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## MICHELE GREGOIRE GILL

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### EDUCATION

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<b>Ph.D.</b>	Educational Psychology	University of Florida	2002
	Dissertation: <i>Effects of augmented activation, refutational text, efficacy beliefs, epistemological beliefs, and systematic processing on conceptual change.</i>		
<b>M.A.E.</b>	Educational Psychology	University of Florida, December	1999
	Thesis: <i>Reconceptualizing the debate on school climate and students' academic motivation and achievement: A multilevel analysis.</i>		
<b>Post-Bacc.</b>	UNM/SFPS Intern Program	University of New Mexico	1992
	Post- Baccalaureate Certificate program		
<b>B.A.</b>	Humanities	New College of USF (now New College of Florida)	1988
	<b>Thesis:</b> <i>Trace-ing the different voices within the space of the current debate on education.</i>		

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### NATIONAL AWARDS, HONORS, AND RECOGNITIONS

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- Distinguished Contributions of Applications of Psychology to Education and Training Award, American Psychological Association, 2022
- Fellow of Division 15, American Psychological Association, 2021
- APA Citizen Psychologist, American Psychological Association, 2018
- Woman of Distinction, University of Central Florida, 2015
- Teaching Incentive Award, University of Central Florida, 2016, 2009
- Teacher Education Division Publication Award, Council for Exceptional Children, 2008
- Quasi-Experimental Designs and Analysis Workshop Fellow, 2007
- Achievement Award for New Scholars in Social Sciences, Business, and Education, Conference of Southern Graduate Schools, 2006
- Paul R. Pintrich Dissertation Award, Division 15 American Psychological Association, 2004
- Outstanding Dissertation Award, American Association of Colleges for Teacher Education, 2004

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### LOCAL AWARDS, HONORS, AND RECOGNITIONS

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**2022, UCF Luminary Award**

**UCF Today article:** Moore, A. (March 19, 2021). [UCF education professor creates women’s history one student at a time.](#)

**WMFE radio interview.** (March 26, 2021). [Galileo School Founder Michele Gill Says Learning Should Be Engaging, Even During a Pandemic.](#)

**PLAYground Magazine, Leaders in Learning** (Aug/Sep 2019). Profiled as a local leader in learning.

**UCF Teaching Incentive Program Award** (2016, 2009)

Twice selected on the basis of evidence of sustained high levels of teaching effectiveness. \$5,000 base pay raise.

**UCF Women of Distinction Award** (2015)

One of three women selected by the Executive Board of the UCF Center for Success of Women for “Excellence in Community Engagement and Outreach.” \$1000 stipend.

**UCF Women Making History Award** (2015)

One of 31 UCF women chosen by the Executive Board of the UCF Center for Success of Women Faculty recognized during National Women’s History Month.

**International Conference on Doctoral Education Award** (2015)

Selected to receive \$500 in funding to purchase resources to support my work as core faculty in the Ed.D. in Education doctoral program.

**Seminole County Public Schools Dividend of the Year for Galileo School** (2015)

Honored for my significant volunteer efforts on behalf of Galileo School students.

**UCF Women’s Leadership Forum** (2014)

Selected to be a part of a small cohort of UCF women faculty to participate in leadership training over the fall semester.

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### PROFESSIONAL EXPERIENCE

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**University of Central Florida (2003 – Present)**

*Faculty Ranks*

**Professor**, Educational Psychology (2017 – Present)

**Associate Professor**, Educational Psychology (2009 – Present)

**Assistant Professor**, Educational Psychology (2003 – 2009)

**Leadership positions held:**

Program Coordinator, EdD in Curriculum and Instruction	2017 – present
Program Coordinator, Executive EdD in Educational Leadership	2017 – 2018
Program Coordinator, Elementary Education	2016 – 2017
Co-Founder & Adviser, Applied Learning and Instruction MA program	2008 – present
Core Ed.D. Curriculum and Instruction Program Faculty	2005 – present
Program Founder & Coordinator, Lifelong Learning in Education	2014 – 2015

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**Galileo School for Gifted Learning (2010 – Present)**

**Leadership positions held:**

Founder	2010-present
Chairman of the Board	2010-present
Chair, Curriculum Committee	2011-present

**University of Florida (1998 – 2003)**

*Positions held:*

<b>Publications Manager</b>	2002 - 2003
<ul style="list-style-type: none"> <li>Managed the publication review process for the Center on Personnel Studies in Special Education (COPSSE).</li> </ul>	
<b>Research Assistant</b>	2001- 2002
<ul style="list-style-type: none"> <li>Assisted with research for the Center on Personnel Studies in Special Education. Supervisors: Dr. Paul Sindelar, Principal Investigator and Dr. Anne Bishop, Center Director.</li> </ul>	
<b>Instructor and Teaching Assistant</b>	1998 - 2002
<ul style="list-style-type: none"> <li>Taught Child Development for Inclusive Education for five semesters.</li> </ul>	
<b>Research Assistant</b>	2002
<ul style="list-style-type: none"> <li>Worked as a research assistant on the Bell South PROTEACH grant through the Department of Teaching and Learning.</li> </ul>	

**Carbondale Middle School, Colorado (1992 – 1996)**

**Teacher**

<ul style="list-style-type: none"> <li>Basketball Coach</li> </ul>	1995 – 1996
<ul style="list-style-type: none"> <li>Eighth grade literature teacher</li> </ul>	1995 – 1996
<ul style="list-style-type: none"> <li>Fifth grade teacher and math department coordinator</li> </ul>	1992 – 1995

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RESEARCH GRANTS AWARDED

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2021	<b>Principal Investigator</b>	<b>\$5,000</b>
	<i>Understanding how multiply-marginalized Black youth and children in Florida make meaning of their schooling amid COVID-19</i>	
2015-17	<b>Co-Principal Investigator, 10% credit</b>	<b>\$250,000</b>
	<i>MATH-GAINS: Growing as Adaptive Instructors in Gateway to STEM courses, National Science Foundation</i>	
	Award # 1505322	Project Period: 06/15/2015 – 05/31/2017
2016-17	<b>Principal Investigator, 50% credit</b>	<b>\$6892</b>
	<i>Mindfulness Training to Improve Stress Levels for Teachers of Special Needs Students, Toni Jennings Exceptional Education Institute</i>	
2015-16	<b>Principal Investigator, 50% credit</b>	<b>\$4968</b>
	<i>Using Technology to Teach Mindfulness to Children with ADHD: Impacts on Working Memory, Toni Jennings Exceptional Education Institute</i>	
2011	<b>Co-Principal Investigator, 50% credit</b>	<b>\$3000</b>
	<i>Building Research Skills with Teacher Researchers, Toni Jennings Institute</i>	
2005	<b>Principal Investigator, 100% credit</b>	<b>\$7,500</b>
	<i>Promoting conceptual change via text-based instruction, UCF In-House Grant</i>	

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### TEACHING AND SERVICE GRANTS AWARDED

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2019	UCF Downtown Interdisciplinary Research Initiative Financial Literacy grant	<b>\$7000</b>
2019	2019-2020 MIRC Innovation Gallery Grant	<b>\$3500</b>
2016	Faculty Center for Teaching and Learning, <i>Course Improvement Project</i>	<b>\$500</b>
2011	Florida Department of Education Public Charter Schools Grant Program	<b>\$325,000</b>
2008	Initiative Funding from the UCF Department of Educational Studies to market the MA program in Applied Learning and Instruction	<b>\$4,500</b>
2006	Initiative Funding from the UCF Department of Educational Studies to create an MA program in Applied Learning and Instruction	<b>\$10,000</b>

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### PUBLICATIONS: BOOKS

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**Gill, M. G.** (2021). *The Millennials' Guide to K-12 Education: What No One Ever Told You About How to Help Your Child THRIVE in School*. Winding Pathways.

Fives, H., & **Gill, M. G.** (Editors, 2015). *International Handbook of Research on Teachers' Beliefs*. New York: Routledge. **Google Scholar citation count: 310**. Editorship listing is alphabetical. *Each editor contributed equally to this book.*

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### PUBLICATIONS: BOOK CHAPTERS

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\* denotes graduate student

Note. *Unless otherwise noted, authorship for publications in my field is ordered according to amount of contribution, with first author providing the greatest contribution to the publication.*

Storey, V. A., & **Gill, M.** (2017). Investing in the future: Designing education lifelong learning tracks. In U. Thomas (Ed.), *Advocacy in Academia and the Role of Teacher Preparation Programs* (pp. 288-301). Hershey, PA: IGI Global.

**Gill, M. G.**, & Hardin, C.\* (2015). A "hot" mess: Unpacking the relation between teachers' beliefs and emotions. In H. Fives and M. G. Gill (Eds.), *International Handbook of Research on Teachers' Beliefs* (pp. 230-245). New York: Routledge. **Google Scholar citation count: 62**

**Gill, M. G.**, & Fives, H. (2015). Introduction. In H. Fives and M. G. Gill (Eds.), *International Handbook of Research on Teachers' Beliefs* (pp. 1-10). New York: Routledge. **Google Scholar citation count: 18**

Ashton, P., & **Gill, M. G.** (2003). At the heart of teaching: The role of emotion in changing teachers' beliefs. In J. Rath & A. McAninch (Eds.), *Advances in teacher education* (Vol. 6, pp. 99-121). Norwood, NJ: Ablex. **Google Scholar citation count: 56**

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INTERNATIONAL/NATIONAL PUBLICATIONS: REFEREED JOURNAL ARTICLES

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*Note.* Before 2004, I published under my maiden name of Gregoire.

- Dudzinski, K. D.\*, & **Gill, M. G.** (2022). The relationship between emotional intelligence and performance on occupational therapy fieldwork. *Journal of Occupational Therapy Education*, 6(4). Retrieved from <https://encompass.eku.edu/jote/vol6/iss4/8>
- Philp, K. D.\*, & **Gill, M. G.** (2022). Brokering youth learning opportunities in after-school settings: The role of adult social networks and network orientations. *Translational Issues in Psychological Science*.
- Gill, M. G.** (2021). Teachers' social-emotional characteristics and student outcomes: A commentary. *Educational Psychologist*, 56(4), 323-332. <https://doi.org/10.1080/00461520.2021.1991357> (Invited article refereed by editors)
- Gill, M. G.**, Trevors, G., Greene, J. A., Algina, J. (2020, in press). Don't take it personally? The role of personal relevance in conceptual change. *Journal of Experimental Education*, 1-22. 10.1080/00220973.2020.1754152.
- Philp, K. D.\*, & **Gill, M. G.** (2020). Reframing after-school programs as developing youth interest, identity, and social capital. *Policy Insights from the Behavioral and Brain Sciences*, 7(1), 19–26. <https://doi.org/10.1177/2372732219892647>. Invited article, refereed by editor. **Google Scholar citation count: 5**
- Ulenski, A.\*, **Gill, M. G.**, & Kelley, M. (2019). Developing and validating the Elementary Literacy Coach Self-Efficacy Survey. *The Teacher Educator*, 54(3), 225-243. DOI: 10.1080/08878730.2019.1590487. . **Google Scholar citation count: 4**
- Wilder, O.\*, Butler, M. B., Acharya, P., & **Gill, M.** (2019). Preservice elementary science teacher attitudes matter: A new instrument on positive affect toward science. *Journal of Science Teacher Education*, 30(6), 601-620. DOI: 10.1080/1046560X.2019.1589849
- Herndon, J. S.\*, Bembenuddy, H., & **Gill, M. G.** (2015). The role of delay of gratification, substance abuse, and violent behavior on academic achievement of disciplinary alternative middle school students. *Personality and Individual Differences*, 86, 44-49. **5-Year Impact Factor: 2.417. Google Scholar citation count: 25**
- Biraimah, K., Bonhomme, M. S., **Gill, M. G.**, Kenkel, M. B., Sola, G. (2015). The concept of education in the U.S.A.: An international and interdisciplinary perspective. *Rassegna di Pedagogia. Pädagogische Rundschau* (1/2).
- Gill, M. G.**, & Boote, D. N. (2012). Classroom culture, mathematics culture, and the failures of reform: The need for a social view of culture. *Teachers College Record*, 114(12), 1-45. **5-Year Impact Factor: 1.213. Google Scholar citation count: 35**
- Gill, M. G.**, & Hahs-Vaughn, D. (2010). Does it work? A guide to investigating the efficacy of interventions in educational research. *Current Issues in Education*, 13(4). Retrieved from <http://cie.asu.edu>. **H Index: 8.**
- Gill, M. G.**, & Hoffman, B. (2009). Shared planning time: A novel context for studying teachers' beliefs. *Teachers College Record*, 111, 1242-1273. **5-Year Impact Factor: 1.213. Google Scholar citation count: 87**

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- Yao, Y\*. & Gill, M. G. (2009). The effect of hypertext annotation presentation formats on perceived cognitive load and learner control. *Journal of Interactive Learning Research*, 20, 359-373. *Flagship journal of the Association for the Advancement of Computing in Education*. **H Index: 17. 6. Google Scholar citation count: 9**
- Sindelar, P. T., Bishop, A. G., Gill, M. G., Connelly, V., & Rosenberg, M. S. (2007). Getting teachers where they're needed most: The case for licensure reciprocity. *Teacher Education and Special Education*, 30, 103-114. **Google Scholar citation count: 11**
- Gill, M. G., Ashton, P. T., & Algina, J. (2004). Changing preservice teachers' epistemological beliefs about teaching and learning in mathematics: An intervention study. *Contemporary Educational Psychology*, 29, 164-185. **5-year impact factor: 3.424. Google Scholar citation count: 367**
- Gill, M. G., Ashton, P. T., & Algina, J. (2004). Authoritative schools: A test of a model to resolve the school effectiveness debate. *Contemporary Educational Psychology*, 29, 389-409. **5-year impact factor: 3.424. Google Scholar citation count: 73**
- Gregoire, M. (2003). Is it a challenge or a threat? A dual-process model of teachers' cognition and appraisal processes during conceptual change. *Educational Psychology Review*, 15, 147-179. **5-year impact factor: 4.374. Google Scholar citation count: 674**

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### PUBLICATIONS: NON-REFEREED NATIONAL PUBLICATIONS

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- CPSE. (2018). Students experiencing inattention and distractibility (lead author). *Mental Health Primer Series*. American Psychological Association, Washington, DC.
- Gill, M. G. (2016, June). Nurturing the gifts of EVERY child. *Psychology Today*.  
<https://www.psychologytoday.com/blog/psyched/201606/nurturing-the-gifts-every-child>
- Gill, M. G. (2012, May 4). Teachers: Believe it or not. *Psychology Today*.  
<http://www.psychologytoday.com/blog/psyched/201205/teachers-believe-it-or-not>
- Gill, M. G. (2007). Establishing legitimacy for Montessori's grand, dialectical vision: An essay review of *Montessori: The science behind the genius*. *Teaching and Teacher Education*, 23, 770-774. Invited book review. **5-year impact factor: 1.684**
- Gill, M. G. (2006). Teacher discourse: A novel methodology for studying teachers' beliefs. *Alberta Journal of Educational Research*, 52, 314 - 316. [Research note]

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### REFEREED MONOGRAPHS

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- Sindelar, P., Bishop, A., Gill, M. G., Connelly, V., & Rosenberg, M. (2003, May). *Getting teachers where they're needed most: The case for licensure reciprocity. (COPSSE Document Number RS-8)*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.

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### CONFERENCE PROCEEDINGS

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- Dagley, M. A., Gill, M.G., Saitta, E., Moore, B., Chini, J., & Li, X. (2018). Using active learning strategies in calculus to improve student learning and influence mathematics department cultural

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change. *Proceedings of the Interdisciplinary STEM Teaching and Learning Conference* 2(1), 52-65. 10.20429/stem.2018.020108

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### PAPERS PRESENTED AT INTERNATIONAL/NATIONAL REFEREED CONFERENCES

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- Marsh, L. T. , Shillingford-Butler, A., **Gill, M.G.**, & Wilkerson, A. (2022, April). *Understanding how multiply-marginalized Black youth make meaning of their schooling amid COVID-19*. Paper to be presented at the annual meeting of the American Psychological Association virtual conference.
- Marron, H\*., & **Gill, M. G.** (2022, April). *Self-Determination Theory in online learning: What do we know?* Paper to be presented at the annual meeting of the American Psychological Association virtual conference.
- Philp, K.\*, **Gill, M.G.** (2021, April). *Use of social networks to broker youth learning opportunities in after-school settings*. Paper presented at the annual meeting of the American Education Research Association. Virtual conference.
- Hoyt, E.\*, & **Gill, M.G.** (2020, September). *Use of video-enhanced debriefing in clinical nursing skill acquisition: Indwelling urinary catheterization as an exemplar*. Paper presented at the annual meeting of the National League for Nursing (NLN) Nursing Education Research Conference, Washington, DC.
- Gill, M.G.**, Kyllonen, P.C., DuPaul, G., Howard, K.A.S. (2019, August). *Teachers' efficacy and knowledge of learning principles: CPSE Educator's Needs Survey results*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Berner, A.\*, & **Gill, M.G.**. (2019, August). *Student perceptions of gifted underachievement*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Gill, M.G.**, Sims, V., Schroeder, B.\*, & Whitmer, D\*. (2018, April). *Does mindfulness training improve stress levels for teachers of special needs students?* Paper presented at the annual meeting of the American Education Research Association. New York.
- Dagley, M., **Gill, M.G.**, Saitta, E., Moore, B., & Chini, J., & Li, X. (2018, March). *Using active learning strategies in calculus to improve student learning and influence mathematics department cultural change*. Paper presented at the Interdisciplinary STEM Teaching & Learning Conference, Savannah, GA.
- Gill, M.G.**, James, W., Saitta, E., Moore, B., Dagley, M., Philp, K.\*, & Chini, J. (2017, August). *Increasing undergraduate student calculus efficacy through teacher autonomy and conceptual change*. Paper presented at the annual meeting of the American Psychological Association. Washington, DC.
- Roy, M.\*, & **Gill, M.G.**, (2017, August). *Professional development as a means to improve middle school teachers' sense of efficacy*. Paper presented at the annual meeting of the American Psychological Association. Washington, DC.
- Kelly, S.\*, **Gill, M.G.**, & Hagedorn, B. (2017, August). *An examination of the lived curiosity experiences of prospective teachers*. Paper presented at the annual meeting of the American Psychological Association. Washington, DC.
- Gill, M.G.**, Sims, V., Schroeder, B\*., Whitmer, D., & Cavilla, D. (2017, April). *Using technology to teach mindfulness: Effects on working memory, behavior, and attentiveness*. Paper presented at the annual meeting of the American Education Research Association. San Antonio, Texas.
- Kelly, S.\*, **Gill, M.G.**, & Hagedorn, W. B. (2016, December). *An examination of the lived curiosity experiences of traditionally-aged freshmen pursuing an education degree*. Paper presented at the meeting of the American Reading Conference, Sanibel Island, FL.

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- O'Dell, S. \*, & **Gill, M. G.** (2014, August). *A hot model of adolescent motivation: The role of beliefs, emotions, and goals on achievement*. Paper presented at the meeting of the American Psychological Association, Washington, DC.
- Gill, M. G.** (2012, April). *Exploring the function of teacher beliefs in mathematics instruction*. Paper presented at the meeting of the American Educational Research Association, Vancouver, British Columbia.
- Clements, T. \*, & **Gill, M. G.** (2012, April). *Reading mathematics: Elementary students' cognitive strategy use*. Paper presented at the meeting of the American Educational Research Association, Vancouver, British Columbia.
- Herndon, S. \*, & **Gill, M. G.** (2011, April). *The relationship between delay of gratification and academic achievement, substance abuse, and violent behavior of middle school students in an alternative learning setting*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Gill, M. G.**, & Hardin, C. \*. (2010). *Pathways of influence: The role of parent attachment, age, and ethnicity on epistemic beliefs, ability beliefs, and academic achievement*. Paper presented at the meeting of the American Psychological Association, San Diego, CA.
- Gill, M. G.** (2009, April). *Preservice and Montessori teachers' beliefs about teaching and learning*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Boote, D. N., Morehead, K., & **Gill, M. G.** (2009, April). *Rhetorical strategies in award-winning dissertation literature reviews*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Gill, M. G.**, & Hahs-Vaughn, D. (2008, September). *Does it work? A guide to investigating the efficacy of interventions in educational research*. Paper presented at the meeting of the Florida Association of Teacher Educators, Orlando, FL.
- Yao, Y. \*, & **Gill, M. G.** (2007, August). *Learner control and cognitive load of hypertext annotation presentation formats*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.
- McKee, M. \*, & **Gill, M. G.** (2007, August). *Assessing and changing implicit beliefs about inquiry instruction: A new measure*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.
- Boote, D. N., & **Gill, M. G.** (2007, April). *School culture, mathematics culture, and the failures of curriculum reform: The need for a social view of culture*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Gill, M. G.**, Vitanova, G., Brice, A., & Chew, L. (2007, February). *Examining the beliefs and identity of professionals transitioning to teaching math and science*. Paper presented at the meeting of the American Association for Colleges of Teacher Education, New York.
- Gill, M. G.** (2006, August). *Teacher discourse: A novel methodology for studying teachers' beliefs*. Paper presented at the meeting of the American Psychological Association, New Orleans.
- Gill, M. G.**, & Ashton, P. T. (2006, April). *Teachers' emotions and conceptual change*. Symposium paper presented at the meeting of the American Educational Research Association, San Francisco.
- Gill, M. G.**, & Algina, J. (2006, April). *Promoting conceptual change in preservice teachers' mathematics beliefs via text-based instruction: Affective and cognitive factors*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Gill, M. G.** (2004, May). *Augmented activation and refutational text facilitates conceptual change in mathematics beliefs*. Paper presented at the meeting of the American Psychological Society, Chicago.
- Ashton, P. T., & **Gregoire, M.** (2003, April). *At the heart of teaching: The role of emotion in changing teachers' beliefs*. Paper presented at the meeting of the American Educational Research Association, Chicago.



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- Gregoire, M., & Ashton, P. T.** (2002, November). *Mathematics Teaching Efficacy Beliefs Scales (MTEBS): A construct validation*. Paper presented at the meeting of the Florida Educational Research Association, Gainesville, FL.
- Gregoire, M., Ashton, P. T., & Algina, J.** (2001, April). *The role of prior and perceived ability in influencing the relationship of goal orientation to cognitive engagement and academic achievement: An explanatory model*. Paper presented at the meeting of the American Educational Research Association, Seattle, WA. (Eric Document Reproduction Service No. ED453229)
- Gregoire, M., & Algina, J.** (2000, April). *Reconceptualizing the debate on school climate and students' academic motivation and achievement: a multilevel analysis*. Paper presented at the meeting of the American Educational Research Association, New Orleans. (Eric Document Reproduction Service No. ED441805)
- Gregoire, M., & Wolfe, E. W.** (1999, April). *Using the Rasch model to assess the implications of exemplary middle school practices: A pilot study of Florida's middle schools*. Paper presented at the meeting of the American Educational Research Association, Montreal. (Eric Document Reproduction Service No. ED431017)
- Ellis, S. & **Gregoire, M.** (1999, June). *Sociocultural and cognitive aspects of teaching and learning in mathematics and science classrooms*. Paper presented at the 30th Carnegie Symposium on Cognition. Cognition and Instruction: 25 Years of Progress, Pittsburgh, PA.
- Gregoire, M.** (1999, April). *Paradoxes and paradigms in an eighth-grade pre-algebra class: A case study of a "good" math teacher*. Paper presented at the meeting of the American Educational Research Association, Montreal. (Eric Document Reproduction Service No. ED431600)

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### INVITED ADDRESSES AT INTERNATIONAL/NATIONAL REFEREED CONFERENCES

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- Gill, M. G.** (2016, August). *Integrating key psychological theories in a new model of public schooling: A case study*. Invited symposium talk presented at the meeting of the American Psychological Association, Denver, CO
- Gill, M. G.** (2005, August). *Key affective and cognitive factors in motivating development of teachers' beliefs about mathematics learning and instruction*. APA Division 15 Dissertation Award Invited Address. Paper presented at the meeting of the American Psychological Association, Washington, DC.
- Gill, M. G.** (2005, August). Invited Address. *Lessons learned the hard way*. Talk given to attendees at the Division 15 Doctoral Seminar at the meeting of the American Psychological Association, Washington, DC.
- Gill, M. G.** (2005, February). *The role of ability, affect, and cognitive processing in promoting belief change: Controversial implications for teacher education*. AACTE Outstanding Dissertation Award Invited Address. Paper presented at the meeting of the American Association of Colleges for Teacher Education, Washington, DC.

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### PAPERS PRESENTED AT STATE/LOCAL CONFERENCES

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- Gill, M. G., & Hardin, C.\*** (2013, February). *I think therefore I feel: The relation between*

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*teachers' beliefs and emotions*. Paper presented at the meeting of the Eastern Educational Research Association, Sarasota, FL.

**Gill, M. G.** (2004, October). *Challenging preservice teachers' beliefs: They may not like it, but it works!* Paper presented at the meeting of the Southeastern Regional Association of Teacher Educators, Orlando, FL.

**Gregoire, M., & Wolfe, E. W.** (1999, April). *Using the Rasch model to assess the implications of exemplary middle school practices: A pilot study of Florida's middle schools*. Paper presented at the University of Florida's Graduate Student Forum.

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### INVITED LOCAL PRESENTATIONS

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**Gill, M.G.** (2021, October). *Beyond carrots and sticks: Simple, research-based ways to improve teacher and student motivation at your school*. Webinar presented to educational leaders. Hosted by the Florida Charter Support Unit.

**Gill, M.G.** (2021, March). *The psychology of change in educational practice*, e-LED talk, UCF College of Community and Innovation

**Gill, M.G.** (2016, August). *Supporting Galileo School's mission and vision*. Invited presentation to new Galileo School faculty.

**Gill, M.G.** (2015, October). *Descriptive, causal-comparative, and correlational research designs*. Invited guest faculty presentation to IDS 7501: Issues and Research in Education doctoral seminar.

**Gill, M. G., & Nunez, M.** (2015, March). *Overcoming the academic obstacles faced by gifted and 2e students through student support team engagement*. Invited presentation for FLAG/ADAGE Gifted Education Professional Development Day, Orlando, FL.

**Gill, M. G.** (2014, July). *How to get (and keep) great teachers: An interactive workshop for school leaders*. Invited workshop presentation for the 2014 North East Florida Educational Consortium (NEFEC) Summer Leadership Conference. St. Augustine, FL.

**Gill, M.G.** (2014, May). *UCF Women: Leading on Campus and the Community*. Invited panel discussant of "UCF women trailblazers."

**Gill, M. G., & Nunez, M.** (2014, February). *Reaching consensus: Working with parents of gifted students*. Invited presentation for FLAG/ADAGE Gifted Education Professional Development Day, Orlando, FL.

**Gill, M. G., & Nunez, M.** (2013, February). *Working with parents of gifted students*. Invited presentation for FLAG Gifted Education Professional Development Day, Orlando, FL.

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### OTHER CONFERENCE PARTICIPATION

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**Gill, M. G.** (2021, April). Discussant for symposium on *Teachers' Motivation to Teach: What Matters?* at the meeting of the American Educational Research Association, Virtual.

**Gill, M. G.** (2018, October). *Turn your mission and vision statements into clear guiding principles with a colorful graphic to help shape your school culture: An interactive workshop*. Peer-reviewed presentation at the Florida Charter School Conference, Orlando, FL.

**Gill, M. G.** (2015, April). Chair, *Role of teachers in supporting student motivation and learning* roundtable session at the meeting of the American Educational Research Association, San Diego, CA.

**Gill, M. G.** (2011, August). Chair, *Increasing educational psychology's voice in the academy and*

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*practice: Lessons from the field* symposium at the meeting of the American Psychological Association, Washington, DC.

**Gill, M. G.** (2009, April). Discussant for symposium on *Controversial conceptual change: The role of emotions, interest, and epistemic beliefs* at the meeting of the American Educational Research Association, San Diego, CA.

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### INTERVIEWS

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Knights Do That podcast. (2022, January). *Knights Do That: The Psychology of Creating Change*. <https://www.ucf.edu/news/knights-do-that-the-psychology-of-creating-change/>

George, W. (2012). Professional spotlight: Michele G. Gill. Division 15 Educational Psychology Blog.

Munsey, C. (2009). Summer session: 8 tips for funding your dissertation. *Monitor on Psychology*, 40(7), 64.

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### COMMENTARIES/ESSAYS

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**Gill, M. G.** (2005, October). How to cover a lot in a little time. *Faculty Focus*, 4(4), 9.

**Gregoire, M.** (2001, December). Readers Write: Mercy. *The Sun*, 312, 35.

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### INVITED MEDIA EXPERTISE

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- 2018            Spectrum News 13 Education Panel (7/19/18)  
(<https://www.orlandosentinel.com/news/education/os-sanford-education-forum-20180725-story.html>)
- 2015            Fox 35 News interview about charter school accountability (7/16/15).
- 2011            NPR, State Impact Series on Charter Schools, September – October, 2011.  
<http://stateimpact.npr.org/florida/2011/10/03/five-misconceptions-about-charter-schools/>
- 2011            “Failure Not an Option for Imagine Charter” (*Florida Today*, Oct. 23, 2011).
- 2007            *Scientology Makes It In Classroom Door* (2/20/07).
- 2006            “UCF Conversations in the Faculty Lounge”
- 2006            FOX 35 News interview about the effects of homework on children’s development (9/12/06).

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### COURSES TAUGHT

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University of Central Florida	2003 – present
Doctoral Program	
<b>Facilitating Learning, Development, and Motivation (EDF 7517)</b>	Hybrid, V-Live

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**MICHELE GREGOIRE GILL**


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<b>Issues in Research and Education (IDS 7501)</b>	V-Live
<b>Analysis of Learning Theories for Instruction (EDF 7232)</b>	Hybrid
<b>Lab of Practice (EDG 7947)</b>	Hybrid
<i>Masters level</i>	
<b>Seminar in Applied Learning and Instruction I (EDP 6213)</b>	Hybrid, Online
<b>Lifespan Human Development and Learning (EDF 6155)</b>	Hybrid
<b>Capstone in Applied Learning and Instruction (EDF 6936)</b>	Hybrid
<i>Undergraduate level</i>	
<b>Child and Adolescent Development for Educators (EDF 2130)</b>	Hybrid
<b>Classroom Learning Principles (EDF 4214)</b>	Hybrid
<i>University of Florida</i>	1998 – 2002
<b>Child Development for Inclusive Education</b>	

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 DISSERTATIONS CHAIRED
 

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- King, Lisa. (in process). *The effect of teachers' expectancy-related beliefs on the adoption of standards-based grading.*
- Tucker, Tiana. (in process). *You can't be what you can't see: a phenomenological study of the experiences of first-generation, Black women and their perceptions of college & career success.*
- Kushner, Sheridan. (2022, Summer). *Employee perceptions of the role of the school counselor through the ASCA National Model® during the Covid-19 pandemic*
- Hovel, Robby. (2021). *Secondary teachers' perceptions of teacher authenticity.*
- Sellars, Krystal. (2021). *Strengthening reading pedagogy: Increasing teacher efficacy and reducing feelings of burnout using a beginning teacher mentoring program.*
- Dudzinski, Kimberlea. (2020). *The relationship between emotional intelligence, traits of personality, and performance on occupational therapy fieldwork.* Dr. Dudzinski is an assistant professor at AdventHealth University.
- Madhubhai, Sejal. (2020). *A descriptive study of the relationship between stress, person- environment fit, and turnover intention of wait staff in central Florida independent and regional chain restaurants.*
- Philp, Katherine. (2019). *How do after-school staff use social networks to support at-risk youth? A social capital analysis.* Dr. Philp is the UCF Parramore Education and Innovation District Research Program Manager.
- Cash, Kristine. (2019). *The role of teacher perceptions of response to intervention, racial/ethnic attitudes, and self-efficacy in special education referral decisions.* Dr. Cash is a school psychologist.
- Hoyt, Erica. (2019). *Use of video-enhanced debriefing in clinical nursing skill acquisition: indwelling urinary catheterization as an exemplar.* Dr. Hoyt is an Instructor at the University of Central Florida.
- Trenta, Shane. (2017). *Elementary preservice teachers' perceptions of self-efficacy, preparedness, and internship experience.* Dr. Trenta is an Instructor at the University of Central Florida.
- Ulenski, Adam R. (2017, co-chair). *Developing and Validating an Elementary Literacy Coach Self-Efficacy Survey.* Dr. Ulenski is an Assistant Professor at Bridgewater State University.
- Christ, Alexander. (2017). *Ice Hockey Coaches' Perceptions of Coach Education.* Dr. Christ is a Performance Coach at Johnson & Johnson Human Performance Institute.
- Roy, Melissa. (2016). *Site-embedded professional development as a means to increase teachers' sense of efficacy. Lessons from a middle school quasi-experimental study.* As a doctoral student, Dr. Roy was selected to attend the highly selective APA Division 15 Graduate Student Seminar at the annual meeting of the American Psychological Association.

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## MICHELE GREGOIRE GILL

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- Collins-McHugh, Doreen (2016). *The effects of a loving-kindness mediation intervention on positive emotions, social connectedness, and behaviors in second and third grade students*. Dr. Collins-McHugh is a professor of psychology at Seminole State College of Florida.
- Kelly, Susan. (2016, co-chair). *An examination of the lived curiosity experiences of traditionally aged freshman pursuing an education degree*. Dr. Kelly is the Associate Director of the UCF Toni Jennings Exceptional Education Institute.
- Sabino, Lisa. (2016). *Practicing teachers' beliefs regarding racially, culturally, ethnically, and linguistically diverse (RCELD) students in a title I secondary-school environment*. Dr. Sabino is a district new teacher coach in the Lake County School District.
- O'Dell, Sean. (2015). *Classroom error climate: An intervention to improve student motivation*. Dr. O'Dell is a principal of a local K-8 private school.
- Booth, William. (2015). *Understanding the beliefs and attitudes of mid-career secondary teachers toward teacher evaluation and its effect on their professional practice: A mixed-method phenomenological study*. Dr. Booth is a teacher in the Brevard County School District.
- Horn, Beverly S. (2012). *Educating gifted students with Asperger's syndrome: A case study of three students and their classroom experiences*. Dr. Horn was a UCF adjunct professor before her retirement.
- Herndon, J. Stephan. (2011). *The importance of delay of gratification on motivation and impulsivity in terms of the academic achievement of Florida middle-school students in alternative and home-school settings in mathematics*. Dr. Herndon is a teacher in the Lee County School District.
- Clements (Wenzel), Taylor. (2011). *Reading comprehension strategies and mathematics problem solving heuristics: An investigative study of the cognitive strategy use of fourth grade students during the interpretation and solving of an open-ended, authentic mathematics problem*. Dr. Wenzel's dissertation won the Association of Literacy Educators & Researchers Dissertation Award for 2011. She is currently a Lecturer in the UCF School of Teaching, Learning, & Leadership. As a doctoral student, she was selected to attend the highly selective APA Division 15 Graduate Student Seminar at the annual meeting of the American Psychological Association.
- Hardin, Cristina. (2011). *The born versus made debate: An examination of community college instructors' beliefs and teaching practices*. Dr. Hardin is a tenured professor of English at Valencia College.
- Yao, Yuanming. (2006, co-chair). *Effects of embedded and hypertext annotations on college students' cognitive load and comprehension of online course content*. Dr. Yao is the E-Learning Administrator for Bethune Cookman University.

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### DISSERTATION/THESIS COMMITTEE MEMBER

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Member of the following doctoral students' dissertation committees: Megan Mitchell, Greta LeDoyen, Jen Katz, Allison Berner, Deddy Amrand, Rachel Adams, Aly Berner, Jennifer Katz, Brad Schroeder, Dalena Luis, Analexis Kennedy, Victor Arguelles, Janet Bisogno, Maryann Gromoll, Deborah Wheeldon, Shannon Scielzo, Janet Andreason, Nancy Cummings, Rebecca L. Poppe  
Member of the following students' thesis committee: Samantha Furbee, Katie Harshman, Kathryn Murrow.

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### MASTERS' THESES CHAIRED

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## MICHELE GREGOIRE GILL

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Wilder, Otis. (2016). *The Preservice Elementary Teacher Affect Scale for Science: A validation study*.

Austin, Maura. (2015). *Gestures and mental models: A triple-coding hypothesis*.

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### UNDERGRADUATE HONORS IN THE MAJOR COMMITTEE MEMBER

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Member of the following students' Honors in the Major committees: Erika Mays (2016). Gabrielle Pinder (2015). Brian Himschoot (2013), Jessica Siler (2013), Elaine Sayre (2012; won the UCF College of Education Honors in the Major Scholarship).

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### NATIONAL SERVICE TO PROFESSIONAL ORGANIZATIONS

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#### *Tenure & Promotion, External Reviewer*

2021	Kennesaw State University, School of Data Science and Analytics
2020	University of Cincinnati, School of Education
2019	North Carolina State University, Teacher Education and Learning Sciences Department.
2019	Auburn University
2018	Oklahoma State University, School of Educational Foundations, Leadership and Aviation
2016	University of New Mexico, Department of Individual, Family, and Community Education
2015	University of Cincinnati, School of Education, School of Educational Foundations, Leadership and Aviation
2013	North Carolina State University, Department of Elementary Education
2012	University of Oklahoma, Department of Educational Psychology
2012	University of Maine, Department of Mathematics and Statistics

#### *Organizational Leadership*

2020-2021	<b>APA Council Representative</b> for Educational Psychology (elected position)
2017-2019	<b>Division 15 Representative</b> , APA's Coalition for Psychology in Schools and Education
2016-2018	<b>Member</b> , APA Division 15 Finance Committee
2016-2017	<b>Co-chair</b> , Division 15 APA Educational Psychology Representation on APA Committee
2013-2016	<b>Treasurer</b> , Division 15 (Educational Psychology) of the American Psychological Association (APA) and member of the Executive Committee of Division 15
2016	<b>Mentor</b> , APA Division 15 Graduate Student Seminar
2012	<b>Mentor</b> , APA Division 15 Graduate Student Seminar
2011	<b>Mentor</b> , APA Division 15 Graduate Student Seminar
2010 – 2011	<b>Program Co-Chair</b> , American Psychological Association's Division 15 Program for the annual convention
2010	<b>Mentor</b> , APA Division 15 Mentor for Early Career Faculty

## MICHELE GREGOIRE GILL

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- 2009 – 2012     **Member**, American Psychological Association’s Division 15 Snow Award Committee  
2006 – 09       **Chair**, American Psychological Association’s Division 15 Dissertation Award Committee  
2008             **Proxy representative** for Division 15, American Psychological Association Board of Educational Affairs annual meeting in Washington, DC, March 28-30  
2006             **Mentor**, APA Graduate Student Mentoring Program

### *Editorial Service*

- 2010 – present    Member, **Editorial Board** for *Educational Psychology Review*  
2015—2021       Member, **Editorial Board** for *Educational Psychologist* (EP)
  - EP is the 3rd highest ranked journal in my field2013 – 2020       Member, **Editorial Board** for the *Journal of Educational Psychology* (JEP)
  - JEP is the 11th ranked journal in my field.2006 – 2012       Member, **Editorial Board** for *Contemporary Educational Psychology*.

### *Manuscript and Proposal Reviewer*

I have reviewed manuscripts for the following refereed journals: *Review of Educational Research*, *Educational Psychology Review*, *Science Education*, *Journal of Mathematics Teacher Education*, *Journal of Experimental Education*, *Educational Psychology Review*, *Contemporary Educational Psychology*, *Teachers College Record*, *Journal of Teacher Education*, *Journal of Educational Psychology*, and *Educational Psychologist*.

I have also reviewed manuscripts for the annual meetings of the American Psychological Association and the American Educational Research Association, the leading conferences in my field.

### *Book Reviews*

- 2015             Reviewer, Crain’s *Theories of Development* for Routledge.  
2015             Reviewer, *Teachers’ Beliefs Matter* for Routledge  
2012             Reviewer, Newman & Newman’s *Theories of Development* for Routledge.  
2009             Reviewer, Brownlee’s *Personal Epistemology and Teacher Education* for Routledge.  
2004             Reviewer, *Essential Readings in Educational Psychology* (2005) for Sage Publications.  
2002             Reviewer, Santrock, J. (2003). *Life-Span Development*, 9<sup>th</sup> ed. Boston: McGraw Hill.  
2000             Reviewer, Meece, J. L. (2001). *Child and Adolescent Development for Educators*. Boston: McGraw-Hill.

### *Grant Reviews*

- 2015             Grant reviewer, UCF Office of Research and Commercialization  
2010             Grant reviewer, 2010-2013 Public Charter Schools Grant Program (PCSGP) for the state of Florida

## MICHELE GREGOIRE GILL

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### SERVICE TO UNIVERSITY

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#### *University of Central Florida (UCF)*

- 2008 – 2016 Faculty judge, UCF Graduate Research Forum.  
 2005 – 2006 Member, Faculty Senate. Budget and Administration Subcommittee.

#### *UCF College of Community Innovation and Education*

- 2021 CPE Review for Counseling Department  
 2019-2020 Instructor/Lecturer Promotion and Tenure Committee, department representative  
 2018-present Title IX Faculty Representative  
 2018-2020 Director, Coalition for Creating and Sustaining Innovative Schools  
 2018-2019 Faculty Council, department representative

#### *UCF College of Education and Human Performance*

- 2017 – 2018 STLL Representative, Faculty Council  
 2014 – 2015 Faculty alternate, Faculty Council  
 2012 – 2014 Member, Sabbatical Committee  
 2006 – 2015 Member, Ed. D. in Education Program Committee  
 2005 – 2018 Member, Brinson and Mandell Scholarship Committee  
 2010 – 2012 Department Representative, Faculty Council  
 2010 – 2011 Member, Ed. D. Revision Committee  
 2009 Interim coordinator, Ed. D. in Education program  
 2009 Member, Advanced Graduate and Retention Committee  
 2009 UCF representative, Carnegie Project on the Education Doctorate summer conference  
 2004 – 2011 Department representative, Graduate Curriculum and Standards Committee  
 2007 – 2008 Vice-chair, Graduate Curriculum and Standards Committee  
 2006 Member, Elementary Education Program Revision Planning Committee  
 2004 – 2006 Member, College Curriculum and Instruction Doctoral Program Executive Committee  
 2005 Created the Women’s Research Support Group for College of Education faculty

#### *UCF Department of Learning Sciences and Educational Research (LaSER)*

- 2021 Faculty Council, alternative representative  
 2018 – present Member, Promotion and Tenure Committee  
 2019 – present LaSER Women’s Mentoring program co-coordinator

#### *UCF School of Teaching, Learning, & Leadership*

- 2016 – 2017 Program Coordinator, Elementary Education  
 2016 – 2017 Member, TIP Selection Committee  
 2015 – 2017 Member, STLL Curriculum Committee  
 2015 **Chair**, Clinical Coordinator Search Committee  
 2014 Program Coordinator, Lifelong Learning  
 2013 – 2014 **Founder & Chair**, Lifelong Learning and Development Program  
 2010 – 2017 Member, Elementary Education Council  
 2010 – 2018 Member, Promotion and Tenure Committee  
 2013 **Chair**, AESP Evaluation Standards Committee  
 2012 Member, Instructor/Lecturer Promotion Committee  
 2011 Member, Search Committee for Visiting Professor of Secondary Education/Educational Psychology



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## MICHELE GREGOIRE GILL

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2010 – 2011 Member, Search Committee for Assistant Professor of Elementary Education 2010  
**Chair**, Evaluation Standards Committee

### *UCF Department of Educational Studies*

2010 Member, Promotion and Tenure Committee  
2008 – 2009 **Chair**, Evaluation Standards Committee  
2005 – 2006 Member, UCF Department of Educational Studies Search Committee for an Assistant/Associate/Full Professor of Educational Psychology.  
2005 – 2006 Member, UCF Department of Educational Studies Search Committee for an Assistant/Associate Professor of Curriculum and Instruction.  
2005 Organized the spring retreat for the Department of Educational Studies.  
2004 Member, Search committee for Assistant Professor of Curriculum and Instruction.

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### SERVICE TO K-12 SCHOOLS

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2010 – present Board Chairperson, Galileo School for Gifted Learning  
2011 – present Curriculum Committee Chair, Galileo School for Gifted Learning  
2017 – 2018 Member, Cabinet for the OCPS Academic Center for Excellence Community School  
2008 – 2009 Volunteer, Good Shepherd Catholic School  
2005 – 2008 Volunteer and Resource Coordinator, UCF Creative School for Children  
2006 Volunteer, Arbor Ridge Elementary School  
2005 Volunteer, Howard Middle School

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### SERVICE TO COMMUNITY

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2018-2020 Director, Coalition for Creating and Sustaining Innovative Schools  
2017 – 2018 CEDHP representative to the PS8 Community School Partnership Advisory Board  
2004 – 2008 Trainer and Reader Coordinator, Sts. Peter and Paul Catholic Church, Winter Park  
1999 – 2002 Volunteer, Hospice of North Central Florida

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### MEMBERSHIPS/AFFILIATIONS

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American Psychological Association (Division 15: Educational Psychology)  
American Educational Research Association  
Southwest Consortium for Innovations in Psychology in Education