

Angela D. Miller

George Mason University
College of Education and Human Development
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EDUCATION

Ph.D. Interdisciplinary Ph. D. - Educational Research & Psychology / Statistics
University of Missouri-Kansas City, 2006
Chair: Dr. Tamera B. Murdock, Dept. of Psychology
Co-chair: Dr. Jie Chen, Dept. of Mathematics & Statistics
Multi-Manuscript Dissertation Title: *The Role of the Teacher in Achievement Motivation: Methodological and Statistical Issues*

M.A. Educational Research & Psychology
University of Missouri-Kansas City, 2001

Certification Graduate Teaching Certification Program – French/ Mathematics
University of Kansas, Lawrence, 1997

M.A. French Language & Literature
University of Kansas, Lawrence, 1995

B.A. French Language / Economics
University of Kansas, Lawrence, 1991

LICENSURES

French, grades 6-12	Lifetime Certificate	Texas
French, grades K-12; Mathematics, 6-12	Professional Certificate (not active)	Missouri
French & Mathematics, grades 6-12	Standard Certificate (not active)	Kansas

PROFESSIONAL EXPERIENCE

Associate Professor (2018-present), Research Methods and Educational Psychology, College of Education and Human Development, Graduate School of Education, George Mason University, Fairfax, Virginia.

Assistant Professor (2012- 2018), Research Methods and Educational Psychology, College of Education and Human Development, Graduate School of Education, George Mason University, Fairfax, Virginia.

Research Assistant Professor (2009-2012) / Statistical Specialist (2008-2009), Schiefelbusch Lifespan Institute, University of Kansas, Lawrence.

Adjunct Lecturer - Statistics (Spring 2010), Department of Psychology and Research in Education, College of Education, University of Kansas, Lawrence.

Adjunct Lecturer - Statistics and Research Design (2009-2011), Department of Psychology, College of Liberal Arts and Sciences, University of Missouri-Kansas City.

Assistant Professor (2006-2008), Educational Psychology, College of Education, University of Kentucky, Lexington.

Visiting Assistant Professor (2004-2006), Educational & Counseling Psychology, College of Education, University of Missouri-Kansas City.

Graduate Teaching Assistant - Statistics (2003-2004), Department of Psychology, College of Liberal Arts & Sciences, University of Missouri-Kansas City.

Adjunct Faculty - Research Methods & Statistics (2002-2004) Department of Educational & Counseling Psychology, College of Education, University of Missouri-Kansas City.

Secondary Teacher - French / Mathematics (1998-2004), North Kansas City School District, North Kansas City, Missouri.
Department Chair, Modern Languages (2002-2004)

Secondary Teacher -French (1997-1998) Plano Independent School District, Plano, Texas.

Graduate Teaching Assistant – Undergraduate French Language (1992-1997), Department of French & Italian, College of Liberal Arts & Sciences, University of Kansas, Lawrence.
Lead Course Instructor (1995-1997)

REFEREED PUBLICATIONS

(* denotes current or former student; ^ denotes methodological contribution only)

Brophy, N.*, Nordin, K.*, Broeckelman-Post, M., Miller, A. D., Buehl, M. M., & Vomund, J.* (under review). Pandemic pedagogy: Elements of online supportive course design.

Klee, H. K.*, Miller, A. D., & Buehl, M. (Revise & Resubmit). Mathematics anxiety, self-concept, and self-efficacy: A multidimensional approach.

Miller, A. D. (under review). Achievement goals and cheating history: An application of the state multipole method of analysis.

Galanti, T. M.* & Miller, A. D. (2020). From high school to college calculus: Definitions of success and student attitudes toward mathematics. *Journal for STEM Education Research*. Advance online publication. <https://doi-org.mutex.gmu.edu/10.1007/s41979-020-00039-7>

- Johnson, T.*, King-Sears, M.E., & Miller, A.D. (2020). High school co-teaching partners' self-efficacy, personal compatibility, and active involvement in instruction. *Learning Disability Quarterly*. Advance online publication. <https://doi.org/0.1177/0731948720919811>
- Klee, H. K.* & Miller, A. D. (2019). Moving up! Or down? Mathematics anxiety in the transition from elementary to junior high school. *Journal of Early Adolescence*, 39, 1311-133. doi: 0.1177/0272431618825358
- Lau, C.*, Kitsantas, A., Miller, A. D., & Rodgers, E. D. (2018). An exploratory study of elementary students' perceived responsibility for learning, self-efficacy, and sources of self-efficacy in mathematics. *Social Psychology of Education*, 21, 603-620.
- ^Portwood, S. G., Boyd, S. A., Nelson, E. B., Murdock, T. B., Hamilton, J., & Miller, A. D. (2018). A comparison of outcomes for children and youth in foster and residential group care across agencies. *Children and Youth Services Review*, 85, 19-25.
- Miller, A. D., Ramirez, E. R.*, & Murdock, T. B. (2017). The influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. *Teaching and Teacher Education*, 64, 260-269.
- Miller, A. D., Murdock, T. B., & Grotewiel, M. M. (2017). Addressing academic dishonesty among the highest achievers. *Theory into Practice*, 56, 121-128.
- Kilday, J. E.*, Lenser, M.*, & Miller, A. D. (2016). Considering students in teachers' self-efficacy: Examination of a scale for student-oriented teaching. *Teaching and Teacher Education*, 56, 61-71. doi:10.1016/j.tate.2016.01.025
- Brez, C. C., Miller, A. D., & Ramirez, E. M*. (2015). Numerical estimation in children for both positive and negative numbers. *Journal of Cognition and Development*, 17, 341-358. doi:10.1080/15248372.2015.1033525
- Lau, C.*, Kitsantas, A., & Miller, A. (2015). Using microanalysis to examine how elementary Students' self-regulate in math: A case study. *Procedia-Social and Behavioral Sciences*, 174, 2226-2233. doi:10.1016/j.sbspro.2015.01.879
- ^Salley, B.J., Miller, A.D., & Bell, M.A. (2013). Associations between temperament and social responsiveness in young children. *Infant and Child Development*, 22, 270-288. doi: 10.1002/icd.1785
- ^Abbott, M., Wills, H., Miller, A. D., & Kaufman, J. (2012). The relationship of error rate and comprehension in second and third grade oral reading fluency. *Reading Psychology*, 33, 104-132.
- ^Hanson, M.J., Miller, A.D., Diamond, K., Odom, S. Lieber, J., Butera, G, Horn, E., Palmer, S., & Fleming, K. (2010). Neighborhood community risk influences on preschool children's development and school readiness. *Infants and Young Children*, 24, 87-100.

^Rostosky, S.S., Riggle, E. D. B., Horne, S. G., & Miller, A. D. (2009). Marriage amendments and psychological distress in lesbian, gay, and bisexual adults. *Journal of Counseling Psychology, 56*, 56-66.

Miller, A. D. & Murdock, T. B. (2007). Modeling latent true scores to determine the utility of aggregate student perceptions as classroom indicators in HLM: The case of classroom goal structures. *Contemporary Educational Psychology, 32*, 83-104.

Murdock T. B., Miller, A. D., & Goetzinger, A. (2007). Effects of classroom context on university students' judgments about cheating: Mediating and moderating processes. *Social Psychology of Education, 10*, 141-169.

Murdock T. B., Miller, A., & Kohlhardt, J. (2004). Effects of classroom context variables on high school students' judgments of the acceptability and likelihood of cheating. *Journal of Educational Psychology, 96*, 765-777.

Murdock, T. B. & Miller, A. (2003). Teachers as sources of middle school students' motivational identity: Variable-centered and person-centered analytic approaches. *Elementary School Journal, 104*, 383-399.

BOOK CHAPTERS

Miller, A. D. & Vomund, J.* (submitted). Student perceptions of teachers: What can students teach teachers about teaching? In M. M. Buehl & J. S. Vogler (Eds.). *Teaching Learning for Effective Instruction*. London, UK: Taylor & Francis

Murdock, T.B. & Miller, A. D. (2009). Issues in the use of multilevel modeling to examine the effects of classroom context. In M. Wosnitza, S.A. Karabenick, A. Efklides, & P. Nenniger (Eds.). *Contemporary Motivation Research: From Global to Local Perspectives*. Cambridge, MA: Hogrefe.

Miller, A. D., Murdock, T. B., Anderman, E. M., & Poindexter, A. L. (2007). Who are all these cheaters? Characteristics of academically dishonest students. In E. M. Anderman & T. B. Murdock (Eds.) *Psychological Perspectives on Academic Cheating*. San Diego, CA: Elsevier.

RESEARCH REPORTS

Kitsantas, A. & Miller, A.D. (2015). *Characteristics and context of Primary Years Programme (PYP) students' self-efficacy and self-regulatory development*. Report to the International Baccalaureate Organization, Bethesda, MD.

Ramirez, E. M.*, Miller, A. D., & Kitsantas, A. (2015). *Characteristics and context of Primary Years Program (PYP) students' self-efficacy and self-regulatory development: Anderson Mill Elementary School*. Report to Anderson Mill Elementary, Round Rock, TX.

Bland, L. C., Miller, A. D., Mattix-Foster, A., et al. (2014). *National Geographic Society Chesapeake Bay Watershed scale-up initiative*. Report to the National Geographic Society, Washington, DC.

Bland, L. C., Shaklee, B., Kitsantas, A., Miller, A. D., & Mattix, A. (2013). *Review of the Advanced Academic Program Fairfax County Public Schools*, Report to Fairfax County Public Schools, Fairfax, Virginia.

RESEARCH IN PROGRESS

Arciero, A. R. *, Miller, A. D., & Buehl, M. M. *Validation of the Claremont purpose scale with college undergraduates*. Manuscript in progress.

Miller, A. D. *The structure of student engagement: Examining the general and specific variance of the multifaceted construct in a bifactor model*. Manuscript in revision for submission.

INVITED PRESENTATIONS

Miller, A. D. (2016, September). *Strategies for keeping students on-task: Fostering engagement with formative assessment*. Presentation sponsored by the Office of Digital Learning and the Center for Teaching and Faculty Excellence, George Mason University, Fairfax, VA.

Miller, A.D. (2016, August). *Bridging theory and practice: Fostering motivation and engagement with formative assessment*. Invited presentation for Division 15 Educational Psychology at the annual meeting of the American Psychological Association, Denver, CO.

Miller, A.D. (2016, August). *Finding the right job-tenure track or research center?* Invited panel at the Annual National Graduate Research Seminar in Educational Psychology, American Psychological Association (Division 15), Denver, CO.

Miller, A. D. (2014, August). *The academic job search and campus visits*. Invited panel at the Annual National Graduate Research Seminar in Educational Psychology, American Psychological Association (Division 15), Washington, DC.

REFEREED PRESENTATIONS

(* denotes current or former student)

Miller, A. D., Buehl, M. M., Brophy, N.*, Nordin, K.*, Broeckleman-Post, M., & Vomund, J.* (2021, April) *Impact of instruction on students' needs satisfaction and dissatisfaction in emergency remote learning contexts*. Poster accepted for presentation at the annual meeting of the Educational Research Association. (Virtual)

Arciero, A.* & Miller, A. D. (2021, April). *A life purpose framework: A potential theoretical foundation for future research*. Poster accepted for presentation at the annual meeting of the Educational Research Association. (Virtual)

Vomund, J.* & Miller, A. D. (2021, April). *Looking carefully around the pond: Academic self-concept, academic self-efficacy, and the big-fish-little-pond effect*. Paper accepted for presentation at the annual meeting of the Educational Research Association. (Virtual)

Ramirez, E. M.*, Miller, A. D., & Buehl, M. M. (2021, April) *Confirmation and re-validation of an instrument to measure secondary teachers' self-efficacy in reading instruction*

- (STERI). Poster accepted for presentation at the annual meeting of the Educational Research Association. (Virtual)
- Miller, A. D., Buehl, M. M., Wolf, E. J*., & Vomund, J.* (2020, August). *Minding the message: Student perceptions of instructor mindset communication*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC (Virtual)
- Xu, X.*, Buehl, M.M., & Miller, A. D. (2020, August). *Profiles of college students' science beliefs in relation to achievement goal orientations*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC (Virtual)
- Meunier, E. M.* & Miller, A. D. (2020, August). *Class subject level and student classroom perceptions as predictors of motivational outcomes*. Poster accepted for presentation at the annual meeting of the American Psychological Association, Washington, DC (Virtual)
- Gerasimova, D.*, Miller, A. D. & Hjalmarson, M. A. (2020, April). *Exploring Internal Structure of the Multidimensional, Instruction-Specific Student Engagement Measure Using Multiple Methods*. Educational Research Association, San Francisco, CA (Conference Canceled)
- Gerasimova, D.*, Miller, A. D., & Hjalmarson, M. (2020, April). *Comparing methods to explore internal structure: An examination of situational engagement*. Poster to be presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA. [conference canceled]
- Ramirez, E. M.*, Miller, A. D., & Buehl, M. M. (2020, April). *Confirmation and Re-Validation of an Instrument to Measure Secondary Teachers' Self-Efficacy in Reading Instruction (STERI)*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Canceled)
- Ramirez, E. M.*, Miller, A. D., Martinez, R., & Buehl, M. M. (2019, December). *Further Confirmation and re-validation of a teachers' self-efficacy measure for content-area literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Ives, S. T.* & Miller, A. D. (2019, August). *Predicting reading comprehension: The role of need support, motivation and strategy knowledge*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Arcerio, A*., Miller, A. D., & Buehl, M. M. (2019, August). *Validating the Claremont purpose scale with college undergraduates*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

- Gerasimova, D.*, Miller, A. D., & Hjalmarson, M. (2019, August). *Specificity in measurement: A Cautionary tale about attributional problems*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Ramirez, E. M.*, Miller, A. D., Buehl, M. M., & Martinez, R. (2019, August). *Confirmation and validation of a secondary teachers' self-efficacy in reading instruction scale*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Galanti, T. M.* & Miller, A. D. (2019, April). *From high school to college calculus: Definitions of success and student attitudes toward mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Klee, H. L.*, Buehl, M. M., & Miller, A. D. (2019, April). *Multilevel mediation model of control-value theory predicting community college students' trait- and state-based mathematics anxiety*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Ives, S. T.*, Miller, A. D., & Buehl, M. M. (2018, August). *Validation of disengagement subscales in a college population*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Koc, G.*, Miller, A. D., & Buehl, M. M. (2018). *Perceived classroom goal structures and engagement in college undergraduates*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Xu, X.* , Buehl, M. M., & Miller, A. D. (2018, August). *Investigating engagement and disengagement in college students' epistemic belief profiles*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Miller, A. D. (2018, April). *Examining the dimensions of engagement: A bifactor model of agentic, behavioral, cognitive, and emotional engagement*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Ramirez, E. M.*, Miller, A. D., & Buehl, M. M. (2017, December). *Creation of a teacher self-efficacy measure for content-area literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Miller, A. D. (2017, August). *3 X 2 Achievement goals in context*. Poster presented at the annual meeting of the American Psychological Association, Washington DC.
- Klee, H. K.* & Miller, A. D. (2017, August). *Exploring the distinctiveness of mathematics self-efficacy measures using multidimensional scaling*. Poster presented at the annual meeting of the American Psychological Association, Washington DC.
- Ramirez, E. M.*, Buehl, M. M., & Miller, A. D. (2017, August). *Initial validation of an instrument to measure teachers' self-efficacy in reading instruction*. Poster presented at the annual meeting of the American Psychological Association, Washington DC.

- Miller, A. D., Kitstantas, A., & Ramirez, E. M.* (2017, April). *Sources of self-efficacy and gender: Examining the math self-efficacy of elementary school students*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Ramirez, E. M.*, Miller, A. D., & Buehl, M. M. (2017, April). *Development and validation of an instrument to measure secondary teachers' self-efficacy in reading instruction (STERI) across the content areas*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX. **[Finalist for Division C Student Poster Award.]**
- Klee, H. K.* & Miller, A. D. (2017, April). *Moving up! or down? Mathematics anxiety in the transition from elementary school to junior high*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Miller, A. D., & Broeckleman-Post, M. (2016, August). *Rethinking the conceptualization of student engagement: Integrating agency and examining perspectives from communication studies*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Miller, A. D., Kitsantas, A., & Chirinos, D.* (2016, April). *Plan & act: Examining the development of elementary students' self-regulatory behaviors in mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Miller, A. D. & Broeckleman-Post, M. (2015, November). *Motivation in context: Merging perspectives on the dynamic interplay between teachers and students*. Paper presented at the Southwest Consortium for Innovative Psychology in Education, Albuquerque, NM.
- Mehta, S.*, Buehl, M. M., Miller, A. D., Kilmer, L. M.* & Shim, S. S. (2015, August). *Understanding adolescents' engagement through Chinese mothers' beliefs and practices*. Poster presented at the annual conference of the American Psychological Association, Toronto, Ontario, Canada. **[Awarded 2015 Division 15 Educational Psychology Student Poster Award.]**
- Kilmer, L. M.*, Mehta, S. * Shim, S. S., Miller, A. D., & Buehl, M. M. Adolescent adjustment: *Does convergence between mother-child reports of maternal control matter?* (2015, August). Poster presented at the annual conference of the American Psychological Association, Toronto, Ontario, Canada.
- Kitsantas, A., Miller, A. D., & Chirinos, D.*. (2014, October) *Assessing teacher self-regulated learning practices in elementary school settings: Development of the T-SRL observation instrument*. Poster presented at the Advances in Educational Psychology Conference sponsored by Division 15 of the American Psychological Association, Fairfax, VA.

- Kilday, J.*, Lenser, M.*, & Miller, A.D. (2014, August) *Teacher self-efficacy: Developing a scale for student-oriented teaching*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Lau, C.*, Kitsantas, A., & Miller, A.D. (2014, June) *Using microanalysis to examine how elementary students self-regulate in math: A case study*. Poster presented at Advances in Educational Psychology, Paris, France.
- Miller, A. D. & Kitsantas, A. (2014, August). *IB research update: Findings from Self-Efficacy and self-regulatory development in the PYP*. Paper presented at the annual International Baccalaureate Conference of the Americas, Washington, D.C.
- Miller, A. D., Ramirez, E. M.*, Murdock, T. B. (2014, May). *Teacher and student predictors of students' perceived teacher competence*. Poster presented at the annual meeting of the Society for the Study of Motivation, San Francisco, CA.
- Miller, A. D., & Murdock, T. B. (2014, April). *Motivational profiles in high school: A person-centered approach and examination of contextual predictors of change*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Swain, E.*, Kitsantas, A., & Miller, A. D. (August, 2013). *Examining the relationship among physical, contextual, and social factors and school engagement*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, D. C.
- Miller, A.D. (2013, April). *Goals and cheating history: An application of the state multipole method of analysis of Likert scales*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Murdock, T.B., & Miller, A.D. (2013, April). *The cost of cheating: Does perceived punishment predict academic dishonesty?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, A. D., Erwin, H., Abel, M., & Beighle, A. (2008, March). *Making math move: The Influence of integrated physical activity on elementary students' math motivation*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Miller, A. D. (2007, September). *Perceptions matter – Convergence and divergence of teacher, student and observer reports in measuring classroom goal structure* Paper presented at the annual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Miller, A. D. (2007, April). *Student and teacher predictors of perceived classroom goal structures*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Miller, A. D. (2006, September). *Reciprocal relationships between personal goal orientations and classroom goal structures over the academic school year*. Poster presented at the 10th International Conference on Motivation, Landau, Germany.
- Murdock, T. B. & Miller, A. D. (2006, September). *Defining classroom goal structure effects: Competing statistical models applied to academic cheating*. Paper presented at the 10th International Conference on Motivation, Landau, Germany.
- Miller, A. (2006, April). *The Influence of changes in teacher efficacy on student motivation during the transition from elementary to junior high school: a reanalysis*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, A. (2006, April). *Influences on students' perceptions of self and teacher characteristics on classroom goal structures and personal goal orientations*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, A. (2005, August). *The Teacher-student relationship in academic motivation: a Critical review and synthesis of goal theory research*. Paper presented at the annual meeting of the American Psychological Association, Washington D. C.
- Miller, A., Murdock, T. B. & Goetzinger (2005, April). *The Ethics of cheating: Do moral judgments shift with maturity and role?* Poster presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Murdock, T. B., Miller, A., & Anderman, E. (2005, April). *Classroom and individual predictors of between-class variation in perceived cheating: a hierarchical linear model*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Miller, A., Murdock, T. B., & Freeman, T. (2004, August). *Student motivational characteristics and school belonging*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Miller, A. & Murdock, T. B. (2004, April). *Classroom and individual predictors of between-class variation in perceived teacher competence and commitment of middle school youth*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Murdock, T. B. & Miller, A. (2004, April). *Classroom context variables and judgments about cheating among high school students: Application of attribution and social bond theory*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

RESEARCH FUNDING*Funded*

- Mason, L., Collins, A. A., & Ciullo, S. (2019-2023). *Exploring writing to learn in middle school content classrooms for students with disabilities*. IES, \$1,368,570. Role: Senior Statistician.
- Miller, A. D., Buehl, M. M., Broeckelman-Post, M. (2018). *Context matters: An exploration of epistemic climate and motivation in an undergraduate communication course*. George Mason University College of Education and Human Development Seed Grant, \$9500.
- Kelly, A. E. & Seppela, M. (2013-2015). *Organizing multi-disciplinary communities to conduct data-intensive research on education and learning*. National Science Foundation (NSF), \$538,404. Role: Faculty Associate.
- Bland, L. C., Miller, A. D., Mattix-Foster, A. (2014-2015). *Evaluation Support to National Geographic Society for the Chesapeake Bay Initiative Professional Development Program*. National Geographic Society (NOAA-Prime), \$35,000. Role: Co-PI.
- Kitsantas, A. & Miller, A.D. (2015-2016). *Characteristics and context of Primary Years Program (PYP) students' self-efficacy and self-regulation*. International Baccalaureate Organization (IBO), \$44,900. Role: Co-PI.
- Erwin, H., Beighle, A., Miller, A. D., & Abel, M. (2007-2008). *Integrating kinesthetic learning experiences in elementary classrooms*. University of Kentucky School of Education Internal Mini-Grant, \$6,000. Role: Co-PI.
- Miller, A. D. (2007). *Examining longitudinal teacher effects: A cross-classified HLM approach*. University of Kentucky Summer Research Fellowship, \$6,000.

Pending

- Coogle, C., Gafurov, B., & Miller, A. D. *Embedded learning mobile application (ELO-Mapp) to enhance the social-communicative outcomes of children*. IES, August 2020. (\$1,399,647). Role: Co-PI.

Submitted

- Gewa, C., Fisher-Maltese, C., & Miller, A.D. *Fostering broader participation in STEM and food security through the promotion of indigenous and traditional foods in rural Kenya*. USDA, May, 2019. (\$94,999). Role: Co-PI.
- Miller, A.D., Hjalmarson, M., & Powell, M. *Validation of a student engagement measure from the situational perspective in undergraduate mathematics*. NSF, January 2019. (\$479,653). Role: PI.
- Powell, M., Hjalmarson, M., Miller, A. D., Nelson, J., & Sachs, R. *Developing a measure of student engagement from the situational perspective in undergraduate mathematics*. NSF, April 2018. (\$299,450). Role: Co-PI.

- Berkely, S. & Allbeck, J. *Self-regulation of science learning during teacher-created serious educational game (T-SEG) play: Advancing theory through investigation of students with learning disabilities*. NSF, September 2016. (\$1,272,808). Role: Faculty Associate, methods.
- Weiss, M. & Brigham, F. *IT CLICKS: Intentional teaching: Creating learning using intensive co-teaching knowledge and skills*, IES, September 2016. (\$1,109,957). Role: Faculty Associate, methods.
- Brez, C., Miller, A.D, & Columbo, J. *Examining the development of conceptual understanding of negative numbers in elementary and middle school students*. IES CDFA 84.305A2010 Goal 1, September 2015. (\$434,723). Role: PI.
- Miller, A. D. *Context matters: Student perceptions of teacher practice and teacher goals and practices as predictors of students' math motivation and achievement*. American Educational Research Association (AERA), September 2014. (\$35,000).
- Taboada, A., Miller, A. D., & Buehl, M. *Cognitive and motivational contributors to reading comprehension in English learning (ELs) and English monolinguals (Ems): Different or Similar Growth Patterns?* IES Goal 1, September 2013. (\$1.6 million). Role: Co-PI.
- Miller, A. D. *From theory to practice: Identifying motivation teaching practices through student perceptions and classroom observations*. William T. Grant Foundation, July 2013. (\$93,953).

SPECIALIZED STATISTICAL TRAINING

Statistical Analysis with Latent Variables-Multilevel and Longitudinal Designs
Muthen & Muthen MPlus Workshop, Baltimore, MD, 2009

Social Network Analysis
ICPSR Summer Program in Quantitative Methods, Ann Arbor, MI, 2007

An Introduction to Rasch Measurement: Theory & Applications
JAM Press Workshop, San Francisco, CA, 2006

Structural Equation Models and Latent Variables
ICPSR Summer Program in Quantitative Methods, Ann Arbor, MI, 2005

Advanced Methods in Hierarchical Linear and Non-linear Models
ICPSR Summer Program in Quantitative Methods, Ann Arbor, MI, 2004

Introduction to Hierarchical Linear Models
ICPSR Summer Program in Quantitative Methods, Ann Arbor, MI, 2003

RELEVANT TEACHING EXPERIENCE

George Mason University

Doctoral level:

Problems and Methods in Education Research (EDRS 810)
Quantitative Methods in Educational Research (EDRS 811)
Advanced Applications of Quantitative Methods (EDRS 821)
Hierarchical Linear Modeling (EDRS 830)
Structural Equation Modeling (EDRS 831)
Advanced Topics in Education: Applications of SEM and HLM (EDRS 797)
Research Project in Educational Psychology: Sequence I (EDEP 823)
Research Project in Educational Psychology: Sequence II (EDEP 824)
Doctoral Dissertation Proposal Course (EDUC 998)

Masters level:

Educational and Psychological Measurement (EDRS 531)
Quantitative Inquiry in Education (EDRS 620)
Education Research (EDRS 590)

Undergraduate:

Introduction to Applied Quantitative Analysis (EDRS 220)

University of Kansas

Doctoral level:

Regression Analysis (PRE810)

University of Kentucky

Doctoral level:

Methodology in Education Research (EDP 656)
Research Design & Analysis in Education (EDP 660)
Multivariate Analysis in Educational Research (EDP 707)
Introduction to Structural Equation Modeling (EDP 778)

Masters level:

Gathering, Analyzing, and Using Educational Data (EDP/EPE 557)

University of Missouri-Kansas City

Doctoral Level:

Introduction to Structural Equation Modeling (EDRP 589SE)
Experimental Methods in Design and Analysis (PSYCH 5601)
Quantitative Analysis I: Regression and Analysis of Variance (PSYCH 5516)

Masters level:

Statistical Methods I (EDRP 505)
Principles of Testing (EDRP 522)
Principles and Methods of Research (EDRP 508)

EVALUATION EXPERIENCE

Fairfax County Public Schools Advanced Academic Programs (2012-2013), Fairfax County Public School, Virginia.

Tates Creek High School International Baccalaureate Program (2008-2009), Fayette County School, Lexington, Kentucky
Lead Evaluator and Doctoral Internship Supervisor

North Central Accreditation Evaluation, North Kansas City High School (2002-2003), North Kansas City School District, Missouri.

Program Evaluation of the Department of School Counseling (2003-2004), North Kansas City School District, Missouri.

Program Evaluation of the Vocational Educational Programs (2003-2004), North Kansas City School District, Missouri.

Missouri Council on Economic Education 2002-2003), University of Missouri-Kansas City

Program Evaluation of University Academy Charter School (2001-2002), University of Missouri-Kansas City.

SERVICE

National Service

Editorial Board Member

Journal of Experimental Education, 2013- present

Ad hoc Reviewer

Journal of Educational Psychology

Learning and Instruction

Motivation and Emotion

Educational Research Review

Teaching and Teacher Education

Studies in Educational Evaluation

American Educational Research Association (AERA)

Program Proposal Reviewer

Division C (Learning and Instruction)

Motivation in Educational Special Interest Group

American Psychological Association (APA)

Program Proposal Reviewer, Division 15 (Educational Psychology)

Committee on Graduate Student Affairs (2007-2009)

Campus and Departmental Service

George Mason University

Promotion & Tenure Committee, 2019- 2021

Distinguished Mentoring Fellow, 2019-2020

Search Committee (chair), Quantitative Research Methods, 2018-2019

Professor-in-charge, Research Methods, 2016-present
Ph.D. Committee, Representative from Research Methods, 2016- present
Lead Instructor: EDRS 590, EDRS 620, EDRS 810, EDRS 811
Curriculum Committee, Graduate School of Education, 2016-2017
Search Committee, Educational Psychology Assessment and Evaluation, 2016-2017
Search Committee (co-chair), Quantitative Research Methods, 2014-2016
Dean's College Council, Division Representative 2014-2016
Ph.D. Committee, Representative from Educational Psychology 2014-2015
Search Committee, Secondary Mathematics Education, 2012-2013

University of Kentucky

Research Standard Committee, 2007-2008
Search Committee, Educational Psychology, 2006-2007
Library Committee, 2006-2008

MENTORING AND ADVISING

Doctoral Students: (*indicates membership on both pre-dissertation advising and dissertation committees)

Dissertation Chair-Completed

Daria Germinova*, Ph.D. August 2020

Dissertation Title: *Development and Validation of a Student Engagement measure from the situational perspective.*

Erin Ramirez, Ph.D. May 2016

Dissertation Title: *Development and Validation of a Scale to Measure Teachers' Sense of Efficacy in Reading Instruction across the Content Areas.*

Anthony Arciero*, Ph.D. December 2020

Dissertation Title: *Life Purpose in College Undergraduate Students: Structure, Measurement, and a Proposed Model of Thriving.*

Dissertation Chair-In progress

Mike Briscoe*, Ph.D. expected May 2021

Dissertation Title: *Self-Regulated Learning microanalysis as Intervention: Improving Problem-Solving Skills through Repeated Exposure to Self-Regulated Learning Microanalysis Protocols Delivered by Technology.*

Rick Hess*, Ph.D. expected May 2021

Dissertation Title: *Measuring Self-Regulated Learning Utilizing Learning Analytics Data from a Learning Management System.*

Dissertation Methodologist-Completed

Justin Merrigan, Ph.D. December 2020

Dissertation Title: *During and Post-Exercise Effects of Accentuated Eccentric Loading.*

Elizabeth Kalinowski Ohrt, Ph.D. May 2018

Dissertation Title: *Antecedents of Trust in Academic Advising Relationships.*

Holly Klee*, Ph.D. May 2018

Dissertation Title: *A Multilevel Mediation Model of Control-Value Theory to predict College Students' Mathematics Anxiety.*

Leigh Ann Kurtz, Ph.D. May 2018

Dissertation Title: *Literacy Integrated into Kindergarten Science (LINKS)*.

David Chirinos*, Ph.D. May 2017

Dissertation Title: *Examining Dimensions of Expectancy-Value Theory as Predictors of US Latino High School Students' Academic Behaviors and Mathematics Performance*.

Candace Parham*, Ph.D. May 2017

Dissertation Title: *A Study of Individual and Institutional Demographic Factors that predict Candidate Performance on the Board of Certification Examination*.

Melissa Gallagher*, Ph. D. May 2016

Dissertation Title: *The Interaction between Teachers' Knowledge and Patterns of Instruction on Student Achievement in Mathematics*.

Todd Johnson*, Ph.D. August 2016

Dissertation Title: *The Teacher Self-Efficacy, Personal Compatibility, and Active Involvement of High School General and Special Education Co-Teachers: An Actor-Partner Interdependence Moderation Model*.

Melissa Mayville, Ph.D. August 2015

Dissertation Title: *Perceptions and Patterns of Reading Strategy Use as Related to Reading Achievement and Learning Contexts of U.S. Hispanic English Learners*.

Dissertation Methodologist-In progress

Samantha Ives, Ph.D. expected May 2021

Topic: Reading Motivation

Richelle Davis, Ph.D. expected May 2021

Topic: Special Education Policy

Leilani Funaki, Ph.D. expected May 2021

Topic: Online Technology Usage in Pacific Islanders

Julia Renberg, Ph.D. expected May 2021

Topic: ESL learners and math coaching

Laura Tokarczyk, Ph.D. expected May 2021

Topic: Foreign Language Teacher Identity

Catherine McDougal, Ph.D. expected December 2021

Kate Culbert, Ph.D. expected December 2021

Peng Zhang, Ph.D. expected December 2021

Xingya (Ivy) Xu, Ph.D. expected December 2021

Pre-Dissertation Advising Committee Chair-In progress

Elisa Wolf

Topic: Policy and Methods: Reclassification of English Language Learnings

Kuldeep Puppala

Topic: Quantitative Methods in Higher Ed

Jeff Vomund

Topic: Students Perceptions of Instructor Empathy

Pre-Dissertation Advising Committee Member- In progress

James Swart, Science Education

Amber Zhang, Educational Psychology
Jen Gettys, Higher Education
Lindsay Owen, Educational Psychology /Special Education
Emilie Dubert, Higher Education

Pre-Dissertation Advising Committee Chair-Completed

Xingya (Ivy) Xu, Educational Psychology
Laura Tokarczyk, Multicultural Multilingual Education
Rick Hess, Higher Education
John Dooris, Higher Education
Terrie Galanti, Math Education
Dasha Germinova, Math Education
Jeremy Redford, Education Policy
Carolyn Wilson, Science Education
Monique Apollon-Williams, Math Education
Jennifer Charleston, Education Policy
Missy Crochonour, Educational Psychology
Andrew Keck, Science Education
Kathy Matson, Math Education
Anna Menditto, Special Education

Masters Students, Educational Psychology:

Thesis Chair-completed

Bryan Prewitt, M.S. December 2019

Thesis title: *Assessing and Predicting Student Veterans' Use of Motivational Regulation Strategies within Higher Education.*

Megan Blank, M. S., December 2017

Thesis title: *A Qualitative Comparison of NCAA Coach Intended and Athlete Perception of Motivational Behavior.*

Fred Chao, M. S., May 2014

Thesis title: *Calibration and Achievement Goals in College Volleyball.*

Jessica Kilday, M. S., December 2013

Thesis title: *Teachers' self-efficacy: Developing a scale for student-oriented teaching.*

Monica Lenser, M.S. December 2013

Thesis title: *Culturally Responsive Teacher Self-Efficacy and Teacher Practices for ELL Instruction in a Social Studies Classroom.*

Thesis Chair-in progress

Theses Committee-completed

Elizabeth Hall M. S., August 2015

Emily Swain. M. S., May 2013

Ruth Jackson. M. S., July 2013

Capstone Project Supervisor-completed

J. Luis Guardado, May 2020

Alice Tsai, M.S., May 2020
Ting Zhang, M.S., May 2020
Menghao Ni, M. S., May 2020
Yung Lan Kuo, M.S., May 2020
Marie-Kristine Tardiff, M.S., May 2019
Nicolas Betancourt, M. S., May 2019
Cameron Hair, M. S., May 2019
Alison Smith, M. S., December 2016
Asa Coleman, M. S. December 2015
Alison Smith, M. S. December 2015
Neesa Wilkerson, M. S. August 2015
Anita Oshiro, M. S., August 2014

Capstone Project Supervisor –in progress
Maggie Stoltz
Karlie Peters
Adam Chang

OTHER STUDENT MENTORING

Department of Communication

Doctoral Dissertation Committee

Karin Nordin, Ph.D. expected May 2021

Department of Music Education

Doctoral Dissertation Committee

Sarah Fabian, Ph.D. expected May 2021

Topic: Development of musicians through marching band participation

Tim Smith, Ph.D. May 2017

Dissertation Title: *Developing Dispositions among Pre-Service and In-Service Music Teachers.*

Department of Psychology

Doctoral Dissertation Committee

Alex Moffet, Ph.D. expected May 2021

Jordan Greenburg, Ph.D. expected May 2021

Master's Thesis Committee

Alex Moffet, M.A., May 2017

Undergraduate Honors Research

Katarzyna Piwek, B.S., May 2016

Christina Lau, B.S., December 2013

Doctoral Internship-Teaching Statistics

Xingya (Ivy) Xu, EDRS 811, Spring 2020

Elisa Wolf, EDRS 811, Spring 2020
Susan Poland, EDRS 811, Summer 2016
Monique Williams, EDRS 811, Summer 2015
Holly Klee, EDRS 811 and EDRS 821, Spring 2015
Erin Ramirez, EDRS 811, Spring 2014

Supervision of Doctoral Students Teaching at Master's Level

Anthony Arciero, EDRS 620, Fall 2019
Monique Williams, EDRS 620, Spring 2018
Micheal Briscoe, EDRS 620, Spring 2018
Guler Koc, EDRS 590, Fall 2017
Holly Klee, EDRS 590, Summer 2017
Holly Klee, EDRS 620, Spring 2017
Todd Johnson, EDRS 620, Spring 2016
Erin Ramirez, EDRS 620, Spring 2015 [**Adjunct Teaching Excellence Award Winner, 2016**]

Motivation Research Group (2016-present). Co-leader with Dr. Michelle Buehl of four graduate students working on a collaborative motivation research project.

Graduate Student Writing Group (2014-2016). Co-leader with Dr. Michelle Buehl of six graduate students meeting bi-weekly to share and critique writing projects.

RECOGNITION

Teaching

George Mason Faculty Teaching Excellence Winner, 2017
George Mason Teacher of Distinction, 2016
Nominee for Career Connection Faculty Award, George Mason University, 2015
University of Kansas Outstanding Teaching Assistant Award, 1995

Research

Best Dissertation of 2006 in the College of Education, University of Missouri-Kansas City, 2007
Distinguished Dissertation Fellow (\$15,000), University of Missouri-Kansas City, 2005-2006

Professional Development

New Faculty Seminar, AERA-Division C, Chicago, IL 2007
Graduate Student Research Seminar, APA-Division 15, Honolulu, HI, 2004
Graduate Student Seminar, AERA-Division C, San Diego, CA, 2004
Preparing Future Faculty Fellow (\$12,000/year), University of Missouri-Kansas City, 2002-2005

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA)

Division C (Learning and Instruction)
Division D (Research Methodology)
Motivation in Education Special Interest Group
Educational Statisticians Special Interest Group

American Psychological Association (APA)

Division 15 (Educational Psychology)

Division 5 (Evaluation, Measurement, and Statistics)

Southwest Consortium for Innovative Psychology in Education (SCIPIE)

Society for the Study of Motivation (SSM)

Association for Psychological Sciences (APS)