

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

Professor (2025- present), Research Methods and Educational Psychology, College of Education and Human Development, George Mason University, Fairfax, Virginia

Director, PhD in Education Program (2025-present) College of Education and Human Development, George Mason University, Fairfax, Virginia

Associate Professor (2018-2025), Research Methods and Educational Psychology, College of Education and Human Development, 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)

Vomund, J.* & Miller, A. D. (under review) Can we measure feeling understood? Development and validation of student perceptions of teacher empathy scale.

Kearney, J.*, Dailey, S. Nottingham, A, Miller, A. D., & Caswell, A. (under review) The impact of stereotype threat on black college and university students' post-secondary test performance: A systematic review and meta-analysis.

^Brown, F.*, Fields, J.*, Jagim, A., Miller, A. D., Baker, R., & Jones, M.J. (in press) Relationship between individual workload, training impulse, and game performance in women's collegiate basketball athletes. *Journal of Strength & Conditioning Research*.

- ^Burke, A. A.*, Miller, A. D., & Jones, M.J. (in press). Role-based pitching variability: Linking neuromuscular performance to fastball velocity in collegiate baseball starter and reliever pitchers. *Journal of Strength & Conditioning Research*.
- ^Burke, A.A.*, Saine, N.D.*, King, E. L.*, Fields, J. B.*, Jagim, A. R., Miller, A. D., Green, B. C., & Jones, M.T. (2026). Longitudinal modeling of pitching workload and countermovement jump performance as determinants of fastball velocity and consistency in collegiate baseball pitchers. *Journal of Strength & Conditioning Research*, Advance online publication. <https://doi.org/10.1519/JSC.0000000000005602>
- ^Raffageau, T.E., Prudhome, D.*, Poretti, K.*, Souri, A.*, Mjavandze, E., S.*, Miller, A., Pope-Mitro, J.*, McDowell, J. & Tompkins, C. J. (2026). Gait differs during fast walking but not during dual-task walking between black and white older adult women. *Journal of Sport & Exercise Psychology*, 48, S46
- ^Martin, J.R., Miller, A. D., Lockie, R., & Caswell, S. (2026). An examination of racial and ethnic disparities in health-related physical fitness profiles of professional firefighters. *Journal of Occupational Environmental Medicine*, Advance online publication. <https://doi.org/10.1097/JOM.00000000000003707>
- ^Magee, M. K.*, Miller, A. D., Fields, J. B., Jagim, A. R., Lockard, B., Stroiney, D., & Jones, M. T. (2026). Influence of individual traits on measurement differences in percent body fat. *International Journal of Sports Medicine*, 47(08), 599-604. <https://doi.org/10.1055/a-2785-7668>
- Wiese, K. R.*, Ambegaonkar, J. P., Martin, S. J., Hansen-Heneycutt, J., Pisay, P., Miller, A. D. (2025). Wearable biosensors to monitor workload in dancers: A systematic review. *Journal of dance Medicine & Science*, <https://doi.org/10.1177/1089313X251381860>.
- ^Martin, J. R., Toczko, M.*, Miller, A. D., & Caswell, S. V. (2025). Firefighter years: Mediating effect of years of services on physical fitness. *Research Directs, Research in Health and Medicine*, 5(1). <https://doi.org/10.53520/rhm2025.104136>
- ^Magee, M.K.*, Fields, J. B.*, Miller, A. D., Jagim, A.R., Stroiney, D., Lockard, B., & Jones, M. T. (2025). A new estimation equation to assess body composition in an athletic population. *Journal of the International Society of Sports Nutrition*, 22(1), 2504578. <https://doi.org/10.1080/15502783.2025.2504578>
- Vomund, J.* & Miller, A.D. (2025) The promise and process of adaptive teacher empathy to support equity in diverse classrooms. *Educational Psychologist*, 60(2), 88-105. <https://doi.org/10.1080/00461520>
- ^Brown, F. S. A.*, Fields, J. B.*, Jagim, A. R., King, E. L., Baker, R., Miller, A. D., & Jones, M. T. (2024). Relationship of individual athlete external load, session rating of perceived exertion, and athlete playing status across a collegiate women's basketball season. *Sports*, 12(12), 340. <https://doi.org/10.3390/sports12120340>
- Biscardi, L. M.*, Miller, A. D., & Stroiney, D. A. (2024). Self-efficacy, effort, and performance perceptions enhance psychological responses to strength training in national collegiate athletic association division I athletes. *Journal of Strength and Conditioning Research*, 38(5), 898-905. <https://doi.org/10.1519/JSC.0000000000004728>

- Gerasimova, D.*, Miller, A. D., & Hjalmarson, M. (2023). Conceptual and procedural teaching: Does one teaching approach moderate the relationship between the other teaching approach and algebra achievement? *Educational Studies in Mathematics*, 114(2), 181-198. <https://doi.org/10.1007/s10649-023-10219-y>
- ^Burke, A. A.*, ^Guthrie, B. M.*, Magee, M.*, Miller, A. D. & Jones, M.T. (2023) Revisiting the assessment of strength, power, and change of direction in collegiate football athletes. *Journal of Strength and Conditioning Research*, 37(8), 1623-1627. <https://doi.org/10.1519/JSC.0000000000004441>
- Klee, H. K.*, Miller, A. D., & Buehl, M. (2023). Mathematics anxiety, self-concept, and self-efficacy: A multidimensional Scaling Consideration of Measures. *Journal of Experimental Education*, 91(3), 494-516. <https://doi.org/10.1080/00220973.2021.2024788>
- ^Magee, M. K.*, Fields, J. B., Jagim, A., Miller, A. D., Lockard, B., Stroiney, D., & Jones, M. T. (2022). Estimation of whole-body bone mineral density through air displacement plethysmography in a large sample of elite athletes. *Journal of Strength and Conditioning Research*, 39(4), 427-432.
- Vomund, J.* & Miller, A. D. (2022) “Don’t smile until December”: bad advice based on the either-or fallacy. *Theory into Practice*, 61(4), 454-464. <https://doi.org/10.1080/00405841.2022.2107342>
- Johnson, T.*, King-Sears, M.E., & Miller, A.D. (2022). High school co-teaching partners’ self-efficacy, personal compatibility, and active involvement in instruction. *Learning Disability Quarterly*, 45(2), 96-107. <https://doi.org/0.1177/0731948720919811>
- Klee, H. K*, Buehl, M. M., & Miller, A. D. (2021). Strategies for alleviating students’ math anxiety: Control-value theory in practice. *Theory into Practice*, 61(1), 49-61. <https://doi.org/10.1080/00405841.2021.1932157>
- Brophy, N.*, Broeckelman-Post, M., Nordin, K.*, Miller, A. D., Buehl, M. M., & Vomund, J.* (2021). Pandemic pedagogy: Elements of online supportive course design. *Journal of Communication Pedagogy*, 5, 64-83. <https://doi.org/10.31446/JCP.2021.2.07>
- Galanti, T. M.* & Miller, A. D. (2021). From high school to college calculus: Definitions of success and student attitudes toward mathematics. *Journal for STEM Education Research*, 4(1), 73-94. <https://doi.org/10.1007/s41979-020-00039-7>
- 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(9), 1311-1336. <https://doi.org/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(3), 603-620. <https://doi.org/10.1007/s11218-018-4>
- ^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.
<https://doi.org/10.1016/j.childyouth.2017.11.027>
- 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.
<https://doi.org/10.1016/j.tat.2017.02.008>
- Miller, A. D., Murdock, T. B., & Grotewiel, M. M. (2017). Addressing academic dishonesty among the highest achievers. *Theory into Practice*, 56(2), 121-128.
<https://doi.org/10.1080/00405841.2017.1283574>
- 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. <https://doi.org/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.
<https://doi.org/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. <https://doi.org/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.
<https://doi.org/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(1-2), 104-132. <https://doi.org/10.1080/02702711.2012.6300613>
- ^Hanson, M.J., Miller, A.D., Diamond, K., Odom, S. Lieber, J., Butera, G, Horn, E., Palmer, S., & Fleming, K. (2011). Neighborhood community risk influences on preschool children's development and school readiness. *Infants and Young Children*, 24(1), 87-100.
<https://doi.org/10.1097/IYC.0b013e3182008dd0>
- ^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(1), 56-66. <https://doi.org/10.1037/a0013609>
- 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(1), 83-104.
<https://doi.org/10.1016/j.cedpsych.2006.10.006>

- 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. <https://doi.org/10.1007/s11218-007-9015-1>
- 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* (4), 765-777. <https://doi.org/10.1037/0022-0663.96.4.765>
- 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, 103*(4), 383-399. <https://doi.org/10.1086/499732>

PEER REVIEWED BOOK CHAPTERS

- Vomund, J.* & Miller, A. D. (2025). Adaptive teacher empathy in asset-based instruction: The Process of understanding and valuing diverse students. In DeMartino, L. & Fetman, L. (Eds). *Demystifying Social Justice Education: Moving from Trendy Growth to Asset-Based Mindsets in Schools*. Myers Education Press.
- Miller, A. D., Vomund, J.*, Buehl, M. M., Brophy, N. S.*, & Broeckelman-Post, M. (2025) Instructional support and the student-teacher relationship in higher ed: Lessons learned from students' perceptions of instruction during emergency remote learning. In Salisbury-Glennon, J., Shannon, D., & Wang, C. (Eds). *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic from Elementary through Post-Secondary Education*. Information Age Publishing.
- Miller, A. D. & Vomund, J.* (2022). Student perceptions of teachers: What can students teach teachers about teaching? In M. M. Buehl & J. S. Vogler (Eds.). *Teaching Learning for Effective Instruction*. 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*. 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*. 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.

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 presentation at the Annual National Graduate Research Seminar in Educational Psychology, American Psychological Association (Division 15), Washington, DC.

REFEREED PRESENTATIONS

(* denotes current or former student)

Mjavanadze, E., Miller, A. D., Stith, K*, Nguyen, L.*, & Kandola, A.* (2026, August). *Data rich but insight poor: A systematic review of engagement and persistence in digital mathematics platforms*. Poster presented at the annual meeting of the American Psychological Association, Washington DC.

Gerasimova, D.* & Miller, A. D. (2025, August). *Fairness in student engagement measurement: Problems and potential solutions*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

Gerasimova, D*. & Miller, A. D. (2025, April). *Analyzing cognitive interviews: Developing a high-level organizing coding structure for self-report measures*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

Miller, A.D., Buehl, M. M., Moya, H., Ayik, B.*, & Gu, D.* (2024, August). *Undergraduate students on generative AI and their perceptions of instructors' views*. Poster presented at the annual meeting of the American Psychological Association, Seattle, WA.

- Brown, F.S.A., Miller, A. D., Fields, J. B., Green, B. C., Jagim, A. R., & Jones, M. T. (2024, July) *Evaluating the relationship of external load and internal load across a women's collegiate basketball season*. Paper presented at the annual meeting of the National Strength & Conditioning Association (NSCA), Baltimore, MD.
- Vomund, J.* & Miller, A. D. (2024, April). *Perceiving empathy: When undergraduates feel understood*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Vomund, J.* & Miller, A. D. (2023, August). *Autonomy support begins with understanding: Empathy and students' basic psychological needs*. Poster presented at the annual meeting of the European Association for Research on Learning and Instruction, Motivation and Emotion SIG, Thessaloniki, Greece.
- Miller, A. D., Vomund, J.* & Brophy, N.* (2023, August). *Measuring multi-dimensional engagement in college undergraduates*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC
- Vomund, J.* & Miller, A. D. (2023, August). *The struggle to learn: Teacher empathy, student burnout, and grades*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC
- Vomund, J.* & Miller, A.D. (2023, April). *Who we are affects what we see: Perceptions of effective teacher empathy and measurement invariance*. Presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Vomund, J.* & Miller, A. D. (2022, September) *Can we measure feeling understood? Development of the student perceptions of teacher empathy scale*. Poster presented at annual meeting of the European Association for Research on Learning and Instruction, Motivation and Emotion SIG, Freiburg, Germany [Virtual].
- Gerasimova, D.*, Miller, A. D., & Hjalmarson, M. (2022, April). *The role of item difficulty in student engagement measurement: A closer look*. Poster presented at the annual meeting of the National Council on Measurement in Education. San Diego, CA.
- Vomund, J.* , Miller, A. D., Buehl, M. M., Broeckelman-Post, M. (2022, April). *My instructor really understands me—or do they? Measuring student perceptions of instructor empathy*. Poster presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Vomund, J.* & Miller, A. D. (2021, October). *Can we measure feeling understood? Development of a student perceptions of teacher empathy scale*. Poster presented at the Scholarly Consortium for Innovative Psychology in Education. [Virtual.]

- Vomund, J.*, Miller, A. D., & Broeckleman-Post, M. (2021, September). *Helping students help themselves: Fostering agentic engagement online*. Poster presented at the meeting of the European Association for Research on Learning and Instruction. [Virtual.]
- 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 American 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 American 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 American 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.
- Miller, A. D. & Murdock, T.B. (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

Submitted

Suh, J., Yao, Z., & Miller, A. D. *Adaptive learning experiences & feedback for students-Math AI tutoring*. Learning Data Insights Gates Foundation, July 2026 (\$357, 547) Role: Co-PI

Funded

Miller, A. D. & *Mjavanadze, E. (2025). *Predictive analytics to support striving learnings in mathematics using i-Ready data: A Machine learning approach to early warning systems*. AIMS EduData Initiative, Gates Foundation, \$42,765. Role: PI.

Call-Cummings, M., Miller, A.D., Buehl, M.M., Powell, M. (2021). *Expanding the impact of research methods faculty expertise: Focus on anti-racist research and the development of the CEHD Center for Anti-Racist Research*. George Mason University College of Education and Human Development Academic Innovation Grant, \$10,000. Role: PI.

Call-Cummings, M., Powell, M., Miller, A.D., Buehl, M. M., Dazzo, G.*, & Hassell-Goodman, S.*. *Advancing anti-racist research at George Mason University: A participatory action research project*. George Mason University College of Education and Human Development Seed Grant, \$10,000. Role: Co-PI

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.

Hjalmarson, M., (Miller, A. D.), Powell, M., & Nelson, J. (2017). *Developing a measure of student three-dimensional engagement from the situational perspective in undergraduate mathematics: A qualitative phase*. Spencer Foundation, \$49,995. Role: Doctoral Supervisor-Dasha Gerasimova, PI.

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.

Submitted but not funded

Suh, J., Yao, Z., & Miller, A. D. *Adaptive learning experiences & feedback for students*. Learning Data Insights Gates Foundation, July 2026 (\$357,547) Role: Co-PI

Suh, J., Yao, Z., & Miller, A. D. *SAGE Math: Sensemaking, adaptive, generative and evidence-based AI tutoring*. Learning Data Insights Gates Foundation, July 2026 (\$8,000,000). Role: Co-PI

Raffeegeau, T., Enfield, J., Miller, A.D., & Peixoto, N. *Investigating biobehavioral responses to mobility-specific anxiety across the menopause transition and the effects on mobility and fall-risk*. National Institutes of Health, February 2025 (\$415,996). Role: Co-PI

Coogle, C.G., Tullo, L. D., & Miller, A. D. *Embedded Learning Mobile Application (ELO-Mapp) to Enhance the Social-Communicative Outcomes of Children with Language Delays*. Institute for Education Sciences, October 2024 (\$2,000,000). Role: Co-PI

Coogle, C. G., Tullo, L. D., & Miller, A. D. *Project Bridges: Leveraging Technology to Improve the Systemwide Transition from Part C to Part B*. Institute of Education Sciences, October 2024 (\$2,000,000). Role: Co-PI

Miller, A. D. Variable-centered, person-centered, machine learning: Methodological approaches for understanding the context of student learning. AERA, May, 2024. (\$40,000).

Miller, A. D. & Steen, S. *Do you see me? Do I see all that I can be? Empathy and racialized math identity as pathways for equity and access in mathematics achievement for all*. William T. Grant Foundation, August, 2022. (\$511,564). Role: PI

- Miller, A. D. *Feeling understood in Math: Examining student perceptions of teacher empathy and student performance to reduce the achievement gap*. Spencer Foundation Small Research Grants Program. (\$49, 977). Role: PI
- 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.
- 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

Accelerated College and Employability Skills (ACCESS) Academy (2024-present), George Mason University, Loudoun County Schools, Northern Virginia Community College
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

External Reviewer Tenure and Promotion

2024 (1 case-promotion and tenure)

2023 (2 cases promotion and tenure, 1 case promotion of research faculty)

2022 (1 case- promotion of term faculty)

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)

APA Division 15 Dissertation Award Committee 2023-2026
APA Division 15 Early Career Psychologist Grant Committee 2023-2026
APA Division 15 Program Co-chair, 2020-2021
Program Proposal Reviewer, Division 15 (Educational Psychology)
Committee on Graduate Student Affairs (2007-2009)

Campus and Departmental Service

George Mason University

Ph.D. Committee, Chair, 2025-present
Dean's CEHD Forum, 2026-present
Future of Graduate Education and Postdoctoral Affairs Committee, 2025-2026
Academic Program Coordinator, Research Methods, 2022- 2025
Promotion & Tenure Committee, 2019- 2021 (Co-chair, 2020-2021)
Ph.D. Committee, Representative from Research Methods, 2016- 2019; 2021- present
Dean's CEHD Council, Division Representative 2014-2016, 2022-present
Distinguished Mentoring Fellow, 2019-2021
Search Committee (chair), Quantitative Research Methods, 2018-2019
Professor-in-charge, Research Methods, 2016-2022
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
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

Mike Briscoe*, Ph.D. December 2024

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

Jeff Vomund*, Ph.D. May 2024 **(2024 Outstanding Dissertation in CEHD)**

Dissertation Title: *Can We Measure Feeling Understood? And Does it Matter if We Do? A Three Manuscript Dissertation.*

Rick Hess*, Ph.D. December 2021 **(2022 Outstanding Dissertation in CEHD)**

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

Anthony Arciero*, Ph.D. December 2020

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

Daria Gerasimova*, 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.*

Dissertation Chair-In progress

Eter Mjavanadze, Ph.D. expected May 2027

Dissertation Title: *Machine learning and large data*

Cristina Procaccino, Ph.D. expected May 2027

Dissertation Title: *Examination of motivation and self-regulated learning in Latin language classrooms.*

Yan Huang, Ph.D. expected May 2027

Dissertation Title: *Learning Chinese characters through an artistic lens*

Dissertation Methodologist-Completed

Adam Burke, Ph.D. December 2025 (Kinesiology)

Michelle Wilburn, Ph.D. December 2025 (Teacher and Teacher Education)

Sahar Wahidi, Ph.D. May 2025 (Educational Psychology)

Kelley Weise, Ph.D. May 2025 (Kinesiology)

Faith Brown, Ph.D. December 2024 (Interdisciplinary)

James Kearney, Ph.D. May 2024 (Interdisciplinary)

Meghan Magee*, Ph.D. May 2023 (Kinesiology)

Samantha Ives*, Ph.D. May 2023 (Educational Psychology)

Xingya (Ivy) Xu*, Ph.D. May 2023 (Educational Psychology)

Julia Renberg, Ph.D. December 2022 (Special Education)

Peng Zhang, Ph.D. August 2022 (International Education/ Educational Leadership)

Laura Tokarczyk*, Ph.D. May 2022 (Multicultural Multilingual Education)

Justin Merrigan, Ph.D. December 2020 (Kinesiology)

Elizabeth Kalinowski Ohrt, Ph.D. May 2018 (Higher Education)

Holly Klee*, Ph.D. May 2018 (Educational Psychology)-**(2018 Outstanding Dissertation in CEHD)**

Leigh Ann Kurtz, Ph.D. May 2018 (Special Education)

David Chirinos*, Ph.D. May 2017 (Educational Psychology)
Candace Parham*, Ph.D. May 2017 (Higher Education)
Melissa Gallagher*, Ph. D. May 2016 (Teaching and Teacher Education)
Todd Johnson*, Ph.D. August 2016 (Special Education /Research Methodology)
Melissa Mayville, Ph.D. August 2015 (Education Policy)

Dissertation Methodologist-In progress

Amber Zhang*, Ph.D. expected December 2026 (Educational Psychology)

Stuart McCrory, Ph.D. expected May 2027 (Kinesiology)

Brian Guthrie*, Ph.D. expected May 2027 (Kinesiology)

Pre-Dissertation Advising Committee Chair-In progress

Hector Moya

Topic: Student Motivation and School Discipline

Pre-Dissertation Advising Committee Member- In progress

Kiath Stith, Educational Psychology

Dieanna Prudhome, Interdisciplinary Studies

Eunjin Han, Higher Education

Allison McKay, Interdisciplinary Studies

Noelle Saine, Kinesiology

Michelle Skelton, Literacy

Vivian Conner, Education Policy

Maureen Vora, Math Education Leadership

Pre-Dissertation Advising Committee Member-Completed

Yan Huang, Multicultural Multilingual Education

Britt Miller, Science Education Leadership/ Educational Psychology

Erin Meunier, Mathematics Education Leadership

Alyssa Barone, Education Policy

John Dooris, Higher Education

Terrie Galanti, 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

Bailey Bontrager, M.S. May 2022 (**Educational Psychology Program Award Winner**)

Thesis title: Exploring Middle School Mathematics Teachers' Feedback Practices.

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 (**Educational Psychology Program Award Winner**)

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

Fred Chao, M. S., May 2014 (**Educational Psychology Program Award Winner**)

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

Jessica Kilday, M. S., December 2013 (**Educational Psychology Program Award Winner**)

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.*

Theses Committee-completed

Elizabeth Hall M. S., August 2015

Emily Swain. M. S., May 2013

Ruth Jackson. M. S., July 2013

Master's Capstone Project Supervisor-completed

Asuka Nuwere, May 2025

Maggie Stoltz, May 2021

Karlie Peters, May 2021

Adam Chang, May 2021

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

OTHER STUDENT MENTORING

School of Public Health

Doctoral Dissertation Committee

Tolulope Abidogun, Ph.D. May 2025

School of Nursing

Doctoral Dissertation Committee

Angie Bocker, Ph.D. expected May 2027

Department of Communication

Doctoral Dissertation Committee

Nate Brophy, Ph.D. May 2023

Karin Nordin, Ph.D. May 2021

Department of Music Education

Doctoral Dissertation Committee

Tim Smith, Ph.D. May 2017

Department of Psychology

Doctoral Dissertation Committee

Alex Moffet, Ph.D., August 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 or Undergraduate Level

Eter Mjavanadze, EDRS 220, Spring 2025

Zikun Li, EDRS 220, Fall 2023, Summer 2024

Christopher Claude, EDRS 220, Spring 2023, Summer 2023, Fall 2023, Spring 2024

Jeff Vomund, EDRS 220, Fall 2022, Spring 2023

Eryn Campbell, EDRS 220, Spring 2021

Lauren, Biscardi, EDRS 220, Summer 2021, Fall 2021, Spring 2022

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 (2016-2024). Co-leader with Dr. Michelle Buehl of 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 and Mentoring

John Touns Presidential Medal for Faculty Excellence in Teaching, 2025

George Mason Faculty Online Teaching Excellence nominee, 2021, 2022

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

Data Science Methods for Digital Learning Platforms, U Penn GSE Certificate 2024

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, 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)