

Welcome to the 2011 annual meeting of the North Carolina Association for Research in Education!

Thank you for joining us for this year’s meeting hosted by Charlotte-Mecklenburg Schools in Charlotte. As we change venues each year, we receive proposals from researchers in different parts of NC. This year we have presentations and posters from as far away as the University of North Carolina at Wilmington and even from the University of Texas. Our luncheon speaker will discuss how research informs practice in both k-12 and higher education.

The annual NCARE meeting provides a unique opportunity. It is a time for the family of education researchers in North Carolina to gather. Besides the formal presentations, this gathering gives us the opportunity to build professional relationships that benefit not only researchers, but the education community by strengthening our ability to tackle the issues facing education at all levels. I hope you will find the sessions informative and your dialogue with other educational professionals rewarding.

Besides participating in this year’s meeting, I encourage you to continue your relationship with NCARE by being an active member in the future! The organization relies on volunteers to run the organization and coordinate the annual meeting. This is a challenging year for all of us, but it also affords the opportunity for NCARE to advance the role of research in education for our state. Thank you to all of those who generously contributed their time in organizing this year’s meeting.

Christopher I. Cobitz
NCARE President-Elect

***Thank you to Charlotte Mecklenburg
Schools for hosting this year’s meeting!
We appreciate your commitment to
educational research in North Carolina.***



2010-2011 NCARE Board

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Schedule at a Glance

Time	Event	Location*
8:00 – 9:00	Registration & continental breakfast	267 foyer
9:00 - 9:55	Session A	270, 278
9:55 - 10:10	Break	267 foyer
10:10 - 11:20	Session B	270, 278, 280
11:20 - 11:30	Break	267 foyer
11:30 - 12:30	Lunch & business meeting	270, 278, 280
12:45 - 1:30	Session C (general session)	267
1:40 - 2:10	Session D (Poster Session)	267
2:20 - 3:15	Session E	270, 278, 280
3:15 - 3:30	Break	267 foyer
3:25 - 4:20	Session F	270, 278

**All rooms are on the second floor of the Charlotte Mecklenburg Government Center located at 600 West 4th Street, Charlotte, North Carolina 28202*

Thanks to Western Carolina University College of Education and Allied Professions and UNC Charlotte College of Education for their generous donations to support the NCARE conference this year.



UNC CHARLOTTE



COLLEGE OF EDUCATION
& ALLIED PROFESSIONS

THURSDAY, FEBRUARY 24

NCARE SOCIAL: 5:30 – 7:30 p.m.

Hilton Garden Inn Uptown

Suite

*Join us for light hors d'ouvres, drinks, and conversation
with other NCARE members.*

FRIDAY, FEBRUARY 25

Registration and Continental Breakfast: 8:00 – 9:00 a.m.

Breakfast includes coffee, tea, and assorted pastries. On-site registration is \$70 for members (\$90 for non-members) and \$50 for full-time student members (\$60 for non-members). We only accept checks on-site, payable to NCARE.

Session A: 9:00 – 9:55 a.m.

1. Studies Related to Early Grades (270)

Claudia Flowers, Moderator

Teaming up for literacy: Parents and educators working toward relevant and effective programs

Tracey Kumar, Doctoral Student

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Elementary Principals with Preschool Programs in their Schools: Results from a Statewide Survey

Rebecca Shore

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Pamela Shue

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Richard Lambert

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University of North Carolina at Charlotte

Does Pre-K Really Make a Difference? Developmental Growth of At-Risk Preschoolers

Judith M. Penny

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Winston-Salem/Forsyth County Schools

2. Studies Related to Changing K12 Schools (278)

Do-Hong Kim, Moderator

School Improvement Planning and Program Evaluation: Building Capacity for School Improvement

Tamara M. Walser

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University of North Carolina Wilmington

Negotiation of urban school culture and the fostering of educational resilience.

Audrey J. Geste

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University of North Carolina at Charlotte

Wagons East! Is Literacy Instruction Headed in the Right Direction for Students with Intellectual Disability?

Lynn Ahlgrim-Delzell

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Chris Rivera

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University of North Carolina at Charlotte

Session B: 10:10 – 11:20 a.m.

3. Assessment Related Studies (270)

Elissa Brown, Moderator

"How You Gonna Breathe, Man, How You Gonna Breathe!?" Standardized Testing Pressures in an Urban Elementary School

Martin J. Wasserberg

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University of North Carolina Wilmington

The Readability of Passages from the North Carolina End of Course Test of English I and The Inference Strategy

Juliann G. Fowler

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University of North Carolina at Charlotte, Rowan-Salisbury Schools

Testing While Black: The Effect of Stereotype Threat on Top-Performing African American Students in an Urban Elementary School

Martin J. Wasserberg

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University of North Carolina Wilmington

Examining the Psychometric Properties of the Observational Assessment System of Child Development and Learning

Do-Hong Kim

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Richard Lambert

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University of North Carolina at Charlotte

4. Studies related to Teachers (278)

Meagan Karvonen, Moderator

Multi-Method Evaluation of an Instructional Coaching Program

Judith M. Penny

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Marty Ward

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Winston-Salem/Forsyth County Schools

Guiding Teachers in the use of a Standards-Based Mathematics Curriculum: Teacher Perceptions and Subsequent Instructional Practices after an Intensive Professional Development Program

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Chuang Wang, Ph.D.

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Drew Polly, Ph.D.

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University of North Carolina at Charlotte

Examining the Ineffectiveness of Preparing of Culturally Responsive Teachers within Educational Psychology Courses

Tehia V. Starker, Ph.D

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Kamau O. Siwatu

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Texas Tech University

Examining teachers' perceptions of a curriculum-focused professional development program

Christie Sullivan

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University of North Carolina at Charlotte

5. Transitioning out of High school related studies (280)

Belinda Black, Moderator

Exploring the Accuracy of High School Student Intentions

Christine Luce Teach

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Charlotte-Mecklenburg Schools

North Carolina 2010 Post-School Outcome Data

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Claudia Flowers

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Melissa Hudson

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University of North Carolina at Charlotte

Using the Timing of Pre-Enrollment Activities to Predict Student Success: One Technical/Community College's Approach to Addressing Student Outcomes

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Grant B. Morgan

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University of South Carolina

Gregory F. Rutherford

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York Technical College

Buffet lunch: 11:30 – 12:15 p.m.
267

Business Meeting: 12:15 – 12:30 p.m.
267

Session C: General Session 12:45 a.m. – 1:30 p.m.
267

General session: NCQuest and other research put into practice (267)

Christopher Cobitz, Moderator

Meg Blanchard
North Carolina State University, Co-Director of NC Quest: The Science Scholars Academy

Session D: Poster Session 1:40 – 2:10 p.m.
267

Using Direct Instruction to Teach Students with Intellectual Disabilities to Use and Respond to Prepositions

S. Christy Hicks

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University of North Carolina at Charlotte

Christopher J. Rivera

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University of North Carolina at Charlotte

Oral Reading Fluency and Maze Measures as Predictors of Performance of End-of-Grade Assessment of Reading Comprehension

Tara W. Galloway

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LuAnn Jordan

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Claudia Flowers

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UNC Charlotte

Vocabulary Instruction Using Explicit Instruction for English Language Learners with Moderate Intellectual Disabilities

Christopher J. Rivera

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Christy Hicks

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University of North Carolina at Charlotte

The Technology-Enhanced Community Partnership Model

Amy Garrett Dikkers, Ph.D.

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University of North Carolina at Wilmington

Progressivism in the 21st Century Elementary School: Is John Dewey Relevant Today?

Heather Leonall

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Rebekah Kelleher

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Wingate University

Student Teaching Abroad: Improving Teacher Education for the 21st Century

Christy Stanley

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University of North Carolina at Wilmington

Early Childhood Education Accelerated Learning Environment: What Graduates Say

Brenda K. Williamson

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North Carolina Central University

School Board Members' Perceptions of District Roles in Childhood Obesity Prevention

Lisa G. Driscoll

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Jim R. Watson

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University of North Carolina at Charlotte

Session E: 2:20 – 3:15 p.m.

6. Science Technology and Math related studies (270)

Brad McMilen, Moderator

STEM Teacher Leadership: Development and Context

Johnavae Campbell

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Rita O'Sullivan

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Jessica Milton
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Lauren Kendall
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University of North Carolina at Chapel Hill

Science, Technology, Engineering, and Mathematics (STEM) Education in Single-Sex Classrooms

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Curtis D. Kendrick
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Debra Rohn
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University of North Carolina at Charlotte

Gender, parent education, and grade level differences in attitudes toward engineering and interest in studying STEM fields among pre-college engineering club participants

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University of North Carolina at Charlotte
Jaquelina Alvarez
University of Puerto Rico at Mayaguez

7. Higher Education Related studies (278)

Christi Chadwick, Moderator

Faculty Transition in Higher Education: The role of Socialization and Mentoring.

Comfort Okpala
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Linda Hopson
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North Carolina A & T State University

North Carolina Community Colleges Provide for Latino Student Success

Bonnie Winecoff
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Stanly Regional Medical Center
Ann Alexander, PhD
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Western Carolina University

Community College Leadership Development Programs: Three Cases and Next Steps

K. Paul Knott, MA, MPH
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Ann E Alexander, Ph.D.
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Western Carolina University

8. High School Delivered differently (278)

Kathy Fox, Moderator

Toward an Understanding of High School Student Achievement by Using Multi-Level Logistic Regression: Investigating the North Carolina Early College Model

Theodore S. Kaniuka
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North Carolina Virtual High School students and their Perceptions of an Online Computer Applications Course

Michele Parker
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Jaime Watkins
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Cheston Saunders
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University of North Carolina at Wilmington

Dual Enrollment Success with Non-Traditional Students at Fayetteville State University School of Education

Shari Willis
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Fayetteville State University

Session F: 3:25 – 4:20 p.m.

9. Curriculum related studies (270)

Michael Meloth, Moderator

Developing and Exploring the Reliability and Validity of an Elementary Teachers' Mathematics Self-efficacy Beliefs Questionnaire

Jennifer R. McGee
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Arts-Integration to Enhance Outcomes Related to Student Learning

Jennifer McGee

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Dawson R. Hancock

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Effects of Functional Communication Training on Challenging Behavior, Academic Engagement, and Mands of Students with Autism Spectrum Disorders

Susan D. Flynn

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Dr. Ya-yu Lo

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University of North Carolina at Charlotte

10. Symposium (278)

Comfort Okpala, Moderator

Why Do High School Students Lack Motivation in the Classroom?

Valjeaner Brewington Ford

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University of North Carolina at Pembroke

4:20 p.m. – Annual meeting adjourns

See you next year!

4:30 – 5:15 p.m. Board Meeting (268)

Upcoming NCARE Opportunities

NCARE Distinguished Paper Award & Marvin Wyne Outstanding Student Paper Award

Please consider submitting your paper for either the Distinguished Paper Award or the Marvin Wyne Outstanding Student Paper Award. The winner of the Distinguished Paper Award will earn a slot to present his or her paper on the 2012 AERA meeting program and receive \$500 toward travel to the 2012 AERA meeting). The winner of the Marvin Wyne Outstanding Student Paper Award will receive a \$100 award.

For both awards:

- The paper must have been presented at the 2011 annual meeting but not previously presented or published elsewhere.
- Papers representing various forms and genres of research (including conceptual papers) will be welcome.
- The paper submitted for consideration must be no longer than the equivalent of 30 double-spaced pages with standard APA margins and 10- to 12- point type. The 30-page limit includes all tables, appendices, charts, graphs, references and other ancillaries to the text. The name, address, and phone number of the first author should appear on a detachable cover page. No author identifying references should appear elsewhere. A 100- to 150-word abstract should be included with the paper.

Any person who is a member of NCARE at the time of the annual meeting may submit a paper for consideration for the Distinguished Paper Award.

Students may apply for the Marvin Wyne Outstanding Student Paper Award or for the Distinguished Paper Award but not both (simultaneously). For consideration for the Marvin Wyne Outstanding Student Paper Award, a student or students must have wholly written the paper. The student(s) must be a member of NCARE at the time of the annual meeting.

The submission deadline for both awards is **April 15, 2011**. Papers may be submitted electronically to the board members named below.

Distinguished Paper Award: Dr. Meagan Karvonen (karvonen@wcu.edu)

Marvin Wyne Outstanding Student Paper Award: Dr. Claudia Flowers (cpflower@uncc.edu)

NCARE in 2011-2012

Watch for the fall 2011 newsletter, which will contain information about the 2012 annual meeting and the call for nominations for the 2012 NCARE board election.

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