

Education

- 1995 Ph.D., *Educational Psychology*, The University of Texas at Austin, Learning, Cognition and Instruction, Austin, Texas 1995.
The influence of reading-strategy training on students' comprehension, metacognition, and self-regulated strategy use: A real-time analysis. Dissertation
- 1987 M. A., *Systematic Theology*, Pontifical College Josephinum, Columbus, Ohio.
Photius and the Filioque, Master's Thesis
- 1984 B. A., *Philosophy*, St. Mary's University, San Antonio, Texas.

Professional History and Experience

- July 2014 to present *Founding Chair, Department of Teacher Education*
Texas Tech University | College of Education
- July 2011 *Director,*
Teacher Education | Texas Tech University | College of Education
- August 2002 to present *Professor of Curriculum & Instruction | Teacher Education*
Texas Tech University (Tenured April 2008; Promoted April 2014)
- September 2000 *Research Associate, RMC Research Corporation,*
Portsmouth, New Hampshire
- September 1995 *Associate Professor of Education, Merrimack College, North Andover, MA*
(Tenured and Promoted May 2000)
- September 1992 *Middle School Teacher, St. Mary's Cathedral School*
Austin, Texas

Professional Activities

Community Outreach & Engagement

Hamman, D., Brasher, D., Heider, S. (2018 to present). *Tech Teach Across Rural Texas*. TEA-sponsored engagement as a university EPP working with eight rural districts (to date) to build a pipeline of teacher talent for rural schools and districts in Texas.

Hamman, D. (2017 to present). *Texas Association of Community College Teacher Education Programs*. Engagement as the organization's founding university representative supporting efforts to advance the quality of community-college programs; create partnerships among community colleges, school districts and 4-year institutions; support equity and access goals of the State; address teacher shortages; and diversify teacher talent.

Ridley, D.S., **Hamman, D.,** Heider, S., Jenkins, T., Herrin, C., & Woodall, E. (2014 to present). *Tech Teach Across Texas*. Engagement activity aimed at creating and sustaining "grow your own" teacher talent pipeline with over 18 districts in the State of Texas.

Scholarship

Publications post promotion (2014 to present)

Ridley, D. S., & **Hamman, D.** (2019). Lessons learned while building a data-use culture in teacher education. In *Data for Continuous Programmatic Improvement: Steps Colleges of Education Must Take to Become a Data Culture* (pp. 188-197). In E. B. Mandinach & E. S. Gummer (Eds.). London: Routledge.

Mahmoudi-Gahrouei, F., Tavakoli, M., **Hamman, D.** (2016). Understanding what is possible across a career: Professional identity beyond transition to teaching. *Asia Pacific Educational Review*. DOI: 10.1007/s12564-016-9457-2.

Coward, F. L., **Hamman, D.**, Lambert, M., Johnson, L., Indiatsi, J., & Zhou, L. (2015). Centrality of enactive experiences, framing, and motivation to student teachers' emerging professional identity. *Teaching Education*. DOI: [10.1080/10476210.2014.996741](https://doi.org/10.1080/10476210.2014.996741)

Ferkel, R. C., Stodden, D. F., Judge, L. W., Griffin, K., & **Hamman, D.** (2015). Relationship between health-related fitness knowledge and physical fitness. *International Journal of Physical Education, Sport and Health*, 1 (6), 76-82.

Publications post tenure & promotion (2008 – 2013)

Hamman, D., Lechtenberger, D., Griffin-Shirley, N., & Zhou, L. (2013). Beyond exposure to collaboration: Preparing general-education teacher candidates for inclusive practice. *The Teacher Educator*, 48 (4) 244-256. DOI: 10.1080/08878730.2013.796030

Hamman, D., Wang, E. W., & Burley, H. (2013). What I expect and fear next year: Measuring new teachers' possible selves. *Journal of Education for Teaching*, 39 (2) 222-234. DOI:10.1080/02607476.2013.765194

Hamman, D., Coward, F., Johnson, L., Lambert, M., Zhou, L., Indiatsi, J. (2013). Teacher possible selves: How thinking about the future contributes to the formation of professional identity. *Self and Identity*, 12 (3) 307-336. DOI: 10.1080.15298868.2012.671955

Lee, Pai-Lin, Wang, Chiao-Li, **Hamman, D.**, Hsiao, Ching-Hsiang, & Huang, Chuang-Hua (2013). Notetaking instruction enhances students' science learning. *Child Development Research*. Article ID 831591, 8 pages, 2013. doi:10.1155/2013/831591

Hamman, D., Coward, F., Zaier, A., & Fontenot, D. (2012). Exploring the relation among teachers, school experiences and adolescents' efficacy for engineering studies. *The Texas Forum for Teacher Education*, 2, 142 - 161. Available online [<http://www.txate.org/publications.html>]

Coward, F. L., Matteson, S. M., & **Hamman, D.** (2012). A case study of teacher identity development in middle-level student teachers. *Middle Grades Research Journal*, 7 (4) 31-42.

Hamman, D., Gosselin, K., Romano, J., & Bunuan, R. (2010). Using possible selves theory to understand identity development of new teachers. *Teaching and Teacher Education*, 26, 1349-1361. DOI: 10.1016/j.tate.2010.03.005

Lee, P. L., & **Hamman, D.** (2009). Parenting, self-regulation, and school adjustment. *Academic Exchange Journal*, 13(2) 106-110.

Hamman, D. (2009). Erik Erikson. In E. M. Anderman, L. Anderman, C. Chinn, T. Murdock, & H. L. Swanson (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 380-382). Detroit, MI: Macmillan Reference USA.

Hamman, D., & Romano, J. (2009). The desired cooperator: Preservice preferences for qualities and interaction during the teaching practicum. *Current Issues in Education* [On-line], 11 (4). Available: <http://cie.ed.asu.edu/volume11/number4/> .

Lesley, M. K., **Hamman, D.,** Olivarez, A. & Button, K. (2009). "I'm prepared for anything now": Student teacher and cooperating teacher interaction as a critical factor in determining the preparation of "quality" elementary reading teachers. *The Teacher Educator*, 44, 40-55.

Publications prior to tenure and promotion (2002 to 2008)

Lee, P. L., Lan, W., **Hamman, D.,** & Hendricks, B. (2008). The effects of teaching notetaking strategies on elementary students' science learning. *Instructional Science*, 36 191-201.

Stevens, T., Agnello, M. F., Ramirez, J., Marbley, A., & **Hamman, D.** (2007). Project FUTURE: Opening doors to diverse West Texas teachers. *Teacher Education Quarterly*, 34 (4) 103-120.

Lee, P. L., **Hamman, D.,** Lee, C. C. (2007). The relationship of family closeness with college students' self-regulated learning and school adjustment. *College Student Journal*, 41 (4) 779-787.

Hamman, D., Fives, H., & Olivárez, A. (2007). Efficacy and pedagogical interaction in cooperating and student teacher dyads. *Journal of Classroom Interaction*, 41-42 (1), 55-63.

Stevens, T., Wang, K., Olivárez, Jr., A., & **Hamman, D.** (2007). Using self-perspectives and their sources to predict the mathematics enrollment intentions of girls and boys. *Sex Roles: A Journal of Research* 56, 351-363.

Fives, H., **Hamman, D.,** & Olivárez, A. (2007). Does burnout begin during student teaching? Analyzing efficacy, burnout, and support during the student teaching semester. *Teaching and Teacher Education*, 23, 916-934.

Hamman, D., Olivarez, Jr., & Becker, J. (2007). Evaluating the role of the local campus coach in Reading First schools. *Journal of the American Association of Grant Professionals* 5 (1), 29-39.

Hamman, D., & Harp-Woods, C. (2007). Possible selves theory and why new teachers leave. *International Journal of Arts and Sciences* 2 (1) 1-3.

Stevens, T. **Hamman, D.,** & Olivárez, Jr., A. (2007). Hispanic students' perceptions of white teachers' mastery goal-orientation influences sense of school belonging. *Journal of Latinos and Education*, 6 (1) 53-68.

Hamman, D., Olivárez, Jr., A., & Stevens, T. (2006-2007). Developing the learning to teach questionnaire: Measuring interaction between cooperating 3and student teachers. *National Forum of Applied Educational Research Journal*, 20 (2), 4-36.

Olivárez, Jr., A, Stevens, T., Fives, H., & **Hamman, D.** (2006). Conscientiousness as typical performance and its influence in predicting academic performance. *National Forum of Applied Educational Research Journal*, 20 (1), 40-68.

Stevens, T., Olivárez, Jr. A., & **Hamman, D.** (2006). The role of cognition, motivation, and emotion in explaining the mathematics achievement gap between Hispanic and White students. *Hispanic Journal of Behavioral*

Sciences, 28 (2) 161-186.

Hamman, D., Button, K., Olivárez, Jr., A., Lesley, M., Chan, Y., Griffith, R., Woods, K. (2006). Do cooperating teachers influence student teachers' reading instruction? *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 10 (2) 77-94.

Hamman, D., Olivárez, Jr., A., Lesley, M., Button, K., Chan, Y., Griffith, R., & Elliot, S. (2006). Pedagogical influence of interaction with cooperating teachers on the efficacy beliefs of student teachers. *The Teacher Educator*, 42 (1) 15-29.

Wicker, F.W., **Hamman, D.**, Reed, J. H., McCann, E. J., & Turner, J. E., (2005). Goal orientation, goal difficulty, and incentive values of academic goals. *Psychological Reports*, 96 681-689.

Hamman, D., & Hendricks, B. (2005). The role of generations in identity formation: Erikson speaks to teachers of adolescents. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 79 (2) 72-75.

Hamman, D., & Schenck, E. A. (2002). Corrective action and school choice in NYC: An analysis of district funding applications. *Education Policy Analysis Archives*, 10 (45). Available on-line [<http://epaa.asu.edu/epaa/v10n45.html>].

Publications prior to arriving at Texas Tech University (1994 to 2002)

Hamman, D., Berthelot, J., Saia, J., Crowley, E. (2000). Teachers' coaching of learning and its relation to students' strategic learning. *Journal of Educational Psychology*, 92 (2) 342-348.

Hamman, D. (1999). Creating opportunity to learn about early adolescents: Real questions for real teachers (pp. 48-51). In S. Totten, C. Johnson, L. R. Morrow, & T. Sills-Briegel (Eds.). *Practicing what we preach: Preparing middle level educators*. New York: Falmer Press.

Hamman, D. (1998). Preservice teachers' value for learning-strategy instruction. *The Journal of Experimental Education*, 66, 209-221.

Hamman, D., Shell, D. F., Droesch, D., Husman, J., Handwerk, M. (1996). Students' perceptions of strategy-use: Putting the learner back into self-regulated learning. *Research in Middle Level Education Quarterly*, 20, 31-49.

Wicker, F. W., **Hamman, D.**, Hagen, A. S., Reed, J., Wiehe, J.A. (1995). Studies of Loss Aversion and Perceived Necessity. *Journal of Psychology*, 129, 75-89.

Wicker, F. W., Park, Y., McCann, E., & **Hamman, D.** (1995). Task involvement and satisficing with motivational scales. *Psychological Reports*, 77, 211-223.

Weinstein, C. E. & **Hamman, D.** (1994). Acquiring Expertise in Specific Content Areas: Implications for Teaching Novices. *The Journal of Staff, Program, & Organizational Development*, 12, 57-60.

Most Recent Presentations

Lee, F., Hamman, D., Phan, G., & Hill, L. (2018, October). Breaking barriers: Building the teacher workforce with strategic community college and university partnerships. Paper presented at the annual meeting of the CSOTTE, San Antonio, TX.

- Hamman, D. (2018, June). The evolution of data day. Invited presentation at the USPREP annual convening, Dallas, TX.
- Hamman, D. (2018, February). Using design-based research to improve teacher candidate outcomes. Invited presentation at the USPREP DBR symposium, Baltimore, MD.
- Allen, D. S., & Hamman, D. (2017, June). Advancing teacher preparation with video. Invited webinar sponsored by Swivl. Archived online [<https://cloud.swivl.com/v/9916474f130f139c41f626202b8ba6a6>]
- Lee, F., & Hamman, D. (2017, April). Stronger together: Preparing the best teachers for local communities. Invited webinar sponsored by the National Association of Community College Teacher Education Programs.
- Lee, F., & Hamman, D. (2016, December). Diversifying the teacher pipeline through higher education partnerships. Invited presentation to the Council of Chief State School Officers (CCSSO) State Action Group & TeachStrong, Dallas, TX.
- Hamman, D., Wang, J., Ridley, S., Heider, S., & Howard, S. (2016, February). The view from the classroom: Linking student perceptions of engagement to teacher candidate instructional competency. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Las Vegas, NV.
- Flores, R., Wang, J., Hamman, D., & Dominguez, P. (2015, February). Using video-based assessments to capture and evaluate teacher candidates' consolidation of mathematics content and pedagogical content knowledge. Paper presented at the American Association of Colleges for Teacher Educations (AACTE) Annual Meeting, Atlanta, GA.
- Coward, F. L., Hamman, D., Brown, D. S., Lechtenberger, D. (2014, April). Can professional identity incline new special-education candidates toward attrition? Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Hamman, D. (2014, March). Structures and strategies for making the link: Early findings from a TEP's examination of teacher candidates' competency and impact on student achievement. Paper presented at the annual meeting of the Council for the Accreditation of Educator Preparation, Nashville, TN.
- Hamman, D. (2014, March). A programmatic perspective on using video capture to improve quality outcomes for teacher candidates. Paper presented at the annual meeting of the America Association of Colleges for Teacher Education, Indianapolis, IN.
- Ridley, D. S., Hamman, D., Saldana, R., Torres, A., Stocks, G., Briggs, M., Button, K., Johnson, M., Price, M. (2014, March). Preparing the measurably best teachers: Can formative evaluations of instructional competency predict new teacher quality? Paper presented at the annual meeting of the America Association of Colleges for Teacher Education, Indianapolis, IN.
- Hamman, D. (2013, November). Preparing for accountability: Using formative evaluations of instructional competency to predict impact on K-12 student learning. Paper presented at the annual meeting of Center for Research, Evaluation and Advancement of Teacher Education, Austin, TX.
- Ridley, S., Hamman, D., Johnson, P., Salazar, D., Burley, H., & Price, P. (2013, March). TEP structures and strategies for making the link: Capturing evidence of teacher candidates' competency and impact on student achievement. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Orlando, FL.

Hamman, D., Ridley, S., Burley, H., Fox, K., Salazar, D. (2012, November). Linking candidate instruction and student perceptions to academic achievement: Early findings from *Tech Teach*. Paper presented at the CREATE conference, San Antonio, TX.

Cheon, J., Chung, S., & Hamman, D. (2012, November). Optimizing a mobile video tool for a teacher training program: Pilot test in *Tech Teach*. Paper presented at the annual meeting of Center for Research, Evaluation and Advancement of Teacher Education, San Antonio, TX.

Ridley, S., Leach, L., Hamman, D., Johnson, P., Salazar, D. (2012, October). Capturing the link between candidate competency and impact on student achievement: Implications for district partnerships. Proposal accepted for the annual meeting of the Consortium of State Organizations for Texas Teacher Education (CSOTTE), Austin, TX.

Simpson, D., & Hamman, D. (2012, September). John Dewey and the reform of 21st century high schools. Paper presented at the annual meeting of the Society of History and Philosophy of Education, San Antonio, TX.

Coward, F. L., Ridley, D. S., & Hamman, D. (2012, June). International comparisons of teacher preparation practices: An example of TEP reform in Texas. Paper presented at the annual meeting of the Texas Association of Teacher Educators, Austin, TX.

Mangano, S., & Hamman, D. (2012, April 17). Using video technology to help candidates become more effective teachers. [Webinar presentation] Teachscape.

Hamman, D., Mason, R., Griest, A., & Burke, J. (2012, February). “Obviously, I’m going to teach to the test”: A sociocultural perspective on developing professional identity about assessment. Paper presented at the annual meeting of the Association of Teacher Educators, San Antonio, TX.

Coward, F., Hamman, D., Lambert, M., Johnson, L., Indiatsi, J., & Zhou, L. (2011, April). An integrative model of new teachers’ confirmation and renegotiation of professional identity. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, L.A.

Hamman, D., Coward, F., Johnson, L., Lambert, M., Zhou, L., & Indiatsi, J. (2011, April). How new teachers regulate learning to teach: The role of possible selves. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, L.A.

Hamman, D. (2011, March). When a movie is worth 1,000 essays: Using digital media to promote college and career readiness. College and Career Readiness Initiative – Regional Workshop, Lubbock, TX.

Johnson, L. E., Coward, F., Hamman, D., Lambert, M. C., Indiatsi, J., & Zhou, L. (2011, February). Using a model of identity development to guide reflection. Paper accepted for presentation at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.

Lambert, M., Coward, F., Hamman, D., Johnson, L., Indiatsi, J., & Zhou, L. (2011, February). The subject positions of elementary-level pre-service teachers. A paper session accepted to the Southwest Educational Researchers Association Annual Conference, San Antonio, TX.

Hamman, D., & Coward, F. (2010, June). Development of new teachers’ identity: Reconsidering the importance of leadership during the practicum semester. Presentation given at the Lubbock ISD Summer Leadership Institute, Lubbock, TX.

Hamman, D., & Talkmitt, S. (2010, June). Using digital movies for instruction and assessment. Presentation given at Texas Regional Service Center XVII, Lubbock, TX.

Hamman, D., & Burley, H. (2010, April). Cooperating teachers influence new teachers' strategies to achieve hoped-for and avoid feared possible selves. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Hamman, D., Wang, E., Gosselin, K. (2010, April). Confirmatory factor analysis of the New Teacher Possible Selves Questionnaire. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Hamman, D., Coward, F., & Zaier, A. (2010, April). Exploring the effects of teachers and school experiences on adolescents' choice of engineering careers. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Coward, F., Zaier, A., & Hamman, D. (2010, April). Support as a contextual influence on career choice in STEM fields: A qualitative study. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Hamman, D., & Burley, H. (2010, February). Scaffolding interaction with cooperating teachers may create resiliency in new teachers. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Hamman, D., Lechtenberger, D., Stocks, G., Zhou, L., & Griffin-Shirley, N. (2009, February). Pedagogical interaction influences general-education student teachers' efficacy for instructing students with disabilities. Paper presented at the annual meeting of the Association of Teacher Educators, Dallas, TX.

Presentations prior to tenure and promotion (Fall 2008)

Lechtenberger, D. A., Hamman, D., Griffin-Shirley, N., and Hettler, T. (2008, November). Connecting Research to Practice for Teacher Educators: Project IDEAL (Informing & Designing Education for All Learners). Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.

Hamman, D., Stevens, T., Olivarez, Jr., A. (2008, April). Scaffolding interaction between cooperating and student teachers: Results from a CFA. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Hamman, D., & Romano, J. (2008, April). The desired cooperator: Preservice perspectives on student teaching placements. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Olivarez, Jr., A., Watson, P., Lesley, M., & Hamman, D. (2008, April). Development of a belief and knowledge measure about content area literacy for preservice teachers. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Lechtenberger, D. A., Griffin-Shirley, N., and Hamman, D. (2008, February). Informing Teacher Educators from Research to Practice: Project IDEAL. Paper to be presented at the annual meeting of the Phi Delta Kappa International Summit on High-Performing Educators, San Antonio, TX.

Hamman, D., Bickley, L., McMahan, T., Larsen, J., Powers, C., Davis, P., Urban, S., Stutz, K., & Andersen, M. (2007, November). *Development of a measure and process to assess the clinical skills of MSIII students*. Poster presented at the annual meeting of the American Association of Medical Colleges, Washington, DC.

Bunuan, R. L., Gosselin, K., Hamman, D., & Stevens, T. (2007, November). Gender differences in adolescents' STEM-career possible selves. Paper presented at the annual meeting of the School Science and Mathematics Association, Indianapolis, IN.

Hamman, D., Lesley, M., Watson, P., Olivárez, Jr., A., & Wong, C. (2007, April). Efficacy and strategy use predicts preservice educators' value for content-area literacy instruction. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Bunuan, R. L., Hamman, D., & Stevens, T. (2007, April). Developing a measure of adolescents' STEM-career possible selves. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Watson, P., Hamman, D., Olivárez, Jr., A., & Lesley, M. (2006, December). Developing a measure of beliefs and knowledge about content-area reading for teachers of striving readers. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Klinker, J., Hamman, D., & Todd, R. (2006, November). Assessing principals' beliefs about democratic leadership. Paper presented at the annual meeting of the University Council for Educational Administration, San Antonio, TX.

Hamman, D., Harp-Woods, C., Chan, Y., & Burley, H. (2006, April). Student teaching influences possible selves for working in turnover-prone contexts. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Hamman, D., Fives, H., & Olivárez, Jr., A. (2006, April). Linking cooperators' guidance to motivational outcomes for student teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Hamman, D., Button, K., Olivárez, Jr., A., Lesley, M., Chan, Y., Griffith, R., Woods, K. (2005, December). Describing the influence of cooperating teachers on the reading instruction of student teachers. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Simpson, D., & Hamman, D. (2005, November). John Dewey on adolescence and teaching in high school: The relevance of his ideas for contemporary educational issues. Paper presented at the annual meeting of the American Educational Studies Association (Charlottesville, VA).

Hamman, D., & Olivárez, Jr., A. (2005, April). Learning to Teach Questionnaire: A measure of the interaction between cooperating and student teachers. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, CAN.

Fives, H., Hamman, D., Olivárez, A. (2005, April). Does burnout begin with student teaching? Analyzing efficacy, burnout and support during the student-teaching semester. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, CAN.

Stevens, T., Hamman, D., & Olivárez, A. (2005, April). Role of school belonging in predicting middle-level students' mastery goal orientation. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, CAN.

Stevens, T., Olivárez, A., & Hamman, D. (2005, April). Role of cognition, motivation, and emotion in understanding mathematics performance of White and Hispanic students. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, CAN.

Hamman, D., Olivárez, Jr., A., Becker, J. (2004, December). Role of the local campus coach in Reading First Schools during year one implementation. Paper presentation at the annual meeting of the National Reading Conference, San Antonio, TX.

Hamman, D., Button, K., Olivárez, Jr., A., Lesley, M., Chan, Y., Griffith, R., & Woods, K. (2004, April). Learning to teach reading: Cooperators' influence on frequency and quality of student teachers' reading instruction. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Lesley, M., Hamman, D., Olivárez, Jr., A., Button, K., Woods, K., Chan, Y., Griffith, R., & Bunuan, R. (2004, April). Student teacher and cooperating teacher interactions as a critical factor in determining the preparation of quality reading teachers. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Olivárez, Jr., A., Hamman, D., Lesley, M., Chan, Y., & Woods, K. (2004, April). Development and score validation of an inventory to measure frequency of interaction manifestations between student teachers and cooperating teachers. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Presentations prior to arriving at Texas Tech University (Fall 2002)

Hamman, D. (2002, July). Aligning instructional strategies and curriculum standards. Workshop presented at the Sixth Annual Magellan/SAANYS Summer Institute, Saratoga Springs, NY.

Hamman, D. (2002, July). Using a distributed leadership to enhance student learning. Workshop presented at the Sixth Annual Magellan/SAANYS Summer Institute, Saratoga Springs, NY.

Hirsch, L. & Hamman, D. (2001, December). Distributed leadership and the focus on learning. Presented at the quarterly Staff/Curriculum Development Network, Albany, NY.

Middleton, M., & Hamman, D. (2001, November). Beyond the call for performance: Implementing strategies to motivate and press students for understanding in middle schools. Presented at the annual meeting of the National Middle School Association (Session 2312) Washington, DC.

Hamman, D. (2001, October). Ensuring a healthy environment for work and learning. Presented at the School Board Institute, New York State School Board Association, Rochester, NY.

Hamman, D. (2001, September). National perspective on the crisis facing middle schools: Characterizing the debate and the problems. Presented to the Middle Level Initiative External Advisory Committee, New York State Department of Education, Albany, NY.

Hamman, D. (2001, March). Moving from data to strategies: How to use numbers to plan school improvement. Presented at New Hampshire's Best Schools Initiative Progress Meeting, Manchester, NH.

Hamman, D., & Shaw, R. (1999, October). Predicting MCAS performance: Providing a benchmark for evaluating the effects of curriculum alignment. Paper presented at the annual meeting of the Northeast Educational Research Association, Ellenville, NY.

Hamman, D. & Heath, S. (1999, April). Bringing value to practice in preservice training: Becoming teachers of learning strategies. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Hamman, D., & Rivers, A. (1998, April). Enhancing preservice teachers' value for learning-strategy instruction: Contributions of one undergraduate course. Poster presented at the annual meeting of the American Educational Research Conference, San Diego, CA.

Hamman, D., Berthelot, J., Saia, J., & Crowley, E. (1998, April). The value, practice, and effects of learning-strategy instruction in middle school. Poster presented at the annual meeting of the American Educational Research Conference, San Diego, CA.

Hamman, D., Shell, D. F., Droesch, D., Husman, J., Handwerk, M. (1997). Examining the real-time effects of reading strategy training. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Hamman, D., Shell, D. F., Droesch, D., Husman, &, Handwerk, M. (1996). Strategy training enhances readers' real-time self-regulation processing. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Applications for Funded Research

Pending

U.S. Department of Education | Federal Student Aid – Application to participate in an experiment concerning Federal Work-Study payments during the student-teaching residency. **Doug Hamman**, Vicki West, Shannon Crossland | Amount to be determined by enrolling students Fall 2020.

U.S. Department of Education | Teacher Quality Partnership Grant. *A Modern Residency Model (MRM): District-University Partnership to Prepare the Teachers We Need*. Michael Strong (PI), **Doug Hamman**, Heather Greenhaugh-Spencer, Rebecca Hite, Jongpil Cheon, Raymond Flores, Jianlan Wang (Co-PIs) \$5.1 million.

U.S. Department of Education | Education Innovation and Research Program – Early Phase. *Strong Teachers – Day One: An Alternative Program for Training and Retaining High Quality Rural Teachers*. Michael Strong (PI), **Doug Hamman**, (Co-PI), Donna Brasher (Co-PI) \$4.8 million.

Funded

Texas Education Agency (August 2017 to August 2018). *Establishing a rural teacher-talent pipeline*. **Doug Hamman** \$411,000.

Raise Your Hand Texas (September 2017 to May 2022). *Raising Texas Teachers – Tech Teach Across Texas*. Doug Hamman (Lead PI), (Co- PI), Scott Ridley (PI), Sherre Heider (Co-PI), Casey Herrin (Co-PI) (\$119,600).

U.S. Department of Education, Subcontract to National Institute of Excellence in Teaching (September 2013 to December 2017). *Supporting Effective Educator Development (SEED)*. **Doug Hamman** (key personnel – TTU) \$4.02 million.

U.S. Department of Education, i3 Grant (December 2011 to August 2016). *Competency-based Educator Preparation & School Intervention*. Scott Ridley (Principal), **Doug Hamman**, Margaret Johnson, Dora Salazar, Jeffrey Lee, Shirley Matteson, Fernando Valle, Kelly Trlica, Lisa Leach, Amador Vasquez (Co-PIs) (\$3,400,000).

Texas Youth Commission (May 1, 2011 to September 30, 2011). **Doug Hamman** (PI), Clint Carpenter, Susan Duncan (Co-PI). *Re-entry and re-integration recidivism analysis*. Professional development for TYC teachers (\$200,373).

Texas Council for Developmental Disabilities (May 2007 to August 2012). DeAnn Lechtenberger (PI), Mary Frances Agnello, **Doug Hamman** (Co-PIs). *Project IDEAL* (Individualizing and Designing Education Alternatives for Learning) – research & evaluation (\$596,722.).

Texas Tech University, Office of the Vice President for Research (April 2008). *Educational Research with a Purpose: Improving Teaching, Learning and Assessment.* – Sylvia Mendez-Morse, **Doug Hamman**, Eugene Wang, Comfort Pratt, Beverly Finch, Co-PIs – Conference support (\$3,809).

Faculty Research Grant, Texas Tech University (Awarded November 2005). Mary Frances Agnello, Wes Fryer, **Doug Hamman** – Co-PIs. – *Improving economics education* (\$758).

Faculty Research Grant, Texas Tech University (Awarded November 2005). JoAnn Klinker, **Doug Hamman**, Reese Todd – Co-PIs. – *Democratic leadership beliefs and attitudes of principals* (\$1,500).

Faculty Research Grant, Texas Tech University (Awarded November 2004). Arturo Olivárez, **Doug Hamman**, & Tara Stevens – Co-PIs. – *Effects of school belongingness and school environment on goal orientation for Anglo-American and Mexican-American secondary students* (\$1,800).

Faculty Research Grant, Texas Tech University (Awarded November 2003). **Doug Hamman**, Arturo Olivárez, Helenrose Fives and Mellene Lesley – Co-PIs. – *Interaction with Cooperating Teachers Influences Student Teacher Beliefs* (\$1,226).

Faculty Research Grant, Texas Tech University (Awarded November 2003). Helenrose Fives, **Doug Hamman**, Arturo Olivárez, Katie Button and Mellene Lesley – Co-PIs. *Exploring the Development of Burnout in Student Teachers* (\$1,560).

Faculty Research Grant, Texas Tech University (Awarded -November 13, 2002). *Effects of cooperating teachers' interaction behaviors and instructional effectiveness on student teachers' reading instruction.* **Doug Hamman**, Arturo Olivárez, Mellene Lesley – Co-PIs. *Texas Tech University* (\$3,786).

Rejected

National Science Foundation, Noyce Scholarship Program. *Using strategic partnerships to address mathematics teacher shortages in Houston Independent School District.* **Doug Hamman** (PI), Brock Williams, Raymond Flores (TTU Co-PI). \$1.19 million.

National Science Foundation, Noyce Scholarship Program. *Texas Tech – Lone Star Noyce Scholars.* Jessica Gottlieb (Principal), Jerry Dwyer (Co-PI), Brock Williams (Co-PI), Aaron Zimmerman (Co-PI), Doug Hamman (Co-PI), Charis Keenum (Co-PI), Fay Lee (Co-PI). \$1,009,201. Submitted August 28, 2017.

U.S. Department of Education, Office of English Language Acquisition, National Professional Development Program. *Improving EL achievement through better teacher preparation: Impact of close mentoring and clinical support on 1st year teachers' performance.* **Doug Hamman** (Principal), Michael Strong (Co-PI), Fanni L. Coward (Co-PI). \$2.73 million. Submitted April 24, 2017.

U.S. Department of Education, Office of Postsecondary Education – First in the World Development Grant (2015, June). *CIRCLE 2+1: Using high-impact practices to benefit students, institutions and communities.* Doug Hamman (PI) and Juan Munoz, (Co-PI). (\$2.38 million)

The Higher Education Coordinating Board (January 2014). *Texas Tech University – Rural Teacher Residency Program.* Doug Hamman (PI), Scott Ridley, Susan Talkmitt, Raymond Flores (Co-PI). (\$1.28 million).

U.S. Department of Education, Office of Postsecondary Education – First in the World Development Grant (2014, June). *Accelerated Program for Preparing Leading Educators (APPLE Project)*. Doug Hamman (PI) & Juan Munoz (Co-PI). (\$3.7 million).

National Science Foundation (December 2013). *Developing Preservice Teachers' Core Teaching Practices to Improve Students' Learning in Mathematics, Science, and Reading*. Jian Wang (PI), Doug Hamman, Todd Little, Carole Janisch, Raymond Flores, Brian Fortney (Co-PIs) (\$3.5 million).

National Science Foundation (January 2011, *rejected*). Cyberlearning: Transforming Education (NSF 10-620). *EXP: Advancing preservice teachers' knowledge of assessment with adaptive web-based training*. Fethi Inan (PI), **Doug Hamman**, Yuanlin Zhang, & Fanni Coward (Co-PIs). (\$550,000).

U.S. Department of Education: Institute of Education Sciences (June 2010 *rejected*). Special Education Research Grants: Exploratory Research in Professional Development for Teachers and Related Service Providers (84.324A). *Factors predicting mathematics achievement in middle-level students with disabilities: Instructional collaboration in inclusive settings (ICIS)*. **Doug Hamman** (PI), DeAnn Lechtenberger, Shirely Matteson & Zenaida Aguirre-Munoz (Co-PIs). (\$1,142,314).

U.S. Department of Education: Institute for Education Sciences (May 2010 *rejected*). Investing in Innovation Fund (i3) (84.396B). *Texas Rural Technology Immersion Project (R-TIP)*. Dean Fontenot (PI), **Doug Hamman** (Co-PI). (\$25,758,633).

U.S. Department of Education: Office of Postsecondary Education. (April 2010, *rejected*). Language Resource Centers (84.229A). *West Texas Center for Chinese Studies*. Paul Reese-Miller (PI), Fanni Coward (Co-PI) and **Doug Hamman** (Co-PI). (\$1,359,961).

Texas Tech University, College of Education (April 2010 *rejected*) (Service Learning Texas of Region 14 ESC in collaboration with TEA). *Learn and Serve Texas*. **Doug Hamman** (PI) and Hansel Burley (Co-PI). Evaluation services contract. (\$163,774).

Texas Tech University – Department of Chemical Engineering (March 30, 2010 *rejected*). (National Science Foundation). Integrative Graduate Education and Traineeship (IGERT). Desert-Biofuels: Sustainable Renewable Energy for Semi-Arid Regions. Nazmul Karim (PI), Hong Zhang, Dominick Casodonte, Dick Auld, & **Doug Hamman** (Co-PIs) (\$2,000,000).

U.S. Department of Education: Institute of Education Sciences. (June 2009, *rejected*) Special Education Research Grants (84.324A). (*General Educators Mentoring Inclusion - GEMI*) – Goal 1 Research. **Doug Hamman** (PI), Connie Anderson (Co-PI), DeAnn Lechtenberger (Co-PI) and Susan Myers (Co-PI). (\$1,199,763).

Service to the University and Community

Evaluation Services in K-12 and STEM Education

Texas Tech University – College of Engineering (February 2011, *submitted*). (National Science Foundation – Research Experience for Teachers) *Engineering Software Applications in K-14 (ESWAP K-14)*. Mary Baker (PI), Audra Morse (Co-PI), Dominick Casadonte (Co-PI), Brian Nutter (Co-PI), Jerry Dwyer, Brock Williams, David Lamp (Senior Personnel), **Doug Hamman** (Evaluation).

National Science Foundation (January 2011, *submitted*). *PRISM: RMR-TTU: Recruiting, mentoring, and research in mathematics and Science at Texas Tech University*. (**Doug Hamman** - evaluation) (\$1,544,945)

National Science Foundation (January 2011, *submitted*).

Picture THIS: Taking human impact seriously, art, technology & science increasing middle level students' understanding of human impact.

Texas Tech University. (**Doug Hamman** - evaluation) (\$767,736).

National Science Foundation (May 2010 *resubmitted*). *Engineering Software Applications in K-14 (ESWAP K-14)*. Susan Urban (PI), Joseph Urban (Co-PI), Mohan Sridharan (Co-PI), Susan Mengel (Co-PI), Dean Fontenot (Senior Personnel), & **Doug Hamman** (Senior Personnel) (\$508,865).

Texas Tech University – Mathematics Department (*Submitted* March 11, 2010). (National Science Foundation) PRISM: RMT TTU: Recruiting, Mentoring, and Research in Mathematics and Science at Texas Tech University. Jerry Dwyer (PI), with **Doug Hamman** (evaluation) (\$1,544,945).

Texas Tech University – College of Engineering (*Submitted* May 2009 - *rejected*). (National Science Foundation) Motivating Development of Software and Data Through Action in Robots. Susan Urban (PI) Joseph Urban (Co-PI), Mohon Sridharan (Co-PI) & Susan Mengel (Co-PI), with **Doug Hamman** (evaluation).

Texas Tech University – Health Sciences Center (*Submitted* January 2009 - *rejected*). (National Institute of Health R25) *Southwest Bridge to the Doctorate Program: Pathway to Success for Minorities in Science*. Celine Godard-Codding (PI), J. Cañas (Co-PI), B. Carr (Co-PI), S. Cox (Co-PI), R. Ferguson (Co-PI), **D. Hamman** (Co-PI), Z Liu (Eastern New Mexico University) (Co-PI), E Smith (Co-PI). (\$1,948,568).

Texas Tech University – College of Engineering (*Awarded* - February 2009). (Texas Higher Education Coordinating Board) *Run on the Wind: Engineering Summer Program*. Dean Fontenot, John Chandler, Martha Hise, with **Doug Hamman** – evaluation (\$11,000).

Texas Technology Workforce Development (*Awarded* - Summer 2008). *Engineering Camps for Shake Hands With Your Future*. Dean Fontenot, Richard Gale, Tanja Karp, John Chandler – Co-PIs – **Doug Hamman** - evaluation (\$19,230).

Texas Tech University – College of Engineering (*Awarded* April 2008). *Academic Success Bridge Program* (ConocoPhillips) **Doug Hamman** – evaluation ().

Texas Tech University – College of Engineering (*Awarded* July 2006). *Texas Tech University “T-STEM Center”* (Texas Education Agency & the Texas High School Project) **Doug Hamman** – Assessment Coordinator (\$1,000,000).

21st Century Learning Communities (June 2006 to 2009). **Doug Hamman** collaborating with Lubbock-Cooper ISD. *Effects of tutoring on teaching efficacy of preservice candidates* – research and liaison (\$750,000).

Texas Homeless Assistance Education Program (August 2003 to August 2006). **Doug Hamman** in collaboration with Lubbock-Cooper ISD - Researcher. *Preservice teachers' self-views of capacities for working in reforming schools*. (\$15,000 annually – began SY 04-05).

Evaluation Services in Higher Education, Policy & Curriculum

Texas Higher Education Coordinating Board (*Awarded* January 2007 – July 2009). THECB Course Redesign Project. Juan Munoz (TTU Vice Provost), Sam Dragga, Fred Kemp & Rich Rice (TTU Dept of English), Bob Crooks (Dallas Community College), **Doug Hamman** (TTU-COE) – evaluation (\$250,000).

Texas Tech University Health Science Center – School of Medicine (*Awarded* November 2006 to 2009). Bridging the Gap: A Patient-Centered Curriculum for Cultural Competence. (National Institute of Health) **Doug Hamman** – research & evaluation (\$640,725).

Texas Tech University Health Science Center – School of Nursing (*Completed* December 2006). West Texas Geriatric Training Academy – Preparing the RN Workforce. (Health Resources and Services Administration – U. S. Department of Health and Human Services) **Doug Hamman** - evaluation (\$19,000).

Texas Tech University Health Science Center – School of Nursing (*Completed* December 2006). An evaluation study of the Alliance for Innovative Nursing Education program. (NSF grant) Arturo Olivárez and **Doug Hamman** - evaluation (\$17,000).

Texas Tech University Health Science Center – School of Medicine (*Completed* August 2006). Examining the impact of an organ-based curriculum on first-year medical students and faculty. **Doug Hamman** - evaluation (\$25,000).

Lubbock Independent School District (*Completed* June 2006). An evaluation study of the Reading First core reading program in Lubbock ISD, **Doug Hamman**, Arturo Olivárez – grant writing and evaluation (\$17,400,000).

Lubbock Independent School District (*Completed* June 2006). An evaluation study of the TARGET program in Lubbock ISD. **Doug Hamman**, Arturo Olivárez - evaluation (\$52,000).

New Hampshire Department of Education (*Completed* May 2003): Project ACROSS: Alternative Certification Routes with On-going Support Systems. Sharon Beckstrom, **Doug Hamman**, RMC Research Corporation. Served as co-author, researcher and site manager (\$80,500).

New Hampshire Department of Education (*Completed* - June 2002): Implementing the Best Schools Initiative: A report on the progress of Cohort 1 and 2 teams. Wendy Graham, **Doug Hamman**, RMC Research Corporation. Served as co-author, instrument developer, data collector, analyst. (\$79,000).

Title I Evaluation Study: Lowell, MA Public Schools (*Completed* – June 2002): Evaluation of Title I Services in the Lowell Public Schools. **Doug Hamman**, Carol Keirstead, Wendy Graham, RMC Research Corporation. Served as author, instrument developer, data collector, analyst (\$49,546).

Other University Level Service

Member (March 2018). President’s Book Award, Selection Committee, Texas Tech University | Lubbock, Texas.

Member (January 2017 to present). Undergraduate Admissions Advisory Committee, Texas Tech University | Lubbock, Texas.

Faculty Representative – Center for Global Communications, Texas Tech University (2016 – present)

Texas Tech University – Institutional Review Board (alternate member) (2011 - 2014)

Assessment Coordinator, Texas Tech University T-STEM Center to the Texas High School Project Evaluation Collaborative Grantee Group (February 2008 – March 2011).

College Level Service

Chair, Department of Teacher Preparation (TED), Texas Tech University, College of Education (July 2014 to present)

Director of Teacher Education, Texas Tech University, College of Education (July 2011 to 2014).

Program Coordinator for Secondary Education Program, Texas Tech University, College of Education (January 2011 – July 2011 | August 2007 – August 2009).

Member – Annual Review Committee, College of Education (2011 to 2013).

Member – College of Education Research Committee (2002-2005; 2007-2010).

Research Colloquium Coordinator (2004-2005). College of Education, Texas Tech University.

Committee Member – NCATE Review for Standard 1 (2005-2006).

Service to and Affiliations with the Professional Community

Service to the Professional Community

Advisory Member (June 2017). Texas Association of Community College Teacher Education Programs.

Advisory Committee Member (June 2017). Early-childhood to Grade 3 Certification Standards. Texas Education Agency | Austin, Texas.

Board of Directors (SY2016-2017). Texas Association of Future Educators, Higher Education Representative

Member (January 2017 to present). Ad hoc State-level Committee to Review Texas' Compliance with Federal Regulation in Teacher Preparation. Texas Education Agency | Austin, Texas

Participant (July 2016). Equity Plan Stakeholder Group, Texas Education Agency, Educator Leadership & Quality | Austin, Texas.

Ad Hoc Member (Summer 2016). Negotiated Rulemaking Committee on Bilingual Education Scholarship Program, Texas Higher Education Coordinating Board | Austin, Texas.

Reviewer (April 2018 to present). *Educational Psychology Review*.

Board of Referees (September 2012 to present). *Journal of Teaching for Education*

Reviewer (April 2009 to present). *Current Issues in Education*.

Reviewer (2007 to present). *Teaching and Teacher Education*.

Member, Editorial Review Board (April 2005 to 2018). *The Teacher Educator*. A Teachers College Publication.

Professional Affiliations

Member, American Educational Research Association (joined 1993).

Member, Association of Teacher Educators (joined 2008).

Member, American Association of Colleges of Teacher Education (joined 2012).

Awards & Nominations

- 2013 *Distinguished Research Award*, Association of Teacher Educators (ATE)
- 2011 *Certified TEAM Observer*, National Institute for Excellence in Teaching (TAP), December 19th
- 2011 Division I: *Established Investigator Award*, American Educational Research Association
- 2010 Graduate Student Organization *Advisor of the Year*, Texas Tech University
- 2010 Nominated for the Spencer A. Wells Faculty Award for *Creativity of the professor's approach to excellent teaching*
- 2007 Nominated for the Spencer A. Wells Faculty Award for *Creativity of the professor's approach to excellent teaching*
- 2005 Nominated for McDonald *Excellence in Teaching Award*

Extracurricular Activities

Texas Tech University – Coordinator – *Regional Podcasting Tournament* – sponsored by Digital Media Sandbox Consortium (2008 to 2009)

Instructor (along with Dr. Rich Rice) for the Shake Hands with Your Future Summer Camp (*SH Digital Film Festival*) June and July 2008.

Grant-writing Team for Lubbock ISD *Struggling Readers* Application (2005)

Application Reviewer for TEA – *Comprehensive School Reform: Texas High School Initiative Grant* (November 2004)

Grant-writing Team for Lubbock ISD *Early Reading First* Application (2004)

CEPC Member for Wheatley Elementary School (2003 – 2004)

Grant-writing Team for Lubbock ISD *Reading First* Application (2003)

Board Member, South Overton Commercial and Residential Association (2002)

Member, Ramirez Elementary Grant Committee, Lubbock, TX (2002)

Commissioner, Lubbock Soccer Association (2002 - 2004)

Member, Site Council, Wood School, Bradford, MA (1999 to 2002)

Soccer Coach and Board Member, Haverhill Police Athletic League (1997 to 2002)