

Name	Methodology Expertise	Current research interests/ Theoretical framework	Degree/focus	P-12 experience	Prior committee experience		Willing to serve as	
					Chair	Member	Chair	Member
Adams, Megan	Qualitative Methods	Youth empowerment: new literacies: marginalized youth: struggling readers: qualitative methodology	PhD in Language and Literacy Education	8 years teaching high school language arts (focus on remedial readers)	Yes	Yes	Yes	Yes
An, Sohyun	Qualitative Methods	Social studies education; social justice in teacher education; immigrant education; global education	Ph.D. in Curriculum & Instruction (social studies education)	3 years in secondary	No	No	No	Yes
Bennett, Ann	Qualitative Methods, Mixed Methods, Quantitative Methods, Special emphasis on Ethnography and alternative data representation, including visual media	Marginalized youth; anti-deficit frameworks; Critical Race theory; school-to-prison pipeline; out-of-school/community contexts; qualitative methodology; multimodality in research; literacy	Ph.D. in Education with a concentration in Literacy Studies; additional focuses on qualitative methodology in educational research; evaluation, statistics, and measurement; and cultural studies in education	3 years secondary teaching (Latin, History, and ELA); 3 years in out-of-school contexts in the elementary and middle grades; 1 year adult education in reading and writing	No	Yes	Yes	Yes
Besette, Harriet	Qualitative Methods	Vygotskian Theory and Deweyian Thought; Distributed Leadership; Co-Teaching in Elementary Classrooms; Teacher Collaboration	Ph.D., Curriculum, Special Education & Instructional Leadership	9 years; Special Education Director for Elementary; P-5 Elementary Administrator; LD Specialist; General and Special Education Teacher (Elem & MGE)	Yes	Yes	Yes	Yes
Blaver, Angela	Quantitative Methods Mixed Methods Qualitative Methods	Educational psychology; self-efficacy; academic self-concept; developmental studies; teaching and learning; classroom and school cultures	Ph.D. in Education/Educational Psychology Emphasis in Child/Adolescent Development and Human Development	4 years in Middle School (primarily Mathematics)	Yes	Yes	Yes	Yes
Brantley-Dias, Laurie	Qualitative Methods Primarily case study; Design-based research; Grounded Theory	Digital video for teacher reflection; TPACK (teacher PCK technology integration knowledge); Using technology in informal science learning Dew	Ph.D. in Instructional Technology	10 years: English/Language Arts, Library Media Specialist, Instructional Technology Specialist at	Yes	Yes	Yes	Yes

				District Office				
Bullock, Patricia	Qualitative	Social Justice in Teacher Education; LGBTQIQPA issues	Ph.D. in Curriculum & Instruction	6 years secondary	No	Yes	Yes after time as committee member at KSU	Yes
Callahan, Brendan	Mixed Methods	Moral and ethical issues in science; structure of argumentation, science epistemology	Ph.D. in Curriculum and Instruction with an emphasis on Science Education	10 years – Middle and High School	No	No	Yes	Yes
Callahan, Kadian	Quantitative, Qualitative, Mixed Methods	Eliciting and using student thinking, peer-to-peer discourse among prospective teachers, listening and responding to mathematical ideas, sociocultural approaches, MKT framework	PhD	Co-taught middle and high school (math) and taught high school geometry for ½ year	No	No	No	Yes
Chan, TC (retired)	Mixed Methodology	Teaching and learning in higher education; Educational facilities; Educational leadership areas.	Ed.D. in Educational Administration	3 years AP 1 year principal 14 years in District Office	Yes	Yes	Yes	Yes
Chang, Mei-Lin	Quantitative Methods	Student motivation, particularly in self-efficacy, self-regulation, co-regulation Teacher beliefs, teacher burnout, teacher emotion, and emotion regulation	Ph.D. in Educational Psychology	2 years in high school, 2 years in middle schools	Yes	Yes	Yes	Yes
Coffey, Debra	Qualitative Methods	Innovative Strategies for Literacy Development, Culturally Relevant Pedagogy, Mentoring and Individualized Instruction, Content Area Reading, Global Education, Social Constructivism, Differentiation, Multimodal Learning through Media, Active Writing and Student Engagement Across the Curriculum	Ed.D. Language, Literacy, and ESL Education with a Cognate in Child and Family Studies	20 years Teaching Elementary Grades Pre-K – 5, Including Child Development Lab Experience with Children 3 – 5 Years, Reading Center Tutorial Program K-12, High School Student Teaching, and Goals 2000 Grant Project	Yes	Yes	Yes	Yes

Crovitz, Darren	Qualitative and Mixed Methods; comfortable with quantitative	Writing instruction/assessment; new literacies; vocabulary/grammar instruction; history of education; alternative textual analysis; critical thinking; metaphor Ethnography; case study; textual/rhetorical analysis (literary and pedagogical/supplemental texts); critical pedagogy; socio-cultural frameworks	Ph.D. Curriculum & Instruction (concentration: English Education)	High school; two years ESL overseas; pre-service teacher supervision	Currently	Yes	Yes	Yes
Dail, Jennifer	Qualitative; Mixed Methods	Multimodal literacies and technology; new literacies; critical reading and young adult literature; alternative textual analysis; teacher leadership	Ph.D. Curriculum & Instruction (concentration: English Education); minor, reading & literacy	High school and middle school; current work with National Writing Project teachers	Yes	Yes	Yes	Yes
DeVillar, Robert	Case study; ethnography; grounded theory; content analysis; survey design & implementation	Social Justice/Equity issues in schooling contexts; Effectiveness of international student teaching programs; Efficacy of professional development for K-12 EFL/ESL teachers; Bilingual/Second Language/Multicultural Education and effects on learning and teaching Frameworks: cultural (language) dynamics; grounded theory; critical pedagogy; socio-academic model; communications theory	PhD, Curriculum and Teacher Education; specializations in Second Language/ Bilingual Education & Ethnic Studies	27 years; Directed educational research center & worked with District Systemic Initiative; coordinated research-driven K-12 after-school program; coordinated Future Teachers program; World Literature high school teacher (Mexico City); Fulbright Scholar academic year research and teaching (Colima, Mexico); computers in education consultant, Costa Rica; University of	No	Yes	Yes	Yes

				Alabama U. Extension Instructor, Socio-Linguistics, Bogotá, Colombia; USIA computer education consultant (San Luis Potosí, Mexico); coordinator, bilingual/bicultural studio laboratory, developed bilingual curriculum materials, designed and implemented professional development in bilingual language arts; co-author of Spanish language reading series (8 reading books, McGraw-Hill)				
Dias, Michael	Qualitative Methods, case studies informed by phenomenology	Teachers' Practical Knowledge; Mentoring; Activism and Citizen Science; Culturally and Linguistically Responsive Teaching. / --Sociocultural Framework	PhD Science Education	14 years high school biology, chemistry and physical science teacher	No	Yes	Yes after time as committee member at KSU	Yes
Digiovanni, Lee	Primarily Qualitative, but comfortable with mixed methods.	Educational Technology, Differentiation, elementary teaching, Gifted, Integrating curriculum, developmentally appropriate pedagogy, culturally responsive pedagogy.	Ed.D. Curriculum Studies	P-12: 14 years: 2 nd , 3 rd , 4 th grades, remedial math, self-contained Gifted K-5	No	Yes	No	Yes
Driver, Melissa	Mixed Methods: Qualitative (case study)	Preparing teachers for culturally and linguistically diverse students with or "at	Ph.D. in Curriculum, Instruction, and Special Education (emphasis on	3 years teaching elementary and middle school	No	No	No	Yes

	Quantitative (RCT/Group Design)	risk” for learning disabilities; elementary mathematics interventions	Special Education)	reading and mathematics in inclusive settings (as a special educator)				
Edwards, Belinda,		Prospective Secondary Teacher Education, Affective Behavior (beliefs, emotions, attitudes, values) and Cognition during Problem-solving, Mathematics Integrity and Mathematics Intimacy, Pedagogical Content Knowledge, Constructivist Grounded Theory Methodology	PhD		No	No	Yes	Yes
Ford, Jillian	Qualitative Methodology	LGBTQ youth and Black youth - in and out of school experiences	PhD	3 years secondary social studies (civics, government, U.S. history, world history)	No	No	No	Yes
Frisch, Jennifer Kreps	Qualitative: case study, constant comparative, and narrative analysis; mixed-methods with survey data	Using written and oral narratives to learn science; digital storytelling; web 2.0 and science education; environmental education	Ph.D. Biology Education	6 years formal science teaching (6-12); 3 years non-formal (environmental education K-5)	No	No	Yes (perhaps after experience as a member)	Yes
Fuller, Julia	- Qualitative Methods (Primarily for interview; observation protocol, and open-ended survey analysis) - Action Research - Professional Development Evaluation	Professional Development, (Particularly in online and blended learning environments/strategies for Instructional Technology Coaches)	Ed.D. in Curriculum and Instruction with an emphasis on Educational Technology	- 11 yrs. Elementary Teacher - 2 yrs. K-5 Science Lab Teacher - 3 yrs. Instructional Technology Specialist/Coach - 4 yrs. District Instructional Technology Specialist	No	Yes	No	Yes

Funk, Leigh	Qualitative research methods, Data analysis	Assessment of learning in f2f and online environments. Characteristics and needs of 21 st century learners, online learning, brain based instruction, technology use to improve learning, special education, culturally responsive teaching.	Ph.D. Instructional Design for Online Learning/focus on designing technology enhanced learning environments for 21 st century learners.	1 year as Special Education transition Coordinator and Instructional Supervisor of Students with Behavior Disorders 2 years as District Student Support Services Coordinator	Yes	Yes	Yes	Yes
Gardner, Kimberly	Qualitative & Quantitative	STEM education, statistics education, assessment of statistical literacy and reasoning, and integrative STEM teaching practices. Phenomenography and variation theory	PhD	15 years 9 – 12 math teacher and department chair	Yes	Yes	Yes	Yes
Garner, Mary (retired)		Measurement of deep understanding in mathematics; Item response theory (Rasch Measurement in particular); Use of literature, music, and art in the mathematics classroom	PhD		Yes	Yes	Yes	Yes
George, Angela	Primarily Qualitative Comfortable with Quantitative	Teaching and learning of foreign languages, specifically sociolinguistic and pragmatic skills; Heritage Language Learners or ELLs; Pre-service and in-service teacher development	Ph.D. in Hispanic Linguistics with a focus on Second Language Acquisition	2 years – Spanish Precalculus – High School	No	No	No	Yes
Gray, Kimberly	Mixed Methods	teacher development and self-efficacy, organizational change	Ph.D.	7 years middle school social studies and language arts teacher	Yes	Yes	Yes	Yes

Gregory, Diana	Mixed Methods	a/r/tography, creativity & innovation, art for social justice, teaching & learning in higher education, diversity, creative leadership, problem solving, children w/ exceptionalities, art therapy	PhD		Yes	Yes	Yes	Yes
Guillory, Nichole	Qualitative Methods	black feminism, multiculturalism, social justice education, and curriculum theory	Ph.D.	5 years, English, Grades 9-12	No	No	No	Yes
Hicks, Joya Carter	Qualitative	Major field of scholarship in <i>Inclusive Education</i> which includes: co-teaching and professional collaboration models; cross-cultural teaching and learning strategies; multicultural curriculum mapping, differentiated instruction, and evidenced-based practices; and Africana feminism.	Ph.D. Special/Inclusive Education and Educational Leadership	4 years Inclusive/Special Education (P-12)	Yes	Yes	Yes	Yes
Hillen, Amy	Primarily mixed method, proportional reasoning, algebra and reasoning & proof.	Preservice teacher education, Mathematical knowledge for teaching; rational number; studying the use of practice-based materials in preservice and inservice teacher education	EdD, Mathematics Education	None	No	Yes	No	Yes
Holbein, Marie	Comfortable with qualitative and mixed methods	Literacy Leadership Leadership Development Curriculum Development Executive Coaching	EdD Curriculum & Teaching Emphasis in Reading Education (K-12), and Elementary Education	27 years in education: Teaching Experience: Elementary school; middle grades, community college, undergraduate and graduate faculty status. Administrative experience:	Yes	Yes	Yes	Yes

				Early Childhood Director (P-2); Chair, Division of Education; Assistant Dean				
Howrey, Shannon	Qualitative Methods, emphasis on critical discourse analysis and case study, reader response and critical theory theoretical backgrounds	Multicultural literature experiences with pre- and in-service teachers; using technology to develop reading needs of low-achieving K-5 readers	PhD in Language and Literacy Education	6 years teaching ELL and elementary grades 1-4	No	No	No	Yes
Hoyt, Kristin	Qualitative (constant comparison/content analysis/case study); Mixed method (blending survey research with qualitative); Classroom-based Inquiry/Action Research	Fostering intercultural competence through classroom instruction; Assessment of the development of intercultural competence; Cultivating teacher dispositions through pre-service coursework; Program evaluation/assessment	Ph.D. Language Education	7 years in HS public school foreign language teaching; 6 years as state DOE coordinator for statewide K-12 foreign language programs / curriculum; 2 years coordinating / teaching after-school ES foreign language programs; 1 year coordinating / teaching MS foreign language Saturday school	No	No	No	Yes
Jean-Sigur, Raynice	Qualitative Methods	Professional development opportunities for early childhood educators, diverse families and children with medical conditions and special needs. Diversity and early childhood education, Diversity and Continuity of Care for Infants and Toddlers in Child Care, Parental/Family Involvement Preparing Early Care Providers for the Diverse Workforce and Global Early Childhood	Ph.D. Multicultural Special Education with Preschool Emphasis.	Toddler teacher, child life specialist, hospital/homebound and early childhood and elementary teacher.	Currently Serving	Yes	Yes	Yes

		Education						
Jiang, Binbin	Qualitative (e.g., content analysis; grounded theory) and quantitative (e.g., survey research)	<p>Efficacy of professional development for K-12 EFL teachers; Development of Academic Language Proficiency for ELL; Effectiveness of international student teaching programs; effectiveness of multicultural education course work.</p> <p>Socio-psycho-cultural perspective on (second language) learning and teaching; grounded theory; critical pedagogy.</p>	Ed.D. Educational Leadership	7 years; Site Coordinator, University of California 5thD K-16 After School Computer Assisted Tutoring Program; Director, International Language Institute, worked with a P-12 school in Mexico and provided EFL teacher training, curriculum recommendations and assessment of student performance for three years; Administered two high school ESOL programs	No	Yes	Yes	Yes
Jorrín-Abellán, Iván M.	Qualitative Methods, emphasis on Case Study	Computer Supported Collaborative learning in P-12 and Higher Education .Responsive Evaluation.	PhD in Educational Research. Intelligent & Cooperative Systems Research Group (University of Valladolid)	2 years Special Education.	Yes	Yes	Yes	Yes
Kelly-Jackson, Charlease	Qualitative Design	Equity and Diversity Issues, Teacher preparation specifically teaching for social justice; Culturally Relevant/Responsive Pedagogy; STEM Education; Urban Education; Professional Development Schools (school-university partnerships)	Ed.D Curriculum and Instruction-Science Education	3 years Middle School Science	No	Yes	No	Yes
Kim, Jihye	Quantitative Methods	Youth behavioral and emotional risk, Universal school based mental	Ph.D. in research, measurement, and statistics	N/A	No	No	Yes (after serving	Yes

		health screening, Teacher retention and attrition, Psychological distress symptom among cancer survivors, Quality of life issue among cancer survivors					as a Committee Member	
Kim, Yanghee	Quantitative, qualitative, and mixed methods	Parental involvement (PI) in public school settings: Minority parental involvement; Family barriers preventing PI; School barriers discouraging PI; Diversity of PI programs; School leadership toward PI; School culture and policies for encouraging PI.	Ph.D. Curriculum and Instruction, Concentrated on Early Childhood Education	3 years of preschool teaching. Director for Family Literacy Program housed at an elementary and middle school	Yes	Yes	Yes	Yes
King-McKenzie, Ethel	Qualitative Research Ethnography and Oral and Life histories	Multicultural, urban and diversity education, education for social justice and social studies education for ecological sustainability Race and gender studies Curriculum Theory Oral history and Ethnography	Ph.D. Curriculum and Instruction, Qualitative Research and Social Studies	20 years P-15 Social Studies	No	Yes	After serving on committees	Yes
Kuhel, Karen	Qualitative methodologies – in particular, phenomenology, case study, ethnography and grounded theory	Culturally and linguistically responsive pedagogy; differentiation of instruction and assessment for diverse learners; preservice and inservice teacher development; research related to English learners (ELs), in general, and ELs with learning disabilities in particular; critical theory/pedagogy; all aspects of literacy, especially with regard to English learners	Ph.D. in Curriculum and Instruction -- Teacher Education/ General and Special Education MATESOL	23 years in education. 1 year elementary – U.S. 3 years P-12 English as a Foreign Language (EFL)– Brazil; 10 years close collaboration with Cobb & Fulton County ESOL including in-service teacher development; 19 years preservice and inservice teacher supervision and mentoring	No	Yes	Yes	Yes
Levy, Aaron	Qualitative methodologies (case	Fiction and drama; narrative methods of inquiry; teacher as	Ph.D. Curriculum & Instruction	5 years high school; supervision	No	Yes	No	Yes

	studies, ethnography, narrative inquiry)	writer; writing instruction	(concentration: English Education)	of pre-service teachers				
Linenberger, Kimberly	Qualitative (phenomenology, case study, grounded theory/inductive analysis) Quantitative (advanced statistics with large data sets)	Development and determination of quality assessment instruments; determination of student conceptual understanding of chemistry and biochemistry topics including application of mathematical concepts and misconceptions; development of scaffolded active learning materials	Ph.D. in Chemistry Concentration: Biochemistry Education	1 year in teacher professional development (6-12)	No	No	Yes	Yes
Mann, Alison	Qualitative Comfortable with Quantitative	Use of modeling for instruction; direct instruction; student attitude and achievement	Ph.D. in Music Education	4 years in high school music (choir)	No	No	No	Yes
Meadows, Feland	Qualitative or Quantitative	Constructivist Conceptual Framework and Methodology. Individualized Instruction based upon Vygotsky's discovery that <i>Instruction leads development</i> and Montessori's insight that <i>age does not measure development</i> . The research based and validated teaching/learning practices of the Montessori System of Education. Brain and DNA Research; the Sensitive Periods of Development. Research based, Key Word induced Phonemic Awareness. Cursive writing on 5 spaces with only 4 approach strokes	Ph.D. in Higher Education Administration -- Problems of University Reform in Latin America. Anthropological foundations of human development. B.D. in History. The Confluence of Hispanic and Indigenous Religious Cultures in Mexico. B.A. Earth Sciences & Education: Social Sciences.	42 years; CA Clear Single Teaching Credential, Social Sciences, Middle & H.S.1985 CA Bilingual Certificate of Competence: Spanish, 1986 CA Administrative Services Credential, 1986 Certified Montessori 2.5-6 Teacher, 1974. Certified Montessori Master Teacher Educator, 1976 Founder & Principal of P-6 Tetralingual Montessori School	Yes	Yes	No	Yes

		<p>that facilitates the acquisition of writing and reading skills.</p> <p>Respecting the child's inner teacher.</p> <p>The commitment to honor the child.</p> <p>Peace Education.</p>		<p>11 yrs. Mexico City.</p> <p>Principal of 3-5 year Pre-K Bilingual -- English and 1 of following languages: Chinese, Japanese, Vietnamese, Korean, Farsi, Spanish. 7 yrs. Irvine Unified School District, CA.</p> <p>Coordinator for Bilingual Education P-12 IUSD, 9 yrs Irvine CA.</p>				
Moore, Julie	Qualitative Methods	Technology to support teacher professional learning communities, technology integration in K-12 schools.	Ph.D. Instructional Systems Technology	9 years high school math teacher	Yes	Yes	Yes	Yes
Munson, April	Qualitative; specialty in Case Study	Qualitative; individual and multiple case studies	Ph.D. in Art Education; Focus on Qualitative Research and Program Evaluation	3 years classroom teacher; classroom based research; currently in classrooms supervising practicums	No	No	No	Yes
Padgett-Harrison, Susan	Qualitative	Public school programs, policy, data analysis	EdD in Educational Leadership	29 years as a teacher, assistant principal, high school principal, central office supervisor, and director	Yes	Yes	Yes	Yes
Paris, Nita	Primarily Quantitative with Anecdotal Qualitative	Metaphors of teaching & world views. Metaphorical thinking &	PhD Educational Psychology- Applied Cognition & Development with Cognate in Science Education	13 years; Middle Grades Administrator, AP Biology, Anatomy	Yes	Yes	Yes	Yes

	<p>Comfortable with Mixed Method</p> <p>Research design and conceptual frameworks</p>	<p>embodied reasoning.</p> <p>Metaphorical thinking and teacher/leader expertise</p> <p>Communities of Practice, Situated cognition & development of teacher/leader expertise.</p> <p>Theoretical/Philosophical frameworks: Dewey (Embodied Realism) Bandura (Reciprocal determinism);</p> <p>Lakoff & Johnson (Metaphor& linguistics)</p> <p>Wenger (Communities of Practice, Situated Cognition).</p>	<p>Have worked with EDD students in many different content areas and levels.</p>	<p>& Physiology, Biology; Elementary Physical Education</p>				
Richey, Amanda	<p>Qualitative Methods (especially: narrative inquiry, ethnography, critical discourse analysis, case study, and grounded theory/inductive analysis, also comfortable with mixed methods)</p>	<p>Culture and representation in education – specifically textbooks</p> <p>Islam in education/experiences and representation of Muslims</p> <p>Literacy practices of women/mothers the home-school connection</p> <p>Theoretical frameworks: Poststructural/postcolonial/decolonizing; Feminist and critical frameworks Family and Community Engagement</p>	<p>Ph.D. Concentration: Literacy & Qualitative Research</p>	<p>2 years as EFL teacher for prek-16No</p>	<p>No</p>	<p>Yes</p>	<p>Not yet (but yes in the future for literacy and TESOL)</p>	<p>Yes</p>
Ritchie, Scott	<p>Qualitative Methods</p>	<p>Critical literacy, sociocultural contexts of teaching and learning, Freirean critical pedagogy, teaching for social justice, critical discourse analysis, student agency, teacher education.</p>	<p>Ph.D. in Language and Literacy Education</p>	<p>9 years early childhood, elementary, and middle grades including four years as district level instructional</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

				coach. 4 years experience in health education and adult popular education.				
Rosengrant, David	Mixed-Methods	Multiple Representations in physics problem solving, expert novice differences. Eye-tracking methodologies, student attention.	Ed.D Science Education	3 years high school physics experience 5 years running / conducting professional development workshops for K-12 teachers	No	No	Yes	Yes
Russell, Felice Atesoglu	Qualitative Methods	Sociocultural learning theory, teacher leadership, teacher development continuum (preservice, induction, inservice), collaboration between mainstream and ESOL teachers, adolescent immigrant youth; school-university partnerships, English learners	PhD in Educational Leadership and Policy Studies (emphasis in Curriculum and Instruction/Language, Literacy, and Culture)	3 years middle and high school language arts, social studies, and ESL; Summer k-12 ESL and Upward Bound	No	No	Yes (after serving as a member)	Yes
Sanchez, Wendy	Qualitative (but I can work in Quant also as long as I'm not the primary methodologist)	Preservice and inservice teacher preparation, teacher beliefs, teacher knowledge, assessment.	Ph.D. in Mathematics Education, UGA 2001; Teacher Beliefs about Open-ended Assessment	4 years teaching high school mathematics.	Yes	Yes	Yes	Yes
Smith, Marvin	Qualitative, Quantitative, and Mixed Methods	P-5 mathematics education; learning mathematics with understanding via social constructivist pedagogy	PhD Curriculum & Instruction (Mathematics Education) with Minor in Educational Psychology	3 years: Elementary and Secondary Mathematics; Secondary US History	No	Yes	Yes (ece math ed only)	Yes
Stallings, Lynn	Primarily qualitative Comfortable with mixed method	Mathematics education policy and reform	Ph.D. Mathematics Education Interests in educational reform, use of technology, and teacher knowledge/effectiveness	5.5 years as 8-12 mathematics teacher	Yes	Yes	No	Yes
Stockdale, Susan	Quantitative and Psychometrics (Scale Construction)	Self-Efficacy Self-Direction	Ph.D. in Educational Psychology Cognates: Research and Learning	7 years as 7 th -9 th grade algebra, LD, ED teacher	Yes	Yes	Yes	Yes
Terry, Alice (retired)	Qualitative Methods	Service-learning Gifted and Creative Education	EdD Gifted and Creative Education	27 years; middle grades & high school social studies teacher (4	Yes	Yes	Yes	Yes

				years); teacher of the gifted P-12 (23 years)				
Therault, Corrie	Qualitative Methods Program Evaluation	Qualitative Methodology Visual and Art-Based Qualitative Methods Race in Education African American Male Student Achievement Afterschool Programs	Ph.D. Educational Policy Studies – Concentration in Research, Methods, and Statistics	6 years teaching 4 th grade	Yes	Yes	Yes	Yes
Vasquez, Anete	Qualitative, Quantitative, and Mixed Methods	Professional Development Schools; Field Placements/Student teaching; Preservice and inservice teacher development; All aspects of literacy, especially any aspect related to teaching writing and adolescent reading; ELs in the traditional ELA class	Ph.D. in Curriculum and Instruction with an English Education and Teacher Education focus	14 years; middle school (4) and high school (10) English. Experience working in rural and urban settings and teaching in HS International Baccalaureate program	No	Yes	No	Yes
Vega, Anissa	Content Analysis	K12 blended and online learning Curriculum Evaluation and Measurement 21st century skills TPACK	Ph.D. Instructional Design and Technology concentration in School Leadership M.Ed. Education B.S. Math Education	1 year middle school math and reading teacher 5 years K12 instructional technology specialist/coordinator or 2 years school leader technology training	Yes	Yes	Yes	Yes
Wallace, Carolyn	Qualitative Methods	Reading, writing and literacy in science learning; global science curriculum; teacher beliefs and agency; preservice elementary science teacher preparation; science learning in informal settings.	Ed.D. in Education	5 years – Secondary Science	Yes	Yes	Yes	Yes
Wallace,	Single-Subject	Cognitive Behavioral Analysis	Ph.D. Educational Leadership	4 years	Yes – 26	Yes	Retiring	Yes

Deborah (retired)	Behavioral Research Designs	Maximizing student academic and behavioral success.	Major: Learning Disabilities and Behavior Disorders Minor: Educational Administration	Elementary-Individualized Intensive Instruction Unit	One won dissertation of the year award.		but would like to serve in whatever capacity.	
Warner, Mark	Qualitative Methods	Curriculum and Assessment for Learning Using Technology in the Elementary Classroom to improve student learning Social Constructivism	Ed.D. in Ed Leadership Curriculum and Instruction cognate	15 years; 5-8 SS, LA, and Math Teacher; K-8 School Principal	Yes	Yes	Yes	Yes
Whitlock, Ugena	Qualitative Methodologies Ethnography, Case Study, Grounded Theory, Narrative, Auto-Ethnographic	Curriculum Studies; Curriculum Theory; Social, Cultural, Political Contexts of Curriculum and Instruction; Educating for Social Justice; Place Studies; Gender Studies; Theology, Religion, and Curriculum	Ph. D. in Curriculum & Instruction with Specialization in Curriculum Theory; Graduate Minor in Women's and Gender Studies	14 years: Middle School; High School; English, Social Studies; 4 years Louisiana Department of Education: Professional Development, Standards and Assessments	Yes	Yes	Yes	Yes
Williams, Desha L.	Qualitative Methods	Cultural Dispositions Teaching Mathematics for Social Justice Teacher Development for Culturally and Linguistically Diverse Students	Ph.D. in Teaching and Learning with a concentration in Mathematics Education	4 years in secondary	Yes	Yes	Yes	Yes
Williamson, Jo	Qualitative	Defining factors related to effective technology leadership in P-12 schools Designing effective preparation and professional learning programs for technology leadership in schools. Socio-cognitive theories of identity construction; Adult learning theory; Constructivist theories of learning and development.	PhD	16 years; Secondary English Teacher, District Technology Director, State Technology Director	Yes	Yes	Yes	Yes

Zheng, Binyao	Quantitative Design Qualitative Design Mixed Design SPSS for Data Analysis	Educational Psychology Teaching Effectiveness Motivation Multicultural Education Intercultural Communication Global Learning Teacher Development	Ph.D. in Educational Psychology and Research. Professional development coursework in advanced quantitative research methods at University of Georgia	5 years of ESL teaching experience in middle and high schools in China.	No	Yes	Yes	Yes
Zimmer, Katherine	Single subject, comfortable with quantitative & mixed methods	-Autism -Early intervention -Effective early instruction for literacy instruction -Teacher prep - Cognitive Behavioral Interventions - TeachLivE	PhD in Special Education M.A. Curriculum & Instruction B.A. Elementary Education	7 years as an elementary teacher	No	No	Yes	Yes
Zong, Guichun	Comfortable with qualitative/ quantitative	CMC technology integration into social studies teaching and learning, exemplary practices in global education, minority teacher development, social studies textbook analysis (women in particular) Social Constructivism Global Pedagogy	EdD Curriculum and Instruction-Social Studies Education with focus on Global Education	3 years. Middle School ESOL Social Studies	No	Yes	Maybe	Yes

Last Update: February 2016