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.

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**Brett Blackwell** is a graduate of the Masters of Arts in Teaching program at The University of South Carolina. She is a second-grade teacher at Dutch Fork Elementary School where she helps develop students who love the world we live in and express critical thinking through natural curiosity and wonder.

**Megan Guise** is an Associate Professor and Coordinator of English Education at California Polytechnic State University, San Luis Obispo. She teaches courses that focus on principles, methods, and practices of organizing curriculum, instruction, and assessment for secondary schools. She also supervises and advises English teacher candidates throughout the yearlong credential program. She earned her Ph.D. in Curriculum and Instruction from the University of Pittsburgh. Her research interests include teacher beliefs and instructional practices, co-teaching, professional development, teaching with technology, and social-class specific responses to literature. Her work has been published in Contemporary Issues in Technology & Teacher Education, English Education, English Journal, Research in the Teaching of English, Teacher Education Quarterly, and The Journal of Adolescent and Adult Literacy. Prior to her graduate work, Megan taught high school English in Manchester, Pennsylvania and served as the English department chair.

**Mireille Habib** graduated from California Polytechnic State University, San Luis Obispo with a Bachelor of Science degree in Psychology. During her undergraduate studies, she worked as a student research assistant for the School of Education. Her previous work on co-teaching has also been published in Teacher Education Quarterly.

**Thomas E. Hodges** is an associate professor of mathematics education in the Department of Instruction & Teacher Education at the University of South Carolina. He specializes in the development of identities, beliefs, attitudes, and dispositions among preservice elementary teachers of mathematics.
About the Contributors

Chance Hoellwarth is a Professor of Physics at California Polytechnic State University, San Luis Obispo where he is the Director for the Center for Engineering, Science, and Mathematics Education and works with the secondary education program. His past research has been in the area of physics education, and he was the principal investigator for a Physics Education Coalition grant, which looked to produce more physics teachers and build better relationships with Colleges of Education.

Kijpokin Kasemsap received his BEng degree in Mechanical Engineering from King Mongkut's University of Technology, Thonburi, his MBA degree from Ramkhamhaeng University, and his DBA degree in Human Resource Management from Suan Sunandha Rajabhat University. Dr. Kasemsap is a Special Lecturer in the Faculty of Management Sciences, Suan Sunandha Rajabhat University, based in Bangkok, Thailand. Dr. Kasemsap is a Member of the International Economics Development and Research Center (IEDRC), the International Foundation for Research and Development (IFRD), and the International Innovative Scientific and Research Organization (IISRO). Dr. Kasemsap also serves on the International Advisory Committee (IAC) for the International Association of Academicians and Researchers (INAAR). Dr. Kasemsap is the sole author of over 250 peer-reviewed international publications and book chapters on business, education, and information technology. Dr. Kasemsap is included in the TOP 100 Professionals–2016 and in the 10th edition of 2000 Outstanding Intellectuals of the 21st Century by the International Biographical Centre, Cambridge, England.

Heidi Mills is an endowed professor in the Department of Instruction and Teacher Education at the University of South Carolina and Curriculum, Research and Development Specialist at the Center for Inquiry (CFI), a university-public school partnership in Columbia, SC. Heidi consults with schools across South Carolina and the country to help them envision and implement content literacy and inquiry-based curriculum and assessment strategies.

Punya Mishra is Associate Dean of Scholarship and Professor in the Division of Educational Leadership and Innovation at the Mary Lou Fulton Teachers College at Arizona State University. He also has an affiliated faculty appointment in the Herger Institute for Design and the Arts. He is nationally and internationally recognized for his work on the theoretical, cognitive and social aspects related to the design and use of educational technologies. He has worked extensively in the area of technology integration in teacher education which led to the development (in collaboration with Dr. M. J. Koehler) of the Technological Pedagogical Content Knowledge (TPACK) framework. His current work focuses on teacher creativity, design thinking and organizational change.

Micah Modell is an Assistant Professor in the Department of Technology and Society, College of Engineering and Applied Sciences at State University of New York, Korea. After working as an enterprise software developer, Micah pivoted to education where he taught English in Jeonju, South Korea while beginning his Masters in instructional design, development and evaluation from Syracuse University. Later, and through the completion of his Ph.D. study, he worked as an instructional designer to close performance gaps for clients in the financial services, healthcare and software industries among others. Micah enjoys spending time with his family, talking with anyone who will pretend to listen, playing with technology, reading, running and traveling.
About the Contributors

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**Julius Scott** is the principal at Dutch Fork Elementary. He collaborates with the University of South Carolina as a supervisor of Master of Arts in Teaching Candidates. He also nurtures classroom and professional inquiry across his school through his leadership in the Academy of Environmental Sciences, a magnet program in District Five of Lexington & Richland Counties.

**Sally Somerall** is the literacy coach at Dutch Fork Elementary, and teaches graduate courses at The University of South Carolina. Her research interests are professional development and organizational change.

**Nancy Stauch**, a former middle and high school science teacher in California, is the Single Subject Placement and Credential Coordinator for the School of Education at California Polytechnic State University, San Luis Obispo. Her previous work on co-teaching has also been published in Teacher Education Quarterly.

**Krystal Thiessen** is an undergraduate student and research assistant pursuing a degree in English at California Polytechnic State University. Upon graduating with her undergraduate degree, Krystal plans to pursue her single subject teaching credential in English. She has completed over 45 hours of observation in both middle and high school classrooms and has conducted extensive research on co-teaching and teacher change.

**Donna M Velliaris** (PhD) holds two Graduate Certificates in: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas in: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Masters degrees in: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, she graduated with a PhD in Education focused on the social and educational ecological development of school-aged transnational students. Her research interests and expertise include: academic literacies; human ecology; Third Culture Kids (TCKs); and schools as cultural systems. Donna is author of more than 15 book chapters to be published in 2016.