

Calah J Ford

University of Kentucky, College of Education
Department of Educational, School, & Counseling Psychology
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CURRENT POSITION

College of Education, University of Kentucky, Lexington, KY

NSF Graduate Fellow, Department of Educational, School, and Counseling Psychology

Funding is provided through the National Science Foundation Graduate Research Fellowship Program. The fellowship was awarded in 2018.

Doctoral Student, Educational Psychology Program, August 2016-Present

Research interests include investigating how predispositions like failure mindset and perfectionism influence the perception of self-efficacy relevant information in STEM and how STEM self-efficacy develops in young children, specifically after failure experiences

EDUCATION

M.B.A., University of Kentucky, Lexington, KY, June, 2012

B.S. Elementary Education, University of Louisville, Louisville, KY, May, 2009

LICENSURE & CERTIFICATION

1. **Kentucky, Ohio, and West Virginia Elementary Teaching Certificate**

PREVIOUS PROFESSIONAL EXPERIENCE

Teaching Assistant, Department of Curriculum and Instruction, University of Kentucky
August 2016-May 2018

Teach a practicum course of best practices for elementary education student teachers, coach them in the field, score portfolios, lesson plans, and field journals, track hours in classrooms, complete observations, hold conferences with my students, work on growth plans with them.

Classroom Teacher, Third Grade, Hite-Saunders Elementary, Huntington, WV

August 2015-June 2016; Supervisor: Brenda Horne

Educated third graders, member of leadership, data, and social teams, communicated with teachers and staff, responsible for creating and maintaining an excellent learning environment and providing educational experiences for students, responsible for maintaining database information

Classroom Teacher, Second Grade, Columbus Performance Academy, Columbus, OH

August 2014-June 2015; Supervisor: Adam Haman

Educated second graders in a low-income charter school, assessed lesson effectiveness, communicated with teachers and staff, responsible for creating and maintaining an excellent learning environment and providing educational experiences for students, responsible for maintaining database information

North American Poultry Marketing Manager, Alltech, Nicholasville, KY

March 2012-June 2014; Supervisor: Laci Poulter

Edited and created training and educational materials, promotional planning, brand management, managed and implemented trainings for employees globally, created and managed a global customer outreach program, managed messaging for major events and brands, created and maintained marketing collateral and communication plans

Classroom Teacher, Third Grade, Northern Elementary, Georgetown, KY

August 2009-June 2011; Supervisor: Judi Hunter

Educated third graders, assessed lesson effectiveness, communicated with teachers and staff, responsible for creating and maintaining an excellent learning environment and providing educational experiences for my students, responsible for maintaining database information

PUBLISHED MANUSCRIPTS

1. Usher, E. L., **Ford, C. J.**, Li, C. R., & Weidner, B. L. (2018). *Sources of math and science self-efficacy in rural Appalachia: A convergent mixed methods design*. Contemporary Educational Psychology.
2. Usher, E. L., & **Ford, C. J.** (in press). Social cognitive theory and personal agency. In T. L. Good & M. McCaslin (Educational Psychology Section Eds.) and D. Fisher (Ed.), *Electronic encyclopedia of education*. Routledge.

MANUSCRIPTS IN-PROGRESS

1. **Ford, C. J.**, Usher, E. L., & Mohr-Schroeder, M. J. (in progress). *Developing robotics self-efficacy in early adolescence: Does failure mindset matter?*. In preparation for Journal of Research in Science Teaching (JRST). To be submitted December 30, 2019.
2. **Ford, C. J.**, Usher, E. L., Scott, V. L., & Chen, X. Y. (in progress). *The “perfect” lens: Effects of perfectionism on early adolescents’ math self-efficacy development*. In preparation for Learning and Individual Differences. To be submitted April 30, 2020.

3. **Ford, C. J.**, Usher, E. L., & Mohr-Schroeder, M. J. (in progress). *The sources of robotics self-efficacy for early adolescent students: A qualitative investigation*. In preparation for Journal of Research on Technology in Education. To be submitted September 30, 2020.

CONFERENCE PROCEEDINGS AND PRESENTATIONS

First-Author

1. **Ford, C. J.**, Nelson, A. A., Chen, X. Y., Usher, E. L., & Brown, C. S. (2018, April). *Preliminary evaluation of a living-learning program (LLP) for first-generation college students: A quasi-experimental approach*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
2. **Ford, C. J.** & Novosel-Lingat, J. E. (2019). *A gentle introduction to SPSS*. Workshop presented at QIPSR Software Festival. Lexington, KY.
3. **Ford, C. J.**, & Usher, E. L. (2017, April). *Sources of science self-efficacy in rural Appalachian students*. Paper presented at the Spring Research Conference. Cincinnati, OH.
4. **Ford, C. J.**, Usher, E. L., & Mohr-Schroeder, M. J. (2019, March) *Robotics self-efficacy in early adolescence: An evaluation of failure mindset*. Paper presented at the Spring Research Conference. Lexington, KY.
5. **Ford, C. J.**, Usher, E. L., & Mohr-Schroeder, M. J. (2019, April) *Enhancing robotics self-efficacy in early adolescence: Does failure mindset matter?*. Paper presented at the annual meeting of the American Educational Research Association. Toronto, Canada.
6. **Ford, C. J.**, Usher, E. L., & Mohr-Schroeder, M. J. (2020, April) *Sources of adolescents' robotics self-efficacy: A qualitative investigation*. Paper submitted for presentation at the annual meeting of the American Educational Research Association. San Francisco, CA.
7. **Ford, C. J.**, Usher, E. L., Scott, V. L., & Chen, X. Y. (2019, August) *The "perfect" lens: Effects of perfectionism on early adolescents' math self-efficacy development*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

Second-Author

8. Nelson, A. A., **Ford, C. J.**, Usher, E. L., & Brown, C. S. (2018, April). *Evidence from a social-belonging intervention to improve the retention of underrepresented college students*. Poster presented at the Society for Research on Adolescence Conference. Minneapolis, MN.
9. Scott, V. L., **Ford, C. J.**, Chen, X. Y., & Usher, E. L. (2019, June) *Gender, perfectionism, and math self-efficacy in elementary and middle school students*. Poster accepted for presentation at the National Conferences on Undergraduate Research.

Third-Author

10. Usher, E. L., Li, C. R., **Ford, C. J.**, & Weidner, B. L. (2017, August). *Sources of mathematics and science self-efficacy among adolescents in rural Appalachia*. Paper presented at the biennial meeting of the European Association for Learning and Instruction. Tampere, Finland.

Other Author

11. Chen, X. Y., Usher, E. L., Brown, C. S., **Ford, C. J.** (2019, April) *Brief social belonging intervention for first-year students at a land grant university: Does modality matter?*. Paper presented at the annual meeting of the American Educational Research Association. Toronto, Canada.
12. Chen, X. Y., Usher, E. L., Brown, C. S., & Ford, C. J. (2019, August). *Is seeing believing? Comparing perceived similarity in a dual-modality belonging intervention*. Poster accepted for presentation at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.
13. Corcoran, K. A., Toler, J. R., Thomas, T. N., Hewlett, N. E., **Ford, C. J.**, & Usher, E. L. (2018, March). *A Qualitative Investigation of Math and Science Self-Efficacy Development in Rural Appalachia*. Paper presented at the Spring Research Conference, Louisville, KY
14. Han, J., Usher, E. L., Li, C. R., Ford, C. J., Chen, X. Y., Corcoran, K. A., Worick, C. E., & Brown, C. S. (2019, August). *Quantitative self-efficacy across the first year of college: Trajectories by gender and STEM major*. Poster accepted for presentation at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

AWARDS AND RECOGNITION

1. Recipient of the National Science Foundation Graduate Student Fellowship Program (GRFP)
2. Recipient of the Ezra Gillis Graduate Tuition Scholarship
3. Recipient of the John Edwin Partington and Gwendolyn Gray Partington Scholarship
4. Recognition of Excellence on Content and PLT Praxis

PROFESSIONAL AND SCHOLARLY AFFILIATIONS

1. American Educational Research Association (AERA), Member, 2016-Present
2. American Psychological Association (APA), Member, 2016-Present
3. Applied Psychometrics Strategies Lab, Graduate Member, 2018-Present
4. P20 Motivation and Learning Lab, Graduate Member, 2016-Present

PROFESSIONAL DEVELOPMENT

Professional meetings attended

1. Spring Research Conference. Cincinnati, OH. 2017
2. AERA Annual Meeting, San Antonio, TX. 2017
3. Ally Development Training, Lexington, KY. 2017
4. AERA Annual Meeting, Toronto, Canada. 2019

SERVICE

Elementary (Hite-Saunders)

1. Member of the leadership, data, and social teams

University (University of Kentucky)

1. Assist with interview day for incoming graduate students
2. Co-manage the website for the P20 Motivation and Learning lab
3. Assist and lead studies in the P20 Motivation and Learning lab
4. Chair of Spring Research Conference planning committee

Regional and National

1. Web Team Chair for the Motivation Special Interest Group (SIG) of AERA (2016-2018)
2. Member of Motivation SIG Graduate Student Committee (2016-present)
3. Reviewed submissions for AERA 2018 and 2019 conference
4. Reviewed articles for Contemporary Educational Psychology, British Journal of Educational Psychology, Journal of Experimental Education, and Frontiers in Education