**A Selected Bibliography of Sage Publications Journal Articles Referencing/Related to**

***Qualitative Data Analysis*, 1st through 4th editions**

**(Thousand Oaks, CA: Sage Publications)**

Compiled by Johnny Saldaña

Many published articles from multiple disciplines have cited and referenced the first and second editions of Miles and Huberman’s *Qualitative Data Analysis* and, with Saldaña, its third edition. Below we provide only a selected sample of mostly recent Sage Journals articles that have cited the co-authors’ work (as of October 2018), and include or feature qualitative data *displays* (matrices, networks, graphics) as a conceptual framework, data documentation, data analysis, report of findings, etc. We also include selected Sage Journals articles cited in the fourth edition of *Qualitative Data Analysis: A Methods Sourcebook*.

**K-12 Education**

Allen, W. T., Jr., & Hunsaker, S. L. (2016). Teacher conceptions, curriculum ideologies, and adaptations to linear change in River School District: Implications for gifted and talented. *Journal for the Education of the Gifted*, *39*(3), 195–220. doi: 10.1177/0162353216657183

Alvarez, A. (2018). Drawn and written funds of knowledge: A window into emerging bilingual children’s experiences and social interpretations through their written narratives and drawings. *Journal of Early Childhood Literacy*, *18*(1), 97-128. doi: 10.1177/1468798417740618

Bingham, A.J., Pane, J. F., Steiner, E. D., & Hamilton, L. S. (2018). Ahead of the curve: Implementation challenges in personalized learning school models. *Educational Policy 32*(3), 454-489. doi: 10.1177/0895904816637688

Blanchard, M. R., LePrevost, C. E., Tolin, A. D., & Gutierrez K. S. (2016). Investigating technology-enhanced teacher professional development in rural, high-poverty middle schools. *Educational Researcher*, *45*(3). 207–220. doi: 10.3102/0013189X16644602

Bridwell-Mitchell, E. N. (2015). Collaborative institutional agency: How peer learning in communities of practice enables and inhibits micro-institutional change. *Organization Studies*, ﻿*37*(2), 161-192. doi: 10.1177/0170840615593589

Brooks, M. C. (2015). School principals in Southern Thailand: Exploring trust with community leaders during conflict. *Educational Management Administration & Leadership*, *43*(2), 232–252. doi: 10.1177/1741143213513191

Cochran-Smith, M., McQuillan, P., Mitchell, K., Terrell, D. G., Barnatt, J., D’Souza, L., Jong, C., Shakman, K., Lam, K., & Gleeson, A. M. (2012). A longitudinal study of teaching practice and early career decisions: A cautionary tale. *American Educational Research Journal*, *49*(5), 844–880. doi: 10.3102/0002831211431006

Cranmer, G. A., Anzur, C. K., & Sollitto, M. (2017). Memorable messages of social support that former high school athletes received from their head coaches. *Communication & Sport*, *5*(5), 604–621. doi: 10.1177/2167479516641934

Draaisma, A. Meijers, F., & Kuijpers. M. (2018). Process description of a dialogue-focused intervention to improve career guidance policy in three schools. *Australian Journal of Career Development*, *27*(1), 40–53. doi: 10.1177/1038416217744217

Farrell, C. C., & Marsh, J. A. (2016). Metrics matter: How properties and perceptions of data shape teachers’ instructional responses. *Educational Administration Quarterly*, *52*(3), 423–462. doi: 10.1177/0013161X16638429

Jang, E. E., McDougall, D. E., Pollon, D., Herbert, M., & Russell, P. (2008). Integrative mixed methods data analytic strategies in research on school success in challenging circumstances. *Journal of Mixed Methods Research*, *2*(3), 221–247. doi: 10.1177/1558689808315323

Kumi-Yeboah, A. (2016). Educational resilience and academic achievement of immigrant students from Ghana in an urban school environment. *Urban Education*, 1–30. doi: 10.1177/0042085916660347

Marsh, J. A., Bush-Mecenas, S., & Hough, H. (2017). Learning from early adopters in the new accountability era: Insights from California’s CORE waiver districts. *Educational Administration Quarterly*, *53*(3), 327-364. doi: 10.1177/0013161X16688064

Marsh, J. A., Bush-Mecenas, S., Strunk, K. O., Lincove, J. A., & Hugunet, A. (2017). Evaluating teachers in the Big Easy: How organizational context shapes policy responses in New Orleans. *Educational Evaluation and Policy Analysis*, *39*(4), 539–570. doi: 10.3102/0162373717698221

Martin, S. D., & Dismuke, S. (2017). Investigating differences in teacher practices through a complexity theory lens: The influence of teacher education. *Journal of Teacher Education*, *69*(1), 22-39. doi: 10.1177/0022487117702573

McHugh, R. M., Horner, C. G., Colditz, J. B., & Wallace, T. L. (2013). Bridges and barriers: Adolescent perceptions of student–teacher relationships. *Urban Education*, *48*(1), 9–43. doi: 10.1177/0042085912451585

Miller, P. M., Scanlan, M. K., & Phillippo, K. (2017). Rural cross-sector collaboration: A social frontier analysis. *American Educational Research Journal*, *54*(1S), 193S–215S. doi: 10.3102/0002831216665188

Mintrop, R., Ordenes, M., Coghlan, E., Pryor, L., & Madero, C. (2017). Teacher evaluation, pay for performance, and learning around instruction: Between dissonant incentives and resonant procedures. *Educational Administration Quarterly*, ﻿*54*(1), 3-46. doi: 10.1177/0013161X17696558

Okoko, J. M. (2018). Framing school leadership preparation and development for Kenya: Context matters. *Educational Management Administration & Leadership*, 1–18. doi: 10.1177/1741143218792913

Park, V. (2018). Leading data conversation moves: Toward data-informed leadership for equity and learning. *Educational Administration Quarterly*, ﻿*54*(4), 617-647. doi: 10.1177/0013161X18769050

Parsons, S. A., Vaughn, M., Scales, R. Q., Gallagher, M. A., Parsons, A. W., Davis, S. G., Pierczynski, M., & Allen, M., (2017). Teachers’ instructional adaptations: A research synthesis. *Review of Educational Research*, *88*(2), 205-242. doi: 10.3102/0034654317743198

Powers, B., & Duffy, P. B. (2016). Making invisible intersectionality visible through theater of the oppressed in teacher education. *Journal of Teacher Education*, *67*(1) 61–73. doi: 10.1177/0022487115607621

Prichard, S. (2017). A mixed-methods investigation of preservice music teaching efficacy beliefs and commitment to music teaching. *Journal of Research in Music Education*, *65*(2) 237–257. doi: 10.1177/0022429417710387

Scales, R. Q., Wolsey, T. D., Lenski, S., Smetana, L., Yoder, K. K., Dobler, E., Grisham, D. L., & Young, J. R. (2018). Are we preparing or training teachers? Professional judgment in and beyond teacher preparation programs. *Journal of Teacher Education*, *69*(1), 7–21. doi: 10.1177/00224871177025

Shaked, H., & Schechter, C. (2017). Systems thinking among middle school leaders. *Educational Management Administration & Leadership*, *45*(4), 699–718. doi: 10.1177/1741143215617949

Smith, J. C. (2017). Hidden in plain sight: A music therapist and music educator in a public school district. *International Journal of Music Education*, *36*(2), 182-196. doi: 10.1177/0255761417712319

Steyn, G. M. (2015). Creating a teacher collaborative practice in a South African primary school: The role of the principal. *Journal of Asian and African Studies*, *50*(2), 160–175. doi: 10.1177/0021909613515626

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Truscott D., & Stenhouse, V. I. (2018). A mixed-methods study of teacher dispositions and culturally relevant teaching. *Urban Education*, ﻿1–32. doi: 10.1177/0042085918801438

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Wagner, C. J. (2017). Being bilingual, being a reader: Prekindergarten dual language learners’ reading identities. *Journal of Early Childhood Literacy*, *18*(1), 5-37. doi: 10.1177/1468798417739668

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Bill, D., & Casola, A. (2016). Developing, implementing, and evaluating a Latino service learning project in an accelerated MPH community health course for health education students. *Pedagogy in Health Promotion: The Scholarship of Teaching and Learning*, *2*(3), 184–192. doi: 10.1177/2373379916633716

Hora, M. T. (2016). Navigating the problem space of academic work: How workload and curricular affordances shape STEM faculty decisions about teaching and learning. *AERA Open*, *2*(1), 1–19. doi: 10.1177/2332858415627612

Kuykendall, J. A., & Barrett, T. G. (2018). Growth of innovation: Saturday academies. *Journal of College Student Retention: Research, Theory & Practice*, 1–28. doi: 10.1177/1521025118779181

Levin, J. S., Martin, M. C., Damián, A. I. L., & Hoggatt, M. J. (2018). Preservation of community college logic: Organizational responses to state policies and funding practices in three states. *Community College Review*, *46*(2), 197–220. doi: 10.1177/0091552118758893

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Reyes, D. V. (2015). Inhabiting Latino politics: How colleges shape students’ political styles. *Sociology of Education*, *88*(4), 302–319. doi: 10.1177/0038040715602753

Sharma, S. A., & Pang, S. (2015). Creating new opportunities for lesson study in an online reading clinic. *Literacy Research: Theory, Method, and Practice*, *64*, 415-428. doi: 10.1177/2381336915617577

**Human Development and Relationships**

Baker, C. K. (2017). What role do peers play in adolescent dating? Insights from adolescents with a history of dating violence. *Violence Against Women*, *23*(2) 178–201. doi: 10.1177/1077801216638769

Hutchens, A., & Lee, R. E. (2017). Parenting practices and children’s physical activity: An integrative review. *The Journal of School Nursing*, *34*(1), 68-85. doi: 10.1177/1059840517714852

Irvine, J. M. (2016). Mapping the walk of shame: Incorporating emotions into concepts and methods. *Social Currents*, *3*(3), 207–216. doi: 10.1177/2329496516656871

Iturbide, M. I., Gutiérrez, V., Munoz, L., & Raffaelli, M. (2018). “They learn to *convivir*”: Immigrant Latinx parents’ perspectives on cultural socialization in organized youth activities. *Journal of Adolescent Research*, ﻿1–26. doi: 10.1177/0743558418777827

Povilaitis, V., & Tamminen, K. A. (2018). Delivering positive youth development at a residential summer sport camp. *Journal of Adolescent Research*, *33*(4), 470-495. doi: 10.1177/0743558417702478

Richardson, D. M., Pickus, H., & Parks, L. (2017). Pathways to mobility: Engaging Mexican American youth through participatory photo mapping. *Journal of Adolescent Research*, 1–30. doi: 10.1177/0743558417713303

Riciputi, S., Boyer, P., McDonough, M. H., & Snyder, F. J. (2018). Formative evaluation of a pilot afterschool physical activity-based positive youth development program. *Health Promotion Practice*, 1-13. doi: 10.1177/1524839918759956

Rosen, T., Bloemen, E. M., LoFaso, V. M., Clark, S., Flomenbaum, N. E., Breckman, R., Markarian, A., Riffin, C., Lachs, M. S., & Pillemer, K. (2016). Acute precipitants of physical elder abuse: Qualitative analysis of legal records from highly adjudicated cases. *Journal of Interpersonal Violence*, 1–25. doi: 10.1177/0886260516662305

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**Media**

Abeza, G. O’Reilly, N., & Seguin, B. (2017). Social media in relationship marketing: The perspective of professional sport managers in the MLB, NBA, NFL, and NHL. *Communication & Sport*, 1-30. doi: 10.1177/2167479517740343

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Sherwood, M., Osborne, A., Nicholson, M., & Sherry, E. (2017). Newswork, news values, and audience considerations: Factors that facilitate media coverage of women’s sports. *Communication & Sport*, *5*(6), 647-668. doi: 10.1177/2167479516645535

Yardley, E., Lynes, A. G. T., Wilson, D., & Kelly, M. (2018). What’s the deal with “websleuthing”? News media representations of amateur detectives in networked spaces. *Crime Media Culture*, *14*(1), 81–109. doi: 10.1177/1741659016674045

**Psychology**

Ezeobele, I. E., Ekwemalor, C. C., & Ogunbor, A. (2018). Depression and perspectives of Nigerian immigrant men in the United States: An applied ethnographic study. *Journal of Transcultural Nursing*, ﻿1–8. doi: 10.1177/1043659618781707

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Zigarelli, J. C., Jones, J. M., Palomino, C. I., & Kawamura, R. (2016). Culturally responsive cognitive behavioral therapy: Making the case for integrating cultural factors in evidence-based treatment. *Clinical Case Studies*, *15*(6), 427-442. doi: 10.1177/1534650116664984

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Garcia, S. J. (2017). Racializing “illegality”: An intersectional approach to understanding how Mexican-origin women navigate an anti-immigrant climate. *Sociology of Race and Ethnicity*, *3*(4) 474–490. doi: 10.1177/2332649217713315

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Shankar, S., Gogosis, E., Palepu, A., Gadermann, A. M., & Hwang, S. W. (2018). “I haven’t given up and I’m not gonna”: A phenomenographic exploration of resilience among individuals experiencing homelessness. *Qualitative Health Research*, 1–12. doi: 10.1177/1049732318798353

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Townsend, R. C., Huntley, T., Cushion, C. J., & Fitzgerald, H. (2018). “It’s not about disability, I want to win as many medals as possible”: The social construction of disability in high-performance coaching. *International Review for the Sociology of Sport*, ﻿1–17. doi: 10.1177/1012690218797526

**Social Work**

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Godwin, E. E., Foster, V. A., & Keefe, E. P. (2013). Hurricane Katrina families: Social class and the family in trauma recovery. *The Family Journal: Counseling and Therapy for Families and Couples*, *21*(1), 15–27. doi: 10.1177/1066480712458224

McBeath, B., Carnochan, S., Stuart, M., & Austin, M. J. (2017). The managerial and relational dimensions of public-nonprofit human service contracting. *Journal of Strategic Contracting and Negotiation*, *3*(2). 51–77. doi: 10.1177/2055563617723225

**Government**

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**Business and Management**

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**Medicine and Health Care**

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