

CURRICULUM VITA
February, 2020

TERESA K. DeBACKER

Department of Educational Psychology
Jeannine Rainbolt College of Education
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019-2041

work phone: (405) 325-5975
mobile phone: (405) 401-0781
e-mail: debacker@ou.edu

EDUCATION AND PROFESSIONAL DEVELOPMENT

- Ph. D. Psychological and Cultural Studies. Specialization: Educational Psychology.
University of Nebraska - Lincoln. May, 1993.
- M. A. Educational Psychology. University of Nebraska - Lincoln. August, 1989.
- B. Music Education University of Nebraska - Lincoln. December, 1981.
- NCATE Examiner Training, State of Oklahoma. 2011
- CAEP Site Visitor Training, State of Oklahoma. January, 2016.
- CAEP Site Visitor Training, National. July, 2017.

Certified in Human Research Participant Protections by National Institutes of Health (NIH), Collaborative IRB Training Initiative (CITI), and University of Oklahoma Institutional Review Board (OU IRB), 2002-present.

EMPLOYMENT

2018 – present
University of Oklahoma, Department of Educational Psychology; Interim Chair of the Department of Educational Psychology.

2011 – 2019
University of Oklahoma, College of Education; Associate Dean for Professional Education.

2008 – 2011
University of Oklahoma, Department of Educational Psychology; Chair of the Department of Educational Psychology.

2008 – present
University of Oklahoma, Department of Educational Psychology; Professor.

2000 – 2008

University of Oklahoma, Department of Educational Psychology; Associate Professor.

1993 – 2000

University of Oklahoma, Department of Educational Psychology; Assistant Professor.

1992 – 1993

University of Nebraska, Department of Educational Psychology; Instructor.

1990 – 1991

University of Nebraska, Teachers College; Director, Nebraska Evaluation and Research Center.

1986 – 1987

Nichibei Gakuin Foreign Language School, Kochi City, Japan; English instructor, child and adult classes.

1983 – 1985

Bartley Public Schools, Bartley, Nebraska; Music teacher, K-12 vocal and instrumental music.

RESEARCH INTERESTS

Academic achievement motivation; the influence of teacher preparation programs on beginning teacher effectiveness.

PUBLICATIONS

Articles in refereed journals:

- Looney, K., Kershen, J. L., & DeBacker, T. K. (2019). What can Student Profiles Reveal about Individual Responses to a Growth Mindset Intervention? Under review.
- DeBacker, T. K., Heddy, B. C., Kershen, J. L., Crowson, H. M., Looney, K., & Goldman, J. A. (2018). Effects of a One-Shot Growth Mindset Intervention on Beliefs about Intelligence and Achievement Goals. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 38(6), 711-733.
- Wu, X. H., Liao, L., & DeBacker, T. K. (2016). Implementing Task-based Instruction in ESP Class: An Empirical Study in Marine Engineering English. *Journal of Language Teaching and Research*, 7(5), 936-945.
- DeBacker, T. K. & Cullen, T. A. (2015). Attitudes Toward and Use of iPads in a College of Education One-to-One Program. In M. Searson & M. Ochoa (Eds.), *Proceedings of SITE 2014--Society for Information Technology & Teacher Education International Conference* (pp. 2767-2775). Jacksonville, Florida, United States: Association for the Advancement of Computing in Education (AACE).
- Wu, X. H., & DeBacker, T. K. (2015). Using task-based instruction to foster clear communications on Chinese ocean-going vessels. *International Education Research*, 3(2), 47-56.
- Harlow, L., DeBacker, T. K., & Crowson, H. M. (2011). Need for Closure, Achievement Goals, and Cognitive Engagement in High School Students. *Journal of Educational Research*, 104, 110–119.

- DeBacker, T. K. & Crowson, H. M. (2009). The influence of need for closure on learning and teaching. *Educational Psychology Review*, 21 (4), 303-323.
- DeBacker, T. K., & Crowson, H. M. (2008). Measuring need for closure in classroom learners. *Contemporary Educational Psychology*, 33, 711-732.
- DeBacker, T. K., Crowson, H. M., Beesley, A. D., Thoma, S. J., & Hestevold, N. (2008). The challenge of measuring epistemological beliefs: An analysis of three self-report instruments. *Journal of Experimental Education*, 76(3), 281-312.
- Nelson, R. M. & DeBacker, T. K. (2008). Achievement motivation in adolescents: The role of peer climate and best friends. *Journal of Experimental Education*, 76(2), 170-189.
- Crowson, H. M., & DeBacker, T. K. (2008). Belief, motivational, and ideological correlates of human rights attitudes. *The Journal of Social Psychology*, 148(3), 293-310.
- Crowson, H. M., & DeBacker, T. K. (2008). Political identification and the DIT: Re-evaluating an old hypothesis. *The Journal of Social Psychology* 148(1), 43-60.
- Crowson, H. M., DeBacker, T. K., & Davis, K. (2008). The DOG Scale: A valid measure of dogmatism? *Journal of Individual Differences*, 29(1), 17-24.
- Crowson, H. M., DeBacker, T. K., & Thoma, S. J. (2007). Are DIT scores empirically distinct from measures of political identification and intellectual ability? A test using post-9/11 data. *British Journal of Developmental Psychology*, 25(2), 197-211.
- Hardre, P. L., DeBacker, T. K., Crowson, H. M., & White, D. (2007). Predicting the academic motivation of rural high school students. *Journal of Experimental Education*, 75(4), 247-269.
- DeBacker, T. K. & Crowson, H. M. (2006). Influences on cognitive engagement: Epistemological beliefs and need for closure. *British Journal of Educational Psychology*, 76, 535-551.
- Crowson, H. M., DeBacker, T. K., & Thoma, S. J. (2006). The role of authoritarianism, perceived threat, and need for structure in predicting post 9-11 attitudes and beliefs. *Journal of Social Psychology*, 146, 733-750.
- Xie, K., DeBacker, T. D., & Ferguson, C. (2006). Extending the traditional classroom through online discussion: The role of student motivation. *Journal of Educational Computing Research*, 34(1), 67-89.
- Crowson, H. M., DeBacker, T. K., & Thoma, S. J. (2005). Does authoritarianism predict post 9-11 attitudes? *Personality and Individual Differences*, 39, 1273-1283.
- Ravindran, B., Greene, B. A., & DeBacker, T. K. (2005). The role of goals and beliefs in the prediction of pre-service teachers' cognitive engagement and knowledge integration. *Journal of Educational Research*, 98(4), 222-233.
- Chularut, P. & DeBacker, T. K. (2004). The influence of concept mapping on achievement, self-regulation, and self-efficacy in students of English as a second language. *Contemporary Educational Psychology*, 29(3), 248-263.
- Greene, B. A. & DeBacker, T. K. (2004). Gender and orientations toward the future: Links to motivation. *Educational Psychology Review*, 16(2), 91-120.
- DeBacker, T. K. & Nelson, R. M. (2000). Motivation to learn science: Differences related to gender, class type, and ability level. *Journal of Educational Research*, 93(4), 245-254.
- Miller, R. B., DeBacker, T. K. & Greene, B. A. (1999). Perceived instrumentality and academics: The link to task valuing. *Journal of Instructional Psychology*, 26(4), 250-260.
- Greene, B. A., DeBacker, T. K., Ravindran, B. & Krows, A. J. (1999). Goals, values, and beliefs as predictors of achievement and effort in high school mathematics classes. *Sex Roles*, 40(5), 421-45.
- DeBacker, T. K. & Nelson, R. M. (1999). Variations on an expectancy-value model in science. *Contemporary Educational Psychology*, 24(2), 71-94.

- Roedel, T. D. & Schraw, G. (1995). Beliefs about intelligence and academic goals. *Contemporary Educational Psychology, 20*, 464-468.
- Schraw, G., Dunkle, M., Bendixen, L. & Roedel, T. D. (1995). Does a general monitoring skill exist? *Journal of Educational Psychology, 87*(3), 433-444.
- Roedel, T. D.; Schraw, G. & Plake, B. (1994). Validation of a measure of learning and performance goal orientations. *Educational and Psychological Measurement, 54*(4), 1013-1021.
- Schraw, G. & Roedel, T. D. (1994). Test difficulty and judgment bias. *Memory and Cognition, 22*(1), 63-69.

National and International conference presentations (refereed):

- Kershen, J. E., Looney, K., & DeBacker, T. K. (2019). What can Qualitative Profiles of Quantitative Data Teach Us? Variations to a Growth Mindset Intervention. Paper presented at the annual meeting of the American Educational Research Association. Toronto, Canada.
- Looney, K., Heddy, B.C., DeBacker, T., Crowson, M., Kershen, J., Goldman, J. (2016). One and done? Exploring the effectiveness of a one-shot growth mindset intervention. Paper presented at the annual meeting of the American Educational Research Association. Washington, D.C.
- Kershen, J. E. & DeBacker, T. K. (2015). When Mentoring Falls Apart: Exploring the Complexities of Establishing Mutually Respectful Mentoring Relationships. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kershen, J. E. & DeBacker, T. K. (2015). Uncovering the "Dilemmatic Space" within Mentoring Experiences. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goolsby-Smith, R. D., Conrady, K., Griffith, P, & DeBacker, T. K. (2014). *Whom will I be teaching? Transforming Teacher Candidates' Preconceived Notions of future Students Through Multicultural Literature Case Studies*. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Islim, O. F., Goldman, J., & DeBacker, T. K. (2014). Using Technology Supported Collaborative Concept Maps in Higher Education. Paper presented at the 8th International Computer and Instructional Technologies Symposium, Edirne, Turkey.
- Cullen, T. A., Dawson, C. L., & DeBacker, T. K. (2014). *Faculty Response to a 1-to-1 iPad Initiative: A Snapshot of Technology Adoption*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Kershen, J. E. & DeBacker, T. K. (2014). *Understanding Mentoring Relationships between Beginning Year Teachers and Mentors: A Categorization Framework*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- DeBacker, T.K., & Cullen, T. A. (2014). *Attitudes Toward and Use of iPads in a College of Education One-to-One Program*. Paper presented at the annual meeting of the Society for Information Technology in Education (SITE) Conference, Jacksonville, FL.
- DeBacker, T. K., Goldman, J., & Islim, O. F. (2014). *Concept Mapping on iPads with Baiboard HD to Promote Student Learning*. Paper presented at the annual meeting of the Society for Information Technology in Education (SITE) Conference, Jacksonville, FL.
- Griffith, P., Goolsby, R., Conrady, K., & DeBacker, T.K. (2014). *Using Literature Case Studies to Transform Pre-Service Teachers' Perceptions of Children's Lives*. Paper presented at the annual meeting of the Association of Teacher Educators, St. Louis. MO.

- Cullen, T. A., & DeBacker, T. K. (2013). *Faculty Adoption of iPads: An Emergent Case Study*. Paper presented at the Symposium on Emerging Technology and STEM Education, Norman, OK.
- DeBacker, T. K., & Crowson, H. M. (2013). *Measuring Decisiveness as a Component of Classroom Need for Closure*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cullen, T.A., Dawson, C., & DeBacker, T.K. (2013). *Faculty and PreService Teacher Technology Partnerships: Putting 21st Century Skills into Practice*. Paper presented at the Society for Information Technology in Education (SITE) Conference, New Orleans, LA.
- DeBacker, T. K., Crowson, H. M., Duke, B. L., & Nelson, R. M. (2011). *How Are Facets of Classroom Need for Closure Related to Learning Processes and Outcomes?* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- DeBacker, T. K., & Crowson, H. M. (2010). *Classroom Decisiveness: A New Measure*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Vargas, P. M., & DeBacker, T. K. (2010). *The Effects of an Introduction to Philosophy Course on Developing Epistemic Beliefs*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.
- DeBacker, T. K., Crowson, H. M., Schommer-Aikins, M., & Hong, J. Y. (2009). *Classroom Epistemic Culture: Model Building*. Session presented at the third biennial conference of the Southwest Consortium for Innovative Psychology in Education, Las Vegas, NV.
- DeBacker, T. K., & Crowson, H. M. (2009). *Discriminating Facets of Need for Closure in the Classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Mitchell, C., DeBacker, T. K., & Crowson, H. M. (2009). *Alternative Conceptions of Knowledge and Knowing: What We Can Learn From Chinese Taoists*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Farkas, T. A., & DeBacker, T. K. (2009). *The Relation of Perfectionism and Achievement Goals*. Poster presented at the annual meeting of American Educational Research Association, San Diego, CA.
- DeBacker, T. K., Crowson, H. M., Vargas, P., Pannells, T., & Burris, A. (2008). *The Role of Epistemic Cognition in Classroom Achievement*. Paper presented at the annual meeting of the American Educational Research Association, New York City.
- Miranda, R., DeBacker, T. K., Crowson, H. M. (2008). *Influences on Achievement: Epistemic Beliefs, Epistemic Motives, and Achievement Goals*. Paper presented at the annual meeting of the American Educational Research Association, New York City.
- DeBacker, T. K., Crowson, H. M., Miller, R. B., & Greene, B. A. (2007). *Situational Changes in Classroom-Specific Need for Closure*. Paper presented at the European Association for Research on Learning and Instruction, 12th Biennial Conference for Research on Learning and Instruction, Budapest, Hungary.
- DeBacker, T. K., & Crowson, H. M. (2007). *The Role of Epistemic Motives in Learning Challenging Material*. Session presented at the second biennial conference of the Southwest Consortium for Innovative Psychology in Education, Tempe, AZ.
- Greene, B. A., Mansell, R. A., DeBacker, T. K., & Robbins, R. (2007). *Examination of Persistence among American Indian University Students: The roles of cognitive engagement and beliefs*. Poster presented at the European Association for Research on Learning and Instruction, 12th Biennial Conference for Research on Learning and Instruction, Budapest, Hungary.

- Harlow, L., Miranda, R. K., Crowson, H. M., DeBacker, T. K. (2007). *Epistemological Beliefs and Motives as Predictors of Achievement Goals and Cognitive Engagement*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.
- Crowson, H. M. & DeBacker, T. K. (2007). *Epistemic Motivation Within School Settings: Conceptualizing and Measuring Academic Need for Closure*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Crowson, H. M. & DeBacker, T. K. (2006). *Authoritarianism and post-9/11 attitudes and beliefs: Some new data*. Paper presented at the meeting of the International Society of Political Psychology, Barcelona, Spain.
- Crowson, H. M. & DeBacker, T. K. (2006). *Political Identification and the DIT: Re-Evaluating an Old Hypothesis*. Paper presented at the meeting of the Association for Moral Education, Fribourg, Switzerland.
- Crowson, H. M. & DeBacker, T. K. (2006). *Belief, Motivational, and Ideological Correlates of Human Rights Attitudes*. Paper presented at the meeting of the Association for Moral Education, Fribourg, Switzerland.
- DeBacker, T. K., Crowson, H. M., & Beesley, A. D. (2006). *Measuring need for closure in classroom learners*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- DeBacker, T. K., Crowson, H. M., Nelson, R. M., & Duke, B. L. (2006). *The challenge of measuring epistemological beliefs: An analysis of three self-report instruments*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Greene, B. A., Mansell, R. A., DeBacker, T. K., & Robbins, R. (2006). *Correlates of persistence among American Indian university students*. Paper accepted for presentation at the meeting of the American Educational Research Association, San Francisco.
- Mansell, R., DeBacker, T. K., & Crowson, H. M. (2005). *Further validation of the BASLQ, a measure of epistemology grounded in education al context*. Poster presented at the Inaugural Conference of the Southwest Consortium for Innovations in Psychology and Education, Las Vegas, NV.
- Crowson, H. M., Thoma, S.J., & DeBacker, T. K. (2005). *Re-assessing the empirical distinctiveness of moral development and political identification*. Paper presented at the meeting of the Association for Moral Education, Cambridge, MA.
- Crowson, H. M., DeBacker, T. K., Derryberry, W. P. & Thoma, S. J. (2005). *Reliability and the DIT-2: Revisited*. Paper presented at the meeting of the Association for Moral Education, Cambridge, MA.
- Crowson, H. M., DeBacker, T. K., Davis, K. A., Beesley, A. D. (2005). *The role of threat, postconventional moral reasoning, and political ideology in rights judgments post 9-11*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- Hardre, P., DeBacker, T. K., & Crowson, H. M. (2005). *A multi-theory study of high school students' beliefs, perceptions, goals and academic motivation*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- Xie, K., Ferguson, C., & DeBacker, T. K. (2005). *Students' intrinsic motivation for online discussion*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- Xie, K., Ferguson, C., & DeBacker, T. K. (March, 2005). *Extending the traditional classroom through on-line discussion: The role of student motivation*. Paper presented at the 19th international meeting of the Society for Informational Technology and Teaching Education, Phoenix, AZ.

- DeBacker, T. K. & Crowson, H. M. (2004). *Influences on cognitive engagement: Epistemological beliefs, need for closure, and achievement goals*. Paper presented at the meeting of the American Educational Research Association, San Diego.
- Crowson, M. H. & DeBacker, T. K. (2004). *Measuring authoritarianism in attitudes toward civil liberties within the post-9-11 world*. Paper presented at the meeting of the American Educational Research Association, San Diego.
- Crowson, M. H. & DeBacker, T. K. (2004). *What role do moral judgment development and moral intuitions play in immorality judgments?* Paper presented at the meeting of the American Educational Research Association, San Diego.
- Crowson, H. M., & DeBacker, T. K. (November, 2004). *Moderating the moral judgment –political ideology relationship: The role of identity salience*. Paper presented at the 2004 Annual Meeting of the Association for Moral Education, Orange County, CA.
- Crowson, H. M., DeBacker, T. K., Davis, K. A. (November, 2004). *Predicting dogmatism in pre-service teachers: The role of personal epistemology, moral judgment, and political ideology*. Paper presented at the 2004 Annual Meeting of the Association for Moral Education, Orange County, CA.
- DeBacker, T. K., Miller, R. B., Walker, C. O. & Mansell, R. (2004). Perceptions of classroom climate, student motivation, and achievement: Changes and interrelationships across an academic year. Paper presented at the Ninth International Conference on Motivation, Lisbon, Portugal.
- Mansell, R., Greene, B. A., & DeBacker, T. K. (2004). Searching for meaning: Epistemological beliefs and their relationships with motivation to learn. Paper presented at the Ninth International Conference on Motivation, Lisbon, Portugal.
- DeBacker, T. K. & Miller, R. B. (2003). *The impact of classroom climate on student motivation and achievement across an academic year*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- DeBacker, T. K. & Nelson, R. M. (2003). *The role of social goals during small group work*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Greene, B. A. & DeBacker, T. K. (2003). *Gender differences in representations of the future: Links to motivation*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Nelson, R. M. & DeBacker, T. K. (2003). *Relationships among achievement-related behaviors of peers, social support provided by peers, and motivation in science class*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- DeBacker, T. K., Nelson, R. M., Duke, B., & Waters, E. (2002). *Relationships among achievement goals, social goals, and peer nominations of behavior during small group work in junior and senior high students*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- DeBacker, T. K., Murphy, B. C., & Terry, R. A. (2001). *A consensus measure of children's perceptions of peers and its relation to social cognitive variables*. Paper presented at the meeting of the American Educational Research Association, Seattle.
- Nelson, R. M. & DeBacker, T. K. (2001). *Relationships among social goals, achievement goals, and personal experiences during small group learning*. Poster presented at the meeting of the American Educational Research Association, Seattle.

- Murphy, B. C., DeBacker, T. K., & Terry, R. A. (2001). *Individual differences in children's perceptions of peers*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Terry, R. A. & DeBacker, T. K. (2001). *The view always changes: measuring consensus with a model of individual differences*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- DeBacker, T. K. Rausch, J. L. & Miller, R. B. (2000, April). *Measuring motivation in young learners*. Poster presented at the meeting of the American Educational Research Association, New Orleans.
- DeBacker, T. K., Rausch, J. L. & Miller, R. B. (1999, April). *Third grader's purposes for learning to read and do math*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- Newman, J., DeBacker, T. K., Petersen, L., & Filippo, C. (1999, April). *Exploring current gender role perceptions: First steps toward instrument development*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- DeBacker, T. K. & Nelson, R. M. (1998, April). *Motivation in science: Model development and explained variance*. Poster presented at the meeting of the American Educational Research Association, San Diego, CA.
- Miller, R. B., DeBacker, T. K. & Greene, B.A. (1998, April). *Future goals and task valuing*. Poster presented at the meeting of the American Educational Research Association, San Diego, CA.
- Brickman, S., Miller, R. B. & Roedel, T. D. (1997, March). *Goal valuing and future consequences: Which is the better predictor of cognitive engagement?* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Greene, B. A., Roedel, T. D., Ravindran, B. & Krows, J. (1997, March). *An exploration of motivation and gender variables in high school mathematics classes*. Poster presented at the meeting of the American Educational Research Association, Chicago, IL.
- Roedel, T. D. & Nelson, R. M. (1997, March). *Gender and class type differences on motivation in science*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Roedel, T. D. & Nelson, R. M. (1997, March). *Variations on an expectancy-value model of motivation in science*. Poster presented at the meeting of the American Educational Research Association, Chicago, IL.
- Roedel, T. D. & Nelson, R. M. (1996, March). *Interpersonal processes in third grade learning groups*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
- Montalvo, G. P. & Roedel, T. D. (1995, April). *Pleasing the teacher: A qualitative look*. Poster presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Roedel, T. D. & Brickman, S. (1995, April). *Validation of the Social Goals Inventory*. Poster presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Roedel, T. D.; Dennison, R. S.; Bendixen, L. D. & Schraw, G. (1994, April). *Knowledge and regulation of social metacognition*. Poster presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Roedel, T. D.; Schraw, G. & Plake, B. (1994, April). *Validation of a measure of learning and performance goal orientations*. Poster presented at the meeting of the American Educational Research Association, New Orleans, LA.

- Bendixen, L. D., Roedel, T. D. & Schraw, G. (1993, April). *Friendship qualities of young adolescents and their relationship to reciprocation and social status*. Poster presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Roedel, T. D. & Schraw, G. (1993, April). The dimensionality of goal orientations in academic and social domains. Poster presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Schraw, G. & Roedel, T. D. (1993, April). *Beliefs about intelligence and academic goals*. Poster presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Roedel, T. D. & Bendixen, L. D. (1992, March). *A case study approach to description of behaviorally distinct subgroups of peer rejected adolescents*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Washington, D.C.
- Roedel, T. D. & Schraw, G. (1992, March). *An empirical test of the reliability of social status categories as defined by the nomination method*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Washington, D.C.
- Roedel, T. D. & Schraw, G. (1992, March). *A study of the dimensionality of beliefs about intelligence*. Poster presented at the Nebraska Symposium on Motivation, Lincoln, NE.
- Schraw, G. & Roedel, T. D. (1992, April). *An analysis of general metacognitive monitoring skills*. Poster presented at the meeting of American Educational Research Association, San Francisco, CA.
- Parkhurst, J. T., Roedel, T. D., Bendixen, L. D. & Potenza, M. T. (1991, April). *Subgroups of rejected middle school students: Their behavioral characteristics, friendships, and social concerns*. In J. T. Parkhurst (Chair), The behavioral characteristics and the subjective experience of aggressive and withdrawn/submissive rejected children. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle.

Regional presentations (refereed):

- Anton, V., DeBacker, T., Taylor, T., & Sweeney, S. (2018). CAEP Panel Discussion: Self Study Report Lessons Learned. Invited presentation at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- DeBacker, T. K. (2018). *CAEP Standard 4: Useful Data from State Agencies*. Invited presentation at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- DeBacker, T. K. (2017). *CAEP Standard 4: Useful Data from State Agencies*. Invited presentation at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Tulsa, OK.
- Looney, K. & DeBacker T. K. (2017). *Pre-intervention Beliefs Affect Response to Growth Mindset Intervention*. Paper presented at the Rocky Mountain Educational Research Association Conference, Lawton, OK.
- DeBacker, T. K. (2016). Chair: Meeting CAEP assessment expectations. Invited symposium conducted at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- DeBacker, T. K. (2016). *CAEP annual report: What information is available from state partners?* In T. K. DeBacker (chair), Meeting CAEP assessment expectations. Symposium conducted at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- DeBacker, T. K. (2016). *Oklahoma Teacher Preparation Data Governance Council*. In T. K. DeBacker (chair), Meeting CAEP assessment expectations. Symposium conducted at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.

- DeBacker, T. K. (2015). *CAEP reporting requirements: what information is available from state partners?* Paper presented at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- DeBacker, T. K. (2015). *Urban Teacher Preparation Academy: Information for prospective EPPs*. Paper presented at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- Cullen, T. A. & DeBacker, T. K. (2013). *iPads in teacher education: a pilot project of OU's Digital Initiative*. Paper presented at the University of Oklahoma Teaching Scholars Initiative, Norman, OK.
- Conrady, K., Goolsby, R., DeBacker, T.K. & Griffith, P. (2013). *Understanding difficult lives of children and teens*. Paper presented at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- Kershen, J. E., & DeBacker, T. K. (2013). *Beginning year teacher's dispositions towards mentoring relationships: Potential to develop expertise*. Paper presented at the Oklahoma Association of Colleges for Teacher Education Fall Conference, Norman, OK.
- Cullen, T.A., & DeBacker, T.K. (2013). *Preparing our Faculty: Integrating iPads into Instruction*. Presentation at University of Oklahoma Technology Expo, Norman, Oklahoma.
- DeBacker, T. K., Crowson, H. M., Miranda, R., Burris, A., Farkas, T., Pannells, T., & Vargas, P. (2007, March). The Role of Need for Closure in Motivation and Achievement. Paper presented at the meeting of the Big 12 Educational Research Conference, Oklahoma City, OK.
- Bozone, D. & DeBacker, T. K. (1999, March). *Social work with high school students living independently: A program evaluation*. Paper presented at the meeting of the Southwestern Social Science Association: Social Work Division, San Antonio, TX.
- DeBacker, T. K. & Nelson, R. M. (1997, October). *Learning math in small groups: Some unexpected findings regarding low ability students*. Paper presented at the meeting of the Rocky Mountain Educational Research Association, Stillwater, OK.
- Brickman, S. & DeBacker, T. K. (1997, October). *Mothers' self-efficacy and expectations for themselves and their children: Results from project Even Start*. Paper presented at the meeting of the Rocky Mountain Educational Research Association, Stillwater, OK.

GRANTS

- American Association of Colleges of Teacher Education - State Chapter Support Grant Program. *Data to Address CAEP Standard 4*. PI: DeBacker. Co-PIs: Esther Rehbein, Mid-America Christian University; Bryan Duke, Ph.D, University of Central Oklahoma and Robin Fuxa, Ph.D. Oklahoma State University. Submitted summer 2017. Funded: \$7, 327.
- Oklahoma State Regents for Higher Education: Oklahoma Teacher Connection – College Connection Grants. *Urban Teacher Preparation Academy: Critical Support for Interns and Early Career Teachers in Oklahoma City Public Schools*. PI: DeBacker. Co-PIs: Bryan Duke, Ph.D, University of Central Oklahoma and Robin Fuxa, Ph.D. Oklahoma State University. Submitted summer 2015. Funded: \$10,000.
- Oklahoma State Regents for Higher Education: Oklahoma Teacher Connection – College Connection Grants. UTPA Induction Program – Critical Support for Early Career Teachers. PI: DeBacker. Co-PIs: Bryan Duke, Ph.D, University of Central Oklahoma. Submitted summer 2014. Funded: \$9,000.

- Oklahoma State Regents for Higher Education: Oklahoma Teacher Connection – Reach to Teach. *UTPA Internship Experience – A Full Year of Mentoring and Professional Development*. PI: DeBacker. Co-PI: Bryan Duke, Ph.D, University of Central Oklahoma. Submitted summer 2014. Funded: \$6,900.
- National Science Foundation: Innovative Technology Experiences for Students and Teachers (ITEST). *Future Networks: Applying Social Psychological Principles to Improve Student and Teacher’s Interest and Knowledge in STEM Careers*. With Co-PIs: Theresa Cullen and H, Michael Crowson. Submitted 2010. Not funded.
- National Science Foundation: Innovations in Engineering Education, Curriculum, and Infrastructure (IEEC) Grant CFDA 47.041 *Attaining Engineering Competencies for the Future through Experiential Learning*. With Co PIs: Farrokh Mistree, Zahed Siddique, Amy Bradshaw, Xun Ge, Patricia Hardre. \$ 399,856. Submitted January 20, 2010. Not funded.
- Institute of Education Sciences Goal 2 (Development and Dissemination) Grant CFDA 84.305 *Developing Critical Comprehension for the Knowledge Age: Engaging Students through New Literacies*. With Co PIs: Sara Ann Beach, Barbara Greene, Ray Miller. \$1,428,159. Submitted October 1, 2009. Not funded.
- U.S. Dept. of State: Bureau of Educational and Cultural Affairs. *Coalition for democratic leadership: A Kazakstan - U.S. Network of Women Educational Leaders*. Submitted December, 1999. Submitted with: Sally Beach, Jayne Fleener, Pam Fry, Joan Smith, Irene Karpiak. Not funded.

DISSERTATIONS SUPERVISED

- Looney, K. (2019). *Do Teachers’ Beliefs About Intelligence and Failure Impact Students’ Beliefs About Intelligence When Accounting for Parent Influence?*
- Almutlaq, H. (2019). *The Effects of Behavior Skills Training on Educators’ Development of Functional Behavioral Assessment*
- Wilson, K. (2019). *Behavior Response and Intervention Navigation and its Effects on a Selection of Middle School Students: A Program Evaluation*
- Crawford, A. (2018). *Teaching for Transformation: A Case Study Investigation on the Impact of Transformative Experience Pedagogy on the Implementation and Assessment Practices of Instructors*
- Farkas, T. (2014). *Perfectionism: The Relationship to Well-Being and Achievement Motivation In College Learners*.
- Vargas, P. (2012). *Toward a model of epistemic cognition: A mixed method study*.
- White, D. (2007). *The relationships of classroom achievement goals, personal achievement goals, and Frames of reference with academic self-concept*.
- Adams, A. (2005). *Why Not OU?: Matriculation Decisions of First-Time Direct-From High School Students Admitted to the University of Oklahoma*.
- Uchida, H. (2004) *Effects of self-construals on university students’ causal attributions, self-efficacy beliefs, and self-handicapping behavior*.
- Nelson, R. M. (2002) *Friends’ influence on academic motivation and achievement in middle school classrooms*.
- Brickman, S. (2002) *The influence of tutoring on at-risk primary grade childrens’ reading self-efficacy and achievement*.

- Chularut, P. (2001) *The influence of concept mapping on achievement, self-regulation, self-efficacy, and strategy use in college students.*
- Bocar, D. (2001) *An evaluation of a parenting tools educational program.*

MASTER'S THESES SUPERVISED

- Vargas, P. M. D. (2010). *The Effects of an Introduction to Philosophy Course on Developing Epistemic Beliefs.*
- Farkas, T. A. (2008). *The Relation of Perfectionism and Achievement Goals.*
- Miranda, R. (2007). *Influences on Achievement: Epistemic Beliefs, Epistemic Motives, & Achievement Goals.*

CONSULTING

- Srinakharinwirot University, Bangkok, Thailand. Developed and delivered workshops on human motivation for faculty and students in educational psychology and counseling psychology. August 2004.
- Murray State College, Tishomingo, OK. Consulted with administration on development of an internal assessment plan; facilitated workshops with faculty to create internal assessment plan. 2002-2003 academic year.
- Little Axe Elementary School, Little Axe, OK. Conducted a series of workshops on achievement motivation and classroom management. June 1999. Ongoing consultation through the fall 1999 semester to support implementation of workshop principles.
- Independent Living Services for Youth, Inc. Norman, OK. Conducted a program evaluation of the Independent Living Programs at Norman High School and Norman High School North. 1998-1999 academic year.
- Orava Project, Republic of Slovakia. Developed and delivered two series of workshops on cognitive development and motivation to learn. February, 1998.

SELECTED ACADEMIC SERVICE

Service to the Profession:

- Council for Accreditation of Educator Preparation (CAEP) Examiner, National Teams, 2017-present
- Editorial Board: *Contemporary Educational Psychology*, 2004 to present
- Editorial Board: *Learning and Instruction*, 2011 to present
- Editorial Board: *Journal of Educational Psychology*, 2006 to 2018
- Editorial Board: *Journal of Experimental Education*, 2005 to 2014
- Editorial Board: *Journal of Educational Research*, 2004 to 2010
- American Association of Colleges of Teacher Education (AACTE): Committee on Innovation and Technology, March 1, 2014 - February 28, 2017
- Southwest Consortium for Innovative Psychology in Education (SCIPIE), Historian, 2005-2007
- SCIPIE, President Elect, 2007-2009

SCIPIE, President, 2009-2011
SCIPIE, Conference Coordinator, 2011
SCIPIE, Past President, 2011-2013
American Educational Research Association (AERA): Division C, section 6, Program Co-Chair (2009)
AERA: Division C Graduate Student Seminar, 2003 & 2010, faculty mentor
AERA: Division C Graduate Student Seminar, 2004, junior co-chair
AERA: Division C Graduate Student Seminar, 2005, senior co-chair

Service to the State of Oklahoma:

Council for Accreditation of Educator Preparation (CAEP) Examiner, State Teams, 2016-present
Oklahoma State Department of Education, Data Governance Task Force, Chair, May 2017-2019
Oklahoma State Department of Education, Data Governance Task Force, Member, 2016-2019
Office of Educational Quality and Accountability, Task Force on Teacher Performance Assessment; 2015-2017
Oklahoma Association of Colleges of Teacher Education, Executive Committee Representative At-Large. 2017-2019
Oklahoma Association of Colleges of Teacher Education, Task Force on Data Collection Coordination, chair; 2015-2016
Urban Teacher Preparation Academy Executive Board, 2013-2016.
National Council for Accreditation of Teacher Education (NCATE) Examiner, State Team, 2015
Office of Educational Quality and Accountability, Task Force on CAEP/State Partnership Agreement; 2014.

Service to the University:

Provost's Advisory Committee: Learning Outcomes Assessment, 2017-present
Provost's Advisory Committee: General Education Oversight, 2011-present
Presenter, All TA Training Program, August 2005 and August 2006
Provost's Graduate Teaching Assistant Award Committee, 2005 - 2007
Faculty Awards and Honors Committee, 2002-2005
Faculty Senate, 1999 – 2002

Service to the Graduate College:

Graduate Liaison, 2008 – present
Judge, Graduate College Research Day, Spring 2011
Graduate Council, 2003-2006
Graduate College Academic Appeals Panel, 1995 - 2000
Graduate College Academic Misconduct Panel, 1996 - 2000

Service to the College of Education:

Associate Dean for Professional Education, January 2012 – June 2019
Interim Associate Dean for Professional Education, June 2011 – January 2012
Council for Accreditation of Educator Preparation (CAEP) Coordinator, June 2011 – June 2019
Education Professions Division, 1993 – 2019
Education profession Division, chair, 2012 - 2019
Urban Teacher Preparation Academy Coordinator, 2012-2016

JRCoE Educator Workshop Series, Coordinator, 2014-15 AY, 2015-16 AY
Sponsor, language and cultural immersion experience, Puebla, Mexico, summer 2008
College of Education Assessment Coordinator, 2005 – 2008
CoE-STAR (Student Tracking, Assessment, and Retention Committee), Chair, 2006 – 2007
College of Education Diversity Committee, 2006 – 2007
Academic Misconduct and Appeals Board, Sept. 1994 – 2002
JRCoE Undergraduate Scholarship Committee, 2012-2019
Dean's Task Force on Multiculturalism and Gender (1993-1994)
Faculty Governance Committee (1997 – 2000)
Faculty Sponsor, Kappa Delta Pi (KDP), 2015-2018
Faculty Sponsor, Student Oklahoma Educators Association (SOEA), 2016-2018

Service to the Department of Educational Psychology:

Interim Department Chair, July 2018 – present
Department Chair, July 2008 – December 2011
Graduate Liaison, July 2008 – December 2011
Honors and Awards Committee, 1996 – 1998 and 2003 – 2004; chair 2003-2004
Advanced Programs Coordinator, June 1999 - 2002
Faculty Governance Committee, departmental representative, 1997 - 2000

Service to the Instructional Psychology and Technology Program:

Task Force: JRCoE/Beijing Normal University dual masters degree, 2017-2018
Instructional Psychology Search, chair, summer 2013
Qualitative Methods Search, chair, 2006-2007 AY
Educational Measurement Search, chair, 2005-2006 AY
Program Area Coordinator, August 1999 – 2004
Advanced Programs Coordinator, 1999 – 2002

HONORS AND AWARDS

Jane M. Morse Award for Outstanding Leadership in Teacher Preparation, 2019
Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, 2009
Jeannine Rainbolt College of Education Research/Scholarship Award, 2009
University of Oklahoma, Outstanding Junior Faculty Research Award, 1994

PROFESSIONAL AFFILIATIONS

American Educational Researchers Association (AERA)
American Association of Colleges for Teacher Education (AACTE)