



## Scholarship and Research October 2019

### Journals

- Bazemore-Bertrand, S., Quast, E., & Green, K.** (2019). The Influence of John Goodlad's Legacy: Developing a School-University Partnership in an Urban School District. *School-University Partnerships* 12 (3), pp. 72-82. Retrieved from <https://napds.org/wp-content/uploads/2019/08/SUP-123-Bazemore-Bertrand-et-al-Article.pdf>
- Bazemore-Bertrand, S.** (2019). #Preparation Matters: Preparing Next Gen Candidates for Diverse Classrooms. *NAPDS Partners: Bridging Research and Practice*.
- Corr, C., **Snodgrass, M. R.**, Meadan, H., Greene, J. C., & Santos, R. A. (in press). Understanding mixed methods research designs: Issues and opportunities in early childhood special education research. *Journal of Early Intervention*.
- Haley, M., **Bertrand, S.**, & Mitchell, T. (2019). Situating a Requisite Purple Rain in Multicultural Education. In Newman, C.B., Hilton, A., Hinnant-Crawford, B., & Platt, S. (Eds.), *Multicultural Education in the 21st Century: Innovative Research and Practices*. Charlotte, NC: Information Age Publications.
- Hattan, C.** (2019). Prompting rural students' use of background knowledge and experience to support comprehension of unfamiliar content. *Reading Research Quarterly*.
- Mikulec, E., Jasper, K., & Cline, L.** (2019). "I can navigate the world": Student reflections on study abroad - evidence from one university campus. *The Journal of Research and Practice in College Teaching*, 4(1), 84-109.
- Mikulec, E.** (2019). Short-term study abroad for pre-service teachers: Personal and professional growth in Brighton, England. *International Journal for the Scholarship of Teaching and Learning*, 13(1), 1-12.
- Percell, J. C.** (2019, July 11). Strategies for diving into successful grading reform. *ASCD Express*. Retrieved from [http://www.ascd.org/ascd-express/vol14/num31/strategies-for-diving-into-successful-grading-reform.aspx?utm\\_campaign=coschedule&utm\\_source=twitter&utm\\_medium=ASCD](http://www.ascd.org/ascd-express/vol14/num31/strategies-for-diving-into-successful-grading-reform.aspx?utm_campaign=coschedule&utm_source=twitter&utm_medium=ASCD)
- Percell, J. C.** (2019). Democracy in grading: Practicing what we preach. *Critical Questions in Education Journal*, 10(3), 180-190. Retrieved from <https://academyedstudies.files.wordpress.com/2019/06/percellfinal.pdf>
- Smith, A., West, A., McCarthy, S.** (2019). Literacies across sponsorscales: Mobilizing notions of literacy sponsorship. *Literacy*. Available: <https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12199>

## Presentations

- Banicki**, G. & Oliver, D. (2019, July). Analysis of School Climate Surveys as A Measure of Student Voice. Presentation at International Council of Professors of Educational Administration. Aliso Viejo, CA.
- Hattan**, C. & Rosenzweig, E. Q. (2019, August). Effects of knowledge activation on students' text comprehension and perceived utility value. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Snodgrass**, M. R., Kretzer, J., Biggs, E. E., & Chung, M. Y. (2019, June). Rigorous assessment of social validity: A scoping review of a 40-year conversation. Issue brief presented at the 143rd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), Twin Cities, MN.
- Snodgrass**, M. R., Walker, V. L., Douglas, S. N., & **Chung**, Y.-C. (2019, June). Perspectives of AAC experts: Promoting communicative competence among individuals who use AAC. Issue brief presented at the 143rd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), Twin Cities, MN.
- Thompson, J. R., Shogren, K., Walker, V. L., **Snodgrass**, M. R., Hagiwara, M., & Lombardi, M. (2019, June). New directions for the Supports Intensity Scales. Concurrent session presented at the 143rd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), Twin Cities, MN.

## Other

- Bertrand**, S. (2019). Institute of Teachers of Color (ITOC) Fellow, University of California, Riverside
- Hurd**, E., Brinegar, K., & Harrison, L. M. (2019). Understanding trauma-informed practices. *Middle School Journal*, 50(4). 2-3.
- Smith**, A. (2019). Elected to the Board of the National Council of Research on Language and Literacy (NCRL, <https://ncrll.org/> )