

## REEL Publications 2015-2016

\* indicates data-based

### Books (8)

- Lapp, D., Wolsey, T. D., **Wood, K. D.** (2015) *Mining Complex Text in Grades 2-5: Using and creating graphic organizers to grasp content and share new understandings*. Thousand Oaks, CA: Corwin
- Lapp, D., Wolsey, T. D., **Wood, K. D.** & Johnson, K. (2015) *Mining Complex Text in Grades 6-12: Using and creating graphic organizers to grasp content and share new understandings*. Thousand Oaks, CA: Corwin
- Philippakos, Z. A.**, MacArthur, C. A. & Coker, D. L. (2015). *Developing strategic writers through genre instruction: Resources for grades 3-5*. New York: Guilford Press.
- Polly, D.** (Ed.). (2016). *Evaluating Teacher Education Programs through Performance-based Assessments*. Hershey, PA: IGI Global.
- Vacca, R. T., Vacca, J. L., & **Mraz, M.** (2016). *Content area reading: Literacy and learning across the curriculum*. (12<sup>th</sup> ed.). Boston, MA: Pearson.
- Wood, K. D.**, Paratore, J., **Kissel, B.**, & McCormack, R. (2015). *What's new in literacy teaching? Weaving together time-honored practices with new research*. Newark, DE: International Literacy Association.
- Wood, K. D.** & Soares, L. B. (2015) *How to integrate comprehension, vocabulary and writing across the subject areas: Questions from the classroom*. Westerville, OH: Association of Middle Level Education.
- Wood, K. D.**, **Taylor, D. B.**, & Stover, K. (2016). *Smuggling Writing: Ready-to-Steal Strategies Across Content Areas, Grades 3-12*. New York: Corwin.

### Book Chapters (20)

- Byker, E. J.** (2016). Assessing experience: Performance-based assessment of experiential learning activities. In D. Polly (Ed.), *Evaluating Teacher Education Programs through Performance-Based Assessments* (pp. 261-280). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-9929-8.ch016
- Koehler, C. M., **Binns, I. C.**, & Bloom, M. A. (2015). The emergence of STEM. In C. C. Johnson, E. Peters-Burton, & T. J. Moore (Eds.), *STEM road map: A framework for integrated STEM* (pp. 13-22). New York: Routledge.
- Martin, C.S. & **Polly, D.** (2015). Using the AMC Anywhere web-based assessment system to examine primary students' understanding of number sense. In **D. Polly** (Ed.), *Cases on Technology Integration in Mathematics Education* (pp. 366-377). Hershey: PA: IGI Global.
- \*Martin, C. S., **Polly, D.**, Wang, C., Lambert, R. G., & Pugalee, D. K. (2016). Primary grades' teachers fidelity of implementation during mathematics professional development. In K. Dikatas (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 33-52). Hershey, PA: IGI Global.
- Petty, T. M., Heafner, T., Lachance, J., & **Polly, D.** (2016). Supporting teacher education candidates through the edTPA process. In D. Polly (Ed.), *Evaluating Teacher Education Programs through Performance-Based Assessments* (pp. 207-221). Hershey, PA: IGI Global.

- \*Polly, D.** (2015). Leveraging asynchronous online instruction to develop elementary school mathematics teacher-leaders. In P. Ordonez de Pablos, M. D. Lytras, & R. D. Tennyson (Eds.), *Assessing the Role of Mobile Technologies and Distance Learning in Higher Education* (pp. 81-102). Hershey: PA: IGI Global.
- \*Polly, D.** (2015). Establishing a Professional Development School partnership to address students' learning needs in elementary school mathematics. In **D. Polly**, T. Heafner, M. C. Spooner, & **M. W. Chapman** (Eds.), *Professional Development Schools and Transformative Partnerships* (pp. 245-254). Hershey: PA: IGI Global.
- Polly, D.** (2016). Preparing elementary education teacher candidates to design learning segments: The case of edTPA task one. In **D. Polly** (Ed.), *Evaluating Teacher Education Programs through Performance-Based Assessments* (pp. 130-142). Hershey, PA: IGI Global.
- \*Polly, D., Binns, I. C., Putman, S. M., Rock, T. C., & Good, A.** (2015). Developing technological pedagogical content knowledge in elementary education programs. In M. Neiss & H. Gillow-Wiles (Eds.), *Handbook of research on teacher education in the digital age* (pp. 493-520). Hershey, PA. IGI Global.
- \*Polly, D. & Breindel, L.** (2015). Comparing mathematics teaching in the United States, China, and Germany. In C. Wang, W. Ma, & C. Martin (Eds.), *Comparing Education in China and the United States* (pp. 149-162). Charlotte, NC: Information Age Publishing.
- \*Polly, D., Martin, C. S., Wang, C., Lambert, R. G., & Pugalee, D. K.** (2016). Supporting the Enactment of Standards-based Mathematics Pedagogies: The Cases of the the CoDE-I and APLUS Projects. In K. Dikilitaş (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 139-151). Hershey, PA: IGI Global.
- Polly, D. & Orrill, C. H.** (2016). Designing Professional Development to Support Teachers' TPACK in Elementary School Mathematics. In M. Herring, M. J. Koehler, & P. Mishra (Eds.) *Handbook of Technological Pedagogical Content Knowledge*, 2<sup>nd</sup> edition (pp. 259-268). New York: Routledge.
- Putman, S., Kissel, B., Vintinner, J., & Good, A.** (2015). Online Learning in K-College Classrooms: Students and teachers establish social, cognitive, and teaching presences in digital spaces. In Heafner, T., Hartshorne, R., & Petty, P. (Eds.). *Exploring the effectiveness of online education in K-12 environments* (pp. 191-211). Hershey, PA: IGI Global.
- Taylor, D. B., Vacca, R. T., & Vacca, J. L.** (2016). Chapter 2: Learning and new literacies. In R. T. Vacca, J. L. Vacca & **M. E. Mraz**. (Eds.), *Content area reading: Literacy and learning across the curriculum, 12<sup>th</sup> Ed.* Boston, MA: Pearson.
- VanSledright, B.** (2016). The continuous threat of excess? A cautionary tale about heritage celebration and object veneration in the USA. In C. van Boxtel, M. Grever, & S. Klein (eds.), *Sensitive pasts: Questioning heritage education*. New York: Berghahn Books.
- VanSledright, B.** (2015). Individual differences in reading history. In P. Afflerbach (Ed.), *Handbook of individual differences in reading* (pp. 245-258). New York: Guilford.

- VanSledright, B.** (2015). Assessment for learning in the history classroom. In K. Ercikan & P. Seixas (Eds.), *New directions in assessing historical thinking* (pp. 75-88). New York: Routledge, Taylor and Francis Group.
- VanSledright, B., & Maggioni, L.** (2016). Historical epistemic cognition. In J. Greene, W. Sandoval, & I. Braten (Eds.), *Handbook of epistemic cognition* (pp. 128-146). New York: Routledge, Taylor and Francis Group.
- Wolsey, T. D., **Wood, K. D.** & Lapp, D (2015) Conversation, collaboration and the common core: Strategies for learning together. In **K. Wood, J. Paratore, B. Kissel,** and R. McCormack (Eds.) *What's new in literacy teaching? Weaving together time-honored practices with new research* Newark, DE: International Literacy Association.
- Wood, K., Kissel, B., Haag, K.** (2015). What happens after the staff development is over? A model for self-coaching in literacy. In **K. Wood, J. Paratore, B. Kissel,** and R. McCormack (Eds.) *What's new in literacy teaching? Weaving together time-honored practices with new research*. Newark, DE: International Literacy Association

#### Articles in refereed journals (34)

- \***Binns, I. C., & Bell, R. L.** (2015). Representation of scientific methodology in secondary science textbooks. *Science & Education*, 24, 913-936.  
doi:10.1007/s11191-015-9765-7
- \*Bloom, M., **Binns, I. C., & Koehler, C. M.** (2015). Multifaceted NOS instruction: Contextualizing nature of science with documentary films. *International Journal of Environmental and Science Education*, 10(3), 405-428.  
doi:10.12973/ijese.2015.252a
- Byker, E. J. & Banerjee, A.** (2016). Evidence for action: Translating field research into a large scale assessment. *Journal of Current Issues in Comparative Education*, (18)1, 1-13.
- Byker, E. J.** (2015). The one laptop schools: Equipping rural elementary schools in South India through public private partnerships. *Global Education Review*, (2)4, 126-142.
- \***Cash, A. H., Cabell, S. Q., Hamre, B. K., DeCoster, J., & Pianta, R. C.** (2015). Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. *Teaching and Teacher Education*, 48, 97-105.  
doi:10.1016/j.tate.2015.02.003
- \*Debnam, K. J., Pas, E. T., Bottiani, J., **Cash, A. H., & Bradshaw, C. P.** (2015). An examination of the association between observed and self-reported culturally responsive teaching practices. *Psychology in the Schools*, 52, 533-548.  
doi:10.1002/pits.21845
- Fox, B.L. & **Byker, E. J.** (2015). Searching for equity in education: A critical ethnographic exploration of Cuba. *Journal of Ethnographic and Qualitative Research*, 9(3), 183-196.
- \***Good, A., Petty, T., & Handler, L.** (2016). Leading from the classroom and beyond: Teachers' perspectives on leadership opportunities. *The Record*, 52(2), 59-65.
- \*Hathaway, J., Martin, C., & **Mraz, M.** (2015). Revisiting the roles of literacy coaches:

- Does reality match research? *Reading Psychology*. 37(2), 230-256.  
doi:10.1080/02702711.2015.1025165
- Harmon, J., **Wood, K.**, Smith, C., Zakaria, N., Ramadan, K. & Sykes, M. (2016)  
Teaching and learning in high school reading classes: Perspectives of teachers  
and students. *Reading Psychology*, 1-33. DOI: 10.1080/02702711.2016.1157536
- \***Kissel, B. & Miller, E.** (2015). Reclaiming power in the writer's workshop: Defending  
curricula, countering narratives, and changing identities in pre-kindergarten  
classrooms. *The Reading Teacher*, 69(1), 77-86.
- MacArthur, C. A., **Philippakos, Z. A.**, & Graham, S. (2015). A multi-component  
measure of writing motivation with Basic college writers. *Special Issue Learning  
Disability Quarterly*. Advanced online publishing, doi:  
10.1177/0731948715583115
- MacArthur, C. A., **Philippakos, Z. A.** & Ianetta, M. (2015). Self-regulated strategy  
instruction in college developmental writing. *Journal of Educational Psychology*,  
107(3), 2015, 855-867. doi:10.1037/edu0000011
- \*Martin, C. S., & **Polly, D.** (2016). Examining the impact of writing and literacy  
connections on mathematics learning. *Investigations in Mathematics Learning*,  
8(3), 59-74.
- \*Martin, C. S., **Polly, D.**, McGee, J. R., Wang, C., Lambert, R. G. & Pugalee, D. K.  
(2015). Exploring the relationship between questioning, enacted tasks, and  
mathematical discourse in elementary school mathematics. *The Mathematics  
Educator*, 24(2), 3-27.
- \***Medina, A. L.**, Hathaway, J. I., & **Pilonieta, P.** (2015). How preservice teachers' study  
abroad experiences lead to changes in perceptions of English Language Learners.  
*Frontiers: The Interdisciplinary Journal of Study Abroad*, 25, 73-90.
- Miller, E.** (2015). Race as the Benu: Anti-whiteness strategies emerge out of a reborn  
consciousness in Early Childhood Education. *Journal of Curriculum Theorizing*,  
30(3), 28.
- Nash, K. & **Miller, E.** (2015). Reifying and resisting racism from early childhood to  
young adulthood: Implications for early childhood education. *The Urban Review*,  
47, 184-208.
- \*Pas, E. T., **Cash, A. H.**, O'Brennan, L., Debnam, K. J., & Bradshaw, C. P. (2015).  
Profiles of classroom behavior in high schools: Associations with teacher  
behavior management strategies and classroom composition. *Journal of School  
Psychology*, 53, 137-148. doi:10.1016/j.jsp.2014.12.005
- \***Petty, T., Good, A.**, & Handler, H. (2016). Impact on student learning: National Board  
Certified teachers' perspectives. *Education Policy Analysis Archives*, 24 (49).
- \***Polly, D.** (2015). Elementary Education Pre-service Teachers' Development of  
Mathematics Technology Integration Skills in a Technology Integration Course.  
*Journal of Computers in Mathematics and Science Teaching*, 34(4), 431-453.
- \***Polly, D.** (2015). Examining how professional development influences elementary  
school teachers' enacted instructional practices and students' evidence of  
mathematical understanding. *Journal for Research in Childhood Education*,  
29(4), 565-582.
- \***Polly, D.**, Algozzine, R., Martin, C. S., & **Mraz, M.** (2015). Perceptions of the roles and

- responsibilities of elementary school mathematics coaches. *International Journal of Mentoring and Coaching in Education*, 4(2), 126-141.
- \***Polly, D.**, McGee, J. R., Wang, C., Martin, C., Lambert, R., & Pugalee, D. K. (2015). Linking professional development, teacher outcomes, and student achievement: The case of a learner-centered mathematics program for elementary school teachers. *International Journal of Educational Research*, 72, 26-37.
- \***Polly, D., Mraz, M.**, Martin, C., & Algozzine, B. (2015). Perceptions of roles and responsibilities of math coaches. *International Journal of Mentoring and Coaching in Education*, 4(2), 126-141.
- Polly, D.**, Smaldino, S., & Brynteson, K. (2015). Developing a rubric to support the evaluation of professional development school partnerships. *School-University Partnerships*, 8(1), 20-23.
- Putman, S. M.**, Hathaway, J. I., Coiro, J., & Quinn, D. (2015). Putting on CAPES to engage in online inquiry. *Literacy Learning – the Middle Years*, 23(3), 38-45.
- \***Putman, S. M.**, Wang, C., & Ki, S. (2015). Assessing the Validity of the Cross-Cultural Survey of Online Reading Attitudes and Behaviors With American and South Korean Fifth- and Sixth-Grade Students. *Journal of Psychoeducational Assessment*, 33, 403-418. DOI: 10.1177/0734282914564038
- \*Rathgeb-Schnierer, E., & **Green, M.** (2015). Cognitive flexibility and reasoning patterns in American and German elementary students when sorting addition and subtraction problems. *European Society for Research in Mathematics Education*, 9, 339-345.
- Shane, J. W., **Binns, I. C.**, Meadows, L., Hermann, R. S., & Benus, M. J. (2016). Beyond evolution: Addressing broad interactions between science and religion in science teacher education. *Journal of Science Teacher Education*, 27, 165-181. doi:10.1007/s10972-016-9449-4
- \*Siwatu, K. O., **Putman, S. M.**, **Starker-Glass, T. V.**, & Lewis, C. W. (2015). The Culturally Responsive Classroom Management Self-Efficacy Scale Development and Initial Validation. *Urban Education*. doi: 10.1177/0042085915602534
- \*Stover, K., **Kissel, B.**, **Wood, K.**, & **Putman, S. M.** (2015). Examining teachers' use of VoiceThread in an elementary, middle school, and high school classroom: Perceptions, benefits, and barriers. *Literacy Research and Instruction*. 54(4), 341-362.
- Williams, N., **Byker, E.J.**, & **Good, A.** (2015). Tweeting as civic agency: What is the role of social media in social studies classrooms? *Social Studies Texan*, 31(1), 54-57.
- Vintinner, J.**, Stover, K., Harmon, J. M., & **Wood, K. D.** (2015). Inquiry into the Efficacy of Interactive Word Walls with Older Adolescent Learners. *High School Journal*, 98(3).

#### **Non-refereed journal articles (27)**

- Banas, J. R., & **Polly, D.** (2016). Instructional Design and Technology Trends in Teacher Education: An AECT Teacher Education Division Special Issue of TechTrends. *Tech Trends: Linking Research & Practice to Improve Learning*, 60(1), 2-3. doi: 10.1007/s11528-015-0007-2
- Polly, D.** (2016). *Three steps to collaborative professional learning*. edTek Hub: The

official website of the International Society for Technology in Education.

Available at:

[https://www.iste.org/explore/articleDetail?articleid=682&category=Professional-development&article=&utm\\_source=Facebook&utm\\_medium=Social&utm\\_campaign=VMLA](https://www.iste.org/explore/articleDetail?articleid=682&category=Professional-development&article=&utm_source=Facebook&utm_medium=Social&utm_campaign=VMLA)

**Polly, D.** (2016). Evaluating mathematics curricular resources. *Teaching Children Mathematics*, 22(6), 325-326.

Williams, N., **Byker, E.J., & Good, A.** (2015). Tweeting as civic agency: What is the role of social media in social studies classrooms? *Social Studies Texan*, 31(1), 54-57.

### Technical reports

**Hancock, S. D.,** Robinson, D., & Glover, C. (2015). *L.I.F.T International Student Fellows Program Report*. Charlotte, NC

**Hancock, S. D., & Glover, C. P.** (2015). *Bethlehem Center Early Childhood Instructional Support Evaluation*. Charlotte, NC

\***Medina, A. L.** (January 2016). *A program evaluation of Union County Public Schools' Latino Outreach Services' Living Room Meetings for Levine Cancer Institute's Proyecto ROSA/Project PINK*

\***Medina, A. L.** (March 2015). *A program evaluation of Union County Public Schools' Latino Outreach Services' Living Room Meetings for Levine Cancer Institute's Proyecto ROSA/Project PINK*.

\***Polly, D.,** Harding, I., Messinger, L., **Medina, A., & Wang, C.** (2016). *Interim evaluation report for the Charlotte-Mecklenburg Schools' Beacon Initiative*. Report prepared for Charlotte-Mecklenburg Schools.

**Taylor, D. B., & Lara-Cinisomo, S.** (2015). *Freedom School Partners 2015 Freedom School Reading Program Evaluation Report*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.

### Book reviews

**Hancock, S. D.** (2015). Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom. *Teacher College Record*.

**Kissel, B.** (2015). Minds made for stories [Review of the book *Minds made for stories: How we really read information and persuasive texts*]. *Teachers College Record*

**Medina, A. L.** (December, 2015). Thomas Paine: America's Father of Independence. [Review of the book *Thomas Paine: Crusader for Liberty: how one man's ideas helped form a new nation*.] *First Opinions-Second Reactions*, 8(3), 26-27.

### Papers in conference proceedings

Conrad, J. M., Harkins, M., **Taylor, D. B., & Mayhorn, J.** (2015, August). *Prospect for Success in engineering: Assessing freshmen curriculum engagement*. Presentation at the 2015 First Year Engineering Experience Conference in Roanoke, Virginia.

Debnam, K. J., **Cash, A. H.,** Waasdorp, T. E., Carney, T., & Bradshaw, C. P. (2015,

- May). *How's it going? Adult and student interactions in non-classroom settings within high schools*. Paper in symposium presented at the annual meeting of the Society for Prevention Research.
- Miller, E.** (2015) *Writing to Recreate and Challenge Dominant Messages of Whiteness*. Accepted Presentation at the annual conference of the National Council of Teachers of English, Minneapolis, MN.
- Miller, E.** (2015). *Implicitly Learned Racism: Whiteness, Discourse, and Early Childhood. Presentation*. Research Paper presented at the Implicit Bias: The Science of Fairness Annual Conference, Charlotte, NC.
- Miller, E. & Glass, T.** (2016). *The Maintenance of Whiteness in Urban Education*. Research Paper accepted for presentation at the annual conference of the American Education Research Association, Washington, DC.
- Nash, K., **Miller, E.** & Volk, D. (2015) *Pivotal Uncertainties: Taking Stock and Taking Action in Critical Early Childhood Ethnographic Research*. Research Paper presented at the American Education Research Association, Chicago, IL.
- Philippakos, Z. A.** (2015, Nov.). The use of genre-evaluation criteria in preparation for peer review. Presentation at the New York State Reading Association.
- Philippakos, Z. A. & MacArthur, C.A.** (2015, Nov.). A strategic approach to writing: Supporting strategic writers. Presentation at the New York State Reading Association.
- Philippakos, Z. A., Moore, N. S. & McQuitty, V.** (2015, Dec.). *LRA Writing Research Study Group: Writing assessment with special guests, Drs. Paul Deane, Sarah Beck, and Douglas Kaufman*. Study group to be led at the Annual Conference of the Literacy Research Association.
- Philippakos, Z. A. & MacArthur, C. A.** (2015, Dec.). *College Students' Use and Modification of Planning and Revision Strategies after a Semester of Instruction*. Paper to be presented at the Literacy Research Association.
- VanSledright, B.** (2015, May). *The crucial role of beliefs about what history is in teaching and learning (Impasses, "wobbling," and other curious side effects)*. Keynote Address delivered at the "Teaching History: Fostering Historical Thinking Across the K-16 Curriculum" Conference, University of California, Berkeley. Berkeley, CA.
- VanSledright, B., Burkholdt, S., James, J., & Montgomery, S.** (2016, April). *Exploring change in epistemic beliefs among history teachers in the USA*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Williams, N., **Good, A., & Byker, E.** (2015). Tweeting as civic agency: What is the role of social media in elementary social studies methods? *Proceedings of Society for Information Technology & Teacher Education International Conference 2015*. Chesapeake, VA: AACE.

### Other Publications

- Binns, I. C., & Gibson, W.** (2015, October 2). PDS partnership promotes innovative engineering experiences. National Association for Professional Development Schools. Retrieved from <http://napds.org/stories-from-the-field/pds-partnership-promotes-innovative-engineering-experiences/>

**Putman, S. M.** (2016, January). Digital citizenship: Teaching students about safe and responsible online practices. *Reading Today Online*. Newark, DE: International Literacy Association.

<http://www.literacyworldwide.org/blog%2fliteracydaily%2f2016%2f01%2f22%2fteaching-students-safe-and-responsible-online-practices>