

REBECCA D. BROWN

EDUCATION

- 2017 EdD in Educational Administration and Supervision
Department of Educational Leadership
Ball State University, Muncie, IN
Advisor: John Ellis, PhD
- 2013 Gifted and Talented Education License and Certificate
Department of Educational Psychology
Ball State University, Muncie, IN
- 2006 MA in Organizational Leadership
Certificate in Servant Leadership
Graduate School of Professional Studies
Gonzaga University, Spokane, WA
- 1999 BS in Elementary Education
School of Education
University of Evansville, Evansville, IN

PROFESSIONAL EXPERIENCE

BALL STATE UNIVERSITY

Academics

- 2016 – Present Assistant Teaching Professor
Department of Elementary Education
Ball State University, Muncie, IN
Chair: Linda Martin, PhD

Appointments

- 2022 – present Director of Transition to Teaching Program
2018 – 2022 Professional Development School Liaison, North View Elementary
School, Muncie Community Schools

PREVIOUS POSITIONS

- 2016 (Summer) Research Assistant
Study of Elementary Mathematics Instructions (SEMI)
Michigan State University, East Lansing, MI
- 2015-2016 Graduate Research Assistant
Department of Educational Leadership
Ball State University, Muncie, IN
- 2011-2014 Principal, St. Mary Elementary and Pope John Paul II Middle School,
Diocese of Lafayette, Muncie, IN

2010-2012 Science Teacher, Pope John Paul II Middle School, Diocese of Lafayette, Muncie, IN

2009-2010 Long Term Substitute Teacher, Carteret County Public Schools
Cape Carteret, NC

2008-2009 Long Term Substitute Teacher, Department of Defense Schools-Pacific
Camp Foster, Okinawa, Japan

1999-2001 Elementary Teacher, Fulton County Schools
East Point, GA

UNIVERSITY TEACHING

BALL STATE UNIVERSITY

Traditional Teaching Experiences

Undergraduate

Immersive Programs:

MICC – a collaborative and integrative approach to develop knowledge and skills for fostering student learning, with special attention to mathematics through cultural contexts of students’ lives and encourage the extension and integration of mathematical learning experiences. (2022)

EDEL-O – a 6-week immersive overseas field experience in the United Kingdom (2019)

eNVision –collaborative and integrative approach to teaching behavioral and instructional engagement through literacy and science methods (2019)

Core Courses:

EDEL 200 (3) Planning for Elementary and Early Childhood Classroom

EDEL 300 (3) Management, Organization, and Instruction in the Elementary Education Classroom

EDEL 350 (3) Teaching in the Elementary Education Classroom

Literacy Courses:

EDRD 300 (3) Reading and Language Arts Instruction in the Elementary Classroom

EDRD 400 (3) Teaching of Reading in Today’s Schools

EDRD 430 (3) Assessment and Intervention in Elementary Schools

Science Courses:

SCI 397 (3) Teaching Science in Elementary School

Student Teaching Supervisor:

EDEL 400 (6) Student Teaching: Pre-Kindergarten

EDEL 401 (6) Student Teaching: Kindergarten

EDEL 402 (6) Student Teaching: Primary Grades

EDEL 463/464/465 (6) Student Teaching: Elementary

SPCE 489 (6) Student Teaching: Mild Disabilities

Advisor:

HONR 499 (3) Senior Honors Project

Online Teaching Experiences

Graduate	EDEL 600 (3) Basic Concepts in Elementary Education
	EDEL 626 (3) Discipline and Classroom Management
	EDEL 644 (3) Education in a Diverse Society
	EDEL 655 (3) Principles of Differentiation in the Elementary Classroom
	EDEL 676 (3) Research in Elementary Education
	EDEL 698 (3) Teaching Mathematics in Elementary School
	EDRD 610 (3) The Teaching of Reading in Elementary School

RESEARCH, PUBLICATIONS, AND SCHOLARLY WORK

Publications (*designates refereed publications)

*Robinson-Hill, R. & **Brown, R.** (2022). The Training Future Scientist Program and eNVision Collaborative Project: A Redesign for Pre-Service Science Teacher Professional Development. *International Forum of Teaching and Studies*, 18(1): 14-26.

<http://www.americanscholarspress.us/journals/IFST/pdf/IFOTS-1-2022/IFOTSV18N1-Art2.pdf>

***Brown, R.** & Robinson-Hill, R. (2021). eNVision: Collaborative Redesign Partnership. *Collaborations: A Journal of Community-Based Research and Practice*. 4(1): 9, 1-11. <https://doi.org/10.33596/coll.77>.

*Geesa, R., McConnell, K., & **Brown, R.** (2021). Mentorship for Doctor of Education candidates: Exploring sustainability, networking, and expected outcomes within a mentoring program. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/194277512111013853>.

*McConnell, K., Geesa, R., & **Brown, R.** (2021). Mentoring future education leaders: Mentor perceptions of an educational leadership doctoral mentoring program. *International Journal of Educational Leadership Preparation*, 16(1), 88-105. https://www.icpel.org/uploads/1/5/6/2/15622000/ijelp_volume_16_number_1_spring_2021_.pdf#page=92.

***Brown, R.**, McConnell, K., & Geesa, R. (2020). Creating, implementing, and redefining a conceptual framework for mentoring pathways for doctoral students in educational leadership. *Higher Learning Research Communications*, 10(2), 20-37. <https://scholarworks.waldenu.edu/hlrc/vol10/iss2/3/>.

*Geesa, R. L., **Brown, R.**, & McConnell, K. (2020). Mentoring pathways program for first year doctor of education students: Perspectives of a program redesigned for sustainability. *Mentoring & Tutoring: Partnership in Learning*, 28(2), 156-175. <https://doi.org/10.1080/13611267.2020.1749346>.

Leitze, A. & **Brown, R.** (2018). Integrating breakout EDU to enhance engagement and learning. *Indiana Literacy Journal*, 47(1), 26-30.

Brown, R. D. (2017). *Advanced placement participation: An examination of the factors that influence student choice* (Doctoral dissertation). Ball State University, Muncie, Indiana.

*Salloum, S. J., Young, T.V., & **Brown, R. D.** (2016). Teaching introductory quantitative

research methods to doctoral students in educational leadership: Using real data to improve statistical literacy. *International Research in Higher Education*, 1(2), 203-214.

***Ausborn, R.** (2000). How and why non-specialist teachers at Highland Elementary School integrate music into the classroom based on Howard Gardner's theories and the effects of classical music on intelligence. *Spirare: The Indiana Undergraduate Journal of Education*.

Paper Submissions

Robbins, K. & **Brown, R.** The Hidden Curriculum in the Entanglement of Grading.

Papers in Progress

Brown, R., Robbins, K., & Bowman, A. Developing an equitable grading system in undergraduate education.

Robbins, K. & **Brown, R.** Duoethnography in equitable grading practices.

Robbins, K. & **Brown, R.** Power and the entanglement of hierarchy.

Presentations

Robbins, K., **Brown, R.**, & Bowman, A. (2022, April). Grading practices and student motivation: Our experiences with a semester of non-traditional grading. [Presentation]. American Educational Research Association. San Diego, CA.

Robinson-Hill, R. & **Brown, R.** (2022, February). The Training Future Scientist Program and eNVision Collaborative Project: A Redesign for Pre-Service Science Teacher Professional Development. [Presentation]. Hoosier Association of Science Teachers, Inc. Indianapolis, IN.

Robbins, K., **Brown, R.**, & Bowman, A. (2021, October). The hidden curriculum of grading and responses to non-traditional grading practices. [Presentation]. Bergamo Conference. Dayton, OH.

Brown, R., Robinson-Hill, R., & White, H. (2020, February). eNVision: A collaborative redesign of pre-service teacher (PST) candidates and faculty experiences through a Professional Development School (PDS) partnership. [Presentation]. National Association of Professional Development Schools. Atlantic City, NJ.

Brown, R., Leitze, A., Denton, D., & Varner, L. (2020, February). Together we fly: Extending the BSU/MCS partnership. [Presentation]. National Association of Professional Development Schools. Atlantic City, NJ.

McConnell, K., Geesa, R., & **Brown, R.** (2019, April). Mentor Perceptions of the Purpose and Focus of a Doctoral Mentoring Program. [Presentation]. American Educational Research Association. Toronto, Canada.

Varner, L., **Brown, R.**, & Denton, D. (2019, February). Every school has a story: A PDS journey with Muncie Community Schools. [Presentation]. National Association of Professional Development Schools. Atlanta, GA.

Geesa, R., **Brown, R.**, & McConnell, K. (2019, February). Peer mentoring for first year education doctoral (EdD) students: Perspectives of a program redesigned for sustainability. [Presentation]. Eastern Educational Research Association. Myrtle Beach, SC.

Brown, R. (2019, January). Total Participation Techniques. [Presentation]. Muncie Community Schools Professional Development Day. Muncie, IN.

Brown, R., Leitze, A., & Hitchens, C. (2018, November). Combining literacy and classroom management through monotasking: A self-study approach. [Presentation]. Association of Literacy Educators and Researchers National Conference. Louisville, KY.

Lowery, K., Geesa, R. L., McConnell, K., & **Brown, R.** (2017, June). *Implementation of peer mentoring in a doctoral program*. Presented at the Ball State University Graduate Enrollment Management Plan (GEM) Retention Workshop, Muncie, IN.

Research

2021- present Co-Principal Investigator • Equitable Grading Practices in Higher Education • Co-PIs: Dr. Kirsten Robbins, Ball State University

2021- present Co-Principal Investigator • Productive Struggle in Hybrid Spaces for Mathematics and Literacy as a Space to Develop Effective Teaching Practices to Build Upon Culturally Sustaining Pedagogy • Co-PIs: Dr. Angela Stefanski, Ball State University; Dr. Jerry Woodward, Ball State University

2018-2019 Senior Consultant • STEM +C • PIs: Krista Stith, Ball State University • Dave Largent, Ball State University • Dr. Kate Shively, Ball State University • Kirsten Smith, Ball State University • Dr. Rojin Vishkaie, Ball State University • Dr. Christy Wessel, Purdue University • Dr. Carolyn Hitchens, Ball State University • Senior Consultant: Dr. Rachel Geese, Ball State University

2017-2019 Co-Principal Investigator • Implementation and Measurement Considerations While Redesigning a Peer-Mentoring Program for Education Doctoral Students • Co-PIs: Dr. Rachel Geese, Ball State University

2015-2016 Research Assistant • Study of Elementary Mathematics Instruction PIs: Dr. Peter Youngs, University of Virginia • Dr. Kenneth Frank, Michigan State University • Dr. Kristen Bieda, Michigan State University • Dr. Serena Salloum, Ball State University • <https://www.studyofelemmath.org/contributors>

2015-2016 Research Assistant • Policy into Practice: Examining State Provided Common Core Resources for Secondary English Language Arts PIs: Dr. Emily Hodge, Montclair State University • Dr. Serena Salloum, Ball State University • Dr. Susanna Benko, Ball State University

GRANTS

2022 One Ball State Day Grant: Interactive Math Day (MICC immersive)

2021 Summer Assessment Grant: ELED

2021 Summer Assessment Grant: Math 100, 201, and 202 Course Assessments

SERVICE

BALL STATE UNIVERSITY COMMITTEES

Department

2022 – present	ELED Leadership Team
2022 – present	Graduate Studies Committee
2021 – present	Undergraduate Studies Committee, Secretary (2021-22)
2021 – present	EDEL 102 Course Development Committee
2021 – 2022, 2018 – 2019	Faculty Mentor
2019 – 2022	Curriculum Committee, Chair (2019-22)
2018 – 2022	Technology Committee
2019 – 2022	Diversity Committee, Chair (2019-20), Secretary (2020-21)
2020 – 2022	Contract Faculty Search Committee, Summer
2017, Spring/Summer	EDEL/EDRD 300 Course Development Committee
2017, Spring	EDEL/EDRD 350 Course Development Committee
2016 – 2019	Core Faculty Committee

College

2022 – present	Teacher Pipeline Task Force (Teacher Residency subgroup; Teacher Apprenticeship subgroup)
2020 – 2022	CAEP Area for Improvement Committee
2020, Spring	Teacher's College Diversity Committee
2018 – 2019	Ball State/MCS Volunteer Process Committee
2016 – 2017	BSU-EDAD Peer Mentoring Program, Mentor

Joint College

2022 – present	Addictions Coalition of Delaware County
2022 – present	Community Education and Training Team
2022 – present	Substance Use Research and Community Initiatives
2021 – 2022	Math 391 Task Group
2020 – 2021	STEM Licensure & Certification Committee

University

2021 – present	Integrated Cultural Committee
2019 – 2020	Academic Innovation Council, Projects Partnership Team
2016, Spring	Graduate Education Committee, Graduate Student Representative
2015 - 2016	University Senate, Graduate Student Representative

PROFESSIONAL LICENSES & CERTIFICATIONS

Indiana Teacher License

- General Elementary, 1-6, 7/8 Non-Dept. (Expires 2023)
- Mathematics, 1-9 (Expires 2023)
- Science, 1-9 (Expires 2023)
- Gifted and Talented Education, All Schools (Expires 2023)

Indiana Building Level Administrator License, P-12 (Expires 2027)

Project Lead the Way (PLTW)

- Launch Teacher Certification
- Launch Lead Teacher Certification
- Launch Pre-Service Classroom Teacher Certification

- Launch Pre-Service Faculty Certification
Modern Classroom Project Certified Teacher
Seesaw Certified Teacher

PROFESSIONAL ACTIVITIES: National, State, and Local

Reviewer, *School-University Partnerships*, 2019-present
Guest Speaker, Administrator's Panel, ADKCC meeting, Spring 2018

PROFESSIONAL DEVELOPMENT

Culturally Responsive Literature Instruction, Harvard University, Summer 2022
Modern Classroom Project, Spring 2022
Skills Infusion Program, Ball State University, Fall 2021
Teaching Works, Michigan State University, Summer 2019

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
Association for Supervision and Curriculum Development
Hoosier Association of Science Teachers
National Association of Gifted Children
National Association for Professional Development Schools