



SAN DIEGO STATE
UNIVERSITY

COLLEGE OF EDUCATION

PUBLICATIONS:
BOOKS, CHAPTERS, AND
ARTICLES IN REFEREED JOURNALS

JULY 1, 2015 - JUNE 30, 2016

A MESSAGE FROM THE DEAN



The College of Education at San Diego State University is dedicated to the preparation of outstanding teachers, counselors, therapists, and leaders who will make a powerful difference in the lives of students, clients, families, and communities. Toward this end, we are committed to thoughtful scholarship that:

- Enhances our capacity and the capacity of other institutions of higher education to prepare outstanding professionals, and
- Influences constructive changes across a wide array of educational/service settings by promoting the application of deeper, richer, more nuanced understandings of salient factors.

Our collective publication record is one measure of the impact of our College of Education. This report presents information about the scholarship of College of Education faculty members during the 2015-16 academic year. It presents the books, chapters, and articles in refereed journals and proceedings that appeared in print during this time period. Included are 96 publications representing the work of 32 faculty members. Book reviews, conference papers, technical reports, and articles in non-refereed periodicals are not included.

A handwritten signature in blue ink that reads "Joseph F. Johnson, Jr." The signature is written in a cursive style.

Joseph F. Johnson, Jr.
Dean and Professor
College of Education

ORGANIZATION OF THIS REPORT

This report provides information about publications of College of Education faculty at San Diego State University during the 2015-16 academic year. The report is organized by the departments within the College of Education. Departments from the San Diego campus appear first, followed by the Imperial Valley Campus. Within each department, faculty authors are listed in alphabetical order. After each author's name is a listing of his or her 2015-16 books, chapters, and refereed journal articles and proceedings.

Publications co-authored by College of Education faculty appear under the name of the first author only. Under each co-author's name is a note referring the reader to the publications of the first author. Names of all San Diego State University authors from the College of Education appear in bold faced type. The report ends with an index of College of Education authors.

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ADMINISTRATION, REHABILITATION, AND POSTSECONDARY EDUCATION

CHARLES DEGENEFFE

Degeneffe, C. E. (2015). Planning for an uncertain future: Sibling and parent perspectives on future caregiving for persons with acquired brain injury. *Journal of Rehabilitation, 81*(4), 5-16.

Degeneffe, C. E., & Fullerton, N. (2015). Meeting the needs of persons with acquired brain injury in the Republic of Ireland: A contextual review. *Rehabilitation Research, Policy, and Education, 29*, 208-220.

Hayes, P., **Degeneffe, C. E., Olney, M., & Tucker, M.** (2016). From homelessness to employment: Perceptions of OEF and OIF veterans with posttraumatic stress disorder. *Rehabilitation Counseling Bulletin*. Advance online publication. doi: 10.1177/0034355216660841

Degeneffe, C. E. (2016). A clarion call for social work attention: Brothers and sisters of persons with acquired brain injury in the United States. *Journal of Social Work in Disability and Rehabilitation, 15*, 332-350.

[For additional work by this Faculty member, see **Mark Tucker** in Administration, Rehabilitation, and Postsecondary Education]

FRANK HARRIS III

[For work by this Faculty member, see **J. Luke Wood** in Administration, Rehabilitation, and Postsecondary Education]

J. LUKE WOOD

Wood, J. L., Vasquez Urias, M., & Harris III, F. (2016). Establishing a research center: The minority male community college collaborative. *New Directions for Institutional Research*, no. 168, 65-77.

[For additional work by this Faculty member, see **Marissa Vasquez** in Administration, Rehabilitation, and Postsecondary Education]

MARJORIE OLNEY

Olney, M. F., & Emery-Flores, D. (2016). I get my therapy from work: Wellness Recovery Action Plan Strategies that support employment success for individuals with psychiatric disabilities. *Rehabilitation Counseling Bulletin*.

Olney, M. F., & Gill, J. G. (2016). Can psychiatric rehabilitation be core to CORE? *Rehabilitation Research, Policy, & Education*, 30(3), 204-214.

[For additional work by this Faculty member, see **Charles Degeneffe** in Administration, Rehabilitation, and Postsecondary Education]

MARK TUCKER

Tucker, M., & Degeneffe, C. E. (2016). Predictors of employment following postsecondary education for vocational rehabilitation participants with traumatic brain injury. *Rehabilitation Counseling Bulletin*. Advance online publication. doi: 10.1177/0034355216660279

[For additional work by this Faculty member, see **Charles Degeneffe & Marjorie Olney** in Administration, Rehabilitation, and Postsecondary Education]

MARISSA VASQUEZ

Vasquez Urias, M., & Wood, J. L. (2015). Predictors of non-cognitive outcomes on perceptions of school as a feminine domain among Latino men in community college. *Culture, Society, and Masculinities*, 7(1), 22-32.

[For additional work by this Faculty member, see **J. Luke Wood** in Administration, Rehabilitation, and Postsecondary Education]

CHILD AND FAMILY DEVELOPMENT

JACKI BOOTH

Roberts, T. W., **Booth, J.**, & Beach, S. (2016). Relationship senescence: Biosocial factors affecting relationships. *The Family Journal*, 24(3), 247-255.

SARAH GARRITY

Garrity, S., Longstreth, S., Potter, N. (2015). Using the Teaching and Guidance Policy Essentials Checklist to build and support effective early childhood systems, *Early Childhood Education Journal*, 1-8. DOI 10.1007/s10643-015-0713-6.

Garrity, S. & Wishard Guerra, A. (2015). A cultural communities approach to understanding Head Start teachers' beliefs about language use with dual language learners: Implications for practice, *Contemporary Issues in Early Childhood*, 16 (3), 1-16. DOI: 10.1177/1463949115600027.

Garrity, S., Aquino-Sterling, C. R., Van Liew, C., Day, A. (2016). Beliefs about bilingualism, bilingual education, and dual language development of early childhood preservice teachers raised in a Prop 227 environment. *International Journal of Bilingual Education and Bilingualism*, 1-18.

Garrity, S., Longstreth, S., Alwashmi, M. (2016). A qualitative examination of the implementation of continuity of care: An organizational learning perspective. *Early Childhood Research Quarterly*, 64-78.

Garrity, S., Aquino-Sterling, C.R., & Day, A. (2015). Translanguaging in an infant classroom: Using multiple languages to make meaning, *International Multilingual Research Journal*, 177-196.

Garrity, S., Longstreth, S., Potter, N., & Staub, A. (2015). Using the Teaching and Guidance Policy Essentials Checklist to build and support effective early childhood systems, *Early Childhood Education Journal*, 1-8.

Garrity, S. & Wishard Guerra, A. (2015). A cultural communities approach to understanding Head Start teachers' beliefs about language use with dual

language learners: Implications for practice, *Contemporary Issues in Early Childhood*, 16 (3), 1-16.

[For additional work by this Faculty member, see **Cristian Aquino-Sterling** in School of Teacher Education and **Sascha Longstreth** in Child and Family Development]

RACHAEL HAINE-SCHLAGEL

Haine-Schlagel, R., Roesch, S. C., Trask, E. V., Fawley-King, K., Ganger, W. C., & Aarons, G. A. (2016). The Parent Participation Engagement Measure (PPEM): Reliability and validity in child and adolescent community mental health services. *Administration & Policy in Mental Health & Mental Health Services Research*, 43(5), 813-823.

Stadnick, N., **Haine-Schlagel, R.**, & Martinez, J. I. (2016). Identifying factors associated with observational assessment of parent participation engagement in community-based child mental health services. *Child & Youth Care Forum*, 45(5), 745-758.

VANJA LAZAREVIC

Ellis, B. H., Abdi, S., **Lazarevic, V.**, White, M., Lincoln, A., Stern, J., & Horgan, J. (2015). Delinquency, gang involvement, support for violent extremism, and civic engagement: Understanding how social context relates to diverse behavior and attitudes among Somali refugees. *American Journal of Orthopsychiatry*. Advance online publication. doi: <http://dx.doi.org/10.1037/ort0000121>

SASCHA LONGSTRETH

Longstreth, S., **Garrity, S.**, **Ritblatt, S.N.**, Olson, K., Virgilio, A., Dinh, H., & Padamada, S. (2016). Teacher perspectives on the practice of continuity of care, *Journal of Research in Childhood Education*, 30 (4), 554-568.

[For additional work by this Faculty member, see **Sarah Garrity** in Child and Family Development]

SHULAMIT RITBLATT

Ritblatt, S. N. (2016). Early Childhood Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) Training Model: A Crossroad of Mental Health and Early Childhood Education. *Journal of Mental Health Training, Education and Practice*, 11 (1), 1-13.

[For additional work by this faculty member, see **Sascha Longstreth** in Child and Family Development]

SARAH RIETH

Stahmer, A. C., Brookman-Frazee, L. I., **Rieth, S. R.**, Stoner, J. T., Feder, J. D., Searcy, K., & Wang, T. (2016). Parent perceptions of an adapted evidence-based practice for toddlers with autism in a community setting. *Autism*. doi:10.1177/1362361316637580

Stahmer, A.C., **Suhrheinrich, J., & Rieth, S.R.** (2016). A pilot examination of the adapted protocol for classroom pivotal response teaching. *Journal of the American Academy of Special Education Professionals*. Winter, 119-139.

COUNSELING AND SCHOOL PSYCHOLOGY

TONIKA GREEN

Grabin, S., Bocanegra, J., **Green, T.D.**, Lee, E., & Jaafar, D. (2016). Increasing diversity in school psychology: Uniting the efforts of institutions, practitioners, faculty, and students. *Contemporary School Psychology, 20*, 345-355.

Green, T.D., & Mathiesen, S. (2016). Who CARES?: Meeting the complex needs of culturally and linguistically diverse foster youth with disabilities. *Journal of Advances in Social Work*.

TRISH HATCH

Hatch, T., Poynton, T., & Perusse, R. (2015). Comparison findings of school counselor beliefs about ASCA national model school counseling program components using the SCPSC. *SAGE Open, 5*(2), 2158244015579071.

Dahir, C., **Hatch, T.**, & Tyson, L. (2015). The ASCA national standards and the ASCA national model. In B. T. Erford, (Ed.), *Professional school counseling: A handbook of theories, programs, and practices (3rd Ed)*. (pp. 127-144). Austin, TX: Pro-Ed.

JOSE NUÑEZ ESTRADA

Estrada, J. N., Gilreath, T. D., Sanchez, C. Y., & Astor, R. A. (2016). Associations between school violence, military-connection, and gang membership in California secondary schools. *American Journal of Orthopsychiatry. Advance online publication*, July 14, 2016, DOI: 10.1037/ort0000181.

Estrada, J. N., Gilreath, T. D., Astor, R. A., & Benbenishty, R. (2016). A statewide study of gang membership and violent behaviors in California secondary schools. *Youth & Society, 48*(5), 720-736. DOI: 10.1177/0044118X14528957.

Estrada, J. N., Hernandez, R. A., & Kim, S. W. (2016). Considering definitional issues, cultural components, and the impact of trauma when counseling vulnerable youth susceptible to gang-involvement (pp. 332-340). In J. M. Casas, L. A. Suzuki, C.

M. Alexander, & M. A. Jackson (Eds.) Handbook of multicultural counseling (4th ed.). Thousand Oaks, CA: Sage Publications.

COLETTE INGRAHAM

Newman, D., & **Ingraham, C. L.** (2016). Consultee-centered consultation: Contemporary perspectives and a framework for the future. *Journal of Educational and Psychological Consultation*. <http://dx.doi.org/10.1080/10474412.2016.1175307>

Ingraham, C. L. (2016). Educating consultants for multicultural practice of consultee-centered consultation. *Journal of Educational and Psychological Consultation*. <http://dx.doi.org/10.1080/10474412.2016.1174936>

Ingraham, C. L., Hokoda, A., *Moehlenbruck, D., *Karafin, M., *Manzo, C., *Ramirez, D. (2016). Consultation and collaboration to develop and implement restorative practices in a culturally and linguistically diverse elementary school. *Journal of Educational and Psychological Consultation*. In special issue on "Restorative Justice and School Consultation: Current Science and Practice," guest edited by S. Song & S. Swearer. DOI: 10.1080/10474412.2015.1124782

Ingraham, C. L. (2016). Foreword. In A. H. Miranda (Ed.). *Consultation across cultural contexts: Consultee-centered case studies* (pp. ix-xii). New York: Routledge/Taylor & Francis Group.

KATINA LAMBROS

Lambros, K.M., Kraemer, B., Wager, DJ., & Culver, S, Angulo, A & Saragosa, M. (2016). Students with dual diagnosis: Can school-based mental health services play a role?. *Journal of Mental Health Research in Intellectual Disabilities*, 9(1), 3-23.

NELLIE TRAN

Tran, N., & Paterson, S. E. (2015). "American" as a proxy for "Whiteness": Racial color-blindness in everyday life. In A. Dottolo & E. Kaschek (Eds.) Special Issue: Whiteness & White Privilege, *Women & Therapy*, 38, 341-355. doi: 10.1080/02703149.2015.1059216

Birman, D., & **Tran, N.** (2015). *The Academic Engagement of Newly Arriving Somali Bantu Students in a U.S. Elementary School*. Washington, DC: Migration Policy Institute

Tran, N., & Chan, W. Y. (2016). A contemporary perspective of working with Asian/Asian American communities. In M. A. Bond, C. B. Keys, & I. Serrano-Garcia (Eds) In *Handbook of Community Psychology: Methods for community research and action for diverse groups and issues, Vol. 2.* (pp. 475-490). Washington, D.C.: American Psychological Association

DEAN'S OFFICE

NINA SALCIDO-POTTER

[For work by this Faculty member, see **Sarah Garrity** in Child and Family Development]

DUAL LANGUAGE & ENGLISH LEARNER EDUCATION

No publications.

EDUCATIONAL LEADERSHIP

DOUGLAS FISHER

Fisher, D., & Frey, N. (2015). Don't just gather data – use it. *Educational Leadership*, 73(3), 80-82.

Fisher, D., & Frey, N. (2015). Fostering critical thinking about texts. *Educational Leadership*, 73(1), 82-84.

Fisher, D., & Frey, N. (2015). Students as co-teachers. *Educational Leadership*, 73(4), 84-85.

Fisher, D., & Frey, N. (2015). Hope-building schools. *Educational Leadership*, 73(2), 80-81.

Smith, D., **Fisher, D., & Frey, N.** (2015). Better than carrots or sticks: Restorative practices for positive classroom management. Alexandria, VA: ASCD.

Gallagher, T.L., **Fisher, D., Lapp, D., Rowsell, J., Simpson, A., Scott, R.M., Walsh, M., Ciampa, K., & Saudelli, M.G.** (2015). International perspectives on literacy learning with iPads. *Journal of Education*, 195(3), 15-26.

Fisher, D., & Frey, N. (2016). Checking for understanding digitally during content area learning. *The Reading Teacher*, 69(3), 281-286.

Fisher, D., & Frey, N. (2016). Getting better every year. *Educational Leadership*, 73(8), 85-88.

Fisher, D., & Frey, N. (2016). Has our instruction made a difference? *Educational Leadership*, 73(7), 82-83.

Fisher, D., & Frey, N. (2016). Improving adolescent literacy: Content area strategies at work (4th ed.). Boston, MA: Pearson.

Fisher, D., & Frey, N. (2016). Increased expectations, widening gaps, and opportunities to engage students. *Literacy Research and Instruction*, 55, 114-117.

Fisher, D., & Frey, N. (2016). Power plan: High school fine-tunes instruction to build reading strength and stamina. *Journal of Staff Development*, 37(2), 12-17.

- Fisher, D., & Frey, N.** (2016). Setting clear learning purposes for ELLs. *Educational Leadership*, 73(5), 84-85.
- Fisher, D., & Frey, N.** (2016). Systems for teaching complex tests: A proof-of-concept investigation. *The Reading Teacher*, 69, 403-412.
- Fisher, D., & Frey, N.** (2016). The missing pieces of college and career readiness. *Principal Leadership*, 16(7), 36-41.
- Fisher, D., & Frey, N.** (2016). Transfer goals for deeper learning. *Educational Leadership*, 73(6), 80-81.
- Fisher, D., & Frey, N.** (2016). Using questions to drive inquiry. *Journal of Adventist Education*, 78(3), 11-13.
- Fisher, D., Frey, N., & Hattie, J.** (2016). Visible learning for literacy: Implementing the practices that work best to accelerate student learning. Thousand Oaks, CA: Corwin.
- Fisher, D., Frey, N., & Hite, S.A.** (2016). Intentional and targeted teaching: A framework for teacher growth and leadership. Alexandria, VA: ASCD.
- Fisher, D., Frey, N., & Lapp, D.** (2016). Text complexity: Stretching readers with texts and tasks. Thousand Oaks, CA: Corwin.
- Hattie, J., **Fisher, D., & Frey, N.**, (2016). Do they hear you? *Educational Leadership*, 73(7), 16-21.

[For additional work by this faculty member, see **Nancy Frey** in *Educational Leadership*]

NANCY FREY

- Frey, N., & Fisher, D.** (2015). Beyond academics: Teaching students persistence and resilience. *Principal Leadership*, 15(8), 57-59.
- Frey, N., & Fisher, D.** (2015). Making the most of interdisciplinary units of study. *Principal Leadership*, 15(5), 56-58.
- Frey, N., & Fisher, D.** (2015). Touched by an author: Focusing on the structure of complex texts. *New England Reading Association Journal*, 50(2), 8-13.
- Frey, N., Fisher, D., & Lapp, D.** (2015). iPad deployment in a diverse urban high school: A formative experiment. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 31, 135-150.

[For additional work by this faculty member, see **Douglas Fisher** in Educational Leadership]

JAMES MARSHALL

Marshall, J., & Rossett, A. (2014). Perceptions of barriers to the evaluation of learning programs. *Performance Improvement Quarterly*, 27(3), 7-28.

Marshall, J., & Erickson, D. (2014). Engaging audiences, prompting action, measuring change. *Journal of the International Zoo Educators Association*, 50, 56-60.

JAYSON RICHARDSON

Richardson, J. W., & Hollis, E. (2015). An analysis of the educational leadership faculty job market. *UCEA Review*, 3(56), 10-14.

Sauers, N. J., & **Richardson, J. W.** (2015). Leading by following: An analysis of how K-12 school leaders use Twitter. *NASSP Bulletin*, 99(2), 127-146. DOI: 10.1177/0192636515583869

Richardson, J. W., Sales, G., & Sentočnik, S. (2015). Plans for embedding ICTs into teaching and learning through a large-scale secondary education reform in Georgia, *Forum for International Research in Education*, 2(1), 19-32.

McLeod, S., **Richardson, J. W., & Sauers, N. J.** (2015). Leading technology-rich school districts: Advice from tech-savvy administrators. *Journal of Research on Leadership Education*, 10(2), 104-126. DOI: 10.1177/1942775115584013

Richardson, J. W., LaFrance, J., & Beck, D. (2015). Challenges of virtual school leadership. *American Journal of Distance Education*, 29(1), 18-29. DOI: 10.1080/08923647.2015.992647

Richardson, J. W., Sauers, N., & McLeod, S. (2015). Technology leadership is just GOOD leadership: Dispositions of tech-savvy superintendents. *AASA Journal of Scholarship & Practice*, 12(1), 11-30.

Richardson, J. W., & Sales, G. (2015). Redefining technology in development work: A need for outcomes in ICT projects, *Forum for International Research in Education*, 2(1), 1-2.

Richardson, J. W. (2015). Where is the technology leadership in educational leadership preparation programmes? In R. Joubert, L. G. Bjork, & T. Browne-

Ferrigno (Eds.), *International education reform and quality education* (pp. 41-50), Pretoria, South Africa: Interuniversity Centre for Education Law and Policy, University of Pretoria.

Dexter, S., **Richardson, J. W.**, & Nash, J. (2016). Leadership for technology use, integration, and innovation: A review of the empirical research and implications for leadership preparation. In M. D. Young & G. M Crow (Eds), *Handbook of research on the education of school leaders* (pp. 202-228), New York, NY: Routledge.

Richardson, J. W., Watts, D., Hollis, E., & McLeod, S. (2016). Are changing school needs reflected in principal job ads? *NASSP Bulletin*, 100(1), 71-92. doi: 10.1177/0192636516656797

Wang, H., Sauers, N., & **Richardson, J. W.** (in press, 2016). Predicting educational leaders' influence on information dissemination in their communication network on Twitter. *Journal of School Leadership*, 26(3).

Richardson, J. W., Beck, D., LaFrance, J., & McLeod, S. (2016). Job attainment and perceived role differences of cyber school leaders. *Educational Technology and Society Journal*, 19(1), 211-222.

Richardson, J. W., Nash, J. B., MacDonald, M., & Tan, K. (2016). Mental health impacts of forced land evictions on women in Cambodia. *Journal of International Development*, 28(5), 749-770. DOI: 10.1002/jid.3038

SPECIAL EDUCATION

REGINA BRANDON

[For work by this faculty member, see **Luke Duesbery** in **School of Teacher Education**]

JESSICA SUHRHEINRICH

Stahmer, A.C., **Suhrheinrich, J., Rieth, S.** (2016). A Pilot Examination of the Adapted Protocol for Classroom Pivotal Response Teaching. *Journal of the American Academy of Special Education Professionals*. Winter, 119-139.

Stahmer, A.C., **Suhrheinrich, J., & Mandell, D.** (2016). The importance of characterizing intervention for individuals with autism. *Autism: International Journal of Science and Practice*, 20: 386-387, doi:10.1177/1362361316637503

[For additional work by this faculty member, see **Sarah Rieth** in **Child and Family Development**]

SCHOOL OF TEACHER EDUCATION

CRISTIAN AQUINO-STERLING

Aquino-Sterling, C. (2015). Metalinguistic knowledge at play: Using Common Core en Español to develop teaching-specific Spanish competencies in bilingual teacher education in the U.S.A. *Revista Comunicación*, 24(2), 47-57.

Aquino-Sterling, C. (2016). Responding to the call: Developing and assessing pedagogical Spanish in bilingual teacher education. *Bilingual Research Journal*, 39(1), 50–68.

Aquino-Sterling, C. (2016). Notes towards a clarifying response to Gagnon. New York: Advanced Research Collaborative, The Graduate Center, City University of New York (CUNY). Retrieved from <http://arc.commons.gc.cuny.edu/2016/05/17/cristian-r-aquino-sterlings-notestowards-clarifying-response-gregory-gagnon/>.

Aquino-Sterling, C., & Rodríguez-Valls, F. (2016). Developing ‘teaching-specific’ Spanish competencies in bilingual teacher education: Towards a culturally, linguistically, and professionally relevant framework. *Multicultural Perspectives*, 18(2), 73-81.

MARVA CAPPELLO

Cappello, M. & Lafferty, K.E. (2015). The roles of photography for developing literacy across the disciplines, *The Reading Teacher*, 69 (3), 287-295.

LUKE DUESBERY

Duesbery, L., Brandon, R., Liu, K., Braun-Monegan, J. (2016). Transitioning to online courses in higher education. *Journal of Instructional Technology and Distance Learning*, 12 (4), 7-15.

DIANE LAPP

[For work by this faculty member, see **Douglas Fisher & Nancy Frey** in Educational Leadership]

VALERIE PANG

Naranjo, M., **Pang, V. O.**, and Alvarado, J. L. (December 2015/January 2016). Summer melts immigrant students' college plans. *The Phi Delta Kappan*, 97 (4), 38-41.

YenPasook, M., Nguyen, A., Her, C. S., & **Pang, V. O.** (2015). Defiant: The strength of Asian American and Pacific Islander women. In N. D. Hartlep & B. J. Porfilio (Eds.), *Killing the model minority stereotype: Asian American counterstories and complicity*. Charlotte, S. Carolina: Information Age Publishing (pp. 61-80).
Charlotte, North Carolina: Information Age.

MELISSA SOTO

Soto, M. (2015). Elementary students' mathematical explanations and attention to audience with screencasts. *Journal of Research on Technology in Education*, 47(4), 242-258.

Soto, M. & Ambrose, R. (2016). Screencasts: Formatively assessing mathematical thinking. *Technology, Knowledge and Learning*, 21(2), 277-283.

Soto, M. & Ambrose, R. (2016). Making students' mathematical explanations accessible to teachers through the use of digital recorders and iPads. *Learning, Media and Technology*, 41(2), 213-232.