

## HELENROSE FIVES

Professor  
Educational Foundations  
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April 2026

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## EDUCATION

**Ph. D., in Human Development, Specialization in Educational Psychology**, Department of Human Development, University of Maryland, College Park. Dissertation: *Exploring the relationships of teachers' efficacy, knowledge, and pedagogical beliefs: A multimethod study*. Chair: Patricia A. Alexander. December 2003.

**Master of Arts in Teaching**, Trinity College, Washington D. C. Thesis Requirement: *Educational Portfolio*, demonstrating the connection of personal educational philosophy to classroom teaching practice. May 1995.

**Bachelor of Arts**, Accounting, Minor: Speech Communications. The Catholic University of America, Washington, DC. May 1992.

**Royal Shakespeare Academy**, Stratford on Avon, England, via University of North Carolina, Charlotte, Summer 1990.

## PROFESSIONAL EXPERIENCE

- 2025-2026 Professor, Educational Foundations; Co-Deputy Department Chair, Faculty Liaison to the Center for Autism and Early Childhood Mental Health, Montclair State University, Montclair, NJ
- 2024-2025 Professor, Educational Foundations; Co-Deputy Department Chair, Montclair State University, Montclair, NJ
- 2023-2024 Professor, Educational Foundations; Deputy Department Chair, Montclair State University, Montclair, NJ
- 2015-2023 Professor, Educational Foundations; Course Coordinator for EDFD 200: Psychological Foundations in Education, Montclair State University, Montclair, NJ.
- 2009-2015: Associate Professor, Educational Foundations; Course Coordinator for EDFD 200: Psychological Foundations in Education, Montclair State University, Montclair, NJ.
- 2008, 2010, 2015: Interim Department Chair, Educational Foundations, Montclair State University, Montclair, NJ
- 2006-2009: Assistant Professor, Educational Foundations, Montclair State University, Montclair NJ.
- 2003-2006: Assistant Professor, Secondary Education and Educational Psychology, Texas Tech University, Lubbock, TX.
- 2001-2003: Graduate Assistant, Department of Human Development Graduate Teaching Assistant Mentoring Group, University of Maryland, College Park, MD.

- 2000-2002: Instructor, Department of Human Development, University of Maryland, College Park, MD.
- 2002: Teaching Assistant, Language Development and Reading Acquisition – EDHD 425, University of Maryland, College Park, MD.
- 1999-2001: Graduate Assistant, Special Education, University of Maryland College Park, MD.
- 2001: Educational Consultant, The World Bank Institute, Washington, DC.
- 2000-2001: Instructor, University of Notre Dame, IN. Course: Directed Readings in Secondary Mathematics–EDU 527 (n≅18).
- 1993-1999: Teacher Middle School Math & Science, Fifth Grade, Assumption School, Washington, DC.
- 1995, 1996, 1997: Counselor, Camp Okeesunokee, Somerset County Recreation Department, North Branch, NJ.
- 1992-1993: Accountant, Yashica, Somerset, NJ.
- 1992: Office Manager/Accounting Clerk, Gorove Slade Associates, Washington, DC.
- 1990-1992: Resident Assistant, The Catholic University of America, Washington, DC.

### **PROFESSIONAL DEVELOPMENT EXPERIENCE**

- 2023-2024 Faculty in Residence, Paterson School 24
- 2017: Professional Development Facilitator. National Cathedral School, Washington, DC
- 2012-2015: Professional Development Facilitator. Pingry School, Martinsville, N.J.
- 2008: Mini-Course Instructor. The Montclair State University Network for Educational Renewal, Montclair, NJ.
- 1997: Workshop Facilitator: Tutoring Reading. DC Reads, Washington, DC.
- 1993-1995: Volunteer, Teacher Service Corps, Archdiocese of Washington, DC.

### **RESEARCH AND PROGRAM EVALUATION EXPERIENCE**

- 2014-2016: Co-Principal Investigator, Teachers with Expertise in Data Use: How Do They Engage in Data Driven Decision Making from Student Performance Data to Influence Instruction? Spencer Foundation
- 2008-2013: Program Evaluator, Classroom Inquiry Project, Montclair State University, Montclair, NJ.
- 2003-2008: Co-Principal Investigator, Project REAL (Recruiting Educators through Alternative Licensure), Texas Tech University, Lubbock, TX.
- 2001-2003: Laboratory Coordinator, Alexander Research Lab, University of Maryland, College Park, MD.
- 1999-2001: Graduate Assistant, CASL Research Project, University of Maryland, College Park, MD.
- 1999- 2001: Laboratory Team Member, Alexander Research Laboratory, University of Maryland, College Park, MD.

### **UNIVERSITY TEACHING SUMMARY**

#### **Undergraduate Courses**

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|---------------|---|
| EDFD 200      | Psychological Foundations of Education, <i>Montclair State University</i> |
| EDFD 449      | Current Issues in American Education, <i>Montclair State University</i>   |
| CURR 411      | Student Teaching, <i>Montclair State University</i>                       |
| CURR/SASE 450 | Fieldwork, <i>Montclair State University</i>                              |

CURR/SASE 451	Teaching for Learning 1, <i>Montclair State University</i>
CURR/SASE 453	Teaching for Learning 2, <i>Montclair State University</i>
EDSE 4310	Learning, Cognition, and Instructional Design, <i>Texas Tech University</i>
EDHD 460	Educational Psychology, <i>The University of Maryland</i>
EDHD 425	Language Development & Reading Acquisition, <i>The University of Maryland (TA)</i>
EDHD 413	Adolescent Development, <i>The University of Maryland</i>
EDHD 320	Human Development Across the Life-span, <i>The University of Maryland</i>

### **Masters Courses**

EDFD 582	Learning Theories, <i>Montclair State University</i>
EDFD 548	Crucial Issues in American Education, <i>Montclair State University</i>
EDFD 503	Methods of Research, <i>Montclair State University</i>
EDCI 5310	Instructional Theory and Design, <i>Texas Tech University</i>
EPSY 5333	The Adolescent Learner, <i>Texas Tech University</i>
EDU 527	Directed Readings in Secondary Mathematics, <i>University of Notre Dame, IN</i>

### **Doctoral Courses and Independent Studies**

TETD 803	Teacher Learning and Development across the Professional Continuum, <i>Montclair State University</i>
TETD 808	Practicum in Teaching and Teacher Education: Educational Psychology; Teacher Learning and Development Across the Professional Continuum, Analytic Review of the Literature, <i>Montclair State University</i>
TETD 816	Selected Topics in Teacher Education and Teacher Development: Learning Theories, <i>Montclair State University</i>
TETD 816	Selected Topics in Teacher Education and Teacher Development: Teachers' Motivation and Beliefs, <i>Montclair State University</i>
TETD 817	Research in Teacher Education: Examining Teachers' Bias, <i>Montclair State University</i>
TETD 817	Research in Teacher Education: Teacher Knowledge and Beliefs, <i>Montclair State University</i>
TETD 819	Analytic Review of the Literature, <i>Montclair State University</i>
TETD 818	Research Practicum in Teacher Education and Teacher Development, <i>Montclair State University</i>
TETD 900	Dissertation Advisement
EDFD 770	Doctoral Independent Study: Teaching Educational Psychology, <i>Montclair State University</i>
EDCI 6306	Advanced Seminar: Research on Teachers & Teaching, <i>Texas Tech University</i>

### **Doctoral Qualifying Assessment Committees**

Wnuk, J. (2017).	<i>Chair</i>
SaizdeLaMora, K. (2017).	<i>Chair</i>
Mabrouk-Hattab, S. (2017).	<i>Member</i>
Dacey, C. M. (2016).	<i>Chair</i>
Mills, T. M. (2014).	<i>Chair</i>
Catalano, C. (2014).	<i>Co-Chair</i>

Johnston, D. M. (2014). *Committee Member*

### **Doctoral Dissertation Committees**

Jackson, K. S. (2026). *Seeking the Goodness in Culturally Responsive Practices of New Jersey Suburban Public Elementary Teachers* (Doctoral dissertation, Montclair State University). *Chair*.

Tarsitano, S. P. (2025). *Teacher Integrators: Exploring How and Why K-12 Teachers Integrate Boundaries and the Effects of Boundary Integration on Feelings of Self-Determination*. Montclair State University. *Chair*.

Riley-Lepo, E. E. (2022). *Learning in a Community: An Investigation of Mentor Inquiry into Formative Assessment Practices*. Montclair State University. *Committee Member*.

Saizdelamora, K. (2020). *Understanding the aspects of epistemic cognition that emerge when early childhood teachers consider material and plan instruction for literacy learning*. Montclair, NJ: Montclair State University. *Chair*.

Mabrouk-Hattab, S. (2020). *Examining the role of epistemic cognition in teacher learning and facilitating inquiry dialogue*. Montclair, NJ: Montclair State University. *Committee Member*.

Catalano, C., (2018). *Development and validation of the scale of teacher self-efficacy for students with ASD in inclusive classrooms scale (TSE-ASDI)* [tentative title]. Montclair, NJ: Montclair State University. *Chair*.

Mills, T. M. (2016). *Using the model of domain learning to examine reading recovery teacher learning modeling expertise for reading instruction*. Montclair, NJ: Montclair State University. *Chair*.

O'Neill, S. (2012). *A longitudinal study of Australian beginning primary teachers' sense of efficacy in classroom behaviour management. An exploration of pre and post teacher education program variables*. North Ryde, NSW, Australia: Macquarie University. *External Examiner*.

Pacillo, M. (2010). *Community of inquiry and the intersection of epistemology and pedagogy: A grounded theory analysis*. Montclair, NJ: Montclair State University. *Committee Member*.

Sanderson, S. (2005). *Early Readers' motivational factors in relation to school and home reading experiences*. Lubbock, TX: Texas Tech University. *Committee Member*.

### **EDITORIAL AND REVIEW BOARDS**

Editorial Board, *Theory Into Practice*, 2014-

Editorial Board, *Journal of Educational Psychology*, 2020-2023

Editorial Board, *Journal of Experimental Education*, 2006-2023  
Editorial Board, *Frontiers in Education*, 2019-2022  
Editorial Board, *Contemporary Educational Psychology*, 2003-2009  
Board of Reviewers, *Journal of Teacher Education*, 2009-11; 2013-14  
Ad-hoc Reviewer, *Educational Psychology Review*, 2009  
Ad-hoc Reviewer, *Teaching and Teacher Education*, 2007  
Ad-hoc Reviewer, *American Educational Research Journal*, 2007  
Ad-hoc Reviewer, *Instructional Science*, 2002-2003  
Ad-hoc Reviewer, *Exceptional Child*, 2003  
Developmental Reviewer, *Handbook of Educational Psychology 2<sup>nd</sup> Edition*, 2004  
Reviewer, *Division C, American Educational Research Association Annual Meeting*, 2002-  
Reviewer, *Division 15, American Psychological Association Annual Meeting*, 2002, 2005-

### PROFESSIONAL ASSOCIATIONS

American Educational Researcher Association, Division C: Learning and Instruction; Special Interest Groups: Classroom Assessment, Teaching of Educational Psychology  
American Psychological Association, Division 15: Educational Psychology  
European Association for Research in Learning and Instruction  
Southwest Consortium for Innovative Psychology in Education  
Southwest Educational Research Association 2004  
National Science Teachers Association 1993-1999  
National Middle School Science Teachers Association 1993-1999

### HONORS AND AWARDS

Eastern Educational Research Association Best Professional Paper Award, 2018  
Southwest Educational Research Association Outstanding Paper Award, 2005  
McDonald Excellence in Teaching Award, Texas Tech University, 2005  
Hempmill-Wells Excellence in Teaching Award Nominee, Texas Tech University, 2005  
Texas Tech Ex-Student New Faculty Excellence Award Nominee, 2004, 2005  
McDonald Excellence in Teaching Award Nominee, Texas Tech University, 2004  
University of Maryland, College of Education Graduation Speaker, 2003  
AERA Division C Graduate Student Research Award, 2003  
Distinguished Teaching Assistant, University of Maryland, 2001-2002  
AERA Division C Graduate Student Seminar, Spring 2001  
University of Maryland Department of Human Development Graduate Student Research Award, Spring 2001  
University of Maryland Department of Human Development Graduate Student Travel Award, Fall 2000, Spring 2001  
University of Maryland Department of Human Development High Pass Doctoral Comprehensive Exam, Fall 2000  
National Teacher Training Institute, 1995  
Homecoming Nominee, The Catholic University of America 1991  
Dean's List, The Catholic University of America 1988, 1989

## PUBLICATIONS

### BOOKS

- Gill, M. G., & Fives, H. (Eds., 2026). *The International Handbook of Research on Teachers' Beliefs*. Second edition. New York, NY: Routledge.
- Fives, H. & Barnes, N. (Eds., 2022). *Educational Psychology and Transformational Classrooms: Research and Theory Meets Teaching and Learning*. Routledge: NY.
- Barnes, N. & Fives, H. (2020). *Managing Classroom Assessment to Enhance Student Learning*. Routledge: NY.
- Barnes, N. & Fives, H. (Eds., 2018). *Cases of Teachers' Data Use*. Routledge: NY.
- Fives, H., & Dinsmore, D. (Eds., 2018). *The Model of Domain Learning: Understanding the Development of Expertise*. New York, NY: Routledge.
- Fives, H. & Gill, M. G. (Eds., 2015). *The International Handbook of Research on Teachers' Beliefs*. New York, NY: Routledge.

### CHAPTERS IN EDITED BOOKS

- Myers, R. A. & Fives, H. (2026). Teachers' beliefs about teaching and learning. In M. Gill & H. Fives (Eds.) *The International Handbook of Research on Teachers' Beliefs*. Second edition. New York, NY: Routledge.
- Jones, C., Dumeric Pinto, Tania., Farley-Lynch, J., Jackson, K. S., Mawn, C., Riley-Lepo, E., Volpe, D., & Fives, H. (2026). An umbrella review of the reserach on teachers' bias and expectations. In M. Gill & H. Fives (Eds.) *The International Handbook of Research on Teachers' Beliefs*. Second edition. New York, NY: Routledge.
- Fives, H. & Barnes, N. (2022). Introduction. In H. Fives & N. Barnes (Eds.) *Educational Psychology and Transformational Classrooms: Research and theory Meets Teaching and Learning* (1-7). Routledge: NY.
- Barnes, N. C., Fives, H., & Coombs, A.<sup>1</sup> (2021). Classroom assessment messages as a source of motivational messages. In A. O'Donnell, N.C. Barnes, & J. Reeve (Eds). *Oxford Handbooks Online: Educational Psychology*. Oxford University Press
- Fives, H., Barnes, N., Chiavola, C., SaizdeLaMora, K., Oliveros, E., & Mabrouk-Hattab, S. (2019). [Reviews of teachers' beliefs](#). In *Oxford Research Encyclopedia of Education*. Oxford University Press.  
doi: <http://dx.doi.org/10.1093/acrefore/9780190264093.013.781>
- Fives, H. & Barnes, N. (2018). Teachers' practice-based data-use strategies. In N. Barnes & H. Fives (Eds.) *Cases of Teachers' Data Use* (15-29). Routledge: NY.

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<sup>1</sup> Underline indicates work co-authored with graduate students

- Fives, H. & Barnes, N. (2018). Table of Specifications. In B.B. Frey (ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (1655-1657). Sage Publications Inc.: Thousand Oaks. <http://dx.doi.org/10.4135/9781506326139.n685>
- Mills, T. & Fives, H. (2018). The model of domain learning as an analytic lens to examine exemplary programs. In H. Fives & D. Dinsmore (Eds.) *The Model of Domain Learning: Understanding the Development of Expertise* (175-194). New York, NY: Routledge.
- Fives, H. & Buehl, M. (2017). The functions of teachers' beliefs: Personal epistemology on the pinning block. In G. Schraw, J. Lunn, L. Olafson & M. VanderVeldt (Eds.) *Teachers' Personal Epistemologies: Evolving Models for Transforming Practice* (25-54). Charlotte, NY: Information Age Publishing, Inc.
- Fives, H. & Susnosky, M. (2017). Teaching for conceptual understanding: Deductive and inductive approaches to teaching and learning. In D. Schwarzer & J. Grinberg (Eds) *Successful Teaching: What Every Novice Teacher Needs to Know* (263-275). New York, NY: Rowman & Littlefield.
- Fives, H. & Mills, T. (2016). Making motivation meaningful by mastering Maslow. In M. C. Smith & N. DeFrates-Densch, (Eds.). *Challenges and Innovations in Educational Psychology Teaching and Learning* (137-149). Charlotte, NC: Information Age Publishing Inc.
- Buehl, M. M. & Fives, H. (2016). The role of epistemic cognition in teacher learning and praxis. In J. A. Greene, W. Sandoval, & I. Bråten, (Eds.) *Handbook of Epistemic Cognition* (247-264). New York, NY: Routledge.
- Fives, H., & Buehl, M. M. (2016). Teachers' motivation and beliefs. In K. Wentzel & D. Miele, (Eds.). *The Handbook on Motivation at School* (340-360). New York, NY: Routledge.
- Fives, H., Lacatena, N. & Gerard, L. (2015). Teachers' beliefs about teaching (and learning). In H. Fives & M. G. Gill, (Eds.). *The International Handbook of Research on Teachers' Beliefs* (p. 249-265). New York, NY: Routledge.
- Barnes, N., Fives, H., & Dacey, D. (2015). Teachers' beliefs about assessment. In H. Fives & M. G. Gill, (Eds.). *The International Handbook of Research on Teachers' Beliefs* (p. 284-300). New York, NY: Routledge.
- Gill, M. & Fives, H. (2015). Introduction. In H. Fives & M. G. Gill, (Eds.). *The Handbook of Research on Teachers' Beliefs* (p. 1-10). New York, NY: Routledge.
- Fives, H. & Buehl, M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In K.R. Harris, S. Graham, & T. Urdan (Eds.). *APA Educational Psychology Handbook: Volume 2 Individual differences and Cultural and Contextual Factors* (p. 471-499). Washington:

American Psychological Association.

- Fives, H. (2011). One preservice teacher's developing epistemic beliefs about teaching and the explicit connection of those beliefs to future practice. In J. Brownlee, G. Schraw, & D. Berthelsen (Eds.). *Personal Epistemology and Teacher Education* (p. 114-128). New York: Routledge.
- Fives, H., & Buehl, M. M. (2010). Teachers' articulation of pedagogical knowledge beliefs: Conceptualizing a belief framework. In L. D. Bendixen & F. C. Haerle (Eds.) *Personal Epistemology in the Classroom: Theory, Research, and Implications for Practice* (p. 470-515). Cambridge University Press.
- Myers, S. & Fives, H. (2009). Facilitating professional learning communities through mentor preparation: Examining the leadership stance of two mentor teachers. In C. Mullen (Ed.) *Leadership in Building Communities* (p. 215-227). Palgrave Macmillan.
- Fives, H., Buehl, M. M., & Myers, S.D. (2008). The cultivation of a professional association-based new faculty mentoring program. In C. Mullen (Ed.) *The Handbook of Formal Mentoring in Higher Education: A Case Study Approach* (p. 165-190). Christopher-Gordon Publishers. \*Peer Reviewed book chapter.
- Fives, H. & Alexander, P.A. (2004). How schools shape teacher motivations: Another piece in the achievement puzzle. In. D. M. McInery & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning: Big theories revisited (Vol. 4)*. Greenwich: Information Age Press.
- Alexander, P.A., & Fives, H. (2000). Achieving expertise in teaching reading. In L. Baker, J. Dreher, & J. Guthrie (Eds.), *Engaging young readers: Promoting achievement and independence*. New York: Guilford.

#### **INVITED PUBLICATIONS**

- Fives, H. & Buehl, M. M. (2016). Teachers' beliefs, in the context of policy reform. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 114-121. doi: 10.1177/2372732215623554

#### **PEER-REVIEWED PUBLICATIONS**

- Hartmann, U., Kindlinger, M., Trempler, K., Molitor, A., & Fives, H. (2025). Reflecting on teaching together and alone: Preservice teachers' processes of knowledge construction in writing and discussion. *Front. Educ.* <https://10.3389/educ.2025.1668962>
- Meyers, C., Fives, H., Barnes, N., Moon, T. R., & Brighton, C. M. (2025). Talking about data: An analysis of data team conversations and principals' influence on them. *Journal of Educational Administration*, 63, 4, 177-191.
- Riley-Lepo, E., Barnes, N., & Fives, H. (2025). Formative assessment in focus: An exploration of theory and practice. *The Teacher Educator*. 60:3, 97-414,

<https://10.1080/08878730.2024.2436417>

- Riley-Lepo, E., Barnes, N., & Fives, H. (2024). Showing What They Know: How Supervisors Express Their Assessment Literacy. *Education Sciences*, 14(10), 1075.
- Dumicic-Pinto, T., Pardo, V. E., Adamski, J., Barnes, N., & Fives, H. (2023). Examining teacher identity and possible selves during a worldwide pandemic. *Journal of Educational Research*, 32, 2, 124-149.  
[https://www.eeraorganization.org/\\_files/ugd/baaa29\\_3479ddd2324442889afd3ad7f50dd1b2.pdf](https://www.eeraorganization.org/_files/ugd/baaa29_3479ddd2324442889afd3ad7f50dd1b2.pdf)
- Riley-Lepo, E., Pollitt, A., Tarsitano, S., Barnes, N., & Fives, H. (2023). Together and apart: Co-teaching in the time of COVID-19. *Educational Review*.  
<https://doi.org/10.1080/00131911.2023.2176467>
- Catalano, C.G., Fives, H., & Barnes, N. (2023). Developing and validating the teacher self-efficacy for teaching students with autism spectrum disorder in inclusive early childhood classrooms. *Journal of Early Childhood Teacher Education*, 44, 3, 598-621.  
<https://doi.org/10.1080/10901027.2022.2136550>
- Barnes, N., Brighton, C., Fives, H., Meyers, C., & Moon, T. R. (2022 June, Online First). Where's the data to support educators' data use for instructional practice? *Theory Into Practice*. <https://doi.org/10.1080/00405841.2022.2096379>
- Catalano, C.G., Fives, H., McKeating, E. & Barnes, N. (2022). Preservice early childhood teachers' sense of efficacy for teaching children with autism spectrum disorder, *Journal of Early Childhood Teacher Education*, 43(2), p. 167-193.  
<https://doi.org/10.1080/10901027.2020.1806152>
- Fives, H. & Barnes, N. (2020). Navigating the complex cognitive task of classroom assessment. *Teaching and Teacher Education*, 92. <https://doi.org/10.1016/j.tate.2020.103063>
- Barnes, N., Fives, H., Mabrouk Hattab, S., & SaizdeLaMora, K. (2020). Teachers' epistemic cognition in situ: Evidence from classroom assessment. *Contemporary Educational Psychology*, 60, <https://doi.org/10.1016/j.cedpsych.2020.101837>
- Barnes, N., Brighton, C.M., Fives, H. & Moon, T.R. (2019). Literacy teachers' beliefs about data use at the bookends of elementary school. *The Elementary School Journal*, 119, 3, 511-533.
- Barnes, N., Fives, H., Matthews, J.S., & SaizdeLaMora, K. (2018). A person-centered approach to understanding teachers' classroom practices and perceived school goal structures. *The Teacher Educator*, DOI: 10.1080/08878730.2018.1443539

- Fives, H., Barnes, N., Buehl, M.M., Mascadri, J., & Ziegler, N. (2017). Teachers' epistemic cognition in classroom assessment. *Educational Psychologist*, 52, 4, 270-283. [doi.org/10.1080/00461520.2017.1323218](https://doi.org/10.1080/00461520.2017.1323218)
- Barnes, N., Fives, H. & Dacey, C. (2017). U.S. teachers' conceptions of assessment. *Teaching and Teacher Education*, 65, 107-116. <http://dx.doi.org/10.1016/j.tate.2017.02.017>
- Fives, H. & Barnes, N. (2017). Informed and uninformed naïve assessment constructors' strategies for item selection. *Journal of Teacher Education*, 68, 1, 85-101. doi: 10.1177/0022487116668019
- Barnes, N. & Fives, H. (2016). Creating a context for growth-focused assessment. *Middle School Journal*, 47, 30-37. [doi.org/10.1080/00940771.2016.1226638](https://doi.org/10.1080/00940771.2016.1226638)
- Fives, H., Barnes, N., Dacey, C. M., & Gillis, A. (2016). Assessing assessment texts: Where is planning? *The Teacher Educator*, 51(1), p. 70-89. <https://doi.org/10.1080/08878730.2015.1107442>
- Fives, H., Mills, T. M., & Dacey, C. (2016). Cooperating teacher compensation and benefits: Comparing 1957-58 and 2012-13. *Journal of Teacher Education*, 62, 2 105-119, doi: 10.1177/0022487115626428
- Fives, H. & Buehl, M. M. (2014). Exploring differences in practicing teachers' valuing of pedagogical knowledge based on teaching ability beliefs. *Journal of Teacher Education*, 65(5), 435-448. doi: 10.1177/0022487114541813
- Fives, H., Huebner, W., Nicolich, M. & Birnbaum, A. (2014). Developing a measure of scientific literacy for middle school students. *Science Education*, 98(4), 549-580. <https://doi.org/10.1002/sce.21115>
- DiDonato-Barnes, N.C., Fives, H., & Krause, E. (2013). Using a table of specifications to improve teacher constructed traditional tests: An experimental design. *Assessment in Education: Principles, Policy, and Practice*, 21(1), 90-108, doi: <https://doi.org/10.1080/0969594X.2013.808173>
- Fives, H. & DiDonato-Barnes, N.C. (2013). Classroom test construction: The power of a table of specifications. *Practical, Assessment, Research, and Evaluation*, 18(1) <http://pareonline.net/pdf/v18n3.pdf>
- Buehl, M. M. & Fives, H. (2011). Evolving concept maps as instructional and assessment tools in graduate educational psychology courses. *Teaching of Educational Psychology*, 7, 62-87. <http://www.teachingeducpsych.org/2011-volume-7>
- Fives, H. & Buehl, M. M. (2010). Examining the factor structure of the teacher sense of efficacy scale. *The Journal of Experimental Education*, 78, 118-134.

- Buehl, M. M. & Fives, H., (2009). Exploring teachers' beliefs about teaching knowledge: Where does it come from? Does it change? *The Journal of Experimental Education*, 77(4), 367-407.
- Fives, H. & Looney, L. (2009). College instructors sense of teaching and collective efficacy. *International Journal of Teaching and Learning in Higher Education*, 20(2), 182-191. <http://www.isetl.org/ijtlhe/pdf/IJTLHE330.pdf>
- Fives, H. & Buehl, M. (2008). What do teachers believe? Developing a framework for examining beliefs about teachers' knowledge and ability. *Contemporary Educational Psychology*, 33, 134-176.
- Hamman, D., Fives, H., Olivarez, Jr., A. (2007). Efficacy and pedagogical interaction in cooperating and student teacher dyads. *Journal of Classroom Interaction*, 41/42, 55-63.
- Fives, H., Hamman, D., & Olivarez, A. (2007). Does burnout begin with student teaching? Analyzing efficacy, burnout and support during the student-teaching semester. *Teaching and Teacher Education*, 23, 916-934.
- Myers, S., McMillan, S., Anderson, C., Price, P., & Fives, H. (2007). Partnering with secondary schools to prepare highly qualified teachers: Alternative certification through a professional development school model. *Journal of the National Association for Alternative Certification*, 2, 18-28.
- Fives, H., Manning, D. K., & Buehl, M. M. (2006). Pollution on the Rio Grande: A case for persuasion. *The Social Studies Texan*, 22, 66-68.
- Olivárez, Jr., A., Stevens, T., Fives, H., & Hamman, D. (2006). Conscientiousness as typical performance and its influence in predicting academic achievement. *National Forum of Applied Educational Research Journal*, 20, 40-68.
- Alexander, P.A., Sperl, C.T., Buehl, M.M., Fives, H., & Chiu, S. (2004). Modeling domain learning: Profiles from the field of special education. *Journal of Educational Psychology*, 96, 545-558.
- Alexander, P. A., Fives, H., Buehl, M. M., & Mulhern, J. (2002). Teaching as persuasion. *Teaching and Teacher Education*, 18, 795-813.
- Fives, H., & Alexander, P.A. (2001). Persuasion as a metaphor for teaching: A case in point. *Theory Into Practice*, 40, 242-248.
- BOOK REVIEWS AND OTHER PUBLICATIONS**
- Fives, H. (2007). For novice and informed readers: A review of *Key Questions for Educators* Edited by William Hare and John Portelli. *Journal of Thought*, 41, 157-160.
- Fives, H. (2005). Instructors' resources and student website for P.A. Alexander's *Psychology in Learning and Teaching*. Columbus, OH: Prentice Hall/Merrill.

Fives, H. (2003). *Exploring the relationships of teachers' efficacy, knowledge, and pedagogical beliefs: A multimethod study*. Doctoral Dissertation. College Park, MD: University of Maryland.

## PRESENTATIONS

### REFEREED NATIONAL AND INTERNATIONAL RESEARCH PRESENTATIONS

Macri, G., Myers, R., Fives, H. & Barnes, N. (2026). Why Gen-Z Is Choosing the Classroom: Motivations of Beginning Teachers. Presented at the Annual Meeting of the American Educational Research Association: Los Angeles.

Gill, M.G., & Fives, H. (Co-chairs, 2025). A global perspective of the landscape of research on teachers' beliefs [Structured Poster Session]. Presented at the Annual Meeting of the American Educational Research Association: Denver.

Myers, R., Fives, H., & Tsiaklis-William (2025). Teachers' beliefs about teaching and learning. In M.G. Gill & H. Fives (Co-chairs) A global perspective of the landscape of research on teachers' beliefs [Structured Poster Session]. Presented at the Annual Meeting of the American Educational Research Association: Denver.

Dumicic Pinto, T. & Fives, H. (2025). What is teacher knowledge of inclusion and how does it inform teacher education? [Paper Session]. Presented at the Annual Meeting of the American Educational Research Association: Denver.

Fives, H. (2024). Discussant. In D. B. Miele & F. Lauermann (Co-chairs) Exploring the situated nature of teachers' ability-related beliefs, classroom practices, and well-being [Symposium]. Presented at the Annual Meeting of the American Educational Research Association: Philadelphia.

Meyers, C., Fives, H., Barnes, N., Moon, T. R., & Brighton, C. M. (2024). Talk data to me: an analysis of data team conversations and principals' influence on them. Presented at the Annual Meeting of the American Educational Research Association: Philadelphia.

Fives, H., Myers, R., Berwick, C., Tsiaklis-William, Barnes, N. (2024). How students learn: identifying the full complexity of teacher beliefs about learning (Poster 14). Presented at the Annual Meeting of the American Educational Research Association: Philadelphia.

Riley-Lepo, E. E., Barnes, N., & Fives, H. (2024). University-based supervisors talk formative assessment (Poster 32). Presented at the Annual Meeting of the American Educational Research Association: Philadelphia.

Hartmann, U., Baier-Mosch, F., Fives, H., & Kunter, M. (2024). Anxiety influences preservice teachers' learning about classroom management: an experimental study. In H. Fives & U. Hartmann (Co-Chairs) Emotions in student and teacher learning: new insights and educational applications [Symposium]. Presented at the Annual Meeting of the American Educational Research Association: Philadelphia.

- Fives, H. & Hartmann, U. (2024, Co-Chairs). Emotions in student and teacher learning: new insights and educational applications [Symposium]. Presented at the Annual Meeting of the American Educational Research Association: Philadelphia.
- Jackson, K. & Fives, H. (2023). Culturally responsive practice in U.S. suburban elementary schools: Literature Review. Presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association: Chicago.
- Kindlinger, M., Hartmann, U., Molifor, A., Trempler, K., & Fives, H. (2023). Measuring epistemic processes in preservice teachers' reflections on a classroom situation. Presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association: Virtual Program.
- SaizdeLaMora, K. M. & Fives, H. (2023). Early childhood teachers' enacted epistemic cognition: A comparative case in literacy instruction. Presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association: Chicago.
- SaizdeLaMora, K. M. & Fives, H. (2023). Intersecting experiences of triadic reciprocal determinism: Dancing in the early childhood classroom. Paper presented at the Annual Meeting of the Eastern Educational Research Association: South Carolina.
- Fives, H. & SaizdeLaMora, K. (2022). Reciprocal determinism in teachers' epistemic beliefs, literacy environments, and actions. Poster presented at the Annual Meeting of the American Psychological Association: Minnesota.
- Haverbach, H. & Fives, H. (2022, Co-chairs). Ethical dilemmas in teaching practice: Considerations for teacher education [Symposium]. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Fives, H. & Barnes, N. (2021, Co-chairs). Educational Psychology & Transformational Classrooms: Research & Theory Meets Teaching & Learning [Symposium]. Presented to the American Psychological Association Division 15. Virtual
- Anderson, S. D., Pride, E., Barnes, N., & Fives, H. (2021, April 9-12). Teachers' Perspective on Experiencing Trauma during COVID-19: Case Study [Paper Session]. Presented at the Annual Meeting of the American Educational Research Association, Virtual.
- Dumicic Pinto, T., Pardo, V., Adamski, J., Barnes, N., & Fives, H. (2021, April 9-12). Examining Teacher Identity and Possible Selves During Covid-19 [Paper Session]. Presented at the Annual Meeting of the American Educational Research Association, Virtual.

Jackson, K., Riley-Lepo, E., Bisceglia, V., Dembowski, M., Dumcic Pinto, T., Falzarano, C., Farley-Lynch, J., Fernandes, J., Jones, C., Kenny-Foggin, E., Valentine, M., Vanderstarre, M. A., Volpe, D., Walker, D., & Fives, H. (2021, April 9-12). An Umbrella Review of the Research on Teachers' Bias and Expectations [Roundtable Session]. Presented at the Annual Meeting of the American Educational Research Association. Virtual.

Tarsitano, S. P., Pollitt, A., & Riley-Leppo, E., Barnes, N., & Fives, H. (2021, April 9-12). Together and Apart: Co-teaching in the Time of COVID-19 [Roundtable Session]. Presented at the Annual Meeting of the American Educational Research Association, Virtual.

Walker, D., Barnes, N., & Fives, H. (2021, April 9-12). An Examination of Teacher Motivation in a Self-directed Model of Professional learning. In M. Babichenko (Chair), *Teacher Motivation for Learning and Professional Development* [Symposium]. Presented at the Annual Meeting of the American Educational Research Association,. Virtual.

Fives, H., Barnes, N., SaizdeLaMora, K., & Mabrouk-Hattab, S. (2020, April). Teachers' Apt Epistemic Cognition in the Context of Classroom Assessment. Paper accepted by the American Education Research Association Division C, Section 2a. San Francisco, CA, (Conference cancelled)

SaizdeLaMora, K. & Fives, H. (2020, April). Examining Reciprocal Relationships: Early Childhood Teachers' Epistemic Beliefs, Environments, and Literacy Instruction Practices. Paper accepted by the American Education Research Association Division C, Section 2a. San Francisco, CA. (Conference cancelled)

Barnes, N., Fives, H., SaizdeLaMora, K. M. & Mabrouk-Hattab, S. (2019, April). Navigating the Complex Cognitive Task of Classroom Assessment, Presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Catalano, C., Fives, H., Mckeating, E. & Barnes, N. (2019, April). Preservice early childhood teachers' sense of efficacy for teaching students with Autism Spectrum Disorder. Presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Fives, H., Barnes, N., & SaizdeLaMora, K. (2019, April). A Person-Centered Approach to Understanding Teachers' Classroom Practices and Perceived School Goal Structures. Paper invited for a Distinguished Paper Session sponsored by the Consortium of State and Regional Research Associations at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Brighton, C., Barnes, N., Moon, T., Fives, H., Invernizzi, M.A., Buckrop, J. M. (2018, April). Literacy teachers' beliefs about data use at the bookends of elementary school at the Annual Meeting of the American Educational Research Association, New York, NY.

- Fives, H., Barnes, N., Mabrouk-Hattab, S. & SaizdeLaMora, K. M. (2018, April). Teachers' epistemic cognition when evaluating student writing Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Fives, H. & Dinsmore, D. (2018, April). The model of domain learning: Understanding the development of expertise. Structured Poster Session presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Mills, T. & Fives, H. (2018, April). The model of domain learning as an analytic lens to examine exemplary programs. In H. Fives & D. Dinsmore's Structured Poster Session presented at the American Educational Research Association for presentation at the 2018 Annual Meeting, New York, NY.
- Fives, H. & Barnes, N. (2017). Profiles of teachers' conceptions of the purposes of assessment. Poster presented at the 2017 Biennial Conference of the European Association for Research, Tampere, Finland.
- Fives, H., Barnes, N., Buehl, M., Mascadri, J., & Ziegler, N. (2017, August). Teachers' epistemic cognition in classroom assessment. Poster presented at the 2017 Biennial Conference of the European Association for Research on Learning and Instruction, Tampere, Finland.
- Chiavola, C., Saiz De La Mora, K., Vancheri, N. V., Marsili, J. M., Oliverous, E., Mabrouk-Hattab, S., & Fives, H. (2017, April). Research reviews of teachers' beliefs: The heart of the matter. Poster presented at the Annual Meeting of the American Educational Research Association. San Antonio, TX.
- Fives, H., Barnes, N., Dacey, C., Bratkovich, M., & Ramos, L. (2016, April). Classroom level data use: Mapping the sub and micro-processes of one teacher's practice. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, D.C.
- Fives, H. & Dacey, C. M. (April, 2016). Teaching concept learning for conceptual understanding. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Buehl, M. M. & Fives, H. (2016, April). The role of epistemic cognition in teacher learning and praxis. Paper presented at the Division C for the annual meeting of the American Educational Research Association, Washington, DC.
- Fives, H. & Buehl, M. (2015, August). The functions of beliefs: Teachers' personal epistemology on the pinning block. Paper presented at the 16<sup>th</sup> Biennial Conference of the European Association for Research, Limassol, Cyprus.
- Fives, H., Barnes, N., & Dacey, C. M. (2015, April). U.S. Teachers' conceptions of the purposes of assessment. Paper presented at the 2015 Annual Meeting of the American Educational Research Association.

- Fives, H. (2014, April). Placing learning, beliefs, and research at the center of teaching educational psychology. In L. Anderman (Chair) Iron Instructor –Educational Psychology: Harnessing the Power of Educational Research for Practice. Paper presented to the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fives, H., Dacey, C. M., & Mills, T. M. (2014, April). Compensation and benefits for cooperating teachers: A multi-national investigation. Paper presented in L. Abrams (Chair) The mentoring dilemma in an age of school-based teacher preparation. Paper accepted to the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- DiDonato-Barnes, N. D., Fives, H., & Dacey, C. M. (2014, April). Assessing assessment texts: Where is planning? Roundtable paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fives, H. & Mills, T. (2014, April). Sustained inquiry-focused professional development for teacher learning. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fives, H., Huebner, W., Nicolich, M. & Birnbaum, A. (2013, August). Developing a measure of scientific literacy for middle school students. Poster presented at the Annual Convention of the American Psychological Association, Hawaii.
- DiDonato-Barnes, N. & Fives, H. (2013, August). Informed and uninformed novices' test item selection strategies. Poster presented at the Annual Meeting of the American Psychological Association. Hawaii.
- Fives, H. & Buehl, M. M. (2013, April). Exploring differences in practicing teachers' valuing of pedagogical knowledge based on teaching ability beliefs. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Fives, H., Mills, T. M., & Dacey, C. M. (2013, April). A comparison of cooperating teacher benefits from colleges and schools of education in 1953 and 2012. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- DiDonato, N.C., Fives, H., & Krause, E. (2013, April). Using a table of specifications to improve teacher constructed traditional Tests: An experimental design. Roundtable presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Fives, H. (2012, April). Theoretical analysis of the function of teachers' beliefs. In R. Klassen, (Chair) The Functions of Teachers' Beliefs: Filter, Frame, and Guide. Paper presented at the Annual Meeting of the American Educational Research Associations, Vancouver, BC.

- Fives, H. Huebner, W., Birnbaum, A., Nicolich, M. (2012, April). Middle school students' scientific literacy: Constructing a measure. Poster presented at the Annual Meeting of the American Educational Research Associations, Vancouver, BC.
- Fives, H., Buehl, M. M., & Toboada, A. (2012, April). According to teachers, teaching is...Roundtable presented at the Annual Meeting of the American Educational Research Associations, Vancouver, BC.
- Buehl, M. M. & Fives, H. (2011, April). Continuing the exploration of knowledge beliefs and implicit theories: A study of practicing teachers' beliefs about pedagogical knowledge and teaching ability. Paper presented at the Annual Meeting of the Educational Research Association, New Orleans, LA.
- Fives, H. (2010, April). Developing wisdom through practice: One preservice teacher's developing knowledge and beliefs about teaching. Poster Presentation at the Annual Meeting of the Educational Research Association, Denver, CO.
- Myers, S., Anderson, C. & Fives, H. (2010, January). Developing teacher leadership capacity of mentor teachers: A case study of a master mentor teacher certificate program. Presented at the 8<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, HI.
- Fives, H. (2009, August). Student teachers' sense of efficacy and burnout as part of learning to teach. In U. Klusman (Chair) Emotional and Motivational Challenges at the Beginning of the Professional Career: The Reality Shock. Presented at the 13<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction, Amsterdam, the Netherlands.
- Buehl, M. M., Fives, H., & Taboada, A. (2009, August). Cohesive profiles or fragmented perspectives? A holistic exploration of teachers' beliefs about the teaching, teaching knowledge, and teaching ability. Presented at the 13<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction, Amsterdam, the Netherlands.
- Fives, H. (2009, April). Teaching philosophy of education with concept maps: Effects on students' knowledge beliefs, motivation, and achievement. Poster presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Buehl, M. M., Fives, H., & Taboada, A. (2009, April). Common perspectives?: Examining the application of an emergent framework for teaching knowledge and ability beliefs. Poster presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Myers, S. & Fives, H. (2009, April). Facilitating professional learning communities through mentor preparation: Examining the leadership stance of two mentor teachers. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Fives, H., Buehl, M. M., & Myers, S.D. (2008, March). The cultivation of a professional association based new faculty mentoring program. In C. Mullen, (Chair) Successful Formal Mentoring Programs: From Undergraduate through Tenure. Symposium

presented at the Mentoring Special Interest Group for presentation at the 2008 annual meeting of the American Educational Research Association, New York, NY.

Buehl, M. M., Fives, H., & Buehl, J. (2007, August). Examining the self-efficacy beliefs and goal orientations of adult learners. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Buehl, M. M. & Fives, H. (2007, April). Evolving concept maps as instructional and assessment tools in graduate educational psychology courses. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Fives, H., Todd, R. & Buehl, M. (2007, April). Contextualizing beliefs: Explorations of preservice teachers' knowledge beliefs in relation to their broader belief system. In F. Haerle (Chair) Teachers' personal epistemology and its impact on teaching and learning. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

McMahan, S. & Fives, H. (2007, February). A case for collaborative planning and integrated instruction in teacher preparation. Paper presented at the annual meeting of the Association for Teacher Educators, San Diego, CA.

Fives, H. & Buehl, M. M. (2006, August). Teachers' sense of efficacy: Examining the factor structure of the TSES for preservice and practicing teachers. Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Fives, H. & Battle, A. (2006, April). The manifestation of persuasion in one teacher's practice. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Hamman, D., Fives, H., & Olivarez, A., (2006, April). Linking cooperators' guidance to motivational outcomes of student teachers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Fives, H. (Chair; 2005, August). Teaching as persuasion: Is the metaphor viable? Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Buehl, M. M., Manning, D.K., Cox, K.E. & Fives, H. (2005, August). Exploring Pre-Service Teachers' Initial and Informed Reactions to Teaching as Persuasion. In H. Fives (Chair) Teaching as persuasion: Is the metaphor viable? Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Fives, H., & Manning, D. (2005, August). Teachers' strategies for student engagement: Comparing research to demonstrated knowledge. In T. Murdoch (Chair) Teacher influences on student motivational processes. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

- Stevens, T., & Fives, H. (2005, August). Teaching as persuasion, online? Transferring the pedagogy to online settings. In H. Fives (Chair) Teaching as persuasion: Is the metaphor viable. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Buehl, M. M., & Fives, H. (2005, April). A review of the research on teachers' beliefs. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Fives, H. (2005, April). At the crossroads of teacher-knowledge and teacher-efficacy: A multimethod approach using cluster and case analysis. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Fives, H., Hamman, D., & Olivarez, A., (2005, April). Does burnout begin with student teaching? Analyzing efficacy, burnout and support during the student-teaching semester. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Fives, H., & Alexander, P. A. (2004, April). Modeling teachers' efficacy, knowledge, and pedagogical beliefs. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Fives, H., & Buehl, M. M. (2004, April). What teachers believe: Exploring beliefs about teaching and pedagogical knowledge. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Fives, H., & Alexander, P. A. (2004, April). How schools shape teacher efficacy and commitment: Another piece in the achievement puzzle. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Fives, H. (2003, April). What is teacher efficacy and how does it relate to teachers' knowledge? A theoretical review. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. \*Recognized by Division C for Outstanding Student-Authored Research Paper.
- Fives, H. (Chair) (2003, April). Internationalizing the study of epistemology, goal orientations, and self-efficacy. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Filisetti, L., & Fives, H. (2003, April). The French connections: Explaining the links between epistemological beliefs, goal orientations and self-efficacy. In H. Fives (Chair) Internationalizing the study of epistemology, goal orientations, and self-efficacy. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Battle, A. A., Fives, H., Moore, J.<sup>2</sup> & Dryer, E., (2003, April). Concept mapping as an alternative form of assessment. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Fives, H. & Looney, L. B. (2002, April). Individual and collective efficacy of college level instructors. In M. M. Buehl (Chair) What is the value of understanding beliefs? An exploration of beliefs related to academic achievement. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Sperl, C. T., Fives, H., Buehl, M. M., & Chui, S. (2001, April). The nature of domain learning: Investigating the relationship of knowledge, motivation, strategic processing, and recall within the domain of special education. In P. K. Murphy (Chair) Strategic processing of informational texts in the information age. Symposium presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Sperl, C. T., Buehl, M. M., Fives, H., & Chui, S. (2001, April). Modeling domain learning: Exploring cognitive and motivational differences in the field of special education. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Fives, H., Alexander, P. A., & Buehl, M. M. (2000, December). Teaching as persuasion: Approaching classroom discourse as refutational text. In J. P. Holschuh (Chair) The role of beliefs in teaching and learning. Symposium presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Sperl, C. T., Buehl, M. M., Fives, H., Chui, S., Mulhern, J., Tron, M. G. O., & Kramer, C. (2000, August). Modeling domain learning in special education. In C. T. Sperl and P. A. Alexander (Co-chairs). Changing knowledge and changing beliefs--an examination of academic development, epistemology, and persuasion. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A., Fives, H., & Buehl, M. M. (2000, April). A case in point: Putting the new metaphor into practice. In P. K. Murphy (Chair) Teaching as persuasion: A new metaphor for a new decade. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.

#### **INVITED INTERNATIONAL AND NATIONAL PRESENTATIONS**

- Fives, H. (2021, August). APA Division 15 Presidential Address: Life in Division 15, as told in Five(s) acts with a bit of a preamble and epilogue. Address presented at the annual meeting of the American Psychological Association, Virtual Program.
- Fives, H. (Invitee, 2015). Changing personal epistemologies in teaching and teacher education: a focus on reflection and reflexivity. Advanced Study Colloquia funded by European Association of Research in Learning and Instruction (EARLI), Limassol, Cyprus.

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<sup>2</sup> Dashed underline indicates work co-authored with undergraduate students

- Fives, H. (Presenter, 2015). Teacher Beliefs and Personality. Learning in Transition – Fostering Teacher Education. University of Oldenburg, Oldenburg Germany.
- Fives, H. (Discussant, 2015). Doctoral Student Poster Session 3. Learning in Transition – Fostering Teacher Education. University of Oldenburg, Oldenburg Germany.
- Fives, H. (Provocateur, 2013). Teacher’s Beliefs about Teaching, Assessment, Learning, and Knowledge Provocation. San Francisco, CA.
- Fives, H. (Chair, 2013). Professional development in high-poverty urban schools. Session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Fives, H. (Chair, 2011, April). Beliefs about the self, tasks, and domains on academic achievement. Session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Fives, H. (Chair, 2011, April). Mentoring college students. Roundtable session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Fives, H. (Discussant, 2009, April). Preservice teachers’ cognitive and motivational issues. Session presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Fives, H & Buehl, M. M. (co-Chairs; 2008, August). Graduate Student Breakfast with Past Presidents. Session held at the annual meeting of the American Psychological Association, Boston, MA.
- Fives, H & Buehl, M. M. (co-Chairs; 2008, August). APA Division 15 Graduate Student Seminar. Seminar held in conjunction with the annual meeting of the American Psychological Association, Boston, MA.
- Fives, H & Buehl, M. M. (co-Chairs; 2007, August). APA Division 15 Graduate Student Seminar. Seminar held in conjunction with the annual meeting of the American Psychological Association, San Francisco, CA.
- Fives, H & Buehl, M. M. (co-Chairs; 2007, August). Graduate Student Breakfast with Thorndike Career Award Winner. Session held at the annual meeting of the American Psychological Association, San Francisco, CA.
- Fives, H & Buehl, M. M. (co-Chairs; 2007, August). Graduate Student Breakfast with Past Presidents. Session held at the annual meeting of the American Psychological Association, San Francisco, CA.

- Fives, H. & Knobloch, N. A. (2007, April). Division C New Faculty Mentoring Program. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Fives, H. (2007, April). Three easy steps to getting involved in AERA. Invited presentation given to the American Educational Associations' Division C New Faculty Mentoring Program, Chicago, IL.
- Fives, H., & Buehl M. M. (2006, August). The academic job search: An overview. Invited presentation given to the American Psychological Association's Division 15 Graduate Student Seminar, New Orleans, LA.
- Fives, H. & Buehl, M. M. (2006, April). Division C New Faculty Mentoring Program. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Fives, H., & Buehl M. M. (2005, August). The academic job search: An overview. Invited presentation given to the American Psychological Association's Division 15 Graduate Student Seminar, Washington, DC.
- Fives, H. & Buehl, M. M. (2005, April). Division C New Faculty Mentoring Program. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Fives, H., & Buehl M. M. (2004, August). The academic job search: An overview. Invited presentation given to the American Psychological Association's Division 15 Graduate Student Seminar, Honolulu, HI.
- Fives, H. (2004, April). Finding a job: When to start, where to look, and how to be prepared for the process. In E. L. Johnson & A. Morris (Chairs) The successful job search. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Fives, H., & Johnson, E. L. (Chairs). (2003, April). Everything you wanted to know but were afraid to ask: The dos and don'ts of finding an academic position. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Fives, H. (2003, April). Taking charge and finding support: The power of mentors, peers, and self in graduate school success. In D. Ketelhut (Chair) The graduate student survival guide: How to get the most out of graduate studies. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Fives, H. (2003, May). Learning is the process of living. Commencement Speech. University of Maryland, College of Education Graduation Ceremony. College Park, MD.

**REFEREED REGIONAL AND LOCAL PRESENTATIONS**

- SaizdeLaMora, K. M. & Fives, H. (2023). Intersecting experiences of triadic reciprocal determinism: Dancing in the early childhood classroom. Paper presented at the Annual Meeting of the Eastern Educational Research Association: South Carolina.
- Nichols, S. & Fives, H. (2019). What Does Psychological Science have to Say about Educational Policy? Presented at the Biennial Meeting of the Scholarly Consortium for Innovation of Psychology in Education, Savannah, GA.
- Fives, H., Barnes, N., & SaizdeLaMora, K. (2018, February). A Person-Centered Approach to Understanding Teachers' Classroom Practices and Perceived School Goal Structures. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Clearwater, FL.
- Fives, H., DiDonato, N., & Krause, E. (2012, October). Classroom test construction: The power of a table of specifications. Poster presented at the Annual Meeting of the Northeastern Educational Research Association, Rocky Mount, CT.
- Fives, H. & Mills, T. (2012, October). Teaching philosophy of education with concept maps or narrative essays. Paper presented at the Annual Meeting of the Northeastern Educational Research Association, Rocky Mount, CT.
- Lacatena, N. Gerard, L., & Fives, H. (2012, October). Teachers' beliefs about learning and instruction: a review of the literature. Paper presented at the Annual Meeting of the Northeastern Educational Research Association, Rocky Mount, CT.
- Fives, H. & Buehl, M. M. (2005, February). Exploring teachers' pedagogical beliefs: developing a measure. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA. \*Recognized by SERA as the 2005 Outstanding Paper.
- Price, P., Fives, H., Myers, S., Anderson, C. & MacMillan, S. (2005, February). Project REAL: Recruiting educators through alternative licensure. Paper presented at the Southwest Educational Research Association, New Orleans, LA.
- Battle, A. A., & Fives, H. (2002, April). Alternative modes of instruction and assessment at the university. Presentation at the Lilly Conference on College and University Teaching – East, Towson MD.

**INVITED REGIONAL AND LOCAL KEYNOTES/ PRESENTATIONS**

- Fives, H. (2017, February). *Beliefs Matter: Explorations of Self, Curriculum, and Motivation*. Keynote and workshops for The National Cathedral School, Washington DC.

- Fives, H. (2013, December). *Teachers' beliefs matter*. Keynote at the Quest for Teaching Excellence, The Partnership for Jewish Learning and Life, a beneficiary agency of United Jewish Communities of MetroWest, NJ.
- Fives, H. (2012, Spring-Fall). *The academic job search: An overview*. Invited presentation given to the Doctoral Students in the College of Education and Human Services at Montclair State University, Montclair, NJ.
- Myers, S. & Fives, H. (2009, March). *Facilitating professional learning communities through mentor preparation: Examining the leadership stance of two mentor teachers*. College of Education and Human Services Research Committee Brown Bag, Montclair State University
- Fives, H. (2008, October). *The basics of APA style*. Graduate Development Conference, Montclair State University.
- Fives, H. (2007, September). *What do teachers' believe? Developing a framework for examining beliefs about pedagogical knowledge*. Department of Educational Foundations Brown Bag Discussion, Montclair State University.
- Fives, H., Hamman, D., & Olivarez, A., (2004, May). *Exploring the development of burnout in student teachers*. Research Committee Brown Bag Series, Texas Tech University.
- Stevens, T., & Fives, H. (2004, April). *The influence of online learning on motivational orientation and academic outcomes*. Research Committee Brown Bag Series, Texas Tech University.
- Stevens, T., Fives, H. (2004, November). *The influence of online learning on motivational orientation and academic outcomes, Revisited*. College of Education Research Colloquium, Texas Tech University.
- Fives, H. (2004, September). *Induction to the academy: Being mentored and developing the academic vita in graduate school*. Presentation given to the Educational Psychology Professional Seminar, Texas Tech University.
- Fives, H. (2002, November). *How to become a researcher without even trying*. Presentation given to the College of Education Honor's Seminar at University of Maryland.
- Fives, H. (2002, September). *What is teacher efficacy and how does it relate dot teachers' knowledge and beliefs? A theoretical review*. Paper presented at the Educational Psychology Colloquium at University of Maryland.

**RESEARCH AND EDUCATIONAL DEVELOPMENT GRANTS**

- Fives, H. & Barnes (nee DiDonato; 2014). Teachers with Expertise in Data Use: How Do They Engage in Data-Driven Decision Making from Student Performance Data to Influence Instruction? *Spencer Foundation: Evidence for the Classroom RFP* (\$155,000).
- DiDonato, N. & Fives, H. (2012). Using a Table of Specifications to Improve Teacher Constructed Traditional Test: An Experimental Design. *Montclair State University, Separately Budgeted Research Internal Award* (\$2,300).
- Fall 2010-Spring 2014. Team Member, Measuring Scientific Literacy, this project is supported by an administrative supplement to the parent grant, "Epidemiology and the Energy Balance Equation" a Science Education Partnership Award (SEPA) (RR025136-02), from the National Center for Research Resources (NCRR), a part of the National Institutes of Health (NIH).
- Fives, H. (2009). Montclair State University Global Education Center Grant. Global Education Center, Montclair State University (\$800).
- Fives, H. (2007). CEHS Summer Research Grant. College of Education and Human Services, Montclair State University (\$3,000).
- Todd, R. & Fives, H. (2005). Attitudes toward Social Studies Education Using GPS Technology. College of Education, Texas Tech University (\$1,600). Co-principal investigator.
- Myers, S., Fives, H., Price, M., Anderson, C., & McMillian, S. (2004-2009). Project R.E.A.L. (Recruiting Educators through Alternative Licensure). Transition to teaching. Funded by the United States' Department of Education (\$1.05 million). Co-principal investigator, internal evaluator.
- Stevens, T. & Fives, H. (2003). The Influence of Online Learning on Motivational Orientation and Academic Outcomes. College of Education, Texas Tech University (\$2,000). Co-principal investigator.
- Fives, H., Hamman, D., Olivarez, A., Button, K., & Lesley, M. (2003). Exploring the development of burnout in student teachers. College of Education, Texas Tech University (\$1,800). Principal investigator.
- Hamman, D., Olivarez, A., Fives, H. & Lesley, M. (2003). Interaction with cooperating teachers influences student teacher beliefs. College of Education, Texas Tech University (\$1,200). Researcher.
- Fives, H., & Battle, A. (2001). Spring retreat for new and continuing graduate student teaching assistants. Teaching Assistant Development Grant from the Center for Teaching Excellence, University of Maryland (\$1,300). Co-program designer and implementer.

**SERVICE ACTIVITIES****NATIONAL AND INTERNATIONAL SERVICE**

Vice President, Division C (Learning and Instruction) *American Educational Research Association* 2024-2027

Vice President-Elect, Division C (Learning and Instruction) *American Educational Research Association* 2023-2024

Co-Chair, Division C – AERA Youth Conference: Education Research for the Next Generation. 2019-

Member, The Annual Meeting Policies and Procedures Committee of the *American Educational Research Association*, August 2021-August 2024.

Past President, Division 15: *Educational Psychology*, *American Psychological Association*, August 2020-August 2021.

President, Division 15: *Educational Psychology*, *American Psychological Association*, August 2019-August 2020.

External Examiner, *Professional Masters in Education Program*, Maynooth University, Maynooth, Ireland: June 2020.

President-elect, *Division 15: Educational Psychology*, *American Psychological Association*, August 2018-August 2019.

Vice President, *Division 15: Educational Psychology*, *American Psychological Association*, August 2017-August 2018.

Chair, Division C – AERA Youth Conference: Education Research for the Next Generation. 2018-2023.

Program Co-Chair, *Division 15: Educational Psychology*, *American Psychological Association*, Annual meeting 2016

Program Chair, *Division C*, *American Educational Research Association* Annual Meeting, 2015  
Secretary, *Division 15: Educational Psychology*, *American Psychological Association*, August 2011-August 2014.

Reviewer, *Division C*, *American Educational Research Association* Annual Meeting, 2002-2014

Reviewer, *Division 15*, *American Psychological Association* Annual Meeting, 2002, 2005-

External Reviewer, *Department of Educational Foundations*, Millersville University, Lancaster, PA: November, 2012.

Member, Early Career Research Awards Committee, *Division 15: Educational Psychology*, *American Psychological Association*, 2010-2010.

Co-Chair, Division 15 Graduate Student Seminar, *Division 15 American Psychological Association*, 2006-2009

Mentor, Graduate Student Seminar, *Division 15 American Psychological Association*, 2008, 2009, 3013

Co-Chair, New Faculty Mentoring Program, *Division C*, *American Educational Research Association*, 2005-2007

Developmental Reviewer, *Handbook of Educational Psychology 2<sup>nd</sup> Edition*, *Division 15: Educational Psychology*, *American Psychological Association*, 2004

Member, Graduate Student Research Award Committee, *Division C*, *American Educational Research Association*, 2003-2004

Chair, Graduate Student Committee, *Division C*, *American Educational Research Association*, 2002-2003

Member of Middle States Association School Evaluation Team, 1997

**UNIVERSITY SERVICE**

Member, Montclair State University Institutional Review Board 2024-  
Member, Graduate Council, fall 2023-spring 2025  
Member, University Sabbatical Review Committee, 2023-  
Presenter, “Visible Thinking Routines to Promote Active Learning,” Office for Faculty  
Advancement’s Lunch and Learn Series, February 18, 2020.  
Member, Graduate Council, Montclair State University, 2016-2019  
Member, Institutional Review Board, Montclair State University, 2010-2014  
Presenter, New Student Experience Instructors Orientation, May & July 2014  
Presenter, Career Essentials for Doctoral Students, October, 2012  
Presenter, APA Essentials, for the Montclair State University Graduate School, 2009-2010  
Resource Faculty, New Faculty Program, Montclair State University, 2010-2011  
Member Advisory Board to The Center for Teaching and Learning, Montclair State University  
2007-2008  
Search Committee Member, Associate Director of the Center for Teaching and Learning,  
Montclair State University 2006-2007  
Steering Committee Member, Women Studies Conference, Texas Tech University 2004-2006  
University of Maryland, Center for Teaching Excellence, Reviewer for the Teaching Assistant  
Development Grant, Fall 2001, Spring 2002  
University of Maryland, Center for Teaching Excellence Teaching Assistant Orientation  
Facilitator, Fall 2000, 2001, 2002

**COLLEGE SERVICE**

Member, Advisory Committee on New College of Education and Engaged Learning, fall 2022  
Chair, Dean’s Advisory Committee on Teacher Education, Montclair State University, 2017-  
2018  
Member, Dean’s Ad-hoc Committee on Systematic Pedagogy, Montclair State University, 2010  
Member, College Graduate Curriculum Committee, Montclair State University, 2009-2010  
Member, College Doctoral Faculty Status Committee, Montclair State University, 2009-2010  
College Assessment Committee, Montclair State University, 2008-2009  
Advanced Programs Assessment Committee, Montclair State University, 2007-2008  
Undergraduate Curriculum Committee, Montclair State University, 2006-2007  
Graduate Student Advisory Committee to the Dean, University of Maryland, 2001-2002  
College of Education Assembly, Human Development Student Representative, 1999-2000  
Residential College Implementation Committee, The Catholic University of America, 1990-1992

**DEPARTMENTAL/PROGRAM SERVICE**

Graduate Curriculum Committee Chair, 2025-  
School Psychologist Faculty Search Committee, Member, 2024-2025  
Quantitative Methods Faculty Search Committee, Member, 2022-2023  
Qualifying Assessment Committee, Teacher Education and Teacher Development PhD Program,  
Chair, 2017-2019  
Department Personnel Committee, Educational Foundations, Chair, 2016-2019  
Undergraduate Program Development Action Committee 2016-2017  
Teacher Education and Teacher Development Doctoral Colloquium Series Coordinator,  
Montclair State University, 2014-2015

Department Personnel Committee, Educational Foundations, 2014  
Educational Foundations Colloquium Series Coordinator, Montclair State University, 2008-2009; 2011-2012  
Chair, Educational Psychology Search Committee, Montclair State University, 2009-2010  
Department Graduate Curriculum Committee, Montclair State University, 2009-2010  
Member, History of Education Search Committee, Montclair State University, 2008-2009  
Doctoral Program Reorganization Committee, Montclair State University, 2007  
Educational Foundations Ad hoc Doctorate in Pedagogy Committee, Fall 2007  
Educational Psychology Program Web-page Committee, Texas Tech University, 2005-2006  
Search Committee, Educational Psychology, College of Education Texas Tech University, 2004  
University of Maryland Department of Human Development Graduate Student Organization, Social Committee Chair, 2001-2002  
University of Maryland Department of Human Development Graduate Student Affairs Committee, Chair, 2000-2001  
University of Maryland Department of Human Development Travel and Research Awards Committee, 2000-2001  
University of Maryland Department of Human Development Coordinating Committee, 2000-2001

#### **COMMUNITY AND SCHOOL SERVICE**

Volunteer, Toni's Kitchen, Montclair NJ, 2017-  
Classroom Volunteer, Edgemont Elementary School, Montclair NJ, 2013  
Intervention Team, Assumption Catholic School, 1996-1999  
Curriculum Development, Assumption Catholic School, 1995-1999  
Catholic Schools Week, Chair, Assumption Catholic School, 1997-1999  
Faculty Advisor to "The Assumption Players – Shakespearean Theater," 1995-1999  
Catholic Schools Convention, Archdiocese of Washington, DC, 1996  
Volunteer Teacher, Teacher Service Corps, Washington DC, 1993-1995