

Veronica Marie Fife-Demski

Comprehensive Vita

Assistant Professor Elementary Education
Teachers College, Ball State University
Muncie, Indiana 47306

EDUCATION

2013 Ph.D.

Indiana University, Bloomington
School of Education, Department of Curriculum and Instruction
Major: Urban Education
Minor: Literacy, Culture, and Language Education
Dissertation Title: Becoming Border Crossers: The Socialization of Student Teachers in an Urban Setting

2009 M.A.

University of Colorado, Denver
Master of Reading Program
Major: Literacy, Language, and Culturally Responsive Teaching
Endorsement: Linguistically Diverse Education

2000 B.A.

Indiana University, Bloomington
Major: Elementary Education
Minor: Special Education

PROFESSIONAL EXPERIENCE

2013 - Present	Assistant Professor, Ball State University Muncie, Indiana
2009 - 2013	Doctoral Assistant, Indiana University Bloomington, Indiana
2004 - 2009	Learning Specialist, Adams County School District #14 Commerce City, Colorado
2002 - 2004	Learning Specialist, Avoca School District #37 Glenview, Illinois
2000 - 2002	Special Education Teacher, Chicago Public School District Chicago, Illinois

TEACHING

Spring 2022

Assistant Professor, Ball State University
Elementary Education Online Course for Graduate Level
Teaching: EDEL 644, *Early and Elementary Education for Social Justice*

A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

Assistant Professor Transition To Teaching
Teaching & Supervising: EDEL 690, *Student Teaching*
Supervising 9 graduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals.

Fall 2021

Assistant Professor, Ball State University
Director of the Urban Immersion Internship
Coordinated cohort of students and instructors within the program placed at Rhoades Elementary School in Wayne Township, Indianapolis, Indiana. This immersive experience involves students in a classroom with a mentor teacher three full days a week. Interns engage in the local community in order to better understand their students and their families. Teaching English language learners, teaching children living in poverty, and implementing culturally relevant pedagogy are emphasized throughout all of the coursework. Recruitment and planning continues year-round.

Teaching Methods & Practicum, Urban Immersion Internship
Teaching: EDEL 350, *Teaching in the Elementary Classroom*
Exemplary teacher preparation programs challenge pre-service teaching candidates to be involved in experiences similar to those they will provide for children. This "enculturation" to the teaching profession allows for the programmatic development of all the dimensions of teaching that will be encountered in schools. It encompasses specific content knowledge, examination of moral and social issues, and the role of the professional educator. In order to provide broad experiences related to teaching and learning, a variety of materials and teaching strategies are provided. The purpose of this course is to provide students with a practicum/seminar experience in which they can develop observation strategies as well as develop and implement lessons in a diverse classroom setting.

Reading Methods & Practicum, Urban Immersion Internship
Teaching: EDRD 350, *Advanced Reading & Language Arts
Instruction in the Elementary Classroom*

This course is designed to expand an understanding of reading and language arts instruction in elementary classrooms. It further develops practices that support students' literacy learning and in planning and implementing a meaningful literacy program in elementary classrooms. Additionally, it continues an experience-based exploration of literacy education practices. The purpose of this course is to provide the candidate with the knowledge and competencies needed to teach literacy in the elementary classroom. Candidates examine various methods and materials used to teach elementary English language arts and develop pedagogical-content knowledge specific to teaching literature-based integrated language arts instruction. In addition, current issues related to teaching elementary English language arts are discussed. During this methods course, candidates are provided structured opportunities to plan and teach literature-based integrated English language arts lessons to children and to reflect individually and collectively on these experiences.

Reading Methods & Practicum, Urban Immersion Internship
Teaching: EDRD 430, *Assessment and Intervention in Elementary Schools*

This course provides prospective teachers with guided laboratory experiences in informal diagnosis procedures, prescription based on diagnoses, and treatment of common reading difficulties, which can be handled by the classroom teacher within the classroom setting. This course also promotes application of knowledge and competencies in the use of teaching methods and materials in the treatment of specifically identified reading needs of individual students.

Spring 2021

Assistant Professor, Ball State University
Elementary Education Online Course for Graduate Level
Teaching: EDEL 644, *Early and Elementary Education for
Social Justice*

A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

Elementary Education Online Course for Early Childhood License
Teaching: EDRD 390, *Emergent Literacy*

This course offers a basic understanding of environments and planned activities that foster positive attitudes and interests related to reading, procedures that stimulate and develop early literacy development, and related practical experiences with young children.

Fall 2020

Assistant Professor, Ball State University

Director of the Urban Immersion Internship

Coordinated cohort of students and instructors within the program placed at Rhoades Elementary School in Wayne Township, Indianapolis, Indiana. This immersive experience involves students in a classroom with a mentor teacher three full days a week. Interns engage in the local community in order to better understand their students and their families. Teaching English language learners, teaching children living in poverty, and implementing culturally relevant pedagogy are emphasized throughout all of the coursework.

Teaching Methods & Practicum, Urban Immersion Internship

Teaching: EDEL 350, *Teaching in the Elementary Classroom*

Exemplary teacher preparation programs challenge pre-service teaching candidates to be involved in experiences similar to those they will provide for children. This "enculturation" to the teaching profession allows for the programmatic development of all the dimensions of teaching that will be encountered in schools. It encompasses specific content knowledge, examination of moral and social issues, and the role of the professional educator. In order to provide broad experiences related to teaching and learning, a variety of materials and teaching strategies will be provided. The purpose of this course is to provide students with a practicum/seminar experience in which they can develop observation strategies as well as develop and implement lessons in a classroom setting.

Reading Methods & Practicum, Urban Immersion Internship

Teaching: EDRD 350, *Advanced Reading & Language Arts*

Instruction in the Elementary Classroom

This course is designed to expand an understanding of reading and language arts instruction in elementary classrooms. It further develops practices that support students' literacy learning and in planning and implementing a meaningful literacy program in elementary classrooms. Additionally, it continues an experience-based exploration of literacy education practices. The purpose of this course is to provide the candidate with the knowledge and competencies needed to teach literacy in the elementary classroom. Candidates examine various methods and materials used to teach elementary English language arts and develop pedagogical-content knowledge specific to teaching literature-based integrated language arts instruction. In addition, current issues related to teaching elementary English language arts are discussed. During this methods course, candidates are provided structured opportunities to plan and teach literature-based integrated English language arts

lessons to children and to reflect individually and collectively on these experiences.

Reading Methods & Practicum, Urban Immersion Internship
Teaching: EDRD 430, *Assessment and Intervention in Elementary Schools*

This course provides prospective teachers with guided laboratory experiences in informal diagnosis procedures, prescription based on diagnoses, and treatment of common reading difficulties, which can be handled by the classroom teacher within the classroom setting. This course also promotes application of knowledge and competencies in the use of teaching methods and materials in the treatment of specifically identified reading needs of individual students.

Summer 2020

Assistant Professor, Ball State University
Elementary Education Online Course for Graduate Level
Teaching: EDEL 644, *Early and Elementary Education for Social Justice*

A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

Elementary Education Online Course for Early Childhood License
Teaching: EDEL 244, *Early and Elementary Education for Social Justice*

Provided a broad understanding of social, economic, cultural, and linguistic diversity within the context of early and elementary education in today's society. The early years as foundational to acceptance and appreciation of diversity were emphasized.

Spring 2020

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 12 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary, early childhood, and dual majors.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Fall 2019

Assistant Professor, Ball State University
Director of the Urban Immersion Internship
Coordinated cohort of students and instructors within the program placed at Rhoades and McClelland Elementary Schools in Wayne Township, Indianapolis, Indiana.

Reading Methods Concentration, Urban Immersion Internship
Teaching: EDRD 427, *Teaching Reading to Diverse Learners*
Our literacy program empowers preservice and inservice teachers to provide instruction that will lead to an equitable education for all and inspires a lifelong passion for literacy. This course addresses issues of reading instruction for children with diverse backgrounds, including language, race, class, gender, ethnicity, and exceptionality.

Reading Practicum Concentration, Urban Immersion Internship
Teaching: EDRD 450, *Reading Strategies and Practicum*
This course provides prospective classroom teachers (K-12) with opportunities to study and try various approaches and strategies in teaching reading. The course offers experience in grouping students of varying reading abilities and in planning and implementing a classroom reading program appropriate for these students.

Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 1 undergraduate level student teacher in the field while providing feedback and working with cooperating teachers and principals. Evaluating with edTPA.
Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Summer 2019

Assistant Professor, Ball State University
Elementary Education Online Course for Early Childhood License
Teaching: EDEL 244, *Early and Elementary Education for Social Justice*
Provided a broad understanding of social, economic, cultural, and linguistic diversity within the context of early and elementary education in today's society. The early years as foundational to acceptance and appreciation of diversity were emphasized.

Spring 2019

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 9 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary, early childhood, and dual majors.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Fall 2018

Assistant Professor, Ball State University
Elementary Education Online Course for Graduate Level
Teaching: EDEL 644, *Early and Elementary Education for Social Justice*
A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

Assistant Professor, Ball State University
Elementary Education Online Course for Early Childhood License
Teaching: EDEL 340, *Culture and Language in Teaching and Learning*
Examined the impact of culture and language on teaching and learning. Teacher behaviors, educational materials, and school practices that affect the academic success of students from diverse cultural and linguistic backgrounds were discussed.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Summer 2018

Assistant Professor, Ball State University
Elementary Education Online Course for Early Childhood License
Teaching: EDEL 244, *Early and Elementary Education for Social Justice*
Provided a broad understanding of social, economic, cultural, and linguistic diversity within the context of early and elementary education in today's society. The early years as foundational to acceptance and appreciation of diversity were emphasized.

Spring 2018

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 9 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary, early childhood, and dual majors.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Fall 2017

Assistant Professor, Ball State University
Director of the Urban Immersion Internship
Coordinated cohort of students and instructors within the program placed at Rhoades Elementary School in Wayne Township, Indianapolis, Indiana.

Core Curriculum, Urban Immersion Internship
Teaching: EDEL 350, *Teaching in the Elementary Education Classroom – Specifically within the Urban Context*
Explored departmental themes concerning teaching and learning in urban elementary schools. Laboratory experience focused on classroom instruction, organization, and management on a daily basis in urban schools.

Social Studies Methods, Urban Immersion Internship
Teaching: SS 397, *Teaching Social Studies in the Elementary School*
Demonstrated powerful social studies curriculum and methods that emphasized citizenship education, civic efficacy, social understanding, and cultural diversity with constructive teaching. An integrated social studies unit was required during this laboratory experience in an urban setting.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Spring 2017

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 10 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary and dual majors.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Fall 2016

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 10 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary and dual majors.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Spring 2016

Assistant Professor, Ball State University
Elementary Education Online Course for Graduate Level
Teaching: EDEL 655, *Principles of Differentiation in the Elementary Classroom*
This course examines the major components of elementary school curriculum including content standards, learning strategies, materials, and assessment. It also focuses on how to meet the needs of all students through a differentiated curriculum.

Assistant Professor, Ball State University
Elementary Education Online Course for Graduate Level
Teaching: EDEL 644, *Early and Elementary Education for Social Justice*
A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Fall 2015

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 10 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary and dual majors.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Summer 2015

Assistant Professor, Ball State University
Reading Foundation Course
Teaching: EDRD 400, *Teaching of Reading in Today's Schools*
Covered the current thinking, approaches, and methodology of teaching reading in today's schools. Attention was directed to theories of reading, emergent literacy, comprehension, vocabulary, and word analysis strategies as well as the planning of the total developmental reading programs, emphasis on reading at the elementary level.

Spring 2015

Assistant Professor, Ball State University
Supervisor of Student Teachers
Supervising: EDEL 463, EDEL 464, EDEL 465, EDEL 489
Supervised 9 undergraduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals. Student teachers were elementary and dual majors.

Assistant Professor, Ball State University
Core Curriculum
Teaching: EDEL 244, *Early and Elementary Education for Social Justice*
Provided a broad understanding of social, economic, cultural, and linguistic diversity within the context of early and elementary education in today's society. The early years as foundational to acceptance and appreciation of diversity were emphasized.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Fall 2014

Assistant Professor, Ball State University
Core Curriculum, Urban Semester Program
Teaching: EDEL 350, *Teaching in the Elementary Education Classroom – Specifically within the Urban Context*
Explored departmental themes concerning teaching and learning in urban elementary schools. Laboratory experience focused on classroom instruction, organization, and management on a daily basis in urban schools.

Professional Development Liaison, Ball State University
Collaborated with Rhoades Elementary School on continuing professional development for current teachers and Ball State student teachers. Volunteered at various events and established a strong rapport with the school and community.

Summer 2014

Assistant Professor, Ball State University
Reading Foundation Course
Teaching: EDRD 400, *Teaching of Reading in Today's Schools*
Covered the current thinking, approaches, and methodology of teaching reading in today's schools. Attention was directed to theories of reading, emergent literacy, comprehension, vocabulary, and word analysis strategies as well as the planning of the total developmental reading programs, emphasis on reading at the elementary level.

Spring 2014

Assistant Professor, Ball State University
Core Curriculum
Teaching: EDEL 244, *Early and Elementary Education for Social Justice*
Provided a broad understanding of social, economic, cultural, and linguistic diversity within the context of early and elementary education in today's society. The early years as foundational to acceptance and appreciation of diversity were emphasized.

Spring 2014

Assistant Professor, Ball State University
Reading Methods Course
Teaching: EDRD 430, *Developmental and Corrective Reading*
Provided preservice teachers with guided laboratory experiences in informal diagnostic procedures, prescription, and treatment of common reading difficulties.

- Fall 2013 Assistant Professor, Ball State University
 Reading Methods Course
 Teaching: EDRD 430, *Developmental and Corrective Reading*
 Provided preservice teachers with guided laboratory experiences in informal diagnostic procedures, prescription, and treatment of common reading difficulties.
- Spring 2013 Assistant Instructor, Indiana University
 Social Studies Curriculum/Methods Course
 Teaching: E325, *Social Studies in the Elementary School*
 Demonstrated powerful social studies curriculum and methods that emphasized citizenship education, civic efficacy, social understanding, and cultural diversity with constructive teaching.
- Fall 2012 Assistant Instructor, Indiana University
 Teaching: E594, *Seminar in Elementary Education*
 A master's level topical seminar, that explored students' educational philosophies and helped students develop their ability to successfully teach learners from diverse backgrounds.
- Fall 2012 University Field Supervisor, Indiana University
 Supervision: M550, *Student Teaching Practicum*
 Supervised 7 graduate level student teachers in their field experiences while providing feedback and working with cooperating teachers and principals.
- Spring 2012 Instructor, Indiana University
 Social Studies Curriculum/Methods Course
 Teaching: E325, *Social Studies in the Elementary School*
 Demonstrated powerful social studies curriculum and methods that emphasized citizenship education, civic efficacy, social understanding, and cultural diversity with constructive teaching.
- Spring 2012-
 Fall 2011 University Field Supervisor, Indiana University
 Supervision: M401, *Seminar/Field Experience*
 Supervised undergraduate students in their field experiences for social studies and literacy methods, provided feedback, held educational topic seminars, facilitated service learning opportunities, and encouraged attendance at professional development events.

Fall 2009-
Spring 2011 Associate Instructor, Urban Project
Cultural Immersion Projects, Indiana University
Teaching: T550, *Cultural/Community Forces and the Schools*
Teaching: M550, *Practicum – Ethnic and Cultural Studies*
Led graduate level classes and graded coursework on urban education with an emphasis on social justice, provided feedback for student teachers' onsite assignments in Chicago Public Schools, collaborated on development and implementation of Urban Project Weekend Workshop, hosted guest speakers with expertise in urban education.

2004-2009 Learning Specialist, Central Elementary, Adams School District 14
Commerce City, Colorado

2002-2004 Learning Specialist, Avoca Elementary, Avoca School District 37
Glenview, Illinois

2000-2002 Special Education Teacher for Children with Autism, Chicago
Public School District, Chicago, Illinois

TEACHING AT BALL STATE

The mean rating for the items in each of the two categories, Instructor Evaluation and Course Evaluation, is included below.

Traditional Teaching Assignments and Supervision/Maximum score for each category = 5.00

Category One (C1): Instructor Evaluation (Six items) (Seven Items)

Category Two (C2): Course Evaluation (Five items) (Seven Items)

<u>Fall 2021</u>	<u>C1</u>	<u>C2</u>
EDEL 350 Section 4 – Urban (3)	5	5
EDRD 350 Section 4 – Urban (3)	5	5
EDRD 430 Section 8 – Urban (3)	5	5
Research (3)		
Directing the Urban Immersion Internship (0)		
<u>Spring 2021</u>	<u>C1</u>	<u>C2</u>
EDRD 644 Section 800 (3)	4.74	4.75
EDEL 390 Section 800 (3)	4.43	4.46
EDEL 390 Section 801 (3)	4.7	4.63
<u>Fall 2020</u>	<u>C1</u>	<u>C2</u>
EDEL 350 Section 4 – Urban (3)	5.0	5.0
EDRD 350 Section 4 – Urban (3)	5.0	5.0
EDRD 430 Section 8 – Urban (3)	5.0	5.0
Research (3)		
Directing the Urban Immersion Internship (0)		

<u>Summer 2020</u>	<u>C1</u>	<u>C2</u>
EDEL 244 Section 800 (3)	4.5	4.84
EDEL 644 Section 800 (3)	5.0	5.0
<u>Spring 2020</u>	<u>C1</u>	<u>C2</u>
*All scores were calculated together for one total score.	4.02	NA
EDEL 463 Section 9 (3)		
EDEL 463 Section 19 (3)		
EDEL 464 Section 19 (3)		
EDEL 465 Section 19		
ECYF 401 Section 19		
ECYF 402 Section 19		
SPCE 489 Section 19		
PDS Liaison (1)		
Research (3)		
<u>Fall 2019</u>	<u>C1</u>	<u>C2</u>
*Note: I did not have enough students to qualify for evaluations. Therefore, I do not have scores. My classes were under-enrolled.		
EDRD 427 Section 3 – Urban (1.5)	NA	NA
EDRD 450 Section 3 – Urban (1.5)	NA	NA
EDEL 463 Section 9 (.5)	NA	NA
EDEL 465 Section 9 (.5)	NA	NA
Directing Urban (3)		
PDS Liaison (2)		
Research (3)		
<u>Summer 2019</u>	<u>C1</u>	<u>C2</u>
EDEL 244 Section 800 (3)	4.83	4.84
<u>Spring 2019</u>	<u>C1</u>	<u>C2</u>
EDEL 340 Section 801 (3)	4.77	4.79
EDEL 463 Section 043 (3)	5.0	5.0
EDEL 465 Section 043 (3)	5.0	5.0
EDEL 491 Section 1		
Research (3)		
<u>Fall 2018</u>	<u>C1</u>	<u>C2</u>
EDEL 644 Section 800 (3)	4.65	4.66
EDEL 644 Section 801 (3)	4.78	4.83
EDEL 340 Section 800 (3)	4.5	4.236
Research (3)		
<u>Summer 2018</u>	<u>C1</u>	<u>C2</u>
EDEL 244 Section 800 (3)	5.0	5.0

<u>Spring 2018</u>	<u>C1</u>	<u>C2</u>
EDEL 463 Section 10 (3)	4.5	4.5
EDEL 465 Section 10 (3)	4.5	4.5
PDS Liaison for Rhoades Elementary, Indianapolis, IN (3)		
Research (3)		
<u>Fall 2017</u>	<u>C1</u>	<u>C2</u>
EDEL 350 Section 16 – Urban Semester (3)	4.19	3.75
SS 397 Section 8 – Urban Semester (3)	4.145	3.68
Director of Urban (3)		
Research (3)		
<u>Spring 2017</u>	<u>C1</u>	<u>C2</u>
EDEL 463 Section 12 (3)	5/4.2	4.05
EDEL 465 Section 12 (3)	5/4.2143	3.85
PDS Liaison for Rhoades Elementary, Indianapolis, IN (3)		
Research (3)		
<u>Fall 2016</u>	<u>C1</u>	<u>C2</u>
EDEL 463 Section 9 (3)	5.0	4.8
EDEL 465 Section 9 (3)	5.0	4.75
PDS Liaison for Rhoades Elementary, Indianapolis, IN (3)		
Research (3)		
<u>Spring 2016</u>	<u>C1</u>	<u>C2</u>
EDEL 644 Section 800 (3)	4.6865	4.8598
EDEL 655 Section 800 (3)	4.775	4.75
PDS Liaison for Rhoades Elementary, Indianapolis, IN (3)		
Research (3)		
<u>Fall 2015</u>	<u>C1</u>	<u>C2</u>
EDEL 463 Section 9 (3)	5.0	4.8668
EDEL 465 Section 9 (3)	5.0	4.8002
PDS Liaison for Rhoades Elementary, Indianapolis, IN (3)		
Research (3)		
<u>Summer 2015</u>	<u>C1</u>	<u>C2</u>
EDRD 400 Section 1 (3)	4.5	4.5
<u>Spring 2015</u>	<u>C1</u>	<u>C2</u>
EDEL 244 Section 1 (3)	4.4545	4.3458
EDEL 463 Section 14 (3)	4.4285	4.3144
EDEL 466 Section 14 (3)	4.4285	4.3716
Research (3)		

<u>Fall 2014</u>	<u>C1</u>	<u>C2</u>
EDEL 350 – Urban Semester (3) 14333-15	4.27	4.46
EDEL 350 – Urban Semester (3) 14336-16	4.83	4.7
PDS Liaison for Rhoades Elementary, Indianapolis, IN (3) Research (3)		
<u>Summer 2014</u>	<u>C1</u>	<u>C2</u>
EDRD 400 Section 31112-1 (3)	4.889	4.95
<u>Spring 2014</u>	<u>C1</u>	<u>C2</u>
EDEL 244 Section 29760-6 (3)	4.803	4.854
EDEL 244 Section 24523-7 (3)	4.356	4.326
EDRD 430 Section 24754-3 (3)	4.156	4.444
Research (3)		
<u>Fall 2013</u>	<u>C1</u>	<u>C2</u>
EDRD 430 Section 3 (3)	4.52	4.413
EDRD 430 Section 4 (3)	4.282	4.262
Research (3)		

PROFESSIONAL DEVELOPMENT SCHOOLS (PDS)

2019-2020 PDS Liaison for Rhoades Elementary, Indianapolis, Indiana

Evaluation by Chair: Excellent

Duties: To assist Rhoades Elementary School with their School Improvement Plan and to further develop a strong partnership. The Rhoades onsite coordinator, Marcy Schuck, and McClelland teacher, Terra Houlihan, and I led a workshop on Co-Planning and Co-Teaching for the BSU student teachers and their mentor teachers for both schools. We covered expectations for the Urban Immersion Interns, student teachers, and mentor teachers. I worked closely with both schools to make sure our BSU interns and student teachers were involved in the schools and received their necessary support during their field experience. I hosted the SCC class during an annual field trip to Wayne Township to recruit for the Urban Immersion Internship. I met with the site council at Rhoades to create our MOU goals for the year. Since Wayne Township recently adopted a new ELA curriculum, we decided to support the teachers with learning to use mentor texts when teaching writing. This was addressed in the mandatory curriculum, but the township did not purchase the recommended mentor texts. Dr. Lisa Hawkins from Ball State provided a professional development workshop on this topic and the teachers were able to select \$500 worth of mentor texts for their writing curriculum. I nominated two teachers, Mrs. Marcy Schuck and Ms. Jo Burnside, for the BSU PDS Mentor Award 2020. Marcy Schuck won the award. It was a pleasure to have her recognized for her hard work and dedication with our Ball State students and partnership. As always, I continue to further develop my

relationship with every person at Rhoades, while building genuine friendships and working relationships. I always volunteer at school events, such as movie night and family night. It continues to be a great pleasure and privilege to be the BSU PDS Liaison with Rhoades Elementary.

2018-2019 PDS Liaison for Rhoades Elementary, Indianapolis, Indiana
Evaluation by Chair: Excellent

Duties: To assist Rhoades Elementary School with their School Improvement Plan and to further develop a strong partnership. I invited staff to attend the Summer Institute at Ball State University in May 2018 so they could better understand what community engagement looks like. Five staff were able to attend the conference with me and they were inspired by what they experienced. In June 2018, I attended two days of professional development hosted by Wayne on Restorative Practices/Justice. It was a powerful conference; encouraging student and family connections even further. I volunteered at the school's ice cream social in July and met with the student teaching supervisor and student teachers to cover expectations for the beginning of the school year. I volunteered at family night and enjoyed making connections with students and their families while enjoying spending time with the teachers in a more casual setting. As usual, the Rhoades onsite coordinator, Marcy Schuck, and I co-led a workshop on Co-Planning and Co-Teaching for the BSU student teachers and their mentor teachers. Once again, I hosted the SCC class when they came to tour Rhoades for further information on the Urban Immersion Internship. I met with Aretha Britton, the new school principal, and Marcy Shuck to create our MOU goals for the year. We worked with teachers and their student teachers on collecting data on the impact of professional development and student growth this year. As always, I continue to further develop my relationship with every person at Rhoades, while building genuine friendships and working relationships. I welcomed new teachers and administrators, while expanding on the relationships I have already established in the school. It continues to be a great pleasure and privilege to be the BSU PDS Liaison with Rhoades Elementary.

2017-2018 PDS Liaison for Rhoades Elementary, Indianapolis, Indiana

Evaluation by Chair: Excellent

Duties: To assist Rhoades Elementary School with their School Improvement Plan and to further develop a strong partnership. Last fall of 2017, I directed the Urban Immersion Internship in addition to teaching classes and continuing at the PDS liaison at Rhoades. Instead of only having my Urban Interns read about home-school partnerships with diverse families in our class, I also invited their mentor teachers as well as other staff at the school to attend. This included staff who had children as students at the school. The book was titled, *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families* by Jo Beth Allen. I volunteered at family events in the fall and

spring and modeled for students how to interact with families. In the spring of 2018, I collaborated with a Wayne administrator, Lee Hermer, and we co-hosted a book study on the book, *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* by Kristin Souers and Pete Hall. Once again, the book study was for the BSU student teachers and offered to staff. I also organized a professional development opportunity for student teachers and all staff provided by Sara Harris on the topic of "Teaching Economics through Children's Literature." I nominated Jana Seucharan, a first grade teacher, for the BSU PDS Outstanding Mentor Award for 2018. She had attended both book studies and has gone above and beyond to mentor our BSU students. She won the award and I gave a speech at Ball State for her recognition. Rhoades onsite coordinator, Marcy Schuck, and I co-lead a workshop on Co-Planning and Co-Teaching for the BSU student teachers and their mentor teachers. I hosted the SCC class when they came to tour Rhoades for further information on the Urban Immersion Internship. I also took them to a nearby apartment complex to consider local housing options. I met with Karen Boatright and Marcy Shuck to create our MOU goals for the year. In addition, I continue to further develop my relationship with every person at Rhoades. I build genuine friendships and working relationships. It is a pleasure and a privilege to be the BSU PDS Liaison with Rhoades Elementary. In addition, I collaborated with the Digital Corps to create a film about Urban to help with recruitment. I also assisted with interviews when CAEP came to campus for accreditation.

2016-2017 PDS Liaison for Rhoades Elementary, Indianapolis, Indiana

Evaluation by Chair: Excellent

Duties: Continued to get to know staff through formal conversations concerning work and informal conversations involving our lives. This partnership has continued to develop trustworthy colleagues and genuine friendships. Made efforts to get to know staff previously not known well before through informal conversations. Met with Jon Dee, Dr. Butts, and other administrators to discuss and support our partnership. Bringing the Urban program back to Wayne was a goal. Heavily recruited and advocated for the return of the Urban Immersion Internship. The program is returning for Fall 2017. Community involvement will be a focus for this group, providing additional support for the school. Rhoades provided, "Lost at School: Why Our Kids with Behavior Challenges Are Falling Through the Cracks and How We Can Help Them" by Ross W. Greene. I provided the site council with several articles to help support their PD on this topic. Always invite site council to events, but also extend invitation to additional teachers to increase professional development, collaboration, and commitment to our partnership. Always hold at least 3 site council meetings a school year. Student Teachers attended all professional development in Wayne Township (including the all day PD at the high school on November 8th, staff meetings that include PD, and seminars that continue PD). Had recent BSU graduates/current teachers at Rhoades come to talk with student teachers. It was a helpful session

for student teachers and helped foster a supportive working/learning environment. Afterwards, the student teachers and I attended the school's Skate Party. Student teachers were asked to serve at least one hour in the local community for a service-learning project. They were asked to share about their experiences during their final presentations (meeting InTASC standard 10). Volunteered by helping with set up for the school's annual talent show. Supported students and music teacher by attending Ukulele rehearsal. Met with apartment manager at Auburn Hill Apartments. Made a nice community connection, however, none of the Urban students said housing would be necessary. I also send emails to let teachers/student teachers know about opportunities for additional PD (ex. Indiana State Reading Association, Summer Institute on Community Engaged Teaching).

2015-2016 PDS Liaison for Rhoades Elementary, Indianapolis, Indiana

Evaluation by Chair: Excellent

Collaborated with school occupational therapist, who always trains our student teachers with how and why to use the sensory circuit with students. I nominated the OT (Deb Zartman) for the PDS Mentor of 2016 and she won. Visited teachers in classrooms. Regularly checked in with cooperating teachers and stopped by to chat with teachers who were not involved with student teachers. Collaborated with teachers and asked a few of them to present during student teaching seminars. Holly Daniel (PE teacher) spoke at a seminar about professionalism with regular site council. Margaret Mullins and Emily Polanco presented at a seminar about ELL instruction and strategies, as well as WIDA. Maintained a relationship with Emily Marshall (former 5th grade teacher; current assistant principal in Wayne Township) and had her speak about resumes and interviews at a student teaching seminar. Met with Karen, Mary, and Marcy for lunch to discuss the school year before the school year started. Attended PTO meeting in an attempt to meet some families and to make connections. Asked families to share ideas for ways student teachers could become more involved with the community and if they had recommendations for future housing options. Attended the Rhoades staff at the holiday gathering. Shared BSU football tickets from PDS with teachers. Often had lunch with other teachers (typically with the Kindergarten team and the 6th grade team). Was always available to cooperating teachers and site council via email and phone. Also maintained a relationship with McClelland Elementary School, where other student teachers were placed. I was a resource for a cooperating teacher who did not receive the assistance she needed from her student teacher's supervisor. Always maintained a friendly relationship with everyone - not just teachers. Spoke with the school secretaries, custodians, parent liaison, and administrators on a regular basis. Attempted to reach out to other teachers. For example, the art teacher, Molly Mote, asked for plastic containers. I brought her a bunch and continued to collect a few more for her. Continued to stay in touch with Rhoades and the supervisor who covered me during my maternity leave. I would forward emails to the supervisor to make sure the student teachers were involved as much as possible with the school. For example, I asked that the student teachers please assist with a school party and the

talent show. There are so many teachers at Rhoades, so I continue to work on immersing myself in the school community. Several teachers presented at the Best Practices Showcase for May 2016.

2014-2015 PDS Liaison for Rhoades Elementary, Indianapolis, Indiana

Evaluation by Chair: Excellent

Current Duties: As a first year liaison, it was critical that I get to know the school community. It took significant amounts of time, beyond the required hours, to build relationships with teachers, administrators, students, and family members of students. I attended all staff meetings and stayed one night for parent/teacher conferences. I collaborated with the site council members to build goals for the academic school year that reflect our common interests. We worked on student motivation, continuing professional development, and planning our engagement with the Best Practices Showcase at BSU in May. The Occupational Therapist and I have also collaborated in order to help her build her sensory room for students with needs. Due to this effort, the EDEL 350 students were able to participate in a service-learning project during their semester at Rhoades. The Rhoades liaison and I attended a professional development with Marzano strategies at BSU to further share knowledge with students and staff at Rhoades. I administered a survey to the EDEL 350 students seeking topics of interests. The staff at Rhoades have been extremely helpful in sharing their areas of expertise with our BSU students. The BSU students claimed the professional development they received from the Wayne Township staff helped them improve their teaching practice in their field placements. This first year was successful in building a solid foundation together for our partnership.

SCHOLARLY PRODUCTIVITY

REFEREED PUBLICATIONS

Fife-Demski, V. M. (2021). Embracing to creating curriculum: Levels of engagement among student teachers. *Journal of Education*. 1-14.

[Acceptance Rate: *requested/no response*; Downloads: 20; Readership: 76,291; Source-normalized Impact per Paper (SNIP): 0.798; SCImago Journal Rank (SJR): 0.137]

Stefanski, A. J., Leitze, A., & Fife-Demski, V.M. (2018). Preservice teacher sense-making as they learn to teach reading as seen through computer-mediated discourse. *Reading Horizons*, 57(1), 32-54.

[Acceptance rate: 20%; Readership: article = 563 downloads]

Fife-Demski, V. M. (2016). Crossing borders with a level of care: An ingredient for white student teachers. *Curriculum and Teaching Dialogue*, 18(1), 71-83.

[Acceptance rate: 40%]

INVITED PUBLICATIONS

Fife-Demski, V. M. (2020). Second Reaction: Voting for a brighter future: empowering children as civic leaders [Review of the book *Vote for Our Future*]. *First Opinions, Second Reactions*, 13(2): Article 3. Web. Available at: <https://docs.lib.purdue.edu/fosr/vol13/iss2/3>

Fife-Demski, V. M. (2014). AERA Proposal [Excerpt of proposal] Chapter 5 pp. 65-66.
Jalongo, M. R. & Machado, C. (2016). *Making effective presentations at professional conferences: A guide for teachers, graduate students and professors*. NY: Springer International Publishing.

MANUSCRIPTS IN PROCESS

Stefanski, A. J., Rice, P., Fife-Demski, V., & Wilson, T. (in process). Community literacy initiatives: Local non-profits collaborate for wider impact. *Community Literacy Journal*.

Fife-Demski, V. M. & Cipollone, K. (in process). Community immersive experience: A critical reflection.

Woodward, J., Fife-Demski, V. M., & Robbins, K. (in process). Gearing up for culturally responsive mathematics teaching: Preparation through an inner-city immersion program.

Fife-Demski, V. M. & Stachowski, L. (in process). Negotiating fears: White student teachers living in a diverse urban neighborhood

REFEREED NATIONAL PRESENTATIONS

Robbins, K. Fife-Demski, V. M., & Woodward, J. (2022, Spring). “I’ve got your back!” *The importance of care in student teaching in urban environments*. American Educational Research Association (AERA), San Diego, IL.

Stefanski, A., Fife-Demski, V. M., Rice, P., & Wilson, T. (February, 2022, accepted). “*The human element*”: *A study of nonprofit literacy initiatives*. National Council of Teachers of English Assembly for Research (NCTEAR), Virtual Conference.

Robbins, K. Fife-Demski, V. M., & Woodward, J. (2021, Fall). “I’ve got your back!” *The curriculum of care in an urban teaching internship*. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Woodward, J., Fife-Demski, V. M., & Robbins, K. (2021, Spring). *Gearing up for culturally responsive mathematics teaching: Preparation through an inner-city immersion program*. Association of Mathematics Teacher Educators (AMTE), Virtual, USA.

- Fife-Demski, V. M. (2020, Spring). *Powerful influences impacting student teachers' perceptions of school neighborhoods*. Society of Professors of Education (SPE), San Francisco, CA.
- Stefanski, A.J, Song, K., Nicols, S.A. & Fife-Demski, V.M. (2018, Fall). *Advocacy, Care, and Transformation: A Review of Community-Engaged Scholarship in Literacy Research*, Literacy Research Association (LRA), Indian Wells, CA.
- Stefanski, A.J., Hawkins, L.K., Leitze, A., Fife-Demski, V.M., & Cooper, J. (2017, Fall). *"He actually wrote today!" Compounded Dissonance in Writing Teacher Preparation*, Literacy Research Association (LRA), Tampa, FL.
- Fife-Demski, V. M., Hampton, A. J., & Leitze, A. L. (2017, Spring). *What about Culturally Relevant Teaching? A Missing Dialogue between Preservice Co-Tutors in an Urban Setting*, International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.
- Fife-Demski, V.M. (2016, Fall). *Levels of Caring: White Student Teachers Immersing Themselves in Urban School Neighborhoods*, Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Hampton, A.J., Leitze, A.L., & Fife-Demski, V.M. (2016, Spring). *Marking Our Journeys: A Multi-genre, Digital Duoethnography of Early Career Teacher Educators*, International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.
- Fife-Demski, V. M., Hampton, A. J., & Leitze, A. L. (2015, Fall). *Digital Collaboration of Literacy Instruction Among Preservice Teachers*, Literacy Research Association (LRA), Carlsbad, CA.
- Fife-Demski, V. M., Hampton, A. J., & Leitze, A. L. (2015, Spring). *Researching Preservice Teacher Collaboration: "It's as if We Were One Teacher,"* International Congress of Qualitative Inquiry (ICQI), Urbana-Champaign, IL.
- Fife-Demski, V. M. (2015, Spring). *Crossing Borders: White Student Teachers Immersing Themselves in Urban School Neighborhoods*, American Educational Research Association (AERA), Chicago, IL.
- Fife-Demski, V. M. (2014, Spring). *Negotiating Fears: White Student Teachers Immersed in a Diverse Urban Setting*, American Educational Research Association (AERA), Philadelphia, PA.
- Fife-Demski, V. M. (2014, Spring). *Challenges and Struggles within the Classroom Context: White Student Teachers in an Urban Immersive Program*. Society of Professors of Education (SPE), Philadelphia, PA.

Fife-Demski, V. M. (2011, Fall). *Border Crosser: Reflections of a White Teacher in Diverse and Urban Schools*. Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Fife-Demski, V. M. (2010, Fall). *Caring and Equity in Public Education*. American Association for Teaching and Curriculum (AATC) conference, St. Louis, MO.

Fife-Demski, V. M. (2010, Spring). *Redefining American: Teaching Cultures in America at the Elementary Level Between World War I and World War II*. Society for the Study of Curriculum History (SSCH) conference, Denver, CO.

RESEARCH EXPERIENCE

Current Research with Colleagues, Dr. Kirsten Robbins and Dr. Jerry Woodward, *Preparation of Urban Student Teachers*
Qualitative/Interpretative study, Indianapolis, Spring 2018 - Present
Investigating the experiences and the perspectives of teacher candidates during their student teaching semester in an inner-city setting is essential if we are to better understand and improve the education of border crossing preservice teachers. It will also be beneficial to hear the perspectives of the mentor teachers and families that interacted with these preservice teachers.

Current Research with Colleagues, Dr. Angela Stefanski, Dr. Peggy Rice, and Ms. Teagan Wilson, *Community Literacy Initiatives: Local Non-Profits Collaborate for Wider Impact*
Qualitative Study, Muncie, Spring 2021 – Present
Research involving literacy initiatives by non-profits in the local community. We have been analyzing data from 15 interviews with non-profit leaders, media sources, and research used to support their work.

Research with Colleagues, Dr. Angela Stefanski, Dr. Kwangok Song, and Mr. Scott Nichols, *Advocacy, Care, and Transformation: A Review of Community-Engaged Scholarship in Literacy Research*
Qualitative/Interpretative study, Muncie, Spring 2018 – Fall 2018
We conducted a journal-by-journal search of literacy research journals published by four of the major literacy associations in the United States. The journals included: *Journal of Literacy Research*, *Reading Research Quarterly*, *Bilingual Research Journal*, *Literacy Research: Theory, Method, and Practice*, and *Research in Teaching of English*. We limited our search to studies published between 2008 and 2017. We developed the following identification criteria: 1) studies on collaborative practices between researchers and communities involving interactions around written and multimodal texts (Heath, 1983; Jewitt & Kress, 2003; Street, 1995); 2) collaborative practices aimed to make implicit and explicit changes for equity and empowerment while countering the deficit views toward community members marginalized due to their gender, socioeconomic status, disability, ethnicity, and linguistic and cultural backgrounds; and 3) studies conducted in out-of-school contexts and/or in an after-school setting.

Research with Colleagues, Dr. Angela Stefanski and Mrs. Amy Leitze, *Digital Collaboration and Management of Elementary Students by Preservice Teachers*
Qualitative/Interpretative study, Muncie, Fall 2013 – Fall 2018

The purpose of this research project was to examine how digital collaboration, or computer-mediated discussion (CMD), enables preservice teachers to grow professionally in the field of teacher education. We investigated how preservice teachers collaborated through an online discussion board with a co-tutor on how to best serve and teach a struggling reader. This study offered insights into collaboration, preservice teacher education, literacy instruction, classroom management, and professionalism in the context of elementary education.

Dissertation Research, *Becoming Border Crossers: The Socialization of Student Teachers in an Urban Setting*

Qualitative/Interpretative study, Chicago, Fall 2011

This study examined the experiences of Urban Student Teachers who opted to leave behind the comforts of their Anglo-American, middle-class, suburban-type lifestyles and to, instead, cross cultural borders in teaching “other people’s children” (Delpit, 1995) (Passed Defense without Revisions August 9th, 2013)

Early Inquiry, *Preparation for Urban Student Teaching*

Qualitative/interpretive study, Indiana/Chicago, Spring 2011

This study offered insight from participants enrolled in an urban education program and whether or not they felt prepared for their student teaching semester within inner-city schools

Early Inquiry, *Motivations for Urban Student Teaching*

Qualitative/Interpretive study, semi-structured interviews, Indiana/Chicago, Spring 2011

This study examined why Anglo-American, middle-class preservice teachers chose to study urban education and pursue student teaching placements in inner-city schools

Assistant Researcher, *Kenyan Teachers Perspectives on Indiana Student Teachers*

Qualitative study, semi-structured interviews, Kenya, Summer 2010

This study examined the perspectives of Kenyan teachers at the primary and secondary level and their opinions on the success of IU student teachers through the Cultural Immersion Projects and garnished further advice for improvements within the program

GRANTS

Summer 2017, Revision of course assessments, Received, Ball State University

Summer 2016, Revision of course observation forms, Received, Ball State University

Summer 2015, Course revision grant, Received, Ball State University

Fall 2013, ASPiRE New Faculty Start-Up Award, Received, Ball State University, Competitive grant awarded for new faculty start-up funds and research agenda

Fall 2012, Grant-in-Aid Award, Nominated, Indiana University,
Competitive grant nominated by Department Chair of Curriculum and Instruction

Spring 2010, Daisy Jones Graduate Student Travel Award, Received, Indiana University,
Competitive award received in order to present at Society for the Study of Curriculum
History (SSCH)

PROFESSIONAL DEVELOPMENT

Spring 2022, Radical Hope Book Club, LEAP Indiana

Fall 2021, Whole Brain Teaching Approach, Rhoades Elementary

Fall 2021, Working with English Language Learners, Rhoades Elementary

Spring 2021, Culturally Relevant & Responsive: Literacy Instruction in 2021 and
Beyond, ILA

Fall 2020, The Modern Classrooms Project, Online Modules

Fall 2020, Mindfulness PD Workshop, Search Inside Yourself Leadership Institute

Spring 2020, Writing with Mentor Texts (Dr. Lisa Hawkins), Ball State University

Fall 2019, Training in edTPA, Ball State University

Summer 2019, Mindfulness PD Workshop, Ball State University

Summer 2019, iPad Apple Teacher PD, Ball State University

Fall 2018, Culturally Responsive Book Club, Ball State University

Summer 2018, Summer Institute (SCC), Ball State University

Summer 2018, Restorative Practices/Justice, Wayne Township

Summer 2018, Culturally Responsive Book Club, Ball State University

Spring 2018, Participated in SAFEZONE training, Ball State University

Spring 2018, Zinn's People's History Workshop, Ball State University

Spring 2018, Field Trip to Visit Perry Township's ELL Program, Ball State University

Spring 2018, Culturally Responsive Book Club, Ball State University

Spring 2018, Book Club with Rhoades Elementary, PDS Ball State/Wayne Township - Led by PDS Liaison and Wayne Administrator

Fall 2017, Book Club with Rhoades Elementary, Ball State University - Led by PDS Liaison

Fall 2017, Culturally Responsive Book Club, Ball State University

Fall 2016, Culturally Responsive Book Club, Ball State University

Fall 2016, Professional Development Day, Wayne Township School District

Summer 2016, Co-Teaching Workshop, Ball State University

Fall 2015, Online Teaching Certificate, Ball State University

Fall 2015, Professional Development Day, Wayne Township School District

Fall 2015, Professional Development Workshop on Coaching Classroom Instruction – Student Engagement Part One, Ball State University, Tools and strategies from Dr. Robert Marzano’s: *Becoming a Reflective Teacher* and *Coaching Classroom Instruction*

Summer 2015, Summer Institute (SCC), Ball State University

Spring 2015, Professional Development Workshop on Coaching Classroom Instruction – Student Engagement Part One, Ball State University, Tools and strategies from Dr. Robert Marzano’s: *Becoming a Reflective Teacher* and *Coaching Classroom Instruction*

Fall 2014, Professional Development Workshop on Coaching Classroom Instruction – Student Engagement Part One, Ball State University, Tools and strategies from Dr. Robert Marzano’s: *Becoming a Reflective Teacher* and *Coaching Classroom Instruction*

Spring 2014, Professional Development Workshop on Mentoring Part Two, Reflective Teachers and Coaching Classroom Instruction, Ball State University
Tools and strategies from Dr. Robert Marzano’s: *Becoming a Reflective Teacher* and *Coaching Classroom Instruction*

Fall 2013, Professional Development Workshop on Mentoring Part One, Ball State University, Tools and strategies from Dr. Robert Marzano’s: *Becoming a Reflective Teacher* and *Coaching Classroom Instruction*

RESEARCH INTERESTS

Urban Education; Elementary Teacher Education; Social Justice Education; Culturally Relevant and Responsive Teaching; Multicultural Education; Literacy, Culture, and Language Education; Linguistically Diverse Education; Immersive Education;

Community Service and Education; Poverty and Education; Community Engagement; Response to Intervention; Special Education; Social Studies Education

SERVICE

UNIVERSITY

Spring 2022 University Senate, Substitute Member, Ball State University
Spring 2022 Whitingers Scholars Selection Committee, Member, Ball State University
Fall 2021 Whitingers Scholars Selection Committee, Member, Ball State University
Spring 2021 Whitingers Scholars Selection Committee, Member, Ball State University
Fall 2020 Whitingers Scholars Selection Committee, Member, Ball State University
Spring 2018 Clinical Practice Network Committee, Member, Ball State University
Spring 2018 CAEP Interview with Clinical Practice Network, Ball State University
Fall 2017 Clinical Practice Network Committee, Member, Ball State University
Spring 2017 Clinical Practice Network Committee, Member, Ball State University
Spring 2017 Clinical Practice Network Committee, Member, Ball State University
Fall 2016 PDS/CPN Sub Committee, Member, Ball State University
Fall 2014 Dispositions Committee, Member, Ball State University

COLLEGE

Spring 2022 Graham Pogue Scholarship Committee, Member, Ball State University
Spring 2021 TC Awards Committee, Member, Ball State University
Spring 2018 Sustainability Committee, Co-Chair, Ball State University
Fall 2017 Sustainability Committee, Co-Chair, Ball State University
Spring 2017 Sustainability Committee, Co-Chair, Ball State University
Fall 2016 Sustainability Committee, Co-Chair, Ball State University
Spring 2016 Sustainability Committee, Secretary, Ball State University

- Fall 2015 Sustainability Committee, Secretary, Ball State University
- Summer 2015 Student Teaching Benchmark Conference Evaluation and the Student Teaching Portfolio Handbook Revision Committee, Ball State University
- Spring 2015 Dispositions Committee, Member, Ball State University
- Spring 2015 Sustainability Committee, Member, Ball State University
- Fall 2014 Sustainability Committee, Member, Ball State University

DEPARTMENT

- Spring 2022 Diversity Committee, Member, Ball State University
- Spring 2022 Graduate Studies Committee, Co-Chair, Ball State University
- Fall 2021 Diversity Committee, Member, Ball State University
- Fall 2021 Graduate Studies Committee, Co-Chair, Ball State University
- Spring 2021 Search and Screen Committee, Member, Ball State University
- Spring 2021 Graduate Studies Committee, Co-Chair, Ball State University
- Fall 2020 Graduate Studies Committee, Co-Chair, Ball State University
- Summer 2020 Recruitment Emails, Ball State University
- Spring 2020 Wellness Committee, Member, Ball State University
- Spring 2020 Core Committee, Member, Ball State University
- Spring 2020 Graduate Studies Committee, Member, Ball State University
- Fall 2019 Wellness Committee, Member, Ball State University
- Fall 2019 Core Committee, Member, Ball State University
- Fall 2019 Graduate Studies Committee, Member, Ball State University
- Spring 2019 Curriculum Committee, Co-Chair, Ball State University
- Spring 2019 Core Committee, Member, Ball State University
- Spring 2019 Recognition Committee, Member, Ball State University

Spring 2019 Technology Committee, Member, Ball State University
Fall 2018 Curriculum Committee, Co-Chair, Ball State University
Fall 2018 Core Committee, Member, Ball State University
Fall 2018 Recognition Committee, Member, Ball State University
Fall 2018 Community Engagement Committee, Member, Ball State University
Fall 2018 Technology Committee, Member, Ball State University
Spring 2018 Curriculum Committee, Co-Chair, Ball State University
Spring 2018 Core Committee, Member, Ball State University
Spring 2018 Recognition Committee, Member, Ball State University
Spring 2018 Community Engagement Committee, Member, Ball State University
Fall 2017 Curriculum Committee, Co-Chair, Ball State University
Fall 2017 Core Committee, Member, Ball State University
Fall 2017 Recognition Committee, Member, Ball State University
Fall 2017 Community Engagement Committee, Member, Ball State University
Spring 2017 Curriculum Committee, Co-Chair, Ball State University
Spring 2017 Core Committee, Member, Ball State University
Spring 2017 Recognition Committee, Member, Ball State University
Spring 2017 Community Engagement Committee, Member, Ball State University
Fall 2016 Curriculum Committee, Co-Chair, Ball State University
Fall 2016 Core Committee, Member, Ball State University
Fall 2016 Recognition Committee, Member, Ball State University
Fall 2016 Community Engagement Committee, Member, Ball State University
Spring 2016 Curriculum Committee, Chair, Ball State University

Spring 2016 Core Committee, Secretary, Ball State University

Spring 2016 Recognition Committee, Secretary, Ball State University

Fall 2015 Curriculum Committee, Chair, Ball State University

Fall 2015 Core Committee, Secretary, Ball State University

Fall 2015 Recognition Committee, Secretary, Ball State University

Spring 2015 Recognition Committee, Secretary, Ball State University

Spring 2015 Curriculum Committee, Chair, Ball State University

Fall 2014 Recognition Committee, Secretary, Ball State University

Fall 2014 Curriculum Committee, Chair, Ball State University

Spring 2014 Curriculum Committee, Member, Ball State University

Spring 2014 Diversity Committee, Member, Ball State University

Fall 2013 Curriculum Committee, Member, Ball State University

SERVICE TO THE FIELD AND COMMUNITY

Fall 2021 Reviewer for National Council of Teachers of English Assembly for Research (NCTEAR) 2022 Conference

Fall 2021 Activities Fair, Recruitment for Urban, Ball State University

Fall 2021 Participated in Family Night at Rhoades Elementary & Wayne Township

Spring 2021 Honor Thesis Advisor for Hanna Dilday

Spring 2020 Reviewer for Society of Professors of Education 2020 Conference

Fall 2020 Participated at Rhoades Elementary School's Halloween Parade

Spring 2020 Volunteered at Rhoades Elementary School's Movie Night

Fall 2019 Volunteered at Rhoades Elementary School's Family Night

Fall 2016 Reviewer for *Indiana Reading Journal*

Fall 2013 College Mentor for Kids, Presenter, Ball State University

- Fall 2013 Spell Bowl, Volunteer for set up, Storer Elementary School, Muncie, Indiana
- Spring 2013 Convocation Speaker, Department of Education Graduation Ceremony, Indiana University
- Spring 2013 Jepsen Scholarship Committee, Member, Indiana University
- Spring 2013 Dr. Martin Luther King, Jr. Day at the School of Education, Presenter, Indiana University
- Fall 2012 Presentation on *Theatre of the Oppressed*, Participant, Indiana University
Observed and participated in an active presentation on Theatre of the Oppressed, which was developed by Augusto Boal as one way of doing pedagogy of the oppressed (Paulo Freire), held by Dr. Barbara Dennis, Associate Professor of Inquiry Methodology at Indiana University
- Spring 2012 Dr. Martin Luther King, Jr. Day at Boys and Girls Club, Volunteer, Bloomington, Indiana
Organized IU student participation, led pupil activities, and developed lessons for IU students to teach youth at the Boys and Girls Club
- Fall 2011 Grandparents Night/Chili Supper/Book Fair, Volunteer, Martinsville School District, Martinsville, Indiana
Organized IU student participation and assisted as needed
- Spring 2011 Excellence in Mentoring Award, Committee Member, Indiana University
Recommended by faculty and served as committee member
- Spring 2011 Anna Deveare Smith's play, *Twilight: Los Angeles, 1992*, Actor, Indiana University
Acted in "documentary theatre" in order to attempt discussions of "diversity, tolerance, and unity" through the School of Education, Office of Multicultural Initiatives, the Department of Theatre and Drama, and the Arts in Education Club
- Spring 2011 Screening of *Waiting for Superman*, Assisted and organized screening and guest panel, Indiana University
- Spring 2011 Book club and Luncheon with Diane Ravitch and Deborah Meier, Assisted and organized luncheon, Indiana University
- Spring 2010- Spring 2011 Urban Needs In Teacher Education (UNITE), Assistant Advisor, Indiana University
Assisted the head advisor and members with meetings, fundraisers, and development of undergraduate student organization

Spring 2010 Exemplary Work Conference, Moderator, Indiana Student Education Association (ISEA), Indiana University
Hosted undergraduates during their presentations

INVITED TALKS

Invited Speaker and Panelist, Developing a framework for a dissertation,
J605: *Independent Research Experience in Curriculum and Instruction*, Indiana University, Spring 2013

Invited Speaker and Panelist, Sharing experiences as a Ph.D. candidate,
J605: *Independent Research Experience in Curriculum and Instruction*, Indiana University, Spring 2013

Invited Speaker and Panelist, Sharing experiences as a doctoral candidate,
J605: *Independent Research Experience in Curriculum and Instruction*, Indiana University, Spring 2012

Invited Speaker, Strategies for teaching differentiated instruction, E594: *Graduate Student Teaching Seminar*, Indiana University, Spring 2011

Invited Speaker, Strategies for teaching English language learners, and exceptional students, E351: *Foundations of Early Care and Education II*, Indiana University, Fall 2010

Invited Speaker and Panelist, Strategies for classroom management in urban settings, F200: *Examining Self as Teacher*, Indiana University, Spring 2010

MEMBERSHIPS AND ORGANIZATIONS

American Educational Research Association (AERA)
Member, Fall 2013 – 2015 and 2022

Society of Professors of Education (SPE)
Member, Spring 2012 - 2015 and Present

American Association for the Advancement of Curriculum Studies (AAACS)
Member, Spring 2011 - Present

International Association for the Advancement of Curriculum Studies (IAACS)
Member, Spring 2011 – Present

International Reading Association (IRA)
Member, Fall 2012 - 2015

Rethinking Schools
Member, Fall 2012 - 2015

Indiana Coalition for Public Education–Supporting Public Education And Kids (ICPE-SPEAK) Member, Fall 2012
School of Education Graduate Student Association (SOEGSA)
Member, Spring 2011 – Spring 2013
Helped with various roles such as, Acting President and Secretary
Assisted with events such as, book club and luncheon with Diane Ravitch and Deborah Meier

Literacy, Culture and Language Education Graduate Students Organization (LCLEGSO)
Member, Spring 2011 – Spring 2013
Helped organize events such as, screening of *Waiting for Superman* with discussion panel

Education Policy Student Association (EDPOSA)
Member, Spring 2011 – Spring 2013
Attended head officers meetings when collaborating with SOEGSA

National Society Daughters of the American Revolution (NSDAR)
Member, Fall 2009 – Present

HONORS AND AWARDS RECEIVED

While Co-Chair, Teachers College Sustainability Committee received the *Green Initiative Award*, Ball State University Council on the Environment (BSU/COTE), Spring 2018

Nominated by students for Homecoming Court, Ball State University, Fall 2014

Outstanding Teacher Recognition, Alpha Phi, Ball State University, Spring 2014