

## **Books (1)**

\*Setty, R., Iyengar, R., Witenstein, M., **Byker, E.J.** & Kidwai, H. (2019). *Teaching and teacher education: South Asian perspectives*. New York: Springer International Publishing.

## **Book Chapters (11)**

**Binns, I. C.**, Bloom, M. A., & Cabaniss, L. (2019). Getting science back into the elementary classroom using the STEM lab. In S. Q. Fuentes & J. B. Jimerson (Eds.), *Instructional leadership in the content areas: Case studies for curriculum and instruction* (pp. 34-42). New York: Routledge/UCEA.;

Bloom, M. A., & **Binns, I. C.** (2019). The importance of nature of science instruction when teaching sensitive science topics. In S. Q. Fuentes & J. B. Jimerson (Eds.), *Instructional leadership in the content areas: Case studies for curriculum and instruction* (pp. 112-122). New York: Routledge/UCEA.

\***Byker, E.J.** (2019). I code therefore I am: The sociotechnical narrative of a coding curriculum in Bangalore. In C. Lewis' (Ed.). *Global Issues and Urban Schools: Strategies to Effectively Teach Students in Urban Environments around the World*. Charlotte, NC: Information Age Publishing.

**Byker, E.J.** & Witenstein, M. (2019). The sastras of teacher education in South Asia: A conclusion. In R. Setty, R. Iyengar, M. Witenstein, **E.J. Byker**, & H. Kidwai's (Eds.): *Teaching and teacher education: South Asian perspectives*. New York: Springer International Publishing.

Handler, L. & **Rock, T.** (2019). Educational policy in democratic societies: Localizing the tensions. In Samuels, G. & Samuels, A. (Eds.), *Democracy at a Crossroads: Examining the past and facing the future. International Social Studies Forum Series* \*#.

\*Muraleedharan, A., **Byker, E.J.**, & Witenstein, M. (2019). Pastoral care teaching: A case story vignette. In R. Setty, R. Iyengar, M. Witenstein, **E.J. Byker**, & H. Kidwai's (Eds.): *Teaching and teacher education: South Asian perspectives*. New York: Springer International Publishing.

\***Polly, D.** (2019). Developing TPACK for elementary education teacher candidates in an instructional design and technology integration course. In M. Niess, H. Gillow-Wiles, & C. Angelia (Eds.), *Technological Pedagogical Content Knowledge (TPACK) in the Digital Age* (p. 329-349). IGI Global: Hershey, PA.

\***Polly, D.** (2019). Leveraging elements of Understanding by Design to develop elementary education candidates' TPACK in mathematics. In D. A. Williams & N. N. Harkness (Eds.), *Diverse Learning Opportunities Through Technology-Based Curriculum Design* (p. 147-162). Hershey PA: IGI Global. doi: 10.4018/978-1-5225-5519-3.ch007.

**Polly, D.**, & **Byker, E. J.** (2019). Examining edTPA's educative nature and its alignment to standards of effective teaching. In M. Watson, K. Winter, & H. Pinter (Eds.), *Performance-Based Assessment in 21st Century Teacher Education* (pp. 162-183). IGI Global: Hershey, PA.

\***Polly, D.** & Casto, A. (2019). Blended learning in mathematics: Examining vignettes from elementary and middle schools. In T. Heafner, R. Hartshorne, & R. Thrupp (Eds.),

*Advanced Research and Practice in K-12 Online and Blended Learning* (pp. 272-291).  
IGI Global: Hershey, PA.

\***Polly, D.**, Pinter, H., & Casto, A. (2019). Practice-based approaches to mathematics education. In T. E. Hodges (Ed.), *Handbook of Research on Field-based Teacher Education* (p. 451-470). IGI Global: Hershey, PA. doi: 10.4018/978-1-5225-6249-8.ch019

### **Articles in Refereed Journals (34)**

\***Byker, E. J.** (2019). Study abroad as social and emotional learning: framing international teaching with critical cosmopolitan theory. *Journal of Research in Innovative Teaching & Learning*, 12(2), 183-194. doi:10.1108/JRIT-02-2019-0023.

\***Byker, E. J., & Putman, S.M.** (2019). Catalyzing cultural and global competencies: engaging preservice teachers in study abroad to expand the agency of citizenship. *Journal of Studies in International Education*, 23(1), 84–105. doi: 10.1177/1028315318814559

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\***Byker, E. J., & Xu, T.** (2019). Developing global competencies through study abroad: Using critical cosmopolitan theory to compare teacher candidates' perceptions. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 31(2), 105-120.

\***Cash, A. H., Putman, S. M., Polly, D., & Byker, E. J.** (2019). Candidate and program characteristics associated with edTPA performance. *Action in Teacher Education*, 41(3), 229-248. doi:10.1080/01626620.2019.1600602

**Coffey, H., Putman, S. M., & Handler, L.** (2019). Growing them early: Recruiting and preparing future urban teachers through an early college collaboration between a college of education and an urban school district. *Teacher Education Quarterly*, 46, 35-54.

Casa, T. M., MacSwan, J. R., LaMonica, K. E., **Colonnese, M. W.** & Firmender, J. M. (2019). An analysis of the amount and characteristics of writing prompts in grade 3 mathematics student books. *School Science and Mathematics*. DOI: 10.1111/ssm.12333\*#

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**Fitzgerald, M. S., & Palincsar, A. S.** (2019). Teaching practices that support student sensemaking across grades and disciplines: A conceptual review. *Review of Research in Education*, 43(1), 227-248.

Harmon, J.M., Martinez, M.G., Juarez, L., **Wood, K.D.**, Simmerson, L., & Terrazas, C., (2019). An investigation of middle school classroom libraries, *Reading Psychology*, DOI: [10.1080/02702711.2019.1635240](https://doi.org/10.1080/02702711.2019.1635240)

Hodges, T., Scott, C. E., **Washburn, E. K.**, & Matthews, S. (2019). Developing pre-service

- teachers' critical thinking skills with reflective writing. In G. Mariano (Ed). *Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments*. Hershey, PA: IGI Press.
- Kissel, B., **Whittingham, C.**, Laman, T., & **Miller, E.** (2019) Student Activists and Authors: Contemporary Youth Voices as Classroom Texts. *English Journal*, 108(4), 76-82.
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- Lara-Cinisomo, S., Taylor, D. B., & **Medina, A. L.** (2019). Summer reading program with benefits for at-risk children: Results from a Freedom School Program. *Reading & Writing Quarterly*. DOI: 10.1080/10573569.2019.1627968\*
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- \*Martin, C. S., **Polly, D.**, Mraz, M., & Algozzine, R. (2019). Examining focus, duration, and classroom impact of literacy and mathematics professional development. *Teacher Development: An International Journal of Teachers' Professional Development*, 1-17, 23(1). doi: 10.1080/13664530.2018.1530695 (\*)
- Miller, E. T.**, & Tanner, S. J. (2019). "There can be no racial improvisation in white supremacy": What we can learn when anti-racist pedagogy fails. *Journal of Curriculum and Pedagogy*, 16(1), 72-96.
- Miller, E.** & Kissel, B. (2019). Vivian Vasquez, NCTE's 2019 Outstanding Elementary Educator in the English Language Arts. *Language Arts*, 97 (2), 72-77.
- Miller, E. T.**, Murray, B., & **Salas, S.** (2019). Applied Theater and Mixed-Status Families: A Collaborative Self-Study with Teacher Education Candidates. *Studying Teacher Education*, 15(2), 198-216.
- Palincsar, A. S., Marcum, M. B., **Fitzgerald, M. S.**, & Sherwood, C. (2019). Braiding teacher practice and class-wide dialogue: A historical inquiry across three sociocultural interventions. *International Journal of Educational Research*, 97, 157-165.
- Pilonieta, P.**, Hathaway, J. I., **Medina, A. L.**, & Casto, A. (2019). The impact of explicit comprehension strategy instruction on first and second graders at risk students. *Journal of Education*, 199(3), pp. 128-141. doi:10.1177/0022057419854346 \*#
- Pilonieta, P.**, Shue, P., & Kissel, B. (2019). Reading books, writing books: Bringing reading and writing together in a dual language pre-k classroom. In NAEYC (Eds.), *Spotlight on young children: Equity and diversity* (75-84). Washington DC: NAEYC.\*
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- \***Polly, D.** & **Byker, E. J.** (2019). Preparing teacher candidates to successfully complete a high-stakes licensure assessment. *International Journal of Designs for Learning*, 10(1), 147-154. Doi:10.14434/ijdl.v10i1.25629
- \***Polly, D.**, **Reinke, L. T.**, & **Putman, S. M.** (2019). Examining school-university partnerships: Synthesizing the work of Goodlad, AACTE, and NAPDS. Themed issue of *School-University Partnerships*, Goodlad's Legacy: A Deliberation of Simultaneous Renewal, 12(3), 1-17. Retrieved from: <https://napds.org/wp-content/uploads/2019/08/SUP-123-Polly-et-al-Article.pdf>.

- Reinke, L.T.** (2019) Toward an Analytical Framework for Contextual Problem-based Mathematics Instruction. *Mathematical Thinking and Learning*. 21(4), 265-284. <https://doi.org/10.1080/10986065.2019.1576004>\*
- Reinke, L.T.** (2019) Contextual problems as conceptual anchors. *Research in Mathematics Education*. Advance online publication. <https://doi.org/10.1080/14794802.2019.1618731>\*
- Remillard, J., **Reinke, L.**, & Kapoor, R. (2019) What is the point? Examining how curriculum materials articulate mathematical goals and how teachers steer instruction. *International Journal of Educational Research*. 93, 101-117. <https://doi.org/10.1016/j.ijer.2018.09.010> \*#
- Salas, S.**, Murray, B., **Mraz, M.**, Gautam, B., & Siefert, B. (2019). To build a fire: American short stories, new words, and adolescent readers. *U.S. Department of State: English Teaching Forum*, 57(1), 14-23.
- Washburn, E. K.**, & Mulcahy, C. A. (2019). Morphology matters, but what do teacher candidates know about it? *Teacher Education and Special Education*, 42(3) 246–262.
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### **Other Publications (10)**

- Bottoms, B. L., **Lambert, R. G.**, & **Taylor, D. B.** (2019). *2019 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.
- Cash, A. H.**, & Pianta, R. C. (2019, March). *Associations between teachers' skill in identifying effective interactions and children's learning*. Poster presented at the biennial meeting of the Society for Research in Child Development.
- Fitchett, P., Cash, A. H., Beach, K., Rogelberg, S., & Sun, T. (2019, March). *Uncertain waters: Navigating the tides of teacher preparation redesign*. Paper presented at the annual meeting of the North Carolina Association for Research in Education.
- Lara-Cinisomo, S., & **Taylor, D. B.** (2019). *Freedom School Partners 2019 Freedom School Reading Program Evaluation Site Analysis Report: Renaissance West*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.
- Lara-Cinisomo, S., & **Taylor, D. B.** (2019). *Freedom School Partners 2019 Freedom School Reading Program Evaluation Site Analysis Report: Alexander Graham*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.
- Leach, W. & **Miller, E.T.** (2019) By the light of the silvery moon: Teacher moonlighting and the dark side of teacher's work. *Teachers College Record*.
- Medina, A. L.** (2019). *Fergal: A little dragon coping with big feelings*. [Review of the book *Fergal and the Bad Temper*, by R. Starling.] *First Opinions-Second Reactions*, 12(3), 20-21.
- Miller, E. T.** (2019). New Possibilities for Antiracist Pedagogy in Secondary English Language Arts Classrooms. *English Journal*, 108(4), 97-99.
- Taylor, D. B.**, & Lara-Cinisomo, S. (2019). *Freedom School Partners 2019 Freedom School Reading Program Evaluation Report*. The Center for Adolescent Literacies at UNC Charlotte. Charlotte, North Carolina.

**Wood, K. D.,** Kincaid, N. & Kissel, B. (2019). Conversations about Compassion: Students Responses to Diversity Units in the K-12 Classroom *Literacy Today*, International Literacy Association.