators effectively ceded control to them over educational activities. We propose two new theoretical constructs to categorize alliances: reproductive mutuality, in which schools effectively accept the ideology and programs of NSAs, by a form of “soft coercion”; and transformative mutuality, in which school coordinators and NSA representatives engage in substantive dialogue about educational values, goals, and methods, leading to pedagogical innovation and protecting the public school ethos. Implications: The findings suggest that schools expand their involvement in vetting, monitoring, and activating CSA programs; protect teachers’ professional status; encourage knowledge transfer; and foster transformative mutuality to propel socio-educational change.

1The Hebrew University of Jerusalem, Jerusalem, Israel
2The Council for Higher Education, Jerusalem, Israel

Corresponding Author:
Ori Eyal, The Seymour Fox School of Education, Division of Administration, Policy & Leadership, The Hebrew University of Jerusalem, Jerusalem 9190501, Israel. Email: [email]

Keywords
cross-sector alliances, privatization of education, reproductive mutuality, transformative mutuality, regulative gatekeeping
Principal Instructional Leadership, Teacher Self-Efficacy, and Teacher Professional Learning in China: Testing a Mediated-Effects Model

Shengnan Liu1 and Philip Hallinger2,3

Abstract

Background: Empirical evidence increasingly suggests that leadership which motivates, supports, and sustains the professional learning of teachers has a knock-on effect for both student learning and school improvement. The current study was conducted in China, where the workplace learning of teachers is embedded in a strong tradition of school-based, teacher learning practices such as the Master Teacher–Apprentice Bond and Teacher Research Groups.

Purpose: The study investigated a mediated-effects model of principal instructional leadership and teacher learning. The model proposed principal time management skills and self-efficacy as antecedents of instructional leadership and teacher self-efficacy as a mediator of principal instructional leadership effects on the professional learning of teachers.

Method: Survey data were collected from 3,414 teachers and 186 principals in 186 middle schools in Qingdao, China. Confirmatory factor analysis, structural equation modeling, and bootstrapping were used to analyze the multisource data.

Results: The research confirmed a partial mediation model whereby principal instructional leadership evidenced moderate direct and indirect effects on teacher professional learning. Principal time management and self-efficacy exercised small effects on principal instructional leadership.

Implications: The research adds to a growing body of research that affirms a positive relationship between principal leadership and teacher professional learning and emphasizes the importance of self-efficacy in shaping educator practice. The authors suggest the timeliness for scholars to undertake systematic reviews of this literature on leadership and teacher professional learning, and offer recommendations for school leadership practice.

Keywords
teacher professional learning, teacher self-efficacy, principal self-efficacy, instructional leadership, leadership effects, time management

1 Ocean University of China, Qingdao, China
2 Mahidol University, Bangkok, Thailand
3 University of Johannesburg, Johannesburg, South Africa

Corresponding Author:
District Technology Leadership Then and Now: A Comparative Study of District Technology Leadership from 2001 to 2014

Jayson W. Richardson1 and William L. Sterrett2

Abstract

Purpose: This article focuses on district superintendents who were recognized as eSchoolNews Tech-Savvy Superintendents.

Research Methods: Using interviews, this study compares data from superintendents who won this award between 2001 and 2010 in contrast to those who won the award between 2011 and 2014. The focus of the study is on understanding how discussions of challenges and successes within this population have shifted over nearly 15 years.

Findings: A key finding is that these district level leaders have shifted away from first-order changes of implementing technology initiatives and toward second-order changes of supporting teaching and learning that is supported with modern digital technologies.

Implications: Recommendations are made for leadership preparation as well as lines of inquiry.

Keywords
technology, superintendent, leadership, school technology leadership, district leadership

1University of Kentucky, Lexington, KY, USA
2University of North Carolina Wilmington, NC, USA

Corresponding Author:
Jayson W. Richardson, University of Kentucky, 111 Dickey Hall, Lexington, KY 40506, USA. Email:
Leading Data Conversation Moves: Toward Data-Informed Leadership for Equity and Learning

Vicki Park¹

Abstract

Purpose: The purpose of this article is to examine the data conversation moves enacted by leaders and to bridge organizational leadership for equity and data-informed decision making to practice. I argue that data discussion moves with the purpose of improving equity and learning must reflect core tenets of organizational leadership for equity—specifically eliminating deficit thinking and focusing on inquiry for improvement.

Research Method: I employ case study methods to explore how data use routines and discussion moves unfold in context. The analysis for this article stems from data collected over a 2-year period at an elementary school, consisting of 106.5 hours of observation, 25 semi structured interviews, and document reviews. Analysis was an iterative process, beginning with holistic case studies, open coding, and then a focused coding that lead to a finalized typology of data conversation moves.

Findings: Leaders engaged in data conversation moves that invited an inquiry stance and a strength-based approach to understanding how student data could inform instructional improvement and support, such as (a) Triangulating, (b) Reframing Deficit Thinking to Building on Student Learning Assets, (c) Pedagogical Linking and Student-Centered Positioning, and (d) Extending.

Implications: This study contributes to the growing body of research that examines the micro-processes of data use practice by honing in on conversation moves that educators engage in to shift discussion toward student learning and professional inquiry. The findings highlight how data use for inquiry, learning, and equity requires leadership practices that forge capacity-building routines with facilitation of data conversation moves.

Keywords

equity, data-informed leadership, organizational leadership for equity, data driven decision making, data conversation moves, observational methods, case study

¹San José State University, San Jose, CA, USA

Corresponding Author:
Vicki Park, San Diego State University, Department of Educational Leadership, 5500 Campanile Dr., San Diego, CA 92182-1190, USA. Email: vpark@sdsu.edu
Color-Neutral Disaggregation? Principals' Practices around Disaggregating Data from Three School Districts

Rachel Roegman1, Ala Samarapungavan2, Yukiko Maeda2, and Gary Johns2

Abstract

Purpose: We explored the practices and understandings around using disaggregated data to inform instruction of 18 principals from three Midwestern school districts.

Research Method: This qualitative study used one-on-one semi-structured interviews with the principals focusing on how they disaggregate data in practice. The protocol included general questions about principals’ data practices as well as specific questions around disaggregation. Initial inductive coding began with principals’ direct responses to specific questions around disaggregation, and then emerging themes were used to analyze the entire transcripts.

Findings: Participants were more likely to talk about disaggregation in relation to performance (by teacher, by grade level, etc.) than by subgroup (by race/ethnicity, by gender, etc.). Further analysis highlighted principals’ purposes for disaggregating data that focused on identifying low performance on standards-based assessments, as well as the challenges they faced, particularly in terms of technical skills and software.

Implications for Research and Practice: We conclude with a discussion of how disaggregation could support or challenge equity focused leadership, with implications for policy, practice, and preparation. We consider the role of the principal in identifying inequitable patterns versus focusing on individual students, and different ways that equity can become part of regular leadership practice.

Keywords
data use, disaggregation, leadership, equity, accountability

1University of Illinois, Urbana-Champaign, Champaign, IL, USA
2Purdue University, West Lafayette, IN, USA

Corresponding Author:
Rachel Roegman, College of Education, University of Illinois, Urbana-Champaign, 1310 S.6th Street, Champaign, IL 61820, USA.

Email: research article2018
The Center for Epidemiological Studies Depression Scale: Measurement Equivalence across Gender Groups in Hispanic College Students (Journal of Affective Disorders)

Abstract

Background: This study examined among Hispanic college students the factor structure and gender measurement invariance of the Center for Epidemiologic Studies Depression (CES-D) scale. The CES-D’s original 20 item four-factor model was compared to a recently proposed 14 item, three-factor model.

Methods: Participants included 858 Hispanic undergraduates at an ethnically diverse, major research, urban, public university in the Southwest United States (U.S.) Multigroup confirmatory factor analyses (CFAs) and structural equation modeling were used to examine the factor structure, gender invariance, and construct validity of the CES-D scores.

Results: Multigroup CFAs provided support for full configural and metric invariance and partial scalar invariance for the three-factor model across gender groups. Two of the 14 items (#3 and #18) demonstrated different thresholds; women scored higher than men in both items. The pattern of latent correlations of the three depression factors to four stress variables (college academic, social, financial and discrimination stress) demonstrated configural, metric and scalar invariance across gender groups.

Limitations: About two thirds of the participants were women and most were of Mexican descent and had been born in the U.S. Therefore, findings may not generalize to more gender balanced samples and students from other Latin American countries or immigration generational status.

Conclusions: Partial scalar invariance in two items may not have a strong impact in the calculation of the overall depression score. Given evidence for functional invariance, results provide support for the use of the14-item, three-factor CES-D scale to assess depression symptoms among Hispanic college students.

Key Words: CES-D; measurement invariance; gender; Hispanic.
Words = 246
Perceived stress in Black and Latino male firefighters: Associations with risk and protective factors.  
(Journal of Ethnicity and Disease)

**Objective:** To compare the prevalence of work-related protective and risk factors among Black and Latino male firefighters and to examine the association of these factors to perceived stress among both ethnic groups.  

**Design, Setting, Participants:** Participants included 1,036 male, career firefighters who self-identified as Black (n=477) or Latino (n=559) from a large fire department in a major metropolitan city in the southwestern United States. As part of a department-wide suicide prevention program conducted in 2008, participants completed an anonymous and voluntary mental health needs survey.  

**Measures:** The needs survey included questions regarding prevalence of work-related protective and risk factors, the RAPS-4 to assess substance abuse problems, and the 10-item Perceived Stress Scale.  

**Results:** Results of regression analyses indicated that for both Black and Latino male firefighters, alcohol abuse (β =.13, β =.22), self-reported good health (β = -.23, β =-.24) and a positive partner/spouse relationship (β =-.14, β = -.15) were related to perceived stress. In addition, having a second job (β = .12) and a sense of life calling (β =-.10) were related to perceived stress only among Latino firefighters. All associations were in the expected direction as indicated by the signs of the standardized beta coefficients (β).  

**Conclusion:** Black and Latino male firefighters reported relatively high levels of perceived stress. However, there were both differences and similarities in the factors associated to perceived stress among the ethnic groups. Therefore, interventions to help firefighters reduce or manage stress need to take into account that factors associated with perceived stress may vary by ethnic group.

Abstract

Background

As engineers solve problems that are ill-structured and require collaboration, a common goal of engineering programs is to develop students' competencies for solving such problems in teams, often using cornerstone design experiences.

Purpose

With the goal of designing effective learning environments, this study identifies qualitatively different ways that engineering students experienced ill-structured problems while working in teams.

Design/Method

This phenomenographic study employs interview data from 27 first-year engineering students. Iterative data analysis resulted in categories of student experiences and their logical relationships.

Results

Seven categories describing collaborative, ill-structured problem-solving experiences emerged: completion, transition, iteration, organization, collaboration, reasoning, and growth. These categories are organized in an outcome space along dimensions we call reaction to ambiguity and use of multiple perspectives that can be used to frame students’ perspectives from less comprehensive to more comprehensive.

Conclusions

First-year engineering students experience team-based, ill-structured problem solving in a variety of ways. The resulting outcome space is of practical use to educators who teach courses involving collaborative, ill-structured problem solving.

**Background**

The Model Minority Stereotype (MMS) describes Asians and Asian Americans (As/AsAm) as the epitome of assimilation into U.S. society using hard work, intelligence, high educational attainment, and economic success to overcome the challenges of discrimination and recent immigration. Certain facets of the MMS intersect with qualities often perceived as desirable in engineering education.

**Purpose (Hypothesis)**

Our research questions are: To what degree do academic data support the assertion that AsAm engineering students conform to the MMS? How do AsAm engineering students express the impact of the facets of the MMS on their lived experiences? What facets of the MMS are more often reported than others among AsAm engineering students? How do AsAm engineering students perceive their fellow racial/ethnic peers fit within the MMS?

**Design/Method**

The research uses a mixed methods approach including analysis of academic transcript data, surveys and semi-structured interviews.

**Results**

The academic record of AsAm participants was not significantly different from participants in other racial/ethnic groups. Although the AsAm participants were not found to conform to the MMS academically, they discussed their perceptions of many facets of the MMS including: being hardworking, uncomplaining and extremely intelligent, and seeking both economic attainment and educational prestige. Interestingly, many students who denied that the stereotype applied to them projected this stereotype on other AsAms.

**Conclusions**

Documentation of the existence of the MMS on our campus shows that, although AsAm students are not underrepresented, they face stereotyping and discrimination. We present specific recommendations for institutions to address equity and parity challenges.