2012 Dissertations

The Effects of Faculty Unionization on University Shared Governance

ProQuest Document ID: 1112886561

Document URL: http://search.proquest.com/docview/1112886561?accountid=10351

Abstract

Unionshavebeena part of manyuniversitypolitical landscape for overfour decades. During the early years of faculty unionization, researcher explored the effects of faculty unionization on university governance

Classroom Management: Whose Responsibility 1s 1t?

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Abstract

Thepurpose of this qualitative dissertation was to explore the lived experiences of class room teachers and how they experience class room behavior. The main research question of the study was how teachers experience behavior problems in their class room Results of the interviews were grouped into six distinct themes. This dissertation employed a qualitative interview and data gathering process. Phancing a graph of the control of the con

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Abstract

Within collegeenvironments, homeless students are invisible. The majority of homeless youth go undetected and unsupported in collegeenvironments. This study used validation and strengths based perspective theoretical lense sto understand the experiences of twenty homeless traditional age community colleges tudents. Their stories were examined to understand the exchange between students and varied faculty, staff, and supports erviced epartments. Interview data were analyzed o draw out subject matter from each interview in order to develop codes and the mes within the experiences of participants. Demographic question naire supplemented nterview data.

Studentsdescribedthemselvesas"a different type of homelessperson," different from both their homelessand collegegoing peers, resulting in a feeling of isolation that shaped their collegeexperience. Homeless tudents described humerous and competing demands on their time, limited social capital, and often frustrating administrative and pedagogica practices that contributed obstacles and frustration as they sought to avoid "the cliff" of chronichomelessness and instability. They also described "safety harness" (e.g., advising helpful adults) that they constructed and accesse do help succeed and move up the collegiate mountain. They pointed to work, financial aid, academicad vising helpful adults, and other collegeres our cesas well as their own resilience as helping them move up the collegiate mountain.

Findingshow the complex the experience of homeless tudents. Misinformation and misdirection in collegedragy outh down, yet financialaid, academicadvising faculty, and other critical resources an pull homeless tudents toward new vistas. As individuals, the students show great resilience, however, colleges and housing agencies an and should play a critical role in helping them move forward to more stable ground, using policy and effective practice to connect and support students.

Collegesmust identify homeless students on campus and provide targeted supports ervices that match their strengths and needs. Training in working with homeless youth for financial aid and advising staff, as well as faculty, will ensure that homeless youth are better served. Finally, additional exploration of the experiences and outcomes of homeless youth in higher education is vital to developing policies and practices to serve them.

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Abstract

In order to survive the rapid increase in technology innovation, schools must develop emergent systems utilizing teachers and leaders in new roles to implement change focused on the task of supporting the academic needs of students. New roles in an emergent system result in the development of positive culture, creativity and collaboration. The innovative culture in a thriving emergent system provides the fuel needed to sustain consistent changes trategy and implementation over time. This case study explored the emergent system created by Escondid Union School District (EUSD) to implement the iRead program, which focused on improving reading fluency of the English Languag Learner and low socioe conomic student populations. Through the use of story building this case study explored the elements of roles, strategy, and culture present in the iRead implementation. This study proposed an emergent system sustainable change model as a conceptual framework for school and district use relative to technology implementation. Specifically the model conceptualized he applicability of role theory, strategy theory, and change theory to implementation strategy.

This qualitative cases tudy consisted of 11 interviews with various role players in the iRead implementation and an examination of the documentation data found in the iRead section of the EUSD website. The respondent data was coded through the lens of the Public Education Leadership Project (PELP) nodel for program implementation. The data was grouped into PELP themes of strategy, stakeholders culture, systems and resources An analysis of the grouped themes revealed the existence of new roles and an emergent system for change fueled by the innovation and creativity of the iRead staff.

The EUSDeducators acting in the role of pioneer, explorer, trailblazer, implementer, mentor/coach, and standard bearer became themselves the agents of change. The assumption of new roles to implement new programs comprised the strategy of an emergent system. The roles assume by the participants in the iReadprogram provided the consistent and sustained growth of the implementation. The strategy of start small and grow over time provided the iReadprogram the solid foundation necessary for continued success The environment of innovation among the iReadrole players resulted in a change culture based on phases of implementation, namely idea, initiative, and implementation. Through the use of new roles, emergents trategy, and collaborative culture, EUSD has provided a model for schools hoping to keep pace with the rapid rate of technology innovation.

An Examination of the Financial Literacy of California .

Critical Pedagogy as an Instructional Leadership Initiative in a Small Urban High School Setting

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Document URL: http://search.proquest.com/docview/1112878075?accountid=10351

Abstract

Thisqualitative study explored the experiences of 3 high schools tudents and 1 high school principal to understand how a leader ship initiative rooted in critical pedagogy impacted their personal and academic development as students and as a leader. The conceptual framework, of critical pedagogy provided an analytical lens to explore the experiences of the 3 participating students in this study as well as the 1 high school principal. Portraiture methodology was incorporated to describe the rich narrative that unfolded both with him and his students in the study.

Thefindingsin this study revealed data that supports the existing literature in critical pedagogy as it relates to student learning. The literature details how students involved in class rooms that utilize critical pedagogy are intrinsically motivated to learn about their world within the context of a larger society. Additionally the findings further developed the literature that discusses world critical pedagogy as an instructional practice motivates students to have a desire to engage in their community to make positive change. The findings related to the role of the principal in a critical pedagogical instructional leadership initiative revealed that when students are provided the opportunity to engage in a cademic work related to notions of critical pedagogy they thrive and excel.

Recommendation for policy and practice include: All schools ite principals are encouraged teach a research seminar class rooted in critical pedagogy Areas for future research include further exploring a longitudinal study of students that have taken the research seminar class analyzing the impact the class has had on a larger sample of participants and continuing to collect data on the principal as he leads the initiative and how it impacts his leadership.

A Narrative Inquiry Exploring the Expectations and Childrearing Practices of Six African American Mothers

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ProQuest Document ID: 1112886558

Document URL: http://search.proquest.com/docview/1112886558?accountid=10351

Abstract

Thisnarrative inquiry explores the childrearing practices and expectations for achievements well as socialization of six African American mothers for their sons and daughters. Using a lens of Black feminism while exploring the positioned childrearing of these mothers, I attempt to deepen understanding of how these unique parenting practices influence the gendergap in achievement or African American students. Guided by in depth, semi structure dinterviewing methods, I engaged of structured conversations with six middle class. African American mothers to convey narratives of their childrearing practices.

Transcriptiorand narrative coding of all interview data, as well as participant and research ejournals, revealed a story of each mother's life growing up, the influence this had on their childrearing practices, how they supported their children with school, and expectation for their sons and daughters All of the mothers who participated in this study wanted their children to be successful dults. They expected their sons to be "productive members of society" and ultimately grow up to live comfortably providing for their future families. The expectation communicated to daughters was that they would grow up to be women who would be able to take care of themselves and not have to depend on anyone. They each felt the intersectionality of their identity as middle class. A frican American women, influenced their experiences with involvement efforts at school.

Thisinquiry provides a counternarrative to the deficit based societal discourse around African American mothers' childrearing practices. Recommendation for policy that inform culturally relevant school practices that support the engagement of African American families as well as suggestion for future researchare provided.

Factors Influencing the Implementation of Standards Based Elementary School Physical Education

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Document URL: http://search.proquest.com/docview/1112878072?accountid=10351

Abstract

Childhoodobesityis at an all time high and Californiapublic elementaryschools are in a position to combatthe epidemic. The purpose of this study was to investigate teachers', principals', and the superintendent's perceptions of factors influencing the implementation of standards based elementary school physicale ducation. Nine Title I elementary schools from one school district were purposefully selected.

Basecbn Ajzenand Madden's theory of perceived control behavior, four specific factors were studied. The four factors include physicale ducation content knowledge planning, resources and support. Sequential explanatory mixed methods data collection included a researched esigned survey for both class room teachers (N = 104) and principals (N = 6) and one 20 minute one on one interview with teachers (N = 15), principals (N = 6), and the district superintendent (N = 1).

Resultsfrom the one way ANOV/(p<.05) indicate there is a significant difference between teachers in planning for physicaleducation, not pushing physicaleducation as ide for other subjects, and principal, faculty, and grade level support to teach physicaleducation. Qualitative narrative supports the statistical data for teachers planning and support. This study concluded standards based elementary school physicaleducation can be implemented in Title I school sque to principal and teacher leadership. Recommendation for model elementary school physicaleducation programs and policy changes are suggested.

Second Generation Latinos and the Perceived Barriers to College Enrollment

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ProQuest Document ID: 1112886548

Document URL: http://search.proquest.com/docview/1112886548?accountid=10351

Abstract

Thisquantitative study examined a secondary data set from the PewHispanicResearcl Center and the Kaiser Family Foundation on Education from 2004 to find the relationship between perceived barriers and linguistic acculturation, so cioeconomic status, bilingual abilities, generation as tatus, and academic achievement for second generation Latinos compared to first and third generation Latinos. Through multinomial

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ProQuest Document ID: 1112886544

Document URL: http://search.proquest.com/docview/1112886544?accountid=10351

Abstract

For the past 2 decades considerable attention has been paid to urban high school reform. Increasingly, educators policy makers community and civic leaders recognize that high schools in the United States need to be redesigned and reinvented. For more than a decade, small school shave been a growing trend in secondary school reform. Since its inception, the restructuring of large comprehensive high school so small autonomous school shas shown promise.

Thepurpose of this study was to explore the factors that contributed towards improved student performance outcomes at one urban high school within Los Angeles Unified School District that showed considerable gains in both studentengagement and increase distudent performance due in large part to its conversion to a small school. The study shed light into the faculty's experience on the attributes, challenges and pitfalls of implementing meaning fulse condary reform.

In examining the experiences of the faculty, the study illuminated several findings. First, the faculty employed many of the practices identified by leading small schools researchers as effective tenets of small school reform. Namely, advisories, school size, and parental involvement, which supported sustained continuous relationship between the faculty, students, and their peers. The faculty's experiences corroborated previous studies where school size, personalization, and continuous relationships were influencing factors in creating a positive school culture that supported student and teacher engagement.

Secondlythe researchfindingsindicate that instructional strategies coupled with structural design elements provided a strong foundation to help student achieve. In this study, the research findings revealed that structure and instruction emerged as contributing factors to improving student performance. While research has demonstrated that structural changes alone do not achieve the desired improvements in a cade mice formance, this case study further reinforced the need to have both conditions present to achieve the desired academic esults.

Lastly, the research findings also illuminated a set of intrinsic factors, such as active teacher engagement and a commitment to high standards, that combined with structural and instructional approaches were the driving force behind improved student performance.

Impact on Student Achievement with STMath after School

Participant Perspectives: Student Outcomes in Arts Based International Service æ Learning

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DocumentURL:http://search.proquest.c

Engaging '

Rare but There: An Intersectional Exploration of the Experiences and Outcomes of Black Women Who Studied Abroad Through Community College Programs

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