

Curriculum Vitae TARA STEVENS

tara.stevens@ttu.edu

Appointments

<u>2014 – Present</u>	Professor, Texas Tech University, Lubbock, TX
<u>2008 – 2014</u>	Associate Professor, Texas Tech University, Lubbock, TX
<u>2002 – 2008</u>	Assistant Professor, Texas Tech University, Lubbock, TX.
<u>2000 – 2002</u>	Assistant Professor of Psychology, University of Illinois at Springfield, Springfield, IL.

Education

<u>May 2000</u>	Ed.D. degree in Educational Psychology, Texas Tech University, Lubbock, TX. Dissertation Title: <i>Inherent factors and mathematics achievement: The mediating effects of mathematics self-efficacy and motivational orientation.</i> Chair: William Lan, Ph.D.
<u>May 1994</u>	M.S. degree in General Psychology, Angelo State University, San Angelo, TX. Thesis Title: <i>The comorbidity of alcoholism and depression: The importance of proper screening techniques in a clinical setting.</i> Chair: Sangeeta Singg, Ph.D.
<u>May 1992</u>	B.A. degree in Psychology, Angelo State University, San Angelo, TX.
<u>Licensure</u>	Licensed Specialist in School Psychology, September, 1996—Texas State Board of Examiners of Psychologists, #6386 Licensed Psychological Associate, April, 2017—Texas State Board of Examiners of Psychologists, #37640

Professional Experiences and Interests

June, 2024 – December, 2024

Interim Associate Dean for Academic Affairs: College of Education, Texas Tech University, Lubbock, TX.

Focus: I provided leadership to advance academic programs and student success initiatives. I participated in curriculum development and promoted its alignment with enrollment growth. I processed grade appeals and trained faculty committee members. I developed and enacted processes for scholarships and enrollment management activities, including emergency tuition support. I supervised graduate advising staff and conducted a personnel audit to guide position revision and support efficiency.

January, 2024 – Present

Licensed Psychological Associate: Stonebridge Behavioral Health, Lubbock, TX.

Focus: I assist with conducting psychological evaluations for underserved Texas children, including those supported by foster care services.

March, 2023 – December, 2023

Interim Associate Dean for Research: College of Education, Texas Tech University, Lubbock, TX.

Focus: I provided leadership to advance faculty research through supervision of a grants administration team that supports faculty grant awards from conceptualization to implementation and support of five research centers. I cultivated individual and collaborative research agendas and activities in the college and with other personnel in the university, school districts, and appropriate agencies. I worked with the college's Fiscal Officer on research accounts. I supervised the assessment and accreditation staff and ensured effective college-wide communication and assessment practices. I led faculty mentoring initiatives to support promotion and tenure.

September, 2019 – March, 2023

Faculty Ombudsperson: Texas Tech University, Lubbock, TX.

Focus: I acted as an independent, impartial, confidential, and informal resource for faculty who were dealing with any work-related difficulty including interpersonal conflict or academic or administrative concerns. I promoted institutional improvement and change through consultation and service on relevant university committees and teams.

September, 2014 – present

Professor: Texas Tech University, Lubbock, TX.

Focus: I teach and explore instructional methods and strategies using a mastery orientation and have provided university supervision to School Psychology practicum and internship students based on a behavioral paradigm. I teach intermediate statistics, educational research, and program evaluation to support graduate student research understanding and investigation as well as courses relating to the practice of school psychology. I research self-perspectives, self-regulation, and interest related to

mathematics, online learning, and school psychology practice through grant funded projects. I research topics related to educational issues I have encountered in practice. I engage in meaningful service that extends the reach of my research and teaching.

December, 2012 – August, 2019

School Psychology Track Coordinator: Texas Tech University, Lubbock, TX.

Focus: I coordinated a new school psychology track based on the NASP practice model. I led recruitment efforts, which involved the advisement of prospective and new graduate students. I developed and maintained program documents, participated in course scheduling, and served as a liaison between the School Psychology Track and other academic units in the college and university.

September, 2008 – August, 2011

Educational Psychology Program Coordinator: Texas Tech University, Lubbock, TX.

Focus: I served as the initial contact for individuals interested in the program. I advised prospective and new graduate students. I maintained program documents, participated in course scheduling, and served as a liaison between the Educational Psychology program and other academic units in the college and university.

September, 2008 – August, 2014

Associate Professor: Texas Tech University, Lubbock, TX.

Focus: I taught and explored instructional methods and strategies using a mastery orientation. I studied self-perspectives, self-regulation, and interest related to mathematics through large-scale grant funded projects. I wrote and secured external funding to support the study of physical activity and educational outcomes and investigated attention problems related to popular media. I engaged in meaningful service that extended the reach of my research and teaching.

August, 2002 – May, 2019

Licensed Specialist in School Psychology: Area school districts

Duties: I was contracted to perform psychological assessments to assist in the identification of students experiencing emotional disturbance and autism. I consulted with educational professionals concerning relevant student concerns and provided counseling services to students to address educational issues.

August, 2002 – August 2008

Assistant Professor: Texas Tech University, Lubbock, TX.

Focus: I utilized instructional strategies to promote student motivation and interest and developed courses across online and face-to-face formats focused on human development, educational psychology, and educational measurement. I investigated the development of self-perspectives and interest across ethnicity and their role in mathematics achievement. In addition, I studied the impact of television viewing and childhood obesity on these variables.

June, 2000 – August, 2002

Assistant Professor of Psychology: University of Illinois at Springfield, Springfield, IL.

Focus: I utilized instructional strategies to promote student motivation and interest and examined the results of such methods in my teaching. I investigated the motivational and personality characteristics of students across online and traditional classrooms and how these characteristics interact with the educational environment to influence academic success. I designed and taught courses focused on motivation, educational psychology, and exceptional children as well as statistics for undergraduate psychology majors.

May, 1999 – September, 1999

Graduate Research Assistant: Texas Tech University, College of Education, Lubbock, TX.

Supervisor: Mary K. Tallent-Runnels, Ph.D.

Focus: We conducted studies investigating the validity of test scores associated with the Learning and Study Strategies Inventory—High School Version (LASSI—HS). Using structural equation models, I analyzed the factorial invariance of the LASSI—HS across gender and ethnicity.

September, 1998 – May, 2000

Licensed Specialist in School Psychology: South Plains Educational Cooperative, Levelland, TX; Plainview Independent School District, Plainview, TX.

Duties: I was contracted to perform psychological assessments to assist in the identification of students experiencing emotional disturbance and autism. I was contracted to provide counseling services to students to address educational issues. I consulted with educational professionals concerning relevant student concerns.

September, 1998 – May, 1999

Graduate Research Assistant: Texas Tech University, College of Education, Lubbock, TX.

Supervisor: Richard P. Lanthier, Ph.D.

Focus: We conducted studies investigating the academic adjustment of college students and adolescents by exploring issues such as self-concept, the Five Factor Model of Personality, and gender differences. I collaborated with other graduate students within the department and conducted data analyses to address our research questions.

September, 1998 – May, 1999

Graduate Research Assistant: Texas Tech University, College of Education, Lubbock, TX.

Supervisor: Arturo Olivarez, Jr., Ph.D.

Focus: We conducted studies investigating common errors made in conducting multiple regression analyses and studies exploring the various effects of traditional versus nontraditional instruction on student interest in mathematics. I conducted statistical analyses and provided statistical consultation for graduate students in the department on their projects.

August, 1996 – August, 1998

Licensed Specialist in School Psychology: South Plains Educational Cooperative, Levelland, TX.

Duties: I performed psychological assessments to assist in the identification of students experiencing emotional disturbance and autism. I provided counseling services to students to address educational issues. I consulted with educational professionals concerning relevant student concerns.

September, 1995 – July, 1996

Associate School Psychologist: Bigfoot Alternative Center, Pearsall Independent School District, Pearsall, TX.

Duties: I provided consultation to teachers concerning the management of student behavior. I supervised the special education of students diagnosed with a learning disability. I provided weekly individual and group counseling to all students.

August, 1993 – August, 1995

Crisis Intervention Coordinator: MHMR Services for the Concho Valley, San Angelo, TX.

Duties: I was directly responsible for all crisis services including the crisis intervention hotline, screening and assessments, and short-term crisis counseling. I recruited, trained, and supervised daytime and nighttime crisis intake workers. I provided ongoing counseling services to persons diagnosed with a mental illness.

August, 1992 – August, 1993

Crisis Intake Worker: MHMR Services for the Concho Valley, San Angelo, TX.

Duties: I performed the screening and assessment of persons entering the mental health system. I assisted in the evaluation of individuals at the county jail and local hospitals. I provided crisis counseling through the crisis intervention hotline. I conducted individual and group counseling sessions for clients diagnosed with a chronic mental illness.

Teaching Experience

September, 2014 – Present

Professor: Texas Tech University, Lubbock, TX.

Duties: On a rotation, I taught *Educational Measurement, Intermediate Educational Statistics, Educational and Psychological Assessment and Decision Making, Advanced Educational Psychology*, and *Ethics and Best Practice in School Psychology* as well as supervised the School Psychology practicum and internship. I currently teach *Foundations of Educational Research, Counseling Interventions for School Psychologists*, and *Program Evaluation*. I teach using face-to-face, synchronous and asynchronous online, and hybrid formats.

September, 2008 – August, 2014

Associate Professor: Texas Tech University, Lubbock, TX.

Duties: I taught four graduate courses, *Human Development in Education*, *Interventions in Schools*, *Principles of Educational and Psychological Measurement*, and *Ethics and Best Practice in School Psychology*. I taught *Human Development in Education* in both online and face-to-face formats. Finally, I created online resources to supplement each of the courses assigned to me.

August, 2002 – August, 2008

Assistant Professor: Texas Tech University, Lubbock, TX.

Duties: I regularly taught two graduate courses, *Human Development in Education* and *Principles of Educational and Psychological Measurement* and developed a course sequence to prepare educational psychology doctoral students for licensure in school psychology. I taught an early childhood course designed with a practical emphasis for graduate and post baccalaureate students with a predominate interest in teaching and I taught an *Introduction to Educational Statistics* course. I also developed online sections of *Educational Psychology* and *Human Development in Education*. Finally, I created online resources to supplement each of the courses assigned to me.

August, 2000 – August 2002

Assistant Professor of Psychology: University of Illinois at Springfield, Springfield, IL.

Duties: I taught three courses each regular semester that included *Educational Psychology*, *Exceptional Child*, *Experimental Methods and Statistics I*, *Foundations of Psychology*, and *Psychology of Motivation*. I offered *Exceptional Child* online as I developed an interactive, asynchronous course format. Finally, I developed a public affairs course that explored the effects that methods of educational accountability have on student and teacher motivation.

September, 1998 – December, 1998

Internship in Education: Texas Tech University, Lubbock, TX.

Duties: I taught the second half of a section of *Principles of Educational and Psychological Measurement* with the supervision and feedback of the professor. I was responsible for developing my own lectures and assessment.

January, 1997 – May, 1998

Part Time Instructor; Department of Psychology and Sociology: South Plains College, Levelland, TX.

Duties: I taught a section of *General Psychology* and was responsible for all aspects of course development and delivery.

Publications

Books

Stevens, T. (2019). *Physical activity and student learning*. New York: Routledge.

Published Manuscripts (Refereed)

Stevens, T., Barnard-Brak, L., & Jackson, J. (In press). Grouping Teachers Based on Aggression Toward Teachers, Job Satisfaction, and Traumatic Stress Response. *Teachers and Teaching*.

Jackson, G. R., & Steven, T. (2023). Mentoring in the classroom: Applying self-determination theory to extend faculty teaching beyond the content. *New Directions for Teaching and Learning*, 2023, 51–59.

Barnard-Brak, L., Stevens, T., & Kearley, A. (2023). Bayesian estimate of expelled students in need of special education services: Implications for the social maladjustment clause? *Behavioral Disorders*.

Jackson, J., & Stevens, T. (2022). Predicting teachers' job satisfaction from student aggression toward teachers and related trauma. *Contemporary School Psychology*, 1-12.

Stevens, T., Barnard-Brak, L., & Jackson, J. (2021). School resource officers' roles differ in the prediction of nonviolent and serious violent incidents. *School Psychology Review*, 50, 330-343.

Stevens, T., Denton, K., Cain, D., Campos, K., McDonald, L., Talbert, S., & Thompson, S. (2021). Analysis of teacher perceptions: BIP implementation and collaboration. *Research and Practice in the Schools*, 8, 1-9.

Barnard-Brak, L., & Stevens, T. (2021). Criteria for determining eligibility for Extended School Year services. *Journal of Special Education*, 55, 3-12.

Barnard-Brak, L., Stevens, T., & Yang, Z. (2020). Predictors of Parental Premature Exiting From Early Intervention Services. *Infants & Young Children*, 33(2), 132-141.

Runyon, K., Barnard-Brak, L., Stevens, T., & Lan, W. (2020). The psychometric properties of the Screen for Child Anxiety Related Emotional Disorders (SCARED) in a Native American child and adolescent population. *Measurement and Evaluation in Counseling and Development*, 53, 264-278.

Stevens, T., Barnard-Brak, L., Roberts, B., Acosta, R., & Wilburn, S. (2020). Aggression Toward Teachers, Interaction with School Shooting Media, and Secondary Trauma: Lockdown Drills as Moderator. *Psychology in the Schools*, 57, 583-605. <https://doi.org/10.1002/pits.22329>

- Barnard-Brak, L. & Stevens, T. (2019). Association of summer extended school year services and academic regression. *The School Psychologist*, 73(1), 3-10.
- Aguirre-Munoz, Z., Stevens, T., Harris, G., Higgins, R. (2018). Mathematics teacher learning preferences: Self-determination theory implications for addressing their learning needs. *Journal of Education and Practice*, 9, 127-140.
- Wei, T., Barnard-Brak, L., Stevens, T., & Lan, W. Y. (2018). Item Parameter Drift of the Self-Description Questionnaire I: Implications for Assessing Young Children's Mathematics Self-Concept. *European Journal of Psychological Assessment*. <https://doi.org/10.1027/1015-5759/a000473>
- Barnard-Brak, L., Stevens, T., & Valenzuela, E. (2018). Barriers to providing extended school year services to students with disabilities: An exploratory study of special education directors. *Rural Special Education Quarterly*, 37, 245-250.
- Barnard-Brak, L., Stevens, T., & Ritter, W. (2017). Reading and mathematics equally important to science achievement: Results from nationally-representative data. *Learning and Individual Differences*, 58, 1-9.
- Runyon, K., Stevens, T., Roberts, B., Whittaker, R., Clark, A., Chapman, C. K., & Boggs-Lopez, M. (2017). The role of self-efficacy and autonomy support in school psychologists' use of ABA. *Contemporary School Psychology*, 22, 51-62.
- Barnard-Brak, L., Stevens, T., & Albright, E. (2017). Academic red-shirting and academic achievement among students with ADHD. *Contemporary Educational Psychology*, 50, 4-12.
- Barnard-Brak, L., Stevens, T., & Carpenter, J. (2017). Care coordination in schools: The role of family-centered care for children with special health care needs. *Maternal and Child Health Journal*, 21, 1073-1078.
- Stevens, T., Peng, L., & Barnard-Brak, L. (2016). The Comorbidity of ADHD in Children Diagnosed with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 31, 11-18.
- Barnard-Brak, L., Stevens, T., Xiao, F., & Chesnut, S. (2016). Approaches to learning and medicated ADHD: The potential impact on learning and assessment. *Learning and Individual Differences*, 47, 298-303.
- Harris, G., Stevens, T., Higgins, R., Aguirre-Munoz, & Liu, X. (2014). Rigorous math courses for middle-school math teachers. *Proceedings of the 41st Annual Meeting of the Research Council on Mathematics Learning*, 17-24.
- Wei, T., Chesnut, S. R., Barnard-Brak, L., Stevens, T., & Olivárez Jr., A. (2014). Evaluating the Mathematics Interest Inventory using item response theory: Differential item functioning across gender and ethnicities. *Journal of Psychoeducational Assessment*, 32, 747-761.

- Stevens, T., Harris, G., & Higgins, R. (2013). Student rating of teacher practices. *International Journal of Mathematics Education in Science and Technology*, 44, 984-995.
- Stevens, T., Aguirre-Munoz, Z., Harris, G., Higgins, R., & Liu, X. (2013). Middle level mathematics teachers' self-efficacy growth through professional development: Differences based on mathematics background. *Australian Journal of Teacher Education*, 38, Article 9. Retrieved June 1, 2013, from <http://ro.ecu.edu.au/ajte/vol38/iss4/9>.
- Barnard-Brak, L., Stevens, T., Robinson, E., & Holt, A. (2013). School psychologist diagnostic decision-making: A pilot study. *Psychology in the Schools*, 50, 567-576.
- Gasim, G., Stevens, T., & Zebedi, A. (2012). Analytical study of self-motivations among a Southwest public university nonpolitical science major students in required political science courses. *Journal of Political Science Education*, 8, 107-119.
- Harris, G., Stevens, T., & Higgins, R. (2011). A professional development model for middle school teachers of mathematics. *International Journal of Mathematics Education in Science and Technology*, 42, 951-961.
- Barnard, L., Stevens, T., To, Y. M., Lan, W. Y., & Mulsow, M. (2010). The importance of ADHD subtype classification for educational applications of DSM-V. *Journal of Attention Disorders*, 13(6), 573-583.
- Podlog, L., Lochbaum, M., & Stevens, T. (2010). Need satisfaction, well-being and perceived return-to-sport outcomes among injured athletes. *Journal of Applied Sport Psychology*, 22, 167-182.
- Lochbaum, M. R., Rhodes, S. J., Stevenson, S. J., Surles, J., Stevens, T., & Wang, C. J. (2010). Does sex moderate the exercising personality? An examination of continuous and stage-based exercise. *Psychology, Health, & Medicine*, 15, 50-60.
- Stevens, T., Harris, G., Aguirre-Munoz, Z., & Cobbs, L. (2009). A case study approach to increasing teachers' mathematics knowledge for teaching and strategies for building students' maths self-efficacy. *International Journal of Mathematics Education in Science and Technology*, 40, 903-914.
- Stevens, T., Barnard-Brak, L., & To, Y. (2009). Television viewing and symptoms of inattention and hyperactivity across time: The importance of research questions. *Journal of Early Intervention*, 31, 199-214.
- Stevens, T., Barnard, L., & To, Y. (2009). The association between television viewing and achievement: The impact of optimal viewing across time. *Teachers College Record*. ID Number: 15498. Retrieved January 29, 2009, from <http://www.tcrecord.org/content.asp?contentid=15498>

- Arizpe, O., Dwyer, J., & Stevens, T. (2009). Mathematical self-efficacy of middle school students solving the Rubik Cube. *The International Journal of Mathematics Teaching and Learning*. <http://www.cimt.plymouth.ac.uk/journal/dwyer2.pdf>.
- Stevens, T., To, Y., Stevenson, S., & Lochbaum, M. (2008). The importance of physical activity and physical education in the prediction of academic achievement. *Journal of Sport Behavior*, 4, 1-21.
- Stevens, T., To, Y., Harris, G., & Dwyer, J. (2008). The LOGO project: Designing an effective continuing education program for teachers. *Journal of Computers in Mathematics and Science Teaching*, 27, 195-219.
- Barnard, L., Stevens, T., Siwatu, K., & Lan, W. (2008). Diversity beliefs as a mediator to faculty attitudes toward students with disabilities. *Journal of Diversity in Higher Education*, 1, 169-175.
- Lochbaum, M., Stevens, T., To, Y., & Stevenson, S. (2008). The importance of parent physical activity levels and their expectations for their children's health: A path analysis. *Contemporary Athletics*, 3, 139-160.
- 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, 103-120.
- Barnard, L., Stevens, T., Siwatu, K. O., & Lan, W. Y. (2007). Faculty epistemological beliefs as a mediator to attitudes toward persons with disabilities. *Journal of the American Academy of Special Education Professionals*, 2(3), 5-15.
- Stevens, T., Hamman, D., & Olivárez, Jr., A. (2007). Hispanic students' perception of White teachers' Mastery Goal-Oriented influences sense of school belonging. *Journal of Latinos and Education*, 6, 55-70.
- Stevens, T., Wang, K., Olivárez, A., Jr., & Hamman, D. (2007). Use of self-perspectives and their sources to predict the mathematics enrollment intentions of girls and boys. *Sex Roles: A Journal of Research*, 56, 351-363.
- Hamman, D., & Olivárez, Jr., A., & Stevens, T. (2006). Developing the learning to teach questionnaire: Measuring interaction between cooperating and student teachers. *National Forum of Applied Educational Research Journal*, 20, 4-36.
- Olivárez, Jr., A., Stevens, T., Fives, H., & Hamman, D. (2006). Conscientiousness as typical performance and its influence in predicting academic achievement. *National Forum of Applied Educational Research Journal*, 20, 40-68.
- Stevens, T., & Mulsow, M. (2006). There is no meaningful relationship between television exposure and symptoms of Attention-Deficit/Hyperactivity Disorder. *Pediatrics*, 117, 665-672.

- Stevens, T., Olivárez, A., Jr., & 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, 161-186.
- Stevens, T., & Switzer, C. (2006). The importance of understanding differences between online and traditional students: A study of motivational orientation, self-efficacy, and attitudes. *Turkish Online Journal of Distance Education*, 7, 90-100.
- Stevens, T., & Olivárez, Jr., A. (2005). Development of the Mathematics Interest Inventory. *Measurement & Evaluation in Counseling & Development*, 38, 141-152.
- Stevens, T., & Olivárez, Jr., A. (2005). Statistical significance and evidenced-based policies: A realistic view. *Essays in Education*.
- Stevens, T., Olivárez, A., Jr., Lan, W., & Tallent-Runnels, M. K. (2004). The role of mathematics self-efficacy and motivation in mathematics performance: Issues across ethnicity. *Journal of Educational Research*, 97, 208-221.
- Stevens, T., & Tallent-Runnels, M. K. (2004). The Learning and Study Strategies Inventory—High School version: Issues of factorial invariance across gender and ethnicity. *Educational and Psychological Measurement*, 64, 332-346.

Other Publications

- Stevens, T., & Mulsow, M. (2006). Viewing television before age 3 is not the same as viewing television at age 5; In reply. *Pediatrics*, 118, 435-436.

Manuscripts Under Review/ In Preparation

- Childers, G., Hite, R., Marr, N., Raheem, I.A., Wekullo, B., Gottlieb, J., Stevens, T., Johnson, L., Williams, G.B., Higgins, R., & Hendrick, R. (Submitted, October 27, 2025). *Retaining motivated teachers of mathematics for Texas: Exploring the experiences of NSF Noyce scholar alumni*. [manuscript submitted for review].
- Stevens, T., Cattell, A., Garner Santa, L., Siwatu, K., & Shakeba, J. *Understanding College Teachers' Efficacy for Inclusive Teaching*. [manuscript in preparation].

Conference Presentations

- Childers, G., Hite, R., Marr, N., Raheem, I., Wekullo, B., Johnson, L., Gottlieb, J., Stevens, T., Williams, G. B., Siwatu, R., Hendrick, R., Association for Science Teacher Education, "Self-determined motivational factors influencing former Noyce scholars STEM education career experiences," Association for Science Teacher Education, Long Beach, CA. (January 2025).

- Marr, N., Raheem, I., Wekullo, B., Childers, G., Hite, R., Johnson, L., Gottlieb, J., Stevens, T., Williams, G. B., Siwatu, R., Hendrick, R., Southeastern Association for Science Teacher Education, "Motivational relatedness factors influencing former Noyce scholars STEM education career retention," Association for Science Teacher Education, Long Beach, MS. (October 2024).
- Johnson, L., Childers, G., Hite, R., Marr, N., Raheem, I., Wekullo, B., Gottlieb, J., Stevens, T., Williams, G., Siwatu, R., Hendrick, R., NOYCE Summit, "Relatedness and social connections: Motivational factors influencing resiliency in Noyce Scholars," National Science Foundation, Washington D.C. (July, 2024).
- Stevens, T., Barnard-Brak, L., Jackson, J., & Kuper, J. (2023, April). *An Investigation of Teachers' Experience With School Lockdown Drills*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Barnard-Brak, L., Stevens, T., & Jackson, J. (2022, February). *Teachers' experiences with aggression, job satisfaction, and traumatic stress*. Poster presented at the Annual Meeting of the National Association of School Psychologists (NASP). Boston, MA.
- Stevens, T., Barnard-Brak, L., & Jackson, J. (2021, April). *School resource officers' presence and preventative roles and criminalization of student behavior*. Paper presented at the annual meeting of the American Educational Research Association, Virtual.
- Stevens, T., Cook, K., Jackson, J., Boykin, A., & Gibbs, M. (2020, August). *Do student aggression toward teachers and school lockdown experiences lead to teacher trauma?* Poster presented at the annual meeting of the American Psychological Association, Virtual.
- Jackson, J., Stevens, T., Cook, K., Boykin, A., & Gibbs, M. (2020, August). *Predicting Teachers' Job Satisfaction from Student Aggression Toward Teachers and Related Trauma*. Poster presented at the annual meeting of the American Psychological Association, Virtual.
- Stevens, T., Barnard-Brak, L., Roberts, B., Acosta, R., & Wilburn, S. (2019, October). *Aggression Toward Teachers, Interaction with School Shooting Media, and Secondary Trauma: Lockdown Drills as Moderator*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Birmingham, Alabama.
- Barnard-Brak, L., Stevens, T., & McGaha, V. (2019, February). *Family resiliency, counseling, and emotional and behavioral health among children who have experienced parental death*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Barnard-Brak, L., Stevens, T., & Valenzuela, E. (2018, April). *Barriers to Providing Extended School Year Services to Students With Disabilities: A Pilot Study of Rural Special Education Directors*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

- Stevens, T., Campos, K., & Roberts, B. (2017, February). Pairing physical activity and self-management to improve the on-task behavior of boys with ADHD. Paper presented at the Annual Meeting of the National Association of School Psychologists (NASP). San Antonio, TX.
- Wei, T., Barnard-Brak, L., Stevens, T. & Lan, W. Y. (2016, April). Measuring Gender Differences in Mathematics Interest: How Trustworthy Is the Instrument? Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Barnard-Brak, L., Stevens, T., & Nickens, J. (2016, April). The Association of Family-Centered Care With School Outcomes Among Children With Special Health Care Needs. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Barnard-Brak, L., Stevens, T., & Albright, E. (2016, April). Academic Redshirting and Academic Achievement Among Students With Attention Deficit Hyperactivity Disorder. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Coffey, N., Barnard-Brak, L., & Stevens, T. (2016, February). Academic red-shirting and academic achievement among students with ADHD. Paper presented at the Annual Meeting of the National Association of School Psychologists (NASP). New Orleans, LA.
- Liu, X., Harris, G., Stevens, T., Aguirre-Munoz, Z., & Higgins, R. (2015, April). Professional development to facilitate teachers' mathematics understanding and associated growth in mathematics knowledge for teaching. Poster presented at the Annual Meeting of the American Educational Research Association (AERA). Chicago, IL.
- Barnard-Brak, L., Stevens, T., Coffey, N., & Nickens, J. (2015, February). Learning to be online: A review of curricula for students. Mini-Skill Workshop presented at the Annual Meeting of the National Association of School Psychologists (NASP). Orlando, FL.
- Liu, X., Barnard-Brak, L., & Stevens, T. (2015, February). Is self control associated with children's math achievement across time? Presented at the Annual Meeting of the National Association of School Psychologists (NASP). Orlando, FL.
- Harris, G., & Stevens, T. (2014, September). Building Self-Efficacy for Self-Efficacy Builders. Workshop presented at The Mathematics Education for the Future Project: 12th International Conference. Herceg Novi, Montenegro.
- Higgins, R., Harris, G., & Steven, T. (2014, January). The Undergraduate mathematics Preparation of Middle School Math Teachers. Paper presented at the Joint Mathematics Meeting of the American Mathematical Society and Mathematical Association of America, Baltimore, MD.
- Stevens, T., & Harris, G. (2013, February). Assessing students' perceptions of teachers' successful implementation of project goals: The development of the SPoTS. Paper presented at the National Science Foundation Math Science Partnership Learning Network Conference, Washington, D.C.

- Harris, G., Higgins, R., Stevens, T., & Aguirre-Munoz, Z. (2013, January). The West Texas Middle School Math Partnership. Paper presentation at the Joint Mathematics Meeting MAA and AMS, San Diego, CA.
- Denton, K., Stevens, T., Cain, D., Campos, K., McDonald, L., Talbert, S., & Thompson, S. (2012, October). Analysis of teacher perceptions: BIP implementation and collaboration. Paper presented at the Texas Association of School Psychologists Annual Conference, Houston, TX.
- Dwyer, J., & Stevens, T. (2012, April). Texas Tech Noyce Scholars: Facilitating self-determination in future math and science teachers. Paper presented at the MAA Rocky Mountain Section Annual Meeting, Denver, CO.
- Aguirre-Munoz, Z., Stevens, T., Harris, G., & Higgins, R. (2012, January). Defining effective mathematics teachers: How can professional development promote evidence-based definitions? Paper presented at the Math Science Partnership Learning Network Conference, Washington, D.C.
- Higgins, R., Harris, G., Aguirre-Munoz, Z., & Stevens, T. (2012, January). The West Texas Middle School Math Partnership. Paper presented at the Joint Mathematics Meetings AMS and MAA, Boston, MA.
- Harris, G., Higgins R., & Stevens, T. (2011, November). A professional development model for middle school teachers of mathematics. Paper presented at the Eighth Southern Hemisphere Conference on Teaching and Learning Undergraduate Mathematics and Statistics, University of Auckland, Rotorua, New Zealand.
- He, Z., Lan, W. Y., & Stevens, T. (2011, June). Is it really a matter of SELF: A self-regulated learning instrument from social cognitive perspective. Poster presented at the Sixth Self Biennial International Conference (SELF), Quebec City, Canada.
- Stevens, T., Harris, G., Aguirre-Munoz, Z., Higgins, R., & Campos, K. (2011, April). Teacher perceptions of effective professional development strategies: Typical representations of different viewpoints. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- To, Y. M., Stevens, T., Lan, W. Y., Hansel, B. E., & Barnard-Brak, L. (2011, April). It's a Boy! Father involvement and early cognitive development in sons versus daughters. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Stevens, T., Barnard-Brak, L., Robinson, E., Holt, A. (2011, February). School psychologist diagnostic decision making. Paper presented at the annual meeting of the National Association of School Psychologists (NASP), San Francisco, CA.
- Harris, G., Stevens, T., Aguirre-Munoz, Z., & Parnell, K. (2011, January). West Texas Middle School Math Partnership: Assessing student achievement. Paper presented at the Math Science Partnership Learning Network Conference, Washington, D.C.

- Stevens, T., Zebidi, A., Zaier, A., Cobbs, L., & He, Z. (2010, May). Measurement of Perceived Social Barriers for Women in Mathematics. Poster presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Su Austin, D., Lan, W. Y., Stevens, T., & Burley, H. (2010, May). Exploring Motivational Factors in College Students' Foreign Language Acquisition. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Stevens, T., Harris, G., Aguirre-Munoz, Z., & Cobbs, L. (2010, January). West Texas Middle School Math Partnership: Challenges. Paper presented at the Math Science Partnership Learning Network Conference, Washington, D.C.
- Harris, G., Stevens, T., & Ratheal, J. (2009, December). A continuing investigation into the use of case studies in the training of in-service and pre-service middle school maths teachers: A 90 minute workshop. Paper presented at the Seventh Southern Hemisphere Conference on Teaching and Learning Undergraduate Mathematics and Statistics, Gordon's Bay, South Africa.
- Stevens, T., Harris, G., Aguirre-Munoz, Z., & Cobbs, L. (2009, December). A case study approach to increasing teachers' mathematics knowledge for learning and strategies for building students' maths self-efficacy. Paper presented at the Seventh Southern Hemisphere Conference on Teaching and Learning Undergraduate Mathematics and Statistics, Gordon's Bay, South Africa.
- Stevens, T., Barnard, L. & To, Y. M. (2009, April). The association between television viewing and achievement: The impact of optimal viewing across time. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Barnard, L., Stevens, T., To, Y. M., Lan, W. Y., & Mulsow, M. (2009, April). The importance of acknowledging subtype symptoms in children with ADHD. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- To, Y. M., Stevens, T., & Barnard, L. (2008, August). What is the relationship between TV and symptoms of ADHD? Paper presented at the annual meeting of the American Psychological Association (APA), Boston, MA.
- Barnard, L., Stevens, T., Lan, W. Y., & Mulsow, M. (2008, March). A multi-sample latent growth model of academic achievement by long term stimulant treatment for children with ADHD. Paper presented at the annual meeting of the American Educational Research Association, New York, New York
- Barnard, L., Stevens, T., Siwatu, K. O., & Lan, W. Y. (2008, March). Diversity beliefs as a mediator to faculty attitudes toward persons with disabilities. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

- Barnard, L., Stevens, T., Lan, W. Y., & Mulsow, M. (2007, November). A parallel process model of long-term stimulant treatment and academic achievement across time. Poster session presented at the annual meeting of the International Conference of Children with Hyperactivity and Attention-Deficit Disorders, Crystal City, VA.
- Bunuan, R. L., Goselin, 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.
- 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.
- Stevens, T., & To, Y. (2007, April). The relationship between television exposure and educational achievement: Variations related to ADHD symptoms. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Stevens, T., Wang, K., Olivárez, Jr., A., Hamman, D., & Lu, Z. (2006, April). The influence of cognitive, motivational and emotional factors on high school mathematics enrollment across ethnicity. Paper discussion presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Agnello, M. F., Stevens, T., Marbley, A., & Ramirez, J. (2006, March). Project FUTURE: Closing the gap through minority recruitment into teacher education. Presented at the Texas National Association for Multicultural Education Annual Meeting, Lubbock, TX.
- Ou, C., Price, R. V., Maushak, N. J., & Stevens, T. (2005, October). Online learners' perceptions of interaction and instructional effectiveness. Presented at the International Convention of Association for Educational Communications and Technology in Orlando, FL.
- Stevens, T., & Fives, H. R. (2005, August). Teaching as persuasion online? Transferring the pedagogy to online setting. In H. R. Fives (Chair), Teaching as persuasion—Is the metaphor viable, Symposium presented at the American Psychological Association Annual Meeting, Washington, D.C.
- Lee, J., Mulsow, M., & Stevens, T. (2005, April). Investigating the construct of ADHD: Issues related to factor structure in Korean students. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.
- Rethinam, V., Lan, W., Stevens, T., & Geer, C. (2005, April). Personal and social factors as predictors of tenth grade students' enrollment in advanced mathematics courses. Paper discussed at the American Educational Research Association Annual Meeting, Montreal, Canada.
- Stevens, T., & Mulsow, M. (2005, April). Association between early television exposure and later ADHD symptoms: A closer look. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

- Stevens, T., Olivárez, Jr., A., & Hamman, D. (2005, April). Role of school belonging in predicting middle-level students' mastery goal orientation. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada.
- Stevens, T., Olivárez, Jr., A., Hamman, D., Wang, K., & Rethniam, V. (2005, April). Role of cognition, motivation, and emotion in understanding mathematics performance of White and Hispanic students. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada.
- Lan, W., Bremer, R., Stevens, T., & Mullen, G. (2004, April). Self-regulated learning in the online environment. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Stevens, T., Olivarez, A., Jr., & Lan, W. (2003, April). The role of mathematics self-efficacy and motivation in mathematics performance: Issues across ethnicity. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Olivarez, A., Jr., & Stevens, T. (2003, February). A structural equations model for predicting mathematics performance from ability and personality factors with self-efficacy and motivation as mediators. Paper presented at the Southwestern Educational Research Association Annual Meeting, Dallas, TX.
- Stevens, T., Lanthier, R. P., & Bates, J. E. (2002, April). Perceptions of physical attractiveness and depression: The moderating role of gender. Presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Lanthier, R. P., & Stevens, T. (2001, April). Using personality and perceived competence to predict adolescent adjustment. Presented at the American Educational Research Association Annual Meeting, Seattle, WA.
- Olivarez, A., Jr., Lan, W., & Stevens, T. (2001, April). Predicting mathematics performance from intelligence and personality with motivation variables as mediators. Presented at the American Educational Research Association Annual Meeting, Seattle, WA.
- Singg, S., & Stevens, T. (2001, April). The comorbidity of alcoholism and depression: The importance of proper screening techniques in a clinical setting. Presented at the Southwestern Psychological Association Annual Meeting, Houston, TX.
- Stevens, T., & Lanthier, R. P. (2001, April). Inherent factors and mathematics achievement: The mediating effects of mathematics self-efficacy and motivational orientation. Presented at the American Educational Research Association Annual Meeting, Seattle, WA.
- Stevens, T., & Olivarez, A., Jr. (2000, April). Assessing variable contributions in multiple regression: Issues of sample size and stability. Presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

- Stevens, T. (2000, January). Issues concerning the utilization of significance testing in education. In B. Thompson (Chair), The 1999 report of the APA Task Force of Statistical Inference: A discussion by faculty and doctoral students, Symposium presented at the Southwestern Educational Research Association Annual Meeting, Dallas, TX.
- Stevens, T., & Tallent-Runnels, M. K. (2000, January). The Learning and Study Strategies Inventory—High School version: Issues of factorial invariance across gender and ethnicity. Presented at the Southwestern Educational Research Association Annual Meeting, Dallas, TX.
- Lanthier, R. P., Williams, A. S., & Stevens, T. (1999, June). Role construction, efficacy, and school invitations predict parental involvement in schools. Presented at the American Psychological Society Convention, Denver, CO.
- Stevens, T., Lanthier, R. P., & Williams, A. (1999, April). Gender differences in perceived competence as a mediator between personality and adjustment in adolescence. Presented at the Society for Research in Child Development Biennial Meeting, Albuquerque, NM.
- Stevens, T. (1999, January). Assessing variable contributions in multiple regression: Structure coefficients versus beta weights. In T. L. Kinsey (Chair), Conducting and interpreting results of regression analyses: Important analytic and interpretation issues from the viewpoint of doctoral students in education, Symposium at the Southwestern Educational Research Association Annual Meeting, San Antonio, TX.
- Lanthier, R. P., Bell, K. L., Stevens, T., & Sargent, S. (1998, August). The Five Factor Model and adjustment in college. In R. Lanthier (Chair), Applying the Five Factor Model from childhood through early adulthood, Symposium at the American Psychological Association Convention, San Francisco, CA.
- Lanthier, R. P., & Stevens, T. (1998, April). Personality and college adjustment. Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Funded Grant Projects

- Principal Co-Investigator. (2025, July). *MIZ Design and Implementation Certification 2023-24*. Awarded by the Texas Education Agency (Award amount of \$37,000).
- Principal Co-Investigator. (2025, March). Precision in Practice: Improving Autism Assessment in Rural School Districts. Awarded by the College of Education (Award amount of \$14,500).
- Principal Co-Investigator. (2025, February). *MIZ Design and Implementation Certification 2023-24*. Awarded by the Texas Education Agency (Award amount of \$41,000).
- Principal Co-Investigator. (2023, December). *MIZ Design and Implementation Certification 2023-24*. Awarded by the Texas Education Agency (Award amount of \$1,728,000).

Principal Investigator. (2022, January). *An Investigation of the Association Between Diversity Training Programs and Teaching Efficacy for Inclusive Practices*. Awarded by the Texas Tech University Office of Research and Innovation (Award amount of \$4000).

Principal Co-Investigator. (2014, September). *Texas Tech Noyce Scholars Program II*. Awarded by the National Science Foundation. (Award amount of \$800,000).

Principal Co-Investigator. (2012, October). *The First Tee: National School Program Assessment*. Awarded by the World Golf Foundation Inc. (Award amount of \$97,250).

Principal Co-Investigator. (2008, September). *Mathematics Science Partnership*. Awarded by the National Science Foundation. (Award amount of \$6,178,422).

Principal Co-Investigator. (2008, September). *Texas Tech Noyce Scholars Program*. Awarded by the National Science Foundation. (Award amount of \$888,000).

Project Evaluator. (2008, March). *Texas Tech University women's summer mathematics academy*. Awarded by the Mathematical Association of America/Tensor-Summa Foundation. (Award amount of \$6,000).

Project Evaluator. (2008, March). *High school days for mathematics*. Awarded by the Mathematical Association of America /Tensor-Summa Foundation. (Award amount of \$4,500).

Principal Developer. (2007, October). *The development of a school psychology program to increase graduate enrollment*. Awarded by the Graduate School of Texas Tech University. (Award amount of \$19,500).

Principal Co-Investigator. (2007, January). *Creating a longitudinal database on the educational context of the obesity epidemic in rural West Texas children*. Awarded by the West Texas Rural EXPORT Center. (Award amount of \$16,000).

Principal Co-Investigator. (2006, August). *Creating graduate assistantships through the funding of a large scale, longitudinal interdisciplinary study*. Awarded by the Graduate School of Texas Tech University. (Award amount of \$36,000).

Principal Co-Investigator. (2005, August). *Improving student achievement in mathematics through professional development*. Awarded by the Texas Education Agency. (Award amount of \$108,913).

Principal Co-Investigator. (2004, October). *Effects of school belongingness and school environment on goal orientation for Anglo-American and Mexican-American secondary students*. Awarded by the College of Education Research Grant Program. (Award amount of \$1,830).

Principal Co-Investigator. (2003, October). *The influence of online learning on motivational orientation and academic outcomes*. Awarded by the College of Education Research Grant Program. (Award amount of \$2,000).

Project Evaluator. (2003, June). *Project LEAD (Leadership Education and Development)*. Awarded by the Helen Jones Foundation. (Award amount of \$200,000).

Principal Investigator. (2002, October). *The development of motivation and emotion in Hispanic and Caucasian students: The translation of ability and interest into mathematics achievement*. Awarded by the American Educational Research Association/ Office of Educational Research and Improvement Grant. (Award amount of \$25,000).

Principal Co-Investigator. (2000, July). *Using structural equation models to determine the mediating effects of motivation and self-efficacy on mathematics performance for Hispanic college students*. Awarded by Texas Tech University Maxi-Grant. (Award amount of \$2,390).

Principal Developer (2001). *Liberal studies online course funding*. Awarded by the University of Illinois at Springfield. (Award amount of \$6,000).

Graduate Student Committee Membership

Completed Theses and Dissertations

Chrisopher Ponce*	School Psychology	Ph.D., 2025
Jerrold Eby*	School Psychology	Ph.D., 2025
Sydney Wilburn*	School Psychology	Ph.D., 2024
Ch'Ree Essary	Media and Communication	Ph.D., 2024
Lisa Leon*	School Psychology	Ph.D., 2024
Lindsay Wargo*	School Psychology	Ph.D., 2024
Marlo Gonzalez	School Psychology	Ph.D., 2024
Jamie Raborn	School Psychology	Ph.D., 2023
Jordan Morgan	School Psychology	Ph.D., 2023
Lynn Sanders	Higher Education	Ph.D., 2023
Jesseca Jackson*	School Psychology	Ph.D., 2023
Joel Bell*	School Psychology	Ph.D., 2023
Misty Boggs-Lopez*	School Psychology	Ph.D., 2023
Ariel Kirkland	School Psychology	Ph.D., 2023
Jenny Combest*	School Psychology	Ph.D., 2022
Seth Corley*	School Psychology	Ph.D., 2022
Jordan Cox*	School Psychology	Ph.D., 2022
Anabel Meyer	School Psychology	Ph.D., 2022
Crystal Evans	School Psychology	Ph.D., 2021
Megan Peck*	School Psychology	Ph.D., 2021
Sarah Crownover*	School Psychology	Ph.D., 2021
Linda Garza*	School Psychology	Ph.D., 2021
Lande Dowell	Special Education	Ph.D., 2021
Jennifer Baker	School Psychology	Ph.D., 2020
Yvette Cortino*	School Psychology	Ph.D., 2020
Brian Kelly*	School Psychology	Ph.D., 2020

Aaron Aguilar*	School Psychology	Ph.D., 2019
Angela Schroeder	Curriculum & Instruction	Ph.D., 2019
Christy Chapman*	School Psychology	Ph.D., 2019
Kristen Lyons*	School Psychology	Ph.D., 2019
Ashley Clark	School Psychology	Ph.D., 2018
Laura Renken*	School Psychology	Ph.D., 2018
Katie Runyon	School Psychology	Ph.D., 2018
Richelle Whitaker	School Psychology	Ph.D., 2018
Julianna Carpenter	School Psychology	Ph.D., 2017
Nancy Coffey	School Psychology	Ph.D., 2017
Stephanie Barbre*	School Psychology	Ph.D., 2016
Kenneth Denton*	School Psychology	Ph.D., 2016
Sam Thompson*	School Psychology	Ph.D., 2016
Lei Peng*	School Psychology	Ph.D., 2015
Laura Grubb	School Psychology	Ph.D., 2015
Xun Liu	Educational Psychology	Ph.D., 2015
Chad Smith	Educational Psychology	Ph.D., 2015
Kristin Campos*	School Psychology	Ph.D., 2014
Angie Elkins*	Educational Psychology	Ph.D., 2014
Zhaomin He*	Educational Psychology	Ph.D., 2014
Tianlan Wei	Educational Psychology	Ph.D., 2014
Lesley Casarez*	Educational Psychology	Ph.D., 2013
Rachelle Berg	Counselor Education	Ph.D., 2013
Rick Parker*	Educational Psychology	Ph.D., 2012
Stan DeMerritt	Higher Education	Ph.D., 2011
Yen To*	Educational Psychology	Ph.D., 2010
Cathy Wong	Curriculum and Instruction	Ph.D., 2010
Sothy Eng	Human Development	Ph.D., 2009
Zhaomin He*	Educational Psychology	M.Ed. 2009
Katy Woods	Counselor Education	Ph.D., 2008
Lucy Barnard*	Educational Psychology	Ph.D., 2008
Sheila Deloney	Curriculum and Instruction	Ph.D., 2008
Laura Franks	Mathematics	M.A., 2008
Emily Kinsky	Communication	Ph.D., 2008
Michelle Kiser	Higher Education	Ed.D., 2008
Taylor Hollingworth	Mathematics	M.A., 2008
Dan Su*	Educational Psychology	Ph.D., 2008
Dana Manning	Curriculum and Instruction	Ph.D., 2008
Allison Boroda	Educational Psychology	Ph.D., 2007
Valerie McGaha	Educational Psychology	Ph.D., 2007
Daphne Lewis	Instructional Technology	Ed.D., 2007
Heather Rodgers*	Educational Psychology	M.Ed., 2007
Nelson Coulter	Educational Leadership	Ed.D., 2006
Tara Higgins*	Higher Education	Ed.D., 2006
Omar Arizpe	Mathematics	M.A., 2006
Andrew Ha	Mathematics	M.A., 2006

Jeongrim Lee*	Educational Psychology	Ph.D., 2005
Jennifer Hammat	Higher Education	Ed.D., 2005
Vasuki Rethinam*	Educational Psychology	Ph.D., 2004

*Chairperson or Co-chairperson

Dissertations in Progress

Marilyn Brice*	School Psychology
Justina Danilowski*	School Psychology
Niki Henderson*	School Psychology
Ugochi Iwugi*	School Psychology
Rebekah Miller*	School Psychology
Brook Roberts*	School Psychology
Rachele Gossett*	School Psychology

*Chairperson or Co-chairperson

Service to the University and College

Member—Higher Education Faculty Search Committee	2025—present
Chair—Educational Psychology Faculty/School Psychology Search Committee	2025—present
Member—Texas Tech University Chief Information Officer Search Committee	2023—2024
Chair—Educational Psychology Faculty/School Psychology Search Committee	2022—2023
Member—Educational Psychology Faculty/School Psychology Search Committee	2021—2022
Chair—Grade Appeals Committee University Studies	2021
Chair—First Generation Retention Task Force Sub-Committee	2020—2021
Member—Teaching Academy Executive Council	2020—2023
Member—Faculty Success Advisory Council	2019—2023
Chair—College of Education Research Committee	2018—2019
Member—Educational Psychology Faculty/School Psychology Search Committee	2017—2018
Member—Campus Carry Committee	2016—2019
Member—University Graduate Council	2015—2019
Coordinator—School Psychology Track	2012—2019
Chair—Educational Psychology Faculty Search Committee	2012—2013
Chair—College of Education Tenure and Promotion Committee	2012—2013
Member—University Tenure Review Panel	2012—2015
Member—College of Education Tenure and Promotion Committee	2011—2015
Member—College of Education Dean Search Committee	2010—2011
Coordinator—Educational Psychology Program	2008—2011
Member—Educational Psychology Faculty Search Committee	2008—2009
Chair—Associate Dean for Graduate Education and Research Search Committee	2007—2008
Member—College of Education Faculty Council	2007—2008
Member—College of Education Graduate Academic Affairs Committee	2007—2010
TEACH Mentor	2006—2007

Member — Higher Education Faculty Search Committee	2006—2007
Chair — University Convocations Committee	2005—2006
Evaluator — Project FUTURE	2005
Co-Chair — University Convocations Committee	2004—2005
Evaluator — Project LEAD	2003—2005
Member — College of Education Research Committee	2003—2006
Member — Educational Psychology Faculty Search Committee	2003—2004
Member — University Convocations Committee	2003—2004
Member — Educational Psychology Faculty Search Committee	2002—2003

Service to the Profession

Reviewer— <i>Journal of Operant Subjectivity</i>	2023, 2024
Reviewer— <i>Motivation and Emotion</i>	2023, 2024
Reviewer— <i>Anxiety, Stress, and Coping</i>	2020
Section Co-Chair— <i>American Educational Research Association Annual Meeting, Division 1C, Mathematics Education</i>	2015-2016
Textbook Reviewer-- <i>Foundations of Psychological Testing: A Practical Approach, 4th to 5th Edition</i>	2015
Reviewer— <i>Journal of Early Adolescence</i>	2015
Reviewer— <i>Academic Pediatrics</i>	2013
Reviewer— <i>Pediatrics</i>	2009
Reviewer— <i>Journal of Child and Adolescent Psychopharmacology</i>	2009, 2010
Editorial Board Member — <i>Contemporary Educational Psychology</i>	2008—present
Reviewer — <i>Learning and Individual Differences</i>	2007
Reviewer — <i>Contemporary Educational Psychology</i>	2006, 2007, 2008
Reviewer — <i>Journal of Youth and Adolescence</i>	2006, 2007
Reviewer — <i>Sex Roles: A Journal of Research</i>	2006, 2007

Awards and Honors

<i>Texas Tech Teaching Academy</i>	2016
<i>Outstanding Service to the Profession, Texas Association of School Psychologists</i>	2013
<i>President's Excellence in Teaching Award</i>	2007
<i>McDonald Excellence in Teaching Award</i>	2006-2007
<i>Texas Tech Alumni Association New Faculty Award, College of Education</i>	2004
College of Education recipient of the <i>Outstanding Doctoral Student Award</i>	2000

Professional Memberships

American Psychological Association
National Association of School Psychologists