

- In 2016, the Department of Reading and Elementary Education published 5 books, 12 chapters, and 24 journal articles. In 2017, REEL published 9 books, 19 book chapters, 33 journal articles.

Books

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- Hancock, S. D. & Warren, C. A. (2017). *White women's work: Examining the intersectionality of teaching, cultural norms, and identity in urban schools*. Charlotte, NC: Information Age Publishing.
- Kidwai, H. Iyengar, R., Witenstein, M., Byker, E.J. & Setty, R. (2017). *Participatory action research and educational development: South Asian perspectives*. New York: Springer International Publishing.
- Kissel, B. (2017). *When writers drive the workshop: Honoring young voices and bold choices*. Portland, ME: Stenhouse.
- Martin, C. S. & Polly, D. (2017). *Research Handbook of Teacher Education and Professional Development*. Hershey, PA: IGI Global.
- Putman, M. & Rock, T. (2017). *Action research: Using strategic inquiry to improve teaching and learning*. Thousand Oaks, CA: SAGE Publications.
- Taylor, D. B., & Eastis, C. (2017). *Prospect for success: A campus guide for developing success, inquiry and cultural awareness in first-year students*. Charlotte, N.C., J. Murrey Atkins Library: <http://omp.uncc.edu/library/catalog/book/1>
- Wood, K. D., Paratore, J., Kissel, B.T., & McCormack, R. (2017). *What's New in Literacy Teaching: Weaving Together Time-Honored Practices with New Research*. New York, NY: Teachers College Press.

Book Chapters

- Allen, A. & Hancock, S. D. (2017). The emergence of critical presence ethnography: The ripples of self in educational contexts. In R. Hopson, W. Rodick, and A. Kaul (Eds.) *Studies in Educational Ethnography v. 13*. United Kingdom: Emerald Group Publishing Limited.
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- Educational Development: South Asian Perspectives*, (pp. 75-96). New York: Springer International Publishing.
- Binns, I. C., & Bloom, M. A.** (2017). Using nature of science to mitigate tension in teaching evolution. In C. D. Lynn, A. L. Glaze, W. A. Evans, & L. K. Reed (Eds.), *Evolution and education in the American south: Culture, politics, and resources in and around Alabama* (pp. 135-146). New York: Palgrave Macmillan Publishing.
- Byker, E.J.** (2017). Reading and rewriting South Asia. In H. Kidwai, R. Iyengar, M. Witenstein, E.J. Byker, & R. Setty's (Eds.) *Participatory Action Research and Educational Development: South Asian Perspectives*, (pp. 271-279). New York: Springer International Publishing.
- Byker, E.J., Good, A.J., & Williams, N.** (2017). Developing teacher candidates' sociocultural consciousness: the community mapping video podcast assignment. In S.G. Grant, J. Lee, & K. Swan's (Eds.). *Teaching Social Studies: A Methods Book for Methods Teachers*. Charlotte, NC: Information Age Publishing.
- Byker, E. J., Good, A., Putman, S. M., & Polly, D.** (2017). edTPA is a Rock in My Shoe: Alleviating the Pain of edTPA with the edPASR Strategy. In C. S. Martin & D. Polly (Eds.), *Research Handbook of Teacher Education and Professional Development* (pp. 80-92). Hershey, PA: IGI Global.
- Hancock, S. D.** (2017) Double image, single identity: Constructive academic relationships in multicultural classrooms. In Hancock, S. D. & Warren, C. A. (Eds.) *White women's work: Examining the intersectionality of teaching, identity, and race*. Charlotte, NC: Information Age Publishing.
- Horton, A.K., **Byker, E.J.**, & Heggart, K. (2017). Hip-hop music as a pedagogical tool: teaching with hip-hop in global contexts. In A. Benson (Ed.) *Culture, Learning and Technology: Research and Practice*. Bloomington, IN: Association for Educational Communications and Technology.
- McKinney, S., Fuller, S., **Hancock, S., & Audette, B.** (2017). Does "Highly Qualified" make you a "Star?" *Better Teachers, Better Schools: What Star Teachers Know, Believe, and Do*. Charlotte, NC: Information Age Publishing.
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- Passe, J., **Good, A., Fitchett, A.** (2017). The purpose of assessment in social studies. In Passe, J., and Percy, M. (Eds.). *Best practices in social studies assessment*. Charlotte, NC: Information Age Publishing.

- Polly, D.** (2017). Utilizing a Professional Development School partnership to support teachers' implementation of a standards-based mathematics curriculum. In J. Ferrara, J. Nash, I. Guadarrama, & R. Beebe (Eds.), *Research in Professional Development Schools, Volume 6* (pp. 143- 156). Charlotte: NC: Information Age Publishing.
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- Philippakos, Z. A. & Moore, N.** (2017). The Literacy Coach's Role in Supporting Teachers' Implementation of the Common Core State Standards in Writing. In Lawrence, S. (Ed.), *Literacy Program Evaluation and Development Initiatives for P-12 Teaching*, (pp. 114-137). IGI-Global. Doi: 10.4018/978-1-5225-0669-0.ch007
- Putman, S. M.** (2017). Teacher candidates in international contexts: Examining the impact on beliefs about teaching culturally and linguistically diverse learners. In H. An (Ed.), *Efficacy and Implementation of Study Abroad Programs for P-12 Teachers* (pp. 295-321). Hershey, PA: IGI Global.
- Remillard, J.T., & **Reinke, L. T.** (2017) Mathematics Curriculum in the United States: New Challenges and Opportunities. In D. R. Thompson, M. A. Huntley, and C. Suurtamm (Eds.), *International Perspectives on Mathematics Curriculum*. Greenwich, CT: Information Age Publishing
- Sanchez, C, Robinson, C., Otis, S., **Byker, E.J.**, & Amin, T. (2017). Challenges and future directions for prospect for success at UNC Charlotte. In B. Taylor & C. Eastis' (Eds.). *UNC Charlotte's Prospect for Success* Charlotte, NC: J. Murrey Atkins Library Press.
- Warren, C. & **Hancock, S. D.** (2017) Primary Voices: Navigating White identity in diverse contexts. In Hancock, S. D. & Warren, C. A. (Eds.) *White women's work: Examining the intersectionality of teaching, identity, and race*. Charlotte, NC: Information Age Publishing.

Articles in Refereed Journals

- Allen, A., **Hancock, S.D.**, **Starker-Glass, T.** & **Lewis, C.W.** (2017). Mapping culturally relevant pedagogy into teacher education programs: A critical framework. *Teachers College Record*. 119(1)1-26.
- Binns, I. C.**, & Bloom, M. A. (2017). Distinguishing science from non-science: Preservice elementary teachers' perspectives on evolution, creationism, and intelligent design. *IJEM - International Journal of Educational Methodology*, 3, 1-15. doi:10.12973/ijem.3.1.1

- Burchard, K. P., & Pilonieta, P. (2017). Assessing elementary boys' interest in texts within the classroom library. *New England Reading Association Journal*.
- Byker, E. J., Coffey, H., Harden, S., Good, A., Heafner, T., Brown, K., & Holzberg, D. (2017). Hoping to teach someday? inquire within: Examining inquiry-based learning with first-semester undergrads. *Journal of Inquiry and Action in Education*, 8(2), 54-80.
- Byker, E.J., Putman, S.M., Handler, L., & Polly, D. (2017). Educational technology and student voice: examining teacher candidates' perceptions. *World Journal on Education Technology*, 9(3), 119-129.
- Casa, T. M., Evans, K., Firmender, J. M., & Colonnese, M. W. (2017). Why should students write in math class? *Educational Leadership*, 74(5), available at <http://www.ascd.org/publications/educational-leadership/feb17/vol74/num05/Why-Should-Students-Write-in-Math-Class%C2%A2.aspx>
- Cian, H., Dsouza, N., Lyons, R., & Alston, D. M. (2017). What does it mean to be a critical scholar? A metalogue between science education doctoral students. *Cultural Studies of Science Education*, 12, 453-467.
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- Franz, D. P., Wilburne, J., Polly, D., & Wagstaff, D. (2017). The teacher action Q-sort: A card-sorting tool for professional learning. *NCSM Journal of Mathematics Education Leadership*, 18(2), 3-14.
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- Martin, C. S., Polly, D., & Kissel, B. T. (2017). Exploring the impact of written reflections on learning in the elementary mathematics classroom. *Journal of Educational Research*, 110(5), 538-553. doi:10.1080/00220671.2016.1149793
- Martin, F., Polly, D., Jokiahho, A., & May, B. (2017). Global standards for enhancing quality in online learning. *Quarterly Review of Distance Education*, 18(2).
- Miller, E. (2017). Multiple Pathways to Whiteness: White Teachers' Unsteady Racial Identities. *Early Years: An International Research Journal*, (37), 17-33.
- Miller, E. R., Morgan, B., & Medina, A. L. (2017). Exploring language teacher identity work as ethical self-formation. *Modern Language Journal*;
- Mraz, M., Soares, L., Handler, L., Vintinner, J., & Algozzine, B. (2017). Improving family literacy for preschool children at risk of school failure: Findings from the *Fast Start for Early Readers* program. *Georgia Journal of Reading*, 40(2), 17-26.
- Nash, K., Howard, J., Miller, E., Boutte, G., Johnson, G. & Reid, L. (2017). Critical Racial

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- Philippakos, Z. A.** (2017). The use of responses to reading as a vehicle to opinion writing in the primary grades. *The Language and Literacy Spectrum*, 27, 1-23.
- Pilonieta, P.** (2017). First- and second-grade urban students' path to comprehension strategy use: A practitioner's framework. *Reading Psychology*, 38(4), 369-389.
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- Polly, D.** (2017). Elementary school teachers' use of curricular materials. *Journal of Curriculum Studies*. 49(2), 132-148. doi:10.1080/00220272.2016.1154608.
- Polly, D.** (2017). Providing school-based learning in elementary school mathematics: The Case of a Professional Development School partnership. *Teacher Development: An International Journal of Teachers' Professional Development*, 21(5), 668-686. doi: 10.1080/13664530.2017.1308427
- Polly, D., Martin, C. S., McGee, J. R., Wang, C., Lambert, R. G., & Pugalee, D. K.** (2017). Designing curriculum-based mathematics professional development for Kindergarten teachers. *Early Childhood Education Journal*, 45(5), 659-669. doi: 10.1007/s10643-016-0810-1
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- Polly, D., Wang, C., Martin, C. S., Lambert, R. G., Pugalee, D. K., & Middleton, C. W.** (2017). The influence of an internet-based formative assessment tool on primary grades students' number sense achievement. *School Science and Mathematics*, 117(3-4), 127-136. doi: 10.1111/ssm.12214
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- Urbina, A. & Polly, D.** (2017). Examining elementary school teachers' integration of technology

- and enactment of TPACK in mathematics. *International Journal of Information and Learning Technology*, 34(5), 439-451. doi: 10.1108/IJILT-06-2017-0054
- Williford, A. P., Carter, L. M., & Maier, M., Hamre, B. K., **Cash, A. H.**, Pianta, R. C., & Downer, J. T. (2017). Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacher-child interactions. *Journal of Early Childhood Teacher Education*, 38(1), 102-118. doi: 10.1080/10901027.2016.1269028
- Xu, T., **Byker, E.J.**, & Gonzales, M. (2017). Using wireless pedometers to measure children's physical activity: How reliable is the Fitbit Zip? *Journal of Movement, Health, and Exercise*, 6(2), 1-8.
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Non-Refereed Journals

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- Polly, D.** (2017). Leveraging the NCTM Principles to Action Tool Kit. *Teaching Children Mathematics*, 23(7), 390-391.
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Other Publications

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- Cash, A. H.** (2017). *Project UNITE program evaluation*. The Light Factory + CrossRoads: Charlotte, NC.
- Hancock, S. D.** (2017). Kannapolis City Schools Multicultural Walkthrough and Diversity Seminars Report.
- Lilly, K., & **Putman, S. M.** (2017, August). Revisiting technology-enhanced instruction. *Literacy Daily*. Newark, DE: International Literacy Association.
<https://www.literacyworldwide.org/blog/literacy-daily/2017/08/11/revisiting-technology-enhanced-instruction>
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- Medina, A. L.** (September, 2017). Roller Girl: A worthy reading bout. [Review of the book

Roller Girl.] First Opinions-Second Reactions, 10(2), 11-12. Can be accessed at <http://docs.lib.purdue.edu/fosr/>

- Philippakos, Z. A.** (2017). Teachers' writing practices after the Common Core State Standards: Is Writing "In?" *American Reading Forum Conference Proceedings*, (37), 1- 32.
- Polly, D., Medina, A. L., & Wang, C.** (June 2017). *Program Evaluation Report of the Charlotte-Mecklenburg Schools Beacon Initiative 2016-2017 School Year*.
- Putman, S. M., Cash, A. H., Byker, E. J. & Polly, D.** (2017, March). *Elementary education and EdTPA: One college of education's journey*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education.
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