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. His research agenda focuses on examining how to support the implementation of technology and standards-based pedagogies. More information can be found at: http://drewpolly.org/me.

* * *

**Cecile M. Arquette** is an associate professor in the Department of Teacher Education at Bradley University in Peoria, Illinois.

**Douglas Atkins** graduated from Illinois State University with a degree in Dance Education. His teaching career started in Miami, Florida at Norland North Center for the Arts Magnet School. Mr. Atkins returned to Illinois and taught in the Chicago area for several years. He eventually returned to his hometown, Peoria, Illinois, and began teaching at Roosevelt Magnet School for the Performing Arts. Later, he returned to his alma mater, Woodruff High School, where he taught English, Speech, and Drama for several years. After obtaining a Masters Degree from Bradley University, Mr. Atkins started his administrative career as a Dean of Students at Woodruff. He returned to Illinois State University for his Doctorate (ABD) in Curriculum and Instruction. He was named Principal at Whittier Primary School in 2011.

**Jorge Mejía Bricaire** is Collaborator of Researching on Division of Postgraduate Studies and Research of the Superior School of Commerce and Administration (ESCA) of the National Polytechnic Institute (IPN), Mexico City. In his position conducts research projects focused on the management and development of education in educational programs at senior level.

**Ann A. Bullock** is the Chair of the Elementary and Middle Grades Department at East Carolina University and has worked in teacher education over 20 years. Her research include edTPA, alternative licensure programs, and preparing more effective teachers.

**Erik Jon Byker** is an Assistant Professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte (UNC Charlotte). Before joining the faculty at UNC Charlotte, Erik was an Assistant Professor of Elementary Education at Stephen F. Austin State University in Nacogdoches, TX. Erik completed his Ph.D. work in the Curriculum, Teaching, and Educational Policy
Clavon Byrd is an Assistant Professor and Department Chair of Teacher Education at Cardinal Stritch University in Milwaukee, WI. Clavon worked in K – 12 education for 17 years, including 10 years as a principal. Clavon earned a doctorate in educational leadership. His areas of interest are teacher preparation, edTPA support, and experiences of minority teachers and students.

Edgar O. Cardoso, PhD, is Professor - Researcher since 2009 on Division of Postgraduate Studies and Research of the Superior School of Commerce and Administration (ESCA) of the National Polytechnic Institute (IPN), Mexico City. In his position conducts research projects focused on the management and development of education in educational programs at senior level.

Angela Cartwright is an assistant professor of Curriculum and Instruction at Midwestern State University in Wichita Falls, Texas. She taught high school history in Columbus, Ohio and received her PhD from Ohio State University. Her research interests are teacher education and preservice teacher identity.

Linda A. Catelli is an Emerita from CUNY and was the director of PDS Partnerships at Dowling College. She was nationally honored as a pioneer in school-university collaboration by the AAHE and received the Faculty Achievement Award from CUNY for creative achievement in partnership work. She has published numerous articles, papers, chapters and books in education, and has made over 85 research paper presentations at national and international conferences.

Kristen C. Cuthrell is an Associate Chair of the Department of Elementary Education and Middle Grades Education where she serves as Associate Chair and works extensively with interns in the elementary program. Dr. Cuthrell’s primary areas of research include innovative practices in teacher preparation and curriculum improvement.

Jessica DeMink-Carthew is an Assistant Professor in the Department of Education at the University of Vermont. At the time of this writing, she was a doctoral candidate in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland where she was teaching in the Elementary and Middle Level Teacher Education Programs. Jessica is an active participant in various core/high-leverage practice initiatives. Her scholarship focuses on middle level teacher education, practice-based pedagogies, proficiency-based learning, and social justice education.
**About the Contributors**

**Ellen E. Dobson** currently serves as the Assistant Director of Assessment and Accreditation for the College of Education at East Carolina University. Prior to joining the faculty at ECU, she was employed as an Instructional Technology Consultant for the North Carolina Department of Public Instruction. She has taught in public school systems in Maryland, Pennsylvania and North Carolina.

**Elizabeth A. Fogarty** is an Associate Chair of the Department of Elementary Education and Middle Grades Education where she coordinates the licensure program in gifted education. Dr. Fogarty graduated from the University of Connecticut in 2006 and her primary areas of research include teacher effectiveness, gifted education, and co-teaching.

**Deborah Greenblatt** is pursuing her Ph.D. in Urban Education at the Graduate Center at the City University of New York with a concentration in Educational Policy and Leadership. Her dissertation is a mixed methods study focused on how different variables affect elementary education teacher candidates’ experiences taking the edTPA. She is also an adjunct lecturer at Hunter College of The City University of New York in the Department of Curriculum and Teaching, and a student teaching supervisor for Teachers College, Columbia University.

**Laura C. Hart** is the Director of Accreditation and Continuous Improvement in the College of Education at UNC Charlotte. She has 12 years of experience as a teacher and administrator in P-12 public schools and six years experience with student teacher supervision. She is currently also the edTPA Coordinator at UNC Charlotte.

**Tina Heafner** is a Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. She earned her Ph.D. 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, M.Ed. in Secondary Education and the Minor in Secondary Education. 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. Other research interests include policy and curriculum issues in social studies and content-based online teaching and 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.

**Huili Hong** is an assistant professor in the Department of Curriculum and Instruction at East Tennessee State University Claudius Clemmer College of Education. She received her Ph.D. in language, Education, and Society from The Ohio State University. Dr. Hong’s research and teaching interests include language and literacy education, teacher preparation, classroom discourse analysis, and ethnographic study.

**Jana Hunzicker** is an associate professor in the Department of Teacher Education at Bradley University in Peoria, Illinois.
Fernando Briseño Hurtado, Professor - Researcher on Division of Postgraduate Studies and Research of the Superior School of Commerce and Administration (ESCA) of the National Polytechnic Institute (IPN), Mexico City. In his position conducts research projects focused on the management and development of education in educational programs at senior level.

Maria E. Hyler is an Assistant Professor in Teacher Education-Professional Development in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland. Her scholarship focuses on best practices for preparing teachers to effectively teach students of diverse backgrounds and experiences. This includes issues of teacher knowledge, skills and dispositions, as well as best ways of assessing readiness to teach. Her most recent study focuses on the potential of performance-based assessments to evaluate culturally relevant pedagogy. She is the Chair of the Maryland edTPA Collaborative (MedTPAC).

Vesna Katić is a Higher Lecturer, and currently teaches students at the Faculty of Teacher Education, University of Rijeka, Croatia in: Orientation Practicum, Language - Communication Integrated Curriculum, Reflective Practice, Development and Collaborative Research Competencies, Family Pedagogy, Preschool, Alternative concepts in preschool education. Her contemporary research interests include Early and pre-school education (curriculum, collaboration with parents, observation, monitoring and assessment of child development, documentation of training - educational process, etc.). She is also a trainer of the Open University Step by step in Croatia on the application of quality child centered methodology and application of the ISSA Pedagogical Standards. She has published several pedagogy related articles and has been actively involved with several interdisciplinary research projects.

Karin Keith is an assistant professor and Department Chair in the Department of Curriculum and Instruction at East Tennessee State University where she coordinates the Masters of Reading program. Dr. Keith has been published in a variety of peer-reviewed journals and presented at local, state, and national levels. Her research interests include science literacy and teacher professional development.

Joan Lachance, PhD, is an assistant professor in Teaching English as a Second Language at the University of North Carolina at Charlotte. She received her undergraduate degree in Secondary Education, Modern Languages and Linguistics from Florida International University and completed graduate coursework in Spanish to earn her Master’s degree in School Counseling from Pontifical Catholic University in Poncé, Puerto Rico. Dr. Lachance completed her doctoral work in Curriculum and Instruction, with an emphasis on Urban Education, Literacy, and TESL at the University of North Carolina at Charlotte. Her research agenda encompasses dual language teacher preparation, K–12 academic literacy development, critical pedagogy, as well as school counselor/school administrator preparation for culturally and linguistically diverse students. She is beginning to venture into the area of dual language education and the preservation of Native American languages. In addition to her faculty position, Dr. Lachance’s service agenda supports the North Carolina Department of Public Instruction and the surrounding region. Her service specializes in professional development for teachers, school counselors, and school administrators. This also includes North Carolina state-led initiatives including Using the WIDA Standards, The North Carolina Guide to the SIOP Model, The North Carolina Guide to ExC-ELL, and, LinguaFolio. These initiatives and their frameworks focus on best practices for English learner education, culturally responsive teaching, comparative education, and dual language teacher preparation.
About the Contributors

Mark L’Esperance is an Associate Professor in the Department of Elementary Education and Middle Grades Education in the College of Education at East Carolina University.

Woong Lim is an Assistant Professor of Mathematics Education at University of New Mexico. His research interests include mathematics teacher education with a focus on sociocultural and sociolinguistic elements of teaching and learning; and interrelations between language and mathematics.

Alyson E. Lischka is an Assistant Professor of Mathematics Education at Middle Tennessee State University. Her research interests center on scholarly practice and inquiry within mathematics methods instruction. Specific interests lie in the area of developing ambitious teaching practices among practicing and pre-service teachers.

Diana B. Lys, formerly Director of Assessment and Accreditation in the College of Education at East Carolina University (2009-2015), is now Assistant Dean of Program Assessment, Accreditation, and Teacher Preparation in the School of Education at the University of North Carolina at Chapel Hill. Dr. Lys is a former middle school science and social studies teacher. Her research interests include student learning outcomes assessment; data use in teacher preparation; middle level education; and collaborative partnerships in education.

Elbert Maynard is a Principal Fellow in the Masters of School Administration program at East Carolina University. He is a former public high school teacher with a Masters in English.

Christina Janise McIntyre is an assistant professor of Curriculum and Instruction at Midwestern State University in Wichita Falls, Texas. She received her PhD from the University of Oklahoma. She is a National Board for Professional Teaching Standards Certified Teacher and is the Curriculum and Instruction Program Coordinator. Her research interests are pre-service teacher education and professional development.

Joel García Mendoza is Professor - Researcher since 2009 on Division of Postgraduate Studies and Research of the Superior School of Commerce and Administration (ESCA) of the National Polytechnic Institute (IPN), Mexico City. In his position conducts research projects focused on the management and development of education in educational programs at senior level.

Stacia C. Miller is a former k-12 educator and coach. She taught science and physical education in Texas. She is currently an Assistant Professor of Kinesiology at Midwestern State University. She received her PhD in Adult, Professional and Community Education at Texas State University-San Marcos. Her research includes undergraduate research, movement integration, pedagogical field experiences, and physical activity programming.

Kelly Mills is currently Assistant Director of edTPA Local Implementation and a doctoral student in science education at University of Maryland, College Park in Teaching and Learning, Policy and Leadership. She earned a M.Ed from University of Maryland, College Park in 2011 and spent several years teaching high school science. Her research interests include candidate support on the edTPA.
**Renee Moran** is an assistant professor of reading education and K-6 ISED program coordinator at East Tennessee State University. She received her PhD in teacher education with a focus on literacy studies from The University of Tennessee. Prior, she worked as an elementary teacher in the public schools of NC and CA. Her research interests include teacher decision making and the impact of policy in the literacy classroom.

**Peter Olson** is an assistant professor in the Education Department at California State Polytechnic University in Pomona, California.

**Linda Patriarca** currently serves as the Dean of the College of Education at East Carolina University.

**GinaMarie Petraglia** has been an elementary teacher for the past 24 years teaching various grade levels. She is currently teaching fourth grade. She has a BS in elementary education and a MS in special education. She has taught graduate level courses at Dowling College in Oakdale, NY. She is also a cooperating teacher and supervisor for student teachers, and she has been a part of the Belmont Elementary-Dowling College PDS for the past 12 years.

**Teresa M. Petty** is an Associate Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. She also serves as the department’s coordinator of online programs. Teresa earned her Ed.D. in Curriculum and Instruction from the University of North Carolina at Chapel Hill. At the University of North Carolina at Charlotte, her teaching focuses on instructional design, teacher leadership, and instructional methods in the middle and secondary mathematics classroom. Her research interests include teacher attraction/retention in high-need schools, online teaching/learning, and National Board Certification.

**Holly Henderson Pinter** is an assistant professor of elementary and middle grades mathematics education at Western Carolina University where she teaches methods and seminar courses for elementary and middle grades majors. Pinter received her PhD in Mathematics Education from the University of Virginia in 2013. Pinter holds both a bachelor’s and master’s degree in Middle Grades Mathematics and Language Arts Education from Western Carolina University (2002-2005; 2006-2009). She previously taught seventh and eighth grade mathematics at Owen Middle School near Asheville North Carolina (2005-2010).

**Scot McGregor Rademaker** grew up in Flossmoor, IL and earned his B.A. in psychology from Miami University, his M.S. in psychology from Barry University, and his Ph.D. from the University of South Florida. He was a former reading interventionist and school psychology intern. He supervised, taught, and co-taught courses at the University of South Florida in the department of special education. He accepted a position of an assistant professor in the department of Curriculum and Pedagogy at Winthrop University in Rock Hill, South Carolina.
About the Contributors

Mark P. Ryan currently serves as the Superintendent of the North Valley Military Institute, a public charter school for grades 6-12 in the San Fernando Valley of California. He most recently served as Superintendent at the Oakland Military Institute and has served as a school teacher and administrator in both private and public schools for more than 20 years. He also serves as an adjunct faculty member in the School of Education at Loyola Marymount University.

John Seelke serves as the Director of edTPA Local Evaluation at the University of Maryland College Park. He also has served as an edTPA national scorer, scoring supervisor, and trainer and has presented three times at the National edTPA Conference. He currently is working on his dissertation which will focus on the impact of edTPA on first year teachers.

Randa Suleiman currently works as an assistant professor at Cardinal Stritch University Teacher Preparation Program. She worked in K-12 education for fifteen years in private, public school districts in USA and Internationally. Graduated from Cardinal Stritch University in May 2010 with a PhD degree in Leadership for the Advancement of Learning and Service in Higher Education. Randa earned National Board certification in early adolescent science in 2008. Currently working on developing a teacher assessment mentoring and support program. Areas of interest are teacher preparation, assessment, educator effectiveness, edTPA, and science education.

Linda Valli is the Jean, Jeffrey and David Mullan Professor in Teacher Education-Professional Development in the College of Education at the University of Maryland. She has focused her teaching and research on helping preservice and in-service teachers study their own practice and reflect on ways to improve the learning context, especially for low achieving, disengaged students. She has had extensive experience with research and development grants, most recently as Principal Investigator on an NSF $4.5M grant on quality teaching for 4th and 5th grade students. Her research appears in a range of journals, including the American Educational Research Journal, the American Journal of Education, Anthropology and Education Quarterly, Journal of Teacher Education, Teachers College Record and Urban Education. Her most recent book, in collaboration with UMD colleagues, is Test Driven: High Stakes Accountability in Elementary Schools published by Teachers College Press.

Sanja Tatalović Vorkapić, Ph.D., Assistant Professor currently teaches students at Faculty of Teacher Education, University of Rijeka in: Developmental psychology, Psychology of early learning and teaching, General psychology, Emotional intelligence, Developmental psychopathology, Methodology of quantitative research, Positive psychology. Her contemporary research interests include biological basis of personality, personality of (pre)school teachers and child personality, contemporary issues from developmental psychopathology and methodology of quantitative research, positive psychology (well-being, optimism, life satisfaction, virtues) and its relationship with other fields through interdisciplinary studies, and also study programs for (pre)school teachers. She has published numerous psychology related articles and has been actively involved within various interdisciplinary research projects.
Shawnee Wakeman is a Clinical Associate Professor in the Department of Special Education and Child Development at UNC Charlotte. Her research interest includes measuring principal and teacher effectiveness that serve students with disabilities, access to the general curriculum and how it is enacted for students with significant cognitive disabilities, alignment of the educational system and the policy implications of those alignment issues, and alternate assessment. Dr. Wakeman has served on several federally funded projects including The National Alternate Assessment Center (NAAC), Project LEAAP: Longitudinal Examination of Alternate Assessment Progressions, and the National Center and State Collaborative (NCSC).

Myra Watson lives in Waynesville, NC with her husband and daughter. She is an Instructor at Western Carolina University in the Birth-Kindergarten Program and also works as an Instructional Coach and Beginning Teacher Support Liaison with Haywood County Schools. In her role at WCU, Myra serves as the Chair of the edTPA Commission. Prior to working full-time at WCU, Myra worked as a kindergarten teacher, pre-kindergarten teacher, home visitor, parent educator and kindergarten transition coordinator.

Kim K. Winter, as Associate Dean for Academic Affairs in the College of Education and Allied Professions at Western Carolina University (WCU), functions as the as director of teacher education, licensure officer, accreditation coordinator, and head of Suite 201, the college student support services unit. Before becoming a full-time administrator, she earned tenure and promotion to the rank of associate professor at two universities, Georgia Southern (1999 – 2005) and the University of Texas at Arlington (UTA, 2005 – 2012). At UTA, Winter also held several administrative positions: college administrative intern, associate chair, and middle level program director. Winter’s research expertise includes the induction and retention of novice teachers; preservice teacher video analysis and reflection on teaching; and middle grades teacher preparation. Even with increasing administrative duties, she has remained an active scholar with eleven publications and external funds totaling $523,000 since 2005. Winter’s teaching expertise includes middle level curriculum and instruction, language arts and literacy methods, young adolescent development, English Language Learner (ELL) methods, and young adult literature. She has taught public school in Texas and Indiana, and of particular note is her return to teach seventh and eighth grade in 2007 – 2008. Additionally, Winter has served as Provost Fellow for WCU academic affairs since 2013. The original purpose of this role was to assist programs with curriculum development and changes, provide oversight of the curriculum approval process, and to facilitate recommendations and implementation of university program prioritization recommendations. Currently, her role is to guide the university throughout adoption and implementation of a curriculum management software. Winter has served on the international Association for Middle Level Education (AMLE) program review board (since 2006) and the language arts advisory council for the Texas College and Career Readiness Standards (2009). In 2012, she was selected as one of 115 women leaders from across the state of Texas to participate in the longest-running women’s leadership development program in the US. Winter holds a baccalaureate degree in applied learning and development from The University of Texas at Austin and a master’s and doctorate in curriculum with a specialization in English from Indiana State University.