

Timothy G. Ford

Jeannine Rainbolt College of Education,
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EDUCATION:

Ph.D., Curriculum, Teaching, & Educational Policy, Michigan State University, August 2010.
Dissertation Title: Building trust within Comprehensive School Reform models: Exploring the relationship between trust and instructional improvement. Dissertation Chair: Dr. Gary Sykes.

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.

PROFESSIONAL EMPLOYMENT (current):

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.

PROFESSIONAL EMPLOYMENT (past):

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.

RESEARCH EXPERIENCE:

Principal Investigator, The Effects of Louisiana Common Core State Standards (CCSS) and COMPASS Policy Initiatives on the Work of Elementary Teachers and Administrators. March 2013 to present.

Co-Principal Investigator, *Broaden Horizons* Models of Learning Study. Spring 2012 to Spring 2013.

External Evaluator, Carmel Hill *Accelerated Reader* Impact Study, University of Louisiana at Monroe. Principal Investigator, Dr. Lynn Clark. Spring 2011 to Spring 2012.

Principal Investigator, Value-Added Teacher Preparation Action Research Study, University of Louisiana at Monroe. February 2011 to December 2011.

Research Assistant, Hewlett Foundation Study of Instructionally Effective School Districts, Michigan State University. Principal Investigator, Dr. Gary Sykes. February 2006 to May 2008.

Research Assistant, North Central Regional Education Laboratory, Michigan State University.
Principal Investigator, Dr. Barbara Schneider. May 2006 to September 2007.

PUBLICATIONS:

Peer-Reviewed Journal Articles:

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.

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.

Ford, T. G., & Youngs, P. A. (in process). Investigating the role of *Success for All* in facilitating collaboration and deprivatization of practice among teachers: Evidence from a high-performing urban Midwestern district. *Leadership and Policy in Schools*. Revise and Resubmit, Third Round.

Ford, A. I., **Ford, T. G.**, Giordani, B. (under review). Construct validity of longitudinal telephone cognitive screening measures for dementia.

Ford, T. G., Van Sickle, M. B., Clark, L. V., Fazio-Brunson, M. (under review). Teacher self-efficacy and commitment in the face of High-Stakes Teacher Evaluation (HSTE) policy: Perspectives from elementary school teachers in Louisiana.

Book Chapters:

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. 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.

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.

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.

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.

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.

Edited Books:

Sykes, G., Schneider, B., & Plank, D. N., (with **Ford, T. G.**) (Eds.). (2009). *Handbook on education policy research*. New York: Routledge.

Other Publications:

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.

Papers in Preparation:

Ford, T. G. (in preparation). Assessing the impact of informal control strategies on growth in teacher-teacher relational trust in *Accelerated Schools*: A propensity score matching analysis.

Ford, T. G., & Urick, A. (in preparation). Does instructional leadership have a causal effect on literacy teachers' instructional practice?

PRESENTATIONS:

Ford, T. G., Van Sickle, M., 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.

RESEARCH/TECHNICAL REPORTS:

Ford, T. G. (2011). Value-added teacher preparation action research study final report. Submitted to the Louisiana Board of Regents. University of Louisiana at Monroe.

Clark, L.V., Ford, T. G., Lovett, M., & Buie, R. (2013). *Broaden horizons* models of learning final report. Submitted to the *Broaden Horizons* governing board. University of Louisiana at Monroe.

GRANT ACTIVITY:

Ford, T. G. (2013). ULM College of Education Dean's Faculty Support Fund. Funded, \$575.00.

Krishnamurthy, S., Case-Hanks, A., **Ford, T. G.**, Cordova, J., & Ford, A. I. (2013). Bayou STEM Readiness Initiative (Bayou-SRI). National Science Foundation, S-STEM-Scholarship Grant #1356714. Not funded, \$630,951.00.

Clark, L. V., & **Ford, T. G.** (2013). *Broaden Horizons* models of learning. Funded, \$15,000.00

Ford, T. G. (2013). The Effects of Louisiana Common Core State Standards (CCSS) and COMPASS Policy Initiatives on the Work of Elementary Teachers and Administrators. ULM College of Education Research Hub Grant. Funded, \$1,000.00.

Case-Hanks, A., Clark, L. V., **Ford, T. G.**, & Turpin, T. (2012). iSTEM Incubator: Creating and sustaining innovation in interdisciplinary STEM education. National Science Foundation, Math Science Partnership Grant #1318542. Not funded, \$3,402,170.

Ford, T. G., & Sivakumaran, T. (2010). LEC doctoral lab advanced statistical software access and training. University of Louisiana at Monroe Student Technology Access Plan (STAP) Grant. Funded, \$1,842.00.

ADDITIONAL TEACHING EXPERIENCE:

Course Instructor, TE 250, Human Diversity, Power, and Opportunity in Social Institutions, Michigan State University. January 2008 to May 2010.

Field Instructor, TE 501/2, Internship in Teaching Diverse Learners I & II, Michigan State University. August 2009 to May 2010.

Teaching Assistant, CEP 932, Quantitative Methods in Educational Research I, Michigan State University. January 2009 to May 2009.

Guest Lecturer, TE 301, Learners and Learning in Context, Michigan State University. Course instructor, Mary Tomczyk.. October 2006 to May 2007.

OTHER PROFESSIONAL EXPERIENCE:

Participant, AERA Faculty Institute for the Teaching of Statistics Using Large-Scale Datasets, Stanford University, Palo Alto, CA. June 2012.

Assistant Editor, AERA Handbook on Education Policy Research. Editors, Gary Sykes, Barbara Schneider, & David Plank. April 2007 to April 2009.

Graduate Student Editor, Sociology of Education Journal. Editor, Dr. Barbara Schneider. July 2006 to May 2009.

Editorial Board Member, New Scholar Editorial Board, *Educational Policy Analysis Archives Journal*. May 2006 to January 2010.

Instructional Specialist, Migrant Education and English Language Learning Program, Missouri Department of Elementary and Secondary Education, Kansas City, MO. October 2004 to August 2005.

FACULTY AND ADMINISTRATIVE LOAD:

Teaching:

EACS 6023 Applied Quantitative Research Methods (3cr.)

Thesis and Dissertation Committees (Completed):

Chaired Dissertations:

Ralph Buie (Ed.D. Curriculum and Instruction). *A comparison of racial balance measures between 2011-2012 national magnet, Louisiana magnet, and Louisiana traditional elementary schools (PK-8) and districts*. University of Louisiana at Monroe. Fall 2014.

Myra Lovett (Ed.D. Curriculum and Instruction). *The reasoning behind non-public school choices: A model to better understand the decision-making process of private school and homeschool parents in Northeast Louisiana*. University of Louisiana at Monroe. Fall 2014.

Andy Allen (Ed.D. Curriculum and Instruction). *Does a theory-practice gap exist in Radiologic Technology? An evaluation of technologists' actions and perceptions as indicators of a theory-practice gap*. University of Louisiana at Monroe. Fall 2014.

Lijo Thomas (Ed.D. Educational Leadership). *An evaluation of the DREAMS program: An intervention model for the success of low performing middle school students*. University of Louisiana at Monroe. Spring 2014.

Harrington Watson III (Ed.D. Educational Leadership). *An examination of the effect of the Support Field Strategist program on academic achievement in 'Academically Unacceptable' Louisiana high schools*. University of Louisiana at Monroe. Spring 2014.

Stacey Pullen (Ed.D. Educational Leadership). *Teacher perception of truancy in high school*. University of Louisiana at Monroe. Spring 2014.

Angela Crumpton-Jenkins (Ed.D. Curriculum and Instruction). *Identifying teacher effectiveness using classroom observations: A comparison of teacher evaluation rubrics*. University of Louisiana at Monroe. Spring 2014.

Tifarah Dial (Ed.D. Curriculum and Instruction). *The reasons for special education teacher attrition in northeast Louisiana: Evidence from former teachers in three large school districts*. University of Louisiana at Monroe. Fall 2013.

Cassie Owens (Ed.D. Curriculum and Instruction). *Exploring the relationship between Compass student learning measures and high school math teachers' sense of efficacy in two northeast Louisiana school districts*. University of Louisiana at Monroe. Fall 2013.

Mary Beth Van Sickle (Ed.D. Curriculum and Instruction). *Exploring the effects of multiple purposes of schooling and school reform mandates on teachers' personal and professional identities: A critical post-feminist perspective*. University of Louisiana at Monroe. Fall 2013.

Tammy Whitlock (Ed.D. Curriculum and Instruction). *Social reproduction and the student decision to follow the Louisiana Career/Basic Core Diploma Path at a large, affluent high school in northeastern Louisiana*. University of Louisiana at Monroe. Fall 2013.

Brian Bush (Ed.D. Educational Leadership). *Perceptions of eighth grade students on the transition from preadolescence to adolescence in a selected middle school*. University of Louisiana at Monroe. Spring 2013.

Anthony Jordan (Ed.D. Educational Leadership). *What middle-class fathers do at home with their children and its relationship to the self-esteem of their adolescent children*. University of Louisiana at Monroe. Spring 2013.

David Nordman (Ed.D. Educational Leadership). *The long-term effects of Freshman Academy*. University of Louisiana at Monroe. Spring 2013.

Tracye Todd (Ed.D. Curriculum and Instruction). *An examination of the perceptions of Spanish-speaking secondary ELL students and teachers regarding the nature of the learning experience in mainstream and sheltered instruction classrooms*. University of Louisiana at Monroe. Spring 2013.

Dissertation Committee Member:

Johnoson Crutchfield (Ed.D. Curriculum and Instruction). *How Positive Behavior Supports affect teacher perceptions of motivation for African-American students: A mixed-methods study*. Chair: Dr. Lynn Clark. University of Louisiana at Monroe. Fall 2014.

Katie Chavis (Ed.D. Curriculum and Instruction). *Technology integration needs of preservice teachers: Recommendations from in-service teachers*. Chair: Dr. Kioh Kim. University of Louisiana at Monroe. Spring 2014.

Tina Allen (Ed.D. Curriculum and Instruction). *An examination of perceptions of cooperating teachers and teacher candidates regarding the initial implementation of a co-teaching model with student teaching at a northern Louisiana university*. Chair: Dr. Dorothy Schween. University of Louisiana at Monroe. Spring 2013.

Cydnie Harris (Ed.D. Educational Leadership). *A study of the effect of secondary school leadership styles on student achievement in selected secondary schools in Louisiana*. University of Louisiana at Monroe. Chair: Dr. George Rice. Spring 2012.

Amy Weems (Ed.D. Educational Leadership). *Predicting second year college persistence at regional Louisiana four-year institutions*. University of Louisiana at Monroe. Chair: Dr. George Rice. Fall 2011.

External Dissertation Committees:

Carla Cummings Mitchell (Ed.D. Educational Leadership, Grambling State University). *Girls and social interaction: Bullying, cyberbullying, and other influences*. Chair: Dr. Carolyn Jackson. Spring 2014.

Matthew Mitchell (Ed.D. Educational Leadership, Grambling State University). *The effect of school climate on school performance in selected schools in Louisiana*. Chair: Dr. Carolyn Jackson. Spring 2014.

Ahmad Abdelkarim (Ph.D., Clinical Health Sciences, University of Mississippi Medical Center). *Attitudes and perceptions of dental students versus faculty towards dental education, licensure, practice, and academia*. Spring 2013.

HONORS AND AWARDS:

Erickson Research Fellow, Michigan State University, 2005-2009.

Department of Teacher Education Fellowship, Michigan State University, 2005-2006.

Graduate Student Research Enhancement Award, Michigan State University, 2007.

SERVICE:

External:

Ad-hoc Peer Reviewer, *Educational Policy Analysis Archives Journal*. October 2010 to present.

Ad-hoc Book/Proposal Reviewer, *Sage Publications Ltd.*, Thousand Oaks, CA. August 2012 to present.

Annual Meeting Proposal Reviewer, Divisions A, K, L, and Sociology of Education SIG, American Educational Research Association. August 2007 to present.

Annual Meeting Session Chair, American Educational Research Association. April 2013 to present.

Annual Meeting Session Discussant, American Educational Research Association. April 2013 to present.

Chair, Louisiana Board of Regents PARCC/COMPASS/Common Core Campus Leadership Team. Fall 2012 to July 2014.

Internal:

Member, College of Arts, Education and Sciences Graduate Council, University of Louisiana at Monroe. December 2013 to July 2014.

Founding Member, ULM College of Education and Human Development Research Hub, University of Louisiana at Monroe. Fall 2011 to July 2014.

Faculty Representative and Mentor, ULM Student Research Symposium. Spring 2011 to July 2014.

Member, Faculty Planning and Evaluation Committee, University of Louisiana at Monroe. September 2010 to July 2014.

Member, President's Lyceum Committee, University of Louisiana at Monroe. September 2011 to August 2012.

Course Reviewer, Quality Enhancement Plan, Office of Course Redesign, University of Louisiana at Monroe. January 2011 to September 2012.

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association
American Sociological Association
Louisiana Council of Professors of Educational Administration
Mid-South Educational Research Association
National Association of Professional Development Schools
University Council of Education Administration (institutional)