



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## ILAC 6033-222: Critical Research Paradigms

### Course Description:

Compares research paradigms and epistemologies and examines critical and transformative research approaches

### Class Dates, Location and Hours:

Dates: March 31 – April 5, 2020

Location: Stuttgart, Germany. See site director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: March 2, 2020

### Site Director:

Email: [apstuttgart@ou.edu](mailto:apstuttgart@ou.edu). DSN: 431-3304 or CIV 07031-15-2580.

### Professor Contact Information:

Course Professor: Timothy Ford, Ph.D.

Telephone Number: (918) 660-3990

E-mail Address: [tgford@ou.edu](mailto:tgford@ou.edu)

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Egbert, J and Sanden, S. (2014). *Foundations of Education Research: Understanding Theoretical Components*. Taylor and Francis. ISBN 978 0 415 71579 9
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

### Course Objectives:

1. Understand the difference between conceptual framework, epistemology, paradigm, theoretical framework, methodology and methods, and use that knowledge to critique existing research
2. Distinguish, compare and contrast different epistemologies/paradigms that guide research

- Demonstrate the ability to plan a research study that is guided by a conceptual framework and demonstrates a particular paradigm/epistemology using an appropriate theoretical framework and methodology.

**Course Outline:**

**Prior to In-Person Class Meeting**

<b>Date</b>	<b>Assignment</b>
Week 1 March 3-9	<ol style="list-style-type: none"> <li>Order textbook and become familiar with Canvas class site.</li> <li>Respond to the Week 1 online discussion prompt</li> <li>Identify an inquiry/research topic of interest and enter that topic onto the Google Doc (link on Canvas)</li> </ol>
Week 2 March 10-16	<ol style="list-style-type: none"> <li>Online discussion for Week 2 (respond to prompt)</li> <li>Read Egbert and Sanden Chapters 1-3 and 8</li> <li>Begin compiling research articles on your topic</li> </ol>
Week 3 March 17-23	<ol style="list-style-type: none"> <li>Online discussion for Week 3 (respond to prompt)</li> <li>Read Egbert and Sanden Chapters 4-6</li> <li>Continue compiling research articles for your topic</li> </ol>
Week 4 March 24-30	<ol style="list-style-type: none"> <li>Online discussion for Week 4 (respond to prompt)</li> <li>Read Egbert and Sanden Chapter 7</li> <li>Finish compiling research articles for your topic, make sure to have 10 available for class either electronically or printed out</li> </ol>

**During In-Person Class meetings (Schedule subject to change as needed): March 31-April 5**

<b>Day</b>	<b>Readings/Activities</b>	<b>Assignment Due</b>
Class 1 Tuesday	Introduction and syllabus Conceptual Frameworks Writing a research question	E&S Chp 1 Problem and Research question (in class writing) Bring research articles
Class 2 Wednesday	Introduction Epistemology and Paradigms	E&S Chapters 2, 3 Bring research articles
Class 3 Thursday	Comparing and contrasting paradigms	E & S Chapter 4 Bring research articles
Class 4 Friday	Theories and Theoretical Frameworks	E&S Chapters 5, 6 Theoretical Framework (in class writing)
Class 5 Saturday	Methodologies and Methods	E & S Chapter 7 Methodology/Methods plan (in class writing) Bring research articles
Class 6 Sunday	Myths, Misconceptions, and Planning for Inquiry Critiquing research articles	E&S Chapter 8 Anticipated Findings & Implications (in class writing) Bring research articles

## Following In-Person Class Meetings: April 6- April 27

Date	Assignment
Week 6	Submit Article critiques by April 13 @ 11:59pm
Week 7	Submit Memo on Research Proposal progress by April 20 @ 11:59pm
Week 8	Submit Final Research Proposal paper by April 27 @ 11:59pm

### Assignments, Grading and Due Dates:

#### Online discussion on Canvas (5 points X 4 = 20 points):

The purpose of the online discussion is to provide a forum for you to try out ideas as you plan a possible research study based on your own conceptual framework and epistemology. I will begin each discussion with a question and/or prompt and short description.

#### Research article critiques (10 points X 3 = 30 points):

The purpose of this assignment is twofold: a) compile potential research articles for your inquiry/research project to help you identify potential theories/theoretical framework for the research you will plan and b) provide practice in identifying different aspects of published research and critiquing their appropriateness.

- Find **10 research articles** that are relevant to your inquiry/research project topic and research question. You should find articles that use a variety of different research methodologies. You will use these articles as the literature review of your inquiry proposal.
- Choose 3 of the research articles to critique. They should each use a different research methodology. Using the form provided on Canvas, identify and critique the different aspects of each article.
- **Rubric will be posted on Canvas.**
- **We will practice critiquing articles during the in-person class.**

#### Study Proposal (drafts, in class writing, 5 points X 4 = 20; 20 points final; 10 points reflection = 50 points)

This assignment will unfold throughout the semester and is an opportunity to begin to capture your interests and ideas associated with possible research projects. After assigned readings and course discussions, you will do/create six (6) things that will be modeled, drafted, and amended over the course of the semester. More information about each will be provided.

- 1) Problem Statement and Research Question(s)
- 2) Theoretical Framework
- 3) Methods
- 4) Anticipated Findings and Implications
- 5) Final Submission including items 1-4 and responded to feedback
- 6) Reflection

**A rubric will be posted on Canvas.**

#### Class Participation (30 points):

You are expected to act professionally during the class, including being prompt to class and staying for the entire time; actively participating in in large and small group discussions and activities; actively and respectfully listening and responding to the comments and questions made by fellow students; and being prepared for each class session.

#### Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Points
Online discussions	Weekly during Weeks 1-4	20 (5 points x 4 posts)

Research critiques	Week 6	30
Inquiry/research plan Drafts Final paper	Face-to-face sessions April 27	50
Class Participation	Ongoing	30 (5 points x 6 onsite sessions)
<b>NA</b>	<b>Total Points</b>	130

A = 200-180; B = 179-160; C = 159-140; D = 139-120; F = below 119

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Timothy G. Ford, Ph.D.**

### Education

- Ph.D., Curriculum, Teaching, & Educational Policy, Michigan State University, August 2010
- M.A., Curriculum & Instruction, University of Kansas, Lawrence, KS, May 2004  
Major: Teaching English as a Second Language
- B.S., English, Truman State University, Kirksville, MO, December 1998  
Emphasis: Linguistics; Minor: Spanish

### Current Positions

- Assistant Professor, Educational Administration, Curriculum and Supervision Program, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma, August 2014 to present.
- Program Area Coordinator, Educational Administration, Curriculum and Supervision Program, Educational Leadership and Policy Studies Department, Jeannine Rainbolt College of Education, University of Oklahoma, July 2019 to present.

### Previous Employment

- Assistant Professor, Department of Curriculum, Instruction and Leadership, University of Louisiana at Monroe, Monroe, LA. August 2010 to August 2014
- Director, Ed.D. Program in Curriculum & Instruction, University of Louisiana at Monroe, Monroe, LA. August 2010 to August 2014

### Major Areas of Teaching and Research Interest

- Social Studies Teaching and Learning
- Interdisciplinary Instruction
- Visual Literacy in Social Studies
- Teacher Professional Development

### Representative Publications and Presentations

#### Peer Reviewed Journal Articles

- Ford, T. G., & Lavigne, A., Gilbert, A.\*, & Si, S.\* (conditional accept). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. *Review of Educational Research*.
- Urick, A., Liu, Y., Ford, T. G., Wilson, A.\* (2019). Does instructional leadership mediate effects of student home resources on opportunity to learn and math reasoning skills? A cross-national comparison. *International Journal of Leadership in Education*.  
<https://doi.org/10.1080/13603124.2019.1629697>
- Ford, T. G., Olsen, J. J.\*, Khojasteh, J., Ware, J. K., & Urick, A. (2019). Effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave. *Journal of Educational Administration*, 57(6), 615-634. <https://doi.org/10.1108/JEA-09-2018-0185>
- Ford, T. G. (2019). Does the use of informal control mechanisms increase trust among teachers? An evaluation of the Accelerated Schools intervention. *Studies in Educational Evaluation*, 63, 59-71. <https://doi.org/10.1016/j.stueduc.2019.06.001> Updated 10/23/2019
- Ware, J. K., & Ford, T. G. (2018). From Teacher to Student Self-Regulatory Climate: Exploring how leader support of teacher psychological needs shapes teacher support of student psychological needs. *Journal of Research on Organization in Education*, 2, 25-46.
- Ford, T. G. (2018). Pointing teachers in the wrong direction: Understanding Louisiana elementary teachers' use of Compass high stakes teacher evaluation data. *Educational Assessment, Evaluation, and Accountability*, 30(3), 251-283. <https://doi.org/10.1007/s11092-018-9280-x>

- Ford, T. G., Urick, A., & Wilson, A.\* (2018). Exploring the effect of supportive teacher evaluation experiences on U.S. teachers' job satisfaction. *Educational Policy Analysis Archives*, 26(59). <http://dx.doi.org/10.14507/epaa.26.3559>
- Urick, A., Wilson, A.\*, Ford, T. G., Frick, W. C., & Wronowski, M.\* (2018). Testing a framework of math progress indicators for ESSA: How opportunity to learn and instructional leadership matter. *Educational Administration Quarterly*, 54(3), 396-438. <https://doi.org/10.1177/0013161X18761343>
- Ford, T. G., & Youngs, P. A. (2018). Creating organizational structures to facilitate collegial interaction among teachers: Evidence from a high-performing, urban-midwestern U.S. District. *Educational Management, Administration and Leadership*, 46(3), 424-440. <https://doi.org/10.1177/1741143216682501>
- Ford, T. G., & Ware, J. K. (2018). Teacher Self-Regulatory Climate (TSRC): Conceptualizing an indicator of leader support for teachers' learning and development. *Leadership and Policy in Schools*, 17(1), 27-51. <https://doi.org/10.1080/15700763.2016.1197283>
- Abdelkarim, A.\*, Schween, D., & Ford, T. G. (2018). Attitudes and perceptions of medical and dental faculty towards problem-based learning: A comparative study. *Journal of Dental Education*, 82(2), 144-151. <https://doi.org/10.21815/JDE.018.019> Abdelkarim, A.\*, Schween, D., & Ford, T. G. (2018). Advantages and disadvantages of problem-based learning from the professional perspective of medical and dental faculty. *EC Dental Science*, 17(7), 1-7. <https://www.ecronicon.com/ecde/pdf/ECDE-17-00707.pdf>
- Ford, T. G., Van Sickle, M. E.\*, Clark, L. V., Fazio-Brunson, M., & Schween, D. C. (2017). Teacher self-efficacy, professional commitment and high-stakes teacher evaluation (HSTE) policy in Louisiana. *Educational Policy*, 31(2), 202-248. <https://doi.org/10.1177/0895904815586855> (#5 most cited article from the journal in the past 3 years).
- Lovett, M. B.\*, & Ford, T. G. (2017). Sensemaking in non-public school choices. *Home School Researcher*, 33(1), 1-9. <https://www.nheri.org/home-school-researcher-sensemaking-in-nonpublic-school-choices/>
- Abdelkarim, A.\*, Schween, D., & Ford, T. G. (2016). Implementation of problem-based learning by faculty members at 12 U.S. medical and dental schools. *Journal of Dental Education*, 80(11), 1301-1307.
- Garvey, K. J., & Ford, T. G. (2014). Rationality, political orientation, and the individualizing and binding moral foundations. *Letters on Evolutionary Behavioral Science*, 5(1), 9-12. <https://doi.org/10.5178/lebs.2014.29> Updated 10/23/2019
- Abdelkarim, A.\*, Benghuzzi, H., Hamadain, E., Tucci, M., Ford, T. G., & Sullivan, D. (2014). Attitudes and perceptions of dental students versus faculty toward dental education. *Journal of Dental Education*, 78, 614-621.

#### Peer-Reviewed Book Chapters:

- Ford, T. G., Van Sickle, M. E.\*, & Fazio Brunson, M. (2016). The role of “informational significance” in shaping Louisiana elementary teachers' use of high-stakes teacher evaluation data for instructional decision making. In K. Hewitt & A. Amrein-Beardsley (Eds.), *Student growth measures in policy and practice: Intended and unintended consequences of high-stakes teacher evaluations* (pp. 117-135). New York: Palgrave Macmillan. [https://doi.org/10.1057/978-1-137-53901-4\\_6](https://doi.org/10.1057/978-1-137-53901-4_6)
- Ford, T. G. (2014). Trust, control, and comprehensive school reform: Investigating growth in teacher-teacher relational trust in Success for All schools. In D. Van Maele, P. B. Forsyth, & M. Van Houtte (Eds.), *Trust and school life: The role of trust for learning, teaching, leading and bridging* (pp. 229-258). Dordrecht, the Netherlands: Springer Science. [https://doi.org/10.1007/978-94-017-8014-8\\_11](https://doi.org/10.1007/978-94-017-8014-8_11)
- Sykes, G., O'Day, J., & Ford, T. G. (2009). The district role in instructional improvement. In G. Sykes, B. Schneider, & D. Plank, (with T. G. Ford) (Eds.), *The AERA handbook on education policy research* (pp. 767-784). New York: Routledge.
- Maier, K. S., Ford, T. G., & Schneider, B. (2007). Are middle-class families advantaging their children? In L. Weis (Ed.) *The way class works: Readings on school, family, and the economy* (pp. 134-148). New York: Routledge.



#### Other Book Chapters:

- Schneider, B., Ford, T. G., & Perez-Felkner, L. (2010). Social networks and the education of children and youth. In P. Peterson, E. Baker, & B. McGaw (Eds.), *The 3rd international encyclopedia of education*. London: Elsevier. <https://doi.org/10.1016/B978-0-08-044894-7.00627-8>
- Sykes, G., Schneider, B., & Ford, T. G. (2009). Introduction. In G. Sykes, B. Schneider, & D. Plank, (with T. G. Ford) (Eds.), *The AERA handbook on education policy research* (pp. 1-14). New York: Routledge.

#### Edited Books:

- Urick, A., DeMatthews, D., & Ford, T. G. (Eds.) (in final preparation). *Maximizing the impact of policy-relevant educational research for school improvement*. Charlotte, NC: Information Age Publishing. Anticipated publish date, December 1, 2019.
- Sykes, G., Schneider, B., & Plank, D. N., (with Ford, T. G.) (Eds.). (2009). *Handbook on education policy research*. New York: Routledge. Updated 10/23/2019

#### Other Publications:

- Adams, C. M., Ford, T. G., Forsyth, P. B., Ware, J. K., Barnes, L. B., Khojasteh, J., Mwavita, M., Olsen, J. J.\*, & Lepine, J. A.\* (2017, February). *Next generation school accountability: A vision for improvement under ESSA*. Palo Alto, CA: Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/productfiles/Next\\_Generation\\_Accountability\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/productfiles/Next_Generation_Accountability_REPORT.pdf)
- Ford, T. G. (2013, January 25). *Audacious cures for America's schools* [Review of the book *Audacious cures for America's schools*, by Bruce J. Gevirtzman]. *Teachers College Record*, ID# 17007.

#### In Process:

- Urick, A., Ford, T. G., Wilson, A.\*, & Consuegra, E. (under review). *How does instructional leadership influence opportunity to learn in mathematics? A comparative study of pathways for Grade 4 students in the U.S. and Belgium*.
- Ford, T. G.\*\* & Forsyth, P. B.\*\* (under review). *Teacher corps stability: Articulating the social capital enabled when teachers stay*.
- Ford, T. G.\*\* & Hewitt, K.\*\* & (under review). *Integrating summative and formative goals in designing next generation teacher evaluation systems*. Accepted paper for special issue, "Policies and Practices of Promise in Teacher Evaluation."
- Kwon, K., Ford, T. G., Guss, S., & Horm, D. (in preparation). *Factors influencing Early Learning Inventory (ELI) use among early childhood teachers*.
- Ford, T. G., Lee, C.\*, & Urick, A. (in preparation). *Should we be satisfied with teacher job satisfaction? Examining the cultural dimensions of the construct*.

#### Representative Presentations

- Lee, C.\*, & Ford, T. G. (2019, November). *A latent class analysis of teacher and leader use of student assessment data: Evidence from PISA 2015*. Poster to be presented at the 2019 Annual Meeting of the University Council of Educational Administration, New Orleans, LA.
- Ford, T. G., Lee, C.\*, & Urick, A. (2019, November). *Should we be satisfied with teacher job satisfaction? Examining its cultural dimensions*. Paper to be presented at the 2019 Annual Meeting of the University Council of Educational Administration, New Orleans, LA.
- Jeon, S., Ford, T. G., Kwon, K., & Choi, J. Y. (2019, April). *Mapping the dimensions of family and child care instability for infants and toddlers*. Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Urick, A., Liu, Y., Ford, T. G., & Wilson, A.\* (2019, April). *Does instructional leadership mediate effects of home resources on opportunity to learn and math reasoning?* Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Jeon, S., Jeon, L., Jung, S., & Ford, T. G. (2019, April). *The effects of different types of teachers' professional development on job satisfaction in cross-cultural context: The role of self-efficacy*.

Updated 10/23/2019 Curriculum Vitae, Ford 6 Paper presented at the 2019 Annual Meeting of the American Educational Research Association, Toronto, Canada.

- Kwon, K., Jeon, S., Choi, J. Y., & Ford, T. G. (2019, March). Instability in family and child care settings and developmental outcomes for toddlers in Early Head Start programs. Poster to be presented at the 2019 Annual Meeting of the Society for Research on Child Development, Philadelphia, PA.
- Jeon, S., Ford, T. G., Kwon, K., & Choi, J. Y. (2019, January). Mapping the dimensions of family and child care instability for infants and toddlers. Poster to be presented at the 2019 Oklahoma Early Childhood Research Symposium, Oklahoma City, OK.
- Ford, T. G., Lavigne, A., Gilbert, A.\*, & Shoquing, S.\* (2018, November). Applying motivational lenses toward an understanding of district support for principal learning, development, and success. Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.
- Ford, T. G., & Forsyth, P. (2018, November). Reconceptualizing teacher turnover in terms of capital: Teacher corps stability. Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.
- Urick, A., Wilson, A.\*, Ford, T. G., Frick, W. C., & Wronowski, M.\* (2018, November). Testing a framework of math progress indicators for ESSA: How opportunity to learn and instructional leadership matter. Paper presented at the Annual Meeting of the University Council of Educational Administration, Houston, TX.
- Ford, T. G., Urick, A., & Wilson, A.\* (2018, April). Teacher evaluation systems and teachers' job satisfaction: A cross-national comparison. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Guss, S.\*, Stein, A., & Ford, T. G. (2018, April). Measuring data use in classrooms serving young children. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Ford, T. G., Ware, J. K., Olsen, J. J.\*, Khojasteh, J., & Lepine, J.\* (2017, November). Effects of leader support for teacher psychological needs on burnout, commitment, and intent to leave. Paper presented at the Annual Meeting of the University Council of Educational Administration, Denver, CO.
- Ford, T. G., Adams, C. M., Forsyth, P. B., Ware, J. K., Barnes, L. B., Khojasteh, J., Mwavita, M., Olsen, J. J.\*, & Lepine, J. A.\* (2017, April). Exploring the limitations of composite accountability indicators: A longitudinal analysis of Oklahoma's A-F school grade system. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Ford, T. G. (2017, April). Pointed in the wrong direction: Examining Louisiana elementary teachers' use of Compass high-stakes teacher evaluation data. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Urick, A., Ford, T. G., & Wilson, A.\* (2017, March). Feasibility of increasing access: How does instructional leadership influence opportunity to learn in U.S. and Belgium? Poster presented at the Annual Meeting of the Association for Education Finance and Policy, Washington, DC.
- Abdelkarim, A.\*, Schween, D., & Ford, T. G. (2017, March). Attitudes and perceptions of U.S. medical and dental faculty towards problem-based learning: A comparative study. Poster presented at the Annual Meeting of the American Dental Education Association, Long Beach, CA.
- Ford, T. G., Urick, A., & Wilson, A.\* (2016, November). What is the impact of formative teacher evaluation experiences on U.S. teachers' satisfaction? Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.
- Urick, A., Ford, T. G., Frick, W. C., & Wilson, A.\* (2016, November). Feasibility of increasing access: How does instructional leadership influence opportunity to learn in U.S. and Belgium? Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.
- Ware, J. K., & Ford, T. G. (2016, November). From Teacher Self-Regulatory Climate to Student Self-Regulatory Climate: Principal effects on learning conditions. Paper presented at the Annual Meeting of the University Council of Educational Administration. Detroit, MI.

- Urick, A., Ford, T. G., Frick, W. C., & Wilson, A.\* (2016, April). Feasibility of increasing access: How does instructional leadership influence opportunity to learn in U.S. and Belgium? Poster presented at the Annual Meeting of the American Educational Research Association. Washington, DC.
- Forsyth, P. B., Ford, T. G., Lepine, J.\*, Olsen, J. J.\*, & Dollarhide, E. (2016, April). Modeling malleable antecedents of teacher corps stability. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.
- Ford, T. G., Van Sickle, M.\*, & Fazio-Brunson, M. (2016, April). The role of “informational significance in shaping Louisiana elementary teachers’ use of high stakes teacher evaluation data. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC.
- Lovett, M.\*, & Ford, T. G. (2016, March). Using a decision-making model to understand the reasoning behind non-public school choices. Paper presented at the Annual Meeting of the Louisiana Education Research Association. Lafayette, LA.
- Ford, T. G., & Ware, J. K. (2015, November). Teacher Self-Regulatory Climate (TSRC): Conceptualizing an indicator of leader support for teacher learning and development. Paper presented at the Annual Meeting of the University Council of Educational Administration. San Diego, CA.
- Ford, T. G., Van Sickle, M. E.\*, & Fazio-Brunson, M. (2015, November). Louisiana’s Compass: Wrong direction for narrowing disparities in teacher effectiveness. Paper presented at the Annual Meeting of the University Council of Educational Administration. San Diego, CA.
- Urick, A., Ford, T. G., Wilson, A.\*, & Frick, W. C. (2015, November). Does school leadership influence opportunity to learn? A cross-national comparison. Paper presented at the Annual Meeting of the University Council of Educational Administration. San Diego, CA.
- Ford, T. G. (2015, April). Assessing the impact of informal control strategies on growth in teacher-teacher relational trust in Accelerated Schools. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Ford, T. G., & Urick, A. (2015, April). Does instructional leadership have a causal effect on literacy teachers’ instructional practice? Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Ford, T. G., Van Sickle, M. E.\*, Fazio-Brunson, M., Clark, L. V., & Allen, T. (2014, April). Teacher efficacy and commitment in the face of high-stakes teacher evaluation: Perspectives from elementary school teachers in Louisiana. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Ford, T. G., Clark, L. V., Ricks, B., & Buie, R.\* (2013, April). Building relational trust in school/university partnerships: A case study of a partnership with a high-poverty Professional Development School (PDS) in northern Louisiana. Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Ford, A. I., Ford, T. G., & Giordani, B. (2013, February). Construct validity and reliability of repeated telephone-based cognitive screening measures for dementia. Poster presented at the Annual Meeting of the International Neuropsychological Society, Waikoloa, HI.
- Ford, T. G., Ford, A. I., Dodge, H., & Giordani, B. (2013, February). Predictive validity of yearly cognitive screening to autopsy-confirmed cases of Alzheimer’s disease. Poster presented at the Annual Meeting of the International Neuropsychological Society, Waikoloa, HI.
- Clark, L. V., & Ford, T. G. (2012, March). ‘I’m here to help’: The importance of establishing trust in professional development school partnerships. Paper presented at the Annual Meeting of the National Association for Professional Development Schools, Las Vegas, NV.
- Kim, K., Kim, K., & Ford, T. G. (2012, March). The U.S. expansion of excelling prospective teachers of Korea. Paper presented at the Annual Meeting of the Society for Information Technology and Teacher Education, Austin, TX.
- Ford, T. G., Jordan, A. R.\*, Weems, A.\*, Douglas, K.\*, & Van Sickle, M.\* (2011, November). Collecting data for evaluating teacher preparation program effectiveness: Lessons from a study of value-added results. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Oxford, MS.

- Ford, T. G., Jordan, A. R.\*, Weems, A.\*, Rainey, D.\*, & Porter-Lord, D.\* (2011, April). Correlates of growth in trust among teachers in America's Choice schools. Poster presented at the Annual Meeting of the Louisiana Council of Professors of Educational Administration, Ruston, LA.
- Ford, T. G. (2011, April). Building relational trust within comprehensive school reform models: Exploring the relationship between trust and instructional improvement. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Maier, K., Schneider, B., & Ford, T. G. (2010, August). Family experiences of competition and adolescent performance. Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, GA.
- Maier, K., Ford, T. G., & Schneider, B. (2009, August). Does feeling competitive in adolescent families matter for school success? Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, CA.
- Ford, T. G., & Youngs, P. A. (2009, April). How policy context shapes trust in schools: Understanding how Success for All promotes trust in a high-performing urban Midwestern district. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Ford, T. G., Maier, K. S., & Schneider, B. (2008, August). Adolescent parent involvement and school advantage: Gendered understandings of how competitive home and school experiences mediate adolescents' academic achievement and well-being. Paper presented at the Annual Meeting of the American Sociological Association, Boston, MA.
- Ford, T. G. (2008, March). Building social trust between ELL migrant students and ESL program staff: An examination of two school districts' staff development opportunities. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Maier, K. S., Ford, T. G., & Schneider, B. (2008, March). Social class and child-rearing practices: Are middle-class families advantaging their children? Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
- Maier, K. S., Ford, T. G., & Schneider, B. (2007, October). Competition and adolescent parent involvement: A hierarchical linear modeling approach to understanding how home/school experience mediates adolescents' academic achievement and well-being. Paper presented at the Annual Meeting of the Michigan Sociological Association, Lansing, MI.
- Sykes, G., Printy, S., Bowers, A., Garner, G., Umpstead, G., & Ford, T. G. (2006, April). We are "Big Red:" Community pride, leadership, and 'Success for All' in a working class community. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

#### Invited Presentations:

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

#### Representative Honors and Awards Received

- Junior Faculty Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2019.
- Most Promising Faculty Award, Department of Educational Leadership and Policy Studies, University of Oklahoma, 2016.
- Erickson Research Fellowship, Michigan State University, 2005-2009.
- Graduate Student Research Enhancement Award, Michigan State University, 2007.
- Department of Teacher Education Fellowship, Michigan State University, 2005-2006.

#### Professional Memberships:

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