

Master of Education in Teaching and Learning

Appendix A

Workforce Analysis Report

Workforce Analysis

Institution: University of Arkansas (UA) - Fayetteville
Program Name: Teaching and Learning, Master of Education
Proposed CIP Code: 13.1206
By: ADFA Economic Policy Division
Date: July 22, 2020

The University of Arkansas at Fayetteville proposes to introduce a Master of Education in Teaching and Learning. The workforce analysis request describes the program thus:

The Master of Education in Teaching & Learning is a 33 hour online program designed for educators who seek enhancement of their knowledge and practice in K-12 education. The program is built around 5 themes that include: (1) Human Learning & Social-Emotional Well Being; (2) Inclusive & Justice-Oriented Education; (3) Instructional Design & Development; (4) Integrating Technology into the Teaching & Learning Process; and (5) Educational Assessment & Practitioner Research. These themes are woven throughout the program and provide a guiding framework for course outcomes and learning experiences. With a holistic approach to teaching and learning, the program enhances educators' practice through the coalescence of evidence-based approaches to learning theory, curricular development, inclusive and culturally relevant pedagogy, data informed instructional development, educator collaboration, and professional learning.

In general, UA-Fayetteville has one of the strongest job placement track records among Arkansas colleges and universities with respect to average graduate wages, although in-state full time equivalent (FTE) wage and salary job placement rates tend to be somewhat lower than for many other schools, which probably reflects higher rates of out-of-state migration by students who originated in other states.¹ The proposed CIP field, Teacher Education: Multiple Levels, is matched with teaching occupations that are quite job-rich, with middle-class wages, and one existing program, at UA-Monticello, has quite high job placement rates and middling wages that are consistent with placing graduates in teaching jobs. The fact that the program targets practicing educators, and is offered online, making it likely that the student body will be largely non-Arkansan, makes the likely job prospects of graduates in the Arkansan labor market a far less salient question than usual, but the indicators suggest that for

¹ This is encouraged by the New Arkansan Non-Resident Tuition Award Scholarship.

program graduates who do want to find jobs in Arkansas, teaching positions are likely to be available. Table 1 shows job postings for teachers in Arkansas in the past 12 months; there were almost 4,000, with a spike in job openings in June 2020.

Table 1: Job postings for teachers in Arkansas in the past 12 months (Source: Chmura Analytics)

Occupation	Total Ads
Secondary School Teachers, Except Special and Career/Technical Education	1,190
Preschool Teachers, Except Special Education	1,131
Middle School Teachers, Except Special and Career/Technical Education	799
Elementary School Teachers, Except Special Education	673
Kindergarten Teachers, Except Special Education	44
Education Teachers, Postsecondary	17

Institution Focus: UA-Fayetteville

The University of Arkansas-Fayetteville is the state’s flagship university, and its graduates’ average wages, for those who work full-time in the state, are higher than statewide averages for graduates at the Bachelor’s and Master’s levels. Job placement rates, however, are substantially lower than for other Arkansas colleges and universities. This probably does not reflect an actual disadvantage in employment rates for UA-Fayetteville graduates. UA-Fayetteville attracts many students from other states, and if they return home or move elsewhere, any wages they earn in other states will not be visible in the Unemployment Insurance wage data that the Arkansas Research Center (ARC) uses to calculate job placement rates. So the low job placement rates are probably misleading, while the average wages, though representative only of the subset of students who live and work in Arkansas after graduation, describe an economic reality. While this limitation of available data must always be borne in mind, low job placement rates for particular programs relative to the job placement track record of the university as a whole may still be causes for concern.

UA-Fayetteville’s in-state full-time employed Bachelor’s degree graduates earned \$44,147, exceeding the statewide average of \$41,183. Particularly well-paid Bachelor’s programs at UA-Fayetteville include Registered Nursing, business fields like Management Science, International Business and General Business, and several engineering fields such as Industrial, Civil, Electrical and Mechanical Engineering, though not

Bioengineering. Relatively few majors at UA-Fayetteville see graduates earning average wages under \$30,000, but those that do include Human Development and Family Studies, Education, General, Anthropology, Psychology and Drama. Some STEM fields, such as biology and chemistry, also have quite low job placement rates and average graduate wages, though this partly reflects continuing education. Some programs, such as Finance and Chemical Engineering, have high average graduate wages but low job placement rates. An unusually large program in Supply Chain Management would seem to be very well-suited to the needs of the Northwest Arkansas economy, home of the headquarters of Walmart and J.B. Hunt, yet in-state full-time job placement rates for this program are rather low, though average wages are good.

At the Master’s level, average graduates wages, at \$63,587, substantially exceeded the statewide average of \$56,175. But this average masks great variation among programs. UA-Fayetteville MBAs, with average earnings of \$126,440, are among the highest paid graduates of any program in Arkansas. The full-time job placement rate of 47.5% was also high. At the other extreme, Master’s degree graduates in Parks and Recreation, Music Performance, Earth Science, Kinesiology, Agricultural Engineering, and especially English earned less than the average full-time employed Bachelor’s degree graduates. Perhaps surprisingly, Master’s degree graduates in some seemingly practical fields like Accounting and Electrical Engineering, though they earned substantially more than the average Bachelor’s degree graduate, earned less than half of the average MBA. At the doctoral level, a similar though slightly smaller variety of earnings outcomes was observed, with English again at the low end of the scale and Nursing Practice at the top, with graduates earning almost as much as the average MBA.

Table 2: Workforce outcomes for UA-Fayetteville programs, based on ARC 2018 and 2019 Reports

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Baccalaureate Degrees	American/United States Studies/Civilization	11		63.6%		\$18,416		40.0%		\$26,745	
Baccalaureate Degrees		8148	8766	48.9%	47.3%	\$31,692	\$32,321	33.9%	32.3%	\$42,793	\$44,147
Baccalaureate Degrees	Registered Nursing/Registered Nurse	490	567	54.5%	53.1%	\$50,012	\$52,896	43.2%	43.5%	\$56,358	\$58,359
Baccalaureate Degrees	Marketing/Marketing Management, General	398	493	45.7%	42.0%	\$41,412	\$40,574	35.5%	30.7%	\$48,238	\$48,128
Baccalaureate Degrees	Finance, General	400	469	35.5%	37.1%	\$40,516	\$40,054	25.8%	25.2%	\$49,317	\$50,662

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Baccalaureate Degrees	Health and Physical Education/Fitness, General	391	438	44.8%	44.1%	\$21,987	\$24,415	27.4%	28.7%	\$33,405	\$36,936
Baccalaureate Degrees	Biology/Biological Sciences, General	384	394	44.0%	39.3%	\$16,633	\$18,439	20.2%	19.5%	\$30,382	\$32,028
Baccalaureate Degrees	Logistics, Materials, and Supply Chain Management	243	346	51.0%	46.0%	\$46,493	\$44,191	41.3%	33.1%	\$53,322	\$52,634
Baccalaureate Degrees	Journalism	329	307	42.2%	40.1%	\$26,916	\$29,999	29.0%	29.7%	\$35,264	\$37,656
Baccalaureate Degrees	Speech Communication and Rhetoric	267	286	40.8%	42.3%	\$27,334	\$29,494	24.1%	25.9%	\$39,755	\$43,332
Baccalaureate Degrees	Mechanical Engineering	232	278	53.4%	45.7%	\$45,538	\$44,780	39.5%	35.0%	\$56,926	\$55,130
Baccalaureate Degrees	Psychology, General	254	270	53.5%	52.6%	\$19,926	\$21,052	31.1%	31.6%	\$28,694	\$29,503
Baccalaureate Degrees	Business Administration and Management, General	232	235	43.5%	40.9%	\$36,596	\$37,087	30.7%	29.0%	\$47,059	\$46,849
Baccalaureate Degrees	Accounting	168	197	50.6%	48.7%	\$37,554	\$34,459	40.4%	30.3%	\$44,002	\$44,966
Baccalaureate Degrees	Political Science and Government, General	169	189	42.0%	42.3%	\$21,746	\$20,724	20.9%	19.7%	\$37,162	\$39,188
Baccalaureate Degrees	Foods, Nutrition, and Wellness Studies, General	190	183	45.8%	43.7%	\$26,590	\$25,265	29.1%	26.2%	\$34,664	\$35,927
Baccalaureate Degrees	English Language and Literature, General	180	176	55.0%	58.5%	\$20,840	\$20,417	31.6%	32.4%	\$32,581	\$31,315
Baccalaureate Degrees	Parks, Recreation and Leisure Studies	121	144	42.1%	42.4%	\$23,164	\$23,439	26.2%	27.1%	\$31,976	\$31,783
Baccalaureate Degrees	Criminal Justice/Safety Studies	133	144	60.9%	60.4%	\$27,688	\$29,447	47.4%	45.1%	\$34,040	\$37,221
Baccalaureate Degrees	History, General	157	144	60.5%	63.2%	\$21,984	\$23,428	44.0%	41.3%	\$29,394	\$34,232
Baccalaureate Degrees	Public Health, General	110	141	50.0%	52.5%	\$20,775	\$20,651	30.3%	30.6%	\$30,465	\$33,750

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		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Baccalaureate Degrees	Apparel and Textiles, General	107	140	46.7%	45.0%	\$32,030	\$31,299	34.6%	30.1%	\$39,426	\$42,278
Baccalaureate Degrees	Art/Art Studies, General	114	137	64.0%	62.8%	\$24,166	\$22,114	43.2%	39.4%	\$30,415	\$29,314
Baccalaureate Degrees	Industrial Engineering	135	135	48.9%	40.7%	\$49,700	\$54,167	37.2%	32.5%	\$60,976	\$61,737
Baccalaureate Degrees	Audiology/Audiologist and Speech-Language Pathology/Pathologist	125	134	38.4%	31.3%	\$16,239	\$9,784	17.6%	13.0%	\$35,041	\$27,542
Baccalaureate Degrees	International Relations and Affairs	133	127	53.4%	44.9%	\$19,787	\$19,250	25.0%	21.4%	\$33,926	\$32,260
Baccalaureate Degrees	Computer and Information Sciences, General	118	125	53.4%	56.0%	\$50,494	\$51,163	47.7%	49.2%	\$58,102	\$58,090
Baccalaureate Degrees	Agribusiness/Agricultural Business Operations	109	123	67.0%	69.1%	\$32,144	\$33,439	51.1%	54.2%	\$42,109	\$43,061
Baccalaureate Degrees	Civil Engineering, General	113	120	50.4%	44.2%	\$51,012	\$46,533	46.5%	40.6%	\$57,649	\$54,373
Baccalaureate Degrees	Chemical Engineering	99	119	28.3%	37.8%	\$58,486	\$46,895	23.4%	29.1%	\$65,876	\$60,230
Baccalaureate Degrees	Chemistry, General	120	116	36.7%	44.8%	\$13,198	\$14,857	15.3%	21.9%	\$31,643	\$29,743
Baccalaureate Degrees	Architecture	114	107	41.2%	39.3%	\$35,343	\$39,513	31.5%	32.4%	\$42,247	\$45,233
Baccalaureate Degrees	Social Work	78	105	62.8%	61.0%	\$23,459	\$20,817	47.8%	36.7%	\$30,333	\$31,654
Baccalaureate Degrees	Management Science	117	100	46.2%	50.0%	\$44,260	\$43,303	36.3%	36.1%	\$51,461	\$50,370
Baccalaureate Degrees	Electrical and Electronics Engineering	90	97	34.4%	27.8%	\$48,691	\$54,020	30.3%	24.4%	\$57,509	\$63,411
Baccalaureate Degrees	Human Development and Family Studies, General	99	95	58.6%	51.6%	\$20,678	\$25,559	34.8%	33.3%	\$28,286	\$29,908
Baccalaureate Degrees	Animal Sciences, General	109	92	70.6%	65.2%	\$25,519	\$22,714	46.2%	40.0%	\$35,941	\$32,160

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		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Baccalaureate Degrees	Education, General	72	89	55.6%	55.1%	\$18,048	\$18,711	32.7%	30.3%	\$25,726	\$25,955
Baccalaureate Degrees	Kindergarten/Preschool Education and Teaching	86	86	72.1%	67.4%	\$34,149	\$37,182	56.8%	59.5%	\$40,104	\$40,426
Baccalaureate Degrees	Bioengineering and Biomedical Engineering	90	84	31.1%	28.6%	\$16,279	\$18,067	13.2%	13.3%	\$29,908	\$32,606
Baccalaureate Degrees	Anthropology	82	73	57.3%	60.3%	\$18,873	\$19,822	37.7%	39.0%	\$25,981	\$27,620
Baccalaureate Degrees	Music Performance, General	73	72	47.9%	54.2%	\$24,073	\$21,082	31.7%	29.5%	\$35,338	\$34,234
Baccalaureate Degrees	International Business/Trade/Commerce	65	68	46.2%	50.0%	\$39,093	\$41,331	33.9%	37.5%	\$47,769	\$50,196
Baccalaureate Degrees	Sociology	80	63	57.5%	50.8%	\$24,534	\$24,088	37.5%	37.5%	\$33,976	\$32,347
Baccalaureate Degrees	Business/Managerial Economics	60	62	48.3%	46.8%	\$34,664	\$35,522	30.4%	28.1%	\$45,748	\$52,925
Baccalaureate Degrees	Computer Engineering, General	46	58	43.5%	39.7%	\$43,515	\$55,652	31.7%	34.0%	\$57,937	\$64,066
Baccalaureate Degrees	Mathematics, General	39	54	43.6%	44.4%	\$36,176	\$27,824	37.1%	31.8%	\$41,354	\$39,057
Baccalaureate Degrees	Human Resources Development	73	52	68.5%	73.1%	\$39,496	\$41,591	50.0%	58.3%	\$46,052	\$45,933
Baccalaureate Degrees	Environmental Science	48	50	43.8%	50.0%	\$18,447	\$21,625	27.8%	30.0%	\$31,262	\$32,227
Baccalaureate Degrees	Physics, General	58	50	32.8%	30.0%	\$28,081	\$29,183	16.3%	22.0%	\$40,594	\$39,654
Baccalaureate Degrees	Spanish Language and Literature	48	43	47.9%	44.2%	\$27,991	\$24,755	35.9%	22.2%	\$39,712	\$43,839
Baccalaureate Degrees	Biological/Biosystems Engineering	38	42	44.7%	47.6%	\$32,983	\$34,261	31.3%	31.3%	\$47,926	\$49,848
Baccalaureate Degrees	Economics, General	46	42	41.3%	38.1%	\$28,281	\$39,471	25.6%	27.5%	\$46,189	\$48,187

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		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Baccalaureate Degrees	Agricultural and Extension Education Services	41	38	68.3%	68.4%	\$30,137	\$23,970	50.0%	39.4%	\$36,827	\$32,418
Baccalaureate Degrees	Geology/Earth Science, General	35	37	45.7%	27.0%	\$23,373	\$21,510	37.5%	19.2%	\$32,043	\$37,469
Baccalaureate Degrees	Food Science	28	34	57.1%	58.8%	\$47,697	\$39,421	51.9%	50.0%	\$52,506	\$47,578
Baccalaureate Degrees	Technical Teacher Education	41	31	80.5%	71.0%	\$34,201	\$31,872	63.9%	51.9%	\$38,890	\$36,147
Baccalaureate Degrees	Poultry Science	35	29	60.0%	58.6%	\$33,656	\$40,893	44.8%	56.5%	\$45,317	\$45,404
Baccalaureate Degrees	Agronomy and Crop Science	25	29	48.0%	37.9%	\$24,207	\$24,830	30.0%	19.0%	\$34,078	\$41,476
Baccalaureate Degrees	Interior Design	31	28	22.6%	32.1%	\$40,954	\$38,504	22.6%	28.6%	\$40,954	\$41,253
Baccalaureate Degrees	Drama and Dramatics/Theatre Arts, General	34	27	55.9%	63.0%	\$16,176	\$17,928	38.7%	46.2%	\$22,063	\$22,222
Baccalaureate Degrees	Business/Commerce, General	15	26	66.7%	57.7%	\$51,829	\$49,224	66.7%	46.2%	\$51,829	\$58,661
Baccalaureate Degrees	Ornamental Horticulture	31	25	61.3%	72.0%	\$24,076	\$25,106	37.0%	63.2%	\$38,667	\$32,962
Baccalaureate Degrees	Philosophy	26	25	53.8%	56.0%	\$15,306	\$15,972	16.7%	20.0%	\$25,557	\$33,464
Baccalaureate Degrees	Geography	21	25	71.4%	60.0%	\$41,566	\$38,812	36.8%	30.4%	\$81,906	\$76,990
Baccalaureate Degrees	Retail Management	31	20	61.3%	45.0%	\$36,050	\$41,953	46.7%	40.0%	\$41,298	\$44,277
Baccalaureate Degrees	Landscape Architecture	26	15	30.8%	26.7%	\$35,181	\$36,793	20.0%	20.0%	\$43,911	\$40,632
Baccalaureate Degrees	French Language and Literature	15	13	66.7%	61.5%	\$26,219	\$30,837	53.8%	60.0%	\$29,238	\$31,566
Baccalaureate Degrees	Classics and Classical Languages, Literatures, and Linguistics		11		63.6%		\$21,063		27.3%		\$39,957

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Doctor's Degrees - Professional Practice		248	243	59.7%	52.3%	\$47,065	\$49,820	41.4%	37.6%	\$60,895	\$63,055
Doctor's Degrees - Professional Practice	Law	234	223	59.4%	52.0%	\$42,366	\$43,796	40.4%	36.4%	\$54,825	\$55,710
Doctor's Degrees - Professional Practice	Nursing Practice	14	20	64.3%	55.0%	\$119,632	\$113,346	57.1%	50.0%	\$129,176	\$120,354
Doctor's Degrees - Research/Scholarship	Higher Education/Higher Education Administration	18		72.2%		\$72,834		66.7%		\$75,153	
Doctor's Degrees - Research/Scholarship		351	346	36.5%	32.9%	\$57,867	\$59,599	26.5%	24.6%	\$70,729	\$71,584
Doctor's Degrees - Research/Scholarship	Engineering, General	49	50	20.4%	28.0%	\$62,954	\$67,744	10.4%	18.4%	\$81,628	\$82,859
Doctor's Degrees - Research/Scholarship	English Language and Literature, General	20	23	35.0%	39.1%	\$26,348	\$21,376	16.7%	13.6%	\$38,006	\$42,765
Doctor's Degrees - Research/Scholarship	Chemistry, General		23		34.8%		\$48,242		30.4%		\$51,882

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Doctor's Degrees - Research/Scholarship	Curriculum and Instruction	16	16	62.5%	50.0%	\$61,622	\$61,220	57.1%	43.8%	\$60,793	\$64,783
Doctor's Degrees - Research/Scholarship	Public Policy Analysis, General	21	13	42.9%	53.8%	\$73,380	\$72,749	33.3%	46.2%	\$87,722	\$83,207
Doctor's Degrees - Research/Scholarship	Poultry Science	14	12	42.9%	33.3%	\$109,566	\$84,926	42.9%	33.3%	\$109,566	\$84,926
Doctor's Degrees - Research/Scholarship	Educational Leadership and Administration, General		12		33.3%		\$112,024		33.3%		\$112,024
Doctor's Degrees - Research/Scholarship	History, General	11	11	54.5%	54.5%	\$29,473	\$62,180	27.3%	45.5%	\$42,935	\$70,016
Master's Degrees	Engineering, General	38		21.1%		\$78,483		18.4%		\$83,555	
Master's Degrees	Legal Professions and Studies, Other	16		18.8%		\$97,444		20.0%		\$97,444	
Master's Degrees	Anthropology	21		38.1%		\$38,647		18.8%		\$49,046	
Master's Degrees	Drama and Dramatics/Theatre Arts, General	21		57.1%		\$11,542		14.3%		\$20,729	
Master's Degrees	Art/Art Studies, General	13		30.8%		\$22,465		23.1%		\$28,354	
Master's Degrees	Public Health Education and Promotion	12		66.7%		\$21,200		50.0%		\$32,164	

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Master's Degrees		2358	2351	45.4%	43.6%	\$51,925	\$54,556	36.6%	35.7%	\$62,124	\$63,587
Master's Degrees	Engineering/Industrial Management	447	404	23.7%	18.8%	\$72,603	\$72,642	20.2%	15.7%	\$80,588	\$78,037
Master's Degrees	Business Administration and Management, General	222	224	55.9%	60.7%	\$98,505	\$108,766	45.8%	47.5%	\$114,301	\$126,440
Master's Degrees	Elementary Education and Teaching	143	140	69.2%	67.1%	\$42,782	\$44,168	66.2%	63.3%	\$43,869	\$45,740
Master's Degrees	Accounting	92	118	35.9%	33.1%	\$41,270	\$44,965	23.0%	22.8%	\$55,952	\$54,768
Master's Degrees	Secondary Education and Teaching	81	76	77.8%	68.4%	\$38,503	\$38,823	67.1%	58.9%	\$40,685	\$40,894
Master's Degrees	Management Science	51	58	54.9%	56.9%	\$94,830	\$89,612	49.0%	50.9%	\$103,193	\$93,793
Master's Degrees	Parks, Recreation and Leisure Facilities Management, General	46	57	50.0%	47.4%	\$39,397	\$34,894	42.2%	40.7%	\$43,843	\$38,087
Master's Degrees	Audiology/Audiologist and Speech-Language Pathology/Pathologist	69	56	60.9%	60.7%	\$49,185	\$49,927	48.5%	49.1%	\$56,338	\$56,963
Master's Degrees	Higher Education/Higher Education Administration	47	52	57.4%	59.6%	\$34,068	\$32,978	40.9%	38.5%	\$40,765	\$41,460
Master's Degrees	Counselor Education/School Counseling and Guidance Services	42	48	83.3%	68.8%	\$40,138	\$38,415	68.4%	54.5%	\$43,956	\$43,217
Master's Degrees	Agricultural Economics	39	45	43.6%	44.4%	\$45,544	\$48,622	26.3%	32.6%	\$66,411	\$58,953
Master's Degrees	Electrical and Electronics Engineering	40	45	12.5%	15.6%	\$40,005	\$68,610	8.8%	11.8%	\$50,652	\$57,836
Master's Degrees	Music Performance, General	31	40	45.2%	40.0%	\$25,549	\$21,712	25.9%	17.1%	\$40,767	\$40,528
Master's Degrees	Social Work	45	39	71.1%	71.8%	\$36,429	\$42,706	51.2%	65.8%	\$43,166	\$44,425
Master's Degrees	Adult and Continuing Education and Teaching	36	31	72.2%	67.7%	\$40,660	\$47,397	62.9%	63.3%	\$45,531	\$51,565

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Master's Degrees	Agronomy and Crop Science	27	28	37.0%	28.6%	\$49,768	\$51,477	30.8%	19.2%	\$57,354	\$50,976
Master's Degrees	Geology/Earth Science, General	30	28	30.0%	28.6%	\$30,732	\$32,116	25.0%	22.7%	\$37,296	\$40,117
Master's Degrees	Educational/Instructional Technology	24	27	66.7%	51.9%	\$52,766	\$49,769	54.5%	42.3%	\$59,806	\$57,643
Master's Degrees	Kinesiology and Exercise Science	35	27	25.7%	37.0%	\$26,467	\$27,195	17.2%	17.4%	\$41,033	\$43,059
Master's Degrees	English Language and Literature, General	26	25	61.5%	52.0%	\$28,042	\$25,877	45.5%	42.9%	\$37,202	\$31,478
Master's Degrees	Family and Consumer Sciences/Human Sciences, General	13	24	76.9%	66.7%	\$30,788	\$34,062	54.5%	45.5%	\$40,382	\$45,936
Master's Degrees	Speech Communication and Rhetoric	22	22	72.7%	59.1%	\$37,936	\$41,493	54.5%	42.9%	\$47,546	\$52,895
Master's Degrees	Special Education and Teaching, General	20	22	85.0%	77.3%	\$47,546	\$49,588	73.7%	73.7%	\$51,305	\$52,547
Master's Degrees	Physical Education Teaching and Coaching	22	22	31.8%	31.8%	\$51,850	\$51,530	25.0%	31.8%	\$51,745	\$51,530
Master's Degrees	Civil Engineering, General	26	22	50.0%	59.1%	\$68,030	\$63,449	55.0%	57.9%	\$77,559	\$74,595
Master's Degrees	Agricultural Engineering		22		36.4%		\$49,141		23.5%		\$40,392
Master's Degrees	Food Science	26	21	23.1%	23.8%	\$37,145	\$34,992	17.4%	17.6%	\$54,155	\$52,914
Master's Degrees	Educational Leadership and Administration, General	17	20	82.4%	65.0%	\$48,993	\$58,052	76.9%	58.8%	\$51,751	\$60,115
Master's Degrees	Journalism		19		78.9%		\$34,098		58.8%		\$43,461
Master's Degrees	Materials Chemistry	25	18	36.0%	50.0%	\$44,283	\$55,439	27.3%	50.0%	\$62,597	\$59,344
Master's Degrees	Vocational Rehabilitation Counseling/Counselor	29	18	72.4%	66.7%	\$30,537	\$40,487	64.0%	61.1%	\$33,171	\$41,156

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Master's Degrees	Computer and Information Sciences, General		18		50.0%		\$71,449		46.2%		\$93,491
Master's Degrees	Industrial Engineering	26	17	57.7%	52.9%	\$54,979	\$72,475	54.5%	57.1%	\$62,710	\$76,315
Master's Degrees	Spanish Language and Literature	14	17	35.7%	47.1%	\$29,004	\$20,713	25.0%	37.5%	\$28,149	\$22,098
Master's Degrees	Creative Writing	20	16	45.0%	56.3%	\$21,734	\$23,086	16.7%	40.0%	\$40,150	\$27,836
Master's Degrees	Sociology	19	15	57.9%	33.3%	\$30,823	\$28,318	36.8%	21.4%	\$43,978	\$44,422
Master's Degrees	Animal Sciences, General		15		53.3%		\$53,484		33.3%		\$91,588
Master's Degrees	Computer Engineering, General		15		33.3%		\$43,288		27.3%		\$68,177
Master's Degrees	Agricultural Production Operations, General	13	14	53.8%	35.7%	\$67,860	\$54,531	46.2%	35.7%	\$70,182	\$54,531
Master's Degrees	Agricultural Teacher Education	15	14	93.3%	78.6%	\$55,115	\$56,316	73.3%	57.1%	\$65,876	\$73,456
Master's Degrees	Statistics, General	15	13	53.3%	53.8%	\$56,684	\$58,766	50.0%	66.7%	\$62,068	\$68,475
Master's Degrees	Registered Nursing/Registered Nurse	13	13	76.9%	69.2%	\$69,811	\$52,957	70.0%	61.5%	\$74,780	\$57,396
Master's Degrees	Mathematics, General		13		30.8%		\$48,633		60.0%		\$63,431
Master's Degrees	Adult and Continuing Education Administration	13	12	84.6%	75.0%	\$41,532	\$41,003	66.7%	66.7%	\$50,588	\$45,217
Master's Degrees	Mechanical Engineering		12		25.0%		\$76,128		27.3%		\$76,128
Master's Degrees	Political Science and Government, General		12		33.3%		\$16,436		30.0%		\$21,355
Post-Baccalaureate Certificates		33	47	72.7%	72.3%	\$48,438	\$55,052	61.3%	60.0%	\$58,812	\$59,446

Degree	CIP detail	Graduates		Employed %		Avg First Year Wage		Full-Time %		Full-Time Avg First Year Wage	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Post-Baccalaureate Certificates	Management Science	20	27	85.0%	85.2%	\$60,263	\$63,784	78.9%	70.8%	\$66,254	\$66,688
Post-Master's Degree Certificates		12	16	66.7%	68.8%	\$69,551	\$65,830	55.6%	63.6%	\$73,061	\$67,506

Occupation Focus – Teacher Education: Multiple Levels

The field of Teacher Education, Multiple Levels is matched by NCES with six occupations, namely teachers at the preschool, kindergarten, elementary school, middle school, secondary school, and postsecondary levels. Being matched to all the teaching jobs in the state, it looks like a job-rich field of study, with over 35,000 jobs in the matched occupations. Wages in these occupations vary a good deal, jumping sharply from preschool to kindergarten and rising slightly thereafter, with postsecondary teachers earning a few thousand dollars more per year than kindergarten teachers. Postsecondary teachers differs from the other occupations in having much more income inequality. It has by far the highest paid people at the 90th percentile, and the median is slightly higher as well, while the 10th percentile postsecondary teacher is paid much worse than kindergarten through secondary school teachers. Not surprisingly, educators are well-educated, at least above the preschool and kindergarten levels, where only a minority have four-year college degrees or more. The vast majority of elementary, middle, and secondary school teachers have at least a four-year degree, and Master’s degree graduates are almost as abundant as those who stopped at a Bachelor’s. Among postsecondary teachers, a PhD is the modal educational attainment, though accounting only for a little over one-third of all employees. The one program in this field is a Master’s program at UA-Monticello, and it enjoys very high job placement rates, with 94% in some kind of work. Only 66% had earnings that were classified as full-time equivalent (FTE), maybe because educators tend to have time off during, but even those with any wages earned over \$42,000 on average, not high for Master’s degree graduates but a solidly middle-class income. Over the life cycle and nationally, teacher education majors are quite low earning relative to other college graduates, and are more likely to be secondary or contributing earners in their households rather than sole or primary earners. Nonetheless, they exhibit strong labor market attachment and are rarely non-working.

Table 1 – Matched Occupations – Teacher Education, Multiple Levels (Source: NCES)

CIP2020Code	CIP2020Title	SOC2018Code	SOC2018Title
13.1206	Teacher Education, Multiple Levels.	25-1081	Education Teachers, Postsecondary
13.1206	Teacher Education, Multiple Levels.	25-2011	Preschool Teachers, Except Special Education
13.1206	Teacher Education, Multiple Levels.	25-2012	Kindergarten Teachers, Except Special Education
13.1206	Teacher Education, Multiple Levels.	25-2021	Elementary School Teachers, Except Special Education
13.1206	Teacher Education, Multiple Levels.	25-2022	Middle School Teachers, Except Special and Career/Technical Education
13.1206	Teacher Education, Multiple Levels.	25-2031	Secondary School Teachers, Except Special and Career/Technical Education

Table 2 – Workforce Outcomes for Teacher Education, Multiple Levels (Source: ARC Economic Security Report, YEAR)

Institution	Degree	CIP Detail	Graduates	Employed %	Avg First Year Wages	Full-Time %	Avg First Year Full-Time Wages
University of Arkansas at Monticello	Master's Degrees	Teacher Education, Multiple Levels	32	94%	\$42,022	66%	\$41,149

Table 3 – Occupation Snapshot for Occupations Related to Teacher Education, Multiple Levels (Source: Chmura Analytics)

Occupation	Current					5-Year History		1-Year Forecast				
	Empl	Avg Ann Wages ²	Unempl	Unempl Rate	Online Job Ads ³	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
Elementary School Teachers, Except Special Education	12,192	\$48,800	318	2.6%	172	8	0.0%	876	375	520	-19	-0.2%
Secondary School Teachers, Except Special and Career/Technical Education	10,611	\$51,900	276	2.6%	266	42	0.1%	722	295	442	-16	-0.1%
Middle School Teachers, Except Special and Career/Technical Education	5,682	\$50,700	149	2.6%	217	1	0.0%	408	175	242	-9	-0.2%
Preschool Teachers, Except Special Education	4,929	\$31,900	144	2.9%	191	145	0.6%	531	200	305	25	0.5%
Kindergarten Teachers, Except Special Education	1,390	\$48,100	40	2.9%	9	-47	-0.7%	138	55	84	-2	-0.1%

Education Teachers, Postsecondary	452	\$55,500	14	3.1%	2	6	0.2%	40	17	21	2	0.5%
Teaching and Learning Occupations	35,256	\$47,700	942	2.6%	857	155	0.1%	2,715	1,117	1,616	-17	0.0%
Teaching and Learning Occupations	35,256	\$47,700	942	2.6%	857	155	0.1%	2,715	1,117	1,616	-17	0.0%
Total - All Occupations	1,329,945	\$43,100	48,601	3.6%	49,388	53,255	0.8%	155,436	58,352	94,125	2,960	0.2%

Table 4 – Occupation Wages in Teacher Education, Multiple Levels, Average Annual in Arkansas (Source: Chmura Analytics)

Occupation	Mean	Entry Level	Experienced	Percentiles					Mean	
				10%	25%	50% (Median)	75%	90%	USA	USA
Education Teachers, Postsecondary	\$55,500	\$32,200	\$67,100	\$22,900	\$41,400	\$51,600	\$64,800	\$84,800	\$74,600	\$74,600
Preschool Teachers, Except Special Education	\$31,900	\$21,700	\$37,000	\$20,800	\$22,000	\$29,800	\$39,700	\$48,900	\$34,700	\$34,700
Kindergarten Teachers, Except Special Education	\$48,100	\$37,700	\$53,300	\$35,900	\$41,500	\$47,600	\$55,300	\$61,900	\$60,200	\$60,200
Elementary School Teachers, Except Special Education	\$48,800	\$37,700	\$54,400	\$35,800	\$41,700	\$48,000	\$56,500	\$63,100	\$63,900	\$63,900
Middle School Teachers, Except Special and Career/Technical Education	\$50,700	\$38,700	\$56,800	\$36,800	\$42,700	\$49,700	\$59,000	\$66,900	\$63,600	\$63,600
Secondary School Teachers, Except Special and Career/Technical Education	\$51,900	\$38,800	\$58,400	\$36,800	\$43,300	\$51,000	\$60,400	\$70,200	\$65,900	\$65,900
Teaching and Learning Occupations	\$47,700	\$35,900	\$53,700	\$34,000	\$39,600	\$46,700	\$55,800	\$64,100	\$60,500	\$60,500
Total - All Occupations	\$43,100	\$22,400	\$53,500	\$20,800	\$23,300	\$33,200	\$51,000	\$75,700	\$53,900	\$53,900

Table 5 – Educational Attainment Profile for Occupations Related to Teacher Education, Multiple Levels (Source: Chmura Analytics)

	Empl (Place of Residence)							Overall Occupation ¹			
	< High School	High School	Some College	Two-Year	Four-Year	Master's	PhD	Total Empl	Avg Ann Wages	Forecast Ann Growth	Unempl Rate
Education Teachers, Postsecondary	3	12	15	13	92	142	168	444	\$55,500	0.5%	3.1%
Preschool Teachers, Except Special Education	85	851	1,140	741	1,561	444	27	4,849	\$31,900	0.5%	2.9%
Kindergarten Teachers, Except Special Education	24	237	320	211	433	123	7	1,355	\$48,100	-0.2%	2.9%
Elementary School Teachers, Except Special Education	0	0	488	371	5,951	4,948	363	12,121	\$48,800	-0.2%	2.6%
Middle School Teachers, Except Special and Career/Technical Education	0	0	226	172	2,767	2,303	169	5,637	\$50,700	-0.2%	2.6%

Secondary School Teachers, Except Special and Career/Technical Education	0	0	370	208	5,054	4,532	349	10,514	\$51,900	-0.2%	2.6%
Teaching and Learning Occupations	112	1,100	2,559	1,716	15,857	12,493	1,084	34,921	\$47,700	-0.1%	2.6%
Total - All Occupations	125,575	433,481	263,103	115,041	236,145	81,511	31,887	1,286,744	\$43,100	0.2%	3.6%

Table 6 – Household Situation and Individual Earnings for Majors in Teacher Education, Multiple Levels, National (Source: Census Bureau, ACS microdata)

	Population share			Median earnings			Teacher Education: Multiple Levels	
	Less than Bachelors	Bachelors	Post - Bachelors	Less than Bachelors	Bachelors	Post - Bachelors	Population share	Median earnings
Working student	6.5%	7.9%	7.2%	\$17,000	\$31,387	\$46,035	9%	\$41,925
Non-working student	0.9%	0.6%	0.4%				0%	
Working single	13.8%	18.1%	15.7%	\$32,957	\$52,312	\$70,000	12%	\$47,081
Working single parent	5.5%	3.5%	3.5%	\$27,300	\$53,270	\$71,710	4%	\$51,221
Sole earner in hh	8.0%	6.4%	8.3%	\$38,000	\$88,000	\$115,087	3%	\$48,074
Primary earner (>50% of hhi)	21.0%	26.9%	31.9%	\$52,246	\$83,700	\$102,532	23%	\$57,940
Contributing earner (<50% of hhi)	27.0%	27.7%	26.6%	\$26,156	\$40,977	\$55,000	40%	\$40,989
Homemaker (no kids)	2.3%	1.4%	1.0%				1%	
Homemaker (parents w/ kids)	5.4%	4.6%	3.3%				5%	
Non-earner	7.2%	2.1%	1.6%				2%	
Homemaker (complex hh)	2.5%	0.7%	0.4%				1%	

Disclaimer/Explanation – About Arkansas Research Center (ARC) job placement statistics

This report makes extensive use of the job placement statistics provided by the Arkansas Research Center at the University of Central Arkansas. This disclaimer explains how these statistics are produced, and the peculiar interpretive challenges that result.

The underlying dataset is very rich. Graduation records from Arkansas's public colleges and universities are shared with ARC every year, and incorporated into a large statewide database. These graduation records are then matched with wage information from the Unemployment Insurance (UI) system maintained by the Division of Workforce Services in the Arkansas Department of Commerce, which has to keep records of most workers' wages in order to administer the UI program. ARC's data are therefore not based on a sample, but on a whole population, which allows unique granularity, with statistics calculated by school, award, and field of study. But the data has well known blind spots.

First, the following groups do not participate in the Arkansas UI program, so their wages are not visible to ARC:

- Self-employed workers;
- Federal government workers;
- People working outside of Arkansas.

Second, continuing education complicates the interpretation of job placement statistics. ARC seeks to identify students who are continuing their educations through data sharing with the National Student Clearinghouse. They use the number of graduates NOT continuing their educations as the denominator for the full-time job placement rate, but all graduates as the denominator for the "any wage" job placement rate. Hence it is possible for the full-time job placement rate to exceed the share working for any wage. Programs whose most successful graduates continue their educations may see misleadingly poor labor market returns in ARC's data because of this.

Third, the definition of "full-time equivalent" employment is unintuitive because it is designed to work around data limitations. The UI system does not collect data on the hours that people work, because that does not affect the UI benefit to which they become entitled if they lose their jobs through no fault of their own. Consequently, ARC cannot really know who is working full-time by any particular definition of that term (e.g., 40 hours per week). Instead, they look for people of whom it *cannot be ruled out* that they are working full-time, because *in each of the 3rd to 6th quarters after graduation*, they earned at least the minimum wage times an hours threshold corresponding roughly to full-time work over a quarter. Thus, a person working 20 hours per week for double the minimum wage would be counted as working full time.

With all these data limitations, straightforward and intuitive interpretations of job placement statistics are likely to be less helpful than comparisons of job placement statistics across schools and programs, and even those must continually take into account biases related to the data limitations. Improvements in data quality through new initiatives in data sharing would be desirable, but in the meantime, we must get as much good decision support as we can from available data.

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Master of Education in Teaching and Learning

Appendix B

Faculty CV's

Jason L. Endacott, Ph.D.

Associate Professor & Graduate Coordinator

University of Arkansas Peabody Hall 118 Fayetteville, AR 72701
(479) 575-2657 jendacot@uark.edu

Professional Education

2007 Doctor of Philosophy: Teaching and Leadership

University of Kansas Lawrence, KS
Major: Curriculum and Instruction: Emphasis in Social Studies Education
Minor: Historical Thinking

2001 Master of Science: Curriculum and Instruction

University of Kansas Lawrence, KS

1998 Bachelor of Science: Elementary Education

Kansas State University Manhattan, KS

Research Interests

Current research involves the examination of how students reconcile the cognitive and affective nature of historical empathy. The specific focus on historical empathy is a result of my broader interest in all aspects of historical thinking including historical epistemology, significance and agency. Future plans include utilizing historical empathy and the other areas of historical thinking to further knowledge on how students of various ages best understand the past, the interpretive nature of history, and how historical study can encourage students to become agents of change in a pluralistic democracy.

Professional Experience: Higher Education

Associate Professor **Fayetteville, AR**
University of Arkansas **2016-Present**

Assistant Professor **Fayetteville, AR**
University of Arkansas **2011-2016**

Courses Taught

- CIED 6133 Trends & Issues in Curriculum & Instruction
- CIED 5243 Special Methods of Instruction I: Social Studies
- CIED 5253 Special Methods of Instruction II: Social Studies
- CIED 528V Secondary Education Teaching Internship
- CIED 5062 Literacies Across the Curriculum
- CIED 5273 Research in Curriculum and Instruction
- CIED 6113 Trends and Issues in Social Studies Education
- CIED 694v Reclaiming the Conversation on Education
- CIED 5313 Methods of Qualitative Research in Curriculum & Instruction
- CIED 5022 Classroom Management Concepts
- CIED 5033 Curriculum Concepts for Teachers

Professional Experience: Higher Education (Continued)

Assistant Professor
Keene State College **Keene, NH**
2007-2011

Graduate Assistant
University of Kansas **Lawrence, Kansas**
Spring 2006

Professional Experience: K-12

Teacher **Kansas City, Missouri**
New Mark Middle School **1998-2007**

- 8th Grade American History 1998-2002, 2006-2007
- 7th Grade World History 2002-2005
- 7th Grade World Cultures and Geography 2005-2006

Publications (Non-Peer reviewed marked with *)

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- Endacott, J.L. & Brooks, S. (2013). An updated instructional model for historical empathy. *Social Studies Research and Practice*. 8(1), 41-58
- Peleaux, J. & Endacott, J.L. (2013). ReQuest in the secondary history classroom: How does the introduction of a purposeful reading technique affect comprehension of text? *Networks: An Online Journal for Teacher Research*, 15(1).
- Endacott, J.L. (2011). Power and liberty: A long-term course planning strategy to encourage the contextualization of events in American history. *The Social Studies*. 102 (2), 73-79.
- Endacott, J. L. (2010). Reconsidering affective engagement in historical empathy. *Theory and Research in Social Education*, 38 (1), 6-49.
- Endacott, J. L. (2007). What is the best way to govern a nation? . In L. Bennett & M. Berson (Eds.), *Digital Age: Technology-Based K-12 Lesson Plans for Social Studies* (pp. 77-81). Silver Spring, MD: National Council for the Social Studies. pp. 77-81

Endacott, J.L. (2006). Social studies interactive notebooks: Helping to meet the needs of middle school students. *Social Studies Research and Practice*. 2 (1), 128-138.

Endacott, J.L. (2005). It's not all ancient history now: connecting the past by weaving a threaded historical concept. *The Social Studies*, 96 (5), 227-231.

Grant Work (Funded Marked with *)

National Endowment for the Humanities \$369,583

- Engaging in informed conversations during turbulent times is vital for the common good. The Common _ties Project (Humanities, Communities, Identities) connects humanities scholars, social studies classrooms, and community partners in a yearlong program to foster critical understanding of topical issues such race, indigenous history, gender, and immigration, and turning that understanding into informed community action.

*Research in Teaching Grant (2013)

\$3,499

- Awarded grant from Wally Cordes Teaching and Faculty Support Center to implement visual stimulated recall protocol into student teaching internship in order to improve teaching

USDOE - Effective Teachers and Effective Teaching Program (2013)\$1,300,000

- Improving Teacher Efficacy and Student Achievement in Secondary Economics through Concurrent Professional Development of Pedagogical Content Knowledge and Effective Learning Strategies

AERA Research Conference Proposal (2012) \$24,000

- Virtual Symposium: Critical Discussions about Teacher Preparation in the Accountability Era

*Keene State College Faculty Development Grant (2010)

- Awarded \$1,200 for presentation at International Society for the Social Studies Conference in February, 2011

Refereed Conference Presentations and Workshops

Endacott, J.L., Broome, J.P. & Dingler, M. (2017) Teachers' Views on Teaching About Black Lives Matter. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, San Francisco, CA, December 2017.

Broome, J.P. & Endacott, J.L. (2017). "On the Matter of Black Lives": Teachers' Preparation for Controversial Discussion. Paper presented at the College and University Faculty Annual Retreat, Orlando, FL, January 2017.

- Endacott, J.L. (2017). Teaching Persistent Issues in History. Presented at the Arkansas Curriculum Conference annual state conference. Little Rock, AR, November, 2017.
- Endacott, J.L. (2016) Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.
- Endacott, J.L. (2016) Making the Comfortable Uncomfortable: A Call for Subversive, Anti-Entropy Social Studies Teaching And Learning in Schools and Communities. Panel Participant Contemporary Issues Dialogue presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.
- Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.
- Broome, J.P. & Endacott, J.L. (2016). "On the Matter of Black Lives": Using CRT and C3 Inquiry to Examine Current Events. Book chapter presented at the annual conference of the National Council for the Social Studies, Washington, DC, December 2016.
- Endacott, J.L. & Woodworth, A. (2016). Beyond the Nine: A Critical Look at School Desegregation in Arkansas. Presented at the Arkansas Curriculum Conference annual state conference. Little Rock, AR, November, 2016.
- Endacott, J.L. & Dingler, M. (2016). Mutually Assured Destruction: Using Game Theory to Teach The Cold War. Presented at the Arkansas Curriculum Conference annual state conference. Little Rock, AR, November, 2016.
- Endacott, J.L. & Broome, J.P. (2016) Teachers' Views on the "Lessons" of Ferguson. Paper presented at the American Educational Research Association annual conference. Washington, DC, April 2016.
- Endacott, J.L. & Broome, J.P. (2015) Teaching Ferguson and Other Controversial Issues. Paper presented at the College and University Faculty Assembly annual national conference. New Orleans, LA, November, 2015.
- Endacott, J.L., Woodworth, A., Barr, R., Jamell, F., Ripplemeyer, J., Sneed, N., Akers, J., Balmer, J., Cole, E., Chavis, K., Harris, E., Zardin, R., Freeman, L., Sloan, S. & Shackelford, S. (2015). Generating C3 inquiry arcs using compelling questions from the world of sports. Paper presented at the Arkansas Curriculum Conference annual state conference. Little Rock, AR, November, 2015.

- Endacott, J.L. & Goering, C.Z. (2015). Teachers Perceptions of Common Core Implementation in Arkansas – 2015 Update. Paper presented at the Arkansas Curriculum Conference annual state conference. Little Rock, AR, November, 2015.
- Endacott, J.L. (2015). Using Video Stimulated Recall to Improve the Reflection of Pre-Service Teachers. Paper presented at the American Teacher Educators annual national conference. Phoenix, AZ, February 2015.
- Wright, G. & Endacott, J.L. (2014). Historical Inquiry and the Limits of CCSS. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Boston, MA, November 2014.
- Endacott, J.L. & Wright, G. (2014). Using Historical Empathy for Enduring Understanding. Arkansas Curriculum Conference, Little Rock, AR, November 2014.
- Collet, V., Endacott, J., Goering, C., Denney, G. Jennings-Davis, J. & Wright, G. (2014). Leadership Hybridity in Successful Implementation of Common Core State Standards. Paper presented at the annual conference of the Mixed-Methods International Research Association, Boston, MA, June 2014.
- Endacott, J., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. Paper presented at the American Education Research Association (AERA) annual conference, Philadelphia, PA. April, 2014
- Kayı-Aydar, H., Endacott, J., Goering, C., & Denny, G. (2014). Common Core State Standards: What Do Teachers of ELLs Say? Paper presented at the International TESOL Convention and Exhibit, Portland, OR. April, 2014
- Endacott, J.L., Collet, V., Goering, C.Z., Denny, G., Wright, G., Jennings-Davis, J. (2014) Common Core implementation in Arkansas: Teacher's perceptions...and why they matter. Paper presented at the quarterly Advisory Board Meeting of the University of Arkansas Educational Renewal Zone, Fayetteville, Arkansas, March 2014.
- Endacott, J.L., Collet, V., Goering, C.Z., Denny, G., Wright, G., Jennings-Davis, J. (2014) Teachers' perceptions of the Common Core: And why they matter. Paper presented at the quarterly Advisory Board Meeting of the University of Arkansas Ft. Smith Educational Renewal Zone, Ft. Smith, Arkansas, February 2014.
- Endacott, J.L. "Historical Empathy and Pedagogical Reasoning" College and University Faculty Assembly Annual Conference (November, 2013)

- Endacott, J.L. "Historical Empathy and Pedagogical Reasoning" New England Educational Research Organization Annual Conference (April, 2013)
- Goering, C.Z., Endacott, J.L., Collet, V., Denny, G., Wright, G., Jennings-Davis, J. "English Teaching Conditions during the Implementation of the Common Core State Standards in Arkansas: A Descriptive Study" Council on English Education Annual Conference (July, 2013) - Refereed
- Endacott, J.L., Goering, C.Z., Collet, V., Denny, G., Wright, G., Jennings-Davis, J. "Common Core State Standards and Teaching Conditions in Arkansas". Arkansas Curriculum Conference (October, 2013) - Refereed
- Endacott, J.L., Goering, C.Z. "Reclaiming the Conversation on Education". Arkansas Curriculum Conference (October, 2013) – Refereed
- Endacott, J.L., Land, M. "Pundit Tracking in the Social Studies". Arkansas Curriculum Conference (October, 2013) – Refereed
- Endacott, J.L. & Sturtz J. "Towards Historical Empathy's Ultimate Goals: A Case Study in Pedagogical Reasoning". New England Educational Research Organization Annual Conference, April, 2013
- Endacott, J.L. "Holistic Historical Study Through Integration of Art, Historical Empathy and Technology". Artful Teaching Conference, April, 2013
- Endacott, J.L., Brooks, S. Fillpot, E. "Affective Engagement with the Past: Divergent Views Initiate a Conversation" College and University Faculty Assembly Annual Conference, November, 2010.
- Endacott, J.L., Cwynar, D. & Provost, J. "Power and Liberty: Voices of Dissent". National Council for the Social Studies Conference, November, 2010.
- "Perils, Pitfalls & Potential of Web 2.0: Student-Teacher Showcase". (Facilitator) National Council for the Social Studies Annual Conference. November, 2010
- Endacott, J.L., Cwynar, D. & Provost, J. "Power and Liberty: Government Power in Times of Crisis". New Hampshire Council for the Social Studies Annual Conference, October, 2010.
- Endacott, J.L. "Pierce and the Kansas Nebraska Act". New Hampshire Council for the Social Studies Annual Conference. October, 2010.
- Endacott, J.L. "Power and Liberty: A Delicate Balance". National Council for the Social Studies Annual Conference. November, 2009.

- Endacott, J.L. & Gobeil, Z. "Teaching Evolution in New Hampshire: The Scopes Trial Simulation". New Hampshire Council for the Social Studies Annual Conference. October, 2009.
- Endacott, J.L. & Szafir, M. "Rock the Vote: Using Societal Climate to Analyze Political Choices". National Council for the Social Studies Annual Conference. November, 2008.
- Endacott, J.L. "Analyzing Historical Decisions". New Hampshire Council for the Social Studies Annual Conference. October, 2008.
- Endacott, J.L. "Dig Up Some History". National Council for the Social Studies Annual Conference. December, 2006.
- "Effective Technology Integration in the Social Studies: Promising Practices". National Council for the Social Studies Annual Conference. December, 2006.
- Endacott, J.L. "It's Not All Ancient History Now: Connecting Ancient History to Contemporary Issues". National Council for the Social Studies Annual Conference. November, 2005.
- Endacott, J.L. "Threading an Historical Concept". Missouri Council for the Social Studies Annual Conference. March, 2005.

Scholarly Consultation

- National Council for the Social Studies Publications Committee –Member (2012-2014)
- Responsible for recommending publication policies to the board of directors, overseeing the work of the sub-committees for each of the council's journal publication committees, and sharing ideas for areas of need and topics or trends that the publication program should address
- American Educational Research Association Conference Reviewer (2012-Present)
- Reviewed proposals for Section C: Learning and Instruction
- Theory and Research in Social Education Manuscript Reviewer (2010-Present)
- Reviewed submitted manuscripts for publication in peer reviewed journal
- College and University Faculty Annual Conference Reviewer (2011-Present)
- Reviewed research paper and symposium proposals for 2011 conference
- National Council for the Social Studies Annual Conference Reviewer (2011-Present)
- Reviewed session and poster proposals for 2011 conference
- Facilitator – NCSS Annual Conference Technology Workshop (2010)
- Facilitated roundtable session on use of technology to connect social studies students from the United States and the Middle East
- New Hampshire State Department of Education Classroom Tech Grant Reviewer (2007)
- Reviewed social studies grant proposals for classroom technology
- Social Studies Research and Practice Manuscript Reviewer (2006-Present)

- Reviewed submitted manuscripts for publication in peer reviewed journal
Collaborating Teacher: Persistent Issues in History Network (2006)
- Served as case study example for persistent issue “Principles of Just War”
- Collaborated with project directors to plan and present instructional case study

CURRICULUM VITAE

JENNIFER G. BEASLEY, Ed.D.

1545 West County Line Rd.
Springdale, AR 72762
(479) 856-2535
jgbeasle@uark.edu

EDUCATION

University of Virginia, Ed.D. Area of concentration - Gifted Education, Secondary areas of concentration - Curriculum and Instruction and Research, May 2009.

Emporia University, Gifted Endorsement - K-8. May 2001.

Wichita State University, M.Ed. Administration and Supervision,
May 1990. Endorsement - Principal K-8.

Kansas State University, B.A. Major in Elementary Education. Minor in Art.
Endorsement - Teacher, K-8, Art Education K-8. May 1987.

PROFESSIONAL EXPERIENCE: UNIVERSITY TEACHING

UNIVERSITY OF ARKANSAS - Fayetteville, AR

Director of Teacher Education, *University of Arkansas*, 2016- present.

Assistant Department Head, Department of Curriculum and Instruction, *University of Arkansas*, 2014-2016

Graduate Coordinator, Department of Curriculum and Instruction, *University of Arkansas*, 2014-2016

Assistant Professor, Department of Curriculum and Instruction, *University of Arkansas*, 2010-present

Visiting Assistant Professor, Department of Curriculum and Instruction, *University of Arkansas*, 2009-2010

Instructor, "Introduction to Education" *University of Arkansas*, Fall 2016 - Present

Instructor, "Social & Emotional Needs of the Gifted and Talented" *University of Arkansas*, Summer 2012

Instructor, "Differentiating Instruction for Advanced Students" *University of Arkansas*, Summer 2012

Instructor, "Analysis of Teacher Education" *University of Arkansas*, Spring 2012 - 2013

Instructor, "Case Study in CHED." *University of Arkansas*, Spring 2012- 2016

Instructor, "Research Case Study," *University of Arkansas*, Fall 2011- 2016

Instructor, "Children and Adolescent Literature," Online Course, *University of Arkansas*, Summer 2011

Instructor, "Literacy Assessment," Online Course, *University of Arkansas*, Summer 2010

Instructor, "Emergent and Developing Literacy," *University of Arkansas*, Spring 2010

Instructor, "Language Development for Educators," *University of Arkansas*, Spring 2010

Instructor, "Curriculum Design Concepts," *University of Arkansas*, Spring 2009 - 2010, 2017

Instructor, "Teaching Science in the Elementary Classroom," *University of Arkansas*, Fall 2009

Instructor, "Classroom Learning Theory," *University of Arkansas*, Fall 2009

Instructor, "Literacy Assessment," *University of Arkansas*, Fall 2009 - 2011, 2014

Instructor, "Classroom Management," *University of Arkansas*, Fall 2009 - 2010

Instructor, "Survey of Exceptionalities," *University of Arkansas*, Summer 2013

Student Teaching Supervisor, *University of Arkansas*, 2009-2016

SWEET BRIAR COLLEGE - Sweet Briar, VA

Instructor, "Teaching, Learning, and Human Development," *Sweet Briar College*, Spring 2009.

Instructor, "Models of Teaching," *Sweet Briar College*, Spring 2009.

Student Teaching Supervisor, *Sweet Briar College*, Spring 2009.

UNIVERSITY OF VIRGINIA - Charlottesville, VA

Graduate Teaching/Research Assistant for Professor Carol A. Tomlinson, *University of Virginia*, 2004 - 2008.

Teaching Assistant, Professor Carol A. Tomlinson, "Differentiated Instruction in the Regular Classroom," *University of Virginia*, 2005 - 2008.

Teaching Assistant, Professor Scott Imig, "Issues in Education," *University of Virginia*,

Spring 2005.

Teaching Assistant, Professor Carol A. Tomlinson, "Curriculum for the Gifted,"
University of Virginia, 2004 – 2008.

**UNIVERSITY OF VIRGINIA SCHOOL OF CONTINUING AND PROFESSIONAL
STUDIES – Culpeper, VA**

Co-Instructor, "Differentiated Instruction in the Regular Classroom," *University of
Virginia School of Continuing and Professional Studies*, Fall 2006 (with Jane M. Jarvis).

CASENEX CORPORATION – Charlottesville, VA

Online Instructor, "Gifted Program Models and Instructional Strategies," *Casenex*, Fall
2005.

PROFESSIONAL EXPERIENCE: ELEMENTARY TEACHING

Gifted Facilitator, K-5, *Morse Elementary School – Overland Park, KS*, 1998-2004

Gifted Facilitator, K-5, *Woodsonia Elementary School – Overland Park, KS*, 1997-1998

Third Grade Teacher, *Woodsonia Elementary School – Overland Park, KS*, 1995-1997

Fulbright Teacher Exchange, Grade One, *St. Thomas Aquinas – Provost, Alberta*, 1994-1995

First Grade Teacher, *Woodsonia Elementary School – Overland Park KS*, 1991-1994

Fifth Grade Teacher, *Minneha Elementary School – Wichita, KS*, 1990-1991

First Grade Teacher, *Minneha Elementary School – Wichita, KS*, 1987-1990

Curriculum Council member, *DeSoto Public Schools, DeSoto, KS*, 1995-1997

Building Leadership Team member, *Morse Elementary School – Blue Valley School District,
Overland Park, KS*, 2001-2004

School-wide Writing Committee Leader, *Morse Elementary -- Blue Valley School District,
Overland Park, KS*, 2002-2004

PROFESSIONAL EXPERIENCE: OTHER

Curriculum Reviewer for Indiana Department of Education, June 2016.

External Evaluator for the Council for the Accreditation of Educator Preparation, June
2016 – Present.

External Curriculum Reviewer for *Grand Rapids School District*, Grand Rapids, MI. June 2015 – January 2016.

Teaching for High Potential Editorial Advisory Board, *National Association for Gifted Children*, November 2014 – November 2018.

Onsite Professional Development Faculty, EduCore, ASCD and Bill and Melinda Gates Foundation Grant, November 2013 – May 2014.

External Reviewer for the Masters of Science in Curriculum and Instruction, *Texas A&M International University*. October 2012.

Online Course Designer, “Differentiated Instruction: Creating an Environment that Supports Learning” *Association for Supervision and Curriculum Development*, Spring 2012.

Conference Planner, University of Arkansas Literacy Symposium, *University of Arkansas*. June 2011 – June 2012.

Differentiation Cadre Member, *Association for Supervision and Curriculum Development*, December 2009 – Present.

Web Designer and Programmer for <http://www.differentiationcentral.com>, Summer Institute on Academic Diversity, *University of Virginia*. August 2008 – 2011.

Conference Planner, Summer Institute on Academic Diversity, *University of Virginia*, June 2007 - August 2008.

Quarterly Column Contributor, *Teaching for High Potential*, “The Curriculum Connection,” National Association for Gifted Children, 2007 – Present.

Newsletter Co-Editor, Curriculum Studies Division, *National Association for Gifted Children*, 2005 – 2008.

Graduate Research Assistant, National Research Center on the Gifted and Talented, *University of Virginia*, 2004 – 2008.

Language Arts Division, Copywriter, *McDougal-Little*, Evanston, IL, June 2006.

Web Design and Research, *National Association for Gifted Children*, Washington, D.C., May 2006.

PUBLICATIONS

Beasley, J.G. (2019). High-quality curriculum: A lesson in collaboration. In Inman, T. (Ed.) *Success strategies for parenting gifted kids: Expert advice from the National Association for Gifted Children* (pp. 219-222). New York, NY: Prufrock Press.

- Beasley, J. & Mears, D. (2018). Issues, obstacles and challenges of systemic change in curriculum and instruction. In Silverberg, D. (Ed.), *Institutional change from within: Teaching and learning in higher education*. Lanham, Maryland: Rowman & Littlefield.
- Beasley, J.G. & Beck, D. E. (2017). Defining differentiation in cyber schools: What online teachers say. *TechTrends*, 61(3).
- Beasley, J. G. & Beck, D. E. (2017). Transforming online classrooms through differentiation. *Ohio ASCD Journal*, Winter/Spring 2017, 7-12.
- Beasley, J. G. (2017). The culture of collaboration: A tool for teacher self-efficacy. In F. A. Bowles & C. J. Pearman (Eds.) *Self-efficacy in action: Tales from the classroom for teaching, learning, and professional development*. New York, NY: Rowman & Littlefield.
- Beasley, J. G., Briggs, C., & Pennington, L. (2017). Bridging the gap 10 years later: A tool and technique to analyze and evaluate advanced academic curricular units. *Gifted Child Today*, 40 (1).
- Imbeau, M. B. & Beasley, J. G. (2016). Designing a professional development plan. In R. D. Eckert & J. H. Robins (Eds.) *Designing services and programs for high-ability learners: A guidebook for gifted education (2nd ed.)*. (n.p.). Thousand Oaks, CA: Corwin Press.
- Beasley, J. G. (2015). *Meeting the needs of diverse learners through technology and differentiation* [Video Lecture Series]. Hershey, PA: IGI Global.
- Beasley, J. G., Briggs, C., & Pennington, L. (2015). *Engaging and challenging curriculum: Supporting advanced and gifted learners*. Washington, D.C.: NAGC Select Publications.
- Beasley, J. G. & Imbeau, M. B. (2015). Using the tools of technology to meet the needs of all learners. In L. Lennex & K. Nettleton (Eds.), *Cases on Instructional Technology in Gifted and Talented Education* (pp. 287-310). Hershey, PA: IGI Global.
- Collet, V.S. & Beasley, J. G. (2014). *The dialogic nature of mentoring: Using the gradual increase of responsibility model to support student teachers*. Paper presented at the Literacy Research Association National Conference, December 5, 2014, Marco Island, FL.
- Beasley, J.G., Gist, C., & Imbeau, M. B. (2014). (De)constructing student engagement for pre-service teacher learning. *Issues in Teacher Education*, 23(2), 175-188.
- Beasley, J. G. (2014, Summer). Increasing rigor: A Tool to Consider. *Teaching for High Potential*, 5-6.

- Beasley, J. G. (2014, Winter). Performance tasks: Building the bridges between gifted and general education. *Teaching for High Potential*, 5-6.
- Beasley, J. G., Gartin, B., Lincoln, F., & Penner-Williams, J. (2013). Teacher efficacy and practice in meeting the needs of diverse learners: How do partnerships support teachers? *SRATE Journal*, 22(2), 1-7.
- Beasley, J. G. (2013, Fall). High quality curriculum: Reflecting on the NAGC curriculum rating rubric. *Teaching for High Potential*.
- Beasley, J. G. (2013, Winter). Honoring our history in curriculum for the gifted and talented: An interview with Dr. Sandy Kaplan. *Teaching for High Potential*.
- Beasley, J. G. (2012, Fall). Social and emotional needs: Is there a curriculum connection? *Teaching for High Potential*.
- Beasley, J. G. & Tomlinson, C.A. (2012, Spring). Differentiated Instruction: Creating an Environment that Supports Learning. Online Course. *Association for Supervision and Curriculum Development*: Alexandria, VA.
- Beasley, J. G. (2012, Spring). Creating a community of learners: The foundation for high quality curriculum. *Teaching for High Potential*.
- Beasley, J. G. (2012, Winter). Common core state standards: A good fit for gifted education? *Teaching for High Potential*.
- Beasley, J. G. (2011, Winter). Curriculum planning for low-income learners: An interview with Dr. Tamra Stambaugh. *Teaching for High Potential*, 24.
- Beasley, J. G. (2011, Spring). Mapping the way for mindset. *Teaching for High Potential*, 25.
- Beasley, J. G. (2011, Summer). A summer assignment. *Teaching for High Potential*, 25.
- Beasley, J. G. (2011). Preserving our identity: Learning about the history of our State. In M. B. Imbeau (Ed.). *Parallel Curriculum Units for Grades K-5* (pp. 153-194). Thousand Oaks, CA: Corwin Press.
- Beasley, J. G. (2010, Fall). Curriculum for diverse learners. *Teaching for High Potential*, 23.
- Beasley, J. G. (2009, Winter). Don't know much about biology... *Teaching for High Potential*, 20.
- Beasley, J. G. (2009, Fall). The myth of gifted curriculum: Rethinking Bloom's Taxonomy. *Teaching for High Potential*, 19.

- Beasley, J. G. (2009). *Communities of Practice: Extending professional development in differentiation beyond an educational conference*. Unpublished doctoral dissertation, University of Virginia, Charlottesville.
- Beasley, J. G. (2008, Fall). Field trips: Do we have permission to go? *Teaching For High Potential*, 17.
- Beasley, J. G. (2008, Spring). Knowing is a process, not a product. *Teaching For High Potential*, 16.
- Tomlinson, C. A., & Beasley, J. G. (2008). Middle school enrichment. In B. Kerr, ed. *Encyclopedia of Giftedness, Creativity and Talent*. Newbury Park, CA: SAGE Publications.
- Beasley, J. G. (2008, Winter). Pre-assessing prior knowledge: Mind the gap! *Teaching For High Potential*, 10.
- Beasley, J. G. (2007, Fall). Online curriculum: Just point and click? *Teaching For High Potential*, 15.
- Beasley, J. G. (2007, Spring). The curriculum connection. *Teaching For High Potential*, 12.

PROFESSIONAL AWARDS

- Department of Curriculum and Instruction 2016 Faculty Collegiality Award, *University of Arkansas, 2016*
- NAGC Dedicated Services Award, *National Association for Gifted Children, 2014*
- COEHP 2013 Innovative Teaching Award, *University of Arkansas, 2013*
- New Faculty Commendation for Teaching Commitment, *University of Arkansas, 2010*
- Jessie C. Carpenter Endowed Fund recipient, *Curry School of Education, University of Virginia, 2009*
- Outstanding Doctoral Student nominee, *Curry School of Education, University of Virginia, 2008*
- Outstanding Teaching Assistant, *Curry School of Education, University of Virginia, 2007*
- National Association for Gifted Children Curriculum Studies Award, 2005
- Teacher of the Year nominee, *Blue Valley School District – Overland Park, KS, 2002*
- Fulbright Teacher Exchange, recipient, 1993-1994, *Alberta, Canada*

PRESENTATIONS AT INTERNATIONAL, NATIONAL, STATE, AND LOCAL CONFERENCES

Beck, D. E. & Beasley, J. G. (2018, December). *Differentiation Practices of Virtual School Teachers*. Association for Educational Communication and Technology Conference, Kansas City, MO.

Beasley, J.G. (2018, June). *Social Emotional Learning: What is the Connection with Gifted Education?* Lagniappe Educational Conference, Shreveport, LA.

Beasley, J.G. (2018, June). *Understanding by Design: Big Ideas Lead to Big Success*. Lagniappe Educational Conference, Shreveport, LA.

Beasley, J. G., Ralston, C., Kindall, H., Crowe, T., Elsass, A. (2018, March). *Beyond Test Scores: A Look at Teacher Candidate Dispositions*. AACTE Conference, Baltimore, MD.

Beasley, J. G., Ralston, C., Kindall, H., Crowe, T., Elsass, A. (2017, October). *Beyond Test Scores: A Look at Teacher Candidate Dispositions*. SRATE Conference, Rogers, AR.

Beasley, J. G., & Beck, D. E. (2016, July). *Defining Differentiation in Cyber Schools: What Online Teachers Say*. ASCD Conference on Teaching Excellence, New Orleans, LA.

Beck, D. E. & Beasley, J. G. (2016, April). *Defining Differentiation in Cyber Schools: What Online Teachers Say*. American for Education Research Association, Washington, D.C.

Beasley, J. G., Wissehr, C., & Fincher, B. (2015, December). *Project SOAR: Creating a Science Curriculum that Soars to New Heights Through Understanding by Design*. National Science Teachers Association, Kansas City, MO.

Miller, E., Capper, M, Yoon, M., Esperat, A., Beasley, J. (2015, November). *Multiple Voices on Optimizing the Potential of Students with Cognitive and Creative Abilities*. National Association for Gifted Children, Phoenix, AZ.

Beasley, J. G., & Briggs, C. (2015, June). *Choosing High Quality Curriculum for Gifted and Talented Learners*. National Association for Gifted Children "Webinars on Wednesday," Online Presentation.

Beasley, J. G. (2015, April). *Differentiating Instruction with New Standards: Helping a Broad Range of Learners Succeed with Challenging Curriculum*. ASCD Professional Development Institute. Newark, NJ.

Beasley, J. G. (2015, February). *(De)constructing Student Engagement for Pre-service Teacher Learning*. Association for Teacher Educators National Conference, Phoenix, AZ.

Collet, V., & **Beasley, J. G.** (2014, December). *The Dialogic Nature of Mentoring: Using the Gradual Increase in Responsibility Model to Support Student Teachers*. Literacy Research Association Conference, Marco Island, FL.

Beasley, J. G. (2014, February). *Common Core Institute on ELA/Literacy*. ASCD Professional Development Institute. Las Vegas, NV.

Beasley, J.G. (2014, February). *Common Core Institute on Math*. ASCD Professional Development Institute. Las Vegas, NV.

Beasley, J. G. (2014, June). *Designing Summative Assessments to Meet the Demands of Common Core*. 2014 ASCD Conference on Teaching Excellence, Dallas, TX.

Beasley, J. G., Penner-Williams, J. & Lincoln, F. (2013, October). *Collaborative Partnerships Pave the Way for Powerful Teacher Preparation*. Critical Questions in Education Conference, San Antonio, TX.

Beasley, J. G. & Penner-Williams, J. (2013, February). *Promoting Teacher Efficacy in Meeting the Needs of Diverse Learners*. Association for Teacher Educators National Conference, Atlanta, GA.

Beasley, J. G. (2012, October). *Teacher Efficacy in Meeting the Needs of Diverse Learners: How Do Cross-Institutional and Cross-University Partnerships Support Teachers?* Southeastern Regional Association for Teacher Educators Conference, Little Rock, AR.

Beasley, J.G. & Imbeau, M. B. (2012, October). *Action Research: A Look at the Consequences of Pre-Service Teachers' Practice*. Southeastern Regional Association for Teacher Educators Conference, Little Rock, AR.

Beasley, J. G. (2012, November). *Mapping Mindsets: Using Dweck's Work to Reinforce Effort and Reflection in the Classroom*. National Association for Gifted Children Annual Conference, Denver, CO.

Beasley, J. G. & Housand, B. (2012, September). *Revive, Refresh, and Renew: New Ideas and Resources for the New Year*. National Association for Gifted Children "Webinars on Wednesday," Online Presentation.

Beasley, J. G. (2012, July). *Good to Great: Why Some Teachers Make the Leap...And Others Dont*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2012, July). *Assessment and Technology: Are They the Right Fit?* Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2012, July). *Common Core Standards and Differentiation*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2012, July). *Using the Tools of Technology to Meet the Needs of All Learners*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2012, July). *Building Scaffolds: Responsible Teaching for Diversity*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2012, March). *Differentiation: Moving Away from One Size Fits All*. Education Week Webinar, Online Presentation.

Beasley, J. G. (2012, January). *Mapping Mindsets: Using Dweck's Work to Reinforce Effort and Reflection in the Classroom*. Gifted Students Institute. Southern Methodist University. Dallas, TX.

Beasley, J. G. (2011, November). *The Parallel of Practice: Designing Real World Learning Opportunities to Enhance 21st Century Skills*. National Association for Gifted Children Conference, New Orleans, LA.

Beasley, J. G. (2011, June). *Establishing Classroom Routines to Support a Differentiated Classroom*. Institute on Academic Diversity for School Improvement. Waco, TX.

Beasley, J. G. (2011, June). *New Tools of the Trade: Integrating Technology into the Differentiated Classroom*. Institute on Academic Diversity for School Improvement. Waco, TX.

Beasley, J. G. (2011, June). *Getting to Know Our Students: Collecting and Managing Classroom Information*. Institute on Academic Diversity for School Improvement. Waco, TX.

Beasley, J. G. (2011, June). *A Walk Through a Differentiated Lesson*. Institute on Academic Diversity for School Improvement. Waco, TX.

Beasley, J. G. (2011, February). *Technology Resources to Support Literacy*. Northwest Arkansas Reading Council Sweet Saturday Conference, Fayetteville, AR.

Beasley, J. G. (2011, July). *Becoming Media Savvy: Using the Tools of Technology to Enhance 21st Century Learning*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2011, July). *A Picture is Worth a Thousand Words: Using Picture Books and Graphic Novels to Differentiate Literature*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2011, July). *KUD/Clear Learning Goals to Support Differentiation*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2011, July). *Using WebQuests in a Differentiated Classroom*. Summer Institute on Academic Diversity, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2011, November). *The Parallel of Practice: Designing Real World Learning Opportunities to Enhance 21st Century Skills*. National Association for Gifted Children, New Orleans, LA.

Beasley, J. G. (2010, November). *Building Scaffolds and Bridges: Responsible Teaching for Diversity*. National Association for Gifted Children, Atlanta, GA.

Beasley, J. G. & Capper, M. R. (2010, November). *Mapping Mindsets: Using Dweck's Work to Reinforce Effort and Reflection in the Middle Grades*. National Association for Gifted Children, Atlanta, GA.

Beasley, J. G. (2010, March). *Becoming Media Savvy: Using the Tools of Technology to Enhance 21st Century Learning*. Best Practices Institute, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2010, March). *A Picture is Worth a Thousand Words: Using Picture Books and Graphic Novels to Differentiate Literature*. Best Practices Institute, University of Virginia, Charlottesville, VA.

Beasley, J. G. (2010, March). *The Parallel of Practice: Designing Real World Learning Opportunities to Enhance 21st Century Skills*. Best Practices, Institute, University of Virginia, Charlottesville, VA.

Beasley, J. G., & Imbeau, M. (2010, February). *The Parallel Curriculum Model: A Look at Unit Examples*. Arkansas Gifted and Talented State Conference, Little Rock, AR.

Beasley, J. G. (2010, February). *Tools of the Trade: Technology to Support Differentiation*. Arkansas Gifted and Talented State Conference, Little Rock, AR.

Beasley, J. G. (2009, November). *Cashing in on Technology*. Arkansas Reading Conference, Little Rock, AR.

Beasley, J. G. (2009, November). *Gifted 101*. KIPP Content Conference, Newark, NJ.

Beasley, J. G. (2009, November). *RTI and Differentiation: Are Connections Possible?* KIPP Content Conference, Newark, NJ.

Beasley, J. G. (2009, November). *Building Scaffolds: Responsible Teaching for Diversity.* KIPP Content Conference, Newark, NJ.

Beasley, J. G. (2009, November). *Using the Tools of Technology to Extend Professional Development for Teachers.* National Association for Gifted Children Annual Conference, St. Louis, MO.

Beasley, J. G., and Leppien, J. (2009, November). *The Parallel Curriculum Model: A Look at Unit Examples.* National Association for Gifted Children Annual Conference, St. Louis, MO.

Beasley, J. G. (2009, August). *Gifted 101.* KIPP School Summit, Orlando, FL.

Beasley, J. G. (2009, August). *Using Technology in a Differentiated Classroom.* KIPP School Summit, Orlando, FL.

Beasley, J. G. (2009, June). *Establishing Classroom Routines that Support the Differentiated Classroom.* Association for Supervision and Curriculum Development Summer Differentiation Conference, Houston, TX.

Beasley, J. G. (2008, November). *Technology to Support Differentiation.* National Association for Gifted Children Annual Conference, Tampa, FL.

Beasley, J. G. (2008, November). *The Parallel of Practice: Designing Authentic Real World Learning Opportunities.* National Association for Gifted Children Annual Conference, Tampa, FL.

Beasley, J. G. (2008, June). *First Day, First Month, First Year With a Differentiation Initiative.* Association for Supervision and Curriculum Development Summer Differentiation Conference, Nashville, TN.

Beasley, J. G. (2008, June). *Using Formative Assessment to Target Instruction.* Association for Supervision and Curriculum Development Summer Differentiation Conference, Nashville, TN.

Beasley, J. G. (2008, June). *Establishing Classroom Routines that Support the Differentiated Classroom.* Association for Supervision and Curriculum Development Summer Differentiation Conference, Nashville, TN.

Beasley, J. G., Germundson, A., Murphy, M., & Jarvis, J. (2007, November). *Getting Started with the Parallel Curriculum Model.* National Association for Gifted Children Annual Conference, Minneapolis, MN.

Beasley, J. G., Germundson, A., Murphy, M., & Jarvis, J. (2007, November). *PCM in the Middle Grades: Going Deeper with the Parallels*. National Association for Gifted Children Annual Conference, Minneapolis, MN.

Beasley, J. G., & Jarvis, J. (2007, August). *The Parallel Curriculum Model in Practice: Designing Opportunities to Challenge Gifted Learners*. World Conference on the Gifted, Warwick, England.

Beasley, J. G. (2007, June). *Designing a Differentiated Lesson*. Association for Supervision and Curriculum Development Summer Differentiation Conference, Salt Lake City, UT.

Beasley, J. G. (2007, June). *Differentiating for Student Affect*. Association for Supervision and Curriculum Development Summer Differentiation Conference, Salt Lake City, UT.

Beasley, J. G. (2007, June). *Differentiation in the Long Haul*. Association for Supervision and Curriculum Development Summer Differentiation Conference, Salt Lake City, UT.

Beasley, J. G. & Carbaugh, E. (2006, November). *Manifestations of Talent: Examples of Gifted African Americans Portrayed in Art*. National Association for Gifted Children Annual Conference, Charlotte, NC.

Beasley, J. G. (2006, October). *Differentiated Instruction: Challenge and Support for Every Learner*. Kentucky Education Association State Conference, Louisville, KY.

Beasley, J. G. (2006, March). *Good to Great: Why Some Make the Leap and Others Don't*. Best Practices Institute, Charlottesville, VA.

Beasley, J. G., Schroth, S., Bramlett, A., & Hench, E. (2005, November). *Removing the Ceiling: Adapting Basals for Gifted Learners*. National Association for Gifted Children Annual Conference, Louisville, KY.

Beasley, J. G., & Doubet, K. J. (2005, October) *Differentiating Single Novel Studies in the Heterogeneous Middle School Classroom*. Virginia Association for the Gifted Annual Conference, Williamsburg, VA.

Beasley, J.G., Schroth, S., Bramlett, A., & Hench, E. (2005, October). *Removing the Ceiling: Adapting Basals for Gifted Learners*. Virginia Association for the Gifted Annual Conference, Williamsburg, VA.

Beasley, J.G. (2005, July). *Literature Circles in the Primary Classroom*. University of Virginia's Summer Institute on Academic Diversity, Charlottesville, Virginia.

Beasley, J.G. (2005, April). *Building a Classroom That Thinks Inside Out*. Northern Virginia Council for Gifted/Talented Education Conference, Falls Church, Virginia.

Beasley, J.G. (1996, March). *Adventures in Writing: Designing Writing Activities for Elementary School Classrooms*. Kansas Writing Teachers Association Conference, Overland Park, KS.

PROFESSIONAL EXPERIENCE: EDUCATIONAL CONSULTANCIES/ IN-SERVICE PRESENTATIONS

Sol Ros University, Alpine, TX, October 17-18, 2019. Presented at local conference on using ongoing assessments in a university setting. Presented to 150 faculty.

Rock Hill School District, Rock Hill, SC, August 2019 – March 2020. Ongoing partnership. Providing support with differentiated instruction and assessment.

Archdiocese of New York, DURSO Region, Newburgh, NY, June 24-25, 2019. Presented workshop on building curriculum and assessment to meet the needs of all learners. Worked with 60 K-8 teachers.

D'Arbonne Woods Charter School, Farmerville, LA, February 15, 2019. Presented workshop on meeting social emotional needs in the classroom. Worked with K-12 teachers.

Archdiocese of New York, DURSO Region, Newburgh, NY, June 26, 2018. Presented workshop on differentiating instruction and academic vocabulary strategies in K-8 classrooms. Worked with 60 K-8 teachers.

Eureka City School District, Eureka, CA, November 1-2, 2018. Presented workshop on differentiating instruction in Elementary and Secondary classrooms. Worked with 80 K-12 teachers.

Archdiocese of New York, Westchester, NY, July 27-29, 2017. *Strategies for Teaching Academic Vocabulary: K-8*. Presented at ADNY EdCamp workshops for K – 8 teachers helped to enhance teaching academic vocabulary in the classroom.

Archdiocese of New York, DURSO Region, Newburgh, NY, June 28-29, 2017. Presented workshop on differentiating instruction in K-8 classrooms. Worked with 60 K-8 teachers.

Archdiocese of New York, Westchester, NY, July 18-20, 2016. Presented workshops on Reading and Reading in Math Comprehension strategies. Worked with 50 K-8 teachers.

Archdiocese of New York, Westchester, NY, July 19-20, 2016. Presented workshops on Reading and Reading in Math Comprehension strategies. Worked with 50 K-8 teachers.

Açi Schools, Istanbul, Turkey, August 10-13; December 18-19, 2015. Workshops on differentiating instruction in K-8 classrooms. Worked with 150 K-8 teachers on designing lessons with differentiation in mind.

Archdiocese of New York, New York, NY, July 22-23, 2015. Two-day workshop for instructional facilitators on differentiating instruction. Worked with 55 leaders from the surrounding regions on instructional coaching in differentiation.

ACT Organization, Chicago, IL, March 26-27, 2015. Two-day collaborative visioning meeting on Formative Testing. Participated as an educational expert.

Atlanta Public Schools, Atlanta, GA, February 26-28, March 26-28, 2014. Workshops for elementary teachers creating performance-based tasks to meet CCSS.

Bartow County School System, Cartersville, GA, September 11-12, 2013. Two-day workshop for secondary ELA teachers on creating performance-based tasks to meet CCSS.

Eyuboglu School, Istanbul, Turkey, August 19 - 23, 2013. Five-day workshop on using Understanding by Design to plan differentiated lesson plans. Worked with 180 PK - 12 teachers.

Arkansas Teaching Corps, Little Rock, AR, June 18, 2013. Provided a one-day training to Arkansas Teaching Corp cohort on Common Core State Standards.

Association for Supervision and Curriculum Development Common Core Institute: Assessment. Nashville, TN. June 14, 2013

Cleveland Catholic School Diocese, Cleveland, OH, June 10 - 12, 2013. Provided a three-day institute on Common Core State Standards. Work specifically with secondary math teachers.

Eyuboglu School, Istanbul, Turkey, May 27 - 31, 2013. Provided teacher observation feedback for teachers PK-12 in differentiated instruction.

Common Core Model Lessons Institute, University of Arkansas, Fayetteville, AR, April 27, 2013. One-day institute for area teachers on "Using iPads in the Classroom."

Cascade Christian Schools, Puyallup, WA, March 15, 2013. One-day institute for 200 teachers PK-12 on "Implementing Common Core State Standards in English Language Arts and Literacy."

Association for Supervision and Curriculum Development Common Core Institute: ELA/Literacy. Hilton Head, SC. January 23, 2013

Association for Supervision and Curriculum Development Common Core Institute: ELA/Literacy. Charlotte, NC. January 24, 2013

Association for Supervision and Curriculum Development Common Core Institute.
Fresno, CA. February 6, 2013

Association for Supervision and Curriculum Development Common Core Institute:
ELA/Literacy. San Jose, CA. February 7, 2013

Eyuboglu School, Istanbul, Turkey, September 4 - 6, 2012. Three-day institute for 350 teachers PK-12 on "Differentiation in Action: Providing Challenge and Support for Every Learner."

Smackover School District, Smackover, AR, June 26 - 28. Three-day institute for teachers PK-12 on "Differentiation: Meeting the Needs of All Learners."

Brockway Elementary, Brockway, PA, January 2011 - October 2011. School partnership.

Family Academy School, Harlem, NY, November 2010 - May 2014. School partnership.

Koç School, Istanbul, Turkey, Ongoing - August 2010 - August 2014. School partnership.

Uplift Education, Dallas, TX, August 2009 - 2010. School partnership.

John Muir Literacy Academy, Chicago, IL, August 2009 - 2010. School partnership.

King Low Heywood School, Stamford, CT, September 3, 2009. One-day in-service workshop for elementary, middle and high school teachers on the topic of differentiating instruction.

Strathcona-Tweedsmuir School, Calgary, AB, Canada, February 13, 2009. One-day in-service workshop for elementary, middle, and high school teachers on the topic of differentiating instruction.

Assumption Parish School District, Napoleonville, LA, June 19-20, 2008. Two-day "Bayou Conference" for teachers in the Assumption Parish School District on differentiated instruction. The conference included planning and implementing a workshop for approximately 300 teachers as well as coordinating workshops led by seven educational consultants during the two-day conference.

Keystone Learning Services, Lawrence, KS, June 6, 2008. One-day in-service workshop for elementary, middle, and high school teachers including special education staff.

Henry County Public Schools, Henry County, VA, August 2008 - 2009. School partnership.

ENKA Schools, Istanbul, Turkey, September 3 - 5, 2007. Three-day in-service workshop for elementary and secondary teachers and administrators on ongoing differentiated instruction.

Lee Hill Elementary School, Spotsylvania, VA, August 2007 – August 2008. School partnership.

Spotsylvania School District, Spotsylvania, VA, June 20 – 21, 2007. Two-day in-service workshop for elementary, middle, and high school administrators on “Instructional Strategies that Support Differentiation.”

Assumption Parish School District, Napoleonville, LA, June 2007 – August 2008. School partnership.

Kentucky Student Education Association Conference, Louisville, KY, October 28, 2006. One-day workshop for student teachers on differentiating instruction.

ENKA Schools, Istanbul, Turkey, Ongoing - Fall 2006 – 2009. Online workshop designed and implemented for high school and primary teachers on differentiated instruction.

Bryan Station High School, Lexington, KY, November 2006. One-day workshop on differentiating instruction for high school teachers.

ENKA Schools, Istanbul, Turkey, August 24- 26, 2006. Three-day in-service workshop for elementary teachers and administrators on beginning differentiated instruction.

Solana Beach School District, Solana Beach, CA, August 17, 18, 2006. Two-day in-service workshop for elementary school teachers on differentiating instruction.

Bryan Station High School, Lexington, KY, February-March, 2006. Differentiation Coach providing on-going staff development on academic diversity.

Community Consolidated School District 46, Grayslake, IL, November 20, 2005. Half-day in-service with 250 teachers on differentiating instruction (with Jessica Hockett). Half-day workshop with elementary teachers on differentiating instruction.

Harvey County School District, Newton, KS, September 22, 2005. Full-day in-service workshop for teachers on differentiating instruction.

Panama-Buena Vista School District, Bakersfield, CA, August 17, 2005. Full-day in-service workshop for elementary school teachers on differentiating instruction.

ENKA Schools, Istanbul, Turkey, August 25- 27, 2005. Two-day in-service workshop for secondary teachers and administrators on beginning differentiated instruction.

Association of Supervision and Curriculum Development, Singapore, June 3, 4, 2005. Two-day in-service workshop for ASCD members on differentiated instruction.

Nanyang Junior College, Singapore, Singapore, May 30-June 2, 2005. Four-day in-service workshop for junior college teachers on differentiated instruction.

Harvey County School District, Newton, KS, January 2005 to 2007.

Member of Special Education Cadre providing on-going staff development on academic diversity and Gifted Models.

Christina Public Schools, Christiana, DE, April 22, 2005. Half-day workshop on Social Emotional Needs of the Gifted. Half-day workshop on Flexible Grouping.

EDUCATIONAL RESEARCH PROJECTS

Title: *How Teachers Differentiate Instruction in a Virtual School*. The purpose of our qualitative research is to interview virtual teachers to find out ways that they differentiate instruction in their online classrooms. Co-researcher: Dennis Beck.

Title: *The Impact of a Teacher Disposition Inventory on One Education Preparation Program*. The purpose of our research is to collaborate with programs to design and implement an effective teacher disposition survey to be used with teacher candidates in our teacher education programs. Co-researchers: Heather Kindall, Christine Ralston, Angela Elsass, and Tracey Crowe.

Title: *Study Abroad Cross-Cultural Teacher Experiences: Preservice Teacher Voices*. The purpose of the research is to investigate and better understand how students perceive their relationship between a 5-week travel abroad cross-cultural teaching experience and their cultural identities and roles as future teachers. Co-researchers: Tina Howlett, Debi Brown, and Freddie Bowles.

Title: *Differentiation in Cyber Schools: The Barriers and Conduits*. The purpose of this study is to understand how teachers define differentiation in the online classroom and the practices and systems that are barriers and conduits to this instruction. Co-researchers: Dennis Beck, Robert Maranto

Title: *Using the Gradual Increase in Responsibility Model (GIR) to Support Student-Teaching Interns*. The purpose of this study is to understand how the Gradual Release of Responsibility model supports mentors as they work with student teachers. Co-researcher: Vicki Collet

Title: *Increasing Student Engagement: An Investigation of Pre-Service Teachers' Practice Using Video Analysis Protocols*. Examined how the use of video analysis protocols following the taping of a lesson could impact student engagement in a pre-service teacher classroom.

Title: *The Impact of Professional Development on Teacher Efficacy and Practice in Regards to Diverse Learners*. Surveyed elementary teachers on their self-efficacy and practice in meeting the needs of diverse learners. Co-researchers: Barbara Gartin, Janet Penner-Williams, & Felicia Lincoln

Title: *The Impact of Differentiation: Use of Blogs and Online Discussion to Uncover Change in Philosophy*. Researched the effects of a course in Differentiated Instruction on educational philosophy through collection and analysis of student blogs and online discussion. Conducted qualitative analysis of data over the course of the semester class.

Title: *The Parallel Curriculum: Intention in Shaping Teacher Pedagogy*
Conducted interviews with authors of the curricular model and analyzed data for author intent for teacher change in pedagogical practices.

RESEARCH GRANTS

Project SOAR: Science Curriculum that Soars to New Heights Through STEM.
Sponsored by No Child Left Behind Program from the U. S. Department of
Education, 2014. Award: \$65,193
Role: Co-Project Director, Instructor

PROFESSIONAL MEMBERSHIPS

- Educators Rising
- American Educational Research Association
- International Literacy Association
- Association for Curriculum and Supervision Development
- National Association for Gifted Children
- Learning Forward
- Arkansans for Gifted and Talented Education
- Association for Teacher Educators
- Southwest Regional Association for Teacher Educators
- American Association of Colleges for Teacher Education

Christian Z. Goering

3187 N. Katherine Avenue
Fayetteville, AR 72703
479-263-7335
chrisgoering@gmail.com

Department of Curriculum and Instruction
College of Education and Health Professions
University of Arkansas
305 Peabody Hall
479-575-4270
cgoering@uark.edu
<http://bit.ly/2Evz6fD>

EDUCATION

2007: Ph.D., Curriculum and Instruction, Secondary Education, Kansas State University

Dissertation: *'This ain't no ghetto class; this is a fine class': Dramatic oral reading fluency in the social context of a ninth-grade classroom*

2005 M.S., Curriculum and Instruction, Secondary Education, Kansas State University

Thesis: *Vanilla is no longer just an ice cream: How American culture is represented in the secondary American literature textbook*

2000 B.A., English Education, Washburn University

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TEACHING

Present Position

2018-present

University of Arkansas
Fayetteville, AR
Department of Curriculum and Instruction

Professor of English Education
Affiliated Faculty Member, K-12 Education Policy and Social Justice
Concentrations, Interdisciplinary Public Policy Ph.D. Program

Coordinated and Co-Coordinated NCATE/CAEP accredited licensure programs in secondary English, speech/communications and drama, including Professor in a tenure-track position, Department of Curriculum and Instruction, Secondary English and Literacy Education. Designed and taught graduate courses in English language arts and curriculum and instruction. Supervised field experiences and chaired doctoral research. Directed the Northwest Arkansas Writing Project and the Center for Children and Youth. Co-Directed the Arkansas Studio Project and the Arkansas Literacy Outreach Corps. Served as Interim and Assistant Program Coordinator of Secondary Education. Edited journals. Awarded over \$1,000,000 of funded projects as PI or Co-PI. Conducted research and provided service. Recognized with awards for teaching, research, service, and advising.

Courses:

ENGL 4113: Literacies of the Adolescent Male
CIED 5022: Classroom Management Concepts
CIED 5043: Reading & Writing across the Curriculum
CIED 5063: Literacies Across the Disciplines
CIED 5223: Issues and Principles of Secondary Education
CIED 5232: Interdisciplinary Studies
CIED 5243: Methods of Instruction I: English Language Arts
CIED 5253: Methods of Instruction II: English Language Arts
CIED 5263: Methods of Instruction III: English Language Arts
CIED 528V: Secondary Cohort Teaching Internship Supervision
CIED 5313: Principles of Qualitative Research
CIED 5333: Curriculum Theory and Development
CIED 5503: Social Justice & Multicultural Education
CIED 5683: Adolescent Literature
CIED 5843: Representations of American Education in Popular Film
CIED 5963: Teaching Reading in Secondary Settings

ENGL 5973: Theory, Practice, and Teaching of Literacy
ENGL 5973: Literacy in Theory and Practice
CIED 599V: Northwest Arkansas Writing Project
CIED 599V: Readings in Arts Integration
CIED 599V: National Board Certification
CIED 6043: Analysis of Teacher Education
CIED 674V: Doctoral Teaching and Research Internships
CIED 694V: Reclaiming the Conversation on Education
CIED 694V: Progressive Education Policy
CIED 694V: Writing Seminar: From Idea to Manuscript
CIED 695V: Issues and Trends in English Education
CIED 699V: Research in the Teaching of English
CIED 699V: Reading and Writing Educational Research
CIED 700V: Dissertation Hours
PUBP 612V: Directed Readings

Current Professional Roles

2018-2020

Member, National Council of Teachers of English Executive Committee
Representing the English Language Arts Teacher Educators to the Executive Committee, this work provides fiduciary and programmatic oversight and guidance to a professional organization of over 25,000 English teachers at all levels.

2017-2021

Chair, English Language Arts Teacher Educators (formerly CEE)
Elected to four-year leadership term including one year as vice chair, two years as chair, and one year as past chair. Responsible for hosting and planning a stand-alone national summer conference, serving as program chair for two additional national conferences in association with the National Council of Teachers of English, attending numerous in-person and online NCTE Executive Committee meetings.

2010-

Faculty Director, Center for Children & Youth
Initial director of an endowed center (\$1,400,000) in the College of Education and Health Professions. Worked in concert with a regional advisory committee to develop and implement vision, programming, research, and outreach towards goals of arts and literacy integration for underserved children and their teachers. Major initiatives include the ARTeacher Fellowship Program and the annual ARTful Teaching Conference. Supervised employees.

2009-

Director, Northwest Arkansas Writing Project

Assumed leadership of this existing (1997) site of the National Writing Project in May 2009, after serving as Associate Director (2008-2009) and Interim Director (2008, spring). Continued, developed, and provided oversight for 22 successful professional development programs for teachers focused on the teaching of writing. Continued, developed, and provided oversight for eight successful writing programs for area youth. Wrote reports to the sponsoring agency. Developed and maintained a web presence.

Past Professional Roles

2017-2018

Chair, College Council of the College of Education and Health Professions
Elected leader of the faculty that included advancing an agenda to understand faculty civility, planning and running monthly meetings of the representatives, co-facilitating 6 seminars for faculty development, attending meetings of the executive council of the college, meeting monthly with the dean, facilitating awards and elections for faculty governance positions, and leading the college-wide faculty meeting.

2015-2018

Co-Editor, Speaking Truth to Power Column, *English Journal* (with Paul Thomas, Furman University).

2018

Co-Editor, Special Issue of *Pedagogies: An International Journal*, 13(3) focused on Arts Integration (with Margaret Mary Sulentic-Dowell, Louisiana State University). <https://www.tandfonline.com/toc/hped20/13/2>

2014-15

Co-Editor, *SIGNAL Journal*

Served as co-editor with Robyn Seglem (Illinois State University); *SIGNAL* is a journal of the International Literacy Association that is published two times per year. As co-editor, I facilitated all aspects of journal publication, from recruiting reviewers and manuscript adjudication to printing and mailing.

2014, Fall

Co-Editor, Special Issue of *READER*, Vol. 67

Served as co-editor with David A. Jolliffe (University of Arkansas) of a special issue dedicated to the idea of high school to college articulation in reading. Solicited manuscripts and worked with authors to fit the scope of the journal. Co-wrote introduction, edited and copyedited contributions.

2013

Assistant Editor, *SIGNAL Journal*

Served as assistant to lead co-editors Dr. Shelbie Witte and Dr. Robyn Seglem; *SIGNAL* is a journal of the International Reading Association that is published two times per year.

2010-2015

Co-Director, Arkansas Studio Project

Worked with a colleague in the Fulbright College of Arts and Sciences to develop a grant-funded initiative that provided an after-school literacy-based service learning program in five area middle schools. The program allowed pre-service teachers to provide arts-integration based programming as part of their experience to at-risk middle school students. Developed two 10-day writing camps for teachers and students in the area.

2007-2018

Founder, Content Editor, and Writer, www.LitTunes.com, an educational outreach dedicated to the teaching of literature and literacy through popular music. Oversaw and provided content for website featured by the International Reading Association, *New York Times* (lesson plan), the National Writing Project, and the National Council of Teachers of English.

2007-2012

Co-Director, University of Arkansas Literacy Outreach Corp, Brown Foundation Initiative. Provided research focus to the Arkansas Delta Oral History Project. Supported participants and facilitators. Attended meetings across the state.

Previous Positions

2012-2018

University of Arkansas

Fayetteville, AR

Department of Curriculum and Instruction

Associate Professor of Secondary English Education/Literacy (early tenure)

2007-2012

University of Arkansas

Fayetteville, AR

Department of Curriculum and Instruction

Assistant Professor of Secondary English Education/Literacy

2005-2007

Kansas State University

Manhattan, KS

Department of Secondary Education

Graduate Teaching Assistant, College of Education

Assisted with teaching/taught courses and supervised 35 student teachers in 5-12 English/ Communication Arts. Helped facilitate a comprehensive service-learning program that included the Junction City Fluency Project, Wamego Family Writing Project, Susan B. Anthony Inspiration Ink, and Fort Riley Middle School Inspiration Ink. Reorganized and led Wild-KATE, a student affiliate of the National Council of Teachers of English. Served as Education Graduate Student Organization Secretary.

EDSEC 477 Middle Secondary Reading

EDSEC 500 Communication Arts Methods

EDSEC 520 Communication Arts Field Experiences

2005-2007

Co-Director, Youth and Community Programs, Flint Hills Writing Project

2000-2005

Washburn Rural High School

Auburn-Washburn USD 437

Topeka, KS

Tenured instructor of Freshman English, Freshman Honors English, American Literature, Multicultural Viewpoints/Multimedia Explorations, College Application Essay Writing, Renaissance Leadership, Poetry of Rock, and summer school courses. Served as assistant debate coach, assistant forensics coach, assistant football coach, class sponsor, and head varsity basketball announcer. Worked with student interns and student teachers from Washburn University, Baker University, and the University of Kansas. Co-coordinated and co-founded a school wide leadership and service program.

Teaching Licensure

2006-2026 National Board Certification for Teachers, English Language Arts/Adolescence and Young Adulthood (renewed 2016).

2000-2019 Kansas Teaching License, 7-12 English Language Arts.

PUBLICATIONS

Scholarship

Refereed Articles

- Allred, J. B., Hochstetler, S., & Goering, C. Z. (2020). "I love this insight, Mary Kate!": Social annotation across two ELA methods classes. *Contemporary Issues in Technology and Teacher Education, English Education*, 20(2).
<https://citejournal.org/volume-20/issue-2-20/english-language-arts/i-love-this-insight-mary-kate-social-annotation-across-two-ela-methods-classes/>
- Collet, V. S., Endacott, J. L., Goering, C.Z., Denny, G.S., Jennings-Davis, J. & Wright, G. (2019). Examining teachers' perceptions of standards-based reform: The impact of leadership hybridity. *Journal of School Leadership*. Online first:
<https://journals.sagepub.com/doi/10.1177/1052684619852116>
- Aydar, H. K., & Goering, C. Z. (2019). Socratic Circles in professional development sessions: Negotiating peripheral participation and membership in building a community of practice. *Action in Teacher Education*.
<https://doi.org/10.1080/01626620.2018.1561547>
- Young, H. D. & Goering, C. Z. (2018). Teachers' increased use of informational text: A Phenomenological study of five primary classrooms. *Educational Considerations*, 44(1). DOI: 10.4148/0146-9282.1870
- Thomas, C. & Goering, C. Z. (2018). Socratic Circles in world history: A year in dialogue. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. DOI: 10.1080/00098655.2017.1411132
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- French, S. D., & Goering, C. Z. (complete manuscript under revision, 2-7-20). "You use it as a tool to get to the truth": A single case study of a détournement video project in the context of graduate-level pre-service teacher preparation.
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Creative

- Goering, C. Z. & Traffas, A. (2019). *Turkey red* by Chris Goering and Aaron Traffas. Dreaming Dust Records (BMI) & Chivalrous Productions (BMI).
- Traffas, A. & Goering, C. Z. (2018). Anchor or the sail. *The boy in my head* by Aaron Traffas. Chivalrous Productions.
- French, S. D. & Goering, C. Z. (2017). [Multimodal synthesis of “The students were, in fact, extremely brilliant”: Arts integration builds deeper reflection on early preservice field experiences by Endacott, Goering, Pham, & Beason-Manes]. *Ubiquity: The Journal of Literature, Literacy, & The Arts*. Retrieved from: <http://ed-ubiquity.gsu.edu/wordpress/endacott-goering-pham-and-beason-manes-multimodal-4-1/>
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- Traffas, A. & Goering, C. Z. (2016). Sometimes I forget. *Enter: The wind* by the Aaron Traffas Band. Chivalrous Productions.
- Goering, C. Z. (2016). *Big Engine* by Chris Goering. Dreaming Dust Records (BMI).
- Goering, C. Z. (2014). “Ozark crossing.” Cover photo of *SIGNAL Journal*, 37(2).
- Goering, C. Z. & Traffas, A. (2011). Getting over you again. *Dirt Red Sun* by the Aaron Traffas Band. Chivalrous Productions.
- Traffas, A. & Goering, C. Z. (2011). Red dirt farm. *Dirt Red Sun* by the Aaron Traffas Band. Chivalrous Productions.
- Goering, C.Z. (2009). *Where He’s Going*. Dreaming Dust Records (BMI).
- Goering, C.Z. (2008). Half past main street. (poem). *Kansas English*, 92(1), 63-64.
- Goering, C.Z., Bohn, J. E. (2008). Where he’s going. (poem). *Kansas English*, 92(1), 61-62.
- Traffas, A., Goering, C.Z. (2008). Red dirt farm. (poem). *Kansas English*, 92(1), 65-66.

Conference Presentations

Keynote/Featured/Invited Presentations

- Goering, C. Z. (2020, June). The literacies of songs and songwriting in English language arts. Invited workshop for the Arkansas Academy for Educational Equity, Little Rock, AR.
- Goering, C. Z. (2020, June). Writing for publication in academe: Strategies, tips, secrets, and struggles. Invited webinar for the Department of English at the University of Al-Qadisiyah, Al Diwaniyah, Iraq.
- Goering, C. Z. (2020, postponed). For the sake of the song: Reflections on four years of community-based songs in progress meetings. Plenary at the Annual Convention of the National Writing Project South Region, Greenville, SC.
- Goering, C. Z. (2020, February). Get their voices in the air: Towards songwriting communities of transformation. Keynote presentation at the National Council of Teachers of English Assembly on Research Annual Conference, Nashville, TN.
- Goering, C. Z. (2019, August). Teaching Practice. Graduate School & International Education Teaching Assistant Orientation, Fayetteville, AR.
- Goering, C. Z., Thomas, P. L., Bickmore, S., Dail, J., Witte, S. (2019, April). 21st Century Literacies Lecture Series. Initiative for 21st Century Literacies Research, Facebook Live. <https://www.facebook.com/Initiative-for-21st-Century-Literacies-Research-597389310365288/>
- Goering, C. Z. & Pham, H. K., (2019, April). *Empowering students through the arts: A primer on arts integration*. Artful Teaching Conference, Morrilton, AR.
- Goering, C. Z. (2019, March). Question and Answer Session with Featured Author Angie Thomas, One Book One Community Program, Fayetteville, AR.
- Franklin, K., Shelton, E., Goering, C. Z. (2019, February). *Rural writers and thinkers: Every day, every place, and everyone*. Featured workshop at Write to Learn, Tan-Tara-A, MO.
- Goering, C. Z., Dowe, P., Foley, L. (2018, April). *Fake news: How do we know what's what?* Science Café, Fayetteville, AR.
- Goering, C. Z. (2018, March). *Critical media literacy and social justice*. University of Arkansas Division of Student Affairs Professional Development Institute. University of Arkansas, Fayetteville, AR.
- Goering, C. Z. (2017, August). *Planning for meaningful discussion: Using dialogic tools to engage learners*. Baum Faculty Teaching Workshop. University of Arkansas, Fayetteville, AR.

- Goering, C. Z., & Wurst, S. (2017, June). *Teen songwriting camp*. Featured workshop at Oklahoma State University, Stillwater, OK.
- Goering, C. Z. (2017, June). *The role and place of time in English education and critical literacies*. Invited discussion leader at the Conference on English Education, Columbus, OH.
- Franklin, K. R., Wolph, J., Kaminski, R., Goering, C. Z. (2017, March). *National perspectives on the heart of writing*. Invited plenary session presentation at the Writing and Thinking Conference: The Heart of Learning, Springfield, MO.
- Goering, C. Z. (2017, March). *Narrative and place: Telling stories through songwriting*. Featured presentation at Writing and Thinking Conference: The Heart of Learning, Springfield, MO.
- Goering, C. Z. (2016, November). *Making music in non-music classes: What a re-contextualized approach to learning sounds like*. Featured presentation at the Arkansas Education Association Annual Conference, William Jefferson Clinton Presidential Center, Little Rock, AR.
- Goering, C. Z. (2016, October). *It's time to recontextualize the use of music in writing instruction*. Plenary session at the Transitioning to College Writing Symposium, Oxford, MS.
- Goering, C. Z. (2016, October). *How and why to write songs in English class*. Featured workshop at the Transitioning to College Writing Symposium, Oxford, MS.
- Goering, C. Z. (2016, October). *Writing teachers writing*. Featured pre-conference workshop at the Transitioning to College Writing Symposium, Oxford, MS.
- Goering, C. Z., & Endacott, J. L. (2016, January). *Writing your educratic oath*. Featured presenters at the Mid-Winter Retreat of the Capitol District Writing Project Seminar, Albany, NY.
- Endacott, J. L., & Goering, C. Z. (2016, January). *Sustaining the American dream: Public education and the common good*. Featured presenters at the Education symposium, Keene State College, Keene, NH.
- Goering, C. Z. & Dean, J. (2015, October). *Preparing teachers in the time of Superman: The accountability narrative of school documentary films, 2010-2011*. Public Policy Ph.D. Program Research and Professional Development Session. Fayetteville, AR.
- Goering, C. Z. (2015, September). *Teaching English through musical arts integration*. Featured Keynote Presentation, Oklahoma Council of Teachers of English Annual Conference, Norman, OK.

- Sims, B. B., & Goering, C. Z. (2015, August). *The next Elvis: Searching for stardom at Sun Records*. Featured Panel Moderator and Presenter, The Fayetteville Roots Festival, Fayetteville, AR.
- Goering, C. Z. (2015, August). *Research success at the University of Arkansas*. Featured speaker at university-wide new faculty orientation, University of Arkansas, Fayetteville, AR.
- Goering, C. Z. (2015, May). Invited testimony, Arkansas Common Core Council. Testimony to the State of Arkansas Common Core Council, Little Rock, AR.
- Goering, C.Z. (2015, March). *Is there a syllabus in this class? Teaching and learning without one*. Presentation to the University of Arkansas Teaching Academy, University of Arkansas, Fayetteville, AR.
- Goering, C. Z. (2015, March). *Modeling stewardship of the profession*. Invited panel moderator to the Educational Leadership Seminar. University of Arkansas, Fayetteville, AR.
- Goering, C.Z. (2015, January). *Using dialogic tools for formative assessment*. Presentation to the University of Arkansas History Organization of Graduate Students, Fayetteville, AR.
- Goering, C.Z., Wake, D., Endacott, J., Flammang, B., Munoz, O. (2014, June). *Teaching for the success of underserved students* (invited moderator and session chair). Closing the Achievement Gap Annual Symposium, Springdale, AR.
- Goering, C.Z. (2013, September). *Education in Arkansas*. Featured speaker at the University of Arkansas Science Café. Fayetteville, AR.
- Endacott, J., Collet, V., Goering, C.Z., Denny, G., Wright, G., & Jennings-Davis, J. (2013, September). *On the frontline of CCSS implementation: A national study of factors influencing teachers' perceptions of teaching conditions and job satisfaction*. College of Education & Health Professions' CLASS Luncheon Series, University of Arkansas, Fayetteville, AR.
- Goering, C.Z. (2013, July). *Putting Socratic Circles in action*. Arkansas Teacher Corps Effective Instruction Lecture Series, Little Rock, AR.
- Goering, C.Z., Pham, H.K., & Holland, S.N. (2012, October). *Art in education: Theory, research, and application*. College of Education & Health Professions' CLASS Luncheon Series, University of Arkansas, Fayetteville, AR.

- Goering, C.Z. (2012, October). *Reversing the educational apocalypse: An arts and literacy way forward*. Washburn University's Klemmer Distinguished Lecture, Topeka, KS.
- Goering, C.Z. (2012, April). *Why public schools are the great American dream*. Keynote Address for Student Support Services. Fayetteville, AR.
- Goering, C. Z. (2012, March). "*Cause baby, you're a firework*": *Igniting student writing with soundtracks*. Write to Learn, Osage Beach, MO.
- Goering, C. Z. (2012, March). *The kids are alright: Popular music as connective tissue between students and standards*. Write to Learn, Osage Beach, MO.
- Goering, C. Z. (2012, January). *Escritoes con escrito*. Featured speaker for the Spanish for Native Speakers Teachers of Northwest Arkansas, Rogers, AR.
- Goering, C. Z. (2010, October). *The writing project and history connections*. Featured speaker at the Arkansas history professional development. Walton Arts Center, Fayetteville, AR.
- Goering, C. Z. (2010, August). *Using music and media in the classroom*. Featured speaker at the Rogers Public Schools Inservice, Rogers, AR.
- Goering, C. Z. (2009, November). *Literacy is not a bad word*. Featured speaker for teachers and all 11th graders at Siloam Springs High School, Siloam Springs, AR.
- Goering, C. Z. (2009, October). *Everyone a writer, everyone a writing teacher*. Featured presentation at a meeting of the Future Educators Association, Phi Delta Kappa of the University of Arkansas at Fort Smith, Fort Smith, AR.
- Goering, C. Z. (2009, September). *The music remains: Using popular and not-so-popular tunes in literacy and writing Instruction*. Keynote presentation at The Florida State University Writing Project Summit, Tallahassee, FL.
- Goering, C. Z. (2009, September). *Creating soundtracks with students*. Featured presentation at The Florida State University English Education Program's Annual Meeting, Tallahassee, FL.
- Goering, C. Z. & Jolliffe, D. A. (2009, April). *Teaching and 'the test': Connections between the state assessments in literacy and teacher preparation and practice*. Invited presentation at Office of Educational Policy Conference: "Preparing highly qualified teachers for Arkansas," Little Rock, AR.
- Goering, C. Z. (2009, February). *The best teachers of writing are writers*. Keynote presentation at the Gravette Public Schools K-12 District Inservice, Gravette, AR.

Papers/Workshop Presentations

International/National

- French, S. D., Goering, C. Z. (2019). *Guiding preservice teachers into a post-truth educational landscape through detournement: A multiple case study*. Roundtable session at the Annual Convention of the American Educational Research Association, Toronto.
- Beck, D., Goering, C. Z., French, S. D., Allred, J. B. (2019). *Virtual schools' recruiting practices and reality: A Cultural Studies analysis of virtual school commercials*. Roundtable session at the Annual Convention of the American Educational Research Association, Toronto.
- Duggan, T. & Goering, C. Z. (2018). *Using songwriting to raise student voices*. Presentation at the Annual Convention of the National Council of Teachers of English, Houston, TX.
- Goering, C. Z. & Thomas, P. L. (2018). *Raising voices through critical media literacy in a fake news, post-truth America*. Roundtable session at the Annual Convention of the National Council of Teachers of English, Houston, TX.
- Searcy, L., Goering, C. Z. (2018). *Pedagogies in context: Exploring current issues and dilemmas in teaching the English language arts methods course*. Roundtable session at the Annual Convention of the National Council of Teachers of English, Houston, TX.
- Goering, C. Z., Allred, J. B., French, S. D., Penaflorida, J. (2018). *Raising voices, expectations, and English educators: Co-teaching the methods course with multiple doctoral students*. Panel presentation at the Annual Convention of the National Council of Teachers of English, Houston, TX.
- Beck, D., Allred, J. B., French, S. D., Goering C. Z. (2018). *Virtual schools' recruitment practices: An analysis of virtual school commercials*. Paper presented at the Association for Educational Communications and Technology, Kansas City, MO.
- Shelton, E. & Goering, C. Z. (2018). *The power of local: Place-based writing as a point of identity for rural students*. National Forum to Advance Rural Education, Denver, CO.
- Goering, C. Z., (2018). *Can critical media literacy save us from a fake news, post truth world?* Paper presented at the International Federation of Teachers of English, Birmingham, England.

- Kayi-Aydar, H., Endacott, J., Goering, C. (2018). *Socratic Circles in culturally and linguistically diverse social studies classrooms: Evidence from practice*. Paper presented at the 2018 AERA Annual Meeting, New York, NY.
- Goering, C. Z., & Matthews, A. (2017). *Structure sings: Techniques for getting students to write songs*. Annual Convention of the National Council of Teachers of English, St. Louis, MO.
- French, S. D., Duggan, T., Sitomer, A. L., Goering, C. Z. (2017). *'Sing ourselves': Students creating meaning and music in English class*. Annual Convention of the National Council of Teachers of English, St. Louis, MO.
- Witte, S., Hallman, H., & Goering, C. Z. (2017). *Advocacy, humanity, and hope in the face of an education world gone wrong*. Conference on English Education Summer Conference, Columbus, OH.
- French, S. D., Goering, C. Z., & Witte, S. (2017). *Education policy and literacy instruction*. Conference on English Education Summer Conference, Columbus, OH.
- Goering, C. Z., (2017). *Social protest through songwriting in a high school English class*. Conference on English Education Summer Conference, Columbus, OH.
- Holland, N. & Goering, C. Z. (2016). *When transformation isn't: A case study of two resistant teachers in the CRWP* in "The Impact of Transformative Professional Development: National Writing Project's College-Ready Writers Program." Annual Convention of the Literacy Research Association, Nashville, TN.
- Howard, H., Kincy, T., Quinlan, S., & Goering, C. Z. (2016). *Promoting student voices through talk: The practice of Socratic Circles*. Annual Convention of the National Council of Teachers of English, Atlanta, GA.
- Collet, V.S., Endacott, J.L., Goering, C.J., Denny, G., Jennings-Davis, J., & Wright, G. (April, 2016). *Leadership hybridity in successful implementation of Common Core State Standards*. American Educational Research Association Annual Convention, Washington D.C.
- Gerhardson, A. & Goering, C. Z. (February, 2016). *"They feel like they don't belong [and] that it doesn't belong to them": The study of primary and academic discourse*. Assembly for Research of the National Council of Teachers of English, Ypsilanti, MI.
- Vest, J., Pham, H., Goering, C.Z., Quinlan, S. (November, 2015). *From Van Gogh to Rothko: The Art of Reading, Discussing, and Analyzing a Visual Text*. Paper presented at the Annual Convention of the National Council of Teachers of English, Minneapolis, MN.

- Goering, C.Z., (November, 2015). *What is and isn't covered under the mantle of academic freedom*. Roundtable presented at the Annual Convention of the National Council of Teachers of English, Minneapolis, MN.
- Goering, C.Z., Quinlan, S., Kincy, T., & Howard, H. (November, 2015). *"I'm not a hammer": Expanding the use of dialogue through Socratic Circles*. Paper presented at the Annual Convention of the National Council of Teachers of English, Minneapolis, MN.
- Anderson, J. A., Goering, C. Z., Jolliffe, D. A. (November, 2015). *(Re)negotiating power and privilege in teacher professional learning*. Paper presented at the Annual Convention of the National Council of Teachers of English, Minneapolis, MN.
- Holland, N., & Goering, C.Z. (November, 2015). *Building teacher leadership through collaborative inquiry into student writing*. Roundtable presented at the National Writing Project Annual Meeting, Minneapolis, MN.
- Dean, J. & Goering, C.Z. (July, 2015). *Uncharted waters for a new boat: A first year of teaching English with de facto national standards and assessments*. Paper presented at the International Federation for the Teaching of English/Conference on English Education, Bronx, New York.
- Connors, S.P. & Goering, C.Z. (July, 2015). *"I thought I was leading authentic discussions": Using video as a tool to support preservice teachers' facilitation of dialogic discussions*. International Federation for the Teaching of English/Conference on English Education, Bronx, New York.
- Kayi-Aydar, H., Watts, J.P., Goering, C.Z. (July, 2015). *Negotiations: Teacher professional development in promoting dialogue*. International Federation for the Teaching of English/Conference on English Education Conference, Bronx, New York.
- Pham, H.K., Goering, C.Z., Beason-Manes, A., & Vassile, A. (November, 2014). *Reflecting on reflections of the Arkansas Studio Project*. Paper presented at the Annual Convention of the National Council of Teachers of English, Washington, D.C.
- Moore, K., Flammang, B, & Goering, C.Z. (November, 2014). *Engagement through arts integration and controversy*. Paper presented at the Annual Convention of the National Council of Teachers of English, Washington, D.C.
- Damron, R., Early, J., Fredricksen, J., Goering, C., Louth, R., & Thompson, M. (November, 2014). *How narrative matters*. Panel presented at the annual meeting of the National Writing Project, Washington, D.C.

- Collet, V., Endacott, J., Goering, C., Denney, G., Jennings-Davis, J. & Wright, G. (June, 2014). *Leadership Hybridity in Successful Implementation of Common Core State Standards*. Paper presented at the annual conference of the Mixed-Methods International Research Association, Boston, MA.
- Endacott, J., Goering, C.Z., Collet, V., Matlock, K.L., Denny, G., Wright, G., Jennings-Davis, J. (April, 2014). *Teaching Conditions during CCSS Implementation: A Single State Case Study*. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Endacott, J., Collet, V., Goering, C.Z., Denny, G., Wright, G., Jennings-Davis, J. (April, 2014). *On the Frontlines of CCSS Implementation: A National Study of Factors Influencing Teachers' Perceptions of Teaching Conditions and Job Satisfaction*. Roundtable presented to the American Educational Research Association, Philadelphia, PA.
- Aydar, H.K., Endacott, J., Goering, C.Z., Denny, G. (March, 2014). *Common Core State Standards: What do teachers of ELLs say?* Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages.
- Kindall, H. & Goering, C.Z. (January, 2014). *Teacher change vis-à-vis informational text in the Common Core era: A case study involving five primary grade teachers*. Paper presented at the Assembly for Research of the National Council of Teachers of English.
- Pham, H.K., Moore, K., Levering, W., Buehrer, K., Goering, C.Z. (November, 2013). *Arts integration from the perspective of first-time practitioners*. Paper presented at the Annual Convention of the National Council of Teachers of English, Boston, MA.
- Goering, C.Z., Johnson, L., Sewell, W.C., Wood, W., Vest, J., Oertel, S.E., Anderson, B., Seale, T. (November, 2013), *Using music to teach English, from A to Jay-Z*. Workshop presented at the Annual Convention of the National Council of Teachers of English, Boston, MA.
- Endacott, J., Goering, C.Z., Wright, G. (2013, November). *War News From Mexico: Integrating CCSS, Art, and Historical Empathy*. Poster presented at the National Council for Social Studies Annual Convention, St. Louis, MO.
- Goering, C.Z., Collet, V., Endacott, J., Denny, G., Wright, G., Jennings-Davis, J. (July, 2013). *English teaching conditions during the implementation of the Common Core State Standards: A descriptive study*. Paper presented at the Conference on English Education Summer Conference, Fort Collins, CO.

- Sitomer, A., Goering, C.Z. (April, 2013). Using music to bring the Common Core to life. Session presented at the Annual Convention of the International Reading Association, San Antonio, TX.
- Baines, L., Homan, S., Angelotti, M., Kunkel, A., Goering, C.Z. (April, 2013). Learning by ear: Sound principles for teaching reading and writing. Symposium presented at the Annual Convention of the International Reading Association, San Antonio, TX.
- Sewell, W.C., & Goering, C.Z. (2012, November). Multimodal Fogerty: Furthering the message through research-based instructional strategies. Paper presented at the Annual Convention of the National Council of Teachers of English, Las Vegas, NV.
- Goering, C. Z., Kindall, H., & Williams, C. M. W. (2012, February). A place between: A two-year case study of a transition from English teacher to literacy interventionist. Paper presented at the Assembly for Research of the National Council of Teachers of English, Tuscaloosa, AL.
- Goering, C. Z. & Goodson, L. A. (2011, November). How to ask and answer the questions in your classroom: Research in friendlier terms. Paper presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL.
- Sewell, W. C., Goering, C. Z., Landau, B., & Connors, S. P. (2011, November). Multimodal intertextuality: Connecting Shakespeare to today's tech savvy students. Paper presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL.
- Goering, C. Z. (2011, November). Playback and feedback: Revelations of an "Encoding, Decoding" analysis of popular songs used in teaching English in China. Paper presented at the L. Ramon Veal Research Roundtable, Chicago, IL.
- Goering, C. Z., Sitomer, A., Cirelli, M., Williams, C., (2010, November). Behind the music: How and why to use popular music to teach English. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Orlando, FL.
- Sewell, W. C., Goering, C. Z., Landau, B., Denton, S. (2010, November). Media literacy education: Anchoring instruction and assessment through music and movies. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Orlando, FL.
- Buckley, K. J. & Goering, C. Z. (2010, November). Northwest Arkansas Writing Project: English language learner advanced institute 2010. Paper presented at the annual meeting of the National Writing Project, Orlando, FL.

- Goering, C. Z., & Jolliffe, D. A. (2010, July). The Arkansas Delta Oral History Project: Theorizing, practicing, and researching a literacy sponsorship initiative. Poster presentation at the International Reading Association's World Congress. Auckland, New Zealand.
- Goering, C. Z., Jolliffe, D. A., Jones, K. & Meacham, M. (2010, April). Literacy sponsorship: A multi-year, multi-school outreach and research project in the rural Arkansas Delta. Paper presented at the Annual Convention of the International Reading Association, Chicago, IL.
- Goering, C. Z., & Baker, K. M. (2009, November). "Social context of a struggle: Tenth-graders engaged in oral reading fluency in an intervention setting." In research roundtable *Supporting Literacy Development of Struggling Readers and Writers*. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Philadelphia, PA.
- Goering, C. Z., Sitomer, A., Oertel, S. E. (2009, November). Making the classroom pop: Teaching literature and literacy skills through music. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Philadelphia, PA.
- Goering, C. Z., Stotsky, S., Jolliffe, D. A., Applebee, A. N. (2009, November). The teaching of literary and non-literary works in ninth, tenth, and eleventh grade English classes in Arkansas. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Philadelphia, PA.
- Goering, C. Z. (2009, April). *Reaching Out to Rural Teachers: Open and On-line Institutes*. Paper presented at the National Writing Project's Rural Sites Network Conference, Kalamazoo, MI.
- Goering, C. Z. (2009, April). *Literature, Literacy, and Popular Music: A Study of Connections between Of Mice and Men and Readers' Musical Intertextuality*. Paper presented at the Combined Annual Convention of the Popular Culture Association and the American Culture Association, New Orleans, LA.
- Goering, C. Z., de Verges, S., Marston, L., & Roberts, K. (2008, November) *Where are [we] going, where have [we] been?: Contemporary issues surrounding the teaching of book-length literature*. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, San Antonio, TX.
- Goering, C. Z., Baker, K. F., & Medders, J (2008, November). *Oral reading fluency in tenth graders identified as poor readers*. Poster presented at the annual meeting on the American Speech-Language-Hearing Association, Chicago, IL.
- Goering, C. Z., Oertel, S.E., & Erickson, K. (2008, November) *Using popular music, text messaging, and social networking to teacher literature in the 21st Century*. Paper

- presented at the meeting of the Annual Convention of the National Council of Teachers of English, San Antonio, TX.
- Goering, C. Z. (2008, November). *The fluency project as research primer*. Paper presented at the meeting of the Conference on English Education, San Antonio, TX.
- Goering, C. Z., & Oertel, S. E. (2008, July). *Tunes, texts, and social networks as engaging literacy practices in the teaching of literature*. Paper presented at the meeting of the Whole Language Conference, Tucson, AZ, Summer 2008.
- Goering, C. Z., Caswell, R., & Oertel, S. (2007, November). *Connecting in their context: Practical methods of using adolescent's literacies to teach English today*. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English (NCTE), New York, NY.
- Goodson, T., & Goering, C. Z. (2007, May) *Where service learning meets scholarship: The fluency project*. Paper presented at the meeting of the Annual Convention of the International Reading Association, Toronto.
- Goering, C. Z., Caswell, R., & Sitomer, A. (2006, November) *Reading literature 'with a little help from' contemporary music*. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Nashville, TN.
- Goering, C. Z. (2006). *Research prospectus for the L. Ramon Veal Seminar*. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Nashville, TN.
- Goodson, T., Caswell, R., Goering, C. Z., Goodson, L., & Witte, S. (2005, November) *With coaching from a veteran teacher, methods students become involved in after school writing clubs, family writing, talkback, and fluency for struggling readers: The fluency project: Oral interpretation of literature with at-risk high school students*. Paper presented at the meeting of the Annual Convention of the National Council of Teachers of English, Pittsburg, PA.
- Copeland, M., & Goering, C. Z. (2005, July). *Socratic circles: Empowering the voices of democracy*. Paper presented at the meeting of the Whole Language Umbrella's Literacies for All Summer Institute, San Diego, CA.
- Goering, C. Z., & Copeland, M. (2004). *New wheels for teachers: How to establish a partnership with a car dealership*. Paper presented at the Jostens Renaissance National Conference, Dallas, TX.
- Copeland, M., & Goering, C. Z. (2004). *The do's and don'ts of academic rallies*. Paper presented at the Jostens Renaissance National Conference, Dallas, TX.

Copeland, M., & Goering, C. Z., & Thornburgh, L. (2003). *Tomorrow's success begins today: Reflections of a first year renaissance program*. Paper presented at the Jostens Renaissance National Conference, Las Vegas, NV.

State/Regional

Davis, W., Goering, C. Z., Endacott, J. L., & Liang, X. (2019, October). "A" for affluent white schools: A critical analysis of Arkansas' school report card grades. Presentation at the Annual Convention of the Mid-Western American Educational Research Association, Cincinnati, OH.

Wurst, S., & Goering, C. Z. (2019, April). Say it with song. Workshop presented at the Artful Teaching Conference, Morrilton, AR.

Goering, C. Z., & Pham, H. K. (2019, April). Where do we go from here? Workshop presented at the Artful Teaching Conference, Morrilton, AR.

Sulentic Dowell, M. M. & Goering, C. Z. (2018, April). Workshop presented at the Artful Teaching Conference, Morrilton, AR.

Kaminski, R., Franklin, K., Goering, C. Z., Wolph, J., Shelton, E. (2018, January). Building communities, building literacies: Identifying possibilities in your school. Paper presented at the Annual Convention of the South Carolina Teachers of English, Kiawah Island, SC.

Kaminski, R., Franklin, K., Goering, C. Z., Wolph, J., Shelton, E. (2018, January). From Oral history to argument: Celebrating rural communities, students, and teachers. Paper presented at the Annual Convention of the South Carolina Teachers of English, Kiawah Island, SC.

Goering, C. Z., & Wurst, S. (2017, April). *Blending, blurring, bleeding: Songwriting as remix*. Workshop presented at the Artful Teaching Conference, Morrilton, AR.

Goering, C. Z. (2015, November). *Teaching vs. assigning writing: A soundtrack*. Presented at the Writing Matters Conference, Farmington, AR.

Endacott, J.L., Goering, C.Z., Wright, G., & Collet, V. (2015, November) *Change in teachers' perceptions of Common Core from 2013-2015*. Paper presented at the Arkansas Curriculum Conference, Little Rock, AR.

Keyes, D., Bowles, L., & Goering, C. Z. (2015, November). *National connections and networking in ELA and writing*. Paper presented at the Arkansas Curriculum Conference, Little Rock, AR.

- Goering, C.Z., & Pham, H. (2015, April). *Continuing the conversation on arts-integrated learning in Arkansas*. Presented at the ARTful Teaching Conference, Morrilton, AR.
- Sandven, M.L. & Goering, C.Z. (2015, April). *Essentially creative: Why arts integration in the classroom is essential and how to make it happen for anyone*. Presented at the ARTful Teaching Conference, Morrilton, AR.
- Goering, C.Z. (2014, April). *Enhanced to integrated: Teaching with music*. Presented at the ARTful Teaching Conference, Morrilton, AR.
- Dean, J., Nutt, T., Goering. (2014, March). *Improving dialogue through Socratic Circles*. Presented at the Going Socratic Conference, Bentonville, AR.
- Goering, C.Z. & Kincy, T. (2014, March). *Socratic Circles in science*. Presented at the Going Socratic Conference, Bentonville, AR.
- Endacott, J., Goering, C.Z., Collet, V. (2013, November). *Common Core State Standards and teaching conditions in Arkansas*. Paper presented at the Arkansas Curriculum Conference, Little Rock, AR.
- Endacott, J. & Goering, C.Z. (2013, November). *Reclaiming the conversation on education*. Paper presented at the Arkansas Curriculum Conference, Little Rock, AR.
- Endacott, J. Wright, G., Goering, C. Z. (2012, November). *History and arts integration*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Pham, H. & Goering, C. Z. (2011, November). *Uncommon creativity: Meeting higher standards through arts-based approaches to the curriculum*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C.Z. (2011, October). *The Appalachian Trail and other things to do before you die*. Literature Festival, Lawrence, KS
- Goering, C. Z., Vest, J. T. (2010, November). *Hold my hand: Teaching English with music*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C. Z., Stotsky, S., & Jolliffe, D. A. (2010, November). *Teaching literature in Arkansas and America*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.

- Goering, C. Z. (2010, October). *In rhythm and rhyme: Using music in the 5-12 English classroom*. Paper presented at the Kansas Association of Teachers of English Conference, Wichita, KS.
- Goering, C. Z. (2010, July). *Licensed to learn: Empowering students in the 5-12 English Language Arts Classroom*. Workshop presented at Great Rivers Educational Cooperative. Helena, AR.
- Goering, C. Z. (2010, July). *Becoming the writer your students need*. Workshop presented at the South Central Service Cooperative. Camden, AR.
- Goering, C. Z. & Medders, J. (2010, July). *Writing the soundtracks of our lives*. Paper presentation at the Arkansas Association of Alternative Educators Conference, Rogers, AR.
- Goering, C. Z. (2010, June). *Write with your students*. Workshop presented at DeWitt Community College, Dewitt, AR.
- Goering, C. Z., & Neal, R. (2010, February) *In perfect rhythm: Literacy and music*. Workshop presentation at the Arts and Literacy Integration Conference, Springdale, AR.
- Goering, C. Z., Johnson, E. (2009, November). *Right in time: Musical interludes to the teaching of English*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C. Z., Stotsky, S., & Jolliffe, D. A. (2009, November). *Literature and the teaching of it in Arkansas*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C. Z. (2009, October). Making popular culture connections to *13 Reasons Why*. Paper presented at The Literature Festival, Lawrence, KS.
- Goering, C. Z. & Burenheide, B. (2009, September) *Do you believe in Rock and Roll: How music enhances student learning of English and history*. Paper presented at the National Teacher's Hall of Fame Conference, Overland Park, KS.
- Goering, C. Z. (2009, September) *Personal narrative or literature study: Creating soundtracks with students*. Demonstration presented at the Florida State University Writing Project Summit, Tallahassee, FL.
- Goering, C. Z. (2009, June). *Successful strategies for using popular music in the 5-12 language arts classroom*. Workshop presented at DeWitt Community College, Dewitt, AR.

- Goering, C. Z. (2008, November). *Well connected: Scaffolding with popular music to teach canonical literature*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C. Z., McCutcheon, A. L., & Moore, K. (2008, November). *Detention and retention of the early career English teacher*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C. Z., Findlay, E., Smith, L. D., Bunch, D., Koenig, S. (2008, November). *I know what you read last summer: New adolescent literature*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.
- Goering, C. Z. (2008, October) *Using popular music to connect students to literacy rich lives*. Workshop presented in conjunction with the Brown Chair in Literacy. Augusta, AR.
- Goering, C. Z., & Oertel, S. E. (2008, October). *Finding common ground: Strategies for reaching and teaching 21st Century Kids*. Paper presented at the meeting of the Jones Institute for Educational Excellence, Emporia, KS.
- Goering, C. Z. (2007, November). *Dramatic oral reading fluency activities in the secondary classroom*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR. 1 November 2007.
- Goering, C. Z., Applegate, S., Avery, A. N., & Marston, L. (2007, November). *Adolescent literacy through adolescent literature?* Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR: 1 November 2007.
- Goering, C. Z. (2007, November). *What are the conditions that promote dramatic oral reading fluency in a high school classroom?* Paper presented at the meeting of the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z. (2007, November). *'This ain't no ghetto class: ' A study of the social context of ninth graders' participation in oral reading fluency activities*. Paper presented at the meeting of the Mid South Educational Research Association's Annual Conference, Hot Springs, AR.
- Goering, C. Z. (2007, April). *Cool capital: Social context of dramatic oral reading fluency in the high school classroom*. Paper presented at the meeting of the 12th Annual Graduate Research Forum, Manhattan, KS.
- Goering, C. Z., & Caswell, R. (2007). *Reading and writing with a little 'help from my friends: ' A one day workshop for grades 7-12 language arts teachers*. Workshop presented at the Jones Institute for Educational Excellence. Emporia, KS.

- Harris, C., & Goering, C. Z. (2007). *Give context to your podcast: An interactive demonstration*. Paper presented at the Mid-America Association for Computers in Education, Manhattan KS.
- Goering, C. Z., & Wittie, S. (2006). *Two p's in a pod: Enhancing literacy instruction with podcasting*. IRA Regional Conference Presentation, Omaha, NE.
- Goering, C. Z., & Osenga, K. (2006). *Socratic circles: Establishing literate lives through critical reading and student centered discussion*. Paper presented at the IRA Regional Conference Presentation, Omaha, NE.
- Goering, C. Z., Armstrong, E., Brady, J, Hill, E., & Oertel, S. (2006, October). *Discovering the courage within: Surviving and thriving as an early career teacher*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z. (2006). *Stepping up to the microphone: Incorporating fluency based activities into the middle and high school classroom*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English. Wichita KS.
- Goering, C. Z., & Copeland, M. D. (2006). *Reading to a new tune: Connecting canonical literature and contemporary music*. Paper presented at the Annual Conference of The Writing Conference, Lawrence, KS.
- Goering, C. Z., & Seglem, R. (2005). *Connecting literature to music and movies through media based projects*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z., Larson, L., Jones, J., Anderson, B., & Gruenbacher, E. (2005). *Conversations in the trenches: Surviving the first years of teaching English*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z., & Copeland, M. (2005). *Reading to a new tune: Connecting canonical literature and contemporary music*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goodson, T., Goodson, L., Witte, S., Caswell, R., & Goering, C. Z. (2005). *Collaborative service learning projects*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z. & Oertel, S. E. (2005). *Sounds like success: Bridging English and music*. Paper presented at the Conference on Writing and Literature, Lawrence, KS.

- Copeland, M., Goering, C. Z., & Dietrich, B. (2004). *Renaissance leadership class*. Paper presented at the Annual Conference of the Kansas Association of School Boards, Wichita, KS.
- Goering, C. Z., & Parker, D. (2004). *Hitting the right notes: Bridging English and music*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z., & Blick, R. (2004). *Developing media literacy: Preparing students for a multi-media world*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z. (2004). *Engaging students with media literacy*. Paper presented at the Conference on Writing and Literature, Lawrence, KS.
- Copeland, M., & Goering, C.Z. (2003). *Teaching the Faust theme through music, literature, and film*. Paper presented at the Kansas University Continuing Education Conference on New Literacies: Integrating Literature and the Arts, Lawrence, KS.
- Goering, C. Z., Bohn, J., & Allman, S. (2003). *Rock and roll research: How to make teaching/learning research enjoyable, challenging, and engaging*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Foster, T., Copeland, M., & Goering, C. Z. (2003). *Changing curriculum and creating choice*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Copeland, M., & Goering, C. Z. (2002). *Construction zone: Creating a truly student-centered classroom climate*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Goering, C. Z., & Spring, C. (2002). *Weapons of choice: Teaching the literature of Gordon Parks*. Paper presented at the annual Conference of the Kansas Association of Teachers of English, Wichita, KS.
- Copeland, M., & Goering, C. Z. (2002). *Teaching the Faust theme through music, literature, and film*. Paper presented at the Conference on Writing and Literature, Lawrence, KS.
- Copeland, M., Grout, M., & Goering, C. Z. (2001). *Establishing reflective learning in the modern classroom*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.

Copeland, M., & Goering, C. Z. (2001). *Us and the devil blues: Teaching the Faust theme through music, literature, and film*. Paper presented at the Annual Conference of the Kansas Association of Teachers of English, Wichita, KS.

Other Conference Participation

Co-organized Writing Matters conference: Goering, C. Z., French, S. & Penaflores, J. (2016, September). Writing Matters Conference, Farmington, AR.

Opening Remarks at the Artful Teaching Conference: Goering, C.Z. & Jolliffe, D.A. (2015, April). ARTful Teaching Conference, Morrilton, AR.

Opening Remarks at the Artful Teaching Conference: Goering, C. Z. & Wurst, S. (2014, April). ARTful Teaching Conference, Morrilton, AR.

Opening Remarks at the Artful Teaching Conference: Goering, C.Z. (April, 2013). Presented at Artful Teaching Conference, Petit Jean Mountain, AR.

Presentation of NCTE High School Teacher of Excellence Awards: Roseboro, A., & Goering, C.Z. (2012, November). Presented at the Secondary Section Luncheon of the Annual Convention of the National Council of Teachers of English, Las Vegas, NV.

Introduction of Carol Jago at High School Matters: Goering, C. Z. (2011, November). Presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL.

Closing Remarks at the Secondary Section Get Together: Goering, C. Z. (2011, November). Presented at the Annual Convention of the National Council of Teachers of English, Chicago, IL.

Introduction of Linda Goldberg at Session D: Goering, C.Z. (2011, June). Presented at the Literacy Symposium, Fayetteville, AR.

Introduction of Michael Thomas at the Evening Reception: Goering, C.Z. (2011, March). Presented at the Rural Sites Network Conference, Little Rock, AR.

Organized and presided: Crutcher, C. (2009, November). *Banned: When real life fiction meets the censor*. Paper presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.

Organized and presided: Crutcher, C. (2009, November). *Turning real life into fiction*. Keynote presented at the meeting of the Arkansas Curriculum Conference, Little Rock, AR.

FUNDED PROJECTS

Awarded/Administered as PI or Co-PI (\$1,071,941).

Submitted as PI or Co-PI (\$8,651,472).

2020 “Craving Knowledge A Podcast on Student Food Insecurity and the Formation of a Campus Food Pantry.” Women’s Giving Circle, University of Arkansas. (Sponsor with Angela Oxford and Daniel Caruth) (\$4500 under review).

2020 “Pro-Social Civic Engagement through Arts Integrated Historical Empathy.” Spencer Foundation. (PI with Jason Endacott) (\$406,733 under review).

2019 “Journalism Camp.” Macarthur Foundation vis-à-vis National Writing Project. (Co-PI with Vicki Collet) (\$10,000).

2019 “Journalism Camp.” Macarthur Foundation vis-à-vis National Writing Project. (Co-PI with Vicki Collet) (\$14,000).

2019 “Arts Curriculum Project.” Arkansas Arts Council. (Co-PI with Hung Pham) (\$10,000).

2018 “INSPIRE Academies for Rural Arkansas.” United States Department of Education vis-à-vis Missouri State University. (PI with Vicki Collet) (\$3,013,955, not funded).

2018 “Arts Curriculum Project.” Arkansas Arts Council. (Co-PI with Hung Pham) (\$7,695)

2018 “Argumentative Writing in a High Need School.” United States Department of Education vis-à-vis the National Writing Project. (PI). (\$20,000).

2017 “The Rural Centers for Writing in College, Career, and Community: Developing a Rural Literacy Model.” United States Department of Education vis-à-vis Missouri State University. (PI). (\$2,349,576, not funded)

2017 “Innovating Foreign Language Learning through Arts Integration.” Women’s Giving Circle of the University of Arkansas. (Co-PI with Hung Pham and Freddie Bowles) (\$8100, not funded)

2017 “Connecting Alaska Youth to their Native Heritage: Preservation of Traditional Yupik Wisdom through Digital Storytelling.” National Council of Teachers of English Research Foundation. (Co-PI with Megan Gunderson) (\$5000, not funded).

2017 “Arts Curriculum Project.” Arkansas Arts Council. (Co-PI with Hung Pham) (\$10,000)

2017 “College-Ready Writers Program Advanced Institute.” National Writing Project. (PI with Vicki Collet) (\$20,000).

2017 “Building New Pathways to Leadership Design Stage 2.” Bill and Melinda Gates Foundation vis-à-vis the National Writing Project (CO-PI with Vicki Collet) (\$30,000).

2016 “Arts Integration Specialist in Northwest Arkansas.” Arkansas A+ Program (PI). (\$20,000).

2016 “National Writing Project Advanced Institute Aspiring Authors.” National Writing Project. (Co-PI with Vicki Collet) (\$15,000).

2016 “NWAWP New Pathways.” National Writing Project. (Co-PI with Vicki Collet) (\$10,000).

2016 “College-Ready Writers Program Advanced Institute.” National Writing Project. (Co-PI with Vicki Collet) (\$20,000, not funded).

2015 “Arts Integration Specialist in Northwest Arkansas.” Arkansas A+ Program (PI) (\$20,000).

2015 “Northwest Arkansas Writing Project College-Ready Writers Program.” US Department of Education Investing in Innovation (i3) vis-à-vis the National Writing Project. (PI with Nikki Holland) (\$100,000).

2014 “Arkansas Collaboration to Improve Standards-based Instruction in Linguistically and Culturally Diverse High School Classrooms.” Arthur Vining Davis Foundations. (Co-PI with Hayriye Kayi-Aydar, Michael Daugherty, Felicia Lincoln, and Freddie Bowles). (\$102,227, not funded).

2014 “Northwest Arkansas Writing Project College Ready Writers’ Program.” US Department of Education Investing in Innovation (i3) vis-à-vis the National Writing Project. (PI with Sean Connors, David Jolliffe, & Elizabeth E. Smith) (\$103,000).

2014 “ARTful Teachers.” Arthur Vining Davis Foundations. (PI with Jason Endacott & Hung Pham). (\$194,670, not funded).

2014 “Northwest Arkansas Writing Project Leadership Development.” National Writing Project. (Co-PI with Vicki Collet, PI, & Nikki Holland). (\$20,000).

2013 “Northwest Arkansas Writing Project College Reading Writers Program.” US Department of Education Investing in Innovation (i3) vis-à-vis the National Writing Project. (PI with Sean Connors, David Jolliffe, & Elizabeth E. Smith) (\$100,000).

2013 “In School Artist Residency Program.” Arkansas Arts Council [PI with Nikki Holland & Hung Pham] (\$33,865).

2013 “Arts in Education.” Arkansas Arts Council [PI with Hung Pham & Nikki Holland] (\$9,223).

2013 “Northwest Arkansas Writing Project Planning Grant for College Ready Writers Program.” US Department of Education Investing in Innovation (i3) vis-à-vis the National Writing Project. (PI with Elizabeth E. Smith and Sean P. Connors) (\$35,000).

2012 “Professional Development in a High Needs School.” National Writing Project [PI with David A. Jolliffe] (\$20,000).

2012 “Reclaiming the Rural: Invitational and Advanced Summer Institute on a Mission.” National Writing Project [PI] (\$20,000)

2012 “Razorback Writers.” Walton Family Foundation. [Co-PI with David Jolliffe] (\$73,491)

2012 “EthnoTunes: Defining and Demonstrating a New Research Method.” Vice Provost for Research, University of Arkansas [PI with Felicia Lincoln] (\$4625 not funded).

2012 “Razorback Writers and Aspiring Authors.” Walton Family Foundation. [Co-PI with David Jolliffe] (\$676,936 not funded).

2012 “Virtual Symposium: Charting the Future of Teacher Preparation in the Accountability Era.” American Educational Research Association [Co-PI with Jason Endacott, Freddie Bowles, and Sean Connors] (\$32,533 not funded).

2012 “Arts in Education.” Arkansas Arts Council [PI with David Jolliffe, Nikki Holland, & Hung Pham] (\$8,700)

2011 “Razorback Writers and Aspiring Authors.” Walton Family Foundation. [Co-PI with David Jolliffe] (\$122,100).

2011 Northwest Arkansas Writing Project [PI]. US Department of Education administered through the National Writing Project. (\$35,000).

2011 “Writing to Teach Science: An Open Institute for Rural Science Teachers.” US Department of Education administered through the National Writing Project. [PI with Cathy Wissher] (\$5000, not funded).

2010 “Arkansas Writing Project Coalition, State Network Mini-Grant.” US Department of Education administered through the National Writing Project. (\$4000).

2010 “iTunes University Partnership with the Northwest Arkansas Writing Project.” [PI] (\$5398, not funded).

2010 “JIT Literacy/Learning Centers and Summer ELL Enrichment/Professional Development” [Co-PI with David Jolliffe] (\$73,640).

2010 “Learn and Serve.” Corporation for National and Community Service. [PI with David Jolliffe] (\$528,000, not funded).

2010 “Northwest Arkansas Writing Project.” US Department of Education administered through the National Writing Project. [PI]. (\$46,000).

2010 “ELL Network Minigrant.” US Department of Education administered through the National Writing Project. (\$4,000).

2009 “Northwest Arkansas Writing Project.” US Department of Education administered through the National Writing Project. [PI]. (\$46,000).

2008 “Reinvesting in secondary education partnerships.” Program Improvement Grant from the Department of Curriculum and Instruction at the University of Arkansas [Co-PI with Michael Wavering] (\$5000).

2008 “Kappa Delta Pi Literacy Alive!” Kappa Delta Pi National [Co-PI with Freddie Bowles] (\$200).

2008 “Adolescent literacies, diversity, and gender.” [Co-PI with David A. Jolliffe] (\$3000).

2008 “Northwest Arkansas Writing Project.” US Department of Education administered through the National Writing Project. [Co-PI with Samuel Totten] (\$43,000).

SERVICE

To the Profession

CAEP/NCTE National Standards for the Preparation of Teachers of English Language Arts Revision Committee, 2019-2020.

ELATE Research Initiative, Chair, 2019.

ELATE Graduate Student Research Award, Chair, 2019

Editorial Board, *Research in the Teaching of English*, 2018-2019, 2019-2020, 2020-2021.

Member, LGBTQ+ Leadership Award Committee, National Council of Teachers of English, 2019.

External Reviewer, Boise State University, 2019.

External Reviewer, Auburn University, 2019.

External Reviewer, Louisiana State University, 2019.

External Reviewer, Purdue University Fort Wayne, 2019. (Oklahoma, Elizabethtown)

English Language Arts Teacher Educators National Summer Conference Chair, 2019.

NCTE Baltimore Annual Convention Program Reviewer, 2019.

Manuscript Reviewer, *CITE Journal*, 2018, 2019

External Reviewer, James Madison University, 2018

External Reviewer, Northeastern Illinois University, 2018

External Reviewer, Mississippi State University, 2018

External Reviewer, Northern Illinois University, 2018

Editorial Review Board, *English Journal*, 2018-2023.

English Language Arts Teacher Educators Janet Emig Award Committee Chair, 2018.

Manuscript Reviewer, *English Education*, 2018

NCTE National Convention Planning Meeting, Washington, D.C., 2018.

Conference on English Education Proposal Reviewer, 2018.

NCTE St. Louis Annual Convention Program Reviewer, 2018.

Peer Reviewer, *Parents, Writers, Teachers Who Care* Blog, 2017, 2018

Manuscript Reviewer, *English Journal*, 2017.

Manuscript Reviewer, *Research in the Teaching of English*, 2017, 2018.

Editorial Board, *Educational Considerations*, 2017-

NCTE Policy Analyst, 2017-2018

Conference on English Education Commission on Arts and Literacies Liaison, 2017-2018

Conference on English Education Janet Emig Award Committee, 2017.

NCTE Affiliate Journal Award Judge, 2017

Conference on English Education Proposal Reviewer, 2017.

NCTE St. Louis Annual Convention Program Reviewer, 2017.

Conference on English Education Mentor to Lara Searcy, 2016-2017

Editorial Board, *Ubiquity: The Journal of Literature, Literacy, and the Arts*, 2016-

Editorial Board, *Oklahoma English Journal*, 2016-

Committee Chair, Edwin Hopkins Award for Outstanding Article in *English Journal*, 2016

Manuscript Review, *T/W Teaching Writing: The Journal of Writing Teacher Education*, 2016.

Manuscript Reviewer, *English Journal*, 2016.

Conference on English Education Executive Committee, 2016-2020

Editorial Board, *Voices from the Middle*, 2015-

Editorial Board, *SIGNAL Journal*, 2015-2017

NCTE Minneapolis Annual Convention Program Reviewer, 2015.

Conference on English Education Mentor to Eileen Buescher, 2014-2015.

Executive Board Member, SIGNAL of the International Reading Association, 2014-2015.

Editorial Board, *Talking Points*, 2014-

Committee Member, NCTE Public Language Awards Committee, 2014-2017

Conference on English Education Mentor to Rebekah Buchanan, 2013-2014

United Opt-Out Arkansas Liaison, 2014-2015

Co-Organizer with Jason Endacott, Arkansas Chapter of Save Our Schools, 2013 –2015

Reviewer, *The High School Journal*, 2012 – present.

Committee Member, Paul and Kate Farmer *English Journal* Writing Award, 2012.

Co-Chair, NCTE High School Teacher of Excellence Award, 2012.

NCTE Las Vegas Annual Convention Program Reviewer, 2012.

NCTE Spokespersons Network Member, 2011-2013.

NCTE Secondary Section Steering Committee, 2010-2012.

NCTE Research Forum, Representative from the Secondary Section Steering Committee, 2010-2013.

NCTE Chicago Annual Convention Program Reviewer, 2011.

ALAN Executive Board, lost national election, 2010.

iTunes University Content Provider, 2010-2011

L. Ramon Veal National Research Roundtable, Co-Chair, 2009-2011.

Reviewer, *The ALAN Review*, 2009-2011

Assembly on Literature for Adolescents, State Representative, Arkansas, 2007-2010.

Arkansas Council of Teachers of English Language Arts, Officer, NCTE Liaison, 2009-2014.

Arkansas Council of Teachers of English Language Arts, Officer, SLATE Coordinator, 2009-2014.

Arkansas Council of Teachers of English Language Arts, Officer, University Liaison, 2007-2011.

Kansas Association of Teachers of English, NCTE Literary Magazines Awards Co-Coordinator, 2006-2007.

Assembly on Literature for Adolescents, State Representative, Kansas, 2005-2007.

National Council of Teachers of English, National Opinion Panel, 2005-2012.

Kansas Association of Teachers of English, Executive Board Member, 2004-2007.

To the University

Fringe Benefit Committee, Chair, 2019-2020.

Faculty Senate, 2017-2019; 2019-2021.

Fringe Benefit Committee, 2016 –2023.

Chancellor Innovation Grant Reviewer, 2018.

Will Miller Dissertation Award Committee, Public Policy Interdisciplinary Ph.D. Program, 2015, 2019.

Panel Member on Research and Teaching, New Faculty Orientation, 2014.

Arts & Humanities SEED Grant Proposal Review Committee Member, 2014.

One Book, One Community Founding Committee Member, 2009-2014; 2018-

University Teacher Education Board (UTEB), 2011-2014.

To the School/College

Fulbright Junior Faculty Exchange Peer Mentor, Iraq, 2019.

Fulbright Junior Faculty Exchange Peer Mentor, Egypt, 2018.

College Council Chair, 2017-2018

Fulbright Junior Faculty Exchange Peer Mentor, Egypt, 2017.

Public Education Lecture Series Organizer, 2016-present.

At Large Representative to College Council, 2016-2017.

Administrative Restructuring Taskforce, 2016.

CIED Representative to College Council, 2014-2015.

Ad-Hoc Committee on Visibility and Efficiency, 2013.

NCATE Site Visit Participant, 2012.

Member, Field Placement Coordinator Search Committee, 2012.

Mentor Edification Committee Chair, 2012-2013.

COEHP International Committee, 2010-2013.

Visiting Scholar Host, Huang Wei, from the People's Republic of China, 2010-2011 (12 months).

Donald Miller Scholarship Committee, 2009-2013.

Education Renewal Zone, Annual Evaluation Team, 2009.

Kappa Delta Pi (Associate Sponsor), 2007-2010

Northwest Arkansas Writing Project Steering Committee, 2007-2009.

To the Department

Promotion and Tenure Committee, 2019-2022 (vice-chair 2019-2020).

Ad-Hoc Committee on the Manuscript Style Dissertation, Chair, 2019.

Secondary Education Instructor Search Committee, Chair, 2018.

MAT 20 Year Anniversary Planning Committee, 2017.

Elected Representative, Promotion and Tenure Committee, 2016-2017.

Graduate Assistant Selection Committee, Vice-Chair, 2015-2016.

Secondary Science Education Search Committee, 2015.

Member, Third Year Review Committee for four assistant professors, 2015.

Ph.D. Program Redesign Sub-Committee Co-Chair, Research & Scholarship, 2013-2014

Ph.D. Program Redesign Committee, 2012-2014

Chair, Third Year Review Committee for three assistant professors, 2013.

Promotion and Tenure Committee, 2012, 2013, 2014, 2015, 2016.

Secondary Education Program Retreat Coordinator, 2012.

Mentor for New Faculty Member, Jason Endacott, 2011-2013.

Secondary Social Studies Search Committee, 2011.

Assistant Program Coordinator, Secondary Education, 2010-2013

Mentor for New Faculty Member, Sean Connors, 2010-2012.

Master's of Education in Curriculum & Instruction Committee, 2010-2012.

Secondary English Education Search Committee Chair, 2009-2010.

Ad-hoc Plagiarism Committee, 2009.

Secondary Education Program Retreat Coordinator, 2008.

Secondary Social Studies Search Committee, 2008.

Literacy Symposium Planning Committee, 2008-2013.

CIED Institutional Review Board, 2007-2010.

To the Community

Bentonville West High School Communications Judge, 2019.

Host and Founder, Songs in Progress (S.I.P.) and Sing, Monthly Songwriting Feedback Meeting, Fayetteville, AR, 2016-

KUAF 91.3 Donation Drive, Fayetteville, AR, 2016

7th Grade Project Based Learning Final Presentations, Bentonville, AR, 2015

Teen writing workshop presentation, Rogers Public Library, Rogers, AR, 2013.

Invited Judge, Springdale Schools Film and Multimedia Festival, 2010, 2011, 2012, 2013.

Fayetteville High School Poetry Out Loud, Judge, 2011.

Washington County Spelling Bee Pronouncer, 2009.

You Can Executive Board Member, 2007-2009.

ADVISING/MENTORING

Co-Coordinator, English Education Program (7-12 English, K-12 Drama/Communications, 7-12 English Additional Licensure Plan, K-12 Drama/Communications Additional Licensure Plan).

Program Completers/Anticipated Completers

Ph.D. Committees – Chair

Ph.D. Committee Chair for Jennifer Jennings. Graduation spring 2020.

Dissertation: *“Untrain their brains for creativity to feel normal”*: A case study of four early career secondary English teachers’ perceptions and practices for cultivating creativity

Ph.D. Committee Chair for Grace Kerr. Graduation fall 2019.

Dissertation: *The intersection of influential reading with writing in multimodal contexts*

Initial Placement: Teaching Assistant Professor, University of Arkansas

Ph.D. Committee Co-Chair for Odilia Mitre Marciaga. Graduation fall 2019.

Dissertation: *A phenomenology: Teachers lived experiences with workplace English as a Second Language (ESL) programs*

Initial Placement: Universidad de Panama

Ph.D. Committee Chair for Alexandra Vasile. Graduation fall 2019.

Dissertation: *Arkansas teachers’ perceptions of the Common Core State Standards.*

Ph.D. Committee Chair for Lara Searcy. Graduation spring 2018.

Dissertation: *How do English teacher educators in Oklahoma utilize the secondary English methods course to prepare English teacher candidates for today’s classroom?*

Initial Placement: Assistant Professor, English Education at Northeastern Oklahoma University

Ph.D. Committee Chair for Ashley Beason-Manes. Graduation fall 2016.

Dissertation: *"That's empowering!": The influence of community activism curriculum on gifted adolescents' self-concepts.*

Initial Placement: Topeka Collegiate School

Ph.D. Committee Chair for Michelle Bond Copelin, Graduation fall 2015.

Dissertation: *"Socratic Circles are a luxury": Conceptualizing a dialogic tool in three science classrooms.*

Ph.D. Committee Chair for Ashley Gerhardson, Graduation spring 2015.

Dissertation: *Defining primary and academic discourse through instructional practices in a single junior high classroom.*

Ph.D. Committee Co-Chair for James. A. Anderson, Graduation fall 2014.

Dissertation: *"We can't reclaim what we don't understand": Teachers' perceptions of advocacy and voice in a rural institute of the National Writing Project.*

Initial Placement: Assistant Professor of English, Lander University.

Ph.D. Committee Co-Chair for Heather Denise Kindall, Graduation summer 2013.

Dissertation: *"An easy switch": A descriptive case study exploring the shift accompanying the implementation of Common Core State Standards in five primary classrooms.*

Initial Placement: Assistant Professor of Childhood Education, University of Arkansas.

Ph.D. Committee Co-Chair for Christine Silano, Graduation fall 2012.

Dissertation: *The lived experiences of the parents of high school dropouts: A phenomenological study.*

Initial Placement: Founder, Ozark Charter School

Ph.D. Committee Chair for Janine Chitty, Graduation summer 2012.

Dissertation: *Multiliteracies in the classroom: An explanatory sequential mixed methods approach to teachers' and students' perspectives toward an integration of technology.*

Initial Placement: Assistant Professor, English Education, University of Arkansas Fort Smith.

Ph.D. Committee Chair for Cindy Williams, Graduation summer 2012.

Dissertation: *A case study of two high school English teachers transitioning from Arkansas Writing Standards to Common Core Writing Standards in the secondary English classroom.*

Initial Placement: Associate Professor, College of the Ozarks

Ph.D. Committee Chair for Mohammed Abdalhadi. Graduation anticipated summer 2020.

Ph.D. Committee Chair for Seth French. Graduation anticipated summer 2020.

Ph.D. Committee Chair for Shen Jingshu. Graduation anticipated fall 2020.

Ph.D. Committee Chair for Trish Lopez. Graduation anticipated spring 2022.

Ph.D. Committee Chair for Holly Riesco. Graduation anticipated spring 2024.

Ph.D. Committee Chair for Afton Schlieff. Graduation anticipated spring 2024.

Ph.D. Committee Chair for Jacob Warren. Graduation anticipated spring 2024.

Ph.D. Committees -- Member

Ph.D. Committee Member for Melissa Mensch. Graduation anticipated summer 2020.

Ph.D. Committee Member for Blake Binns. Graduation anticipated summer 2020.

Ph.D. Committee Member for Lundon Pinneo. Graduation anticipated summer 2020.

Ph.D. Committee Member for Jennifer Penaflorida. Graduation anticipated summer 2020.

Ph.D. Committee Member for Matthew Dingler. Graduation anticipated summer 2020.

Ph.D. Committee Member for Lynda McClellan. Graduation anticipated fall 2020.

Ph.D. Committee Member for Qian Zhang. Graduation anticipated fall 2020.

Ph.D. Committee Member for Taylor Weeks. Graduation anticipated summer 2021.

Ph.D. Committee Member for Roseli Matos Franco. Graduation anticipated spring 2022.

Ph.D. Committee Member for Johnny Allred. Graduation summer 2020.

Ph.D. Committee Member for Shay Hopper. Graduation fall 2019.

Ph.D. Committee Member for Alison Karnes. Graduation spring 2019.

Ph.D. Committee Member for Hawraa Nafea Hameed Alzouwain. Graduation sum. 2018.

Ph.D. Committee Member for Leslie Sharp. Graduation spring 2018.

Ph.D. Committee Member for Ginney Norton. Graduation summer 2016.

Ph.D. Committee Member for Sajid Yousuf Zai. Graduation spring 2016.

Ph.D. Committee Member for George Wairungu. Graduation spring 2015.

Ph.D. Committee Member for Jake Edwards. Graduation summer 2013.

Ph.D. Committee Member for Nadia Khrais. Graduation spring 2013.

Ph.D. Committee Member for Evelyn Baldwin. Graduation spring 2013.

Ph.D. Committee Member for Amina Nihlawi. Graduation summer 2011.

Ed.D. Committees -- Member

Ed.D. Committee Member for Angela Oxford. Graduation spring 2021.

Ed.D. Committee Member for Jason Vicich. Graduation fall 2015.

Ed.D. Committee Member for Tanya Vest. Graduation spring 2015.

Master of Education Committees—Chair

Master's Committee Chair for Brandon Flammang. Graduation spring 2017.
 Master's Committee Chair for Cassie Fierro. Graduation summer 2014.
 Master's Committee Chair for Scott Sullivan. Graduation summer 2014.
 Master's Committee Chair for Gerrie Krudwig. Graduation spring 2012.
 Master's Committee Chair for Michaela E. Johnson. Graduation fall 2012.
 Master's Committee Chair for Jon Langer. Graduation summer 2011.
 Master's Committee Chair for Kelly Buckley. Graduation summer 2011.
 Master's Committee Chair for Michael L. Thomas. Graduation summer 2011.
 Master's Committee Chair for Reese Neal. Graduation spring 2011.
 Master's Committee Chair for Maria L. Conroy. Graduation summer 2010.

Master of Education Committees—Member

Master's Committee Member for Emily James, Graduation summer 2020.
 Master's Committee Member for James Dacus, Graduation fall 2016.
 Master's Committee Member for Lidiia Karvaeva, Graduation spring 2015.
 Master's Committee Member for Laura Carlsen, Graduation fall 2013.
 Master's Committee Member for Amber Ball. Graduation spring 2010.
 Master's Committee Member for Margaret Cowing. Graduation spring 2010.
 Master's Committee Member for Judith Curtisinger. Graduation spring 2010.
 Master's Committee Member for Elizabeth Anglin. Graduation spring 2010.
 Master's Committee Member for Dwight Walker. Graduation spring 2010.

Master of Arts in English Committees—Member

Master's Committee Member for Sarah N. Holland. Graduation spring 2011.
 Master's Committee Member for Julia Bachelor. Graduation spring 2010.

Master of Arts in Teaching Committees—Chair

Master's Committee Chair for Anna Bagwell. Graduation spring 2015
 Master's Committee Chair for Katherine Cochran. Graduation spring 2015
 Master's Committee Chair for Jessica Coomer. Graduation spring 2015
 Master's Committee Chair for Lauren Fowler. Graduation spring 2015
 Master's Committee Chair for Katie Hill. Graduation spring 2015
 Master's Committee Chair for Samantha Johnson. Graduation spring 2015
 Master's Committee Chair for Elizabeth Melton. Graduation spring 2015
 Master's Committee Chair for John Wayne Morris. Graduation spring 2015
 Master's Committee Chair for Brooke Schaffer. Graduation spring 2015
 Master's Committee Chair for Paige Wolven. Graduation spring 2015
 Master's Committee Chair for Jason Bujega. Graduation spring 2013
 Master's Committee Chair for Marinna Wessinger. Graduation spring 2013
 Master's Committee Chair for Aaron Nugent. Graduation spring 2013
 Master's Committee Chair for Rebecca Greenway. Graduation spring 2013
 Master's Committee Chair for Cassandra Chamberlain. Graduation spring 2013
 Master's Committee Chair for Sherry Pappas. Graduation spring 2013
 Master's Committee Chair for Jennifer Horne. Graduation spring 2013

Master's Committee Chair for Candace Metzger. Graduation spring 2013
Master's Committee Chair for Trevor Cooper. Graduation spring 2013
Master's Committee Chair for Caroline Walton. Graduation spring 2012
Master's Committee Chair for Candice Duncan. Graduation spring 2012
Master's Committee Chair for Rachel Pavey. Graduation spring 2012
Master's Committee Chair for James Joyner. Graduation spring 2012
Master's Committee Chair for Tracey Haynes. Graduation spring 2012
Master's Committee Chair for Aaron Tinnin. Graduation spring 2012
Master's Committee Chair for Hannah Brutesco. Graduation spring 2011.
Master's Committee Chair for Molly Carman. Graduation spring 2011.
Master's Committee Chair for Elizabeth Davis. Graduation spring 2011.
Master's Committee Chair for Sarah Duncan. Graduation spring 2011.
Master's Committee Chair for Noel Gieringer. Graduation spring 2011.
Master's Committee Chair for Kristen Jackson. Graduation spring 2011.
Master's Committee Chair for Jordan Johnson. Graduation spring 2011.
Master's Committee Chair for Zachary Jostad. Graduation spring 2011.
Master's Committee Chair for Katie Kaufman. Graduation spring 2011.
Master's Committee Chair for Joey Lockard. Graduation spring 2011.
Master's Committee Chair for Jessie Lorimer. Graduation spring 2011.
Master's Committee Chair for Andrea Parnell. Graduation spring 2011.
Master's Committee Chair for Jessica Petron. Graduation spring 2011.
Master's Committee Chair for Annie Ratliff. Graduation spring 2011.
Master's Committee Chair for Maggie Riggan. Graduation spring 2011.
Master's Committee Chair for Sarah Scott. Graduation spring 2011.
Master's Committee Chair for Racheal Sullivan. Graduation spring 2011.
Master's Committee Chair for LeAnna Taylor. Graduation spring 2011.
Master's Committee Chair for Julie Wilson. Graduation spring 2011.
Master's Committee Chair for Michelle Adelman. Graduation spring 2010.
Master's Committee Chair for Linda Barker. Graduation spring 2010.
Master's Committee Chair for Jessica Call. Graduation spring 2010.
Master's Committee Chair for Morgan Coke. Graduation spring 2010.
Master's Committee Chair for Rebekah Davis. Graduation spring 2010.
Master's Committee Chair for Kien DeMent. Graduation spring 2010.
Master's Committee Chair for Elizabeth Rogers. Graduation spring 2010.
Master's Committee Chair for Matthew Skrocki. Graduation spring 2010.
Master's Committee Chair for Nathan Strayhorn. Graduation spring 2010.
Master's Committee Chair for Brittany Timpe. Graduation spring 2010.
Master's Committee Chair for Joshua Vest. Graduation spring 2010.
Master's Committee Chair for Julia Bachelor. Graduation spring 2009.
Master's Committee Chair for Deanna Bunch. Graduation spring 2009.
Master's Committee Chair for Kelli Cole. Graduation spring 2009.
Master's Committee Chair for Katherine Collier. Graduation spring 2009.
Master's Committee Chair for Elizabeth Findlay. Graduation spring 2009.
Master's Committee Chair for Rachael Gatewood. Graduation spring 2009.
Master's Committee Chair for Tara Griner. Graduation spring 2009.
Master's Committee Chair for Katy Henry. Graduation spring 2009.

Master's Committee Chair for Laurie Jennings. Graduation spring 2009.
 Master's Committee Chair for Scott Koenig. Graduation spring 2009.
 Master's Committee Chair for Brian D. Lee. Graduation spring 2009.
 Master's Committee Chair for Katy Moore. Graduation spring 2009.
 Master's Committee Chair for S. John O'Berski. Graduation spring 2009.
 Master's Committee Chair for C. Grace Pendergrass. Graduation spring 2009.
 Master's Committee Chair for Stephanie Pierce. Graduation spring 2009.
 Master's Committee Chair for Kelly Riley. Graduation spring 2009.
 Master's Committee Chair for Martha Sandven. Graduation spring 2009.
 Master's Committee Chair for Tonya Seaton. Graduation spring 2009.
 Master's Committee Chair for Lindsay Smith. Graduation spring 2009.
 Master's Committee Chair for Stephanie Stidham. Graduation spring 2009.
 Master's Committee Chair for Sarah Applegate. Graduation spring 2008.
 Master's Committee Chair for A. Nicole Avery. Graduation spring 2008.
 Master's Committee Chair for Jordin Brown. Graduation spring 2008.
 Master's Committee Chair for Luke Davis. Graduation spring 2008.
 Master's Committee Chair for Sarah de Verges. Graduation spring 2008.
 Master's Committee Chair for Sarah Glass. Graduation spring 2008.
 Master's Committee Co-Chair for Lauren Marston. Graduation spring 2008.
 Master's Committee Chair for Angela McCutcheon. Graduation spring 2008.
 Master's Committee Chair for Katie Roberts. Graduation spring 2008.
 Master's Committee Chair for Elizabeth Tucker. Graduation spring 2008.

Master of Arts in Teaching Committees—Member

Master's Committee for Michael Allred. Graduation spring 2020
 Master's Committee for Barbara Funez. Graduation spring 2020
 Master's Committee for Jonathan Reyes. Graduation spring 2020
 Master's Committee for Benjamin Lindsey. Graduation spring 2020
 Master's Committee for Jimena Santillano. Graduation spring 2020
 Master's Committee for Sara Johnson. Graduation spring 2020
 Master's Committee for Julianna Tidwell. Graduation spring 2020
 Master's Committee for Annelise Mozzoni. Graduation spring 2020
 Master's Committee for Garrett King. Graduation spring 2020
 Master's Committee for Jacob Gonzalez. Graduation spring 2020
 Master's Committee for Kevin Clauson. Graduation spring 2019
 Master's Committee for Natalie Davey. Graduation spring 2019
 Master's Committee for Rachel Evans. Graduation spring 2019
 Master's Committee for Jessica Fulghum. Graduation spring 2019
 Master's Committee for Karella Kordsmeier. Graduation spring 2019
 Master's Committee for Morgan Lee. Graduation spring 2019
 Master's Committee for Montana Mccoy. Graduation spring 2019
 Master's Committee for Auburn Peters. Graduation spring 2019
 Master's Committee for Jordan Price. Graduation spring 2019
 Master's Committee for Rashel Quintanilla. Graduation spring 2019
 Master's Committee for Abigail Smith. Graduation spring 2019

Master's Committee for Madeline Williams. Graduation spring 2019
Master's Committee for Autumn Percy. Graduation spring 2019
Master's Committee for Alix Ann Laws. Graduation spring 2018
Master's Committee for Brianna Belote. Graduation spring 2018
Master's Committee for Aaron Handloser. Graduation spring 2018
Master's Committee for Tara Grubbs. Graduation spring 2018
Master's Committee for Kayla Peterson. Graduation spring 2018
Master's Committee for Genevieve Lyons. Graduation spring 2018
Master's Committee for Sarah Gill. Graduation spring 2018
Master's Committee for Jacob Campbell. Graduation spring 2018
Master's Committee for Meredith Palmer. Graduation spring 2018
Master's Committee for Bailey Deloney. Graduation spring 2018
Master's Committee for Rachel Haynes. Graduation spring 2017
Master's Committee for Rachel Ford. Graduation spring 2017
Master's Committee for Samantha Morgan. Graduation spring 2017
Master's Committee for Joseph Heaston. Graduation spring 2017
Master's Committee for Candace Brown. Graduation spring 2017
Master's Committee for Lauren Boatright. Graduation spring 2017
Master's Committee for Melissa Ferguson. Graduation spring 2017
Master's Committee for Matthew Whitt. Graduation spring 2015.
Master's Committee for Shannon Johnson. Graduation spring 2014.
Master's Committee for Jennifer Dean. Graduation spring 2014.
Master's Committee for Peter Hawkins. Graduation spring 2014.
Master's Committee for Thomas Lewandowski. Graduation spring 2014.
Master's Committee for Megan Grizzle. Graduation spring 2014.
Master's Committee for Susannah Swearingen. Graduation spring 2014.
Master's Committee for Tyler Newcomb. Graduation spring 2014.
Master's Committee for Joshua Davis. Graduation spring 2014.
Master's Committee for William Myers. Graduation spring 2014.
Master's Committee for Brittany Perkins. Graduation spring 2014.
Master's Committee for Ryan Tucker. Graduation spring 2014.
Master's Committee for Austin Wise. Graduation spring 2014.
Master's Committee for Alaina Rainey. Graduation spring 2014.
Master's Committee for Juan Holmes Graduation spring 2014.
Master's Committee for Stacey Buff. Graduation spring 2014.
Master's Committee for James Fraley. Graduation spring 2014.
Master's Committee for Molly Cowan. Graduation spring 2014.
Master's Committee for Erin Moody. Graduation spring 2014.
Master's Committee for Candace Hughes. Graduation spring 2014.
Master's Committee for Cathryn Fleener. Graduation spring 2014.
Master's Committee for Michael Baker. Graduation spring 2014.
Master's Committee for Mallory Craig. Graduation spring 2013.
Master's Committee for Michael Schwartz. Graduation spring 2013.
Master's Committee for Brandi Sellers. Graduation spring 2013.
Master's Committee for Andrew Young. Graduation spring 2013.
Master's Committee for Kaitlin Bell. Graduation spring 2013.

Master's Committee for Michelle Land. Graduation spring 2013.
Master's Committee for Taylor Wellborn. Graduation spring 2013.
Master's Committee for Corey Thomas. Graduation spring 2013.
Master's Committee for Christy Dean. Graduation spring 2012.
Master's Committee for Tyler McBride. Graduation spring 2012.
Master's Committee for Kari Cantrell. Graduation spring 2012.
Master's Committee for Alonzo Terrell. Graduation spring 2012.
Master's Committee for Jeffrey Ayers. Graduation spring 2012.
Master's Committee for Christine Audo. Graduation spring 2012.
Master's Committee for Scott Flesher. Graduation spring 2012.
Master's Committee for Leah Bowerman. Graduation spring 2012.
Master's Committee for Whitney Lee Srsen. Graduation spring 2011.
Master's Committee for Chris Brigance. Graduation spring 2011.
Master's Committee for Alex McKnight. Graduation spring 2010.
Master's Committee for Claire Martin. Graduation spring 2010.

HONORS/ AWARDS

- 2020 George Denny Faculty STAR (Service, Teaching, Advising, Research) University of Arkansas College of Education and Health Professions.
- 2020 Nominee: Faculty Service Award, Department of Curriculum & Instruction, University of Arkansas.
- 2020 Invited Member, National Council of Teachers of English Co-Sponsored Speakers Program.
- 2019 Finalist, Arkansas Country Song of the Year [Mississippi or the Moon, unreleased], Arkansas Country Music Awards.
- 2019 Outstanding Research Award, University of Arkansas Department of Curriculum & Instruction.
- 2019 Governor's Arts Awards—Arts in Education for work of the Center for Children and Youth, Arkansas Arts Council (with Hung Pham).
- 2019 Divergent Award for Excellence in 21st Century Literacies for *Critical Media Literacy and Fake News in Post-Truth America*.
- 2018 Excellence in Research to Practice Award Nominee, American Educational Research Association.
- 2017 Outstanding Research Award, University of Arkansas Department of Curriculum & Instruction.
- 2016 Fellow of the University of Arkansas Teaching Academy, University of Arkansas.
- 2016 Governor's Arts Awards – Arts in Education Nominee, Arkansas Arts Council.
- 2015 Super Service Award, University of Arkansas Department of Curriculum & Instruction.
- 2015 University of Arkansas Distinguished Service Award Nominee, University of Arkansas.
- 2015 Superior Service Award, University of Arkansas College of Education & Health Professions.
- 2014 Distinguished Service Award, Student Support Services, University of Arkansas.
- 2013 Distinguished Service Award, Student Support Services, University of Arkansas.

- 2013 Faculty STAR (Service, Teaching, Advising, Research), University of Arkansas Department of Curriculum & Instruction.
- 2013 Outstanding Faculty Nominee, University of Arkansas Associated Student Government and Residents' Interhall Congress, University of Arkansas.
- 2012 Klemmer Distinguished Lecturer, Washburn University, Topeka, KS.
- 2012 Superior Service Award, University of Arkansas College of Education and Health Professions.
- 2012 Distinguished Service Award, Student Support Services, University of Arkansas.
- 2012 Super Service Award, University of Arkansas Department of Curriculum & Instruction.
- 2011 Distinguished Service Award, Student Support Services, University of Arkansas.
- 2011 Faculty STAR (Service, Teaching, Advising, Research), University of Arkansas College of Education and Health Professions.
- 2011 Outstanding Faculty Nominee, University of Arkansas Associated Student Government and Residents' Interhall Congress.
- 2010 Selected participant, National Writing Project Director's Retreat, Austin TX (with Jamie Highfill).
- 2010 Distinguished Service Award, Student Support Services, University of Arkansas.
- 2009 University of Arkansas, Department of Curriculum & Instruction Faculty STAR for overall Service, Teaching, Advising, and Research (out of 46 faculty members).
- 2009 Selected Participant, National Writing Project Conference: Developing Your Site's Web Presence, Denver CO (with Angela McCutcheon).
- 2008 Ralph E. Powe Junior Faculty Enhancement Award Nominee, University of Arkansas.
- 2008 Kappa Delta Pi Outstanding Service and Dedication Recognition, Kappa Delta Pi International.
- 2008 Invited Senior Scholar, L. Ramon Veal Research Roundtable, Conference on English Education of the National Council of Teachers of English.

- 2007 Outstanding Graduate Teaching Assistant Award Nominee, Kansas State University College of Education.
- 2007 Kansas Exemplary Educator Network, Invited Member.
- 2005 Educator of Excellence Nominee, Washburn Rural High School, Kansas (spring).
- 2005 National Writing Project Fellowship, Professional Writing Retreat B Selected Participant, Santa Fe NM.
- 2005 Washburn Rural High School Staff Member of the Month (April).
- 2005 Listed in *Who's Who Among America's Teachers* (9th ed.).
- 2005 Educator of Excellence Nominee, Washburn Rural High School, Kansas, (winter).
- 2005 United States-Eurasia Awards for Excellence in Teaching Nominee, Bureau of Educational and Cultural Affairs of the United States Department of State, Washington, D.C.
- 2005 Leadership Kansas Nominee, The Kansas Chamber.
- 2004 Educator of Excellence Nominee, Washburn Rural High School, Kansas, (fall).
- 2004 USD 437 Auburn-Washburn Andrea P. Glenn Teacher of Excellence Award.
- 2004 NCTE National High School Teacher of Excellence.
- 2004 Educator of Excellence Nominee, Washburn Rural High School, Kansas, (spring).
- 2004 Listed in *Who's Who Among America's Teachers* (8th ed.).
- 2004 Judith C. Gilbert Outstanding Writing Teacher Award.
- 2003 Educator of Excellence Nominee, Washburn Rural High School, Kansas (fall).
- 2003 KATE Outstanding Teaching Practices Award, Kansas.
- 2003 Educator of Excellence Nominee, Washburn Rural High School, Kansas (summer).
- 2003 Teacher of the Year Nominee, Washburn Rural High School, Kansas.
- 2002 NCTE Leadership Development Award, Kansas.
- 2002 Flint Hills Writing Project, Fellowship, Manhattan KS.

APPLIED PROFESSIONAL ACTIVITIES

Consulting

Co-Designed Educational Technology Course for Fulbright Teachers from 26 countries, Spring International Language Center, 2019-2020.

Consultant, English Language Arts District-Wide Taskforce, Fayetteville Public Schools, 2019-2020.

Reviewer, Unit Plans from the Arkansas Declaration of Learning, 2019.

Review of *Bridging English*, 6th Edition, Pearson Education, 2019.

Bentonville Public Schools 9-12 English Language Arts Teachers on critical media literacy, 2018 (with Seth French, unpaid).

LinK Grant Reviewer, Kansas State Department of Education, 2018.

Guest University Supervisor, Graceland University, 2018.

Fayetteville High School Ninth Grade Professional Learning Community, consulted with teachers at a monthly meeting on reading instruction, 2017-2018 (unpaid).

Gravette Public Schools, Inservice for 9-12 English teachers on Inspiring Dialogue, 2016-2017.

Fayetteville Public Schools, Inservice for Adult Education Faculty, 2015 (unpaid).

Bentonville Public Schools, District-wide consulting on Implementing Socratic Circles for teachers in grades 5-12, 2014-2015.

Bentonville Public Schools, District-wide consulting on Implementing Socratic Circles for teachers in grades 7-12, 2013-2014.

Springdale Public Schools, District-wide consulting on Implementing Socratic Circles, 2013.

Springdale Public Schools, Inservice for Foreign Language Teachers, 2012.

University of Arkansas Little Rock, guest university supervisor, 2012 (unpaid).

University of Arkansas Little Rock, guest university supervisor, 2011 (unpaid).

South Central Educational Cooperative, Norphelt, AR, 2010.

Phillips Community College, DeWitt Campus, 2010.

Gravette Public Schools, Gravette, AR. 2009.

Old Dominion University, guest university supervisor, 2009.

Arkansas Department of Education, Little Rock, AR. 2008.

Van Buren Public Schools, Van Buren, AR. 2007-2008.

Guest Lectures

On Writing and Research

For Student Support Services, University of Arkansas, 2012 (four sessions).

For Student Support Services, University of Arkansas. 2011 (four sessions).

For Student Support Services, University of Arkansas. 2010 (three sessions).

For Student Support Services, University of Arkansas. 2009 (three sessions).

For Kathleen Collins' Course, Survey of Exceptionalities. University of Arkansas. 2008.

On Socratic Circles

For Grace Kerr's courses, University of Arkansas, 2019.

For Tina Howlett's course, University of Arkansas, 2019.

For Jason Endacott's course, Social Studies Methods of Instruction, University of Arkansas, 2016.

For Jason Endacott's course, Social Studies Methods of Instruction I, University of Arkansas, 2014.

For Elizabeth Smith's course, Classroom Learning Theory, University of Arkansas, 2014.

For Grace Kerr's courses, Integrated Communication Skills, University of Arkansas, 2013.

For Iris Shepard's course, CIED 5683 Adolescent Literature, University of Arkansas, 2013.

For Ginney Wright's courses, Literacies across the Curriculum, University of Arkansas, 2013.

For Danny Wade's course, EN 300 Advanced Composition, Washburn University, 2012.

For Jason Endacott's course, CIED 5253 Methods II. University of Arkansas, 2012.

For Grace Kerr's courses, Integrated Communication Skills, University of Arkansas, 2012.

For Jason Endacott's courses, Literacies across the Curriculum. University of Arkansas. 2012.

For Cindy Williams' course, Methods of Instruction in English II, University of Arkansas, 2011.

For Cindy Williams' courses, Literacies across the Curriculum. University of Arkansas. 2011.

For David A. Jolliffe's courses, Literacies Across the Curriculum. University of Arkansas. 2010.

Teachers' Academy, Fayetteville, AR. 2010.

For David A. Jolliffe's courses, Reading and Writing Across the Curriculum. University of Arkansas. 2009.

For Lori A. Goodson's Course, Teaching in the Middle School. Kansas State University. 2006.

For F. Todd Goodson's Course, Methods. Kansas State University. 2003.

For F. Todd Goodson's Course, Flint Hills Writing Project. Kansas State University. 2003. (with Jerrod Bohn and Matt Copeland).

For Julie P. Samuels' Course, Intermediate Reading Instruction. Pittsburg State University. 2002. (with Matt Copeland).

For Jean Dimmitt's Course, English Methods. Washburn University. 2002.

On Critical Media Literacy

For Jennifer Dail's Course, English Teaching Methods, Kennesaw State University, 2019.

On Music in the Classroom

For Vicki Collet's Course, CIED 599V: Young Writers Camp, University of Arkansas. 2016.

For Cindy Williams' Course, CIED 599V: Reclaiming the Rural Open Institute, University of Arkansas. 2013.

For Danny Wade's Course, ED 362 Methods of Teaching English in Secondary Schools, Washburn University. 2012.

For F. Todd Goodson's Course, Flint Hills Writing Project. Kansas State University. 2005.

For F. Todd Goodson's Course, Flint Hills Writing Project. Kansas State University. 2002.

On the New Faculty Member Experience

For new faculty in the Department of Curriculum & Instruction, University of Arkansas. 2011.

For Bill McComas' course GRSD 5033: The Professoriate: Research and Service. 2011.

For new faculty in the Department of Curriculum & Instruction, University of Arkansas. 2008.

On Choosing Teaching as a Career

For Kim Pianjowski's Course, CIED 1002 Introduction to Education, University of Arkansas. 2008.

On Educational Policy

For Chen Jingshu's Course CIED 1013: Introduction to Education. 2018.

For Mounir Farah's Course CIED 694V: Structures of American Education. 2014.

For Robert Maranto's Course EDRE 6033: Politics of Education. 2010.

On Qualitative Research

For Jason Endacott's Course CIED 5243: Qualitative Research. 2015.

For Jason Endacott's Course CIED 694V: Qualitative Research. 2013.

Inservice Presentations for Teachers

On The Soundtrack of Your Life

West Fork Middle School, West Fork, AR 2013

On Socratic Circles

Bright Field Middle School Faculty, Bentonville, AR 2014.

Springdale High School, Junior English PLC, Springdale, AR 2013.

Elmwood Middle School, Rogers, AR 2012.

West Fork Middle School, West Fork, AR 2012.

Springdale School District Science Teachers, Springdale, AR, 2010.

Arkansas Department of Education Literacy Unit, Little Rock, AR, 2010.

Ozarks Unlimited Resources Educational Cooperative, Valley Springs, AR, 2010.

Helen Tyson Middle School, Springdale, AR, 2009.

Northwest Arkansas Writing Project Invitational Summer Institute, Fayetteville, AR, 2009.

Northwest Arkansas Writing Project Invitational Summer Institute, Fayetteville, AR, 2008.

Educational Service Unit 3: Tools for Formative Assessment: Questioning and Feedback, Omaha, NE, 2007.

Geary County Public Schools. Junction City, KS, 2007.

Clay Center Community Middle School, Clay Center, KS. 2005.

Fort Riley Middle School, Fort Riley, KS. 2005.

Greenbush Educational Service Center: Best Practices in Teaching Reading and Writing. Girard, KS. 2004 (with Matt Copeland).

Holton Public Schools, Holton, KS. 2004 (with Matt Copeland).

Auburn-Washburn Public Schools, Topeka, KS. 2003 (with Jeffrey Handley).

On Six Trait Writing

Northeast School District. Arma, KS. 2007.

Humboldt School District. Humboldt, KS. 2006.

On Renaissance

Washburn Rural High School, Topeka, KS. 2003 (with Matt Copeland).

Shawnee County Intergovernmental Cooperation Council, Topeka, KS. 2003 (with Matt Copeland).

On Student Improvement Team

Washburn Rural High School, Topeka, KS. 2004 (with Doug Holmes, Erin Barnett, Shirley Werholz, and Katherine Eli Schneider).

On English Teaching Ideas

Auburn-Washburn Public Schools, Topeka, KS. 2002.

On Oral Reading Fluency

Cobb Middle School, Tallahassee, FL, 2009.

On Rhetorical Analysis

Berryville High School and Middle School, Berryville, AR, 2014.

Presentations for Public School Students

On Qualitative Data Analysis

Community School of Naples, Naples, FL, 2020.

On Songwriting

Greenland High School, Greenland, AR, 2018.

Fayetteville High School, 2016, 2017 (5-12 class periods)

Kidswrite, Fayetteville, AR, 2014.

Woodland Junior High School, Fayetteville, AR, 2012.

Atchison County High School, Effingham, KS 2011, 2012 (via Skype).

Central Junior High School, Springdale, AR, 2011.

Rogers High School, Rogers, AR, 2011.

Kidswrite I, Fayetteville, AR, 2010.

Kidswrite I, Fayetteville, AR, 2009.

Kirksey Middle School, Rogers, AR, 2009.

Word's Up Student Writing Conference, Quinter, KS, 2006.

Tonganoxie Middle School, Tonganoxie, KS, 2006.

Fort Riley Middle School, Fort Riley, KS, 2005.

Word's Up Student Writing Conference, Quinter, KS, 2005.

On the Sun Records Story

Washburn Rural High School, Topeka, KS, 2006.

Washburn Rural High School, Topeka, KS, 2005.

On Academic Writing

Northwest Kansas Educational Service Center Fall Writing Workshop. Oakley, KS, 2005.

On Process Writing

Ramay Junior High School, Fayetteville, AR. 2008.

Lincoln Elementary School, Junction City, KS. 2005.

On Socratic Circles

Berryville High School, Berryville, AR 2013.

Springdale High School, Springdale, AR 2013.

Walker Elementary School, Springdale, AR 2012.

Elmwood Middle School, Rogers, AR 2012.

Fort Smith Alternative High School, Fort Smith, AR 2011.

Helen Tyson Junior High School, Springdale, AR 2010 (two full days).

Bentonville High School, Bentonville, AR 2010.

Berryville High School, Berryville, AR 2009.

Woodland Junior High School, Fayetteville, AR. 2008.

Woodland Junior High School, Fayetteville, AR. 2008.

Woodland Junior High School, Fayetteville, AR. 2008.

Bentonville High School, Bentonville, AR. 2008.

Fayetteville High School, Fayetteville, AR. 2008.

Fayetteville High School, Fayetteville, AR. 2008.

On The Soundtrack of Your Life

St. Joseph Middle School, St. Joseph, MO, 2012 (via Skype, August)

St. Joseph Middle School, St. Joseph, MO, 2012 (via Skype, March)

Fayetteville High School, Fayetteville, AR, 2009.

Kidswrite II, Fayetteville, AR, 2009.

On the Teaching Profession

Holt Middle School, Fayetteville, AR 2017.

Bryant High School, Bryant, AR 2012.

On Education Policy

Fayetteville High School, Fayetteville, AR 2015.

Peggy D. Ward

2804 Amberwood St. • Springdale, AR 72762 • Phone # (479) 216-0229 • pdward@uark.edu

EDUCATION

- University of Arkansas, Fayetteville, AR December 2016
Ph.D. Curriculum and Instruction with a specialized focus
in Science Teacher Education

Dissertation Title: How Select Groups of Preservice Science
Teachers with Inquiry Orientations View Teaching and Learning
Science through Inquiry
- Texas A & M University-Texarkana, Texarkana, AR December 2009
M.S. Interdisciplinary Studies (Biology Concentration)
- Southern Arkansas University, Magnolia, AR May 1987
B.S.E. Secondary Education (Biology Emphasis)

EXPERIENCE

- University of Arkansas, Fayetteville, AR 2013-Present
Teaching Assistant Professor, UAteach, Curriculum and Instruction in Education
- Teach science methods' courses
 - Supervise math and science teacher candidates in field placements
 - Recruit and coordinate mentor teachers from local schools
 - Plan and conduct mentor training sessions
 - Provide academic advising to program participants
 - Develop inquiry-based curriculum
 - Serve as Program Coordinator (disseminate program information to faculty and staff, use data to elicit discussions about making course improvements, ensure course alignment with CAEP standards)
 - Serve on program and College level advisory boards and interviewing committees
- Graduate Assistant**, Curriculum and Instruction in Education 2010-2013
- Taught multiple teacher education courses at graduate and undergraduate levels
 - Assisted professors as requested (graded research papers, developed course websites, assisted with NCATE accreditation process, supervised teacher candidates etc.) Note: I left my GA for one semester (FA 2011) to fill a fulltime biology instructor position.

Rich Mountain Community College, Mena, AR	
Biology Instructor , Department of Mathematics and Science <ul style="list-style-type: none"> • Taught biological sciences (temporary full-time position) 	Fall 2011
Professional Tutor & Advisor , Student Support Services, TRiO Program <ul style="list-style-type: none"> • Provided professional tutoring (in biology, chemistry, college algebra, geometry, and English Composition I & II), • Conducted student success seminars • Provided student academic advising • Planned and implemented college tours to encourage successful student transfer from community college environment to 4-year institutions 	2007-2010
Adjunct Instructor , Department of Mathematics and Science <ul style="list-style-type: none"> • Taught various courses intermittently including Biology, General Chemistry Labs, and College Success. When working as a doctoral student at the UA, I continued to teach biology on Saturdays for two semesters. 	2006-2011
Upward Bound Coordinator , Student Support Services, TRiO Program <ul style="list-style-type: none"> • Coordinated and implemented programming details for 75 student participants • Supervised program staff (3 full-time and multiple part-time staff) • Kept detailed records on participant activities to ensure grant compliance and assisted the director with annual report process 	2006-2007
Mena Public Schools, Mena, AR	1999-2006
Biology Teacher <ul style="list-style-type: none"> ○ Taught 6 sections of high school biology ○ Implemented the Water Education Team 	
Wickes Public Schools, Wickes, AR	1989-1999
Science Teacher <ul style="list-style-type: none"> ○ Taught 9-12 science courses (life and physical sciences) ○ Initiated, planned, and implemented the Water Education Team as an extracurricular activity 	

RELEVANT COURSES TAUGHT

University of Arkansas

Inquiry Approaches to Teaching I (ARSC 1201), Fall/Spring 2013-2015
Inquiry-based Lesson Design (ARSC 1221), Fall/Spring 2014
Project-based Instruction (STEM 3303), Fall 2015-2018
Supervised Clinical Teaching (STEM 4409), Fall/Spring 2015-Present
Teaching Science (Elementary Science Methods) (CIED 3143), Spring 2013
Issues and Principles in Secondary Education (Graduate) (CIED 5223), Summer 2012

Curriculum Design (Graduate) (CIED 5032)- Spring 2012
Measurement and Evaluation (Graduate) (CIED 5263)
Introduction to Education (CIED 1013)

RELEVANT COURSEWORK TAKEN:

University of Arkansas

Issues, History, and Rationale in Science Education (CIED 6313)
Nature of Science (CIED 6333)
Content Specific Pedagogy (CIED 6033)
Advanced Science Teaching Methods (CIED 6343)
Instructional Theory (CIED 6033)
Multicultural Education (CIED 6033)
Curriculum Development (CIED 6013)
Techniques of Research in Education (ESRM 6623)

PUBLICATIONS

Hill, B.W., Pesnell, B. A., **Ward, P. D.**, Rhame, V. A., Beers, J. S., Dougan, K. L., Gattis, C. S., Specking, E. A., & Clausen, E. C. (Apr. 11, 2017). UASEP: Introducing K-4 Students (and Teachers) to STEM, *Transactions on Techniques in STEM Education*, 2(4).

Goering, C.Z., Witte, S., Jennings-Davis, J., **Ward, P.**, Flammang, B., & Gerhardson, A. (Dec. 2015). The 'Hollywoodization' of education reform in *Won't Back Down*. *Journal of Curriculum & Pedagogy* (p. 205-222). Routledge.

Ward, P. (2014). Teaching for conceptual understanding. In W. F. McComas (Ed.) *The language of science education* (p. 105). Boston: Sense Publishers. [Other contributions I made include: Advance organizers (p. 4), analogies in science teaching (p. 6), benchmarks in science teaching (p. 11), *benchmarks for science literacy* (p. 12), constructivist teaching practices (p. 23), constructivism, constructivism as learning theory, conceptual change teaching, and radical constructivism (p. 22), construction of scientific knowledge (p. 24), culturally relevant pedagogy (p. 29), curriculum (p. 30), didactic instruction (p. 33), frameworks (general definition) (p. 42), pedagogical content knowledge (p. 71), social constructivism (p. 99), and standards in science teaching (p. 101).]

PRESENTATIONS (Professional Conferences)

Ward P. & McComas, K. (May 23, 2019). How do master teachers spend their time: A workload study. UTeach Conference, Austin, TX.

Hesler, J. & **Ward, P. D.** (May 2018). Mrs. Hesler's Professional Portfolio Journey: The UTeach eFolio System for Documenting Teaching Proficiency. Presented at the UTeach Conference, Austin, TX

Ward P. (November 2017). One lesson: Multiple outcomes. Presented at the Arkansas Curriculum Conference, Little Rock, AR.

- Collins, B. & **Ward, P.** (November 2017). Engage students in learning science through art and writing. Presented at the Arkansas Curriculum Conference, Little Rock, AR
- Collins, B. & **Ward, P.** (November 2017). Using GMOs to teach NOS and ELA. Presented at the Arkansas Curriculum Conference, Little Rock, AR
- Ward, P.** (May 2017). Inquiry, 5Es, or Student Centered: Are they the same or different? (Poster presentation). Presented at the UTeach Conference, Austin, TX.
- Ward, P. D.** & McComas, W. F. (Jan. 2017). How secondary preservice science teachers with inquiry orientations view inquiry instruction. Presented at the Association of Science Teacher Educators Conference, Baltimore, MD.
- Hill, B. W., Pesnell, B. S. **Ward, P.D.**, Rhame, V. A., Beers, J. S., Dougan, K. L., Gattis, C. S., Specking, E. A., and Clausen, E. C. (2016). UASEP: Introducing K-4 students (and teachers) to stem. Presented at the 2016 ASEE Midwest Section Conference, Manhattan, KS.
- Ward, P.**, Layton, K., Dennis, E., McKinley, N. (2015, May). Building your student organization. Presented at the UTeach Conference, Austin, TX.
- Ward P.**, Bell, W., & Heath, C. (2014, November). Using radiometers to teach the nature of science. Presented at the Arkansas Curriculum Conference, Little Rock, AR.
- Ward, P.**, Wissehr, C., Wavering, M. (2014, January). The affective nature of PCK. Presented at the Association for Science Teacher Education, San Antonio, TX.
- Murie, K., **Ward, P.**, & Wood, L. (2013 June). Using Bernoulli's principle to teach nature of science. Presented at The International History and Philosophy of Science Teachers Conference, Pittsburg, PA.
- Ward, P.**, Wissehr, C. Walker, R., Kimbell, H, & Wood, L. (2013 January). Using book talks to enhance children's knowledge of native wildlife species, Presented at the Association for Science Teacher Education Conference, Charleston, SC.
- Ward, P.** & Murie, K. (2012, November). Linking and Leveraging: Making relevant connections in biology, Presented at the Arkansas Curriculum Conference, Little Rock, AR.

IN-SERVICE TEACHER TRAINING

SciConnAR Unconference Facilitator, NWAR Educational Cooperative, Farmington, AR, June 4, 2018 [Est. 35 participants attended]

Using the 5E Lesson Design Model to Facilitate Inquiry Instruction Congruent with the new Arkansas Science Standards, University of Arkansas Science & Engineering Partnerships.

- Fayetteville, AR, October 10, 2015 [Est. 111 teachers attended]
- Forrest City, AR, October 17, 2015 [Est. 38 teachers attended]

Incorporating the Engineering Standards into K-4 Classroom Science Instruction using NGSS and the 5E Lesson Model, University of Arkansas Science & Engineering Partnerships.

- Fayetteville, AR January 15-16 [Est. 141 teachers attended]

K-4 Arkansas Physical Science Standards: Matter, Energy, Waves, and Motion [Note. I taught the Energy standards], University of Arkansas Science & Engineering Partnerships.

- Fayetteville AR July 11-21, 2016 [Est. 141 teachers attended]

GRANTS

Co-Principal Investigator, \$1,703,037; University of Arkansas Science and Engineering, Department of Education; with Clausen, Gattis, Pesnell and Dougan, October 2015-September 2018; a partnership aimed at coordinating the implementation of Arkansas Science Standards by aiding science teachers in the development of integrated, inquiry-based units for grades K-4.

Co-Principal Investigator, \$5,500; University of Arkansas UAteach Program, NSTA/Vernier Technology Award, November 2016. I advised and co-wrote this grant with my student M. Hopkins on behalf of a local science teacher to purchase Vernier equipment and provide expenses to attend the 2017 NSTA Annual Convention (Not awarded).

Co-Principal Investigator, \$14,175; University of Arkansas UAteach Program, Verizon Innovative Technology Learning Schools Higher Education Mini-Grant, March 2014; Purposed to incorporate tablet technology into Step 2 courses so students could use them during their inquiry-based instruction. (Not awarded).

PROFESSIONAL ORGANIZATIONS

National Association of Biology Teachers (NABT)
Association of Science Teachers Education (ASTE)
National Science Teachers Association (NSTA)
Arkansas Science Teachers Association (ASTA)

AWARDS

- | | |
|--|------|
| W.F. McComas, ASTE Mentor of the Year Award | 2018 |
| <ul style="list-style-type: none">I successfully nominated my advisor and mentor for the Association of Science Teacher Educators (ASTE) Mentor of the Year Award. I solicited and compiled support letters from his prior graduates and current colleagues. I wrote the cover letter and compiled all supporting documents, which I submitted to the professional organization on his behalf. | |
| Sandra K. Abell Doctoral Institute, Washington, DC | |
| <ul style="list-style-type: none">I submitted a research proposal, and I was one of 24 participants selected from a group of 55 highly qualified doctoral students to participate in this Institute. | |
| Arkansas Council for Women in Higher Education Scholarship Recipient (ACWHE) | 2010 |
| <ul style="list-style-type: none">I submitted an essay about why I wanted to pursue Ph.D. Program | |

PROFESSIONAL SERVICE

- College Level Director, Arkansas Science Teachers Association, Jan. 2018-Dec. 2019
- Reviewing Editor, *The American Biology Teacher*, 2014-January 2017
- Science Fair Judge, Northwest Arkansas Science and Engineering Fair Judge, 2011-2019
- Hiring Committee Member, 2014-2015
- Peer Review Committee Member, 2014-present

- Faculty Sponsor, UAteach Student Organization, 2013-2014, 2019
- Invited Guest Speaker: Content Specific Pedagogy graduate class, Spring 2013
- Teaching Assistant Effectiveness Committee (TAEC) Member, 2012-2013
- Co-Chair, TAEAC New Teaching Assistant Orientation, 2013
- Inaugural president and cofounder of the UA-National Science Teachers' Organization (UA-NSTA) Student Organization, 2012-2013
- Taught End of Course biology preparation, ACT preparation, and laboratory classes to TRiO students, Rich Mountain Community College, Summers 2011- 2012

CERTIFICATIONS

- PRAXIS III Teacher Performance Assessor Certified 2011
- Pathwise Mentor Teacher Certified 2011

RESEARCH INTERESTS

- Inquiry-based teaching and learning
- Pre-service science teacher preparation
- Student misconceptions in science

TECHNICAL SKILLS and EXPERIENCE

- Vernier Software and Technology (Lab Quests & sensors)
- Google Applications (Google Docs, Sites, Sheets, Forms, Presentations)
- Cloud Storage and Organization (Google Drive, Dropbox, Box, & Live Binders)
- Educational Technology
- Word Processing & multimedia Presentation (Microsoft Word, Excel, PowerPoint)
- Web Browsers (Internet Explorer, Safari, Firefox, Google Chrome)
- Operating Systems (Apple macOS, Windows)

Heather D. Young, Ph.D.

University of Arkansas, Fayetteville
College of Education and Health Professions
Department of Curriculum and Instruction
Childhood/Elementary Education Program
207 Peabody Hall; hkindall@uark.edu

EDUCATION:

- 2013 **Ph.D. in Curriculum and Instruction**
Area of Concentration: Reading/Literacy Education
University of Arkansas, Fayetteville, AR
- 2006 **M.S. in Education**
Area of Concentration: Reading Education
University of Tennessee, Knoxville, TN
- 1998 **B.S. in Education**
Elementary Education
Arkansas Tech University, Russellville, AR
summa cum laude

PROFESSIONAL EXPERIENCES:

- 2019-present **Director, University of Arkansas Clinic for Literacy**
Associate Professor
College of Education and Health Professions, Curriculum and Instruction
University of Arkansas, Fayetteville, AR
- 2013-2019 **Childhood/Elementary Education Program Coordinator**
Director, University of Arkansas Clinic for Literacy
Assistant Professor, *promotion and tenure granted May 2019*
College of Education and Health Professions, Curriculum and Instruction
University of Arkansas, Fayetteville, AR
- 2007-2013 **Childhood/Elementary Education Program Coordinator**
Clinical Instructor
College of Education and Health Professions, Curriculum and Instruction
University of Arkansas, Fayetteville, AR
- 2005-2007 **Elementary Teacher**
Amherst Elementary, Knoxville, TN
- 2001-2005 **Elementary Teacher**
Grace Christian Academy, Knoxville, TN
- 1999-2000 **Head Start Teacher, III**
Child Development, Inc, Russellville, AR

RESEARCH ACTIVITIES

SCHOLARLY PUBLICATIONS:

Young, H. D., Carter, V., & Bengtson, E. (2020). An innovative setting for STEM education. *The Elementary STEM Journal*, 24(3), 11-15.

Howlett, K. T., & **Young, H. D.** (2020). Building a classroom library based on multicultural principles: A checklist for future K-6 teachers. *Multicultural Education*, 26(3), 40-46.

Smith, E., **Young, H. D.,** & Carter, V. (2019). Using old and new technologies to facilitate P-20 partnerships in STEM. In R. M. Reardon and J. Leonard (Eds.) *School-University-Community Collaboration in Education in Rural Places*. Charlotte, NC: Information Age Publishing, Inc.

Howlett, K. T., & **Young, H. D.** (2019). Preparing teacher educators for engaging with young English Language Learners and immigrant families: A research review. In J. Keengwe (Ed.) *Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners*. Hersey, PA: IGI Global.

Young, H. D. & Bowers, L. M. (2018). Coordination of literacy efforts between literacy professionals & speech-language pathologists: Are we on the same team? *Literacy Research and Instruction*, 57(4), 285-305.

Young, H. D., & Goering, C. Z. (2018). Teachers' increased use of informational text: A phenomenological study of five primary classrooms. *Educational Considerations*, 44(1). DOI: 10.4148/0146-9282.1870 May be retrieved from:
<http://newprairiepress.org/cgi/viewcontent.cgi?article=1870&context=edconsiderations>

Daugherty, M. K., **Kindall, H. D.,** Carter, V., Wissehr, C., Swagerty, L., Bart, S. (2017). Integrating informational text and STEM: An innovative and necessary curricular approach. *Journal of STEM Teacher Education*, 52(1), 3-16.

Howlett, K., & **Kindall, H. D.** (2017). Foundational processes, home-school partnerships, and culturally responsive practices for dual language learners. In J. Keengwe (Ed.) *Handbook of research on pedagogies and cultural considerations for young English Language Learners*. Hersey, PA: IGI Global: <https://www.igi-global.com/chapter/foundational-processes-home-school-partnerships-and-culturally-responsive-practices-for-dual-language-learners/190971>

Kindall, H. D., Crowe, T., & Elsass, A. (2017). The principal's influence on the novice teacher's professional development in literacy instruction. *Professional Development in Education*, 44(2), 307-310. DOI: 10.1080/19415257.2017.1299031

Kindall, H. D., Crowe, T., & Elsass, A. (2017). Mentoring pre-service educators in the development of professional disposition. *International Journal of Mentoring and Coaching in Education*, 6(3), 196-209.

Orona, C., Carter, V., & **Kindall, H. D.** (2017). iSTEM: Understanding standard units of measurement. *Teaching Children Mathematics*, 23(8), 500-503.

Carter, V., **Kindall, H. D.**, & Elsass, A. (2016). Engineering a play: An approach to integrated instruction. *Children's Technology and Engineering Journal*, 21(2), 10-13.

Eilers, L., **Kindall, H.**, Crowe, T., & Elsass, A. (2016). Perceived literacy skills of 'digital natives' and 'digital immigrants' in one teacher preparation program. *The Reader*, 41(1).

Kindall, H. D., Elsass, A., & Crowe, T. (2016). Empowering pre-service teachers to address diverse populations through targeted, authentic internship experiences. *The Field Experience Journal*, 17, 26-50.

Smith, E., **Kindall, H. D.**, Carter, V., & Beachner, M. (2016). Impact of adopt-a-classroom partnerships between K-12 and university faculty. *School Community Journal*, 26(1), 163-181.

Carter, V., **Kindall, H. D.**, & Elsass, A. (2016). Integrating design and social studies: Engineering a play. *Children's Technology and Engineering Journal*, 20(3), 10-13.

Kindall, H. D., & Penner-Williams, J. (2013). Effects of increased exposure to informational text on teacher attitude in the elementary classroom. *e-Journal of Balanced Reading Instruction*, 1(1), 22-30.

Brewer, E. W., Peters, E., Cummins, J., & **Kindall, H.** (2007). Three evaluation models for evaluating program efficiency and effectiveness. *International Journal of Vocational Education and Training*, 15(1), 79-105.

SCHOLARLY PUBLICATIONS IN PRESS:

Gabriel, R., Bowers, L., Dostal, H., & **Kindall, H. D.** (in press). Collaboration and coherence in literacy intervention. *The Principal, National Association of Elementary School Principals Publication*.

Young, H. D. (in press, January 2021 publication date). Mentoring new teachers in an increasingly diverse world. In R. Shankar-Brown (Ed.) *Re-Envisioning Education: Affirming Diversity and Advancing Justice*. Charlotte, NC: Information Age Publishing, Inc.

SCHOLARLY PUBLICATIONS UNDER REVIEW:

Daugherty, M. D., **Kindall, H. D.**, Carter, V., & Whitfield, T. (revise and resubmit). Raising the flag: A design challenge fostering 21st century skills. *Journal of STEM Arts, Crafts, & Constructions*.

Kerr, G., **Young, H. D.**, Bell, K., & Crowe, T. (revise and resubmit). How influential reading intersects with writing: Implications for preservice elementary teachers' attitudes about writing. *Literacy Research and Instruction*.

Ralston, C., **Young, H. D.**, Crowe, T., & Robinson, S. (revise and resubmit). Minding the gap: Using curriculum-based measurement to target pre-service teacher content knowledge. *The Teacher Educator*.

Ralston, C., **Young, H. D.**, Collet, V., Bowers, L. M., & Bell, K. V. (book proposal under review). *Foundations of Language and Literacy*. Columbus, OH: Pearson.

SCHOLARLY PUBLICATIONS IN PROGRESS:

Bowers, L. M., & **Young, H. D.** (manuscript in progress). *Engaging in effective interprofessional collaborations: Starting the conversation between literacy education and speech pathology*.

Kerr, G., **Young, H. D.**, Bell, K., & Crowe, T. (book proposal under review). *The Intersection of Influential Reading with Writing: Research-Based Strategies and Resources for Elementary and Middle-Level Writing Instruction*. Lanham, MD: Rowman & Littlefield.

Young, H. D., & Eilers, L. H. (manuscript in progress). *Meeting students where they are: Creating a new literacy clinic*.

Young, H. D., Elsass, A., & Crowe, T. (manuscript in progress). *The relationship between candidate interview results and their internship teaching experiences: A case study*.

Young, H. D., Elsass, A., & Swagerty, L. (manuscript in progress). *Mentoring teachers through their first year of practice: A case study involving nine teachers during a teacher induction program*.

Young, H. D., Ralston, C., Beasley, J., Elsass, A., & Crowe, T. (manuscript in progress). *Beyond test scores: One university's look at teacher candidate dispositions*.

Young, H. D., & Vanderpool, S. (manuscript in progress for *Young Children*). *The rhythm of language: The effects of music education and sound boxes on phoneme segmentation in one kindergarten classroom*.

CONFERENCE PRESENTATIONS:

Young, H. D., Crowe, T., & Elsass, A. (2019, November). *Toward a Better Indicator of Candidate Success: Using Dispositions for Teacher Preparation Program Admission*. Paper presented at the SRATE Conference, St. Augustine, FL.

Young, H. D., & Elsass, A. (2019, November). *Supporting Teachers Through Comprehensive Induction: Connecting the Right People at the Right Time*. Paper presented at the SRATE Conference, St. Augustine, FL.

Howlett, K. M., & **Young, H. D.** (2019, October). *Building a Classroom Library Based on Multicultural Principles: A Checklist for K-6 Future Teachers*. Paper presented at the ARKTESOL Conference, Hot Springs, AR.

- Howlett, K. M., & **Young, H. D.** (2018, November). *Building a Classroom Library Based on Multicultural Principles: A Checklist for K-6 Future Teachers*. Paper presented at the National Association of Multicultural Educators (NAME). Memphis, TN.
- Beasley, J., Ralston, C., **Kindall, H. D.**, Crowe, T., & Elsass, A. (2018, March). *Beyond test scores: A look at teacher candidate dispositions*. Paper presented at the AACTE Conference. Baltimore, MD.
- Kerr, G., **Young, H. D.**, Crowe, T., Bell, K., & Eilers, L. (2017, November). *How influential reading intersects with writing*. Paper presented at the 2017 NCTE Annual Convention. St. Louis, MO.
- Beasley, J., Ralston, C., **Kindall, H. D.**, Crowe, T., & Elsass, A. (2017, October). *Beyond test scores: A look at teacher candidate dispositions*. Paper presented at the SRATE Conference. Rogers, AR.
- Ralston, C., **Kindall, H. D.**, Crowe, T. (2017, October). *Minding the gap: Using curriculum-based measurement to target pre-service teacher content knowledge*. Paper presented at the SRATE Conference. Rogers, AR.
- Ralston, C., **Kindall, H. D.**, Crowe, T. (2017, September). *Minding the gap: Using curriculum-based measurement to target pre-service teacher content knowledge*. Paper presented at the 2017 Fall CAEP Conference. Washington, D.C.
- Kindall, H. D.**, Crowe, T., & Elsass, A. (2017, February). *School leaders and teachers speak: Exploring perceptions regarding literacy preparedness of early career elementary teachers*. Paper presented at the Association of Teacher Educators Annual Meeting. Orlando, FL.
- Dostal, H., Bowers, L., **Kindall, H. D.**, & Gabriel, R. (2016, December). *Engaging in effective cross-discipline collaborations: Literacy education & speech-language pathology*. Paper presented at the Literacy Research Association Conference. Nashville, TN.
- Kindall, H. D.**, Crowe, T., & Elsass, A. (2016, November). *School leaders and teachers speak: Exploring perceptions regarding literacy preparedness of early career elementary teachers*. Paper presented at the Association of Literacy Educators and Researchers Conference. Myrtle Beach, SC.
- Bowers, L., Dostal, H., Gabriel, R., & **Kindall, H.** (2016, November). *Engaging in effective cross-discipline collaborations: Speech-language pathology & literacy education*. Paper presented at the American Speech-Language-Hearing Association Convention. Philadelphia, PA.
- Carter, V., **Kindall, H. D.**, & Elsass, A. (2016, October). *Engineering a play*. Paper presented at the International STEM Education Association Conference. Branson, MO.
- Kerr, G., **Kindall, H. D.**, Bell, K., Crowe, T., & Eilers, L. (2016, September). *How influential reading intersects with writing: Implications for reading/writing motivation in middle level & secondary classrooms*. Presented at the Writing Matters Conference. Farmington, AR.

- Eilers, L. H., Crowe, T., Elsass, A., & **Kindall, H. D.** (2016, February). *Teaching the 'digital native' to navigate the 21st century classroom*. Paper presented at the Literacy Summit. San Antonio, TX.
- Eilers, L. H., Crowe, T., Elsass, A., & **Kindall, H. D.** (2015, November). *Teaching the 'digital native' to navigate the 21st century classroom*. Paper presented at the Arkansas Reading Association Conference. Little Rock, AR.
- Kindall, H. D.** & Eilers, L. H. (2015, November). *Meeting students where they are: A new literacy clinic*. Presented at the Clinical Division Meeting of the Association of Literacy Educators and Researchers Conference. Costa Mesa, CA.
- Elsass, A., Crowe, T., & **Kindall, H. D.** (2015, October). *Professional dispositions in action*. Paper presented at the Southeastern Regional Association of Teacher Educators Conference. Jekyll Island, GA.
- Crowe, T., Elsass, A., & **Kindall, H. D.** (2015, October). *Empowering pre-service educators to address diverse populations through targeted internship experiences*. Paper presented at the Southeastern Regional Association of Teacher Educators Conference. Jekyll Island, GA.
- Elsass, A., & **Kindall, H. D.** (2015, April). *Professional dispositions in action*. Paper presented at the National Field Experience Conference. Greeley, CO
- Crowe, T., Elsass, A., & **Kindall, H. D.** (2015, April). *Empowering pre-service educators to address diverse populations through targeted internship experiences*. Paper presented at the National Field Experience Conference. Greeley, CO.
- Kindall, H. D.**, & Elsass, A. (2014, August). *Empowering pre-service teachers to address diverse populations through targeted, authentic internship experiences*. Paper presented at the Association for Teacher Educators Summer Conference. Niagara Falls, NY.
- Kindall, H. D.**, & Goering, C. Z. (2014, January). *Teacher change vis-a-vis informational text in the Common Core era: A case study involving five primary grade teachers*. Paper presented at the National Council of Teachers of English Assembly of Research. Elmhurst, IL.
- Ward, P., Wissehr, C., Walker, R., **Kindall, H.**, & Wood, L. (2013, January). *Using book talks to enhance children's knowledge of native wildlife species*. Presented at the Association of Science Teacher Educators. Charleston, SC.
- Goering, C. Z., **Kindall, H.**, & Williams, C. (2012, February). *A place between: A two-year case study of a transition from English teacher to Literacy Interventionist*. Paper presented at the National Council of Teachers of English Assembly for Research. Tuscaloosa, AL.
- Kindall, H.** (2011, October). *Changing pre-service teachers' attitudes regarding informational text*. Presented at the annual conference for the Arkansas Association of Teacher Educators. Clarksville, AR.
- Kindall, H.** (2006, October). *Comprehension strategies to motivate young readers*. Presented at the Smoky Mountain Reading Council. Knoxville, TN.

GRANT WRITING:

2018 Co-Investigator for *Minding the Gap Data Analysis* from the CIED Research Incentive Grant Fund. Pre-service teacher literacy content and pedagogical knowledge is under increasing scrutiny. The research team is investigating the use of Curriculum-Based Measurements (CBMS) to measure pre-service elementary teacher candidates' developing knowledge of literacy terms as candidates progress through the program. Role: Co-Investigator. Other-Investigators: Christine Ralston and Tracey Crowe. **Amount Funded: \$500**

2018 Co-Investigator for *In Defense of Play: How a 'Making Space' for Tinkering and STEAM Learning Cultivates Critical Thinking, Creativity, Language, and Social-Emotional Growth in Early Childhood* from the Chancellor's Innovation & Collaboration Fund. The purpose of this project is to revolutionize pre-service teacher training across five disciplines, creating cohorts of practitioners who can understand, facilitate, and defend play in diverse settings across the state of AR. Role: Co- Investigator. Other-Investigators: Laura Herold, Vinson Carter, Shelley McNalley, Lisa Bowers, and Kristi Perryman. *Not funded.*

2016 Co-Investigator for the *University of Arkansas New Teacher Academy* grant from the Arkansas Department of Education. The purpose of this project is to equip first year teachers with the information and skills needed to persist in the teaching profession while promoting the academic achievement of their students. Role: Co- Investigator. Other-Investigators: Lindsey Swagerty and Dr. Angela Elsass. **Amount funded: \$12,000.**

2015 Co-Investigator for the *University of Arkansas New Teacher Academy* grant from the Women's Giving Circle. The purpose of this project is to equip first year teachers with the information and skills needed to persist in the teaching profession while promoting the academic achievement of their students. Role: Co- Investigator. Other-Investigators: Dr. Angela Elsass. *Not funded.*

2014 Co-Investigator for the *University of Arkansas New Teacher Academy* grant from the Arkansas Department of Education. The purpose of this project is to equip first year teachers with the information and skills needed to persist in the teaching profession while promoting the academic achievement of their students. Role: Co- Investigator. Other-Investigators: Elizabeth Smith and Dr. Angela Elsass. **Amount funded: \$5000.**

See announcement at: <http://news.uark.edu/articles/26484/education-renewal-zone-offers-support-to-first-time-elementary-teachers>

2012 Co-Investigator for the *Education Renewal Zone* grant from the Arkansas Department of Education. The primary focus of the ERZ is to build the capacity of AR public schools to provide a competent organizational structure, a quality-learning environment, and effective research-based instruction for all students. Role: Co- Investigator. Other-Investigators: Elizabeth Smith and Dr. Janet Penner-Williams. **Amount funded: \$134,000.**

RESEARCH DEVELOPMENT:

- | | |
|------|---|
| 2014 | Attended Research Camp, sponsored by the Office of Faculty and Research Development |
| 2013 | Attended Grant Writing Workshop, sponsored by the Office of Research Service and Sponsored Programs |

TEACHING

TEACHING CREDENTIALS:

State of Arkansas

- PK-4th Early Childhood Education
- K-6th Elementary Education
- PK-12 Reading Specialist
- 5th-8th Middle School Social Studies

State of Tennessee

- K-8th grade
- K-12 Reading Specialist

Additional Certifications

- Connections: OG in 3D (dyslexia)

TEACHER EDUCATION COURSES CREATED/REDESIGNED:

CIED 3103 Children's and Adolescent Literature

- Contracted by the University of Arkansas Global Campus to redesign the self-paced section of Children's and Adolescent Literature. Students outside the Curriculum and Instruction Department often take the self-paced section of this course and it needed to be updated to reflect current Department of Education competencies and content for this topic as well as recent evidence-based practices.
- Collaborated with an online designer to ensure the mechanics of the course were both engaging and functioning properly.
- Content, curriculum, projects, vocabulary practice, and exams were written and made available for students.

CIED 3463 Developmental Literacy

- Collaborated with colleague to create the new course Developmental Literacy which focuses on comprehensive literacy in the intermediate elementary classroom.
- Developed the course for both face-to-face and remote/online delivery modes
- Field experience component adapted for remote delivery using classroom videos and online reflection

CIED 4533 Reading Comprehension through Children's and Adolescent Literature

- Collaborated with colleague to create the new course Reading Comprehension through Children's and Adolescent Literature which focuses on using teacher language and appropriate tools to facilitate reading comprehension in elementary and middle school classrooms.
- Developed the course for both face-to-face and remote/online delivery modes

TEACHER EDUCATION COURSES TAUGHT:

CIED 3103 - Children's Literature

- **Average Student Evaluation Score: 4.948/5.0 (twelve semesters)**
- Structured the course assignments into two categories: 1) provide students with background knowledge about the field of children's literature in order to make them a well-rounded teacher and 2) modeling an assignment that students can take into the classroom and use with their own students. Added a new modeling assignment (Diverse Author

Digital Story using interactive technology) and a new assignment that spans both categories (Reader Response Portfolio) that students indicated on their class evaluations as being very beneficial to their learning.

- Redesigned the course to be taught in a 10-day intersession format. Student evaluations indicated the new format was engaging and effective.

CIED 3113 – Emergent and Developmental Literacy

- **Average Student Evaluation Score: 4.85/5.0 (six semesters)**
- Restructured the focus of this course to include a substantial amount of nonfiction text and incorporated much research as to the effectiveness of using nonfiction text with young children. Following class discussions and practice opportunities, students were required to use an approved nonfiction text as a tool for teaching one of the lessons in their Practicum classroom.

CIED 3133 – Integrated Social Studies

- **Average Student Evaluation Score: 4.9/5.0 (two semesters)**
- Redeveloped the course to include a major focus toward curriculum development using Understanding by Design. Technology is a focus of this course. Students experiment with different mediums for content delivery including movie-making software, apps, website tools, and blogs for student/ teacher communication.

CIED 3453 – Developmental Literacy

- **Average Student Evaluation Score: 4.9/5.0 (one semester)**
- Created this course in collaboration with another CHED colleague. Together we led two adjunct instructors through the teaching of this course during its inaugural semester. Abruptly moved course to remote delivery during COVID-19 pandemic, including finding appropriate substitute for field experiences.

CIED 4123 – Literacy Assessment and Intervention

- **Average Student Evaluation Score: 4.9/5.0 (three semesters)**
- This course takes the place of CIED 4133 as BSE seniors' literacy assessment course. Seniors take this course during their yearlong public-school internship experience. During this experience, interns pick one student with which to complete a literacy case study. This case study involves extensive pre-assessment, intern-created interventions, followed by post-assessment and data analysis.
- Current reading research is a major focus of this course.

CIED 4133 – Measurement, Research, and Readings

- **Average Student Evaluation Score: 4.85/5.0 (three semesters)**
- Recreated this course to include a focus on literacy assessment. Seniors take this course during their yearlong public school internship experience. Students work with a struggling reader through a literacy camp hosted by the UA Clinic for Literacy. They assess, design appropriate interventions, and reassess to best meet the needs of their assigned elementary student. Candidates conclude the course and camp by conferencing with parents, providing recommendations for home, and writing a report for the upcoming teacher with conclusions and recommendations for beneficial instruction.
- Current reading research is a major focus of this course.

CIED 4173/4003/4323 - Student Teaching/Elementary Seminar/Instructional Design

- **Average Student Evaluation Score: 4.95/5.0 (nine semesters)**
- Supported interns in the Springdale Public School System at Willis D. Shaw Elementary and Parson Hills Elementary and in the Bentonville Public School System at Sugar Creek Elementary and Thomas Jefferson Elementary.
- Recruited and set up new partnership school for interns beginning August 2009. Mentor teachers were still being trained during my tenure at Parson Hills Elementary.
- Restructured CIED 4323: Instructional Design. Due to the challenging environment at Parson Hills, I found my interns unable to appropriately relate to the students and their situations. I researched and found Eric Jensen's book *Teaching with Poverty in Mind: What being poor does to kids' brains and what schools can do about it* (2009). I began the semester with each intern drafting an autobiography focused around the key points of the text. Following this assignment we began reading the book as a guided book study with in depth reflections and discussion each week. The reflections were designed to encourage the interns to look at the students in their classrooms in a new light, focused on the research from that week's chapter.
- Trained all interns using the *Pathwise*© framework and the Teacher Excellence and Support System (TESS).

CIED 4163 - Senior Project

- **Facilitated four semesters (no student evaluations given for this course)**
- Revised the course requirements. Designed and implemented Senior Project Presentations with extensive data analysis focused on impact on student learning as a culminating assignment for the course. Invited principals and mentor teachers to attend the presentations.

CIED 5053 – Multicultural Issues in Elementary Education

- **Average Student Evaluation Score: 4.76/5.0 (six semesters)**
- Worked with a colleague to convert this course from face-to-face delivery to online delivery. Restructured the course and assignments to work with the new format.

CIED 5173 – Literacy Assessment and Intervention

- **Average Student Evaluation Score: 4.91/5.0 (four semesters)**
- M.A.T. students take this course during their yearlong public school internship experience. During this experience, interns pick one student with which to complete a literacy case study. This case study involves extensive pre-assessment, intern-created interventions, followed by post-assessment and data analysis.
- Restructured the course to be taught during the summer term. Graduate students work with a struggling reader through a literacy camp hosted by the UA Clinic for Literacy. They assessed, designed appropriate interventions, and reassessed to best meet the needs of their assigned elementary student. Candidates concluded the course and camp by conferencing with parents, providing recommendations for home, and writing a report for the upcoming teacher with conclusions and recommendations for beneficial instruction.

CIED 5593 – Advanced Diagnosis and Intervention

- **Average Student Evaluation Score: 4.96/5.0 (one semester)**
- Candidates worked one-on-one with a struggling reader during a summer camp associated with the UA Clinic for Literacy. They assessed, designed appropriate interventions, and reassessed to best meet the needs of their assigned elementary student. Candidates concluded the course and camp by conferencing with parents, providing recommendations for home, and writing a report for the upcoming teacher with conclusions and recommendations for beneficial instruction.
- Positive feedback from this pilot course resulted in a permanent move from the fall to summer term.

GRADUATE AND HONORS COMMITTEE WORK:

- 2019-present **Advisor**, M.Ed. Program and Fulbright Scholar (Audrey Cahya)
2019-present **Advisor and Committee Chair**, Ph.D. Program (Caitlin Spears)
2019-present **Committee Member**, Ph.D. Program Committee (Wyann Stanton)
2019-present **Committee Member**, Ph.D. Dissertation Committee (Grace Kerr)
2019-2020 **Committee Member**, Honor's Thesis (Nicole Bogusch)
Thesis Title: *An Investigation of Teachers' Beliefs and Practices Regarding a Quality Preschool Classroom*
Project chosen as a spotlight for the Honor's Research Symposium
- 2017-2019 **Committee Member**, M.Ed. Program Committee (Emma Hammonds)
2017-2019 **Committee Member**, M.Ed. Program Committee (Haley Carney)
2017 **Committee Member**, 4 Senior Honor's Theses
2017 **Committee Member**, 8 M.A.T. Action Research Theses
2016 **Committee Member**, 17 M.A.T. Action Research Theses
2016 **Committee Member**, 2 Senior Honor's Theses
2015-2019 **Committee Member**, Ph.D. Program Committee (Grace Kerr)
2015 **Chair**, Senior Honor's Research
Thesis Title: *Benefits of an Inclusive Classroom: An Investigation of One Group of 4th Grade Special Education Students*
- 2015 **Committee Member**, 3 Senior Honor's Theses
2015 **Committee Member**, 20 M.A.T. Action Research Theses
2014 **Committee Member**, 10 M.A.T. Action Research Theses
2013 **Committee Member**, 24 M.A.T. Action Research Theses
2012 **Chair**, Senior Honor's Research (Rebecca Braun)
Thesis Title: *The Evaluation of the VAC Literacy Program*
Honorable Mention, Honors Research Symposium
- 2009 **Committee Member**, M.S. in Human Environmental Sciences

PROFESSIONAL DEVELOPMENT HOSTED:

New Teacher Academy (September 2016)

Topic: Meeting Second Year Needs

The University of Arkansas, New Teacher Academy (UA NTA) is a grant-funded program supported by ADE through the Educational Renewal Zone office. This session was the first session during year two of the program. Second year teachers will continue with a series of workshops designed to support their growth as early career teachers in rural school districts. The

session invited participants to increase their awareness in the use of formative assessment and instructional strategies and that will help them design and guide daily instruction in the elementary classroom, targeted specifically at meeting the diverse learning needs in the classroom through a panel discussion. They were also instructed in the general guidelines for teacher language such as how to ask open-ended questions, techniques for active listening, how to use reinforcing, reminding, and redirecting language. Participants concluded the session with an introduction of their book study for the year, *Opening Minds* (2012) by Peter Johnston.

New Teacher Academy (December 2015)

Topic: The Professional Teacher

The University of Arkansas, New Teacher Academy (UA NTA) is a grant-funded program supported by ADE through the Educational Renewal Zone office. This session was the fifth in a series of workshops designed to support first year teachers in rural school districts as the inaugural class of the UA NTA. The session invited participants to discuss the role of the professional teacher and how active leadership and advocacy plays a part in promoting teaching as a respected profession. Participants collaborated to build their understanding of being a reflective leader in their classroom and their school. Participants concluded their discussion of the text *Choice Words* (2004) by Peter Johnston.

New Teacher Academy (September 2015)

Topic: TESS Survival 101

The University of Arkansas, New Teacher Academy (UA NTA) is a grant-funded program supported by ADE through the Educational Renewal Zone office. This session was the second in a series of workshops designed to support first year teachers in rural school districts as the inaugural class of the UA NTA. The session invited participants to engage in strategies and activities to gain a deeper understanding of the Teacher Excellence Support System (TESS) requirements and what they will be held accountable for under the teacher evaluation system. Participants continued to focus on promoting the use of positive and strategic language in the elementary classroom through the book study of the text *Choice Words* (2004) by Peter Johnston.

New Teacher Academy (August 2015)

Topic: Discovering the Teacher You Want To Become: Crafting a Personal Teaching Philosophy

The University of Arkansas, New Teacher Academy (UA NTA) is a grant-funded program supported by ADE through the Educational Renewal Zone office. This session was the first in a series of workshops designed to support first year teachers in rural school districts as the inaugural class of the UA NTA. The first session focused on developing or honing personal teaching philosophies. Participants collaborated to build their teaching philosophies and got to know one another in a low stress, supportive environment. Participants were also introduced to the text *Choice Words* (2004) by Peter Johnston, which would serve as a book study for the fall semester UA NTA sessions.

Childhood/Elementary Education Public School Partners (August 2009, August 2010)

Topic: Becoming an Effective Mentor

Information presented on mentoring/supervising interns such as sharing space and time, communication techniques, and assessment strategies. A major focus was coaching/mentoring interns and working as co-teachers to enhance children's education. Additional information presented regarding the partnership between public school principals, teachers, parents and the UA Childhood Education Program as well as how the partnership works and the roles of stakeholders.

SERVICE AND INSTITUTIONAL BUILDING

EXTERNAL SERVICE:

2020	Reviewer , <i>International Journal of Mentoring and Coaching in Education</i>
2020	Reviewer , 2 Chapters in Rajni Shankar-Brown's <i>Bending the Arc Toward Justice: Equity Focused Practices for Educational Leaders</i>
2019	Reviewer , National Associate of Early Childhood Teacher Educators 2019 Fall Conference Proposals
2019	Reviewer , <i>The Teacher Educator</i>
2019	Reviewer , <i>International Journal of Mentoring and Coaching in Education</i>
2019	Reviewer , National Associate of Early Childhood Teacher Educators 2019 Summer Conference Proposals
2019	Member , Arkansas Department of Education Reading Specialist K-12 Competencies Revision Committee
2018	Reviewer , <i>The Teacher Educator</i>
2018	Reviewer , National Association of Early Childhood Teacher Educators 2018 Fall Conference Proposals
2018	Reviewer , <i>International Journal of Mentoring and Coaching in Education</i>
2018	Reviewer , National Association of Early Childhood Teacher Educators 2018 Summer Conference Proposals
2017-present	Member , Arkansas Diamond Award for Outstanding Picture Book Selection Committee
2017	Member , Arkansas Department of Education, Reading Specialist Program Review Panel
2017	Reviewer , Association of Literacy Educators and Researchers 2017 Conference Proposals
2017	Reviewer , <i>International Journal of Mentoring and Coaching in Education</i>
2016-present	Member , Executive Board of the Specialized Literacy Professionals SIG
2016	Reviewer , Association of Teacher Educators 2017 Orlando Conference Proposals
2016	Reviewer , <i>What's Hot in Literacy: 2016 Literacy Summit Yearbook</i>
2016	External Reviewer , Chapter in E. Ortlieb's <i>Literacy Research, Practice and Evaluation</i> book series
2013	Reviewer , <i>Journal of Teacher Education</i>
2012-2014	Member , School Program Advisory Committee for Crystal Bridges, Museum of American Art
2012	Reviewer , <i>Journal of Teacher Education</i>

UNIVERSITY, COLLEGE, and DEPARTMENTAL SERVICE:

2019	Co-Chair , Advanced Programs in Literacy – developing a Literacy and Language PhD program
2019	Co-Chair , Reading Specialist M.Ed. Degree program development
2019-present	Faculty Mentor for new CIED faculty
2019-present	Member , CIED Scholarship Award Committee
2019-present	Member , Clinical Practice (CHED Work Group)

2019-present **Member**, Literacy Coursework Curriculum Alignment (CHED Work Group)

2019-present **Member**, Professional Learning Communities (CHED Work Group)

2019 **Member**, CIED M.Ed. Revisions Committee

2018 **Chair**, Assistant Professor in Childhood Education Search Committee

2018 **Member**, Assistant Professor in Childhood Education Search Committee

2018 **Member**, Administrative Assistant II Search Committee

2017-present **Member**, Continuous Improvement Team, CAEP Standard Three

2017-2018 **Member**, Assistant Professor in Childhood Education Search Committee

2016-present **Member**, CAEP EPP Committee

2016 **Member**, COEHP Undergraduate Student Success Committee

2016 **Chair**, Clinical Instructor in Childhood Education Search Committee

2015-present **Director**, University of Arkansas Clinic for Literacy

2015-2017 **Co-Director**, University of Arkansas, New Teacher Academy

2015 **Chair**, Clinical Assistant Professor in Childhood Education Search Committee

2015 **Member**, COEHP Field Placement Director Search Committee

2015 **Member**, CIED Academic Counselor Search Committee

2014-2016 **Member**, Advisory Committee for Research at the Jean Tyson Child Development Center

2014-2015 **Member**, Literacy Curriculum Revision Committee

2014-2015 **Member**, COEHP Conceptual Framework Revision Committee

2014 **Partner**, Education Renewal Zone's Adopt-A-Classroom

2014 **Member**, James Patterson Teacher Education Scholarship Committee

2014 **Member**, COEHP Public School Partnership Retreat Planning Committee

2014 **Chair**, Clinical Assistant Professor in Childhood Education Search Committee

2013 **Faculty Mentor** for new CIED faculty

2012-2019 **Member**, Teacher Education Scholarship Selection Committee

2012-2019 Train new Childhood Education faculty in advising strategy

2012-2016 **Co-Chair**, Childhood Education K-6 Curriculum Development Committee

2012-2013 **Member**, Birth-K Curriculum Committee, Cross College Committee working with Human Environmental Sciences in Bumpers College

2012 **Chair**, Multiple Assistant Professors in Childhood Education Search Committees

2011-2012 **Member**, CIED Departmental Scholarship Committee

2011-2013 **Invited Participant** in Portfolio Development Workshop hosted by Kappa Delta Pi Intl. Honor Society in Education

2010-2016 **Member**, COEHP Assessment Steering Committee

2010-2012 **Member**, NCATE Steering Committee

2010-2012 **Co-Author**, NAEYC SPA report for both MAT and BSE Childhood/Elementary Education Programs

2010-2011 **Chair**, Clinical Assistant Professor in Childhood Education Search Committee

2010-2011 **Member**, College Scholarship Committee

2009-2010 **Chair**, Clinical Assistant Professor in Childhood Education Search Committee

2009-2010 **Member**, Assistant Professor in Childhood Education Search Committee

2008-2019	Childhood/Elementary Education Program Coordinator
	<ul style="list-style-type: none"> ▪ Largest program in the Curriculum and Instruction Department <ul style="list-style-type: none"> • 17 full-time faculty members, 4-10 additional adjunct faculty each semester, whom I recruit, hire, and communicate • 250+ candidates enrolled at the junior, senior, and graduate levels each year • 350+ candidates at the Pre-ELED level, working toward program application ▪ Liaison between faculty, public school partners, and College and Department administration ▪ De facto representative for the CHED program at most University, College, and Departmental functions ▪ First line of defense with students when there are any issues that arise or when there is a program question ▪ Schedule coursework in the CHED M.A.T., CHED B.S.E., and the ELED B.S.E. ▪ Recruit field sites for pre-service teacher internships ▪ Serve as the chair of several program committees and coordinate program changes that result from Arkansas Department of Education (ADE) licensure changes
2008-2010	Member , Advisory Committee for Arkansas Center for Youth and Children
2008-2010	Chair , Committee for on campus licensure program
2007-2019	Adviser , undergraduate students in Childhood and Elementary Education
2007-2014	Trainer , new public school mentors

HONORS AND AWARDS

2016	Curriculum and Instruction STAR Award , nominated by co-workers in CIED; given for outstanding overall performance in the areas of Teaching, Research, and Service
2013	Curriculum and Instruction Outstanding Service Award , nominated by co-workers in CIED
2012	Outstanding Mentor , nominated by students and awarded by the University of Arkansas, Office of Nationally Competitive Awards
2009	Curriculum and Instruction Outstanding Advising Award , nominated by co-workers in CIED

ORGANIZATIONAL MEMBERSHIPS AND LEADERSHIP ROLES

INTERNATIONAL / NATIONAL ORGANIZATIONS:

Association of Teacher Educators (ATE)

- Served as Member of 2017 National Conference Planning Committee

International Literacy Association (ILA)

Literacy Research Association (LRA)

Specialized Literacy Professionals (ILA SIG)

- Serve as a Member of the Executive Board (term 2016-2019)

REGIONAL ORGANIZATIONS:

Northwest Arkansas Reading Council

- Served as Co-Membership Chair, 2008-2009

ELEMENTARY TEACHING EXPERIENCE

- 2005-2007 **Classroom Teacher, Kindergarten**
Amherst Elementary, Knox County Schools
Knoxville, Tennessee
- 2001-2005 **Classroom Teacher, Kindergarten**
Grace Christian Academy
Knoxville, Tennessee
*Accredited by SACS (Southern Association for Colleges and Schools) and
ACSI (Association of Christian Schools International)*
- Lead teacher for Kindergarten
 - Developed and implemented the Kindergarten Science curriculum
 - Developed and implemented the Kindergarten Social Studies curriculum
- 1999-2000 **Head Start Teacher, pre-kindergarten class**
Child Development Inc.
Russellville, Arkansas
- Assisted in the development of Individual Education Plans (IEPs)
 - Maintained individual assessment records, including IEPs, for all children enrolled
 - Conducted documented monthly conferences and bi-annual home visits with each family

PUBLIC SCHOOL SERVICE (PRE-UNIVERSITY CAREER):

- 2006-2007 **Curriculum Standard Chair**, SACS (Southern Association for
Colleges and Schools) Accreditation
- 2006-2007 **Member**, TSIP Committee (Tennessee School Improvement Plan)
- 2005-2007 Trained several new teachers in Knox County School System
- 2005-2007 Piloted Kindergarten Intervention Program for Knox County Schools
- Program was later adopted by all 51 elementary schools in the district
- 2002-2005 **Kindergarten grade level chair**

PUBLIC SCHOOL PROFESSIONAL DEVELOPMENT HOSTED:

Knox County Kindergarten Intervention In-Service (April 2006)

Topic: Effective Kindergarten Intervention Strategies

Video presentation on intervention strategies effective for kindergarten students struggling in literacy with a focus on word building strategies.