



Faculty Publications 2012

Books

Book Chapters/Sections

Journal Articles

Books

1. Power, T. J., & **Bradley-Klug, K. L.** (2012). *Pediatric School Psychology: Conceptualization, Applications, and Leadership Development*. Routledge.
2. **Cruz, B.**, and **Thornton, S.** (2012). *Gateway to Social Studies*. Boston, MA: Cengage/National Geographic.
3. **Jones, B.A.** and Nichols, E. (2013). *Cultural competence in America's schools: Leadership, policy and understanding*. Charlotte, NC: Information Age Publishing.
4. **Jones, P.**, Whitehurst, T. and Egerton, J. (2012). *Creating Meaningful Inquiry in the Inclusive Classroom*. UK: Routledge College Press.
5. Boden, C., & **King, K. P.** (Eds). *21st Century adult learning in our complex world. Series: Adult education special topics: Theory, research and practice in lifelong learning*. Charlotte, NC: Information Age Publishing in association with Adult Higher Education Alliance (AHEA).
6. **Rodríguez-Campos, L.** & Rincones-Gómez, R. (2013). *Collaborative evaluations: Step-by-step* (2nd ed.). Stanford, CA: Stanford University Press.
7. **Shircliffe, B.** (2012). *Desegregating teachers: Contesting the meaning of equality of educational opportunity in the South post Brown*. New York: Peter Lang Publishing.
8. Williamson, R. D. and **Johnston, J. H.** (2012). *The School Leader's Guide to Social Media*. New York: Eye on Education.
9. **Zeidler, D.L.** (2012). (Series Editor). *Metacognition in Science Education: Trends in Current Research*. Anat Zohar & Yehudit Judy Dori, Contemporary Trends and Issues in Science Education, 40, Springer: Dordrecht Heidelberg London New York.

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Book Chapters/Sections

1. **Agosto, V. & Rolle, A.** (2012). Ecology Policy for Educational Technology. In S. Sanders & L. Witherspoon (Eds.), *Contemporary uses of technology in K-12 physical education: Policy, practice and advocacy*, pp. (57-67). Charlotte, NC: Information Age Publishing, Inc.
2. Arbaugh, F., Nolan, J., Parks, K. & **Burns, R. W.** (2012). The practices and knowledge of school-based teacher education practitioners. In M. Macintyre Latta & S. Wunder (Eds.). *Placing practitioner knowledge at the center of teacher education: Rethinking the policy and practice of the education doctorate*. Charlotte, NC: Information Age Publishing.

3. **Austin, R. A., Thompson, D. R., & Beckmann, C. E.** (2012). Locusts for lunch: Connecting mathematics, science, and literature. In M. Coffey & W. H. Sherard (Eds.), *Real-world math: Articles, lesson plans, and activities for the middle grades*. Reston, VA: National Council of Teachers of Mathematics.
4. **Berson, M. J., & Sheffield, C. C.** (2012). Cyber behavior in the social studies education. In Z. Yan (Ed.), *Encyclopedia of Cyberbehavior* (pp. 1124-1135). Hershey, PA: Information Science Reference.
5. **Blank, J.** (2012). Re-Considering the educative potential of the arts in early schooling. In B. Spodek & O. Saracho (Eds.) *Contemporary Perspectives on Creativity in Early Childhood Education* (pp. 203-222). Information Age Publishing.
6. **Black, W.** (2012). Reflections from the brink of tenure application: Working in multiple pathways. In J. Marshall (Ed.). *Juggling flaming chainsaws: Faculty in educational leadership try to balance work and family* (pp. 29-36). Charlotte, NC: Information Age Press.
7. **Closson, R.** (2012). Racial and cultural factors and learning transfer. In L. Kaiser, K. Kaminski, & J. Foley (Eds.) (pp.). *Addressing and improving learning transfer in adult education. New Directions in Adult and Continuing Education* Spring 2013 No.137 . San Francisco: Jossey-Bass.
8. **Closson, R. & Kaye, S.** (2012). Learning by doing: Preparation of Baha'I non-formal tutors. In E.P. Isaac (Ed.), *Expanding the boundaries of adult religious education: Strategies, techniques, and partnerships for the new millennium* (pp.45-57). *New Directions in Adult and Continuing Education* No. 133. San Francisco: Jossey-Bass.
9. **Davis, J. R.,** Baumann, J. F., Arner, J. N., Quintero, E., Wade, B., Walters, J., & Watson, H. (2012). Collaboration in formative and design experiments: Where the emic meets the etic. In P. J. Dunstun, et al. (Eds.), *61st Yearbook of the Literacy research association*. Oak Creek, WI: Literacy Research Association.
10. **DeMarie, D.,** Weber, S., & Damjanovic, V. (2012). Chapter 2: Bridging cultural differences using digital tools for the professional development of early childhood teachers in two global contexts. In J. Sutterby (Ed.), *Early Education in a Global Context, Advances in Early Education and Day Care* (Vol. 16, pp. 27–49). Emerald Group Publishing Limited.
11. **Dennis, D.V.,** Allington, R.L., & Solic, K.L. (2012). Hijacking fluency and instructionally informative assessments. In T. Rasinski, C. Blachowicz, & K. Lems (Eds.) *Fluency Instruction Research-Based Best Practices*. New York: Guilford.
12. **Dennis, D. V.** (2012). Utilizing Informative Assessments towards Effective Literacy Instruction. In E. Ortlieb, & E. Cheeks (Eds.). *Matching our Knowledge of Reading Development with Assessment Data*. London: Emerald Group Publishing.
13. **Eickhoff-Shemek, J.** (2012). Legal considerations. In E. Howley & D. Thompson (Eds.), *Fitness Professional's Handbook* (6th Ed.). Champaign, IL: Human Kinetics.
14. Emmanuel, J. F., & **Young, W. H.** (2012). Transformational Learning Experience of Haitian Americans In Response to the Earthquake in Haiti. In C. J. Boden-McGill & S. M. K. (Eds.), *Pathways to Transformation Learning in Relationship* (pp. 241-258). Information Age Publishing.
15. **Fletcher, E.** (2012). Current career and workforce education doctoral students' perceived benefits, challenges, and experiences in an online degree program. In V. Wang (Ed.), *Handbook of research on technologies for improving the 21st century workforce: Tools for lifelong learning* (pp. 287-301). Hershey, PA: Information Science Reference.
16. **Fletcher, E.** (2012). Trends and patterns of career and technical education for urban African American youth. In J. Moore & C. Lewis (Eds.), *African American students in urban schools: Critical issues and solutions for achievement*. New York: Peter Lang Publishers.
17. **Flory, S. B., Sanders, S.,** Watterson, T., & Williams, L. (2012). "Transforming teacher education in the virtual world: Virtual internship experiences in physical education." In L. Witherspoon & S. Sanders (Eds.) *Contemporary Uses of Technology in K-12 Physical Education: Policy, Practice and Advocacy*. Charlotte, NC: Information Age Publishing.
18. **Jones, P.,** Whitehurst, T. & Hawley, K. (2012). Reclaiming Research: Connecting research to practitioners. In Jones, P. Whitehurst & Egerton, J., *Creating Meaningful Inquiry in Inclusive Classrooms: Practitioners' stories of research, making research do-able*, London: Routledge College Press.
19. **Jones, P.,** Whitehurst & Egerton, J. (2012). The ARC in Action: Practitioners' perspectives. In Jones, P. Whitehurst & Egerton, J., *Creating Meaningful Inquiry in Inclusive Classrooms: Practitioners' stories of research, making research do-able*, London: Routledge College Press.

20. **Kersaint, G.**, & Berger, S. (2012). Negotiating a new culture: A large-scale collaborative between mathematicians, mathematics teacher educators, and teachers. In J. Bay-Williams (Ed.), *Professional collaborations in mathematics teaching and learning: Seeking success for all*. Reston, VA: National Council of Teachers of Mathematics
21. **King, K. P.** (2012). Social networks as vital resources for adults' learning. In G. Putnik & M. Manuela Cruz-Cunha, (Eds.) *Virtual and Networked Organizations Emergent Technologies and Tools: Communications in Computer and Information Science Series (ViNorg CCIS) 248*. (pp. 357-366). Federal Republic of Germany: Springer-Verlag.
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26. **King, K. P.**, & Stewart, S. (2012). Transformative learning opportunities in virtual and online communities in higher education. In C. Boden, & S. Kippers, (Eds). *Transformative learning in relationship*. (pp. 291-308) Charlotte, NC: Information Age Publishing, Inc.
27. **Lasonen, J.** & Teräs, M. (2012). Intercultural competence in action. In N. Palaiologou & G. Dietz (Eds.), *Mapping the broad field of multicultural and intercultural education worldwide. Towards the development of a new citizen* (pp. 156-175). Newcastle, UK: Cambridge Scholars Publisher. ISBN (10): 1-4438-4031-9, ISBN (13): 978-1-4438-4031-6
28. **Sylvester, R.**, & **Kragler, K.** (2012). "Banana starts with the letter yellow": Curricular implications for preschoolers missing a concept. *Childhood Education*, 89(1), pp. 19-26.
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31. Kyobe, C., & **King, K. P.** (2012). Technical and teacher training challenges in Uganda: An instructional technology approach to a 21st Century development issue. *21st Century Adult Learning in Our Complex World*. (pp. 237-254) Charlotte, NC: Information Age Publishing.
32. **Lou, Y.** (2012). Within-class grouping and student achievement. In Hattie, J. & Anderman, E. (Eds), *International Handbook on Student Achievement*. Routledge Publishers.
33. O'Brien, J.L. and **Cruz, B.C.** (2013). "Making Social Studies both accessible and engaging for English Language Learners," in Timothy Lintner (Ed.) *Integrative Strategies in the K-12 Social Studies Classroom*. Charlotte, NC: Information Age.
34. **Raffaele Mendez, L. M.**, & Dennie, C. (2012). Disproportionality in disciplinary outcomes by gender. In C. McLaughlin & A. Noltemeyer (Eds.), *Disproportionality in Education and Special Education: A Guide to Creating More Equitable Learning Environments*.

35. **Schneider, J.J. (2012).** Censorship. In N.A. Anderson (Ed.), *Elementary children's literature: Infancy through age 13* (pp. 203 & p. 205). Boston: Allyn & Bacon.
36. **Shapiro, A. & Shapiro, M. D. (2012).** Choices, Choices: Two policy options from international education – ‘Leadership for learning’ versus ‘leadership for results’. In P. First (Ed.). *Policy for American schools*. Lanham, MD: Rowman & Littlefield
37. **Spector, B., Goytia, A. R. & Ehlers, M. (2012).** Robert Yager: Science Technology Society Proponent in Totten, S. & Pedersen, J. E. (Eds.) *Educating about social issues in the 20th and 21st centuries, Volume 2*. Charlotte, NC: Information Age Publishing.
38. **Spector, B. & Goytia, A. R. (2012).** Joe Piel: Pioneering technology in science education in Pedersen, J., Finson, K., Spector, B., & Jablon, P. (Eds.) *Pioneers of Science Education, Volume 1*. Charlotte, NC: Information Age Publishing.
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41. **Stubbs-Williams*, R. & Agosto, V. (2012).** Missing and shrinking voices: A critical analysis of the Florida textbook adoption policy. In H. Hickman & B. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 17-40). Sense Publishers.
42. **Thompson, D. R. (2012).** Reasoning and justification in the secondary mathematics classroom. In T. Kam & B. Kaur (Eds.), *Reasoning, communication, and connections in mathematics: 2012 Association of Mathematics Educators Yearbook* (pp. 89-106). Singapore: World Scientific.
43. **Thompson, D. R. (2012).** Modifying textbook exercises to incorporate reasoning and communication in the primary mathematics classroom. In T. Kam & B. Kaur (Eds.), *Reasoning, communication, and connections in mathematics: 2012 Association of Mathematics Teacher Educators Yearbook* (pp. 57-74). Singapore: World Scientific.
44. **Thompson, D. R., Beneteau, C., Kersaint, G., & Bleiler, S. (2012).** Mathematicians and Mathematics Teacher Educators collaborating on a course for prospective secondary teachers. In J. Bay-Williams (Ed.), *Professional collaborations in mathematics teaching and learning: Seeking success for all*. Reston, VA: National Council of Teachers of Mathematics
45. **Thompson, D. R., & Senk, S. L. (2012).** Instruments used by the University of Chicago School Mathematics Project to study the enacted curriculum. In D. J. Heck, K. B. Chval, I. R. Weiss, & S. W. Ziebarth (Eds.), *Approaches to studying the enacted mathematics curriculum* (pp. 19-46). Charlotte, NC: Information Age Publishing.
46. **Thornton, S. J. (2012).** “Shore Education.” In Robert Lake (Ed.), *Dear Nel: Opening the Circles of Care (Letters to Nel Noddings)* (pp. 123-125). New York: Teachers College Press.
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48. **Wiely, K., Shircliffe, B., & Morley, J. (2012).** Conflicting mandates amid suburban change: educational opportunity in a post-desegregation Florida countywide district. In E. Frankenberg and G. Orfield (Eds.), *The resegregation of suburban schools: A hidden crisis in American education* (pp. 139- 161). Cambridge: Harvard Education Press.
49. **Yeboah, A. K., & Young, W. H. (2012).** “Transformative Learning Experiences of black African International Students”, in *Pathways to Transformation – Learning in Relationship*, Carrie J. Boden McGill and Sola M. Kippers, Eds., Information Age Publishing, pp. 275-289.
50. **Zeidler, D. L., Berkowitz, M. & Bennett, K. (2012).** Thinking (scientifically) responsibly: The cultivation of character in a global science education community. In M.P. Mueller, D.J. Tippins & A.J. Steward (Eds.), *Assessing schools for generation R (Responsibility): A guide to legislation and school policy in science education*. The Netherlands: Springer, In Press.

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Journal Articles

1. **Agosto, V., & Karanxha, Z.** (2012). Searching for a needle in a haystack: Indications of social justice among aspiring leaders. *Journal of School Leadership*, 22(5), 819-852.
2. **Allsopp, D.H., Colucci, K., Doone, E., Perez, L., Bryant, E., & Hohlfeld, T.** (2012). Interactive White Board Technology for Students with Disabilities: A Yearlong Exploratory Study. *Journal of Special Education Technology*, 27(4), 1-15.
3. **Ball, L. & Spector, B.** (2012). Science Literacy: In class and out of school *FAST Journal*. 29(2) 27-28.
4. **Beatty, I. D. & Feldman, A.** (2012). Viewing teacher transformation through the lens of CHAT. *Education as Change*, 16(2), 283-300.
5. **Bennett, S. M. & Richards, J.** (2012). Fostering graduate education majors' dispositions toward teaching content reading through a transdisciplinary approach. *American Reading Forum Annual Yearbook* [Online], Vol. 32.
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8. **Blank, J.** (2012). Fostering language and literacy learning: Supporting the many ways children communicate. *Dimensions of Early Childhood*, 40(1), 3-11
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19. **Cruz, B. C., Berson, M. J., & Falls, D.** (2012). Swimming not allowed: Teaching about segregated public beaches and pools. *The Social Studies*, 103, 252-259.
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