

Educational Research as Public Scholarship



2016 NCARE Annual Meeting
University of North Carolina at Charlotte
Charlotte, NC
February 11-12, 2016

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Cover image “*Day After Day*” by Alicia Dunn (2014), available from <http://aliciadunnart.com/artwork/3544242-Day-After-Day.html>

Welcome to the 2016 Annual Meeting of the North Carolina Association for Research in Education!

Dear Colleagues,

Welcome! I am delighted that you are here in Charlotte - and at my home institution, the University of North Carolina at Charlotte - to participate in the 2016 annual meeting of the North Carolina Association for Research in Education (NCARE). We are excited to offer a program that includes two pre-conference workshops, an opening reception and poster session with over 20 posters, along with 35 paper presentations by educational researchers across North Carolina.

Established over 40 years ago in 1974 as the state affiliate of the American Educational Research Association (AERA), NCARE works to improve the quality of education in North Carolina through research and evaluation. This year's conference theme, "Educational Research as Public Scholarship", is aligned with that of the AERA and emphasizes the role of educational researchers in North Carolina as "public scholars who contribute to public understanding, political debate, and professional practice" in our state and beyond. Our paper and poster sessions, and the lunch keynote address by Dr. Roslyn Mickelson, are designed to advance discourse and collaboration on this theme.

Thank you to the NCARE board members and volunteers who assisted with conference planning and proposal review, and to our two major sponsors; the UNC Charlotte College of Education and the Thayer School of Education at Wingate University; for their generous financial support.

Best wishes for a productive and intellectually stimulating conference!



Sandra L. Dika
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**Myron D. White (NC A&T State University) served in this role from April-October 2015*

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Thank you to our 2016 sponsors...



Program At-A-Glance

Thursday, February 11, 2016 – afternoon
College of Health & Human Services (CHHS)

2:00 – 4:45 Concurrent Pre-Conference Workshops

- **Session A (CHHS 295)** – *Introduction to program evaluation strategies*
Dr. Rich Lambert, Director, Center for Educational Measurement and Evaluation
- **Session B (CHHS 290)** – *Conducting research in urban education settings*
Dr. Stephen Hancock, Assistant Director, Urban Education Collaborative
**** this session will finish at 4:00 PM**

5:00 – 7:00 Opening Reception and Poster Session - CHHS 128

Friday, February 12, 2016 – all day
Student Activity Center (SAC), 3rd Floor

- 8:00 - 9:00 Registration and Continental Breakfast (Prefunction Area)
- 9:00 – 9:30 Welcome and Business Meeting (Salons A&B)
- 9:30 – 10:45 Paper Breakout Session I (Salons C-D-E)
- 10:45 – 11:00 *Break* (Prefunction Area)
- 11:00 – 12:15 Paper Breakout Session II (Salons C-D-E)
- 12:15 – 1:30 Buffet Lunch, Paper Awards Presentation, and Keynote Address by
Dr. Roslyn Mickelson (Salons A&B)
- 1:30 – 2:15 Topic Roundtables (Salons A&B)
- 2:15 – 2:30 *Break* (Prefunction Area)
- 2:30 – 3:45 Paper Breakout Session III (Salons C-D-E)
- 3:45 – 4:00 Closing and Farewell (Salons A&B)

Annotated campus map available at <http://www.ncare.us>

2016 Keynote Speaker

Dr. Roslyn Arlin Mickelson



Dr. Roslyn Arlin Mickelson, Professor of Sociology at the University of North Carolina at Charlotte, has been cited by and/or quoted in leading newspapers and magazines in the United States (such as Time, Newsweek, New York Times, Wall Street Journal, Chicago Tribune, and Washington Post), as well as by leading media in Canada, France, Brazil, Cuba, and South Africa. Notably, Dr. Mickelson and her research were referenced in a Supreme Court decision on school racial composition. She has also served as a consultant to the North Carolina State Board of Education and to the Superintendent of Public Instruction. Her work truly exemplifies the 2016 NCARE conference theme of “Educational Research as Public Scholarship”.

In addition to numerous awards, Dr. Mickelson was bestowed the rare and distinguished title of Chancellor's Professor at UNC Charlotte in 2014 to recognize her outstanding scholarly achievements. In 2015, Dr. Mickelson was also honored with the Elizabeth G. Cohen Distinguished Career in Applied Sociology of Education Award, awarded by the Sociology of Education SIG of the American Educational Research Association.

Mickelson's 2015 publication, “Yesterday, Today, and Tomorrow: School Desegregation and Resegregation in Charlotte”, co-edited with Stephen Samuel Smith and Amy Hawn Nelson, provides a compelling analysis of the forces and choices that have shaped the trend toward the resegregation of public schools. The book recounts the last forty years of Charlotte's desegregation and resegregation, putting education reform in political and economic context. At the core of Charlotte's story is the relationship between social structure and human agency, with an emphasis on how yesterday's decisions and actions define today's choices.

2015 Paper Award Winners

NCARE Distinguished Paper Award



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

Jason Giersch, Ph.D.

Assistant Professor, Political Science and Public Administration
University of North Carolina at Charlotte

Because high school students are routinely segregated into honors and non-honors academic tracks, teachers have opportunities to provide different instruction to different groups of students based on those teachers' assessments of what each class needs in terms of preparation for high-stakes tests. The first part of this mixed methods study uses interviews of high school teachers to find out how they change their instruction between honors and non-honors classes in the context of accountability policies. Results indicate that teachers treat the two tracks very differently, typically placing much greater emphasis on test preparation in non-honors classes and more enrichment and higher-learning activities in honors courses. The second part is a large-scale analysis of the long-term consequences of these different teaching practices. Results suggest that relative to honors students, those students in non-honors courses who do well on standardized assessments are not as well prepared as honors students with similar scores. I conclude that the overemphasis on test preparation is producing non-honors students whose test scores suggest they are prepared for college even when they are not.

Marvin Wyne Outstanding Student Paper Award



“Identity, Race, and Gender in Science Teacher Education”

Scott Gartlan

Doctoral Candidate, Educational Leadership
University of North Carolina at Charlotte

Teacher professional development is a vital part of the growth of science teachers throughout their careers. Little research has investigated lived experiences of science teachers, particularly those engaged in current professional development activities. Using positional identity as a theoretical framework the current study examined the role that race, gender and age play in the lives of three science teachers taking part in the Charlotte Teachers Institute seminars. An interview protocol was used to address professional development activities, past experiences and relationships, and positional identity. Narrative analysis was used to identify themes that emerged from these teachers' experiences. Findings included the experiences of entering science education, learning science and being a (black) female scientist. Implications for professional development for science teachers are discussed.

2:00 – 4:45 Concurrent Pre-Conference Workshops

Pre-registration is required, no additional cost to regular conference registration.

- **Session A (CHHS 295)** – *Introduction to program evaluation strategies*
Dr. Rich Lambert, Director, Center for Educational Measurement and Evaluation
- **Session B (CHHS 290)** – *Conducting research in urban education settings*
Dr. Stephen Hancock, Assistant Director, Urban Education Collaborative
***this session will finish at 4:00 PM*

**5:00 – 7:00 Opening Reception and Poster Session
CHHS 128**

Complimentary beer, wine, and light hors d'oeuvres for conference registrants.

Poster Presenters (alphabetical order)

Experiences in the Early College Movement - Voices of Black Males

Tempestt Adams, University of North Carolina at Charlotte

Investigating the Role of Student/Faculty Interactions and Persistence in Engineering

Monica Allen, University of North Carolina at Charlotte

Community College Knowns...and Unknowns

Adam Atwell, Howard Simms, & Thanh Le, University of North Carolina at Charlotte

Emerging Patterns of Participation Inside and Outside MOOCs

Kiran Budhrani, University of North Carolina at Charlotte

Evaluating Learner Engagement in a Vocational Education MOOC in the Philippines

Kiran Budhrani, University of North Carolina at Charlotte

Study on the Cornerstone of Chinese Higher Education Policy

Tengteng Cai, University of North Carolina at Charlotte

Reframing the Conversation: Evaluating the Impact of a Course in Science Communication and Outreach on Graduate Students in the Life Sciences

Lenora Crabtree, University of North Carolina at Charlotte

Civics Course Requirements and Young Voter Turnout

Christopher Dong & Jason Giersch, University of North Carolina at Charlotte

Determining the Effectiveness of Games for Retaining Vocabulary in Middle School English Language Learners

Laurie Dymes & Kathryn Wagner, University of North Carolina at Charlotte

Poster Presenters (alphabetical order, continued)

How North Carolina's Formula for Grading Schools Disadvantages the Disadvantaged

Jason Giersch, University of North Carolina at Charlotte

Impact of Receiving an Associate's Degree on Wages

Samuel Grubbs, University of North Carolina at Charlotte

Behavioral Integrity + Credibility = Trust [a necessary function for] Motivating Language Theory

William Holmes, University of North Carolina at Wilmington

Examining the Effectiveness of Performance Learning Centers in North Carolina through Student Perception and Student Success

Ted Kaniuka, Fayetteville State University & Vernon Lowery, Cumberland County Schools

ESSA: Implications for Teacher Education

Rebekah Kelleher, Wingate University

Student and Teacher Perspectives on Engagement in an Urban High School

Brenda McMahon, Sandra Dika, & Neda Pouraskari, University of North Carolina at Charlotte

Psychosocial Adjustment for Transfer Students in a Psychology Major

Elaine O'Reilly, University of North Carolina at Charlotte

Teaching Strategies for English as a Second Language Students and English Language Learners Put into Practice

Marlowe Payne, Wingate University

Islamophobia and the Experiences of Female Muslim College Students who wear Head Covering

Neda Pouraskari, University of North Carolina at Charlotte

EdCamp: A Constructivist Approach to Professional Development

Rebecca Shore & Debra Morris, University of North Carolina at Charlotte

Examining Student-Faculty Interactions with Students of Color at Predominantly White Institutions

April Smith, University of North Carolina at Charlotte

Intersections of Academic Policy and Institutional Culture

Leslie R. Zenk, University of North Carolina at Charlotte

FRIDAY, FEBRUARY 12 - Student Activity Center, 3rd Floor

8:00 – 9:00 Registration and Continental Breakfast

Breakfast includes coffee, tea, juice, and assorted pastries and muffins. On-site registration is \$85 for members (\$105 for professional non-members; \$95 for student non-members). We can accept credit/debit cards or checks payable to NCARE.

9:00 – 9:30 Welcome and Business Meeting (Salon A & B)

- Welcome and introduction of 2015-2016 NCARE Board – Sandra L. Dika, President-Elect and Conference Program Chair
- Welcome from UNC Charlotte College of Education – Dean Ellen McIntyre
- NCARE Business Meeting – Eddie Case, President

9:30 – 10:45 Paper Breakout Session I (Salons C-D-E)

Outcomes for Special Populations (Salon C)

Tiffany Hollis, Moderator

Capturing the Diversity of English Language Learners' Cultural and Linguistic Backgrounds and the Influence on Academic Achievement

Carolyn Gilbert, Guilford County Schools

Examining Differential Item Functioning in an Authentic, Performance-based Measure for Subgroups of Young Dual Language Learners Subgroups of Young Dual Language Learners

Do-Hong Kim, University of North Carolina at Charlotte

Richard G. Lambert, University of North Carolina at Charlotte

Diane C. Burts, Louisiana State University

The Effects of the CIRCLES Interagency Collaboration Model on Student Self-Determination

Amy Kemp-Inman, University of North Carolina at Charlotte

North Carolina Post-School Outcomes: Indicator 14 Results

Tosha Owens, University of North Carolina at Charlotte

9:30 – 10:45 Paper Breakout Session I (Salons C-D-E)

Leadership and Policy (Salon D)

Thanh Le, Moderator

A Study of the Limitations of Teacher Incentive Funding

Christopher I. Cobitz, Wingate University

Factors Conducive to Becoming a School Principal: Perspectives of German and USA Principals

Dawson R. Hancock, University of North Carolina at Charlotte

Ulrich Müller, Pädagogische Hochschule Ludwigsburg University of Education, Germany

Chuang Wang, University of North Carolina at Charlotte

Skills and Characteristics of Successful Leaders: Lessons from Two Sustained Successful Charter School Leaders

Maria M. Leahy, University of North Carolina at Charlotte

Examining Dynamic Leadership: A Mixed Methods Analysis of Organizational Effectiveness

Myron D. White, Colonial Life Insurance Company

Evaluation Across Contexts (Salon E)

Ching Yi Kuo, Moderator

Implementing Health and Wellness Programs in Public Schools: Research Findings and Lessons Learned

Andria Shook, San Diego University

Joanne G. Carman, University of North Carolina at Charlotte

Evaluating Health and Wellness Programs: Challenges and Lessons Learned

Joanne G. Carman, UNC Charlotte

Andria Shook, San Diego University

Exploratory Factor Analysis and Evaluation of a 3D Printing Entrepreneurship Module for Health Care Education

David Hollar, Pfeiffer University

Nur Onvural, Pfeiffer University

The Effectiveness of a Program Evaluation Course in Building Evaluation Capacity

Tamara M. Walser, University of North Carolina at Wilmington

10:45 – 11:00 Break – coffee and tea

11:00 – 12:15 Paper Breakout Session II (Salons C-D-E)

Symposium: Disparity Analysis (Salon C)

Jason Giersch, Moderator

Disparity Analysis: Predictions and Comparisons of Grade 3 Reading EOG Performance Based on Race/Ethnicity and School SES

Judith M. Penny, Guilford County Schools

Akisha Jones, Guilford County Schools

Shuying Sha, University of North Carolina at Greensboro

Disparity Analysis: Predictions and Comparisons of Reading EOG Performance Based on Race/Ethnicity, Gender, and School SES

Akisha Jones, Guilford County Schools

Shuying Sha, University of North Carolina at Greensboro

Judith M. Penny, Guilford County Schools

Disparity Analysis: Predictions and Comparisons of Middle School EOG Performance Based on Race/Ethnicity and School SES

Shuying Sha, University of North Carolina at Greensboro

Akisha Jones, Guilford County Schools

Judith M. Penny, Guilford County Schools

Discussant: *Monica Walker, Diversity Officer, Guilford County Schools*

Engagement and Integration in Higher Education (Salon D)

April Smith, Moderator

Examining the Relationship between Student Engagement and STEM Persistence at an HBCU

Saundra Yates Evans, North Carolina A&T State University

Ceola Ross Baber, North Carolina A&T State University

Cooling Out: The Effect of Starting at Community College on Students' Ambitions

Samuel Grubbs, University of North Carolina at Charlotte

Black Women Doctoral Success and Degree Completion

Cathy D. Howell, University of North Carolina at Charlotte

Engagement and Integration in Higher Education, continued (Salon D)

Case Study Exploring the Academic and Social Integration of Traditional-Age Community College Transfer Students

Bethany D. Meighen, University of North Carolina at Wilmington

Andrew Ryder, University of North Carolina at Wilmington

Urban Education and Neighborhood Contexts (Salon E)

Monica Allen, Moderator

Disproportional Discipline, Achievement, and the Every Student Succeeds Act (ESSA)

Nicholas P. Triplett, University of North Carolina at Charlotte

Amber C. Bryant, University of North Carolina at Charlotte

Aimy Steele, University of North Carolina at Charlotte

Katie E. Brown, University of North Carolina at Charlotte

Tameka Ardrey, University of North Carolina at Charlotte

Ayana Allen, Drexel University

Chance W. Lewis, University of North Carolina at Charlotte

Critical Service-Learning for Social Capital in the Urban Elementary Environment

Laura K. Handler, University of North Carolina at Charlotte

Bettie Ray Butler, University of North Carolina at Charlotte

Applying Cognitive Science Principles to Improve Retention of Vocabulary in High School Science Classrooms

Rebecca Shore, University of North Carolina at Charlotte

Drusilla Thomas, University of North Carolina at Charlotte

Investigations of Neighborhood Conditions Under the Context of the Academic Achievement Gap

Huifang Zuo, University of North Carolina at Charlotte

Chuang Wang, University of North Carolina at Charlotte

Wenwu Tang, University of North Carolina at Charlotte

Audrey Rorrer, University of North Carolina at Charlotte

**12:15 – 1:30 Buffet Lunch, Awards Presentation, and Keynote Address
(Salons A & B)**

- Presentation of 2015 NCARE Paper Awards – Christopher I. Cobitz, Past President
- Introduction of Keynote Speaker – Jason Giersch, At-Large Board Member
- Keynote Address – Roslyn Arlin Mickelson

1:30 – 2:15 Roundtable Topics (Salons A & B)

Conference attendees will select a roundtable topic based on professional interests.

2:15 – 2:30 Break – cold drinks and cookies

2:30 – 3:45 Paper Breakout Session III (Salons C-D-E)

Assessment and Evaluation in Elementary Education (Salon C)

Alicia Reid, Moderator

Improving Primary Students' Mathematical Skills through Formative Assessment

Chuang Wang, University of North Carolina at Charlotte

Christie Martin, University of South Carolina

Drew Polly, University of North Carolina at Charlotte

Richard G. Lambert, University of North Carolina at Charlotte

David Pugalee, University of North Carolina at Charlotte

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

Amie B. Snow, Appalachian State University

Letterland Reading Research

Lisa O. Souther, Iredell-Statesville Schools

Evaluation of a Reading Interventionist Initiative

Marty S. Ward, Winston-Salem/Forsyth County Schools

Justin Long, University of North Carolina at Greensboro

Issues in Teacher Preparation and Professional Development (Salon D)

Kiran Budhrani, Moderator

Conceptions of Differentiated Instruction Among Preservice Teachers

Hilary Dack, University of North Carolina at Charlotte

Teachers' Perceptions Following Intensive University-School Professional Development: Professors and Teaching Colleagues as Supportive Writing Mentors

Scott R. Gartlan, University of North Carolina at Charlotte

Issues in Teacher Preparation and Professional Development, continued (Salon D)

What's in it for Me? Motivating the Next Generation of Teachers

Jason Giersch, University of North Carolina at Charlotte

Do Differences in Elementary Teacher Preparation Programs Affect Student Achievement in Science on an International Scale?

David J. Mense, University of North Carolina at Wilmington

Measurement, Planning, and Analytics (Salon E)

Rosalba Esparragoza, Moderator

Comparing the Accuracy of Small Sample Equating Methods: Investigating Sample Sizes and the Percentage of Anchor Items

Joshua D. MacInnes, University of North Carolina at Greensboro

Analytics for Good: Using Analytics to Improve Yield Management in the Honors College

Julie Hayes, Appalachian State University

Tonia Olson, Appalachian State University

LeAnne Byers, Appalachian State University

Jennifer R. McGee, Appalachian State University

Joseph Cazier, Appalachian State University

Rachel Sledge, Appalachian State University

Leslie Sargent Jones, Appalachian State University

Impacting the Landscape of Student Success at the Community College: The Development of an Academic Advising Quality Enhancement Plan

Makena N. Stewart, South Piedmont Community College

Novel Interpretations of Academic Growth

Gary L. Williamson, MetaMetrics

3:45 - 4:00 Closing and Farewell (Salons A & B)

2016 Paper Award Opportunities

NCARE Distinguished Paper Award & Marvin Wyne Outstanding Student Paper Award – submit by March 15, 2016!

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 at the 2017 AERA meeting and will receive \$500 toward travel to the 2017 AERA meeting. The winner of the Marvin Wyne Outstanding Student Paper Award will receive a \$100 award.

Guidelines for both awards:

- The paper must have been presented at the 2016 annual meeting but not previously presented or published elsewhere.
- Authors must be NCARE members at the time of the annual meeting.
- Papers representing various forms and genres of research (including conceptual papers) are 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 the cover page, which will be removed for review. No author identifying references should appear elsewhere. A 100- to 150-word abstract should be included with the paper.

Students are eligible for the Marvin Wyne Outstanding Student Paper Award or for the Distinguished Paper Award but may not apply for both simultaneously. For consideration for the Marvin Wyne Outstanding Student Paper Award, the paper must include only student authors.

The submission deadline for both awards is **March 15, 2016**. Papers may be submitted electronically to **nominations@ncare.us**.

Publication Opportunity - JAEPR

Call for Papers and Volunteers:

NCARE Proceedings Issue of *Journal of Applied Educational and Policy Research (JAEPR)*

NCARE has partnered with the Center for Educational Measurement and Evaluation (CEME) at the University of North Carolina at Charlotte to publish a special issue from the papers presented at the NCARE annual conference in the *Journal of Applied Educational and Policy Research (JAEPR)*. JAEPR is an open access, peer reviewed online journal published by the CEME. The journal focuses on issues of importance to educational policy makers. Please visit the online site for the journal for more information:
<http://journals.uncc.edu/jaepr>.

NCARE members are invited to submit manuscripts for consideration and to serve as peer reviewers.

To Submit a Manuscript for Consideration:

To be considered for inclusion in this special issue of JAEPR, manuscripts must be submitted online by **June 30, 2016**. For information regarding types of submissions and how to apply online, please see the "About" tab at: <http://journals.uncc.edu/jaepr>. Papers presented at the NCARE Annual Meeting will undergo peer review and are not guaranteed inclusion in the issue.

To Volunteer as a Peer Reviewer:

To volunteer as a peer reviewer, please contact the journal Editor, Dr. Chuang Wang, at cwang15@uncc.edu.