Yale Center for Emotional Intelligence

School of Medicine | Yale University

www.annetteponnock.com

annette.ponnock@yale.edu

(484) 557-7272

**EDUCATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ph.D.** | Educational Psychology | Temple University, Philadelphia, PA | 2017 |
|  *Dissertation title: Science Teachers’ Epistemic Cognition in Instructional Decision Making* *Advisor:* Avi Kaplan, PhD |
| **M.A.** | Psychology | University of Santa Monica, Santa Monica, CA | 2010 |
| **B.A.** | Political Science | University of Miami, Coral Gables, FL | 2007 |

**RESEARCH INTERESTS**

My research centers around gender and ethnic differences in science education, as well as teacher motivation for teaching and for instructional decision-making.

**RESEARCH EXPERIENCE**

**Postdoctoral Research Associate, Yale Center for Emotional Intelligence, 2019 – present**

*Supervisor:* James Floman, PhD

Research background literature; write research proposals, reports, and manuscripts for publication; conduct focus groups; design and conduct research studies on teacher motivation and well-being; collect, analyze, and report survey data using SPSS, Mplus, and R.

**Postdoctoral Researcher, University of Maryland, 2017 – 2019**

*Supervisor:* Allan Wigfield, PhD

Write research proposals; communicate and collaborate with partner schools; administer survey to high school students and collect survey data; clean and analyze survey data using SPSS and Mplus; write conference proposals, journal articles, and book chapters.

**Research Assistant, Teacher Preparation and Quality Grant, Temple University, 2015 – 2017**

Design questionnaire; collect and analyze survey data. Perform advanced quantitative analyses using SPSS, R, and Amos. Write qualitative profiles of partner schools. Conduct semi-structured narrative interviews with School District of Philadelphia teachers. Code qualitative data using Dedoose. Participate in writing reports, conference proposals, and articles for publication.

**Research Assistant, Teaching and Learning Center, Temple University, 2012 – 2015**

Collected and analyzed data from large mixed-method research study. Coded qualitative data using Atlas.ti. Conducted semi-structured interviews. Performed quantitative data analysis from survey data using SPSS and Mplus. Participated in writing grants, conference proposals, and articles for publication.

**PUBLICATIONS**

**Published**

**Ponnock, A. R.,** Torsney, B. M., & Lombadi, D.(2019). Motivational differences throughout

teachers’ preparation and career. *New Waves – Educational Research and Development, 21*(2), 26-45.

Kuriloff, P., Hoffman, B., Jordan W. J., Sutherland, D., & **Ponnock, A.** (2019). Why teachers move:

School context influences on teachers’ experiences. Chapter to appear in C. R. Rinke, & L. K. Mawhinney (Eds.), *Opportunities and challenges in teacher recruitment and retention.* Charlotte, NC: IAP – Information Age Publishing.

Jordan, W. J., Kuriloff, P., Sutherland, D., **Ponnock, A.**, & Hoffman, B. (2018). Preparing teachers for

urban schools: The role of pre-service experiences and school context in classroom practice.

Retrieved from William Penn Foundation website https://williampennfoundation.org/sites/default/files/reports/Teacher%20Preparation%20and%20Quality%20Report.pdf

Torsney, B. M., Lombardi, D., & **Ponnock, A. R.** (2018). Role of values in pre-service

teachers’ intentions for professional engagement. *Educational Psychology*, 1-19. DOI: [10.1080/01443410.2018.1504892](https://doi.org/10.1080/01443410.2018.1504892).

Torsney, B. M., **Ponnock, A. R.,** & Lombardi, D. (2017). The Role of Values in Preservice

Teachers' Decision to Teach. *The Teacher Educator*, *52*(1), 39-56.

Gunersel, A. B., Kaplan, A., Barnett, P., Etienne, M., & **Ponnock, A. R.** (2016). Profiles of change

in motivation for teaching in higher education at an American research university. *Teaching in Higher Education*, *21*(6), 628-643.

**In Press**

Wigfield, A., & **Ponnock, A.**(in press). The application of expectancy-value theory to students with

cognitive and emotional special needs. Chapter to appear in A. J. Martin, R. A. Sperling, & K. J. Newtown (Eds.), *Handbook of educational psychology and students with special needs.* New York: Routledge.

**Under Review**

Sutherland, D., **Ponnock, A.**, Jordan, W. J., Kuriloff, P. (under review). Sustainable teaching: A case

study of the impact of social constructivist teacher preparation on three urban teachers. *Journal of Multicultural Education.*

Morell, M., Yang, J. S., Gladstone, J., Faust, L., **Ponnock, A.**, Lim, H. J., & Wigfield, A. (under

review). Searching for grit: Structural and predictive validity of two grit scales across age and culture. *Journal of Personality and Social Psychology.*

**In Preparation**

**Ponnock, A.** & Kaplan, A. (in preparation) *Science teachers’ epistemic cognition in instructional*

*decision-making.*

**Ponnock, A.,** Muenks, K., Morell, M., Gladstone, J., Yang, J. S., & Wigfield, A. (in

preparation) *Discriminant and predictive validity of grit and conscientiousness in urban high school students.*

**Ponnock, A.,** Gunersel, A. B., & Watkins, P. (in preparation) *Value, cost, and outcome*

*expectancy in graduate students engaged in teacher professional development.*

**Ponnock, A.,** Sutherland, D., Hoffman, B., Jordan, W. J., & Kuriloff, P. (in preparation).

*Motivation for teaching in urban schools: A mixed methods approach.*

Gladstone, J., Morell, M., Yang, J. S., Faust, L., **Ponnock, A.,** & Wigfield, A. (in preparation). *Grit,*

*self-regulation, and motivation: Examining measurement invariance and mean differences across gender and ethnicity.*

**PRESENTATIONS**

**Invited Presentations**

**Ponnock, A.** (2017, Sept.) *Science teachers’ epistemic cognition in instructional decision making.* Invited

presentation to the Educational Psychology Colloquium, University of Maryland, College Park, MD.

Jordan, W. J., Kuriloff, P., **Ponnock, A.**, & Sutherland, D. (2016, Oct.) *Teacher preparation and quality.*

Invited poster presented at the Regional Educational Laboratory Mid-Atlantic Research, Policy, and Practice Conference, Philadelphia, PA.

**Ponnock, A.** (2015, April). *Epistemic cognition and disciplinary culture*. Invited presentation to the Science,

Technology, Engineering, and Math Special Interest Group, Temple University.

**Ponnock, A.** (2013, Nov.) *Conceptions of and motivation for teaching.* Invited presentation to Graduate

Organization of the College of Education, Temple University, Philadelphia, PA.

**Conference Presentations**

**Ponnock, A.,** Morell, M., Gladstone, J. R., & Turci, L. (2019, Apr.). *Grit, self-regulation, and*

*conscientiousness: Relations among constructs and their roles in predicting achievement.* Paper to be presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON, Canada.

**Ponnock, A.,** Hoffman, B. Y., Jordan, W. J., Kuriloff, P. C., Sutherland, D. (2019, Apr.). Choice as a

predictor of motivation for teaching urban schools. In Gladstone, J. R., & Scalise, N. (Chairs), *Teachers’ motivations and the classroom: Relations across diverse educational contexts.* Symposium to be conducted at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON, Canada.

Gladstone, J. R., Morell, M., Yang, J.S., **Ponnock, A.,** Turci (Faust), L., & Wigfield, A. (2019, Apr.).

*Grit, self-regulation, and motivation: Examining measurement invariance and mean differences across gender and ethnicity.* Paper accepted as part of a symposium to be presented at the American Education Research Association (AERA) Annual Meeting, Toronto, ON, Canada.

Morell, M., Yang, J. S., Liu, Y., Gladstone, J. R., **Ponnock, A.**, Turci (Faust), L., Muenks, K., &

Wigfield, A. (2019, Apr.). *Validation of grit scales across multiple samples: Restricted recalibration and multiple group analysis.* Paper accepted as part of a symposium to be presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON, Canada.

Gladstone, J., Morell, M., Yang, J. S., **Ponnock, A.**, Turci, L., Wigfield, A. (2019, Mar.). *Grit-S, long-term*

*grit and related constructs: Measurement invariance and mean differences across gender and ethnicity.* Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.

Sutherland, D. & **Ponnock, A.**, (2019, Feb.) *Sustainable Teaching: A study of three urban teachers prepared at a*

*small liberal arts college focusing on social foundations.* Paper to be presented at Association of Teacher Educator’s Annual Conference, Atlanta, GA.

**Ponnock, A.** (2018, Aug.)*Epistemic cognition in secondary science teachers’ instructional decision making.* Paper

presented at the International Conference on Motivation (ICM) semi-annual conference, Aarhus, Denmark.

**Ponnock, A.**, Sutherland, D., Jordan, W. J., Kuriloff, P., & Hoffman, B. (2018, Aug.) *Motivation for*

*teaching in urban schools in the United States.* Paper presented at the International Conference on Motivation (ICM) semi-annual conference, Aarhus, Denmark.

Emery, A. & **Ponnock, A** (Chairs)**.** "Beyond thematic coding: Applications of qualitative methods

to advance motivation studies." (2018, April). Symposium presented at the annual meeting of the American Educational Research Association (AERA), New York City, NY.

**Ponnock, A.,** & Torsney, B. M. (2017, Aug.) *Role of values in pre-service teachers’ intentions for professional*

*engagement.* Poster presented at the American Psychological Association (APA) Annual Meeting, Washington, DC.

Torsney, B. M., & **Ponnock, A.** (2017, Aug.) *Motivational differences during a teacher’s preparation and career.*

Poster presented at the American Psychological Association (APA) Annual Meeting, Washington, DC.

Torsney, B., Lombardi, D., **Ponnock, A.** (2017, Apr.) *Changes in pre-service teachers’ motivation throughout a*

*teacher preparation program*. Poster presented at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

Jordan, W. J., Kuriloff, P., Sutherland, D., **Ponnock, A.** (2017, Feb.) *Can anyone be prepared to teach? What*

*it takes to survive the early years of teaching in under-resourced, high needs urban schools.* Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA.

**Ponnock, A.,** Torsney, B. M., & Ducette, J. (2016, Aug.) *Role of social utility, personal utility, and epistemic*

*value in intention to persist in teaching.* Poster presented at the American Psychological Association (APA) Annual Meeting, Denver, CO.

**Ponnock, A.,** St. Pierre, M., & Mansbach, J. (2016, Aug.) *Faculty motivation and teacher professional*

*development in research universities.* Poster presented at the American Psychological Association (APA) Annual Meeting, Denver, CO.

Torsney, B., **Ponnock, A.,** & Lombardi, D. (2016, Aug.) *The role of and relationship between epistemic,*

*social utility, and personal utility values in pre-service teachers’ decision to enter the teaching profession.* Poster presented at the International Conference on Motivation (ICM), Thessaloniki, Greece.

**Ponnock, A.,** St. Pierre, M., & Mansbach, J. (2016, Apr.) Faculty identity and teacher professional

development among college research professors. In Kaplan, A. & Gardner, J. (Chairs), *Teacher identity and motivation: Concepts, research designs, and empirical examples.* Symposium conducted at the American Educational Research Association (AERA) Annual Meeting, Washington, DC.

Torsney, B., Lombardi, D., & **Ponnock, A**. (2016, Apr.) *The motivational characteristics of teachers:*

*Determining the values that influence pre-service teachers’ decision to teach.* Roundtable presentation at the National Consortium for Instruction and Cognition (NCIC) Annual Meeting, Washington, DC.

**Ponnock, A.** (2015, Aug.) *Improving teaching in higher education: An expectancy-value theory approach.* Poster

presented at the American Psychological Association (APA) Annual Meeting, Toronto, ON, Canada.

**Ponnock, A.** (2015, Apr.) *Exploring the relationship between motivation for teacher professional development and*

*motivation for teaching in higher education.* In Graduate Student Council In-Progress Research Project Roundtable. Conducted at the American Educational Research Association (AERA) Annual Meeting, Chicago, Illinois.

**Ponnock, A.** (2014, June) *Teacher professional development in higher education: An expectancy-value theory*

*approach.* Poster presented at the International Conference on Motivation (ICM) semi-annual conference, Helsinki, Finland.

Gunersel, A. B., Kaplan, A., Barnett, P., Etienne, M., & **Ponnock, A. R.** (2014, April). *Profiles of*

*change in conceptions of and motivation for teaching in higher education: A multiple-case study of graduate student instructors in professional development.* Presented at the 2014 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

**Ponnock, A.,** Mansbach, J., & Kaplan, A. (2014, Mar.) *Conceptions of and motivation for teaching.*

Presented at 2014 Eastern Psychological Association (EPA) Annual Conference, Boston, MA.

**TEACHING EXPERIENCE**

**Instructor, Transcendent Learning, Peace Theological Seminary, Spring 2020**

Co-design and co-teach a blended learning course on learning theories for a Master’s degree program in transcendent leadership.

**Instructor, Organization and Community Culture and Consciousness, Peace Theological Seminary, Fall 2019**

Co-design and co-teach a blended learning course on organizational and community culture for a Master’s degree program in transcendent leadership.

**Instructor, The Spirit of Inquiry and Research, Peace Theological Seminary, Spring 2019**

Co-design and co-teach a blended learning course on epistemology and research methods for a Master’s degree program in transcendent leadership.

**Workshop Leader, Teaching Assistant Orientation, Temple University, Fall 2015**

Designed and led workshop entitled Why Aren’t My Students as Interested in This Stuff as I Am? How to Motivate Students.

**Teaching Assistant, Knowing and Learning in Math and Science, Fall 2014**

Served as Instructor of Record for learning theories class for undergraduate math and science pre-service teachers.

**Teaching Assistant, Adolescent Development, Summer 2012**

Supported the Instructor of Record with lesson planning, grading, and class presentations on adolescent development for undergraduate pre-service teachers.

**Afterschool Mentor and Coordinator, The EduCare Foundation, 2009 – 2011**

Led afterschool mentoring activities for groups of high school students.

**CONSULTING**

Support individuals, companies, and non-profit organizations with data collection, analysis, and reporting on K-16+ students and teachers; create and consult on the creation of survey instruments and program evaluation models; conduct regressions, analyses of variance, structural equation models, and other statistical procedures; provide coaching and support for dissertation oral defense preparation.

**PROFESSIONAL SERVICE AND MENTORING**

**Founder & Co-chair, Educational Psychology Graduate Student Mentor Program,**

**Temple University, 2015 – 2017**

Serve as founder and co-chair of the graduate student mentoring program for the Temple University Educational Psychology program. Responsible for recruiting and training mentors, pairing mentors with incoming graduate students, and planning professional and social events.

**Division C Liaison, American Educational Research Association, 2013 – 2017**

Act as liaison between Temple University and AERA Division C. Disperse information to Temple College of Education graduate students regarding AERA and Division C.

**Secretary, Division C Graduate Student Council, American Educational Research Association, 2014 – 2015**

Kept records of GSC meetings and events and maintained GSC handbook. Worked with the Executive Committee on coordinating AERA annual conference Division C GSC events.

**Faculty Liaison, Graduate Organization of the College of Education, Temple University, 2012 – 2014**

Acted as liaison between College of Education graduate students and faculty/administration. Coordinate events involving faculty, such as informational panels and networking events. Supported communication between potential graduate students and current graduate students.

**Ad-hoc reviewer for Journals**

Contemporary Educational Psychology

Journal of Experimental Education

Journal of Applied Developmental Psychology

Journal of Applied Research in Higher Education

The Teacher Educator

**Ad-hoc reviewer for Professional Association Annual Conventions**

 International Conference on Motivation (ICM), 2018

American Educational Research Association (AERA), 2014, 2015, 2017, 2018

 American Psychological Association (APA), 2014 – 2017

**GRANT PROPOSALS**

**Under Review**

**Ponnock, A. R.** (2019, June). *Ethnic Differences in Epistemic Beliefs and STEM Outcomes: The Mediating Role*

*of Epistemic Emotions*. American Psychological Association – Division 15 Early Career Grant. ($5,998.00)

**Submitted but Unfunded**

**Ponnock, A.** (2015, Oct.) *Science Teachers’ Beliefs about Knowledge and Learning in Finnish Teacher Preparation*

*Programs.* Fulbright U.S. Student Program.

Barnett, P., & **Ponnock, A.** (2013, Sept.). *Investigating Professional Development Impacts on Teaching and*

*Student Outcomes in Gateway STEM Courses.* Spencer Foundation. ($47,944.00)

**HONORS AND AWARDS**

University of Maryland Postdoctoral Conference Support Award, 2018

National Aeronautics and Space Administration (NASA) Datanauts Class of 2016

AERA Motivation SIG Graduate Student Travel Award, 2016

Doctoral Student Seminar Selected Applicant, APA Division 15, 2015

Summer School on Motivation and Emotion Selected Applicant, ICM, 2014

Graduate Student Seminar Selected Applicant, AERA Division C, 2014

Golden Key International Honor Society

Psi Chi – International Honor Society in Psychology

Kappa Delta Pi – International Honor Society in Education

Sigma Delta Pi – National Hispanic Honor Society

Pi Sigma Alpha – National Political Science Honor Society

Gamma Sigma Alpha – Academic Greek Honor Society

Rho Lambda – National Leadership Recognition Society for Sorority Women

Henry King Stanford Academic Scholarship, University of Miami, 2002

Provost’s Honor Roll, University of Miami, 2004, 2006, 2007

Dean’s List, University of Miami, 2003, 2005

**ASSOCIATION MEMBERSHIPS**

European Association for Research on Learning and Instruction (EARLI)

 Special Interest Group (SIG) – Motivation and Emotion

American Educational Research Association (AERA)

 Division C – Learning and Instruction

 Special Interest Group (SIG) – Motivation in Education, Teaching & Teacher Education

American Psychological Association (APA)

 Division 15 – Educational Psychology

Eastern Psychology Association (EPA)

**LANGUAGES**

Spanish – Fluent; French – Conversational; German – Basic

**REFERENCES**

Allan Wigfield, Ph.D.

Professor

University of Maryland

3304Q Benjamin Building

College Park, MD 20742

(301) 405-2809

awigfield@umd.edu

Avi Kaplan, Ph.D.

Associate Professor

Temple University

1301 Cecil B. Moore Ave.

Philadelphia, PA 19122

(215) 204-4497

akaplan@temple.edu

Jeffrey A. Greene, Ph.D.

Associate Professor

University of North Carolina – Chapel Hill

3500 Peabody Hall

Chapel Hill, NC 27599

(919) 966-2436

jagreene@email.unc.edu