

**JOHN E. HENNING, Ph.D.**

**CURRICULUM VITAE**

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**ADMINISTRATIVE AND LEADERSHIP PROFILE**

Innovative, energetic, highly collaborative, servant leader with broad educational experience. Proven capacity for leading transformational initiatives through partnerships with public schools, community agencies, and universities, both locally and globally. Synergistic thinker with unique ability to design programs that address university and community needs. Effective communicator, award-winning teacher, successful scholar, experienced mentor, and accomplished writer.

**ACADEMIC BACKGROUND**

Ph.D.	Kent State University Kent, Ohio	1999	Educational Psychology
A.D.	Stark State College Canton, Ohio.	1985	Computer Programming
M.Ed.	Kent State University Kent, Ohio	1982	Vocational Education
B.S.	The Pennsylvania State University University Park, Pa.	1977	General Agriculture

**SUMMARY OF ACADEMIC EXPERIENCE**

***Leadership***

Dean, School of Education, Monmouth University  
Associate Dean, The Patton College of Education, Ohio University  
Chair, The Department of Teacher Education, The Patton College of Education  
Director and Founder, University of Northern Iowa Professional Development  
Schools  
Program Coordinator, University of Northern Iowa  
English Department Chair, Marlinton High School

## ***Research***

Practice-based Teacher Education  
Teacher Development  
Clinically-Based Teacher Education  
Discussion-Based Teaching  
Writing Development  
Semiotics  
Instructional Decision-Making  
Performance-based Assessment

## **College Teaching**

Qualitative Research (hybrid)  
Writing to Publish (hybrid)  
Development in Children and Adolescents (onsite and online)  
Teacher as Action Researcher (onsite and online)  
Innovation in Teaching (online)  
Discussion-Based Teaching (onsite and online)  
Mentoring Teacher Candidates Workshop (onsite)  
Co-Teaching Workshop (onsite)  
Seminar in Teacher Education  
Learning and Instruction in Classroom Contexts  
Educational Research  
Educational Testing and Assessment  
Studies in Classroom Discourse  
Studies in Professional Development Schools  
Educational Evaluation in Teaching  
Inquiry into Learning

## **SIGNATURE ACHIEVEMENTS**

***2017 Exemplary Partnership Award from the National Association of Professional Development Schools*** – Led the expansion, development, and reorganization of the Monmouth University Partnership through the implementation of yearlong clinical experiences, the clinical practice seminar, the Mentoring Academy, the Developmental Curriculum, and high leverage teaching tasks. Was the lead writer on the award application.

***Educational Leadership EdD Program*** – Led the design and implementation of the first School of Education doctoral program. This initiative involved an advisory group composed of school partners, faculty, and university administration. Within one year of beginning active engagement in the project in spring 2016, a program proposal was submitted to and approved by the state. Twenty-two doctoral students were admitted for fall, 2017.

***The Teacher Residency Program*** – Extended clinical experience through a volunteer pilot program that extends the current number of required clinical hours by paying

teacher candidates for their work in schools. This program arranges clinical experiences based on the P-12 calendar rather than the university academic calendar.

***New Jersey Days of Advocacy*** – Led the effort to establish state-wide advocacy in teacher education through the development of the “Days of Advocacy,” a focused two-month effort to engage leaders of teacher preparation programs in conversations with state legislators. Led the development of the policy points “leave-behind documents to be used during legislator visits.

***“The Educator”*** – Led the development and publication of the School of Education’s first annual magazine. The annual magazine features School of Education projects, recent accomplishments, and features on students, faculty, alumni, and friends.

***School of Education Strategic Plan*** – Led a collaborative, school-wide effort to establish the first School of Education Strategic Plan. The plan is organized into seven primary areas: Continuous Improvement, Program Development, Social Justice, Clinical Experiences, Leadership, Technology, and National and State Recognition.

***Design Team Leader for the Council for the Accreditation of Educator Preparation (CAEP)*** – As Chair of the Clinical Experience Design Team, led a series of projects to support the CAEP State Alliance’s efforts to implement clinically based teacher education. These projects included the development of a framework for teacher candidate development during clinical experiences (The Developmental Curriculum for Clinical Experiences), a series performance-based assessments for early field experiences, and an end-of-program interview for program improvement.

***Clinically-Based Teacher Education*** – Led initiatives to design and implement clinically based teacher education at Ohio and Monmouth Universities, including piloting and implementing both undergraduate and graduate yearlong clinical experiences, created seminars to promote the reflections of teacher candidates, and designed and implemented mentoring workshops to support mentor teachers.

***Co-Chair and Founder of the Ohio Clinical Alliance for Educator Preparation*** – Led the creation and founding of a state wide organization designed to implement clinically-based teacher education across the state of Ohio. This organization was approved and organized under the umbrella of the Ohio Association for Colleges of Teacher Education. The infrastructure included a 16-member coalition P-12 and higher education.

***Professional Development School Director*** – Proposed and led a project to establish a multi-site PDS among 11 schools in the Waterloo and Cedar Falls School Districts. Designed and implemented the infrastructure, a professional development program for teachers, and a website for communicating to stakeholders. Managed a \$273,000 budget and reported directly to the provost.

***Curriculum and Instruction Ph.D. program*** – Led the initiative to reopen the Curriculum and Instruction doctoral program at Ohio University, doubled enrollment,

increased the number of PhD students on graduate assistantships, increased the number of required and elective course offerings, established a PhD seminar, and increased the number of doctoral student publications.

**Faculty Development** – Established and led 6 collaborative research teams. Worked with the 5 pre-tenured faculty on a variety of these collaborative research projects, as well as on several additional writing projects. Provided professional development for online instruction during faculty meetings. Supported and facilitated the development of blended formats for course delivery. Observed pre-tenured faculty and provided mentoring for teaching when needed.

**Connavino Honors Program** – Coordinated the Honors program, arranged teaching assignments, and led discussions among Honors Program faculty to develop program requirements, course substitutions, and create a sequence of inquiry projects through courses that lead to the capstone experience. Collaborated on a study evaluating the benefits of the program.

## **POSITIONS**

### **Professor and Dean**

**2015-19 The School of Education,  
Monmouth University**

#### National Leadership

AACTE Leadership Academy faculty member 2016-19  
AACTE Clinical Practice Commission member 2015-19  
CAEP Clinical Alliance, Chair of the Clinical Experience Design Team.  
2015-16.

#### State Leadership

New Jersey Association for Colleges of Teacher Education (NJACTE)  
NJACTE President Elect/Treasurer 2017-19  
NJACTE Executive Board Member 2016-19  
Clinical Practices Committee (NJACTE), Co-Chair, 2015-17  
Days of Advocacy Committee, Chair, 2017-19

#### University Leadership

Transformative Learning Inquiry Team, Co-chair, 2015-17

### **Professor and Associate Dean Academic Engagement and Outreach**

**2013-15 The Patton College of Education  
Ohio University**

#### National Leadership

Clinical Practice Commission, Member  
CAEP Clinical Alliance, Chair of the Clinical Experience Design Team,  
2014-15

#### State Leadership

Ohio Clinical Alliance, Co-Chair, 2014-15  
Ohio Association of Colleges for Teacher Education (OACTE),  
Board Representative 2013-14  
OACTE Advocacy Committee Member  
State University Education Deans (SUED) Advocacy Committee Member  
Common Core Coalition, Member  
Common Core Advocacy Committee, Member  
Dual Enrollment Design Team (state Advisory Group  
for Battelle for Kids), Member

#### University Leadership

Dual Enrollment Task Force, Chair  
Member, Budget Planning Council  
Member, International Education Week Committee  
Member, International Strategic Planning Committee  
Member, International Education Week Awards Committee  
Board Member, Community and College Center for Engagement

#### Diversity

Actively engaged in recruiting diverse students and faculty members.  
Supported travel expense to recruit diverse students.  
Supported and provided leadership in full implementation of the Rural  
Urban Collaborative a diverse, urban field experience in  
Columbus, Ohio (over an hour away).  
Provided mentoring support for new international students.  
Organized visits by international students to local schools to promote  
multicultural understanding.  
Organized student ambassador visits to local Appalachian schools.  
Supported Holmes Scholar Program.

#### Advocacy

Organized Advocacy and Leadership Summit  
Supervised Advocacy program  
Organized AACTE Day on the Hill Visit in Washington  
Organized OACTE Day on the Square Visit in Columbus.  
Organized African Educational Research Network group

#### International Leadership

International Advisory Committee (College)  
Developed Visiting Professor Policy  
Developed International MOU's  
Organized The Patton College program for International Education Week

#### Community Outreach

Organized Outreach Forums

Organized week long professional development workshop  
Mini grants - Distributed applications, reviewed, and announced  
the results

Group II Faculty Promotion Policy

Organized and served ex officio on the committee  
Coordinated College Wide Discussion  
Facilitated faculty vote

Clinically Based Teacher Education Implementation

Organized Mentoring Luncheon  
Facilitated Year Long Clinical Experience Orientation  
Created Developmental Curriculum for Clinical Experiences  
Developed online mentoring courses

Honors Program

Advising Mentoring  
Individual Meetings with HP Students  
Events  
Honors Program Fall Recruiting Luncheon  
Honors Program Spring Research Luncheon

Centers

Supervision of Hill Center,  
Supervision of the Curriculum and Technology Center  
Supervision of the Child Development Center  
Collaborated in the Implementation of Center Day Fall 2014

**Professor and Chair**

**2009–13 Teacher Education Department  
Ohio University**

Leadership Activities as Department Chair

Supervised 26 faculty members in the largest department in the college.  
Led department in discussing and making *Quarters to Semesters* course  
conversions, revising program requirements, and aligning NCATE  
assessments.  
Co-chaired Early Childhood Transition Committee as part of *College  
Restructuring*.  
Revised and implemented departmental *Faculty Workload Policy*.  
Participated as a team member in preparation for 2009 *NCATE  
accreditation* site visit.  
Credential Review Board

NCATE Accreditation

Lead the Standard 3 writing team  
Provide support of other faculty teams

Led implementation of ed TPA

Master's Degree Online Programs

Facilitated the establishment of an online reading endorsement,  
Facilitated the conversion of the reading master's program to an online format,  
Facilitated the reopening and establishment of the Curriculum and Instruction master's program as an online program.

Graduate Programs

Supported the development of a Special Education Master's Cohort on the regional campus.  
Upgraded graduate policy to require a minimum number of publications

**Associate Professor**

**2004–09 University of Northern Iowa**

**Assistant Professor**

**1999-04 University of Northern Iowa**

**Program Co-Coordinator**

**2005-09 University of Northern Iowa**

Professional Development for Teachers Masters Program

Coordinated faculty assignments

Led curriculum development

Recruited three masters cohorts.

Award winning professor.

Numerous awards in teaching and research

Iowa Distinguished Service Award for Teacher Education

**Marlington English Department Chair 1994-99 Marlington High School**

Coordinated faculty assignments

Provided professional development

Led department initiatives.

Created and led a school wide collaborative faculty group.

Served as a trainer of trainers for Stark County Schools.

**High School Teaching**

English Teacher, grades 9, 11, & 12,  
including Advanced Placement,  
accelerated, regular, vocational, and included classes.

1987 - 99 Marlington High School  
Alliance, Ohio

Production Agriculture Teacher and  
Natural Resources Teacher  
Grades 9-12

1978 – 87 Marlington High School  
Alliance, Ohio

Production Agriculture Teacher

1978 West Branch High School  
Beloit, Ohio

## **SCHOLARSHIP, PUBLICATION, AND RESEARCH**

### **Books**

Henning, J. E., Gut, D.M., & Beam, P.C. (2019) *Building mentoring capacity in teacher education: A guide to clinically-based practice*. New York: Routledge.

Henning, J.E., Kohler, F.W., Robinson, V., & Wilson, B. (2009). *Improving Teacher Quality: Using the Teacher Work Sample to Make Evidence-Based Decisions*. Lanham, MD: Rowman and Littlefield.

Henning, J.E., Stone, J., & Kelly, J. (2009). *Using Action Research to Improve Instruction: An Interactive Guide for Teachers*. New York: Routledge. (translated into Chinese)

Henning, J.E. (2008). *The Art of Discussion-Based Teaching: Opening Up Conversation in the Classroom*. New York: Routledge.

### **Refereed Journal Articles**

Henning, J.E., Falco, J., Grabowski, C. & Esposito, N. (in press). The mentor academy: Building capacity for clinically-based teacher preparation. *PDS Partners*.

Henning, J.E. (in press). A practice-based approach to teacher educator learning: The foundation for innovation in teacher education. *Professing Education*.

Henning, J.E. (2018). Seeing “structure” in text: Eleventh graders’ perception of relationship in essay writing. *Educational Studies*. DOI.org/10.1080/03055698.2018.1534085

Henning, J.E., Bragen, B.F., Mulvaney, T., & George, W.O., III. (2018) A sustainable teacher residency: Designing paid internships for teacher education. *School-University Partnerships, The Journal of the National Association for Professional Development Schools 11*(1). Retrieved from <https://napds.org/member-only-resources/>

Henning, J.E., Bragen, B.F., Jr., Mulvaney, T., George, W.O., III, Duffy, G., Aldarelli, E., Grabowski, C., Harriott, W., Riddle, M., Falco, J., Heaney, P., Earle, C., Foster, L., & Borlan, C. (2018). The Monmouth University partnership: Redesigning practice. *School-University Partnerships: The Journal of the National Association for Professional Development Schools, (11)* 1, 3-8.

Henning, J.E., McKeny, T., Weade, G., Dani, D.E., Rice, L.J., & Xenos, A.J. (2018). Designing innovative teaching practice: A case study of Proc-c creativity. *Teacher Education and Practice, 31*(1), 81-100.



- Henning, J.E., Rice, L.J., Dani, D.E., Weade, G., & McKeny, T. (2017). Teachers' perceptions of their most significant change: Source, impact, and process. *Teacher Development: An International Journal of Teachers' Professional Development*, 21(2), 388-403. doi: 10.1080/13664530.2016.1243570
- Henning, J.E., & Duffy, G. (2017). Design features for a yearlong clinical experience: Measuring student learning and using performance-based assessments. *PDS Partners*, 12(3), 1, 3-5.
- Ahmadi, S., Henning, J.E., & Goli, F. (2017). Awakening teachers to their presence: An experiential course in body wisdom. *The Practitioner Scholar: Journal of Counseling and Professional Psychology*, 6(1), 92-107.
- Velepini, K. Martin, B., Ward Randolph, A., & Henning, J.E. (2017). Environmental education in southern Africa: A case study of a secondary school in the Okavango Delta of Botswana. *Environmental Education Research (CEER)* doi: 10.1080/13504622.2017.1377158
- Henning, J.E., Erb, D., Randles, H.S., Shoener, H. Fults, N., & Webb, K. (2016). Designing a curriculum for clinical experiences. *Issues in Teacher Education* 25(1), 23-38.
- Henning, J.E., Gut, D., & Beam, P. (2015). Designing and implementing a mentoring program to serve a clinically based model of teacher preparation. *The Teacher Educator* 150, 145-162. doi.org/10.1080/08878730.2015.1011046
- Weade, G., Kennedy, M.K., Armstrong, J., Douglas, M., Hoisington, L., More, S., Mullins, H., West, L., Helfrich, S., Kennedy, C., Miles, T., Payne, S., Camara, K., Lemanski, L. Henning, J.E., & Martin, C. (2014). By design: Professional development school partnerships at the Gladys W. and David H. Patton College of Education, Ohio University and Athens City Schools. *School University Partnerships*, 7(2), 6-12.
- Gut, D.M., Beam, P.C., Henning, J.E., Cochran, D., & Knight, R. (2014). Teachers' perceptions of their mentoring role in three different clinical settings: Student teaching, early field experiences, and entry year teaching. *Mentoring & Tutoring: A Partnership in Learning*, 22(3), 240-263. doi:10.1080/13611267.2014.926664
- Moore, C. C., & Henning, J.E. (2014). Making the transition to collegiate dance study. *Journal of Dance Education* 14(2) 71-75. doi:10.1080/15290824.2014.849348
- Hendrickson, K., Henning, J.E., & Spinell, A. (2013). Co-teaching with professional interns: A collaborative approach to improving student learning. *Education in a Democracy: A Journal of the NNER*, (5), 126-140.

- Howley, M.D., Howley, A., Henning, J.E., Gillam, M.B. & Weade, G. (2013). Intersecting domains for assessment knowledge: School typologies based on interviews with teachers. *Journal of Educational Assessment, 18* (1), 26-48.
- Henning, J.E., McKeny, T., Foley, G.D., & Balong, M. (2012). Mathematics discussions by design: Creating opportunities for purposeful participation. *Journal of Mathematics Teacher Education, 15*(6), 453-479. doi: 0.1007/s10857-012-9224-1
- Henning, J.E., Dani, D., & Weade, G. (2012). The discourse and reflections of teacher candidates during an early field experience. *The New Educator, 8* (4), 283-307. doi: 10.1080/1547688X.2012.726586
- Henning, J.E., Weade, G., & Geist, E. (2011). Using design thinking to turn teacher education “upside down”: Implementing NCATE’s blue ribbon panel report. *Ohio Journal of Teacher Education, 2* (2), 31-36.
- Henning, J.E., & Balong, M. (2011). The framing discussion: Connecting student experience with mathematical knowledge. *The Clearing House, 84* (2), 47-51.
- Dani, D., Wan, G., & Henning, J.E. (2010). A case for media literacy in the context of socioscientific issues. *New Horizons in Education, 58* (3), 85-99.
- Henning, J.E., & Steggall, M. (2009). The role of abduction in teacher inquiry: The collaborative creation of new teaching strategies. *International Applied Semiotics Journal, Special Edition*, 17-41. Retrieved from <http://www.academicpublishing.com/journals.html>
- Fortsch, P., Henning, J.E., & Nielsen, L. E. (2009). Connecting classroom to clinical practice: A comparison of programs. *Radiographic Technology (81)* (2), 112-121.
- Kohler, F.W., Henning, J.E., & Usma Wilches, J. (2008). Preparing preservice teachers to make instructional decisions: An examination of teacher work samples. *Teaching and Teacher Education 24*(8), 2108-2117.
- Henning, J.E., Nielsen, L.E., Henning, M.C., Schultz E.U. (2008). Designing discussions: Four ways to open up a dialogue. *The Social Studies, 99* (3), 322-326.
- Henning, J.E., & Kohler, F.W. (2007). Preparing preservice teachers to make instructional decisions through coursework, observational field experiences, and teaching experiences. *Teacher Education and Practice 20* (4), 409-425.
- Henning, J.E., & Trent, V. (2007). Asking the really hard questions: Creating a culture

- for analyzing student achievement data. *Catalyst for Change*, 35 (1), 26-9.
- Henning, J.E., Robinson, V., Herring, M., & McDonald, T. (2006). Integrating technology during student teaching: An examination of teacher work samples (TWS). *Journal of Computing in Teacher Education*, 23 (2), 71-76.
- Henning, J.E., Nielsen, L.E., & Hauschildt, J.A. (2006). Implementing case study methodology in critical care nursing: A discourse analysis. *Nurse Educator*, (31) 4, 153-158.
- Henning, J.E. (2006). Teacher leaders at work: Analyzing standardized achievement data to improve instruction. *Education*, 126 (4), 729-737.
- Henning, J.E. (2005). Leading discussions: Opening up the conversation. *College Teaching*, (53) 3, 90-94.
- Dimitrov, D. M., & Henning, J.E. (2005). A linear logistic test model of reading comprehension difficulty. *Journal for the Advancement of Educational Research*, 1 (1), 60-70.
- Henning, J.E., DeBruin-Parecki, A., Hawbaker, B.W., Nielsen, C.P., Joram, E., and Gabriele, A.J. (2005). The teacher work sample: A tool for scaffolding and assessing preservice teachers' early field experiences. *The Teacher Educator*, 40 (3), 188-207.
- Henning, J.E., Trent, V., Engelbrecht, D., Robinson, V., & Reed, G. A. (2004). Cultivating teacher leadership through a school and university partnership. *Teacher Education and Practice*, 17 (4), 400-416.
- Henning, J.E., & Robinson, V. (2004). The teacher work sample: Implementing standards-based performance assessment. *The Teacher Educator*, 39 (4), 231-248.
- Kane, J., & Henning, J.E. (2004). A case study of the collaboration in mathematics between a fourth grade teacher and a talented and gifted coordinator. *Journal of Education for the Gifted*, 27 (3), 243-266.
- Henning, J.E. (2004). The "bow tie": A conceptual tool for opening up classroom discourse. *Curriculum and Teaching Dialogue*, 6 (1), 59-67.
- Henning, J.E., & Lockhart, A. (2003). Acquiring the art of classroom discourse: A comparison of teacher and preservice teacher talk in a fifth grade classroom. *Research for Educational Reform*, 8 (3), 46-57.
- Henning, J. E. (2002). Expanding relationships: A semiotic description of development in the interpretation and organization of text. *The American Journal of Semiotics*, 18, 145-160.

DeBruin-Parecki, A., & Henning, J.E. (2002). Using reflective conversations as a tool for constructing meaningful knowledge about classroom practice. *Catalyst for Change*, 31 (3), 16-20.

Webb, J.M., Pridemore, D.R., Stock, W.A., Kulhavy, R.W., & Henning, J.E. (1997). Remembering responses and cognitive estimates of knowing: The effects of instructions, retrieval sequences, and feedback, *Contemporary Educational Psychology*, 22, 147-164.

### **Book Chapters**

Henning, J.E. (2019). The gifted practitioner. In Judith A. Bazler, Meta L. VnSickle, Julie Swanson, & Kathryn Lubniewski (Eds.). *Nurturing the Development of GATE*, (pp. 22- 36). *Teachers*. Hershey, PA: IGI Global.

Carley-Rizzuto, K, Henning, J.E., & Duckett, C. (2017). Bee pollination. In Judith Bazler and Meta Van Sickle (Eds.). *Cases on STEAM Education in practice*, PP. 164-182. Minneapolis, Mn: IGI.

Gut, D., Beam, P., & Henning, J.E. (2015). Partnering with P-12 teachers in the collaborative mentoring of teacher candidates. In Wanda Slater (Ed.). *Mentoring: Perspectives, Strategies and Impacts on School Performance* (pp. 99 – 108). Hauppauge, NY: Nova.

Henning, J.E., & Kohler, F.W. (2011). Using teacher work sample data for program improvement. In Hilda Roselli, Mark Girod, & Meredith Brodsky (Eds.) *Connecting Teaching and Learning: History, Evolution and Case Studies of Teacher Work Sample Methodology* (pp. 149-160). Lanham, MD: Rowman and Littlefield.

Henning, J.E., Hawbaker, B.W., Lee, D. S., & McDonald, C. F. (2010). Growing a multi-site professional development school. In Ravid, R. & Slater, J. (Eds.) *Collaboration in Education* (pp. 26-34). New York: Routledge.

Henning, J.E. (2009). Semiotics. In Eugene F. Provenzo, Jr. *Encyclopedia of the Social and Cultural Foundations of Education* (pp. 692-694). Thousand Oaks, CA: SAGE.

Henning, J.E. (2009). Abduction in the practice of teaching: The intersection of tacit and explicit knowing. In T. J. Prewitt and W. Morgan (Eds.). *Semiotics 2007*. (pp. 75-86). Ottawa, Canada: Legas.

Henning, J.E., & Robinson, V. (2002) Change and transformation in an educational leadership program. In G. Perreault and F.C. Lunenburg (Eds.). *The Changing World of School Administration* (pp.209-221). Lanham, MD: The Scarecrow

Press, Inc.

Henning, J.E. (2002) Seeing things the same way: What constitutes shared knowledge. In Scott Simpkins and John Deeley (Eds.). *Semiotics 2001* (pp. 275-291). Ottawa, Canada: Legas Press.

Henning, J.E. (2001). Just the right word: A semiotic explanation of development in writing. In Scott Simpkins and John Deeley (Eds.). *Semiotics 2000: Sebeok's century* (pp 249-261). Ottawa, Canada: Legas Press.

Henning, J.E. (2000). The evolution of sign: What a study on text processing suggests. In Scott Simpkins, C.W. Spinks, and John Deely (Eds.), *Semiotics 1999* (pp. 140 - 158). New York: Peter Lang Publishing.

### **Other Publications**

Mama, R. & Henning, J.E. (2018, February 22). Commitment needed to ending gun violence. Retrieved from <https://www.app.com/story/opinion/readers/2018/02/22/gun-violence-parkland-shooting/361827002/>

Henning, J.E. (2016, April) Designing Clinical Experiences. *CAEP Newsletter*. Retrieved from <https://t.e2ma.net/message/bkdpn/r088lm>

Henning, J.E. (2015, August 23) What could public schools be doing better: Lets change perceptions first. *Asbury Park Press*. Retrieved from <http://www.app.com/story/opinion/2015/08/23/public-schools-better/32226503/>

Johnson, J., Hitchcock, J., & Henning, J.E. (2011). Collective case study methodology as a tool for teacher preparation: Implications for planning and implementation. In Chan, T.K., & Earthman G.I. (Eds.) *Fortieth Anniversary Yearbook ISEP* (p. 112-124). Alexandria, VA: International Society for Educational Planning.

Hawbaker, B.W., Henning, J.E., & Nielsen, C.P. (2007). Mentoring and the teacher work sample methodology in lab school-based field experiences. *NALS Monograph*, 18-23.

Trent, V., Henning, J.E., Engelbrecht, D., Robinson, V., & Reed, G. A. (2004). Empowering teachers as leaders: A collaborative partnership in professional development. *Iowa Educational Leadership*, 6 (6), 15-22.

Henning, J.E., & Balong, M. (2003). Speaking the same language: Linking conceptual strategies and discourse in a seventh grade math class. In Robert M. Hashway, Victor, G. Aebly, and William S. Hofmann (Eds.). *Annals of the Joint Conference of the Association for the Advancement of Educational Research and the National Academy 2001: Vol. 3* (pp. 1-20). Greenville, SC: Association for the

## Advancement of Educational Research.

- Henning, J.E. (2003). Rhetoric in the classroom: Teacher discourse as a form of argument. In Robert M. Hashway, Victor G. Aeby, and William S. Hofmann (Eds.). *Annals of the Joint Conference of the Association for the Advancement of Educational Research and the National Academy 2001*: Vol. 3 (pp. 1-18). Greenville, SC: Association for the Advancement of Educational Research.
- Robinson, V., & Henning, J.E. (2002). Preparing educational leaders for the unthinkable: Reflections on the September 11 tragedy. *Iowa Educational Leadership*, 4 (7), 4-7.
- DeBruin-Parecki, A., Severson, A., Boraz, M., and Henning, J. E. (2001) Reflective practitioners: Successful school environments. In Pennie M. Olson (Ed.), *Proceedings of the Fourteenth Annual Midwest ATE Spring Conference: Preparing Teachers to Create Successful School Environments* (pp.23-27).
- Henning, J. (1998). Constructivism: The art of cultivating thirdness. (ERIC Document Reproduction Service No. 422057)
- Henning, J. (1998). Meaning as structure: How interpretants become signs in text. (ERIC Document Reproduction Service No. 419249)
- Henning, J. (1997). Beyond syntax: The identification and assessment of interpretants utilized by expert writers. (ERIC Document Reproduction Service No. 405594).

### **Manuscripts under review**

- Ahmadi, S.A., Henning, J.E., & Goli, F. (under review). The effects of fostering presence experience in teachers: Possibilities for the profession of teaching.
- Henning, J.E. & Ahmadi, S.A. (under review). Signs of presence: The influence of awareness on experiential learning.
- Bragen, B., & Henning, J.E. (under review). Leading school change through an Ed.D. program: Developing effective educational leadership in partnership with local school districts. *PDS Partners*.

### **Manuscripts in progress**

- Henning, J.E., Sickel, A., & Taylor, J., (in progress). Changes in teacher candidate talk during a one-year clinical experience.
- Henning, J.E., Anton, V. , Ryan, C., Mills, L. & Fogarty, D. (In progress). Talking like a

teacher: Teacher candidate development in clinical settings.

Henning, J.E., Urbanski, P., & Pillar, J. (in progress). College students' most significant Experience: A framework for transformative learning.

Henning, J.E. (In progress) Design and development in teaching and Teacher Education: Discovering new processes for learning (book).

### **Books in progress**

Henning, J.E. (in progress). *Development and Design for Clinically-based Teacher Education*.

Henning, J.E. (in progress). *Teacher Development*.

### **CONFERENCE PAPERS AND PRESENTATIONS**

#### **A. Invited Addresses**

Henning, J.E., (May, 2017). Creating reflective practice and scholarly inquiry. Online presentation to the King Faisal University new faculty. Saudi Arabia.

Henning, J.E. (April 17, 2017). Teacher educators develop school community partnerships to advance student learning. Edutalk Radio Interview with Larry Jacobs.

Henning, J.E., Smith, M., & Irish, C. (March, 2015). Ohio Clinical Alliance Update. Keynote Address at the Ohio Confederation of Teacher Education Organizations (OCTEO). Dublin, OH.

Henning, J.E., Smith, M., & Irish, C. (October, 2014). Unpacking CAEP Standard 2 – Transforming clinical practice Keynote Address at the Ohio Confederation of Teacher Education Organizations (OCTEO). Dublin, OH.

Henning, J.E. (September, 2014). The role of intuitive and analytical thinking in teacher development: Welcoming address. Invited address presented at the Fifth Annual Appalachian Ohio Mathematics and Science Teacher Research Symposium at Ohio University. Athens, Ohio.

Henning, J.E. (September, 2013). Welcoming address. Invited address presented at the Fourth Annual Appalachian Ohio Mathematics and Science Teacher Research Symposium at Ohio University. Athens, Ohio.

Henning, J.E. (March, 2013). The changing landscape of teaching and teacher education. Invited address presented at the Zanesville Campus of Ohio University. Athens, OH.

Henning, J.E. (September, 2009). Welcoming address. Invited address presented at the First Annual Appalachian Ohio Mathematics and Science Teacher Research Symposium at Ohio University. Athens, Ohio.

Henning, J.E. (October, 2009). Using performance assessment results for program improvement. Invited address presented at the Ohio University College of Education Research Forum. Athens, OH.

Henning, J.E. (July, 2009). Using performance assessment results for program improvement. Invited address presented at the Conference for Connecting Teaching and Learning: Teacher Work Samples and Other Performance Assessments, Portland, OR.

Henning, J.E. (February, 2009). Collaborative scholarship in teaching and learning. Interdisciplinary Conference at the University of Northern Iowa.

Etscheidt, S., & Henning, J.E. (April, 2008). Research in education: Action research and other research in the classroom. A special topics session sponsored by the Institutional Review Board.

Henning, J.E. (March, 2007) Living the flexible life - what if I change my mind about what I want to do? Wartburg College Student Retreat.

Henning, J.E. (February, 2007) Students say they want more discussion so why don't they talk? (Panel Discussion for Teaching and Learning Consortium)

Henning, J.E. (April, 2006). The power of learning. The keynote address given at The Teacher Education Induction Convocation at the University of Northern Iowa.

Henning, J.E (February, 2002). "Becoming" an excellent teacher. The keynote address at the Spring Initiation of Kappa Delta Pi at the University of Northern Iowa.

Henning, J.E (2001, March). Impress friends and teachers alike: End your essay with the thesis statement." Presentation at the University of Northern Iowa 2001 Celebrating Critical Writing Contest and Conference.

Henning, J.E (2001, March). Alive and aware: The discipline conscious writer. Panel Presentation at the University of Northern Iowa 2001 Celebrating Critical Writing Contest and Conference.

Henning, J.E (2000, April). The expanding essay: An alternative to the five-paragraph theme." Presentation at the University of Northern Iowa 2000 Celebrating Critical Writing Contest and Conference.



## **B. International and National Presentations**

- Henning, J.E., Mulvaney, T., Bragen, B.F., Jr., & William O. George III, (February, 2019). Teacher candidate: Paid professional in a clinical setting. Paper presented at the American Association of Colleges for Teacher Education. Louisville, KY.
- Falco, J. Grabowski, C., & Henning J.E. (February, 2019) The mentor academy: Building capacity for clinically-based teacher preparation. Paper presented at the American Association of Colleges for Teacher Education. Louisville, KY.
- Henning, J.E., Duffy, G., Plummer, J., Schuld, K., & Balestrieri, A. (February, 2019). Developing a curriculum for paid internships in teacher preparation. Paper presented at the Professional Development Schools National Conference. Atlanta, GA.
- Falco, J., Grabowski, C. & Henning, J.E.. (February, 2019). The design and implementation of a preservice mentoring culture. Paper presented at the Professional Development Schools National Conference. Atlanta, GA.
- Henning, J.E., Duffy, G., Plummer, J., Schuld, K., & Balestrieri, A. (February, 2019). Paid professional internships in teacher preparation. Paper presented at the Professional Development Schools National Conference. Atlanta, GA.
- Henning, J.E., Mulvaney, T., & George, W.O., III. (June, 2018). Paid internships in a teacher residency program. Presentation at the US PREP Biannual Convening in Dallas, TX.
- Henning, J.E., & Urbanski, P. (April, 2018). College students most significant experience: A framework for transformative learning. A poster presented at the Annual Meeting of the American Educational Research Society. New York, NY.
- Henning, J.E. (April, 2018). Designing a sustainable teacher residency: Engagement, compensation, instruction, and impact. A paper presented at the Annual Meeting of the American Educational Research Society. New York, NY.
- Henning, J.E., Bragen, B., Jr., Duffy, G., George, W.O., III., Catanzaro, K., McCue, S., Mulvaney, T., Geletei, G., & Grabowski, C. (March, 2018). Paying undergraduates for their work in school classrooms. Paper presented at the American Association of Colleges for Teacher Education. Baltimore, MD.
- Foster, L., Henning, J.E., Bragen, B., Jr., Duffy, G., George, W.O., III., Yard, M., McCue, Schuld, S., & Mulvaney, T. (March, 2018). The yearlong clinical experience: Design and implementation. Paper presented at the American Association of Colleges for Teacher Education. Baltimore, MD.

- Henning, J.E., Campisano, C., Keenan, C., Robsinon, J., & Tutella. (March, 2018). Implementing the Clinical Practice Commission recommendations through a state-wide partnership. Paper presented at the American Association of Colleges for Teacher Education. Baltimore, MD.
- Henning, J.E., Anton, V., Ryan, C., Fogarty, D., & Mills, L. (April, 2017). A curricular study of assessment, differentiation, and classroom management: Innovation through a network improvement community. A poster presented at the Annual Meeting of the American Educational Research Society. San Antonio, TX.
- Miller, M., Falco, J., & Henning, J.E. (March, 2017). The mentor academy, An innovative approach to teacher preparation. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Duffy, G., Sylvester, S., DelMauro, D., Aldarelli, E., Sperling, M., Henning, J.E. (March, 2017). Fostering data driven instruction among teacher candidates: Fun with SGOs. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Miller, M., Arrechi, M., English, K., Christiansen, E., Pascali, E., & Henning, J.E. (March, 2017). Developing high performing teacher candidates. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- DeMoss, K., Easton-Brooks, D., Hofman, A., Henning, J.E., & LeCelle-Perterson, M. (March, 2017). Sustainable funding for residency programs: Moving beyond grants for financial support. Panel Presentation at the American Association of Colleges for Teacher Education. Tampa, FL.
- Alfano, M., Fogarty, D., Henning, J.E., Robinson, J., Roselle, R., Roth, J., Smith, C. (March, 2017). The clinical practice imperative: Conversations with AACTE's Commission. Major Forum, Tampa, FL.
- Henning, J.E., and Ahmadi, S. (April, 2016). Signs of presence: Developing an awareness of body wisdom in teachers. A paper presented at the Annual Meeting of the American Educational Research Society. Washington, D.C.
- Ahmadi, S., & Henning, J.E. (April, 2016). Effects of fostering body awareness in teachers. A paper presented at the Annual Meeting of the American Educational Research Society. Washington, D.C.
- Henning, J.E., Mills, L., Ryan, C., & Anton, V. (March, 2016). CAEP Alliance Experiential Learning Design Team. Paper presented at the Council for the Accreditation of Educational Professionals Spring Conference. San Diego, CA.
- Henning, J.E., Duffy, G., Aldarelli, E., Kuras, A., Zales, L.T., & Lemoine, S. (March, 2016). Designing and implementing a mentoring program for PDS teachers.

- Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Henning, J.E., Aldarelli, E., & Kuras, A. (March, 2016). Designing and implementing clinically-based teacher education. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Henning, J.E., Duffy, G., Zales, L.T., & Lemoine, S. (March, 2016). Using formative performance-based assessments during yearlong teaching experiences. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Henning, J.E., Gut, D., Beam, P., Harriott, W., & Groff, C. (February, 2016). Designing and implementing a mentoring program for clinically-based teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Las Vegas, NV.
- Henning, J.E., Mills, L. Ryan, C., & Anton, V. (February, 2016). CAEP State Alliance: Recommendations for Practice. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Las Vega, NV.
- Henning, J.E., & Mather, P. (October, 2015). Experiential learning across the professions. Poster presentation at the Engagement Scholarship Consortium Conference. State College, Pa. Edmonton, Alberta.
- Henning, J.E., Mills, L. Ryan, C., & Anton, V. (April, 2015). Designing performance-based assessments for early clinical experiences. Paper presented at the Council for the Accreditation of Educational Professionals Spring Conference. Denver, CO.
- Henning, J.E., Irish, C., Hawley, T., & Yusko, B. (February, 2015) The Ohio clinical alliance: A state-wide partnership for designing and implementing clinically-based teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.
- Yusko, B., Arhar, J., Henning, J.E., Keil, V., Kinnucan-Welsch, & White, R. (February, 2015). Advocacy as a driving force for collaboration, innovation, and experimentation in teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.
- Helfrich, S.R., Henning, J.E., Kennedy, C., Weade, G., & Wolfe, A. (November, 2014). Classroom teachers mentoring professional interns: Philosophies, strategies, benefits, & challenges. Paper presented at the National Network for Educational Renewal Annual Conference. October, 2014.
- Henning, J.E., Marvel, D., & Risler, L. (October, 2014). Supporting community outreach

- through faculty development. Paper presented at the Engagement Scholarship Consortium Conference. Edmonton, Alberta.
- Henning, J.E., Burns, J., Lester, A., Basu Mann, S., and Walters-Parker, K. (September, 2014). The work of the CAEP alliance: Designing and implementing a clinical model of teacher education. Paper presented at the Fall Council for the Accreditation of Educational Professionals Conference. Washington, D.C.
- Henning, J.E. (April, 2014). Experiential learning in teaching: Using Peircean semiotics to inform educational research design. A paper presented at the Annual Meeting of the American Educational Research Society, Philadelphia, PA.
- Gorowara, C., Ginsberg, R., & Henning, J.E., (April, 2014). Graduate student council fireside chat: The power of educator preparation provider accreditation for innovation in practice and policy. Graduate student council panel discussion at the Annual Meeting of the American Educational Research Society, Philadelphia, PA.
- Henning, J.E., Kiefer Kennedy, M. Lemanski, L., Camara, K., Shull, H., & Holdcroft, K. (March, 2014). Building a PDS network in rural Appalachia: Connecting community schools and universities to prepare future educators. Paper presented at the Professional Development Schools National Conference. Las Vegas, NV.
- Henning, J.E., Kiefer Kennedy, M. Lemanski, L., Camara, K., & Rittenberg, R. (March, 2014). The senior and master's clinical experiences: Reinvigorating the traditional classroom in a PDS partnership network. Paper presented at the Professional Development Schools National Conference. Las Vegas, NV.
- Henning, J.E., Lemanski, L., Camara, K., Novelii, A., McQueen, M., & Lieburn, J. (March, 2014). Teacher candidate perspectives on the clinical model in a PDS network. Paper presented at the Professional Development Schools National Conference. Las Vegas, NV.
- Sickel, A. & Henning, J.E. (February, 2014). Rethinking curriculum: The development of curricular frameworks for a clinically-based teacher education program. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Indianapolis, IN.
- Henning, J.E., & Sickel, A., Taylor, J., Lemanski, L., Camara, M., & Ahmadhi, S. (February, 2014). Designing the clinical seminar: Promoting reflection and research in practice-centered teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Indianapolis, IN.
- Henning, J.E. (October, 2013). Experiential learning in teaching: Using Peircean semiotics to inform research design. Paper presented at the annual meeting of the Semiotic Society of America. Dayton, OH.

- Henning, J.E., Erb, D., Webb, K., Fults, N., & Randles, H.S. (March, 2013). The clinical curriculum: The foundation for a clinically based model of teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Orlando, FL.
- Weade, G. Armsrong, J., Hoisington, L., Helfrich, S. Wolfe, A., Kennedy, C. & Henning, J.E. (February, 2013) Mentoring matters: Three stories of engagement and impact on student learning in PDS networks. Paper presented at the National Association of Professional Development Schools conference.
- Henning, J.E., Howley, A. Weade, G., & Howley, M. (April, 2012). Building capacity for a clinical model of teacher preparation: Mentoring in classroom assessment. A paper presented at the Annual Meeting of the American Educational Research Society. Vancouver, Canada.
- Henning, J.E., Weade, G., & Geist, G. (February, 2012). Turning Teacher Education “Upside Down”: Implementing NCATE's Blue Ribbon Panel Report. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago, IL.
- Henning, J.E., Weade, G., & Helfrich, S. (February, 2012). Transforming Teacher Education Clinical Practice: Developing a Powerful Research and Design Agenda. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago, IL.
- Henning, J.E., Geist, G., Harrison, L., Wan, G., & Middleton, R. (February, 2012). Research-focused honors program for teacher education candidates. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago, IL.
- Henning, J.E., Beam, P., & Martin, R. (February, 2012). From cooperating teachers to mentors: Building capacity for clinically-based teacher education. Paper presented at the Association of Teacher Educators 2011 Annual Meeting. San Antonio, TX.
- Henning, J.E., & Xenos, A. (October, 2012). Designing a clinical curriculum. Paper presented at the 32<sup>nd</sup> Annual Conference on Curriculum Theory and Classroom Practice. Dayton, OH
- Henning, J.E., Dani, D., Rice, L., Weade, G., & McKeny, T. (April, 2011). Innovation in practice: Teachers’ perceptions of change. A paper presented at the Annual Meeting of the American Educational Research Society, New Orleans, Louisiana.
- Henning, J.E., Gut, D.M. , Knight, R.T., Beam, P. C., & Cochran, D. (April, 2011). Differences in mentoring: Entry year teaching, student teaching, and early field

- experiences: A paper presented at the Annual Meeting of the American Educational Research Society. New Orleans, Louisiana.
- Beam, P.C., Gut, D.M., Henning, J.E., Knight, R.T. & Cochran, D. (February, 2011) Paper presented at the Association of Teacher Educators 2011 Annual Meeting. Orlando, Florida.
- Henning, J.E., Gut, D., Beam, P., Cochran, D., & Knight, R. (October, 2010). Mentoring across contexts: A comparison of strategies during entry year teaching, student teaching, and early field experiences. Paper presented at the annual conference for the Mid-Western Educational Research Association. Columbus, OH.
- Henning, J.E., Rice, L., Weade, G., Dani, D., & McKeny, T. (October, 2010). Innovation in practice: Teachers' perception of change. Paper presented at the annual conference for the Mid-Western Educational Research Association. Columbus, OH.
- Johnson, J. Hitchcock, J., & Henning, J.E. (October, 2010). Collective case study Methodology as a tool for program piloting: Implications for planning and implementing. Paper presented at the general conference for the International Society of Educational Planning. Washington, D.C.
- Henning, J.E. (2008). The role of abduction in teacher inquiry: The collaborative creation of new teaching strategies. Paper presented at The Annual Meeting of the American Educational Research Association, New York, NY.
- Henning, J.E. (2008). Linking experience to concept: Redesigning educational psychology. Paper presented at The Annual Meeting of the American Educational Research Association. New York, NY.
- Henning, J.E. (2008). Using the teacher work sample in early field experiences. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. New Orleans, LA.
- Henning, J.E. (2007). The role of abduction in teaching. Paper presented at the annual meeting of the Semiotic Society of America. New Orleans, LA.
- Henning, J.E., & Kohler, F.W. (2007). A conceptual analysis of the teacher work sample: Implications for teaching, revising the prompt, and making program improvements. Paper presented at The Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Henning, J.E., & Kohler, F.W. (2006). Preparing preservice teachers to make instructional decisions: An examination of the teacher work sample. Paper

- presented at the conference for Extending the Culture of Evidence: Teacher Work Samples and Other Promising Practices, Portland, Oregon.
- Henning, J.E., Robinson, V., & Herring, M. (April 2006). Integrating technology during student teaching: An examination of the teacher work samples. Paper presented at The Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Henning, J.E., (April 2006). A theory of discussion-based teaching: Unifying research and practice within a semiotic context. Paper presented at The Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Joram, E., Gabriele, A.J., Henning, J.E., & Hawbaker, B. (April, 2006). Preservice and practicing teachers' beliefs about assessment practices. Paper presented at The Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Henning, J.E., Kohler, F., & Usma-Wilches, J. (April 2005). Preparing preservice teachers to make instructional decisions: An examination of the teacher work sample. Paper presented at The Annual Meeting of the American Educational Research Association, Montreal, Quebec.
- Henning, J.E., & Balong, M. (April, 2005). The rhythm of open and closed discourse: A design-based study of classroom talk. Paper presented at The Annual Meeting of the American Educational Research Association, Montreal, Quebec.
- Henning, J. E., Trent, V., Engelbrecht, D., Robinson, V., Reed, G. A., & Decker, R. (November, 2004). Insights on the implementation of a teacher leadership program through a university and school partnership. Symposium paper presented at the University Council for Educational Administration Convention, Kansas City, MO.
- Henning, J.E., Nielsen, C., & Hoffman, S. (April, 2004). Pre-service teachers talk about their talk: The relationship between reflective and classroom discourse. Symposium Paper presented at The Annual Meeting of the American Educational Research Association, San Diego, CA.
- Robinson, V., Kohler, F., Henning, J., Oakland, K., Boody, R., Pace, N., & Carson, R. (February, 2004). Assessment of learning and assessment for learning: Ya can't have one without the other. Presentation at the American Association of Colleges for Teacher Education annual meeting, Chicago, IL.
- Henning, J.E., & Oakland, K. (June, 2003). Adapting the teacher work sample to student field experiences. Presentation at a meeting of the Renaissance Group concerning the *Improving Teacher Quality* grant, St. Louis, MO.

- Henning, J.E. (April, 2003). The use of argument in an educational psychology class. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Henning, J.E., DeBruin-Parecki, A, Hawbaker, B, & Nielsen, C. (April, 2003). Adapting teacher work sample methodology to a student field experience. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Robinson, V.L., Henning, J.E, Carson, R. & Kohler, F. (January, 2003). "But i covered the material": How teacher work samples can inform teacher preparation programs. Presentation at the American Association of Colleges for Teacher Education annual meeting, New Orleans, LA.
- Robinson, V., & Henning, J.E. (November, 2002). Using teacher work samples in a standards-based teacher preparation program. Two day workshop taught at the University of Atacama, Copiapo, Chile.
- Henning, J.E. (October, 2002). A theory of pedagogical argument: The use of argument in classroom discourse. Paper presented at the annual meeting of the Semiotic Society of America, San Antonio, TX.
- Henning, J.E., & Lockhart, A. (April, 2002). Acquiring the art of classroom discourse: Comparing teacher and pre-professional teacher talk in a fifth grade classroom. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Henning, J.E. (April, 2002). The rhetoric of teaching: Pedagogical persuasion in a tenth grade chemistry class. Paper discussion at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Robinson, V., Henning, J., Pace, N., Miller, F., Boody, R., & Carson, R. (February, 2002). Walking on water, hot coals, and thin ice: One university's journey with teacher work samples and accountability. Presentation at the Annual Meeting and Exhibits of the American Association of Colleges for Teacher Education, New York, NY.
- Balong, M., and Henning, J.E. (December 2001). The role of student discourse in mathematical instruction: An investigation into student dialogue in a seventh grade classroom. Paper presented at the annual conference of the Association for the Advancement of Educational Research, Ponte Verdra Beach, FL.
- Henning, J. (December, 2001). Rhetoric in the classroom: Teacher discourse as a form of argument. Paper presented at the annual conference of the Association for the Advancement of Educational Research, Ponte Verdra Beach, FL.



- Henning, J. (October, 2001). Seeing the same way: What constitutes shared knowledge. Paper presented at the annual meeting of the Semiotic Society of America, Toronto, ON.
- Henning, J. and De-Bruin-Parecki. (October, 2001). Synthesizing Personal Reflections to Construct Meaningful Reflections about Classroom Practice. Paper presented at the American Association of Teaching and Curriculum Annual Conference, Denver, CO.
- Dimitrov, D., & Henning, J. (November, 2000). Predicting difficulty of essay comprehension items. Paper presented at the Annual Conference of the Association for the Advancement of Educational Research, Ponte Vedra Beach, FL.
- Henning, J., & De-Bruin-Parecki. (November, 2000). Multiple perspectives on lived experiences: Characterizing learner-centered education in the classroom Presentation given at the Annual Convention of the National Council of the Teacher's of English, Milwaukee, WI.
- Henning, J. (September, 2000). Just the right word: A semiotic explanation of development in essay writing. Paper presented at the annual meeting of the Semiotic Society of America, West Lafayette, IN.
- Salih, D., & Henning, J. (May, 2000). The research colloquium: Integrating research into the curriculum. Presented at the National Conference on Undergraduate Research, Missoula, MO.
- Henning, J. (April, 2000). The effect of language ideology on cognition in written composition. Symposium Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Henning, J. (November, 1999). Teaching the expanding essay: Challenging high school students to think more deeply about their writing. Roundtable paper presented at the Annual Convention of the National Council of the Teacher's of English, Denver, CO.
- Henning, J. (October, 1999). The evolution of sign: What a study on textual processing suggests. Paper presented at the annual meeting of the Semiotic Society of America, Pittsburgh, PA.
- Henning, J. (1999, April). Encouraging thinking in writing by explicitly teaching a complex text structure to eleventh graders. Roundtable paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Henning, J. (1999, April). The integration of narrative and conceptual

- representations as a sign of development in the expository essays of eleventh graders. Roundtable paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Henning, J. (1998, October). Changing the learning space: The influence of text on a semiotic reconstruction of classroom interactions. Paper presented at the annual meeting of The Semiotic Society of America, Toronto, Canada.
- Henning, J. (1998, April). Constructivism: The art of cultivating thirdness. Symposium paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Henning, J. (1998, April). Meaning as structure: How interpretants become signs in text. Roundtable paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Henning, J. (1997, March). Beyond syntax: The identification and assessment of interpretants utilized by expert writers. Roundtable paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Regional and Local Presentations**
- Henning, J.E., Grabowski, C., Schwarz, H., Quaglia, C., Arrechi, M., English, K. & Heaney, P. (2017). Implementing the yearlong clinical experience. Presented at the New Jersey P12- Higher Ed Partner Symposium. Monroe Township NJ.
- Henning, J.E., Schwarz, H., Scarfi, J. Quaglia, C. Andel, C. & Miceli, B., (June, 2016). Designing and implementing the year long student teaching experience in a professional development school. Presented at New Jersey Professional Development School Conference, Patterson, NJ.
- Romagnoli, A., Arnold, L., Henning, J.E., & Andrews, S. (June, 2016). Practice-based education: Linking methods courses with clinical experiences in a professional development school. Presented at New Jersey Professional Development School Conference, Paterson, NJ.
- Henning, J.E., Duffy, G., & Wildman, K. (2016). Designing teacher preparation to increase student learning in a professional development school. Presented at New Jersey Professional Development School Conference, Patterson, NJ.
- Henning, J. Irish, C., Hawley, T. Higgins, T., Risner, D. Pech, S., Collier-Gibson, B., & Higgins, C. (March, 2015). The Ohio Clinical Alliance: Transforming Clinical Experiences Through Research, Innovation, and Collaboration. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.

- Hibbard, L., Henning, J.E., Goodrich, S., Franklin, T., Dikkers, S., Luo, T., Monk, J., Murray, A., Rieder, R., & Moore, D. (March, 2014). Building e-partnerships in teacher preparation: Ohio University and ECOT partnering in a new direction for teaching and learning. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Henning, J.E., Irish, C., & Smith, M. (March, 2014). Transforming clinical practice and P-20 partnerships. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Middleton, R. A., Henning, J.E., Erb, D., Webb, K., Fults, N., & Randles, H.S. (March, 2014). The Southeast Ohio Teacher Collaborative: Implementing clinically-based teacher education through a network improvement community. Roundtable paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Henning, J.E. Erb, D., Webb, K., Randles, H., & Fults, N. (December, 2013). Designing and implementing clinically-based teacher education to increase K-12 student learning. Paper presented at the Appalachian Assets Perspective Conference. Athens, OH.
- Henning, J.E., Doppen, F., Sickel, A., & Keifer Kennedy, M. (December, 2013). The power of clinically-based teacher education. Paper presented at the Appalachian Assets Perspective Conference. Athens, OH.
- Henning, J.E., Middleton, R.A., Doppen, F., Beam, P., & Sickel, A. (October, 2013). Defining, designing, and implementing clinically based teacher education: Beyond co-teaching. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Sickel, A., Henning, J.E., Maxwell, L., Lemanski, L., Taylor, J., Camara, K.M., & Amahdi, S.A. (October, 2013). Designing the clinical seminar: Promoting reflection and research in practice-centered teacher education. Paper presented at the fall conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Yahn, J., Hendrickson, K., Anderson, A., Henning, J.E., & Smith, A. (March, 2013). Co-teaching during clinical practice. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Henning, J.E., Yahn, J., Maxwell, L., Lemanski, L., Emmert, T., Taylor, J., Volpe, L., & Ahmadi, S. (October, 2012). Teacher candidate development during a one year experience. Paper presented at the fall conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.

- Beam, P., Weade, G., Geist, G., Cao, Q., Martin, K., Jung, J., & Henning, J.E. (March, 2012). Supporting clinical educators through professional development in mentoring. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Henning, J.E., Erb, D., Webb, K., Fults, N., & Randles, H.S. (March, 2012). Designing a curriculum for a clinically-based model of teacher education. Paper presented at the spring conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Henning, J.E., & Weade, G. (November, 2011). Building mentoring capacity to serve clinical model of teacher preparation. Paper presented at the fall conference of the Ohio Confederation of Teacher Educator Organizations. Dublin, OH.
- Henning, J.E., Weade, G., & Geist, E. (March, 2011). Using design thinking to turn teacher education “upside down”: Implementing NCATE’s blue ribbon panel report. Paper presented at the Spring Conference of the Ohio Confederation of Teacher Education Organizations. Dublin, Ohio.
- Joram, E., Gabriele, A. J., Henning, J., Hawbaker, B., & Carlson, N. (December, 2005). Preservice and practicing teachers' beliefs about assessment. Paper presented at the annual conference of the Iowa Educational Research and Evaluation Association, Waterloo, IA.
- Wilson, B., Robinson, V., Henning, J.E., & Krumm, A. (April, 2005). Teacher quality in Iowa: A two-part series. Waterloo, Iowa.
- Trent, V., & Henning, J.E. (December, 2004). Bridging the data analysis gap: A university and districts’ collaborative partnership. Iowa Education Research and Evaluation Association Annual Conference, Waterloo, Iowa.
- Joram, E., Gabriele, A.J., & Henning, J.E. (December, 2004). Preservice teachers’ beliefs about assessment. Iowa Education Research and Evaluation Association Annual Conference, Waterloo, Iowa.
- Henning, J.E. (2004). Level II teacher work sample. Speaker at secondary methods retreat.
- Henning, J.E. (April, 2004). Cooperative learning. Guest speaker in a modern language class.
- Kane, J. & Henning, J. E. (December, 2003). A case study of the collaboration in mathematics between a fourth grade teacher and a talented and gifted coordinator. Iowa Education Research and Evaluation Association Annual Conference, Ames, Iowa.

- DeBruin-Parecki, A., Severson, A., Boraz, M., and Henning, J. E. (2000, April) Preparing Teachers to create successful school environments. Presentation at the Midwestern Association of Teacher Educators Conference, Davenport, IA.
- Henning, J.E. (1997, August) Authentic instruction and assessment: Communicating across the curriculum. Presented a two day workshop with a team of English teachers selected through the East Regional Development Center, Canton, OH.
- Henning, J. E. (1996, Dec, &1997, March). Flexible grouping. Presentation to school administrators through the Stark County Board of Education, Canton, OH.
- Henning, J.E. (1996, August). Communicating across the curriculum: Authentic instruction and assessment in the classroom. Two day workshop presented with a team of English teachers selected through the East Regional Development Center, Canton, OH.
- Henning, J.E. (1995, Nov). How to be an effective presenter. Presentation with 4 other teachers at a Trainer of Trainers Workshop at the East Regional Development Center, Akron, OH.
- Henning, J.E. (1995, Oct). Interdisciplinary strategies. Stark County in-service presentation in collaboration with 2 other teachers. Jackson High School, Canton, OH.
- Henning, J.E. (1995, August ). Integrating the language arts curriculum. Presented a two day workshop with a team of English teachers selected through the East Regional Development Center, Canton, OH.

## **GRANTS**

- 2014 Submitted federal Teacher Partnership Quality grant entitled “Re-envisioning STEM Education: Designing, Implementing, and Evaluating a Curriculum Supporting Clinically-Based Teacher Education.” \$1, 215, 533. Not funded.
- 2104 Battelle for Kids Foundation grant to support teacher tuition for dual enrollment. \$180,000. Principle Investigator.
- 2014 Battelle for Kids Foundation grant to support teacher credentialing for dual enrollment, \$60,000. Principle Investigator.
- 2013 Martha Holden Jennings Foundation grant entitled “Mentor Quality Matters: Early Field Clinical Experiences.” 1 year \$29,900. Principal Investigator.
- 2012 1804 Grant “Co-Teaching for Innovation in Appalachian Schools.” (2 years) \$15,840 (with Cindy Hartman, Ginger Weade, Quiping Cao, Kaye Martin, Katie Hendrickson, & Betsy Anderson)

- 2010 1804 Grant "Building an Early Field Experience Curriculum. (2 years) \$16,500 (with Pam Beam, Quiping Cao, Gene Geist, Jessun Jung, Kaye Martin, & Ginger Weade).
- 2010 Patton College Outreach Mini Grant. "Building an Early Field Experience Curriculum." \$3,000 (with Gene Geist and Ginger Weade)
- 2008 Graduate College Summer Fellowship "The Role of the Teacher Work Sample in Teacher Education" (8 weeks) \$5683
- 2007 Professional Development School Pilot Study, Director, \$253,000 (internally - 08 funded)
- 2006 Professional Development Assignment (Spring semester).
- 2003 State Action Education Leadership Project (SAELP) Demonstration Project Funding \$30,000 (This grant provided the initial funding for the Waterloo Teacher Leader Program)
- 2002 Dora Schindler Endowment Fund, "Promoting the Dialogue of Pre-Professional Teachers During the Level II Field Experience" \$3440 (with Dr. Lyn Countryman, J.D. Cryer, Megan Balong, Amy Lockhart, Curt Nielsen, and Sheryl Hoffman)
- 2002 Graduate College Project Grant, "Facilitating Effective Pre-Professional Discourse" \$400
- 2001 Graduate College Summer Fellowship "The Influence of Discourse on Learning in a 10<sup>th</sup> Grade Chemistry Classroom" (4 weeks) \$2500.
- 2001 Provost's Mini-Grant titled "Focused on Excellence: Engaging our Education Communities" \$1200 (with Barry Wilson and Annette Carmer)
- 2000 Janssen and Meyer Scholarly Seed Grant, "Teacher Talk: An Investigation of Effective Rhetoric in the Classroom" \$2,270
- 2000 Graduate College Project Grant, "The Role of Discourse on Learning in a Tenth Grade Chemistry Classroom" \$500
- 2000 Provost's Mini-Grant titled "Utilizing Performance-Based Assessment and Technology to Encourage Undergraduate Research" \$1200
- 1999 Graduate College Project Grant titled "Integrating Research into the Curriculum through a Performance-Based Forum" \$500
- 1998 McKinley Chapter of PDK Research Grant. A \$500 award to support a

dissertation in education.

- 1998 Marlinton Local School District Mini grant. A \$500 award to purchase the Accelerated Reader Program.
- 1994 Marlinton Local School District Mini grant. A \$500 award to support a school wide collaboration of teachers.
- 1994 Carnation Chapter of PDK Mini grant. A \$250 award to support an innovative educational practice, in this case an independent reading program for eleventh graders.
- 1994 Stark County Consortium Technology Grant. Worked in collaboration with a team of administrators and teachers to receive a \$20,000 technology grant for the purpose of connecting the school system to the Internet.

### **HONORS and AWARDS**

- 2014 iNACOL Innovator Award for Innovative Research in Blended and Online Learning. (Research and Development Team: Laura Hibbard, Teresa Franklin, Seann Dikkers, John Henning, Tian Luo, and David Moore)
- 2009 Iowa Teacher Education Distinguished Service Award (Iowa Association of Colleges of Teacher Education)
- 2009 College of Education Nominee for the Iowa Board of Regents Faculty Award for Excellence
- 2008 Milestone Award (chairing 10 theses)
- 2008 College of Education nominee for the Class of 1943 Faculty Award for Excellence (UNI)
- 2007 College of Education Outstanding Faculty Award for Research (UNI)
- 2006 College of Education Outstanding Faculty Award for Teaching (UNI)
- 2002 University Book & Supply College of Education Outstanding Teacher Award for non-tenured faculty (UNI)
- 2001 Recipient of the Student Ambassador's Apple Polishers Certificate of Appreciation (UNI)
- 1999 Ashland, Inc. Teacher Achievement Award (Selected as one of the top ten educators in the state of Ohio.)

- 1992-2000 Invited eight consecutive years to the Marlinton High School Academic Recognition Banquet by a student in the top ten percent of the senior class.
- 1992, 96, 98, & 04 Who's Who Among American Teachers
- 1993 Martha Holden Jennings Scholar (Statewide program in Ohio for honoring outstanding teachers)
- 1993 One of Five Finalists for Stark County (Ohio) Teacher of the Year
- 1992 Marlinton High School Teacher of the Year
- 1981 District 16 (Ohio) Young Teacher of the Year for Production Agriculture

### **UNIVERSITY, PROFESSIONAL OR PUBLIC SERVICE**

#### **A. National and State Level Service**

- AACTE Clinical Practice Commission, Member
- NJACTE President Elect/Treasurer
- NJACTE Clinical Practices Committee, Co-Chair
- CAEP Clinical Alliance, Chair of the Clinical Experience Design Team 2014-15
- Ohio Clinical Alliance, Co-Chair 2014-15
- Ohio Association of Colleges for Teacher Education (OACTE) Board Representative 2013-15
- OACTE Advocacy Committee Member 2013-15

#### **B. Involvement in Professional Organizations**

- American Educational Researchers Association, Member, 1996-2019.
- Semiotic Special Interest Group Member, 1996-2019
- Association of Teacher Educators, Member 2002, 2009-10
- Iowa Teacher Leader Endorsement Committee, 2007 - 2008
- Teaching Educational Psychology Special Interest Group, Member, 2003-2009.
- Semiotic Society of America, Member, 1997 – 2009, 2012-13
- Iowa Educational Research and Evaluation Association member, 2003, 2005
- Association for the Advancement of Educational Research.
  - Member, 2000-2003
  - Content Area Director, 2001-2002
- American Association of Colleges for Teacher Education, Member 2002-04
- Association for Teacher Educators, Member 2002-04
- Phi Delta Kappa, Member 1992-07,
  - Treasurer, UNI Chapter, 2001-03
  - Co-treasurer, UNI Chapter 2000-01
  - President of the Carnation Chapter, Alliance, OH, 1996-97



Vice President/ Programs, Carnation Chapter, Alliance, OH, 1995 - 96.  
American Psychological Association, Member 1996-99  
UNI - United Faculty,  
Member, 1999 – 2007  
Central Committee, 2003 - 06  
National Council of Teachers of English, Member, 1987 - 01  
National Education Association, Member, 1978 –01  
Iowa State Education Association, Member, 1999 - 01  
Ohio Educational Association, Member, 1978-99  
Marlington Education Association, Member, 1978 - 99

### **C. Committee Assignments**

#### **University**

International Committee, 2013 -15 (OU)  
International Education Week Planning Committee, 2013-15 (OU)  
University International Council Planning and Assessment Committee,  
2013-15 (OU)  
Center for Community and Campus Engagement Governing Board,  
2013-15 (OU)  
Center for Community and Campus Engagement Strategic Planning Committee,  
2013-15 (OU)  
Ohio University Budget Planning Council (OU), 2012-14  
Teacher Education Advisory Board 2006-09 (UNI)  
*Universitas* Editorial Board 2008-09 (UNI)  
Provost Search Committee, 2007-08 (UNI)  
Institutional Review Board member, 2005 – 09(UNI)  
Price Laboratory School Task Force, 2006-07 (UNI)  
Task Force on Graduate Faculty Status, 2006 (UNI)  
Central Committee, United Faculty, 2003-06 (UNI)  
UNI Critical Writing Conference Committee, 1999 – 01  
College (UNI)

#### **College**

Undergraduate Committee, 2013-15 (OU)  
International Advisory Committee, 2013-15 (OU)  
Group II Ad Hoc Committee on Promotion, 2013-14  
Coordinator, Design Team I, 2009-11 (OU)  
Coordinator, MacKenzie King Honors Program, 2013-14 (OU)  
Coordinator, Connavino Honors Program, 2009 -2014 (OU)  
Member, Assessment Council, 2009-15 (OU)  
Member, UPEP, 2009-15 (OU)  
Chair TWS Committee, Assessment Council, 2010-12 (OU)  
PDS Governance Committee, 2007-2009 (UNI)  
PDS Learning Community Committee, 2007-2009 (UNI)  
Associate Dean Search Committee, Chair, 2007 (UNI)

Teacher Work Sample Committee, 2005-2007 (UNI)  
Teacher Work Sample Revision Committee, chair 2005-2007 (UNI)  
College of Education Scholarship selection committee, 2005 – 2008 (UNI)  
College of Education Senate alternate 2004 – 05 (UNI)  
Council of Teacher Education alternate 2004 – 05 (UNI)  
Council of Teacher Education assessment committee member, 2004-2006 (UNI)  
Wayne P. Truesdale/PDK Scholarship committee 2001-08 (UNI)  
MPLS Principal Search Committee 2003 (UNI)  
Hugh F. Seabury Scholarship Committee, 2001-2003 (UNI)  
Malcolm Price Laboratory School Study Team, Fall 2001 (UNI)

### **Department**

Chair of the Teacher Education Department, 2009-13  
Masters of Arts in Education: Professional Development for Teachers  
Co-coordinator, 2005-2009 (UNI)  
Waterloo Teacher Leader Program, 2003-09 (UNI)  
Learning Team Leader, 2006 Co-leader 2000-2002, (UNI)  
Search Committee, 2002 – 2003 (UNI)  
Facilitator of the Secondary Discipline Unit, 2000-02 (UNI)

### **D. Other Service to the College of Education**

Participated in the Improving Teacher Quality Grant, specifically  
implementing the Teacher Work Sample. 2001-2005. (UNI)

### **E. Professional Service**

Reviewer for the *Journal of Teacher Education*  
Reviewer for the *Journal of Mathematics Teacher Education*  
Reviewer for the *Journal of Practitioner Research*  
Reviewer for the *Journal of Classroom Interaction*  
Reviewer for *The Teacher Educator*,  
Reviewer for *The New Educator*  
Reviewer for *Curriculum Inquiry* 2013  
Reviewer for the *Journal of Assessment and Accountability* 2011  
Reviewer for *Ikala, Revista de Lenguaje y cultura*, 2005  
Reviewer for SAGE publications, 2005  
Reviewer for *Urban Education*, 2004  
Reviewer for University of Toronto Press, 2004  
Poster Session Judge for the Iowa Educational Research and Evaluation  
Association Conference & 24<sup>th</sup> Anniversary Celebration, 2002  
Proposal Reviewer - Semiotic SIG of AERA, 2001, 2002, 2006-07 annual  
meeting  
Proposal Reviewer – Division K, Teacher Education and Teaching, 2006  
Proposal Reviewer – Teaching Educational Psychology SIG, 2006  
Session Chair at Semiotic Society of America Conference, 2000  
Content Area Director for the Psychology of Learning in the Association  
for the Advancement of Educational Research 2001-2002

Session Chair at annual meeting of American Educational Research Association, 2003, 2005, 2006, 2007, 2008

Discussant at annual meeting of American Educational Research Association, 2007

#### **F. Dissertations Completed**

- 2017 Taylor, Jeffrey. Curriculum strategy and contested commonplaces: A study of teacher attitudes in curriculum work. Member.
- 2015 Velempini, Kgosi. The integration of environmental education in the secondary school curriculum: A case study of a 10th Grade Junior secondary school curriculum in Okavango Delta, Botswana. Member.
- 2015 Ahmadi, Sara Ahangar. Presence in teaching: Awakening body wisdom. Chair.
- 2015 Hunter, Jeffrey. Student engagement in a computer rich science classroom. Member.
- 2015 Wilson, Jessica. Third grade students' perceptions of reading motivation and the implementation of informational text with the English Language Arts Common Core state standards. Member.
- 2015 Dixon, Carmen. The effects of "Girls in Science Day" on middle school girls' attitude and interests in science. Member.
- 2014 Heibel, Adam. Grouping the mathematically gifted: A mixed methods investigation of homogenous and cluster arrangements. Member.
- 2014 Nelson, Lisa. International service learning: Program elements linked to learning outcomes, and participant motivation revealed. Member.
- 2014 Xenos, Anthony, J. Teacher learning in action: Using self-study to connect practice with theory. Chair
2014. Hansen, Carolyn. The effects of self-graphing oral reading fluency in Tier 2 Response-to-Intervention. Member.
2014. Ellen Yeh. The impact of parental involvement on non-native English speakers' parental involvement. Member.
2013. Watts, Rebecca. An exploration of community college transfer alumni perceptions of their undergraduate experiences and subsequent alumni affinity. Chair.

- 2013 Behrendt, Mark. It's an experience, not a lesson: The nature of high school students' experiences at a biological field station. Member.
- 2012 Rose, Nancy. Embedding evolution: Exploring changes in students' conceptual development, beliefs, and motivations in a population ecology unit. Member.
- 2012 Camper, Christine N. (Un) tethered dwellings: A case study exploring one program's dancers and their experiences with training, community, curriculum, and identity. Chair.
- 2012 Alsaeed, Maha. Teacher knowledge that supports student processes in learning mathematics: A study of all-female middle schools in Saudi Arabia. Member.
- 2012 Winarti, Eny. School-level curriculum: Learning from a rural school in Indonesia. Member.
- 2012 Er, Sidika. Perceptions of High School Mathematics teachers regarding the 2005 Turkish curriculum reform and its effects on students' mathematical proficiency and their success on the university entrance exam. Member.
- 2012 Abukhadrah, Qutaiba, A. Arab male students' preferences for oral corrective feedback. Chair.
2009. Kane, Janine. Teachers' perspectives on changes in general and special education: Examining the pieces of the puzzle. Co-Chair
- 2009 Remy, Lisa. Administrative Mentoring: An investigation of practicing principals' perception of the role mentors played in their professional development and job satisfaction. Member.
- 2009 Lanich, Laurene. The effect of weekly teacher collaboration on teacher instructional practices in the classroom. Member.
- 2009 Lasswell, Terry. The thought processes of administrators as they review and make evaluative judgment of second-year teacher portfolios: A qualitative study. Co-Chair.
- 2009 Kuker, Gina. Technology integration: A study on the impact of increased technology access. Member
2008. Schmidt, Paula Anne. Disability and difference: Adolescents' interpretations based on television viewing. Member.

- 2008 Kenyon, Cynthia. Reframed teacher leadership: A narrative inquiry. Member.
- 2007 Fortsch, Peggy. How the clinical settings of radiography programs affect learning perceptions. Member
- 2007 Hedburg, Carol. The role of spirituality in women's leadership at community colleges. Member.
- 2007 Davidson, Nadene. Identifying behavioral characteristics of high school principals providing leadership in reforming Iowa high schools. Member.
- 2006 Cornish, Yana. Does content knowledge matter in scoring teacher work samples? A study of rater differences. Member.
- 2006 Petersen, Amy. Exploring intersectionality in education: Intersection of gender, race, disability and class. Member.
- 2006 Edelnant, Vicki. The relationship of undergraduate cognitive development and academic advising preference at small private, liberal arts colleges. Chair.
2006. Braun, Eric. The relationship of the co-curriculum with student faith development: Challenge and support at a college of the church. Member.
- 2006 Cashman, Maria. IEP meetings: What are the strategies that make an IEP meeting successful? Member.
- 2006 Soenksen, Delann. Speech recognition: The conceptual interpretation of training and using speech recognition software by postsecondary students with learning challenges. Member.
- 2005 Johnson, Kent. Inter-Institutional Collaboration: A case study of factors contributing to the viability of the Iowa community college online consortium. Member.
- 2005 Williams-Perez, Kendra. An exploration of academic advising care groups at an Iowa private college. Member.
- 2005 Pace, Nicholas. Come out, stay out, stand out: Eight stories of gay and lesbian high school students. Member.
- 2005 Shikwambi, Shamani-Jeffrey. Namibia principals' knowledge and attitudes towards hiv/aids and their compliance with the ministry's national policy. Member.

- 2005 Owens, Kristine D. The efficacy of writing course placement at an Iowa community college. Member.
- 2005 Bardy, Daniel, J. K. The mind is the tabernacle of the consciousness soul. Member.
- 2004 Hauschildt, James, A. Application of case study methodology in the context of undergraduate critical care nursing education. Co-chair.

## G. Student citations

- Henning, J.E., Falco, J., Grabowksi, C. & Esposito, N. (in press). The mentor academy: Building capacity for clinically-based teacher preparation. *PDS Partners*.
- Ahmadi, S., Henning, J.E., & Goli, F. (2017). Awakening teachers to their presence: An experiential course in body wisdom. *The Practitioner Scholar: Journal of Counseling and Professional Psychology*, 6(1), 92-107.
- Velempini, K. Martin, B., Ward Randolph, A., & Henning, J.E. (2017). Environmental education in southern Africa: A case study of a secondary school in the Okavango Delta of Botswana. *Environmental Education Research (CEER)* doi: 10.1080/13504622.2017.1377158
- Henning, J.E., & Duffy, G. (2017). Design features for a yearlong clinical experience: Measuring student learning and using performance-based assessments. *PDS Partners*, 12(3), 1, 3-5.
- Jinghong Cai (2017) Centuries-Old Chinese Art: With an Italian Twist. *Art Education*, 70(6), 43-48, DOI: 10.1080/00043125.2017.1361774
- Maxwell, L. (2015). Outside the box and inside the curriculum: How active Learning enhances teaching and enlivens classrooms. *Childhood Education Journal*. 91(6), 432-441, DOI 10.1080/00094056.2015.1114789
- Asempapa, R. S. (2015). Mathematical Modeling: Essential for elementary and middle school students. *Journal of Mathematics Education*, 8(1), 16-29.
- Yeh, E. (2014). Teaching culture and language through the multiple intelligences film teaching model in the ESL/EFL classroom. *The Journal of Effective Teaching*, 14 (1), 63-79.
- Dixon, C. (2014). The three e's of online discussion. *The Quarterly Review of*

*Distance Education, 15(1).*

- Moffat, M. (2014). Reducing moral distress in case managers. *Professional Case Management, 19(4)*, 173 - 186.
- An, J. (2014). Micro-study reveals flaws in pedagogy: A study of social promotion in Tianjin, China. *International Education, 44 (1)*.
- Moore, C. C., & Henning, J.E. (2014). Making the transition to collegiate dance study. *Journal of Dance Education 14 (2)* 71-75.  
doi:10.1080/15290824.2014.849348
- Hunter, J. (2014). Reflecting on lab practices. *Education, 134(3)*, 379-382.
- Kennedy, C., Mullins, H., & McDowell, K.P. (2014). Engaging Teacher Candidates in Reading Intervention: PDS Partners Reinvent Clinical Practice. *PDS Partners, 9 (3)*.
- Showalter, D. A. (2013). Place-based mathematics: A conflated pedagogy? *Journal of Research in Rural Education, 28(6)*, 1–13. Retrieved from <http://jrre.psu.edu/articles/28-6>.
- Er, Nihan S. (2013). Homeschooling Meets Virtual Schools: Students and Parent Perceptions of Online Mathematics Classes. In H. Yang & S. Wang (Eds.), *Cases on formal and informal e-learning environments: Opportunities and practices*, pp 166-184. Hershey, PA: IGI Global.
- Li, K. Bado, N. Smith, J. & Moore, D. (2013). Blogging for teaching and learning: An examination of experience, attitudes, and levels of learning. *Contemporary Educational Technology, 4 (3)*, 172-186.
- Hendrickson, K., Henning, J.E., & Spinell, A. (2013). Co-teaching with professional interns: A collaborative approach to improving student learning. *Education in a Democracy: A Journal of the NNER, (5)*, 126-140.
- Behrendt, M., & Behrendt, B. (2012). An ecologist is born: An integrated experiential learning activity. *Education, 133 (2)*, 421-417.
- Geist, K., & Geist, E. (2012). Bridging music neuroscience evidence to music therapy best practice in the early childhood classroom: Implications for using rhythm to increase attention and learning. *Music Therapy Perspectives 30 (2)*, 141-144.
- Xenos, A.J. (2012). A point system approach to secondary classroom

management. *Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 85(6), 248-253.

Hendrickson, K.A. (2012). Student resistance to schooling: Disconnection with education in rural Appalachia. *The High School Journal*, 95 (4), 37-49.

Foley, G. D., Khoshaim, H. B., Alsaeed, M., & Er, S. N. (2012). Professional development in statistics, technology, and cognitively demanding tasks: Classroom implementation and obstacles. *International Journal of Mathematical Education in Science and Technology*, 43, 177196. doi:10.1080/0020739X.2011.592616

Winarti, E. (2011). School-based management: The challenges of its implementation in Indonesia. *Orientasi Baru: Jurnal Filsafat dan Teologi*, 20 (1), 85 -106.

Fortsch, P., Henning, J.E., & Nielsen, L. E. (2009). Connecting classroom to clinical practice: A comparison of programs. *Radiographic Technology* (81) (2), 112-121.

Henning, J.E., Nielsen, L.E., & Hauschildt, J.A. (2006). Implementing case study methodology in critical care nursing: A discourse analysis. *Nurse Educator*, (31) 4, 153-158.

Kane, J., & Henning, J.E. (2004). A case study of the collaboration in mathematics between a fourth grade teacher and a talented and gifted coordinator. *Journal of Education for the Gifted*, 27 (3), 243-266.

#### **H. Doctoral Committees in progress**

William Smith  
Meredith Riddle  
Evelyn Cruz  
James Falco  
Thomas Farrell  
Gregory Duffy  
Ted Wardell

#### **I. Masters Theses completed**

2009 Gleason, Michael. The impact of mentoring on the leadership development of participants in Camp Adventure youth services.

2008 Hite, David, Jr. The impact of a C.A.R.E. based martial arts class on students' academic achievement, peer relationships, and social interactions. Member.



- 2007 Krumm, Andrew. The relationship between philosophical tendencies of school practitioners and their attitudes towards computers. Member.
- 2005 Lang, Jason. Biotechnology education in the state of Iowa: A survey of teachers and factors affecting inclusion. Member.
- 2005 Barnes, James. Effective advising in student organizations. Member.
- 2005 Chmelar, Jana L. Implementation of the student services center: A case study of the university of northern Iowa. Member.
- 2003 Moon, Jessica. Collaboration between student affairs and academic affairs at liberal arts institutions. Member.
- 2002 Kane, Janine. Resource consultation: A study of the relationship between an elementary mathematics teacher and the talented and gifted coordinator. Iowa Gifted and Talented Association Award for Research at the Graduate level. Chair.
- 2002 Williams, Wendy. Reading recovery. Chair.
- 2002 Meyer, Jennifer L. Impact of family involvement on student academic achievement. Member.
- 2001 Meyer, Debra S. Multidisciplinary team decision-making practices in Iowa schools. Co-chair
- 2000 Jacks, Sherry. Two instructional approaches - the electric maze and the direct instructional model - for teaching at-risk kindergarten students alphabet letter names. Member.

#### **J. Masters Papers Completed**

- 2014 Needham, Andrea. Incorporating critical thinking into standards-based curricula. Director.
- 2013 Brennan, Margaret. Effectiveness of peer reviewed workshops in a middle school comprehensive integrated language arts classroom. Director.
- 2012 Moore, Amanda. Motivation, stress, and lesson format: A closer look at how certain lesson formats can elicit or diminish expressions of motivation and stress. Director.
- 2012 Matthews, Lindsey. Creating an inclusive curriculum for special education students in the world language classroom. Director.

- 2011 Bowden, Misty. Looking the other in the face (book): American and French language learners confronting each other through a social network. Director.
- 2009 Grandon, Rachelle. Single gender classrooms. Director.
- 2009 Petersen, Sherri. Teacher inquiry and accountability in a school-based early childhood program. Director.
- 2009 Schmitz, Julie. Implementation of early reading interventions to increase student achievement. Director.
2009. Taylorson, Lesley. Problem-based learning in the middle school science curriculum. Director.
- 2009 Bolick, Robert. Inclusion. Why? What now? Director.
- 2009 Henriksen, Leasha. Effectively implementing project based learning in the business education classroom. Reader.
- 2009 Lanagan, Carrie. Reading recovery. Director.
2009. Zweibohmer, Kristin. Spelling instruction in the classroom. Director
- 2009 Even, Dawn. Approaches to differentiated instruction that serve the needs of struggling readers. Director
- 2009 Landau, Cindra S. What methods have been used to help narrow the achievement gap between African-American students and white students? Director.
- 2009 Shanley, Valerie. Jazz and gender: Teaching improvisation to girls. Director.
- 2009 Christopher, Chad. Differentiated instruction in the social studies classroom. Reader.
- 2008 Elser, Carrie. The role of writing: Increasing higher level thinking for all students. Director.
- 2008 Buol, Dawn. Motivation Success and Failure. Director.
- 2008 Hays, Jocelyn. The roles of coaches and teachers: Motivating and fostering a climate for motivation in an age of accountability. Director.

- 2008 Hovak, Slade. Student video production projects in the classroom. Reader.
- 2007 Wagoner, Bridgette. Instructional recommendations for the teaching of writing. Director.
- 2007 Ziegler, K. Spelling instruction in the primary grades. Director.
- 2007 Wait, Sara. Identity exploration in the secondary ESL setting. Director.
- 2007 Shoenauer, Lori. Why students in the Hispanic culture drop out of school. Director.
- 2007 McTeer, Kimberly A. No child left behind act: Implications and strategies for middle school science teaching. Reader.
- 2006 Hart, Cassandra. A study of computational thinking. Director.
- 2006 Usma, Jaime. Teacher autonomy: A review of the research. Director.
- 2006 Craig, Ann. Developing writers. Director
- 2006 Shay, Ellen. Attributing success or failure: Attribution theory at work. Director.
- 2006 Fliher, Mary. The phenomenon of math anxiety. Reader.
- 2006 Johnson, Jennie M. Caught or taught: Development of a middle school spelling program. Reader.
- 2006 Leonard, Gina. The factors preventing the successful implementation of a middle level advisory program at one middle school. Reader.
- 2005 Argotsinger, Pam. English language learner program at irving elementary. Director.
- 2005 Brandau, Rebecca. Student perceptions of high school dropout. Second Reader.
- 2005 Manternach, Trista. Fourth grade student achievement on math standardized tests in the absence of a math curriculum. Director.
- 2005 Metz, Mary Jo. Writing in Math and Distributive Learning in Math Problem Solving. Director.
- 2005 Trainer, Wendy. Efficient thinking strategies. Director.

2005. Mohorne, Rebecca. Study of reciprocal teaching and peer coaching at central middle school. Director.
- 2005 Schwab, JoEllen A. Small group math instruction: Is it beneficial in a seventh grade classroom? Director.
- 2005 Sauer, Michael. Implementation of reciprocal teaching strategies. Director.
- 2005 Haugen, Kara. Implementation of cooperative groups and single gender classrooms. Director.
- 2005 Ritter, Holly K. A distributed strategies approach to teaching multiplication and problem solving. Director.
- 2005 Fitzgerald, Mary Jo. The impact of reciprocal teaching strategies on reading comprehension. Director.
- 2005 Kimball, Audrey. The implementation of reciprocal teaching at central middle school. Director.
- 2005 Steggall, Melissa A. Fostering writing through instructional strategies: A case study in a special needs class. Director.
- 2005 Pelleymonter, Susan. Effective strategies for reading improvement. Director.
- 2005 Theroith, Tammy A. The success of early reading interventions. Director.
- 2005 Jenkins, Patty. The impact of math teaching strategies on math achievement. Director.
- 2005 Lancey-Wensman, Lesli. Could distributed curriculum improve the itbs scores of non-proficient students? Director.
- 2005 Sires, Christi. Implementing Distributed Practice. Director.
- 2005 Thome, Paula. Reciprocal teaching as an instructional strategy to increase reading comprehension. Director.
- 2005 Schulz, Eric U. Utilizing geographic education research to increase learning in a seventh grade geography course. Director.
- 2005 Fee, Julie. A. English language learners in the integrated middle school science classroom. Reader

- 2004 Schloss, Kelly A. Multiple intelligences of young adolescents. Reader.
- 2004 Anderson, Toni. From l to j: The effects of an assessment approach on student achievement in mathematics at the middle school level. Reader.
- 2004 Leinen, Sandra. Reading motivation of middle school students. Reader.
- 2003 Sarbu, Simona, Critical thinking in high school literature classes. Reader.
- 2003 Tanase, Madelina. Teacher discourse in a culturally diverse classroom. Director.
- 2002 Milburn, Kristine. A writing assessment tool for Valley High School, West Des Moines, Iowa. Co-director.
- 2002 Lynch, Christa. Integrating the literature and social studies curriculum. Co-director
- 2001 Wehr, Patricia, An instructional project using physical knowledge activities as a catalyst to develop children's literacy skills in a constructivist preschool classroom. Reader.
2001. Meyer, Jennifer, Impact of family process and status variables on student academic achievement. Reader.
2001. Kane, Janine. Differentiated curriculum for advanced learners in the regular education classroom. Reader.
2000. Neagle, Wendy. Reading recovery. Reader.
2000. Meyer, Deborah. Effective multidisciplinary team problem solving. Reader.