

The Department of Reading and Elementary Education

Publications List 2011-2012

Books

Polly, D., Mims., C., & Persichitte, K. (Eds.). (2012). *Developing technology-rich teacher education programs: Key issues*. Hershey, PA: IGI Global.

VanSledright, B. A. (2011). *The challenge of rethinking history education: On practices, theories, and policy*. New York, NY: Routledge.

Book Chapters

Good, A., & Polly, D. (2012). Attempting to bridge theory to practice: Preparing for 'moving day' with teleobservation in social studies methods. In D. Polly, C. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp. 438-448). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-0014-0.ch028.

Hancock, S. D. & Starker, T. (2011) Deconstructing teacher bias: Exploring attribution bias in urban elementary schools. In L. Howell, C. Lewis, & N. Carter (Eds.), *Yes we can! Improving urban schools through innovative educational reform* (pp. 77-90). Charlotte, NC: Information Age Publishing.

Kissel, B. (2012). Weebly, wikis, and digital storytelling: The potential of Web 2.0 tools in writing classrooms. In D. Polly, C. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp. 288-298). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-0014-0.ch019

Medina, A. L., Tobin, M. T., Pilonieta, P., Chippone, L. L., & Blanton, W. E. (2012). Application of computer, digital, and telecommunication technologies to the clinical preparation of teachers. In D. Polly, C. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp. 480-498). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-0014-0.ch031

Mraz, M., & Sturtevant, E. (2011). Literacy coaching across the content areas: Current context and emerging roles. In T. Morrison, L. Martin, M. Boggs, & S. Szabo (Eds.), *Literacy promises: The thirty-third yearbook of the Association of the Literacy Educators and Researchers* (117-130). Commerce, TX: Association of Literacy Educators and Researchers.

- Mraz, M., & Vacca, R. T. (2012). A focus on the media, policy-driven literacy practices, and the work of reading professionals. In R. Flippo (Ed.), *Reading researchers in search of common ground: The expect study revisited* (pp.229-242). New York, NY: Routledge
- Orrill, C. H., & Polly, D. (2012). Technology integration in mathematics: A model for integrating technology through content development. In D. Polly, C. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp. 337-356). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-0014-0.ch022
- Polly, D., Mims, C., & McCombs, B. (2011). Designing technology-rich professional development. In I. L. Chen (Ed.), *Educational technology integration in urban schools* (pp. 236-243). Hershey, PA: IGI Global. doi:10.4018/978-1-61350-492-5.ch033
- Popejoy, K., & Polly, D. (2011). Leveraging technology to develop pre-service teachers' TPACK in mathematics and science methods courses. In I.L. Chen & D. McPheeters (Eds.), *Cases on educational technology integration in urban schools* (pp.170-182). Hershey, PA: IGI Global.
- Samuel, J., & Hinson, J. M. (2011). Rethinking technology in teacher education programs: Creating content-centric learning environments. In D. Polly, D. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp.205-217). Hershey, PA: IGI Global.
- Taylor, D. B. (2012). Multiliteracies: Moving from theory to practice in teacher education courses. In D. Polly, C. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp. 266-287). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-0014-0.ch018
- Taylor, D. B., Hartshorne, R., Eneman, S., Wilkins, P., & Polly, D. (2012). Lessons learned from the implementation of a technology-focused professional learning community. In D. Polly, C. Mims, & K. Persichitte (Eds.), *Developing technology-rich teacher education programs: Key issues* (pp. 535-550). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-0014-0.ch034
- VanSledright, B. (2012). Learning with history texts: Protocols for reading and practical strategies. In T. Jetton & C. Shanahan (Eds.), *Adolescent literacy within disciplines: General principles and practical strategies* (pp. 199-226). New York, NY: Guilford.
- Wood, K. D., Harmon, J. M., Kissel, B., & Hedrick, W. (2011) Research-based vocabulary instruction: Recommendations for struggling readers. In J. Paratore & R. L. McCormack (Eds.), *After early intervention, then what? Teaching struggling readers in grade 3 and beyond* (2nd ed.) (pp. 66-89). New York, NY: Guilford Press.
- Wood, K. D., Hathaway, J. I., & Soares, L. B. (2012). If they can't read their social studies books—Support their learning with guided instruction. In D. Lapp & B. Moss (Eds.),

Exemplary instruction in the middle grades: Teaching that supports engagement and rigorous learning (pp. 19-34). New York, NY: Guilford.

Journal Articles

- Algozzine, B., Babb, J., Algozzine, K., Mraz, M., Kissel, B., Spano, S., & Foxworth, K. (2011). Classroom effects of an early childhood educator professional development partnership. *NHSA Dialog*, 14(4), 246-262.
- Binns, I. C. (2011). Battle over science in Louisiana. *Reports of the National Center for Science Education*, 31(6). Retrieved from <http://reports.ncse.com/>
- Dacey, L., & Polly, D. (2012). Common Core Standards for Mathematics: The big picture. *Teaching Children Mathematics*, 18(6), 378-383.
- Fitchett, P. G., & Good, A. J. (2012). Teaching genocide through GIS: A transformative approach. *The Clearing House: A Journal of Educational Strategies, Issues, & Ideas*, 85(3), 87-92.
- Fraga, L., Harmon, J. M., Wood, K. D., & Buckelew-Martin, E. (2011). Digital word walls and vocabulary learning: The use of iPods to facilitate vocabulary instruction with ESL students. *Journal of the Research Center for Educational Technology*, 7(2), 38-57. Retrieved from <http://www.rcetj.org/index.php/rcetj/issue/current>
- Gautreau, B. T., & Binns, I. C. (2012). Investigating student attitudes and achievements in an environmental place-based inquiry in secondary classrooms. *International Journal of Environmental and Science Education*, 7(2). Retrieved from <http://www.ijese.com>
- Green, M., & Piel, J. A. (2012). Math CAMMP: A constructivist summer camp for teachers and students. *Journal of Instructional Pedagogies*, 7, 100-105.
- Hancock, S. D. (2011). Dysfunctional policies and relationships: Grooming inmates through curricula and pedagogical malpractice. *The Journal of Curriculum and Pedagogy*, 8(2), 131-135.
- Harmon, J. M., Hedrick, W. B., Wood, K. D., & Vintinner, J. (2011). An investigation of current secondary reading programs. *Literacy Research and Instruction*, 50(2), 105-119.
- Kissel, B., Hansen, J., Conti, H., Lawrence, J. (2011). The influential interactions of pre-kindergarten writers. *Journal of Early Childhood Literacy*, 11(4), 425-452.
- Kissel, B., Mraz, M., Algozzine, R., & Stover, K. (2011). Early literacy coaches' role perceptions and recommendations for change. *Journal of Research in Childhood Education*, 25, 1-16.

- Mraz, M. (2011). Supporting early childhood educators through professional development partnerships. *NHSA Dialog*, 14(4), 332-338.
- Mraz, M., Kissel, B., Algozzine, B., Babb, J., & Foxworth, K. (2011). A collaborative professional development initiative supporting early literacy coaches. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 14(3), 174-184.
- O'Connor, K., Greene, H., Good, A., & Zhang, G. (2011). Finding balance: A challenge for untenured faculty. *International Education Studies*, 4(4), 3-12.
- Pilonieta, P. (2012). How fast is too fast? Fluency instruction in the classroom. *The California Reader*, 45(3), 8-12.
- Pilonieta, P. (2011). Making sense of the research: A teacher's resource guide for using expository text. *New England Reading Association Journal*, 46(2), 45-51.
- Polly, D. (2011). Teachers' learning while constructing technology-based instructional resources. *British Journal of Educational Technology*, 42(6), 950-961. doi:10.1111/j.1467-8535.2010.01161.x
- Polly, D., Frazier, J. W., Hopper, C., Chapman, M. W., & Wells, R. (2012). Examining the influence of a support seminar on pre-service teachers' preparedness for student teaching. *School-University Partnerships*, 5(1), 102-107.
- Putman, S. M. (2012). Investigating teacher efficacy: Comparing preservice and inservice teachers with different levels of experience. *Action in Teacher Education*, 34(1), 26-40.
- Siedl, B. & Hancock, S. (2011). Acquiring double images: White preservice teachers locating themselves in a raced world. *Harvard Education Review*, 81(40), 687-709.
- Siwatu, K. O., Frazier, P., Osaghae, O. J., Starker, T. V. (2011). From maybe I can to yes I can: Developing preservice and in-service teachers' self-efficacy to teach African American students. *Journal of Negro Education*, 80(3), 209-222.
- Stover, K., Kissel, B., Haag, K., Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers. *The Reading Teacher*, 64(7), 498-509.
- White, R. B., Polly, D., & Audette, R. H. (2012). A case analysis of an elementary school's implementation of Response to Intervention. *Journal of Research in Childhood Education*, 26(1), 73-90. doi:10.1080/02568543.2011.632067
- Wood, K. D. (2011) Bridging print literacies and digital literacies using strategy guides. *Journal of Adolescent & Adult Literacy*, 55(3), 244-248. doi:10.1002/JAAL.00030
- Wood, K. D., Harmon, J. M., & Taylor, D. B. (2011). Guidelines for integrating comprehension-based word study in content classrooms. *Middle School Journal*, 42(5), 57-64.

Wood, K. D., Jones, J. P., Stover, K. & Polly, D. (2011) STEM literacies: Integrating reading, writing, and technology in science and mathematics. *Middle School Journal*, 43(1), 55-62.

Wood, K. D., Stover, K., Pilonieta, P, & Taylor, D. B. (2012). Don't skip the graphics! Focusing students' attention on the visual aids in digital and traditional text. *Middle School Journal*, 43(4), 60-68.