

CURRICULUM VITAE

PAUL G. FITCHETT, Ed.D.

Department Head of Curriculum and Teaching | Professor of Teacher and Social Studies Education

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EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

University of North Carolina at Chapel Hill, Chapel Hill, NC

- Ed.D. in Education, 2008
- Curriculum and Instruction
 - Research interests: social studies pedagogy, teacher working conditions, teacher mobility, educational policy

University of North Carolina at Chapel Hill, Chapel Hill, NC

- Masters of Arts in Teaching, 2000
- Concentration in Social Studies Education
- 9-12 Social Studies Teaching Licensure

University of North Carolina at Chapel Hill, Chapel Hill, NC

- Bachelor of Arts. in History, 1999
- North Carolina Teaching Fellows Scholar 1995-1999

PROFESSIONAL EXPERIENCE

2022-present *Auburn University*, Auburn, AL

- Professor and Head, Department of Curriculum & Teaching
- Interim Department Head, Department of Educational Foundations, Leadership, and Technology

2019-2022 *University of North Carolina Charlotte*, Charlotte, NC

- Professor of Education, Middle, Secondary, K12 Education

2018-2022 *University of North Carolina Charlotte*, Charlotte, NC

- Assistant Dean for Teaching and Innovation

2014-2018 *University of North Carolina Charlotte*, Charlotte, NC

- Associate Professor of Education (tenure conferred), Middle, Secondary, K12 Education

2008-2014 *University of North Carolina Charlotte*, Charlotte, NC

- Assistant Professor of Education, Middle, Secondary, K12 Education

- 2005-2008 *University of North Carolina Chapel Hill, Chapel Hill, NC*
- Graduate Student Lecturer, Masters of Arts in Teaching Program
- 2004-2005 *Middle Creek High School, Apex, NC*
- US History and World History
- 2003-2004 *East Mecklenburg High School, Charlotte, NC*
- World History and Sociology
- 2000-2003 *Providence Senior High School, Charlotte, NC*
- US History and Current Events

RESEARCH ACTIVITIES (* indicates data-based research)

Articles in Refereed Journals

- Mosley, K. C., McCarthy, C. J., Lambert, R. G., **Fitchett, P. G.**, & Dillard, J. B. (2022). Elementary teacher occupational health outcomes across schools with varying resources and demographics. *Psychology in the Schools*, 1-22. <https://doi.org/https://doi.org/10.1002/pits.22814>*
- Fitchett, P.G.** & Heafner, T.L. (2022). Illuminating the black hole: Examining middle-grade social studies teacher education pathways and student achievement. *Journal of Teacher Education*. 73(5), 494-508. <https://doi.org/10.1177/00224871221108642>*
- Stoddard, J., **Fitchett, P.G.**, & Hess, D. (2022). Teaching the US 2018 midterm elections: a survey of secondary social studies teachers. *Journal of Curriculum Studies*, 54(4), 536-558. <https://doi.org/10.1080/00220272.2021.1992674>*
- Kissau, S., Dack, H., & **Fitchett, P.G.** (2022). Does Practice Make Perfect? The Curricular Give and Take of One Teacher Education Program's Re-design. *Action in Teacher Education*, 44(2), 123-142. *Action in Teacher Education*. doi: 10.1080/01626620.2021.1955775*
- Hopper, E. B., Robinson, D., & **Fitchett, P.G.** (2022). Early career African American teachers and the impact of administrative support. *Urban Education*, 57(3), 401-431. doi:10.1177/0042085920988335*
- Fitchett, P. G.**, & Moore, S. B. (2021). Democratizing social studies teacher education through mediated field experiences and practice-based teacher education. *The Journal of Social Studies Research*. <https://doi.org/https://doi.org/10.1016/j.jssr.2021.09.005>*
- McCarthy, C. J., Lambert, R. G., Mosley, K. C., **Fitchett, P. G.**, & Dillard, J. B. (2021). Teacher appraisals of demand–resource imbalances in racially concentrated schools: An extension of transactional theory with Black, Hispanic, and White US teachers. *International Journal of Stress Management*, 28(1), 24. <https://doi.org/10.1037/str0000208>
- Fitchett, P. G.**, McCarthy, C. J., Lambert, R. G., Eyal, M., Playfair, E. C., & Dillard, J. B. (2021). Examining teacher stress-vulnerability in the US secondary school context. *Educational Review*, 73(2), 170-193. doi:10.1080/00131911.2019.1619521*
- Fitchett, P. G.**, Rogelberg, S. M., Cash, A. H., Beach, K. D., Sun, T., & Petty, T. M. (2021). Co/Sense-making and Conflict: Lessons Learned from a Teacher Education Curriculum Revisioning. *The New Educator*, 17(2), 157-179. <https://doi.org/10.1080/1547688X.2020.1807079>*

- Fitchett, P.G.**, Dillard, J., McCarthy, C.J. Lambert, R.G., & Mosley, K. (2020). Examining the intersectionality among teacher race/ethnicity, school context, and risk for occupational stress. *Education Policy Analysis Archives*, 28(87), <https://doi.org/10.14507/epaa.28.4999>.
- McCarthy, C.J., Dillard, J., **Fitchett, P.G.**, Boyle, L., & Lambert, R.G. (2020). Associations between teacher-student racial/ethnic congruence and public school teachers' risk for stress. *Urban Education*. <https://doi.org/10.1177/0042085919894049>*
- McCarthy, C. J., **Fitchett, P. G.**, Lambert, R. G., & Boyle, L. (2020). Stress vulnerability in the first year of teaching. *Teaching Education*, 31(4), 424-443. doi: 10.1080/10476210.2019.1635108 *
- Lambert, R., Boyle, L., **Fitchett, P.G.** & McCarthy, C. (2019). Risk for occupational stress among U.S. kindergarten teachers. *Journal of Applied Developmental Psychology*, 61, 13-20. doi: <https://doi.org/10.1016/j.appdev.2018.07.003>*
- Heafner, T. L., VanFossen, P. J., & **Fitchett, P. G.** (2019). Predictors of students' achievement on NAEP-Economics: A multilevel model. *The Journal of Social Studies Research*, 43(4), 327-341. <https://doi.org/10.1016/j.jssr.2019.01.003>*
- Kissel, B., Miller, E., Byker, E., Good, A., & **Fitchett, P.G.** (2019). Museums as mentor texts: Preservice teachers analyze informational text structures and features present in a historical museum. *The Journal of Social Studies Research*, 43(4), 343-360. Retrieved from doi: <https://doi.org/10.1016/j.jssr.2019.01.001>*
- Lambert, R.G., McCarthy, C.J., **Fitchett, P.G.**, & Lineback, S. (2018). The associations between educational contextual factors and elementary teachers' risk for occupational stress. *Teachers College Record*. 120, 1-42. *
- Thacker, E. S., Lee, J. K., **Fitchett, P. G.**, & Journell, W. (2018). Secondary social studies teachers' experiences planning and implementing inquiry using the C3 inquiry arc. *The Clearing House*, 91(4-5), 193-200.*
- Fitchett, P.G.** & Heafner, T.L. (2018) Quality teaching or teaching quality: Social studies teachers' professional characteristics and classroom instruction as predictors of U.S. history achievement. *Research in Middle Level Education (RMLE) Online*, 41(9), 1-17. *
- Journell, W., Friedman, A., Thacker, E.S. & **Fitchett, P.G.** (2018). Getting inquiry design just right. *Social Education*, 82(4), 202-205.
- Fitchett, P.G.**, King, E., Fisher, T., Coffey, H., & Harden, S. (2018). Building program coherence and the (un)intentional clinical experiences for first-semester preservice teachers. *Action in Teacher Education*. 40(3), 319-335.*
- Thacker, E. S., Friedman, A. M., **Fitchett, P. G.**, Journell, W., & Lee, J. K. (2018). Exploring how an elementary teacher plans and implements social studies inquiry. *The Social Studies*, 109(2), 85-100. doi:10.1080/00377996.2018.1451983*
- Fitchett, P. G.**, McCarthy, C. J., Lambert, R. G., & Boyle, L. (2018). An examination of US first-year teachers' risk for occupational stress: associations with professional preparation and occupational health. *Teachers and Teaching*, 24(2), 99-118*

- Heafner, T.L. & **Fitchett, P.G.** (2018). US History content knowledge and associated effects of race, gender, wealth, and urbanity: Item Response Theory (IRT) modeling of NAEP-USH achievement. *Journal of Social Studies Research*, (42)1, 11-25.*
- Farinde-Wu, A., & **Fitchett, P. G.** (2018). Searching for satisfaction: Black female teachers' workplace climate and job satisfaction. *Urban Education*, 53(1), 86-112.*
- Fitchett, P. G.**, & Heafner, T. L. (2017). Student demographics and teacher characteristics as predictors of elementary-age students' history knowledge: Implications for teacher education and practice. *Teaching and Teacher Education*, 67, 79-92. *
- Fitchett, P. G.**, Heafner, T. L., & Lambert, R. G. (2017). An analysis of predictors of history content knowledge: Implications for policy and practice. *Education Policy Analysis Archives*, 25(65), 1-34. Retrieved from <http://dx.doi.org/10.14507/epaa.25.2761> *
- Fitchett, P. G.**, Heafner, T. L., & Harden, S. B. (2016). Characteristics and working conditions of moonlighting teachers: Evidence from the 2011-2012 schools and staffing survey. *Current Issues in Education*, 19(1). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1672>*
- McCarthy, C. J., Lambert, R. G., Lineback, S., **Fitchett, P.**, & Baddouh, P. G. (2016). Assessing teacher appraisals and stress in the classroom: Review of the classroom appraisal of resources and demands. *Educational Psychology Review*, 28(3), 577-603.*
- Heafner, T. L. & **Fitchett, P.G.** (2015). Principals' and teachers' reports of instructional time allocations in third grade. *Journal of International Social Studies*, 5(1), 81-100.*
- Heafner, T.L. & **Fitchett, P.G.** (2015). An opportunity to learn US History: What NAEP data suggest regarding the opportunity gap. *The High School Journal*, 98(3), 226-249.*
- Lambert, R. G., McCarthy, C., **Fitchett, P. G.**, Lineback, S., & Reiser, J. (2015). Identification of elementary teachers' risk for stress and vocational concerns using the national schools and staffing survey. *Education Policy Analysis Archives*, 23(43), 1-37. Retrieved from <http://dx.doi.org/10.14507/epaa.v23.1792>. *
- Fitchett, P.G.**, Merriweather, L. & Coffey, H. (2015). "It's not a pretty picture": How preservice teachers make meaning through lynching imagery of America's racialized past. *The History Teacher*, 48(2), 245-269.*
- Coffey, H., **Fitchett, P.G.**, & Farinde, A. (2015). It takes courage: Fostering the development of critical, social justice oriented teachers using museum and project-based instruction. *Action in Teacher Education*, 37(1), 9-22.*
- Fitchett, P.G.**, Heafner, T.L. & VanFossen, P. (2014). It takes time: Accounting for social studies prioritization in elementary classroom. *Journal of Curriculum and Instruction*, 8(2), 7-35. Retrieved at <http://www.joci.ecu.edu/index.php/JoCI/article/view/v8n2p7/pdf>.*
- Fitchett, P.G.**, Heafner, T.L. & Lambert, R.G. (2014). Assessment, autonomy, and social studies instructional time. *Teachers College Record*, 116(10), 1-34.*
- Fitchett, P. G.**, Heafner, T. L., & Lambert, R. (2014). Examining social studies marginalization: A multilevel analysis. *Educational Policy*, 28(1), 40-68.*

- Heafner, T.L., Lipscomb, G.B, & **Fitchett, P.G.** (2014). Instructional practices of elementary social studies teachers in North Carolina and South Carolina. *Journal of Social Studies Research*, 38(1), 15-31.*
- Fitchett, P.G.** & Heafner, T.L. (2013). Making critical connections between social studies teaching and student achievement using NAEP Data Explorer. *The Teacher Educator*, 48(4), 296-310.*
- Salas, S., Perez, T., Jones, J., **Fitchett, P.G.**, & Kissau, S. (2013). Habla con Ellos/Talk to Them: Latina/Latinos, Achievement, and the Middle Grades. *Middle School Journal*, 45(1), 18-23
- Starker, T.V. & **Fitchett, P.G.** (2013). Assisting preservice teachers towards becoming culturally responsive: Reflections on pedagogy and progress. *Multicultural Learning and Teaching*, 8(1), 27-46.*
- Fitchett, P.G.** & VanFossen (2013). Survey on the Status of Social Studies: Development and analysis. *Social Studies Research and Practice*, 8(1), 1-23. Retrieved from: http://www.socstrpr.org/wp-content/uploads/2013/04/MS_06462_no1.pdf*
- Salas, S., **Fitchett, P. G.**, Mercado, L. (2013). Talking to learn across classrooms and communities. *The English Teaching Forum*, 51(1), 18-25.
- Petty, T.M., **Fitchett, P.G.**, & O'Connor, K. (2012). Teachers in high-need schools: How do we attract and keep them? *The American Secondary Education Journal*, 40(2), 67-88. *
- Fitchett, P.G.** & Good, A.J. (2012). Teaching genocide through GIS. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 85(3), 87-92.
- Fitchett, P. G.**, Starker, T. V., & Salyers, B. (2012). Examining Culturally Responsive Teaching Self-Efficacy in a Preservice Social Studies Education Course. *Urban Education*, 47(3), 585-611. *
- Heafner, T.L. & **Fitchett, P.G.** (2012). National trends in elementary instruction: Exploring the role of social studies curricula. *The Social Studies*, 103(2), 67-72. *
- Heafner, T.L. & **Fitchett, P.G.** (2012). Tipping the scales: National trends of declining social studies instructional time in elementary schools. *The Journal of Social Studies Research*, 36(2), 190-215. *
- Hilburn, J. & **Fitchett, P.G.** (2012). The new gateway, an old paradox: Immigrants and involuntary Americans in North Carolina history textbooks. *Theory and Research in Social Education*, 40, 35-65. *
- Fitchett, P. G.** & Russell, W. B. (2012). Reflecting on MACOS: Why it failed and what we can learn from its demise. *Paedagogica Historica*, 48(3), 469-484. *
- Fitchett, P.G.** (2010). A profile of twenty-first century social studies teachers. *Journal of Social Studies Research*, 34(2), 229-265. *
- Fitchett, P.G.** & Heafner, T.L. (2010). A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. *Theory and Research in Social Education*, 38(1), 114-130. *
- Fitchett, P.G.**, Portes, P., & Salas, S. (2010). Latinos, counteraction, and the (hidden) social studies curriculum: A cultural-historical theory and practice for teacher education. *Borderlines*, 4, 39-60.
- Fitchett, P.G.** & Salas, S. (2010). "You lie---That's not true": Immigration and preservice teacher education. *Action in Teacher Education*, 32(4), 96-104.

Fitchett, P.G., Starker, T.V., & Good, A.J. (2010). Review, reflect, and react: A culturally responsive model for preservice secondary social studies teachers. *Social Studies Research and Practice*, 5(3), 1-20. Retrieved from <http://www.socstrp.org/issues/PDF/5.3.6.pdf>. *

Rong, X. L. & **Fitchett, P.** (2008). The schooling experience of African and Asian immigrants: A comparative analysis. *Theory into Practice*, 47(1), 35-42.

Day, B., Davis, S., & **Fitchett, P.** (2007). Leadership: A foundation for “wisdom and passion.” *Delta Kappa Gamma Bulletin*, 74(1), 8-12.

Refereed Edited Books

Fitchett, P.G. & Meuwissen, K. (Eds.) (2018). *Social Studies in the New Education Policy Era: Conversations on Purposes, Perspectives, and Practices*. New York: Routledge.

Passe, J. & **Fitchett, P.G.** (Eds.) (2013). *The status of social studies: Views from the field*. Charlotte, NC: Information Age Publishing. *

Refereed Book Chapters

Norwood, J., Heafner, T. L., & **Fitchett, P.** (2020). A quantitative comparison of rural and urban school and teacher characteristics. In Heafner, T. L., et al. (Eds.), *The divide within: Intersections of realities, facts, theories, and practices*, 79-94. Charlotte, NC: Information Age Publishing Inc.*

McCarthy, C.J., Lambert, R., & **Fitchett, P.G.** (2018). Teacher stress and coping In J. I Liontas, (Series Ed.). *The TESOL Encyclopedia of English Language Teaching* (pp.1-7). Boston, MA: Wiley-Blackwell.

Fitchett, P.G., Lambert, R.G., McCarthy, C.J. (2017). Examining within and between school characteristics of secondary teachers at risk for occupational stress. In Moore, K. & Buchwald, P. (Eds.), *Stress and Anxiety: Coping and Resilience* (pp. 137-150). Berlin, Germany: Logos Verlag.*

Fitchett, P. G., Hopper, E. B., Eyal, M., McCarthy, C. J., & Lambert, R. G. (2017). Racial congruence, teacher stress, and professional commitment among African-American female teachers. In A. Farinde-Wu, A. Allen-Handy, & C. Lewis (Eds.), *Black Female Teachers: Diversifying the United States' Teacher Workforce* (pp. 135-158). Bingley, UK: Emerald Publishing. *

Fitchett, P.G. & Heafner, T.L. (2017). Quantitative research in social studies: A review. In C. Bolick & M. Manfra (Eds.), *Handbook of Social Studies Research* (pp. 68-94). Hoboken, NJ: Wiley & Sons Press.

McCarthy, C. J., Lineback, S., **Fitchett, P. G.**, Lambert, R. G., Eyal, M., & Boyle, L. H. (2017). The Role of Culture and Other Contextual Factors in Educator Stress. In T.M. McIntyre et al. (Eds.), *Educator Stress* (pp. 157-177). New York: Springer.

Merriweather, L., Coffey, H., **Fitchett, P.** (2016). Formally informal: Confronting race through public narratological pedagogy in a museum space. In D. Clover, K. Sanford, L. Bell, & K. Johnson (Eds.) *Adult education, museums, and Art Galleries: Animating social, cultural and institutional change* (pp. 141-152). Rotterdam: Sense Publishing.

Fitchett, P.G., Lineback, S., McCarthy, C.J., & Lambert, R.G. (2016). Examining the relationship among teachers' working conditions, stress, and professional trajectory. In. T. Petty, A. Good, & S. M.

Putman. (Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning* (pp. 577-598). Hershey, PA: IGI Global.

Heafner, T.L., **Fitchett, P.G.**, & Knowles, R. (2015). Using “big data” secondary dataset analysis to inform social studies teaching and learning. In A. Crowe & A Cuenca (Eds.), *Rethinking Social Studies Teacher Education* (pp 359-383). Springer: New York, NY.

Fitchett, P.G. & VanFossen, P. (2013). Survey on the Status of Social Studies: An instrumentation report. In J. Passe & P. G. Fitchett (Eds). *Status of social studies: Views from the field* (pp. 19-40).Charlotte, NC: Information Age Publishing. *

Fitchett, P.G. Counteracting the neoliberal immigrant identity: A framework for democratic discussion. (2013). In L. Nganga, J. Kambutu, & W. B. Russell (Eds). *Exploring Globalization Opportunities and Challenges in Social Studies: Effective Instructional Approaches* (pp. 25-36). New York: Peter Lang.

Heafner, T.L., **Fitchett, P.G.**, & Averell, K. (2013). Reciprocal Democratic Learning Environments: A PDS Model for Civic Engagement, Equality and Social Justice for Teacher Candidates. In K. Zenkov, D. Corrigan, & R. Beebe (Eds). *Professional Development Schools and Universities Partnering to Make a Difference* (pp. 43-72). Lanham, MD: Lexington Books.

Fitchett, P.G. & Heafner, T.L. (2013). Culturally responsive social studies teaching: Models of theory into practice. In W.B. Russell (Ed.), *Contemporary Social Studies: An Essential Reader* (195-214). Charlotte, NC: Information Age Publishing.

Grants Awarded

State/National Grants

Co-PI: Schnittka, C., Shepherd, S., Buckley, K., Fitchett, P.G., & Ewald, M. (2022). *UTEACH grant (AUTEACH)*. Alabama STEM Council. Montgomery, AL: \$3,000,000.

Co-PI: Petty, T., Kissau, S., McIntyre, E., Fitchett, P., Polly, D., McCullough, A. & Jones, G. (2019). *UNC Charlotte Teacher Residency Model, Teacher Quality Partnership Grant*. Institute of Education Sciences. Washington, DC: \$1,841,789.

Co-PI: McCarthy, C. & Fitchett, P.G. (2015). *Examination of Early Career Teachers' Occupational Stress and their Professional Trajectory*. Spencer Foundation. Chicago, IL. \$49,724.

PI: Fitchett, P.G. (2012). *Competitively funded travel for National Assessment of Educational Progress (NAEP) data training workshop*. National Center for Education Statistics (NCES). Washington, DC. \$2,000

PI: Fitchett, P.G. (2011). *Competitively funded travel for Schools and Staffing Survey (SASS) data training workshop*. National Center for Education Statistics (NCES). Washington, DC. \$2,000

Local Grants and Contracts

PI: Fitchett, P.G. (2017). *Teaching Fellows Institute of Charlotte Program Evaluation*. Reemprise Fund: Foundation of the Carolinas. Charlotte, NC: \$10,000.

PI: Fitchett, P.G., Heafner, T.L., Rhymer, L., Hartley, J., Jones, B., Massingale, A., Irving, V., Pilsbury, R. & Averell, C. (2014). *Professional Development School Partnership Flash Grant: Central Cabarrus High School*. Professional Development School Board, College of Education, University of North Carolina at Charlotte. \$1,000

PI: Heafner, T.L., Fitchett, P.G., Rhymer, L., Hartley, J., Jones, B., Massingale, A., Irving, V., Pilsbury, R. & Averell, C. (2012-2014). *Professional Development School Partnership Grant: Central Cabarrus High School*. Professional Development School Board, College of Education, University of North Carolina at Charlotte. \$7,500

PI: Heafner, T.L., Fitchett, P.G., Marshall, B., La Bar, C., & Averell, C. (2010-2012). *Professional Development School Partnership Grant: Central Cabarrus High School*. Professional Development School Board, College of Education, University of North Carolina at Charlotte. \$10,000.

UNC Charlotte Faculty Development Grants

PI: Fitchett, P.G., Harden, S., Coffey, H., Brigman, J., & Fisher, T. (2014-2016). *On-Site Secondary Education Program (OSSEP): A Study in Pre-service Teachers' Efficacy and Civic Engagement*. Scholarship for Teaching and Learning Grants, University of North Carolina at Charlotte. \$15,610.

PI: Fitchett, P.G. (2009-2010). *An Investigation of the Effects of National Standardization Policies on Elementary School Social Studies Marginalization*. Faculty Research Grants, University of North Carolina at Charlotte. \$4,715.

Unfunded Grants

Fitchett, P.G., Stephan, M., McCulloch, A., & Colonnese, M. (2021). Designing a community of educators to build a shared vision of high-quality mathematics instruction. Spencer Foundation, \$49,688.

Co-PI: Stoddard, J., Fitchett, P.G., & Levy, B. (2020, not funded). *Education of the electorate: Secondary school teachers' instruction about the 2020 presidential election*. Small Projects Grant Submission. Spencer Foundation, \$49,925.

Co-PI: McIntyre, E., Petty, T., & Fitchett, P. (2019, not funded). *Making change in teacher preparation: A research conference*. Spencer Foundation, \$49,688.

Co-PI: Heafner, T. L., CO-PIs: Rock, T., Fitchett, P., & Lambert, R., CO-Investigators: Grant, S.G., VanFossen, P., & Journell, W. (2018, not funded.). *TIDES: Teacher inquiry design for educational standards in social studies*. Institute for Educational Statistics. \$1,400,000.

Co-PI. McCarthy, C.J., Fitchett, P.G.& Lambert, R.G. (2017, not funded). *Examining the Intersections of Racial Congruence and Stress on Teacher Occupational Health and Mobility*. Spencer Foundation. Chicago, IL: \$475,000.

Co-PI. McCarthy, C.J., Fitchett, P.G.& Lambert, R.G. (2017, not funded). *Examining the Intersections of Racial Congruence and Stress on Teacher Occupational Health and Mobility*. Institute of Education Sciences. Washington, DC: \$281,362

Invited Articles and Other Publications (9 non-peer reviewed publications)

Fitchett, P.G., Caldwell, S., Kraft, A., Gore, A. (2016). *North Carolina Council for the Social Studies Advocacy Position Statement: Promoting Effective, Research-based curriculum, instruction, and assessment*. Prepared for the North Carolina Council for the Social Studies.

Fitchett, P.G. (2015). Democratic meetings. In G. Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management* (pp. 228-229). Thousand Oakes, CA: Sage.

- Fitchett, P.G. (2014, Spring). “The good, the bad, and the ugly” of value-added assessment: What every NC social studies teacher needs to know. *Tarheel News*.
- Fitchett, P.G. & Heafner, T.L. (2014). Maybe not such a blue moon: The substantial phenomenon of teacher moonlighting in North Carolina. *Public Schools First North Carolina Newsletter*. Found in <http://www.icontact-archive.com/VXBUOPIIMPnvxdJrOZ4nG5fZzil6VxqL?w=3>.
- Fitchett, P.G. (2013). North Carolina “rebrands” teacher quality for the worse. *NC Policy Watch*. Found in <http://www.ncpolicywatch.com/2013/08/13/north-carolina-rebrands-teacher-quality-for-the-worse/>.
- Fitchett, P. G., Heafner, T. L., & Lambert, R. G. (2012, November 13). Finding the time: The influence of testing and teacher autonomy on social studies marginalization [Web log post]. Retrieved from <http://edpolicyinca.org/blog/finding-time-influence-testing-and-teacher-autonomy-social-studies-marginalization>
- Fitchett, P.G. (2011, Fall). Building deliberation into democracy: The structured academic controversy model. *Tarheel News*, 14-15.
- Fitchett, P. G. (2009, Fall). Crossing Boundaries: Enhancing social studies instruction for Latino learners. *Tarheel News*, 15-16.
- Fitchett, P. (2006). Reaching Latinos through social studies. In *Bridging Spanish Language Barriers in Southern Schools*. Eds. Regina Cortina & Janet Lopez. Found in <http://www.learnnc.org/lp/editions/brdglangbarriers/4.1>. Chapel Hill, NC: LEARNNC Editions.

Technical Reports and Instruments

- Fitchett, P.G., Lewis, C.W., Cifarelli, V, Polly, D., VanSledright, B., Kissel, B., & Vetter., L. (2017). *The Doctorate of Philosophy in Curriculum and Instruction Program at the University of North Carolina at Charlotte: Internal Report*. Charlotte, NC: University of North Carolina at Charlotte Cato College of Education.*
- Fitchett, P.G. (2017). *Teaching Fellows Institute: A program evaluation*. Charlotte, NC: Teaching Fellows Institute of Charlotte.*
- Fitchett, P. G., Heafner, T. L., & Lambert, R. (2012). Social Studies Under Siege: Examining Policy and Teacher-Level Factors Associated With Elementary Social Studies Marginalization. In R. Lambert, C. Wang & M. M. D'Amico (Eds.), *A Technical Report Series of The Center for Educational Measurement and Evaluation*. Charlotte, NC: University of North Carolina at Charlotte Center for Measurement and Evaluation (CEME). Available from: http://education.uncc.edu/ceme/sites/education.uncc.edu.ceme/files/media/pdfs/CEME%2520Report_April%25202.pdf*
- Fitchett, P.G. & VanFossen, P. (2010). *Survey on the Status of Social Studies*.*
- Dever, K.A., Salvador, S.K., Starker, T., Fitchett, P.G., & Tingle, L.R. (2010). *Small schools interim report: Qualitative Analyses*. Center for Research and Evaluation, Office of Accountability (Charlotte-Mecklenburg Schools): Charlotte, NC.*

Guest Speaker Engagements

Fitchett, P.G. & Levy, Brett (July, 2022). *Teaching the 2020 Election: A 12-state analysis*. Teaching for Democracy Alliance: Tufts University. Medford MA. Virtual Presentation.

Fitchett, P.G. (February, 2022). *Trends in the Teacher Workforce: Headwinds and Opportunities to Ensure Equitable Access to Effective Teachers in North Carolina* (Panel Response). Belk Foundation Winter Board Retreat. Charlotte, NC. Virtual Panel

Fitchett, P.G. (February, 2020). Teacher Education Initiatives at the Cato College of Education. The Cabarrus County Chamber of Commerce. Kannapolis, NC.

Fitchett, P.G. (November, 2018). Pushed and pulled in a professional purgatory: The case for the moonlighting teacher. Presentation at the American Educational Studies Association Annual Conference. Greenville, SC.

Lambert, R., McCarthy, C. & Fitchett, P. (2018). *Successfully working in a collaborative research team: Exploring teacher stress & coping* [Streaming video]. Retrieved from SAGE Research Methods: <http://methods.sagepub.com/video/successfully-working-in-a-collaborative-research-team-exploring-teacher-str>

Fitchett, P.G., Halverson, A.L., Schmidt, S., & Mayo, J.B. (November, 2016). Tips and strategies for dissertation writing. Presentation at the Graduate Student Forum of the National Council for the Social Studies Annual Conference. Washington, DC.

Fitchett, P.G. & Heafner, T.L. (October, 2015). Research and Policy Implications for Elementary Social Studies Teaching and Learning in North Carolina. Presentation at the Social Studies Leaders Institute. Raleigh, NC.

Fitchett, P.G. & Heafner, T.L. (September, 2015). Opportunity to Learn and Teach Social Studies in Elementary Schools. Webinar presented to the Council of State Social Studies Specialists (CS4).

Select Presentations at International/National Professional Conferences (# = refereed presentations)

Stoddard, J.D., Fitchett, P.G., & Levy, B. (2022, April). Teaching the 2020 Election in the Times of Trump and COVID. Symposium. American Educational Research Association Annual Conference. San Diego, CA. *#

Fitchett, P.G., Levy, B., & Stoddard, J.D. (2022, April). How much did educators teach about the 2020 election? An analysis from 12 states. Round Table. American Educational Research Association Annual Conference. San Diego, CA. *#

Rogelberg, S.L., Dack, H., Cash, A.H., Berlin, R., & Fitchett, P.G. (2022, April). Preservice candidates' understanding of how learning science supports their skill in providing rigorous and equitable instruction. Virtual Paper Session. American Educational Research Association Annual Conference. San Diego, CA. *#

Rogelberg, S., Dack, H., Fitchett, P.G., & Cash, A. (2022, March) Intersections of cognitive science and equity within virtual practice-based teacher education. Paper Session. American Association of Colleges of Teacher Education Annual Conference. New Orleans, LA. *#

Putman, M., Fitchett, P.G., Greene, T., Hart, L., & Wakeman, S. (2022, March). Teacher preparation during the pandemic: Using data to strategically develop innovations and clinical opportunities. Paper

- Session. American Association of Colleges of Teacher Education Annual Conference. New Orleans, LA. *#
- Fitchett, P.G., Stoddard, J., & Vachuska, K. (2021, April). It Depends on the Situation: Census Data, Google Analytics, and Teaching During the 2018 Midterms. Symposium: Politics, Partisanship, and Media in the Trump Era: Impacts on Teachers, Teaching, and Youth Engagement. American Educational Research Association Annual Conference. Online. *#
- Fitchett, P.G. & Moore, Stacy. (2020, November). Democratizing Social Studies Teacher Education: A Comparative Case Study. Paper presented at the National Council for the Social Studies College and University Faculty Assembly: Online. *#
- Heafner, T., Barton, K., Solem, M., Fitchett, P.G., VanFossen, P., Kawashima-Ginsberg, K., Lambert, R., & Campbell, D. (2020, November). Using the National Assessment of Educational Progress (NAEP) for Civics, Economics, Geography, and US History to Build an Empirical Research Trajectory for Social Studies. Invited Panel at the National Council for the Social Studies College and University Faculty Assembly: Online.
- Stoddard, J., Fitchett, P.G., Hess, Diana (2020, April). Teaching about the 2018 US Midterm Elections: A National Survey of Social Studies Teachers. American Educational Research Association annual conference. San Francisco, CA. EVENT CANCELED. *#
- Fitchett, P.G., Rogelberg, S., Cash, A.H., Beach, K.D., Sun, T., & Petty, T.M. (April, 2020) Lessons learned from a teacher education curricular revisioning: A collaborative process. American Educational Research Association annual conference. San Francisco, CA. EVENT CANCELED. *#
- Rogelberg, S., Cash, Ann, Petty, T., Fitchett, P.G., Beach, K., Sun, Ting, & McIntyre, E. (2019, February). Uncertain Waters: Navigating the tides of teacher preparation curricular revisioning. Paper presented at the American Association of Colleges of Teacher Education, Annual Conference. Atlanta, GA.*#
- Lambert, R.G., Fitchett, P.G., & McCarthy, C.J. (April, 2018). Response differences in stress measurement appraisals among elementary and high school teachers. Paper presented at the American Educational Research Association Annual Conference, New York, NY.#*
- Journell, W., Friedman, A., Thacker, E., Lee, J.K., & Fitchett, P.G. (April, 2018). The Inquiry Design Model in practice: A content analysis of teacher-created inquiries. Paper presented at the American Educational Research Association Annual Conference, New York, NY.#*
- Heafner, T.L., VanFossen, P.J., & Fitchett, P.G. (April, 2018). A multilevel comparison of market, national, and international economics using NAEP–Economics 2012. Paper presented at the American Educational Research Association Annual Conference, New York, NY.#*
- Fitchett, P.G. & Heafner, T.L. (April, 2018). Illuminating the black hole: Examining middle-grade social studies teacher education pathways and student achievement. Paper presented at the American Educational Research Association Annual Conference, New York, NY.#*
- Friedman, A., Thacker, E., Fitchett, P.G., Journell, W., & Lee, J. (November, 2017). How is a C3 inquiry implemented in a high-needs elementary school? Paper presented at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, San Francisco, CA.#*
- Fitchett, P.G. & Heafner, T.L. (November, 2017). Teacher quality or quality teaching? Social studies teachers professional characteristics and classroom instruction as predictors of U.S. history achievement.

Paper presented at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, San Francisco, CA.##*

- Meuwissen, K. & Fitchett, P.G. (November, 2017). Dialogues on social studies and education policy, past, present, and future. Special conference session presented at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, San Francisco, CA.##
- Heafner, T.L., VanFossen, P.J., & Fitchett, P.G. (November, 2017). A multilevel model to identify predictors of students' achievement on the 2012 NAEP-Economics: A comparison of market, national, and international economics. Paper presented at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, San Francisco, CA.##*
- Lambert, R., Boyle, L., McCarthy, C., & Fitchett, P. (July, 2017). Identifying Elementary Teachers at Risk for Occupational Stress Using the Schools and Staffing Survey. Paper presented at the Annual Conference of the Stress and Anxiety Research Society, Hong Kong.##*
- Lambert, R. G., Fitchett, P. G., McCarthy, C. J., & Eyal, M. (2017, May). Examining the loci secondary teacher stress: Within- and between-school variability. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.##*
- Lambert, R. G., Fitchett, P. G., Boyle, L. H., & McCarthy, C. J. (2017, May). Mobility as a coping response by new teachers. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.##*
- Fitchett, P.G., Lambert, R.G., McCarthy, C.J., Eyal, M., Hopper, E.B. (2017, April). Examining teacher stress and vocational concerns: Does racial congruence matter? Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.##*
- Heafner, T.L., VanFossen, P.J., & Fitchett, P.G. (April, 2017). A multilevel model to identify predictors of students' achievement on the 2012 NAEP-Economics. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.##*
- Lambert, R.G., Fitchett, P.G., McCarthy, C.J., Boyle, L.H., Eyal, M., Fisher, T. (2017, April). Examination of educational and contextual factors associated with secondary teachers' risk for occupational stress. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.##*
- Thacker, E.S., Lee, J.K., Fitchett, P.G., & Journell, W. (2017, April). Secondary social studies teachers' experiences planning and implementing inquiry using the College, Career, and Civic Life (C3) inquiry arc. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.##*
- Fitchett, P.G., Grant, S.G., Avery, P., VanFossen, P. Lo, J., & Knowles, R. (2016, December) $\Sigma xi^2(\text{SQUARSS}^*\text{CUFA}) =$ Encouraging conversation on quantitative research, education policy and the social studies. Special session at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, Washington, DC.##*
- Thacker, E., Friedman, A., Fitchett, P.G., Journell, W., & Lee, J. (2016, December). Exploring how an elementary teacher plans and implements inquiry. Roundtable at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, Washington, DC.##*

- Heafner, T.L., VanFossen, P., Fitchett, P.G. (2016, December). Predictors of students' achievement on NAEP-Economics: A multilevel model. Paper presented at the National Council for the Social Studies College and University Faculty Assembly Annual Conference, Washington, DC. #*
- Lambert, R. G., McCarthy, C., Fitchett, P., & Eyal, M. (July, 2016). Risk for stress among elementary teachers. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia. #*
- McCarthy, C., Lineback, S., Boyle, L., Fitchett, P., & Lambert, R. (July, 2016). Perceived demands and resources among early career teachers: Linking risk for stress with professional mobility. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia. #*
- Fitchett, P., Lambert, R. G., McCarthy, C., & Boyle, L., & Eyal, M. (July, 2016). Examining within- and between-school characteristics of secondary teachers at-risk for occupational stress. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia. #*
- Lambert, R. G., Fitchett, P., McCarthy, C., & Boyle, L., & Eyal, M. (July, 2016). Identification of beginning U.S. teachers' risk for stress and occupational health. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia. #*
- Fitchett, P.G., Fisher, T., Harden, S., Coffey, H., & Brigman, J. (2016, April). Find the "sweet spot": Building intentional clinical experiences for preservice teachers. Poster Presentation. Annual Meeting of the American Educational Research Association, Washington, D.C.#*
- Farinde, A. & Fitchett, P.G. (2016, April). Searching for satisfaction: Black female teachers' workplace climate and job satisfaction. Paper presentation. Annual Meeting of the American Educational Research Association, Washington, D.C.#*
- Lambert, R.G., McCarthy, C. J., Fitchett, P. G., Lineback, S., McCarthy, C.J., Boyle, L. H. (2016, April). An examination of teacher perceptions of classroom demands and resources using the Schools and Staffing Survey. In Fouladi, R. (Chair). Exploring dimensions of teacher stress using diverse methodologies. Symposium conducted at the Annual Meeting of the American Educational Research Association, Washington, D.C.#*
- Lambert, R., McCarthy, C., & Fitchett, P.G. (April, 2016). Perceived demands and resources in early career teachers: Linking risk for stress with professional mobility. Paper Presentation. Annual International Conference of the Chinese American Educational Research and Development Association, Washington, D.C. #*
- Lewis, C.W., Fitchett, P.G. Watson, M., & Bryant, A. (2016, April). Black male teacher retention and recruitment: An exploratory analysis of professional characteristics and school demographics. Paper Presentation. American Educational Research Association Annual Conference. Washington, DC.#*
- Fitchett, P.G. & Heafner, T.L. (November, 2015). An opportunity to learn and teach elementary grade studies. Panel Discussion. National Council for the Social Studies. New Orleans, LA. # *
- Fitchett, P.G. & Heafner, T.L. (November, 2015). An opportunity to teach: The relationship between elementary teacher decision-making and students' history achievement. Paper Presentation. College and University Faculty Assembly of the National Council for the Social Studies. New Orleans, LA. #*

- Fitchett, P.G. (November, 2015). Towards more Exemplary Dissertations: A Panel Discussion. Panel Discussion. College and University Faculty Assembly of the National Council for the Social Studies. New Orleans, LA. #*
- Fitchett, P.G. (November, 2015). Preparing Teachers to Work with Classroom, State, and National Assessments. Roundtable. College and University Faculty Assembly of the National Council for the Social Studies. New Orleans, LA. #*
- Lambert, R., McCarthy, C., Fitchett, P.G., & Lineback, S. (June, 2015). Identifying Elementary Teachers at Risk for Occupational Stress Using the Schools and Staffing Survey. Paper Presentation. 2015 Chinese American Educational Research Association International Conference, Taichung City, Taiwan.#
- Fitchett, P.G., Heafner, T.L. & Harden, S. (2015, April). Characteristics and working conditions of moonlighting teachers: Evidence from the 2012-2013 Schools and Staffing Survey. Roundtable. American Educational Research Association Annual Conference. Chicago, IL.#*
- Fitchett, P.G. & Heafner, T.L. (2014, November). Instructional exposure, student selection, and history content knowledge. Paper presentation. College and University Faculty Assembly of the National Council for the Social Studies. Boston, MA. #*
- Heafner, T.L. & Fitchett, P.G. (2014, November). Incorporating Item Response Theory (IRT) to Predict US History Content Knowledge. Symposium. College and University Faculty Assembly of the National Council for the Social Studies. Boston, MA. #*
- Lewis, C. & Fitchett, P. (2014, October). Black male teachers' work satisfaction and retention patterns in U.S. public schools: A national examination across school contexts. Paper Presentation. 3rd Annual International Colloquium on Black Males in Education. Atlanta, GA. #*
- Heafner, H.L., Fitchett, P.G., & Lambert, R. (2014, April). Teacher, Workplace, Administrative, School Variables Associated with Teacher Control. Roundtable. American Educational Research Association National Conference: Philadelphia, PA. #*
- Fitchett, P.G., Merriweather, L., Coffey, H. (2013, November). "It's not a pretty picture": How preservice teachers make meaning through lynching imagery of America's racialized past. Paper presentation. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference: Saint Louis, MO. #*
- Heafner, T.L. & Fitchett, P.G. (2013). An Opportunity to Learn U.S. History: What NAEP Data Suggest Regarding the Opportunity Gap. Paper presentation. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference. Saint Louis, MO. #*
- Fitchett, P.G., Heafner, T.L., & VanFossen, P. (2013, April). It takes time: Instructional factors associated with reported time in elementary social studies classrooms. Paper Presentation. American Educational Research Association National Conference: San Francisco, CA. #*
- Fitchett, P.G. & Heafner, T.L. (2013, January). Accessing and analyzing secondary datasets: Considerations for social studies researchers and teacher educators. College and University Faculty Assembly of the National Council for the Social Studies Retreat. Raleigh, NC.*

- Fitchett, P.G. (2013, January). The status of the social studies: Survey development. College and University Faculty Assembly of the National Council for the Social Studies Retreat. Raleigh, NC.*
- McCormick, T., Berson, M., Berson, I., Fitchett, P.G., Feinberg, J., Martin, L., Alleman, J. (2012, November). Measuring Up: Linking Research to Social Studies Practice. National Council for the Social Studies Annual Conference. Seattle, WA. #*
- Heafner, T.L., Lipscomb, G.B., & Fitchett, P.G. (2012, November). Instructional practices of elementary social studies teachers in North Carolina and South Carolina. Paper Presentation. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference. Seattle, WA. #*
- Fitchett, P.G., Heafner, T.L. & Lambert, R. (2012, April). Social Studies under siege: Examining policy and teacher-level factors associated with elementary social studies marginalization. Roundtable. American Education Research Association National Conference: Vancouver, BC. #*
- Passe, J., Fitchett, P.G., Patterson, N.C., & VanFossen, P.J. (2012, April). The state of social studies curriculum and assessment nationwide. Paper Presentation. American Education Research Association National Conference: Vancouver, BC. #*
- Thieman, G., Preston-Grimes, P., O'Brien, J., Broome, J.P., Barker, T., Lucas, A.G., Passe, J., & Fitchett, P.G. (2012, April). From the field: What social studies teachers say they do in the classroom. Paper Presentation. American Education Research Association National Conference: Vancouver, BC. #*
- Berson, M., Berson, I. R., Feinberg, J., Fitchett, P.G. & Martin, L., & McCormick, T. (2011, December). Research and the Novice Social Studies Teacher: Empowering the Profession. National Council for the Social Studies National Conference. Washington, DC. #*
- Berson, M.J., Berson, I. R., & Fitchett, P.G. (2011, December). Social studies in the kindergarten classroom: Statewide results from Florida. Symposium. College and University Faculty Assembly National Conference: Washington, DC. #*
- Fitchett, P.G. (2011, December). North Carolina results: A descriptive study. Symposium. College and University Faculty Assembly National Conference Washington, DC. #*
- Fitchett, P.G. & Heafner, T.L. (2011, December). Culturally responsive social studies teaching: Models of theory into practice. Roundtable paper presentation. College and University Faculty Assembly National Conference Washington, DC. #*
- Fitchett, P.G., Heafner, T.L., & Lambert, R. (2011, December). Examining elementary social studies marginalization: A multilevel analysis. Paper presentation. College and University Faculty Assembly National Conference: Washington, DC. #*
- Heafner, T.L., Fitchett, P.G. (2011, December). A Quantitative Analysis of the Phenomenology of Time and the Divergence between Elementary School Principals and Teachers' Perceptions of Time. Paper presentation. College and University Faculty Assembly National Conference: Washington, DC. #*
- Fitchett, P., Salas, S., & Perez, T. (2011, April). You lie—that's not true. Teachers' understandings and enactments of contemporary U.S. immigration. Invited paper and roundtable discussion for inaugural Working Papers in Education (WE) Roundtable. UNC Charlotte/La Pontificia Universidad Catolica del Peru.

- Fitchett, P.G., Starker, T.V., & Salyers, B. (2011, April). Examining culturally responsive teaching self-efficacy in a preservice social studies education course. Poster Presentation. American Educational Research Association National Conference: New Orleans, LA. #*
- Hilburn, J. & Fitchett, P.G. (2011, April). Who counts as an immigrant? A textbook analysis of North Carolina history and immigration. Paper Presentation, American Educational Research Association National Conference: New Orleans, LA. #*
- Berson, M. J., Berson, I. R., & Fitchett, P. G. (2011, February). A statewide study of the teaching of social studies in kindergarten classrooms. Paper Presentation, The International Society of the Social Studies Annual Conference: Orlando, FL. #*
- Fitchett, P.G. & Good, A.J. (2010, November). Comparative state results from the national study on the state of social studies teachers: Instructional decision-making among North Carolina social studies teachers. Panelists at the College and University Faculty Assembly of the 90th National Council for the Social Studies Annual Conference, Denver, CO. #*
- Berson, M. J., Berson, I. R., & Fitchett, P. G. (2010, November). Comparative state results from the national study on the state of social studies teachers. Panelists at the College and University Faculty Assembly of the 90th National Council for the Social Studies Annual Conference, Denver, CO. #*
- Alleman, J., Berson, M., Feinberg, J., Fitchett, P.G. & Martin, L.. (2010, November). Multiple Methodologies: Applications of Research the in Social Studies. National Council for the Social Studies National Conference. Denver, CO. #*
- Fitchett, P.G., Starker, T.V., & Good, A.J. (2010, May). Review, Reflect, React: A framework for culturally responsive teaching. Poster Presentation, American Educational Research Association National Conference: Denver, CO. #*
- Heafner, T.L. & Fitchett, P.G. (2010, May). Reciprocal Democratic Learning Environments: A PDS Model for Civic Engagement, Equality and Social Justice for Teacher Candidates. Roundtable Presentation, American Educational Research Association National Conference: Denver, CO. #
- Fitchett, P.G. & Good, A.J. (2009, November). Teaching the concept of genocide with Geographical Information Systems. Paper presentation. National Council for the Social Studies National Conference. Atlanta, GA. #
- Good, A.J. & Fitchett, P.G. (2009, November). Utilizing GIS to teach the five themes of geography. Paper presentation. National Council for the Social Studies National Conference. Atlanta, Ga. #
- Heafner, T.L. & Fitchett, P.G. (2009, November). National trends in elementary instruction: Exploring the role of social studies. Paper Presentation. College and University Faculty Assembly National Conference. Atlanta, GA. #*
- Fitchett, P.G. & Heafner, T. L.(2009, April). National perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. Paper Presentation. American Educational Research Association National Conference: San Diego, CA. #*
- Fitchett, P.G. (2009, February). Emancipating Social Studies: How Professional Autonomy Impacts Social Educators' Job Satisfaction. The International Society for the Social Studies Annual Conference. Orlando, FL. #*

- Fitchett, P.G. (2008, November). Crossing Boundaries: Enhancing world history instruction for immigrant students. Paper presentation. National Council for the Social Studies National Conference. Houston, TX. #
- Fitchett, P. G. (2007, November). Are you satisfied? Factors influencing social studies teachers' perception of job satisfaction. Paper Presentation. College and University Faculty Assembly. San Diego, CA. #*
- Fitchett, P.G. & Rong, X..L. (2007, April). Who wants to leave, who wants to stay, and what we can do about it: a study on social studies teachers' intention toward retention and attrition. Paper Presentation. American Educational Research Association National Conference: Chicago, IL. #*
- Fitchett, P.G. (2007, February). Differences in leadership perception among "leavers" and "stayers" in teaching. Paper Presentation Southeastern Education Association of Students Conference: Chapel Hill, NC. #*
- Fitchett, P. (2006, March). Adding color to the curriculum: Changing the way we teach history in our schools. Paper presentation. Navigating the Global South Conference: Chapel Hill, NC.
- Fitchett, P. (2005, October). Teaching Content Specific Literacy: Reading in Social Studies. Student Coalition for Advocacy in Literacy Education National Conference. Chapel Hill, NC

Presentations at State Professional Conferences

- Fitchett, P.G. & Moore, Stacy. (2020, September). Democratizing Teacher Education: Lessons Uncovered from a Practice-Based Social Studies Methods Course. North Carolina Association for Colleges of Teacher Education Annual Conference: Online.
- Moore, Stacy & Fitchett, P.G. (2020, February). Practiced rehearsal: The benefits of practice-based teacher education (PBTE). North Carolina Council for the Social Studies annual conference. Greensboro, NC. #
- Fitchett, P.G., Cash, A. Beach, K., Rogelberg, S., and Sun, T. (2019, February) Uncertain waters: Navigating the tides of teacher preparation curricular revision. North Carolina Association for Research in Education. Charlotte, NC. *
- Fitchett, P.G., Petty, T.M., & Putman, S.M. (2018, September). Navigating competing priorities toward a theory of change for practice-based teacher education. North Carolina Association of Colleges and Teachers Educators conference. Raleigh, NC.*
- Fitchett, P.G., Merriweather, L., & Coffey, H. (2013, February). Teaching about race, lynching, and violence: Using museums as critical instructional spaces. North Carolina Council for the Social Studies State Conference. Greensboro, NC
- Fitchett, P.G. (2012, February). Was Abraham Lincoln a racist? Using structured academic controversy to teach deliberation. North Carolina Council for the Social Studies State Conference. Greensboro, NC
- Fitchett, P.G. (2011, February). The national study of social studies teachers: A profile of North Carolina. North Carolina Council for the Social Studies State Conference. Greensboro, NC
- Fitchett, P.G. & Salas, S. (2010, February). "You lie!" Addressing the controversy of undocumented students in a social studies classroom. North Carolina Council for the Social Studies State Conference. Greensboro, NC

- Starker, T.V.& Fitchett, P. (2010, February). Assisting preservice teachers to progress towards becoming culturally responsive: reflections of their progress. North Carolina Association for Research in Education (NCARE) Conference. Winston Salem, NC. #*
- Fitchett, P.G. (February, 2009). How “Social” are Social Studies Teachers? North Carolina Council for the Social Studies State Conference. Greensboro, NC. *
- Fitchett, P.G. & Good, A. (February, 2009). Where in the world are we? Practical Applications for GIS. North Carolina Council for the Social Studies State Conference. Greensboro, NC.
- Fitchett, P (April, 2008). Why do we leave? A study of social studies teachers’ professional intentions. University of North Carolina at Chapel Hill Graduate School Conference on Graduate Student Research: Chapel Hill, NC. *
- Fitchett, P.G. (March, 2008). To Leave or Stay? Factors influencing social studies teachers’ professional commitment. Paper Presentation. North Carolina Association for Research in Education. New Bern, NC. #*
- Fitchett, P. (April, 2007). Tips for Entering the Teaching Profession. Meeting of North Carolina Teaching Fellows. Chapel Hill, NC.
- Fitchett, P. (2007, February). Who are we? An Analysis of Social Studies Teachers’ Characteristics and Job Satisfaction. North Carolina Council of the Social Studies State Conference. Greensboro, NC. *
- Fitchett, P. (2007, February). Using Critical Pedagogy to Enhance Historical Education among Immigrant Students. North Carolina Council of the Social Studies State Conference. Greensboro, NC
- Fitchett, P. (2006, September). Crossing Boundaries: Using Critical Pedagogy to Enhance Learning of Immigrant Students in Social Studies. North Carolina Teacher Education Conference. Raleigh, NC.
- Fitchett, P. (2006, February). Techniques for Teaching Social Studies to Latinos. North Carolina Council of the Social Studies State Conference. Greensboro, NC.

FACULTY TEACHING/CURRICULUM DEVELOPMENT

University Courses Taught

- | | |
|-----------|--|
| 2021 | <i>Teacher Leadership (MDSK 6260), UNC Charlotte</i> |
| 2020 | <i>Curriculum, Teaching, and Contemporary Issues in Education (MDSK 6156), UNC Charlotte</i> |
| 2015-2018 | <i>Dissertation Proposal Seminar (EDCI 8699), UNC Charlotte</i> |
| 2012-2018 | <i>Advanced Social Studies Methods (MDSK 6354), UNC Charlotte</i> |

- 2008-2018 *Teaching Social Studies to Middle and Secondary School Learners (MDSK 4253) UNC Charlotte—undergraduate*
- 2008-2018 *Teaching Social Studies to Middle and Secondary School Learners (MDSK 4253, 5253) UNC Charlotte—post-baccalaureate*
- 2012-2018 *Honors in Education Seminar (EDUC 3789), UNC Charlotte*
- 2009-2018 *Seminar in Professional Development (MDSK 6691), UNC Charlotte*
- 2009-2018 *The Secondary Experience (SECD 5140), UNC –Charlotte*
- 2009-2018 *Adolescence and Secondary Schools (SECD 4140), UNC-Charlotte*
- 2009-2018 *Planning for K12 Instruction (MDSK 6162), UNC-Charlotte*
- 2005-2008 *Supervision for Masters of Arts in Teaching Program (EDUC 746), UNC-Chapel Hill*
- 2006-2008 *Social Studies Methodology for Masters of Arts in Teaching (EDUC647), UNC-Chapel Hill*
- 2000-2007 *Introduction to Teaching Instructor for Master of Arts in Teaching (EDUC 641), UNC-Chapel Hill*

Program Director

- 2014-July 2018 *Curriculum and Instruction, Doctorate in Philosophy, UNC-Charlotte*
- Coordinated course programming and curriculum revisioning
 - Spearheaded recruitment efforts
 - Taught doctoral seminar on dissertation proposal development
 - Supported doctoral student research and teaching
 - Oversaw \$10,000 annual budget
- 2008-2018 *Social Studies Advisor for Masters of Arts in Teaching Program, UNC-Charlotte*
- Advised MAT students in their program of study
 - Provided program candidates with academic requirements
- 2007-2008 *Social Studies Cohort Advisor for Masters of Arts in Teaching Program, UNC-Chapel Hill*
- Coordinated student teacher placement with local educational agencies and cooperating schools
 - Provided academic advice to current students in the social studies cohort
 - Advised program candidates of academic requirements

Course development

- 2020 *Masters of Education, Curriculum and Instruction (Independent Schools Cohort)*
- Co-developed MEd program designed to attract independent schoolteachers in North Carolina
 - Recruited students through virtual program tours
 - Conducted site visits of local independent schools to recruit students and inform curriculum development
 - Successfully shepherded the program through the curriculum approval process
- 2015 *On-site Secondary Education Project—OSSEP (MDSK 3151, SECD 4140)*
- Developed a hybrid set of core courses in the secondary minor program
 - Wrote course material that bridged learning theory with instructional practice and clinical experience
 - Fostered partnerships with a local high school to create authentic clinical activities for preservice teachers
 - Constructed a sustained model for offering early program field-based preservice education
- 2012 *Honors in Education Seminar (EDUC 3789)*
- Revised course to assist Honors in Education candidates in developing their thesis proposal
 - Utilized activities to help explain research design and methodology to students with limited research experience
 - Provided a framework for critical reading and analysis of research articles
 - Initiated procedures for conducted social science research
- 2010 *Readings in Assessment, Measurement, and Student Achievement (MDSK 6000)*
- Constructed course to develop, discuss, and analyze assessment strategies for the middle/secondary classroom
 - Utilized innovative synchronous and asynchronous distance education technologies
 - Developed activities for practitioners to exam assessment item reliability and validity
 - Introduced approaches of item design effectiveness
 - Emphasized techniques for analyzing data to improve instructional strategizing
- 2008-2009 *Social Studies (MDSK 4253, 5253) Revisioning Committee*
- Revised course requirements in order to meet the licensure credentials established by North Carolina Department of Public Instruction
 - Aided in the selection of social science electives approved for social studies certification
- 2008-2018 *Secondary Experience (MDSK 5140, SECD 4140) Committee (Chair)*
- Facilitated revisions in course syllabi and assignments to meet the needs of the teacher candidate professional development plan
 - Led development of School Improvement Plan assignment

Advising

- 30 Masters of Arts in Teaching Students
- 18 Masters in Education, Independent School Cohort
- 15 Dissertation Committees:
 - Ms. Joyce Brigman, Curriculum and Instruction Ph.D. –literacy education concentration (Completed May 2011)...member

- Mr. Jeremy Hilburn, Culture, Curriculum, and Change Ph.D. (UNC Chapel Hill)—education (Completed May 2012)...member
- Ms. Bobbi Siefert, Curriculum and Instruction Ph.D.—TESL concentration (Completed May 2013)...member
- Ms. Abiola Farinde, Curriculum and Instruction Ph.D.—urban education concentration (Completed May 2013)...member
- Mr. Gary Ritter, Educational Leadership Ed.D.—adult education concentration (Completed May 2015)...member
- Ms. Azure Covington, Curriculum and Instruction Ph.D.—urban education concentration (Completed May 2016)...member
- Ms. Carlie Houchins, Educational Leadership Ed.D.—adult education concentration (Completed Fall 2016)...member
- Ms. Eugenia Hopper, Curriculum and Instruction Ph.D.—elementary education concentration (Completed May 2018)...chair
- Ms. Tracy Creech, Curriculum and Instruction Ph.D.—urban education concentration (Completed Fall 2018)...member
- Ms. Alyssa Minnick, Health Psychology, Ph.D. (completed Summer, 2019)...member
- Ms. Lauren Helena Boyle, Counseling, Ph.D.(University of Texas-Austin, Completed December, 2020)...co-chair
- Ms. Stephanie Jones-Fosu, Curriculum and Instruction Ph.D.—urban education concentration (Completed February 2021)...member
- Ms. Shanique Lee, Curriculum and Instruction Ph.D.—urban education concentration (Completed November 2021)...member
- Ms. Jendayi Dillard, Educational Psychology, Ph.D. (University of Texas-Austin, Completed Spring, 2022)...member
- Ms. Cornelia Okraski, Curriculum and Instruction Ph.D.—urban education concentration (Anticipated Completion Fall, 2022)...member

ADMINISTRATIVE LEADERSHIP

Department Head (Department of Curriculum and Teaching, Auburn University) 2022-present

- Evaluates faculty performance (39 full-time faculty)
- Facilitates the departmental promotion and tenure process
- Oversees departmental budget, including the approval of expenditures and allocation of financial resources to support projects in support of the university's mission
- Coordinates course scheduling and faculty assignments
- Oversees the hiring of full-time and part-time faculty hires
- Coordinates with program faculty to support academic programming
- Helps promote academic programs and recruit students
- Provides support for the procuring extramural grants and sponsored contracts
- Works with faculty to revise programming to meet accreditation and ALSDE state policy requirements

Assistant Dean of Teaching and Innovation (University of North Carolina at Charlotte) 2018-2022

- Provided faculty a necessary infrastructure and resources to facilitate curriculum revisioning across three departments and seven teacher preparation programs
- Liaised with the University Graduate School and Distance Education to support the development of a residency program

- Provide professional development on practice-based teacher education to teacher educators in the college
- Procured and piloted innovative technologies (i.e., GoReact) to support educator preparation
- Served on the Teacher Education Institute design team, helping faculty and P12 partners to develop a shared vision of college-developed focus practices
- Consulted faculty on how to embed principles of cognitive science in professional preparation programs
- Collaborated with the Cato College of Education Office of Assessment in order to interpret candidate data and build capacity for program improvement
- Served on the Niner University Elementary (i.e., lab school) teacher preparation committee
- Coordinate the Cato College of Education Research in Teacher Preparation National Conference
- Sought external funding to support ongoing educator preparation initiatives
- Served as Co-PI on \$1.8 million IES grant to support residency model development
- Served on the Dean's Leadership Committee

OUTREACH AND SERVICE TO COMMUNITY

Community Leadership Positions

2022-2023	Advisor	Expert advisor, AP research project, Columbus High School. Columbus, GA
2019-2022	Member	Southwestern Educational Alliance of North Carolina, Curriculum and Instruction
2019-2022	Chair, Member	School Leadership Team, Davidson K-8, Charlotte-Mecklenburg Schools
2019-2021	Member	UNC Charlotte Teacher Education Initiative and Partnership with Local Districts
2009-2021	Liaison	Professional Development School Partnership, Central Cabarrus High
2017-2020	University Liaison	Education Policy Initiative at Carolina (EPIC)
2013-2016	Consultant	Faculty Fellow for the Urban Education Collaborative
2013-2022	Volunteer	Public Schools First, North Carolina
2012	Consultant	James Martin Middle School Social Studies Department
2010	Consultant	NC Department of Public Instruction, curriculum reviewer
2008-2010	Volunteer	Senior Exit Project Judge. Central Cabarrus High School (NC)

Workshops and Talks

2017	Invited Presenter	Charlotte-Mecklenburg Schools (Charlotte, NC). Developing and Adapting Materials for Historical Inquiry
2016	Invited Presenter	Central Cabarrus High School (Harrisburg, NC). Teaching George Armstrong Custer as a historical narrative construct
2014	Invited Presenter	Central Cabarrus High School (Harrisburg, NC). Using seminar to elicit discussion
2013	Invited Presenter	Central Cabarrus High School (Harrisburg, NC). Teaching about race, lynching, and violence: Using museums as critical instructional spaces
2013	Invited Presenter	Central Cabarrus High School (Harrisburg, NC). Can we talk? Moving away from debate into deliberation in your classroom

2012	Invited Presenter	Central Cabarrus High School (Harrisburg, NC) Using SCIM(-C) to analyze historical source material. Workshop.
2012	Invited Presenter	Central Cabarrus High School (Harrisburg, NC) Cultural Artifact Grab-bag Activity. Workshop.
2012	Invited Presenter	James Martin Middle School (Charlotte, NC) Social Studies and Essential Standards
2012	Invited Presenter	Weddington High School (Weddington, NC) Professional Development workshop on the Essential Standards, incorporating historical artifacts, and models for discussion.
2011	Invited Panelist	University of North Carolina Charlotte (Charlotte, NC) Chancellor's Diversity Challenge Fund at UNC Charlotte, the Social Work Department and Graduate Social Work Association.
2011	Participant	US Department of Education (Washington, DC). Training program on the SASS, TFS, and PFS Databases.
2011	Invited Presenter	Charlotte-Mecklenburg Geospatial Information Services (Charlotte, NC). Teaching Genocide through GIS. National GIS Day.
2011	Radio Interview	WFAE (Charlotte, NC) Is Social Studies History? NPR interview. Available for podcast at: http://www.wfae.org/post/social-studies-history
2011	Invited Discussant	American Education Research Association, Annual Conference. (New Orleans, LA) Research in Social Studies Education Special Interest Group Reform and Practice in Social Studies Education.
2011	Radio Interview	WFAE (Charlotte, NC) Errors in the Classroom. NPR interview. Charlotte, NC. Available for podcast at: http://www.wfae.org/post/errors-classroom
2011	Guest lecturer	University of North Carolina Charlotte. (Charlotte, NC) Being a "gatekeeper." Seeking instructional autonomy in an era of standards and prescription. First 3 In-service program for the University of North Carolina Charlotte, College of Education.
2010	Workshop	Central Cabarrus High School (Harrisburg, NC) Research, dialogue, and practice: Addressing the needs of Latino learners in the classroom. Central Cabarrus High School.
2008	Workshop	Charlotte-Mecklenburg Schools (Charlotte, NC) Using GIS materials in a social studies classroom. A presentation for Charlotte-Mecklenburg 6-12 educators.
2008	Guest lecturer	Providence High School (Charlotte, NC) The "Top Ten" list of important things to consider before entering a teacher education program.

SERVICE TO UNIVERSITY AND PROFESSION

Service to the University (Auburn University)

2022	Chair	Hiring Committee, Associate Dean for Academic and Faculty Affairs
2022-Present	Member	College of Education Leadership Team

Service to the University (UNC Charlotte)

2012-2015; 2021-2022	College Representative	University Human Subjects Institutional Review Board (IRB)
2019-2022	Member	University Student Success Working Group
2020-2021	Member	College of Education, Strategic Plan Task Force
2017-2019	Member	University Graduate Education Council
2017-2019	Chair	College of Education Graduate Curriculum Review Committee
2017-2018	At-Large Member	College Review Committee (CRC)
2016-2017	Chair	College of Education Workload Assignment Committee
2015-2016	Member	College of Education Reappointment, Tenure, and Promotion Committee
2015-2017	Board Member	Project Mosaic Advisory Board
2014-2018	Program Chair	PhD in Curriculum and Instruction
2014-2015; 2016-2017	Member	Departmental Review Committee (DRC)
2014-2015	College Representative	University Honors Council
2013-2014	Member	Search Committee for Assistant Professor of Gifted Education
2013-2017	University Representative	Faculty Marshall
2013-2015	College Representative	Faculty Academic Policy and Standards Committee (FAPSC)
2012-2015	Departmental Representative	University Faculty Assembly
2011-2013	Member	College of Education NCATE Standard Two (Assessment) Committee
2010-2012	Alternate	Faculty Welfare Committee
2010-2012	Member	College of Education Excellence in Research Award committee
2010-2011	Member	College of Education NCATE Conceptual Framework Committee
2009-2013	Alternate	Faculty Research Grant review board
2009-2012	Member	College of Education Honors Council
2009-2011	Member	College of Education Teacher Award Committee
2009-present	Co-liaison	Professional Development School Committee of Central Cabarrus High School
2009-2018	Chair	SECD 4140/5140 Course Revisioning Committee
2009-2018	Member	MDSK 4253/5253 Course Revisioning Committee
2008-2009	Member	Search Committee for Assistant Professor of English Education

Service to the Profession

Editorial Service

2019-present	Editorial Board	<i>Annals of Social Studies Research for Teachers (ASSERT)</i>
2016-present	Associate Editor	<i>Theory and Research in Social Education</i>
2012-2018	Associate Editor	<i>Journal of Applied Educational and Policy Research</i>
2015	Guest editor	<i>Journal of Social Studies Research</i> (special issue on quantitative research)
2014-present	Editorial Board	<i>Theory and Research in Social Education</i>
2013	Reviewer	Book Reviews, <i>From Martyrs to Murderers: Images of Teachers and Teaching in Hollywood Films</i>
2017-present	Reviewer	<i>Teaching and Teacher Education</i>
2016-present	Reviewer	<i>Journal of Teacher Education</i>
2013-present	Reviewer	<i>American Educational Research Journal</i>
2012-present	Reviewer	<i>Educational Researcher</i>

2012-present	Reviewer	<i>Theory and Research in Social Education</i>
2012-present	Reviewer	<i>Action in Teacher Education</i>
2012-present	Reviewer	<i>The High School Journal</i>
2011	Reviewer	Book proposal, <i>Philosophy in Schools: An Introductory Handbook for Philosophers and Teachers</i>
2011	Reviewer	Edited volume, <i>Contemporary Issues in Social Studies</i>
2010-2013	Co-Editor	Book Reviews, <i>The Electronic Journal for English as Second Language</i>
2010-present	Reviewer	<i>Social Studies Research & Practice</i>
2010-present	Reviewer	<i>Urban Education</i>
2009-2013	Reviewer	<i>Taking Sides: Educational Issues</i> Academic Advisory Board
2008-present	Reviewer	<i>Journal of Social Studies Research</i>
<i>Professional Leadership Positions</i>		
2020-2021	Member	AACTE, Consortium for Research-Based and Equitable Assessments (CREA)
2018-2020	Member, Treasurer	College and University Faculty Assembly Executive Board
2009-2012; 2014-2017	Member	Executive Board for the North Carolina Council for the Social Studies
2013-2014	Chair	AERA-Social Studies Research SIG
2012-2013	Program Chair	AERA-Social Studies Research SIG annual conference
2012-2022	Co-Founder	Supporting Quantitative Understanding Analysis and Research in the Social Studies
2011-2013	President	North Carolina Society of College and University Professors of Social Studies Education
2011-2012	Assistant Program Chair	AERA- Research in Social Studies Education SIG annual conference
2009-2011	Elections Chair	Research in Social Studies Education (SIG) of American Education Research Association
2009-2011	Chair	Research Community for National Council for the Social Studies
2009-2010	Chair	Exemplary Research Award for National Council for the Social Studies
2009-2013	Member	The State of Social Studies Research Team
2006-2008	Member	Steering Committee for UNC Project for Historical Education
<i>Professional Consultation</i>		
2012-present	Discussant, Chair	CUFA-Annual Conference paper presentation
2011-present	Discussant, Chair	AERA- Research in Social Studies Education SIG annual conference
2011-Present	Reviewer	CUFA-Paper presentations for Annual Conference
2008-2013	Instrument Co-Designer	National Study of Social Studies Teachers, sponsored by the College and University Faculty Assembly
2008	Member	Credentials Committee, National Council for the Social Studies
2006-2008	Member	M.A.T. recruitment committee at UNC-Chapel Hill
2006-2008	Member	Steering Committee for UNC Project for Historical Education
2006-2008	Member	College and University Faculty Assembly Graduate Student SIG
2007-2008	Reviewer	AERA-Division C (Learning and Instruction)
2007-2008	Reviewer	AERA-Division K (Teaching and Teacher Education)
2007-2008	Reviewer	AERA-Research in Social Studies Education SIG
2007	Chair	Southeastern Education Association of Students Annual Meeting
2007	Discussant	Southeastern Education Association of Students Annual Meeting

HONORS AND AWARDS

- 2019-2020 American Educational Research Association, Social Studies Research SIG *Exemplary Research Award* (won)
- 2015-2016 UNC Charlotte College of Education *Excellence in Research Award* (won)
- 2013-2014 UNC Charlotte College of Education *Sustained Service Award* (won)
- 2012-2013 UNC Charlotte College of Education *Excellence in Research Award* (won)
- 2012 Article, “Examining Culturally Responsive Teaching Self-Efficacy in a Preservice Social Studies Education Course” selected for the Editor’s Choice edition of *Urban Education*, recognizing the most cited, most read, and newest research on urban issues.
- 2009-2010 UNC Charlotte College of Education *Excellence in Research Award* (won)
- 2008 University of North Carolina at Chapel Hill Graduate School Impact Award for Outstanding Research that Benefits the State of North Carolina
- 2000 Kappa Delta Pi Honors Fraternity
- 1995-1999 North Carolina Teaching Fellow

MEMBERSHIPS

American Educational Research Association
College and University Faculty Assembly of the National Council for the Social Studies
International Society for the Social Studies
Kappa Delta Pi, educational honors fraternity
National Council for the Social Studies
North Carolina Social Studies Council