About the Contributors

**Teresa Petty**, Ed.D., is an Associate Professor and Graduate Director for the Master of Arts in Teaching Program in the Department of Middle, Secondary, and K–12 Education at the University of North Carolina at Charlotte. Teresa’s teaching focuses on instructional design, teacher leadership, and mathematics methods. Her research interests include online teaching/learning, particularly engagement in online courses, and National Board Certification.

**S. Michael Putman**, PhD, is an associate professor and interim chairperson within 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; student dispositions toward online inquiry; and the effective use of technology within teaching practices.

**Amy J. Good**, PhD, is an Associate Professor and Elementary Program Director in the Reading and Elementary Department, at the University of North Carolina at Charlotte. Amy’s teaching focuses on undergraduate and graduate level social studies methods, managing the learning environment, and technology integration. Her research interests include teacher education, social studies methods, and National Board for Professional Teaching Standards.

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**Ayana Allen**, Ph.D. is an Assistant Professor of Urban Education in the Policy, Organization, and Leadership Department at Drexel University’s School of Education. She completed her Ph.D. in Curriculum & Instruction from Texas A&M University and a Post-Doctoral Fellowship in Urban Education at The Urban Education Collaborative at the University of North Carolina at Charlotte. Her research examines issues of access, equity, social justice, and community cultural wealth in urban schools and communities.

**Kelly Anderson**, Associate Professor at the University of North Carolina at Charlotte. Her teaching and research focus on inclusive practices, differentiated instruction, and dual personnel preparation.

**Anthony Ash** is an educator and researcher based in Charlotte, NC. His research interests include urban education, science education, teacher education, and multiracial and critical multicultural studies.
About the Contributors

Ruth Baker-Gardner is a lecturer in the Department of Library and Information Studies at the University of the West Indies, Mona, Jamaica. She has taught for over twenty-five years at various levels of the education system and has served as a principal and literacy specialist.

Amber Benedict is an educational researcher at the University of Florida. Her research focuses on teacher education and issues of teaching quality for students with high incidence disabilities. Her recent research investigates how general and special education teachers’ professional learning opportunities contribute to their students’ achievement in the area of reading. Dr. Benedict has published articles in Exceptionality, Learning Disabilities Quarterly, Teaching Exceptional Children, Intervention School and Clinic, etc. She is committed to collaborative grant writing and is the co-principal investigator of Project Integrate, an IRIS Impact Research Study.

Yasar Bodur serves as an Associate Professor of Elementary Education in the Department of Teaching and Learning at Georgia Southern University.

Amanda Bozack received her Ph.D. in educational psychology from the University of Arizona in 2008 and served as the Department Chair and an Associate Professor of Education at the University of New Haven. She has over a decade of experience documenting teacher performance in k-12 schools, with a focus on examining the role of induction and mentorship in supporting new teachers. Dr. Bozack served as lead evaluator for Connecticut’s Teacher Evaluation and Mentoring [TEAM] program in 2013 and is co-PI on Science Induction for the Next Generation, a grant focused on changing communities of practice in science education. She is currently Director of the School of Teacher Education and Leadership at Radford University.

David Brobeck, Ph.D., is an assistant professor of Graduate Education at Walsh University. His current academic focus is researching various means to enhance teaching and learning based on neuroscience. Throughout his forty years of teaching, David has maintained a keen understanding that education should be fun. Prior to joining the faculty at Walsh University, he served as a middle school and high school English teacher, principal, and superintendent of schools.

Mary Brownell, Ph.D., is a Professor of Special Education at the University of Florida and Director of the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR Center), an OSEP funded project designed to improve the preparation of teachers and leaders working with students with disabilities. Dr. Brownell has secured grants multiple grants (totaling over 42 million dollars) from the U.S. Department of Education (U.S. DOE), Office of Special Education Programs and Institute for Education Sciences to support research and technical assistance aimed at improving teaching quality for students with disabilities. Specifically, she has studied issues related to teacher education, teacher assessment, professional development, and teacher attrition.

Barbara A. Burns, Ph.D., is Professor of Education at Canisius College in Buffalo, New York. Her research interests include teacher preparation and development at the pre-service, in-service and higher education levels with a particular focus on mathematics education. She is also interested in performance assessment and teaching as a profession.
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. in the Curriculum, Teaching, and Educational Policy Program at Michigan State University (MSU). His fields of specialization include educational technology, curriculum foundations, global education, and elementary social studies. Erik’s research is international and comparative in scope and he has conducted field studies in Cuba, England, Germany, India, South Korea, and around the United States of America. His primary research surrounds the meanings and uses of educational technology among elementary school teachers and students. He is particularly interested in how this discourse unfolds in developing nations like India. Over the 2010-2011 academic year, Erik lived in Bangalore, India, and collected dissertation data on how an economic cross-section of Bangalore’s elementary schools were using computer technology in their schools.

Marsha L. Carr, a national Fulbright Specialist, serves on the faculty of Educational Leadership at the University of North Carolina Wilmington and is a former coordinator of the Watson School of Education Masters of School Administration program. Carr previously served as a superintendent of schools and received the Milken National Educator Award, Teacher of the Year award in Allegany County, Maryland and was recognized by the Maryland House of Delegates as well as received the Maryland Governor’s Citation for her work as a leader in education. Carr is author of Self-Mentoring: The Invisible Leader, a 20-book emergent level reading series called StoryMakers, Educational Leadership: From Hostile Takeover to a Sustainable – Successful System and co-author of The School Improvement Planning Handbook: Getting Focused For Turnaround to Transition. She can be reached at carrm@uncw.edu or visit the website www.selfmentoring.net and follow her on www.twitter@doccarr

Anne H. Cash, Ph.D., is an Assistant Professor in the College of Education at the University of North Carolina at Charlotte. Her research and teaching focus on the measurement and improvement of teachers’ practice and knowledge causally related to students’ academic, behavioral, and social outcomes. She has published on these topics in journals such as Early Childhood Research Quarterly and Educational Assessment Journal. She was a Co-Investigator for the project, Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60-School Randomized Trial, in which she led observational data collection related to student behavior, classroom context, and school climate. This project represented one component of the Maryland Safe and Supportive Schools (MDS3) Project. Dr. Cash completed postdoctoral work in the Children’s Mental Health Services Training Program, Johns Hopkins Bloomberg School of Public Health. As a graduate student, Dr. Cash was an Institute of Education Sciences Pre-doctoral Fellow at the University of Virginia.

Terri Cearley-Key is a Senior Lecturer in the College of Education at Texas State University. She teaches reading and elementary education courses in the Department of Curriculum and Instruction. Her research interests include teacher leadership, literacy instruction, and teacher induction.

Juan Chen earned her bachelor degree from Soochow University in China. After she graduated from Soochow University, she became an elementary teacher in Shanghai, China for five years. She is currently a PHD student in School Psychology at Stephen F. Austin State University where she also
received her master degree of Education. She lives in Nacogdoches with her one year old daughter and husband of three years. Her major research interests include comparative education between Asia and the United States, the effect of cultural awareness both in school education and family education, and global awareness.

**Dante Cisterna** is an Assistant Professor in the Faculty of Education at Pontificia Universidad Catolica de Chile and Postdoctoral Fellow at the University of Missouri. Dante holds a PhD in Curriculum, Instruction, and Teacher Education from Michigan State University. His research focuses on teacher learning about formative assessment practices, science teacher education, and professional development for science teachers.

**Heather Coffey** is an Assistant Professor in the Department of Middle, Secondary, and K-12 Education at UNC Charlotte. Prior to earning her PhD in Culture, Curriculum, and Change at UNC Chapel Hill, Heather was a middle and secondary high school English language arts teacher at the middle and secondary levels. Dr. Coffey teaches service-learning and English methods courses and her research interests include ways to develop critical literacy with urban learners, bridging the gap between educational theory and practice in teacher education, and supporting in-service teachers in urban school settings through professional development.

**Tracy L. Coskie**, PhD, is a professor in the Woodring College of Education at Western Washington University. She teaches in the Language, Literacy, and Cultural Studies major, literacy methods courses for the Elementary Education Department, and co-directs the M.Ed. - Literacy program. Her research interests include preservice and inservice teacher education and writing development and instruction.

**Azure C. Covington** is a doctoral student in the Curriculum and Instruction, Urban Education program at the University of North Carolina at Charlotte. She is a former financial analyst and business education teacher whose research interest includes education policy, critical media pedagogy, student achievement, and teacher accountability.

**Barbara H. Davis** is a Professor in the College of Education at Texas State University. She teaches reading and elementary education courses in the Department of Curriculum and Instruction. She also serves as co-director of the Teacher Fellows graduate program. Her research interests include teacher induction, teacher research, and literacy instruction.

**Alan Digianantonio**, Ed.D., is a professor of Graduate Education and Director of the Graduate Education Studies at Walsh University. His research focus is brain research and learning as well as faculty learning communities. Prior to joining the faculty at Walsh University, he served as a high school English teacher, an assistant principal, and a director of curriculum, instruction, and technology.

**Michelle Elia** serves as a consultant at the State Support Team Region 5 in Ohio, providing professional development to educators on active learning and brain based instructional strategies designed to engage all students in the classroom. In addition, she is an adjunct professor at Walsh University, where she teaches graduate courses in literacy and pupil services. Michelle also works as an instruc-
tor at Youngstown State University, teaching both graduate and undergrad special education courses. Michelle is driven by a love of education, a desire to possess a fully growth mindset, and a belief that the capacity for all students to learn is limitless. Previously, Mrs. Elia worked for fifteen years as a high school intervention specialist. Michelle holds a MaEd from Walsh University.

Paul G. Fitchett is associate professor of education in the Department of Middle, Secondary, and K12 Education at the University of North Carolina at Charlotte. His research interests include the intersections between teacher working conditions and educational policy on student learning outcomes.

Nancy P. Gallavan, Ph.D., is professor of teacher education at University of Central Arkansas specializing in classroom assessments, cultural competence, and social studies education in an ATE award-winning MAT program. With more than 160 publications in various peer-reviewed journals and teacher education books, she has authored and/or edited 20 books, receiving the UCA Research Award in 2013. Active in the Association of Teacher Educators (ATE), the American Educational Research Association (AERA), Kappa Delta Pi (KDP), the National Association of Multicultural Education (NCSS), and the National Council for the Social Studies (NCSS) plus several regional and state associations, Nancy was inducted in 2013 as a charter member of the KDP Eleanor Roosevelt Legacy Chapter and served as the 2013-14 ATE President.

Amelia Wenk Gotwals, Ph.D. is an associate professor in the Department of Teacher Education at Michigan State University. Her research focuses on (1) methods for preparing teachers to enact rigorous and responsive teaching practices and (2) developing ways of supporting students to engage with authentic science practices and how to assess this type of learning.

H. Carol Greene is an associate professor in the Department of Elementary Education and Middle Grades Education at East Carolina University in Greenville, NC. Dr. Greene’s areas of expertise are in educational psychology and teacher education.

Laura Handler is a doctoral student in the Curriculum & Instruction, Urban Education program at the University of North Carolina Charlotte. Throughout her nine years teaching at a Title I elementary school, Laura focused on building school community through parent engagement and service opportunities, experiences that drive her current research pursuits.

Amy Heineke, Ph.D., is the Associate Professor of Bilingual and Bicultural Education in the School of Education at Loyola University Chicago. Her research focuses on teacher preparation for ELs, including the role of culturally and linguistically diverse clinical and international experiences for teacher candidates, as well as classroom teachers’ active role in language education policy.

Scott Imig, Ph.D., is a Senior Lecturer in the School of Education at the University of Newcastle, Australia. Scott’s research is in school reform initiatives and teacher and administrator preparation. He teaches graduate courses and offers professional development in the areas of coaching, evaluation, supervision and instructional leadership. He can be reached at Scott.Imig@newcastle.edu.au and at @ imigscott on Twitter.
Adam Kennedy, Ph.D., is the Associate Professor of Early Childhood Special Education in the School of Education at Loyola University Chicago. He oversees the field-based Early Childhood Special Education program and both teaches and develops the community partnerships upon which the program rests. His research focuses on this field-based preparation model, as well as investigating the development of teachers’ perceptions of cultural responsiveness and authentic approaches to assessment and intervention with infants, toddlers, and preschoolers with special needs. Dr. Kennedy is Co-Editor of the scholarly journal Early Childhood Research and Practice.

Steven Kimball is a senior researcher with the Consortium for Policy Research in Education (CPRE) within the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. Steve is leading a team that is supporting the Wisconsin Department of Public Instruction in the development and implementation of the state Educator Effectiveness System. Steve is also part of the technical assistance team for the Federal Department of Education’s Teacher Incentive Fund.

Tara Kintz is a Research Assistant in the Educational Policy Department with a specialization in teacher learning and professional development at Michigan State University. She is interested in how educational policies, organizational conditions, and school leaders influence teaching and learning. More specifically, her work examines the relationship between policy and practice regarding school improvement, professional development, and student engagement.

John Lane, PhD is a former teacher and instructional coach who is now working as a post-doctoral researcher at Michigan State University on a project that investigates the impact of social networks and mentorship on the mathematics instructional practices of beginning teachers.

Sheri Lederman is a veteran teacher in the Great Neck School District. Dr. Lederman has a master’s degree in elementary education from Long Island University. In 2012, she received a doctoral degree from the Hofstra University Doctoral Program in Learning and Teaching. Dr. Lederman was awarded the 2012 H. Alan Robinson Outstanding Doctoral Dissertation award for her research regarding the effects of executive function on science achievement in middle childhood. She serves as an executive function consultant for colleagues and parents as well as providing staff development to address executive dysfunction interventions in the classroom.

Chance W. Lewis, PhD is the Carol Grotnes Belk Distinguished Professor of Urban Education at the University of North Carolina at Charlotte. Additionally, Dr. Lewis is the Executive Director of the University of North Carolina at Charlotte’s Urban Education Collaborative. Dr. Lewis completed his doctoral studies in Educational Leadership/Teacher Education from Colorado State University in Fort Collins, Colorado. He currently teaches graduate courses in the field of Urban Education at the University of North Carolina at Charlotte. From 2006-2011, Dr. Lewis served as the Houston Endowed Chair and Associate Professor of Urban Education at Texas A&M University. In 2001-2006, he served as an assistant professor of teacher education at Colorado State University. His experiences span the range of K-12 and higher education.

Liliana Maggioni teaches in the Department of Teacher Education at Catholic University and studies growth in epistemic cognition among learners in domains such as history.
Sally Lineback is a doctoral student in Counseling Psychology at the University of Texas at Austin. She is a former teacher and currently studies teacher stress and coping, with a particular interest in gay and lesbian teachers’ experiences with stress.

Jane C. Manner has been an educator at various levels and currently serves on the faculty of East Carolina University in North Carolina. Her research interests include working with culturally and linguistically diverse children and families.

Dianne S. McCarthy, Ed.D., is Associate Professor of Education at SUNY Buffalo State. Her research interests include teacher education with a focus on elementary mathematics, mathematics tasks for young children and mathematics instruction for talented students.

Mark Mueller is an Educational Consultant with the Wisconsin Department of Public Instruction Educator Effectiveness team.

Jonté A. Myers is a first-year doctoral student at the School of Special Education, School Psychology, and Early Childhood Studies at the University of Florida. His research interests focus on teacher quality and instructional strategies for improving the mathematics performance of students with disabilities and other at-risk populations.

Nancy A. Place, PhD, is Associate Professor of Education Emeritus at the University of Washington Bothell (UWB). Over the course of 30 years she was a classroom teacher, Reading Recovery teacher, coach, and district curriculum specialist. At UWB she taught courses on literacy development, instruction, and assessment, and facilitated groups of candidates seeking National Board certification. Her research interests include preservice and inservice teacher education, emergent literacy and assessment.

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.

Cathy G. Powell, Ed.D., earned a doctoral degree in Curriculum Studies from Georgia Southern University. She also earned National Board Certification in Social Studies-History (Adolescence and Young Adulthood) and dual teaching certification in Social Studies and English Language Arts. She currently serves as a classroom educator in Bulloch County, Georgia.

Tanya Judd Pucella is a McCoy Associate Professor of Education and Leadership Studies and the Director for the Worthington Center for Teaching Excellence at Marietta College. Judd Pucella’s research interests include the National Board for Professional Teaching Standards, teacher burnout, and undergraduate teacher leadership preparation. Judd Pucella has been a teacher and teacher leader in the public school system in Orlando, Florida. Judd Pucella utilized her background in K-12 education in designing the Teacher Leadership Certificate offered by the McDonough Center for Leadership and Business at Marietta College, and currently serves as the coordinator of the program.
About the Contributors

Katharine Rainey is the Director of Educator Effectiveness at the Wisconsin Department of Public Instruction.

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Nichole Smith is an Assistant Professor of Reading at North Carolina A&T State University. Her research interests include improving the reading abilities of K-12 students via content literacy development, leisure reading, family literacy support, summer reading, and supplemental reading programs. Teacher professional development is also a major area of focus.

Robert W. Smith is a faculty member in Watson College of Education, UNCW, and he coordinates the secondary undergraduate teacher education program. His research interests include teacher leadership, high school reform and high quality learning environments for teachers and students.

Gayle Thieman, Ed.D. is an associate professor in the Graduate School of Education at Portland State University, Oregon. She teaches and advises pre-service teachers, specializing in social studies methods, curriculum and instructional design and instructional technology. Her current research includes evaluating the integration of iPads in secondary schools, examining school and community opportunities for civic engagement by K-12 students, and researching the integration of disciplinary literacy strategies by social studies pre-service teachers. Dr. Thieman was a middle and high school social studies teacher and administrator for 20 years and instructor in Teaching American History grants in Alaska and Oregon. She is a past president of the National Council for the Social Studies.

Bruce Torff is a Professor of Educational Psychology at Hofstra University in Hempstead, New York. Torff has published numerous books and articles on topics in educational psychology, cognitive-developmental psychology, and teacher education, including work on teachers’ beliefs and attitudes, classroom use of critical-thinking activities, and professional development for educators. His books include Understanding and Teaching the Intuitive Mind and Multiple Intelligences and Assessment. Torff is founder and director of the Doctoral Program in Learning and Teaching at Hofstra, where he was named Teacher of the Year in 2009. He earned a doctorate and two masters degrees at Harvard University, where he worked with Howard Gardner and served as a Project Director at Project Zero, Gardner’s research organization. Torff also held a postdoctoral appointment at Yale University in collaboration with Robert J. Sternberg. Torff is active as a leader of professional-development workshops for educators and is also a jazz pianist and songwriter.

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Scott M. Waring is the Program Coordinator and Associate Professor for the Social Science Education Program at the University of Central Florida. He earned his B.S. and M.A. in Education from the University of South Florida and his Ph.D. from the University of Virginia in Social Studies Education, with a minor in Instructional Technology. He teaches courses at the undergraduate and graduate level in social science methodology, research, and theory. While at the University of Central Florida, Dr. Waring has won the Award for Excellence in Research, the Excellence in Graduate Teaching Award, the Excellence in Undergraduate Teaching Award, the Excellence in Academic Advising Award, and the Award for Excellence in Undergraduate Academic Advising for the University of Central Florida. He is the current co-chair of the Teacher Education and Professional Development Committee of the National Council for the Social Studies (NCSS), chair for the Society for Information Technology & Teacher Education’s (SITE) Social Studies Special Interest Group, and chair of the Florida College and University Faculty Assembly. He has served as a member of the National Council for the Social Studies (NCSS) House of Delegates and on the Executive Board for the College and University Faculty Assembly (CUFA - the higher education research affiliate of NCSS). He has over 100 conference and workshop presentations and has written or co-written grants totaling over $4 million, including a Teaching with Primary Sources grant from the Library of Congress and three United States Department of Education Teaching American History grants. Dr. Waring has published a book, multiple journal articles, and book chapters focusing on the teaching and learning of history and the utilization of technology in teaching.

Nicole Webster’s research focuses on understanding the impact of civic engagement experiences on youth and young adults in school and community-based settings. Her work is typically based in marginalized communities in domestic and international settings and results have been used to inform public policies and programs.

Tingting Xu is an assistant professor of early childhood education at Stephen F. Austin State University—Nacogdoches, Texas. Her research interests involve young children’s conceptual understanding about food and nutrition, movement and physical activity for young children, and high quality teacher preparation. She currently teaches graduate and undergraduate courses in early childhood education.