



Texas Alliance of Black School Educators 27th Annual Conference

February 16-19, 2012
San Antonio, TX

TABSE RESEARCH INSTITUTE

Call for Student and Faculty Research Papers

Invited Topic Area

“Education Is a Civil Right: Strategies That Build Tomorrow's Leaders of African Descent”

A Prospectus

The purposes of the Texas Alliance of Black School Educators' 27th Annual Conference Research Institute are to recognize and promote competitive faculty and student research papers on the invited topic area and to provide opportunities for interested stakeholders to be exposed to related research-based opinions, findings, and conclusions. The Institute represents a statewide opportunity for individual graduate level education faculty, students, teams of students and student-faculty collaborators to submit research papers to the TABSE Research Institute's Managing Committee (TRIMAC) for peer review. Authors of research papers judged as acceptable by the TRIMAC will be invited to present research findings on Friday, February 17, 2012 during the TABSE 27th Annual Conference to be held February 16-19, 2012 at the Hilton Airport in San Antonio, Texas. The recipient of the *2012 TABSE Empowerment of Learners of African Descent Research Award* will be recognized during TABSE's Annual Banquet on Saturday February 18, 2012.

The remainder of this prospectus provides information and advice regarding:

- Scope
- Acceptable Methodologies
- Specifications for Submissions
- Titles of Previously Presented Papers
- Point Scale to be used to judge Submission
- Audio/Visual Support for presentations
- The TABSE Research Institute Managing Committee
- A Sample of Previously Presented TABSE Research Institute Papers
- The Research Institute Agenda

**SUBMISSIONS ARE CURRENTLY BEING ACCEPTED.
THE DEADLINE FOR SUBMISSION IS NOVEMBER 30, 2012.**

Scope

Consistent with the Conference Theme: “Strategies That Build Tomorrow's Leaders of African Descent,” two passages from NABSE’s landmark publication *Saving the African American Child* comprise the boundaries of acceptable research papers. A first passage may be found on page 26 of the document:

“At present, college and university teacher educators and existing primary and secondary school staff cannot be expected to contribute fully to African American academic and cultural excellence, in the absence of systematic training, both in appropriate teaching strategies and in African American history and cultural materials. In general, educators at all levels are unprepared by training or by experience to do what needs to be done because more often than not:

- They are unfamiliar with essential culturally relevant academic subject matter information.
- They have not been exposed to the work of many educators who have worked successfully with African American learners.
- They are unfamiliar with important professional literature specific to the education of African Americans.
- They tend to believe that strange new teaching methods have to be invented in order to teach our children so that they can meet general academic standards.

Not all teachers fail to achieve excellence with African American students. This simple fact seems not to be understood by many teacher educators. Low income, poor nutrition, non-common language variation, etc. *are not the causes of low performance for students!* These things may determine what *treatment* students get from educators. The treatment that they get determines success or failure.” (p.26)

A second passage appears on Page 34:

"If not us, who? If not now, when?" African American educators have a special responsibility to African American children, a responsibility that is over and beyond the work which we already perform. Many of us work in the mainstream and many of us belong to traditional mainstream professional organizations. Yet, our children still have needs that none of these has or will address. To the extent that we can, we must carry an extra load. (p. 34)

Given these Boundaries, TABSE seeks research papers that focus on “Strategies That Build Tomorrow's Leaders of African Descent in such a way that they are prepared by training and/or by experience to carry that “extra load” and contribute fully to African American academic and cultural excellence. Research papers may focus on the background, training and experience of Tomorrow's Leaders of African Descent, their beliefs, values and attitudes, the paradigms held, their behavior, outcomes resulting from actions taken, and consequences of those actions. Research papers may be qualitative or quantitative and may be informed by experience, the literature, or investigation.

**Submitting Authors are encouraged to consult the
NABSE report titled *Saving the African American Child***

Hilliard III, Asa G., Chairperson, Sizemore, Barbara A. Co-Chairperson, Daniels, Eva, Green, Charles, Johnson, Jr., James A., Pasteur, Alfred B., Scott, Hugh J., Sewell, Carl, Stafford, Drucille and Strozier, Yvonne. (November, 1984). *Saving the African American Child: A Report of the National Alliance of Black School Educators, Inc. Task Force on Black Academic and Social Excellence.* Donald H. Smith, NABSE Sitting President.

Acceptable Methodologies Include

- Action Research
- Case and Field Research
- Correlation Research
- Descriptive Research
- Developmental Research
- Ex-Post Facto Research
- Historical Research
- Prospectus
- Quasi-Experimental Research

Specifications for Submissions

Each submitted research paper must have an abstract.

The abstract must clearly state the purpose of the submitted research paper, the problem addressed, and questions or issues to be resolved; and summarize the method, results, and conclusion sections of the research paper.

Each submitted research paper must have a Title Page that includes:

- Title of the submission,
- Name(s) and affiliations of the author(s),
- Mailing address(es), E-mail address(es),
- Phone Number(s), and
- Fax Number(s)

Submissions may take the form of:

- completed research papers
- case studies
- works-in-progress
- proposals for future research

There is a **limit** of two contributed submissions per lead author.

Submitted research papers should be E-mailed with the **unattached** abstract and title page to johnson_ja@tsu.edu. Receipt of submissions will be acknowledged via e-mail within 48 hours. Presenters who do not elect to e-mail submissions may send them via snail mail to the following address or FAX via the following phone number:

James A. Johnson, Jr., Ph.D.
Post Office Box 88302
Houston, Texas 77288
FAX: 713.313.7356

Note well: *Six copies are required for all mailed submissions.*

Name(s) and/or other identifying marks should appear *only* on the abstract and the title page.

Point Scale to be used to judge Submission

Submissions will be judged using the following point scale:

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| ▪ The focus is consistent with the invited topic area. | 0 to 20 Points |
| ▪ The Abstract is fully developed (see above). | 0 to 10 Points |
| ▪ The Problem is stated and well defined. | 0 to 20 Points |
| ▪ Research questions, objectives or hypotheses are stated. | 0 to 15 Points |
| ▪ Methods used to answer research questions, attain objectives, or test hypotheses are clearly presented. | 0 to 15 Points |
| ▪ The approach is defined (Includes sample, instrumentation; data collection and analysis procedures). | 0 to 10 Points |
| ▪ Findings obtained are described, analyzed, and interpreted. | 0 to 05 Points |
| ▪ Conclusions reached are shared. | 0 to 05 Points |

Audio/Visual Support for Presentations

The following audio/visual support will be provided for presentations:

- Microphones
- Projection screens
- Overhead projectors

**All other audio/visual support must be provided by the presenter.
Computers and digital projectors will *not* be provided.**

The TABSE Research Institute Managing Committee

The TABSE Research Institute Managing Committee will treat research papers that address one or more of the four “separate, yet overlapping functions” stipulated by Boyer - the scholarships of discovery, integration, application, and teaching - equally. [Boyer, Ernest L. (1990). *Scholarship Reconsidered*. The Carnegie Foundation. New York], p. 16.

The TABSE Research Institute Managing Committee encourages submissions that:

- Discover new knowledge (Investigation).
- Integrate or collates existing knowledge (Synthesis).
- Apply knowledge (Practice).
- Transmit, transform, and extend knowledge (Teaching).

A Sample of Previously Presented TABSE Research Institute Papers

- Adams, Amber M. Measuring and Evaluating the Funding Gap of Historically Black Colleges and Universities: The Impact of Federal Funding on HBCUs. Texas Southern University, Houston, Texas
- Alexander-Green, Davida and Bailey-Perry, Danita. School Conditions and Teacher Practices that are Effective in Increasing Mathematics and Reading Achievement for African-American Students. Texas Southern University, Houston, Texas
- Andrews Jr., Wilbert J. Certified does not mean Qualified! Beaumont Independent School District.
- Andrews Jr., Wilbert J., Lewis, Dana, and Moye', Gatsy A. TRIFECTA CIPP REPORT. Texas Southern University. , Houston, Texas
- Bolden, Takisha. The effects of teachers using the Chemistry Interim Assessments in Houston Independent School District to prepare for the End of Course Exam. Texas Southern University, Houston, Texas
- Bryant, Kennetra A. Action Research Proposal: Houston Community College Student Achievement. Texas Southern University, Houston, Texas
- Glass, Charles R., Whiteside, Dora, Rucker III, James E., and Coleman, Shanna. An Urban Analysis Report Card on No African American Child Left Behind. Reducing Differential Outcomes of Schooling to Zero For Learners of African Descent versus Other Learners in Academic Achievement.
- Hogan-Chapman, Ava. Action Research Report, Music Curriculum Implementation. Texas Southern University, Houston, Texas
- Johnson, Jr., James A., Davenport, Deirdre, Popillion, Charisma. Just like Mommy and Daddy: What Educators See is the Program You May Get. Texas Southern University, Houston, Texas
- Johnson, Jr., James A. and Johnson, Melanie. Mitigating Against Incommensurate Teaching And Learning: Laying the Predicate for an Advocacy-Driven Reduction in Gaps in Outcomes of Schooling for Learners of African Versus European Descent
- Johnson, Jr., James A., Peltier-Glaze, Bernnell M., and Bailey-Perry, M. Danita. Preparing Bears to Take Care Of Business: A Spheres-Of-Experience Approach to Doctoral Level Educator Preparation. Texas Southern University, Houston, Texas
- McCoy, Mazie. Action Research: Enrollment Management. Texas Southern University, Houston, Texas
- Whiteside, Dora, Rucker III, James E., Glass, Charles R., and Coleman, Shauna. Attention African American Learners, There is no Achievement Gap: Implications for the Use of Counseling Theory in Academic Achievement.

Research Institute Agenda

Friday, February 17, 2012

Moderator:

James A. Johnson, Jr., Ph.D.
Professor
Department of Curriculum and Instruction
Texas Southern University
College of Education
Houston, Texas

Format:

- The moderator will introduce members of the TABSE Research Institute Managing Committee (TRIMAC).
- The moderator will introduce the presenters.
- Each presenter will each have three to five minutes to present the essence of her or his paper.
- Presenters will then have 20 minutes to speak in a more open and conversational setting with conference attendees interested in their research topics at a round table. A member of the TRIMAC will participate in the discussion at each table. After 20 minutes, attendees will be reconvened and presenters and TRIMAC members will comment on round table discussions.
- The moderator will lead discussion and manage questions and answers.

Calendar

15 September	2011	Call for Papers
30 November	2011	Deadline for Submission of Research Papers
18 January	2011	Notification of acceptance of papers for presentation
16-19 February	2012	Presentation of papers at TABSE Research Symposium

Research Papers Received after January 17, 2006 will be returned without comment.

Please feel free to contact Moderator Johnson via e-mail at johnson_ja@tsu.edu if you have questions, wish a copy of the rubric that TRIMAC members will use to assess submitted research papers, and/or if you would like a copy of the NABSE Report titled *Saving the African American Child* in which the terms Academic or Educational and Cultural Excellence are defined. Dr. Johnson may be reached for these purposes during the period of October 3, 2011 thru November 30, 2011.