

Kim K. Winter, Ph.D. (formerly, Kim K. Ruebel)

Associate Dean for Academic Affairs & Professor
College of Education & Allied Professions
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Sylva, NC 28779
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Degrees Earned

- Ph.D. Indiana State University
Curriculum and Instruction, Specialization: English
Dissertation Chair: Dr. Thomas S. Dickinson
Preservice Teacher Attributes as Indicators of Performance in a Middle Level Education Course
- M.Ed. Indiana State University
Curriculum and Instruction, Specialization: English
- B.S. University of Texas at Austin
Applied Learning and Development
Specialization: Language Arts; Minor: Spanish

Teaching Credentials

Texas	Life License Elementary English, 1-8 Elementary Self-contained, 1-8 ESL, 1-8 (exp. 2010)	Indiana	General Elementary, 1-8 7/8 Non-departmental Language Arts, 1-9 (exp. 2001)
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Professional Experience

- July, 2017-
Present Dean
Professor, School of Teaching & Learning
College of Education & Allied Professions, Western Carolina University
- 2012-2017 Associate Dean for Academic Affairs
Director of Teacher Education, Licensure Officer
College of Education & Allied Professions, Western Carolina University
2015-Present: Professor, School of Teaching & Learning
2012-2015: Associate Professor, School of Teaching & Learning
- 2013-2015 Provost Fellow for Curriculum
Office of the Provost, Western Carolina University
- 2011-2012 Associate Professor, Curriculum and Instruction, Middle Level Education Program
2005-2011 Assistant Professor, Curriculum and Instruction, Middle Level Education Program
College of Education & Health Professions, University of Texas at Arlington
2011-2012: Director, proposed Center for Teacher Quality
2010-2012: Associate Chair, Department of Curriculum and Instruction
2009-2012: Administrative Intern, College of Education & Health Professions
2006-2012: Director, Middle Level Certification Program
- 2007-2008 Teacher, Seventh and Eighth Grade Reading/Language Arts, Regular, ESL, and Pre-AP
Chisholm Trail Middle School, Northwest Independent School District (*on faculty leave from UTA*)
- 2009, Spring Adjunct Professor, Texas Christian University

- 1999-2005 Assistant Professor, Teaching and Learning
(*Tenured and Promoted to Associate Professor in Spring, 2005*)
College of Education, Georgia Southern University
1999-2005: Member, Graduate Faculty
- 1996-1999 Graduate Teaching Fellow
Department of Curriculum, Instruction, and Media Technology
School of Education, Indiana State University
- 1995-1998 Independent ESL Teacher, grades 1-8
Vigo County School Corporation, Terre Haute, IN
- 1995-1999 ESL Teacher
Private Teaching Group (taught women and children), Supported by the Government of India
- 1998, Spring ESL Intern/Spanish Teacher
Terre Haute South High School, Vigo County School Corporation, Terre Haute, IN
- 1996-1997 Community Service Teacher, After School/Summer Programs
Middle Grades Project Director
Boys and Girls Club of Terre Haute, IN
- 1995-1996 Curriculum Director
Bogey's, Inc. of Terre Haute, IN
- 1994-1995 Teacher, First Grade ESL and Regular, Self-Contained Classroom
Hill Elementary, Austin Independent School District, Austin, TX

Scholarship & Research

Publications (peer-reviewed and/or refereed)

- Winter, K., Jagla, V., Bickmore, D., Wall, A., Haverback, H. R., & Kemp-Graham, K. (Accepted). Educator Development Literature Review. *Middle Level Education Research Handbook*.
- Pinter, H. H., Winter, K. K., Strahan, D. B. (November, 2017). Strengthening Developmental Trajectories Toward Responsiveness: Learning to Teach at the Middle-Level. *Middle School Journal*. MSJ5642.
- Pinter, H., Winter, K. K., Watson, M. (2016). How to thrive in the changing landscape of teacher education: Planning for implementation of performance-based assessments. In Polly, D., Heafner, T., & Hart, L., *Evaluating teacher education programs through performance-based assessment*. IGI Global. ISSN: 2327-6983.
- Gerlach, J., Ruebel, K. K., Kresser, H. K., Semingson, P. (2014). The impact of digital technologies on preparing literacy and English/language arts preservice teachers. In Goodwyn, A., Reid, L., & Durrant, C. (Eds.) *International Perspectives on Teaching English in a Globalised World*. Taylor & Francis/Routledge.
- Amaro-Jimenez, C., & Winter, K. K. (2013). "Textbooks come Alive:" Engaging Teacher Candidates in Service-Learning to enhance their Learning about English Language Learners. *The Tapestry Journal*, 5 (2): 1-20. ISSN 19498268.
- Ruebel, K. K., & Galloway, D. (October, 2013). Upping the Ante: Video and Tagging Software to Improve Teacher Candidate Performance. *Current Issues in Middle Level Education*, 18 (2): 8-13. Retrieved from <http://www.napomle.org/CIMLE/fall2013/Ruebel.pdf>. ISSN 1059-7107.

- Ruebel, K. K.** (2011). Research summary: Professional learning communities. Research Advisory Board: Association of Middle Level Educators. Retrieved from <http://www.nmsa.org/Research/ResearchSummaries/PLC/>.
- Ruebel, K. K.** & Hungerford-Kresser, H. (2011). On a personal note: Lessons learned from integrating the CCRI into a preservice ELAR teacher program. In College and Career Readiness Initiative, *Texas College and Career Readiness Standards: What Every Teacher Educator Needs to Know to Prepare English/Language Arts Teachers for the 21st Century*. Austin, TX. College and Career Readiness Initiative: English/Language Arts Faculty Collaborative.
- Van Zandt Allen, L., **Ruebel, K. K.**, Greene, M. W., McDaniel, J. E., & Spencer, V. (2009). Putting *This We Believe* into action in performance-based teacher education. *The Middle School Journal*, 40(3): 38-46.
- Ruebel, K.**, Schoon, P. & Davis, R. (2008). *The design, development and implementation of an electronic, web-based, data management and assessment system: A maverick model*. In G. Richards (Ed.), Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008 (pp. 3891-3892). Chesapeake, VA: AACE.
- Kribs-Zaleta, C. M., & **Ruebel, K. K.** (2008). Mathematics as a tool for inquiry in the literature classroom. *The Middle School Journal*, 40(1): 36-42.
- Huling, L., Resta, V., Berry, M., Farrow, V., Gray, P., & **Ruebel, K.** (2007). *CREATE teacher induction study: The relationship of mentor support to novice teacher retention and student achievement*. The Woodlands, TX: Center for Research, Evaluation and Advancement of Teacher Education.
- Ruebel, K. K.** (2006). Discovering our adolescent life histories. *Current Issues in Middle Level Education*, 12(1), 46-54.
- Sheppard, R., with **Ruebel, K.** Shepard, K., Stratton, B., & Zigo, D. (2004). *Using literature to connect young adolescent concerns throughout the curriculum*. Columbus, OH: NMSA.
- Ruebel, J., **Ruebel, K.**, & O'Laughlin, L. (2002). Examining attrition in alternative schools: The role of engagement. *Contemporary Education*, 72(1), 58-61.
- Ruebel, K.** (2002). Linking literacy and technology in the classroom. *Becoming*, 13(1), 7-9.
- Ruebel, K. K.** (2001). Coming together to raise our children: Community and the reinvented middle school. In T. Dickinson (Ed.), *Reinventing the Middle School*. New York: Routledge Publishers.
- Ruebel, K. K.**, Allen, M., & Thomas, D. (2000). Technology has everything to do with being literate: Implementation of technology standards in the middle grades program. In East Central Georgia P-16 Council (Ed.), *Hand in Hand: Collaborating for the Improved Learning of All*. A publication of the East Georgia P-16 Council and Georgia Southern University.
- Thomas, D., **Ruebel, K.**, & Allen, M. (2000). Preparing middle school teachers: A team approach. In East Central Georgia P-16 Council (Ed.), *Hand in Hand: Collaborating for the Improved Learning of All*. A publication of the East Georgia P-16 Council and Georgia Southern University.
- Ruebel, K. K.** (2000). Effective Middle School Practices. In *Perspectives from the Classroom: Classroom Experiences in Georgia's Middle Schools*. Atlanta, GA: Georgia Middle School Association.
- Ruebel, K. K.** (1999). *Preservice teacher attributes as indicators of performance in a middle level education course*. Educational Resources Information Center (ERIC) Document Reproduction Service No. UIN158-001.
- Ruebel, K. K.** (1998). Interweaving technology throughout a teacher-education course. In S. M. Powers & K. M. Dutt-

Doner (Eds.), *Integrating technology in education: Stories of success from k-16*, pp. 21-26. Terre Haute, IN: Curriculum Research and Development Center.

Publications Under Review (refereed and/or peer-reviewed)

Winter, K. K., & Wall, A. (2016). Impactful Practices for Middle Level Teacher Preparation. *Middle Grades Review*. #1047. Revise and resubmit, Fall, 2016.

Publications & Research in Preparation (refereed and/or peer-reviewed)

Pinter, H. H., & Winter, K. K. (2017). What are the experiences and perceptions of middle grades teacher candidates regarding a summative performance assessment process (edTPA)? *Middle Grades Review*.

Winter, K. K. (Preparing for resubmission). Too discouraged to stay, too optimistic to leave: A closer look at the effects on teacher retention.

Publications (peer-reviewed, not refereed)

Carpenter, D., & Winter, K. K. (2016, January 17). Today's teachers are better than ever. *Asheville Citizen-Times*, p. E07. Retrieved May 15, 2016, from <http://www.citizenimes.com/story/opinion/contributors/2016/01/15/guest-columnist-thanks-teacher-education-program-todays-teachers-better-ever/78845902/>.

Raggio, A., Malesky L. A., & Winter, K. K. (2016). Faculty Upset: Is it the Cheating or the Policies...or Both? *WCU Faculty Forum*.

Winter, K. K., & Corbin, R. (2015). Institutional Report. Prepared for the College of Education and Allied Professions in support of NCATE Accreditation. *Council for the Accreditation of Educator Preparation*.

Grants Funded

Western Carolina University:

After School Quality Improvement (ASQI) Grant. In partnership with Jackson County Public Schools and Cullowhee United Methodist Church. Awarded by the North Carolina Department of Public Instruction. **Funded in the amount of \$285,886, for two years**. A third year of funding in the amount of **\$56,970** was awarded. The purpose of this grant is to support the development of the Language Enhancement Afterschool Program (LEAP). Proposal collaborators: Kim K Winter, Eleanor Petrone, Chena Flood, Jenny Stewart, Terri Hollifield, and Belinda Petricek (**December, 2014**). Continue to serve on the Executive Leadership Team and Advisory Board throughout the duration of the grant.

University of Texas at Arlington:

Serious Games for Professional Development. In partnership with University of Texas at Dallas and the Education Data Collaborative. Planning grant awarded by the Gates Foundation. **Funded in the amount of \$498,857, for November 15, 2011, to November 15, 2012**. The purpose of the planning grant was to develop gaming design and software, as well as professional development content, for use with inservice and preservice teachers. UTA sub-grant in the amount of \$125,000, PI Kim K. Ruebel.

AVID-UT Arlington-UT Permian Basin Teacher Preparation Initiative Partnership. Sponsored by the Meadows Foundation. **Funded in 2011-2012 for \$270,000**. Project Co-PIs Holly Hungerford-Kresser and Eileen Friou. **Initial funding in the amount of \$ 40,000 from the Texas Higher Education Coordinating Board, for 2010-2012**. Research Co-PIs Holly Hungerford-Kresser, Kim K. Ruebel, Carla Amaro-Jimenez, Amber Brown, Yolanda Parker, Ruth Davis, and Denise Collins.

Delivering a High Quality Teacher Workforce for Texas: Reconsidering University-Based Teacher Preparation in

Texas, Renewing Commitments, and Improving Practice in the Twenty-First Century. PI Kim K. Ruebel. Sponsored by the Center for Research, Evaluation, and Advancement of Teacher Education (CREATE). **Funded in 2010-2011 for \$50,000.**

College Readiness and Adolescent Literacy: Aligning Standards for Student Success College and Career Readiness Initiative (ELAR) & The Higher Education Coordinating Board. **Funded in 2010 for \$10,000.** Co-PIs Holly Hungerford-Kresser, Kim K. Ruebel, & Jim Warren.

CREATE Texas Teacher Induction Study. Principal Investigators: Lesli Huling and Virginia Resta. Co-PIs Missy Berry, Vicky Farrow, Peggy Gray, & Kim Ruebel. Texas Teacher Induction Study, a longitudinal study investigating the mentoring and induction programs and practices within school districts in Texas. Sponsored by the Center for Research, Evaluation, and Advancement of Teacher Education. **Funded for \$15, 500 for 2005-2006, and \$12, 500 for 2006-2007.** Scholarly research report, 2007. First article for refereed journal, 2009. Approved for follow-up research, 2009.

Georgia Southern University:

Innovative Teachers Grant. The Innovative Teachers program was created to meet the professional development needs of prospective and practicing teachers while focusing on teacher learning through the building and sharing of knowledge, inquiry and reflection on teaching practices, access to technology, and support for the integration of technology in the learning process. The grant provided software to the schools, face-to-face as well as virtual professional development, and online sharing of technology integration resources. Four local school districts (Bulloch, Effingham, Evans, and Screven) as well as partners within the International Learning Community were involved. Co PIs Kim K. Ruebel, Mark Kostin, and Jennie Rakestraw. Kim K. Ruebel, Project Director for the two-year period. Sponsored by AACTE and Microsoft. **Funded for \$1.3 million** (650 group software licenses worth \$2000 each). **January, 2003, to January, 2005.**

Partner School Projects Grant. PI/Project Director: Kim K. Ruebel. **Funded for \$1000** to support a middle level literature circle project involving preservice teachers, inservice teachers, and students in Evans County as well as the United Kingdom. **2003-2004.**

Georgia Humanities Council Teaching Enrichment Grant. PI/ Facilitator: Kim K. Ruebel. **Funded for \$1,800** for the planning and presentation of a summer workshop, "Effective Uses of Technology for Language Arts Educators," in **June, 2001.**

College of Education Crossing Borders Grant. **Funded for \$500** to support a middle-grades preservice teacher assistantship for the Summer Writing Project, **June 18-22, 2001.** Written in collaboration: Kim K. Ruebel and Kathy Albertson, Writing and Linguistics.

College of Liberal Arts and Social Sciences Crossing Borders Grant. **Funded for \$1000** to help support materials and student scholarships to the Summer Writing Project, **June 18-22, 2001.** Written in collaboration: Kim K. Ruebel and Kathy Albertson, Writing and Linguistics

Improving Student Learning Through School University Collaboration Grant. Sponsored by the GSU College of Education. **Funded for \$500** to implement "Meaningful Dialogue: Implementing Literature Circles with Preservice Teachers and Eighth Grade Students." Written in collaboration: Kim K. Ruebel, Pete Iott, and Christine Kirkland, South Effingham Middle School. **2000-2001.**

Indiana State University:

Lilly Oral History Grant. Survey Researcher (under the direction of Thomas S. Dickinson): Kim K. Ruebel. **Funded for \$150, 000** from the Lilly Endowment, Inc. for research of current and past Lilly Teaching Fellows in the state of Indiana. **1999-2000.**

Educate Indiana Grant. Listserv moderator: Kim K. Ruebel. **Funded for \$2,200** from the Indiana Department of Education for listserv moderation of preservice and practicing teacher conversations. **1998-1999.**

Teacher Creativity Grant. Grant/Workshop consultant: Kim K. Ruebel. **Funded for \$200,000** from the Lilly Endowment, Inc. to support teacher grant projects and a summer workshop. **1998-1999**.

Grants Proposed

Western Carolina University:

Cultivating Holistic Supports for English Learners (CHISEL). National Professional Development Grant Program, Office of English Language Acquisition, a division of the US Department of Education. The CHISEL project is designed to provide curricular and professional development services to both preservice and inservice teachers as well as English learners (EL) and their families within Western North Carolina (WNC). CHISEL will increase teachers' ability to demonstrate evidence-based instructional practice with ELs and establish effective parent and community engagement. Total proposed funding in the amount of **\$ 2,435,193**. Grant Competition ID: 17-0071 (CFDA # 84.365Z). Co-PIs: Eleanor Petrone & Kim K. Winter. Grant Development Team: Eleanor Petrone, Kim K. Winter, Chena Flood, Jenny Stewart, & Cynthia Calhoun. **2018-2022**.

Grants Not Funded

Western Carolina University:

21st Century Community Learning Centers. Sponsored by the NC Department of Public Instruction and funded by the Department of Education. The program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for students who attend high-poverty and low-performing schools. The funding from this grant will allow for continuation of the Language Enhancement Afterschool Program (LEAP) as the ASQI funding ends. Total proposed funding in the amount of **\$825,000** (\$275,000 per year). Co-PIs: Eleanor Petrone & Kim K. Winter. Grant Development Team: Eleanor Petrone, Kim K. Winter, Chena Flood, Jenny Stewart, & Cynthia Calhoun. **2017-2020**.

Cultivating Holistic Supports for English Learners (CHISEL). Office of English Language Acquisition, a division of the US Department of Education. The CHISEL project is designed to provide curricular and professional development services to both preservice and inservice teachers as well as English learners (EL) and their families within Western North Carolina (WNC). CHISEL will increase teachers' ability to demonstrate evidence-based instructional practice with ELs and establish effective parent and community engagement. Total proposed funding in the amount of **\$2,542,683**. Grant Competition ID: 84-365Z2016-1. Co-PIs: Eleanor Petrone & Kim K. Winter. Grant Development Team: Eleanor Petrone, Kim K. Winter, Chena Flood, Jenny Stewart, & Cynthia Calhoun. **2016-2021**.

Provost's Research Incentive Grant. Project Title: *The Impact of a Linguistically Responsive Learning Context on the Self-Efficacy of Pre-Service Teachers' Preparing to Work with English Language Learners*. LEAP (Language Enhancement Afterschool Program) was created as a result of a North Carolina Afterschool Quality Improvement Grant written by the College of Education and Allied Professions (CEAP) and the director of the TESOL program in the College of Arts and Sciences (CAS). LEAP serves students from Cullowhee Valley School who have been or presently are designated Limited English Proficient (LEP) and are considered to be academically at risk. The grant proposed a collaborative research project that would examine the attitudes and beliefs that pre-service teachers hold about language minority students and examines whether these attitudes can be mediated by an effective teaching opportunity with built-in supports and on-going instruction. **Proposed budget of \$15,000**. Co-PIs: Eleanore Petrone and Kim K. Winter. (February 1, 2016).

NC Quest. *Creating Personal and Academic Connections in Middle Level Classrooms: A Responsive Teaching Approach to Success*. This grant would assist teachers in grades 6-9 to become 1) highly knowledgeable about and pedagogically skilled in leading students to mastery of the Common Core State Standards in English/Language Arts adopted by the State Board of Education; and 2) highly knowledgeable about and pedagogically skilled in leading students to mastery of the Common Core State Standards in Mathematics adopted by the State Board of Education. The project would also incorporate both of the professional development "threads:" a) provision of instructional interventions for low-performing students, and b) utilization of teacher leaders in sharing acquired instructional skills with other faculty. This project would address these priorities by integrating three components: professional development seminars/seminars, professional learning teams, and personalized instruction. **Proposed budget of \$170,000**. Co-PIs: Dave

Strahan, Kim K. Ruebel, Holly Pinter, Kelly Tracy, Roya Scales, and Jackson County Schools. (November, 2013).

The Appalachian Regional Commission (ARC). *Linking Economic Development and Education*. The North Carolina Appalachian Collaborative for Higher Education (NCACHE) serves as a Western region educational resource by supporting an increase in higher education enrollment and promoting degree completion thereby enhancing economic development in counties with traditionally higher unemployment and lower percentages of postsecondary degrees. Appalachian State University, University of North Carolina-Asheville, and Western Carolina University. Counties Served: Alleghany, Watauga, Wilkes, Buncombe, Rutherford, Graham, and Jackson. August, 2013 – January, 2015. **Proposed budget of \$399,944**. Co-PIs Jennifer Kearse, Tracey Tardiff, Andrea Martinez, & Kim K. Ruebel. (June, 2013).

University of Texas at Arlington:

Learn and Serve America. *The AUSNER Initiative: Advocates for Urban Education*. **Proposed budget of \$632, 509**. Co-PIs Kim K. Ruebel & Carla Amaro-Jimenez (2010). Grant Application ID: 10LH111344.

Sustainable Partnerships: Teacher Preparation and Induction. Center for Research in Education and the Advancement of Teacher Education (CREATE). **Proposed budget of \$67,090**. Co-PIs Kim K. Ruebel and Holly Hungerford-Kresser. (2009).

Research Enhancement Grant Proposal. *Two Issues, One Intervention: College Readiness and Teacher Induction in the state of Texas*. **Proposed Budget of \$18,776.85**. Co-PIs Holly Hungerford-Kresser, Kim K. Ruebel, & Jim Warren (2010).

Teacher Quality Grant (2009) & Investing in Education (i3) (2010). *The AUSNER Initiative: Advocates for Urban Education*. Research grants to support the creation of an urban teacher residency program in conjunction with Fort Worth ISD. Not sent. PI Kim K. Ruebel (2010).

Data Collection and Analysis Underway

2017 Strahan, D., **Winter, K.**, & Pinter, H. Learning to teach at the middle level. IRB number: 2015-0041. 2013-0034.

2014 Pinter, H., Bricker, P., **Winter, K.**, Corbin, R., Carpenter, D., & Rogers, C. edTPA Teacher Candidate Performance. IRB number: 2015-0009.

Presentations - National

2017 “NAPOMPLE Best Practice Session.” Annual Association of Middle Level Educators. Philadelphia, PA. Winter, K. K.

2017 “Authentic Connection of Theory to Practice: Integrated Pedagogy Courses to On-Site Clinical Experiences.” Symposium on Middle Level Teacher Education. Philadelphia, PA. Pinter, H.H., & Winter, K. K.

2016 “Data Driven Decisions for Streamlining Middle Level Programs: A Program Re-Designed.” Annual Association of Middle Level Educators. Austin, TX. Winter, K. K. Pinter, H. H., & Strahan, D.

2016 “Middle Grades Research Agenda.” Session sponsored by the AMLE Research Advisory Committee. Table Group Leader on Educator Development. Annual Association of Middle Level Educators. Austin, TX. Winter, K. K.

2016 “Learning to Teach at the Middle Level: Exploring Candidate Development of Values.” National Professors of Middle Level Education (NAPOMLE) Roundtable Session. Annual Association of Middle Level Educators. Austin, TX. Winter, K. K. Pinter, H. H., & Strahan, D.

- 2016 “Strengthening developmental trajectories toward responsiveness: Learning to teach at the Middle-Level.” Symposium on Middle Level Teacher Education. Austin, TX. Pinter, H. H., Winter, K. K., & Strahan, D.
- 2016 “University Faculty’s Responses to Academic Dishonesty.” Poster presentation at the Southeastern Psychological Association Conference. New Orleans, Louisiana. Raggio, A., Malesky L. A., & Winter, K.
- 2016 “Faculty’s Preferred Consequences for Academic Dishonesty.” Poster presentation at the Southeastern Psychological Association Conference. New Orleans, Louisiana. Raggio, A., Malesky L. A., & Winter, K.
- 2015 “Transforming Teacher Education through Clinical Practice: The Preservice Teacher Perspective.” Annual Association of Middle Level Educators Conference. Columbus, OH. Winter, K. K. Pinter, H. H., & Strahan, D.
- 2015 “Reflections on Teaching the Teaching Cycle: Middle Level Teacher Candidate Experiences with edTPA.” Symposium on Middle Level Teacher Education. Columbus, OH. Pinter, H. H., & Winter, K. K.
- 2014 “Transforming Teacher Education Through Clinical Practice: The Pre-service Teacher Perspective.” Annual Conference of the Association of Middle Level Educators. Nashville, TN. Winter, K. K., Strahan, D. D., & Pinter, H. [Tentative: 12 preservice teachers will also attend.]
- 2014 “Middle-Level Preservice Teachers’ Perceptions of Professional Growth.” Annual Conference of the Association of Middle Level Educators. Nashville, TN. Winter, K. K., Strahan, D. D.
- 2014 “Learning to teach in the middle grades: Perceptions of professional growth in early courses and internships.” American Educational Research Association. Philadelphia, PA. Strahan, D. B., & Ruebel, K. K.
- 2013 “Transforming Teacher Education Through Clinical Practice: The Pre-Service Teacher Perspective.” Teacher Education Symposium. Annual Conference of the Association of Middle Level Educators. Minneapolis, MN. Ruebel, K. K. & Strahan, D. B.
- 2013 “Reflecting on Central Tasks of Teaching Using Digital Video Analysis.” Teacher Education Symposium. Annual Conference of the Association of Middle Level Educators. Philadelphia, PA. Ruebel, K. K.
- 2013 “Pre-Service Teachers’ Blogging to Learn About (and from) English Language Learners.” American Educational Research Association. San Francisco, CA. Amaro-Jimenez, C. & Ruebel, K. K.
- 2012 “A Year Long Student Teaching Experience: Rethinking Field Placement.” Annual Conference of the Association for Middle Level Education. Portland, OR. Ruebel, K. K. & Galloway, D.
- 2012 “Upping the Ante: Digital Video Analysis of Teaching Performances.” Annual Conference of the Association for Middle Level Education. Portland, OR. Ruebel, K. K. & Galloway, D.
- 2011 “Transforming Classroom Instruction and Teacher Preparation with Digital Pedagogies.” Annual Conference of the American Reading Forum. Sanibel Island, FL. Amaro, C., Hungerford-Kresser, H., Gerlach, J., Ruebel, K. K., & Semingson, P.
- 2011 “Time for Change: Restructuring an Urban Middle Level Preparation Program.” Annual Meeting of the Association of Middle Level Educators. Louisville, KY. Ruebel, K. K. & Galloway, D.

- 2011 "We need to blog with them?": Using Blogging as a Tool for Fostering Cross-Disciplinary Collaboration in a Teacher Preparation Program." Annual Meeting of the Association of Middle Level Educators. Louisville, KY. Ruebel, K. K. & Amaro, C.
- 2011 "Preparing Quality Middle Level Teachers: From Start to Finish." Annual Meeting of the Association of Middle Level Educators. Louisville, KY. Greene, M., Allen, L. V., McDaniel, J., Ruebel, K. K., & Spencer, V.
- 2011 "Partnering for Change: Teacher Induction in a New Era." National Network for Educational Renewal Conference. Hartford, CT. Ruebel, K. K. & Amaro, C. Accepted. Not funded for travel.
- 2011 "Diverse Voices, Unique Experiences: What Pre-Service Teachers Gain from Course-Aligned Field Experiences with Diverse Children and Families." National Network for Educational Renewal Conference. Amaro, C. & Ruebel, K. K. Accepted. Not funded for travel.
- 2010 "Time for Change: Restructuring an Urban Middle Level Preparation Program." Annual Meeting of the National Middle School Association. Baltimore, MD. Ruebel, K. K.
- 2010 "The possibilities of partnership: The university, its graduates, and teacher induction." American Educational Research Association Annual Meeting, Denver, CO. Ruebel, K. K., & Hungerford-Kresser, H.
- 2010 "The relationship of mentor support to novice teacher retention and student achievement: The teacher induction study. Educational Research Association Annual Meeting, Denver, CO. Ruebel, K. K.
- 2008 "The design, development and implementation of an electronic, web-based, data management and assessment system: A maverick model." (2008). In E-Learn 2008, Association for the Advancement of Computing in Education, Las Vegas, NV. Ruebel, K., Schoon, P. & Davis, R.
- 2008 "Two-fers: Constructing Teacher Preparation Assessments that Measure Candidate Performance and Address NCATE/NMSA Standards." National Middle School Association Annual Meeting, Denver, CO. Ruebel, K. K., Van-Zandt-Allen, L, McDaniel, J., Greene, M., & Spencer, V.
- 2007 "This we believe, this we do: Performance-based in middle level teacher education." National Middle School Association Annual Meeting, Houston, TX. Ruebel, K. K., Van-Zandt-Allen, L, McDaniel, J., Greene, M., & Spencer, V.
- 2007 "This we believe, this we do: Performance-based in middle level teacher education." Mid-Level Institute. National Middle School Association. Destin, FL. Ruebel, K. K., Van-Zandt-Allen, L, McDaniel, J., Greene, M., & Spencer, V.
- 2006 "This we believe, this we do: Performance-based in middle level teacher education." National Middle School Association Annual Meeting, Nashville, TN. Ruebel, K. K., Van-Zandt-Allen, L, McDaniel, J., Greene, M., & Spencer, V.
- 2006 "Demonstrating Quality Field Experiences: Unit Assessment Systems" *Paper presented at the annual meeting of the American Association of Colleges for Teacher Education Online* <PDF>. 2008-12-12 from http://www.allacademic.com/meta/p35201_index.html. Ruebel, K. K., & Basin, B.
- 2006 "Selection and adoption: Unit assessment systems." Annual Meeting of the American Association of Colleges for Teacher Education. Ruebel, K. K.
- 2005 "Discovering our adolescent life history." Annual Meeting of the National Middle School Association. Philadelphia, PA. Ruebel, K., K.

- 2005 Middle Level Education SIG Presentations and Meeting. Facilitated, as SIG chair, three paper presentations on middle level education as well as the business meeting. Chicago, IL. Kim K. Ruebel.
- 2004 "Literature Circles in the Classroom." Annual Meeting of the National Middle School Association. Minneapolis, MN. Ruebel, K. K.
- 2004 "Developing and Supporting Faculty Instructional Teams and Teaching in University Middle School Programs." Annual Meeting of the Association of Teacher Educators. Dallas, TX. Ruebel, K. K.
- 2003 "Interdisciplinary and Integrative Team Projects." With a group of preservice teachers. Annual Meeting of the National Middle School Association, Atlanta, GA. Ruebel, K. K.
- 2001 "Discovering the Importance of Talk: Literature Circles in the Middle School Classroom." With a group of preservice teachers. Annual Meeting of the National Middle School Association, Washington, D.C. Ruebel, K. K.
- 2001 "Interdisciplinary team projects in a university middle grades program: Mighty 8th Air Force Heritage Museum and Cumberland Island." Annual Meeting of the National Middle School Association, Washington, D.C. Ruebel, K. K., Thomas, D., Schriver, M., & Chamblee, G.
- 2001 "Integrating Technology into the Methods Block at Georgia Southern University." Annual Meeting of the Association of Teacher Educators. New Orleans, LA. Ruebel, K. K., Thomas, D., Schriver, M., & Allen, M.
- 2000 "Preparing Middle Grades Teachers: A Team Approach" (Collaborated on Thematic Paper and Proposal). Summer Meeting of the Association of Teacher Educators. Ottawa, Canada. Thomas, D., Allen, M., & Ruebel, K. K.
- 1999 "*Cases and Commentary: A Middle School Casebook*" (Roundtable discussion of the text). Multiple authors from the edited text. Annual Meeting of the National Middle School Association. Orlando, FL. Ruebel, K. K.
- 1999 "Summative Assessment of INTASC Standards: One Institution's Perspective." Indiana State University. Annual Meeting of the Association of Teacher Educators. Chicago, IL. Ruebel, K. K., Summer, J., & Bolinger, K.
- 1998 "Performance-Based Teacher Education: A Continuous Process from being Admitted to Teacher Education to Being Licensed" (Pre-conference Session). Annual Meeting of the National Middle School Association, Denver, CO. Dickinson, T. S., & Ruebel, K. K.
- 1997 "Technology Use in the College Classroom" (Panel Presentation). Annual Meeting of University Teaching Assistants (National TA Conference), Minneapolis, MN. Ruebel, K. K.
- 1997 "The Professional Pedagogy Program: Indiana State University's Developmental Approach." With five graduate colleagues. Annual Meeting of University Teaching Assistants (National TA Conference), Minneapolis, MN. Ruebel, K. K.

Presentations - Regional

- 2017 "The edTPA Commission at WCU: Developing Policy and Supporting Stakeholders." Southeastern edTPA Conference. Raleigh, NC. Grube, D., Meltzer, S. Watson, M., & Winter, K. K.
- 2014 "edTPA Implementation: WCU's Year One Perspective." Annual Conference of the North Carolina Association of Colleges of Teacher Education. Raleigh, NC. Winter, K. K. Ray, M. Watson, M. Engel, M. E. Beaudet, B., Bricker, P., Carter, C., Meltzer, S. & Nickles, L.

- 2011 "Delivering a High-Quality Teacher Workforce: Strategic Planning Report." Ruebel, K. K. Center for Research, Evaluation, and the Advancement of Teacher Education (CREATE). Irving, TX.
- 2011 "Digital Video Analysis: Upping the Ante to Maximize Student Teachers' Professional Growth." Ruebel, K. K., & Galloway, D. TEA Deans and Directors Conference. Austin, TX.
- 2011 "Cross-College Connections and Collaboration: Integrating the College and Career Readiness Standards (CCRS) Into English/Language Arts and Reading Teacher Preparation." Hungerford Kresser, H., Ruebel, K. K., & Warren, J. College and Career Readiness Initiative: English/Language Arts Faculty Collaborative: Preparing Preservice Teachers for Twenty-First Century Teaching, Austin, TX.
- 2010 "Teaching Teachers About the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS)." Ruebel, K. K. as Lunch Bunch Collaborative Group Facilitator. College and Career Readiness Initiative: Meeting the Challenge for Success in College and Careers. Austin, TX.
- 2006 "Exploring the relationships between induction, teacher retention, and student achievement." Huling, L. Resta, V., Ruebel, K. K., Farrow, V., & Berry, M. CSOTTE Conference, Corpus Christi, TX.
- 2006 "Exploring the relationships between induction, teacher retention, and student achievement." Huling, L. Resta, V., Ruebel, K. K., Farrow, V., & Berry, M. *CREATE Research Conference on Teacher Education*, San Antonio, TX.
- 2002 "Discovering the Importance of Talk: Literature Circles in the Middle Grades classroom." Annual Meeting of the Georgia Middle School Association, Savannah, GA. Kim K. Ruebel.
- 2002 "So You Want to be a Middle School Teacher? Come Join Our Circus!" With colleagues and preservice teachers from around the state. Annual Meeting of the Georgia Middle School Association, Savannah, GA.
- 2001 "A Team Perspective on Methods Teaching at Georgia Southern University." Kim K. Ruebel, Deborah Thomas, and Mike Allen. Annual Meeting of the Georgia Middle School Association, Savannah, GA.
- 2001 "How to be a Tech Savvy Teacher." Kim K. Ruebel, with a group of preservice teachers. Annual Meeting of the Georgia Middle School Association, Savannah, GA.
- 2001 "So You Want to be a Middle School Teacher? Come Join Our Circus" (multimedia presentations to share interdisciplinary projects and technology skills). With two groups of preservice teachers. Annual Meeting of the Georgia Middle School Association, Savannah, GA
- 2000 "We Gain More Than We Give: A Team Perspective on Methods Teaching at Georgia Southern University." Kim K. Ruebel, Deborah Thomas, Michael Allen, and Methods Block Students. Annual Meeting of the Georgia Middle School Association, Atlanta, Georgia.
- 1998 "Perceptions, Myths, and Realities of Standards-Based Reform in Teacher Education: One Institution's Perspective." With Jerry Summers, Thomas Dickinson, Cathleen Rafferty, Kevin Bolinger, Indiana State University. Annual Midwest Conference of the Association of Teacher Educators, Terre Haute, IN.
- 1997 "An INTASC/NBPTS Model for a Master's Degree in Curriculum and Instruction" (Poser Session). With Kevin Bolinger, Indiana State University. Annual Turkey Run Conference for the Indiana Association of Teacher Educators, Turkey Run State Park, IN.

1997 "Active Learning for Your Classroom: Not Just the Vocabulary." Annual Midwest Conference for the Association of Teacher Educators, Champagne, IL.

Presentations - Local

- 2017 The Catamount School Forum. Community forums at Blue Ridge School, Cashiers Public Library, Cullowhee Valley School, Fairview School, Smoky Mountain High School, & Sylva Public Library.
- 2010 "Differentiation of Instruction." Professional development for teachers at Nichols Junior High, Arlington ISD.
- 2007-2008 Professional Learning Community. Reading of Marzano, R. J.; Pickering, D. J., Pollock, Jane E. (2001). *Classroom Instruction that works: Research-based strategies for increasing student achievement*. Pearson. Upper Saddle River, NJ.
- 2005 "Differentiation of Instruction." Workshop for teachers at Claxton Middle School, Evans County, GA. Kim K. Ruebel
- 2004-2005 TK20 Campus Tools HigherEd Training and Presentation for faculty and staff. Kim K. Ruebel and Donna Colson. Multiple presentations and training sessions were held during April, August, September, and October for faculty and staff in the College of Education. These sessions focused on training and use of the Campus Tools HigherEd system.
- 2004 "Using the Virtual Classroom Tour." Workshop for teachers in Effingham County. South Effingham Elementary School, Effingham County, GA. Kim K. Ruebel.
- 2003 Spring & Fall. Presentation to College of Education Board of Advisors on AACTE/Microsoft Innovative Teachers Grant. Kim K. Ruebel.
- 2003 "Creating and Using Virtual Classroom Tours." Innovative Teachers Grant Workshop presented to 96 teachers from Bulloch, Effingham, Evans, and Screven County. College of Education. Georgia Southern University. Kim K. Ruebel.
- 2003 "Interactive PowerPoint and the Virtual Classroom Tour." Innovative Teachers Grant Workshop offered to teachers from Bulloch, Effingham, Evans, and Screven County. College of Education. Georgia Southern University. Statesboro, GA. (see CD) Kim K. Ruebel.
- 2002 "Using the Starboard EM Panel: A Hands-On Workshop." Kim K. Ruebel and Donna Colson. College of Education. Georgia Southern University. Statesboro, GA.
- 2002 "Active Learning at Home." Workshop for Parent University. Claxton Elementary School, Evans County, GA. Kim K. Ruebel.
- 2001 "Web Searching and Citing online sources." Workshops for eighth graders on effective web searches and documentation of online resources. South Effingham Middle School, Effingham County, GA. Kim K. Ruebel.
- 2001 Multimedia Presentations." Workshop for eighth graders on creating and running PowerPoint slide shows as well as incorporating animation and graphics. South Effingham Middle School, Effingham County, GA. Kim K. Ruebel.
- 2001 "Microsoft Word." Workshop for eighth graders on creating and enhancing word-processed documents. South Effingham Middle School, Effingham County, GA. Kim K. Ruebel.

- 2001 "Effective Uses of Technology for Language Arts Educators." Workshop for language arts teachers. Available at <http://www2.gasou.edu/techwrit/>. Georgia Southern University, Statesboro, GA. Kim K. Ruebel.
- 2000 "Strategies for the Middle School Reader." Oak Hill Middle Level Institute, Milledgeville, GA. Kim K. Ruebel.
- 2000 "Making Your Point with Power." Oak Hill Middle Level Institute, Milledgeville, GA. Kim K. Ruebel.
- 2000 "Partner Schools: Collaboration to Improve Learning for All." School Counselors' Conference, Georgia Southern University. Kim K. Ruebel.
- 2000 "Examples of Partner School Models." Deborah Thomas, Kim K. Ruebel, and Michael Allen. Building and Sustaining Partner Schools in Educator Preparation, Georgia P-16 Network Meeting, Augusta, GA.
- 1999 "Ethics in Teaching." With Peter White, Indiana State University. Winterfest Conference, Indiana State University.
- 1998 "Using Technology in the College Classroom." Winterfest Conference, Indiana State University.
- 1998 "Collaboration in the Classroom." Winterfest Conference, Indiana State University.
- 1997 "Website Creation." Center for Teaching and Learning, Indiana State University.
- 1998 "Website Creation." Center for Teaching and Learning, Indiana State University.
- 1997 "Active Learning in the College Classroom." Winterfest Conference, Indiana State University.

Teaching

Graduate Courses

Middle Grades Organization, Instruction and Management (EDML 5308). The examination of principles, theories, and research related to developmentally responsive middle level programs, effective instruction and effective strategies of classroom management. Attention is given to the employment of a variety of approaches for developing an appropriate climate to meet the varying needs of the middle level student. Fall, 2005-Fall, 2011. UTA.

Pre-Adolescent/Adolescent Growth, Development, and Learning Theory (EDML 5328). Physical, social, emotional, and cognitive growth patterns of 10- to 15-year-old children, emphasizing familial, cultural, societal, and genetic determinants of behavior. Attention is given to current research regarding the developmental characteristics of adolescents, including exceptional learners and students with special needs. Fall, 2006. UTA.

Language and Literacy Development: The Early Years (ECED 5321). Focus on the young child's developing oral and non-verbal communication skills. Examine relationship between listening, talking, reading and writing. Consider theories of early reading and writing in young children. Special attention to the relationship between literature, social and cognitive development, technological advances, and diversity in children and families. Weekly field experiences with EC - 4 students is required. Summer, 2008. UTA.

Middle Level Practicum (EDML 5315). Practicum in teaching. Students apply theory and research to their own practice and evaluate teaching and management strategies that proactively impact student achievement. Fall, 2006, Spring, 2007, Fall, 2008, Spring, 2009, & Fall, 2010. UTA.

Early Adolescent Literature (MSED 7331). A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory. Summer, 2000-2004. GSU.

Literature and Writing for Middle and Secondary Schools (MSED 5333G). An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to identifying and accommodating reading and writing needs of diverse adolescent learners as well as evaluating the effectiveness of instruction. Students will learn to interpret and analyze literature, develop cross-curricular instruction, diagnose reading problems, provide individualized feedback, as well as employ appropriate intervention and assessment methods. Fall, 2001-2005. GSU.

ESOL Methods (ESED 5232G). An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education of ESOL students. A field component is attached to this course. Fall, 2004. GSU.

Undergraduate Courses

Culturally and Linguistically Diverse Middle Grades Students (EDMG 300). This course covers theories of culture and language acquisition, classrooms with culturally and linguistically diverse students, and a range of practices for middle school success. Spring, 2015-2017. WCU.

The Middle School Child and Curriculum. Programs, methods, and materials for students in the middle grades (EDMG 410). Fall, 2014-2016. WCU.

Differentiated Instruction: Creating Connections with Students in the Middle Grades (EDMG 411). This course is designed to provide participants with a broad base of knowledge to support their efforts to respond to the diverse instructional needs of their students. Participants will explore diversity with respect to ways of learning and generate strategies for differentiating instruction and promoting self-discipline. Spring, 2013. WCU.

Teaching Fellows-Sophomore Seminar in Teacher Leadership (EDCI 200). The freshmen and sophomore seminars will include topics surrounding college adjustment needs, leadership development, multi-cultural understanding, educational issues, and Teaching Fellows Program goals. Fall, 2012. WCU.

Nature and Curriculum Needs of the Young Adolescent Learner (EDML 4350). Examines the curriculum, instruction, and organization of the middle grades schools. Provides a substantial knowledge base in the nature and needs of early adolescents, as well as in middle school curriculum and instruction. The course also includes a field component which consists of a one-day shadow study of a young adolescent. Spring, 2010 – Fall, 2011. UTA.

Pre-Adolescent/Adolescent Growth and Development (EDML 4300). Prerequisite to subsequent courses in teacher education. Physical, social, emotional, and cognitive growth patterns from emphasizing familial, cultural, societal, and genetic determinants of behavior. Topics include developmental characteristics pre-adolescent and adolescents including exceptional learners and students with special needs. Summers, 2007 – 2012 & Fall, 2008. UTA.

Literacy Methods for ESL/Bilingual Classrooms (BEEP 4384). The rationale and orientation of various methods of instruction for English language learners will be discussed. Language development techniques for students at different stages of development will be examined. Shelter English instruction for the teaching of content areas will also be presented. Students will be assigned to a special language program to examine methods of instruction and modifications for language minority children. Spring, 2006-2012. UTA.

Middle Level Preparation Residency with Technology Applications (EDML 4677). Supervised and directed practice in an approved field setting. The student will be assigned for the ISD calendar. Required seminars will provide students with theory to integrate and apply during residency. Spring, 2006-2011. UTA.

Social Studies and Diversity in the Middle Level Grades (EDML 4370). Examination of materials, methods, content, and assessment learning experiences associated with middle level social studies. Content areas include history; geography; economics; government; citizenship; culture; and science, technology, and society. Opportunities to demonstrate application of current researched based theory occur in an approved field site. This Inquiry course involves a two-hour lecture and two-hour application of lecture and two-hour application of lecture/theory. The two-hour application of lecture/theory will require students to spend time in a 4-8 classroom during normal school hours. Fall, 2005. UTA.

Analysis of Literacy Problems (EDMS/EDSE 5613). Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks. Spring, 2009. TCU.

Literature and Writing for Middle and Secondary Schools (MSED 5333). An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to identifying and accommodating reading and writing needs of diverse adolescent learners as well as evaluating the effectiveness of instruction. Students will learn to interpret and analyze literature, develop cross-curricular instruction, diagnose reading problems, provide individualized feedback, as well as employ appropriate intervention and assessment methods. Fall, 2001-Spring, 2005. GSU.

The Middle School (MGED 3131). Examines the curriculum, instruction and organization of middle grades schools. Provides a substantial knowledge base in the nature and needs of early adolescents, as well as, in middle school curriculum and instruction. Also includes a six-day field component in which two full days are spent shadowing a middle school student and teacher. Fall, 1999-Spring, 2005. GSU.

Language Arts Methods (MGED 3332). This course is designed to study current trends for integrating language arts and reading across the curriculum in the middle school setting. Emphasis is placed on the natural connections between writing, reading, and oral expression. Instructional strategies that link writing, reading, literature, and language across the curriculum will be explored. Appropriate language arts curriculum, including content and pedagogy for early adolescents will be addressed. Prerequisite: MGED 3131 and admission to Teacher Education. Fall, 2004. GSU.

ESOL Methods (ESED 5232). An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education of ESOL students. A field component is attached to this course. Fall, 2004, & Spring, 2005. GSU.

Student Teacher Seminar (ESED 4633). In the Student Teaching Seminar course, students will analyze issues related to school law, diverse student populations, classroom/behavior management, school funding, issues and trends in education, technology integration, and civic education. Special emphasis will be placed on instructional setting, instructional strategies, and related services. Spring, 2004. GSU.

Literacy: Assessment and Instruction (ECED 4233). This course will examine literacy difficulties encountered by children in the classroom. It will emphasize a diagnostic-prescriptive approach to instruction which utilizes multiple indicators of literacy performance. Using data from individual cases, students will practice problem solving strategies as they relate to classroom situations. Students will assess literacy performance, analyze available information, and plan instruction. Spring, 2003, and Fall, 2003. GSU.

Middle School Practicum (MGED 3721). The field-based course emphasizes instructional planning and teaching, classroom management, student diversity, assessment, technology, and strategies for developing positive learning environments. The field component involves extensive participation in a middle school (i.e., 240 hours). Taken as part of Methods Block I. Fall, 1999-Spring, 2001. GSU.

Student Teaching in Middle Grades (MGED 4799). A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which

constitute the wide range of a teacher's assigned responsibilities. Prerequisites: Completion of the teaching field and professional education courses and Admission to the Student Teaching Program. Fall, 2001-Fall, 2002. GSU.

Student Teaching in Secondary Education (SCED 4799). A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisites: Completion of the teaching field and professional education courses and Admission to the Student Teaching Program. Fall, 2001. GSU.

University Orientation I (GSU 1210). Designed to help first year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required of all new students during their first semester. Fall, 1999; Fall, 2000; and Fall, 2001. GSU.

University Orientation II (GSU 1211). Encompasses an examination of model leaders, principles of leadership, and leaders in action. Provides opportunities to examine and develop skills essential to leadership effectiveness. Spring, 2002. GSU.

Teaching and Learning in the Middle School (CIMT 410M). Course for elementary majors. Methods and techniques appropriate to middle school pupils of varying backgrounds and abilities. Instructional planning, presentation, evaluation, legal aspects, classroom management, discipline, and guidance. Five sections, 1996-1999. ISU.

Advanced Field Experience in Middle School Education (CIMT 411M). Course for elementary majors. Participation in actual classroom settings. Emphasis is on classroom teaching experiences. Five sections, 1997-1999. ISU.

Teaching I (CIMT 200). Course for secondary majors. Introduction to subject matter teaching in grades k-12. Introductions to social and historical foundations of teaching; the teacher as a decision-maker; the knowledge base in teaching; teaching applied to senior high, junior high/middle, and elementary schools; and orientation to the professional teaching program. Field experiences, modeling and simulation with objections integrated with the professional knowledge of teaching. Twelve sections, 1996-1999. ISU.

Early field Experience (CIMT 200). Field experience for secondary majors. Twelve sections, 1996-1999. ISU.

Honors, Special Recognitions, and Internships/Fellowships

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| 2017-2018 | Fellow. Deans for Impact. Selected as one of approximately 20 deans to participate in a year-long fellowship as well as attend the Impact Academy, designed to increase the leadership skills of Fellows through an initial in-person experience and on-going support from their peers and experienced deans. |
| 2016 | Coulter Regional Leadership Cohort. Selected as one of 12 representatives to participate in this Western North Carolina Leadership Initiative. Its purpose is to bring together members of the Eastern Band of Cherokee Indian and residents of Western North Carolina counties, to identify and pursue ways to tackle social, cultural and economic challenges in the region. The program is a partnership between the Cherokee Preservation Foundation and WCU. |
| 2015 | BRIDGES Academic Leadership for Women, Class of 2015. Selected as one of 35 women from varied higher education institutions across North Carolina to participate in this selective professional development and enrichment program (over 90 applications). Friday Center, the University of North Carolina at Chapel Hill. |
| 2017, 2016, 2015 | Suite 201 Nominated, Program of Excellence. Western Carolina University. Served as unit-head of Suite 201 (2013-2017). |
| 2014 | Nominated, Paul A. Reid Distinguished Service Award for Administrative Staff. Western Carolina University. |

- 2013-2015 Provost Fellow for Curriculum. Responsible for university curriculum review, program prioritization implementation, and Curriculog adoption. Western Carolina University.
- Facilitated university-wide Curriculog software implementation.
 - Reviewed all university curriculum as last step in the approval process.
 - Served as ex-officio member of the Academic Policy and Review Council & the Faculty Senate.
 - Facilitated implementation of university-wide program prioritization.
 - Worked with programs to be discontinued as well as those developing action plans.
 - Facilitated development and implementation of teach-out plans for discontinued programs.
 - Facilitated UNC GA approvals related to curriculum and programs.
- 2013 “Exemplary Field-Based Instructional Practices.” *Quest for Quality: Teacher Preparation in Texas* initiative. Center for Research, Evaluation & Advancement of Teacher Education (CREATE). Middle Level Education Program, UT Arlington. Served as Program Director and facilitated program revision and implementation from 2009-2012.
- 2012 Leadership Texas Class of 2012. Selected as one of 115 women leaders from across the state of Texas to participate in the longest-running women’s leadership development program in the US. Leadership Texas is a program of Women’s Resources (WR). Established in Austin, Texas, in 1974, Women’s Resources seeks to advance the power of leadership and legacy through programs that connect, inspire, empower and honor women.
- 2011 Outstanding Professor of Middle Level Education. National Professors of Middle Level Education (NAPOMLE), an arm of Association for Middle Level Education (AMLE, formerly NMSA). UT Arlington.
- 2011 Outstanding Middle Level Education Program. National Professors of Middle Level Education (NAPOMLE), an arm of Association for Middle Level Education (AMLE, formerly NMSA). UT Arlington.
- 2010 AACTE Day on the Hill, *Reforming Teacher Education: The Critical Clinical Component*. Middle Level Education Program, UT Arlington.
- 2010 Certificate, Mind Brain Education Institute. Harvard University.
- 2009-2012 Administrative Intern. College of Education & Health Professions, UT Arlington.
- 2008 National Program Recognition, National Middle School Association (NMSA) & National Council for Accreditation of Teacher Education (NCATE). Middle Level Program, UT Arlington.
- 2007 Outstanding Faculty Mentor/Contributions to the Community Award, Zeta Phi Beta Sorority. UT Arlington.
- 2006 Certification of Compliance or Education Human Subject Research Responsibility in Human Subject Research: IRB 101. University of Texas System (achieved system-wide certification).
- 2004-2005 Outstanding Faculty Achievement Award. College of Education, Georgia Southern University.
- 1998 PEW Scholarship to attend National TA Conference. Matching Funds Providing by Graduate School, Indiana State University.
- 1997-1998 Wilburn Elrod Secondary Education Scholarship in Classroom Management. Indiana State University.
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Professional Service

Regional, State, and National

- National Leadership: President, National Association of Professors of Middle Level Education. 2016-2017.
President-Elect, National Association of Professors of Middle Level Education. 2015-2016
Treasurer, Women in the Deanship Topical Action Group (TAG), American Association of Colleges of Teacher Education (AACTE). 2017-2018.
- National Review Boards: Site Visitor, Council for the Accreditation of Educator Preparation (CAEP). 2015-Present.
Program Reviewer, NCATE/CAEP Specialized Professional Association (SPA) Review Board for the Association of Middle Level Education (AMLE). 2006-2015.
- Advisory Boards: Member, Transfer Advisory Board. Southwestern Community College. 2014-Present.
- National Committees: Member, Professional Preparation Advisory Committee. Association for Middle Level Education. 2016-2019.
Alternate Member, Nominating Committee. Council for the Accreditation of Educator Preparation. 2015-2017.
- State Committees: Member, Teacher Recruitment Committee. UNC General Administration. 2015-2016.
Member, Texas Advisory Council. College and Career Readiness Initiative, Social Studies. 2009-2010
Member, Texas Advisory Council. College and Career Readiness Initiative, English-Language Arts & Reading. 2008-2012.
Member, Texas Reading First Higher Education Collaborative. Vaughn Gross Center for Reading & Language Arts, University of Texas at Austin. 2005-2010.
Member, Leadership Council. 2006-2010
- Editorial Boards: The Middle School Journal, 2016-Present.
Middle Grades Review, 2016-Present.
Research in Middle Level Education (RIMLE) Online, 2006-Present.
TESOL Journal, 2014-Present.
AAACE/SITE Journals, 2004.
- Tenure/Promotion Reviews: Full Professor Dossier. Trinity University. Spring, 2014.
Associate Professor Dossier. Texas Women's University. Fall, 2014.
- Textbook Reviews: Chapters, "Working with Linguistically Diverse Populations" and "Working with Children with Special Needs." Wiley Publishers. Fall, 2004.
Prospectus and Chapter, "Multicultural and constructivist strategies for proactive middle level teachers." Boston, MA: McGraw-Hill. Spring, 2001.
- Grant Reviews: PRISM Mini-Grant Proposals. Department of Education, Indiana. Summer, 2004, & Spring, 2005.
Educate Indiana Induction Sub-Grant Proposals. Department of Education, Indiana. 1998 & 1997.
- Proposal Reviews: AMLE, AERA, AACTE, & ATE.

University Committees

Western Carolina University

- 2017-2018 Institutional Effectiveness Council
2016-2017 Chair, Professional Education Council
Registrar's Advisory Board

Associate Dean's Council
 Academic Space Advisory Board
 Member, Transfer Initiatives Advisory Board
 Chair, Search Committee, The Catamount School Principal Position
 Member, Search Committee, The Catamount School ASA position & Teacher Positions
 2015-2016 Chair, Professional Education Council
 Registrar's Advisory Board
 Associate Dean's Council
 Academic Space Advisory Board
 Commencement Speaker Committee
 Task Force, WCU Office of National & International Awards
 Chair, Search Committee, Teacher Education Recruiter
 Search Committee, Associate Director for Employer Engagement, Center for Career and
 Professional Development
 2014-2015 Chair, Curriculog Implementation Team
 Chair, Professional Education Council
 Associate Dean's Council
 Steering Committee, Leadership Academy
 Student Community Ethics Hearing Board
 Academic Space Committee
 2013-2014 Chair, Action Plan Task Force (university program prioritization)
 Chair, Professional Education Council
 Associate Dean's Council
 Steering Committee, Leadership Academy
 Academic Policy & Review Council (Provost's Office Representative)
 Faculty Senate (Provost's Office Representative)
 Academic Space Committee
 2013 Chair, Search Committee, Assistant Vice Chancellor for Institutional Planning and
 Effectiveness
 2012-2013 Chair, Professional Education Council
 Campus Master Planning Committee
 Associate Dean's Council

University of Texas at Arlington

2010-2013 Graduate Assembly
 2010-2011 Health Professions Advisory Committee
 2009-2012 UT Arlington PK-16 Metroplex Council
 2008-2009 Undergraduate Committee
 Undergraduate Assembly
 2005-2006 Undergraduate Committee
 2006-2007 Undergraduate Assembly

Georgia Southern University

2004-2005 Faculty Senate
 Planning Committee, Student Success in First-Year Composition Conference
 2004-2006 Graduate Committee, Senate Representative
 Faculty Welfare Committee, Senate Representative
 2004 Faculty Technology Advisory Group, Information Technology Services

- Student Affairs and Services Support Team, Compliance Certification Report as part of SACS Reaffirmation.
- 2003-2004 Planning Committee, Student Success in First-Year Composition Conference
Calendar Committee
Greek Awards Committee (Judge), Office of Greek Life
- 2001-2004 Alternate, Faculty Senate
- 2001-2002 Undergraduate Council, Faculty Senate Representative
- 1999-2002 Teacher Education Advisory Council

College Committees

Western Carolina University

- 2013-Present edTPA Leadership Commission
- 2012-2015 Chair, NCATE/CAEP Steering Committee & Standards Subcommittees
- 2012-Present Chair, Academic Action Appeals Committee
CEAP Leadership Council
CEAP Curriculum Committee, ex-officio
CEAP Assessment Committee
CEAP Field Experience Committee
Subcommittee for Background Check Review
CEAP Diversity Committee, ex-officio
Whee Teach Advisory Board

University of Texas at Arlington

- 2011-2012 Proposal Committee, Curriculum and Instruction Ph.D. Program
- 2010-2011 Chair, Executive Leadership Team, CREATE Grant
Chair, Strategic Planning Team, CREATE Grant
- 2010 Differentiated Workload Committee
Strategic Planning Committee
- 2008-2011 Faculty Advisory Council
- 2008-2012 Dean's Cabinet
- 2006-2012 COED Teacher Education Council
- 2005-2012 COED College Continuous Assessment System (CCAS) Committee
- 2005-2007 COED NCATE SPA Committee
- 2005-2006 COED NCATE Subcommittee, Effect of Student Learning

Georgia Southern University

- 2004-2005 NCATE Committee
- 2003-2004 Chair, Technology Committee
Chair, Ad Hoc Assessment Committee
Demonstration Teacher Council
- 2002-2003 Chair, Elections Committee
- 2002-2004 Chair, Technology Committee
Ad Hoc Assessment Committee
- 2001-2002 Demonstration Teacher Program Review Committee
Secretary, Planning Committee
Curriculum Planning Group
Recruitment Committee
InTech Committee
- 2000-2003 Elections Committee, College of Education

2000-2001 Ad Hoc Technology Committee, College of Education

Departmental Committees

University of Texas at Arlington

2009-2012 Grievance Committee
Chair, Summer, 2011

2009-2010 Strategic Planning Committee

2006-2012 Program Directors Committee

Georgia Southern University

2004-2005 Search Committee for full-time, tenure track, assistant professor position at the Dublin Center

2003-2005 Alternative Education Committee

2002-2003 Departmental Committee to Review the M.Ed. Program and Exit Requirements

2002 Departmental Committee to Facilitate a Demonstration Teacher Conference

2000-2005 Departmental Committee to Review Graduate Student Appeals for Admission to Graduate Programs

2001-2005 Middle Grades Undergraduate Program Committee

Middle Grades Graduate (M.Ed. & Ed.S.) Program Committee

2001-2002 Middle Grades Policies and Procedures Committee

Professional Association Membership & Service

1999-Present American Association of Colleges for Teacher Education (AACTE)
SIG, Women in the Deanship
Treasurer, 2017-18
Member, Scholarship Committee, 2010-2014
Chair, Web Presence Development Committee, 2010-2014
Co-Teaching Topical Action Group (TAG)
Secretary, 2014-2016

2003-Present American Educational Research Association (AERA)
SIG, Middle Level Education Research (MLER)
MLER Research Agenda Project, 2014-Present
Co-Chair, Educator Development Work Group, 2014-2016

2001-Present National Professors of Middle Level Education (NAPOMLE)
President, 2016-2018
President-Elect, 2015-2016

2003-Present Collegiate Middle Level Association (CMLA)
Faculty Liaison, WCU, 2013-Present
Faculty Liaison, UTA, 2005-2012
Faculty Advisor, GSU, 2003-2005

2001-2005 Georgia Alliance for Middle Level Excellence

2001-2002 Middle Level Research Organization Network
Joint National Middle School Association (NMSA), American Education Research Association (AERA), & National Professors of Middle Level Education (NAPOMLE) SIG
Co-chair, Communications Committee

1999-2005 Georgia Middle School Association (GMSA)

1999-2000 Association of Supervision and Curriculum Development (ASCD)

- 1996-2012 Association of Teacher Educators (ATE)
 Chair, Middle Level Education SIG, 2004-2006
 Planning Committee, Association of Teacher Educators Midwest Conference, 1997-1998
- 1996-Present Association of Middle Level Educators (AMLE) [Formerly, National Middle School Association]
- 1996-Present Phi Kappa Phi Honor Society
- 1996-1999 Indiana Association of Teacher Educators
 Steering Committee, Indiana Association of Teacher Educators, Turkey Run Conference, 1997
 Chair, Poster Sessions & Conference Evaluations, Indiana Association of Teacher Educators,
 Turkey Run Conference, 1997

Professional Development/Service Activities

- 2016 CAEP Conference. San Diego, CA.
- 2015 BRIDGES Academic Leadership for Women. North Carolina. Four weekends in fall, 2015.
- 2014 American Council on Education (ACE): National Leadership Women's Forum. December 3-5. Washington, D.C.
- 2014 National Board for Professional Teaching Standards (NBPTS). Facilitated professional development for application or renewal. Western Carolina University.
- 2013-2014 Advisory Council. Freshman academy & middle school concept implementation. Jackson County Public Schools.
- 2012-Present Beginning Teacher (BT) Symposium. Professional development across two full days for beginning teachers from 13 partner counties (e.g., held each August). Western Carolina University.
- 2012-Present Middle School & High School Teachers of Tomorrow. Each year, host a day-long experience for aspiring teachers (e.g., one each fall and one each spring). Western Carolina University.
- 2012-2014 Beginning Teacher Support Workshops. Held twice per year, in addition to the BT Symposium. Western Carolina University.
- 2013 Future Teachers of America/Teacher Cadet Conference. Recruitment (sponsored and accompanied preservice teachers). Greensboro, NC.
- 2013 North Carolina Association of Middle Level Educators Annual Conference. Recruitment (sponsored and accompanied preservice teachers who made presentations and facilitated a table in the exhibit hall).
 2014 Greensboro, NC.
- 2012 NCATE Conference. Washington, D.C.
- 2011 Deans and Directors Conference. Texas Education Agency. Austin, TX.
- 2009-2012 Annual Middle Level Education Program Undergraduate Research Conference. University of Texas at Arlington.
- 2009 AACTE/NCATE Accreditation, Accountability, and Quality Conference, September 10-12, Hyatt Regency Crystal City, Arlington, VA.
- 2009 Texas Educator Exchange (TEX) Conference. Texas Education Agency (TEA). Austin, TX.

- 2009 Higher Education Collaborative. Attended workshop on the new state English/Language Arts/Reading standards (TEKS) implementation. The University of Texas at Austin.
- 2009 Sponsored and accompanied student teachers. Professional development: Love & Logic, Professional Learning Teams. Northwest ISD, TX.
- 2009 College and Career Readiness Initiative: Social Studies Symposium and Advisory Council Meeting. University of Texas at Arlington.
- 2009 College and Career Readiness Initiative: English, Language Arts, and Reading Symposium and Advisory Council Meeting. The University of Texas at Austin.
- 2008 Higher Education Collaborative Conference on Reading Initiatives and Advisory Council Meeting. The University of Texas at Austin.
- 2009-2010 Executive Board Member & Legislative Chairman. District PTA. Northwest ISD, TX.
- 2008-2009 Executive Board Member & District PTA Delegate. Granger Elementary PTA. Northwest ISD, TX.
- 2007-2008 Semester test development. Sixth-Eighth Grade. Northwest ISD, TX.
- 2007-2008 Analysis of Benchmark results, past TAKS scores, and classroom writing assessments to create Assessment Plan for 2008 Writing TAKS preparation, tutoring, and camp. Northwest ISD, TX.
- 2007-2008 Team and Department curriculum planning based on district scope and sequence as well as item analysis of Benchmark results within school and across district. Northwest ISD, TX.
- 2005 Professional Development, Georgia Performance Standards. Two-day workshop on the rollout of new standards in Georgia, Backward Design, and specific training on unpacking ELA standards.
- 2005 Professional Development, Differentiation of Instruction. Attended with a team of teachers from Claxton Middle School. Sponsored by the FIPSE Grant, Georgia Southern University.
- 2004 College of Education Marshall, University Commencement. Georgia Southern University.
- 2004-2005 Faculty Advisor, Wesley Foundation. Georgia Southern University.
- 2004 Attended Dreamweaver and advanced web skills training with WebCT for work related to personal website, online coursework, and ILC website. Georgia Southern University.
- 2004 TK20 Campus Tools HigherEd Training. Attended extensive training sessions for the HigherEd system as well as created, designed and delivered multiple sessions and training for faculty, staff, and students. Austin, TX.
- 2004 Webmaster. Development and maintenance of International Learning Community (ILC) website. Georgia Southern University.
- 2004 Project Director, Literature and Video Project for Jeff-Davis Schools. Video recorded 30 books being read and discussed by preservice teachers. Georgia Southern University.
- 2003-2004 Literature Circle Project Director. Facilitated synchronous and synchronous communications among preservice teachers, middle and high school students, and their teachers in Georgia and the United Kingdom.

- 2003-2006 Grant License Director. Software dissemination and record keeping in connection with the Innovative Teachers Grant (i.e., distribution and maintenance of 650 site licenses in four Georgia Counties and United Kingdom partners). Georgia Southern University.
- 2003-2005 Student Mentor, Omicron Delta Kappa Honor Society. Georgia Southern University.
- 2003 Innovative Teachers Grant Workshop. Workshop marketing, registration, creation of sessions, communication with Microsoft representatives, and workshop facilitation. 96 Participants. Georgia Southern University.
- 2003 Attended International Learning Community (ILC) Conference. Formed university-school partnership and exchange. Derby, England.
- 2003 Member, Exploratory Committee on Electronic Assessment Systems, Professional Standards Commission, Georgia.
- 2002-2005 Project Advisor, honors students. Georgia Southern University.
- 2002-2005 Field Associate, Claxton Middle School. Served 20 hours on-site per week (minimum) as university liaison for GSU each fall and spring semester.
- 2002-2005 Member, Board of Advisors, Pittman Park Education Center. Statesboro, GA.
- 2002-2003 NBPTS, Facilitator Training. Georgia Southern University.
- 2002 Attended National Network for Educational Renewal (NNER) Site Orientation. Georgia Southern University.
- 2002 Attended GACTE Conference. Improving Student Learning: A Shared Responsibility. St. Simon's Island, GA.
- 2000-2002 Field Associate, South Effingham Middle School. Served 20 hours on-site per week (minimum) as university liaison for GSU each fall and spring semester.
- 2000 Oak Hill Middle Level Institute. Team Advisor for four teams of middle school teachers planning year-long projects. Georgia Schools to Watch.
- 2000 Prep-it-Up. Two-week camp for middle and high school students. Reading strategies workshop facilitator. Georgia Southern University.
- 2000 Technology Infusion Project. Course Development. Georgia Southern University.
- 1999-2000 Prep-It-Up Coordinator (Fall, Spring & Fall). Gear Up grant. Georgia Southern University.