

# CORD CONFERENCE PROCEEDINGS

**Sunday, May 3, 2009**

*Hotel rooms may not be available for check-in until 4:00.*

2:00 – 4:00 Gullah Heritage Tour (1st Opportunity)

Bus Pick-up at hotel by request -- Gullah Heritage Trail Tour [www.gullahheritage.com](http://www.gullahheritage.com)

Cost \$25.00 payable to the tour company on site. Call 843-681-7066 or send an email to [tourinfo@gullahheritage.com](mailto:tourinfo@gullahheritage.com) to make your reservation

4:00 – 5:30 Hotel Check-in

5:30 – 8:00 **CORD Opening Cocktail Reception** (cash bar),

The Shorehouse, oceanfront open air pavilion

Phyllis Mauney, Harpist

Marlena Smalls, lead singer for the Hallelujah Singers, Gullah Heritage Entertainment

*Dinner on your own*

**Monday, May 4, 2009**

## **OPENING PLENARY SESSION**

8:30 – 9:00 Promenade 6 & 7

**Dr. Janice E. Hale, Professor, Wayne State University,  
Founding Director of ISAAC, Presiding**

**Dr. Janice Green, Assistant Dean of Academic Services, Wayne State University:**  
Welcome from Wayne State University

**Dr. Gloria Boutte, Schuyler and Yvonne Moore Child Advocacy Distinguished Co-Chair  
School of Education, University of South Carolina**

Welcome from the University of South Carolina

**Dr. Susi Long, Schuyler and Yvonne Moore Child Advocacy Distinguished Co-Chair  
School of Education, University of South Carolina**

Welcome from the University of South Carolina

**Dr. Janice E. Hale**

Housekeeping Announcements

**Jennifer Strickland, Instructor, Benedict College,  
Doctoral Student, University of South Carolina**

Introduction of the Speaker

9:00 – 10:30 Opening Research Presentation

**Dr. A. Wade Boykin, Professor, Cognitive Developmental Psychology,  
Executive Director, Capstone Research Institute,  
Howard University**

**“Fostering High Achievement for African American Students:  
What the Research Says”**

10:30 – 10:45 a.m. Break

10:45 -- 12:00 p.m. **Dr. Evelyn Fields, Chair, Department of Education,  
South Carolina State University**  
Introduction of the Moderator

Distinguished Moderator-led questioning of the speaker and questions from  
the audience

**Dr. James C. Young, Professor, Clark Atlanta University**  
Author of *Roots to Wings: Successful parenting African American style*

12:00 – 1:00 p.m. Lunch on your own

1:00 – 2:30 p.m. **Poster Presentations**

**Dr. Lanette Waddell** Promenade 5 Glassed Porch  
*Professor of Practice  
College of Education  
Lehigh University, Bethlehem, Pennsylvania*

***How do we Learn? African American Elementary Students Learning Reform  
Mathematics in Urban Classrooms***

The National Council of Teachers of Mathematics (NCTM) standards offers a vision of mathematics teaching that aligns with the research on African American cultural dimensions, culturally relevant pedagogy, and current research on teaching and learning. Considering the promise of these bodies of research, this poster describes research that investigates how elementary African American students in an urban school respond to standards oriented mathematics classroom practices by studying their patterns of interaction over a period of 304 years.

**Dr. Doretha O’Quinn** Promenade 6 Glassed Porch  
*Associate Professor, Multiple Subjects Coordinator  
School of Education, Mission Valley Regional Center  
Point Loma Nazarene University, San Diego, California*

***Best Practices to Increase Student Academic Success for African American Children in Urban Schools***

This presentation is a result of research findings of students in pre-service programs, teachers and administrators in schools in an urban school district, identifying key instructional concepts and preparation, providing best teaching practices that increase student academic success for African American children in urban schools.

**Dr. Sandra Golden** Promenade 7 Glassed Porch  
*Assistant Professor*  
*Teacher Education*  
*Defiance College, Ohio*

***Teaching in Diverse Classrooms: Perspectives from Teachers with a High Sense of Cultural Awareness and Self-Efficacy***

Through this poster session, participants will learn how teachers with a high sense of cultural awareness and self-efficacy teach in diverse classrooms. These teachers possessed the characteristics of culturally relevant teaching (CRT) as opposed to teachers with a low sense of cultural awareness and self-efficacy. The results of this study showed that teachers with high cultural awareness and self-efficacy exhibited teaching strategies and methods that addressed the needs of all of the children in the classroom and learning that was transferable. Further, these teachers performed in ways that showed they cared about their students, teaching was student- and teacher-centered, and the classroom environment was inviting, engaging, and empowering.

**Dr. Karen Tinsley** Promenade 5  
*Assistant Professor of Psychology*  
*Guilford College, Greensboro, North Carolina*

***Structural and Contextual Influences: Gender differences in Self-Esteem, Self-Efficacy and Academic Dis-identification among African American College Students***

This study focused on the relationship between structural and contextual factors (e.g. racial composition of schools, private vs. public), preparation or planning to attend college by taking certain courses, as well as psychological factors (e.g. perceived amount of teacher support, having a role model), and academic achievement among African American college students. Three major research questions were investigated in this study. First, is there a relationship between prior high school experiences (type of high school: private vs. public, racial composition of school, teacher support, having a role model), self-esteem, and self-efficacy of African American college students? Second, if academic dis-identification does occur among college students, will it be more likely for African American males than for African American females? Thirdly, is there a relationship between academic achievement, involvement in school activities, self-esteem and self-efficacy? The results show that attending private schools is correlated with later GPA in college; academic dis-identification was more likely to occur in African American females than in males; self-efficacy was found to be more strongly correlated with GPA than self-esteem; and gender differences were found in examining the relationship between having a role model and planning to attend college.

**Dr. Philip W. Cooper, Jr.** Promenade 6  
*Dentist in Private practice*  
*Savannah, Georgia*

***Health Care Disparities and Learning to Read***

Reading is a fundamental and necessary skill in the educational process. Learning to read is not innate; it is a neural based skill that is one of the most complex cognitive functions the brain performs. Scientists now know the specific areas of the brain used in processing language and the time frame during which the brain develops the memory necessary for reading and reading comprehension. The impact of health care disparities on the developmental process of learning to reading for children 3 to 5 years old, African American children in particular, will be presented in an informative and interactive format.

2:30 – 5:30 **Panel Presentation** Promenade 6-7  
Dr. James C. Young, Moderator  
Panelists:

**Dr. Mack T. Hines III**  
*Assistant Professor*  
*Educational Leadership*  
*Sam Houston State University, Texas*

***Family Structural Differences in the Middle School Transition of African American Boys***

This study examined differences in the middle school adjustment of African American males who lived with grandmothers in single mother families and African American males who only lived in single mother families. A one-way repeated measures ANOVA findings showed that African American males who lived in single mother homes with a grandmother were more adjusted to middle school than their African American males who lived only with their grandmothers.

**Dr. Omari Dyson**  
*Assistant Professor*  
*Department of Education*  
*South Carolina State University*

***On a Path to Greatness: Rites of Passage Programming for Orangeburg Youth***

South Carolina educational statistics revealed that 89% of Black fourth graders were unable to read at grade level (Children's Defense Fund, 2005). This alarming finding links to numerous socio-historical forces and has vast implications for the life chances of Black youth. Without effective action initiatives to address this issue, it is highly probable that this problem will persist and hinder the academic/social success of Black youth. In response, we

developed a Rites of Passage program to transform the academic and social performance of Orangeburg youth – a program we hope will be replicated across social contexts.

**Mr. Kevin L. Brooks**

*Instructor*

*Curriculum and Instruction & African American Studies*

*Purdue University, Indiana*

***Representations of African American Male Athletes: Media as Discourse, Education as Counter-Discourse***

African American students are often isolated from the school curriculum and classroom practices on three levels: racial, cultural, and linguistic. These three forms of isolation reveal that major curricular and pedagogical challenges continue to impede the academic performance and educational success of African American students, males in particular. This research analyzes these three forms of isolation, explores how they impact the self-perceptions, identities, and classroom participation of African Americans male students from a select mentoring program, and provides methods that are useful to improving their educational experiences and achievement.

5:30 –8:00 **Cocktail Reception**, (cash bar)

Shorehouse oceanfront open air pavilion

Lavon Stevens, vocalist and pianist, Gullah Heritage Entertainment

*Dinner on Your Own*

**Tuesday, May 5, 2009**

8:00 – 10:00 **Panel Presentation**

Promenade 5

**Dr. Valerie Kinloch**

*Assistant Professor*

*College of Education*

*The Ohio State University, Columbus, Ohio*

***African American Youth and the Politics of Place***

Drawing on a 3½-year ethnographic study conducted in New York City's Harlem community, this presentation employs a participatory action approach to engage in new directions in research on African American youth in socially constructed spaces (i.e., gentrifying communities). It investigates how the lived experiences and literacy practices of African American youth are affected by public attempts to gentrify the community. This investigation will reveal the ways in which race and place are connected, how African American youth view their role within the gentrification process, and how spatial narratives should be considered in research on youth and schooling.

**Dr. Sherman Bonds**

*Executive Consultant*

*Bonds Educational and Consulting Group*

*Atlanta, Georgia*

***The Focus Group as Instrument***

***A Theory of Acceptable Losses: Elements of the African American Diasporas***

This theory is an attempt to review and revisit the American tragedy of democracy and freedom for a people of color. Historical events are identified as causative factors that impede and are encumbering to the growth and development of the African American child. With the African American child at the center of the dialogue, this work brings evidence for an enriched zeal in honor, justice, and hope for us all. African American children are encouraged to go farther, reach higher and achieve those ideals that escape their present stage of being.

8:00 – 10:00 **Panel Presentation** Promenade 6

**Dr. Ciara Smalls**  
*Post-doctoral Research Fellow*  
*University of North Carolina*

***Parent Academic Involvement as Advocacy in Response to Discrimination: A theoretical model***

**Dr. Erica Odom**  
*Post-doctoral Research Fellow*  
*Frank Porter Graham Child Development Institute*  
*University of North Carolina*

***Perceived Racial Discrimination as a Correlate of Mother's Emotion Talk***

***The Impact of Parent Racial Discrimination on the Academic Home Environment in African American Families***

The proposed panel will explore topics in African American parent's racial discrimination experiences and its relation to parenting associated with the child's learning environment. Although research has noted the negative association between child experiences with discrimination and academic engagement, less work has explored the role of parent discrimination experiences on their subsequent parenting practices, conversations about race with their children, academic involvement at home, and use of emotionally charged language with their child. In the present panel, the role of maternal racial discrimination on parenting practices is examined in samples that cross critical developmental stages, namely toddlerhood and adolescence.

10:00 – 10:15 Break

10:15 – 12:00 **The Mission of ISAAC and CORD** Promenade 6 and 7  
***Organizing meeting of the research component of ISAAC***

*Speaker:*  
**Dr. Janice E. Hale,**  
*Professor of Early Childhood Education*  
*Founding Director of ISAAC*  
*Wayne State University*  
*Detroit, Michigan*

12:00 – 1:00 p.m. Lunch On Your Own

1:00 – 3:00 p.m. **Panel Presentations**

**Dr. Leslie R. Carson** Promenade 5  
*Lecturer*  
*Educational Psychology*  
*Liberal Studies Program*  
*Santa Clara University, CA*

**Dr. Tryphenia Peele-Eady**  
*Assistant Professor*  
*Language, Literacy and Sociocultural Studies*  
*College of Education*  
*University of New Mexico*

***Understanding African American Student Engagement from the Inside Out***

What happens within the classroom context that enhances, encourages, or hinders African American student learning? In addition to exploring existing literature on best practices among teachers of African American students, the authors draw on fieldwork from individual studies to explore instances of engagement and disengagement in instructional exchanges between African American students and their teachers. Specifically, we explore the ways verbal and nonverbal displays of engagement align or misalign with learning preferences and practices in the African American community.

1:00 – 3:00 p.m. **Panel Presentation**

**Dr. David Bell** Promenade 6  
*Associate Professor*  
*School of Education*  
*Saint Xavier University, Chicago, Illinois*

**Dr. Maureen Spelman**  
*Assistant Professor*

*School of Education  
Saint Xavier University, Chicago, Illinois*

***Closing the Achievement Gap for African American Children in Literacy & Mathematics: A University/School Early Intervention Partnership***

This interactive presentation presents a model of professional development, coaching, and data driven instruction aimed at narrowing the achievement gap between K- 3 African American children and their more affluent peers in the critical academic areas of literacy and mathematics. This presentation will focus on the impact of an intensive and extensive partnership between an urban university and two high-needs urban elementary schools. Assessment, early intervention, and the implementation of best practices for working with African American children in early literacy and mathematics development provide the framework for this study.

3:00 p.m. Free time, tee time, to enjoy the Island, the beach, golf, tennis, water sports, bicycling, the pool, nightlife, jazz, clubs and Broadway plays. *Dinner and all fun on your own!*

3:30 – 5:30 p.m. Bus Pick-up at hotel -- Gullah Heritage Trail Tour Bus  
Pick-up at hotel by request -- Gullah Heritage Trail Tour  
www.gullahheritage.com  
Cost \$25.00 payable to the tour company on site. Call 843-681-7066  
or send an email to [tourinfo@gullahheritage.com](mailto:tourinfo@gullahheritage.com) to make your reservation

**Wednesday, May 6, 2009**

**8:00 – 10:00 Panel Presentation**

**Dr. Marisha L. Humphries** Promenade 5  
*Assistant Professor  
Educational Psychology  
University of Illinois, Chicago*

**Dr. Erika D. Taylor**  
*Research and Evaluation Specialist  
Brown University, Providence Rhode Island*

***Focusing on the Positive: Prosocial Peer Interactions among Young and Adolescent African-American Students***

Successful peer interactions have been linked to various positive outcomes including mental health and academic achievement. There needs to be an understanding of children's pro-social behavior with their peers and its connection to children's education and development. This is especially relevant for African American youth who are overwhelmingly conceptualized as having negative peer interactions. As such, this panel will examine African American youth's peer interactions and their association to educational outcomes. This includes examining peer

support and pro-social peer interactions. The papers in this panel have educational policy and prevention/intervention implications for supporting positive peer interactions among African American youth.

#### 8:00 – 10:00 **Panel Presentation**

**Dr. Bernard Jones** Promenade 6  
*Assistant Professor*  
*Department of Special Education & Counseling*  
*William Paterson University, New Jersey*

#### ***Objectivity vs. Subjectivity: A Teacher in Referral***

This session will describe a research project that analyzed elementary teachers' perceptions used during the referral of students for special education services. The study examined how teachers' perceptions influence their decisions during the special education referral process, and how those perceptions affected the over representation of African American male students.

**Ms. Mari Ann Roberts**  
*Doctoral student at Emory University*  
*Assistant Professor of Multicultural Education*  
*Department of Teacher Education*  
*Clayton State University, Morrow, Georgia*  
***Let's Talk About it! African American, European American, or Does It Make A Difference?***  
***Teacher Perceptions of Care for African American Students***

Let's talk about it. Is there really difference in the way Black and White teachers care for African American students? Although Noddings (1984) long ago opened the door to a theoretical discussion of teacher care and researchers such as Toldson (2008) and others discuss the impact of personal connections on positive educational outcomes for African American students, a deep knowledge of the influence of cultural relevance or racial concerns on teacher care is sparse and remains primarily incomplete. This interactive presentation will present findings concerning this question and further examine audience perceptions of this topic.

#### 10:15 – 12:15 **Panel Presentation**

**Dr. Hakim M. Rashid, Moderator** Promenade 8  
*Associate Professor*  
*School of Education*  
*Howard University*

**Ms. LaFrance Carpenter**  
*Doctoral Student in Educational Psychology*  
*Howard University*

## ***The Impact of Out-of-School Activities on the Academic Success of African American Children and Adolescents***

Academic failure among African American children and adolescents is painfully prevalent. Statistics indicate that among this population, grade retention rates are as high as 50%. While a considerable portion of this problem is related to teachers' cultural incompetence, low expectations, and indifferent attitudes toward African American students, other factors related to the child, family and residential neighborhood matter. Utilizing data from the National Survey of Children's Health (NSCH) this presentation will examine factors that may contribute to grade repetition, including child's physical, social and emotional well-being; family functioning and cohesiveness; and neighborhood safety and composition.

**Ms. Tawana Bandy**

*Doctoral Student in Educational Psychology  
Howard University*

## ***Child, Family and community Factors Related to Grade Retention Among African American Children and Adolescents***

Academic failure among African American children and adolescents is painfully prevalent. Statistics indicate that among this population, grade retention rates are as high as 50%. While a considerable portion of this problem is related to teachers' cultural incompetence, low expectations, and indifferent attitudes toward African American students, other factors related to the child, family and residential neighborhood matter. Utilizing data from the National Survey of Children's Health (NSCH) this presentation will examine factors that may contribute to grade repetition, including child's physical, social and emotional well-being; family functioning and cohesiveness; and neighborhood safety and composition.

### **10:15 – 12:15 Panel Presentation**

**Dr. M. Evelyn Fields** Promenade 5  
*Associate Professor of Early Childhood Education  
Chair of the Department of Teacher Education  
South Carolina State University*

**Dr. Sally McClellan**  
*Associate Professor of Early Childhood Education  
Coordinator of the Early Childhood Education Program  
University of South Carolina, Aiken*

## ***Solutions for Supporting the Academic Achievement of African American Students***

Even though the discussion is often framed around the achievement gap, a joint effort between SC State University (an HBI) and the University of South Carolina Aiken (a PWI) has focused on improving the academic achievement of African American students in SC's public schools. A thorough review of the research literature and an examination of SC's schools has revealed a number of clear causes for the achievement gap. Finding solid solutions for those causes is sometimes more simplistic than forging a clear path to the implementations of those solutions.

10:15 – 12:15 **Panel Presentations**

**Dr. Laura Plybon** Promenade 6  
*Director of Research*

**Ms. Kimberly Bentley**  
*Program and Training Manager*

*Girls Inc. National Resource Center,  
Indianapolis, IN 46202*

***Strong, Smart and Bold African American Young Women In and Out of School***

Many African American young women receive multiple sets of discouraging messages regarding academic and career aspirations. Because of their race, gender, socioeconomic status and the resources available to them, few adults expect or challenge them to succeed in school and especially in STEM (science, technology, engineering, mathematics). This far too often becomes a self-fulfilling prophecy. Girls Incorporated, starting from the premise that all girls are strong, smart, and bold, provides resources, role models, and support towards developing the knowledge, skills, attitudes and behaviors that help young women succeed in STEM, in school and as leaders working towards an equitable society.

12:30 – 2:45 p.m. **CLOSING PLENARY LUNCHEON**  
The Shorehouse, oceanfront open air pavilion

**Dr. James C. Young, Presiding**  
Invocation

**Dr. George Johnson, Coordinator, Special Education, South Carolina State  
University**  
Introduction of the Speaker

1:15 – 2:15 p.m. **Dr. V.P. Franklin,**  
**Presidential Chair & Distinguished Professor in History and Education,**  
**University of California Riverside,**  
**Editor, Journal of African American History**

***“The Scholar-Activist Tradition and Research on African  
American Education”***

2:15 – 2:30 pm. Distinguished Moderator-led questioning of the speaker and  
questions from the audience

**Dr. James C. Young, Professor, Clark Atlanta University**

2:30: – 2:45 p.m. **Dr. Janice E. Hale**  
Presentations  
Induction of ISAAC Fellows  
The Charge for Action