

CURRICULUM VITAE

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EDUCATION AND PROFESSIONAL CREDENTIALS

<u>Degrees</u>	Date	College/University	Major
PhD	August 2004	The Ohio State University	Educational Research (Minor: Teaching English as a Second or Foreign Language)
MS	June 2004	The Ohio State University	Applied Statistics
MA	June 1994	Northwest Polytechnical University	Applied Linguistics
BA	June 1987	Xi'an Jiaotong University	English for Science and Technology

PROFESSIONAL EXPERIENCE

Teaching

Dates	Institution	Responsibilities/Nature of work
08/04-present	UNC - Charlotte	Assistant Professor, Associate professor, Professor – Teach educational research courses and advise master's and doctoral students, conducting research to promote children's learning process, and serve on departmental, college, and university levels committees.
06/03 – 05/04	Cardinal Health, Inc.	Teach English for Specific Purposes to accountants with limited English proficiency.
01/99 – 05/99	Password, Brazil	Teach business English to employees with limited English proficiency of ABB Financial Services, ADtrans, and Perdigao.
12/98 – 05/99	University of Sao Paulo	Teach Chinese literature to college students.
01/89 – 12/98	Xi'an Jiaotong	Teach undergraduate and graduate level

	University	English courses and supervise master's students.
01/89 – 03/90	Shangri-La Golden Flower Hotel, Xi'an	Teach English for tourism to Chinese employees
<u>Research</u>		
06/03 – 05/04	National Data Evaluation Center	Statistical data analyses, writing statistical reports, and statistical consultancy to teacher researchers in Reading Recovery.
09/99 – 05/03	The Ohio State University	Graduate Research Associate: Code videotaped problem-solving behavior, categorize students' strategic behaviors, and create and maintain databases.
<u>Administration</u>		
06/16 – present	UNC Charlotte	Director, Ph.D. in Educational Research, Measurement, and Evaluation.
06/01 – 08/03	The Ohio State University	Graduate Administrative Associate: Database maintenance and office work
09/94 – 06/97	Xi'an Jiaotong University	Chair of the English Department: Curriculum design of the required courses for English major students, coordination with British experts from the British Council and American experts from different universities in the United States, and the training of junior teachers of English.

TEACHING/CURRICULUM DEVELOPMENT

Courses Taught

Course number	Title
RSCH 6101	Introduction to Educational Research
RSCH 7111/8111	Qualitative Research Methods
RSCH 6110/8110	Descriptive and Inferential Statistics
RSCH 8120	Advanced Statistics

RSCH 8210	Applied Research Methods
RSCH 8800	Independent Study in Research (Hierarchical Linear Models)
RSCH 8890-090	Hierarchical Linear Models
ADMN6000/8000	Comparative Education: China's Preparation for the 21st Century.

Advising/Student-directed Scholarship

Served as the Chair on 6 doctoral dissertation committees: 2 completed and 4 on-going.

Served as the research methods person on 57 doctoral dissertation committees: 52 completed, 4 on-going, and 1 not completed (ABD).

Served as the research methods person on 11 master level thesis committees: 10 completed, and 1 on-going.

RESEARCH AND SCHOLARSHIP

Publications

Books (ALL REFEREED)

Wang, C., Ma, W., & Martin, C. L. (2015). *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences*. Charlotte, NC: Information Age Publishing.

Ma, W., & **Wang, C.** (2014). *Learner's privilege and responsibility: A critical examination of the experiences and perspectives of learners from Chinese backgrounds in the United States*. Charlotte, NC: Information Age Publishing.

Chen, J., **Wang, C.**, & Cai, J. (2010). *Teaching and learning Chinese: Issues and perspectives*. Charlotte, NC: Information Age Publishing.

Wang, C., & Wang, L. (2005). *World's classics: Pride and prejudice*. Xi'an, Shaanxi, P. R. China: World Publishing House.

Zhao, C., & **Wang, C.** (1996). *Vocabulary, Grammar, and Error Identification for College English Test Band Six—Skills and Practice*, Xi'an, Shaanxi: Xi'an Jiaotong University Press. P. R. China.

She, H., & **Wang, C.** (1994). *English Reading for Intermediate and Advanced Learners of English*, Xi'an, Shaanxi: China World Publishing House. P. R. China.

Li, R., Suo, Z., Guo, D., & **Wang, C.** (1993). *How to Prepare Reading Comprehension for TOEFL*, Xi'an, Shaanxi: Xi'an Jiaotong University Press. P. R. China.

Book Chapters (ALL REFEREED; * = data-based)

- *Martin, C. S., Polly, D., **Wang, C.**, Lambert, R. G., & Pugalee, D. K. (2016). Primary grades' teachers fidelity of implementation during mathematics professional development. In K. Dikatas (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 33-52). Hershey, PA: IGI Global.
- *Polly, D., Martin, C. S., **Wang, C.**, Lambert, R. G., & Pugalee, D. K. (2016). Supporting the Enactment of Standards-based Mathematics Pedagogies: The Cases of the CoDE-I and APLUS Projects. In K. Dikilitaş (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 139-151). Hershey, PA: IGI Global.
- *Polly, D., Martin, C. S., **Wang, C.**, Lambert, R., Pugalee, D. K., & Middleton, C. (2016). The influence of professional development on primary teachers' TPACK and use of formative assessment. In M. Niess, K. Hollebrands, & S. Driscoll (Eds.), *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age*. (pp. 382-405). Hershey, PA: IGI Global. doi: 10.4018/978-1-5225-0120-6.ch015
- Wang, C.**, Hancock, D. & Campbell-Whatley, G.D. (2016). Data-driven formal and informal measures. In G. Campbell-Whatley, D. Hancock, and D. Dunaway, A School Leader's Guide to Implementing the Common Core (37-51). Rutledge/Taylor Francis Group: United Kingdom.
- ***Wang, C.**, Ma, W., & Martin, C. (2015). Introduction to Chinese and American education: History and current challenges. In C. Wang, W. Ma, & C. Martin (Eds.), *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences* (pp. 1-18). Charlotte, NC: Information Age Publishing.
- *Huang, P., **Wang, C.**, Xie, L. (2015). Self-efficacy beliefs and self-regulated learning strategies of Chinese students learning English as a second language and as a foreign language. In C. Wang, W. Ma, & C. Martin (Eds.), *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences* (pp. 179-197). Charlotte, NC: Information Age Publishing.
- *Martin, C., **Wang, C.**, Ma, W. (2015). Conclusion: Implications for Chinese and American educational thinking and practices. In C. Wang, W. Ma, & C. Martin (Eds.), *Chinese education from the perspectives of American educators: Lessons learned from study-abroad experiences* (pp. 235-248). Charlotte, NC: Information Age Publishing.
- ***Wang, C.**, & Zuo, H. (2014). Understanding Chinese international students' difficulties and strategies in learning English for academic purposes. In W. Ma & C. Wang (Eds.), *Learner' privilege and responsibility: A critical examination of the experiences and perspectives of learners from Chinese backgrounds in the United States* (pp. 67-82). Charlotte, NC: Information Age Publishing.
- ***Wang, C.**, & Wang, W. (2014). Indirect versus direct instructional approaches to teaching research methodology. In W. Ma (Ed.), *East meets west in teacher*

- preparation: Crossing Chinese and American borders* (pp. 97-109). New York, NY: Teacher's College Press.
- Ma, W., & **Wang, C.** (2014). Why the educational community should care about the experiences and perspectives of Chinese students in the United States. In W. Ma & C. Wang (Eds.), *Learner' privilege and responsibility: A critical examination of the experiences and perspectives of learners from Chinese backgrounds in the United States* (pp. 3-12). Charlotte, NC: Information Age Publishing.
- Algozzine, B., Porfeli, E., **Wang, C.**, McColl, A., & Audette, R. (2012). Achievement gaps: Learning disabilities, community capital, and school composition. In W. Sittiprapaporn (Ed.), *Learning disabilities* (pp. 19-30). Rijeka, Croatia: In Tech. Retrieved from <http://www.intechopen.com/articles/show/title/learning-disabilities-achievement-gaps-community-capital-and-school-composition>
- ***Wang, C.**, Quach, L., & Rolston, J. (2010). Development of self-regulated learning strategies of Latino English language learners in urban classrooms within the U.S. south. In J. F. Arias & M. A. Eissa (Eds.), *International handbook on applying self-regulated learning in different settings* (pp. 117-138). Almeria, Spain: Education & Psychology I +D+ i.
- Chen, J., **Wang, C.**, & Cai, J. (2010). Introduction: Teaching and learning Chinese in a global era - issues and perspectives. In J. Chen, C. Wang, & J. Cai (Eds.), *Teaching and learning Chinese: Multiple perspectives* (pp. ix - xx). Charlotte, NC: Information Age Publishing.
- ***Wang, C.**, Quach, L., & Rolston, J. (2009). Understanding English language learners' self-regulated learning strategies: Case studies of Chinese children in U.S. classrooms and home communities. In C. C. Park, R. Endo, S. J. Lee, & X. L. Rong (Eds.), *New perspectives on Asian American parents, students, and teacher recruitment* (pp.73-99). Charlotte, NC: Information Age Publishing.
- *McElroy, C., McElroy, E. V., & **Wang, C.** (2008). Integration of academic ESL faculty into programs developed for faculty who work with native English-speaking students. In J. A. Carmona (Ed.), *Perspectives on community college ESL: Faculty, administration, and the working environment* (pp. 97-113). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- Zhou, Q., & **Wang, C.** (1997). Genre analysis of English business letters. In Z. Chen (Ed.), *Probe into the teaching of business English*. Shanghai: Shanghai Jiaotong University Press. P. R. China.
- Wang, C.** (1995). Cloze test. In N. Pan (Ed.), *Guide to the English examination of the National Entrance Examination to Graduate School*. Xi'an, Shaanxi: Xi'an Jiaotong University Press. P. R. China.
- Zhao, C., & **Wang, C.** (1991). Vocabulary and sentence structure. In J. Wang (Ed.), *Model Tests for College English Test Band Four*, Xi'an, Shaanxi: Shaanxi People's Press. P. R. China.

- *Martin, C. S., Polly, D., **Wang, C.**, Lambert, R. G., & Pugalee, D. K. (in press). Perspectives and practices of elementary teachers using an internet-based formative assessment tool: The case of Assessing Mathematics Concepts. *International Journal for Technology in Mathematics Education*.
- *Martin, C. S., Lambert, R. G, Polly, D., **Wang, C.**, & Pugalee, D. K. (in press). The measurement properties of the Assessing Math Concepts' assessments of primary students' number sense skills. *Journal of Applied Measurement*.
- *Hancock, R. D., Muller, U., **Wang, C.** (2016). Motivating teachers to become school principals in the U.S.A. and Germany. *Journal of Global Research in Education and Social Science*, 7(2), 83-93.
- *Polly, D., Martin, C., **Wang, C.**, Lambert, R., & Pugalee, D. (2016). Primary grades teachers' instructional decisions during online mathematics professional development activities. *Early Childhood Education Journal*, 44, 275-287.
- *Polly, D., Martin, C. S., McGee, J. R., Wang, C., Lambert, R. G., & Pugalee, D. K. (2016). *Early Childhood Education Journal* (online: doi:10.1007/s10643-016-0810-1).
- *Zuo, H., & **Wang, C.** (2016). Understanding sources of self-efficacy of Chinese students learning English in an American institution. *Multicultural Learning and Teaching*, 11(1), 83-112.
- Wang, C.** & Bird, J. (2015). Selecting statistical procedures for multi-level data: Examining relationships between principal authenticity and teacher trust and engagement. *Journal of Applied Educational and Policy Research*, 1(2), 70-76.
- *Campbell-Whatley, G. D., **Wang, C.**, Toms. O., & Williams, N. (2015). Factors affecting campus climate: Creating a welcoming environment. *New Waves Educational Research and Development*, 18(20), 40-52.
- *Hancock, R. D., Muller, U., **Wang, C.** (2015). Potential barriers to becoming a school principal: Perspectives of German and U.S. principals. *Educational Research*, 6(3), 74-84.
- *Kim, D. H., **Wang, C.**, Bong, M., & Ahn, H. S (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences*, 38, 136-142.
- *Martin, C. S., Polly, D., McGee, J. R., **Wang, C.**, & Lambert, R. G., Pugalee, D. (2015). Exploring the relationship between questioning, enacted mathematical tasks, and mathematical discourse in elementary school mathematics. *The Mathematics Educator*, 24 (2), 3-27.
- *Müller, U., Hancock, D., & **Wang, C.** (2015). Schulleitung – Nein Danke? Untersuchungen zur Motivation, Schulleiter zu werden oder zu bleiben. In: Schulleitung und Schulentwicklung, Loseblattsammlung, 22, April 2015, Stuttgart: Raabe Verlag, p. 1-22.

- *Polly, D., McGee, J. R., **Wang, C.**, Martin, C. S., Lambert, R. G., & Pugalee, D. F. (2015). Linking professional development, teacher outcomes, and student achievement: The case of a learner-centered mathematics program for elementary school teachers. *International Journal of Educational Research*, 72, 26-37.
- *Putman, S. M., **Wang, C.**, & Ki, S. (2015). Assessing the validity of the cross-cultural survey of online reading attitudes and behaviors with American and South Korean 5th and 6th grade students. *Journal of Psychoeducational Assessment*, 33, 403-418.
- ***Wang, C.**, Algozzine, B., & Porfeli, E. (2015). An exploration of community capital, student composition of schools, and achievement gaps. *Multicultural Learning and Teaching*, 10, 77-89.
- *Dunaway, D. M., Bird, J. J., **Wang, C.**, & Hancock, D. R. (2014). Superintendents' perceptions of the school improvement planning process in the southeastern USA. *Educational Management Administration & Leadership*, 42, 460-473.
- *McGee, J. R., & **Wang, C.** (2014). Validity-supporting evidence of the self-efficacy for teaching mathematics instrument. *Journal of Psychoeducational Assessment*, 1-14.
- *Polly, D., **Wang, C.**, McGee, J. R., Lambert, R. G., Martin, C. S., Pugalee, D. K. (2014). Examining the influence of a curriculum-based elementary mathematics professional development program, *Journal of Research in Childhood Education*, 28, 327-343.
- ***Wang, C.**, Kim, D. H., Bai, R., & Hu, J. (2014). Psychometric properties of a self-efficacy scale for English language learners in China. *System*, 44, 24-33.
- *Bird, J. J., Dunaway, D. M., Hancock, D. R., & **Wang, C.** (2013). The superintendent's leadership role in school improvement: Relationships between authenticity and best practices. *Leadership and Policy in Schools*, 12(1), 37-59.
- *Bird, J. J., & **Wang, C.** (2013). Superintendents describe their leadership styles: Implications for practice. *Management in Education*, 27(1), 14-18.
- *McGee, J. R., **Wang, C.**, & Polly, D. (2013). Guiding teachers in the use of a standards-based mathematics curriculum: Teacher perceptions and subsequent instructional practices after an intensive professional development program. *School Science and Mathematics*, 113, 16-28.
- *Petty, T., **Wang, C.**, & Harbaugh, A. (2013). Relationships between student, teacher, and school characteristics and mathematics achievement. *School Science and Mathematics*, 113, 333-344.
- *Polly, D., McGee, J. R., **Wang, C.**, Lambert, R. G., Pugalee, D. K. & Johnson, S. (2013). The association between teacher beliefs, enacted practices, and student learning in mathematics, *The Mathematics Educator*, 22(2), 11-30.
- *Polly, D., **Wang, C.**, Lambert, R., Martin, C., McGee, J. R., Pugalee, D., & Lehew, A. (2013). Supporting kindergarten teachers' mathematics instruction and student achievement through a curriculum-based professional development program. *Early Childhood Education Journal*, 59, 23-34.

- ***Wang, C.**, Kim, D. H., Bong, M., & Ahn, H. S. (2013). Examining measurement properties of an English self-efficacy scale for English language learners in Korea. *International Journal of Educational Research*, 59, 23-34.
- ***Wang, C.**, Kim, D. H., Bong, M., & Ahn, H. S. (2013). Korean college students' self-regulated learning strategies and self-efficacy beliefs in learning English as a foreign language. *Asian EFL Journal*, 15(3), 81-112.
- ***Wang, C.**, Polly, D., Lehew, A., Pugalee, D., Lambert, R., & Martin, C. S. (2013). Supporting teachers' enactment of elementary school student-centered mathematics pedagogies: The evaluation of a curriculum-focused professional development program. *New Waves-Educational Research & Development*, 16, 76-91.
- ***Wang, C.**, Schwab, G., Fenn, P., & Chang, M. (2013). Self-efficacy and self-regulated learning strategies for English language learners: Comparison between Chinese and German college students. *Journal of Educational and Developmental Psychology*, 3(1), 173-191.
- *Algozzine, B., **Wang, C.**, White, R. B., Cooke, N. L., Marr, M. B., Algozzine, K., Helf, S., & Duran, G. (2012). Effects of multi-tier academic and behavior instruction on difficult-to-teach students. *Exceptional Children*, 79, 45-64.
- * Bird, J. J., **Wang, C.**, Watson, J., & Murray, L. (2012). Teacher and principal perceptions of authentic leadership: Implications for trust, engagement, and intention to return. *Journal of School Leadership*, 22, 425-461.
- *Campbell-Whatley, G., Lee, J., Toms, O., & **Wang, C.** (2012). Student perceptions of diversity and campus climate: When students speak. *New Waves-Educational Research & Development*, 15, 3-22.
- *Ma, W., & **Wang, C.** (2012). Self-regulated learning strategies Chinese graduate students employ to learn English at three American universities. *Journal of Research in Education*, 22(1), 196-222.
- *Steck, T. R., DiBiase, W., **Wang, C.**, & Boukhtiarov, A. (2012). The use of open-ended problem-based learning scenarios in an interdisciplinary biotechnology class: Evaluation of a problem-based learning course across three years. *Journal of Microbiology & Biology Education*, 13, 2-10.
- *Sun, Q., Ng, K-M., & **Wang, C.** (2012). A validation study on a new Chinese version of the dispositional Hope scale. *Measurement and Evaluation in Counseling and Development*, 45, 133-148.
- *Tingle, L. R., Schoeneberger, J., **Wang, C.**, Algozzine, B., & Kerr, E. (2012). An analysis of teacher absence and student achievement. *Education*, 133, 367-382.
- ***Wang, C.**, Hu, J., Zhang, G., Chang, Y., & Xu, Y. (2012). Chinese college students' self-regulated learning strategies and self-efficacy beliefs in learning English as a foreign language. *Journal of Research in Education*, 22(2), 103-135.

- ***Wang, C.**, Kim, D. H., & Ng, K. M. (2012). Factorial and item-level invariance of an emotional intelligence scale across groups of international students. *Journal of Psychoeducational Assessment*, *30*, 160-170.
- *Algozzine, B., **Wang, C.**, & Boukhtiarov, A. (2011). A comparison of progress monitoring scores and end-of-grade achievement. *New Waves-Educational Research & Development*, *14*(1), 3-21.
- *Algozzine, B., **Wang, C.**, & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavior Interventions*, *13*, 3-16.
- *Bird, J. J., & **Wang, C.** (2011). Authentic leadership and budget-building practices: Superintendents reveal origins, strategies, and connections. *Academy of Educational Leadership Journal*, *15* (3), 143-159.
- *Cai, J., Wang, N., Moyer, J. C., **Wang, C.**, & Nie, B. (2011). Impact of curriculum reform: An analysis of student learning outcomes from the LieCal project in the United States. *International Journal of Educational Research*, *50* (2), 117-136.
- *Kissau, S., Kolano, L., & **Wang, C.** (2011). Motivation, race, and foreign language instruction: The need for culturally responsive teaching. *The NECTFL Review*, *68*, 39-59.
- ***Wang, C.**, & Algozzine, B. (2011). A comparison of reading measures as indicators of risk across grade levels. *Journal of Educational and Developmental Psychology*, *1*, 85-94.
- ***Wang, C.** & Algozzine, B. (2011). Rethinking the relationship between reading and behavior in early elementary school. *The Journal of Educational Research*, *104*, 100-109.
- ***Wang, C.**, Algozzine, B., Ma, W., & Porfeli, E. (2011). Oral reading rates of second-grade students. *Journal of Educational Psychology*, *103*, 442-454.
- ***Wang, C.**, & Bird, J. J. (2011). Multi-level modeling of principal authenticity and teachers' trust and engagement. *Academy of Educational Leadership Journal*, *15* (4), 125-147.
- Wang, C.**, & Bird, J. J. (2011). Selecting statistical procedures for multi-level data: Examining relationships between principal authenticity and teacher trust and engagement, *CEME Forum*, 1-7.
- *Bird, J. J., & **Wang, C.** (2010). Role interdependency between superintendents and school business officials in budget building leadership practices and strategies. *Journal of School Business Management*, *22*, 11-16.
- *Bufalino, J., **Wang, C.**, Gomez-Bellenge, F., & Zalud, G. (2010). What's possible for first grade at-risk literacy learners receiving early intervention services? *Literacy Teaching and Learning*, *15* (1 & 2), 1-15.
- *Kim, D. H., **Wang, C.**, & Ng, K. M. (2010). A Rasch rating scale modeling of the Schutte self-report emotional intelligence scale in a sample of international students. *Assessment*, *17*, 484-496.

- *Kissau, S., Kolano, L., & **Wang, C.** (2010). Perceptions of gender differences in high school students' motivation to learn Spanish. *Foreign Language Annals*, 43, 703-721.
- *Li, Y., & **Wang, C.** (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. *Asian EFL Journal*, 12(2), 144-162.
- *Ng, K. M., **Wang, C.**, Kim, D. H., & Bodenhorn, N. (2010). Factor structure analysis of the Schutte self-report emotional intelligence scale on international students. *Educational and Psychological Measurement*, 70, 695-709.
- *Bird, J. J., **Wang, C.**, & Murray, L. (2009). Building budgets and trust through superintendent leadership. *Journal of Educational Finance*, 35, 140-156.
- *Bird, J. J., **Wang, C.**, Watson, J., & Murray, L. (2009). Relationships among principal authentic leadership and teacher trust and engagement levels. *Journal of School Leadership*, 19, 153-171.
- *Kissau, S., Quach, L., & **Wang, C.** (2009). The impact of single-sex instruction on student motivation to learn Spanish. *Canadian Journal of Applied Linguistics*, 12 (2), 54-78.
- *Lambert, R. G., McCarthy, C., O'Donnell, M., & **Wang, C.** (2009). Measuring elementary teacher stress and coping in the classroom: Validity evidence for the classroom appraisal of resources and demands. *Psychology in the Schools*, 46, 973-988.
- *Lo, Y., **Wang, C.**, & Haskell, S. (2009). Examining the impacts of early reading intervention on the growth rates in basic literacy skills of at-risk urban kindergarteners. *Journal of Special Education*, 43, 12-28.
- *Porfeli, E., **Wang, C.**, Audette, R., McColl, A., & Algozzine, B. (2009). Influence of social and community capital on student achievement in a large urban school district. *Education and Urban Society*, 42, 72-95.
- *Sifford, A., Ng, K. M., & **Wang, C.** (2009). Further validation of the psychosocial costs of racism to Whites scale on a sample of university students in the southeastern United States. *Journal of Counseling Psychology*, 56, 585-589.
- ***Wang, C.**, Porfeli, E., & Algozzine, B. (2008). Development of oral reading fluency in young children at risk for reading failure. *Journal of Education for Students Placed at Risk*, 13, 402-425.
- *Porfeli, E. J., **Wang, C.**, Hartung, P. J. (2008). Family transmission of work affectivity and experiences to children. *Journal of Vocational Behavior*, 73, 278-286.
- ***Wang, C.**, & Algozzine, B. (2008). Effects of targeted intervention on early literacy skills of at-risk students. *Journal of Research in Childhood Education*, 22, 425-439.
- *Ng, K. M., **Wang, C.**, Zalaquett, C. P., & Bodenhorn, N. (2008). A confirmatory factor analysis of the Wong and Law emotional intelligence scale in a sample of international college students, *International Journal for the Advancement of Counselling*, 30, 131-144.

- Wang, C.** (2007). Dialogic approaches to TESOL: Where the ginkgo tree grows (book review). *Issues in Applied Linguistics*, 15(2), 173-175.
- Wang, C.** (2007). Action research (book review). *Essential Teacher*, 39-39.
- ***Wang, C.** (2007). A first grade Chinese student's self-efficacy beliefs about learning English in American classrooms and a Chinese community. *Multicultural Learning and Teaching*, 2(2), 14-28.
- ***Wang, C., & Pape, S.** (2007). A probe into three Chinese boys' self-efficacy beliefs learning English as a second language. *Journal of Research in Childhood Education*, 21, 364-377.
- ***Wang, C., Lo, Y., Xu, Y., Wang, Y., & Porfeli, E.** (2007). Constructing the search for a job in academia from the perspectives of self-regulated learning strategies and social cognitive career theory. *Journal of Vocational Behavior*, 70, 574-589.
- ***Quach, L. H., Heining-Boynton, A. L., & Wang, C.** (2007). Language study matters for classroom teachers in diverse schools. *Multicultural Learning and Teaching*, 2(1), 10-19. Available at <http://mltonline.org/current.htm>
- * **Wang, C., & Pape, S.** (2005). Self-efficacy and self-regulation in learning English as a second language. *The CATESOL Journal*, 17(1), 76-90.
- ***Pape, S., & Wang, C.** (2003). Middle school children's strategic behavior: Classification and relation to academic achievement and mathematical problem-solving. *Instructional Science*, 31(6), 419-449.

Articles in Refereed Conference Proceedings (* = data-based)

- ***Wang, C., & Pugalee, D. K.** (2015). Relationship between formative and summative assessments for elementary school students. *The Mathematics Education for the Future Project: 13th International Conference*. Catania, Italy.
- ***Martin, C., Wang, C., Lambert, R. G., Polly, D., Pugalee, D.** (2015). Supporting learning mathematics through writing: Formative assessment and instructional tool. *Symposium for Elementary Mathematics Teaching*. Prague, Czech Republic: International Symposium Elementary Math Teaching.
- ***Wang, C., Martin, C., Lambert, R. G., & Pugalee, D. K.** (2014). Teacher use of formative assessment and its relationship to primary students' mathematical skills. *Conference Proceedings of the Future of Mathematics Education in a Connected World*, Herceg Novi, Montenegro.
- ***Warren, K.A., & Wang, C.** (2014). A preliminary analysis of the impact of Geotechnical Concept Tools (GCT) integrated into a civil engineering classroom. *Conference Proceedings of the 121st ASEE Annual Conference and Exposition*, Indianapolis, IN.
- ***Wang, C., Cifarelli, V., Stephan, M., Martin, C., Pugalee, D., & Lambert, R.** (2013). Assessment practices to support mathematics learning and understanding for students. In J. Novotna & H. Moraova (Ed.), *Proceedings: Tasks and tools in elementary mathematics* (pp. 331-336). Prague, Czech Republic: International Symposium Elementary Math Teaching.

- ***Wang, C.**, & Warren, K. A. (2013). Inquiry-based approach for civil engineering students: A case study. *Conference Proceedings of the 120th ASEE Annual Conference and Exposition*. Atlanta, GA.
- *Warren, K., & **Wang, C.** (2013). Use of interactive classroom models and activities to increase comprehension of geotechnical engineering concepts. *Conference Proceedings of the 120th ASEE Annual Conference and Exposition*. Atlanta, GA.

WORKS IN PROGRESS

- Wang, C.**, & Ye, F. (under contract). *Hierarchical linear models in education and social science*. Thousand Oaks, CA: Sage.
- ***Wang, C.**, Fan, X., & Petty, T. (under review). Impacts of teacher quality on student academic achievement: Case study in North Carolina. *Journal of Educational Psychology*.
- *Martin, C., Polly, D., & **Wang, C.** (under review). Perspectives and practices of elementary teachers using an Internet-based formative assessment tool: The case of *AMC Anywhere*. *British Journal of Educational Technology*.
- ***Wang, C.**, Fan, X., & Cai, Z. (in progress). Relationships between teacher educational degree, teaching experience, certification, and license and student achievement in mathematics and reading: Meta-analysis.
- ***Wang, C.**, Fan, X., & Zuo, H. (in progress). Middle school students' mathematics skills in relation to their teachers' educational degree.
- *Du, J., & **Wang, C.** (in progress). Self-efficacy and self-regulated learning behaviors of middle school students studying Physics.

INVITED PRESENTATIONS AND LECTURES

- Wang, C.** (2014). Analysis of variance in educational settings. Invited lecture at the University of Taipei, Taiwan.
- Wang, C.** (2014). Use of hierarchical linear models in meta-analysis. Invited lecture at Beijing Normal University - Hong Kong Baptist University United International College, Zhuhai, Guangdong, China.
- Wang, C.**, & Stamper, S. (2014). Introduction to hospice and palliative care services in the United States. Invited presentation at the 5th English Forum on Medical Humanities. Shanghai, China.
- Wang, C.** (2013). English language learners' self-efficacy beliefs and self-regulated learning behaviors. Invited presentation at the 2013 International Conference on the Reforms and Transformation of Student Affairs – Meeting Challenges of Innovative Education and Quality Improvement. Wuhan, China.
- Wang, C.** (2012). Program evaluation for teacher education in the United States. Invited presentation at Beijing Normal University, Beijing, China.

- Wang, C.** (2009). Sino-American educational research: Opportunities and challenges. Invited presentation in the 2009-10 Global Perspective Series of Mu Chapter of Phi Beta Delta Association, Office of International Programs, UNC Charlotte.
- Wang, C.** (2009). Research in self-efficacy and self-regulated learning strategies. Invited lecture at the School of International Studies at Xi'an Jiaotong University, China.
- Wang, C.** (2005). A first grade English language learners' self-efficacy beliefs and self-regulated learning strategies. Paper presented at 2005 ESL Symposium sponsored by the North Carolina State University ESL program. Raleigh, NC.

CONFERENCE PRESENTATIONS

National/International Presentation (ALL REFEREED)

- Hancock, D., Müller, U., & **Wang, C.** (2016). Barriers to becoming a school leader: Perspectives of German and US principals. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Washington, DC.
- Kim, D., & **Wang, C.** (2016). A mixture item response theory model of a mathematics problem-solving test on speed. Poster presentation at the Annual Conference of American Educational Research Association (AERA), Washington, DC.
- Hancock, D., Müller, U., & **Wang, C.** (2015). Ongoing research of factors impacting recruitment and retention of principals in Germany and the U.S. Paper presentation at the 21st Annual German-America Symposium. Ludwigsburg, Germany.
- Wang, C.**, & Pugalee, D. K. (2015). Impacts of school racial composition on mathematics and reading. Paper presented at the Annual Conference for Middle Level Education, Columbus, OH.
- Wang, C.**, Polly, D., Martin, C., Lambert, R., & Pugalee, D. (2015). Teacher perspectives about the influence of elementary mathematics professional development on formative assessment. Paper presentation at the Annual Conference of Chinese American Educational Research and Development Association (CAERDA), Chicago, IL.
- Wang, C.**, Martin, C., Polly, D., Lambert, R., & Pugalee, D. (2015). Formative assessment associated with students' mathematical skills. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Chicago, IL.
- Zuo, H., Tang, W., & **Wang, C.** (2015). Neighborhood quality in relation to students' achievement in elementary school. Paper presentation at Association of American Geographers Annual Meeting, Chicago, IL.
- Baddouh, P. G., Zuo, H., & **Wang, C.** (2014). Differences in literacy skills of returning and first-year children. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Philadelphia, PA.
- Kim, D., **Wang, C.**, Bong, M., & Ahn, H. S. (2014). Self-efficacy profiles among English-as-a-second language learners. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Philadelphia, PA.

- Mao, X., & **Wang, C.** (2014). A glimpse at African American students' growth patterns on mathematics achievement tests. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Philadelphia, PA.
- Polly, D., **Wang, C.**, Martin, C., Lambert, R. G., & Pugalee, D. (2014). Examining the influence of professional development on primary students' mathematical achievement. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Philadelphia, PA.
- Wang, C.**, Kim, D., & Lambert, R. G. (2014). Development and learning of Chinese-speaking young children in the United States. Paper presented at 2014 CAERDA International Conference: American and Chinese education in a global context, Xi'an, Shaanxi, P. R. China.
- Wang, C.**, Lambert, G. R., & Martin, C. (2014). Teacher use of formative assessment and its relationship to primary students' mathematical skills. Paper presented at the 12th International Conference: "The Future of Mathematics Education in a Connected World". Herceg Novi, Montenegro.
- Zuo, H., & **Wang, C.** (2014). Understanding sources Chinese students used to build self-efficacy in learning English in an American institution. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Philadelphia, PA.
- McGee, J. R., **Wang, C.**, Polly, D., & Lambert, R. G. (2013). Measuring elementary teachers' mathematics self-efficacy. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Francisco, LA.
- Wang, C.**, Polly, D., Pugalee, D., Lambert, R. G., McGee, J. R., Zuo, H., & Martin, C. L. (2013). Impact of a professional development program on kindergarten teachers' beliefs, practices, and students' mathematics skills. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Francisco, LA.
- Wang, C.**, Kim, D-H, Bong, M., Ahn, H. S., & Cao, S. (2013). Factorial invariance test and DIF analysis of an English self-efficacy scale: Chinese and Korean students. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Francisco, LA.
- Wang, C.**, Schwab, G., & Fenn, P. (2013). Self-efficacy and self-regulated learning strategies of Chinese and German college students learning English as a lingua franca. Paper presented at the 7th International Conference of English as a Lingua Franca. Istanbul, Turkey.
- Wang, C.**, & Schwab, G. (2013). Using the Common European Framework to develop instrument for the measurement of German student self-efficacy beliefs and self-regulated learning strategies. Paper presented at the 19th German-American Faculty Symposium, Ludwigsburg, Germany.
- Wang, C.** & Warren, K. (2013). Inquiry-based approach for civil engineering students: A case study. Paper presented at the 120th ASEE Annual Conference. Atlanta, GA.
- Warren, K. A., & **Wang, C.** (2013). Use of interactive classroom models and activities to increase comprehension of geotechnical engineering concepts. Paper presented at the 120th ASEE Annual Conference. Atlanta, GA.

- Polly, D., **Wang, C.**, Pugalee, D., & Sullivan, C. (2012). Evaluation of a curriculum-focused professional development program in elementary school mathematics. Poster presentation at the Annual Conference of American Educational Research Association (AERA), Vancouver, BC, Canada.
- Wang, C.**, Kim, D., Bong, M., & Ahn, H. S. (2012). Examining measurement properties of an English self-efficacy scale for English language learners in Korea. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Vancouver, BC, Canada.
- Wang, C.**, Lambert, R., Martin, C., Zuo, H., & Baddouh, P. (2012). Evaluation of the content development for investigations mathematics science partnership grant project. Paper presented at the annual conference of Chinese American Educational Research and Development Association (CAERDA), Vancouver, British Columbia, Canada.
- Wang, C.**, & Schwab, G. (2012). Factorial invariance testing and latent mean differences for the questionnaire of English self-efficacy with Chinese and German college students. Paper presented at the 18th German-American Faculty Symposium, Charlotte, NC.
- Wang, C.**, Schwab, G., & Fenn, P. (2011). Self-efficacy and self-regulated learning strategies for English language learners: Comparison between Chinese and German college students. Paper presented at the 17th German-American Faculty Symposium, Ludwigsburg, Germany.
- Wang, C.**, & Kolano, L. Q. (2011). English language learners' willingness to communicate within authentic contexts. Roundtable paper presentation at the Annual Conference of American Educational Research Association (AERA), New Orleans, LA.
- Wang, C.**, Lambert, R. G., McGee, J. R., Polly, D. B. (2011). Implementation of a standards-based mathematics curriculum in elementary classroom: A program evaluation perspective. Roundtable paper presentation at the Annual Conference of American Educational Research Association (AERA), New Orleans, LA.
- Wang, C.**, & Kim, D. (2011). Examination of the psychometric properties of a self-efficacy scale. Roundtable paper presentation at the Annual Conference of American Educational Research Association (AERA), New Orleans, LA.
- Polly, D. B, **Wang, C.**, McGee, J. R, & Lambert, R. G. (2011). Evaluation of a mathematics professional development program focused on supporting standards-based curriculum implementation. Paper presentation at the Annual Conference of American Educational Research Association (AERA), New Orleans, LA.
- Wang, C.**, Kim, D. H., & Ng, K. M. (2010). Factorial invariance across international students of an emotional intelligence scale. Poster presentation at the Annual Conference of American Educational Research Association (AERA), Denver, CO.
- Quach, L. H., Jantz, V., **Wang, C.**, & Kissau, S. P. (2010). Southern discomfort: Teacher perceptions of English language learners in rural communities. Roundtable paper presentation at the Annual Conference of American Educational Research Association (AERA), Denver, CO.
- Cai, J., Wang, N., Nie, B., Moyer, J., & **Wang, C.** (2010). Student learning and classroom instruction using standards-based and traditional curricula: An analysis of instructional

- tasks. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Denver, CO.
- Wang, C.** (2010). Self-efficacy beliefs and self-regulated learning strategy use of English language learners. Paper presented at the 16th German-American Faculty Symposium, Charlotte, NC.
- Bird, J., **Wang, C.**, & Murray, L. (2009). Building budgets and trust through superintendent leadership. Paper presented at 2009 American Association of School Administrators National Conference on Education, San Francisco, CA.
- Bird, J., **Wang, C.**, Watson, J., & Murray, L. (2009). Principal vacancy? Hire authenticity. Paper presented at 2009 American Association of School Administrators National Conference on Education, San Francisco, CA.
- Chan, P., **Wang, C.**, & Xu, L. (2009). A study on the problems and strategies of novice teachers' professional development. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Li, Y., & **Wang, C.** (2009). An empirical study of reading self-efficacy and reading strategies use in the Chinese EFL context. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Diego, CA.
- Hu, J., **Wang, C.**, Zhang, G., & Chang, Y. (2009). Chinese college students' self-efficacy beliefs and self-regulated learning behaviors. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2009 Convention, Denver, CO.
- Wang, C.**, Lambert, R. G., & McCarthy, C. J. (2008). Assessing the validity of the CARD across school settings using multilevel structural equation modeling. Round table paper discussion presentation at the Annual Conference of American Educational Research Association (AERA), New York.
- Wang, C.**, Boukhtiarov, A., DiBiase, W. J. (2008). Evaluation of series of problem-based learning courses across four campuses. Paper presentation at the Annual Conference of American Educational Research Association (AERA), New York.
- Lo, Y., & **Wang, C.** (2008). Examining the impacts of early reading intervention on the early literacy skills of at-risk urban kindergarteners. Paper presentation at the Annual Conference of American Educational Research Association (AERA), New York.
- Porfeli, E., J., **Wang, C.**, & Hartung, P. J. (2008). The intergenerational transmission of work affectivity and experiences. Poster presentation at XXIX International Congress of Psychology. Berlin, Germany.
- Wang, C.** (2007). Family and parental involvement in dual language development. Paper presented at the Annual Conference of Chinese American Educational Research and Development Association (CAERDA), Chicago, IL.
- Wang, C.**, Wang, L., & Li, Y. (2007). Chinese secondary school self-regulated learners of English. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2007 Convention, Seattle, WA.

- Quach, L. H., & **Wang, C.** (2006). Bilingualism and teacher efficacy: Why language study matters for mainstream classroom teachers in diverse schools. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2006 Convention, Tampa, FL.
- Pape, S. J., Yetkin, E., **Wang, C.**, & Naumann, W. (2006). Middle school students' self-regulated learning: An examination of the effect of mathematical contexts. Paper presented at the Annual Conference of American Educational Research Association (AERA), San Francisco, CA.
- Wang, C.** (2005). A first grade English language learners' self-efficacy beliefs and self-regulated learning strategies. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2005 Convention, San Antonio, TX.
- Wang, C.**, & J. Song (2005). Doing classroom research as a teacher researcher. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2005 Convention, San Antonio, TX.
- Rodger, E., Gomez-Bellenge, F. **Wang, C.**, & Schulz, M. (2005). Predicting the literacy achievement of struggling readers: Does intervening early make a difference? Paper presented at the Annual Conference of American Educational Research Association (AERA), Montreal, CA.
- Gomez-Bellenge, F., Rodger, E., **Wang, C.**, & Schulz, M. (2005). Examination of the validity of the *Observation Survey* with a comparison to *ITBS*. Paper presented at the Annual Conference of American Educational Research Association (AERA), Montreal, CA.
- Wang, C.** (2004). Teacher education for teaching English for specific purposes. Paper presented at TESOL (Teachers of English to Speakers of Other Languages) 2004 Convention, Long Beach, CA.
- Rodgers, E., **Wang, C.**, & Gomez-Bellenge, F. (2004). Closing the literacy achievement gap with early intervention. Paper presented at the Annual Conference of American Educational Research Association (AERA), San Diego, CA.
- Pape, S., & **Wang, C.** (2004). Relationships between middle school children's conception of learning, strategies, problem-solving behavior and success, and achievement. Paper presented at the Annual Conference of American Educational Research Association (AERA), San Diego, CA.
- Rodgers, E., & **Wang, C.** (2004). Closing the literacy achievement gap. Paper presented at the National Reading Recovery & Early Literacy Conference, Columbus, OH.
- Wang, C.** (2003). English for specific purposes in teacher education. Paper presented at Teachers of English to Speakers of Other Languages (TESOL) 2003 Convention, Baltimore, MD.
- Wang, C.**, & Pape, S. (2002) Self-efficacy and self-regulation in learning English as a second language. Paper presented at the Annual Conference of American Educational Research Association (AERA), New Orleans, LA.
- Pape, S., & **Wang, C.** (2001) Middle-school students' conception of learning (COL): Influences on strategies, achievement, and problem-solving behavior. Paper presented at the Annual Conference of American Educational Research Association (AERA), Seattle, WA.

- Zhou, Q., & **Wang, C.** (1995). Analysis on characteristics of business English. Paper presented at the National Conference on Business English in China, Shanghai.
- Wang, C.** (1994). Studies on the teaching of English to non-English major postgraduate students. Paper presented at the National Conference on the Teaching of English to Non-English Major Postgraduate Students, Harbin, Heilongjiang Province.

State/Regional Presentation (ALL REFEREED)

- Hancock, D. R., Müller, U., & **Wang, C.** (2016). Factors conducive to becoming a school principal: Perspectives of German and USA principals. Paper presentation at the Annual Conference of North Carolina Association of Educational Research (NCARE), Charlotte, NC.
- Wang, C.**, Martin, C., Polly, D., Lambert, R. G., & Pugalee, D. (2016). Improving primary students' mathematical skills through formative assessment. Paper presentation at the Annual Conference of North Carolina Association of Educational Research (NCARE), Charlotte, NC.
- Zuo, H., **Wang, C.**, Tang, W., & Rorrer, A. (2016). Investigations of neighborhood conditions under the context of the academic achievement gap. Paper presentation at the Annual Conference of North Carolina Association of Educational Research (NCARE), Charlotte, NC.
- Wang, C.**, & Kim, D. (2015). English language learners' in Chinese high schools: Self-efficacy profiles. Paper presentation at the Annual Conference of North Carolina Association of Educational Research (NCARE), Winston-Salem, NC.
- Wang, C.**, Polly, D., Lambert, R., Pugalee, D., Evans, A. (2014). Examining the influence of elementary mathematics professional development on formative assessment on teachers. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), Greensboro, NC.
- Martin, C., **Wang, C.**, Lambert, R., Polly, D., & Pugalee, D. (2013). K-2 teachers' perspectives of intensive professional development centered in increasing student number sense. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), Wilmington, NC.
- Bird, J., Dunaway, M., Hancock, D., & **Wang, C.** (2012). The superintendent's leadership role in school improvement: Relationships between authenticity and best practices. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), Winston-Salem, NC.
- McGee, J. R., **Wang, C.**, Polly, D. (2011). Guiding teachers in the use of a standards-based mathematics curriculum: Teacher perceptions and subsequent instructional practices after an intensive professional development program. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), Charlotte, NC.
- McGee, J. R., & **Wang, C.** (2010). Self-regulation and self-efficacy beliefs in learning English: comparing college students in China and international students in an American community

college. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), Winston-Salem, NC.

Wang, C., Petty, T., Harbaugh, A. (2008). Factors that impact high school students' achievement in mathematics. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), New Bern, NC.

Lo, Y., & **Wang, C.** (2007). Examining the impacts of early reading intervention on the early literacy skills of at-risk urban kindergarteners. Paper presented at the Annual Conference of North Carolina Association of Educational Research (NCARE), Greensboro, NC.

Wang, C. (1999). Welfare: A key to solve social problems caused by unemployment in China. Paper presented at the Midwest Conference on Asian History and Culture. Columbus, OH.

Wang, C. (1996). Writing for non-English major postgraduate students. Paper presented at the Seminar on the Teaching of English to Non-English Major Postgraduate Students in Shaanxi Province, Xi'an, Shaanxi Province.

Wang, C., & Chang, Q. (1990). Probe into the teaching of English to non-English major students. Paper presented at the Seminar on the Teaching of English to Non-English Major Students in Shaanxi Province, Xi'an, Shaanxi Province.

Grants and Contracts

National Grants

Wang, W., **Wang, C.**, Williams, W., & Browne, A. (2015-2017). EDU: Developing security education materials for future advanced manufacturing engineering workforce. Funded by National Science Foundation for \$299,977.

Wang, W., Pan, Y., Song, W, Xie, L., **Wang, C.**, & Wang, Y. (2013-2016). Collaborative research: Integrated learning environment for cyber security of smart grid. Funded by National Science Foundation for \$215,241.

Warren, K. A., & **Wang, C.** (2009-2013). Development, implementation, and assessment of geotechnical concept tools. Funded by National Science Foundation for \$149,699.

Local/Regional Grants

Wang, C., & Lambert, R. (2015-2017). Evaluation of the Mathematics and Science Partnership Grant at Rock Hill Schools. Funded by South Carolina Department of Education for \$32,000.

Wang, C., & Lambert, R. (2012). Evaluation of the Assessment Practices to Support Mathematics Learning and Understanding for Students (APLUS) Summer Professional Development. Funded by Kannapolis City Schools, North Carolina, for \$27,000.

Wang, C., & Lambert, R. (2012-2015). Evaluation of the Assessment Practices to Support Mathematics Learning and Understanding for Students (APLUS). Funded by North Carolina Department of Public Instruction for \$222,300.

Lambert, R., & **Wang, C.** (2009-2012). Evaluation of developing standards-based mathematics teachers. Funded by North Carolina Department of Public Instruction for \$259,445.

Wang, C. (2008). Expert witness for Center for Civil Rights Leandro intervention. Funded by University of North Carolina at Chapel Hill for \$7,500.

University Faculty Development Grants

Wang, C. (2012). Impact of school factors on the achievement gap. Funded by UNC - Charlotte for \$5996.

Wang, C. (2009). High school challenge: Achievement gap between at-risk and not-at-risk students. Funded by the Institute of Social Capital at UNC Charlotte for \$5000.

Wang, C. (2005). *Elementary school students' self-efficacy beliefs and self-regulated learning strategies in learning English as a second language.* Funded by UNC – Charlotte for \$6,000.

Lo, Y., & **Wang, C. (2005).** *Improving basic literacy skills and social behavior of urban at-risk kindergartners through intensive early reading intervention and parental involvement.* Funded by Urban Institute at UNC – Charlotte for \$5000.

Wang, C. (2001). *Self-efficacy beliefs and self-regulated learning strategies of children learning English as a second language.* Program for the Enhancement of Graduate Studies (PEGS), Funded by The Ohio State University for \$2,000.

Wang, C. (1995). *Standardizing the test of English for graduate students.* Funded by Xi'an Jiaotong University for \$2,500.

SERVICE/OUTREACH/ENGAGEMENT

Service to the University

- University Data and Research Oversight Committee (2008-present)
- International Education Award Selection Committee (2013-2014)
- Summer Diversity Institute Planning Committee (2013 – 2014)
- University Faculty Academic Policies and Standards Committee (2011-2013)
- College of Education Review Committee (2011 – 2013)
- College of Education Internationalization Committee (2007-2009 & 2010-2012)
- Faculty Research Grants Committee, UNC -Charlotte (2005-2007 & 2009 – 2011).
- Academy of Qualitative Research Board, UNC Charlotte (2006 – 2012).
- Faculty Competitive Grants Committee (Representative), UNC-Charlotte (2008 – 2010).
- College of Education Diversity Committee (2008 – 2011).

- Faculty Curriculum/Instructional Development Grants Committee, UNC - Charlotte (2006 – 2008).
- University Institutional Review Board (IRB) for Research with Human Subjects (2005 – 2008).
- College Annual Faculty Research Award Committee, UNC Charlotte (2007-2008)
- College Annual teaching Award Committee, UNC Charlotte (2006 – 2008)
- Unit Governance and Resources subcommittee of the Committee for Accreditation/Continuous Improvement, UNC Charlotte (2007 – 2008)
- Professional Education Council, UNC – Charlotte (2006 – 2007).
- College Social Committee (Member), UNC – Charlotte (2004-2005).
- Department Search Committee (2005-2006)
- School of Teaching and Learning Graduate Studies Committee (Student Representative), The Ohio State University (2001 – 2003).

Service to the Profession

Editorial service

- Editor of the Journal of Applied Educational and Policy Research (2014 – present).
- Editorial Board Member and Consulting Editor of *Journal of Special Education* (2006 – present).
- Executive Peer-reviewer of *Educational Technology & Society Journal* (2009 – present).
- Editorial Board member of *Multicultural Learning and Teaching* (2006 – present).
- Editor-in-Chief of the *New Waves – Educational Research & Development Journal* (2007 – 2009).
- Co-editor of the Teacher Education Interest Section (TEIS) Newsletter of the association of TESOL (2003 – 2006).

Professional leadership positions

- Membership Director of the Chinese American Educational Research and Development Association (2010 – present).
- President of the Chinese American Educational Research and Development Association (2008 – 2010).
- Vice-President of the Chinese American Educational Research and Development Association (2007 – 2008).

Professional consultation

- Board member of the Collaborative Innovation Center of Assessment toward Basic Education Quality, Beijing, China.
- Program evaluator for two grants from the US Department of Education.
- Program evaluator for three grants from National Science Foundation.
- Program evaluator for three Math Science Partnership (MSP) grants funded by North Carolina Department of Public Instruction.
- Program evaluator for one Math Science Partnership (MSP) grants funded by South Department of Education.

- Program evaluator for Charlotte Teachers Institute, Charlotte, NC.
- Program evaluator for South by South project, Charlotte, NC.
- Program evaluator for Reading Recovery, Columbus, OH.
- Provided consultation for textbook evaluation to the Central Office of Charlotte Mecklenburg Schools, Charlotte, NC.

Service to the Community and Practitioners

Community leadership positions

- Co-convenor of the Diversity Gathering: A special project at 2004 TESOL convention in Long Beach.

Community workshops and talks

- Provided statistical advice to mathematics teachers at North Carolina at a workshop sponsored by the Center of Mathematics, Science, and Technology Education at UNC – Charlotte.
- Invited paper presentation for 2005 ESL Symposium sponsored by the North Carolina State University ESL program
- Offered the Post-Presentation Discussions for attendees at TESOL 2005 convention.
- Organized the discussion group for ESL classroom teachers who plan to do research in their own classrooms.
- Served as a panel member for a seminar about research/dissertation process.
- Interpreted for the Office of International Programs at UNC – Charlotte for visitors from China.
- Panel member of 2007 College of Education Doctoral Research Forum at UNC Charlotte.
- Presentation at the Curriculum and Instruction Doctoral Seminar at UNC Charlotte entitled “Organizing for Success in the Doctoral Program and Beyond” on November 17, 2007.

HONORS AND AWARDS

2012	Excellence in Teaching Award, College of Education, UNC Charlotte.
2011	Leadership and Research Award, Chinese American Educational Research and Development Association.
2010	Distinguished Research Award, Academy of Educational Leadership.
2009	Excellence in Research Award, College of Education, UNC Charlotte.
2008	Institute for Social Capital Faculty Research Scholar, UNC Charlotte.
2008	2008 AERA Distinguished Paper Award, American Educational Research Association (AERA).
2007	2007 Distinguished Paper Award, North Carolina Association for Research in Education.
2003	Schoenbaum Scholarship, College of Education, The Ohio State University.
2002	Janet Harris Harding Scholarship, College of Education, The Ohio State University.
2001	Janet Harris Harding Scholarship, College of Education, The Ohio State University.
2000	Janet Harris Harding Scholarship, College of Education, The Ohio State University.

- 1994 Mr. Wang Kuancheng Educators Award, Xi'an Jiaotong University (The highest award for outstanding teaching in the university).
- 1993 Outstanding Faculty Award, Xi'an Jiaotong University.
- 1992 Second-prize in the Contest of Teaching for Junior Faculties, Xi'an Jiaotong University.

PROFESSIONAL MEMBERSHIPS

1. Member of the American Educational Research Association (AERA).
2. Member of the international association of Teachers of English as a Second or Other Languages (TESOL).
3. Member of the Chinese American Educational Research and Development Association (CAERDA).
4. *Mu* Chapter of *Phi Beta Delta*, Honor Society for International Scholars.
5. Member of the Society of Research Administration International.