



2017 NABSE 45th ANNUAL NATIONAL CONFERENCE — Research Roundtable Sessions (rev. 10/25/17)

Thursday, November 16, 2017 - 2:30 pm – 3:45 pm

Research Roundtable I

Dr. Lloyd Sain, Jr., Presiding, Director of the NABSE Research and Institute Development

PRESENTATION TITLE	PRESENTER(S)	WORKSHOP DESCRIPTION	ROOM #
<p>Black Fathers Narrate About Their Children in Public Schools</p>	<p>John A. Kuykendall, Ph.D., Associate Professor of Higher Education Director, School of Education</p>	<p>The researcher examined ten African American affluent middle-class fathers’ narratives about their children and public schooling using Thompson’s (1990) model of ideological operation. The fathers carefully illustrate how their depictions of their own children provide a rationale and justification for the case they make for their children’s need for a high-quality education.</p> <p>The researcher interviewed ten African American affluent fathers with children in public schools. The children span from the 6th through 12th grades. All of the children attended schools that ranked in the top 5% of the state’s high achievement report card. The researcher focused the investigation on fathers because of the need to hear their specific voices regarding their views on their children’s education. about the state of public education and what needs to be done to improve it. I collected two types of data. Demographic surveys pertaining, but not limited to, their income, educational level, participation in higher education, and job title. The second type of data, 60-minute semi-structured interviews, were conducted throughout the academic year 2016-17. The researcher focused on a qualitative analysis of the data with a purposeful sample of fathers based on father’s age, grade level of the child, child gender, income, profession, and school location of the child.</p>	<p>212</p>

Examining Crisis Preparedness in U.S. Schools Across the United States	<p>Dr. Jay Cummings, Professor, Texas Southern University</p> <p>Dr. Emil Owens, Professor, Texas Southern University</p>	<p>The purpose of this study was to examine planning and practices currently in place nationally in public schools to address crisis situations. The crisis preparedness situations investigated were classified as internal and external. Internal crisis are considered emergencies initiated within the school, including shootings, hostage taking, suicide threats and pandemic flu. External threats are emergencies created outside the school and then unleashed on the school, including natural disasters, bomb threats, chemical, biological or radiological threats and Department of Homeland Security’s National Terrorism Advisory alerts. The study compared crisis preparedness across three school settings, urban, suburban and rural. Data analyzed were collected as part of the Educational Longitudinal Survey of 2013-2014, representing approximately 84,000 schools across the country. Findings revealed schools were most prepared for shootings and natural disasters. Results also demonstrated a difference in preparedness by school setting.</p>	
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Friday, November 17, 2017 –10:00 am – 11:30 am **Research Roundtable**

Dr. William L. Blake, Presiding, Principal of Maya Angelou Public Charter School, Washington, DC

	PRESENTATION TITLE	PRESENTER(S)	ABSTRACT	ROOM #
1	Black Studies And The Cultivation Of Preservice African American Teachers	<p>Melanie M Acosta, Ph.D., Assistant Professor, Curriculum and Instruction at The University of Alabama</p>	<p>This presentation is designed for teacher educators, administrators, those who mentor and supervise preservice teachers; and aligns with the content strand Next Generation of Leaders. Presenter will share findings from a research study of preservice African American teachers on the influence of a Black Studies approach to their learning of effective teaching methods for elementary reading. Information will include documented success in preservice teacher dispositions and instructional practices. Audience outcomes include a) Participants will reconsider their methods for supporting African American preservice teachers b) Participants will learn how Black Studies can be a powerful pedagogical approach to prepare African American teacher leaders. The audience will engage in dialogue with presenters and other audience members, share their own teacher preparation experiences, and have the opportunity to ask questions. Audience will leave with a handout providing more information about Black Studies and the research study.</p>	Room 224

