SCHOOL OF TEACHER EDUCATION
FACULTY MEMBERS’
RESEARCH INTERESTS
&
METHODOLOGICAL EXPERTISE

REVISED
11/11/17
Early Childhood Education

Lindsay Dennis, Ph.D.
Assistant Professor, Graduate Faculty Status, lrdennis@fsu.edu

Interests
The primary focus of my research is on language and literacy development for young children with or at-risk for disabilities. Secondary areas of research include challenging behaviors and assessment for young children with or at-risk for disabilities.

Research Methodologies
The methodology most commonly employed is single-case design. Qualitative methods would be a secondary method that is employed.

Example Publication

Website

Ithel Jones, Ph.D.
Professor and Program Leader, Graduate Faculty Status, ijones@fsu.edu

Interests
My research has focused on the following four broad areas: a) The influence of peer relationships, social interaction, and social networks on early education and development b) science teaching and learning in early childhood, c) service learning in early childhood education and teacher education d) early childhood education policy.

Research Methodologies
I use observational methods, based on direct observations of behavior, as general techniques to understand the ways in which children and adults interact in naturalistic settings. This includes conducting quasi-experimental and correlational studies. I also use large-scale federal data sets such as the Early Childhood Longitudinal Study, to examine policy issues in early childhood education.

Example Publication
The Longitudinal Effects of Kindergarten Enrollment and Relative Age on Children's Academic Achievement
http://www.tcrecord.org/library/content.asp?contentid=16888

Website

See Also Sonia Cabell and Mary Frances Hanline in the STE for faculty with expertise in Early Childhood Education.
Elementary Education

Ella-Mae Daniel, M.Ed.
Teaching Faculty II, Graduate Teaching Status, edaniel@fsu.edu

**Interests**
My research focuses on the overarching need to increase the capacity of the focal Human Resources (university faculty, pre-service teachers, in-service teachers, administrators) who are able to give meaning to a learning environment for meeting the needs of students from diverse backgrounds, which can extend to the form and structure of teacher education and preparation programs ability to infuse culturally competent skills within and across their programs of student.

**Research Methodologies**
I enjoy using a mixed research approach, which allows me to take advance of the complementary strengths of qualitative (generate ideas and describe characteristics of an educational phenomenon) and quantitative (forecasting educational phenomenon and how and why an educational phenomenon operates) approaches.

**Example Publication**

**Website**
https://education.fsu.edu/faculty-and-staff/ella-mae-daniel

Angela Davis, Ph.D.
Teaching Faculty III and Program Leader, Graduate Faculty Status, afdavis@admin.fsu.edu

**Interests**
I am interested in issues related to elementary education, social studies, and middle school.

**Example Publication**

**Website**
https://education.fsu.edu/faculty-and-staff/dr-angie-davis
Amal Ibourk, Ph.D.
Assistant Professor, Graduate Faculty Status, aibourk@fsu.edu

Interests
My research looks at science learning and teaching. Specifically, I look at how student science learning takes place in classrooms. I am interested in findings ways in which elementary students engage in deeper learning, when using technology-enhanced inquiry-based units, and develop the ability to engage in STEM practices. Also, my research looks at how preservice teachers navigate their roles as science learners and teachers.

Research Methodologies
I use mixed methods in my research to look at student learning. I use narrative inquiry methodology to investigate the storied-identities, or identities that are shaped by stories, of teacher candidates learning to teach science in high-needs settings and what it can tell us about their learning to teach trajectory.

Example Publication

Website
https://www.linkedin.com/in/amalibourk/

Arzu Gungor Leushuis, Ph.D.
Teaching Faculty I, Graduate Teaching Status, agungor@admin.fsu.edu

Interests
My research agenda focuses on reading comprehension strategies, attitudes towards reading, and active learning.

Research Methodologies
Observation, interviews, pre-post control group, case study, and other quantitative and qualitative assessment methods.

Example Publication
http://escholarship.org/uc/item/4d62r6p9

Website
http://scholarworks.wmich.edu/reading_horizons/vol48/iss4/5/
Phyllis Underwood, Ph.D.
Teaching Faculty III, Graduate Teaching Status, punderwood@fsu.edu

Interests
Research focuses on the examination of culturally responsive teaching practices and the effect of these practices on reading skill growth of elementary grade students.

Research Methodologies
Partnering with local school administrators and teachers and conducting classroom-based observations.

Website
https://education.fsu.edu/faculty-and-staff/dr-phyllis-underwood

Ian Whitacre, Ph.D.
Assistant Professor, Graduate Faculty Status, iwhitacre@fsu.edu

Interests
I study K-8 mathematics teaching and learning. The majority of my work has focused on (a) students' reasoning about integers and (b) prospective elementary teachers' number sense development. In addition, my current project concerns (c) mathematics teaching and learning with PhET interactive simulations at the middle-school level. https://education.fsu.edu/faculty-and-staff?sub_categories=49

Research Methodologies
Most of my research has involved interviews and/or classroom observations. Thus, the methods are primarily qualitative and descriptive. I also use basic quantitative methods when appropriate.

Example Publication

Website
https://phet.colorado.edu
English Education

George Boggs, Ph.D.
Assistant Professor, Graduate Faculty Status, glboggs@fsu.edu

**Interests**
I am interested in the interplay between literacies and action--especially how learning new literacies supports new kinds of action and group membership. I explore this phenomenon in both formal and informal learning settings, and I regularly include preservice teachers and graduate students who share these interests.

**Research Methodologies**
I conduct qualitative research, based especially in intensive observation and interviewing participants in particular research settings. These methods are rooted in anthropological theories and methods of learning by listening, conversing, and documenting observations.

**Example Publication**

**Website**
http://glboggs.wixsite.com/thinkwith

F. Blake Tenore, Ph.D.
Teaching Faculty I and Program Leader, Graduate Teaching Status, btenore@fsu.edu

**Interests**
My research focuses on examining and understanding teachers' specialized knowledge for teaching reading and supporting students' literacy learning. In teacher education, I study programs and pedagogies that support teacher candidates' development of critical and social justice orientations to English teaching to help them learn to offer powerful learning opportunities to all learners, especially students who have been marginalized by schooling.

**Research Methodologies**
Because I am interested in teachers' and students' experiences in and out of classrooms and ask questions about how those experiences shape their understandings of literacy and literacy teaching and learning, I use narrative, interview, and observational protocols in my data creation.

**Example Publication**


**Website**
Foreign & Second Language Education

Laura Ballard Bell, M.Ed.
Teaching Faculty I & Program Leader, Graduate Teaching Status, lballard@fsu.edu

Interests
Although I am not an active researcher, I am interested in ESOL education and partnerships with school districts to better support English Language Learners in the K-12 settings.

Website
https://education.fsu.edu/faculty-and-staff/laura-ballard

Phil Hiver, Ph.D.
Assistant Professor, Graduate Faculty Status, phiver@fsu.edu

Interests
I have two primary areas of research interest. The first of these is using complexity theory as a conceptual framework for applied linguistics research, particularly in studying second language development. The second is the role that social and psychological factors play in a dynamic and situated understanding of second language teaching and learning--what some scholars refer to the psychology of language learning and teaching.

Research Methodologies
In my research that is oriented towards advancing applied linguistics research rigor and innovating with methodology I use methods for identifying underlying structure, accounting for variation at different levels, tracing temporal processes, quantifying trends, capturing group membership, applying spatial analysis, and investigating networked and nested phenomena.

Example Publication

Website
http://www.philhiver.com/about.html
Mostafa Papi, Ph.D.
Assistant Professor and Program Leader, Graduate Faculty Status, mpapi@fsu.edu

**Interests**
My research focuses on the role of motivation and personality on different aspects of second language learning including, but not limited to, learners’ cognitive engagement in the learning process, their perceptions of and response to oral and written corrective feedback, their linguistic, emotional, behavioral and learning characteristics and strategies, and their task preferences.

**Research Methodologies**
I use different research methods including surveys, interviews, observations, and experimental designs.

**Example Publication**
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=gEitY64AAAAAJ&citation_for_view=gEitY64AAAAAJ:AXPGKjj_ei8C

"A dialogic account of reader--text interactions," Davis, Mcelhone, & Tenore.

**Website**
https://scholar.google.com/citations?user=gEitY64AAAAJ&hl=en

Hilal Peker, Ph.D
Visiting Assistant Professor, Graduate Teaching Status, hpeker@fsu.edu

**Interests**
My research focuses on L2 Motivational Self System, ELL Bullying Victimization at schools, individual factors affecting language learner motivation, using simulation technologies to train pre-service teachers and speech language pathologists, and teaching French, Spanish, and Chinese as foreign languages to typically developing Pre-K to 12 students and students with special needs in inclusive classrooms.

**Research Methodologies**
I am involved in both quantitative and qualitative research studies. I generally employ experimental, quasi-experimental, and correlational design for my quantitative studies, and I have focused on phenomenology for the qualitative research studies that I have conducted so far. I use SPSS and Partial Least Square Structural Equational Model (PLS-SEM) for most of my quantitative data analysis.

**Example Publication**

**Website**
http://education.fsu.edu/faculty-and-staff/dr-hilal-peker
Mathematics Education

Christine Andrews-Larson, Ph.D.
Assistant Professor, Graduate Faculty Status cjlarson@fsu.edu

Interests
My research focuses on instructor reasoning as it is situated in professional settings. I am currently working to coordinate research on student learning and teacher professional development for the purpose of understanding how to scale up inquiry-oriented and equitable instruction with a focus on post-secondary mathematics.

Research Methodologies
I draw heavily on design-based models for research design. For analyses, I use a wide range of qualitative and mixed methods approaches including: grounded analyses of students' mathematical reasoning, discourse analyses of classrooms and teacher work groups (often structured as comparative case studies), and social network analyses. I have some experience in instrument development as well.

Example Publication
http://iola.math.vt.edu/ and http://times.math.vt.edu/

Website
http://education.fsu.edu/faculty-and-staff/dr-christine-andrews-larson

Kathleen Clark, Ph.D.
Associate Professor and Program Leader, Graduate Faculty Status, kclark@admin.fsu.edu

Interests
My research focuses on the role of history of mathematics in learning and teaching mathematics. The two aspects that I spend the most time on lately are (1) investigating the ways in which teachers plan for and execute history of mathematics in their instructional practice, and (2) examining the effect of primary historical sources in undergraduate mathematics students' learning of and views about mathematics.

Research Methodologies
I primarily employ qualitative methods to conduct research, with an emphasis on different forms of case study. Though not a Grounded Theorist, I use aspects of Grounded Theory to inform the construction of cases.

Example Publication
Project 1: Transforming Instruction in Undergraduate Mathematics via Primary Historical Sources (TRIUMPHS) [URL: http://webpages.ursinus.edu/nscoville/TRIUMPHS.html]

Website
FSU COE page: http://education.fsu.edu/faculty-and-staff/dr-kathy-clark
Elizabeth Jakubowski, Ph.D.
Associate Professor, Graduate Faculty Status, emjakubowski@admin.fsu.edu

Interests
The focus of my research is on equitable issues in teaching and learning mathematics, including the use of technology in teaching. How research-based practices are applied in mathematics in order for all student to have access to critical mathematics are being examined to inform the preparation of prospective teachers and continued professional development of practicing teachers.

Research Methodologies
My scholarly work has relied on multiple research designs. Current and recent work has been informed by meta-analysis methods and general linear models. Previous works have relied on qualitative designs.

Example Publication

Website
https://education.fsu.edu/faculty-and-staff?sub_categories=49

Ian Whitacre, Ph.D.
Assistant Professor, Graduate Faculty Status, iwhitacre@fsu.edu

Interests
I study K-8 mathematics teaching and learning. The majority of my work has focused on (a) students' reasoning about integers and (b) prospective elementary teachers' number sense development. In addition, my current project concerns (c) mathematics teaching and learning with PhET interactive simulations at the middle-school level. https://education.fsu.edu/faculty-and-staff?sub_categories=49

Research Methodologies
Most of my research has involved interviews and/or classroom observations. Thus, the methods are primarily qualitative and descriptive. I also use basic quantitative methods when appropriate.

Example Publication

Website
https://phet.colorado.edu
Reading Education

Sonia Cabell, Ph.D.
Assistant Professor and Program Leader, Graduate Faculty Status, scabell@fcrr.org

Interests
My research focuses on the prevention of reading difficulties among young children who are at-risk, particularly those living in poverty. Spanning pre-kindergarten through second grade, my projects examine ways to strengthen children’s language and literacy skills that serve as precursors to both successful reading comprehension and word recognition. Currently, I am developing and testing language and literacy curricula for use in preschool and the primary grades.

Research Methodologies
I use a broad range of quantitative methodological designs, including observational studies, correlational studies, person-centered studies, longitudinal studies, and randomized controlled trials.

Example Publication
Efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms

Website
http://www.fcrr.org

Barbara Foorman, Ph.D.
Professor, Graduate Faculty Status, bfoorman@fcrr.org

Interests
Dr. Foorman has been on national consensus panels in reading, chaired the IES Practice Guide panel on Foundational Reading Skills in Support of Reading for Understanding in Kindergarten Through 3rd Grade, and has extensive experience conducting large-scale, multi-site projects on federal grants and contracts. She was PI on a multi-site, $24 million reading interventions project funded by NICHD from 1993-2002, a $6.6 million randomized study of scaling assessment-driven interventions from IES (Goal 4), a measurement grant from IES (2010-2013), a subcontract to ETS to develop pre-K-12th grade reading assessments (2010-2016), and a large randomized trial of early literacy assessments across Florida as part of the REL Southeast contract (2013-2016). Additionally, she has been Co-PI on many NICHD grants when she was at the University of Texas-Houston Health Science Center, most notably an NICHD program project on oracy/literacy in Spanish-speaking children in the Southwest. Dr. Foorman is a primary developer of the Texas Primary Reading Inventory (TPRI) and the Florida Assessments for Instruction in Reading (FAIR), and Lexia Learning’s Reading Assessment for Prescriptive Instructional Data (RAPID).

Website
https://education.fsu.edu/faculty-and-staff/dr-barbara-foorman

Also see Laura Steacy, Kelly Whalon, & Linsday Dennis, and Don Compton (FCRR) for Faculty with expertise in Reading Education..
Science Education

Amal Ibourk, Ph.D.
Assistant Professor, Graduate Faculty Status, aibourk@fsu.edu

Interests
My research looks at science learning and teaching. Specifically, I look at how student science learning takes place in classrooms. I am interested in findings ways in which elementary students engage in deeper learning, when using technology-enhanced inquiry-based units, and develop the ability to engage in STEM practices. Also, my research looks at how preservice teachers navigate their roles as science learners and teachers.

Research Methodologies
I use mixed methods in my research to look at student learning. I use narrative inquiry methodology to investigate the storied-identities, or identities that are shaped by stories, of teacher candidates learning to teach science in high-needs settings and what it can tell us about their learning to teach trajectory.

Example Publication
Website
https://www.linkedin.com/in/amalibourk/

Lama Jaber, Ph.D.
Assistant Professor, Graduate Faculty Status, ljaber@fsu.edu

Interests
My program of research centers on learners' engagement, emotions, and sense-making in science. To that end, I study the dynamics of disciplinary engagement in science, both in face-to-face and in online settings. I also study how preservice and in-service teachers work to promote learners’ disciplinary engagement through responsive teaching practices, meaning practices of attending to, interpreting, and building on learners’ ideas and emotions in their instruction.

Research Methodologies
My research approach mostly consists of qualitative in-depth analysis of case studies, using discourse analysis and multimodal interaction analysis tools. When possible, I integrate video analysis in my research to capture dynamics of interactions that are often missed in other sorts of data, especially when analyzing affective dynamics in teaching and learning situations.

Example Publication

Website
https://education.fsu.edu/faculty-and-staff/dr-lama-jaber
Sherry A. Southerland, Ph.D.
Professor and Program Leader, Graduate Faculty Status, ssoutherland@fsu.edu

**Interests**
My research focuses the identification of the factors that influence the development of science proficiency for all students (with a particular emphasis on students traditionally underserved in science classrooms)--understanding that proficiency involves the ability to apply the knowledge, skills and patterns of reasoning that allows the learner to make sense of problems in their everyday lives. As such, one branch of my research agenda involves the study of the development of students' ideas and affect related to science, and second branch involves the examination of ambitious science teaching practices and teacher moves that best support that development for a wide range of student learners. The third branch of my research agenda involves the examination of factors that influence teacher learning, particularly as it relates to their assumptions about the capabilities of their students and how those capabilities may shape the effectiveness of ambitious science teaching practices.

**Research Methodologies**
In my research, I have employed both naturalistic case studies, small scale intervention research, and large scale quasi-experimental research designs. My students and I commonly use interviews, classroom observations, artifact analysis, and surveys. While I am more conversant with qualitative methods, I have a number of research projects that have employed quantitative or mixed methods.

**Example Publication**

**Website**
http://education.fsu.edu/faculty-and-staff/dr-sherry-southerland

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Miray Tekkumru Kisa, Ph.D.
Assistant Professor, Graduate Faculty Status, mtekkumrukisa@fsu.edu

**Interests**
believe that once we start designing and implementing innovations to engineer the teaching and learning happening in real-world school contexts, teachers and teacher learning become increasingly central to research and educational improvement efforts. My research focuses on teacher learning and instructional improvement, and design of tools and environments (e.g., video cases, educative curriculum materials, professional development programs) to support teachers' learning. My research efforts center on supporting the design, selection, and effective use of cognitively demanding tasks that can engage students in high-levels of thinking and can position them to productively engage in scientific practices in science classrooms.

**Research Methodologies**
I commonly use design-based research, qualitative research techniques, and mixed methods.
Example Publication
Learning to see teaching in new ways: A foundation for maintaining cognitive demand
http://journals.sagepub.com/doi/abs/10.3102/0002831214549452

Website

For other faculty with Science Education expertise and doctoral directive status in the STE, see Roxanne Hughes in the Center for Integrating Research & Learning (https://nationalmaglab.org/education/about-us/staff-cirl?view=personnel&id=RoxanneHughes).
Social Sciences Education

Jane Lo, Ph.D.
Assistant Professor, Graduate Faculty Status, jlo@fsu.edu

**Interests**
My research focuses on civic education, the political engagement of youth, social studies curriculum development, and developing measures of deep learning and collaboration.

**Research Methodologies**
My methodological expertise includes mixed-methods designs, design-based implementation research, interview and survey methods, and advanced correlational techniques. She teaches courses in social studies methods.

**Example Publication**
http://democracyeducationjournal.org/home/vol25/iss1/2/
Empowering Young People through Conflict and Conciliation: Attending to the Political and Agonism in Democratic Education, 2017,
http://democracyeducationjournal.org/home/vol25/iss1/2/

**Website**
https://education.fsu.edu/faculty-and-staff/dr-jane-lo

John Myers, Ph.D.
Associate professor and Program Leader, Graduate Faculty Status, jpmyers@fsu.edu

**Interests**
My research examines the consequences of globalization for how youth learn to think and know about the complexities of the modern world. My work focuses on teaching and learning practices that foster global competence, citizenship, and identities as students come to understand core world history and social science concepts. I study innovative international education programs and inquiry-oriented curriculum and instruction. A secondary line of research is the development of adolescents’ political thinking and beliefs. My works primarily at the middle and high school levels.

**Research Methodologies**
I use qualitative, discourse, and mixed methods.

**Example Publication**

**Website**
https://education.fsu.edu/faculty-and-staff/dr-john-myers
Special Education

Lindsay Dennis, Ph.D.
Assistant Professor, Graduate Faculty Status, lrdennis@fsu.edu

Interests
The primary focus of my research is on language and literacy development for young children with or at-risk for disabilities. Secondary areas of research include challenging behaviors and assessment for young children with or at-risk for disabilities.

Research Methodologies
The methodology most commonly employed is single-case design. Qualitative methods would be a secondary method that is employed.

Example Publication

Website

Mary Frances Hanline, Ph.D.
Professor, Graduate Faculty Status, mhanline@admin.fsu.edu

Interests
My research interests include adaptations/modifications for young learners with severe disabilities, inclusive play-based intervention, field-based experiences and distance learning in teacher preparation, and emergent literacy of young children with ASD.

Research Methodologies
Research utilizes multiple methodologies including qualitative, single case designs, systematic reviews of the literature, and meta analysis.

Example Publication
http://www.tandfonline.com.proxy.lib.fsu.edu/doi/abs/10.1080/03004430802671171

Website
http://education.fsu.edu/faculty-and-staff/dr-mary-frances-hanline
**Jenny Root, Ph.D.**
Assistant professor, Graduate Faculty Status, jrroot@fsu.edu

**Interests**
My research focuses on instructional methods to promote academic learning for students with extensive support needs, including autism and intellectual disability. I am a board certified behavior analyst (BCBA) and use applied behavior analysis as a theoretical framework for designing and evaluating interventions and practices. My current intervention studies focus on mathematical problem solving and generalization of mathematics to real-world contexts.

**Research Methodologies**
In my intervention research, I use single-case research designs to evaluate the effects of interventions on behavior and learning. To complement and inform my intervention research, I conduct surveys and meta-analyses to gain information on the current state of practices in the field of special education.

**Example Publication**
http://journals.sagepub.com/doi/full/10.1177/0741932516643592

**Website**
https://education.fsu.edu/faculty-and-staff/dr-jenny-root

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**Laura Steacy, Ph.D.**
Assistant professor, Graduate Faculty Status, lsteacy@fcrr.org

**Interests**
My research focuses on early reading development. I am specifically interested in predictors of reading achievement and early intervention for students with and at-risk for reading disabilities.

**Research Methodologies**
I typically employ quantitative methods to address my research questions. In my work, I use advanced statistical modeling including item-response theory, structural equation modeling, and latent growth modeling.

**Example Publication**
Exploring Differential Effects Across Two Decoding Treatments on Item-Level Transfer in Children with Significant Word Reading Difficulties: A New Approach for Testing Intervention Elements
http://www.tandfonline.com/doi/abs/10.1080/10888438.2016.1178267

**Website**
https://education.fsu.edu/faculty-and-staff/dr-laura-steacy
**Greg Taylor, Ph.D.**
Teaching Faculty I and Program Leader, Graduate Teaching Status, ggtaylor@fsu.edu

**Interests**
Investigating and developing approaches that assist students with EBD to improve academic and social outcomes with an emphasis on intra and interpersonal communication, emotional regulation, and social problem solving. Explore emerging technologies that may assist with the innovation of new approaches in emotional regulation, self-monitoring, and independent functioning (e.g., augmented reality, biofeedback). Teacher education research focusing on innovative and promising instructional strategies (e.g., blended instruction, competency based instruction, electronic badges) to prepare pre-service general and special educators to serve the needs of a diverse student population.

**Research Methodologies**
Methods depend on the research question and range from Single Case Research Designs to Group Designs in applied educational settings.

**Example Publication**
https://www.academia.edu/1106312/Reducing_developmental_risk_for_emotional_behavioral_problems_A_randomized_controlled_trial_examining_the_Tools_For_Getting_Along_curriculum

**Website**
https://www.linkedin.com/in/drgregorytaylor/

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**Kelly Whalon, Ph.D.**
Associate professor, Graduate Faculty Status, kwhalon@fsu.edu

**Interests**
My research focuses on enhancing the development and learning of children with autism spectrum disorder (ASD).

**Research Methodologies**
I use methods that involve intervention studies primarily using single case research design and meta-analysis, but I have also conducted large group and qualitative research studies.

**Example Publication**
http://journals.sagepub.com/doi/abs/10.1177/0271121414565515

**Website**
https://education.fsu.edu/faculty-and-staff/dr-kelly-whalon
Teacher Education Program Coordination

Rose Skepple, Ph.D.
STE Coordinator of Teacher Education, Graduate Teaching Status, rskepple@fsu.edu

Interests
University-District Partnerships  Building Community Relations  Developing Culturally Responsive Teaching  Leadership

Research Methodologies
Questionnaires  Surveys  Interviews  Data Collections
Preparing Culturally Responsive Pre-service Teachers for Culturally Diverse Classrooms

Example Publication
http://encompass.eku.edu/cgi/viewcontent.cgi?article=1071&context=kjectl

Website
http://education.fsu.edu/faculty-and-staff/dr-rose-skepple
Visual Disabilities

Amy Guerette, Ph.D.
Associate Professor & Associate Dean for Academic Affairs, Graduate Faculty Status, aguerette@fsu.edu

**Interests**
Historically, my research interests focused on the educational services provided to students with visual impairments or students who are deafblind, including assessment and literacy instruction. Recently I have become more involved in research focusing on educator preparation and accountability systems put into place by federal and state governments.

**Research Methodologies**
I use, primarily, methods that are qualitative in nature due to the low incidence population of students with visual impairments or deafblindness. Methodologies have included case studies, interviews, document reviews, and focus groups. My current research interests involve mixed methods.

**Example Publication**
"Data Driven Continuous Improvement in Educator Preparation"

**Website**
https://education.fsu.edu/faculty-and-staff/dr-amy-r-guerette

Sarah Ivy, Ph.D.
Assistant professor, Graduate Faculty Status, sivy@fsu.edu

**Interests**
My research focuses on intervention to improve communication and adaptive behavior for learners with multiple and severe disabilities, which include visual impairment. Current work includes exploring ways to improve the utility of preference assessment methods, and exploring team-based coaching to increase caregiver involvement in educational planning and direct instruction.

**Research Methodologies**
I use single case design, primarily, which involves repeated measures of behavior, and the systematic introduction and removal of conditions to test causal relationships between variables. Data are collected from direct observation of learners.

**Example Publication**
RouTEAM: Home-School Partnerships to Support Communication for Children with Multiple Disabilities who use AAC (in preparation)

**Website**
https://fsu.academia.edu/SarahIvy
Sandra Lewis, Ph.D.
Professor & Program Leader, Graduate Faculty Status, slewis@fsu.edu

Interests
I am interested in the status of educational services being provided to students who have visual impairments though educational and rehabilitation agencies that facilitate independent outcomes. In particular, I am interested in understanding how the Expanded Core Curriculum is delivered to students, how having these skills impacts outcomes, and what factors facilitate or prevent the delivery of quality services to these children.

Research Methodologies
The research I have conducted is primarily descriptive research, based on the results of surveys. I have also used qualitative research methods to answer the questions I have explored in this field.

Example Publication
General Education Teachers’ Ratings of the Academic Engagement Level of Students Who Read Braille: A Comparison with Sighted Peers

Website
https://education.fsu.edu/faculty-and-staff/dr-sandra-lewis
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td><strong>Early Childhood Education (page 1)</strong></td>
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<tr>
<td>Lindsay Dennis</td>
<td>Assistant Professor (6th year)</td>
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<td>Ithel Jones (PL)</td>
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<td>Ella-Mae Daniel</td>
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<td>Teaching Faculty III (12th year)</td>
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<tr>
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<td>Assistant Professor (6th year)</td>
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<tr>
<td>Dr. F. Blake Tenore (PL)</td>
<td>Teaching Faculty I (2nd year)</td>
<td>✓</td>
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<td><strong>Foreign &amp; Second Language (page 6)</strong></td>
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<tr>
<td>Laura Ballard Bell (PL)</td>
<td>Teaching Faculty I (5th year)</td>
<td>✓</td>
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<tr>
<td>Phil Hiver</td>
<td>Assistant Professor (1st year)</td>
<td>✓</td>
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<tr>
<td>Mostafa Papi (PL)</td>
<td>Assistant Professor (2nd year)</td>
<td>✓</td>
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<tr>
<td>Hilal Peker</td>
<td>Visiting Assistant Prof. (2nd year)</td>
<td>✓</td>
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<td><strong>Mathematics Education (page 8)</strong></td>
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<tr>
<td>Christine Andrews-Larson</td>
<td>Assistant Professor (4th year)</td>
<td>✓</td>
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<tr>
<td>Kathleen M. Clark (PL)</td>
<td>Associate Professor (12th year)</td>
<td>✓</td>
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<tr>
<td>Elizabeth (Liz) Jakubowski</td>
<td>Associate Professor (31st year)</td>
<td>✓</td>
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<tr>
<td>Ian Whitacre</td>
<td>Assistant Professor (6th year)</td>
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<tr>
<td>Sonia Cabell (PL)</td>
<td>Assistant Professor (1st year)</td>
<td>√</td>
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<tr>
<td>Barbara Foorman</td>
<td>Professor (12th year)</td>
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<tr>
<td>Amal Ibork</td>
<td>Assistant Professor (1st year)</td>
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<tr>
<td>Lama Jaber</td>
<td>Assistant Professor (3rd year)</td>
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<tr>
<td>Sherry A. Southerland (PL)</td>
<td>Professor (15 years) (Director)</td>
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<tr>
<td>Miray Tekkumru-Kisa</td>
<td>Assistant Professor (3rd year)</td>
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<tr>
<td>Jane C. Lo</td>
<td>Assistant Professor (3rd year)</td>
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<tr>
<td>John Myers (PL)</td>
<td>Associate Professor (6th year)</td>
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<td>Lindsay R. Dennis</td>
<td>Assistant Professor (6th year)</td>
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<tr>
<td>Mary Frances Hanline</td>
<td>Professor (29th year)</td>
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<tr>
<td>Jenny Root</td>
<td>Assistant Professor (2nd year)</td>
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<tr>
<td>Laura Steacy</td>
<td>Assistant Professor (2nd year)</td>
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<tr>
<td>Gregory Taylor (PL)</td>
<td>Teaching Faculty I (3rd year)</td>
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<tr>
<td>Kelly Whalon</td>
<td>Associate Professor (4th year)</td>
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<th><strong>STE Coordinator of Teacher Education</strong> (page 18)</th>
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<tr>
<td>Rose Skepple</td>
<td>Instructional Specialist I (1st year)</td>
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<tr>
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<tr>
<td>Amy Guerrette</td>
<td>Associate Professor (8th year)</td>
</tr>
<tr>
<td>Sarah Ivy</td>
<td>Assistant Professor (4th year)</td>
</tr>
<tr>
<td>Sandra Lewis (PL)</td>
<td>Professor (23th year)</td>
</tr>
</tbody>
</table>

*Graduate Faculty Status--Allows faculty to direct the committees of both MS and PhD students

**Faculty with Graduate Teaching Status approved to Co-direct MS (Co-MDS) or PhD students (Co-DDS)

PL--Program Leaders