

# Leading Edge

Center for Research

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The University of Texas at Arlington

School of Education

## Greetings From the Dean



In order to understand how to improve our teaching and, in turn, student learning, we must have first, an historical understanding of schooling, of how curriculum has been developed and implemented over the years. Certainly, we must place that development into the historical contexts of the times being considered.

We must reflect on how schooling has contributed to the growth of our society from its formation to its contemporary stature. We must have an understanding of human growth and development in order to understand what practices work best with students at different levels P-16. Equally important, we must understand educational philosophy and foundations, so that we can place our own belief system in a broader context.

The research scholars in The University of Texas Arlington School of Education Teacher Research Academy through their individual and collaborative classroom investigations are helping to change the face of education in North Texas. They have studied the history of schooling and have coupled that with their knowledge of child development to examine their own classroom teaching, learning, and knowing activities.

Their reflective activities allow for identifying teaching strengths as well as recognizing any weaknesses that might be present. In addition to focusing on teaching models, they observe student responses to classroom and school activities. The Education Trust data remind us that “teaching matters most.” Students who are with good teachers progress rapidly in subjects like reading, math, and science; however, those students who do not have good teachers regress, in their learning of subject matter. UTA/SOE scholars are good teachers because they know how to identify best practices—what worked and what doesn’t work for students in their classroom, their schools.

I am encouraged by the work these teachers are engaged in. Their reflective research serves as an example for all of us who believe that “research is at the heart of education.” They are today’s leaders. They are shaping future leaders who will, in time, determine the direction of our society.

– Dr. Jeanne Gerlach

## Teacher Researcher Academy Marches On

Students in Cohort II graduated in August with a M.Ed. degree in Curriculum and Instruction with an emphasis in Action Research. The Teacher Researcher Academy is the first program of its kind in Texas in which participants focus on curriculum, instruction, and action research while obtaining a Master’s Degree. Assisting Dr. Judy Reinhart who directs the Academy are Professors Gerlach, Beach, Canady, Hirtle, Ison, Johnson, Rosada, Vincente, and Wasson.

The mission of the academy is to:

- empower teachers as researchers in a supportive and mentoring climate,
- prepare teachers to solve daily challenges effectively and objectively,
- give teachers a voice; individually to gain new knowledge and a deeper understanding of the teaching/learning process, and
- instill in teachers to collaboratively contribute to the existing knowledge base of teaching and the empowerment of their students.

The Academy is an intensive M.Ed. Program which provides an energetic and collaborative environment. Cohort teachers learn constructivist theory, reciprocal learning, critical thinking strategies and reflection, scientific data acquisition, and effective communication skills.



*Inside this issue:*

From the Dean	1
Teacher Researcher Journal	2-3
Research Wednesday	4
Faculty Spotlights	5-10
School of Education	
Department of Curriculum and Instruction	
Department of Educational Leadership and Policy Studies	
Department of Kinesiology	

## Reinhartz to Direct Center for Research

Dr. Judy Reinhartz is a Professor of Science in the School of Education and has recently been named the Director for the Center for Research. A highlight of her career came in 1985 when she received The University of Texas at Arlington Amoco Award for Outstanding Teaching. She also received the Ted Booker Outstanding Contributions to Teacher Education in Texas in 1990 and the Kyle Killough for Outstanding Contributions to Teacher Education in Texas in 1994.

In addition, Dr. Reinhartz has held various supervisory and leadership positions including the Director of Field Experiences, Graduate Advisor for Education, and the Coordinator of Pre-College Programs. Before joining the faculty at UTA, Dr. Reinhartz taught science and served as science department chair.

Dr. Reinhartz has served as principal investigator for many grants from the National Science Foundation, The Higher Education Coordinating Board, the Texas Regional Collaboratives, the Texas Education Agency, and business partners to promote professional development of teachers at all levels, primarily in the area of physical and environmental science and teacher research. In the last several years, she has received over \$600,000 in funding for promoting science teaching and learning and teacher research.

In addition, she has served on the ExCET Review Committee for Science Certificate 4-8 and Earth Science 8-12 Certificate and most recently on the committee comparing the TEXES with assessments of the National Board for Professional Teaching Standards and committee to establish cut-off scores the 4-8



Dr. Reinhartz has published six books including *Supervisory Leadership: Focus on Instruction* with Dr. Beach for Allyn & Bacon. She has written chapters including “Collaboratively Driven Science Professional Development Model: A Case Study” with J. Barufaldi, and articles including “Teen Voices: Thoughts About School Violence” with E. Samuels. She has conducted numerous workshops at the local, state, regional, and national levels.

With the TAKS in science for grades 5, 10, and 11 scheduled for 2003, she is playing a key leadership role at the state level, including the development of the Texas Atlas.

Dr. Reinhartz has presented “Class Interactions Analysis Inventory (CIAI)” at the Association of Teacher Educators in Denver (Feb. 2002); “Parent Involvement Modules: Assessment Questionnaire,” with Mary Harris at AACTE in New York (Feb. 2002); and “The Teacher Researcher Academy: Promoting Instructional Effectiveness Through Action Research Inquiry Training” at AERA (American Education Research Association), in New Orleans in April 2002.

## Journal Highlights – Teacher Researcher Academy Journal

The action research studies in this inaugural issue of the *Teacher Researcher Academy Journal* were conducted by elementary and secondary teachers. They are graduates of the Teacher Researcher Academy M. Ed. program at The University of Texas at Arlington. What follows is a brief summary of each of their research studies. These teachers were schooled in quantitative and qualitative research methodologies. And by studying their own practice, they came to know more about teaching and learning--an intersection of theory and practice.

**Amelia Aguirre** - Amelia Aguirre conducted a study to determine the “Effects of the 50/50 Instructional Model on the Literacy Levels of Second Graders in a Bilingual Program.” A group of bilingual students in the 50/50 program was compared to a group of students who received instruction in the 90/10 bilingual program. Students’ reading levels were assessed throughout the year. Results of the study indicated that the 50/50 Model is more effective in aiding students’ acquisition of both languages, English and Spanish, and recommended that the 50/50 Model be implemented throughout the year.

**Kelly Frankum** - Kelly Frankum’s study focused on low-achieving students in several high school World Geography classes. Her study, “Identifying Secondary At-Risk Students in World Geography on the Accelerated Block Schedule,” focused on the characteristics of potential dropouts. Students who had failed World Geography and their parents were surveyed about their attitudes, experiences, and family situations. The study compared additional data including absences, course failures, and math skills of these same students. The conclusion pointed to a failure, in part, to meeting the needs of low achieving students, and the results from this study warrant additional research to include the perspective of students who did not fail World Geography.

**Michelle Runyun** - Math anxiety can impede students’ comprehension of mathematic concepts and their performance in school and on standardized tests. Michelle Runyan describes in her study, “The Impact

## Teacher Researcher Academy Journal Highlights

of Small Group Instruction: A Method for Enhancing Math Understanding and Performance Leading to a Reduction of Math Anxiety,” involving a group of fourth grade students using Mathercise, a diagnostic math program.

Qualitative and quantitative data were collected on treatment and control groups. Conclusions suggested that further study is needed to identify strategies for reducing math anxiety and increasing student performance.

**Jolelene Santema** – If, as is assumed, handwriting is an important factor in the acquisition of literacy, teachers need to know the impact of cursive handwriting on the reading, writing, and spelling achievement of first graders. Jolene Santema in her study, “Cursive Handwriting Instruction and the Impact on Reading, Writing, and Spelling Achievement of First Grade Students,” collected qualitative and quantitative data over the school year to monitor the development of students’ literacy skills. The study concluded that cursive handwriting instruction is appropriate for first graders and does not adversely affect reading, writing, or spelling achievement.

**Aimee L. Seaton** - A study, “The Effect of Differentiated Math Instruction on the Achievement of Second Graders in a Self-Contained Classroom,” was conducted to ascertain the effects on students’ achievement when math instruction in a classroom was differentiated. Data were collected using benchmark, pre/posttests, journals, questionnaires, and interviews. The results from this research found that student achievement increased for students who received differentiated instruction in math.

**Stephanie Simmons** - The study conducted by Stephanie considered whether student-centered, real-life problem-solving instruction positively affects the student’s math achievement to a greater extent than does instruction using isolated math skills. Her study, “Evaluating the Impact on Student Achievement Through the Comparison of the Effectiveness of Math Problem Solving Stimulations to Isolated Skill Instruction,” identified a positive trend for those students receiving problem-solving instruction. The attitudes and motivation among those students definitely improved.

**Beverly S. Wilson** – In her study, Beverly examined students’, teachers’, and parents’ attitudes toward looping in an elementary school setting. Standardized test data were compared. The study found positive achievement gains and attitudes for students involved in her study, “The Effects of Multi-Year Looping on Elementary Reading and Math Achievement.”

**Anthony S. Zahn** - In his study, “The Effects of an Accelerated Science Program on Gifted Middle School Students,” Anthony looked at students’ and parents’ perspectives towards an accelerated science program. This accelerated program designed for middle school students focused on academic achievement, enrichment, social and emotional issues, and attitudes about an accelerated approach to learning. Surveys, journal entries, and standardized test results were used to collect qualitative and quantitative data for the study. Findings indicated that most students can learn advanced subject matter and that the accelerated program met the academic needs of gifted students in his study.

The action research process is evident in all of these studies. Teaching is viewed as research and learning as constructive and meaningful.

-Dr. Judy Reinhartz



*Good educators are good researchers.*

## Research Wednesdays Highlights

### Intraoperative Arthroscopic Cold Irrigation Solution: The Affect on Postoperative Pain and Swelling Ada Fincher Ed. D.

**Objective:** The primary purpose of this study was to determine what effect using a cold irrigating solution during arthroscopic knee surgery would have on postoperative pain intensity, pain medicine consumption, and knee joint swelling. **Design and Setting:** We employed a repeated measures control group design. Subjects were randomly assigned to receive either chilled (40° F) or room temperature (65° F) irrigating solution. All surgeries were performed at the same hospital by the same surgeon following standard arthroscopic techniques.

**Subjects:** Subjects included 93 (32 females, 61 males, mean age=47.4 ± 15.1) patients with a knee injury requiring arthroscopic surgery.

**Measurements:** A Cold Sensitivity Questionnaire was created and used to screen subjects for cold sensitivities or contraindications to the use of cold.

A 10- cm horizontal visual analog scale (VAS) was used to measure postoperative pain intensity. Pain medicine consumption was recorded using a Pain Medicine Log Sheet. Knee joint girth (swelling) was measured at midpatella and 2 inches above midpatella.

**Results:** The mean intra-articular temperature for the cold saline group (45.9°F) was significantly ( $t_{78.703} = -32.095, p < 0.0005$ , df corrected for heterogeneity) colder than the control group (67.7°F). No statistical or clinical difference was found between groups for any of the dependent variables (pain, pain medicine consumption, and postoperative swelling). **Conclusions:** Our results suggest that intra-articular cold saline during arthroscopic knee surgery had no statistically or clinically significant effect on postoperative pain, swelling, or medication intake.



### Necrotic Spider Bites: A Review Judy R. Wilson, Ph.D.

The Brown Recluse (*Loxosceles reclusa*) is probably the best known spider whose bite causes a necrotic wound. However, four other spiders have bites that cause necrotic wounds or Arachnidism. The Hobo spider (*Teganiaria agrestis*) is found primarily in the Northwest and has a bite that produces a lesion that exhibits less necrosis than the *L. reclusa*. The Chilean Brown Spider (*Loxosceles laeta*) was identified as the cause of necrotic spider bites in Chile known as the "Chilean Black Spot." It has recently been identified in the Los Angeles area. It is closely related to the *L. reclusa*, but has a bite that produces a lesion that is much worse.

The Desert Brown Spider (*Loxosceles arizonica*) is also related to the *L. reclusa*, and is found in the desert areas of Arizona and New Mexico. Its bite produces a necrotic wound that usually heals within a few weeks. The most difficult problem in dealing with spider bites is the diagnosis. Knowing the geographical site where the injury occurred may be of some help. The treatment options include local wound care, Dapsone or hyperbaric oxygen therapy. In conclusion, necrotic spider bites other than those caused by the Brown Recluse spider must be considered.

## FACULTY SPOTLIGHTS

### Department of Curriculum and Instruction



Dr. Jon Leffingwell  
Chair, 2000 - 2002

The Department of Curriculum and Instruction has been fortunate to have the quality of faculty with diverse and complementary abilities and interests in research. They have a myriad of academic interests that broaden the knowledge base of the practicing profession and academic in general.

Dr. Cooter is a Professor of Reading and Urban Literacy Education and Director of the Center for Urban Literacy. He is the Director of the new Master's Program in that field. Dr. Cooter presented, "A Comprehensive Reform Initiative Involving Balanced Reading Instruction," at the annual Conference of The International Reading Association in San Francisco in May 2002.

Dr. Cooter has written, *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, 2<sup>nd</sup> Edition with D. Ray Reutzel for Merrill/Prentice Hall. Dr. Cooter is currently completing work on a new book for Lawrence Erlbaum Associates titled *Rescuing Urban Literacy Education: Spies, Saboteurs, and Saints* to be released in 2003.



It is interesting to note that faculty have pursued individual research interests in education (e.g., technology, reading, ESL-bilingual, mid-level education, field experiences, urban literacy, distance learning, math education, early childhood education, action research, science education, mentoring, classroom management, and test anxiety) and published in refereed journals.

The senior faculty provide a support base for new faculty to do research. They have actively solicited new faculty to participate in existing research efforts in their respective areas of expertise and have reinforced efforts to collaborate on joint authored articles in professional journals. In addition, faculty share innovative ideas and interests that help them to extend their creative limits and at the same time experience support for doing so. The spirit of inquiry is dynamic and facilitative in the department and continues to expand at an exponential rate.



Dr. Mary Lynn Crow

TAKE-A-STAND, an affective advanced instructional strategy for classroom use has been presented on several occasions by its author, Dr. Mary Lynn Crow. Cited in textbooks and used in national programs, the technique may be used as a stand-alone teaching strategy or as a pre and post device to measure attitudinal changes that have occurred during the intervening instruction. The presentation was most recently made for the 23<sup>rd</sup> annual NISOD International Conference on Teaching.

Dr. Crow and Dean Jeanne Gerlach have spent the last few years doing a national research study on female deans of schools of education. Particular emphasis was placed on how the deans define success as well as survival in the deanship.

To date, their findings have been presented at AACTE and at the Association for the Advancement of Educational Research. Her current research in counseling involves the use of felines as co-therapists.

## FACULTY SPOTLIGHTS



**Dr. Nancy L. Hadaway**

Dr. Nancy Hadaway is an Associate Professor and currently teaches Secondary Language Arts Methods, Content Area Reading and Writing, and Diverse Populations in Today's Schools. Her publications include "Collecting Folklore in the Home, School, and Community" (in press) which is in *Teaching Folk Literature to Children and Young Adults* edited by T. A. Young; "Accommodating Diversity in Literacy Instruction through Interactive Writing" (in press) in *The New England Journal of Reading*; "Highlighting Nonfiction Literature: Literacy Development and English Language Learners" (2002) in *New England Journal of Reading*; "Poetry for Language Development of English Language Learners" (2002); and "Scaffolding Oral Language Development Through Poetry for Students

Learning English" (2001) in *The Reading Teacher*. In addition, Dr. Hadaway has co-authored the following: "Choosing and Sharing Poetry for ESL Students" (2002) in *Booklinks*, with S.M. Vardell and T. A. Young.

Her presentations include: "Informational Literacy and English Language Learning," at the 19<sup>th</sup> World Congress on Reading, International Reading Association, Edinburgh, Scotland in July/August, 2002; "Literature-Based ESL Instruction: Gateway to Literacy and Global Understanding," at the Pre-Convention Institute, International Reading Association, San Francisco, CA in April, 2002; "Literacy and Content Development Through Nonfiction Literature" at the Teachers of English to Speakers of Other Languages in Salt Lake City, Utah in April, 2002; and "Exploring Language Frontiers: Poetry and ESL (English as a Second Language)" at the National Council of Teachers of English in Portland, OR in March, 2002.



**Dr. Jeannine Hirtle**

Dr. Jeannine St. Pierre Hirtle is an Associate Professor, and she teaches distance education and courses in traditional classroom settings. Her courses include Current Issues in Language Arts Education, Effective Class Management, Advanced Methods of Instruction, and Teaching Children to Read. Her major emphasis is the impact of technology on social constructivist pedagogy and curriculum and literacy.

Dr. Hirtle serves on the School Advisory Board for St. Maria Goretti School and is a member of the National

Council of Teachers of English, the American Association of Computing Education, and the American Society for Curriculum Development.

Dr. Hirtle wrote "Constructing the Online Learning Community: An Examination of Reader Response as a Mechanism for Reader Response as a Mechanism for Scaffolding," published in the *Annual Conference Proceedings in March 2002*. She presented "Constructing the Online Learning Community: An Examination of Reader Response as a Mechanism for Scaffolding" at the Society for Information Technology in Education (SITE) in Nashville, TN; "Constructing the Online Learning Community: A Discourse Analysis," at the American Association of Social Science (AASS) in New Orleans, LA. In March 2002; and "The Four R's: Reading, wRiting, aRithmetic and the inteRnet – Teaching Teachers to Develop Web-Based Units" at the Ed-Media World Conference in Denver, CO. in June 2002.

## FACULTY SPOTLIGHTS

Dr. Paula Weaver is an Assistant Professor in the School of Education in Early Childhood Education. Dr. Weaver is currently teaching Foundations of Early Childhood Education and Math and Science for Young Children.

Dr. Weaver is currently conducting an informal pilot program which involves mentoring seminars for new professional development school mentors. Dr. Weaver hosted an electronic learning research forum last summer and is currently launching time study research of distance learning.

Dr. Weaver is a Founding Board Member of The North Hills School. She notes, "TNHS is among the first 20 charters granted in Texas and is held as a model for rigorous, integrated curriculum, fiscal responsibility, and strategic vision."

Currently, Dr. Weaver is the Secretary for the Founding Board. The Board members submitted a successful charter renewal in the Spring of 2002 and was notified that the School will be considered for International Baccalaureate school status.



**Dr. Christopher Kribs-Zaleta**

Dr. Christopher Kribs-Zaleta is an Assistant Professor who is currently teaching the C & I methods course Mathematics in the Middle Grades, as well as Functions, Data and Applications in the mathematics department, where he coordinates a sequence of problem solving courses for preservice teachers. Dr. Kribs-Zaleta's article "A Case of Units" was recently accepted by *Teaching Children Mathematics*. He presented "Algebra in Elementary School? What do you mean?" at the Conference on the Advancement of Math Teaching in Dallas. Dr. Kribs-Zaleta serves on the Steering Committee of a new state funded project to develop professional development materials in problem solving for middle school mathematics.

## Department of Educational Leadership and Policy Studies

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**Dr. Elaine Wilmore**

Dr. Elaine Wilmore is an Associate Professor who is currently teaching the Principalship course. During 2002, Dr. Wilmore wrote *Principal Induction: A Standards-Based Model for Principal Development and Retention*, *Principal Leadership: Applying the Educational Leadership Constituent Standards*, and *Passing the Principalship ExCET Examination*, which were published by Corwin Press. Dr. Wilmore also co-authored *Texas Public School Organization and Administration Guide* published in 2001.

Dr. Wilmore's publications include: "A reaction to Achilles' Perils in Publications, Pedagogy, and Policy" in *Educational Leadership Review*; "The Value of Stories for Reflection, Self-Analysis, and Personal Growth: My

Epiphany" in *Principalship*; and "The New Century: Is It Too Late for Transformational Leadership?" In *Educational Horizons*.

Dr. Wilmore delivered the following presentations in 2002: "The Soul of Superintendency" at the Administrative Leadership Academy for Beginning Administrators, Educational Region Service Center X in Richardson, Texas; "Shaping the Future for All Students: It's a Vision Thing," presented at the Fall In-Service Leonard ISD and at two schools in Cedar Hill ISD; "Principal Induction" presented at the National Council of Professors of Educational Administration in Burlington, VT; "A Subgroup Analysis of GRE, Race, Gender, and Undergraduate GPA as Predictors of State Certification Examination Results" presented at the American Educational Research Association in New Orleans, LA; "An Analysis of Length of Administrative Internships on Intern and Mentor Perceptions of Principal Characteristics in Principalship Programs" presented at the American Education Research Association in New Orleans, LA.

## FACULTY SPOTLIGHTS

### Department of Kinesiology

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**Dr. Lou Fincher**

Dr. Lou Fincher is an Associate Professor and Program Director of Athletic Training in the Kinesiology Department, and currently serving as Interim Chair of the department.

Dr. Fincher currently teaches Care and Prevention of Athletic Injuries. She recently presented, "Use of the Otoscope in the Clinical Setting," at the National Athletic Trainers Association Annual Clinical Symposium in June 2002 in Dallas. Dr. Fincher received the Athletic Training Service Award from the National Athletic Trainers Association.



**Dr. Sue Beckham**

Dr. Beckham is an Assistant Professor and is currently teaching Fitness Measurement, Fitness Programming, and also coordinates student internships.

Dr. Beckham and co-author, Dr. Earnest wrote, "Four Weeks of Androstendione Supplementation Diminishes the Treatment Response in Middle Aged Males" which will be published in the *British Journal of Sports Medicine*.

Dr. Beckham is currently on the Editorial Board for ACSM's Health Fitness Journal and is also on the ACSM Continuing Professional Education Committee.



**Dr. Brett Everhart**

Dr. Brett Everhart is an Associate Professor in the Kinesiology Department. Dr. Everhart wrote "The Effect of Physical Education Students Using Multimedia Computers to Improve Physical Activity Patterns" which was published in *The Physical Educator* in 2002 with co-authors C. Harshaw, M. Kernodle, and E. Stubblefield. He co-authored "The Effects of Multimedia Software Instruction and Lecture-Based Instruction on Learning and Teaching Cues of Manipulative Skills on Preservice Physical Education Teachers" and also co-authored "An Alternative to the Full Sit-Up Testing for Middle School Students." Both articles were published in *The Physical Educator*.



**Wendell O. Hawkins, Jr.**

Wendell O. Hawkins, Jr. is a visiting Associate Professor in the Kinesiology Department. Mr. Hawkins is currently teaching four courses: Consumer Health, Stress Management, Aging and Death, and Racquetball. Wendell Hawkins was inducted into the Arkansas College (Lyon College) Athletic Hall of Fame in November 2001.

## FACULTY SPOTLIGHTS



**Dr. Diane Wasson**

Dr. Diane Wasson is a faculty member in the Kinesiology Department. Her areas of scholarly inquiry involve the disciplines of health education and health promotion. Along with Dr. Jackson, an Associate Professor of Counseling at Georgia Southern University, she recently completed a study entitled: "Social Attitudes and Multicultural Sensitivity in the Classroom: Implications for Health Education Curriculum Design." A summary of these research findings was presented during the Fall 2001 Research Wednesday. These findings were shared with colleagues on February 14, 2002, at the Southwest Educational Annual Meeting in Austin, Texas. This article will be published fall 2002 in the *Journal of Instructional Psychology*.

Dr. Wasson also is collaborating with Drs. Guion, Associate Professor and Director of the Office of Rural Health Research, and Kropp, Associate Professor and Director of the Family Life Center at Georgia Southern University. Their research is entitled: "A Retrospective Study of the Influences on Childhood Obesity: Implications for Treatment." A proposal is being prepared for submission to the Research Coordinating Board for presentation at the upcoming American Alliance for Health, Physical Education, and Dance Annual Convention.

Dr. Diane Wasson and Dr. Judy Reinhartz, Professor in the Department of Curriculum and Instruction, have completed their research involving decision-making processes and controversial issues among participants of the Teacher Researcher Academy. This study focuses on decision making in controversial areas such as sexuality education. Their research is entitled: "The Role of Data and Information in Guiding Sexuality Education Decisions of In-Service Teachers."



**Alison N. White**

Alison White presented at the American Alliance for Health Physical Education Recreation and Dance (AAHPERD) National Conference in San Diego in April, 2002. Her presentation was on "How Do Walking and Jogging College Activity Courses Affect Body Composition?" Ms. White conducted the research and prepared the paper in conjunction with Jennifer Ahrens and Arne Weaver. An abstract for the study will be published in *The Research Quarterly for Exercise and Sport* after the conference.



**Dr. Abu B. Yilla**

Dr. Abu B. Yilla is an Assistant Professor in Kinesiology and is currently teaching Adapted Exercise and Sports Activity and Theory and Application in Motor Development.

Dr. Yilla wrote "Preliminary Analysis of the Performance of Polish Wheelchair Rugby Athletes," and "Wychowanie Fizyczne I Sport" (Physical Education and Sport) with N. Morgulee. Dr. Yilla also wrote "Of the Sport Orientation Questionnaire with

(continued on p. 10)

## FACULTY SPOTLIGHTS

Dr. Abu B. Yilla (cont.inuation)

Wheelchair Athletes: Examination of Validity Evidence” in collaboration with E.K. Skordilis, D. Koutsouki and N. A. Stavrou. This article was published in *Perceptual and Motor Skills* in 2002. In addition, Dr. Yilla has written “A Structural Model of Elite Wheelchair Basketball Performance” which was accepted by *Adapted Physical Activity Quarterly*.

Dr. Yilla along with Hughes and O’Toole will participate in the presentation “University Women: Assertiveness, Victimization and Fear and Confidence About Dangerous Situations,” at the 12<sup>th</sup> International Conference on Sexual Assault and Harassment on Campus in Kissimmee, Florida. Dr. Yilla is also a peer reviewer for the Department of Education in Washington, D.C.

## NEW DIRECTOR OF DEVELOPMENT School of Education

Lesley Bosch Annen

Lesley Bosch Annen is the Director for Development for the School of Education at the University of Texas at Arlington. Her responsibilities include the administering and coordinating fund raising efforts and developing a comprehensive development program for the School. Annen was the Director of Institutional Advancement for Frank Phillips College, Borger, Texas, and the Executive Director for the Foundation.

She has extensive experience in managing capital campaigns, securing major gifts, and coordinating comprehensive marketing efforts. Annen is an active member of the Council for Resource Development (CRD) and the Association of Fund Raising Professionals (AFP) and has presented at regional, state and national conferences on the topics of capital campaigns, partnerships and donor relations.

Lesley has a Bachelor of Science degree majoring in Animal Science and minoring in Agricultural Business Management from California Polytechnic State University, Pomona and a Master of Agriculture degree with an emphasis in Public Relations from Texas Tech University, Lubbock.

### *About our Publication*

The *Leading Edge* will be published twice a year. Winter and Spring/Summer– to mark the research accomplishments of our students, faculty, and staff in the School of Education. If you have any news that you would like to see appear in the newsletter, please contact Dr. Reinhartz at [jreinhartz.uta.edu](mailto:jreinhartz.uta.edu) or FAX a hard copy to 3999.

### *In This Issue*

In this issue, there are seven faculty spotlights from the Department of Curriculum and Instruction: Dr. Jon Leffingwell, Dr. Robert B. Cooter Jr., Dr. Mary Lynn Crow, Dr. Nancy L Hadaway, Dr. Jeannine Hirtle, Dr. Judy Reinhartz, Dr. Paula Weaver and Dr. Christopher Kribs Zaleta; one faculty member from the Department of Educational Leadership: Dr. Elaine Wilmore; and seven faculty members the Department of Kinesiology: Dr. Lou Fincher, Dr. Sue Beckham, Dr. Brett Everhart, Wendell O. Hawkins, Jr., Dr. Diane Wasson, Alison N. White, and Dr. Abu B. Yilla. Also included in this issue is a report on the Center for Research and the Teacher Researcher Academy Cohort activities including *The Teacher Researcher Academy Journal*.