Stephen Pape

Nominated by Rich Rosen

Nomination Portfolio of
Stephen Pape
for the 2020 Brock Prize

Portfolio Prepared by
Rich Rosen

Stephen J. Pape, Ph.D.

Founding Director, Johns Hopkins University Doctorate of Education (On-Line)

Professor, Johns Hopkins University School of Education

Dr. Stephen Pape led the development of JHU's Doctor of Education program equipping scholar-practitioners with knowledge, skills, and dispositions, enabling them to systematically investigate educational issues and prepare them to oversee numerous innovative solutions over the course of their careers.

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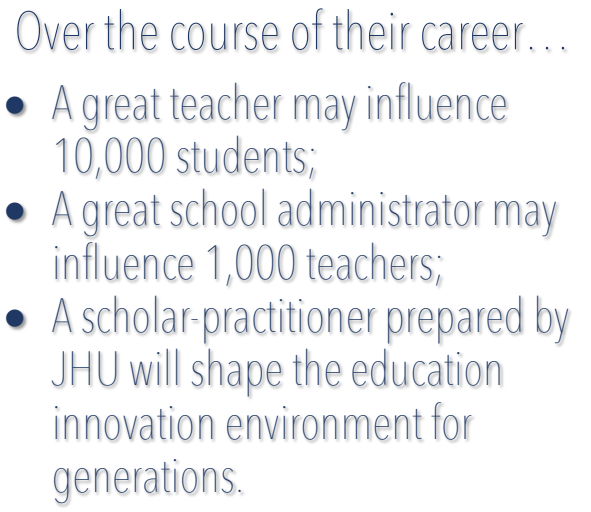
NOMINATION NARRATIVE PREPARED BY RICH ROSEN

September 17, 2019

Dear 2020 Brock Prize Jurors:

There are many powerful innovations in education with evidence that they work. The challenge is that most of these innovations do not move beyond the environment where they were created. This is because when they move to scale, there are often new factors introduced that serve as barriers to the scaling of these innovations – unstable policy and funding environments, high rates of educator attrition early in their careers, significant economic costs of adopting new ideas, socioeconomic factors that negatively impact equity and access, and executive leadership turnover, to name just a few. I am familiar with the dynamics of innovation from a 30-year career as an executive in research and new product development as a prelude to my present work in education. In light of the barriers that education innovations will continue to face as they move from idea to implementation, preparing leaders that can create the positive environments for innovation to thrive is one of the best force multipliers that exists in the field of education.

I open with this stage setting to share my excitement to nominate Dr. Stephen Pape for the 2020 Brock Prize. The innovation described in this portfolio attracts and prepares scholar-practitioners – from the U.S. and across the globe – to leverage their present and future leadership positions to create positive educational changes in all sectors of the 21st century economy. Dr. Pape has used his expertise from a long and accomplished higher-education career to spearhead the design and implementation of the on-line Doctor of Education (Ed.D.) at Johns Hopkins University (JHU).



Imagine if a program could be created to train professionals already in their careers (in the education sector and beyond) and equip them with the tools of an education doctorate so that they can apply these skills immediately in their own settings. Further, imagine if cohorts of these professionals – across sectors and geographies – were to hone their skills with the discipline of doctoral study in applied research topics where the student is in a position of authority to act on the original research and interventions they create. This is the innovation that Dr. Pape has spearheaded at Johns Hopkins University School of Education.

A reality of doctoral studies is that, while important and essential in our society, the Ed.D. is not a degree pursuit that is considered practical by many professionals. Those who could benefit and make an impact often lack the time to commit to its pursuit and completion. Studies show that doctoral students drop out because of unstructured educational environments, feelings of isolation, and other hidden problems that may result from family or financial issues. There is also understandable criticism about the selection process for research topics where there is a disconnect between the researcher's findings and its translation into practical use.

It is the embrace of these challenges through a comprehensive set of process supports that makes the leadership accomplishments of Dr. Pape so profound. As you will read in the powerful, evidence-packed letter from Dr. Karen Karp, there is a continuous connection between advisers and instructors as a student proceeds through the program. The tenets of systems engineering and the improvement sciences are interweaved through all of the coursework and dissertation research. Implementing a program like this is a high-stakes endeavor for any university, let alone one that has the reputation of JHU.

Taken from a page in the JHU Ed.D. website, this menu illustrates the category of items that help instructors, advisers, and students access specific instructional and research supports. The availability of these resources provides consistency across the delivery of the program. These on-line resources are augmented by 1-1 and 1-many synchronous sessions to assist in key doctoral study areas, like scholarly writing clinics, research methods tutorials, and professional development for advisers.

When you read the letter from Dr. David Andrews, Dean of the JHU School of Education when the Ed.D. program started and now President of National University in California, you will understand why he put his confidence in Stephen Pape to be the chief architect of the effort. The majority of scholar-practitioners trained in this program come from traditional fields of education. Because of the strength of the program and its ability to reach anyone in the world, it is enabling students from some of the most remote areas of the U.S. and across the globe to work "virtually side-by-side" with world-class faculty and advisers from Johns Hopkins as they address problems of practice at their own place of work. As we all know, the field of education has historically been insulated from the natural cross-fertilization of innovation that readily occurs across government and industrial sectors. Improving the education landscape cannot continue to be the responsibility of only the formal K-12 and higher education sectors. The JHU on-line education doctorate bridges this gap by also attracting business leaders in sectors such as health care, technology, transportation, banking, and government, to name just a few.

Speaking of students, consider the rationale from two students that have experience with the program. Dr. Laura Shaw's letter describes why she decided to apply to the JHU Ed.D. and the influence of Stephen Pape on her doctoral journey. As a head of school, wife, and mother of two middle schoolers, Laura was able earn a doctorate in education specializing in mind, brain, and teaching without having to quit her job and uproot her family. She is now a member of the JHU faculty. John Porter, a retired IBM corporate executive with decades of leadership experience, was not finished with his purpose and impact in life after IBM. He had a conversation with Stephen about his interest to translate his leadership skills to the field of higher education. John recounts that Dr. Pape said, "you are exactly the type of person we are looking for in this program!" John has participated in the JHU Ed.D. program while he has lived and

worked in three different countries overseas and never missed a beat. Today, John's life after IBM continues as he joins Lindenwood University as its next president.

These stories of personal accomplishment are not unique. Laura and John's opportunity to shape new beliefs, influence policies, and create environments where new education innovations can thrive is just the beginning. Hundreds of students have been admitted since the program developed by Dr. Pape was launched in 2013. Generations of new minds will be influenced as a result of their leadership of organizations. The JHU program contains five specialty areas: entrepreneurial leadership in education, mind and brain teaching, urban education, instructional design and online teaching and learning, and technology integration K-16. Artifact 1 in this portfolio contains a sample list of more than 100 dissertation research topics that illustrate the range of applied research being pursued. As jurors review this list, it is important to remember that the topics being investigated by these scholar-practitioners are not just theory. *Each applied research topic is being implemented in the student's professional environment as you read this letter.* Consider just a few:

School Safety: Preparing School Leaders for Extreme Crisis Situations

Educational Moneyball: Principals' Decision Making in the Screening and Selection of Effective Teachers

Developing Non-Technical Aircraft Automation Management Skills: First Steps in an Organizational Intervention

Peer-Mediated Social Skills Intervention of Elementary Students with High-Functioning Autism

Bedtime in a Box: A Worthy Parent Intervention to Address the School Readiness of Preschoolers Residing in an Urban Community

A Model Describing Enduring Business and Education Partnerships Using Critical Event Narrative Analysis

Literacy in the Lives of Formerly Incarcerated African American Young Men

Before the Panic Sets In: The Impact of a Social and Emotional Learning (SEL) Course for Pre-Service Teachers

Working toward Inclusion: Professionalization of Non-Teaching Staff in K-12 Charter Schools

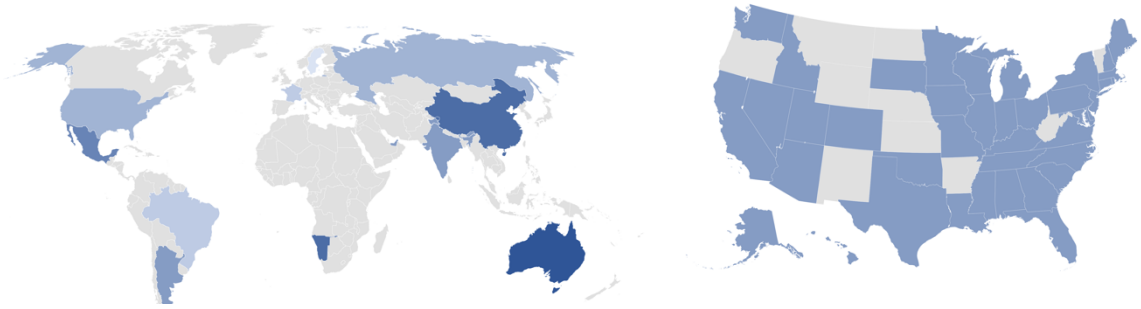
Brain-targeted Early childhood Beginnings: A Case Study in India

Myth to Reality? The Pedagogical Connection Between Neuromyths and Classroom Instruction

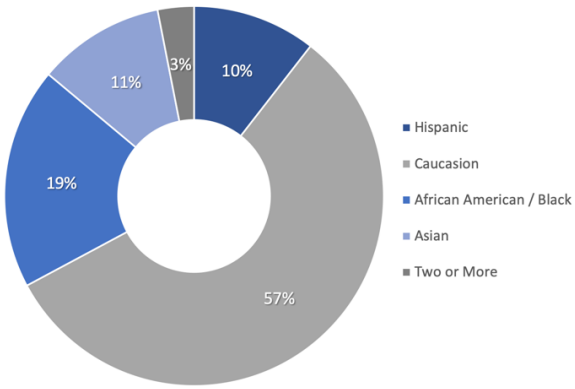
A further item of evidence about the impact Stephen Pape has created can be seen from a program within Carnegie Project on the Education Doctorate (CPED). 113 universities are members of CPED, whose mission is to apply the CPED framework consisting of three components: —a new definition of the EdD, a set of guiding principles for program development, and a set of design-concepts that serve as program building blocks. (See Karp letter and https://www.cpedinitiative.org/the-framework for more information). From this university cohort, two JHU Ed.D. students – from dissertations eligible among the 100+ universities – have already been recognized with the prestigious Dissertation in Practice of the Year (DiP) awards for their completed dissertations. This award is given to Ed.D. graduates whose Dissertation in Practice shows evidence of scholarly endeavors in impacting a complex problem of practice. *"Brain-Targeted Early Childhood Beginnings: A Case Study in India,"* by Dr. Jimmie Walker won the DiP award in 2016. *"Example-Based Learning for Information Problem Solving in Arabian Gulf Higher Education,"* by Dr. Karen Caldwell who received the DiP honorable mention in 2018. Both of these studies illustrate the ability to deliver quality alongside the global reach of the Ed.D. program.

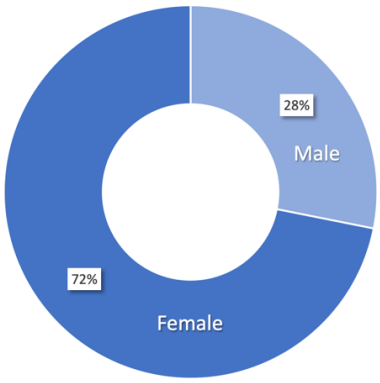
This brings me to a brief discussion of the program demographics and its geographical reach. A goal of the program spearheaded by Stephen Pape is to be able to attract students from wherever they are in the United States and the world. Further, beyond just attracting these students, the program couples them with advisers that have practical and academic experience in the student's problem of practice that may also be located anywhere in the world. The following charts and figures illustrate the diversity of students that have joined and/or completed there Ed.D. program. As of the writing of this portfolio, over

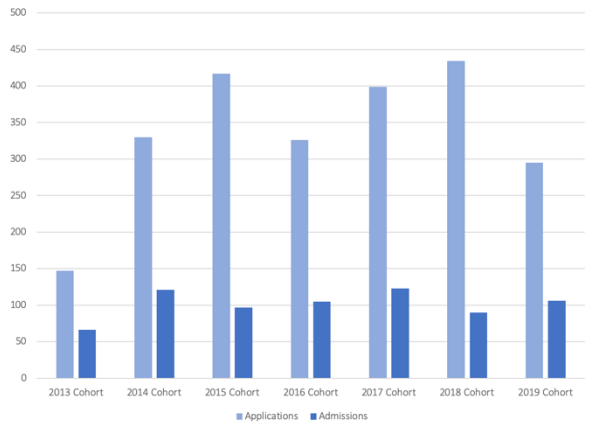
the 7 years of the program's implementation, more than 700 leaders are becoming scholar-practitioners with knowledge, skills, and dispositions, enabling them to systematically investigate educational issues and prepare them to oversee numerous innovative solutions over the course of their careers. Because these individuals are already in positions of authority in their current organizations, my analysis of these 2013-2018 cohorts results in a conservative estimate that they immediately impact the work of more than 30,000 educators in all fields of our economy. *More importantly, the force multiplier of these JHU-built scholar-practitioners is that – as their careers advance – they represent the leadership potential to create the environments necessary for innovations to thrive among millions of educators across the globe.*

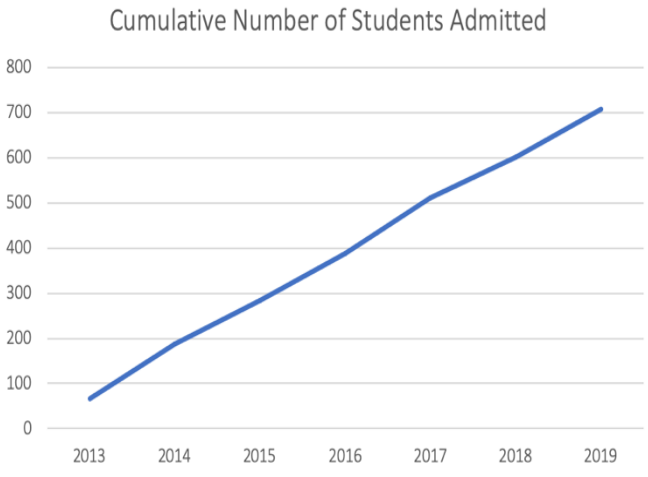


Students have been admitted from 18 countries









In closing, I offer my own first-hand understanding of the JHU program spearheaded by Dr. Pape and the ingenuity of its innovation in the relevance of higher education. Like John Porter, I also retired from a 30-year career as an executive at the world's largest independent research and development organization. Over that period, I had the opportunity to work with more than 600 leaders of organizations in the public, private, and philanthropic sectors. I understand how innovation happens in these sectors and why similar principles need to migrate to higher education. That is why I applied to the Johns Hopkins Ed.D. as part of its first cohort in 2013. I am now an adjunct faculty member in the entrepreneurial leadership program strand, as well as an adviser to doctoral students in this area. Stephen Pape was my own adviser and mentor, and he has had a lasting influence on my current journey.

As a student – and now an instructor and adviser – in the JHU program, I have seen the program from both sides. My student peers from the earliest cohort are leaders in their fields, in education and the public/private sectors, thanks in large part to the skills they acquired while in this program. Some have decided to run for public office. As an instructor, I also now benefit from the attention to the process and content continuous improvement described in Karen Karp's letter and share the sentiments of Laura and John. The best practices I have experienced in innovation from other industries are being practiced at JHU because of the leadership footprint laid down by Dr. Pape.

Thank you, Jurors of the 2020 Brock prize, for your consideration of this nomination.

Sincerely,

Richard D. Rosen, Ed.D.

Founder, Indigo Strategies
Founder, Engineers Helping Educators™
Adjunct Faculty Member, Johns Hopkins University School of Education

Sample Dissertation Topics

A Process Evaluation of the Statewide Implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children in Massachusetts
Teaching Kids to Care: A Needs-Based Intervention to Increase Sensitivity in Schools
Supporting Female Adolescent Social and Emotional Health through a Reading Intervention
Improving Educational Therapists' Knowledge, Efficacy, and Practices Related to Developing Students' Growth Mindsets
Advancing Student Moral Development: Using Human-Centered Design and Teacher-Led Action Research to Support Design-and-Development Research in K-12 Public Schools
College Student Mental Health: Current Issues, Challenges, and a Randomized Pilot Trial of a Technology-Based Intervention
Student Belonging and Self-Beliefs
An Investigation of a Social-Emotional Competency and Culturally Responsive Teaching Professional Development: Examining Changes in Relationships, Efficacy, and Resilience
Using Classroom-Level Positive Behavior Intervention Supports in High School Science Classes
An Evaluation of Mindfulness Curriculum on Teacher Outcomes in a Nonpublic Special Education Setting
Myth to Reality? The Pedagogical Connection Between Neromyths and Classroom Instruction
The Teacher's Role in Fostering Self-Regulated Learners: A Professional Development Model
Fostering Self-Regulated Learning at an Independent School
A Multi-Case Exploration Study of Training for Trauma-Focused Competency Counselor
An Investigation of Peer Mentoring to Ease the Middle School to High School Transition

Relate to Motivate: An Investigation of an Online Intervention Geared Toward Increasing Motivation and College and Career
Readiness in Students from Backgrounds of Poverty
The Retention of Black and Latinx Teachers in an Urban School Context
Buyer's Remorse? White Educator's Cognitive Dissonance, Racial Identities, and the Promise of Multicultural Teacher Education
A Qualitative Examination on the Effects of Youth Participatory Action Research to Engage Black, First Nation, and Latinx Students: "We Have Nothing to Lose but Our Chains"
Supporting Low Socio-Economic Status Minority Students in Independent Schools Through a Professional Development Learning Community on the Brain-Targeted Teaching
Improving Science Teachers' Self-Efficacy for Science Practices with Diverse Students
Impact of Professional Development on Teacher Understanding of Low Socioeconomic Student Contexts and Influence of Motivation
Addressing G/T Referral Barriers for Socioeconomically Disadvantaged Students in Rural Schools
A Data Review of an Intervention to Address Racial Disciplinary Disproportionality at a Midsize, Suburban High School
Instructional Coaching to Support General Education Teachers' Self-Efficacy in Teaching Dually Identified Students
Literacy in the Lives of Formerly Incarcerated African American Young Men: A Phenomelogical Study
College Fit for Me: An Early College Access Workshop Series for Ninth-Grade Black and Latino Males
Developmental Students Persistence Toward Graduation in Paired Coursework Programs among African American and Latino males in Community Colleges
A Mixed Methods Study Examining the Effects of a Growth Mindset Intervention Targeting High School Football Players
A Cycle of Self-Regulation to Decrease Avoidance Behaviors in Middle School Males

Sample Dissertation Topics (Continued)

Addressing Persistence of Community College Students to Increase Transfer and Graduation Rates
Global Perspective Change: Developing a Collaborative Learning and Reflection Strategy in Executive Professional Development
A Model Describing Enduring Business and Education Partnerships Using Critical Event Narrative Analysis
Developing Non-Technical Aircraft Automation Management Skills: First Steps in an Organizational Intervention
Tracking in Career Technical Education: Identity of CTE and its Effects on Enrollment Patterns of Higher Achieving Students
Online Community of Practice as a Vehicle to Enhance Faculty Knowledge
A Mixed Methods Evaluation of Virtual Teacher Collaboration to Address Teacher Attrition in Charter Schools
Using Mobile Technology to Engage Students in the Developmental Evaluation of Simulation Facilitation and Debriefing
An Online Community of Inquiry to Promote Professional Learning in a Digital Conversion Initiative
A Systematic Approach to Faculty's Blended Course Design
Increasing Student Motivation to Achieve College and Career Readiness Standards through Online Mentoring
Implementation of Blended Learning Following a Yearlong Professional Development Program: A Descriptive Case Study
A Mixed Method Evaluation of an Online Community of Practice to Enhance Faculty Participation in Service-Learning
Video Self-Reflection and e-Mentoring to Support Proficiency in a High-Performing School District
The Use of Digital Games by Kindergarten Students to Enhance Early Literacy Skills
End-Users' Experiences with Ed-Tech Procurement Practices

Impacts of Semi Self-Centered Learning Communities in Grade 6 on Students' Engagement, Achievement, and Perceptions of the Classroom Environment: An Evaluation of Project Success
Educating for Diversity: How to Ensure Teacher Success in Reaching Culturally and Linguistically Diverse Populations
The Influence of Autonomy-Supportive, Student-Centered Teaching on Student Engagement: A Mixed-Methods Study
Brain-targeted Early childhood Beginnings: A Case Study in India
South Asian Americans' Perceptions of Experiences in School in Context of Teacher Cultural Competence
An Intervention in Transformational Leadership to Improve the Behavior and Attributes of Faculty Supervisors in Private Universities in Panama
Building Middle School Teachers' Efficacy and Expertise in Writing Instruction within an International School Setting
Improving Inclusive Instruction with Assistive Technology in Ethiopia and Exploring Intervention Replicability
Professional Development's Impact on Technology Use by K-6 Educators in a Chinese Context: A Mixed Methods Study
Culturally Responsive Academic Advisement
An Investigation of the Effects of a Professional Development on Teacher Efficacy and Cultural Competency in Working with Latino English Language Learners
Fostering Constructivist Teaching Beliefs in English Language Classrooms through the Implementation of Participant-Driven Workshops, Professional Learning Communities, and Coaching
Professional Learning Communities and Teacher Quality in Special Needs School in India: A Case Study
Example-Based Learning for Information Problem Solving in Arabian Gulf Higher Education

SAMPLE DISSERTATION TOPICS (CONTINUED)

Professional Development Effects on Teachers' Self-Regulated Learning
Building a 21st Century Personalized Professional Development School Community
College Admission Counselors and Undocumented Students: A Professional Development on Multicultural Competencies
The Effect of Professional Development on Teachers' Technology Use in a Rural Setting
Supporting Adjunct Faculty in Student-Centered Instruction: A Comparison of Two Mobile Learning Professional Development Approaches
Active Engagement in a Professional Learning Community to Influence Teacher Competency and Self-Efficacy Towards Media Literacy Instruction
Knowledge of Teacher Self-Efficacy: Designing Professional Learning Opportunities to Reduce the Discipline Gap for African American Students with Disabilities
A Role Analysis Exercise to Minimize Role Ambiguity and Promote Role Clarity in Instructional Design Teams
Literacy Coaching as Professional Development to Support Self-efficacy, Knowledge, and Use of Literacy Practices for English
Teachers with an Increasingly Diverse Student Population
Live Coaching, Teacher Efficacy, and Teacher Retention: A Study of a Live Coaching Pilot Program at an Urban Charter School
Supporting High School Coteachers Through a Professional Learning Community
Examining the Impact of Professional Development and Instructional Coaching on Special Education Teachers' Mathematics Knowledge for Teaching and Mathematics Teaching Efficacy
Supporting TDS School Transformation Facilitators Through Competency-Based Strategies and Professional Learning Communities
Exploration of Normalization: A Construct Foundational to Montessori Teacher Evaluation
State Algebra Examination and Special Education: Change in Graduation Requirements

Working toward Inclusion: Professionalization of Non-Teaching Staff in K-12 Charter Schools
Closing the Principal Learning Gap: Investigating Principal Efficacy
Transforming the Leadership Practices of School Principals Using a Blended Leadership Model
Educational Moneyball: Principals' Decision Making in the Screening and Selection of Effective Teachers
School Leaders' Engagement and its Association with Schoolwide Supports and Program Fidelity: A Secondary Analysis of Powerteaching Math
Addressing the Gaps in Eight-Grade Students' Information Literacy Skills: A Mixed Methods Approach
Evaluation of Student Outcomes from a Comprehensive Professional Development Program for Acting K-8 Principals in a Large Urban School District
Communication between Public School Leaders to Support Systemic Innovation of Classroom Practice
The Space Between: Using Inquiry Teams to Encourage Multilevel Boundary Crossing Between Educational Research and Practice
A University-Led Beginning Teacher Mathematics Community
Video-Based Reflection of Beginning Teachers: An Induction Strategy to Promote Teaching Efficacy
College Access: Findings on the FAFSA Completion Initiative
Early Childhood Education Quality and Family Engagement
Transforming Learning Cultures via Parent Teacher Partnerships
Bedtime in a Box: A Worthy Parent Intervention to Address the School Readiness of Preschoolers Residing in an Urban Community

SAMPLE DISSERTATION TOPICS (CONTINUED)

An Investigation into Using Text Message Intervention to Promote Information Retention of Functional Behavior Assessment
Examination of Among Caregivers of Children with Autism Spectrum Disorders in Low Socioeconomic
The Impact of Professional Development on Teacher Efficacy Specific to Strategies for Success with ADHD Students in Inclusive Private School Classrooms
Improving Foundational Math Skills in Students with Autism Using Virtual Instruction
Peer-Mediated Social Skills Intervention of Elementary Students with High-Functioning Autism
Self-monitoring of attention utilizing technology for secondary students with ADHD
The Underachievement and Performance of High School Students with Attention-Deficit/Hyperactivity Disorder (ADHD)
Improving the Attitudes of Typically Developing Peers toward Disability in Inclusion Settings
The Impact of the Self-Determined Learning Model of Instruction on High School Students with Disabilities
Mindfulness in the Special Education Classroom: A Mixed Methods Pilot Study of the Learning to Breathe Mindfulness Curriculum
Building the Link Between Healthcare and Education: A Professional Development to Address the Disparities in School-Based Mental Health Services in New York City
Co-Teaching English Language Learners with Disabilities: The Relationship Among Self-Efficacy, Collaboration, and Reflection
Preliteracy Development of Preschool Children with Visual Impairments: Shared Storybook Reading Intervention
The Effect of Student Verbalizations on the Mathematical Problem Solving of Fourth Grade Students with Mathematical Learning Disabilities (Mild)
Before the Panic Sets In: The Impact of a Social and Emotional Learning (SEL) Course for Pre-Service Teachers
Using Counseling Advisory Council Activities to Enhance the Leadership Practices as Pre-Service School Counselors

Borrowing from the Health Professions: Exploring the Feasibility of Using Interprofessional (IPE) in the Education and Public Health Sectors
Instructional Design, Implementation Strategies, and Evaluation of ANES 525 Applied Anatomy for Anesthesia Practice: Transformation of a Dissection-Based Basic Science Course into a Technology and Clinically Based Anatomy
Inter-Organizational Collaborations and Public-Private Partnerships in School-Based Health and Physical Education Programs and Services
A Study Trial of a Brief Psycho-educational Group Intervention for HIV/AIDS-Infected Adults Who are Non-Adherent with Their Medications
Return to Learn Concussion Management Teams: Investigating School Staff Knowledge, Beliefs, and the Fidelity of Protocol Implementation
The Nature of Bias and Its Impact on Disparate Disciplinary Outcomes
Desegregation in an Era of Resegregation: How Heterogenous Science Classes Increase Student Achievement and Entrance into the STEM Pipeline
Understanding Gender-Based Attitudes in STEM Environments
Fostering Teacher Innovative Behavior through Design Thinking
The Challenge of Change: Implementing Critical Thinking Instruction in the Culture of Independent Private Schools
Interdepartmental Design Thinking Committees: Addressing the Organizational Factors of Climber Turnover in the Independent School Context
The Impact of Stars Mnemonic Strategy Instruction on Algebra Test Scores for Students with Deficits in Math
Addressing the Gender Gap in Mathematics: The Impact of Supplementary Single-Sex Mathematics Classes on Middle School Students' Mathematics Self-Efficacy, Sense of Belonging, and Achievement
A Mixed Methods Study of Critical Colleagueship as Sustainable Support for Elementary Mathematics Educators
Development of Perseverance in Mathematics Classrooms through the Advancement of a Growth Mindset

JOHNS HOPKINS
SCHOOL of EDUCATION

September 7, 2019

Dear Members of the Brock Prize Selection Committee:

I write this letter to support the nomination of Dr. Stephen Pape for the Brock Prize in Education for honoring ideas that enhance education for the next generation. Stephen is distinctively well suited for this award having served in leadership roles in several universities and has a proven track record of making change with a profound impact. In your stated criteria, this prize awards a best idea in education, and Dr. Pape precisely fits these criteria and, therefore, is worthy of this recognition. I believe that I am uniquely positioned to write about Dr. Pape's work as I am a Professor and the Advisement Coordinator of the Doctor of Education (EdD) program he created at Johns Hopkins University (JHU) School of Education (SOE). I came to JHU after a career as a professor of mathematics education at the University of Louisville where I served for 21 years as faculty member and Department Chair. It is with this background that I will present the following evidence.

The JHU SOE had an EdD degree program for many years. Originally, the face-to-face program was structured and functioned as a typical Doctor of Philosophy (PhD) program with the goal of producing education scholars for the professoriate. But in 2012, Stephen Pape was hired and the decision was made to develop two distinct programs, a PhD, which remained as a face-to-face program, and an innovative EdD, which was developed as an online doctoral program to support the professional learning of practitioner scholars. Due to the cross disciplinary nature of the initiative, the shift in emphasis from the previous EdD caused the program to be more modern, more explicitly connected to the work of educators and leaders, and different from any PhD program in the nation. Based on a conceptual framework conceived by Lee Shulman at the Carnegie Project, the design centered on a systems perspective to understand long-term, intransigent problems of practice and an improvement sciences approach to intervening in these systems to effect change. Additionally, the program was structured to be delivered entirely online to reach a broad-based group of talented individuals across the world who may not find a traditional program accessible. He convened colleagues during fall 2012 to develop curriculum that was not broken into small specialized pieces but broadly integrated disciplines in a coherent sequence of experiences focused on individual student's Problem of Practice. Students are required to articulate the problem as a context-relevant, job-embedded issue within their application. While these problems are refined across the program, the ability to articulate a problem the applicant has been grappling with in their context of professional practice and is interested in taking up as an inquiry across the three-years is a hallmark of the program. The JHU SOE EdD program carefully scaffolds student's inquiry through various experiences that are mediated by JHU faculty, teaching assistants, research methods faculty, and advisers selected from a nationwide team. By August of 2013, 200 applications were reviewed and 70 students, clustered as a cohort, started in the inaugural courses.

Our EdD program is different from other doctoral degrees as faculty and advisers immerse themselves and their expertise in a student's problem and in the student's context of professional practice – sometimes thousands of miles away. This delivery plan was intentional in alignment with a central programmatic theme of social justice championed by the faculty. Then the doctoral degree could be an option for women in the Middle East, middle school mathematics teachers in

rural states, administrators of refugee camps in war-torn regions, and teachers working in Department of Defense schools who move biannually.

While educating the students, Dr. Pape also worked with the faculty to develop common understandings of the program and to distinguish this program not only from the JHU PhD program but from other doctoral degrees nationwide. He developed this innovative and dynamic EdD program to address the dramatically changing landscape of higher education in the 21st century with specialties for students to select such as Mind, Brain Teaching; Entrepreneurial Leadership in Education; and Urban Education. This online, part-time, cohort-based program is designed to prepare an exceptional corps of practitioner-scholars—educational leaders—in a wide variety of professional positions, requiring knowledge, skills, and dispositions to examine educational issues deeply and effect meaningful change in preK-16 educational organizations. The graduates are prepared to set a high standard for transformational leadership in education, apply evidence-based practices to improve educational outcomes, and meet the challenges associated with improving learning outcomes in both public and private educational environments with a range of contexts from K-12 schools to business with educational objectives. The student's inquiries range from elementary principals seeking to support students with disabilities in learning mathematics to individuals working with simulating patient issues in nursing education programs at universities.

There are several innovative aspects of the EdD. A hallmark of the program is to support practitioner scholars to develop the knowledge, skills, and dispositions to examine significant educational problems and to design, implement, and rigorously evaluate effective educational interventions to affect well-defined change innovations. This is so vastly different from a PHD who often follows an adviser's research agenda and carries out work already established. Upon completion of the EdD that Dr. Pape designed, graduates will support the continued creation of new areas of practitioner-focused scholarship as well as promote an increase in the use of research findings in professional practice by:

- Participating in a diverse community of educational practice.
- Contributing to the public discourse on improvement of education.
- Engaging in and promoting evidence-based practices through the application of rigorous methodology.
- Linking high quality education research to policy and practice.
- Providing leadership in education contexts by applying advanced theoretical perspectives to problems of practice.
- Developing mutually beneficial collaborative partnerships between public and private interests.
- Leading innovative education policy.
- Implementing inclusive and socially just policies, practices, and organizational change processes.
- Adoption of an Ecological Systems Approach (Bronfenbrenner & Morris, 2006) and improvement sciences to understand a situated, high-leverage problem of practice (EdD Student Handbook).

The program is specifically designed to examine a problem deeply prior to considering an intervention or jumping into a solution mindset. Thus, in their first year, the students learn to understand a problem from multiple, disciplinary perspectives using a systems perspective within an improvement science framework. In addition, our students conduct a descriptive study to understand factors that may contribute to the problem of practice they are studying within their context of professional practice. During the second and third years of the program, students consider the research that informs an intervention and design, implement, and examine the implementation of and proximal outcomes of an intervention using improvement sciences. As Director of the EdD program, Stephen had oversight responsibility for program implementation and was integral to its conceptualization and implementation. His commitment to academic excellence is resolute.

Another hallmark of this program is the development of a distributed advising and scaffolding system. First, components of the dissertation are completed as explicit assignments in coursework. Second, advisers are assigned during the first year of the students' program. Thus, students receive feedback on their dissertation study from multiple individuals in an explicit manner across the program. To facilitate this process, one of the most unique components of the program is the use of outside advisers for the dissertation. Stephen moved beyond the SOE faculty to hire individuals with PHDs and EdDs from various perspectives to serve as Adjunct Advisers. To coordinate these individuals' efforts, he established an Advisement Coordinator who mentors these professionals in their work with students. All of these efforts have broken the mold of typical doctoral education as we reach beyond the present faculty to establish a cadre of approximately 70 external experts who serve our program. These advisers bring diverse content expertise, different research strengths, and varying intellectual perspectives – all of which adds richness to an already strong faculty body. This structure of our human resources reflects the entrepreneurial nature of the endeavor and how Stephen thinks creatively about programs and staffing. Such an innovative and ambitious program pressed the boundaries of many university traditions including hiring practices, admissions processes, and operational processes including new policies. As such, Stephen led an administrative staff in the development of systems and processes that support student matriculation across the program and an exciting cadre of scholars. Under his leadership, the faculty who work in the EdD program grew from approximately five to a vibrant learning community of more than 20 faculty members.

In student interviews I've been a part of, several themes consistently emerge. Students report on their ability to make a positive difference in comments such as "I have a different voice at the table in my context of professional practice," "there is a degree of immediacy - what I learn in one of my classes, I can go apply right away," and "I immediately apply ideas in my workplace." Others suggested "I am able to solve a problem that matters to me," and "I now have the confidence to know what I will fight for in the future of education." Many described expanding their use of multiple lenses with one stating, "this program allows me to pause and think through unique problems using multiple perspectives." Another reported a newfound ability to "see education through a global lens" which provides "multiple opportunities to empower myself." Many expressed the capability to leverage learning sciences to solve problems in their context - making a difference for multiple stakeholders.

Students' dissertation work has demonstrated direct impact on their context. For example, one student examined the successful implementation of a neuro-education approach to early

childhood education in India to identify factors contributing to its accomplishments. The multiple contributing factors that were identified in India were implemented in her setting in Texas. Another student explored the role of teacher education in the successful induction of beginning teachers. While her teacher candidates left their preservice teacher education program with pedagogical stances aligned with standards-based mathematics instruction, they struggled to maintain these practices within the challenging urban and rural environments they were hired into. Using an intervention that combined Appreciative Inquiry and Professional Learning Communities, beginning teachers developed the ability to reflect on difficult situations from a positive perspective. This shift to affirmative approaches has major implications for other teacher education programs across the country.

In conclusion, Dr. Pape is committed to improving the preparation of scholar practitioners through national conversations focused on reclaiming, reframing, and redesigning the professional EdD degree. The EdD program at Johns Hopkins continues to not only graduate an exceptional cadre of leaders but attracts hundreds of applicants each year for approximately seventy openings. This is precisely the kind of idea that makes impact – one that not only sounds good to those who propose it, but one that is attractive to hundreds of students who are ready to work hard to make lasting change.

I am hopeful that this letter reveals my enthusiasm and earnestness about Stephen Pape's exceptional contribution in the field of doctoral education. The field of education can move forward at no faster rate than if more individuals (especially those early in their career) modeled their dedication and sense of responsibility to the profession after Dr. Pape's long held commitment making bold change. If I can provide any other information in the process of reviewing Dr. Pape's contributions to the field of education, please feel free to contact me.

Sincerely yours,

Karen Karp
Professor, School of Education

September 12, 2019

Dear 2020 Brock Prize Jurors:

I am very excited to offer this letter of support for Dr. Stephen Pape's nomination for the 2020 Brock Prize Innovation in Education. Over the years, I have personally thanked Dr. Pape for creating a program that allowed a head of school, wife, and mother of two middle schoolers living in California to attend Johns Hopkins University School of Education (JHU SOE) and earn a doctorate in education specializing in mind, brain, and teaching without having to quit her job and uproot her family. Now, I enthusiastically share my experience and gratitude with you—the 2020 Brock Prize Jurors.

I was a member of the very first (2013) cohort for the online Doctor of Education program, which Dr. Pape founded, implemented, and has continued to improve each year using improvement science methods. I applied to this program because of its specialization options and rigor. Numerous local programs, including UCLA, USC, Loyola, and Claremont, only offered education doctorates in areas such as administration and technology. These programs, while rigorous, did not appeal to me as I wanted to further my knowledge of psychology, neuroscience, learning, and teaching. I also did not want to train in a traditional psychology or neuroscience PhD program because I wanted to focus on application rather than theory. When I happened upon the JHU SOE online EdD program offering a specialization in mind, brain, and teaching, I was elated! Researching the program further, I found it provided the opportunity to examine a problem a practice through the research literature and my own professional context, conduct research, and write a full dissertation—all online. This was an unusually rigorous program. Other online doctorates I had researched only required one or two years of coursework and a final "project" rather than a dissertation. But I was not interested in earning a title. I was interested in furthering my ability to think critically and systemically. What I wanted was a program with the rigor of a traditional PhD within an applied context. That is exactly what I found with the JHU SOE online EdD program thanks to Dr. Pape.

As a student, it was clear that continued program improvement and meeting the support needs of a diverse student population scattered across the globe were the faculty's primary concerns. It was also clear that Dr. Pape, the program's visionary leader, set that tone. To further develop and refine the program while maintaining its rigor and effectively supporting students, Dr. Pape ensured that student voices were, and continue to be, heard. Six years later, as a full-time faculty member, it is inspiring to see the changes (e.g., improvements in course structure and content, better technology to promote engagement, stronger systems thinking training, etc.) that have been made based on those voices as well as critical examination of content and processes

through an improvement science and systems lens. Such changes reflect a commitment to authentically living the outcome expectations we have for our students: to be practitioner-scholars who have the knowledge, skills, and dispositions to examine problems of practice deeply and critically and effect significant change to improve educational outcomes. Working for a program that walks its talk is both inspiring and fulfilling.

Another fulfilling aspect of teaching in this program is that it enables me to achieve my own personal mission: to increase the scientific knowledge of educators, counselors, and parents to improve the lives of children. I teach students in Abu Dhabi, Singapore, Ghana, Texas—from around the world—all of whom, either directly or indirectly, impact children's lives. All of them seek to effect meaningful change within their professional contexts. They work in public and independent schools, universities, regional counseling centers, hospitals, and even within the penal system. I get to teach them the content I love—neuromyths, brain and social and emotional development, and the learning sciences—while guiding them toward seeing the brain and body as an integrated system that is in constant sensorimotor interaction with a dynamic environment. This perspective significantly shifts their understanding of student learning and behavior (even their own behavior), makes them sagacious consumers of research, and empowers them to see and develop practices beyond the conventional school framework. I also advise students as they examine their problems of practice within their contexts through a systems lens to better understand where within that system an effective intervention actually needs to occur. Essentially, all of this work allows me to make a broader impact than I ever imagined because with every student, our distributed network of practitioner-scholar changemakers increases. And many of our students are effecting meaningful change within their contexts before they even graduate. I have one student, for instance, who is improving the content of teacher professional development within her district, and another student who is changing the pedagogical approach of her school to better equip her middle schoolers with 21st century skills. This program is effecting significant and constructive change around the world right now.

I hope this letter of support persuades you to see the impact—directly and indirectly—this innovative and rigorous program is having on education and children around the world.

Sincerely,

Laura Flores Shaw, EdD
Visiting Assistant Professor
Johns Hopkins University School of Education
lshaw14@jhu.edu

September 14, 2019

Dear 2020 Brock Prize Jurors:

I am writing to you regarding the nomination of Dr. Stephen Pape for the 2020 Brock Prize in Education Innovation award. Currently, I am enrolled at Johns Hopkins University School of Education (JHU SOE) Ed.D. program of which I began as a 2017 cohort. I am delighted to share "my journey "of how I came into this program and how Dr. Pape influenced me to be a part of this innovative, rigorous, and quality program.

I want to begin by sharing a little about my background. Up until about a year ago, I was an executive in the IBM Corporation as Vice President, Global Technology Services, IBM South Africa. My career spanned 33 years with IBM having run businesses in Europe, North America, South America, Asia Pacific, and of course, South Africa. Most of the businesses I ran were in Strategic Outsourcing which entailed running data centers for many large corporations worldwide, which required a strong use of technology and innovation. In conjunction with the businesses I led at IBM, my wife and I oversaw a ministry for youth for 33 consecutive years, which we truly enjoyed. Also, I began teaching as an adjunct professor at a few universities, was guest lecturer almost every semester at a university in the Midwest for the past 14 plus years, and served on the alumni board and Board of Trustees of my Alma Mater.

In the summer of 2016, my wife and I began thinking about life beyond IBM. Given my passion for higher education and students, we decided the best option for me was to go into higher education senior leadership and in particular, a presidents' position. I wanted to take my experience in the business world, having led many businesses in diverse countries around the world, and bring that into higher education. I was not interested in teaching—but leading. This is where the journey begins. I began looking at many institutions and put together a rubric of schools throughout the United States. I also used data from U.S. News and World Report to assess the schools on my list. One of the primary considerations for me was what JHU calls the Applied Dissertation. Given my schedule at IBM and my travel, I did not want to be an "All But Dissertation" student—I wanted a dissertation that would be written as courses were being taken so that I could finish my classes and dissertation at the same time. To make a long story short, my target school was JHU, but there was much to learn before applying.

While in Cape Town, South Africa, I orchestrated a call with Dr. Pape to understand more about the Ed.D. program at JHU. My main interests were the organization of the program, the rigor, amount of work, size of classes, experience with online courses, approximate time the program required on a weekly basis, subjects being covered, and of most interest was how we could take a problem of practice and have real, honest discussions on how to move through the program on solving this problem. I was worried that my unique background (being a business person and not

an educator) would keep me from being admitted into the JHU Ed.D. program. In speaking with Dr. Pape, it was quite the opposite. His words to me were "you're the type of person we want in this program." After having this conversation with Dr. Pape, I applied at JHU in the fall of 2016 and was accepted for the fall of 2017.

I began at JHU in the fall of 2017 from Johannesburg, South Africa. I was a little unsure of how the eight-hour time difference would affect classes and my ability to work in groups with my classmates being remote and all the courses online. Dr. Pape did an outstanding job looking at international students and trying to work them into teams dependent upon time zones. Also, the program had synchronous sessions for students to get on zoom calls (video conferencing) where we would discuss assignments with professors and classmates. This is where I saw flexibility with Dr. Pape and the program. Many synchronous sessions were at 8:00 pm eastern time, so for me, the time was 4:00 am. Given the importance of these sync calls, I did not want to wait for the recording to come out because I would lose valuable time in working on the assignment. To avail international students, Dr. Pape instituted sync calls to accommodate international students by allowing for early morning or late evening calls. This may seem insignificant, but for me, it helped keep stress down and allowed me to participate in the calls and get the needed direction for the assignments and to collaborate with team members. After about a year into the program, I decided to leave IBM and join an IBM business partner firm in Dubai, running two divisions in the Middle East. There was no disruption in my studies as the courses and timing were predictable, allowing me the flexibility needed to accommodate the move and to keep up with assignments.

I want to fast forward to where I am today. The whole idea of my attaining my Doctorate in Education was to take on a senior leadership role in a higher education institution—targeting a president's position. In March of 2019, I received a call from a search firm from the states asking if I would consider a president's role at a university. I decided to go ahead and interview even though I had only been in Dubai for about six months and thought I would wait to get into higher education until I finished my doctorate. To make a long story short, I was named the president of Lindenwood University July 1st, 2019.

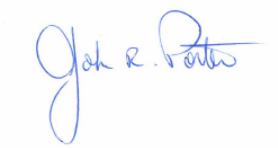
I am starting into my third year in the JHU Ed.D. program. I have been president at Lindenwood University for almost three months. I have used virtually all of what I have learned in the Ed.D. program at JHU in my current context. What Dr. Pape has put together to make up the program has been nothing short of innovative, pragmatic, and relevant. The timing of the classes in correlation to dissertation writing and the influence of the courses on the dissertation writing has been phenomenal. Highlighted below are bullets from my standpoint that differentiate the Ed.D. program at JHU from others primarily driven by Dr. Pape:

- A cohesive program where all the components intersect with my problem of practice allowing for critical thinking to drive innovative interventions
- Rigorous and relevant courses that focus on educational issues
- Synchronous sessions that provide an opportunity for collaboration and idea-sharing with both professors and fellow students
- Quality in instruction and professor relationships
- Residencies that pull together students allowing for idea sharing and cultivation of relationships

Finally, my relationship with Dr. Pape has been instrumental in working my way through the Ed.D. program. A characteristic of a strong leader is their ability to listen to others and not let ego get in the way of progress. I have made suggestions to Dr. Pape, and he has always seriously considered them and has put them into cycles of planning. I could not be more thrilled with this Ed.D. program and what it has personally done for me. In my humble opinion, Dr. Pape is very worthy of the 2020 Brock Prize award with his innovation in developing a rigorous, technologically sound, and relevant program at JHU, and if chosen would represent what the award means proudly as have past award winners.

I hope I have given justice in this short document the tremendous influence Dr. Pape has had on me and hundreds of students around the world through the JHU Ed.D. program. Please do not hesitate to call me if I can answer specific questions. Thank you for your consideration of Dr. Pape for this great award.

Sincerely,



John R. Porter
President, Lindenwood University

OFFICE OF THE PRESIDENT

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September 15, 2019

Dear 2020 Brock Prize Jurors:

I am honored to offer this letter of support for Dr. Stephen Pape's nomination for the 2020 Brock Prize Innovation in Education. I have known Dr. Pape for nearly two decades and have had the honor of working with him at two different American Association of Universities (AAU) institutions – The Ohio State University and John Hopkins University. At both institutions I was the Dean of the School/College of Education and Dr. Pape was a senior leader on the faculty. Dr. Pape's innovative and entrepreneurial spirt combined with his ability to execute with non-compromising quality kept him front and center of key initiatives designed to create next generation learning.

Dr. Pape left Ohio State during my tenure as dean, advancing his career at the University of Florida through grant work and extremely innovative programming in math education. When I took the position as Dean of the School of Education at Johns Hopkins University, it was clear that we were going to need innovative leadership to achieve our vision of creating a unique, rigorous applied doctoral program with national reach. We were already on a path to a ranking as the #1 US Graduate School of Education as ranked by U.S. News and World Report, but it was clear that we needed an innovative, entrepreneurial leader to thrive in online doctoral education. The first person that came to mind was Dr. Stephen Pape. I did not know if he was "movable" from the University of Florida, but as good fortune would have it, we were able to recruit him to Baltimore. Shortly after his arrival, we convinced him to lead the daunting task of building a world class, applied doctoral program from the bottom up. Recognizing Dr. Pape's commitment to both innovation and rigor, I was overjoyed to have him leading this charge.

Two major aspects of the developing this innovative doctoral program were a commitment to online approaches with mutually engaged students and faculty, and early and continuous work on a defined problem of practice as the foundation for an applied dissertation. From the first day we discussed the program and our commitment, Dr. Pape was off and running with innovative ideas and a deep appreciation for the importance of the underlying business model necessary to make any idea sustainable in higher education. We were literally starting from scratch with only a

handful of faculty who had doctoral directive experience. Dr. Pape not only stood the program up in very short order, he engaged a broad swath of faculty as stakeholders and established impressive excitement and momentum for the new program.

Dr. Pape was quick to understand the balance required in a high-quality doctoral program between an applied research focus, a new relatively large cohort of heterogeneous students admitted each year, and students residing essentially anywhere in the world. The design challenges were somewhat unique given our aspirations to support students anywhere, anytime. We were also focused on deploying faculty and staff, on demand, to support students using integrated technology. Again, Dr. Pape had the keen sense of moving quickly, but not rushing into decisions and implementations that would not be sustainable without faculty support as stakeholders.

Dr. Pape was the guiding force and inspiration behind the building of a world class online doctoral program in a school of education that was known for its innovative research, but had less visibility and impact in the way it used this research knowledge and capacity to shape future generations in education. The breakthrough doctoral program created by Dr. Pape bridged this gap.

Dr. Pape not only has innovative ideas, he is capable of implementing these ideas with broad stakeholder support. This characteristic is essential to managing change in entrepreneurial environs. He is an extremely worthy nominee for this award.

Sincerely,

David Andrews, Ph.D.
President
National University

FROM THE JHU EDD WEBSITE

HTTPS://EDUCATION.JHU.EDU/ACADEMICS/ONLINE-PROGRAMS/DOCTOR-OF-EDUCATION-EDD/

JOHNS HOPKINS SCHOOL of EDUCATION

ABOUT US | ADMISSION & FINANCIAL AID | STUDENT RESOURCES | ACADEMICS | RESEARCH | ALUMNI

Doctor of Education (EdD)

HOME › ACADEMICS › ONLINE PROGRAMS › DOCTOR OF EDUCATION (EDD)

To address the changing landscape of education in the 21st century, the School of Education has been a pioneer in establishing an online Doctor of Education (EdD) program. The program, designed to prepare an exceptional corps of practitioner-scholars both nationally and internationally, sets the bar for transformational leadership in education through scholarship, professional development, and networking with educational leaders and researchers representing a variety of backgrounds and interests. Online delivery allows candidates to address a problem of practice particular to the educational environment they occupy wherever they are in the world.

In its fifth year, the EdD program welcomes students from China, Azerbaijan, Rwanda, Singapore, South Korea, Canada and Brazil, as well as across the United States. This unique program extends the School of Education's global reach and promotes interdisciplinary growth, which is a hallmark of a Johns Hopkins University education.

As a competitive and limited admissions doctoral program, the graduates set a high standard for transformational leadership in education, apply evidence-based practices to improve educational outcomes, and meet the vast challenges associated with improving learning outcomes in public and private educational environments. They support the continued creation of new areas of research, promote an increase in the utilization of research findings in professional practice, and contribute to the public discourse and policy.

The EdD program includes specialization areas. Applicants must select one of the specialization areas as the focus of their program. For the 2020 cohort, the areas of specialization are:

- Entrepreneurial Leadership in Education
- Mind, Brain & Teaching
- Urban Leadership

Future specializations may include:

- Instructional Design in Online Teaching and Learning
- Technology Integration in K-16 Education

Applicants to the Doctor of Education EdD (Online) program are strongly encouraged to submit GRE examination scores for the General Test as part of the admission application. While the GRE examination is not a requirement for admission consideration to the program, submitting a GRE test score is an opportunity for applicants to present additional evidence of the quantitative and verbal skills required for the doctoral-level study. The Admissions Review Committee is committed to the practice of conducting holistic evaluations of all admission materials submitted as part of an applicant's file. The Committee does not use cut off scores or minimum suggested averages for GRE in the evaluation process, or to determine admission consideration.

DOCTOR OF EDUCATION (EDD)

- Applied Dissertation
- Frequently Asked Questions
- Program Objectives
- Program of Study
- EdD Admissions Requirements
- EdD Student Handbook
- Tuition & Fees

Contact Us

Faculty Contact
Camille Bryant PhD

Program Coordinator
Cathy Cao
410-516-4163

2018 EdD Orientation and Residency

Doctor of Education – Mind, Brain, and Teaching

MIND, BRAIN, AND TEACHING SPECIALIZATION

The *Mind, Brain, and Teaching* specialization is designed for educators interested in exploring research from cognitive theories and neurosciences and its potential to inform the field of education. Courses will promote integration of diverse disciplines that investigate human learning and development. The specialization builds upon basic and applied research from the fields of cognitive science, psychology and brain sciences, neurology, neuroscience, and education. It provides educators with knowledge of how emerging research in the learning sciences can inform teaching and learning. Students who pursue this specialization will gain the knowledge and skills to interpret basic and applied research and apply relevant findings to educational practices and policies. This specialization is designed to support the development of knowledge, insights, and competencies among students with two different levels of prior knowledge in the learning sciences: those who have had limited formal exposure to the learning sciences, and those who have a master's degree or master's certificate in the learning sciences.

887.616 Fundamentals of Cognitive Development +

887.617 Neurobiology of Learning Differences +

887.618 Cognitive Processes of Literacy & Numeracy +

887.619 Special Topics in Brain Sciences +

Doctor of Education - Urban Leadership

Cities are usually characterized by diverse populations with rich communities made up of many different races, classes, languages and nationalities, and this dynamism is a chief strength of urban areas. However, urban schools typically serve populations characterized by high concentrations of poverty and therefore face difficult choices about how to allocate scarce resources. The Urban Leadership specialization is designed for educational professionals interested in exploring this dual nature of urban schools through a deep understanding of a problem of practice based in their unique context of professional practice. The Urban Leadership specialization prepares educational leaders to work in urban environments through a focus on topics, such as building a strength-based understanding of the complexities of urban communities, engaging the latest research on urban educational programs, developing strategies for program improvement, and building partnerships with families, communities and other organizations.

855.771 Approaches to Urban Education +

855.772 Individuals in Urban Contexts +

855.773 Organizations and Institutions +

855.774 Partnerships and Community Organizing +

JOHNS HOPKINS
SCHOOL of EDUCATION

Applied Dissertation Description
July 2016

Overview

This *Applied Dissertation Description* situates the Applied Dissertation within the larger online EdD program by providing (1) an overview of the Applied Dissertation, (2) a description of the Problem of Practice (POP), and (3) guidelines for researching and writing an Applied Dissertation. The doctoral coursework will provide a context for the development of your dissertation across the following phases of the program:

1. Year One—Foundation for Chapters 1-2: Synthesize research literature to understand factors and underlying causes for a Problem of Practice (POP) from a systems or organizational perspective. By factors, we mean constructs or variables that don't necessarily cause the issue but may be associated with the problem in some way; for example, parents' educational background is a strong predictor and a factor associated with college enrollment, but is not causal. By underlying causes for your POP, we mean constructs or variables that research suggests are predictors of a particular outcome; for example, poor school conditions and low salary can be a predictor of teacher attrition. This review of the literature serves as the rationale for an empirical examination to understand the factors and underlying causes as they manifest within your context of professional practice.

2. Year Two—Foundation for Chapters 3-4: Synthesize research literature to broadly examine interventions leading to a potential solution or intervention related to one or more of these factors or underlying causes; AND methods of evaluation and assessment of BOTH the process of implementation and proximal (i.e., following immediately or soon after the intervention) outcomes of your intervention.

3. Year Three—Foundation for Chapter 5: Implement a research-supported intervention; discussion of the process of implementation of the intervention; analysis and evaluation of proximal outcomes resulting from the implementation of the intervention; AND findings/conclusions.

Your adviser will provide ongoing programmatic and academic support for the development of the Applied Dissertation.

Scholarship

This program requires doctoral students to develop the knowledge, skills, and research competencies of a scholarly practitioner and to apply these aptitudes in the practice of studying educational issues. Boyer (1997) proposed an expanded definition of scholarship including four domains: (1) Scholarship of Discovery; (2) Scholarship of Integration; (3) Scholarship of Application; and (4) Scholarship of Teaching. Competencies within this EdD program are focused on these four areas of scholarship. Scholarship of Discovery will advance doctoral students' knowledge of

Stephen J. Pape, Ph. D.
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School of Education
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Baltimore, MD 21218
410-516-7953
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EDUCATION

Doctor of Philosophy (1998) City University of New York, Graduate School and University Center, New York; Educational Psychology - Human Learning and Instruction. Subspecialty: Research on Teaching and Learning Mathematics.
Dissertation Topic: Components of a Reading Comprehension Model of Mathematical Problem Solving and Their Relation to Problem Solving Success.
Committee Chair: Carol Kehr Tittle, Ph.D.

Master of Science in Education (1991) City University of New York, Queens College, Flushing, NY; Secondary Education – Mathematics.

Bachelor of Science, Cum Laude (1987) Fordham University, Bronx, NY; Mathematics and Psychology.

PROFESSIONAL EXPERIENCE

Professor (Aug 2012); **Director, Doctorate of Education** (March 2013-Present). Johns Hopkins University, School of Education, Baltimore, MD.

Associate Professor and Mathematics Education Coordinator (Aug 2006-Aug 2012). University of Florida, School of Teaching and Learning, College of Education, Gainesville, FL.

Associate Professor (2004-2006); **Assistant Professor** (1998-2004); **Interim Section Head, Integrated Teaching and Learning** (Jan-July 2006); **Faculty Coordinator, Middle Childhood Education Master of Education** (2004-2006). The Ohio State University, School of Teaching and Learning, Integrated Teaching and Learning; Mathematics, Science, and Technology Education, College of Education, Columbus, OH.

Adjunct Instructor (1996-1998). City University of New York (CUNY), Queens College, Flushing, NY; Elementary and Early Childhood Education.

Teacher Mentor (1996-1998). New York City Public Schools, Glendale, NY; I. S. 119, I. S. 77.
Mentored beginning science teachers through observation, consultation, and modeling lessons.

Internal Evaluator (1995-1998). New York City Collaborative for Excellence in Teacher Preparation, Center for Advanced Study in Education, New York.
Developed and presented formative and summative evaluation reports for National Visiting Committee and external evaluation teams for an NSF grant.

Graduate Teaching Fellow and Adjunct Instructor (1995-1997). City University of New York, Queens College, Flushing, NY; Secondary Education and Youth Services.

Graduate Teaching Fellow (1993-1995). City University of New York, LaGuardia Community College, Long Island City, NY; Department of Social Science.

Research Assistant (1993-1996). City University of New York, Graduate School and University Center, New York; Ph.D. Program in Educational Psychology.

Graduate Associate (1993-1995). Project Action Physics, Institute for Schools of the Future, Center for Advanced Study in Education, New York.

Teacher and Dean of Students (1989-1993). New York City Public Schools, I.S. 119Q, Glendale, NY. Taught sixth- through eighth-grade mathematics, physical science, and life science. Served as Dean of Students.

Teacher (1987-1989). Garden School, Jackson Heights, NY.
Taught sixth- through eleventh-grade mathematics and first- through sixth-grade computers. Coordinated the Junior and Senior National Honors Society program.

TEACHING CERTIFICATION

Junior High School Mathematics, Day High School Mathematics: The City School District of New York, June, 1990.

Mathematics 7-12: The University of the State of New York, February, 1993.

PROFESSIONAL HONORS & AWARDS

Participant (2011-2012). Beginning Substantive Collaboration between Mathematics Education and Special Education Symposium: Teaching Mathematics to Students within the RtI Process. National Council of Teachers of Mathematics & Council for Exceptional Children.

2010 NSF Research Day (2010, October). Honorable Mention for poster presentation (Bostic & Pape, 2010).

2010 Instructional Staff Development Award (2010, July). STEM*Florida* Implementation Team for Florida PROMiSE Professional Development Program, Lake Buena Vista, FL.

Scholarship Recipient and Participant (2007, July). Institute of Education Sciences, Summer 2007 Randomized Control Trial Training Institute, Vanderbilt University, Nashville, TN.

College of Education Distinguished Teaching Award (2002, May). The Ohio State University, Columbus, OH.

University Tuition Scholarship (1995-1998). CUNY-Graduate School and University Center, New York.

University Fellowship (1995-1998). CUNY-Graduate School and University Center, New York.

Graduate Teaching Fellowship (1995-1998). City University of New York, Graduate School and University Center, New York.

NYS Empire Scholarship for Teachers (1988-1991). City University of New York, Queens College, New York.

Dean's Scholarship (1983-1987). Fordham University, New York.

NYS Empire Scholarship for Teachers (1985-1987). Fordham University, New York.

Edward B. Leahey, Jr. Renaissance Man Award (1987). Fordham University, New York.

JOURNAL ARTICLES, CHAPTERS IN EDITED BOOKS, AND PROCEEDINGS

Friel, S., Fede, B., Browning, C., Chauvot, J., Dean, C., Lovett, J., Pape, S. J., & Silverman, J. (in prepararti on). Handbook for Mathematics Educators in the Design and Implementation of Online Distance Education Learning Experiences. Reston, VA: Association of mathematics Teacher Educators.

*Sharma, A., Pape, S. J., & Templin, J. (2019). Testing the Psychometric Properties of the Modeling Self-Efficacy Scale. *Journal of Educational Research and Practice, 9(1),* 146-157. doi:10.5590/JERAP.2019.09.1.11

Pape, S. J., & Prosser, S. K. (2018). Barriers to technology implementation in community college mathematics classrooms. *Journal of Computing in Higher Education, 30*, 620-636. doi:10.1007/s12528-018-9195-z

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FUNDED PROJECTS

Griffin, C., Pape, S. J., & Dana, N. (2010*). PRIME Online: Teacher Pedagogical Content Knowledge and Research-based Practice in Inclusive Elementary Mathematics Classrooms*, $1,533,653.00. Washington, DC: Institute of Education Sciences.

Pape, S. J., & Dana, T. (2009). *Partners to Rejuvenate & Optimize Mathematics and Science Education: Year 3,* 7/09-12/09, $1,079,094.00. Subcontract from University of South Florida, Kersaint, G., P.I. Tallahassee, FL: Florida Department of Education.

Dana, T., & Pape, S. J. (2008). *Partners to Rejuvenate & Optimize Mathematics and Science Education,* 1/08-6/08, $1,825,053.00. Subcontract from University of South Florida, Kersaint, G., P.I. Tallahassee, FL: Florida Department of Education.

Griffin, C. C., Gagnon, J. C., & Pape, S. J. (2008). *Project COMPUTE: Creating Opportunities for Mathematics Progress Utilizing Teacher Educations,* 8/08-8/12, $788,291.00. Office of Special Education Programs, Washington, DC: U.S. Department of Education.

Pape, S. J., & Dana, T. (2008). *Partners to Rejuvenate & Optimize Mathematics and Science Education: Year 2,* 12/08-9/09, $1,035,822.00. Subcontract from University of South Florida, Kersaint, G., P.I. Tallahassee, FL: Florida Department of Education.

Pape, S. J., & *Bostic, S. J. (2007). *Examining the Effects of Using the TI-Nspire in Algebra I and Algebra II to Support Student Understanding of Rational Functions and Quadratic Relations*, 12/07-6/08, $5,000.00. Dallas, TX: Texas Instruments, Inc.

Owens, D. T., Abrahamson, A. L., Pape, S. J., Irving, K., & Demana, F. (2005). *Classroom Connectivity in Promoting Mathematics and Science Achievement,* 6/05-6/10, $2,990,000.00*.* Washington, DC: Institute of Education Sciences.

Owens, D. T., Pape, S. J., Irving, K., & Trundle, K. (2004). *The Ohio State University Science and Mathematics Summer Institutes for Instructional Change*, 1/04-5/05, $246,330.00. Columbus, OH: The Ohio Board of Regents – Improving Teacher Quality State Grants Program.

Pape, S. J. (2001). *Teacher-Researchers: Making a Difference in Mathematics Teaching and Learning Through Inquiry – Year 2*, 7/01-7/02, $50,804.00. Columbus, OH: The Ohio State University – Urban Schools Initiative Collaborative.

Pape, S. J. (2001). *Teacher-Researchers: Making a Difference in Mathematics Teaching and Learning Through Inquiry – Year 2*, 9/01-12/02, $68,032.00. Columbus, OH: The Ohio Board of Regents – Dwight D. Eisenhower Professional Development Program.

Pape, S. J. (2000). *Teacher-Researchers: Making a Difference in Mathematics Teaching and Learning Through Inquiry*, 7/00 – 7/01, $49,632.00. Columbus, OH: The Ohio State University – Urban Schools Initiative Collaborative.

Pape, S. J. (2000). *Teacher-Researchers: Making a Difference in Mathematics Teaching and Learning Through Inquiry*, 9/00 – 12/01, $61,139.88. Columbus, OH: The Ohio Board of Regents – Dwight D. Eisenhower Professional Development Program.

Pape, S. J. (1999). *The Relationships Among Patterns of Reading Comprehension and Problem Solving Behavior, Mathematical Knowledge and Problem Solving Success,* 9/99 – 9/00, $9,625.00. Columbus, OH: The Ohio State University Seed Grant Competition.

SCHOLARLY PRESENTATIONS—INTERNATIONAL (peer reviewed unless otherwise noted)

Pape, S. J., Abras, C. N., & Eith, C. (2016, April). *Definitions of Doctor of Education Students' Problems of Practice: Student and Program Perspectives*. Paper presentation at the 5th International Conference on Professional Doctorates, Belfast, UK.

Abras, C. N., Eith, C., & Pape, S. J. (2014, April). *Innovative pedagogy in online doctoral education: Exploring the impact of situating experiential learning within a professional context.* Paper presentation at the 4th International Conference on Professional Doctorates, Cardiff, UK.

Pape, S. J., Eith, C., Abras, C., & DeSimone, J. (2014, April). *JHU SOE EdD: Innovation in doctoral education focused on contexts of professional practice.* Paper presentation at the 4th International Conference on Professional Doctorates, Cardiff, UK.

Pape, S. J. (2011, February). *What are the effects of adding TI-Navigator to a graphing calculator classroom?* Invited presentation at the Teachers Teaching with Technology International Conference, San Antonio, TX. [Invited]

Pape, S. J., *Prosser, S. K., *Cifuentes, P., & *Wider, F. (2011, February). *A framework for professional development to support a TI-Nspire™ Navigator™ System Implementation.* Presentation at the Teachers Teaching with Technology International Conference, San Antonio, TX.

*Lee, S. C., Irving, K. E., Owens, D. T., & Pape, S. J. (2011, January). *Student perception of learning in connected science classrooms*. Paper presented at the International Conference of the Association for Science Teacher Educators, Minneapolis, MN.

*Lee, S. C., Irving, K. E., Pape, S. J., & Owens, D. T. (2010, January). *Modeling in qualitative data analysis for student focus groups in connected classrooms.* Poster presented at the 2010 Annual International Association for Science Teacher Education Conference, Sacramento, CA.

Pape S. J. (2009, October). *Examining the context: Classroom interactions within TI Navigator Classrooms*. Invited presentation for the Department of Elementary Mathematics Education, Hacettepe University, Ankara, Turkey. [Invited]

Pape, S. J. (2009, October). *Self-Regulated Learning in Mathematics Education.* Invited seminar for the Department of Elementary Mathematics Education, Hacettepe University, Ankara, Turkey. [Invited]

*Kaya, S., Pape, S. J., & Owens, D. T. (2009, September). *The relationships between student views related to mathematics and components of self-regulated learning*. Paper presentation at the European Conference on Educational Research, Vienna, Austria.

*Ozdemir-Yetkin, I. E., & Pape, S. J. (2009, September). *How does students' participation in classroom practices create opportunities for developing adaptive self-efficacy beliefs in the mathematics classroom?* Paper presentation at the European Conference on Educational Research, Vienna, Austria.

*Bostic, J. D., Pape, S. J., & King, C. (2009, February). *Finding quadratic roots using the TI-Nspire CAS in the Algebra II classroom.* Presentation at the Teachers Teaching with Technology International Conference, Seattle, WA.

Irving, K. E., Sanalan, V. A., *Shirley, M. L, Pape, S. J & Owens, D. T. (2009, January). *Implementation fidelity: Connected mathematics and science classrooms.* Paper presented at the International Conference of the Association for Science Teacher Education, Hartford, CT.

*Shirley, M. L, Irving, K. E., Sanalan, V. A., Pape, S. J., & Owens, D. T. (2009, January). *Implementation of connected classroom technology in mathematics and science classrooms.* An interactive paper presented at the International Conference of the Association for Science Teacher Education, Hartford, CT.

Owens, D. T., Pape, S. L., Irving, K. E., Sanalan, V., Boscardin, C. K., & Abrahamson, A. L. (2008, July). *The Connected Algebra Classroom: A Randomized Control Trial*. Paper Presented at the International Congress on Mathematics Education, Monterrey, Mexico.

Pape, S. J., Irving, K. E., Owens, D. T., Sanalan, V., & Abrahamson, A. L. (2008, February). *Two-year implementation study of the TI-Navigator: Lessons learned and year 1 results*. Presentation at the Teachers Teaching with Technology International Conference, Dallas, TX.

Sanalan, V. A., Irving, K. E., Pape, S. J., & Owens, D. T. (2008, January). *A multi-faceted professional development program for science teachers: Classroom connectivity technology.* Paper presented at the Association for Science Teacher Educator's International Conference, St. Louis, MO.

Owens, D. T., Irving, K. E**.,** Pape, S. J., Abrahamson, A. L., Sanalan, V., & Boscardin, C. K. (2007, June). *The connected classrooms: Implementation and research trial.* Paper presented at the Ed-Media World Conference on Educational Multimedia, Hypermedia & Telecommunications, Vancouver, BC, Canada.

Pape S. J., Owens, D. T., Irving, K. E., Boscardin, C. K., Sanalan, V. A., Abrahamson, A. L., . . . Shin, H. S. (2007, March) *Classroom connectivity preliminary results*. Paper presented at the Teachers Teaching with Technology International Conference, Chicago, IL.

Pape, S. J., Irving, K., Owens, D. T., & Abrahamson, A. L. (2005, Sept.). *Classroom connectivity in promoting Algebra I and Physical Science achievement and self-regulated learning*. TACONET Conference on Self-regulated Learning in Technology Enhanced Learning Environments. Lisbon, Portugal.

SCHOLARLY PRESENTATIONS—NATIONAL (peer reviewed unless otherwise noted)

Pape, S. J., & Chauvot, J. (2019, February). Strategies, Examples, and Models of Online Professional Development for Mathematics Teachers. Paper presented at The Twenty-Third Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Prosser, S. K., & Pape, S. J. (2017, April). *Mathematical Teacher Identity and Participation in Online Professional Development.* Research Presentation at the Research Conference of the NCTM Annual Meeting and Exposition, San Antonio, TX.

Aguirre, J., Herbel-Eisenmann, B., Celedon-Pattichis, S., Civil, M., Wilkerson, T., Stephan, M., Pape, S. J., & Clements, D. H. (2017, April). Amplifying Equity with Mathematics Research: From Choice to Collective Responsibility. Research Presentation at the Research Conference of the NCTM Annual Meeting and Exposition, San Antonio, TX.

Dana, N. F., Pape, S. J., Griffin, C.C., & *Prosser, S. K. (2015, April). *The Role of Practitioner Inquiry in Online Professional Development for Elementary Teachers of Mathematics: The Prime Online Experience*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Pape, S. J., Bell, C. V., & Yetkin, I. E. (2015, April). Making self-regulated learning explicit through sequencing components of mathematics lessons. In H. Bembenutty (Chair), *Cognitive, social, and motivational processes involving modeling: A means of effective self-regulatory instruction and learning.* Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

Pape, S. J., Greenberg, C., Prosser, S., & Jordi, J. (2015, February). *Barriers that Impede Technology Implementation: Implications for Professional Development*. Paper presented at The Nineteenth Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Pape, S. J., Prosser, S., Griffin, C. G., & Dana, N. F. (2014, January). *Exploring the Impact of Prime Online—an online teacher PD (oTPD) program*. Paper presented at The Eighteenth Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.

Griffin, C. C., Dana, N. F., Pape, S. J., & *Bae, J. (2014, April). *Prime Online: Teacher professional development for inclusive elementary mathematics classrooms*. Paper presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Griffin, C. C., Dana, N. F., Pape, S. J., & *Bae, J. (2013, November). *Teacher Professional Development in Mathematics: Lessons Learned from Prime Online*. Paper presented at the annual meeting of the Teacher Education Division/Council for Exceptional Children, Fort Lauderdale, FL.

Griffin, C. C., Dana, N. F., & Pape, S. J., (2013, April). *Prime Online: Exploring teacher professional development in mathematics.* Presentation at the annual meeting of the Council for Exceptional Children, San Antonio, TX.

Pape, S. J. (2013, April). *Perceptions of a technology-focused PD program*. Invited presentation for the Mathematics Education Research Seminar, University of Texas, El Paso, TX.

Pape, S. J., Griffin, C. C., & Dana, N. F. (2013, April). *The Prime Online stance: Teacher inquiry and response to intervention*. Invited presentation at the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.

Pape, S. J., *Wider, F., & Griffin, V. (2013, April). *Examining college instructors' perceptions of technology PD.* Poster presented at the Research Presession at the NCTM Annual Meeting and Exposition, Denver, CO.

*Sharma, A., & Pape, S. J. (2013, April). *Testing the psychometric properties of the modeling self-efficacy scale.* Poster presented at the Research Presession at the NCTM Annual Meeting and Exposition, Denver, CO.

Dana, N. F., *Prosser, S. K., Griffin, C. C., & Pape, S. J. (2013, February). *Secrets of success in designing online teacher professional development: The Prime Online experience*. Presentation at the Annual Meeting of the Association of Teacher Educators, Atlanta, GA.

Pape, S. J., *Prosser, S. K., Griffin, C. C., & Dana, N. F. (2013, January). *Developing grade 3-5 teachers' MCKT and PCK in an online PD program.* Presentation at The Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

*Sharma, A., Pape, S. J., *Peace, M., *Prosser, S. K., & *Cifuentes, P. (2013, January). *Principles for developing algebra lessons for the connected classroom context.* Presentation at The Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Griffin, C. C., Pape, S. J., Dana, N. F., & *Bae, J. (2012, November). *Teacher professional development in mathematics: Preliminary findings from Prime Online*. Paper presented at the annual meeting of the Teacher Education Division/Council for Exceptional Children, Grand Rapids, MI.

Griffin, C. C., Pape, S. J., & Dana, N. (2012, May). *Prime Online.* Interactive breakout session at the Beginning Substantive Collaboration between Mathematics Education and Special Education: Symposium II, Reston, VA.

Bell, C. V., & Pape, S. J. (2012, April). *Uptake of students' comments, questions, and representations during Algebra 1 classes.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Black, R., Dougherty, B., Foegen, A., Griffin, C. C., Pape, S. J., Rao, K., & Slovin, H. (2012, April). *Outcomes of NCTM-RTI mathematics/special education collaborations*. Presentation at the Annual Meeting of the Council for Exceptional Children, Denver, CO.

*Bostic, J. D., & Pape, S. J. (2012, April). *Exploring students' outcomes after teaching mathematics via problem solving*. Paper presented at the National Council of Teachers of Mathematics Annual Meeting Research Presession, Philadelphia, PA.

Pape, S. J., Irving, K. E., *Bell, C. V., *Shirley, M. L., Owens, D. T., *Owens, S. K., . . . *Lee, S. C. (2012, April). Principles of effective pedagogy within the context of connected classroom technology: Implications for teacher knowledge. In R. N. Ronau, C. R. Rakes, & M. L. Niess, *Educational technology, teacher knowledge, and classroom impact: Frameworks and approaches to research*. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, Canada.

*Bostic, J. D., Pape, S. J., & Jacobbe, T. (2011, October). *Validating two problem-solving instruments for use with sixth-grade students.* Paper presented at the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.

*Sert, Y., & Pape, S. J. (2011, October). *An investigation of a teacher's use of TI-navigator to facilitate students' understanding of quadratic equations.* Poster presentation at the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.

*Lee, S. C., Irving, K. E., Owens, D. T., Pape, S. J., & *Shirley, M. L. (2011, April). *Modeling of student perceptions of learning in connected science classrooms: How to facilitate learner-centered environments*. Paper presented at the International Conference of the National Association for Research in Science Teaching, Orlando, FL.

Pape, S. J., *Cifuentes, P., *Prosser, S. K., & *Wider, F. (2011, January). *Professional development to support community college teachers' implementation of classroom connectivity technology.* Presentation at The Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.

Pape, S. J., *Bell, C. V., *Owens, S. K., *Bostic, J. D., Irving, K. E., Abrahamson, A. L., . . . Owens, D. T. (2010, June). *The impact of connectivity technology on verbal classroom interactions: Disruption of IRE*. Poster presentation at the Institute of Education Sciences Research Conference, Washington, DC.

*Bell, C. V., & Pape, S. J. (2010, May). *Patterns of interaction in Ms. Brenner's culturally diverse Algebra classroom.* Poster presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Irving, K. E., Pape, S. J., Owens, D. T., Abraham, A. L., Silver, D., Sanalan, V. A. (2010, May). *Longitudinal study of classroom connectivity in promoting mathematics and science achievement: Years 1-3*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Pape, S. J., *Bell, C. V., *Owens, S. K., *Bostic, J. D., Irving, K. E., Owens, D. T., . . . Silver, D. (2010, May). *Examining verbal interactions within connected mathematics classrooms.* Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Ross, D., Adams, A., Pape, S. J., Adams, T., Jacobbe, T., McArthur, K., & Pace, B. (2010, May). *Good teaching and high gains on high stakes tests: Lessons learned from award winning teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Owens, D. T., Pape, S. J., Irving, K. E., Abrahamson, A. L., Silver, D. (2010, April). *Algebra achievement over four years in TI-Navigator™ connected classrooms.* Poster presentation at the Annual Research Presession of the National Council of Teachers of Mathematics Annual Conference, San Diego, CA.

Owens, D. T., Irving, K. E, Pape, S. J., Sanalan, V. A., Owens, S. K., & Abrahamson, A. L. (2009, September). *Professional development for teaching in connected classrooms.* Paper presented at the 31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Atlanta, GA: Georgia State University.

Irving, K. E., Sanalan, V. A., Pape, S. J., Owens, D. T., Abrahamson, A. L., & *Shirley, M. L. (2009, June). *Classroom connectivity in promoting mathematics and science achievement: Year 3*

implementation fidelity. Poster session presented at the Institute of Education Sciences Research Conference, Washington, DC.

Owens, D. T., Pape, S. J., Irving, K. E., Abrahamson, A. L., Silver, D., & Quinlan, J. (2009, June). *Classroom connectivity in promoting mathematics and science achievement: Results over three years*. Poster session presented at the Institute of Education Sciences Research Conference, Washington, DC.

Pape, S. J., *Bell, C. V., *Owens, S. K., *Bostic, J. D., Irving, K. E., Owens, D. T., . . . Silver, D. (2009, June). *Examining the context: Analyses of classroom interactions within TI Navigator classrooms*. Poster session presented at the Institute of Education Sciences Research Conference, Washington, DC.

*Shirley, M. L., Irving, K. E., Owens, D. T., Pape, S. J., & Abrahamson, A. L. (2009, June). *Formative assessment cycles in secondary science classrooms using interactive networked classroom technology.* Poster presented at the Institute of Education Sciences Research Conference, Washington DC.

Pape, S. J., Irving, K. E., Owens, D. T., & Abrahamson, A. L. (2009, April). *Research on learning and teaching mathematics in a TI-Navigator™ connected classroom: The CCMS project*. Presentation at the Annual Research Presession of the National Council of Teachers of Mathematics Annual Conference, Washington, DC.

Irving, K. E., Sanalan, V., Pape, S. J., Owens, D. T., Abrahamson, A. L., & *Shirley, M. (2008, June). *Classroom connectivity in promoting mathematics and science achievement: Implementation fidelity Years 1 & 2*. Poster presented at the Institute of Education Sciences Research Conference, Washington DC.

Owens, D. T., Pape, S. L., Irving, K. E., Abrahamson, A. L., & *Sanalan, V. (2008, June). *Learning and teaching algebra in a connected classroom.* In C. Chin (Chair) *Solving for x: Research on improving student learning in algebra*. Symposium conducted at the Third Annual Institute for Education Sciences Research Conference, Washington, DC.

Pape, S. J., Owens, D. T., Irving, K. E., Abrahamson, A. L., & Sanalan, V.A. (2008, June). *Classroom connectivity in promoting mathematics and science achievement: Year 1 and preliminary year 2 results*. Poster session presented at the Institute of Education Sciences Research Conference, Washington DC.

Pape, S. J., Irving, K. E., Owens, D. T., Boscardin, C., Sanalan, V., Abrahamson, A. L., . . . & Shin, H. S. (2008, March). *The impact of classroom connectivity in promoting Algebra I achievement: Results of a randomized control trial.* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

*Sakiz, G., Pape, S. J., & Woolfolk Hoy, A. (2008, March). *Does teacher affective support matter? The role of affective support in middle school mathematics classrooms.* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Shin, H. S., Irving, K. E., Boscardin, C. K., Pape, S. J., Owens, D. T., Abrahamson, A. L., & Sanalan, V A. (2008, March). *Estimating treatment effects with limited sample size when implementation levels are different across sites.* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

*Yetkin-Ozdemir, I. E., & Pape, S. J. (2008, March). *The role of interactions between student and classroom context in creating opportunities for self-regulated learning.* Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Pape, S. J., Irving, K. E., & Owens, D. T. (2008, January). *Professional development for technology enhanced classrooms: Lessons learned over two years*. Presentation at the annual conference of the Association of Mathematics Teacher Educators, Tulsa, OK.

Irving, K. E**.**, Sanalan, V., Pape, S. J., Owens, D. T., Abrahamson, A. L., *Ucar, S., & *Shirley, M. (2007, June). *Classroom connectivity in promoting mathematics and science achievement: Implementation fidelity.* Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.

Pape, S. J., *Kaya, S., Irving, K. E., Sanalan, V.A., Owens, D. T., Abrahamson, A. L., . . . *Ucar, S. (2007, June). *Observing patterns of classroom connectivity: Protocol development and implementation.* Poster session presented at the Institute of Education Sciences Research Conference, Washington DC.

Pape, S. J., Owens D. T., Irving, K. E., Boscardin, C. K., Sanalan, V., Abrahamson, A. L., . . . Shin, H. S. (2007, June). *Classroom connectivity in promoting mathematics and science achievement: Year one results.* Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.

Pape, S. J., Owens, D. T., Irving, K. E., & Abrahamson, A. L. (2006, June). *Classroom connectivity in promoting Algebra 1 & Physical Science achievement and self-regulated learning*. Presentation at the Institute of Education Sciences Research Conference, Washington, DC.

Pape, S. J., & *Wang, C. (2005, April). *Relationship between middle-school children's conception of learning (COL), strategies, and problem-solving behavior and success.* Poster presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

*Ishii, D., Pape, S. J., Heckler, A., & *Yetkin, I. E. (2003, October). *A Comparison of Two Approaches to an Elementary Pre-service Mathematics Content Course.* Presentation at the annual meeting of the School Science and Mathematics Association, Columbus, OH.

*Costner, B. G., Reed, M., *[2]Bell, C., & Pape, S. J. (2003, April). *Building a community of support through professional development.* Presentation at the annual meeting of the National Council of Teachers of Mathematics, San Antonio, TX.

Pape, S. J., *[2]Bell, C. V., & *[2]Yetkin, I. E. (2002, April). Developing self-regulation in the middle school mathematics classroom. In S. Horner (Chair), *The value of developing self-regulatory practices across academic domains and educational levels.* Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

Pape, S. J., & *Costner, B. G. (2002, April). *Examining the efficacy of a professional development program: Lessons from a middle school mathematics program.* Paper presented at the Research Presession of the annual meeting of the National Council of Teachers of Mathematics, Las Vegas, NV.

Pape, S. J., *Costner, B. G., & *Mills, J. P. (2002, April). *Middle school teachers' goals, expectations, and needs related to professional development.* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Las Vegas, NV.

*Wang, C., & Pape, S. J. (2002, April) Self-efficacy and self-regulation in learning English as a Second Language. In S. Horner (Chair), *The value of developing self-regulatory practices across academic domains and educational levels.* Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA

Pape, S. J., & *Wang, C. (2001, April). *Middle-school children's conception of learning (COL): Influences on strategies, achievement, and problem-solving behavior.* Poster presentation at the annual meeting of the American Educational Research Association, Seattle, WA.

Pape, S. J., Wagner, S., Lee, H. J., *Costner, B. G., & *Mills, J. P. (2001, Jan.). *Professional development: Facilitating inservice and preservice teachers' and university faculty members' implementation of instructional change.* Presentation at the Fifth Annual Conference of the Association of Mathematics Teacher Educators, Costa Mesa, CA.

Pape, S. J. (2000, April). Student confidence in implementing self-regulated learning strategies. In A. Woolfolk Hoy (Chair), *Qualitative and quantitative approaches to examining efficacy in teaching and learning.* Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

Pape, S. J. (2000, April). Middle-school children's problem-solving behavior: An exploratory qualitative analysis from a reading comprehension perspective. In C. Mullen & M. McKeown (Chairs), *Mentoring for academic writing.* Roundtable conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

Pape, S. J., & *Conley, M. D. (2000, April). *Children's fraction concepts: Representations and instructional implications.* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Pape, S. J., Horner, S. L., & O'Connor, E. A. (2000, April). *Seeking a university position: The experiences of program alums.* In P. Alexander & M. Tallent (Chairs), Division C Graduate Student Seminar at the Annual meeting of the American Educational Research Association, New Orleans, LA.

Pape, S. J. (2000, Feb). *Preservice teachers' use of mathematics within an integrated unit.* Paper presented at the meeting of The Association of Mathematics Teacher Educators, Charlotte, NC.

Ring, R., Pape, S. J., & Tittle, C. K. (2000, Feb). *Student attitudes in a reformed mathematics classroom.* Paper presented at the meeting of The Association of Mathematics Teacher Educators, Charlotte, NC. (ERIC Document Reproduction Service No. ED 437 288)

Pape, S. J., & Tittle, C. K. (1999, April). The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation. In C. K. Tittle (Chair), *The Role of Context on the Fidelity of Postsecondary Reform: Case Studies of Evaluation of Mathematics and Science Course Reform in NSF Collaboratives for Excellence in Teacher Preparation (CETP).* Symposium conducted at the annual meeting of the American Educational Research Association, Montreal, Canada. (ERIC Document Reproduction Service No. ED 430 051)

Pape, S. J., & Tittle, C. K. (1998, April). Faculty case studies of revised mathematics courses within NYCETP: Process, findings, and unanticipated outcomes. In C. K. Tittle (Chair), *Approaches to evaluation of reform-based college mathematics and science courses funded through NSF Collaboratives for Excellence in Teacher Preparation (CETP).* Symposium conducted at the annual meeting of the American Educational Research Association, San Diego, CA. (ERIC Document Reproduction Service No. ED 423 145)

Tittle, C. K., & Pape, S. J. (1996, April). A framework and classification of procedures for use in evaluation of mathematics and science teaching. In C. K. Tittle (Chair), *Evaluating mathematics and science reform in school classrooms: The role of theories in frameworks for evaluation.* Symposium conducted at the annual meeting of the American Educational Research Association, New York. (ERIC Document Reproduction Services No. ED 405 346)

SCHOLARLY PRESENTATIONS—REGIONAL/LOCAL/STATE (peer reviewed unless otherwise noted)

*Bostic, J. D., & Pape, S. J. (2010, October). *Examining effects of the TI-Navigator on students' algebra achievement.* Poster presented at the 2010 NSF Research Day, University of Florida, Gainesville, FL.

*Lee, S. C., Irving, K. E., Owens, D. T., & Pape, S. J., & *Shirley, M. L. (2010, September). *Relationships among student perceptions of learning and student metacognition and teacher awareness in connected science classrooms*. Paper presented at the Mid-Atlantic Association for Science Teacher Educators regional conference, Johnson City, TN.

Jones, G., Pape, S. J., & Weber, G. (2010, May). *Knowing and Learning-week 11: Scientific inquiry and how people learn*. Presentation at the 2010 UTeach-NMSI Annual Conference, Austin, TX.

*Shirley, M. L., Irving, K. E., Sanalan, V., Pape, S. J., & Owens, D. T. (2009, October). *The practicality of connected classroom technology: Comparison of mathematics and science classrooms.* A presentation to The Evaluation Center at Western Michigan University, Kalamazoo, MI. [Invited]

*Lee, S. C., Irving, K. E., Owens, D. T., & Pape, S. J. (2009, September). *Qualitative data analysis of student focus groups in connected classrooms.* Poster presented at the Mid-Atlantic Association for Science Teacher Education Regional Conference, Shawnee, Ohio.

Owens, D. T., Irving, K. E., Pape, S. J., & Abrahamson, A. L. (2008, December). *Connected classrooms in mathematics and science (CCMS) using TI-Navigator: A mixed methods study.* A presentation to the Indonesian Scholar group at The Ohio State University, Columbus, OH.

Irving, K. E., Sanalan, V. A., *Shirley, M. L., Pape, S. J. & Owens, D. T. (2008, September). *Science and mathematics connected classrooms: Implementation fidelity.* Paper presented at the Mid-Atlantic region meeting of the Association of Science Teacher Education, Lake Lure, NC.

Kersaint, G., Pape, S. J., & Schackow, J. (2008, September). *Florida PROMiSE: Implementing the Next Generation Sunshine State Standards*. Presentation at the meeting of the Florida Council of Teachers of Mathematics (FCTM) Annual Conference, Jacksonville, FL.

*Shirley, M. L., Irving, K. E., Sanalan, V. A., Pape, S. J., & Owens, D. T. (2008, September). *The practicality of connected classroom technology: Comparison of mathematics and science classrooms.* Paper presented at the Mid-Atlantic region meeting of the Association of Science Teacher Education, Lake Lure, NC.

Kersaint, G., Pape, S. J., & Berger, S. (2008, March). *Supporting Mathematics & Science Education in Florida.* Presentation at the meeting of the Florida Association of Mathematics Supervisors, Orlando, FL.

Sanalan, V. A., Irving, K. E**.**, Pape, S. J., Owens, D. T., Abrahamson, A. L., Boscardin, C. K., * . . . *Shirley, M. L. (2007, September). *A professional development program for science teachers: Classroom connectivity.* Paper presented at the 2007 Mid-Atlantic Association of Science Teacher Educators (ASTE) meeting, Ansted, WV.

*Sakiz, G., & Pape, S. J. (2006, Oct.). *The influence of perceived teacher affective support on middle school students' motivational, emotional, and academic outcomes.* Paper presented at the annual meeting of the Midwestern Educational Research Association, Columbus, OH.

Pape, S. J., *Wang, C., *Yetkin, I. E., & Naumann, W. (2006, April). *Middle-school students' self-regulated learning: An examination of the effect of mathematical contexts.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.Irving, K.E., Pape, S. J., & Owens, D.T. (2005, December). *Classroom connectivity in promoting Algebra*

1 & Physical Science achievement and self-regulated learning. Presentation at the Navigator Conference, Big Walnut High School, Sunbury, OH.

Pape, S. J. (2003, Feb.) *Components of effective professional development*. Mathematics Department, Wright State University, Dayton, OH. [Invited]

Pape, S. J. (1999, March). *Technology as a learning tool: The role of representations in developing mathematical understanding.* Presentation at the Columbus T^3 Regional Conference, Columbus, OH.

Pape, S. J. (1997, April). *Strategic reading behavior and problem solving: the case of mathematical word problems.* "Work in progress" presentation at the Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

OTHER PUBLISHED WORK

Pape, S. J. (2012, Winter). Creating contexts for the development of self-regulation in mathematics classrooms: The potential of classroom connectivity technology. *SSRL Newsletter.* Retrieved from http://www.aera.net/SIG121/StudyingandSelfRegulatedLearning/tabid/12826/Default.aspx

Ross, D. D., Adams, A., Adams, T., Jacobbe, T., McArthur, K., Pace, B., & Pape, S. J. (2011). *Secrets of successful teaching: Lessons from award winning teachers 2008 and 2009*. Gainesville, FL: Lastinger Center for Learning, University of Florida.

Ross, D. D., Adams, A., Pape, S. J., Adams, T., Jacobbe, T., McArthur, K., . . . Mercer, M. (2010). *Secrets of successful teaching: Lessons from award winning teachers*. Gainesville, FL: Lastinger Center for Learning, University of Florida.

UNPUBLISHED SCHOLARLY WORK

Pape, S. J. (2015). *Examining the Impact of Professional Development to Support Effective Use of Classroom Connectivity Technology: Results of a Two-Year Professional Development Program.* Baltimore, MD: Johns Hopkins University.

Pape, S. J., Griffin, C., & Dana, N. F. (2012). *Teacher beliefs survey: Prime Online.* Gainesville, FL: University of Florida.

Pape, S. J., *Owens, S. K., *Bell, C. V., *Bostic, J. D., *Kaya, S., & Irving, K. E. (2008). *Classroom Connectivity in Mathematics and Science Achievement: Algebra I Discourse Codebook.* Gainesville, FL: University of Florida.

Abrahamson, A. L., Sanalan, V., Pape, S. J., Owens, D. T., Boscardin, C., & Demana, F. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Algebra I Posttest.* Columbus, OH: The Ohio State University.

Irving, K. E., Pape, S. J., Sanalan, V., & Boscardin, C. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Teacher Practices and Beliefs Survey.* Columbus, OH: The Ohio State University.

Irving, K. E., Pape, S. J., Sanalan, V., Owens, D. T., Abrahamson, A. L., & Boscardin, C. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Technology Use and Professional Development Survey.* Columbus, OH: The Ohio State University.

Irving, K. E., Sanalan, V., *Ucar, S., Pape, S. J., *Kaya, S., Owens, D. T., & Boscardin, C. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Student Views About Science Survey.* Columbus, OH: The Ohio State University.

Pape, S. J., Irving, K. E., *Kaya, S., Boscardin, C., & Sanalan, V. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Student Perceptions of Instruction Survey*. Columbus, OH: The Ohio State University.

Pape, S. J., *Kaya, S., Irving, K. E., Owens, D. T., Sanalan, V., *Ucar, S., . . . Abrahamson, A. L. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Classroom Observation Protocol-Algebra I*. Columbus, OH: The Ohio State University.

Pape, S. J., *Kaya, S., Owens, D. T., Irving, K. E., & Boscardin, C. (2006). *Classroom Connectivity in Mathematics and Science Achievement: Student Views of Mathematics*. Columbus, OH: The Ohio State University.

Pape, S. J. (1998). *Components of a reading comprehension model of mathematical problem solving and their relation to problem solving success* (Unpublished doctoral dissertation). City University of New York, New York, NY.

UNPUBLISHED REPORTS

Tittle, C. K., Flugman, B., Pape, S. J., & Saxman, L. (2001, July). *Final report: Internal evaluation of the New York Collaborative for Excellence in Teacher Preparation*. New York: City University of New York, Center for Advanced Study in Education.

Pape, S. J., Tittle, C. K., & Flugman, B. (1999). *New York Collaborative for Excellence in Teacher Preparation: Years One and Two. Formative Evaluation Report.* New York: Center for Advanced Study in Education. (ERIC Document Reproduction Service No. ED 428 050)

Tittle, C. K., & Pape, S. J. (1997, Nov.). *Formative evaluation report: New York Collaborative for Excellence in Teacher Preparation in Mathematics, Science and Technology -- National Visiting Committee.* New York: Center for Advanced Study in Education.

Pape, S. J., & Tittle, C. K. (1997, October). *Executive summary: High school math from an advanced viewpoint.* New York: Center for Advanced Study in Education.

Pape, S. J., & Tittle, C. K. (1997, October). *Mathematics attitude survey: Report of student attitudes for Math 185. Final Report.* New York: Center for Advanced Study in Education

Tittle, C. K., & Pape, S. J. (1997, Summer). *Case Studies of Collaborative Courses: New York City Collaborative for Excellence in Teacher Preparation in Mathematics, Science and Technology.* New York: Center for Advanced Study in Education.

Tittle, C. K., & Pape, S. J. (1997, March). *Formative evaluation annual report: New York City Collaborative for Excellence in Teacher Preparation in Mathematics, Science and Technology.* New York: Center for Advanced Study in Education.

Pape, S. J., & Tittle, C. K. (1996, October). *Formative evaluation report: New York City Collaborative for Excellence in Teacher Preparation, Workshops and Conferences - Year One.* New York: Center for Advanced Study in Education.

SERVICE FOR JOURNALS

Occasional Reviewer (1998-present, various dates). Reviewer for several top tier journals including: *American Educational Research Journal, British Journal of Educational Psychology, Early Childhood Education, Educational Measurement: Issues and Practice, Educational Research and Evaluation, Educators and Education, Impacting Education, Instructional Science, Journal of Advanced Academics, Journal of Experimental Education, Journal for Research in Mathematics Education, Journal of Teacher Education, Mathematical Thinking and Learning, Reading Research Quarterly,* and *Teaching and Teacher Education.*

Editorial Board (2011-2013). *Mevlana International Journal of Education.* Selcuklu/Konya, Turkey: Mevlana Universitesi.

Consulting Editor (2007-2011). *The Journal of Experimental Education.* Washington, DC: Heldref Publications.

International Consulting Editor (2007-2009). *Educators and Education*. Universiti Sains Malaysia, Penang, Malaysia.

SERVICE FOR PROFESSIONAL COMMUNITY

Member, Task Force on Online Mathematics Education, (2018-2019). Association of Mathematics Teacher Educators

Member, Scientific Committee (2016). International Teacher Education and Accreditation Congress, Marmara University, Istanbul, Turkey and Educational Program Evaluation and Accreditation Association

Member, Research Committee (2015-2018), **Chair** (2017-2018). National Council of Teachers of Mathematics.

Board Member at Large (2012-2015). Association of Mathematics Teacher Educators.

Discussant (2012, April). American Educational Research Association. Session: Examining and Assessing Self-Regulation Through a Multidimensional Lens

Principal Panel Member – Mathematics and Science Review Panel (2011-2014). Institute of Education Sciences, Washington, D.C.

Proposal Reviewer (2007-2009, 2011). American Educational Research Association – SIG Studying and Self-Regulation, Division C, Learning and Instruction; Section 3, Mathematics; annual conference.

Proposal Reviewer (2010, 2011, 2012). National Council of Teachers of Mathematics, Research Presession.

Constitutions and Bylaws Committee (2010-2012, member). Association of Mathematics Teacher Educators.

Proposal Review Panel Member – Mathematics and Science (2011, February). Institute of Education Sciences, Washington, D.C.

Program Committee (2008-2010; chair, 2009) and **Proposal Reviewer** (2007, 2010, 2011). Association of Mathematics Teacher Educators program committee for the annual meeting and chair of committee.

Proposal Reviewer (2010, March). Reviewer for internal grant competition, University of Wisconsin-Milwaukee.

External Evaluator (2008, 2010). External evaluator for tenure and promotion candidate packets (St. John's University, University of Minnesota, University of Nevada-Reno, and University of North Carolina-Charlotte).

Proposal Reviewer (2007-2009). American Psychological Association; annual conference.

Officer for Membership (2007-2008) and **Co-Treasurer and Membership Committee** (2000-2002). American Educational Research Association – SIG Studying and Self-Regulation.

Endowment Committee (member, 2002-2005). School Science and Mathematics Association.

Communications Committee (member, 2001-2003; chair, 2002-2003). Association of Mathematics Teacher Educators.

Discussant, Midwestern Educational Research Association annual conference (Oct. 2002).

The Ohio Council of Teachers of Mathematics and The Ohio Mathematics and Science Coalition. Participated in the review and discussion sessions of the new mathematics *Standards 2000 draft* document to provide feedback to document authors (Feb. 13, 1999).

Division C, Graduate Student Division Co-representative (1995-1996). American Educational Research Association.

GRANT ADVISORY BOARDS (Selected) AND SUPPORT FOR EXTERNAL GRANTS

Institutional Coordinator (2008). US TEDS-M research project at Michigan State University.

SERVICE FOR SCHOOL, COLLEGE & UNIVERSITY

Johns Hopkins University—School of Education

Faculty Mentor (2017-present). Serve as co-adviser for new faculty serving as advisers in the Doctor of Education program. Meet with advisee and co-adviser at least monthly to support the development of our advisers to serve our students.

Search Committee Member (2018-2019). Served on the Doctor of Education Research Methods faculty search committee.

Faculty Lead – Mathematics and STEM Certificate (2018-Present). Serving as the Faculty Lead for the Mathematics and STEM Certificate programs. Lead team of course developers and assessment faculty member. Review all curriculum for rigor and consistency.

Search Committee Chair (2018). Served as chair for the Doctor of Education 2018 search committee for two new faculty positions in Educational Technology.

Search Committee Chair (2017-2018). Served as chair for the Doctor of Education 2017 search committee for four new faculty positions.

Search Committee (2016). Served on School of Education Dean's search committee.

Search Committee Chair (2014-2017). Served as the chair of the Doctor of Education search committee.

Doctoral Committee (2012-2017); **Co-chair** (2017-present). Served as committee member.

Promotions Committee (2012-2017), Co-Chair (2015-2016), Chair (2016-2018).

Johns Hopkins University—University Level

Ad hoc Hiring Committee for the Bloomberg Distinguished Professorship (2014). Served as the co-chair of the hiring committee for the joint department Sociology and School of Education professorship.

Master Mentor Training Program (2014). Participant.

Leadership Development Program (2014). Participant.

Ph.D. Innovation Initiative (2013). Proposal reviewer.

University of Florida—College of Education

Search Committee Member (2011-2012). Research and Evaluation Methods.

Proposal Reviewer (2011, Aug). Proposal reviewer for UF Office of Research competition for the American Honda Foundation's *Grant for Youth Education* program.

Mentor (2010-2011). Mentored the 2010-2011 University Scholars Program representative of the College of Education.

Invited Speaker (2010 & 2011). Invited talk on Qualifying Exams and Dissertation Research for the College of Education Student Alliance of Graduates in Education (SAGE).

Faculty Policy Council (member, 2010-2012).

Agenda Committee (member, 2010-2011).

Research Advisory Committee (Co-chair and member, 2009-2010, 2011-2012).

Research Productivity Task Force (2009-2010). Member of multi-departmental committee charged to examine policies and procedures related to increasing the research productivity of the College of Education.

Associate Dean for Research Search Committee (member, 2009)

Invited Speaker (2009). Invited talk on Grant Writing and Finding Funding for the College of Education Student Alliance of Graduates in Education (SAGE).

Faculty Policy Council (alternate member, 2007-2008).

College Curriculum Committee (member, 2007-2008).

Ad Hoc Committee on the Revision of Tenure and Promotion (2007-2008). Served as a member of a committee charged to revise the COE Tenure and Promotion document.

University of Florida—School of Teaching and Learning

Advisory and Policy Committee (2011-2012). Responsible for advising the School of Teaching and Learning administration.

Search Committee Chair (2011). Chair search for UFTeach Associate Director.

Mathematics Education Coordinator (2006-present). Responsibilities include scheduling courses, coordinating admissions, initiating program revisions, coordinating the mathematics education website, initiating new program development, conducting faculty meetings, and coordinating correspondence with department administration.

Doctoral Mathematics Research Group (2006-present). Lead discussions among mathematics education doctoral students who meet to discuss progress on research projects, publications, and presentations.

STEM Research Colloquium (2007-present). Initiated, coordinated, and participated in regular meetings to build the research community among faculty and students.

Search Committee (2010-2011). Member of search committee for STEM Education senior faculty position.

Academic Personnel Committee (member, 2009-2012; chair, 2010-2011).

Professional Development (presenter, 2007-present). Provide apprentice teachers with two days of instructional support, Duval County, FL.

Graduate Studies Committee (member, 2008-2009).

STL Advisory Committee (2007). Member of committee serving in an advisory role to school director.

Search Committee (2006-2007, 2007-2008 & 2009-2010). Chair for search committees for Mathematics Education.

The Ohio State University—College of Education

Educational Psychology Research Group. (2004-2006) Co-directed a weekly meeting of doctoral students to discuss ongoing research projects.

Curriculum Committee. (member, 2001-2004; elected chair, 2002-2003).

University Teacher Education Committee: Middle Childhood Advisory Committee (member, 2001-2003). Worked with an interdisciplinary team to develop a new middle childhood interdisciplinary bachelor's degree.

Mathematics and Science Education Planning Group (2000–2001). Invited by Dean of Mathematics and Physical Science to participate in a planning group responsible for developing a successful proposal for a Multidisciplinary Research Center, a proposal to the provost for K-12 Summer Academy for mathematics and science inservice teachers, and an NSF proposal for a national center for mathematics and science teaching and learning.

The Ohio State University—School of Teaching and Learning

Interim Section Head – Integrated Teaching and Learning. (Jan-July 2006). Coordinated section programming, scheduling, graduate assistant supervision, and faculty issues.

Middle Childhood Education Coordinator (2004-2006). Coordinated the Middle Childhood Education program including all documentation for NCATE review, scheduling of courses, overseeing program, assisting students with issues, overseeing program managers, and overseeing student teachers.

Doctoral Admissions Committee (member, 1999-2006).

Middle Childhood Education Curriculum Coherence Committee (2004-2005). Facilitated curriculum meetings and retreat for the MCE program faculty focused on strengthening the curriculum of the Middle Childhood Education program.

Graduate Studies Committee. (elected member, 2001-2005; elected co-chair, 2002-2005).

Middle Childhood Search Committee (chair, 2004).

Early Childhood/Mathematics Search Committee (chair, Sept 2004-Feb 2005).

Middle Childhood Licensure Planning Committee (member, 2001-2003).

Appeals Committee (member, 1999-2001).

Taskforce on Joint Appointments (1999-2000). Committee charged by school director to investigate service and program responsibilities within the school and to provide recommendations regarding faculty work-life issues.

Edward F. Hayes Graduate Research Forum (1999-2001). Abstract and Presentation Judge.

Orientation Faculty/Family Discussion Group and Luncheon Buffet (1999-2000). Served as faculty participant at orientation discussions with entering freshman students' parents.

Scholarship Award Committee (member, 1999-2000).

CONSULTING

Professional Development (2010-2012). Developed and implemented a series of professional development days focused on higher order questioning, engagement and development of self-regulated learning through the implementation of classroom connectivity technology for secondary mathematics teachers in Pinellas County, Lastinger Center, University of Florida, Gainesville, FL.

Professional Development (2009-2011). Developed and implemented a twelve-day professional development program for mathematics department instructors as part of the college's Quality Enhancement Plan for their accreditation, Florida Gateway College**,** Columbia County, FL.

Professional Development (2007-2008). Support Algebra 1 teachers in their efforts to analyze data from periodic district mathematics exams, Alachua County, FL.

Professional Development (2004). Consultant for the development of the *Early Childhood Professional Development Seminar Series,* Ohio Department of Jobs and Family Services, Columbus, OH.

Professional Development (2000-2002). Supported middle school mathematics teachers to examine their classroom practice within a two-year funded professional development program, *Teacher-Researcher: Making a Difference in Mathematics Teaching and Learning Through Inquiry*, The Ohio State University, Columbus OH.

Statistical Analyst (1995-1998). Conducted statistical analyses for doctoral dissertations and two research projects including ANOVA, linear regression, factor analysis, and Structural Equation Modeling.

Early Learning Content Standards professional development (2004-2005). Co-developed a three-module professional development program for preschool teachers focused on implementation of the Early Learning Content Standards, Ohio Department of Jobs and Family Services, Columbus, OH.

PROGRAM DEVELOPMENT

Johns Hopkins University

Doctor of Education Program (Online). Served on the proposal development team. Integral to the development and implementation of the program as Director.

University of Florida

Educator Preparation Institute. Initiated and led the development of submission of Educator Preparation Institute documentation to FL-DOE.

The Ohio State University

Middle Childhood Generalist Endorsement. Integral to the conceptualization and proposal development for the MCE Generalist Endorsement.

Early Childhood Master's of Education. Integral to the conceptualization and development of program changes for the ECE M.Ed. program. Supported development of proposal for College Curriculum Committee.

The Ohio State University Science and Mathematics Summer Institutes for Instructional Change. Responsible for the conceptualization of summer institutes for the Ohio Teacher Quality Grant. Oversaw program implementation.

SELECTED STUDENT ADVISEMENT

Doctoral Students – Advisees – Doctor of Education Program

Boland, Bill (expected graduation 2019)
Babayeva, Ulkar (expected graduation 2018)
Henderson, Susanna (expected graduation 2018)
Miller, Paul (expected graduation 2018)
Sikes, Jennifer (expected graduation 2018)
Walker, Robert (expected graduation 2018)

Co-Advisees

Murphy, Margaret (expected graduation 2019)
Chu, Grace (expected graduation 2017)
Donley, Tom (expected graduation 2017)
Everson, Izora (expected graduation 2017)
Handfield, Casey (expected graduation 2017)
Li, Peiling (expected graduation 2017)
Pepper, Carol (expected graduation 2017)

Doctoral Students Completed

Furst, M. B. (2016). *Addressing Persistence of Community College Students to Increase Transfer and Graduation Rates.* Johns Hopkins University, Baltimore, MD.

Kobett, M. B. (2016). *A University-Led Beginning Teacher Mathematics Community*. Johns Hopkins University, Baltimore, MD.

Sproull, N. (2016). *A Mixed Methods Study Examining the Effects of a Growth Mindset Intervention Targeting High School Football Players.* Johns Hopkins University, Baltimore, MD.

Rosen, R. (2016). *A Model Describing Enduring Business and Education Partnerships Using Critical Even Narrative Analysis.* Johns Hopkins University, Baltimore, MD.

Sert, Y. (2014). *The effects of using connected classroom technology on representational fluency*. University of Florida, Gainesville, FL.

Prosser, S. K. (2013). *Teacher identity and participation in an online teacher professional development.* University of Florida, Gainesville, FL.

Sharma, A. (2013). *Associations between self-efficacy beliefs, self-regulated learning strategies, and students' performance on model-elicited tasks: An examination of direct and indirect effects.* University of Florida, Gainesville, FL.

Hensberry, K. K. R. (2012). *The instructional practices and perspectives of highly effective teachers of diverse students: Case studies from mathematics classrooms.* University of Florida, Gainesville, FL.

Bostic, J. D. (2011). *The effects of a teaching experiment on sixth-grade students' problem-solving performance and behaviors.* University of Florida, Gainesville, FL.

Dempsey, J. (2010). *Standards-based practices and mathematics achievement: A hierarchical linear modeling analysis*. University of Florida, Gainesville, FL.

Bell, C. (2009). *Cultural diversity and white teacher scaffolding of student self-regulated learning in algebra classes*. The Ohio State University, Columbus, OH.

Sakiz, G. (2007). *Does teacher affective support matter? An investigation of the relationship among perceived teacher affective support, sense of belonging, academic emotions, academic self-efficacy beliefs, and academic effort in middle school mathematics classrooms*. The Ohio State University, Columbus, OH.

Partlow, M. (2006). *Teachers' perceived needs within a responsive induction program structured as a learning community*. The Ohio State University, Columbus, OH.

Kaya, S. (2006). *The influence of students' beliefs about mathematics and self-regulated learning on students' mathematical achievement in mathematics*. The Ohio State University, Columbus, OH.