

Books (1)

Heafner, T, Handler, L., & **Rock, T.** (2021). *The Divide Within: Intersections of Realities, Facts, Theories, and Practices*. International Social Studies Forum Book Series.

Chapters (11)

Byker, E.J., Crawford, E., & Lee, H.D. (2021). Giving equity a voice: supporting school administrators with global equitable practices. In R. Shankar-Brown's (Ed.) *Bending the Arc towards Justice: Equity-Focused Practices for Educational Leaders*. Charlotte, NC: Information Age Press.

Byker, E.J. (2021). Pursuing the elusive triangle of access, equity, and quality learning: Distance learning models in the higher education of Southeast Asia. In R. Bordoloi and P. Das' (Eds). *Open higher education in the 21st century* (pp. 25-46). New York: Nova Science Publishing.

Byker, E.J., Putman, S.M., & Medina, A. (2021). The study abroad diamond: examining the facets of supporting student mobility. In K. Bista and S. Kommer's (Eds.) *Equality in Study Abroad and Student Mobility: Navigating Challenges and Future Directions*. New York: Routledge Press.

Easley, K. M., **Fitzgerald, M. S.**, & Palincsar, A. S. (2021). The integration of technology in MLPBL. In J. Krajcik & B. Schneider (Eds.). *Science education through multiple literacies: Project-based learning in elementary school*. Cambridge, MA: Harvard Education Press.

Fitzgerald, M. S., & Palincsar, A. S. (2021). Creating opportunities for students to use multiple literacies. In J. Krajcik & B. Schneider (Eds.). *Science education through multiple literacies: Project-based learning in elementary school*. Cambridge, MA: Harvard Educational Press.

Handler, L. & **Rock, T.** (2021). The NC ACCESS Program: Remediating or Deepening Divisions in Public Education? In Heafner, T, Handler, L., & Rock, T. (Eds.), *The Divide Within: Intersections of Realities, Facts, Theories, and Practices*. International Social Studies Forum Series.

Koehler, C. M., **Binns, I. C.**, & Bloom, M. A. (2021). The emergence of STEM. In C. C. Johnson, E. Peters-Burton, & T. J. Moore (Eds.), *STEM road map 2.0: A framework for integrated STEM education in the innovation age* (pp. 14-24). Routledge. (#)

Martin, C., Harbour, K., & **Polly, D.** (2021). Transitioning the elementary mathematics classroom to virtual learning: Exploring the perspectives and experiences of teachers. In A. Slapac, P. Balcerzak, K. O'Brien (Eds.), *Handbook of Research on the Global Empowerment of Educators and Student Learning through Action Research* (pp. 343-365). Hershey, PA. IGI Global. <http://www.doi.org/10.4018/978-1-7998-6922-1.ch015>.

Mraz, M., Vintinner, J. P., & Fitzgerald, M. S. (2021). Professional development. In S. B. Wepner & D. J., Quatroche (Eds.), *The administration and supervision of literacy programs* (6th ed.). New York, NY: Teachers College Press.

Scott, C., Miller, D., **Washburn, E.K.**, & McTigue, E. (2021). Preparing teachers for literacy instruction across and within the disciplines: The what and the how. In P. M. Jenlik (Ed.). *Preservice teacher learning: Examining the complexities of learning to teach*. Latham, MD: Rowan and Littlefield.

Taylor, D. B., Vacca, R. T., & Vacca, J. L. (2021). Chapter 2: Learning and new literacies. In R.

T. Vacca, J. L. Vacca & M. E. Mraz. *Content area reading: Literacy and learning across the curriculum, 13th Ed.* New York: Pearson.

Articles (32)

- Bacak, J., & Byker, E.J. (2021). Moving from levels of inquiry to the flexible phases of inquiry theory: A literature review of inquiry-based teacher education. *Journal of Teacher Education and Educators*, 10(2), 247-263.
- Beach, K. D., Washburn, E. K., Gesel, S. A., & Williams, P. (2021). Pivoting an elementary summer reading intervention to a virtual context in response to COVID-19: An examination of program transformation and outcomes. *Journal of Education for Students Placed at Risk*. Advance online publication.
<https://doi.org/10.1080/10824669.2021.1906250>
- Bloom, M. A., & Binns, I. C. (2021). Editorial: Interactions between science and religion: Perspectives of the Sinai and Synapses fellows. *Electronic Journal for Research in Science & Mathematics Education*, 25(3), 4-9.
- Bloom, M. A., Binns, I. C., & Meadows, L. (2021). Communicating religiously and culturally sensitive science content. *Electronic Journal for Research in Science & Mathematics Education*, 25(3), 89-103.
- Byker, E.J. & Thomas, V. (2021). Preparing teacher candidates with global competencies: Taking action on the global water crisis with service learning. *Journal of Research in Childhood Education*, 35(2), 268-280.
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- Elmadani, A., Opiola, K., Grybush, A., & Alston, D. (2021). Exploring the experiences of elementary teachers after completing Child Teacher Training (CTRT): Implications for teaching in diverse school settings. *International Journal of Play Therapy*. (*)
- Frayman, F., Gilson, C., Starker Glass, T., & Fitzpatrick, E. (2021). Practice What They Preach? How Pre-Service Teachers' Self-Efficacy in Using Culturally Relevant Teaching Practices Aligns with Their Perceptions of Diversity. *UNC Charlotte Undergraduate Research Journal*. 1(1), 105 – 130.*
- *Gezer, T., Wang, C., Polly, D., Martin, C. S., Pugalee, D. K., & Lambert, R. G. (2021). The relationship between formative assessment and summative assessment in Primary grade mathematics classrooms. *International Electronic Journal of Elementary Education*, 13(5), 73-85.
- Green, S., Sanczyk, A., Chambers, C., Mraz, M., & Polly, D. (2021). College and career readiness: A literature synthesis. *Journal of Education*, p. 1-8.
<https://doi.org/10.1177/00220574211002209>
- Hancock, S.D., Allen-Handy, A., Williams, J., Butler, B.R., Meloche, A., & Lewis, C.W. (2021). Teaching to empower: Social justice action projects as imperatives for educational justice. *Teachers College Record* 123(13),
<https://www.tcrecord.org/Content.asp?ContentId=23750>
- Handler, L., Petty, T., & Good, A. (2021). Supporting teacher learning during the professional

- development experience: The case of national board certification. *Current Issues in Education*, 22(3).
- Holshouser, K.O. & Medina, A. L.** (2021). Teaching the Sustainable Development Goals through trade books. *The Reading Teacher*, 74(4), 456-462. doi.org/10.1002/trtr.1968
- Lewis, W. & Colonnese, M. W.** (2021). Fostering Mathematical Creativity through Problem Posing and Three Act Tasks. *Gifted Child Today*.
- Medina, A., Hancock, S. D., Hathaway, J., Pilonieta, P., & Holshouser, K.** (2021). The Influence of Sustained, School-Based Professional Development on Explicit Reading Comprehension Strategy Instruction, *Reading Psychology*, 42(8), 807-835. DOI: [10.1080/02702711.2021.1939820](https://doi.org/10.1080/02702711.2021.1939820)
- Medina, A.L. & Hestler, C.** (October 2021 Online). How a challenge is also a chance: Shaping Teacher Education with Collaborative Online International Learning. *Ludwigsburger Beiträge zur Medienpädagogik*, 21, 1–16. <https://doi.org/10.21240/lbzm/21/08>
- Medina, A. L., & Kiefel, K.** (2021). Global literature in tandem with study abroad: Cultivating intercultural competence for preservice teachers. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 33(2), 61-78. doi 10.36366/frontiers.v33i2.498.
- Miller, E.T. & Lensmire, T.** (2021). Mammies, Brute Negroes, and white femininity in teacher education. *Curriculum Inquiry*. 50(5), 400-418.
- Polly, D.** (2021). Advancing equity-based mathematics teaching in the primary grades: The case of two clinical practice experiences. *International Journal of Teacher Education and Professional Development*, 4(1), 68-88.
- Polly, D. & Colonnese, M. W.** (2021). Developing Elementary Education Candidates' Skills to Elicit and Interpret Student Thinking through a Mathematics Tutoring Clinical Experience. *Early Childhood Education Journal*. DOI:10.1007/s10643-021-01152-x *#
- Polly, D., & Holshouser, K.** (2021). Supporting elementary education teacher candidates' knowledge and implementation of equity-based practices. *PDS Partners: Bridging Research to Practice*, 16(3), 42-53.
- Polly, D., Martin, F., & Guilbaud, T.** (2021). Examining Barriers and Desired Supports to Increase Faculty Members' Use of Digital Technologies: Perspectives of Faculty, Staff and Administrators. *Journal of Computing in Higher Education*, 33(1), 135-156
- Polly, D., Recesso, A. & Hannafin, M.J.** (2021). Considering How to Use First Principles of Instruction and Video Technologies to Support Teachers' Professional Learning in Mathematics Education. RED. Revista Educación a Distancia (*Review of Distance Education*), 21 (68). <http://dx.doi.org/10.6018/red.110421>
- *Putman, S. M., & Polly, D.** (2021). Examining the development and implementation of an embedded, multi-semester internship: Preliminary perceptions of teacher education candidates, clinical educators, and university faculty. *Peabody Journal of Education*, 96(1), 99-111. <https://doi.org/10.1080/0161956X.2020.1864250>
- Reinke, L, Miller, E., & Glass, T.** (2021). "It's something I believe in, but it's not something I understand": White teacher educators working towards antiracist pedagogy. *Whiteness & Education*.
- Reinke, L., Schmidt, L., Myers, A., & Polly, D.** (2021) Learning to elicit student thinking

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- Salas, S., Williams, B., **Mraz, M.**, & Adrane, S. (2021). Reading eyes wide shut: Visualization, language learners, and text. *U.S. Department of State: English Teaching Forum*, 59(1), 12-19.
- Stephan, M., **Register, J.**, **Reinke, L.**, **Robinson, C.**, **Pugalenth, P.**, & Pugalee, D. (2021). People use math as a weapon: Critical mathematics consciousness in the time of COVID-19. *Educational Studies in Mathematics*, Advanced online publication. <https://doi.org/10.1007/s10649-021-10062-z>
- Tanner, S. J., & **Miller, E. T.** (2021). Without closure [Editorial]. *Journal of Curriculum and Pedagogy*, 18(1), 1-3.
- Tanner, S., McCloskey, A. & **Miller, E.** (2021). Destructive domains: Rethinking teacher evaluation in the age of Charlotte Danielson. *International Journal of Qualitative Studies in Education*.
- Washburn, E.K.**, Abdullah, S., & Mulcahy, C. A. (2021). Effects of a paraphrasing strategy on the text comprehension of fourth grade striving readers. *The Elementary School Journal*, 121(4), 586-608. <https://doi.org/10.1086/714035>
- Washburn, E.K.**, Beach, K.D., Gesel, S.A., Billingsley, M., Howard, C., King, S., & **Vintinner, J.P.** (2021). Zooming into summer: Key takeaways from a virtual summer intervention. *The Reading Teacher*, 74(6), 812-818. <https://doi:10.1002/trtr.2000>

Other (10)

- Badiali, B., **Polly, D.**, Burns, R. W., & Garin, E. (2021). Cultivating change in clinical practice: Conclusions from the special issue. *Peabody Journal of Education*, 96(1), 112-116. <https://doi.org/10.1080/0161956X.2020.1864251>
- Bottoms, B. L., Lambert, R. G., & **Taylor, D. B.** (2021). *2021 Freedom School Partners Scholar and Servant Leader Intern Findings Report*. The Center for Educational Measurement & Evaluation and Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.
- Byker, E.J.** (2021). A quest for common ground: global education and social-emotional learning. *ed Journal of Global Citizenship Education*, 1(2), 11-14.
- Colonnese, M.W.**, & **Bacak, J.** (2021). Facilitating Partner Talk Virtually. *Association of Mathematics Teacher Educators Tech Talk Blog*.
- Lara-Cinisomo, S., & **Taylor, D. B.** (2021). *Freedom School Partners 2021 Freedom School Reading Program Evaluation Site Analysis Report: Christ Lutheran*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.
- Lara-Cinisomo, S., & **Taylor, D. B.** (2021). *Freedom School Partners 2021 Freedom School Reading Program Evaluation Site Analysis Report: Marie G. Davis*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.
- Pilonieta, P.** (2021). Albert J. Kingston Distinguished Service Award: Rachel Karchmer-Klein. *Literacy Research: Theory, Method, and Practice*, 70, 32-34.
- Polly, D.**, **Byker, E. J.**, & **Colonnese, M. W.** (2021). Future directions for K-12 technology enhanced learning environments. *Tech Trends: Linking Research and Practice to Improve Learning*, 65, 240-242.

Stephan, M., Register, J., Reinke, L., Pugalee, D., Crabtree, L., Robinson, C., Pugalenth, P., (2021). Ethical mathematics awareness in students' big data decision making. *Philosophy of Mathematics Education Journal*. 38.

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Grants (\$873,813)

Alston, D.M. & Crabtree, L. (2021). *Employing Culturally Relevant Curricula and Pedagogy to Address Equity Gaps in Science Teacher Preparation across Two Programs*. Proposal submitted to SOTL Grants. 2021-2022 (\$7,212).

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Byker, E.J. (2021). Promoting Growth Mindset and Student Success in Teacher Education. Student Experience Project Grant, UNC Charlotte. (\$500).

Byker, E.J. & Martin, F. (2021). Global Network Learning Project between the Cato COED and PH Ludwigsburg. Global Networked Learning (GNL) Grant, Office of International Programs (OIP), UNC Charlotte. (\$1500).

Byker, E.J. & Dixon-Payne, D. (2021). Equipping UNC Charlotte Undergrads to Promote Cultural Responsiveness, Diversity, and Pathways to Racial Healing. Chancellor's Diversity Challenge Grant, UNC Charlotte. (\$4600).

Gesel, S. A., & Washburn, E.K. (2021-2023). *Project CERTIFIES: Combating Learning Loss and Increasing 3rd Grade Reading Achievement while Providing Teacher Candidates with High Quality Clinical Experiences*. Belk Foundation. (\$237,951).

Jason, K., Lewis, J.B. & Starker-Glass, T. (2021). We All We Got: Supporting Home-Insecure Black Mothers Summit, NC. Women+Girls Alliance Seed Funding. (\$5,000).

Jason, K., Starker-Glass, T., Lewis, J.B. (2021). *Bridging the Gap: Assessing and Managing the Impact of COVID-19 on Black Women and Families' Social Mobility in Charlotte, NC*. Gambrell Family Foundation Grant. (\$15,000).

Martin, F., Wang, C., & Byker, E.J. (2021). Cybersecurity AAA: Advancing Cybersecurity and Privacy of Educational Technologies used in K12 schools by Supporting School Administrators, Technology Support Staff, and Teachers. Washington, DC: Secure and Trustworthy Cyberspace (SaTC) program from the National Science Foundation (NSF). (\$499,971).

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Medina, A. L., Byker, E. J., Williams, B. K., Dobbins, N., Hillburn, J., Crawford, E. O. (2021-2022). *Project UR-Badged (Undergraduate Research – Badging and Developing Global Educators)*. The University of North Carolina System Undergraduate Research Program Grant. (\$24,700).

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Carolina Department of Instruction (\$10,000).

Stare, B., **Miller, E.**, & Nance, J. (2021). *Expanding History and Challenging Tradition: De/Anti-colonizing Research for Diversity and Inclusion*. Chancellor's Diversity Challenge Fund. (\$5,000).

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