

REEL Publications
2012-2013

Books

- Piel, J. A., & Green, M. (2013). *Constructing number sense in the elementary and middle grades classroom* (2nd ed.). Dubuque, IA: Kendall Hunt.
- Polly, D., Mims, C., & Persichitte, K. (Eds.). (2012). *Developing technology-rich teacher education programs: Key Issues*. Hershey, PA: IGI Global.
- Vacca, R. T., Vacca, J. L., & Mraz, M. (2013). *Content area reading: Literacy and learning across the curriculum* (11th ed.). Boston: Pearson.
- VanSledright, B.A. (2013). *Assessing historical thinking and understanding: Innovative designs for new standards*. New York: Routledge.

Book Chapters

- Hathaway, J. I. (2012). The influence of a literacy coach's beliefs about her work. In P. J. Dunston, S. K. Fullerton, C. C. Bates, K. Headley, & P. M. Stecker (Eds.), *61st yearbook of the Literacy Research Association* (pp. 225-241). Oak Creek, WI: Literacy Research Association.
- Medina, A. L., Tobin, M. T., Pilonieta, P., Chiappone, 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.
- Polly, D. (2012). Designing and teaching an online elementary mathematics methods course: Promises, barriers, and implications. In R. Hartshorne, T. L. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 335-356). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-1906-7.ch018.
- Polly, D., & LeHew, A. J. (2012). Supporting elementary teachers' retention through professional development: Developing teachers' understanding of the Common Core State Standards in Mathematics. In *California mathematics project monograph: Mathematics teacher retention*. Los Angeles, CA: California Mathematics Project. Retrieved from: <http://cmpstir.cmpso.org/monograph>.

- Stover, K., & Glover, C. (2012). Mandated scripted curriculum: A benefit or barrier to democratic teaching and learning? In P.L. Thomas (Ed.), *Becoming and being a teacher: Confronting traditional norms to create new democratic realities* (pp. 227-236). New York: Peter Lang USA.
- Stover, K. Vintinner, J. P., Glover, C. P., & Wood, K. (2013) Probable passages: Using story structure to write and revise a predictive passage. In J. D. Richards & C. Lasonde (Eds.), *Writing strategies for all students in grades 4 through 8: Scaffolding' independent writing through differentiated mini-lessons* (pp.218-228). Thousand Oaks, CA: Corwin.
- Taylor, D. B. (2012). Multiliteracies: Moving from theory to practice in teacher education. In A. B. Polly, Mims, C., & K. Persichitte (Eds.). *Creating technology-rich teacher education programs: Key issues* (pp. 266-287). Hershey, PA: IGI Global.
- Taylor, D. B., Hartshorne, R., Eneman, S., Wilkins, P., & Polly, A. B. (2012). Lessons learned from the implementation of a technology-focused professional learning community. In A. B. Polly, Mims, C., & K. Persichitte (Eds.), *Creating technology-rich teacher education programs: Key issues* (pp. 535-550). Hershey, PA: IGI Global.
- Taylor, D. B., & Yearta, L. S. (2013). Putting multiliteracies into practice in teacher education: Tools for teaching and learning in a flat world. In R. Hartshorne, T. L. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 244-263). Hershey, PA: IGI Global.
- 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: Guilford.
- 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.
- Yearta, L., Stover, K., Newton, L., & Wood, K. D. (2013). Using the imagine, describe, resolve, and confirm (IDRC) strategy to develop students' descriptive writing. In J. C. Richards & C. Lasonde (Eds.), *Writing strategies for all students in grades 4 through 8: Scaffolding' independent writing through differentiated mini-lessons* (pp.207-213). Thousand Oaks, CA: Corwin.

Refereed Publications

- Bell, R. L., Maeng, J., & Binns, I. C. (2013). Learning in context: Technology integration in a teacher preparation program informed by situated learning theory. *Journal of Research in Science Teaching*, 50, 348-379.
- Binns, I. C., Shane, J., Bodzin, A., & Popejoy, K. (2013). *ASTE position statement on teaching biological evolution*. Retrieved from <http://theaste.org/about/aste-position-statement-on-teaching-biological-evolution>.
- Curry, J. R., Belser, C. T., & Binns, I. C. (2013). Integrating post-secondary college and career options in the middle school curriculum: Considerations for teachers. *Middle School Journal*, 44(3), 26-32.
- 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, 167-195. Retrieved from <http://www.ijese.com/index.htm>
- Glover, C. (2013). Effective writing instruction for African American vernacular English speakers. *Urban Education Research and Policy Annuals*, 1(1), 23-32.
- Harmon, J.M., Fraga, L., Buckelew-Martin, L., & Wood, K. (2013). Revitalizing word walls for high school English learners: Conventional and digital opportunities for learning new words. *Georgia Journal of Reading*, 36(1), 20-28.
- Harmon, J. M., Wood, K. D., & Stover, K. (2012). Four components for promoting literacy engagement in subject matter disciplines. *Middle School Journal*, 44(2), 49-57.
- McGee, J. R., Wang, C., & Polly, D. (2013). Guiding teachers in the use of a standards-based mathematics curriculum: Perceptions and subsequent instructional practices after an intensive professional development program. *School Science and Mathematics*, 113(1), 16-28.
- Medina, A. L. (2012). Predictors of performance on the FCAT of adolescents who struggle with reading. *The Florida Reading Journal*, 48(3), 8-15.
- Medina, A. L., & Schumm, J. S. (2012). Kindling or dousing dispositions about reading: A content analysis of the reading journey of in-service teachers. *Journal of Reading Education*, 37(3), 21-28.

- Mraz, M., Nichols, W. D., Caldwell, S., Beisley, R., & Sargent, S. E. (2013). Improving oral reading fluency through readers theatre, *Reading Horizons*, 52, 163-180.
- Pilonieta, P., & Hancock, S. (2012). Negotiating first graders' reading stance: The relationship between their efferent and aesthetic connections and their reading comprehension. *Current Issues in Education*, 15(2), 1-10.
- Polly, D. (2012). Supporting mathematics instruction with an expert coaching model. *Mathematics Teacher Education and Development*, 14(1), 78-93.
- Polly, D., McGee, J. R., Wang, C., Lambert, R. G., Pugalee, D. K., & Johnson, S. (2013). The association between teachers' beliefs, enacted practices, and student learning in mathematics. *The Mathematics Educator*, 22(2), 11-30.
- Polly, D., & Orrill, C. H. (2012). Developing technological pedagogical and content knowledge (TPACK) through professional development focused on technology-rich mathematics tasks. *The Meridian*, 15. Retrieved from <http://ced.ncsu.edu/meridian/index.php/meridian/article/view/44/43>.
- Popejoy, K., & Asala, K. (2013). A team approach to successful learning: Peer learning coaches in chemistry. *Journal of College Science Teaching*, 42(3), 18-23.
- Putman, S. M., Ford, K., & Tancock, S. (2012). Redefining online discussions: Using participant stances to promote collaboration and cognitive engagement. *International Journal of Teaching and Learning in Higher Education*, 24, 151-167.
- Rupley, W. H., Nichols, W. D., Mraz, M., & Blair, T. R. (2012). Building conceptual understanding through vocabulary instruction. *Reading Horizons*, 51, 299-321.
- VanSledright, B. (2012). Ways of making sense: Researching students' historical thinking and understanding. *Journal of Educational Research on Social Studies*, 77, 45-64. (Archival Japanese research journal in social studies education.)
- VanSledright, B., Reddy, K., & Walsh, B. (2012). The end of history education in elementary schools? *Perspectives on History* (of the American Historical Association). 50(5) (Newsmagazine of the American Historical Association). Retrieved from http://www.historians.org/perspectives/issues/2012/1205/Pedagogy-Forum_The-End-of-History-Education.cfm

Williams, C., & Pilonieta, P. (2012). Using interactive writing instruction with kindergarten and first grade English Language Learners. *Early Childhood Education Journal*, 40(3), 145-150.

Wood, K., Stover, K., & Kissel, B. (2013). Using digital VoiceThreads to promote 21st Century learning. *Middle School Journal*, 44(4), 58-64.