Timothy G. Ford

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EDUCATION:

Ph.D., Curriculum, Teaching, & Educational Policy, Michigan State University, August 2010.

M.A., Curriculum & Instruction, University of Kansas, Lawrence, KS, May 2004.
Major: Teaching English as a Second Language.

B.S., English, Truman State University, Kirksville, MO, December 1998.
Emphasis: Linguistics; Minor: Spanish.

PROFESSIONAL EMPLOYMENT (current):

Associate Professor (with Tenure)**,** Educational Administration, Curriculum and Supervision Program, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma. June 2020 to present.

Program Area Coordinator, Tulsa Educational Administration, Curriculum and Supervision Programs, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma. July 2019 to present.

Director, Leadership and Policy Center for Thriving Schools and Communities (THRIVE). Jeannine Rainbolt College of Education. July 2022 to present.

PROFESSIONAL EMPLOYMENT (past):

Assistant Professor, Educational Administration, Curriculum and Supervision Program, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma. August 2014 to May 2020.

Assistant Professor, Department of Curriculum, Instruction and Leadership, University of Louisiana at Monroe, Monroe, LA. August 2010 to August 2014.

Director, Ed.D. Program in Curriculum & Instruction, University of Louisiana at Monroe, Monroe, LA. August 2010 to August 2014.

RESEARCH PROJECT INVOLVEMENT:

Co-Principal Investigator, Unpacking the complex story of Head Start teacher turnover: Patterns, factors, mechanisms, and outcomes (Grant # 90YR0139). Secondary Analysis of Head Start/Early Head Start Data Grant, U.S. Department of Health and Human Services, Administration for Children and Families.

Principal Investigator, The Happy Leader Project. University of Oklahoma. January 2022 to present.

Co-Principal Investigator, Happy Teacher Wellness Intervention: Creating a culture of Head Start staff well-being and competence (Grant # 90YR0132). U.S. Department of Health and Human Services, Administration for Children and Families, Principal Investigator: Kyong-Ah Kwon. October 2021 to present.

Co-Principal Investigator, Happy teacher project: Supporting early childhood teachers' well-being. Principal Investigator: Kyong-Ah Kwon. October 2018 to present.

Senior Research Scientist, Oklahoma Center for Education Policy, Jeannine Rainbolt College of Education, University of Oklahoma. August 2014 to December 2021.

Co-Principal Investigator, A feasibility study for the use of Early Learning Inventory. Oklahoma Partnership for School Readiness Foundation/W.K. Kellogg Foundation. July 2018 to December 2018.

Co-Principal Investigator, Instability in family and childcare settings and developmental outcomes for infants and toddlers. Jeannine Rainbolt College of Education, University of Oklahoma. April 2018 to June 2019.

Consultant, *Educare* data utilization project. Principal Investigator, Diane Horm. University of Oklahoma. January 2016 to April 2018.

Co-Principal Investigator, How do school leaders support opportunity to learn? *American Educational Research Association* Research Grant #948. March 2015 to August 2017.

Principal Investigator, The Effects of Louisiana Common Core State Standards (CCSS) and COMPASS policy initiatives on the work of elementary teachers and administrators. March 2013 to August 2017.

Co-Principal Investigator, *Broaden Horizons* models of learning study. Spring 2012 to Spring 2013.

External Evaluator, Carmel Hill *Accelerated Reader* impact study, University of Louisiana at Monroe. Principal Investigator, Dr. Lynn Clark. Spring 2011 to Spring 2012.

Principal Investigator, Value-added teacher preparation action research study, University of Louisiana at Monroe. February 2011 to December 2011.

Research Assistant, Hewlett Foundation study of instructionally effective school districts, Michigan State University. Principal Investigator, Dr. Gary Sykes. February 2006 to May 2008.

Research Associate, Data Research and Development Center, National Opinion Research Center (NORC), University of Chicago. Principal Investigator, Dr. Barbara Schneider. May 2006 to September 2008.

PUBLICATIONS (* indicates former or current student, ** indicates co-equal authorship):

Books:

Urick, A., DeMatthews, D., **& Ford, T. G.** (Eds.) (2021). *Maximizing the impact of policy-relevant educational research for school improvement.* Charlotte, NC: Information Age Publishing. https://www.infoagepub.com/products/Maximizing-the-Policy-Relevance-of-Research-for-School-Improvement. Review in *Teachers College Record*: https://www.tcrecord.org/Content.asp?ContentId=23945

Sykes, G., Schneider, B., & Plank, D. N., (with **Ford, T. G.**) (Eds.). (2009). *Handbook on education policy research.* New York: Routledge.

Peer-Reviewed Journal Articles:

Buckmaster, J.*, Urick, A., & **Ford, T. G.** (2023). Holding back English Learners: The impact of early elementary grade retention on linguistic outcomes over 7 years. Advanced online publication, *Journal of Education for Students Placed at Risk (JESPAR).* https://doi.org/10.1080/10824669.2023.2202324

Ford, T. G., & Lavigne, A. L. (2023). Does it matter who evaluates teachers? Principal versus teacher-led evaluation and teacher motivation. Advance online publication, *Educational Policy*. https://doi.org/10.1177/08959048221103796

Sisson, S., Malek-Lasater, A., **Ford, T. G.,** Kwon, K. A., & Horm D. (2023). Predictors of overweight and obesity in early care and education teachers during the COVID pandemic. *International Journal of Environmental and Public Health, 20*(3), Article. No. 2763, 1-17. https://doi.org/10.3390/ijerph20032763

Randall, K., Kwon, K., **Ford, T. G**., & Malek-Lasater, A. (2023). Correlates of physical well-being in early childhood teachers: Aspects of fitness and work-related musculoskeletal issues for these "Educational Athletes." *Early Education and Development, 34*(2), 551-571. https://doi.org/10.1080/10409289.2022.2049111

Kwon, K., **Ford, T. G.**, Tsotsoros, J., & Randall, K., & Malek-Lasater, A.*, Kim, S-G. (2022). Challenges and needs for work and well-being of early childhood teachers by teaching modality during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health, 19,* Article No. 4919, 1-21. https://doi.org/10.3390/ijerph19084919

Urick, A., **Ford, T. G.,** Wilson, A.*, & Consuegra, E. (2022). How does instructional leadership influence opportunity to learn in mathematics? A comparative study of pathways for Grade 4 students in the U.S. and Belgium. *Research in Comparative and International Education, 17*(3), 372-398. https://doi.org/10.1177/17454999221086360

Kwon, K., **Ford, T. G.,** Salvatore, A., Randall, K., Jeon, L., Malek-Lasater, A.*, Ellis, N., Kile, M., Horm, D., Kim, S. G., & Ham, M. (2022). Neglected elements of a high-quality early childhood education workforce: Whole teacher well-being and working conditions. *Early Childhood Education Journal, 50,* 169-171. https://doi.org/10.1007/s10643-020-01124-7

Ford, T. G., Kwon, K., & Tsotsoros, J. (2021). Early childhood distance learning during the COVID pandemic: Challenges and opportunities. *Children and Youth Services Review, 131,* Article No. 106297, 1-9. https://doi.org/10.1016/j.childyouth.2021.106297

Randall, K., **Ford, T. G.,** Kwon, K., Sisson, S., Bice, M., Dinkel, D., & Tsotsoros, J. (2021). Physical activity, physical well-being, and psychological well-being: Associations with life satisfaction during the COVID-19 pandemic among early childhood educators. *International Journal of Environmental Research and Public Health, 18,* Article No. 9430, 1-20. https://doi.org/10.3390/ijerph18189430

Kwon, K., Jeon, S., Castle, S., & **Ford, T. G.** (2021). Children's behaviour problems in Head Start: Links to teacher well-being and intent to leave. Advanced online publication. *Early Childhood Education Journal.* https://doi.org/10.1007/s10643-021-01253-7

Kwon, K., **Ford, T. G.**, Jeon, L., Malek-Lasater, A. D.*, Ellis, N. D., Randall, K., Kile, M. S., & Salvatore, A. (2021). Testing a holistic conceptual framework for early childhood teacher well-being. *Journal of School Psychology, 86,* 178-197. https://doi.org/10.1016/j.jsp.2021.03.006 [Scopus #5 most cited article in journal, past 3 years].

Ford, T. G., & Forsyth, P. B. (2021). Teacher corps stability: Articulating the social capital enabled when teachers stay. *Journal of Educational Administration, 59*(2), 233-252. https://doi.org/10.1108/JEA-02-2020-0036

Urick, A., Liu, Y., **Ford, T. G.**, Wilson, A.* (2021). Does instructional leadership mediate effects of student home resources on opportunity to learn and math reasoning skills? A cross-national comparison. *International Journal of Leadership in Education, 24*(6), 876-914. https://doi.org/10.1080/13603124.2019.1629697

Ford, T. G.** & Hewitt, K.** (2020). Integrating summative and formative goals in designing next generation teacher evaluation systems. *Educational Policy Analysis Archives, 28*(63), 1-34. https://doi.org/10.14507/epaa.28.5024

Ford, T. G., Lavigne, A., Fiegener, A.*, & Si, S.* (2020). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. *Review of Educational Research, 90*(2), 264-307. https://doi.org/10.3102/0034654319899723

Ford, T. G., Olsen, J. J.*, Khojasteh, J., Ware, J. K., & Urick, A. (2019). Effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave. *Journal of Educational Administration, 57*(6), 615-634. https://doi.org/10.1108/JEA-09-2018-0185

Ford, T. G. (2019). Does the use of informal control mechanisms increase trust among teachers? An evaluation of the *Accelerated Schools* intervention. *Studies in Educational Evaluation, 63,* 59-71. https://doi.org/10.1016/j.stueduc.2019.06.001

Ware, J. K., & **Ford, T. G.** (2018). From Teacher to Student Self-Regulatory Climate: Exploring how leader support of teacher psychological needs shapes teacher support of student psychological needs. *Journal of Research on Organization in Education, 2,* 25-46.

Ford, T. G. (2018). Pointing teachers in the wrong direction: Understanding Louisiana elementary teachers' use of *Compass* high stakes teacher evaluation data. *Educational Assessment, Evaluation, and Accountability, 30*(3), 251-283. https://doi.org/10.1007/s11092-018-9280-x

Ford, T. G., Urick, A., & Wilson, A.* (2018). Exploring the effect of supportive teacher evaluation experiences on U.S. teachers' job satisfaction. *Educational Policy Analysis Archives, 26*(59), 1-36. http://dx.doi.org/10.14507/epaa.26.3559

Urick, A., Wilson, A.*, **Ford, T. G.**, Frick, W. C., & Wronowski, M.* (2018). Testing a framework of math progress indicators for ESSA: How opportunity to learn and instructional leadership matter. *Educational Administration Quarterly, 54*(3), 396-438. https://doi.org/10.1177/0013161X18761343

Ford, T. G., & Youngs, P. A. (2018). Creating organizational structures to facilitate collegial interaction among teachers: Evidence from a high-performing, urban-midwestern U.S. District. *Educational Management, Administration and Leadership, 46*(3), 424-440. https://doi.org/10.1177/1741143216682501

Ford, T. G., & Ware, J. K. (2018). Teacher Self-Regulatory Climate (TSRC): Conceptualizing an indicator of leader support for teachers' learning and development. *Leadership and Policy in Schools, 17*(1), 27-51. https://doi.org/10.1080/15700763.2016.1197283

Abdelkarim, A.*, Schween, D., & **Ford, T. G.** (2018). Attitudes and perceptions of medical and dental faculty towards problem-based learning: A comparative study. *Journal of Dental Education, 82*(2), 144-151. https://doi.org/10.21815/JDE.018.019

Abdelkarim, A.*, Schween, D., & **Ford, T. G.** (2018). Advantages and disadvantages of problem-based learning from the professional perspective of medical and dental faculty. *EC Dental Science, 17*(7), 1-7. https://www.ecronicon.com/ecde/pdf/ECDE-17-00707.pdf

Ford, T. G., Van Sickle, M. E.*, Clark, L. V., Fazio-Brunson, M., & Schween, D. C. (2017). Teacher self-efficacy, professional commitment and high-stakes teacher evaluation (HSTE) policy in Louisiana. *Educational Policy, 31*(2), 202-248. https://doi.org/10.1177/0895904815586855

Lovett, M. B.*, & **Ford, T. G.** (2017). Sensemaking in non-public school choices. *Home School Researcher, 33*(1), 1-9. https://www.nheri.org/home-school-researcher-sensemaking-in-non-public-school-choices/

Abdelkarim, A.*, Schween, D., & **Ford, T. G.** (2016). Implementation of problem-based learning by faculty members at 12 U.S. medical and dental schools. *Journal of Dental Education, 80*(11), 1301-1307.

Garvey, K. J., & **Ford, T. G.** (2014). Rationality, political orientation, and the individualizing and binding moral foundations. *Letters on Evolutionary Behavioral Science, 5*(1), 9-12. https://doi.org/10.5178/lebs.2014.29

Abdelkarim, A.*, Benghuzzi, H., Hamadain, E., Tucci, M., **Ford, T. G.**, & Sullivan, D. (2014). Attitudes and perceptions of dental students versus faculty toward dental education. *Journal of Dental Education, 78*, 614-621.

Peer-Reviewed Book Chapters:

Ford, T. G., Van Sickle, M. E.*, & Fazio Brunson, M. (2016). The role of "informational significance" in shaping Louisiana elementary teachers' use of high-stakes teacher evaluation data for instructional decision making. In K. Hewitt & A. Amrein-Beardsley (Eds.), *Student growth measures in policy and practice: Intended and unintended consequences of high-stakes teacher evaluations* (pp. 117-135). New York: Palgrave Macmillan. https://doi.org/10.1057/978-1-137-53901-4_6

Ford, T. G. (2014). Trust, control, and comprehensive school reform: Investigating growth in teacher-teacher relational trust in *Success for All* schools. In D. Van Maele, P. B. Forsyth, & M. Van Houtte (Eds.), *Trust and school life: The role of trust for learning, teaching, leading and bridging* (pp. 229-258). Dordrecht, the Netherlands: Springer Science. https://doi.org/10.1007/978-94-017-8014-8_11

Schneider, B., **Ford, T. G.**, & Perez-Felkner, L. (2010). Social networks and the education of children and youth. In P. Peterson, E. Baker, & B. McGaw (Eds.), *The 3rd international encyclopedia of education.* London: Elsevier. https://doi.org/10.1016/B978-0-08-044894-7.00627-8

Sykes, G., O'Day, J., & **Ford, T. G.** (2009). The district role in instructional improvement. In G. Sykes, B. Schneider, & D. Plank, (with T. G. Ford) (Eds.), *The AERA handbook on education policy research* (pp. 767-784). New York: Routledge.

Maier, K. S., **Ford, T. G.**, & Schneider, B. (2007). Are middle-class families advantaging their children? In L. Weis (Ed.) *The way class works: Readings on school, family, and the economy* (pp. 134-148). New York: Routledge.

Other Book Chapters:

Urick, A., DeMatthews, D., & **Ford, T. G.** (2021). Introduction. In A. Urick, D. DeMatthews, **& T. G. Ford** (Eds.), *Maximizing the impact of policy-relevant educational research for school improvement.* Charlotte, NC: Information Age Publishing.

Sykes, G., Schneider, B., & **Ford, T. G.** (2009). Introduction. In G. Sykes, B. Schneider, & D. Plank, (with T. G. Ford) (Eds.), *The AERA handbook on education policy research* (pp. 1-14). New York: Routledge.

Other Publications:

Ford, T. G. (2023). The key to sustaining optimism in education: Keeping cynicism at bay. Section commentary, K-12 Education Policy. In J. Scott, P. Youngs, & L. Cohen-Vogel (Eds.), *AERA Handbook on Education Policy* (2nd ed.). Routledge.

Adams, C. M., **Ford, T. G.,** Forsyth, P. B., Ware, J. K., Barnes, L. B., Khojasteh, J., Mwavita, M., Olsen, J. J.*, & Lepine, J. A.* (2017, February). *Next generation school accountability: A vision for improvement under ESSA.* Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Next_Generation_Accountability_REPORT.pdf

Ford, T. G. (2013, January 25). Audacious cures for America's schools [Review of the book *Audacious cures for America's schools*, by Bruce J. Gevirtzman]. *Teachers College Record, ID# 17007*.

In Process:

Ford, T. G., Kwon, K., Lavigne, A., & McHugh, T.* (under review). Testing a holistic framework of working conditions and well-being for Early Care and Education (ECE) and K-12 educational leaders.

Jang, W., Kwon, K., **Ford, T. G.,** Horm, D., & Yazeijan, N., & Bryant, D. (under review). Longitudinal patterns and classroom correlates of Head Start teacher turnover.

Suprunowicz, M.*, & **Ford, T. G.** (in preparation). Principal support for teacher leadership: The conceptualization and measurement of a new construct.

Ford, T. G., Kwon, K., McHugh, T.*, & Lavigne, A. (in preparation). Working conditions and well-being of early childhood and K-12 leaders.

Hamlin, D., Moershel, C.*, & **Ford, T. G.** (in preparation). Do emergency certified teachers require support in specific areas? Teacher evaluation scores among traditionally, alternatively, and emergency certified teachers.

Kwon, K., Jang, S., **Ford, T. G.**, & Chappel, J. (in preparation). Validating a comprehensive measure of early care and education (ECE) teacher working conditions.

Ford, T. G., Sisson, S., Malek-Lasater, A., Kwon, K. A., & Horm D. (in preparation). Predictors of overweight and obesity in early care and education and K-12 leaders.

Kwon, K., Jeon, S., Lopez, L., Choi, J-Y., & **Ford, T. G.** (in preparation). Patterns of stability in family and childcare settings and developmental outcomes for toddlers in early Head Start programs.

Hewitt, K., & **Ford, T. G.** (in preparation). Teacher accountability policy and un/equal educational opportunity: Use of student growth data in teacher evaluations.

Ford, T. G., Lavigne, A., Fiegener, A., Si, S.*, & Herrera, M.* (in preparation). Professional learning and development for early career teachers: A review of the literature using social-cognitive theories of motivation.

Ford, T. G., Lee, C.*, & Urick, A. (in preparation). Should we be satisfied with teacher job satisfaction? Examining the cultural dimensions of the construct.

Lange, S., & **Ford, T. G.** (in preparation). Using growth mindset in a gateway writing course**.**

PRESENTATIONS:

Ford, T. G., & Kwon, K. (2023, June). Working conditions, well-being, and support needs of center-based ECE leaders. Paper presented at the Child Care and Early Education Policy Research Consortium (CCEEPRC) Annual Meeting. Washington DC.

Jang, W., Kwon, K., **Ford, T. G.,** Horm, D., & Yazeijan, N. (2023, June). Longitudinal patterns and classroom correlates of Head Start teacher turnover. Paper presented at the Child Care and Early Education Policy Research Consortium (CCEEPRC) Annual Meeting. Washington DC.

Ford, T. G., Kwon, K., Lavigne, A., & McHugh, T. (2023, April). Testing a holistic framework of working conditions and well-being for ECE and K-12 educational leaders. Paper presented at the 2023 Annual Meeting of the American Educational Research Association. Chicago, IL.

Ford, T. G., Kwon, K., Lavigne, A. & McHugh, T. (2023, April). Working conditions and well-being of early childhood and K-12 leaders: Differences and similarities. Paper presented at the 2023 Annual Meeting of the American Educational Research Association. Chicago, IL.

Kwon, K., **Ford, T. G.,** & McHugh, T. (2023, March). Unequal Pay for Equally Demanding Work: Working Conditions for Early Childhood and K-12 Leaders. Paper presented at the 2023 SRCD Biennial Meeting, Salt Lake City, UT.

Kwon, K., **Ford, T. G.,** Castle, S., Wang, H., Tsotsoros, J., Kile, M. (2022, June). A conceptual model for Happy Teacher Wellness Intervention for Head Start workforce well-Being and competence. Poster presented at the National Research Conference on Early Childhood. (virtual conference)

Malek-Lasater, A., Kwon, K., **Ford, T. G.,** Dev, D., & Kim, S-G. (2022, June). Associations between teaching and feeding practices and children's behavior during the early care and education mealtime. Poster presented at the National Research Conference on Early Childhood. (virtual conference)

Urick, A., DeMatthews, D., & **Ford, T. G.** (2022, April). Maximizing the policy-relevance of research for school improvement. Symposium held at the 2022 Annual Meeting of the American Educational Research Association. San Diego, CA.

Ford, T. G., Kwon, K. A., Randall, K., Tsotsoros, J. (2022, April). Early childhood teachers' physical activity, well-being, and life satisfaction during the COVID-19 pandemic. Paper presented at the 2022 Annual Meeting of the American Educational Research Association. San Diego, CA.

Hewitt, K., & **Ford, T. G.** (2022, April). Modeling teachers' perceptions of student growth measures for educator evaluation. Paper presented at the 2022 Annual Meeting of the American Educational Research Association. San Diego, CA.

Suprunowicz, M.*, & **Ford, T. G.** (2021, November). Principal support for teacher leadership: The conceptualization and measurement of a new construct. Paper presented at the 2021 Annual Meeting of the University Council of Educational Administration. Columbus, OH.

Kwon, K., Castle, S., & **Ford, T. G.** (2021, April). Head Start teacher paradox: working conditions, well-being, and classroom quality. Paper presented at the 2021 Annual Meeting of the Society for Research on Child Development. (virtual conference)

Kwon, K., **Ford, T. G.**, Tsotsoros, J., & Randall, K. (2021, April). Challenges related to the work and well-being of early childhood teachers by teaching modality during the COVID-19 pandemic. Paper presented at the 2021 Annual Meeting of the Society for Research on Child Development. (virtual conference)

Ford, T. G., Randall, K., Kwon, K., & Malek-Lasater, A.* (2021, April). Physical well-being in early childhood educators: Correlates of work-related musculoskeletal issues and cardiorespiratory fitness. Paper to presented at the 2021 Annual Meeting of the American Educational Research Association. (virtual conference)

Hewitt, K., & **Ford, T. G.** (2020, November), Next generation teacher evaluation policy: Integrating formative and summative assessment goals. Paper presented at the 2020 Annual Meeting of the University Council of Educational Administration. (virtual conference)

Kwon, K., Randall, K., Ellis, N., **Ford, T. G.,** Jeon, L., Kile, M., Malek, A., & Salvatore, A. (2020, November). The Happy Teacher Project: An interdisciplinary approach to supporting whole teacher well-being in early childhood settings. Symposium paper presented at the National Research Conference on Early Childhood, Arlington, VA. (virtual conference)

Ford, T. G., & Lavigne, A. L. (2020, April). Principal versus teacher-led evaluation and change in teacher practice and motivation. Paper accepted for the 2020 Annual Meeting of the American Educational Research Association, San Francisco, California. (conference canceled)

Kwon, K., **Ford, T. G.**, Jeon, L., Ellis, N. D., Randall, K., Kile, M. S., Salvatore, A., Malek, A. D.* (2020, April). Testing a holistic conceptual framework for early childhood teacher well-being. Paper accepted for the 2020 Annual Meeting of the American Educational Research Association, San Francisco, California. (conference canceled)

Kile, M, Ellis, N., Kwon, K., Randall, K., **Ford, T. G**, & Malek, A. (2020, Jan). The quality of work environments for early childhood educators' well-being from an interdisciplinary approach. Pre-recorded film presentation and paper submission presented at the Architecture, Media, and Politics Society (AMPS) Annual Conference, Florida State University, Tallahassee, FL.

Lee, C.*, & **Ford, T. G.** (2019, November). A latent class analysis of teacher and leader use of student assessment data: Evidence from PISA 2015. Poster presented at the 2019 Annual Meeting of the University Council of Educational Administration, New Orleans, LA.

Ford, T. G., Lee, C.*, & Urick, A. (2019, November). Should we be satisfied with teacher job satisfaction? Examining its cultural dimensions. Paper presented at the 2019 Annual Meeting of the University Council of Educational Administration, New Orleans, LA.

Jeon, S., **Ford, T. G.,** Kwon, K., & Choi, J. Y. (2019, April). Mapping the dimensions of family and childcare instability for infants and toddlers. Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.

Urick, A., Liu, Y., **Ford, T. G.**, & Wilson, A.* (2019, April). Does instructional leadership mediate effects of home resources on opportunity to learn and math reasoning? Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.

Jeon, S., Jeon, L., Jung, S., & **Ford, T. G.** (2019, April). The effects of different types of teachers' professional development on job satisfaction in cross-cultural context: The role of self-efficacy. Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.

Kwon, K., Jeon, S., Choi, J. Y., & **Ford, T. G.** (2019, March). Instability in family and child care settings and developmental outcomes for toddlers in Early Head Start programs. Poster presented at the 2019 Annual Meeting of the Society for Research on Child Development, Philadelphia, PA.

Jeon, S., **Ford, T. G.,** Kwon, K., & Choi, J. Y. (2019, January). Mapping the dimensions of family and childcare instability for infants and toddlers. Poster presented at the 2019 Oklahoma Early Childhood Research Symposium, Oklahoma City, OK.

Ford, T. G., Lavigne, A., Gilbert, A.*, & Shoquing, S.* (2018, November). Applying motivational lenses toward an understanding of district support for principal learning, development, and success. Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.

Ford, T. G., & Forsyth, P. (2018, November). Reconceptualizing teacher turnover in terms of capital: Teacher corps stability. Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.

Urick, A., Wilson, A.*, **Ford, T. G.**, Frick, W. C., & Wronowski, M.* (2018, November). Testing a framework of math progress indicators for ESSA: How opportunity to learn and instructional leadership matter. Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.

Ford, T. G., Urick, A., & Wilson, A.* (2018, April). Teacher evaluation systems and teachers' job satisfaction: A cross-national comparison. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Guss, S.*, Stein, A., & **Ford, T. G.** (2018, April). Measuring data use in classrooms serving young children. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Ford, T. G., Ware, J. K., Olsen, J. J.*, Khojasteh, J., & Lepine, J.* (2017, November). Effects of leader support for teacher psychological needs on burnout, commitment, and intent to leave. Paper presented at the Annual Meeting of the University Council of Educational Administration, Denver, CO.

Ford, T. G., Adams, C. M., Forsyth, P. B., Ware, J. K., Barnes, L. B., Khojasteh, J., Mwavita, M., Olsen, J. J.*, & Lepine, J. A.* (2017, April). Exploring the limitations of composite accountability indicators: A longitudinal analysis of Oklahoma's A-F school grade system. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Ford, T. G. (2017, April). Pointed in the wrong direction: Examining Louisiana elementary teachers' use of Compass high-stakes teacher evaluation data. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Urick, A., **Ford, T. G.**, & Wilson, A.* (2017, March). Feasibility of increasing access: How does instructional leadership influence opportunity to learn in U.S. and Belgium? Poster presented at the Annual Meeting of the Association for Education Finance and Policy, Washington, DC.

Abdelkarim, A.*, Schween, D., & **Ford, T. G.** (2017, March). Attitudes and perceptions of U.S. medical and dental faculty towards problem-based learning: A comparative study. Poster presented at the Annual Meeting of the American Dental Education Association, Long Beach, CA.

Ford, T. G., Urick, A., & Wilson, A.* (2016, November). What is the impact of formative teacher evaluation experiences on U.S. teachers' satisfaction? Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.

Urick, A., **Ford, T. G.,** Frick, W. C., & Wilson, A.* (2016, November). Feasibility of increasing access: How does instructional leadership influence opportunity to learn in U.S. and Belgium? Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.

Ware, J. K., & **Ford, T. G.** (2016, November). From Teacher Self-Regulatory Climate to Student Self-Regulatory Climate: Principal effects on learning conditions. Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.

Urick, A., **Ford, T. G.,** Frick, W. C., & Wilson, A.* (2016, April). Feasibility of increasing access: How does instructional leadership influence opportunity to learn in U.S. and Belgium? Poster presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

Forsyth, P. B., **Ford, T. G.**, Lepine, J.*, Olsen, J. J.*, & Dollarhide, E. (2016, April). Modeling malleable antecedents of teacher corps stability. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

Ford, T. G., Van Sickle, M.*, & Fazio-Brunson, M. (2016, April). The role of "informational significance in shaping Louisiana elementary teachers' use of high stakes teacher evaluation data. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.

Lovett, M.*, & **Ford, T. G.** (2016, March). Using a decision-making model to understand the reasoning behind non-public school choices. Paper presented at the Annual Meeting of the Louisiana Education Research Association. Lafayette, LA.

Ford, T. G., & Ware, J. K. (2015, November). Teacher Self-Regulatory Climate (TSRC): Conceptualizing an indicator of leader support for teacher learning and development. Paper presented at the Annual Meeting of the University Council of Educational Administration. San Diego, CA.

Ford, T. G., Van Sickle, M. E.*, & Fazio-Brunson, M. (2015, November). Louisiana's Compass: Wrong direction for narrowing disparities in teacher effectiveness. Paper presented at the Annual Meeting of the University Council of Educational Administration. San Diego, CA.

Urick, A., **Ford, T. G.,** Wilson, A.*, & Frick, W. C. (2015, November). Does school leadership influence opportunity to learn? A cross-national comparison. Paper presented at the Annual Meeting of the University Council of Educational Administration. San Diego, CA.

Ford, T. G. (2015, April). Assessing the impact of informal control strategies on growth in teacher-teacher relational trust in *Accelerated Schools*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Ford, T. G., & Urick, A. (2015, April). Does instructional leadership have a causal effect on literacy teachers' instructional practice? Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Ford, T. G., Van Sickle, M. E.*, Fazio-Brunson, M., Clark, L. V., & Allen, T. (2014, April). Teacher efficacy and commitment in the face of high-stakes teacher evaluation: Perspectives from elementary school teachers in Louisiana. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Ford, T. G., Clark, L. V., Ricks, B., & Buie, R.* (2013, April). Building relational trust in school/university partnerships: A case study of a partnership with a high-poverty Professional Development School (PDS) in northern Louisiana. Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Ford, A. I., **Ford, T. G.**, & Giordani, B. (2013, February). Construct validity and reliability of repeated telephone-based cognitive screening measures for dementia. Poster presented at the Annual Meeting of the International Neuropsychological Society, Waikoloa, HI.

Ford, T. G., Ford, A. I., Dodge, H., & Giordani, B. (2013, February). Predictive validity of yearly cognitive screening to autopsy-confirmed cases of Alzheimer's disease. Poster presented at the Annual Meeting of the International Neuropsychological Society, Waikoloa, HI.

Clark, L. V., & **Ford, T. G.** (2012, March). 'I'm here to help': The importance of establishing trust in professional development school partnerships. Paper presented at the Annual Meeting of the National Association for Professional Development Schools, Las Vegas, NV.

Kim, K., Kim, K., & **Ford, T. G.** (2012, March). The U.S. expansion of excelling prospective teachers of Korea. Paper presented at the Annual Meeting of the Society for Information Technology and Teacher Education, Austin, TX.

Ford, T. G., Jordan, A. R.*, Weems, A.*, Douglas, K.*, & Van Sickle, M.* (2011, November). Collecting data for evaluating teacher preparation program effectiveness: Lessons from a study of value-added results. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Oxford, MS.

Ford, T. G., Jordan, A. R.*, Weems, A.*, Rainey, D.*, & Porter-Lord, D.* (2011, April). Correlates of growth in trust among teachers in *America's Choice* schools. Poster presented at the Annual Meeting of the Louisiana Council of Professors of Educational Administration, Ruston, LA.

Ford, T. G. (2011, April). Building relational trust within comprehensive school reform models: Exploring the relationship between trust and instructional improvement. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Maier, K., Schneider, B., & **Ford, T. G.** (2010, August). Family experiences of competition and adolescent performance. Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, GA.

Maier, K., **Ford, T. G.**, & Schneider, B. (2009, August). Does feeling competitive in adolescent families matter for school success? Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, CA.

Ford, T. G., & Youngs, P. A. (2009, April). How policy context shapes trust in schools: Understanding how *Success for All* promotes trust in a high-performing urban Midwestern district. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Ford, T. G., Maier, K. S., & Schneider, B. (2008, August). Adolescent parent involvement and school advantage: Gendered understandings of how competitive home and school experiences mediate adolescents' academic achievement and well-being. Paper presented at the Annual Meeting of the American Sociological Association, Boston, MA.

Ford, T. G. (2008, March). Building social trust between ELL migrant students and ESL program staff: An examination of two school districts' staff development opportunities. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Maier, K. S., **Ford, T. G.**, & Schneider, B. (2008, March). Social class and child-rearing practices: Are middle-class families advantaging their children? Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.

Maier, K. S., **Ford, T. G.**, & Schneider, B. (2007, October). Competition and adolescent parent involvement: A hierarchical linear modeling approach to understanding how home/school experience mediates adolescents' academic achievement and well-being. Paper presented at the Annual Meeting of the Michigan Sociological Association, Lansing, MI.

Sykes, G., Printy, S., Bowers, A., Garner, G., Umpstead, G., & **Ford, T. G.** (2006, April). We are "Big Red:" Community pride, leadership, and *'Success for All'* in a working class community. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

INVITED PRESENTATIONS:

Ford, T. G. (2023, May). The Happy Leader Project: Charting the landscape of birth-12th grade educational leader working conditions and well-being. NOPREN ECE Workforce Well-being Group.

Ford, T. G., Kwon, K.A. (2023, March). The Happy Leader Project: Policy and practice implications. Early Childhood Education (ECE) Workforce Wellbeing Research to Policy Convening, Yale University.

Ford, T. G., Kwon, K. A., Randall, K., Tsotsoros, J. (2022, June). Early childhood teachers' physical activity, well-being, and life satisfaction during the COVID-19 pandemic. Paper presented at the Oklahoma Partnership for School Readiness.

Kwon, K., **Ford, T. G.,** Randall, K., Castle, S. (2022, March). *Head Start teacher paradox: Challenges and opportunities for staff well-being.* Presentation at the Office of Head Start Migrant and Seasonal Head Start Meeting ~ Region XII Summit. (virtual presentation)

Kwon, K., **Ford, T. G.,** Randall, K., Castle, S. (2022, January). *Head Start teacher paradox: Challenges and opportunities for staff well-being.* Presentation at Office of Head Start Winter Leadership Institute, Administration for Children & Families, U.S. Department of Health & Human Services, Washington DC. (virtual presentation)

Ford, T. G. (2021, November). *Educator well-being: The role of schools and districts.* Four part webinar lecture series for the Professional Development Leadership Academy (PDLA). Tulsa, Oklahoma. (virtual presentation)

Kwon, K., **Ford, T. G.,** Randall, K., Castle, S. (2021, July). *Head Start teacher paradox: Working conditions, well-being, & classroom quality.* Presentation to Leadership of the Office of Head Start, Administration for Children & Families, U.S. Department of Health & Human Services, Washington DC. (virtual presentation)

Kwon, K., **Ford, T. G.,** Randall, K., Ellis, N., Jeon, L., Kile, M., Malek-Lasater, A., & Salvatore, A. (2020, November). *Happy Teacher Project: Understanding and supporting teachers' well-being.* National Research Conference on Early Childhood Plenary Session, Arlington, VA. (virtual conference)

Kwon, K., **Ford, T. G.**, Randall, K., & Malek, A. (2020, Feb). *Happy Teacher Project: Preliminary results.* Presentation at Early Childhood Education Institute Thinking Thursday, Tulsa, OK (Collaborating authors: Jeon, L., Ellis, N., Kile, M., & Salvatore, A.)

Kwon, K., **Ford, T. G.**, Randall, K., & Malek, A. (2019, Dec). *Happy Teacher Project: Supporting early childhood teachers' well-being.* Presentation at Professional Development Leadership Academy, Tulsa, OK (Collaborating authors: Jeon, L., Ellis, N., Kile, M., & Salvatore, A.)

Jeon, S., **Ford, T. G.,** Kwon, K., & Choi, J. Y. (2019, June). Instability in family and childcare settings and developmental outcomes for infants and toddlers in Early Head Start Programs. *Presentation for OU Early Childhood Education Institute Advisory Board.*

MEDIA APPEARANCES/MENTIONS:

.

Marshall Memo: A Weekly Round-up of Important Ideas and Research in K-12 Education, No. 976 (March 6, 2023). https://www.marshallmemo.com/

Principals or Peers: Who Should Evaluate Teachers? *Education Week* (February 27, 2023). https://www.edweek.org/teaching-learning/principals-or-peers-who-should-evaluate-teachers/2023/02

KTUL, Channel 6, Oklahoma Education Funding (2022, November). https://ktul.com/news/local/oklahoma-ranks-49th-in-education-and-47th-in-spending-per-student

Teacher Stress Isn't Just an Individual Thing, It's about their Schools Too. *The Conversation* (2022, June). https://theconversation.com/teachers-stress-isnt-just-an-individual-thing-its-about-their-schools-too-183451

Are Early Childhood Teachers Happy and Healthy? This Research Study will Find Out. *Ed Surge* (2019, October). https://www.edsurge.com/news/2019-10-09-are-early-childhood-teachers-happy-and-healthy-this-research-study-will-find-out

RESEARCH/TECHNICAL REPORTS:

Kwon, K., **Ford, T. G.**, Guss, S., & Horm, D. (2018). Early Learning Inventory (ELI) feasibility study report. Oklahoma Partnership for School Readiness Foundation/W.K. Kellogg Foundation.

Urick, A., with **Ford, T. G.** (2015). Great Expectations model schools: Final report of evaluation submitted to K-20 Center, University of Oklahoma. [request full copy; for partial results http://www.greatexpectations.org/k20-research-center-study].

Adams, C. M., Forsyth, P. B., **Ford, T. G.,** Ware, J. K., Barnes, L. B., Khojasteh, J., Mwavita, M., Olsen, J. J.*, & Lepine, J. A.* (2015). *Next generation school accountability: A report commissioned by the Oklahoma State Department of Education.* Oklahoma Center for Education Policy (The University of Oklahoma) and the Center for Educational Research and Evaluation (Oklahoma State University).

Clark, L.V., **Ford, T. G.,** Lovett, M.*, & Buie, R.* (2013). *Broaden horizons* models of learning final report. Submitted to the *Broaden Horizons* governing board. University of Louisiana at Monroe.

Ford, T. G. (2011). Value-added teacher preparation action research study final report. Submitted to the Louisiana Board of Regents. University of Louisiana at Monroe.

GRANT/EXTRAMURAL FUNDING ACTIVITY:

External Grants:

Jang, W, Kwon, K., **Ford, T. G.,** Horm, D., & Yazejian, N. (2023). Innovative approaches to studying peer effects in Head Start and their implications for policy, research, and practice. Secondary Analysis of Head Start/Early Head Start Data Grant, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. Pending, $100,000. (Co-PI).

Kwon, K., **Ford, T. G.,** Jang, W., Horm, D., & Yazejian, N. (2022). Unpacking the complex story of Head Start teacher turnover: Patterns, factors, mechanisms, and outcomes (Grant # 90YR0139). Secondary Analysis of Head Start/Early Head Start Data Grant, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. Funded, $100,000. (Co-PI)

Kwon, K., **Ford, T. G.**, Castle, S., Wang, H., & Kile, M. (2021). Happy Teacher Wellness Intervention: Creating a culture of Head Start staff well-being and competence (Grant # 90YR0132). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. Funded, $1,955,552. (Co-PI)

Kwon, K., **Ford, T. G.**, & Horm, D. (2018). A feasibility study for the use of Early Learning Inventory. Oklahoma Partnership for School Readiness Foundation/W.K. Kellogg Foundation. Funded, $15,000. (Co-PI)

Urick, A., **Ford, T. G.**, & Frick, B. (2015). How do school leaders support opportunity to learn? *American Educational Research Association* Research Grant #948. Funded, $25,000.00. (Co-PI)

Clark, L. V., & **Ford, T. G.** (2013). *Broaden Horizons* models of learning. Funded, $15,000.00. (Co-PI)

Internal Grants:

Ford, T. G. & Kwon, K. (2022). The Happy Leader Project: A new initiative to improve birth-12th grade educational leader working conditions and well-being. Jeannine Rainbolt College of Education. Funded, $7,900. (PI)

Peltier, C., Kwon, K., & **Ford, T. G.** (2021). Making teachers happy: A Meta-analysis of interventions aimed to improve early childhood teacher well-being. Jeannine Rainbolt College of Education. Funded, $6,000. (Co-PI)

Kwon, K., Jeon, S., Choi, J., & **Ford, T. G.** (2018). Instability in family and childcare settings and developmental outcomes for infants and toddlers. Early Childhood Education Institute, University of Oklahoma. Funded, $8,500. (Co-PI)

Urick, A., & **Ford, T. G.** (2015). EACS 5403 Inquiry for Performance Improvement, *University of Oklahoma Presidential Dream Course.* Funded, $20,000.00. (Co-PI)

Urick, A., & **Ford, T. G.**, Edwards, K., Pasque, P., Laird, S., Frick, B., & Covaleskie, J. (2014). Who are you? Racial Formation in the United States. *Jeannine Rainbolt College of Education Endowed Lectureship Grant.* Funded, $5,000. (Co-PI)

Ford, T. G. (2013). ULM College of Education Dean's Faculty Support Fund. Funded, $575.00. (PI)

Ford, T. G. (2013). The effects of Louisiana Common Core State Standards (CCSS) and COMPASS policy initiatives on the work of elementary teachers and administrators. ULM College of Education Research Hub Grant. Funded, $1,000.00. (PI)

Ford, T. G., & Sivakumaran, T. (2010). LEC doctoral lab advanced statistical software access and training. University of Louisiana at Monroe Student Technology Access Plan Grant. Funded, $1,842.00. (PI)

HONORS AND AWARDS:

Team Award for Excellence in Transdisciplinary, Convergent Research, for *Happy Teacher Project*, Vice President for Research and Partnerships, University of Oklahoma, 2023. (Awarded).

Annual Award for Excellence in Research Grants, Vice President for Research and Partnerships, University of Oklahoma, 2023. (Awarded).

Hamilton Book Award, *Maximizing the Policy Relevance of Research for School Improvement.* (with co-editors David DeMatthews and Angela Urick). Vice President for Research, Scholarship, and Creative Endeavors, University of Texas Austin. (Nomination).

Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, University of Oklahoma, Vice President for Research and Partnerships, University of Oklahoma, 2022. (Awarded).

Research and Scholarship Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2021, 2023. (Nomination).

Pre-Tenure Faculty Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2019. (Awarded)

Most Promising Faculty Award, Department of Educational Leadership and Policy Studies, University of Oklahoma, 2016. (Awarded)

Erickson Research Fellowship, Michigan State University, 2005-2009. (Awarded)

Graduate Student Research Enhancement Award, Michigan State University, 2007. (Awarded)

Department of Teacher Education Fellowship, Michigan State University, 2005-2006. (Awarded)

FACULTY AND ADMINISTRATIVE LOAD:

Teaching:

EACS 5403 Inquiry for Performance Improvement (3cr.) (Face-to-face and asynchronous online)
EACS 6023 Applied Quantitative Research Methods (3cr.)
EACS 6213 Policy Evaluation (3cr.)
EACS 6713 Proseminar in Educational Administration, Curriculum, and Supervision (3cr.)
EACS 6673 Advanced Inquiry: Multivariate Analysis in the Social Sciences (3cr.)
EACS 6970 Special Topics in Doctoral Seminar: Sociology of Education (3cr.)
EACS 6970 Special Topics in Doctoral Seminar: History and Philosophy of Education (3cr.)
EACS 6970 Post Master's Seminar (3cr.)
EACS 6970 Prospectus Development Seminar (3cr.)
EDS 4003 Schools in American Cultures (3cr.)
ILAC 6033 Critical Research Paradigms (3cr.)

Thesis and Dissertation Committees (Completed; All F2F Graduates, unless otherwise indicated):

Chaired Dissertations:

Christopher Compton (Ed.D. Education Administration, Curriculum, & Supervision). Summer 2022.

Kiana Smith (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2022.

Matt Suprunowicz (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2021.

Sarah Wyatt (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2021.

Allison Fennell-Conch (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2021.

Claire Schroepfer (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2021.

Fielding Elseman (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2021.

Robert Franklin (Ed.D. Education Administration, Curriculum, & Supervision). Summer 2020.

Sherrie Jackson (Ed.D. Education Administration, Curriculum, & Supervision). Summer 2020.

Sharla Harris (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2020.

SethAnn Lange (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2020.

Charlotte Carter (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2020.

Joshua Robinson (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2020.

Kenneth Hindenburg (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2019.

Leedy Smith (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2018.

Jentre Olsen (Ph.D. Education Administration, Curriculum, & Supervision). (Dr. Patrick Forsyth, Co-Chair). Summer 2017.

John Lepine (Ph.D. Education Administration, Curriculum, & Supervision). (Dr. Patrick Forsyth, Co-Chair). Spring 2017.

Ralph Buie (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2014.

Myra Lovett (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2014.

Andy Allen (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2014.

Lijo Thomas (Ed.D. Educational Leadership). University of Louisiana at Monroe. Spring 2014.

Harrington Watson III (Ed.D. Educational Leadership). University of Louisiana at Monroe. Spring 2014.

Stacey Pullen (Ed.D. Educational Leadership). University of Louisiana at Monroe. Spring 2014.

Angela Crumpton-Jenkins (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Spring 2014.

Tifarah Dial (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2013.

Cassie Owens (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2013.

Mary Beth Van Sickle (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2013.

Tammy Whitlock (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Fall 2013.

Brian Bush (Ed.D. Educational Leadership). University of Louisiana at Monroe. Spring 2013.

Anthony Ryan Jordan (Ed.D. Educational Leadership). University of Louisiana at Monroe. Spring 2013.

David Nordman (Ed.D. Educational Leadership). University of Louisiana at Monroe. Spring 2013.

Tracye Todd (Ed.D. Curriculum & Instruction). University of Louisiana at Monroe. Spring 2013.

Dissertation Committee Member:

Usama Masood (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Summer 2023.

Shahrukh Kasi (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Summer 2023.

Marvin Manalastas (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Spring 2023.

Julia Hughes (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2023.

Chang Sung Jang (Ph.D. Educational Leadership and Policy Studies). Spring 2023.

Brenda Shaw (Ed.D. Education Administration, Curriculum, & Supervision). Fall 2022.

Christina Moershel (Ed.D. Education Administration, Curriculum, & Supervision). Fall 2022.

Jeffrey Beyer (Ed.D. Education Administration, Curriculum, & Supervision). Fall 2022.

Lindsay Smith (Ed.D. Education Administration, Curriculum, & Supervision). Fall 2022.

Angela Durant-Tyson (Ed.D. Education Administration, Curriculum, & Supervision). Summer 2022.

T.J. (Tyler) Mobra (Ph.D. Education Administration, Curriculum, & Supervision). Spring 2022.

Rob Kaiser (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2022.

Haneya Qureshi (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Fall 2021.

Asad Zaidi (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Fall 2021.

Adrien Malek-Lasater (Ph.D. Early Childhood Education). Chair: Dr. Kyong-Ah Kwon. Summer 2021.

Lindsay White (Ph.D. Educational Administration, Curriculum, & Supervision). Chairs: Dr. Curt Adams and Dr. Brigitte Steinheider. Spring 2021.

Elizabeth Wilkins (Ph.D. Educational Studies). Chair: Melli Velazquez. Spring 2021.

Joanie (Gieger) Chambers (Ph.D. Early Childhood Education). Chair: Dr. Vickie Lake. Spring 2021.

Ashlyn Gilbert (Ph.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Curt Adams. Spring 2020.

Alison Wilson (Ph.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Angela Urick. Spring 2020.

Rae Ann Ross (Ph.D. Early Childhood Education). Chair: Dr. Vickie Lake. Spring 2020.

Schuyler Adkins (Ed.D. Education Administration, Curriculum, & Supervision). Spring 2020.

Laura Latta (Ph.D. Early Childhood Education). Chair: Dr. Vickie Lake. Summer 2019.

Sherri Castle (Ph.D. Early Childhood Education). Chair: Dr. Diane Horm. Summer 2019.

Jamie Buckmaster (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Angela Urick. Spring 2019.

Jason Godfrey (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Curt Adams. Fall 2018.

Ahmad Asghar (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Fall 2018.

Yira Muse (Ph.D. Interdisciplinary Studies, Organizational Leadership Chair: Dr. Chan Hellman. Fall 2018.

Kelly Dudley (Ph.D. Early Childhood Education). Chair: Dr. Vickie Lake. Summer 2018.

Meredith Wronowski (Ph.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Angela Urick. Spring 2018.

Azar Taufique (Ph.D. Electrical & Computer Engineering). Chair: Dr. Ali Imran. Spring 2018.

Emisha Young (Ph.D. Early Childhood Education). Chair: Dr. Diane Horm. Fall 2017.

Stephanie Hinton (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Hollie Mackey. Fall 2017.

Todd Nelson (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Patrick Forsyth. Spring 2017.

Katy Ackley (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Curt Adams. Spring 2017.

Deborah Laurin (Ph.D. Early Childhood Education). Chair: Dr. Diane Horm. Spring 2017.

Mohamad Omar Al Kalaa (Ph.D. Electrical & Computer Engineering). Chair: Dr. Hazem Refai. University of Oklahoma. Fall 2016.

Teresa Wilkerson (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. William Frick. University of Oklahoma. Spring 2016.

Jay Ensley (Ed.D. Educational Administration, Curriculum, & Supervision). Chair: Dr. Curt Adams. University of Oklahoma. Fall 2014.

Katie Chavis (Ed.D. Curriculum & Instruction). Chair: Dr. Kioh Kim. University of Louisiana at Monroe. Spring 2014.

Tina Allen (Ed.D. Curriculum & Instruction). Chair: Dr. Dorothy Schween. University of Louisiana at Monroe. Spring 2013.

Cydnie Harris (Ed.D. Educational Leadership). University of Louisiana at Monroe. Chair: Dr. George Rice. Spring 2012.

Amy Weems (Ed.D. Educational Leadership). University of Louisiana at Monroe. Chair: Dr. George Rice. Fall 2011.

External Dissertation Committees:

Saswati Majumdar (Ed.D. Curriculum & Instruction, University of Louisiana at Monroe). Chair: Dr. Lynn Clark. Spring 2015.

Ahmad Abdelkarim (Ed.D. Curriculum & Instruction, University of Louisiana at Monroe). Chair: Dr. Dorothy Schween. Spring 2015.

Tracie Nelson-Moy (Ed.D. Curriculum & Instruction, University of Louisiana at Monroe). Chair: Dr. Dorothy Schween. Spring 2015.

Michael Taylor (Ed.D. Curriculum & Instruction, University of Louisiana at Monroe). Chair: Dr. Kioh Kim. Fall 2014.

Johnoson Crutchfield (Ed.D. Curriculum & Instruction, University of Louisiana at Monroe). Chair: Dr. Lynn Clark. University of Louisiana at Monroe. Fall 2014.

Carla Cummings Mitchell (Ed.D. Educational Leadership, Grambling State University). Chair: Dr. Carolyn Jackson. Spring 2014.

Matthew Mitchell (Ed.D. Educational Leadership, Grambling State University). Chair: Dr. Carolyn Jackson. Spring 2014.

Ahmad Abdelkarim (Ph.D. Clinical Health Sciences, University of Mississippi Medical Center). Spring 2013.

Master's Theses/Capstones:

Brandon Schutz (M.A. Organizational Dynamics, University of Oklahoma). Chair: Dr. Brigitte Steinheider. Spring 2023.

Alison Scribalo (M.A. Organizational Dynamics, University of Oklahoma). Chair: Dr. Jennifer Kisamore. Spring 2018.

Shalonda Sherman (M.A. Organizational Dynamics, University of Oklahoma). Chair: Dr. Jennifer Kisamore. Spring 2018.

Bridget Degnan (M.Ed. Educational Administration, Curriculum & Supervision, University of Oklahoma). Chair: Dr. Curt Adams. Summer 2015.

Robin Lacy (M.A. Organizational Dynamics, University of Oklahoma). Chair: Dr. Brigitte Steinheider. Fall 2015.

ADDITIONAL TEACHING EXPERIENCE:

Guest Lecturer, EDEC 6533, Early Childhood Assessment, University of Oklahoma. Course Instructor, Dr. Diane Horm. October 2016 to December 2020.

Course Instructor, TE 250, Human Diversity, Power, and Opportunity in Social Institutions, Michigan State University. January 2008 to May 2010.

Field Instructor, TE 501/2, Internship in Teaching Diverse Learners I & II, Michigan State University. August 2009 to May 2010.

Teaching Assistant, CEP 932, Quantitative Methods in Educational Research I, Michigan State University. January 2009 to May 2009.

OTHER PROFESSIONAL EXPERIENCE:

Participant, AERA Faculty Institute for the Teaching of Statistics Using Large-Scale Datasets, Stanford University, Palo Alto, CA. June 2012.

Associate Editor, AERA Handbook on Education Policy Research. Editors, Gary Sykes, Barbara Schneider, & David Plank. April 2007 to April 2009.

Graduate Student Editor, *Sociology of Education* Journal. Editor, Dr. Barbara Schneider. July 2006 to May 2009.

Member, New Scholar Editorial Board, *Educational Policy Analysis Archives* Journal. May 2006 to January 2010.

SERVICE:

External:

Editorial Board Member, *American Educational Research Journal.* February 2020 to present.

Editorial Board Member, *International Journal of Education Policy and Leadership.* June 2018 to present.

Executive Editor, *Oklahoma Education Journal.* February 2023 to present.

Plenum Service Representative, *University Council for Educational Administration (UCEA).* University of Oklahoma, Full Institutional Member. May 2016 to present.

Clark Scholar Mentor, *University Council for Educational Administration (UCEA).* March 2023 to present.

External Reviewer, Faculty Tenure and Promotion. September 2022 to present.

Ad-hoc Article Editor, *SAGE Open*. January 2021 to present.

Ad-hoc Peer Reviewer for the following journals (at least one review in the past 2 years):

AERA Open
American Journal of Education
Anxiety, Stress, and Coping
Behavioral Sciences
British Educational Research Journal
Educational Administration Quarterly
Educational Assessment, Evaluation, and Accountability
Educational Evaluation and Policy Analysis
Educational Policy
Educational Policy Analysis Archives
Educational Psychology
Educational Management Administration and Leadership
Globalisation, Societies, and Education
The High School Journal
Inquiry
International Journal of Comparative Education and Development
International Journal of Education Management
International Journal of Education Policy and Leadership
International Journal of Environmental Research and Public Health
International Journal of Leadership in Education
Journal of Early Childhood Teacher Education
Journal of Education Human Resources
Journal of Educational Administration
Journal of Educational Change
Journal of Education for Teaching
Journal of School Leadership
Leadership and Policy in Schools
Psychology in the Schools
Review of Educational Research
Research in Educational Administration and Leadership
Studies in Educational Evaluation
Teaching and Teacher Education
PLOS One
SAGE Open

Annual Meeting Proposal Reviewer, American Educational Research Association. August 2007 to present.

Annual Meeting Proposal Reviewer, University Council of Educational Administration. June 2015 to present.

Annual Meeting Session Chair, American Educational Research Association. 2013-present.

Annual Meeting Session Discussant, American Educational Research Association. 2013 and 2021.

Member, Dissertation of the Year Award Committee, Leadership for School Improvement SIG, AERA. January 2018 to January 2021.

Faculty Mentor, *Researcher Development Program, University Council for Educational Administration (UCEA).* Mentee, Changhee Lee, University of Wisconsin-Madison. September 2018 to December 2020.

Judge, Tulsa Debate League, Tulsa, OK. August 2017 to August 2019.

Associate Editor, *Journal of Research on Organization in Education.* Editor: Patrick B. Forsyth, Co-Associate Editors, Curt M. Adams and Angela Urick. June 2016 to December 2018.

Faculty Mentor, UCEA School Leadership in ESSA Project. August 2017 to December 2017.

Ad-hoc Monograph/Monograph Proposal Reviewer, *Sage Publications Ltd.,* Thousand Oaks, CA. August 2012 to July 2019.

Chair, Louisiana Board of Regents PARCC/COMPASS/Common Core Campus Leadership Team. Fall 2012 to July 2014.

Internal:

Program Area Coordinator, Educational Administration, Curriculum and Supervision Tulsa Programs, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma. July 2019 to present.

Member, Dean's Faculty Advisory Council. Graduate College, OU-Tulsa. September 2020 to present.

Chair, Elections Committee, Department of Educational Leadership and Policy Studies. June 2022 to present.

Member, Elections Committee, Department of Educational Leadership and Policy Studies. September 2020 to present.

Member, Ethics Committee, Jeannine Rainbolt College of Education. September 2020 to present.

Chair, Awards Committee, Department of Educational Leadership and Policy Studies. August 2021 to present.

Member, Awards Committee, Jeannine Rainbolt College of Education. August 2018 to present.

Member, Committee A, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma. July 2021 to June 2023.

Member, Higher Learning Commission Assurance Argument Team, Teaching & Learning Criterion (Criterion #3), 2023 Reaffirmation of Accreditation, University of Oklahoma. March 2022 to July 2023.

Member, Social Committee, Department of Educational Leadership and Policy Studies. May 2018 to July 2022.

Member, Graduate Enrollment Taskforce, Jeannine Rainbolt College of Education. March 2022 to March 2023.

Chair, Search Committee, OU-Tulsa Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma. March 2022 to September 2022. (successful search)

Member, Awards Committee, Department of Educational Leadership and Policy Studies. August 2018 to August 2021.

Judge, Three Minute Thesis Competition, University of Oklahoma. January 2019 to January 2021.

Member, Critical Policy Studies Search Committee (2 positions), Department of Educational Leadership and Policy Studies, University of Oklahoma. November 2020 to April 2021. (successful search)

Member, Climate Committee, Jeannine Rainbolt College of Education. August 2015 to December 2021.

Member, Search Committee, Associate Dean for Graduate Studies and Research. February to May 2019. (successful search)

Member, Early Childhood Leadership Certificate Committee, Jeannine Rainbolt College of Education. March to May 2018.

Member, OU-Tulsa Faculty Search Committee, Department of Educational Leadership and Policy Studies, University of Oklahoma. January 2018. (successful search)

Member, Department Chair Search Committee, Department of Educational Leadership and Policy Studies, University of Oklahoma. October 2017. (successful search)

Judge, OU-Tulsa Research Forum, University of Oklahoma. April 2017.

Member, George Kaiser Family Foundation Early Childhood Student Teaching Scholarship Committee. Jeannine Rainbolt College of Education, University of Oklahoma. November 2014 to November 2016.

Proposal Reviewer, OU-Tulsa Research Forum, University of Oklahoma. April 2016.

Member, College of Arts, Education and Sciences Graduate Council, University of Louisiana at Monroe. December 2013 to July 2014.

Founding Member, ULM College of Education and Human Development Research Hub, University of Louisiana at Monroe. Fall 2011 to July 2014.

Faculty Representative and Mentor, ULM Student Research Symposium. Spring 2011 to July 2014.

Member, Faculty Planning and Evaluation Committee, University of Louisiana at Monroe. September 2010 to July 2014.

Member, President's Lyceum Committee, University of Louisiana at Monroe. September 2011 to August 2012.

Course Reviewer, Quality Enhancement Plan, Office of Course Redesign, University of Louisiana at Monroe. January 2011 to September 2012.

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association
American Sociological Association
University Council of Education Administration (institutional)