



A WORD FROM THE ACADEMIC AFFAIRS COMMITTEE

Dear Colleagues,

The Academic Affairs Committee is proud to publish this inaugural Simmons School of Education & Human Development Academic Affairs Digest. As you read about the activities and accomplishments of our faculty and staff, I am quite certain that you will be impressed as we are by their remarkable energy, drive, and dedication. Simmons School of Education & Human Development faculty and staff are engaged in exciting and important projects both in their disciplines, classrooms, the community and around the world. The Academic Affairs Committee will be publishing the AAC Digest two times to highlight academic publications, academic conference presentations, and grants. We hope you find this information both informative and useful in your work.



APPLIED PHYSIOLOGY AND WELLNESS

Gashaw Abeza, Clinical Assistant Professor, along with N. O'Reilly & B. Seguin recently presented: "The Value of Social Media for Sport Fans: A Sequential Focus Group Design Exploration" at the *2016 North American Society for Sport Management Conference* (2016).

Caitlin Anderson, Lecturer, recently presented: "The Impact of a Wellness-Based Curriculum on College Student Attitudes" at the Festival of Positive Education, hosted by the *International Positive Education Network* in Dallas, TX.

Randy Canivel, Lecturer, along with Randy G. and Frank B. Wyatt recently published: "Cardiovascular Responses Between Low Cadence/High Force vs. High Cadence/Low Force Cycling," *International Journal of Exercise Science*: Vol. 9: (4), Article 4. Available at: <http://digitalcommons.wku.edu/ijes/vol9/iss4/4> (2016).

Takeshi Fujii, Lecturer, recently presented: "Perceived Sense of Well-Being and Perceived Campus Climate Among LGBT Students" at the *National Wellness Conference* in St. Paul, MN.

Sushmita Purkayastha, Assistant Professor, along with Kaitlyn Maffuid, Megan Murphy, Farzaneh Sorond, Can Ozan Tan recently presented: "Cerebral Autoregulation is Impaired during the Acute and Sub-Acute Phase Following Concussion: A Pilot Study" at the *16th International Symposium on Intracranial Pressure & Neuromonitoring* in Boston, MA.

Bradley Warren, Lecturer, recently published: "Technique and Training: Thoughts on Kicking in the *National Interscholastic Swimming Coaches Association Journal* (2016).

Peter Weyand, Professor, recently was awarded a \$439,000 extension (beyond original contract of \$892,000) for "Locomotion with loads: practical approaches to performance outcomes".

Peter Weyand, along with L. Ludlow recently presented: "Estimating inclined loaded walking energetics: no functional difference between added and body mass."

L. Ryan & **Peter Weyand**, recently presented: "Impact forces during running: loaded questions, sensible outcomes," at the *Body Sensor Network 2016 Conference* at UCSF, San Francisco, CA.

EDUCATION POLICY AND LEADERSHIP

Michael Harris, Associate Professor, recently published, "How networks between city-regions and higher education institutions fuel local innovation, growth, and creativity" in *Higher Education: Handbook of Theory and Research*.

Michael Harris, co-authored with a former student, "Recruiting strategies of nonresident students and the privatization of public universities" in *College & University*.

Leanne Ketterlin Geller, Professor, recently was awarded a \$4,078,405 grant for Science, Technology, Engineering, and Mathematics (STEM) Academy from the *Texas Instruments Foundation* – partners include Dallas Independent School District, Southern Methodist University.



Leanne Ketterlin Geller and P. Shivraj recently presented: Interpreting reports from formative assessments: Roadblocks, solutions, and implications for test design at the *10th Conference of the International Test Commission*, Vancouver, Canada (2016).

J. G. Geller, P. Shivraj & **Leanne Ketterlin Geller** recently published: Parent Math Training Pilot in Jamaica: Cultural relevancy review of the Literacy Connection (Tech. Rep. No. 16-03). Dallas, TX: Southern Methodist University, *Research in Mathematics Education* (2016).

P. Shivraj, & **Leanne Ketterlin Geller** recently published: Parent Math Training Pilot in Jamaica: Feasibility study report (Tech. Rep. No. 16-02). Dallas, TX: Southern Methodist University, *Research in Mathematics Education* (2016).

Alexandra Pavlakis, Assistant Professor, received the AERA Family-School-Community-Partnership SIG Outstanding Dissertation award.

Alexandra Pavlakis & Carolyn Kelley recently published: Accreditation in the Professions: Implications for Educational Leadership Preparation Programs, *Journal of Research on Leadership Education* (2016).

Alexandra Pavlakis recently published a book review: School-based Practice with Children and Youth Experiencing Homelessness. *Journal of Children and Poverty* (2016).

Meredith Richards, Assistant Professor, along with K.J. Stroub recently presented: *The Impact of School Closures on Patterns of School Attendance and Achievement in HISD and DISD* at the Annual Meeting of the American Educational Research Association, Washington, DC (2016).

K.J. Stroub & **Meredith Richards** (2016). Recently presented: *Attracting Diversity: Magnet Schools and Integration in a Large Urban District* at the Annual Meeting of the American Educational Research Association, Washington, DC (2016).

Stroub, K.J., & **Meredith Richards** (August 2016). Presented: *Evaluating the Impact of School Closures in Houston ISD. Part I: The Effect of School Closures on Patterns of Student Attendance and Achievement*. Houston Education Research Consortium/Rice Kinder Institute for Urban Research.

Frank Hernandez, Professor and Associate Dean, & E. Murakami recently published: *Brown-Eyed Leaders of the Sun: A Portrait of Latina/o Educational Leaders*. Charlotte, NC: Information Age Publishing (2016).

Frank Hernandez, & E. Murakami (2016) recently published: Counterstories about leadership: A Latina school principal's experience from a less documented view in an urban school context in *Educational Sciences. Special Issue "Culturally Responsive Leadership in Education: Engaging Social Justice and Equity for Improvement"*. Educ. Sci. 2016, 6, 6; doi:10.3390/educsci6010006

Frank Hernandez & J. Marshall recently published: Auditing Inequity: Teaching aspiring administrators to be social justice leaders. *Education and the Urban Society*. DOI: 10.1177/0013124516630598 (2016).

Frank Hernandez, along with E. Murakami, S. Mendez-Morse, M. Byrne-Jimenez & J. McPhetres recently published: Latino assistant principals – vague and ambiguous roles in K-12 administration: Findings from the national Latino leadership project in *National FORUM of Educational Administration and Supervision Journal*. Special Issue “Latinos School and District Leadership. 33 (2&3) (2016).

Frank Hernandez & J. McPhetres recently presented: Adolescents' perceptions of sexual relationships and teachers: Implication for school leadership at *The University Council for Educational Administration*, Detroit, MI (2016).

TEACHING & LEARNING

Stephanie Al Otaiba, Professor & Jill Allor, Professor, were recently awarded an Institute of Educational Sciences at US Dept. of Ed. Grant (\$1,600,000). Co-PIs include: **Jill Allor, Paul Yovanoff, Aki Kamata**

Stephanie Al Otaiba, along with J. Wanzek, Y. Petscher, B. Rivas, F. Jones & B. Levy recently presented: *Is a growth mindset associated with response to fourth grade reading intervention?* at the annual Society for the Scientific Study of Reading conference, Porto, Portugal (2016).

Stephanie Al Otaiba, along with E. Pappamihiel & Y. Petscher, Y. recently presented: *Using English Oral Reading Fluency for Response to Intervention: Implications for Students with English as a Second Language* at the annual International Conference on Psychology, Athens, Greece (2016).

E. Pappamihiel & **Stephanie Al Otaiba** recently presented: *The impact of digital storytelling projects on preservice teacher beliefs about English Language Learners* at the annual International Conference on Psychology, Athens, Greece (2016).

E. Pappamihiel & **Stephanie Al Otaiba** recently presented: *Strategies to improve writing outcomes for kindergarten children* at the annual Society for the Scientific Study of Reading conference, Porto, Portugal (2016).

C.J. Lemons, **Stephanie Al Otaiba**, S.J. Conway & Mellado De La Cruz recently published: Improving professional development to enhance reading outcomes for students in special education. In B. Foorman (Ed.), *Challenges and Solutions to Implementing Effective Reading Intervention in Schools* (2016).

C. Puranik, M. Patchan, C. Lemons & **Stephanie Al Otaiba** recently published: Using peer assisted strategies to teach early writing: results of a pilot study to examine feasibility and promise. *Reading and Writing*, DOI: 10.1007/s11145-016-9661-9 (2016).

Jill Allor, Stephanie Al Otaiba, Paul Yovanoff, Professor, & M.B. Ortiz, M. B. recently presented: *The effects of a text-centered supplemental curriculum for students with intellectual disability* at the Annual Council for Exceptional Children Convention, St. Louis, MO (2016).

Francesca Jones, Clinical Assistant Professor, D.B. Gifford, **Paul Yovanoff, Stephanie Al Otaiba & Jill Allor** recently presented: *Alternate formats for progress monitoring students with ID: Do alternate formats increase the reliability of performance for students with ID?* at the Annual Council for Exceptional Children Convention, St. Louis, MO (2016).

Jill Allor & L. Stokes, L. recently published: Measuring treatment fidelity with reliability and validity across a program of intervention research: Practical and theoretical considerations. In G. Roberts, S. Vaughn, S. N. Beretvas, & V. Wong (Eds.), *Measuring and Modeling Treatment Fidelity in Studies of Educational Intervention*, New York: Routledge Taylor & Francis Group (2016).

Doris Baker, Assistant Professor, D. Basaraba & P.S. Polanco recently published: Connecting the present to the past: Furthering the research on bilingualism and bilingual education. In *Review of Research in Education* vol. XX (pp.1-63). DOI: 10.3102/0091732X16660691 (2016).

Francesca Jones, D. Gifford, **Paul Yovanoff, Stephanie Al Otaiba & Jill Allor** recently presented: *Alternate assessment formats for progress monitoring students with intellectual disabilities and below average intellectual quotients: An exploratory study* at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal (2016).



Diego Roman, Assistant Professor & Francesca Jones, along with S. A. Rutherford-Quach, K. D. Thompson, C. Rodriguez-Mojica recently presented: Using a massive open online course to improve teachers' understanding and facilitation of academic arguments at *The American Educational Research Association Conference*, Washington DC (2016).

Diego Roman, Francesca Jones, along with A. Briceno, W. Hasperué, K. Biedermann, G. Perez & D. L. Basaraba recently presented: *How common are nominalizations in science textbooks? Implications for Science Teachers of Emerging Bilinguals* at The American Educational Research Association Conference, Washington DC (2016).

Amy Rouse, Assistant Professor & Rob Rouse, Clinical Assistant Professor recently presented: *Designing and authoring pop-up books to facilitate third graders' understanding of engineering concepts* at The American Educational Research Association Conference, Washington, DC (2016).

Karen Vickery, Director, recently presented at The International Dyslexia Association Conference in Orlando, FL (2016).

Candace Walkington, Assistant Professor, was recently awarded a grant for \$1,389,560 (SMU subcontract: \$338,208) from the Institute of Educational Sciences. PIs include: Mitchell Nathan and Peter Steiner (University of Wisconsin-Madison).

Candace Walkington & M. Bernacki recently presented: *Exploring the "Algebra Stories" Students Tell: Evaluating Personalized Problem-Posing* at The American Educational Research Association Conference, Washington DC (2016).

Candace Walkington & M. Nathan recently presented: *Embodied Learning on Any Device: Geometric Proof in a Motion-Capture Video Game* at The American Educational Research Association Conference, Washington DC (2016).

Candace Walkington & M. Bernacki recently presented: *Context personalization as a relevance intervention* at the International Conference of Motivation, Thessaloniki, Greece (2016).

Paige Ware, Dean ad interim and Professor, Karla del Rosal, Assistant Professor & Diego Román, Assistant Professor were recently awarded \$2,400,000, 5-year grant from the US Department of Education, Office of English Language Acquisition - Project CONNECT: Creating the Ongoing Network Needed to Engage Communities and Teachers (2016).

Karla del Rosal & Paige Ware recently published: Mentoring teachers of English learners in an online community of practice. *International Journal of Computer-Assisted Language Learning and Teaching*, 6(3), 1-17. doi: 10.4018/IJCALLT.2016070101 (2016).

R. Kern, **Paige Ware** & M. Warschauer recently published: Computer-mediated communication and language learning. In G.S. Hall (Ed.), *Routledge handbook of English language teaching* (pp. 542-555). New York, NY: Routledge (2016).

Paige Ware, R. Kern & M. Warschauer recently published: The development of digital literacy. In P.K. Matsuda & R. Manchon (Eds.), *Handbook of second and foreign language writing* (pp. 307-328). Berlin: De Gruyter Mouton (2016).

Annie Wilhelm, Assistant Professor, was recently awarded a University Research Council grant for \$2,599 entitled "Twitter as a learning technology for mathematics teachers".

Annie Wilhelm & C. Andrews-Larson recently published: Why don't teachers understand our questions? Reconceptualizing teachers' "misinterpretation" of survey items. *AERA Open*, 2(2), 1-13 (2016).

Annie Wilhelm, I. Chen, T. M. Smith, & A. K. Frank, K. A. recently published: Selecting expertise in context: Middle school mathematics teachers' selection of new sources of instructional advice in *The American Educational Research Journal* 53(3), 456-491. (2016).