About the Contributors

Drew Polly is an associate professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. He is the Co-Director of the PDS Network at UNC Charlotte. His research interests focus on examining how to effectively support the implementation of standards-based pedagogies related to elementary school mathematics and learning technologies.

Tina L. Heafner, PhD, is a Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. She earned her PhD in Curriculum and Instruction from the University of North Carolina at Greensboro. At UNC Charlotte, her administrative responsibilities include Directing the College of Education Prospect for Success, MEd in Secondary Education and the Minor in Secondary Education. Tina maintains an active and longstanding Professional Development School Partnership for over a decade. Tina’s teaching and research focus on effective practices in social studies education such as professional development schools, technology integration, content literacy development, and service learning. Publications include four co-authored books and three edited books. She has published numerous articles in peer-reviewed journals such as Teacher’s College Record, Educational Researcher, Kappa Delta Phi, Theory and Research in Social Education, Journal of Technology and Teacher Education, Teacher Education and Practice, Journal of Digital Learning in Teacher Education.

Marvin Chapman, EdD, is a Clinical Assistant professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. He is the Co-Director of the PDS Network at UNC Charlotte and teaches courses on the research and analysis of teaching, assessment, and mentors student teachers.

Melba Spooner is the Senior Associate Dean in the College of Education at UNC Charlotte. As part of her many duties, Spooner oversees the Professional Development School network there. Spooner, a former elementary school teacher, is a member of the CAEP (formerly NCATE) Board of Examiners and an active member of the Association for American Colleges of Teacher Education (AACTE).

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Lynn Ahlgrim-Delzell, PhD, is an Associate Professor of Research at the University of North Carolina at Charlotte. She has worked in the field of special education in various capacities including school psychologist and habilitation director of group homes. She has been conducting research in special education at the university for the past 20 years. She has numerous articles and book chapters in the areas of academic instruction, alternate assessment and research methods for students with disabilities.
About the Contributors

Diane Browder, PhD, is the Lake and Edward P. Snyder Distinguished Professor of Special Education at the University of North Carolina at Charlotte. Diane has over two decades of research and writing on assessment and instruction for students with severe developmental disabilities. She was the 2009 Distinguished Researcher Award from the AERA Special Education SIG and the 2009 First Citizens Bank Scholar at the University of North Carolina at Charlotte. In 2011, Dr. Browder was recognized by the state of North Carolina with the O. Max Gardner Award for research that has made a contribution to humanity.

Jerrell C. Cassady, PhD, is Professor of Psychology in the Department of Educational Psychology at Ball State University. His areas of research expertise include improving student performance through teacher professional development, promoting the effective use of technology to support student outcomes, and identifying barriers to learning success imposed by academic anxieties. His expertise in research design has led to an active involvement in research and evaluation programs that support student success through partnerships engaging families, community agencies, and schools. He also serves as the Director of the Academic Anxiety Resource Center (www.academicanxiety.org), a collaborative group focused on the identification and treatment of anxiety in educational settings.

Linda A. Catelli is a Professor at Dowling College and director of the Professional Development School (PDS) Partnerships. She has a BA from Hunter College and a MA and EdD from Columbia University. She was nationally recognized and honored as a pioneer in school-college collaboration by the AAHE and received the Faculty Achievement Award from CUNY for creative achievement in partnerships and recently received the Claudia A. Balach Teacher Researcher Award from the American Educational Research Association. She has published numerous articles, papers, chapters and books in education, and she has made over 80 research paper presentations at national and international conferences. She co-edited the book Commitment to Excellence: Transforming Teaching and Teacher Education..., served as lead author of Analyzing Effective Teaching Performance, and recently authored “Action Research Video Studies for Improving Teaching-Learning Performances,” “When a Look Back Can Be Step Forward,” and “What’s Needed Now” in PDS research in the prestigious 110th Yearbook of the National Society for the Study of Education.

Cherese D. Childers-McKee is a PhD student, teaching assistant, and Holmes Scholar at the University of North Carolina at Greensboro in the department of Educational Leadership and Cultural Foundations (ELC). She is also affiliated with the Urban Education Collaborative at UNC Charlotte. Cherese has a Master of Education in Teaching English as a Second Language (TESL) from UNC Charlotte and a bachelor’s in Spanish from Wake Forest University. Cherese is National Board Certified with 13 years of experience as a middle and high school teacher of English as a Second Language. Her research interests include youth of color interracial/interethnic relations; critical literacy, and women’s and gender studies.

Patricia Clark is an associate professor of Early Childhood Education in the Department of Elementary Education at Ball State University in Muncie, IN, where she teaches undergraduate and graduate courses in diversity and early childhood education. Dr. Clark has presented and published on topics including early literacy, Professional Development Schools, transition to kindergarten, and diversity. Her current research focuses on pre-service and in-service teacher attitudes towards diversity and the types of experiences that impact those attitudes.
Jennifer Collins is an Assistant professor of Education in the Cato School of Education at Queens University of Charlotte. She serves as the Coordinator of the Urban Education Minor and as an Urban PDS Coordinator. Her research interests include urban professional development school partnerships, and urban pre-service teacher training.

Deborah A. Crocker teaches in the Department of Mathematical Sciences at Appalachian State University in Boone, NC. She works with pre-service and in-service teachers. Her interests include using technology in appropriate ways in the mathematics classroom and providing rich mathematics activities to promote teaching and learning mathematics at all levels.

Reagan Curtis is professor of educational psychology in the Department of Learning Sciences and Human Development and director of the Program Evaluation and Research Center of the College of Education and Human Services at West Virginia University. Dr. Curtis has co-coordinated the action research strand in the Benedum 5-year teacher education program and has served as a school-university liaison. He pursues a diverse research agenda in (a) teacher education and action research, (b) the development of mathematical and scientific knowledge across the lifespan, (c) online delivery methods and pedagogical approaches to university instruction, and (d) research methodology, program evaluation, and data analysis (qualitative, quantitative, and mixed methodological) for studies in developmental, educational, and counseling contexts.

Janis Dellinger-Holton earned a bachelor’s degree in education from East Carolina University, a Master’s degree in education from Duke University, and a Doctorate in education from Wingate University. Dr. Dellinger-Holton’s professional interests focus on theories of leadership and traits of successful leaders. Most recently, Janis served as the founding principal of an award winning charter school whose mission highlighted multicultural education and advanced language and math skills. Her expertise focuses on developing creative teaching and learning environments. She is experienced in bringing together members of organizations to develop strategic plans and a culture of collaboration and teaming. Janis has co-authored early childhood legislation for the preschool handicapped, and for Pre-K assessments and learning strategies. She recently authored a research study of the professional needs of international teachers. Janis’s work has been featured in various local and state publications. She has also received the highest honor for a civilian in North Carolina awarded by the governor.

Kenan Dikilitaş is a lecturer and teacher trainer in the School of Foreign Language at Gediz University, Turkey. Dr. Dikilitaş holds a BA in English Language Teaching from Selçuk University, Turkey; a Master’s degree in English Language Teaching from Çanakkale Onsekiz Mart University, Turkey; and a PhD in English Language Teaching from Yeditepe University, Turkey. Dr. Dikilitaş’s professional interests include research in language learning and teaching, in-service language teacher education, professional development through teacher research, and supervising in-service teachers to do teacher research for professional development.

Amy J. Good, PhD, is an associate professor of Education and Elementary Education Program Coordinator at the University of North Carolina at Charlotte. Her teaching, research, and service relate to social studies education, professional development of teachers, and classroom management. She teaches undergraduate and graduate level social studies methods classes.
Michael Green earned a bachelor’s degree in psychology from UC Berkeley and a Doctorate in education from Harvard. Dr. Green’s research interests are in constructivist theory and its relationship to elementary mathematics education. Dr. Green has authored books and research articles on child and adolescent development and on aspects of elementary mathematics education. He is co-author of Constructing Number Sense in Elementary and Middle Grades Classrooms, a constructivist approach to teaching mathematics. Dr. Green has spent an academic year as a Faculty in Residence at a high minority, high poverty, high-risk urban elementary school. Together with Dr. Piel, he has delivered numerous national and international papers, as well as participated in scores of teacher workshops about the Comprehensively Applied Manipulative Mathematics Program (CAMMP). He is co-director of Math CAMMP, an internationally acclaimed summer camp for elementary and middle school students. Dr. Green is Associate professor in Elementary Education at UNC Charlotte.

Jane Hansen, PhD, is a professor emeritus at the University of Virginia. Jane now serves as a co-director of the Central Virginia Writing Project, with her task being to mentor Pre-K through secondary teachers in language arts and content areas. When Jane visits classrooms she confers with writers as they work, and collects samples of their creations. Then, she and the teachers study those creations and the notes from the conferences. Ultimately, the teachers learn to use their students’ spoken and written words and illustrations to guide their instruction. Over the years, Jane has published various articles, chapters, and books, with her most recent book being one she wrote with several co-authors: The PreK-2 Writing Classroom.

Monica L. Heller, MA, is an associate professor of Psychology at Ivy Tech Community College. She is also currently a doctoral candidate in Educational Psychology at Ball State University, where her research focuses on identifying and intervening with social, emotional, and behavioral factors that contribute to and detract from student learning and achievement outcomes. Her most recent studies have examined the efficacy of early identification and intervention strategies for students who traditionally are most at risk for academic failure in post-secondary educational institutions. She investigates and develops intervention efforts at the student (e.g., self-regulation skills development, building support networks), instructor (e.g., instructional adaptations), and institutional levels (e.g., program development, support systems) to support academic resilience, persistence and achievement.

Linda Hennen is a first grade teacher at Mason-Dixon Elementary School. She has been an active member in the PDS for over 10 years and her role includes hosting pre-service teachers in her classroom and guiding their action research projects. Her areas of research include effective classroom practices of literacy instruction.

Suzanne Horn is an Associate professor of Education at Queens University of Charlotte. She is the coordinator of the Professional Development Schools. She works as a facilitator with four high schools in the Queens PDS Network. She coordinates the secondary education program at Queens and is the faculty advisor of the University’s chapter of Kappa Delta Pi. She is an editor of School-University Partnerships: The Journal of the National Association for Professional Development Schools.
Valerie F. Jackson’s motto has always been “Preparation Yields Success!” She holds a Bachelor’s degree in Early Childhood/Elementary Education from Hampton University, a Master of Arts degree in Elementary Education from Adelphi University, a Master of Science degree in Library Science as a Gates Millennium Scholar from Queens College, and an Advanced Certificate in Educational Administration and Supervision from Brooklyn College. She began her teaching career at Allen AME Christian School in Queens, New York. Subsequent to that position she served as a classroom teacher and a technology specialist at P.S. 40, a library media specialist and an Assistant Principal at the Wyandanch School District, and she currently serves as the Principal of the Belmont Elementary Professional Development School (PDS) in the North Babylon School District in New York, where she is the District’s first female, African American Principal. She has instituted many innovative changes for the advancement of the PDS Partnership with Dowling College and she has presented at the annual conferences of the National Association for Professional Development Schools (NAPDS) and also at the American Educational Research Association (AERA).

Lesley A. King is a doctoral student in the Mathematics Education Leadership program at George Mason University in Fairfax, Virginia. She has more than a decade of teaching experience at the elementary education level, and her interests include teacher pedagogy and content knowledge, as well as the connection between mathematics and literacy in the elementary classroom.

Brian Kissel, PhD, is an Associate Professor of Reading and Elementary Education at the University of North Carolina at Charlotte. He received his PhD from the University of Virginia where he was part of a dynamic research team (started by Jane Hansen) that observed children as they wrote across multiple grades and subject areas. Brian is a literacy researcher in early childhood classrooms where, on a weekly basis, he sits among young writers and listens. He has written extensively in various journals and has authored several book chapters. He is also the co-author of three books and co-editor of the What’s New in Literacy series by the International Reading Association.

Lan Quach Kolano completed her PhD at the University of North Carolina at Chapel Hill in 2004 after working as a public school teacher in Virginia and North Carolina. She is currently Associate Professor of Second Language Education at the University of North Carolina at Charlotte and the Graduate Program Director of the Teaching English as a Second Language (TESL) programs in the College of Education. She teaches undergraduate and graduate level courses that emphasize multicultural education and the education of English learners in urban school contexts. Her research focuses on the academic, language, and identity development of immigrant learners, and in the fostering of critical multicultural efficacy in teacher preparation programs. She is currently leading a 2-year ethnographic project examining the role of community outreach and advocacy on Southeast Asian immigrant youth in her local community.

Lara Luetkehans, PhD, is the Dean of the College of Education and Educational Technology at Indiana University of Pennsylvania. Prior to her current position, she served as an Associate Professor at Northern Illinois University and actively engaged in school-university partnership work. Her research agenda focuses on leveraging educational technologies to support teaching and learning, especially in virtual (online) environments.
Michael Lutz is an associate professor in the Mathematics Department at California State University, Bakersfield. His research interests are teacher change (especially for high school mathematics teachers) and the effective instructional use of handheld/computer-based technology. He is active in professional organizations, including serving as president of the California Association of Mathematics Teacher Education and the California Mathematics Council – Central Section. Prior to earning a PhD in mathematics education from Indiana University, Bloomington (2001), he spent 29 years as a high school mathematics teacher, mostly in Indiana. He has made more than 80 conference presentations and facilitated many teacher workshops. He has an MST in mathematics from the University of Dayton (1973) and a BS in mathematics from Kentucky Wesleyan College (1968).

Kathleen Lynch-Davis is an associate professor of mathematics education in the Department of Curriculum and Instruction at Appalachian State University. Her research interests focus on the use of written communication in mathematics, mathematics content knowledge for teaching, specifically, the knowledge teachers require for the teaching of proportional reasoning, and online course delivery in mathematics education.

Judith Marino began her educational career in the Uniondale School District as a teacher and administrator where she developed a grant funded teacher mentoring program. In recent years, as an Assistant Superintendent of Schools for both the Locust Valley and North Babylon School Districts her primary focus has been on teacher and administrator professional development. While in North Babylon, her participation in PDS partnership with Dowling College has lead to the development of a career ladder program for teachers and administrators. She is a past recipient of the Golden Apple Award from the March of Dimes for her commitment to education. She received her doctorate from Teachers College, Columbia University where she studied Educational Leadership.

Katherine J. Mawhinney is an associate professor of mathematics at Appalachian State University. Dr. Mawhinney has experience teaching mathematics at a variety of grade levels, from seventh grade through and including mathematics courses at the graduate level, as well as over ten years of experience in the professional development of K-12 mathematics teachers. Her research interests include point-set topology, inquiry-based learning, and mathematics education at all levels.

Aimee Morewood is an associate professor of Curriculum and Instruction, Literacy Studies at West Virginia University. She has worked in this PDS network for seven years and works closely with the school faculty and pre-service teachers. Her research with practicing teachers focuses on effective classroom practices and effective professional development.

S. Marshall Perry, PhD, is an associate professor at the Dowling College School of Education. He also consults with public schools involved in restructuring to improve student achievement. He holds a PhD in Administration and Policy Analysis from the Stanford University School of Education and a BA with distinction in Political Science from Yale University. Previously, Dr. Perry taught adult basic education and worked at the former New York City Board of Education. Dr. Perry’s most recent publication, “Political Psychology in Evaluation: A Theoretical Framework,” in New Directions in Evaluation received the Invited Author Award from the Eastern Evaluation Research Society. He has also published
technical research reports on online supplemental education and social-emotional training software. Dr. Perry has also presented at conferences of the American Educational Research Association, the American Evaluation Association, and the World Educational Research Association. Other recent publications include two book chapters on online education.

**Kate Popejoy**, PhD, is an assistant professor of Science Education at the University of North Carolina at Charlotte. Her research teaching and service focus on science education, chemistry education, large course redesign, and sustainability practices. She teaches chemistry pedagogy, undergraduate and graduate science methods courses.

**S. Michael Putman**, PhD, is an associate professor in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. His areas of research include the impact of teacher preparation and professional development on teacher self-efficacy, including efficacy for classroom management, middle school student dispositions toward online inquiry, and the effective use of technology within teaching practices and for improvement of student outcomes. Dr. Putman regularly conducts programmatic analyses of candidate outcomes and has served in multiple roles within the accreditation processes at two universities.

**Jane Rhyne**, PhD, is recently retired as assistant superintendent of the Exceptional Children Program in Charlotte-Mecklenburg Schools, Charlotte, North Carolina. Jane graduated from Purdue University with a degree in teacher education. She holds a Master’s degree and a Doctorate in special education from the University of Virginia. In addition to assistant superintendent of the Exceptional Children Program, she has held a variety of positions including special education teacher, program administrator, assistant principal, and principal. Jane twice testified before Congress and met with members of the Senate Subcommittee on Education. She has provided quality reviews of special education in urban school districts and consulted with others on special education. She has taught special education courses at the higher education level. She is the author of several articles published on educating children with disabilities and has been recognized as an outstanding administrator at local and state levels.

**Tracy Rock**, PhD, is an associate professor of Education at the University of North Carolina at Charlotte. Her research interests include elementary social studies education, inquiry methods of teacher professional development, and service learning. She teaches undergraduate and graduate level social studies methods classes.

**Tracie McLemore Salinas** is an associate professor in the Department of Mathematical Sciences at Appalachian State University and Project Director for the Appalachian Mathematics Partnership. As a teacher educator, Dr. Salinas is interested in how teachers’ reflection on their own mathematical practices develops their ability to engage their students’ mathematical practices. In particular, Dr. Salinas’ work in rural mathematics education brings the cultural context to her perspectives of mathematics teaching, learning, and leadership.
Lynne Schrum is Dean of the College of Education and Human Services at West Virginia University. Previously, she was a professor and coordinator of elementary education in the College of Education and Human Development at George Mason University. Her research and teaching focus on preparing teachers for the 21st century, appropriate uses of information technology, and leadership in a digital world. She has written eleven books and numerous articles on these subjects; the most recent is Leading Technology-Rich Schools: Award-winning Models for Success. Schrum served on AERA’s Council, was editor of the Journal of Research on Technology in Education (JRTE) (2002-2012), and is a past-president of the International Society for Technology in Education (ISTE).

Neal Shambaugh is Interim Associate Dean of the College of Education and Human Services at West Virginia University. A graduate of Virginia Tech, he is a professor of Learning Sciences and Human Development at WVU and former program coordinator of Graduate Programs for Instructional Design and Technology. He has been the university liaison to an elementary/middle school for 15 years. In the five-year teacher education program, Shambaugh also taught courses in Instructional Design, Context of Education, Action Research, Visual Literacy, Writing and Publishing Online, and Teaching with Visuals. He has participated in numerous governance groups within the Benedum Collaborative involving students, teachers, and higher education faculty. He is also the author of two textbooks on Instructional Design, one for teacher education, Instructional Design: A Systematic Approach to Reflective Practice.

Sharon E. Smaldino, PhD, is the L. D. and Ruth Morgridge Endowed Chair for Teacher Education in the College of Education at Northern Illinois University. She was a professor of Educational Technology at the University of Northern Iowa for many years prior to moving to NIU. Sharon received her PhD in 1987 from Southern Illinois University, Carbondale. Presenting at state, national, and international conferences, Sharon has become an important voice on applications of technology in the classroom and in distance education. In addition to her teaching and consulting, Dr. Smaldino has served as president of AECT, served on the board of directors of IVLA, and has written articles for state and national journals on her primary research interest, effective technology integration in learning.

Lawrence L. Smith is President, The Whale Hunters®, and Professor Emeritus at Ball State University. His expertise is learning and assessment for children who struggle with reading. For more than 20 years, Larry has been researching how technology can be used in the elementary classroom to help children improve their reading. As Chair of the Department of Elementary Education for 15 years, Larry led the biggest change management project in the college’s history, “sunsetting” the curriculum and starting from scratch with input from all departments that help to educate teachers. It was a highly successful project under tense political circumstances. Larry received his PhD in Education from the University of Illinois and has published more than 75 articles and book chapters on reading, education, assessment, and technology. He and his wife reside in Chandler, Arizona.

Sarah Steel served as the Program Coordinator of the Benedum Collaborative Five-Year Teacher Education Program and the Coordinator of the Benedum Collaborative itself from 2008 -2013. In this role, she provided leadership to this veteran 24-year-old school/university partnership comprised of 30 Professional Development Schools (PDSs) in 5 school districts in north-central West Virginia and West Virginia University (WVU). The work of the Benedum Collaborative particularly focuses on partnering
to review and renew the 5-Year Teacher Education Program, to develop and support the professional development of PDS teachers and WVU faculty, and to guide and support the research related to the work of the partnership. Coming from an elementary teaching background, Sarah provided this perspective to this key boundary-spanning role of the Benedum Collaborative.

Jennifer Suh is an associate professor of mathematics education at George Mason University. Her research focuses on developing teachers’ knowledge and dispositions through the use of the strands of mathematics proficiency. In addition, Dr. Suh directs a Summer PDS math lab where teacher-candidates learn high leverage teaching practices by co-teaching with clinical faculty through an enrichment mathematics camp and planning Lesson Study.

Linde Rickert Tassell, MEd, currently teaches mathematics at Village School, middle school for girls, in Charlottesville, Virginia. Previously she taught mathematics and language arts in Charlottesville City Schools and Rio Grande City CISD in Texas where she was a corps member of Teach For America. She has been a member of the Writing Across the Curriculum Research Team and a partner with the Central Virginia Writing Project. Writing has always been an integral part of Linde’s educational philosophy. Daily, her students write; they write to learn, to express their affect toward their learning, to explain their thinking, and to share their learning with others. Linde holds a BS in communication from Cornell University and an MEd from the University of Virginia.

Linda Taylor, Ed.D., is an Assistant professor of Early Childhood Education in the Department of Elementary Education at Ball State University in Muncie, IN, where she teaches both graduate and undergraduate courses. Dr. Taylor has presented and published on topics including Professional Development Schools, professional development, and appropriate early childhood curricula. Her current research focuses on the effect of the balanced school calendar on early childhood programs. In addition Dr. Taylor is a Consulting Editor for the journal Young Children, and serves as a reviewer for the Journal of Studies in Education and Journal of Early Childhood Teacher Education. She is a former President of the Indiana Association for the Education of Young Children and the Conference Proposal Coordinator for the National Association of Early Childhood Teacher Educators.

Susan Taylor is an Academic Coach and Technology Integration Specialist at Mason-Dixon Elementary. She has worked with the PDS partnership for 12 years and is the Professional Development Coordinator. Her research interests focus on creating an environment of shared learning among the school faculty, preservice teachers, and university faculty.

Amy W. Thornburg is an associate professor of Education in the Cato School of Education at Queens University of Charlotte. She is the Chair of the Teacher Education Programs and Coordinator of PDS Partnerships. Her research interests include professional development school partnerships, pre-service teachers, at-risk students and Literacy instruction.

Kateri Thunder, PhD, is an assistant professor in the Middle, Secondary, and Mathematics Education Department at James Madison University. Kateri teaches courses on inclusive early childhood and elementary mathematics methods as well as STEAM integrated units of study. In addition, Kateri is
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the Site Director of the Central Virginia Writing Project and a member of the Writing Across the Curriculum Research Team. After working as an early childhood educator and mathematics specialist, she earned her PhD in Mathematics Education from the University of Virginia. Kateri’s research focuses on three areas of education: the experiences of African American children in mathematics education, early childhood mathematics instruction, and the intersection of literacy and mathematics instruction.

Eda Üstünel is a lecturer at the English Language Teacher Training Department, Faculty of Education, Muğla Sıtkı Koçman University, Turkey. Associate Prof. Dr. Eda Üstünel holds a BA in English Language Teaching from Dokuz Eylül University, Turkey; a Master’s degree in English Language Studies from Lancaster University, UK; and a PhD in Educational Linguistics from Newcastle University, UK. She has been working at her current institution since 2005. She worked as a visiting scholar at the Cyprus International University from 2008 to 2009. She also worked as a visiting researcher at the Newcastle University for three months in 2013. Her research interests are teacher research at the pre-service level, training teachers of English to young learners and analysing classroom interaction by using conversation analysis.

Jean Payne Vintinner, PhD, is a clinical assistant professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. A former high school English and reading teacher, her academic interests include adolescent literacy, content area reading, and motivating struggling readers.

Andrea Weiss is a doctoral student in the Mathematics Education Leadership program at George Mason University in Fairfax, Virginia. She has taught mathematics in across the grade levels from Kindergarten through post-secondary education and is currently teaching algebra and pre-algebra to middle school students and developmental math at the local community college. Her interests include mathematics professional development for in-service teachers and the development of pre-service teacher mathematics pedagogy. She is also passionate about integrating inquiry-based learning into mathematics classrooms.

Tracie-Lynn Zakas, PhD, recently completed her doctoral studies in the special education program at UNC Charlotte. She was a classroom teacher for students with varying disabilities for 11 years. She worked as a special education coordinating teacher for Charlotte Mecklenburg Schools for almost a decade. She was the liaison between the university and CMS for the specialized grants projects for six years. She is a co-author of the Building with Stories and a co-author of Teaching to Standards: English-Language Arts curriculums, published by Attainment Company. She is currently the Program Specialist for the Extension of the Common Core State Standards in CMS. Her primary interests in the field of special education are access to the general education curriculum for all students, autism, significant cognitive disabilities, and educational research.