Hersh C. Waxman

Texas A&M University Education Research Center

Department of Teaching, Culture and Learning

College of Education and Human Development

Texas A&M University

College Station, TX 77843-4232

1982-83 Postdoctoral Fellowship, University of Pittsburgh, Learning Research & Development Center

1. Ph.D., University of Illinois at Chicago (Educational Research and Evaluation).

1978 M.Ed., University of Illinois at Chicago (Educational Research and Evaluation).

1972 B.A., University of Illinois at Chicago (Sociology).

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| **PROFESSIONAL EXPERIENCE** |

2016-present **Co-Director**, Texas A&M University Center for Mathematics & Science Education

2007-present **Director**, Texas A&M University Education Research Center

2006-present **Professor**, Teaching, Learning and Culture Department, College of Education and Human Development, Texas A&M University

1996-2006 **Professor**--Department of Educational Leadership and Cultural Studies and Department of Curriculum and Instruction, College of Education, University of Houston

2001-2005 **Principal Investigator**—U. S. Department of Education, Office of Educational Research and Improvement, National Laboratory for Student Success, The Mid-Atlantic Regional Educational Laboratory.

1996-2004 **Principal Researcher**--U. S. Department of Education, Office of Educational Research and Improvement, National Center for Research on Education, Diversity, & Excellence.

* 1. **Associate Professor**--Department of Curriculum and Instruction, College of Education, University of Houston.
  2. **Senior Research Associate**--U. S. Department of Education, Office of Educational Research and Improvement, National Research Center on Education in the Inner Cities.
  3. **Associate Dean for Research**--College of Education, University of Houston.

1983-1989 **Director**--Educational Research Center, College of Education, University of Houston.

1983-1989 **Assistant Professor**, Department of Curriculum and Instruction, College of Education, University of Houston.

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| **SELECTED ACADEMIC & PROFESSIONAL HONORS/AWARDS** |

2016 Texas A&M University Association of Former Students College-level Distinguished Achievement Award for Teaching in the College of Education and Human Development.

2014-16 TLAC Faculty Fellow in Teacher Education, Texas A&M University

2006 University of Houston, College of Education Alumni Faculty Service Award.

2003-05 President, AERA Special Interest Group on Classroom Observation Research.

2003 Chair, National Invited Conference on Improving Teacher Quality for ELLs.

1999 Hall of Honor, College of Education, University of Houston.

1997 Outstanding Paper Award, AERA SIG, Study of Learning Environments.

1. Career Contribution to Quantitative Research in Technology and Teacher Education Award, Society for Information Technology and Teacher Education.

1997 Senior Research Excellence Award, College of Education, University of Houston.

1995 Faculty Excellence Proclamation, Houston City Council.

1993 Outstanding Paper Award, Phi Delta Kappa, University of Houston Chapter, 7th Annual Research into Practice Conference.

1989-90 President, Southwest Educational Research Association.

1989 Distinguished Alumni Award, College of Education, University of Illinois at Chicago.

1989 Outstanding Research Paper Award, Southwest Educational Research Association.

1988 University of Houston Teaching Excellence Award.

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| **SELECTED PUBLICATIONS** |

**Books:**

\*Ganesh, T. G., Boriack, A. W., Stillisano, J. R.,Davis, T.,& **Waxman, H. C.** (Eds). (2015). *Technology use in multicultural settings.* Charlotte, NC: Information Age.

\*Houston, W. R., Eugeni, M. L., & **Waxman, H. C.** (2006). *Successful initiatives in the recruitment and retention of community college students: Making a difference in the lives of students*. Houston, TX: Institute for Urban Education.

Téllez, K., & **Waxman, H. C.** (Eds.). (2006). *Improving educator quality for English Language Learners*. Mahwah, NJ: Lawrence Erlbaum.

**Waxman, H. C.*,*** Houston, W. R., Profilet, S. M., & Sanchez, B. (2005*). Making a difference in the lives of abused and neglected children: Research on the effectiveness of a court appointed advocate program*. Houston, TX: Child Advocates Inc.

**Waxman, H. C.**, Tharp, R., & Hilberg, R. S. (Eds.). (2004). *Observational research in U. S. classrooms: New approaches for understanding cultural and linguistic diversity*. Cambridge, United Kingdom: Cambridge University Press.

**\*Waxman, H. C.**, Padrón, Y. N., & Gray, J. P. (Eds.). (2004). *Educational resiliency: Student, teacher, and school perspectives*. Greenwich, CT: Information Age.

**Waxman, H. C.**, & Walberg, H. J. (Eds.). (1999). *New directions for teaching practice and research*. Berkeley, CA: McCutchan.

\*Bright, G. W., **Waxman, H. C.**, & Williams, S. E. (Eds.). (1994). *Impact of calculators on mathematics instruction*. Lanham, MD: University Press of America.

**Waxman, H. C.**, & Bright, G. W. (Eds.). (1993). *Research approaches in technology and teacher education*. Charlottesville, VA: Association for the Advancement of Computing in Education.

**Waxman, H. C.**, Walker de Felix, J., Anderson, J., & Baptiste, H. P. (Eds.). (1992). *Students at risk in at-risk schools: Improving environments for learning*. Newbury Park, CA: Sage.

**Waxman, H. C.**, & Walberg, H. J. (Eds.). (1991). *Effective teaching: Current research.* Chicago: National Society for the Study of Education.

Baptiste, H. P., **Waxman, H. C.**, Walker de Felix, J., & Anderson, J. E. (Eds.). (1990). *Leadership, equity, and school effectiveness*. Newbury Park, CA: Sage.

**Book Chapters:**

**\*Waxman, H. C**., Suarez, M. I., & Padrón, Y. N. (In press). Classroom and school factors that promote educational success for Latino students In S. J. Paik, S. M. Kula, J. Gonzalez, & V. Gonzalez (Eds.). *High-achieving Latino students: Successful pathways toward college and beyond*. Charlotte, NC: Information Age.

Kandel-Cisco, B., Brown, D. B., Padrón, Y. N., Stillisano, J. R., & **Waxman, H. C.** (2019). Professional development in science for teachers of English language learners. In S. Kim (Ed.) *ESL Education: Current issues and evidence-based teaching practice*. Niagara Falls, NY: Untested Research Idea Center (IC).

Sahin, A., Ekmekci, A., & **Waxman, H. C**. (2019). Factors affecting students’ STEM choice and persistence: A Synthesis of research and findings from the second year of a longitudinal high school STEM tracking study. In A. Sahin & M. Mohr-Schroeder (Eds.). *Myths and truths: What has years of K-12 STEM education research taught us*. Leiden, Netherlands: Brill.

**\*Waxman, H. C**., Suarez, M. I., & Padrón, Y. N. (In press). Classroom and school factors that promote educational success for Latino students In S. J. Paik, S. M. Kula, J. Gonzalez, & V. Gonzalez (Eds.). *High-achieving Latino students: Successful pathways toward college and beyond*. Charlotte, NC: Information Age.

\*Stillisano, J., Wright, K., Rollins, K. B., & **Waxman, H. C.** (2018). Do CCR Initiatives lead to college and career readiness?: One state’s efforts to meet the challenge. In B. Smerdon & K. Kim (Eds.), *College and career readiness and success: What is it and how do we measure it?* Charlotte, NC: Information Age.

\*Jabbari, N., Boriack, A. W., Barohona, E., Padron, Y. N., & **Waxman, H. C.** (2018). Social networking. In J. I. Liontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-7). Alexandria, VA & Hoboken, NJ: TESOL International Association and Wiley. DOI: 10.1002/9781118784235.eelt0430

\*Padron, Y. N., Barohona, E., & **Waxman, H. C.** (2018). Digital citizenship for English language learners: Issues and pedagogical considerations. In J. I. Liontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-6). Alexandria, VA & Hoboken, NJ: TESOL International Association and Wiley. DOI: 10.1002/9781118784235.eelt0402

Sahin, A., Ekmekci, A., & **Waxman, H. C**. (2018). Factors affecting students’ STEM choice and persistence: A Synthesis of research and findings from the second year of a longitudinal high school STEM tracking study. In A. Sahin & M. Mohr-Schroeder (Eds.). *Myths and truths: What has years of K-12 STEM education research taught us*. Leiden, Netherlands: Brill.

Boriack, A. W., Ganesch, T. G., & **Waxman, H. C**. (2015). Future directions for improving technology use in multicultural settings. In T. G. Ganesch, A. W. Boriack, J. R. Stillisano, T. Davis, T., & H. C. Waxman**,** (Eds.). *Research on technology use in multicultural settings* (pp. 225-236). Charlotte, NC: Information Age.

\*Boriack, A. W., & **Waxman, H. C**. (2015). Introduction and overview. In T. G. Ganesch, A. W. Boriack, J. R. Stillisano, T. Davis, T., & **H. C.** **Waxman,** (Eds.). *Research on technology use in multicultural settings* (pp. 1-10). Charlotte, NC: Information Age.

\*Stillisano, J. R., Brown, D. B., & **Waxman, H. C.** (2015). Alternative models for evaluating technology use in schools. In T. Ganesh, A. W. Boriack, J. R. Stillisano, T. Davis, & H. C. Waxman (Eds.), *Technology use in multicultural settings* (pp. 209-224). Charlotte, NC: Information Age.

\*Kandel-Cisco, B., Stillisano, J. R, Davis, T., & **Waxman, H. C.** (2015). Implementing online testing in Texas schools. In T. Ganesh, A. W. Boriack, J. R. Stillisano, T. Davis, & H. C. Waxman (Eds.), *Technology use in multicultural settings* (pp. 107-120). Charlotte, NC: Information Age.

**\*Waxman, H. C**., Weber, N. D., Franco-Fuenmayor, S. E., & Rollins, K. B. (2015). Research-based approaches for identifying and assessing effective teaching practices: Challenges, new directions, and policy implications. In Y. Li & J. Hammer (eds.), *Teaching at work* (pp. 9-27)*.* Rotterdam, The Netherlands: Sense Publishers.

**\*Waxman, H. C.**, Alford, B. L., & Brown, D. B. (2013). Individualized instruction. In J. A. C. Hattie & E. M. Anderman (Eds.), *International handbook on student achievement* (pp.405-407). New York: Routledge.

**\*Waxman, H. C.**, Padrón, Y. N., & Garcia, A. (2007). Educational issues and effective practices for Hispanic students. In S. J. Paik & H. J. Walberg (Eds.). *Narrowing the achievement gap: Strategies for educating Latino, Black and Asian students* (pp. 131-151)*.* New York: Springer.

\*Eugeni, M. L., Houston, W. R., & **Waxman, H. C.** (2006). Evaluation of community college recruitment initiatives. In W. R. Houston, M. L. Eugeni, & H. C. Waxman (Eds.), *Successful initiatives in the recruitment and retention of community college students: Making a difference in the lives of students* (pp. 107-140). Houston, TX: Institute for Urban Education.

Téllez, K., & **Waxman, H. C.** (2006). A meta-synthesis of qualitative research on effective teaching practices for English language learners. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 245-277). Philadelphia, PA: John Benjamins.

Téllez, K., & **Waxman, H. C.** (2006). Preparing quality teachers for English Language Learners: An overview of the critical issues. In K. Téllez & H. C. Waxman (Eds.), *Improving educator quality for English Language Learners: Research, policies, and practices (pp. 1-22).* Mahwah, NJ: Lawrence Erlbaum.

**\*Waxman, H. C.**, & Chen, H.-L. (2006)**.** Mixed method approaches for examining classroom learning environments for resilient and nonresilient students in urban elementary schools. In D. L. Fisher & M. S. Khine (Eds.), *Contemporary approaches to research on learning environments: Worldviews* (pp. 195-220). Hackensack, NJ: World Scientific Publishers.

**\*Waxman, H. C.**, Eugeni, M. L. & Houston, W. R. (2006). Evaluation of community college retention initiatives. In W. R. Houston, M. L. Eugeni, & H. C. Waxman (Eds.), *Successful initiatives in the recruitment and retention of community college students: Making a difference in the lives of students* (pp. 141 -160). Houston, TX: Institute for Urban Education.

\*Price, D. D., & **Waxman, H. C.** (2005). Effective schools. In V. A. Anfara Jr., G. Andrews, & S. B. Mertens (Eds.), *The encyclopedia of middle grades education (pp. 185-188)*. Westerville, OH and Greenwich, CT: National Middle School Association and Information Age.

Téllez, K., Flinspach, S. L., & **Waxman, H. C.** (2005). Resistance to scientific evidence: Program evaluation and its lack of influence on policies related to language education programs. In R. Hoosain & F. Salili (Eds.), *Language in multicultural education (pp. 57-76)*. Greenwich, CT: Information Age.

Hilberg, R. S., **Waxman, H. C.**, & Tharp, R. G. (2004). Purposes and perspectives on classroom observation research. In H. C. Waxman, R. G. Tharp, & R. S. Hilberg (Eds.), *Observational research in U. S. classrooms: New approaches for understanding cultural and linguistic diversity* (pp. 1-20). Cambridge, United Kingdom: Cambridge University Press.

**\*Waxman, H. C.**, Brown, A., & Chang, H. L. (2004). Future directions in educational resiliency research. In H. C. Waxman, J. Gray, & Y. N. Padrón (Eds.), *Educational resiliency: Student, teacher, and school perspectives* (pp. 263-273*).* Greenwich, CN: Information Age.

**\*Waxman, H. C.**, Gray, J., & Padrón, Y. N. (2004). Promoting educational resilience for students at-risk of failure. In H. C. Waxman, J. Gray, & Y. N. Padrón (Eds.), *Educational resiliency: Student, teacher, and school perspectives* (pp. 37-62)*.* Greenwich, CN: Information Age.

**Waxman, H. C.**, Hilberg, R. S., & Tharp, R. G. (2004). Future directions for classroom observation research. In H. C. Waxman, R. G. Tharp, & R. S. Hilberg (Eds.), *Observational research in U. S. classrooms: New approaches for understanding cultural and linguistic diversity* (pp. 266-277). Cambridge, United Kingdom: Cambridge University Press.

**Waxman, H. C.**, & Padrón, Y. N. (2004). The uses of the Classroom Observation Schedule to improve classroom instruction. In H. C. Waxman, R. G. Tharp, & R. S. Hilberg (Eds.), *Observational research in U. S. classrooms: New approaches for understanding cultural and linguistic diversity* (pp. 72-96). Cambridge, United Kingdom: Cambridge University Press.

**Waxman, H. C**. (2003). Systematic classroom observation. In J. W. Guthrie (Ed.), *Encyclopedia of education* (2nd ed, pp. 303-310). New York: Macmillan.

\*Padrón, Y. N., **Waxman, H. C**., Powers, R. A., & Brown, A. (2002). Evaluating the effects of the Pedagogy to Improve Resiliency Program on English language learners. In L. Minaya-Rowe (Ed.), *Teacher training and effective pedagogy in the context of student diversity* (pp. 211-238). Greenwich, CT: Information Age.

Padrón, Y. N., **Waxman, H. C**., & Rivera, H. L. (2002). Issues in educating Hispanic students. In S. Stringfield & D. Land (Eds.), *Educating at risk students* (pp. 66-88). Chicago: National Society for the Study of Education.

**Waxman, H. C**., Gray, J., & Padrón, Y. N. (2002). Resiliency among students at risk of failure. In S. Stringfield & D. Land (Eds.), *Educating at risk students* (pp. 29-48). Chicago: National Society for the Study of Education.

**Waxman, H. C**., & Padrón, Y. N. (2002). Research-based teaching practices that improve the education of English language learners. In L. Minaya-Rowe (Ed.), *Teacher training and effective pedagogy in the context of student diversity* (pp. 3-38). Greenwich, CT: Information Age.

**Waxman, H. C**., Houston, W. R., & Cortina, L. (2001). Determining program quality of a social service collaborative using case study methods and moving towards participatory evaluation. In D. M. Hinn, A. P. Benson, & C. Lloyd (Eds.), *Visions of quality: How evaluators define, understand, and represent program quality* (pp. 135-151). Oxford, England: Elsevier.

\***Waxman, H. C**., Padrón, Y. N., & Arnold, K. A. (2001). Effective instructional practices for students placed at risk of failure. In G. D. Borman, S. C. Stringfield, & R. E. Slavin (Eds.), *Title I: Compensatory education at the crossroads* (pp. 137-170). Mahwah, NJ: Lawrence Erlbaum.

Padrón, Y. N., & **Waxman, H. C**. (1999). Effective instructional practices for English language learners. In H. C. Waxman & H. J. Walberg (Eds.), *New directions for teaching practice and research* (pp. 171-213). Berkeley, CA: McCutchan.

**Waxman, H. C**., & Walberg, H. J. (1999). Introduction and overview. In H. C. Waxman & H. J. Walberg (Eds.), *New directions for teaching practice and research* (pp. 1- 13). Berkeley, CA: McCutchan.

**Waxman, H. C**., & Huang, S. L. (1999). Classroom observation research and the improvement of teaching. In H. C. Waxman & H. J. Walberg (Eds.), *New directions for teaching practice and research* (pp. 107-129). Berkeley, CA: McCutchan.

**Waxman, H. C**. (1995). Classroom observations of effective teaching. In A. C. Ornstein (Ed.), *Teaching: Theory into practice* (pp. 76-93). Needham Heights, MA: Allyn & Bacon.

**Waxman, H. C**., Bright, G. W., & Williams, S. E. (1994). Future directions for the study of calculators in mathematics classrooms. In G. W. Bright, H. C. Waxman, & S. E. Williams (Eds.), *Impact of calculators on mathematics instruction* (pp. 131-138). Lanham, MD: University Press of America.

**Waxman, H. C**. (1992). Reversing the cycle of educational failure for students in at-risk school environments. In H. C. Waxman, J. Walker de Felix, J. Anderson, & H. P. Baptiste (Eds.), *Students at risk in at-risk schools: Improving environments for learning* (pp. 1-9). Newbury Park, CA: Sage.

**Waxman, H. C.** (1992). Effective programs for students in at-risk school environments. In H. C. Waxman, J. Walker de Felix, J. Anderson, & H. P. Baptiste (Eds.), *Students at risk in at-risk schools: Improving environments for learning* (pp. 195-202). Newbury Park, CA: Sage.

**Waxman, H. C**., Padrón, Y. N., & Knight, S. L. (1991). Risks associated with students' limited cognitive mastery. In M. C. Wang, M. C. Reynolds, & H. J. Walberg (Eds.), *Handbook of special education: Emerging programs* (Vol. 4, pp. 235-254). Oxford, England: Pergamon.

Duschl, R. A., & **Waxman, H. C**. (1991). Impacting the learning environment of student teaching: Investigations with preservice secondary science teachers. In B. J. Fraser & H. J. Walberg (Eds.), *Educational environments: Evaluation, antecedents, and consequences* (pp. 255-270). Oxford, England: Pergamon Press.

Knight, S. L., & **Waxman, H. C**. (1991). Students' cognition and classroom instruction. In H. C. Waxman & H. J. Walberg (Eds.), *Effective teaching: Current research* (pp. 239-256). Chicago: National Society for the Study of Education.

Freiberg, H. J., & **Waxman, H. C**. (1990). Changing teacher education. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 617-635). New York: Macmillan.

Freiberg, H. J., & **Waxman, H. C**. (1990). Technical skills--acquisition and thoughtful implementation. In R. T. Clift, W. R. Houston, & M. Pugach (Eds.), *Encouraging reflective* *practice: An examination of issues and exemplars* (pp. 119-138). New York: Teacher's College Press.

**Waxman, H. C**. (1990). Classroom instruction that enhances equity. In H. P. Baptiste, H. C. Waxman, J. Walker de Felix, & J. E. Anderson (Eds.), *Leadership, equity, and school effectiveness* (pp. 127-131). Newbury Park, CA: Sage.

**Waxman, H. C**., & Walberg, H. J. (1986). Effects of early field experiences. In J. D. Raths & L. G. Katz (Eds.), *Advances in teacher education* (Vol. 2, pp. 165-184). Norwood, NJ: Ablex.

**Journal Articles**

Feng, L., Hodges, T. S., **Waxman, H. C**., & Joshi, R. M. (2019). Discovering the impact of reading coursework and discipline-specific mentorship on first-year teachers’ self-efficacy: A Latent class analysis. *Annals of Dyslexia*, *69*(1), 80-98. <https://doi.org/10.1007/s11881-018-00167-1>

Sahin, A., **Waxman, H. C**., & Rangel, V., & Demirci, E. (2019). An investigation of a charter school system students’ college enrollment and STEM major selection rates and perceptions of factors in STEM major selection*. International Journal of Science & Mathematics Education.* <https://doi.org/10.1007/s10763-019-10017-0>.

\*McIntush, K., Zhou, X., Askari, N., Widdison, Y., Keese, J., Burgess, M., Scaramuzzo, P., Norton, M., & **Waxman, H.** (2019). Preservice teacher efficacy in culturally responsive teaching and social-emotional learning. *Texas Teacher Education Forum*.

\*Wang, K., Li, Y., Chen, Z., & Wen, L., & **Waxman, H. C**. (2018). Examining the differences between the job satisfaction of STEM and non-STEM novice teachers with leaving intentions. *EURASIA Journal of Mathematics, Science and Technology Education, 14*(6), 2329–2341.**DOI**: <https://doi.org/10.29333/ejmste/89516>

\*Whitfield, J., **Waxman H. C.**, & Scott, T., & (2018). Comparing Robert Noyce Scholars and Non-Robert Noyce Scholars perceptions of teaching. *Journal of Research in STEM Education, 2(2), 90-105.*

\*Wright, K. B., Shields, S. R., Black, K., Banerjee, M., **& Waxman, H. C.** (2018). Teacher perceptions of influence, autonomy, and satisfaction in the early Race to the Top era. *Education Policy Analysis Archives, 26*(62). <http://dx.doi.org/10.14507/epaa.26.3449>

\*Wright, K. B., Shields, S. M., Black, K., & **Waxman, H. C**. (2018). The effects of teacher home visits on student behavior, student academic achievement, and parent involvement. *School Community Journal*, *28*(1), 67-90.

\*Zhu, G., **Waxman, H. C**., Rivera, H., & Burlbaw, L. (2018). The micropolitics of student teachers' professional vulnerability during teaching practicums: A Chinese perspective. *The Asia-Pacific Education Researcher*. https://doi.org/10.1007/s40299-018-0374-5

Sahin, A., Ekmekci, A., & **Waxman, H. C**. (2017). The relationships among high school STEM learning experiences, expectations, and mathematics and science efficacy and the likelihood of majoring in STEM in college. *International Journal of Science Education, 39(11). http://dx.doi.org/10.1080/09500693.2017.1341067.*

Sahin, A., Ekmekci, A., & **Waxman, H. C**. (2017). Collective effects of individual, behavioral, and contextual factors on high school students’ future STEM career plans. *International Journal of Science and Mathematics Education.* DOI 10.1007/s10763-017-9847.

\*Etchells, M. J., Ketsetzi, A., Fleming, K., Meister, S., & **Waxman, H. C**. (2017). Identifying key factors influencing violence directed toward K-12 teachers in American schools. *Electronic International Journal of Education, Arts, and Science*, *3*(6), 19-34.

\*Palmer, D. J., Lynch, P., Parker, D., Viruru, R., Knight, S., **Waxman, H. C**., Alford, B., Brown, D. B., Rollins, K., Stillisano, J., Sadiq, H. M., Abdullah M. Hamdan Abu-Tineh, A. M. H., Nasser, R., Allen, N., Hessa Al-Binali, H., Ellili, M., Al-kateeb, H., & Al-kubaisi, H. (2016). A classroom observational study of Qatar’s Independent Schools: Instruction and school reform. *Journal of Educational Research*. Retrieved from <http://dx.doi.org/10.1080/00220671.2014.979908>

Padrón, Y. N., & **Waxman, H. C**. (2016). Investigating principals’ knowledge and perceptions of second language programs for English language learners. *International Journal of Educational Leadership and Management, 4(2),* 127-146*.*

\*Weber, N. D., **Waxman, H. C.**, Brown, D. B., & Kelly, L. J. (2016). Classroom instruction differences between first-year teaching interns and experienced classroom teachers. *Teacher Education Quarterly*, *43*(1), 91-106.

**\*Waxman, H. C.**, Rivera, H. H., Linn, B., Padrón, Y. N., Rollins, A. W., & Alford, B.A. (2016). Development of an observation instrument to measure flourishing learning environments. *Journal of Chinese Studies*, *2*(1), 1-7. DOI 10.1186/s40853-016-0005-9.

\*Alford, B. A., Rollins, K. B., Padrón, Y. P., & **Waxman, H. C.** (2015). Using systematic classroom observation to explore student engagement as a function of teachers' developmentally appropriate instructional practices (DAIP) in ethnically diverse pre-kindergarten through second-grade classrooms. *Early Childhood Education Journal*. Retrieved from [http://link.springer.com/article/10.1007/s10643-015-0748-8](https://mail.cehd.tamu.edu/owa/redir.aspx?C=46529f49b05f4d378f21c11a20bde00f&URL=http%3a%2f%2fwww.springer.com%2f-%2f6%2fAVDU3YxMAgfPWjhrqTlP)

\*Franco-Fuenmayor, S. E., Padrón, Y. N., & **Waxman, H. C.** (2015). Investigating Bilingual/ESL teachers’ knowledge and professional development opportunities in a large suburban school district in Texas. *Bilingual Research Journal*, 38*(3)*, 336-352.

\*Lyons, L. C., Fleming, K. J., Whitfield, J., Ging, A. B., Ketsetzi, A., Etchells, M. J., & **Waxman, H. C**. (2015). Evaluating the implementation of core practices in teacher education programs in Texas. *Texas Forum of Teacher Education, 5,* 33-48.

\*Padrón, Y. P., & **Waxman, H. C.,** Rollins, K. B., Alford, B. A., & Franco-Fuenmayor, S. (2015). Using classroom observations to examine classroom instruction for ELLs in elementary school classrooms. *Journal of Bilingual Education Research and Instruction, 17(1),* 77-93*.*

\*Weber, N. D., **Waxman, H. C.**, & Fleming, K. J. (2015). With its high teacher cost, is Teach for America a viable option for schools? *The Conversation*. Retrieved from https://theconversation.com/with-its-high-teacher-cost-is-teach-for-america-a-viable-option-for-schools-37695#comment\_636027

\*Padrón, Y. N., **Waxman, H. C.**, & Lee, Y-H. (2014). Classroom learning environment differences between resilient, average, and non-resilient middle school students’ in reading. *Education and Urban Society,* 46*(2), 264-283.* DOI: 10.1177/0013124512446217

\*Stillisano, J. R., **Waxman, H. C.**, Brown, D. B., & Alford, B. L. (2014). Using case study methodology to examine practices in exemplary college access centers. *Journal of Ethnographic & Qualitative Research, 8*, 173-189.

**Waxman, H. C.** (2013-14). Avoiding ignorance and mindlessness in educational research: Moving from “good enough” studies to more mindful approaches. *Journal of Contemporary Research in Education, 1*(3), 98-103.

\*Weber, N. D., & **Waxman, H. C**. (2014). Systematic classroom observations of first-year teacher interns’ pedagogical technology integration in secondary schools. *Texas Forum of Teacher Education*, *4*, 63-84.

**\*Waxman, H. C.**, Evans, R. T., Boriack, A. W. & Kilinc, E. (2013-14). Systematic observations of the availability and use of instructional technology in urban middle school classrooms. *Journal of Contemporary Research in Education. 1*(3), 104-113.

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\*Includes graduate student as co-author

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| **SELECTED GRANTS (funded)** |

**Waxman, H. C.**, & Stillisano, J. R., (2019-2024). *Evaluation of Harmony Schools Education Innovation and Research Project*. Funding Agency: U.S. Department of Education ($864,994).

**Waxman, H. C.**, (2018-2019). *Evaluation of United Way of Greater Houston Education Initiative*. Funding Agency: United Way of Greater Houston ($150,000).

**Waxman, H. C.**, Padron, Y. P., & Rollins, K., (2016-2017). *Evaluation of United Way of Greater Houston Education Initiative*. Funding Agency: United Way of Greater Houston ($220,000).

**Waxman, H. C.**, Padron, Y. P., & Rollins, K., (2015-2016). *Evaluation of United Way of Greater Houston Education Initiative*. Funding Agency: United Way of Greater Houston ($300,000).

Stillisano, J., & **Waxman, H. C.** (2014-2016). *Elementary Teachers Engaged in Authentic Math and Science (ETEAMS)*. Funding Agency: National Science Foundation & Texas A&M at Corpus Christi ($150,000).

**Waxman, H. C.,** Stillisano, J., & Li, Y-P (2014-2015). *Evaluation of Reasoning Minds*. Funding Agency: Texas Education Agency & Reasoning Minds. ($150,000).

**Waxman, H. C.**, Padron, Y. P., Rollins, K., & Franco-Fuenmayor, S. E. (2014-2015). *Evaluation of United Way of Greater Houston Education Initiative*. Funding Agency: United Way of Greater Houston ($240,000).

Scott, T., Whitfield, J., & **Waxman, H. C**. (2014-2017). *Texas A&M University Noyce Monitoring and Evaluation*. Funding Agency: National Science Foundation ($299,987).

**Waxman, H. C.**, Stillisano, J. R., Kelly, L., & Smith, D. (2011-2014). TAMU Educator Preparation Collaborative for Enhancing College and Career Readiness in Texas Schools*.* Austin, TX: Texas Higher Education Coordinating Board ($849,738).

**Waxman, H. C.**, Stillisano, J. R., Alford, B. & Brown, D. (2011-2013). *Evaluation of College Readiness Assignments Field Test*. Texas Higher Education Coordinating Board ($249,966).

Stillisano, J. R., **Waxman, H. C.**, Brown, D., & Rollins, K. (2011-2013). *Evaluation of the CCRI Faculty Collaboratives.* Texas Higher Education Coordinating Board ($72,000).

Stillisano, J. R., **Waxman, H. C.**, Alford, B., & Rollins, K. (2011-2013). *Evaluation of the Math, Science, Technology Teacher Preparation Academies (MSTTPA).* Austin, TX: Texas Higher Education Coordinating Board ($180,000).

Stillisano, J. R., & **Waxman, H. C.** (2009-2011). *Evaluation of the Math, Science, Technology Teacher Preparation Academies (MSTTPA) and the CCRI Faculty Collaboratives.* Austin, TX: Texas Higher Education Coordinating Board ($104,793).

Stillisano, J. R., & **Waxman, H. C.** (2008-2009). *Evaluation of Texas International Baccalaureate Programs* (2008-2009). New York: International Baccalaureate Organization ($75,000).

Stillisano, J., & **Waxman, H. C.**, Taylor, L. L. (2010-2011). *Evaluation of Charter Schools in Texas.* Austin, Texas: Texas Education Agency ($75,000).

**Waxman, H. C.**, & Stillisano, J. (2010-2011). *National Center for Educator Development Needs Assessment.* ($64,527).

Stillisano, J. R., & **Waxman, H. C.** (2009-2011). *Evaluation of the Math, Science, Technology Teacher Preparation Academies (MSTTPA) and the CCRI Faculty Collaboratives.* Austin, TX: Texas Higher Education Coordinating Board ($104,793).

Stillisano, J. R., **Waxman, H. C**., Padrón, Y. N., & Lewis, C. (2009-2011). *School Leadership Academy Research Study.* Austin, TX: Texas Education Agency ($250,000).

**Waxman, H. C.**, Stillisano, J., Taylor, L. L., & Rolle, A. (2009-2011). *Dual Credit College Course Research Study.* Austin, Texas: Texas Education Agency ($300,000).

**Waxman, H. C.**, Padron, Y., Lewis, C., & Stillisano, J. (2010). *Education Research Center Middle School Collaborative.*  Houston: Houston Endowment ($107,662).

**Waxman, H. C.**, Stillisano, J., & Slough, S. (2010). *Evaluation of the Pathways Project.* Austin, TX: Texas Higher Education Coordinating Board ($23,000).

**Waxman, H. C**., & Stillisano, J. R. (2009-2010). *Evaluation of THECB GO Centers.* Austin, TX: Texas Higher Education Coordinating Board ($95,000).

**Waxman, H. C.**, & Stillisano, J. (2008-2010). *Evaluation of Gates GO Partnership Program*. Austin, TX: Texas Higher Education Coordinating Board ($130,000).

Davis, T., & **Waxman, H. C.** (2008-2009). *Evaluation of Readiness for Online Testing in Texas*. Austin, TX: Texas Education Agency ($221,918).

**Waxman, H. C.** (2007-2012). *State of Texas Education Research Center at Texas A&M University*. Austin, TX: Texas Higher Education Coordinating Board and Texas Educational Agency ($1,050,000).

**Waxman, H. C.** (2006-2007). *Evaluation of MTC Mathematics TEKS Connections Project*. Funding Agency: Texas Educational Agency ($100,000).