

Welcome to the 2015 annual meeting of the North Carolina Association for Research in Education!

Thank you for joining us for this year's meeting as we return to the Hawthorne Inn in Winston-Salem. As you will see from the program that follows, we have presenters from across the state, from the mountains to the coast, and from colleagues in other states as well. We are pleased that we have participants from our K-12 partners, UNC system schools, and private institutions. We are also excited about the opportunity to include the topic of formative assessment as our general session address this year.

The NCARE annual meeting provides a special opportunity to learn from our colleagues across the state as we share the good work being done in support of pK-16 education. The diverse array of topics covered in the program should help inform decisions we are making in our own schools and classrooms and prepare us to contribute to the broader decisions being made about education in North Carolina. I hope you will also take advantage of the equally important opportunities to network and dialogue with each other in this unique setting.

Besides participating in this year's meeting, I encourage you to continue your relationship with NCARE by being an active member throughout the year. Please visit our new website (<http://www.ncare.us>) regularly to stay informed about what is happening in the organization and to find out about other events and opportunities. Also, please let us know if there are other things you would like to see on the site. I am especially excited that we are continuing our partnership with the *Journal of Applied Educational and Policy Research (JAEPR)* this year. Presenters, please see the information at the end of the program about submitting your work for publication in the JAEPR as well as for one of the outstanding paper awards.

Finally, I hope you will consider finding additional ways to be involved outside of the annual meeting. The organization relies on volunteers to run the organization and coordinate the annual meeting. The success of this organization is a credit to the hard work of the board and other volunteers. Thank you to all of those who generously contributed their time in organizing this year's meeting.

Eddie Case
NCARE President-Elect

2014-2015 NCARE Board

President.....Christopher I. Cobitz, Wingate University
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At-Large Member.....David M. Sutton, Rutherford County Schools
At-Large Member..... Leslie R. Zenk, University of North Carolina at Charlotte
At-Large Member..... Jennifer R. McGee, Appalachian State University

Program At-A-Glance

Thursday, February 12, 2015

Preconference Sessions (Concurrent) 2:00 – 5:00 PM

Session A – Qualitative Methods in Educational Research – Poplar I

Session B – Ideas and Opportunities for Collaboration with K-12 Partners – Poplar II (canceled)

NCARE Social 5:30 – 7:30 PM - The hospitality suite will be open for light hors d'oeuvres, drinks, and conversation with other NCARE members. – **Room 302**

Friday, February 13, 2015

8:00 – 9:00 AM - Registration and Continental Breakfast – **Poplar Foyer**

9:00 – 10:00 AM - Session A (Breakout Session) – **Poplar I - III**

10:00 – 10:15 AM - Break – **Poplar Foyer**

10:15 – 11:15 AM - Session B (Breakout Session) – **Poplar I - III**

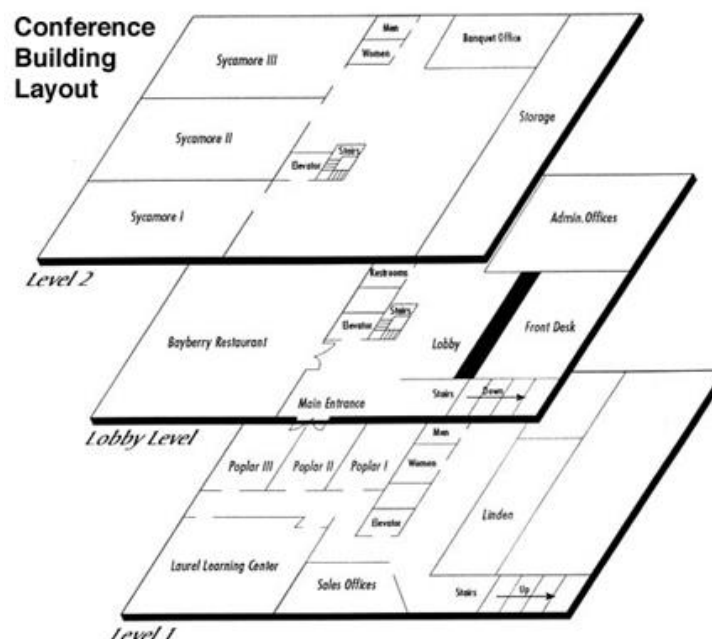
11:30 AM – 12:30 PM - Lunch and Business Meeting – **Sycamore III**

12:45 – 1:30 PM - Session C (General Session) – **Sycamore III**

1:45 – 2:30 PM - Session D (Poster Session) – **Sycamore III**

2:45 – 3:45 PM - Session E (Breakout Session) – **Poplar I - II**

**Poplar rooms are on Level 1. Sycamore is on Level 2.*



THURSDAY, FEBRUARY 12

NCARE SOCIAL: 5:30 – 7:30 p.m.

Suite 302

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

FRIDAY, FEBRUARY 13

Registration and Continental Breakfast: 8:00 – 9:00 a.m.
**Breakfast and Snacks Sponsored by the Wingate University Department of
Graduate Education**

*Breakfast includes coffee, tea, and assorted pastries. On-site registration is \$65 for
members (\$85 for non-members) and \$65 for full-time student members (\$75 for non-
members). We can accept credit/debit cards or checks payable to NCARE.*

Session A: 9:00 – 10:00 a.m.

1. Research in Science and Math Education (Poplar I)

Jennifer R. McGee, Moderator

***What Predicts Science Achievement and Achievement Rate at the Student-
and School- Levels Across Grades?***

Yanyan Fu, University of North Carolina at Greensboro

Nurliyana Bukhari, University of North Carolina at Greensboro

Race, Gender and Identity in Science Education

Scott R. Gartlan, Charlotte Teachers Institute

***An exploration of gender differences in seventh-grade single-sex
mathematics classrooms in a co-educational public school***

Debra Rohn, Lincoln County Schools

2. Gender, Sexual Identity, and Culture in the Classroom (Poplar II)

Christopher I. Cobitz, Moderator

Discipline Disproportionality and LGBTQ Students

Katie E. Brown, University of North Carolina at Charlotte

Bettie Ray Butler, University of North Carolina at Charlotte

A Phenomenological Study of Culturally Responsive Practices in Special Education

Kimberly M. Jones-Goods, North Carolina A&T State College

Marquis Carter Grant, Winston-Salem/Forsyth County Schools

Examining Engineering Self-Efficacy Based on Gender and Class Level

Sandra L. Dika, University of North Carolina at Charlotte

Monica E. Allen, University of North Carolina at Charlotte

Krystal A. Foxx, University of North Carolina at Charlotte

3. Issues in Higher Education (Poplar III)

David M. Sutton, Moderator

A Case Study: An Investigation of the High School Experience and College Performance Using Interviews and Latent Growth Curve Modeling

Theodore S. Kaniuka, Fayetteville State University

Angela Mullennix, Fayetteville State University

Development of an Early Warning Tracking System for Predicting Interrupted-Enrollment Status

Jonathan D. Rollins, III, University of North Carolina at Greensboro

Marty Ward, Winston-Salem/Forsyth County Schools

Dynamic Leadership in Higher Education: A Focus on Historically Black Colleges and Universities

Myron D. White, North Carolina A&T State University

4. Academic Tracking and At-Risk Students (Poplar I)

Monica E. Allen, Moderator

Rational Responses: How Teachers React to High-Stakes Tests in the Context of Academic Tracking and the Long Term Effects

Jason Giersch, University of North Carolina at Charlotte

Can Summer Programming Close the Achievement Gap for At-Risk Children? The StartSmart Evaluation of New Mexico's K-3 Plus Program

Margaret Lubke, Utah State University

Damon Cann, Utah State University

Mustafa U. Karakaplan, Utah State University

Cyndi Rowland, Utah State University

Digital Inequality in Online World Literature Classes at a Historically Black University in North Carolina in the Context of Academic Tracking and the Long Term Effects

J. Maria Merrills, Winston-Salem State University

Jewell Cooper, University of North Carolina at Greensboro

Nora Bird, University of North Carolina at Greensboro

5. Research Methodology (Poplar II)

Leslie R. Zenk, Moderator

One Size Doesn't Fit All! Complexities of Teachers' Schemas Surrounding Data Analysis, Interpretation and Use

Jennifer R. McGee, Appalachian State University

The Effect of Rater Harshness in Mixed-Format Tests on Equating Quality

Oksana Naumenko, University of North Carolina at Greensboro

Triangulation of Cluster Analysis Methods Using Professional Development Outcomes in Program Evaluation

Jonathan D. Rollins, III, University of North Carolina at Greensboro

Marty Ward, Winston-Salem/Forsyth County Schools

Wayne Foster, Winston-Salem/Forsyth County Schools

6. Validity Studies and Data Application (Poplar III)

Sandra L. Dika, Moderator

Instructional Talk-Throughs: The Effect of Peer Coaching on Teacher Efficacy

*Seth Powers, Moore County Schools
Theodore Kaniuka, Fayetteville State University
Beverly Cain, Fayetteville State University*

Examining the Validity Evidence for the Benchmarks of the Community College Survey of Student Engagement

*Matthew A. Peeler, University of North Carolina at Charlotte
Do-Hong Kim, University of North Carolina at Charlotte*

How Can the Theory and Practice of Program Evaluation Support a Culture of Assessment in Higher Education?

Tamara M. Walser, University of North Carolina at Wilmington

**Buffet lunch: 11:30 a.m. – 12:15 p.m.
Sycamore III, 2nd level**

**Business Meeting: 12:15 – 12:30 p.m.
Sycamore III, 2nd level**

**Session C (General Session): 12:45 – 1:30 p.m.
Sycamore III, 2nd level**

Formative Assessment for the Early Childhood Classroom
*Richard Lambert, University of North Carolina at Charlotte
Director, Center for Education Measurement and Evaluation (CEME)*

Session D (Poster Session): 1:45 – 2:30 p.m.
Sycamore III, 2nd level

Matched versus mismatched expectations for girls' achievement: An examination of differences and similarities in youth and parental expectations and impacts on social-emotional well-being

Cassie Berry, Wingate University
Terese J. Lund, Wingate University

Using Annotation for Close Reading

Pamela K. Pittman, North Carolina State University
Pamela L. Murray, Duplin County Schools

Professional Learning Communities: Developing Teachers' Knowledge Pamela

Pamela K. Pittman, North Carolina State University

Teacher Perceptions of Teachable Moments

George Maycock, Appalachian State University

Educational Leadership Coaches' Development of Domain Specific Expertise: A Phenomenological Study

Janice Ellis-Lewis, University of North Carolina at Charlotte

Session E: 2:45 – 3:45 p.m.

8. International Education (Poplar I)

Tamara M. Walser, Moderator

Culturally Relevant Pedagogy: Study Abroad to Teaching Internship

Melanie Keel, Wingate University

The Educational Implications of Trans-Global Service Learning Project: A Qualitative Analysis

Ioney James, North Carolina A&T State University
Comfort O. Okpala, North Carolina A&T State University

English Language Learners in Chinese High Schools: Self-Efficacy Profiles

Chuang Wang, University of North Carolina at Charlotte
Do-Hong Kim, University of North Carolina at Charlotte

9. Using Data to Make Instructional Decisions (Poplar II)

Judy M. Penny, Moderator

Using Latent Class Analysis to Identify Distinct Subgroups of Young Dual Language Learners

Do-Hong Kim, University of North Carolina at Charlotte

Richard Lambert, University of North Carolina at Charlotte

Diane C. Burts, Louisiana State University

A Comparative Evaluation of Instructional Levels Determined by the Text Reading and Comprehension (TRC) Assessment and an Informal Reading Inventory

Amie Snow, Winston-Salem/Forsyth County Schools and Appalachian State University

NOTES

Upcoming NCARE Opportunities

Collaboration with Journal of Applied Educational and Policy Research (JAEPR)

The Center for Educational Measurement and Evaluation (CEME) at the University of North Carolina at Charlotte (UNC Charlotte) has just published the inaugural issue of the *Journal of Applied Educational and Policy Research (JAEPR)* through UNC Charlotte's Digital Scholarship in Atkins Library (<http://journals.uncc.edu>).

JAEPR offers an annual Special Issue of the NCARE conference papers. Acceptance of papers for conference presentation by NCARE does not guarantee publication by JAEPR; all papers for JAEPR consideration must be submitted by the advertised deadline and will undergo a rigorous peer review. If enough papers are not accepted to warrant a special issue, non-NCARE papers will be included in the edition.

NCARE conference presenters will be invited to submit full articles for publication consideration in Spring 2015. Detailed information about the journal and the call for papers will be announced to the NCARE membership and will be found on NCARE's web page (<http://ncare.us>).

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 2016 AERA meeting program and receive \$500 toward travel to the 2016 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 2015 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, 2015**. Papers may be submitted electronically to **nominations@ncare.us**.

NCARE in 2015-2016

Watch for the Fall 2015 listserv message, which will contain information about the 2016 annual meeting and the call for nominations for the 2016 NCARE Board elections.