

Curriculum Vitae

Amy L. Orange
Assistant Professor
Department of Educational Leadership
University of Houston-Clear Lake
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Houston, TX 77058
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EDUCATION

Ph.D., University of Virginia

Educational Research, Statistics, and Evaluation, August 2012
Emphasis in Qualitative Research Methods

M.Ed., University of Virginia

Educational Research, Statistics, and Evaluation, August 2007

B.A., University of California, Davis

Rhetoric and Communications, June 1993

CERTIFICATES AND LICENSURE

Multiple-Subject CLAD teaching credential, National University

California K-12 multiple-subject credential, February, 2000
Emphasis on elementary education and Crosscultural, Language & Academic
Development (CLAD)
Expires 2020

PROFESSIONAL EXPERIENCE

2013-present Assistant Professor

Qualitative Research
College of Education
University of Houston-Clear Lake

2012-2013 Adjunct Faculty

Qualitative Research
College of Health and Education
George Mason University

- 2009** **Graduate-level Teaching**
Qualitative Analysis
Curry School of Education
University of Virginia
- 2008-2012** **Graduate Research Assistant**
Curry School of Education
University of Virginia
- 2007-2008** **Graduate Teaching Assistant**
Education Research
Curry School of Education
University of Virginia
- 2007** **Teacher**
University of Virginia
Summer Enrichment Program for Gifted Students
- 2001-2006** **Teacher**
Loomis Union School District
Loomis, CA
Elementary and Middle Grades
- 2001-2003** **Teacher**
Rocklin Unified School District
Rocklin, CA
English as a Second Language for Adults

COURSES TAUGHT AT UHCL

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|-----------|---|
| COUN 6033 | Research Design and Analysis for Counselors |
| EDUC 6033 | Research Design and Analysis |
| EDCI 7033 | Qualitative Research |
| EDLS 7033 | Qualitative Research |
| EDCI 7331 | Advanced Qualitative Research |
| EDLS 7331 | Advanced Qualitative Research |
| EDLS 8530 | Research Seminar |
| SILC 5931 | Action Research |

Courses Taught at Other Universities

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|-----------|---|
| EDRS 812 | Qualitative Methods in Educational Research |
| EDLF 7404 | Introduction to Qualitative Analysis |

OTHER

Dissertation Chair & Methodologist

Theisen-Gandara, H. (in progress). *Understanding the cultural, academic, and social adjustment of Iraqi exchange students in the United States.*

Dissertation Methodologist

Botkin, M. (2014). *Examining preservice teachers' field based capstone experiences using web 2.0 technology: Factors influencing intent, level of use and ability.*

Neely, V. (2014). *The influence of integrated leadership in United States Title I National Blue Ribbon Elementary Schools.*

Corbin, L. (2015). *Tablet-based professional development: Moving from integration to innovation with interactive language tools.*

Crespo, R. (2015). *The effectiveness of pregnancy education and parenting (PEP) programs in Texas on secondary schools: Perceptions of teenage pregnant and parenting Hispanic students.*

Dupree, K. (2015). *Exploratory study of how to approach the examination of social networking in public institutions of higher education: The issues and processes.*

Gonzales, A. (2015). *The effects of high-stakes testing on reported teacher stress and teacher self-efficacy.*

Lawing, R. (2015). *Examining the relationship between teacher attitude and expectations and selection of accommodations.*

Milovanovic, E. (2015). *General education teacher efficacy and attitudes towards the inclusion of deaf and hard-of-hearing students.*

Sovine, M. (2015). *Students' intent to persist in college: Moderating the negative effects of instructors' misbehaviors with student-to-student connectedness and family support.*

Zwahr, N. (2015). *Teacher retention and the net generation.*

Goodman, J. (2016). *A case study of teacher attitudes, belief systems, and behaviors associated with substantive student gains in a charter school serving an economically disadvantaged population.*

Lovett, C. (2016). *Examining the influence of academic, procedural, and social factors on students' transition from elementary to middle school.*

- Mizell, S. (2016). *Factors contributing to the early adoption of technology.*
- Rossacci, S. (2016). *The influence of information and communication technology implementation on the technology self-efficacy, proficiency, and frequency of use of urban middle school teachers.*
- Sandoval, R. (2016). *Examining general education teachers' perceptions about the factors that affect the academic progress of former bilingual education students who exit into all English classes.*
- Tingle, E. (2016). *The influence of a district leadership development program on 2nd, 3rd, and 4th year principals.*
- Pena, Clara (2017). *Examining factors contributing to the resiliency of unaccompanied minor children.*
- Twu, M. (2017). *Examining the influence of educational mobile application software on students' technology literacy.*
- Bigner, Z. (in progress). *Teacher and principal experiences with data-driven decision making, school improvement plan quality, and academic growth.*
- Block, H. (in progress). *The influence of instructional coaching on teacher efficacy and student achievement.*
- Fonteno, A. (in progress). *First generation Hispanic students' perspectives of academic performance and persistence in developmental integrated reading and writing courses at a community college in Texas.*
- Harmon, C. (in progress). *The challenge of college attainment for Latina teen mothers: A case study of breaking barriers to success.*
- Lundin, M. (in progress). *The effects of tier one RtI at the elementary school level using i-station on reading text fluency.*
- Murray, J. (in progress). TBD.
- Roberts, J. (in progress). *Closing the advanced placement opportunity gap in traditionally underrepresented students.*

Dissertation Committee Member

Carrington, F. (in-progress). *The hope factor.*

Hill, B. (in progress). *Teacher perceptions and self-efficacy of the use of formative assessment practices during lesson design and implementation.*

PUBLICATIONS

Book Chapters

Orange, A. in Meloy, J.M. (2012). *Twenty-first century learning by doing.* Rotterdam, The Netherlands: Sense Publishers. pp. 28, 57, 68, 89, 113-4, 159, 216-7, 220.

Refereed Journal Articles

Beavers, E., Orange, A., & Kirkwood, D. (2017). Fostering critical reflection in an authentic learning environment. *Journal of Early Childhood Teacher Education*, 38(1), 3-18.

Gonzalez, A., Peters, M., Orange, A., & Grigsby, B. (2016). The influence of high-stakes testing on teacher self-efficacy and job-related stress. *Cambridge Journal of Education*. 1-19.

Orange, A. (2016). Encouraging reflective practices in doctoral students through research journals. *The Qualitative Report*, 21(12), 2176-2190.

Orange, A. (2016). Teachers' recommendations for dealing with workplace bullying in schools. *The Texas Forum of Teacher Education*, 6, 80-92.

Loytonen, T., Koro-Ljungberg, M., Carlson, D.L., Orange, A. & Cruz, J. (2015). A pink writing experiment. *Reconceptualizing Educational Research Methodology*, 6(1), 23-42.

Orange, A. (2014). What they left behind: A case study of teachers' experiences with school improvement at Evergreen Elementary School. *The Qualitative Report*, 19(37), 1-16.

Orange, A., Heinecke, W., Berger, E., Krousgrill, C., Mikic, B., Quinn, D. (2012). An evaluation of Higher Ed 2.0 technologies in undergraduate mechanical engineering courses. *Advances in Engineering Education*, 3(1), 1-29.

Refereed Conference Proceedings

Pan, E., Berger, E, Orange, A. & Heinecke, W. (2014). *A preliminary summative assessment of the Higher Ed 2.0 program—using social media in engineering education.* Proceedings from the 121st Annual American Society for Engineering Education conference, Indianapolis, IN.

Berger, E. J., Krousgrill, C. M., Quinn, D. D., Mikic, B., Heinecke, W., & Orange, A. (2008, October). *Social constructivism in engineering education: Student-generated content and collaboration using Web 2.0 tools.* Proceedings of the 7th American Society for Engineering Education Global Colloquium on Engineering Education, Cape Town, South Africa.

FUNDED GRANTS

Internal

Orange, A. (2015). A Phenomenological Study of Teachers' Experiences with Mistreatment by Their Administrators. University of Houston-Clear Lake Faculty Research Support Fund (FRSF), \$3750.00

PRESENTATIONS

International

Orange, A. (2017, April). *Teachers' experiences with bullying and mistreatment in their workplaces*. Paper to be presented at the American Education Research Association Conference, San Antonio, TX.

Orange, A., Peters, M., & Gonzalez, A. (2017, April). *High-stakes testing and its influence on teacher self-efficacy and job-related stress*. Paper to be presented at the American Education Research Association Conference, San Antonio, TX.

Corbin, L., Willis, J., & Orange, A. (2016, April). *Tablet-integrated professional development: Moving teachers from entry to transformation*. Paper presented at the American Education Research Association Conference, Washington, DC.

Milovanovic, E. & Orange, A. (2016, April). *General education teacher efficacy and attitudes towards the inclusion of deaf and hard-of-hearing students*. Paper presented at the American Education Research Association Conference, Washington, DC.

Orange, A. (2016, April). "*What am I going to get in trouble for today?*": *Teacher mistreatment by their administrators*. Paper presented at the American Education Research Association Conference, Washington, DC.

Orange, A. (2015, April). *Bullying at Live Oak Elementary School: A case study of teachers' experiences with mistreatment by their administrators*. Paper presented at the American Education Research Association Conference, Chicago, IL.

Orange, A. (2014, December). *The effects of accountability on teaching practices: A case study of Evergreen Elementary School*. Paper presented at the Oxford Education Research Symposium, Oxford, England.

Orange, A. (2014, April). *The interpretation and implementation of common planning time: How teachers make sense of a top-down mandate*. Paper presented at the American Education Research Association Conference, Philadelphia, PA.

Orange, A. (2014, April). *The impacts of No Child Left Behind sanctions on an elementary school principal: A case study*. Paper presented at the American Education Research Association Conference, Philadelphia, PA.

Orange, A.L. and Heinecke, W.F. (2012, April). *How the pressure to make AYP drives instructional practices: A case study*. Paper presented at the American Education Research Association Conference, Vancouver, British Columbia.

Berger, E. J., Krousgrill, C. M., Quinn, D. D., Mikic, B., Heinecke, W., and Orange, A. (2008, October). *Social constructivism in engineering education: Student-generated content and collaboration using Web 2.0 tools*, Paper presented at the 7th ASEE Global Colloquium on Engineering Education, Cape Town, South Africa.

National

Orange, A. (2017, January). *Researching in your own backyard: Lessons learned*. Paper presented at the 8th annual Qualitative Report conference, Fort Lauderdale, FL.

Orange, A. (2016, February). *Teachers' perceptions of and experiences with mistreatment by their female administrators*. Paper presented at the 28th annual Ethnographic and Qualitative Research conference, Las Vegas, NV.

Orange, A. (2016, February). *Recommendations for preventing teachers from being mistreated by their administrators*. Paper presented at the 28th annual Ethnographic and Qualitative Research conference, Las Vegas, NV.

Dupree, K. & Orange, A. (2016, January). *Studying social networking in higher education*. Paper presented at the 7th annual Qualitative Report conference, Fort Lauderdale, FL.

Orange, A. (2016, January). *Increasing the quality of doctoral students' methods journals in a qualitative research class: An Experiment*. Paper presented at the 7th annual Qualitative Report conference, Fort Lauderdale, FL.

Orange, A. & Jones, J. (2015, February). *Engineering faculty pedagogical content knowledge in higher education*. Paper presented at the 27th annual Ethnographic and Qualitative Research conference, Las Vegas, NV.

Orange, A. (2015, February). *"You watch it, but I didn't know what to say to stop it": A case study of teachers' experiences with mistreatment by their administrators*. Paper presented at the 27th annual Ethnographic and Qualitative Research conference, Las Vegas, NV.

Orange, A. (2015, January). *Teachers' experiences with mistreatment by their administrators*. Paper presented at the 6th annual Qualitative Report conference, Fort Lauderdale, FL.

- Pan, E., Berger, E, Orange, A. & Heinecke, W. (2014, June). *A preliminary summative assessment of the Higher Ed 2.0 program—using social media in engineering education*. Paper presented at the 121st Annual American Society for Engineering Education conference, Indianapolis, IN.
- Orange, A. (2014, February). *“I’ve had enough”*: A case study of teachers’ experiences of mistreatment by their principals. Poster presented at the 26th Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Orange, A. (2014, February). *Doing more harm than good: A case study of educators’ perceptions of the No Child Left Behind Act*. Paper presented at the 26th Annual Ethnographic and Qualitative Research Conference, Las Vegas, NV.
- Orange, A. (2012, June). *How the pressure to make AYP is leaving students behind*. Paper presented at the 24th Annual Ethnographic and Qualitative Research Conference, Cedarville, OH.
- Orange, A. (2012, June). *The impacts of NCLB on teacher autonomy at Evergreen Elementary School*. Paper presented at the 24th Annual Ethnographic and Qualitative Research Conference, Cedarville, OH.
- Orange, A.L. (2011, June). *What they left behind: Two teachers’ stories*. Paper presented at the 23rd Annual Ethnographic & Qualitative Research Conference, Cedarville, OH.
- Orange, A. L. (2011, February). *The impact of NCLB’s sanctions: The human costs of making AYP*. Roundtable participant at the annual Sociology of Education Association conference, Asilomar, CA.
- Orange, A.L., Heinecke, W.F., & Berger, E. J. (2009, November). *The impact of context on data collection: A comparison of two sites*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.

Local

- Orange, A. (2012, January). *The unintended consequences of NCLB: Greene Elementary’s experience with school improvement*. Paper presented at the Curry School of Education Conference, Charlottesville, VA.

Service

Service within the Institution

University of Houston-Clear Lake

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| 2013-present | UHCL Ambassador |
| 2014-present | Member of the Academic Honesty Committee |
| 2014 | Reviewer for UHCL Student Research Conference |
| 2016-present | Member of the Faculty Development Advisory Committee |

College of Education

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| 2013-present | Reviewer for Committee for the Protection of Human Subjects |
| 2013-present | Member of the Teacher Credentialing Committee |
| 2014-2015 | Member of the ad hoc Promotion and Tenure Task Force |
| 2014 | Member of the search committee for Quantitative Research faculty position |
| 2015 | Member of the search committee for the Director of the CEP |
| 2015-2016 | Member of the search committee for Early Childhood faculty position |
| 2015-present | Faculty Evaluation Committee member |
| 2015-2016 | Co-chair, doctoral admissions committee |
| 2016-present | Member of the EDLS advisory committee |

Service to the Profession

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| 2017-present | Assistant Editor, <i>The Qualitative Report</i> |
| 2014-2016 | Reviewer, AERA Division G: Social Context of Education |
| 2015-present | Reviewer, <i>International Journal of Qualitative Methods</i> |
| 2013-present | Editorial Board, <i>The Qualitative Report</i> |
| 2013 | Reviewer, AERA Division D: Measurement and Research Methodology |

PROFESSIONAL AND ACADEMIC MEMBERSHIPS

American Educational Research Association (AERA)
Southwest Educational Research Association (SERA)
Texas Association of Teacher Educators (TxATE)