

# Timothy G. Ford

---

Department of Educational Leadership and Counseling  
University of Louisiana at Monroe  
306 Strauss Hall  
Monroe, LA 71201  
(318) 342-1288, tford@ulm.edu

## EDUCATION:

**Ph.D., Curriculum, Teaching, & Educational Policy**, Michigan State University, August 2010.  
Dissertation Title: Building Trust within Comprehensive School Reform Models: Exploring the Relationship between Trust and Instructional Improvement. Dissertation Director: Dr. Gary Sykes.

**M.A., Curriculum & Instruction**, University of Kansas, Lawrence, KS, May 2004.  
Major: Teaching English as a Second Language. Thesis: Content and Aims of Staff Development for the Identification of ELL Migrant Students: Education and Praxis of Two School Districts' ESL Program Staff. Advisor: Dr. Manuela González-Bueno

**B.S., English**, Truman State University, Kirksville, MO, December 1998.  
Emphasis: Linguistics; Minor: Spanish

## PROFESSIONAL EMPLOYMENT (current):

**Assistant Professor**, Department of Educational Leadership and Counseling, University of Louisiana at Monroe, Monroe, LA. August 2010 to present.

**Director**, Ed.D. Program in Curriculum & Instruction, University of Louisiana at Monroe, Monroe, LA. October 2010 to present.

## FACULTY AND ADMINISTRATIVE LOAD:

### Teaching:

EDLE 500 Teacher Leader I: Using Data for School Improvement  
EDLE 505 Teacher Leader II: Improving School Performance  
EDFN 581 Introduction to Educational Research  
LECF 701 Applied Statistical Analyses  
LECF 702 Program Evaluation Theory and Practice

### Advising:

Brian Bush (Doctoral Committee Member)  
Cydnie Harris (Dissertation Committee Member)  
Jeanetta Jones (Dissertation Committee Member)  
Anthony Jordan (Doctoral Committee Member)  
Tracye Todd (Doctoral Committee Member)  
Greg O'Quinn (Doctoral Committee Member)  
Dianne Porter-Lord (Dissertation Chair)  
Amy Weems (Dissertation Committee Member)  
David Nordman (Dissertation Committee Member)  
Stacey Pullen (Dissertation Chair)

## **TEACHING EXPERIENCE (prior to current position):**

**Course Instructor**, TE 250, Human Diversity, Power, and Opportunity in Social Institutions, Michigan State University. This course introduces pre-service teachers to the ways in which social inequality affects schooling and schooling affects social inequality. The course allows students to examine how socially constructed categories (e.g., social class, race, gender, sexual orientation, disability, etc.) are used to privilege some individuals or groups and marginalize others. Responsible for all aspects of class organization and instruction including selecting readings and developing and grading course assignments. January 2008 to May 2010.

**Field Instructor**, TE 501/2, Internship in Teaching Diverse Learners I & II, Michigan State University. Mentor six elementary school teaching interns through their internship year. Conduct observations of and evaluate interns' classroom practice, maintain weekly communication with cooperating teachers and interns, and conduct bi-monthly group professional development seminars. August 2009 to May 2010.

**Teaching Assistant**, CEP 932, Quantitative Methods in Educational Research I, Michigan State University. Attended class meetings, tutored graduate level students in statistics and use of statistical software, and graded homework and quizzes. January 2009 to May 2009.

**Guest Lecturer**, TE 301, Learners and Learning in Context, Michigan State University. Course instructor, Mary Tomczyk. Invited to co-teach seminar on special needs students, specifically migrant students. Presented information, materials and resources to future teachers on the educational needs of migrant students. Led discussion and activities on classroom strategies for the inclusion of migrant students. October 2006 to May 2007.

## **RESEARCH EXPERIENCE:**

**Principal Investigator**, Value-Added Teacher Preparation Action Research Study, University of Louisiana at Monroe. February 2011 to present.

**Research Assistant**, Hewlett Foundation Study of Instructionally Effective School Districts, Michigan State University. Principal Investigator, Dr. Gary Sykes. Coded and analyzed qualitative data using Atlas.ti coding software. Developed organizational arrays to facilitate data analysis. Collected on-site field notes and conducted interviews with research subjects. February 2006 to May 2008.

**Research Assistant**, North Central Regional Education Laboratory, Michigan State University. Principal Investigator, Dr. Barbara Schneider. Assisted state educational agencies (SEAs) in leveraging existing federal data resources and in identifying school improvement opportunities endemic to their educational contexts. Acquired major national datasets and maintained them on a secure local area network. Manipulated and customized existing data to answer specifically formulated educational questions generated by state and local educational agencies. May 2006 to September 2007.

**Research Assistant**, College Assistance Migrant Program, University of Kansas. Principal Investigator, Dr. Ngondi Kamatuka. Developed and managed tutoring and mentoring program for over 20 CAMP students. Recruited eligible migrant students throughout Kansas. Produced and edited the CAMP monthly newsletter. September 2002 to July 2003.

## **OTHER PROFESSIONAL EXPERIENCE:**

**Assistant Editor**, AERA Handbook on Education Policy Research. Editors, Gary Sykes, Barbara Schneider, & David Plank. Coordinated all logistical operations for an edited volume with over 60 chapters, 100 authors, and 120 reviewers. Worked closely with editors on decisions about peer review process, organization of the book, and format of and selection of authors for section commentaries. Reviewed and edited incoming manuscripts, communicated with all authors, section editors, and publishing staff, and prepared final manuscript for submission to the publisher. April 2007 to April 2009.

**Graduate Student Editor**, Sociology of Education Journal. Editor, Dr. Barbara Schneider. Co-coordinated editorial operations for the journal. Read manuscripts and generated potential reviewer names for new manuscripts. Compiled peer reviewer comments for papers under review. Oversaw the production of letters to author(s) detailing the status of their submission and reviewers' comments. July 2006 to May 2009.

**Instructional Specialist**, Migrant Education and English Language Learning Program, Missouri Department of Elementary and Secondary Education, Kansas City, MO. Assisted K-12 school districts in determining the presence of ELL youth. Built the capacity of districts to develop, implement and sustain content and language instruction programs. Encouraged districts to promote parental and community support for and participation in content and language instruction programs. Increased awareness of DESE regulations to ensure equal access to education for all K-12 students. Facilitated inter-agency cooperation among educational and community resources and increased inter-district communication. October 2004 to August 2005.

**Identification and Recruitment Specialist**, Migrant Education and English Language Learning Program, Missouri Department of Elementary and Secondary Education, Kansas City, MO. Identified and recruited migrant students in accordance with Title 1, Part C of NCLB. Trained and provided technical support to K-12 schools in meeting migrant standards of the Missouri School Improvement Program (MSIP) and NCLB. Identified and disseminated information to migrant families regarding appropriate supportive services. August 2003 to August 2005.

**Consultant**, Center for Educational Testing and Evaluation, University of Kansas. Team member in the development of State of Kansas English language proficiency assessment. Recommended improvements to KSDE ESL standards to reflect current research in Second Language Acquisition. Developed and pilot-tested items for oral assessment. October 2002 to July 2003.

## **HONORS AND AWARDS:**

Erickson Research Fellow, Michigan State University, 2005-2009.

Department of Teacher Education Fellowship, Michigan State University, 2005-2006.

Graduate Student Research Enhancement Award, Michigan State University, 2007.

## **PUBLICATIONS:**

Maier, K. S., Ford, T. G., & Schneider, B. (2007). Are middle-class families advantaging their children? In L. Weis (Ed.) *The way class works: Readings on school, family, and the economy* (pp. 134-148). New York: Routledge.

Sykes, G., Schneider, B., & Plank, D. N., (with Ford, T. G.) (Eds.). (2009). *The AERA handbook on education policy research*. New York: Routledge.

Sykes, G., O'Day, J., & Ford, T. G. (2009). The district role in instructional improvement. In G. Sykes, B. Schneider, & D. Plank, (with T. G. Ford) (Eds.), *The AERA handbook on education policy research* (pp. 767-784). New York: Routledge.

Sykes, G., Schneider, B., & Ford, T. G. (2009). Introduction. In G. Sykes, B. Schneider, & D. Plank, (with T. G. Ford) (Eds.), *The AERA handbook on education policy research* (pp. 1-14). New York: Routledge.

Schneider, B., Ford, T. G., & Perez-Felkner, L. (2010). Social networks and the education of children and youth. In P. Peterson, E. Baker, & B. McGaw (Eds.), *The 3<sup>rd</sup> international encyclopedia of education*. London: Elsevier.

Ford, T. G., & Youngs, P. A. (under review). How *Success for All* promotes trust in a high-performing urban Midwestern district. *Leadership and Policy in Schools*. Revise and Resubmit.

Maier, K., Schneider, B., & Ford, T. G. (under review). Family experiences of competition and adolescent performance. *American Journal of Education*.

#### **PRESENTATIONS:**

Ford, T. G., Jordan, A. R., Weems, A., Rainey, D., Porter-Lord, D. (2011, April). Correlates of growth in trust among teachers in *America's Choice* schools. Poster presented at the Annual Meeting of the Louisiana Council of Professors of Educational Administration, Ruston, LA.

Ford, T. G. (2011, April). Building relational trust within comprehensive school reform models: Exploring the relationship between trust and instructional improvement. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Maier, K., Schneider, B., & Ford, T. G. (2010, August). Family experiences of competition and adolescent performance. Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, GA.

Maier, K., Ford, T. G., & Schneider, B. (2009, August). Does feeling competitive in adolescent families matter for school success? Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, CA.

Ford, T. G., & Youngs, P. A. (2009, April). How policy context shapes trust in schools: Understanding how *Success for All* promotes trust in a high-performing urban Midwestern district. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Ford, T. G., Maier, K. S., & Schneider, B. (2008, August). Adolescent parent involvement and school advantage: Gendered understandings of how competitive home and school experiences mediate adolescents' academic achievement and well-being. Paper presented at the Annual Meeting of the American Sociological Association, Boston, MA.

Ford, T. G. (2008, March). Building social trust between ELL migrant students and ESL program staff: An examination of two school districts' staff development opportunities. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Maier, K. S., Ford, T. G., Schneider, B. (2008, March). Social class and child-rearing practices: Are middle-class families advantaging their children? Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.

Maier, K. S., Ford, T. G., & Schneider, B. (2007, October). Competition and adolescent parent involvement: A hierarchical linear modeling approach to understanding how home/school experience mediates adolescents' academic achievement and well-being. Paper Presented at the Annual Meeting of the Michigan Sociological Association, Lansing, MI.

Sykes, G., Printy, S., Bowers, A., Garner, G., Umpstead, G., & Ford, T. G. (2006, April). *We are "Big Red:" Community pride, leadership, and 'Success For All' in a working class community.* Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Ford, T. G. (2004, April). *Migrant education: Strategies and challenges.* Invited presenter, Coalition of Hispanic Organizations, Latino Civil Rights Summit, Kansas City, MO.

González-Bueno, M. & Ford, T. G. (2003, June). *Spanish Linguistic Diversity Interactive Map (SLIDIM).* Presented at the Annual Meeting of the International Association for Language Learning and Technology (IALLT), Ann Arbor, MI.

#### **GRANTS:**

Powell, S. E., Ford, T. G., & Schween, D. (2011). Special education management and supervision program. U.S. Department of Education. Pending, \$1,248,583.

Ford, T. G., & Sivakumaran, T. (2010). LEC doctoral lab advanced statistical software access and training. University of Louisiana at Monroe. Funded, \$1842.00.

Ford, T. G. (2011). AERA faculty institute for the teaching of statistics using large-scale data sets, Stanford University, Palo Alto, CA. American Educational Research Association. Funded, \$2500.00.

#### **SERVICE:**

**Editorial Board Member**, New Scholar Editorial Board, *Educational Policy Analysis Archives Journal*. May 2006 to January 2010.

**Ad-hoc Reviewer**, *Educational Policy Analysis Archives Journal*. October 2010 to present.

**Annual Meeting Proposal Reviewer**, Divisions K, L, and Sociology of Education SIG, American Educational Research Association. August 2007 to present.

**Member**, Faculty Planning and Evaluation Committee, University of Louisiana at Monroe. September 2010 to present.

**Course Reviewer**, Quality Enhancement Plan, Office of Course Redesign, University of Louisiana at Monroe. January 2011 to present.

#### **PROFESSIONAL ASSOCIATIONS:**

American Educational Research Association

American Sociological Association

Louisiana Council of Professors of Educational Administration

**LANGUAGES:**

Spanish, proficient speaking, reading and writing