

Jess Smith



Assistant Professor of Literacy Education

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EDUCATION

Ph.D.	BAYLOR UNIVERSITY (Waco, TX) Curriculum and Teaching: Literacy	May 2021
	Dissertation: <i>Book Choice: A Descriptive Multiple Case Study Exploring the Motivations and Practices of Secondary English Teachers</i> , defended December 2020	
M.Ed.	TARLETON STATE UNIVERSITY (Stephenville, TX) Instructional Design and Technology	December 2014
B.A.	UNIVERSITY OF NORTH TEXAS (Denton, TX) Journalism News Editorial Writing with Secondary Teaching Certification	May 2011

TEACHING CERTIFICATIONS

2016	English as a Second Language Supplemental (grades 4–12), Texas Standard Teaching Certificate
2016	Speech (grades 7–12), Texas Standard Teaching Certificate
2012	English Language Arts and Reading (grades 8–12), Texas Standard Teaching Certificate
2012	Generalist (grades 4–8), Texas Standard Teaching Certificate
2011	Journalism (grades 8–12), Texas Standard Teaching Certificate

JOURNAL ARTICLES (n=12, peer reviewed, current/former students underlined)

Smith, J. (under review). Student demographic representation in assigned long texts. *Texas Journal of Multicultural Education*.

Smith, J. (under review). Book choice: Exploring the practices of middle grades teachers. *English Teaching: Practice and Critique*

- Smith, J.** (under review). Unchanged canon: Talking with preservice teachers about book title parallels across campuses. *Curriculum and Teaching Dialogue*.
- Smith, J.** (in press). Book review: Reconstructing care in teacher education after COVID-19: Caring enough to change. *Curriculum and Teaching Dialogue*, 25.
- Smith, J.** & Werse, N. (under review). Time and Doctoral Degrees Wait for No One: An Autoethnography on the Creation of a Culture of Support in an Online EdD Program Amidst a Global Pandemic. *Writing Center Journal*.
- Davis, B., Howell, L., Kaul, C., Crocker Papadakis, L., Sanguras, L., Shelton, R., **Smith, J.**, Werse, N. (under review). Exploring doctoral writing self-efficacy and apprehension in the dissertation process: A convergent mixed methods study. *The Journal of Higher Education*.
- Smith, J.**, & Nichols, T. P. (In press). 'Book choice' and the affective economy of literacy. *Journal of Literacy Research*.
- Barker, K., Falconer, J., Green, L., Jacobs, L., & **Smith, J.** (in press). Banish the bans: The teacher educators' role in promoting book access and choice. *Study and Scrutiny*.
- Shelton, R., **Smith, J.**, Scholten, N., & McCall, M. (2023). Secondary preservice teachers' critical reflecting practices: Examining perceptions of confidence using a two-part video reflection. *School-University Partnerships*, (ahead of print) ahead of print. <https://doi.org/10.1108/SUP-01-2023-0001>
- Smith, J.**, Maldonado, A., Harris, H., & Peralta, G. (2022). Pedagogy of care: Mentoring secondary ELAR preservice teachers through a creative reflection assignment. *School-University Partnerships* (15)2.
- Smith, J.** (2021). Teacher education in the time of COVID: Recommendations for praxis. *International Journal of Multidisciplinary Perspectives in Higher Education*, 6(1), 163–169.
- Magill, K. R., Harper, T. D., **Smith, J.**, & Huang, A. (2019). Mentoring beyond the politics of fear. *Social Studies Research and Practice*, 15(1), 33–47. 10.1108/SSRP-05-2019-0031

BOOK CHAPTERS (n=5, peer reviewed, current/former students underlined)

- Hanshaw, J., Talbert, S., & **Smith, J.** (2022). Technology integration in the post-pandemic secondary classroom. In P. Bawa (Ed.), *Preparing faculty for technology dependency in the post-COVID-19 era* (pp. 195–211). IGI Global.
- Hart, A. C., Blevins, B., & **Smith, J.** (2022). She is fierce: Examining female voice and Socratic seminar. In F. Giuseffi (Ed.), *Enhancing teaching and learning with Socratic educational strategies: Emerging research and opportunities* (pp. 1–25). IGI Global. <https://doi.org/10.4018/978-1-7998-7172-9.ch001>
- Smith, J.**, Talbert, S., & Choucair, M. (2021). What now?: Online pedagogical reasoning of student teaching secondary ELAR in virtual learning environments. In M. Niess & H. Gillow-Wiles (Eds.), *Handbook of research on transforming teachers' online pedagogical reasoning for engaging K–12 students in virtual learning* (pp. 604–623). IGI Global.

Smith, J., Blevins, B., Werse, N. R., & Talbert, S. (2020). Researcher positionality in the dissertation of practice. In R. Throne (Ed.), *Practice-based and practice-led research for dissertation development* (pp. 43–63). IGI Global. 10.4018 /978-1-7998-6664-0

Reprinted as: **Smith, J.**, Blevins, B., Werse, N. R., & Talbert, S. (2022). Researcher positionality in the dissertation in practice. In Information Resources Management Association (Ed.), *Research anthology on doctoral student professional development* (pp. 381–397). IGI Global.

CONFERENCE PRESENTATIONS (n = 23, current/former students underlined)

Smith, J. (2023, April 28). *Student demographic representation in assigned long texts*. 22nd Annual Region 5-Texas National Association for Multicultural Education (TxNAME) Conference, Waco, TX.

Smith, J. (2023, April 13). *Book Choice*. American Educational Research Association (AERA), Online conference.

Smith, J., Maldonado, A., Bryant, M., Roach, K. (2023, March 28). *Banned Books and Silenced Voices: A Multiple Case Study Exploring Teachers' Preparedness to Teach Contested Texts*. Association of Teacher Educators Annual Conference, Jacksonville, FL.

Shelton, R., **Smith, J.**, Scholten, N., & McCall, M. (2023, March 28). *Secondary Preservice Teachers' Critical Reflecting Practices: Examining Perceptions of Confidence Using a Two-Part Video Reflection*. Association of Teacher Educators Annual Conference, Jacksonville, FL.

Rogers, R. M., Wilkerson, T. L., Shanks, N., Shelton, R. N., Talbert, T. L., Scott, L., McGill, K., Nesmith, S., Cooper, S., Cox, H., Talbert, S., McCall, M., Hagan-Burke, S., & **Smith, J.** (2023, March 27). *The Baylor Experience Part 1: A 100-Year Journey of Light and Learning* [Presentation]. Association of Teacher Educators Annual Meeting, Jacksonville, FL.

Smith, J. (2023, Jan. 21). *Book choice for teachers*. South Central Area Network Professional Development Schools Conference, Waco, TX.

Smith, J. & Maldonado, A. (2023, Jan. 21). *Pedagogy of Care*. South Central Area Network Professional Development Schools Conference, Waco, TX.

Smith, J., & Nichols, T. P. (2022, Dec. 2). *Textual feeling: Reading, politics, and the (re)turn to affect*. Literacy Research Association Conference, Phoenix, AZ.

Kaul, C., Werse, N., **Smith, J.**, & Davis, B. K. (2022, Nov. 1). *Do graduate students utilize the virtual research and writing development center in writing their dissertations? Why or why not?* [Asynchronous Virtual Conference Presentation]. Online Learning Consortium Accelerate Conference.

Kaul, C., Werse, N., **Smith, J.**, & Davis, B. K. (2022, Nov. 1). *Nuts and Bolts of Writing*. [Asynchronous Virtual Conference Presentation]. Online Learning Consortium Accelerate Conference.

- Smith, J.** (2022, Sept. 19). *Representation in McLennan County Book Lists*. Fundamentals of Data Research Faculty Fellowship Symposium.
- Papadakis, L. C., Werse, N., **Smith, J.**, Shelton, N., & Kaul, C. (2022, March 9). *Between student and advisor: A preliminary report on a mixed methods study comparing doctoral student self-assessments of their writing with dissertation advisor assessments* [Conference presentation]. IWCA Online Collaborative.
- Smith, J.**, Shelton, R., Werse, N., Kaul, C., & Papadakis, L. C. (2022, March 9). *Visiting the Writing Center in an online program* [Conference presentation]. IWCA Online Collaborative.
- Smith, J.**, Talbert, S., Choucair, M. (2022, March 3–4). *A tale of two experiences: Modeling best secondary ELAR teaching practices in the worst of times* [Conference presentation]. Association of Independent Liberal Arts Colleges for Teacher Education, New Orleans, LA.
- Smith, J.** (2022, February 20–23). *Time and doctoral degrees wait for no one: Creating a culture of support amidst a global pandemic*. Critical Questions in Education Conference, Charleston, SC.
- Smith, J.**, Willis, V., Hagins, L., Allen, H., Palican, A., Taylor, W., Davis, L., & Sanchez, S. (2021, March 30). *Co-teach*. National Association for Professional Development Schools (NAPDS), Online conference.
- Talbert, T. L., Magill, K. R., Blevins, B., Connor, K., Maldonado, A., Scholten, N., **Smith, J.**, Smith, V. D. (2021, April 10). *Critically conscious reciprocal mentoring: Reimagining and renewing the egalitarian learning community*. American Educational Research Association (AERA), Online conference.
- Talbert, T. L., Magill, K. R., Blevins, B., Connor, K., Maldonado, A., Scholten, N., **Smith, J.**, Smith, V. D. (2020, December 3). *Critically conscious reciprocal mentoring: Reimagining and renewing the egalitarian learning community*. College and University Faculty Assembly & The National Council for the Social Studies (CUFA/NCSS)., Online conference.
- Smith, J.**, Choucair, M. (2020, February 18). Ignore the plan: Increasing pre-service teacher autonomy [Conference presentation]. Critical Questions in Education Conference, Seattle, WA. February 18, 2020.
- Magill, K., Harper, T., **Smith, J.**, & Huang, A. (2019, April 5). *Mentoring Social Studies Teachers: Teaching, learning, and experiencing the politics of fear*. American Educational Research Association Conference, Toronto, ON, Canada.
- Smith, J.**, Choucair, M. (2019, March 5). *Lovin' the skin I'm in* [Conference presentation]. Critical Questions in Education Conference, Savannah, GA.
- Smith, J.** (2017, October 6). *Firing the canon: A case for reflection* [Conference presentation]. American Academy of Curriculum and Teaching Conference, Denver, CO.
- Smith, J.** (2016, October 15). *Who are we reading? And who not?* [Conference presentation]. Presented at: The American Academy of Curriculum and Teaching Conference, Grand Rapids, MI.

TEACHING EXPERIENCE

BELLARMINE UNIVERSITY, ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

2023–pres. **ASSISTANT PROFESSOR OF LITERACY EDUCATION**
 EDUC 346: Teaching Secondary English (Fall 2023)
 EDUC 445: Reading in the Content Areas (Fall 2023)
 EDRE 804: Qualitative Research Methods (Fall 2023)

BAYLOR UNIVERSITY, SCHOOL OF EDUCATION

2021–2023 **AFFILIATE CLINICAL PROFESSOR, GRADUATE WRITING COORDINATOR**
 EDC 6v99: Dissertation Hours (Summer 2023)
 EDC 5310: Effective Classroom Management (Summer 2022)
 EDC 5391: Social Foundations (Fall 2021, Spring 2022, Fall 2022, Spring 2023)

2019–2021 **GRADUATE WRITING CONSULTANT**

2017–2023 **PART-TIME LECTURER**
 TED 1312: Introduction to teaching (Spring 2017, Fall 2017)
 TED 3335: Literacy instruction in the middle grades (Spring 2018, 2019, 2020)
 TED 3346: Foundations of secondary reading and writing (Spring 2019, 2020, 2021)
 TED 3641: Secondary ELAR practicum (Spring 2021)
 TED 3396: Secondary ELAR practicum part I (Fall 2018, Fall 2019)
 TED 3397: Secondary ELAR practicum part II (Spring 2019, Spring 2020)
 TED 4630: Internship in the middle grades part I (Fall 2019, Fall 2020)
 TED 4631: Internship in the middle grades part II (Fall 2019, Fall 2020)
 TED 4632: Internship in the middle grades part III (Spring 2020, Spring 2021)
 TED 4633: Internship in the middle grades part II (Spring 2020, Spring 2021)
 TED 4640: Internship secondary part I (Fall 2018, Fall 2019, Fall 2020)
 TED 4641: Internship secondary part II (Fall 2018, Fall 2019, Fall 2020)
 TED 4642: Internship secondary part III (Spring 2018, Spring 2019, Spring 2020, Spring 2021)
 TED 4643: Internship secondary part IV (Spring 2018, Spring 2019, Spring 2020, Spring 2021)

RAPOPORT ACADEMY PUBLIC SCHOOL

2016–2019 **INSTRUCTIONAL COACH 5TH–12TH GRADES**
 2013–2015 **ELAR TEACHER 6TH–12TH GRADES, DEPARTMENT CHAIR: ENGLISH**
 2011–2012 **ELAR TEACHER 6TH–12TH GRADES**

WACO ISD

2013 **WACO HIGH SCHOOL SUMMER CREDIT RECOVERY ENGLISH I**
 2012–2013 **LAKE AIR MONTESSORI SIXTH GRADE TEACHER**

AWARDS AND RECOGNITION

Summer 2022	Fundamentals of Data Research Faculty Fellowship Recipient, Baylor University
Spring 2020	Outstanding Graduate Student Instructor Award nominee, Baylor University
Fall 2019	Outstanding Graduate Student Instructor Award nominee, Baylor University
Fall 2018	Outstanding Graduate Student Instructor Award nominee, Baylor University
Spring 2017	Teacher of the Year Finalist, Rapoport Academy Public Schools
Fall 2016	Classroom Technology Grant Recipient, Rapoport Academy Public Schools

GRADUATE RESEARCH DIRECTION (COMMITTEE MEMBER, COLLABORATIVE ADVISING MODEL)

Summer 2023

Kimberly Conyers, *Digging Deeper: A Case Study on Hispanic Male Students' Post-Secondary Plans in a Rural Texas High School*

Kelsi Faust, *Exploring Student Integration into Academic and Social Systems Using Tinto's Theory of Student Departure: A Qualitative Case Study of Student Connectedness at a Metropolitan University in the Midwest*

Jessica Hicks, *The Relationships Between Teacher Stress and Self-Efficacy Levels on Elementary Students' Academic Growth in a Texas, Title I School: A Quantitative Study*

Amy Hockenberry, *A Descriptive Case Study Exploring Marginalization and Sense of Belonging in Lesbian, Gay, Bi-Sexual, Transgender, Queer, or Intersex Students at Christian College and Universities*

Rachelle Donham, *Describing Self-Perceptions of Pre-Service Teachers Regarding Field Experience at a Texas Public State University: A Case Study*

Spring 2023

Danielle Burroughs, *Exploring the Principal Perspective on Teacher Attrition in Urban Education: A Single Case Study*

Erika Carrera, *First-Generation College Students: A Single Case Study Exploring the Frustrations and Celebrations of Earning a Bachelor's Degree*

- Deana Hernandez, *The Perceptions of Organizational Culture in the Community Supervision Procession: A Quantitative Study*
- Daniel McCarthy, *Principal and Teacher Perspectives on Cultivating Fit in Catholic High Schools: A Multiple Case Study*
- Erika Neuman, *STEM Integration in Elementary Classrooms: A Quantitative Study Exploring Impediments and Improvements*
- Joseph Tedeschi, *The Use of a Short-Cycle Formative Assessment Observation Protocol to Investigate Alignment Between a Secondary Science Teacher's Beliefs and Practices: A Narrative Inquiry Study*
- Leah Tilden, *The Path to Teaching Emergency Medical Services: A Multiple Case Study of Paramedic Educators' Preparatory Experiences*
- Sarah Willmore, *Exploring Elementary Exceptional Educators' Self-Efficacy Related to Behavior Data Collection for Behavior Reduction Before and After Peer Coaching: A Multiple Case Study*
- Kyria Wilson, *Professional Development Focused on Cultural Responsivity: Impact on Teachers Perception and Practice*

Fall 2022

- Jessi Baylis-Satcher, *Exploring the Relationship between Hygiene and Motivator Factors Relating to Teachers' Intended Retention in Title I South Mississippi Schools: A Quantitative Study*
- Gina Borst, *Identifying the Potential Implications of the Leadership Succession Process on School Employees at an Independent School: An Instrumental Case Study*
- Ugochi Emenaha, *Guiding Light: A Qualitative Case Study to Describe What Factors Prompt African American Male Educators to Teach Elementary Education and Their Experiences in this Role*
- Shanea Harrington, *Online Doctoral Student Retention: A Qualitative Study Exploring Eight Students' Intrinsic Motivation*
- Denise Johnson, *Vault SEED Homeschool to Build Racial and Intellectual Identity: A Qualitative Case Study*
- Shaunté Jones, *The Calm After the Storm: A Qualitative Case Study on the Role of Resilience and Post-disaster Interventions in the Recovery of Head Start Programs*

Raul Juarez, *Transition Barriers: A Narrative Case Study of Military Life and The Impact of Trauma*

Yady King, *Who Helps the Helpers? An Instrumental Case Study to Allay Potential Burnout for School Counselors*

Marylynn Lawson, *Transformation through professional development: A multiple case study examination of faculty experiences participating in online diversity, equity, and inclusion workshops*

Wallace Potts, *Understanding Drivers of Technical Debt by Factors That Cause Reductions to Innovation Within the U.S. Department of Veterans Affairs: A Mixed-Methods Exploratory Sequential Study*

Jared Smith, *Military Junior College Early Commissioning Program Second Lieutenant: Factors that Impact their Success or Failure at their Follow-on Institution: A Qualitative Multi-Case Study*

Alfonso Torres, *Intelligent Mapping: A Competing Values Case Study to Optimize Mapping Operations for the National Geospatial-Intelligence Agency (NGA)*

Launa Williams, *A Qualitative Case Study on Teacher Stress and Burnout: Discovering Lived Experiences of Teachers in a Unique School in Utah*

Summer 2022

Tihalia Brown, *The Effects of Learning Social-Emotional Skills on School Readiness for Children Living in Poverty: A Convergent Mixed Methods Study*

Emily Caldwell, *The Impact of Quality Professional Development in the Areas of Culturally Relevant Pedagogy and Culturally Responsive Teaching: A Case Study in an Economically Disadvantaged Rural Middle School*

Sadie Gray Sherrill, *Do It for the Kids: A Phenomenological Examination of Martyrdom Philosophy in Teaching*

Nicole Kostrzewski, *A Single Descriptive Case Study: Understanding Recruitment Leaders' Perceptions of Psychological Needs Related to Motivation*

Vanessa Mininger, *One and Done: An Instrumental Case Study of Administrative Turnover in a Private Christian School*

Melissa Nisbett, *Utilizing Student Voice to Increase Engaged Learning in the High School Classroom: An Instrumental Single Case Study*

Catie-Reagan Palmore, *How Fine Arts Electives Create the Finest Students: A Qualitative Case Study*

Roland Reyes, *Using the TPACK Framework to Understand Middle Grades Teachers' Integration of Technology, Pedagogy, and Content Knowledge: A Qualitative Single Case Study*

Christy Ruby, *Collaboratively Planning Information Literacy in Public Universities through Lesson Study: A Qualitative Case Study to Examine Using the Framework for Information Literacy to Inform Instruction*

Heather Schock, *The Impact of Consistent Supervision on Elementary Preservice Teachers' Preparedness: An Experimental Convergent Mixed Methods Study*

Spring 2022

Rebekah Adderley, *Outsiders Within: A Phenomenological Qualitative Study of How Black Female Faculty Navigate Rage and Gender in Predominantly White Institutions*

Holly Covas, *Teaching the Teachers: A Modified Mixed Methods Case Study in Evaluating Allied Health Instructor Training with the New World Kirkpatrick Model*

Demedia Edwards, *Systems of Support for the Novice Teacher: An Explanatory Sequential Mixed Methods Study Regarding Novice Elementary Teachers in Urban Settings and Their Experiences with Mentoring and Concepts of Andragogy*

Reanna Fulton, *Technology in High School Classrooms: A Multiple Case Study Three Secondary Teachers*

George Galindo, *Adoption, Implementation, and Reality: An Explanatory Sequential Mixed Methods Study of the Novice Teacher Experience Implementing a Knowledge-Building Curriculum*

Ashley Hart, *Inner Circles: A Participatory Action Research Study of Lower SE Females and the Socratic Seminar in a Secondary Classroom*

Daniel Kopperud, *A Convergent Mixed Methods Study to Explore the Effect of Unapproved Part-Time Work on International Students in South Korea*

Melissa Lein Authment, *A Case Study of Four Teachers' Experiences While Implementing the Latest Version of the Eureka Math Curriculum in the State of Louisiana*

- Natalie Nichols, *Towards Black Students' Self-Efficacy in Advanced Middle School Mathematics: A Mixed Methods Participatory-Social Justice Research Study*
- Tearany Pantoja, *An Explanatory Sequential Mixed Methods Approach to Investigating Black Employee Perceptions of Racial Microaggressions in Workplace Environments*
- Kasey Powers, *A Qualitative Case Study to Explore How the Involvement of Exceptional K–12 Superintendents Impact the Success of a 1:1 Technology Learning Initiative*
- Syrine Reese, *Beyond SES and Education Inequity: A Phenomenological Multiple Case Study on Grade School Children and their Mental and Emotional Disposition, Cognitive Development, and Academic Performance due to Socioeconomic Status*
- Sarah Ruff, *Spirit of the Buffalo: A Qualitative Case Study Examining the Perceived Efficacy of Principals on a Northern Plains Reservation*
- Elizabeth Thornton, *Gifted and Talented Professional Development: A Case Study of the Effectiveness of Online Courses for Elementary Teachers*
- Marta Torres, *Museum Education Programming for Linguistically Diverse Learners in the Dallas Fort Worth Metroplex: A Qualitative Multiple-Case Study*
- Felicia Turner, *From Chaos to Calm: A Narrative Multiple Case Study Investigating Crisis Experiences of K–12 Executive Leaders of Curriculum and Instruction*
- Kiera Wade, *The Hunt for Why They Leave: A Qualitative Multiple-Case Study Investigate How Data Inform Decisions to Address Student Persistence at a Public Midsize College in Texas*
- Kazanda Wills, *Through Their Eyes: A Qualitative Narrative Case Study Highlighting the Lived Experiences of African American Male College Students with Low Help-Seeking Behaviors*

Fall 2021

- Wendi Andersen Duric, *Are the Fine Arts Really Fine? A Multiple Case Study Preparedness of Theatre Arts Educators*
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Andrea Bacle, *Ready but Not Willing: An Examination of the Experiences of Students Repeatedly Enrolled in GED-Preparation Courses*

Michelle Bowman, *Learning Together: A Case Study Exploring the Impact and Efficacy of Inter-District Collaboration on Systemwide Learning Priorities*

Debra Canady, *Education in the Criminal Justice System: How Culturally Relevant Educational Practices Impact Learning, Rehabilitation and Recidivism Among Incarcerated Adult Males*

Lourdes Cloud, *A Case Study on the Impact of Student Advocacy on iGen Students Pursuing Higher Education*

Jessica Hanshaw, *Freeing the 21st Century Classroom From 19th Century Instructional Practices: The Role of Professional Development in Educational Technology on Integration in the Middle School Social Studies Classroom*

Laura Hillman, *Music and Mathematics: A Reciprocal Relationship*

Jennifer Landrum, *Examining Health Insurance Literacy for Employer-Based Health Insurance Education*

Brooke Lucio, *Perceived Mathematical Potential: Exploring How Parent Attitudes Affect Student Perceptions About Mathematics*

Jessica Lunce, *Exploring Graduate Student Outcomes: A Multiple Case Study of Alternative Dispute Resolution Practitioner Preparation*

Rosemary Meredith, *Too Hungry to Study: A Phenomenological Study Examining College Students Experiencing Food Insecurity*

Romel Muex, *Leaving Education: What Drives Teachers from the Profession in the State of Oklahoma?*

Scott Nelmark, *The Adult Learner: Motivations and Methods*

Anabel Romero-Juarez, *A Phenomenological Study Describing Experience of Deferred Action for Childhood Arrivals (DACA) and Undocumented Students as they Navigate College Enrollment*

Christopher Sanders, *The Analyst Mindset: A Cognitive Skills Assessment of Law Enforcement Forensic Analysts*

Michelle Toma, *The Cursory Impact of Mass Media's Negative Narrative Relate to the Prevalent Gunning Down of Black males on High-ability young suburban Black males' Self-Identity and Academic Success*

Wendi Walker-Schmidt, *Onboarding Effects on Employee Engagement and Retention: Exploring Extending Onboarding and its Impact on Long-Term Employee Engagement and Retention*

Claire Williams, *Investigating Access to Augmentative and Alternative Communication Devices for Self-Contained High School Special Education Students: A Phenomenological Study*

LOCAL SERVICE

- 2022–pres. Board of Directors, Rapoport Academy Public Schools
- 2021–pres. Curriculum Committee Chair, Ed.D. Learning and Organizational Change Program
- 2021–pres. Member, Think Tank, Ed.D. Learning and Organizational Change Program
- 2019–2021 Member, Intern Symposium Planning Committee
- 2018–2021 Member, Baylor University Professional Education Faculty

STATE/REGIONAL SERVICE

- 2022–pres. Co-chair, awards and recognition committee, South Central Area National Association of Professional Development Schools
- 2017–2019 Assistant editor, *Texas Mathematics Teacher Journal*

NATIONAL SERVICE

- Early 2024 Guest editor, *School University Partnerships*
 - 2022–pres. Public relations and communications committee member, Association of Teacher Educators
 - 2022–pres. Commission examining the Teacher Educator Standards, Association of Teacher Educators
 - 2022–pres. Reviewer, *Research in the Teaching of English*
 - 2021–pres. Reviewer, *Journal of Advanced Academics*
 - 2021–pres. Reviewer, *Academia Letters*
 - 2021 Reviewer, *Enhancing teaching and learning with Socratic educational strategies: Emerging research and opportunities*
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2021	Reviewer, <i>Handbook of research on transforming teachers' online pedagogical reasoning for engaging K–12 students in virtual learning</i>
2021	Reviewer, <i>Preparing faculty for technology dependency in the post-COVID-19 era</i>
2020	Reviewer, <i>Practice-based and practice-led research for dissertation development</i>

INVITED SPEAKER

EDC 5327	On-campus Immersion, 6 times per year 2021–present
EDC 6391 & 6392	Problem of Practice I & II, 3 times per year, 2021–present
EDC 5391	Social Foundations of Education, 3 times per year, January 2021–Spring 2023
EDC 4322	English Curriculum
ECD 6336	Qualitative Methods

INVITED PROFESSIONAL DEVELOPMENT PRESENTATIONS

2019–pres. Offered each trimester	EdD LOC Writing Workshop, <i>Keys to Clarity in Writing</i>
	EdD LOC Writing Workshop, <i>Personal Practices for Writing Success</i>
	EdD LOC Writing Workshop, <i>Reducing Bias in Academic Writing</i>
	EdD LOC Writing Workshop, <i>Proofreading Like the Pros</i>
	EdD LOC Writing Workshop, <i>Your Guide to APA</i>
2020	Instructional Coaching Remotely, Rapoport Academy Public Schools
2019	Instructional Rounds Site Visit, Rapoport Academy Public Schools
2019	Instructional Leadership Symposium, ESC 12
2018	Secondary Conference, TransformED, ESC 12
2019	Get Better Faster—Book Study for Instructional Leaders, Rapoport Academy Public Schools
2016	Literacy Conference: Solving the Puzzle of Literacy Education, ESC 12
2015	Formative Assessment Strategies for Writing, Grades 5–12, Rapoport Academy Public Schools
2015–2019	Summer DMAC Academy for data analysis, Rapoport Academy Public Schools
2013	Writing Across Disciplines, Rapoport Academy Public Schools

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Academy for Educational Studies

American Association for Teaching and Curriculum

American Educational Research Association

Association of Independent Liberal Arts Colleges for Teacher Education

Association of Teacher Educators

National Association for Professional Development Schools

South Central Area National Association for Professional Development Schools

National Council of Teachers of English

Texas Association of Teacher Educators
