

Name	Neag School Strategic Area of Focus				Research Expertise	Research Snapshot
	Equity & Social Justice	STEM Education	Creativity & Innovation	Educator Quality & Effectiveness		
Joseph Abramo	✓				<ul style="list-style-type: none"> ▪ Music Education ▪ Gender ▪ Disability Studies 	In the area of social justice and equity, look at how (music) educators create inclusion of students traditionally under-represented, students with disabilities, as well as understanding identities and sociocultural contexts influence learners.
Dorothea Anagnostopoulos	✓			✓	<ul style="list-style-type: none"> ▪ Urban Education ▪ Accountability ▪ Teaching and Teachers' Work ▪ Classroom Research 	My primary research centers on understanding how schools and classrooms serve as sites of social and cultural production. I am interested, more specifically, in how performance management policies enter into schools and classrooms and shape the distribution of resources, learning opportunities and identities. The focus on the distribution of opportunities has direct implications for issues of equity and social justice, while the focus on performance management policies also intersects with issues of educator quality and effectiveness. Such policies represent the current dominant approach being taken by educational policymakers to address issues of teacher quality. Another line of research examines the pedagogies and practices of teacher education that prepare effective and responsive teachers for urban schools. This intersects with both issues of educator quality and equity and social justice.
Ronald Beghetto			✓		<ul style="list-style-type: none"> ▪ Teaching & Learning ▪ Educational Contexts ▪ Theory Development ▪ Applied Research ▪ Self-beliefs 	My research focuses on creativity in educational settings – examining how student and teacher creativity is sometimes (inadvertently) suppressed and how it can be reclaimed in schools and classrooms.

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Alexandra (Sandy) Bell			✓	✓	<ul style="list-style-type: none"> ▪ Professional Development ▪ Adult Learning ▪ Mental Models ▪ Tacit Knowledge ▪ Expertise <p>My research focuses on implicit learning processes and tacit knowledge structures that impact how adults develop preferences, frame problems, and make decisions. I study optimal design of learning experiences and environments to promote creative expression of tacit knowledge to address novel problems. My research includes applications to promote continuing professional development and effectiveness among educators in medical and allied health fields, higher education, cooperative extension, and business.</p>
Melissa Bray		✓	✓		<ul style="list-style-type: none"> ▪ Communication ▪ Health ▪ Behavior ▪ Mind-Body ▪ STEM for EL <p>I am collaborating with the school counseling, ELL, school psychology, and technology fields to investigate STEM curricula for special education students and diverse learners. I also have a strong research line in mind-body health and its implications for the school process.</p>
Scott Brown	✓	✓			<ul style="list-style-type: none"> ▪ Problem-based Learning ▪ Cognitive Processes ▪ Learning Technologies ▪ Simulations <p>My research with the GlobalEd 2 Project is related to both STEM education and equity and social justice, as GlobalEd 2 promotes science literacy, writing skills, educational applications of technology in middle through college students through international simulations focusing on Human Rights, Economics, Health and the Environment globally. Our current simulations are conducted with middle school students from urban and suburban schools across multiple state,s focusing on global access to water resources. This interdisciplinary research promotes knowledge, attitudes and behaviors related to both STEM and equity and social justice.</p>

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Laura Burton	✓				<ul style="list-style-type: none"> ▪ Sport ▪ Leadership ▪ Stereotype ▪ Gender ▪ Intersectionality <p>My research is focused on understanding why women and other minority groups (race, ethnicity, sexual identity, and physical ability) continue to be underrepresented in leadership positions in sport organizations. Further, I have interest in exploring how leadership, when enacted by diverse groups, can benefit the sport organizations at all levels.</p>
Todd Campbell		✓			<ul style="list-style-type: none"> ▪ Science Education ▪ Model-Based Instruction ▪ Science Teacher Professional Development ▪ Technology in Science Instruction <p>My primary research focuses on science teaching and learning and those factors that lead to student experiences in science that are commensurate with the epistemic practices of science. This work is situated within the Neag School of Education's focus on STEM education as I consider ways in which science teaching and learning can be more inextricably linked to STEM learning through collaborations with colleagues in other STEM fields.</p>
Noel Card	✓		✓		<ul style="list-style-type: none"> ▪ Meta-analysis ▪ Quantitative Analysis ▪ Social Development ▪ Character Strengths ▪ Peer Relations <p>My work in methodology, quantitative analysis, and meta-analysis could align with any of the focus areas. My research on character strengths includes research on creativity and related constructs. My research on social development and peer relations connects with equity and social justice (e.g., safe schools; victimization reduction).</p>
Tutita Casa		✓		✓	<ul style="list-style-type: none"> ▪ Discourse ▪ Math Education ▪ Elementary Education ▪ Curriculum ▪ Mathematical Writing <p>My main research is focused on ways teachers can support higher levels of discourse in the teaching of mathematics. This work most closely aligns with STEM Education in that I am seeking ways to support authentic instruction that coincides with how mathematicians go about their work. This work also naturally aligns with Educator Quality and Effectiveness, given that I look to continue to develop interventions to support teachers in such practices.</p>

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Milagros Castillo-Montoya	✓				<ul style="list-style-type: none"> ▪ Higher Education ▪ Diversity ▪ Teaching ▪ Learning ▪ Access <p>My research aligns with educational equity within a higher education context by focusing on the type of teaching that enhances the academic learning of diverse (race, ethnicity, social class, generation, immigration status) college students. Existing research has established that diversity enhances the type of learning students experience in college and such learning has the potential to enhance skills necessary to persist in college. Little research, however, has considered the pedagogical practices that makes learning in diverse classrooms meaningful for all students.</p>
Sandra Chafouleas	✓			✓	<ul style="list-style-type: none"> ▪ Behavior ▪ Assessment ▪ School Mental Health ▪ Systems ▪ Partnerships <p>My primary research involves evaluating those measures, methods, and procedures used to assess student behavioral competencies. Our work is aligned with equity and social justice in that we are studying how people rate student behavior, including investigating potential unintended consequences and options for proactively addressing. Our work is also aligned with educator quality and effectiveness through our studies on how best to support schools in identifying, understanding, and supporting school mental health for students and systems surrounding them (e.g. families, school staff, community connections).</p>
Casey Cobb	✓				<ul style="list-style-type: none"> ▪ School Choice ▪ School Reform ▪ Accountability ▪ Education Policy ▪ Desegregation <p>My research examines the implementation and consequences of education policies with an eye toward the implications for equity and educational opportunity. Most recently I have studied policies on school choice, desegregation, accountability, educator evaluation, and school reform.</p>
Joseph Cooper	✓				<ul style="list-style-type: none"> ▪ Race ▪ Sport ▪ Education ▪ Culture ▪ Holistic Development <p>My research seeks to identify the ways in which sport, education, and race intersect to enhance positive educational and development outcomes for Black student-athletes. Thus, my research seeks to promote and attain equity and social justice through education and sport as empowerment tools.</p>

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Michael Coyne	✓			✓	<ul style="list-style-type: none"> ▪ Reading Intervention ▪ Learning Disabilities ▪ Vocabulary Learning ▪ Multi-tier Systems of Support (RTI) ▪ Experimental Research <p>My research focuses on developing and evaluating beginning reading and vocabulary instruction and intervention to accelerate the achievement of students experiencing learning difficulties and disabilities. Our work also involves supporting teachers, schools, and districts implement multi-tiered (or RTI) systems of support to narrow the achievement gap and meet the literacy needs of all students.</p>
Morgaen Donaldson	✓			✓	<ul style="list-style-type: none"> ▪ Teacher Quality ▪ Principal Quality ▪ Educator Evaluation ▪ Teacher Retention ▪ Teachers Unions <p>One major area of my research examines the development and evaluation of teachers, school leaders, and district leaders, thereby reflecting the Educator Quality and Effectiveness focus. I also examine how contexts for educator development vary across settings, with a particular interest in how schools serving high proportions of low-income and students of color can provide rich environments for adult and student learning.</p>
Hannah Dostal	✓				<ul style="list-style-type: none"> ▪ Literacy ▪ Writing ▪ Deafness <p>My primary research focuses on designing and supporting the implementation of effective literacy instruction for deaf and hard of hearing students (educator quality and effectiveness). I view the study of d/hh students as a special case of language and literacy development which has implications for improving instruction not only for d/hh students, but also English Language Learners and other students with a history of difficulty acquiring conventional literacies. I view my work on interventions for historically underserved populations as one part of a larger effort to redress structural inequities at all levels – classrooms, schools and systems (equity).</p>

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Shaun Dougherty	✓	✓		✓	<ul style="list-style-type: none"> ▪ Policy Evaluation ▪ Quantitative ▪ Accountability ▪ Career & Technical Education ▪ Inequality <p>As an applied quantitative researcher interested in questions of educational equity and program impact, I conduct research that spans multiple substantive areas of inquiry within education. In particular I am interested in the causal impact of policies with a focus on both career and technical education (overlapping with STEM) and accountability policies.</p>
Rebecca Eckert			✓	✓	<ul style="list-style-type: none"> ▪ Teacher Education ▪ Gifted & Talented ▪ Arts Education ▪ Community-based, Interdisciplinary Collaboration <p>My scholarship interests are diverse and driven by the desire to make theoretical, research-based knowledge accessible and manageable for practitioners. Moreover, I continue to seek out ways in which collaborative and creative work strategies from a variety of disciplines can be used to enhance creative productivity and problem-solving across the university and K-12 education.</p>
Susannah Everett	✓				<ul style="list-style-type: none"> ▪ Multitiered Behavioral, Frameworks ▪ Systems ▪ Evaluation <p>My efforts align with social justice as they are focused on supporting schools to provide positive, predictable, and safe environments for all students.</p>
Michele Femc-Bagwell	✓		✓	✓	<ul style="list-style-type: none"> ▪ Families ▪ Community ▪ Engagement ▪ Partnerships ▪ School Reform <p>My research interests are focused on family and community engagement in schools and how the partnerships established with these key stakeholders contribute to/impact identified school improvement goals. This work is aligned with Creativity and Innovation (the need for a paradigm shift from traditional engagement), Educator Quality and Effectiveness (identifying/creating resources and best practices for pre-service teachers and aspiring administrators) and Equity and Social Justice (for all stakeholders/partners involved in school improvement).</p>

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Erica Fernandez	✓			✓	<ul style="list-style-type: none"> ▪ Latin Parental Engagement ▪ Parental Engagement ▪ Critical Race Theory ▪ Social Justice/Equity ▪ School/Community/Family Relationships <p>Utilizing Critical Race Theory and Latin Critical Race Theory my work focuses on centering, listening to and sharing the educational engagement experiences of parents of color, particularly those of Spanish-speaking Latin immigrant parents. My work is aligned with promoting social justice/equity in that it seeks to rupture how we understand traditional notions of parental involvement by advancing a discourse that sees parents of color as possessors and creators of knowledge particularly in regard to their children's educational experiences. My work is also aligned with educator quality and effectiveness in that it offers practitioners examples of how to build and cultivate relationships with families and communities of color.</p>
Jennifer Freeman	✓			✓	<ul style="list-style-type: none"> ▪ Positive Behavior Supports ▪ Effective Professional Development for Teachers ▪ High School Graduation Rates ▪ Achievement Gap ▪ Scaling up Evidence-Based Practices <p>I am currently launching multiple research studies looking at using self-monitoring as a way to enhance teacher behavior changes in the classroom after professional development. This work is aligned with educator quality and effectiveness as we are studying ways to improve teacher performance in the classroom. I am also working with the national PBIS TA center to scale up PBIS in the youth forum cities, supporting the northeast regional PBIS efforts and to study the outcomes of PBIS implementation at the high school level. This work aligns with equity and social justice, as we are looking for ways to close achievement gaps and improve high school and post high school outcomes for all students.</p>
Rachael Gabriel				✓	<ul style="list-style-type: none"> ▪ Reading & Literacy ▪ Teacher Evaluation ▪ Discourse Analysis ▪ Disability Studies ▪ Education Policy <p>My research focuses on the intersections of literacy, disability studies, and teacher quality. Within each she attends to the constitutive use of language and the formation and implementation of local, state and federal policies. Her current research addresses four areas of focus: teacher development, disciplinary literacy, teacher evaluation policies, and the role of language in reading comprehension instruction.</p>

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Wendy Glenn	✓				<ul style="list-style-type: none"> ▪ Young Adult Literature ▪ Culturally Responsive Pedagogies ▪ Multicultural Literature ▪ Critical Race Theory ▪ Identity Theory <p>My research examines young adult literature, language and culture, and the intersections of the two in teacher preparation and education. My aim is to help educators at all levels acquire the knowledge, skills, and dispositions to 1) utilize and advocate for texts likely to result in student engagement and lasting interest among all learners and 2) implement culturally responsive practices that attend to the needs of diverse learners historically underserved by schools. As these goals have developed over time, they have resulted in a particular interest in exploring how story can be used to educate new and practicing teachers to effectively address the challenges and opportunities presented by the classroom's changing demographics.</p>
Jessica Goldstein	✓				<ul style="list-style-type: none"> ▪ Assessment ▪ Validity ▪ Quantitative Methods ▪ Early Childhood <p>I work with the Connecticut State Department of Education and the Connecticut Office of Early Childhood to ensure both agencies assessment programs are equally accessible for all types of students, including students with disabilities, students living in poverty, and young children.</p>
Richard Gonzales	✓			✓	<ul style="list-style-type: none"> ▪ Leadership Development ▪ Principal Preparation <p>My research focuses on school-level leadership and principal preparation. My work examines how school leaders, particularly principals, in schools act to promote equitable opportunity and outcomes for all students. I also examine the influence of life experience and training on principals' beliefs, values, competencies and dispositions.</p>
Preston Green	✓				<ul style="list-style-type: none"> ▪ Educational Access ▪ Charter Schools ▪ School Vouchers ▪ School Finance ▪ Law <p>I examine how school law can be used to obtain equal educational opportunity for disadvantaged students and students of color.</p>

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Robin Grenier		✓	✓		<ul style="list-style-type: none"> ▪ Expertise Re/Development ▪ Informal Adult Learning ▪ Experiential Learning <p>In broad terms, my research explores the informal learning process of adults. In particular I examine informal learning contexts, such as museums, as a means for promoting professional and personal development across the life-span and the role of informal and experiential learning in the re/development of expertise by individuals in organizational contexts. My informal learning research aligns with creativity and innovation as it pertains to its development and application in workplace and organizational contexts outside k-16 settings, and with STEM education as it relates to workforce development and informal learning institutions such as science centers. My work in expertise re/development is relevant to both focus areas as I study the ways individuals develop or redevelop expertise in light of changes to their work content, context, or audience.</p>
E. Jean Gubbins		✓	✓		<ul style="list-style-type: none"> ▪ Gifted and Talented Education ▪ Curricular Options ▪ Professional Development ▪ Differentiated Curricula ▪ Creative and Critical Thinking Skills <p>My research, teaching, and service focus on meeting the needs of gifted and talented students by designing and implementing research-based programs and services that will allow them to achieve at high levels. Embedded within design and development of effective programs is the alignment with creativity and innovation, which is the focus of several systems and models in gifted education. There is also an emphasis on development of high quality curricular and instructional options in reading/language arts, mathematics, and science.</p>
Elizabeth Howard	✓				<ul style="list-style-type: none"> ▪ Dual Language Education ▪ Biliteracy Development ▪ Second Language Learners <p>I am interested in effective educational approaches for second language learners, particularly additive programs that encourage second language learners to develop their home language along with English.</p>

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Jae-Eun Joo	✓			✓	<ul style="list-style-type: none"> ▪ Online Education ▪ Educational Technology ▪ Human Rights and Social Justice ▪ Teacher Professional Development ▪ Systematic Instructional Improvement <p>My research interests are twofold: i) integrating online and educational technologies into teaching and learning of human rights and social justice issues (Equity & Social Justice), and ii) developing and evaluating systemic instructional improvement with a focus on teacher professional development and online/blended education (Educator Equality and Effectiveness). I'm currently involved in two R&D projects on each research strand.</p>
James Kaufman			✓		<ul style="list-style-type: none"> ▪ Creativity ▪ Individual Differences ▪ Assessment ▪ Personality ▪ Cognition <p>I am interested in most topics involving creativity (Creativity and Innovation strategic area) – how it can be measured and nurtured, how people are creative in different domains, how other constructs (like personality or intelligence) are related to creativity, and how people perceive their own and others' creativity.</p>
Douglas Kaufman	✓			✓	<ul style="list-style-type: none"> ▪ Writing, Teacher Education ▪ Literacy Education ▪ Exemplary Teaching ▪ Students' and Teachers' Literacy Practices <p>My research is related to Educator Quality and Effectiveness in its examination of the practices of K-university teachers from a variety of interrelated perspectives. It has examined 1) the teaching and learning practices of exemplary literacy workshop teachers in relation to those who struggle, 2) the organization and management of effective literacy classrooms, 3) the writing practices of exemplary writing teachers, among other foci. Recently it has addressed Equity and Social Justice through the study of teaching approaches that recognize the linguistic and cultural knowledge and values of emergent bilingual students.</p>

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Devin Kearns	✓				<ul style="list-style-type: none"> ▪ Reading Disability ▪ Word Recognition ▪ Reading Intervention ▪ Learning Disabilities ▪ Dyslexia <p>Reading is a fundamental skill for success in modern society. Children who fail to acquire strong reading skills are at risk for many negative long-term outcomes, including poor wage earning, depression, other health problems, and incarceration. Preventing reading problems, therefore, is essential for social justice. My work involves understanding typical reading development and atypical reading development in elementary-age children. I examine how they learn to read polysyllabic words and design interventions to support struggling readers.</p>
Thomas Kehle			✓		<ul style="list-style-type: none"> ▪ Subjective Well-being ▪ Happiness ▪ Competence ▪ Interventions ▪ Friendship <p>Creativity should be examined relative to goals. The ultimate goal of life-long education should consider Aristotle's definition of an educated person was essentially a happy person. This was further defined by Bertrand Russell in his conquest of happiness (1930) as an individual who had resources to the extent that person allocated their own time; intimacy or friendship; competence in some area; and physical health. Creative interventions that promote any one of these four RICH characteristics also promote the remaining three. The converse of this is also true.</p>
Marijke Kehrhahn				✓	<ul style="list-style-type: none"> ▪ Professional Development ▪ Transfer of Training ▪ Early Career Development ▪ Educator Preparation ▪ Program Effectiveness <p>My research is focused on how professionals develop over their careers, with a particular focus on early career development, and how formal professional development enhances and expands working knowledge, skills, and dispositions in ways that improve job performance. While my research focuses on several different populations of employees, the focus on the effectiveness of professional development for educators in enhancing teacher performance and pupil performance is linked to the Educator Quality and Effectiveness area.</p>

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Tamika La Salle	✓				<ul style="list-style-type: none"> ▪ School Climate ▪ Culture ▪ Ecological Model <p>My research interests include understanding the relationships between school climate, culture, and student outcomes. Specifically, I have applied a Cultural-Ecological Model of School Climate to my research to better understand how ecological and cultural variables serve as protective or risk factors for students. My research is aligned equity and social justice in that in that I am interested in researching a.) How to look at culture more comprehensively within the context of education (within a proposed framework) and b.) How to identify cultural protective factors for students from culturally and linguistically diverse backgrounds to support a culture as a strength rather than culture as a deficit model.</p>
Kimberly LeChasseur	✓			✓	<ul style="list-style-type: none"> ▪ Community Partnerships ▪ Urban Education Reform ▪ Data & Decision Making ▪ Organizational Learning ▪ Social Geography <p>Currently, I am involved in two major areas of research: partnerships between schools, districts, and community organizations, with emphasis on community voice and inclusion; and teacher evaluation measures and policies, particularly as data is generated and may (or may not) be used to improve schooling. I focus on urban education systems and the ways that we think we know about education, as individuals, organizations, and networks of partners.</p>
Don Leu	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ New Literacies ▪ Online Research and Comprehension Reading ▪ Cognition ▪ Learning <p>My work focuses on theory development, research, and instruction in the skills, strategies, dispositions, and social practices required for effective information use and learning online. My research into a separate online reading gap, based on income inequality, is aligned with equity and social justice. My research developing assessments of online research and learning in science is aligned with STEM education. My research in New Literacies and collaborative, online learning projects with classrooms in different countries is aligned with creativity and innovation. My work in teacher education in New Literacies is aligned with educator quality and effectiveness.</p>

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Thomas Levine	✓			✓	<ul style="list-style-type: none"> ▪ Preservice Teacher Education ▪ Teacher Professional Community ▪ In-Service Teacher Development ▪ Social Studies Education ▪ Linguistic Diversity <p>I study the impact collaboration and other kinds of professional development have on professional practice. My work aligns with educator quality and effectiveness in focusing on: how pedagogies of preservice teacher education impact preservice teachers' understandings, beliefs, and enacted practice; and in looking at how joint work among teacher educators empowers them to change practice in ways that impact preservice teachers. My most recent project involves co-facilitating and studying a faculty learning community among teacher educators to improve teacher preparation for linguistic diversity; this focus on preparing teachers to serve a traditionally underserved group aligns with equity and social justice.</p>
Catherine Little	✓			✓	<ul style="list-style-type: none"> ▪ Gifted Education ▪ Professional Development ▪ Differentiated Instruction ▪ Curriculum ▪ Classroom Questioning <p>My research focuses on how teachers facilitate differentiated learning opportunities that promote challenge and growth for students across levels of readiness, with particular focus on students who show advanced talent and potential. This work is aligned with equity and social justice in that it explores how students from groups traditionally underserved by advanced programs can be provided with opportunities and support to show and grow their potential. The work is also aligned with educator quality and effectiveness because of a focus on how teacher preparation to recognize talent and work with advanced learners provides support for high levels of growth and achievement among students of high potential from diverse backgrounds.</p>
Allison Lombardi	✓				<ul style="list-style-type: none"> ▪ Transition ▪ College and Career Readiness ▪ High School Reform ▪ Assessment ▪ Policy <p>My research focuses on promoting non-academic skills that will help high school students' transition to adult life. My work is aligned with equity and social justice because I tend to focus on student populations that are considered underrepresented in higher education, particularly students with disabilities.</p>

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Joseph Madaus	✓			✓	<ul style="list-style-type: none"> ▪ Secondary Transition ▪ Postsecondary Education ▪ Disabilities ▪ Program Development ▪ Postschool Outcomes <p>My research program focuses on improving postschool outcomes for students with disabilities, with an emphasis on access to college and on college supports and programs. This research aligns with equity and social justice and with educator quality and effectiveness, in that we are focused on access to postsecondary education, an area in which students with disabilities have been traditionally underrepresented, and will continue to be so without high quality secondary transition planning and college level services.</p>
Alan Marcus	✓			✓	<ul style="list-style-type: none"> ▪ Museum Education ▪ History Education ▪ Film & Popular Culture ▪ Teacher Education
Betsy McCoach	✓			✓	<ul style="list-style-type: none"> ▪ Growth Modeling ▪ Measurement ▪ Gifted Education ▪ School Effectiveness ▪ Quantitative Methodology <p>My research centers around statistical modeling and quantitative research methods. My research aligns with Equity and Social Justice in that I am currently examining methods for measuring achievement gaps. My research aligns with Educator Effectiveness in that I am currently examining methods for measuring school effectiveness.</p>
Jennifer McGarry	✓				<ul style="list-style-type: none"> ▪ Gender ▪ Ethnicity ▪ Sport ▪ Sport-Based Youth Development ▪ Community-Campus Partnerships <p>My scholarship has focused primarily on barriers and supports in sport for women and those from marginalized ethnic and socio-economic groups, including the intersection of gender and ethnicity in sport.</p>

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Jennifer Michno				✓	<ul style="list-style-type: none"> ▪ Teacher Evaluation ▪ Teacher Supervision ▪ Principal Preparation ▪ Professional Learning <p>I am overseeing the UCAPP Residency focused on principal preparation and my Ed.D capstone focuses on the relationship between teacher evaluation and teacher professional learning.</p>
Bianca Montrosse-Moorhead	✓			✓	<ul style="list-style-type: none"> ▪ Program Evaluation ▪ Policy Evaluation ▪ Research on Evaluation ▪ Evaluation Practice ▪ Equity <p>My program evaluation work is aligned with Equity and Social Justice in that it offers me the opportunity to examine the inputs, process, and impact of preK-12 interventions, practices, and programs designed to promote social betterment and educational equity. My work is also aligned with Educator Quality and Effectiveness, particularly the work I do on policy evaluation, because it advances knowledge of importance to the policy community regarding the preparation of educators, with much of this work focused on assessing national needs of educators and the evaluation of federal policies enacted to address identified needs.</p>
David Moss	✓	✓			<ul style="list-style-type: none"> ▪ Global Education ▪ Internationalization ▪ Environmental Education ▪ Culturally Responsive Teaching ▪ Study Abroad <p>My research involves developing instruments to measure and promote cultural learning in international contexts. Additionally, I explore STEM curriculum initiatives through a lens of social justice.</p>

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Natalie Olinghouse	✓				<ul style="list-style-type: none"> ▪ Learning Disabilities ▪ Assessment ▪ Policy ▪ Writing ▪ Literacy <p>My research focuses on developing reliable, valid, and fair assessments (primarily in the area of writing) that (a) identify students in need of additional supports, (b) support instructional planning, and (c) describe current achievement. Reliable, valid, and fair assessment practices are a key aspect of providing equitable educational opportunities to all students, especially those with learning disabilities.</p>
Rachelle Perusse	✓	✓			<ul style="list-style-type: none"> ▪ School Counseling ▪ College and Career Counseling ▪ Equity-based, K-12, STEM Curriculum <p>I have researched, published and created presentations about K-12 equity-based college and career counseling, and how it aligns with the American School Counselor National Model, the National Office of School Counselor Advocacy (College Board), the National Career Development Standards, and the National Association for College Admission Counseling. My current research is related to helping teach K-12 students about STEM careers by creating school counseling curriculum for underrepresented K-12 students that includes curriculum for students with disabilities, students of color, and English Language Learners.</p>
Xae Alicia Reyes	✓				<ul style="list-style-type: none"> ▪ Language ▪ Culture & Ethnic Studies ▪ Critical Pedagogy ▪ School and Community ▪ Teachers/Teaching/Media ▪ Bilingualism/Multilingualism <p>As a joint appointment between NSOE and CLAS, I have focused my work on intersections of language, culture and ethnicity and their relation to issues of equity and social justice in access to educational and societal opportunities. My involvement with media has allowed me to integrate concerns for the impact of media related stereotypes of students, teachers, and urban schools into my research and teaching. Through courses in critical pedagogy, language and ideology, and others, we explore how these dynamics may impact understandings of bilingualism, ethnic and cultural diversity, and the possibilities present in the social contexts of schools.</p>

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Chris Rhoads					<ul style="list-style-type: none"> ▪ Research Designs for Casual Inference ▪ Experimental Design ▪ Hierarchical Models ▪ Fidelity of Implementation Measures, ▪ Contamination in Experiments <p>My scholarship is in the area of statistics and research methods. It does not explicitly align with any of the 4 topic areas listed. On the other hand, to the extent that investigations into these topics involves the collection and interpretation of data, my scholarship is relevant.</p>
Jane Rogers	✓				<ul style="list-style-type: none"> ▪ Test Fairness ▪ Differential Item Functioning <p>One of my major research interests is in the area of methods for detecting and explaining differential functioning of tests and test items across different groups of test-takers defined by characteristics such as sex, ethnic/racial group, or socioeconomic status. This work aligns with Equity and Social Justice because removal of items that show construct-irrelevant variance is essential to ensuring that tests are fair to all individuals regardless of group membership.</p>
Rene Roselle	✓			✓	<ul style="list-style-type: none"> ▪ School Partnerships ▪ Resilience & Hope in Education ▪ Urban Education ▪ Teacher Education ▪ Clinical Experiences <p>My interests include developing and sustaining long term, effective partnerships with P-12 schools. High-quality clinical experiences are essential to well-prepared candidates. Our work is aligned with educator quality and effectiveness, as well as equity and social justice, through promoting best practices between schools and universities with a special focus on schools located in urban centers. My other areas of interest include teacher resilience and hope as it relates to retention in the field of education.</p>
Sue Saunders				✓	<ul style="list-style-type: none"> ▪ Staff Supervision ▪ Professional Development ▪ College Student Affairs ▪ College Student Development <p>Effectiveness of educators both inside and outside the formal classroom depends on the degree of professional development and supervision. My work focuses on how student affairs staff can be supported in efforts to promote college student learning and identity development.</p>

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John Settlage	✓	✓		✓	<ul style="list-style-type: none"> ▪ Educational Equity ▪ School Effectiveness ▪ Teacher Education ▪ Science Teacher-Leaders ▪ Mixed Methods Research <p>The two strands of my research related to teacher preparation (esp. the intersection of science instruction and educational equity) and organizational influences on science achievement disparities.</p>
Del Siegle	✓		✓	✓	<ul style="list-style-type: none"> ▪ Motivation ▪ Gifted & Talented ▪ Underachievement ▪ Underserved Population ▪ Talent Development <p>My primary research involves identifying factors associated with student underachievement. I am primarily interested in gifted and talented students who fail to achieve to their potential. This can include students who do not find school meaningful for a variety of reasons (aligns with Creativity and Innovation and Educator Quality and Effectiveness). It can also include students from underserved populations who have not received the required opportunities necessary to develop their talents (aligns to Equity and Social Justice and Educator Quality and Effectiveness).</p>
Brandi Simonsen	✓			✓	<ul style="list-style-type: none"> ▪ Classroom Behavior Support ▪ Positive Behavioral Interventions and Supports (PBIS) ▪ School-wide PBIS ▪ Targeted and Intensive Behavioral Supports ▪ Alternative Education Settings and PBIS <p>Although I teach and train in comprehensive multi-tiered behavior frameworks (e.g., PBIS), my scholarship primarily focuses on supporting teachers' implementation of PBIS in the classroom. As a former director of an alternative education setting (AES), I also study implementation of PBIS in AES. Across both areas, my colleagues and I aim to ensure that all educators (educator quality and effectiveness) and students (equity and social justice) receive the empirically-based and culturally/contextually-relevant supports they need to be successful (i.e., demonstrate observable and measurable behavior change over time).</p>

	Equity & Social Justice	STEM Education	Creativity & Innovation	Educator Quality & Effectiveness	
Megan Staples	✓	✓			<ul style="list-style-type: none"> ▪ Secondary Mathematics ▪ Classroom Discourse ▪ Argumentation ▪ Teaching and Learning Interactions <p>My current research focuses on argumentation in mathematics classrooms, specifically understanding how teachers support student participation in argumentation and how they organize productive classroom discussions. My work is aligned with STEM Education as a core mathematical practice is argumentation. My work is aligned with Equity and Social Justice as there is evidence to suggest that more equitable learning outcomes can be achieved in classrooms where justification and argumentation play a central role in student-student conversations.</p>
George Sugai	✓			✓	<ul style="list-style-type: none"> ▪ School Climate & Culture ▪ Classroom & Behavior Management ▪ Disability & Special Education ▪ Applied Behavior Analysis ▪ Positive Behavior Supports
Hariharan Swaminathan	✓			✓	<ul style="list-style-type: none"> ▪ Test Fairness ▪ Assessment ▪ Differential Item Functioning ▪ Value Added Models ▪ Achievement Gap <p>My research is methodological and I develop statistical procedures for (a) determining if tests are fair, (b) methods for assessing and comparing growth rates of students, (c) providing better measurement and assessment tools to educators and decision makers, (d) developing procedures for identifying children who are at risk for failing or not meeting the standards set by Federal and State agencies, and (e) developing procedures and methods for teaching (not teacher) effectiveness. These activities align with Equity and Social Justice and Educator Quality and Effectiveness themes.</p>

	Equity & Social Justice	STEM Education	Creativity & Innovation	Educator Quality & Effectiveness	
Mary Truxaw	✓	✓		✓	<ul style="list-style-type: none"> ▪ Mathematics Education ▪ Classroom Discourse ▪ Teacher Education ▪ Urban Education ▪ Professional Development <p>My research centers on the intersection of mathematics education and language and how it relates to teacher education (both preservice and inservice). My work is aligned with equity and social justice as I, along with colleagues, investigate how to support mathematical meaning making in classrooms that serve the growing population of students whose first language is not English. My work is aligned with STEM education as I work with colleagues across disciplines to conceptualize "STEM literacy" and design related programs for future teachers. My work is aligned with educator quality and effectiveness as I work with colleagues on issues related to preservice and inservice teacher education.</p>
Jaci VanHeest		✓			<ul style="list-style-type: none"> ▪ Performance ▪ Physical Activity ▪ Health <p>My research investigates the role of physical activity in health and performance in women and children. The work relates to the STEM education area as the fundamental underpinnings to our work are based on the elements of the STEM disciplines.</p>
Jennie Weiner	✓			✓	<ul style="list-style-type: none"> ▪ Organizational Change ▪ School Improvement ▪ Leadership ▪ Professional Culture ▪ Working Conditions <p>I am interested in organizational improvement and change in special context of public education. As such, I am intent on doing work that is relevant, topical and useful to those working in the field as they try to enhance their schools, districts or school systems functioning in the service of students and communities. Aligned with these goals, my research focuses on identifying and building the conditions to support those working in school systems to be most effective and productive in their roles.</p>

	Equity & Social Justice	STEM Education	Creativity & Innovation	Educator Quality & Effectiveness	
Suzanne Wilson		✓		✓	<ul style="list-style-type: none"> ▪ Professional Development ▪ Teacher Preparation ▪ Teacher Quality ▪ Policy <p>Suzanne's research, teaching, and service are all focused on supporting teachers over the course of their careers, from initial preparation through professional development. Her work is driven by a commitment to provide a high quality teacher for every child in this country. Her research includes documenting high quality teacher induction and professional development programs, developing measures of teachers' knowledge, and describing historical and contemporary efforts to reform teacher preparation and professional development, as well as improve teaching through policies, programs, and practices. Suzanne's earliest work in this domain involved studying history teachers; she then moved on to investigating elementary mathematics teaching, and is currently working on several projects that involve middle and high school science teachers. In sum, her interests focus on educator quality in the service of social justice with particular attention to teaching and learning in STEM-related.</p>
Sarah Woulfin	✓			✓	<ul style="list-style-type: none"> ▪ Policy Implementation ▪ Instructional Reform ▪ Organizational Theory ▪ Coaching ▪ Reading Instruction <p>Dr. Woulfin's research uses organizational theory to understand the implementation of policies which intend to shape educators' practices and raise student achievement. Her work is aligned with issues of equity and social justice because it considers how policies enable and constrain educators within urban schools. In addition, her research matches the educator quality area since it focuses on the formal and informal development of teachers and leaders.</p>

	Equity & Social Justice	STEM Education	Creativity & Innovation	Educator Quality & Effectiveness	
Michael Young			✓		<ul style="list-style-type: none"> ▪ Technology Integration ▪ Situated Cognition ▪ Online Learning ▪ Playful Learning ▪ Games & Education <p>Creativity can be developed by classroom experiences using Kaufman's 4c model of creativity. Video games and other game mechanics used in classroom instruction can foster student playfulness and creativity. Online courses can provide affordances for creative interactions, including anonymous posting in threaded discussions and pseudonyms as avatars in 3D virtual learning spaces. Gamification is the nexus of classroom pedagogy, playful learning and creativity. The understanding of creativity and situated interaction between students and learning environments is a research perspective that can contribute to understanding how playful learning, games, and online tools can be applied to classroom instruction in ways that nurture creativity.</p>
John Zack	✓			✓	<ul style="list-style-type: none"> ▪ Teacher Education ▪ Multicultural Education ▪ Urban Education ▪ Secondary Education ▪ Alternative Education <p>My research involves best practices for Teacher Education with a focus on secondary urban schools. I work to provide secondary teacher candidates with the knowledge, skills and dispositions to become effective multicultural educators.</p>