

Publications

Peer-Reviewed Journal Articles (n = 41)

- *Badenhorst, P., Jupp, J., Shim, J., Lensmire, T., Casey, Z., Tanner, S., Watson, V.T., **Miller, E.** (2022). Doesn't your work just re-center whiteness? The fallen impossibilities of white allyship. *Journal of Curriculum Theorizing*.
- Binks-Cantrell, E., Hudson, A., **Washburn, E.K.**, Contesse, V., Peltier, T., & Lane, H. (2022). Teaching the teachers: The role of teacher education and preparation and the reading science. *The Reading League Journal, September/October, 20-27*.
- Burns, R. W., Badiali, B., Coler, C., Cosenza, M., Goree, K., **Polly, D.**, Stoicovy, D., Zenkov, K. (2022). Essential 2: "Clinical Practice" is what Professional Development Schools do. *PDS Partners: Bridging Research to Practice, 17(1), 38-41*.
- ***Byker, E.J., Good, A., & Williams, N.** (2022). A retrospective on tweeting as civic agency: The role of social media in social studies. *Social Studies Texan, 38(1), 18-21*.
- Byker, E.J. & Sadula, M.** (2022). Mainstreaming the sustainable development goals: advancing global citizenship education through the SDGs. *ed Journal of Global Citizenship Education, 2(1), 1-4*.
- Byker, E.J. & Holshouser, K.** (2022). Anchoring the pillars of sustainability education in critical cosmopolitanism and global citizenship education. *ed Journal of Global Citizenship Education, 2(1), 5-8*.
- ***Cash, A. H., Dack, H., & Leach, W.** (2022). Examining coaches' feedback to preservice teacher candidates on a core practice. *International Journal of Mentoring and Coaching in Education, <https://doi.org/10.1108/IJMCE-06-2021-0068>*.
- ***Cash, A. H. & Pianta, R.** (2023). Associations between teachers' skill in identifying effective interactions and children's gains in language, literacy, and early learning behaviors. *Early Childhood Research Quarterly, 62, 324-334*. <https://doi.org/10.1016/j.ecresq.2022.09.008>
- Coler, C., Badiali, B., Burns, R. W., Cosenza, M., Goree, K., **Polly, D.**, Stoicovy, D., & Zenkov, K. (2022). Expanding on the Revised Essential 7: Shared governance structures. *PDS Partners: Bridging Research to Practice, 17(1), 42-44*.
- Coler, C. Goree, K., Stoicovy, D., **Polly, D.**, Badiali, B., Burns, R. W., Cosenza, M., & Zenkov, K. (2022). The value of school-university partnerships and Professional Development Schools. *The Delta Kappa Gamma Bulletin: International Journal for Professional Educators, 88(3), 6-14*.
- Colonnese, M.W.** (2022). Implementing Exploratory Writing to Help Students Make Sense of Mathematics Tasks. *Mathematics Teacher: Learning and Teaching PK -12*.

- ***Colonnese, M. & Polly, D.** (2022). Using practice-based teaching experiences to leverage teacher candidate effectiveness. *PDS Partners: Bridging Research to Practice*, 17(2), 65-83.
- ***Colonnese, M., Reinke, L. T., & Polly, D.** (2022). An analysis of the questions elementary education teacher candidates pose to elicit mathematical thinking. *Action in Teacher Education*.44(3), 196-211. <https://doi.org/10.1080/01626620.2021.2020696>
- Covarrubias, R., Newton, X., & **Starker Glass, T.** (2022). “You can be creative once you are tenured”: Counterstories of academic writing from mid-career women faculty of color. *Multicultural Perspectives.*, 24(3), 120-128.
- Eident, C., Matthews, M., Gilson, C., & **Byker, E. J.** (2022). Examining the opportunities and access to gifted programs: Unintended social and emotional consequences. *UNC Charlotte Undergraduate Research Journal*, 2(1), 26-45. <https://journals.charlotte.edu/urj/issue/view/127>
- Fitzgerald, M. S.,** Bismack, A. S., Gotwals, A. W., Wright, T. S., & **Washburn, E. K.** (July/August, 2022). Modeling, reading, and talking, oh my! Using multiple modes to support sensemaking and scientific literacy in the early elementary grades [Fostering Scientific Literacy]. *Science and Children*, 59(6), 27-32.
- Gabriel, T. N., & **Medina, A. L.** (2022). Leadership Alignment: Teachers’ and Administrators’ Perspectives within Two Schools. *The Undergraduate Research Journal*, 2(1), 6-25. <https://journals.charlotte.edu/urj/issue/view/127>
- Galligan, A., & **Miller, E.** (2022). Justice is more important than kindness: Antiracist pedagogy in a first-grade classroom. *Language Arts*, 99(5), 348–356.
- *Gilson, C. M., **Polly, D.,** & Strong, K. M. (2022). Talented teachers’ perceptions of an intensive summer symposium and the need for differentiated professional learning. *Journal of Advanced Academics*, 33(4), 636-665. <https://doi.org/10.1177/1932202X221119493>
- Hoff, J., & **Medina, A. L.** (2022). A study abroad development studio for building faculty capacity and establishing student learning outcomes: A case study. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 34(4), 329-356. doi:10.36366/frontiers.v34i4.644 *
- *Martin, C., **Mraz, M., & Polly, D.** (2022). Examining elementary school teachers’ perceptions of and use of formative assessment in mathematics. *International Electronic Journal of Elementary Education*, 14(3), 417-425, <https://doi.org/10.26822/i>
- Miller, E.** (2022). In search of Becky and the others: The internal turmoil of the hardened, white antiracist woman. *International Journal of Qualitative Studies in Education*, 1-10. [10.1080/09518398.2022.2025481](https://doi.org/10.1080/09518398.2022.2025481)*

- Miller, E., Tanner, S. & McCloskey, A., Kissel, B. (2022).** We've been had: Neoliberal initiatives in urban education. *Urban Education*.
[https://doi.org/10.1177/00420859221089550*](https://doi.org/10.1177/00420859221089550)
- Miller, E., Tanner, S., & Willis, E., Hancock, S. (2022).** White Evangelical Christian Ideology and the Construction of Whiteness: Lessons for Educators from an Ethnographic Study. *Journal of Interdisciplinary Studies in Education*.
- Peltier, T., Washburn, E.K., Heddy, B., & Binks-Cantrell, E. (2022).** What do teachers know about dyslexia? It's complicated! *Reading & Writing: An Interdisciplinary Journal*.
<https://doi.org/10.1007/s11145-022-10264-8>
- *Polly, D. & Colonnese, M. (2022).** Developing elementary education candidates' skills to elicit and interpret student thinking through a mathematics tutoring clinical experience. *Early Childhood Education Journal*, 50(3), 435-444. <https://doi.org/10.1007/s10643-021-01152-x>
- *Polly, D., Martin, F., & Byker, E. J. (2022).** Examining pre-service and inservice teachers' perceptions of their readiness to use digital technologies for teaching and learning. *Computers in In Schools Journal*. <https://doi.org/10.1080/07380569.2022.2121107>
- *Polly, D., Wang, C., Petty, T. M., & Binns, I. C. (2022).** Exploring the empirical connection between student, teacher, school, and district-level variables on fifth grade students' mathematics achievement. *School Science and Mathematics 122*(3), 169-178.
<https://doi.org/10.1111/ssm.12520>
- *Putman, S. M., Cash, A. H., & Polly, D. (2022).** Examining the impact of an embedded, multi-semester internship on teacher education candidates' teacher self-efficacy. *Teacher Education Quarterly*, 49(4), 28-48. Retrieved from <https://www.proquest.com/scholarly-journals/examining-impact-embedded-multisemester/docview/2743534057/se-2>
- *Putman, S. M., Cash, A. H., & Polly, D. (2022).** Examining the impact of structured clinical experiences within a school-university partnership on student-teacher candidate instructional interactions. *The Teacher Educator*, 57(3), 325-342.
<https://doi.org/10.1080/08878730.2021.2014006>
- Putman, S. M., Polly, D., & Fitzgerald, M. S. (2022).** Innovative school-university partnerships: Insights and understandings from a year-long internship. *PDS Partners: Bridging Research to Practice*, 17(1), 31-37.
- *Reinke, L. T., Schmidt, L., Myers, A., & Polly, D. (2022).** Developing student teachers' skills at eliciting students' mathematical thinking using the coaching cycle. *The Teacher Educator*, 57(2), 215-237. <https://doi.org/10.1080/08878730.2021.1990454>

***Reinke, L.T.**, Stephan, M., Ayan-Civak, R., Casto, A. (2022) Teachers' press for contextualization to ground students' mathematical understanding of ratio. *Journal of Mathematics Teacher Education*. Advanced online publication.
<https://doi.org/10.1007/s10857-022-09531-w>

Richardson, S. & **Hancock, S. D.** (2022). ACALETICS® and Predicting Mathematics Achievement with Racially Diverse and Economically Disadvantaged Students. *Education and Urban Society*. doi:[10.1177/00131245221110553](https://doi.org/10.1177/00131245221110553)

Starker Glass, T. & Miller, E. (In Press). Get out of the way - progressive white faculty and the comfort of complicity. *Journal of Philosophy and Theory in Higher Education*.

Stewart, A. A., Vaughn, S., Scammacca, N. K., & Swanson, E. (2022). Evidence-based instruction on the reading outcomes of students with inattention: A pilot study. *Remedial and Special Education*. Advance online publication.
<https://doi.org/10.1177/07419325221117292>

Stewart, A. A., & Swanson, E. A. (2022). Supporting reading comprehension for students with inattention. *TEACHING Exceptional Children*. Advance online publication.
<https://doi.org/10.1177/00400599221087434>

Stoicovy, D., Badiali, B., Burns, R. W., Coler, C., Cosenza, M., Goree, K., **Polly, D.**, & Zenkov, K. (2022). Essential 4: A shared commitment to reflection, innovation and generative knowledge. *PDS Partners: Bridging Research to Practice*, 17(1), 41-42.

Washburn, E.K., Bailey, K., **Pierce, A.**, Stewart, C., Hawley, J., Blackman, J., & Fenty, N. (2022). Collaborative professional development on data-based decision making for primary teachers of struggling readers: Responding and refining. *Journal of Research in Reading*, 45(3), 425–446. <https://doi.org/10.1111/1467-9817.12396>

Washburn, E. K., Gesel, S. A., **Fitzgerald, M. S.**, Beach, K. D., & Kingsbery, C. R. (in press). The impact of a comprehensive, evidence-based approach to summer literacy intervention on the K-3 reading skills of economically and culturally diverse students. *Reading and Writing Quarterly*. <https://doi.org/10.1080/10573569.2022.2147463>

Book Chapters (n = 14)

Brown, C., Dunn, K., Jason, K. Lewis, J. **Starker Glass, T.**, (2022). Black Motherschooling: Creating a Liberatory Community for Home Education. In J. Jordan-Zachary and S. Alhassan (Ed.) *Black Women and the 'Rona*. Arizona Press.

***Byker, E.J.** & Mejia, N. (2022). Language for the heart: Investigating the linguistic responsiveness of study abroad. In G. Barkhuizen's (Ed.), *Language Teachers Studying Abroad: Identities, Emotions and Disruptions*. Bristol, UK: Multilingual Matters Publications.

- *Foster, J., & Polly, D. (2022). Examining teachers' perceptions of the current state of testing and assessment. In J. Keengwe (Ed.), *Handbook of Research on Digital-Based Assessment and Innovative Practices in Education* (pp. 201-214). IGI Global. <https://doi.org/10.4018/978-1-6684-2468-1.ch010>
- Good, A. J., Alston, D. M., Vintinner, J. P., Binns, I., Rock, T., & Putman, M.** (2022). Practice-based integrated methods block: Reflecting on a decade of implementing an on-site cohort model in a teacher preparation program. In D. B. Polly & E. Garin (Eds.), *Preparing quality teachers: Advances in clinical practice* (pp. 413-428). Information Age Publishing.
- *Kapota, J., **Rock, T.C.** & McCollough, H. (2022). Teachers observing peers: The informal Sharing of great teaching. In Rainville, Title & Desrochers (Eds), *Faculty Peer Coaching in Higher Education: Opportunities, Explorations, and Research from the Field*. Information Age Publishers.
- Myers, A. & **Good, A. J.** (2022). Looking into classrooms: What is the work of teachers? In C. O'Brien, Byker, E., Good, A., & Myers, A. (Eds.), *Foundations of Education and Diversity in American Schools*. Dubuque, IA: Kendall Hunt.
- Miller, E.** & Walker, A. (2023). Antiracist Pedagogy: An Overview. In Miller & Walker (Eds). *Antiracist pedagogy in action: Curriculum development from the field*. Rowman & Littlefield.
- ***Polly, D.** (2022). Supervisor as instructional coach: Supporting elementary education teacher candidates' enactment of questioning strategies. In L. Baecher, R. W. Burns, & J. McCorvey (Eds.), *Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations* (pp. 167-190). Information Age Publishing.
- ***Polly, D., Colonnese, M. W.,** Bacak, J., Holshouser, K. O., & Lewis, W. (2022). Teaching mathematics to elementary school learners: Vignettes related to diversity, equity and virtual teaching. In E. K. Reeves & C. J. McIntyre (Eds.), *Multidisciplinary Perspectives on Diversity and Equity in a Virtual World* (p. 213-232). IGI Global. <https://doi.org/10.4018/978-1-7998-8028-8.ch012>
- Polly, D., Pilonieta P., Washburn, E., Colonnese, M., Broome, P. & ImOberstag, N.** (2022). All Hands on Deck: Leveraging Aspects of Community Schools and Professional Development Schools to Support an Elementary School. In J. Ferrara, J. Nath, & R. Beebe (Eds.), *Professional Development School (PDS) and Community Schools: The Nexus of Practice* (pp. 111-125). Information Age Publishing.
- ***Rock, T., Heafner, T., Polly, D.,** Bacak, J., Holhouser, K., & **Schmidt, L.** (in press). Becoming Effective Teacher Educators through Sustained Mentoring and Scaffolded Teaching Internships. In *How Teacher Educators Learn: Profiles in Teacher Educator Professional Development*. Information Age Publishers.

Starker Glass, T. (2022). Using Constructivism and Racial Identity Development to Explore Dear Martin. In H. Fives and N. Barnes (Ed.) *Educational Psychology and Transformational Classrooms: Research and Theory Meets Teaching and Learning*. (pp.61 – 68). Routledge.

Walker, A. & **Miller, E.** (2023). Necessary Damage: A Conclusion. In Miller & Walker (Eds). *Antiracist pedagogy in action: Curriculum development from the field*. Rowman & Littlefield.

Walker, A., **Miller, E.**, & Gartland, S. (2023). The Role of Antiracist Pedagogy in Democratic Education. In Miller & Walker. (Eds). *Antiracist pedagogy in action: Curriculum development from the field*. Rowman & Littlefield.

Books (n = 1)

Starker Glass, T. & Carter Berry, L. (August, 2022). *Teaching for Belonging & Justice - A Journey for Educators & Parents*. Jossey Bass Press.*

Edited Books (n = 3)

Miller, E. & Walker, A. (2023). *Antiracist pedagogy in action: Curriculum development from the field*. Rowman & Littlefield.

O'Brien, C., **Byker, E.**, **Good, A.**, Myers, A. (Eds.). (2022). *Foundations of Education and Diversity in American Schools*. Dubuque, IA: Kendall Hunt Publishing Company.

Polly, D. & Garin, E. (2022). *Preparing Quality Teachers: Advances in Clinical Practice*. Information Age Publishing.

Technical Reports (n = 3)

Bottoms, B. L., Lambert, R. G., & **Taylor, D. B.** (2022). *2022 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.

Lara-Cinisomo, S., & **Taylor, D. B.** (2022). *Freedom School Partners 2022 Freedom School Reading Program Evaluation Site Analysis Report: Renaissance West*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.

Taylor, D. B., & Lara-Cinisomo, S. (2022). *Freedom School Partners 2022 Freedom School Reading Program Evaluation Report*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.

Non-Peer-Reviewed Publications (n = 4)

Byker, E. J. (2022). The sustainable development goals: What are their purposes and importance? In EBSCO's (Ed.), *Pathways to Research in Education*. Ipswich, MA: EBSCO Press.

Byker, E.J. & Holshouser, K. (2022). Anchoring the pillars of sustainability education in critical cosmopolitanism and global citizenship education. *Journal of Global Citizenship Education*, 2(1), 5-8.

Byker, E.J. & Sadula, M. (2022). Mainstreaming the sustainable development goals: advancing global citizenship education through the SDGs. *Journal of Global Citizenship Education*, 2(1), 1-4.

Pilonieta, P. (2022). Albert J. Kingston Distinguished Service Award: Janice Almasi. *Literacy Research: Theory, Method, and Practice*, 71, 1-3.

Editorials (n = 3)

Tanner, S. J. (2022). Editors' introduction. These strange times continue. *Journal of Curriculum and Pedagogy*, 19(3): 1-3.

Miller, E. & Tanner, S. J. (2022) Editors' introduction: Curriculum and pedagogy unbound. *Journal of Curriculum and Pedagogy*, 19(2): 1-3.
<https://doi.org/10.1080/15505170.2022.2074185>

Tanner, S. J. & Miller, E. (2022) Editorial, *Journal of Curriculum and Pedagogy*, 19:1, 1-3, DOI: <https://doi.org/10.1080/15505170.2022.2100671>

Grants Awarded

External Grants (n = 9; \$995,206)

Beach, K.D. (Co-PI), **Fitzgerald, M.S.** (Co-PI), Gesel, S.A. (Co-PI), & **Washburn, E.K. (Co-PI)** (2022-2023). (Co-PIs listed in alphabetical order). *Project ENRICH: Engaging Niners in a Reading Intervention and Collaboration Hub*. Mebane Foundation, \$117,237.

Byker, E.J. (2022). Developing and Supporting Global Citizenship Education through the Sustainable Development Goals and Collaborative Online International Learning (COIL). American Councils for International Education for the Central Asia University Partnerships Program (UniCEN). Funded by the Embassy of the United States of America in Tashkent and administered by the American Councils for International Education. (\$500, Funded). Principal Investigator.

Byker, E. J., & Medina, A. L. (2022-2023). *Establishing the Global-ready Research and Equitable Education in Teaching (GREET) Center*. The University of North Carolina System Undergraduate Research Program Grant. \$34,900, funded.

Cash, A. H. (11/1/22 – 10/31/24). Mitigating Educator Workforce Impacts of the COVID-19 Pandemic Through Coaching. North Carolina Collaboratory at the University of North

Carolina at Chapel Hill with funding appropriated by the North Carolina General Assembly via the American Rescue Plan Act of 2021 (H.R. 1319) (federal award identification number SLFRP0129): \$249,624. Role: Principal Investigator.

Guduru, S., Sadula, M., DePetro, E., & **Byker, E. J.** (2022). Climate Justice through Public Health and Education. American Public Health Association (APHA) Student Champions for Climate Justice Award. (\$500, Funded).

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, funded.

Pilonieta, P., Stewart, A. A., Washburn, E., Putman, M. & EPIC (2022-2024) *Project READS NC (Reading Evaluation Across Diverse Stakeholders in North Carolina)*, The North Carolina Collaboratory and The North Carolina Department of Public Instruction, (\$500,000).

Reinke, L. (PI) (2022-2023) North Carolina State Improvement Project IHE Grant from North Carolina Department of Instruction \$10,000.

Taylor, D. B. & Lara-Cinisomo, S. (2022). *Freedom School Partners' Freedom School reading program evaluation and evaluation measures development, (Year 11)*. Freedom School Partners, Inc., Charlotte, North Carolina. (\$57,745, funded).

Internal Grants (n = 6, \$12,631)

Byker, E.J. (2022). Supporting TedXCraverRoad Countdown event during UNC Charlotte's International Education Week. Office of International Programs, UNC Charlotte. (\$250, funded). Principal Investigator.

Byker, E.J. (2022). Investigating the Impact of using Gradescope in edTPA Related EDUC and ELED Courses. Office of Assessment and Accreditation (OAA) Grant. (\$1000, funded). Principal Investigator.

Byker, E.J. (2022). Promoting Growth Mindset and Student Success in Teacher Education. Student Experience Project Grant, UNC Charlotte. (\$500, funded). Principal Investigator.

Miller, E., Glass, T., & Lambert, R. (2022). Research Mentorship Grant. University of North Carolina at Charlotte. \$3,000.00 (funded)

Pilonieta, P. (2022). *Examining COVID-19 impacts on First Grade Literacy Instruction*. Just in Time Funds. Cato College of Education, University of North Carolina at Charlotte, \$900 (PI).

Greene, T.P., **Cash, A. H.,** & Jolly, A. (2023). Evaluating Clinical Educator's Training and Support on the Use of the Candidate PreService Assessment of Student Teaching.

University of North Carolina at Charlotte Faculty Scholarship of Teaching and Learning
Grant: \$6,981 (funded).