



SAN DIEGO STATE
UNIVERSITY

COLLEGE OF EDUCATION

PUBLICATIONS:
BOOKS, CHAPTERS, AND
ARTICLES IN REFEREED JOURNALS

JULY 1, 2014 - JUNE 30, 2015

A MESSAGE FROM THE DEAN



The College of Education at San Diego State University is dedicated to the preparation of outstanding teachers, counselors, therapists, and leaders who will make a powerful difference in the lives of students, clients, families, and communities. Toward this end, we are committed to thoughtful scholarship that:

- Enhances our capacity and the capacity of other institutions of higher education to prepare outstanding professionals, and
- Influences constructive changes across a wide array of educational/service settings by promoting the application of deeper, richer, more nuanced understandings of salient factors.

Our collective publication record is one measure of the impact of our College of Education. This report presents information about the scholarship of College of Education faculty members during the 2014-15 academic year. It presents the books, chapters, and articles in refereed journals and proceedings that appeared in print during this time period. Included are 123 publications representing the work of 30 faculty members. Book reviews, conference papers, technical reports, and articles in non-refereed periodicals are not included.

A handwritten signature in blue ink that reads "Joseph F. Johnson, Jr." in a cursive script.

Joseph F. Johnson, Jr.
Dean and Professor
College of Education

ORGANIZATION OF THIS REPORT

This report provides information about publications of College of Education faculty at San Diego State University during the 2014-15 academic year. The report is organized by the departments within the College of Education. Departments from the San Diego campus appear first, followed by the Imperial Valley Campus. Within each department, faculty authors are listed in alphabetical order. After each author's name is a listing of his or her 2014-15 books, chapters, and refereed journal articles and proceedings.

Publications co-authored by College of Education faculty appear under the name of the first author only. Under each co-author's name is a note referring the reader to the publications of the first author. Names of all San Diego State University authors from the College of Education appear in bold faced type. The report ends with an index of College of Education authors.

TABLE OF CONTENTS

A MESSAGE FROM THE DEAN	1
ORGANIZATION OF THIS REPORT.....	2
TABLE OF CONTENTS	3
ADMINISTRATION, REHABILITATION, AND POSTSECNDARY EDUCATION	5
MERILEE BRESCIANI LUDVIK.....	5
CHARLES DEGENEFFE	5
FRANK HARRIS III	6
FELISHA HERRERA VILLARREAL.....	6
J. LUKE WOOD	6
MARJORIE OLNEY	9
CAREN SAX.....	9
MARK TUCKER	9
MARISSA VASQUEZ URIAS.....	9
CHILD AND FAMILY DEVELOPMENT	11
SARAH GARRITY.....	11
RACHAEL HAINE-SCHLAGEL.....	11
VANJA LAZAREVIC.....	11
SASCHA LONGSTRETH	12
COUNSELING AND SCHOOL PSYCHOLOGY	13
TRISH HATCH	13
COLETTE INGRAHAM	13
KATINA LAMBROS	13
LAURA OWEN	13
DEAN'S OFFICE.....	15
JOSEPH F. JOHNSON JR.....	15
NINA SALCIDO-POTTER	15
DUAL LANGUAGE & ENGLISH LEARNER EDUCATION.....	16
SERA HERNANDEZ	16
EDUCATIONAL LEADERSHIP.....	17
DOUGLAS FISHER.....	17
NANCY FREY.....	19
CYNTHIA ULINE.....	20
JAMES MARSHALL	20
SPECIAL EDUCATION	21

SCHOOL OF TEACHER EDUCATION	22
CRISTIAN AQUINO-STERLING	22
LUKE DUESBERY	22
LISA LAMB.....	22
DIANE LAPP.....	22
RANDOLPH PHILIPP	22
MELISSA SOTO	23

ADMINISTRATION, REHABILITATION, AND POSTSECONDARY EDUCATION

MERILEE BRESCIANI LUDVIK

Bresciani Ludvik, M.J. (2015). Forward In Bingham, R. P., Bureau, D., & Garrison Duncan, A. (2015). *Leading Assessment for Student Success: Ten Tenets that Change Culture and Practice in Student Affairs*. Sterling, VA: Stylus Publishing.

Bresciani Ludvik, M.J. (2015). The neuroscience of learning and development and its implications for inquiry. *The Journal of Student Affairs Inquiry*.

Hayashi, C. & **Bresciani, M.J.** (2014). Academic self-efficacy in Mexican-American community college students. *Journal of Applied Research in Community Colleges*.

Bracken, W., & Bresciani Ludvik, M.J. (2014). Interaction Between Engagement and the Big-Five Personality Characteristics on Academic Success of College Students. *Journal of Progressive Policy and Practice*.

Jeffcoat, K., Weisblat, I., **Bresciani, M.J.,** Sly, R., **Tucker, M.** & Cao, L. (2014). Exploring Alignment of Student Preparedness for and Achievement of Basic Skills. *Community College Journal of Research and Practice*, 38(1),5-23.

Bresciani, M.J., Gillig, B., **Tucker, M.,** Weiner, L. & McCully, L. (2014). Exploring the use of evidence in resource allocation: Towards a framework for practice. *Journal of Student Affairs*, 22.

CHARLES DEGENEFFE

Degeneffe, C. E., & Lee, G. (2015). Brain injury and the family. A guide for rehabilitation counselors. In M. Millington and I. Marini (Eds.), *Families in Rehabilitation Counseling: A Community-Based Model* (pp. 153-170). New York: Springer Publishing.

Degeneffe, C.E., **Tucker, M.,** & Griffin, J. (2015). Families of veterans with polytrauma injuries in the United States: A guide for rehabilitation counseling practice. In M. Millington and I. Marini (Eds.), *Families in Rehabilitation Counseling: A Community-Based Model* (213-230). New York: Springer Publishing.

Degeneffe, C. E., & Lynch, R. T. (2015). Gestalt therapy. In K. R. Thomas, F. Chan, and N. Berven (Eds.), *Counseling theories and techniques for rehabilitation and mental health professionals (2nd edition)* (pp. 69-89). New York: Springer Publishing.

Degeneffe, C. E. & Bursnall, S. (2015). Quality of professional services following traumatic brain injury: Adult sibling perspectives. *Social Work, 60*, 19-28.

FRANK HARRIS III

Harris III, F., Wood, J. L., & Newman, C. (2015). An exploratory investigation of the effect of racial and masculine identity on focus: An examination of White, Black, Mexicano, Latino, and Asian men in community colleges. *Culture, Society, & Masculinities, 7*(1), 61-72.

Harris III, F., & Wood, J. L. (2014). Community college student success inventory (CCSSI) for men of color in community colleges: Content validation summary. *Community College Journal of Research and Practice, 1-8*.

[For additional work by this Faculty member, see **Jonathan Luke Wood** in Administration, Rehabilitation, and Postsecondary Education]

FELISHA HERRERA VILLARREAL

Herrera, F.A. & Hurtado, S. (2014). Community college pathways in the science technology, engineering and math (STEM) pipeline: National trends and implications for increasing representation. In J. L. Wood & R. T. Palmer (Eds.), *STEM Models of Success: Programs, Policies, and Practices in the Community College*. Charlotte, NC: Information Age Publishing.

J. LUKE WOOD

Harper, S. & **Wood, J. L. (Eds.). (2015).** *Advancing Black male student success from preschool through PhD*. Sterling, VA: Stylus.

Wood, J. L., Harris III, F., & White, K. (2015). *Teaching men of color in the community college: A guidebook*. San Diego, CA: Montezuma.

McGowan, B., Palmer, R. T., **Wood, J. L., & Hibbler Jr., D. F. (Eds.). (2015).** *Black men in the academy: Narratives of resiliency, achievement, and success*. London, UK: Palgrave Macmillan.

Wood, J. L., & Palmer, R. T. (2014). *Black male students in higher education: A guide to ensuring success*. New York, NY: Routledge.

Wood, J. L., & Nevarez, C. (2014). *Ethical leadership and the community colleges: Paradigms, decision-making, and praxis*. Charlotte, NC: Information Age.

- Palmer, R. T., **Wood, J. L.**, Dancy, T. E., & Strayhorn, T. (Eds.). (2014). *Black male collegians: Increasing access, retention, and persistence in higher education*. San Francisco, CA: Jossey-Bass. ASHE-Higher Education Report Series.
- Wood, J. L.**, & Palmer, R. T. (Eds.). (2014). *STEM models of success: Programs, policies, and practices in the community college*. Charlotte, NC: Information Age.
- Wood, J. L.**, Newman, C. B., & **Harris III, F.** (2015). Self-efficacy as a determinant of academic integration: An examination of Black males in the community college. *Western Journal of Black Studies*, 39(1), 3-17.
- Wood, J. L.**, Nevarez, C., & Hilton, A. A. (2015). Faculty of color and White faculty: An analysis of service in the Arizona public university system. *Journal of the Professoriate*, 8(1), 85-109.
- Wood, J. L.**, & **Harris III, F.** (2015). The effect of college selection factors on persistence: An examination of Black and Latino males in the community college. *Journal of College Student Retention*, 16(4), 511-535.
- De la Garza, T., **Wood, J. L.**, & **Harris III, F.** (2015). An exploratory assessment of the validity of the Community College Survey of Men (CCSM): Implications for serving veteran men. *Community College Journal of Research and Practice*, 39, 293-298.
- Wood, J. L.**, & Harrison, J. D. (2014). College choice for Black males in the community college: Factors influencing institutional selection. *Negro Educational Review*, 65(1-4), 87-97.
- Wood, J. L.** (2014). Apprehension to engagement in the classroom: Perceptions of Black males in the community college. *International Journal of Qualitative Studies in Education*, 27(6), 785-803.
- Wood, J. L.**, **Harris III, F.**, & Xiong, S. (2014). Advancing the success of men of color in the community college: Special issue on the Community College Survey of Men. *Journal of Progressive Policy and Practice*, 2(2), 129-133.
- Wood, J. L.**, & Palmer, R. T. (2014). Academic achievement and the community college: Perspectives of Black male students on the importance of 'focus'. *College Student Affairs Journal*, 32(1), 141-154.
- Wood, J. L.**, Hilton, A. A., & Hicks, T. (2014). Motivational factors for academic success: Perspectives of African American males in the community College. *National Journal of Urban Education and Practice*, 7(3), 247-265.
- Palmer, R. T., **Wood, J. L.**, & McGowan, B. L. (2014). A contemporary examination of gender differences in student engagement at historically Black colleges and universities: Implications for research and practice. *National Association of Student Affairs Professionals Journal*, 15(2), 120-134.

- Wood, J. L., & Ireland, M. Y.** (2014). Supporting Black male community college success: Determinants of faculty-student engagement. *Community College Journal of Research and Practice*, 38(2-3), 154-165.
- Wood, J. L.** (2014). Examining academic variables affecting the persistence and attainment of Black male collegians: A focus on performance and integration in the community college. *Race Ethnicity and Education*, 17(5), 601-622.
- Palacios, A. M. G, **Wood, J. L., & Harris III, F.** (2015). Mexicano male students' engagement with faculty in the community college. In D. Mitchell, Jr., K. M. Soria, Daniele, E. A., & J. A. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse student populations* (pp. 185-200). NY: Peter Lang.
- Wood, J. L., Palmer, R. T., & Harris III, F.** (2015). Men of color in community colleges: A synthesis of empirical findings. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research*. New York, NY: Springer International.
- Wood, J. L.** (2015). A personal narrative on Black male faculty development: Using Critical Race Theory to challenge dominant ideologies. In F. Bonner (Ed.), *Ain't I a scholar': Narratives on the experiences of Black faculty in Predominantly White Institutions (PWIs)*. Sterling, VA: Stylus.
- Wood, J. L., & Harrison, J. D.** (2015). The 2020 American Graduation Initiative: A clear vision or dim view? In E. Zamani-Gallaher (Ed.), *The Obama Administration and Educational Reform: Toward New 21st Century Schools for the Global Knowledge Economy*. Bingley, UK: Emerald.
- Wood, J. L. & Turner, C. S. V.** (2015). Socialization in academe: Reflections on mentoring by a Latina-Filipina mentor and an African American male protégé. In C. S. V. Turner & J. C. González (Eds.), *Mentoring across institutions, class, gender & race: Cultivating the next generation of academics of color*. Sterling, VA: Stylus.
- Wood, J. L., & Palmer, R. T.** (2014). HBCU labor market outcomes: An examination of baccalaureate degree holders' earnings and benefits. In M. C. Brown II., T. E. Dancy, K. T. Edwards., D. F. Greenfield, & K. Freeman (Eds.), *The culture of historically Black colleges and universities: Sex, myths, and stereotypes*. New York, NY: Peter Lang.
- Wood, J. L., & Moore, C.** (2014). Engaging community college transfer students. In S. R. Harper & S. J. Quaye (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (pp. 271-288). New York, NY: Routledge.
- Wood, J. L., & Harris III, F.** (2014). The five domains: A conceptual model of Black male success in the community college. In F. A. Bonner II (Ed.), *Building on resilience: Models and frameworks of Black male success across the P-20 pipeline* (pp. 173-187). Sterling, VA: Stylus.

[For additional work by this Faculty member, see **Marissa Vasquez Urias** in Administration, Rehabilitation, and Postsecondary Education]

MARJORIE OLNEY

Olney, M.F., Compton, C., **Tucker, M.**, Emery-Flores, D. & Zuniga, R. (2014). It takes a village: Influences on former SSI/DI beneficiaries who transition to employment. *Journal of Rehabilitation*, 80(4), 38-51.

CAREN SAX

Bauer, S., Elsaesser, L., Scherer, M., **Sax, C.**, & Arthanat, S. (2014). Promoting a standard for assistive technology service delivery. *Technology and Disability*, 26(1), 39-48.

Edelstein, E., & **Sax, C.** (2014). Diffusion of innovation: Neuroscience and architecture from pedagogy to practice. *Academy of Neuroscience for Architecture 2014*. San Diego, 32-33.

MARK TUCKER

[For work by this Faculty member, see **Charles Degeneffe, Marjorie Olney, & Merilee Bresciani Ludvik** in Administration, Rehabilitation, and Postsecondary Education]

MARISSA VASQUEZ URIAS

Vasquez Urias, M., & Wood, J. L. (2015). Predictors of non-cognitive outcomes on perceptions of school as a feminine domain among Latino men in community college. *Culture, Society, and Masculinities*, 7(1).

Vasquez Urias, M., & Wood, J. L. (2015). The effect of non-cognitive outcomes on perceptions of school as a feminine domain among Latino men in community college. *Culture, Society, & Masculinities*, 7(1), 22-32.

Vasquez Urias, M. (2014). Menudo for the spirit. In Purnamasari, A.V.; Henry, G.; Ordu, C.; Martinez, E.; (Eds.), *Beyond the Pride and the Privilege: The Stories of Doctoral Students and Work-Life Balance*.

Vasquez Urias, M., & Wood, J. L. (2014). Black male graduation rates in community colleges: Do institutional characteristics make a difference? *Community College Journal of Research and Practice*, 00:1-13.

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CHILD AND FAMILY DEVELOPMENT

SARAH GARRITY

Garrity, S., Aquino-Sterling, C.R., & Day, A. (2015). Translanguaging in the third space: Using multiple languages to make meaning in an infant classroom, *International Multilingual Research Journal*, DOI=10.1080/19313152.2015.1048542.

Garrity, S., Longstreth, S., Potter, N. (2015). Using the Teaching and Guidance Policy Essentials Checklist to build and support effective early childhood systems, *Early Childhood Education Journal*, 1-8. DOI 10.1007/s10643-015-0713-6.

Garrity, S. & Wishard Guerra, A. (2015). A cultural communities approach to understanding Head Start teachers' beliefs about language use with dual language learners: Implications for practice, *Contemporary Issues in Early Childhood*, 16 (3), 1-16. DOI: 10.1177/1463949115600027.

[For additional work by this Faculty member, see **Cristian Aquino-Sterling** in School of Teacher Education]

RACHAEL HAINE-SCHLAGEL

Haine-Schlagel, R., & Walsh, N.E. (2015). A review of parent participation engagement in child and family mental health treatment. *Clinical Child & Family Psychology Review*. 18(2), 133-150. DOI: 10.1007/s10567-015-0182-x.

Garland, A. F., Taylor, R., Brookman-Frazee, L., Baker-Ericzén, M., **Haine-Schlagel, R.**, Lui, Y. H., & Wong, S. (2015). Does patient race/ethnicity influence physician decision-making for diagnosis and treatment of childhood disruptive behavior problems? *Journal of Racial & Ethnic Health Disparities*, 2(2), 219-230. DOI: 10.1007/s40615-014-0069-4.

Accurso, E. A., Garland, A. F., **Haine-Schlagel, R.**, Brookman-Frazee, L., & Baker-Ericzén, M. (2015). Factors contributing to reduced caregiver strain in a publicly-funded child mental health system. *Journal of Emotional & Behavioral Disorders*, 23(3), 131-143. DOI: 10.1177/1063426614532948.

VANJA LAZAREVIC

Lazarevic, V., Holman, E. G., Oswald, R., F., & Kramer, K. (2015). Effects of economic wellbeing on the life satisfaction of LGBT individuals in a non-metropolitan sample. *Journal of Family and Economic Issues*. Published online first. doi: 10.1007/s10834-015-9464-1.

Lincoln, A., **Lazarevic, V.**, White, M. T., & Ellis, B. H. (2015). The impact of acculturation style and acculturative hassles on the mental health of Somali adolescent refugees. *Journal of Immigrant and Minority Health*. Published online first. doi: 10.1007/s10903-015-0232-y.

Lazarevic, V., Raffaelli, M., & Wiley, A. (2014). Language and non-linguistic brokering: Diversity of experiences of immigrant young adults from Easter Europe. *Journal of Comparative Family Studies*, 45(4), 517-535.

Kam, J. A., & **Lazarevic, V.** (2014). Communicating for one's family: An interdisciplinary review of language and cultural brokering in immigrant families. *Communication Yearbook*, 38, 3-38.

SASCHA LONGSTRETH

[For work by this Faculty member, see **Sarah Garrity** in Child and Family Development]

COUNSELING AND SCHOOL PSYCHOLOGY

TRISH HATCH

Hatch, T., & Owen, L. (2015). *Strengthening School Counseling and College Advising: San Diego State University White House Post Convening Report*. San Diego, CA. Retrieved from <http://cescal.org/special-projects/white-house-convening/>.

COLETTE INGRAHAM

Ingraham, C. L. (2015). Competencies for systems-level consultants within diverse schools. *Journal of Educational and Psychological Consultation*, 25, 148-159. DOI: 10.1080/10474412.2014.963227.

Newman, D. S., Ingraham, C. L., & Shriberg, D. (2014). Consultee-centered consultation in contemporary schools. *Communiqué*, 42 (6), 14- 17.

KATINA LAMBROS

Gamble, B. E., & Lambros, K.M. (2014). Provider perspectives on school-based mental health for urban minority youth: Access and services. *Journal of Urban Learning, Teaching, and Research*, 10, 57-71.

Valenzuela, V. Gutierrez, G., & Lambros, K.M. (2014). Response to intervention: Using single case design to examine the impact of tier 2 mathematics interventions. *School Psychology Forum: Research in Practice*, 8(3), 144-155.

LAURA OWEN

Castleman, B., Owen, L., & Page, L. (2015). Stay late or start early? Experimental evidence on the benefits of college matriculation support from high schools versus colleges. *Economics of Education Review*, 47, 168-179. <http://dx.doi.org/10.1016/j.econedurev.2015.05.010>.

Castleman, B., Owen, L. & Page, L. (2015). *Report to College Bound St. Louis on the Implementation and Impact of the 2014 Summer Melt Intervention*

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DEAN'S OFFICE

JOSEPH F. JOHNSON JR.

Johnson, J. F., Uline, C. L. & Perez, L. G. (2014). The quest for mastery. *Educational Leadership*, 72, 2, 48-54.

NINA SALCIDO-POTTER

[For work by this Faculty member, see **Sarah Garrity** in Child and Family Development]

DUAL LANGUAGE & ENGLISH LEARNER EDUCATION

SERA HERNANDEZ

Hernandez, S. (2015). In what ways can school policies limit the authentic involvement of English language learners'/emergent bilinguals' parents, and how can this be addressed? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core, bilingual and English language learners: A resource for educators* (pp. 95-96). Philadelphia, PA: Caslon.

Baquedano-López, P., **Hernandez, S.**, & Alexander, R. A. (2014). Thinking through the de colonial turn in research and praxis in Latina/o parent involvement: Advancing new understandings of the home-school relation. In P.R. Portes, S. Salas, P. Baquedano López, & P. Mellom. (Eds.), *U.S. Latinos and education policy: Research-based directions for change* (pp. 16-34). New York: Routledge.

EDUCATIONAL LEADERSHIP

DOUGLAS FISHER

- Echevarria, J., **Frey, N., & Fisher, D.** (2015). What it takes for English learners to succeed. *Educational Leadership*, 72(6), 22-27.
- Fisher, D., & Frey, N.** (2014). *Checking for understanding: Formative assessment techniques for your classroom* (2nd ed.). Alexandria, VA: ASCD.
- Fisher, D., & Frey, N.** (2014). Closely reading informational texts in the primary grades. *The Reading Teacher*, 68, 222-227.
- Fisher, D., & Frey, N.** (2014). Conversational moves. *Educational Leadership*, 72(3), 84-85.
- Fisher, D., & Frey, N.** (2014). Designing relevant learning. *Educational Leadership*, 72(1), 77-78.
- Fisher, D., & Frey, N.** (2014). Making the most of field studies. *Principal Leadership*, 15(1), 64-67.
- Fisher, D., & Frey, N.** (2014). Midcourse corrections. *Educational Leadership*, 72(2), 80-81.
- Fisher, D., & Frey, N.** (2014). Speaking volumes. *Educational Leadership*, 72(3), 18-23.
- Fisher, D., & Frey, N.** (2014). STEM for citizenship. *Educational Leadership*, 72(4), 86-87.
- Fisher, D., & Frey, N.** (2014). Contingency teaching during close reading. *The Reading Teacher*, 68, 277-286.
- Fisher, D., & Frey, N.** (2015). Best practices for comprehension instruction in the secondary classroom. In S.R. Parris & K. Headley (Eds.), *Comprehension instruction: Research-based best practices* (3rd ed., pp. 253-265). New York: Guilford.

- Fisher, D., & Frey, N.** (2015). Best practices in adolescent literacy instruction. In L.B. Gambrell & L.M. Morrow (Eds.), *Best practices in literacy instruction* (5th ed., pp 149-168). New York: Guilford.
- Fisher, D., & Frey, N.** (2015). Creating a stimulating learning environment. *Principal Leadership*, 15(7), 58-59.
- Fisher, D., & Frey, N.** (2015). Diving in: Help students get to the bottom of close reading and complex texts. *Principal*, 8-12.
- Fisher, D., & Frey, N.** (2015). Feedback for teacher growth. *Principal Leadership*, 15(9), 52-59.
- Fisher, D., & Frey, N.** (2015). Focus drives school improvement. *Educational Leadership*, 72(5), 77-78.
- Fisher, D., & Frey, N.** (2015). Improve reading with complex texts. *Kappan*, 96(5), 56-61.
- Fisher, D., & Frey, N.** (2015). Laying the groundwork for teacher feedback. *Educational Leadership*, 72(7), 84-85.
- Fisher, D., & Frey, N.** (2015). Meaningful vocabulary learning. *Educational Leadership*, 72(6), 77-78.
- Fisher, D., & Frey, N.** (2015). Revisiting content area literacy instruction. *Principal Leadership*, 15(6), 54-56.
- Fisher, D., & Frey, N.** (2015). Selecting text and tasks for content area reading and learning. *The Reading Teacher*, 68, 524-529.
- Fisher, D., & Frey, N.** (2015). Teacher modeling using complex informational texts. *The Reading Teacher*, 69, 63-69.
- Fisher, D., & Frey, N.** (2015). Three lessons about going digital. *Educational Leadership*, 72(8), 79-81.
- Fisher, D., & Frey, N.** (2015). *Unstoppable learning: Seven essential elements to unleash student potential*. Bloomington, IN: Solution Tree.
- Fisher, D., & Frey, N.** (2015). *Setting the stage for 21st century learning*. Newark, DE: International Reading Association.
- Fisher, D., Aguirre, M., & Frey, N.** (2014). Teacher evaluation. In S.B. Wepner, D.S. Strickland, & D.J. Quatroche (Eds.), *The administration and supervision of reading programs* (5th ed.) (pp. 113-123). New York: Teachers College Press.
- Fisher, D., Brozo, W. G., Frey, N., & Ivey, G.** (2015). *50 instructional routines to develop content literacy* (3rd ed.). Boston: Pearson.

- Fisher, D., Frey, N., & Gonzalez, A.** (2014). Teaching with tablets. *Principal Leadership*, 15(4), 55-57.
- Fisher, D., Frey, N., & Lapp, D.** (2015). Learning cycles that deepen students' interactions with text. *Voices from the Middle*, 22(4), 15-19.
- Fisher, D., Frey, N., Anderson, H., & Thayre, M.** (2015). Text-dependent questions: Pathways to close and critical reading, grades 6-12. Thousand Oaks, CA: Corwin.
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- Grant, M., **Fisher, D., & Lapp, D.** (2015). Reading and writing in science: Tools to develop disciplinary literacy (2nd ed.). Thousand Oaks, CA: Corwin.
- Lapp, D., Fisher, D., Frey, N., & Gonzalez, A.** (2014). Students can purposefully create information, not just consume it. *Journal of Adolescent & Adult Literacy*, 58, 182-188.
- Wolsey, T.D., **Lapp, D., & Fisher, D.** (2014). Digital texts as sources for novice writers. In K.E. Pytash & R.E. Ferdig (Eds.), *Exploring technology for writing and writing instruction* (pp. 261-275). Hershey, PA: Information Science Reference.

NANCY FREY

- Frey, N., & Fisher, D.** (2014). Effective note-taking practices. *Principal Leadership*, 15(3), 60-63.
- Frey, N., & Fisher, D.** (2014). Making the most of digital tools. *Principal Leadership*, 15(2), 54-56.
- Frey, N., & Fisher, D.** (2015). Beyond academics: Teaching students persistence and resilience. *Principal Leadership*, 15(8), 57-59.
- Frey, N., & Fisher, D.** (2015). Making the most of interdisciplinary units of study. *Principal Leadership*, 15(5), 56-58.
- Frey, N., & Fisher, D.** (2015). Touched by an author: Focusing on the structure of complex texts. *New England Reading Association Journal*, 50(2), 8-13.
- Frey, N., Fisher, D., & Lapp, D.** (2015). iPad deployment in a diverse urban high school: A formative experiment. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 31, 135-150.

CYNTHIA ULINE

Kensler, L.A. W. & **Uline, C. L.** (2014). Leadership. In Sobel, D., Gentile, S. J. and Bocko, P. National Action Plan for Education for Sustainability. Houghton Mifflin Harcourt and U.S. Green Building Council.

Kensler, L. A. W. & **Uline, C. L.** (2015). The transformation of a school district from energy hog to energy star. In Gross, S. J. and Shapiro, J. P. Democratic Ethical Educational Leadership: Reclaiming School Reform, pp. 54-58. New York, NY: Routledge: Taylor & Francis Group.

Tucker, P. & **Uline C. L.** (2015). The role of candidate assessment within educational leadership doctoral programs International Journal of Educational Reform, 24, 3, 248-265.

[For additional work by this Faculty member, see **Joseph F. Johnson Jr.** in Dean's Office]

JAMES MARSHALL

Marshall, J., & Rossett, A. (2014). Perceptions of barriers to the evaluation of learning programs. *Performance Improvement Quarterly*, 27(3), 7-28.

Marshall, J., & Erickson, D. (2014). Engaging audiences, prompting action, measuring change. *Journal of the International Zoo Educators Association*, 50, 56-60.

SPECIAL EDUCATION

No publications.

SCHOOL OF TEACHER EDUCATION

CRISTIAN AQUINO-STERLING

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LUKE DUESBERY

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