

Curriculum Vitae

Donna Schnorr, Ph.D.

Professor Emeritus

California State University, San Bernardino (Appointed 1998)

Department of Special Education, Rehabilitation, and Counseling

Department of Educational Leadership and Technology

Academic Degrees and Credentials

Ph.D. George Mason University, 1998, Education with an emphasis in Psychology and Counseling

M.A. Boston University, 1986, Psychology

B.A. Flagler College, 1984, Psychology

Professional Awards and Honors

Outstanding Service, College of Education, California State University, 2017-2018

Nominated Golden Apple Award, 2002-2003; 2003-2004; 2007-2008, 2016-2017

Inducted into the Honor Society of Phi Kappa Phi, 2014

Professor of the Year, 2000-2001; 2002-2003

Keeper of the Light, CSUSB's Black Faculty and Staff Association, 2002

Grant Advisory Panel Community Service Award, 2003-2004

COE Professor of the Year for Service, 2004-2005

Nominated CSUSB Outstanding Professor of the Year, 2004-2005

Invited Council Member for National Council for Community and Education Partnerships, Policy, Research, and Evaluation Committee, 2005-2007

Professional Experience

Higher Education

2019-present	Professor Emeritus
1998-2019	Professor, California State University, San Bernardino
2020-2022	Interim Department Chair, Special Education, Rehabilitation and Counseling
2016-2018	Director, CSUSB Ed.D. Program
2012-2016	Co-Director, CSUSB Ed.D. Program
2009-2011	GEAR UP Inland Empire, Research and Evaluation Coordinator
2000-2009	GEAR UP Inland Empire, Project Director
2005-2007	COE MA Core Coordinator
2002-2007	COE Annual Research and Scholarship Symposium Co-Coordinator
1999-2004	Mathematics Preparation Initiative, Project Director
2000-2002	Adjunct Faculty, On-line Research Course, GMU
1998-2000	Co-Director and instructor for Teacher Pipeline Project
1994-1998	Visiting Instructor of Education, GMU; Co-Coordinator, Secondary Education, GMU

1990-1998 University Supervisor of Student Teachers, GMU

PK-12

1987-1990 Math Teacher Grades 8-12, Hyde Park Academy
1987-1990 Athletic Director, Commonwealth School
1985-1987 Teacher/Coach Grades 9-12, Germaine Lawrence School
1985-1987 Counselor, MCI-Plymouth Correctional Facility

Courses Taught Higher Education

Teacher Education, Counseling and School Psychology Programs

Adolescent Development and Educational Contexts
Advanced Study in Child and Adolescent Development
Advanced Psychological Foundations of Education
Applied Career Counseling
Classroom Management and Pedagogy
Counseling Theories
Counseling Field Experience
Counseling Field Experience: Multicultural
Culture and Schooling
Educational Psychology and Adolescent Development and Learning
Effective Communication in Education
Human Development
Introduction to Educational Research
Practica for Counselors
Professional School Counselor
Research in School Psychology

Doctorate in Educational Leadership and Educational Administration Programs

Scientific Inquiry
Research Seminar
Qualitative Research
Research Methods in Educational Research

Presentations

Schnorr, D. (2023, March). *The Role of Emotion Regulation and Teacher and School-Based Practices on Teacher-Student Relationships*. 2023 Fourth International Conference on Education Development and Studies. Virtual Conference. ***This presentation received the Best Presentation Award.**

Franklin-Guy, S. & Schnorr, D. (2021, November). *The role of emotion regulation and teacher and school-based practices on teacher-student relationships*. International Organization of Social Sciences and Behavioral Research, Boca Raton, FL.

Franklin-Guy, S., & Schnorr, D. (2019, July). *The role of teachers' emotion regulation on teacher-student relationships*. Paper presentation at the International Conference on

Learning, Queen's University, Belfast, UK.

Schnorr, D., & Franklin-Guy, S. (2018, July). *Teachers' emotional self-regulation and their perceived relationships with students: Voices from the classroom*. Paper presentation at The Annual Conference of the International School Psychology Association, Tokyo Seitoku University, Tokyo, Japan.

Schnorr, D., & Franklin-Guy, S. (2016, June). *Teachers' emotional self-regulation and teacher-student relationships*. Paper presentation at the International Education Conference, Venice, Italy. ***This presentation received the Best Presentation Award via a peer-review process.**

Nelson, R., Octaviana L., Asamsama, H., DeWoody, V., Drangann, N., Sylva, J., Keener, R., and Schnorr, D. (2016). *Positive Mental Health in Young Adults*. Annual Convention of the American Psychological Association.

Schnorr, D., Franklin-Guy, S., Barcena, C., & Vasquez, M. (2015, August). *Engagement of AD/HD middle school students through career connections and teacher-student relationships*. Summer Research Conference, San Bernardino, CA.

Franklin-Guy, S., & Schnorr, D. (2015, July). *Student engagement in schools: A conduit for effective instructional and educational practices*. Paper presentation at the International Conference on Learning, Universidad San Pablo CEU, Madrid, Spain.

Schnorr, D. (2015, 2016). *Strategies that promote student engagement*. Office of Sponsored Research Peer Lab/Consultant Training, CSUSB.

Vreeman, E., Nelson, R. B., & Schnorr, D. (2014). *Wellness dimensions relate to large scale achievement and behavioral outcomes*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Franklin-Guy, S., & Schnorr, D. (2013, July). *The use of neurofeedback training to mitigate the effects of AD/HD*. Paper presentation at the International Conference on Learning, University of the Aegean, Rhodes, Greece.

Asamsama, O., Mathews, C., Mayo, D., Schnorr, D., & Nelson, R. B. (2013). *Effects of gender and ethnicity on college readiness*. Presented at the Annual Convention of the American Psychological Association. Honolulu, HI.

Asamsama, O., Mathews, C., Mayo, D., Thomas, L., Schnorr, D., & Nelson, R. B. (2013). *Effects of parental expectations on high school students' performance*. Presented at the Annual Convention of the American Psychological Association. Honolulu, HI.

Schnorr, D., Asemsama, O., & Nelson, R.B. (2012, August). *Predictors of College Math Readiness: Longitudinal Analyses of an Urban Population*. Paper presented at the Annual Convention of the American Psychological Association. Orlando, FL.

McReynolds, C., Schnorr, D., Sandlin, R., Kellmer, S., & Franklin-Guy, S. *Neurofeedback*. (2012, April). Presentation at the Faculty Research Seminar Series, San Bernardino, CA.

Nelson, R.B., Wiest, D., Schnorr, D., & Nelson, D. (2012). *Enhancing student engagement through implementation of advisor/advisee programs*. Presented at the Annual Meeting of the International School Psychology Association. Canada.

Asemsama, O., Schnorr, D. & Nelson, R.B. (2011, August). *Impact of belief mechanisms and understanding of elementary math concepts on school achievement and graduation for Hispanic high school students*. Presented at the Annual Convention of the American Psychological Association. Washington, DC.

Nelson, B., Jimerson, S., Lam, S., Hemmy, O., Wiest, D., Schnorr, D. (2010, August). *Wellness factors contributing to student engagement at school*. Paper presented at the Annual Convention of the American Psychological Association. San Diego, CA

Nelson, R.B., Schnorr, D., Wiest, D. J., & Nelson, D. (2010, July). *Wellness activities contributing to student engagement in school*. Presented at the Annual Meeting of the International School Psychology Association. Ireland.

Nelson, R.B., Wiest, D., Schnorr, D., & Nelson, D. (2009, July). *Using wellness concepts to support happiness in children and adolescents*. Presented at the Annual Meeting of the International School Psychology Association. Malta.

Schnorr, D., Heim, M., Mathews, G., Mayers, C., Munoz, E., Garcia, E., Sullivan, A., Vargas, M., Velasco, M., & Webster, L. (2003, 2004, 2005, 2006, July). *Simplifying the data collection process*. Invited by the U.S. Department of Education to present at the national Gear Up conferences, Washington, DC.

Schnorr, D., & Mayers, C. (2004, April). *Linking resources*. Invited by the California Department of Education to present paper at the Title 1: Academic Achievement Awards Conference. Burlingame, CA.

Schnorr, D. & Ware, H. (2004, April). *Moving beyond a deficit model to describe and promote the career maturity of At-Risk youth*. Paper presented at the American Educational Research Association, San Deigo, CA.

Schnorr, D., Mathews, G., Munoz, E., Larlar, M. (2004, January). *Capacity Building Workshop*. Invited as main guest speaker by the U. S. Department of Education and as trainer on data collection by National Council for Community Education Partnerships, Phoenix, Arizona.

Schnorr D. (2003, May). *Exploring the effects of an on-line educational research course*

on attitudes toward and competencies in research. The International Conference on Higher Education Innovation. Kiev, Ukraine. Invited by the U.S. Department of State Bureau of Educational and Cultural Affairs, Iowa State University and Nizhyn State Pedagogical University.

Schnorr, D., & Mathews, G. (2003, February). Capacity Building Workshop. *Data collection analysis: How one program has simplified the data collection process.* Invited to present by the U.S. Department of Education, Phoenix, AZ.

Schnorr, D., Mayers, C., Mathews, G., & Heim, M. (2002, July). *Link Up: Connecting Community Resources.* Invited by the U. S. Department of Education to present at the national GEAR UP conference, Washington, DC.

Schnorr, D., Mayers, C., Brotherton, S., Mathews, G., Sandlin, R. (2001, June). *The engaged department.* Paper presented at Campus Compact Intermediate Institute, San Diego, CA.

Schnorr, D. (2001, April). *CSUSB's department of educational psychology and counseling's service learning module.* Paper presented at the CSUSB Community University Partnership Annual Symposium, San Bernardino, CA.

Schnorr, D. (2001, January). *Integrating academic and career goals for at-risk youth.* Paper presented at the 11th Annual National Conference on Educating Adjudicated, Incarcerated & At-Risk Youth, Palm Springs, CA.

Schnorr, D., & McGregor, M. (2000, April). *Nature of standardized measures for reading in California, compared to teacher-constructed rubrics for improving the reading comprehension of elementary students.* Paper presented at the 7th Annual International Conference on Teacher Research, Baton Rouge, LA.

Schnorr, D.L. & Huyssoon, B. (2000, January). *Developing a comprehensive career program for at-risk youth with an emphasis on promoting career maturity.* Paper presented at the 10th Annual National Conference on Educating Adjudicated, Incarcerated & At-Risk Youth, Palm Springs, CA.

Schnorr, D.L. & Huyssoon, B. (1999, November). *Integrating academic with vocational course content for at-risk youth as a means of reducing stereotypes.* Paper presented at the Correctional Educational Agency Conference, Los Angeles, CA.

Schnorr, D.L. & Burnell, A. (1999, September). *The effects of an interactive web module on learner outcomes in an educational psychology course.* Paper presented at the Annual Opening Events for the Teaching Resource Center, CSUSB, San Bernardino, CA.

Schnorr, D.L., & Painter, D. (1999, April). *The field experience research/service model.* Paper presented at the International Conference for Teacher Researchers, Quebec, Canada.

Schnorr, D.L. (1998, August). *Developing comprehensive career programs for at-risk youth*. Paper presented at the Minnesota Vocational Association Annual Conference: Creating Futures for Minnesota Learners, Minneapolis, MN.

Hazari, S., & Schnorr, D.L. (1998, August). *Implementation and outcomes of an interactive web module*. Paper presented at the 14th Annual Conference on Distance Teaching & Learning, Madison, WI.

Grants

- 1) Summer Fellowship, Research on instructional practices that promote student engagement, CSUSB Office of Sponsored Research, 3,000, 2015
- 2) Bechtel Philanthropic Grant for math, science, STEM professional development research (30,000, 2013-2014)
- 3) Discretionary Funds for mathematics research and development initiative, Writer, U. S Department of Education \$100,000, 2011
- 4) Gear Up Inland Empire, Co-Writer and Project Director, \$2.7 million per year for six years, Federal Department of Education, September 2005-2011
- 5) IRP grant for COE research symposium and interactive website, Writer and Co-Coordinator, \$2,000, Fall 2005
- 6) TSSA grant: International Conference on Innovations in Higher Education. Presented at TSSA round table, March, 2004
- 7) PT3 grant: Development of an interactive on-line research course. Presented at PT3 Share-A-Thon, May, 2003
- 8) TSSA grant: Brief Therapy Chicago Conference. GEAR UP counselors and CSUSB counseling faculty trained in Chicago on Brief Therapy, March, 2002
- 9) Gear Up Inland Empire, Co-Writer and Project Director, \$803,000 per year for six years, Federal Department of Education, September 2000-2006
- 10) Mathematics Professional Development Institute, Co-Writer and Project Co-Director, \$147,000, plus \$1500 stipends per teacher for approximately 60 teachers through University of California Office of the President's funds, June 2001
- 11) CUP Service Learning Grant, Co-Writer, \$5,000, January 2001
- 12) Mathematics Preparation Initiative grants, Project Director, 1. \$240,000 for two years, 1999/2000 and 2000/2001; 2. \$69,300 plus \$1,500 stipends per teacher for approximately 60 teachers through University of California Office of the President's funds, June 2000; 3. \$116,000 through CSU Chancellor's funds, January, 1999
- 13) Teacher Pipeline Project, Co-Writer and Project Co-Director, \$31,500; June 2000 and April 1999
- 14) Faculty Instructional Development Opportunity Grant, Professional Development Grant; Grant Co-Writer, \$8,150.00; January, 1999 & June, 1999

Publications

Books and Book Chapters

Schnorr, D., & Franklin-Guy, S. (2018). *Thesis and dissertation guide: Theory and Applied Practice*. Cognella Publishing: San Diego, CA.

Nelson, B., Schnorr, D., Powell, S., & Huebner, S. (2012). Building resilience in schools. In R. Christner, R. Menuti & A. Freeman (Eds.), *Cognitive-Behavioral Interventions in Educational Settings: A Handbook for Practice*. Routledge, NY.

Schnorr, D. (2002). Applying the career adaptability model with academically at-risk youth. In R. Nata (ed.), *Progress in Education*, 7, Chapter 8, 109-116. Hauppauge, NY: NOVA Science Publishers Inc.

Bartholomew, C.G., & Schnorr, D.L. (1996). *Horizons: 2000, career and Life-planning for girls and boys grade 7 or 8* [teacher's manual, student workbook, parent handbook and corresponding videos]. New York, NY: Sulzberger & Graham.

Peer-Reviewed Publications

Schnorr, D., & Franklin-Guy, S. (accepted, 2023). The Role of Emotion Regulation and Teacher and School-Based Practices on Teacher-Student Relationships. *International Journal of Learning and Teaching*.

Franklin-Guy, S., & Schnorr, D. (2016). Student engagement in schools: Examination of a construct for effective instructional and educational practices. *The International Journal of Pedagogy and Curriculum*, 23(4), 17-23.

Hemmy Asamsama, O., Mayo, D., Stillman, J., Mathews, C., Schnorr, D., & Nelson, B. (2016). Parental expectations, gender, and ethnicity: Predictors of college readiness. *Journal of Educational Research and Innovation* 5(1), 1-12. <http://jerithejournal.org/>

Franklin-Guy, S., & Schnorr, D. (2014). A review of the use of neurofeedback training as an intervention method in the treatment of AD/HD. *The International Journal of Learning Diversities and Identities*, 20(4), 51-57.

Schnorr, D., & Franklin-Guy, S. (2013). Student engagement in school as the focus for instructionally based practices. *Praxis*, 1(4), 1-2.

Nelson, R. B., Campbell, J. S., Nelson, D. L., & Schnorr, D. L. (2009). Exploring the importance of the advisee and advisor bond. *Advances in School Mental Health Promotion*, 2(3), 46-55.

Mayers, C & Schnorr, D (2006). Schism: When *research and practice fail to meet*. *Wisdom In Education*, Spring/Summer 2006.

Schnorr, D. & Duckworth, R. *Exploring the effects of an on-line educational research course on attitudes toward and competencies in research*. The International Journal for Innovations in Higher Education. Iowa State University and Nizhyn State Pedagogical University.

Mayers, C. & Schnorr, D. (2003). Getting it together: Effective strategies for university/school partnerships. *Journal of Education*, 124 (1), 108-114.

Schnorr, D., Rubio, A., Schulz, S., Davila, C. and Briz-Garcia, A. (2003, January). The use of artistic expression and its relationship to English language learners' academic success. *Hawaii International Conference on Education, Conference Proceedings*, ISSN# 1541-5880.

Schnorr, D.L. & Ware, H. (2001). Moving beyond a deficit model to describe and promote the career development of at-risk youth. *Journal of Career Development*, 27, 247-63.

Schnorr, D., Burnell, A., & Robertson, S. (2001). Internet Use in Teacher Education: What Are the Foundations for Determining Learner Outcomes? *Society for Information Technology and Teacher Education*, 1, 1756-1761.

Schnorr, D.L. & Painter, D.D. (1999). Partnering the university field experience research model with action research. Washington, DC: Annual Meeting of the American Association of Colleges for Teacher Education. (ERIC Document Reproduction Service No. ED428058).

Hazari, S. & Schnorr, D.L. (1999). Leveraging student feedback to improve teaching in a teacher education course. *Technological Horizons in Education*, 26(11), 30-38.

Hazari, S., & Schnorr, D.L. (1999). The implementation of an interactive web module. *Journal of Computing in Teacher Education*.

Schnorr, D.L. (1999). Education for equity: forces that influence career choice. *Career Horizons Resource Guide*. Minnesota Department of Children, Families & Learning.

Schnorr, D., Bracken, N., & Hazari, S. (1999). The Goals and Development of an Interactive Web Module for a Teacher Education Course. *Society for Information Technology and Teacher Education*, 1, 849-854.

Schnorr, D.L., English, M., Armani, D., & McCabe, J. (1999). The relationship between secondary education teacher technology training and teacher technology usage. *Virginia Society for Technology in Education Journal*, 13(2), 28-33.

Hazari, S., & Schnorr, D.L. (1998). *The implementation and outcomes of interactive web pages*. Proceedings of the 14th annual conference on distance teaching & learning, 155-157.

Bartholomew, C.G., & Schnorr, D.L. (1994). Gender equity: suggestions for broadening career options of female students. *The School Counselor*, 4, 245-255.

Bartholomew, C.G., & Schnorr, D.L. (1994). Gender equity: educational problems and possibilities for female students. *The Journal for the Professional Counselor*, 9(2), 59-71.

Works in Progress

Franklin-Guy, S., & Schnorr, D. (in progress). *Quiet intelligence: Acknowledging and understanding small voices in the classroom*.

Publications Reviewer

The Learner Journal (2014-Present)

The Journal of Educational Research (2014-Present)

SAGE Publications Research Textbook (2014)

Professional Development

Linked Learning Regional Research Meeting, CSULB, June 2018

Carnegie Project for the Education Doctorate, Lynn Univ., Boca Raton, FL, 2015-2016

Regional Meeting on New Standards at Cal Poly Pomona, May 2, 2014

Conference for Innovative Education, CSUSB, March 23, 2013

California Alliance for Teacher Preparation Partnerships, Clinical Designs and Reforms:

STEM and Linked Learning Webinar, March 7, 2013

School Turnaround Learning Community (STLC), Doing What Works (DWW), and

Schools Moving Up (SMU), West Ed, July 18, 2012

Braintrain Workshop, Certificate, Neurofeedback, Richmond, VA, May 22-24, 2011

Carnegie Project for the Education Doctorate, University of Vermont, 2010-2011

Doctoral Committee Service

- 1) Sane Matatusi (Co-Chair) Recognizing Samoan Students' Cultural Capital in Schools, 2011
- 2) Jennifer Blum (Co-Chair) Ethical Decision Making Under High Stakes Testing, 2011
- 3) Nori Sogomonian (Member) Academic Self-Efficacy and Persistence in the Context of High-stakes Testing, 2011
- 4) Eric Vreeman (Chair) Contributions of Wellness on Student Achievement and Behavioral Engagement, 2011
- 5) Alan Aab (Member) Pathways to Dropping Out: A Snapshot at Sixth Grade using Structural Equation Modeling, 2011
- 6) JJ. Francoisse (Member) Moving Beyond Class Size: The Importance of Addressing Class-context on Academic Achievement, 2011
- 7) Ricky Shabazz (Chair) The Role of College Counseling in Increasing College Access for Black Students: A Case Study of an Effective College Counseling Program, 2012
- 8) Jennifer Lucht (Member) Relationships Between Initial CAHSEE Performance and Academic Success of High School Students, 2012
- 9) Gustavo Chamorro (Member) Career Academy Scholars Program, 2012

- 10) Carly Chavez (Member) Planting, Learning, Growing—Utilizing Service-Learning in Science, Technology, Engineering and Mathematics (STEM) Among Urban Middle School Students, 2013
- 11) Christy Martinez (Member) Instructional Disability: Voices of the Resource Specialist on the Design of the Resource Support Program, 2013
- 12) Mark Norris (Co-Chair) At-Risk Students and Resiliency, 2014
- 13) Janet Long (Co-Chair) Addressing Articulation between 11th & 12th Grade English Language-Arts and College-Level English Course Content in the Community College, 2014
- 14) Derek Pinto (Member) Effective Principal Leadership Behavior: The Student Perspective, 2014
- 15) Joe Boffa (Member), Understanding the Lived Experiences of Late-Entry English Learners in the Vista Canyon Unified School District, 2014
- 16) Gordon Amerson (Member) Narrowing the Gap: Exploring the Characteristics and Practices of Urban Schools Principals Closing the Achievement Gap, 2014
- 17) Pamela Buchanan (Member) Appreciative Inquiry: A Path to Change in Education, 2014
- 18) Renee Middleton (Member) Focus on principal and teacher perceptions of the shared ideas and agreements that change teachers' instructional practice, 2014
- 19) Christine Bender (Member) Enhancing Leadership Ability In First-Time Freshmen Through Mentorship: A Grounded Theory Approach, 2015
- 20) Jim Feffer (Chair) Teacher Learning within Professional Learning Communities, 2015
- 21) Courtney Doussett (Member) The Impact of a Classroom-based Physical Activity Program on Teachers' Perceptions of Student Engagement, 2015
- 22) Teri Osborn (Member) How Technology Professional Development Guides Instructional Practice, 2016
- 23) Ernesto Reyes (Chair) Community College and High School Partnership: College Math Readiness Program, 2016
- 24) Charron Ann McIntyre Rodriguez (Member) Student Engagement of Fifth Grade Gifted Students in a General Education Class, 2016
- 25) Ginny Stewart-Hattar (Chair) Transfer Student Experiences at a Four-Year University, 2016
- 26) Wendy Durkee (Member) From Outlaw to Outlier: The Role of Teacher Attachment Style in Addressing Student Behavior Problems in Kindergarten, 2017
- 27) Dorry Lillard (Member) Understanding the Purpose of Restorative Practices for Schools: A New Zealand Perspective, 2017
- 28) Stephen Louis Franklin (Chair) Exploring Organizational Factors that Influence Resilience and Persistence Among High School Students of Color, 2017
- 29) Brice Scott (Member) African American High School Students' Attitudes Toward Mathematics and Perceptions of Extant Culturally Relevant Pedagogy and Ethnomathematics, 2018
- 30) Cecilia L. Ornelas (Member) College Choices of Latina/o Students Attending a For-Profit College: Understanding Persistence and Retention, 2018
- 31) Carl Christman (Chair) Instructor Humor as a Tool to Increase Student Engagement, 2018
- 32) Antoine Thomas (Chair) Millennial Generation College Students: Observations and

Experiences of Counseling Faculty at Selected California Community College Districts, 2019

- 33) Gordon Larson (Chair) PK-12 Sexual Minority Public School Employees' Identity Management: Implications on Career Quality, Potential, and Advancement, 2020
- 34) Ellen Whitehead (Chair) Exploring Civic Mindedness and Social Empathy through Storytelling: A Social Justice Oriented-Participatory Action Research Study, 2021
- 35) Julia Ahlberg-Burbank (Chair) Instructional Coaches and Teachers: A grounded theory study of the professional relationship, 2021
- 36) Michelle Smith (Chair) Exploring the Relationships Between Work Engagement, Collective Teacher Efficacy, and Transformational Leadership, 2021