

Sherri Kay Prosser, PhD

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EDUCATION

- PhD (2014) Curriculum and Instruction—Mathematics Education, cognate in Special Education; University of Florida, Gainesville, FL
Dissertation: *Teacher mathematical identity and participation in an online teacher professional development (oTPD) program*
- MEd (1997) Special Education, University of Florida, Gainesville, FL
- BAE (1996) Special Education, University of Florida, Gainesville, FL
- AA (1992) Edison Community College, Fort Myers, FL

PROFESSIONAL EXPERIENCE

- Aug 2019 –present Doctoral and Graduate Coordinator/Assistant Professor, Doctor of Education Program—Educational Leadership, Eriksson College of Education, Austin Peay State University, Clarksville, TN.
Doctoral Coordinator (January 2020–present), *Assistant Coordinator* (August 2019–December 2020): creates and implements EdD program content, course sequence, policies, and procedures to support the recruitment, retention, and timely progression of students within a new EdD program. Holds regular EdD faculty meetings. Initiated program redesign, including 10 new courses, to integrate Carnegie Project on the Education Doctorate guiding principles, and established K12 education, higher education, and nursing education program concentrations. Rewrote program handbook and created onboarding portfolio for new doctoral chairs and committee members. Reviews all dissertations for quality. Implemented and holds annual orientation sessions for each cohort. Established an AACTE Holmes Scholar program to support racially and ethnically diverse students, an EdD student advisory group, and faculty–student writing accountability groups. Created recruitment videos and holds virtual informational meetings for prospective students. Created process for student improvement plans and remediation. Teaches online doctoral courses, including facilitation of asynchronous discussions and synchronous video sessions.
Graduate Coordinator (April 2021–present): monitors implementation of EdS and MAEd program content, policies, and procedures. Reviews all field studies and theses for quality. Advises and monitors timely progression of EdS students in three concentrations and MAEd students in six concentrations. Chairs EdS field studies. Collaborates with graduate coordinators of MAT and principal licensure

program to streamline procedures across all education graduate degrees. Recruits and onboards adjuncts for master's courses. Rewrote EdS program handbook.
Online doctoral courses taught and written: Multicultural Leadership, Program Planning and Evaluation, Contemporary Approaches to Educational Problems, Strategic Planning and Decision Making, Multiple Perspectives on Learning and Teaching
Online master's (principal licensure) course taught and written: Seminar on Educational Leadership, School Law and Ethics
Additional online doctoral courses written: Theories of Leadership, Designing Effective Professional Learning, Qualitative Research

- Jul 2019
–present
Senior Educational Advisor, Doctor of Education Program, School of Education, Johns Hopkins University, Baltimore, MD.
Provides consistent support and detailed written feedback to doctoral students to ensure progress toward program benchmarks and dissertation completion.
- Jul 2018
present
Adjunct Faculty for Global Medicine, American University of Antigua–College – of Medicine, Coolidge, Antigua.
Teach multiple case-based, active learning sessions on uses of quantitative, qualitative, and mixed methods research within global medical contexts. Co-teach application of research methods in studying past and present pandemics. Co-teach the role of beliefs and ethics in global health outcomes using patient cases.
- Jul 2016
–Jun 2019
Visiting Assistant Professor (Clinical)/Advisor, Doctor of Education program, School of Education, Johns Hopkins University, Baltimore, MD.
Taught asynchronous doctoral courses and facilitated online discussions and monthly synchronous video sessions; supported students' analysis of a problem of practice for their applied dissertation in Technology Integration, Urban Leadership, and Mind, Brain, and Teaching specializations. Provided consistent support and detailed written feedback to ensure progress toward program benchmarks and dissertation completion.
Online courses taught: Research on Effective Professional Development (course lead and creator), Multiple Perspectives on Learning and Teaching (course revision), Contemporary Approaches to Educational Problems, Technologies and Creative Learning, and Seminar in Transformational Leadership and Teaching: Part I (Master's in Educational Studies program)
- Aug 2015
–Dec 2015
Adjunct Faculty, Doctor of Education Program, School of Education, Johns Hopkins University, Baltimore, MD.
Taught asynchronous doctoral course and facilitated online discussions and monthly synchronous video sessions (Multiple Perspectives on Learning and Teaching); supported students' development of a problem of practice for their applied dissertation study.
- Aug 2015
–Dec 2016
Adjunct Faculty, School of Education, Daytona State College, Daytona Beach, FL.
Facilitated online and hybrid undergraduate courses on mathematics, mathematics methods, and foundations of teaching. Supervised application of course content to preservice field experiences.

- Courses taught: Elementary School Mathematics, How Children Learn Mathematics, and Introduction to the Teaching Profession
- Mar 2015
–Jun 2015 E-Learning Instructor, Office of Professional Development and Support, Volusia County Schools, FL.
Prepare and facilitate asynchronous inservice professional development courses on classroom management and differentiated instruction.
- 2014–2016 Exceptional Student Education Support Facilitation Teacher, Palm Terrace Elementary, Volusia County Schools, FL.
Planned, delivered, and monitored progress of specially designed English language arts and mathematics instruction to small groups or individual students. Assisted general education teachers with differentiation strategies, accommodations, and modifications specific to their students' needs.
- Peer Assistance and Review Teacher, Department of Human Resources, Volusia County Schools, FL.
Mentored and evaluated first-year teachers through weekly monitoring, assistance, and feedback on instructional planning and delivery. Collected evidence related to teachers' annual goals and met weekly to collaboratively establish a plan of action. Referred teachers to peers, school-based administrators, district personnel, and other resources as needed.
- 2013–2014 Consultant, Office of Professional Development and Support, Volusia County Schools.
Designed and created online teacher professional development courses for state certification renewal. Combined K–12 content (e.g., mathematics content and pedagogy, classroom management, formative assessment, higher-order questioning, student engagement, collaboration, differentiation) with videos and state and national standards to support teachers' annual evaluation success.
- 2010–2014 Strategy Tutor, University Athletic Association, University of Florida—Disability Resource Center, Gainesville, FL.
Met with student-athletes one-on-one or in small groups to support independent learning and accountability by teaching organization, time management, research skills, essay writing, and study skills. Familiarized students with online course platforms, websites, and educational technology applications.
- 2009–2011 Instructor/Graduate Teaching Assistant, University of Florida, Gainesville, FL.
Courses taught in graduate and undergraduate programs: Teaching K–8 Mathematics for Understanding, Knowing and Learning in Mathematics and Science, Teaching Mathematics in the Inclusive Elementary Classroom, Internship in Special Education, and Practicum in Special Education: Mild Disabilities.
- 1997–2009 Teacher, Volusia County Schools, FL.
 - Mathematics, Silver Sands Middle School, Port Orange, FL
 - Gifted Education, Palm Terrace Elementary School, Daytona Beach, FL
 - Exceptional Student Education, students with extensive support needs, Palm Terrace Elementary School, Daytona Beach, FL

- Exceptional Student Education, students with high-incidence disabilities, Turie T. Small Elementary School, Daytona Beach, FL

PUBLICATIONS

Peer-Reviewed Journals

- Bismarck, S., & **Prosser, S. K.** (in press). Analyzing unexpected data after a novel mathematics lesson using the critical friend process. *Educational Leadership Quarterly*.
- Borkoski, C., & **Prosser, S. K.** (2020). Engaging faculty in service-learning: Opportunities and barriers to promoting our public mission. *Tertiary Education and Management*, 26, 39–55. <https://doi.org/10.1007/s11233-019-09033-0>
- Everson, I., & **Prosser, S. K.** (2019). Teachers' perceptions of school culture and professional development related to technology. *Tennessee Educational Leadership Journal*, 46(2), 14–22. Retrieved from <https://www.apsu.edu/education/telj.php>
- Pape, S. J., & **Prosser, S. K.** (2018). Barriers to technology implementation in community college mathematics classrooms. *Journal of Computing in Higher Education*, 30(3), 620–636. <https://doi.org/10.1007/s12528-018-9195-z>
- Dana, N. F., Pape, S. J., Griffin, C. C., & **Prosser, S. K.** (2017). Incorporating practitioner inquiry into an online professional development program: The Prime Online experience. *Professional Development in Education*, 43(2), 212–231. <https://doi.org/10.1080/19415257.2016.1152592>
- Griffin, C. C., Dana, N. F., Pape, S. J., Algina, J., Bae, J., **Prosser, S. K.**, & League, M. B. (2017). Prime Online: Exploring teacher professional development for inclusive elementary classrooms. *Teacher Education and Special Education*, 41(2), 121–139. <https://doi.org/10.1177/0888406417740702>
- Prosser, S. K.** (2017). Teachers' will to learn in an online mathematics professional development. *New England Mathematics Journal*, L(2), 32–40. Retrieved from <https://atmne.org/new-england-math-journal/>
- Pape, S. J., **Prosser, S. K.**, Griffin, C. C., Dana, N. F., Algina, J., & Bae, J. (2015). Prime Online: Developing grades 3–5 teachers' content knowledge for teaching mathematics in an online professional development program. *Contemporary Issues in Technology and Mathematics Teacher Education*, 15(1), 14–43. Retrieved from <https://www.citejournal.org/>

Book Chapters

- Prosser, S. K.**, Zimmer, K., Barnes, Z., & Fisher, K. (in press). Language development (PreK–2). In K. Fisher & K. Zimmer (Eds.), *Special education programs and practices for young children*. Slack.
- Borkoski, C., & **Prosser, S. K.** (2021). Developing faculty identity as a community engaged scholar: An unexamined barrier to promoting the public mission. In A. Papadimitriou & M. Boboc (Eds.), *Re-envisioning higher education's public mission: Global perspectives* (pp. 77–95). Palgrave MacMillan. <https://doi.org/10.1007/978-3-030-55716-4>

Chauvot, J., Pape, S. J., **Prosser, S. K.**, & Hicks, K. (2021). Online mathematics teacher education: Examples from professional learning programs for inservice teachers. In Information Resources Management Association, *Research anthology on facilitating new educational practices through communities of learning* (Vol. 1, pp. 713–733). IGI Global. <http://doi:10.4018/978-1-7998-7294-8.ch036> (Reprinted from “Online mathematics teacher education: Examples from professional learning programs for inservice teachers,” 2019, In P. Wachira & J. Keengwe [Eds.], *Handbook of research on online pedagogical models for mathematics teacher education* [pp. 1–21]. IGI Global. <https://doi.org/10.4018/978-1-7998-1476-4.ch001>)

Chauvot, J., Pape, S. J., **Prosser, S. K.**, & Hicks, K. (2019). Online mathematics teacher education: Examples from professional learning programs for inservice teachers. In P. Wachira & J. Keengwe (Eds.), *Handbook of research on online pedagogical models for mathematics teacher education* (pp. 1–21). IGI Global. <https://doi.org/10.4018/978-1-7998-1476-4.ch001>

Manuscripts and Books in Preparation and Submitted for Publication

Thompson, J., **Prosser, S.**, McConnell, J., & He, H. (2021). *To diversify the principal pipeline, empower those within*. Submitted for publication.

Folk, J. J., **Prosser, S. K.**, Germain, L. J., & Borkoski, C. (2021). *Understanding clinical faculty non-participation in a faculty development program: A root cause analysis*. Submitted for publication.

Prosser, S. K., & Bismarck, S. (2022). *An analysis of researchers’ views on the purpose manipulative implementation in K–16 classrooms*. Manuscript in preparation.

Prosser, S. K. (2021). *Understanding the learning experiences of first-semester students in an asynchronous online doctoral program*. Manuscript in preparation.

CONFERENCES AND PRESENTATIONS

International Conferences

Prosser, S. K., Woodring, B., Anderson, M., Combs, R., & Mallory, S. (2021, October 20–22). *Promoting students’ reflection on positionality and disruption of educational systems within an online multicultural leadership course* [Conference session]. October Convening of the Carnegie Project on the Education Doctorate, United States (virtual).

Prosser, S. K., & Thompson, J. M. (2020, October 14–16). *From idea to syllabus to online course: Collaborating to create a new multicultural leadership EdD course* [Conference session]. October Convening of the Carnegie Project on the Education Doctorate, United States (virtual).

Prosser, S. K., Thompson, J. M., Johnson, M. P., & He, H. (2020, October 14–16). *Using student voice and the CPED resource center to inform program redesign and develop transformative leaders*. [Conference session]. October Convening of the Carnegie Project on the Education Doctorate, United States (virtual).

- Borkoski, C., Abel, Y., & **Prosser, S.** (2020, June 16). *A collective approach to mentoring and advising online EdD students* [Invited Webinar]. Carnegie Project on the Education Doctorate, Phoenix, AZ.
- Borkoski, C. Abel, Y., & **Prosser, S.** (2018, October 22–24). *A collective approach to mentoring and advising online Ed.D. students* [Conference session]. October Convening of the Carnegie Project on the Education Doctorate, Phoenix, AZ.
- Borkoski, C., & **Prosser, S. K.** (2018, September 24–26). *Engaging faculty in service-learning: Supports and barriers to promoting our public mission* [Panel discussion]. The 15th International Conference on Higher Education Reform, Baltimore, MD.
- Cho, V., Mertler, C., Wilson, J., **Prosser, S.**, Watson, J. & Crow, R. (2018, June 13–15). *Do different designs for the dissertation in practice meet the same end?* [Panel discussion]. June Convening of the Carnegie Project on the Education Doctorate, Tallahassee, FL.
- Paulson, E., Ewell, S., **Prosser, S.**, & Mansfield, K. (2017, June 12–14). *CPED improvement group: Online and blended EdD programs* [Conference session]. June Convening of the Carnegie Project on the Education Doctorate, Pittsburgh, PA.
- Bismarck, S., & **Prosser, S.** (2011, February 25–27). *Connecting algebra and geometry concepts with the TI-Nspire CAS* [Conference session]. Teachers Teaching with Technology (T³) International Conference, San Antonio, TX.
- Pape, S. J., **Prosser, S.**, Cifuentes, P., & Wider-Lewis, F. (2011, February 25–27). *A framework for professional development to support a TI-Nspire Navigator system implementation* [Conference session]. Teachers Teaching with Technology (T³) International Conference, San Antonio, TX.
- Bismarck, S., & **Prosser, S.** (2010, March 5–7). *Creating and adapting programs/lessons for the TI-Nspire to meet the needs of your students* [Conference session]. Teachers Teaching with Technology (T³) International Conference, Atlanta, GA.

National Conferences

- Prosser, S. K.** (2021, Feb 24–26). *Using a theoretical framework to conceptualize your study* [Conference session]. 72nd Annual Meeting of the American Association of Colleges for Teacher Education, United States (virtual).
- Tondreau, A., Bruster, B., **Prosser, S.**, & Ma, J. (2019, November 8–10). *Using personal narratives to explore the complexities of feminism and intersectionality in higher education* [Conference session]. The 42nd Annual AERA Research on Women and Education Fall Conference, Nashville, TN.
- Beattie, K., & **Prosser, S.** (2018, December 1–5). *The synergy of partners: Efficacy* [Conference session canceled]. Learning Forward 2018 Annual Conference, Dallas, TX.
- Prosser, S. K.**, & Pape, S. J. (2017, April 5–8). *Mathematics teacher identity and participation in an online PD program* [Conference session]. National Council of Teachers of Mathematics Research Conference, San Antonio, TX.
- Dana, N. F., Pape, S. J., Griffin, C. C., & **Prosser, S. K.** (2015, April 16–20). *The role of practitioner inquiry in online professional development for elementary teachers of*

- mathematics: The Prime Online experience* [Conference session]. The 2015 American Educational Research Association Annual Meeting Annual Meeting, Chicago, IL.
- Pape, S. J., Greenberg, C., & **Prosser, S.** (2015, February 12–14). *Barriers that impede technology integration: Implications for professional development* [Conference session]. The 19th Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Pape, S. J., **Prosser, S.**, Griffin, C. G., & Dana, N. F. (2014, February 6–8). *Exploring the impact of Prime Online—an online teacher PD (oTPD) program* [Conference session]. The 18th Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.
- Dana, N. F., **Prosser, S.**, Griffin, C., & Pape, S. J. (2013, February 15–19). *Secrets of success in designing online teacher professional development: The Prime Online experience* [Conference session]. Annual Meeting of the Association of Teacher Educators, Atlanta, GA.
- Pape, S. J., **Prosser, S.**, Griffin, C. G., & Dana, N. F. (2013, January 24–26). *Developing grades 3–5 teachers' MCKT and PCK in an online professional development program* [Conference session]. The 17th Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Sharma, A., Pape, S. J., Peace, M., **Prosser, S.**, & Cifuentes, P. (2013, January 24–26). *Principles for developing algebra lessons for the connected classroom context* [Conference session]. The 17th Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Pape, S. J., Cifuentes, P., **Prosser, S.**, & Wider-Lewis, F. (2011, January 27–29). *Professional development to support community college teachers' implementation of classroom connectivity technology* [Conference session]. The 15th Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.

State Conferences

- Barnett, L., **Prosser, S., K.**, & Thompson, J. M. (2021, February 18-19). *Aspiring Assistant Principal Network: Designing a job-embedded online program to develop transformative leaders* [Conference session]. Spring 2021 Tennessee Association of Colleges for Teacher Education Conference, United States (virtual).
- Bismarck, S., & **Prosser, S.** (2018, March 2–4). *Rethinking technology integration in the middle school mathematics classroom* [Conference session]. South Carolina Association for Middle Level Education Conference, Myrtle Beach, SC.
- May, D., & **Prosser, S.** (2007, August 5–7). *Reading and math: A shotgun wedding* [Conference session]. Just Read, FL! Conference, Orlando, FL.
- Prosser, S.** (2007). *What it means to be a teacher* [Invited talk]. Florida Future Educators of America 16th Annual District Conference, Volusia County, FL.

GRANTS

Funded

- Austin Peay State University Technology Access Fee Grant. \$10,132. 2022–2023. *Using a HyFlex classroom to support adult learners in the Doctor of Education program.* Principal Investigator.
- Austin Peay State University Student Academic Success Initiative Grant. \$1,200. 2022–2023. *International education forum.* Co-principal Investigator (with A. Lee).
- Tennessee Department of Education Aspiring Assistant Principal Network Grant. \$1,000,000. 2022–2024. *Aspiring assistant principals: University–district partnerships to support job-embedded internships.* Principal Investigator.
- Tennessee Department of Education Aspiring Assistant Principal Network Grant. \$738,000. 2021–2022. *Aspiring assistant principals: University–district partnerships to support job-embedded internships.* Principal Investigator.
- Tennessee Department of Education Aspiring Assistant Principal Network Grant. \$402,000. 2020–2021. *Aspiring assistant principals: University–district partnerships to support job-embedded internships.* Principal Investigator.

Not Funded

- Institute of Education Science: Special Education Research Grant Program. \$1,999,935. 2022–2026. *Developing instruction to support executive function and self-regulated mathematics learning behavior.* Co-Principal Investigator (with S. Pape).
- Austin Peay State University Technology Access Fee Grant. \$30,387. 2021–2022. *Using HyFlex classroom spaces to support adult learners in the Doctor of Education program.* Principal Investigator. (not funded)
- Institute of Education Science: Special Education Research Grant Program. \$1,999,776. 2021–2025. *Increasing mathematics achievement of students with disabilities through implementation of Mathshare within innovative online communities.* Co-Principal Investigator (with S. Pape). (not funded)
- Institute of Education Science: Special Education Research Grant Program. \$1,871,572. 2021–2025. *Developing instruction to support executive function and self-regulated mathematics learning behavior for students with learning disabilities.* Co-Principal Investigator (with S. Pape). (not funded)
- Spencer Foundation: Research Grants on Education. \$499,594. 2021–2024. *Using design-based research to build mathematics educators' capacity for developing students' executive function and self-regulated learning behavior.* Co-Principal Investigator (with S. Pape). (not funded)
- Tennessee Department of Education. \$200,000. 2021–2022. *Project HOW: Help is on the way.* Co-principal investigator (with M. Gold). (not funded)
- Tennessee Department of Education Rural Principal Network Grant. \$250,000. 2020–2021. Co-Principal Investigator (with C. Lambert). (not funded)

Institute of Education Sciences Efficacy and Replication grant proposal. \$2.1 million. 2016–2019. *The effects of arts-integrated instruction on students’ retention of content, engagement, creativity, self-efficacy, and teacher efficacy*. Writer (with M. Hardiman). (not funded)

CONSULTING AND OTHER PROFESSIONAL EXPERIENCE

- 2018–2019 Creator/Lead, Writing Clinic, one-on-one and small group writing support, Doctor of Education program, School of Education, Johns Hopkins University.
- 2017–2018 Course Creation: Research on Effective Professional Development, Doctor of Education program, School of Education, Johns Hopkins University.
- Fall 2017 Course Redesign: Multiple Perspectives on Learning and Teaching, Doctor of Education program, School of Education, Johns Hopkins University.

RESEARCH EXPERIENCE

- 2022 Research partner, American University of Antigua—College of Medicine, Coolidge, Antigua.
Collaborate with the Education Enhancement Department and the Director of the Global MD Program to evaluate their program and study students’ mental health.
- 2021 Content expert/consultant, National Institute of Learning Development.
Support the creation, delivery, and study of professional learning for teachers in Virginia, Florida, and Canada to support executive function and self-regulated mathematics learning behavior for students with learning disabilities.
- 2010–2014 Graduate Research Assistant and Project Manager (2013-2014), Prime Online: Teacher pedagogical content knowledge and research-based practice in inclusive elementary mathematics classrooms, University of Florida.
Supported the development of graduate-level online professional development courses in mathematics education for a \$1.53 million grant project funded by the Institute of Education Sciences (IES). Integrated mathematical knowledge for teaching, characteristics and learning needs of students with high-incidence disabilities, and practitioner inquiry. Assisted in writing conference proposals and presentations, journal articles, and grant revisions.
- Summer 2011 Graduate Research Assistant, Enhancing education through technology (EETT): Charting a course for the digital science, technology, engineering and mathematics (STEM) classroom, University of Florida.
Used Technological Pedagogical Content Knowledge (TPACK) framework to analyze K–12 mathematics lesson plans submitted for National Board certification. Documented the ways in which teachers integrated technology to support STEM lessons.
- Summer 2010 Graduate Research Assistant, UFTeach, Professional training option for mathematics and science majors, University of Florida.
Aligned Florida Department of Education teacher education components and National Council for Teachers of Mathematics standards with UFTeach course

mathematics competencies. Assisted in designing teacher induction program and teacher portfolio options.

2009–2010 Graduate Research Assistant, Project COMPUTE: Creating Opportunities for Mathematics Progress Utilizing Teacher Education, University of Florida. Created TI-Nspire mathematics activities that aligned with undergraduate developmental mathematics course standards. Coded and analyzed data, including undergraduate mathematics class transcripts and middle school students' responses to open-ended survey questions.

UNIVERSITY SERVICE

- April 2022 Invited Talk, *Retrieval practice: The science of learning*, First-Year Faculty Program, Austin Peay State University.
- Feb 2022 Invited Talk, *Research and grants: Session II*. First-Year Faculty Program, Austin Peay State University.
- 2021–present Member, Prison Education Initiative, Austin Peay State University.
- 2021–present Member, Untenured Faculty Organization Research and Scholarly Achievement Subcommittee, Eriksson College of Education, Austin Peay State University.
- 2021–present Member, Diversity Council, Eriksson College of Education, Austin Peay State University.
- 2021–2022 Member, Educational Leadership Faculty Search Committee, Eriksson College of Education, Austin Peay State University.
- Nov 2021 Invited Talk, *Online pedagogy workshop*, First-Year Faculty Program, Austin Peay State University.
- June 2021 Member, Associate Dean of Assessment and Accreditation Search Committee, Eriksson College of Education, Austin Peay State University.
- June 2021 Guest Speaker, Board of Trustees Meeting: Campus Spotlight, *Doctor of Education Program: Educational Leadership*, Austin Peay State University.
- April 2021 Invited Talk, *Pedagogy workshop: Teaching skills and techniques*, First-Year Faculty Program, Austin Peay State University.
- Feb 2021 Invited Talk, *Teaching skills and techniques for adjunct, part-time, and temporary instructors*, AP Academy Professional Development Series, Austin Peay State University.
- 2020–present Coordinator, Carnegie Project on the Education Doctorate, Austin Peay State University.
- 2020–present Member, Graduate Academic Council, Austin Peay State University.
- 2020–2021 Member, Survey Policy and Oversight Committee, Austin Peay State University.
- 2020–2021 Member, Space Allocation Committee, Austin Peay State University.
- 2020–present Faculty Library Representative, Felix G. Woodward Library, Eriksson College of Education, Austin Peay State University.

- 2020–present Member, Departmental Curriculum Committee, Eriksson College of Education, Austin Peay State University.
- 2020–present Member, Teacher Education Council, Eriksson College of Education, Austin Peay State University.
- 2020–present Member, Antiracist Educators Group, Eriksson College of Education, Austin Peay State University.
- 2020–2021 Team Leader, Readiness Audit, Southern Association of Colleges and Schools Commission on Colleges, Section 4: Governing Board, Austin Peay State University.
- 2020–2021 Mentor, Adopt A Gov Program, Austin Peay State University.
- 2020–2021 Member, Graduate Student Professional Development Sub-Committee, Graduate Academic Council, Austin Peay State University.
- 2020–2021 Member, Educational Leadership Faculty Search Committee, Eriksson College of Education, Austin Peay State University.
- 2019–present Member, CAEP Committee, Standard 4: Program Impact, Eriksson College of Education, Austin Peay State University.
- 2019–present Member, Graduate Faculty Council, Eriksson College of Education, Austin Peay State University.
- 2019–2021 Coordinator, American Association of Colleges for Teacher Education Holmes Scholars Program, Austin Peay State University.
- Fall 2019 Member, CAEP Committee, Standard 5: Provider Quality, Continuous Improvement, and Capacity, Eriksson College of Education, Austin Peay State University.
- 2018–2019 Program Evaluation Committee, Doctor of Education program, School of Education, Johns Hopkins University.
- Dec 2018 Interviewee, *Active and engaged online discussions: Best practices*, faculty training modules, School of Education, Johns Hopkins University.
- Oct 2018 Leader, qualitative coding workshops as part of Dissertation Clinic, Doctor of Education program, School of Education, Johns Hopkins University.
- July 2018 Co-Presenter, comprehensive examination roundtable discussion and family and friends sessions, Residency for Doctor of Education program students, School of Education, Johns Hopkins University.
- Spring 2018 Presenter, Open House, Mathematics Instructional Leader (PreK–6) and STEM Instructional Leader graduate certificate program, School of Education, Johns Hopkins University.
- 2017–2019 Course Co-Development: Contemporary Approaches to Educational Problems, Doctor of Education program, School of Education, Johns Hopkins University.

- 2017–2018 Program Development: Mathematics Instructional Leader (PreK–6) and STEM Instructional Leader (PreK–6) graduate certificate program, School of Education, Johns Hopkins University.
- July 2017 Co-Presenter, comprehensive examination roundtable discussions, Residency for Doctor of Education program students, School of Education, Johns Hopkins University.
- Spring 2017 Program Site Redesign Committee, Doctor of Education program, School of Education, Johns Hopkins University.
- Spring 2017 Scholarship Award Committees, Doctor of Education program, School of Education, Johns Hopkins University.
- 2016–2018 Applications Review Committee, Technology and Mind, Brain, and Teaching Specializations, Doctor of Education program, School of Education, Johns Hopkins University.
- Sum. 2016 Rubric Development Committee, Doctor of Education program, School of Education, Johns Hopkins University.
- Fall 2010 Invited Talk with R. Miller, *Integrating web tools in your K–12 classroom*. Introduction to the Teaching Profession course, Daytona State College, Daytona Beach, FL.
- Spring 2010 Teaching Assistant, Teaching Mathematics in the Inclusive Elementary Classroom, University of Florida.
- 2009–2011 Member, STEM Research Colloquium, School of Teaching and Learning, University of Florida.
- Fall 2009 Student Assistant, search committee for STEM faculty position, School of Teaching and Learning, University of Florida.
- Fall 2009 Student Representative, Research Productivity Task Force, College of Education, University of Florida.

PROFESSIONAL SERVICE

- 2020–present Reviewer, *Impacting Education: Journal on Transforming Professional Practice*, Carnegie Project on the Education Doctorate.
- Oct 2020 Session Chair, Carnegie Project on the Education Doctorate biannual convening.
- 2020–present Reviewer, conference proposals, American Educational Research Association, annual convening: In-Service Teacher Knowledge and Learning (Division K) and Online Teaching and Learning (SIG).
- 2019–2022 Dissertation committee member, School of Education, Johns Hopkins University.
- 2019–present Reviewer, conference proposals, Carnegie Project on the Education Doctorate biannual convening.
- 2019–present Reviewer/Editorial Board Member, *Journal of Technology and Teacher Education*, Society for Information Technology and Teacher Education.

- Aug 2018 –Dec 2018 Co-Sponsor, Research Clinic Interest Group, American University of Antigua College of Medicine, Coolidge, Antigua.
Meet virtually each week with undergraduate medical students to support their understanding and application of research methods in medical education.
- 2017–present Reviewer, *Contemporary Issues in Technology and Mathematics Teacher Education*, Association for the Advancement of Computing in Education.
- 2017–present Member, CPED Improvement Group for Online and Blended EdD Programs, Carnegie Project on the Education Doctorate.
- 2015–2019 Reviewer, National Council of Teachers of Mathematics Research Conference.

PUBLIC SCHOOL SERVICE

State-Level Service

- 2008 Member, 2009 state mathematics textbook adoption committee, Florida.
- 2007 Member, middle school mathematics initiative state committee, Orlando, FL.

District-Level Service

- May 2020 Evaluator, APSU STEM Expo, Clarksville-Montgomery County School System (canceled).
- 2019–present Mentor, TN Promise, Montgomery County, TN.
- Spring 2015 Panelist, Volusia County Schools Focus Job Fair, Daytona State College, Daytona Beach, FL.
- Fall 2010 Co-Facilitator, professional development for Alachua County teachers of Grades 3–8, Engaging your students in mathematical communication: Using higher-order questioning and discourse skills in mathematics, University of Florida.
- 2007–2009 Tutor, Florida Teacher Certification Exam—mathematics, Volusia County, FL.
- 2007–2008 Member, middle grades mathematics curriculum map development committee, Volusia County, FL.
- 2003–2004 Member, mathematics textbook adoption committee, Volusia County, FL.

School-Level Service

- 2015–2016 Administrative Leadership Team, Empowering Educators for Excellence Year One (E³ Y1) contact, Palm Terrace Elementary School, Daytona Beach, FL.
- 2007–2009 Coordinator, International Baccalaureate Middle Years Programme, Silver Sands Middle School, Port Orange, FL.
- 2004–2009 Mathematics Department Chair, Silver Sands Middle School, Port Orange, FL.
- 2008–2009 Budget Chair, Silver Sands Middle School, Port Orange, FL.
- 2005–2006 Member, action research committee to develop targeted mathematics program for students performing below grade level, Silver Sands Middle School, Port Orange, FL.

- 2004–2006 Mathematics Representative, Madison County Florida middle school redesign, Florida Department of Education, Innovation Fair Matchmaker Grant, Silver Sands Middle Schools, Port Orange, FL.
- 1997–2002 Student Success Team Chair and Section 504 Contact, Turie T. Small Elementary School and Palm Terrace Elementary School, Daytona Beach, FL.
- 1997–1999 School-Based Placement Facilitator, ESE Department Chair, and Articulation Contact, Turie T. Small Elementary School, Daytona Beach, FL.

HONORS AND AWARDS

- 2021–2022 Co-Recipient (with T. Richards), Student Research and Innovation Award, Austin Peay State University
- 2021–2022 Recipient, Governors Impact Award, Student Organization and Leader Awards, Austin Peay State University
- 2021–2022 Recipient, Chair’s Award of Excellence in Educational Leadership, Department of Educational Specialties, Austin Peay State University
- 2018–2019 Nominee, Excellence in Teaching Award, Johns Hopkins School of Education
- 2015–2016 Recipient, Best & Brightest Scholarship Program, Florida Department of Education, \$6,000
- 2014–2015 Recipient, Best & Brightest Scholarship Program, Florida Department of Education, \$6,000
- 2009–2011 Recipient, University of Florida, College of Education, Elizabeth and William F. Leonard Endowment Scholarship, \$2,000 per year
- 2009–2010 Recipient, University of Florida, Project COMPUTE: Creating Opportunities for Mathematics Progress Utilizing Teacher Education fellowship recipient, \$24,000 plus tuition
- 2008 Finalist, Teacher of the Year, Volusia County Schools, FL
- 2007 Recipient, Northrop Grumman Weightless Flights of Discovery Program for teachers of mathematics and science, Kennedy Space Center, Melbourne, FL
- 2006 Nominee, Crystal Apple Award, Volusia County Schools, FL
- 2006 Nominee, Teachers of Mathematics Teacher of the Year, Volusia County Schools, FL
- 1998 Nominee, Sallie Mae First Class Teacher Award, Volusia County Schools, FL
- 1989–1991 Recipient, Florida Undergraduate Scholar’s Fund
- 1989 Recipient, ETAP Merit Scholarship (64 credit hours)

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education
 Association of Mathematics Teacher Educators

Association for the Study of Higher Education
 Carnegie Project on the Education Doctorate
 Learning Forward
 Tennessee Educators of Color Alliance

DOCTORAL COMMITTEES

Graduates – Chair

Zachary Inman – August 2022, Austin Peay State University (Partnering Consultant and Data Analyst, Vanderbilt University); *Examining secondary traumatic stress, job satisfaction, and the risk of attrition in resident assistants*

Toni Richards – August 2022, Austin Peay State University (Teacher, Robertson County Schools); *Novice teachers' perceptions of teacher induction program and district-assigned mentoring efficacy*

Vicky Garafola – August 2022, Johns Hopkins University (Senior Program Manager, NYC Office of the Mayor); *Factors contributing to bachelor's degree persistence of students who have experienced foster care*

Walter Braem – December 2021, Austin Peay State University (Teacher, Clarksville-Montgomery County Schools); *Fine arts teachers' perceptions and uses of student growth portfolios as an element of teacher evaluation*

Noelle Cannon – December 2021, Austin Peay State University (Director, Tennessee Early Childhood Training Alliance); *Teachers' perceptions of their preservice preparation to support students who have experienced trauma*

John Folk – December 2021, Johns Hopkins University (Associate Professor, OB-GYN, SUNY Upstate); *Factors influencing clinical faculty participation in a teacher professional development pilot program during a pandemic: A root cause analysis*

Rachel Funderburk – August 2021, Austin Peay State University (Special Populations Consulting Teacher, Clarksville-Montgomery County Schools); *Examining the acquisition and implementation of sensory pathways to support students' on-task behavior*

Kenan Sener – August 2020, Johns Hopkins University (Principal, Fulton Science Academy); *Fostering a caring school community to reduce middle school classroom misbehavior*

Catherine Atkinson – December 2019, Johns Hopkins University (Teacher, Garden Grove Unified School District); *Supporting teachers' technology implementation practices through peer-to-peer coaching: A mixed methods study*

Jen Lamia – August 2018, Johns Hopkins University (Superintendent, Byram Hills Central School District); *Video self-reflection and e-mentoring to support proficiency in a high-performing school district*

Graduates – Co-Chair

Izora Everson – May 2019, Johns Hopkins University (Director of Online Learning/Principal, Alexandria City Public Schools); *Teachers' implementation of blended learning following a yearlong professional development program: A descriptive case study*

Peling Li – May 2019, Johns Hopkins University (Clinical Faculty, Urban Teachers); *Instructional coaching to support general education teachers' self-efficacy in teaching dually identified students*

Jennifer Gonzalez Wildasin – May 2018, Johns Hopkins University (Districtwide Assessment Coach, Fairfax County Public Schools); *Co-teaching English language learners with disabilities: The relationship among self-efficacy, collaboration, and reflection*

Graduates – Committee Member

Loretta Totty – August 2022, Austin Peay State University (Teacher, Clarksville-Montgomery County); *First-generation college students' academic persistence and access to campus resources*

Kortne Edogun – May 2022, Johns Hopkins University (Director of Partnerships, National Math and Science Initiative); *Examining the implementation of a program designed to increase equitable access to advanced academic pathways in the Covid era*

Kisha Napper – May 2022, Austin Peay State University (Title I ATLAS Advocate, Rutherford County Schools); *A phenomenological study on public school counselors' perceptions of service supports and barriers for students experiencing homelessness*

Vincent Kane – December 2021, Johns Hopkins University (Principal, Dillingham City School District); *The relationship between childhood trauma and teacher attrition in a rural Alaska school district*

Sheneka Balogun – August 2021, Johns Hopkins University (Director of Recruitment and Accountability, Greater Memphis Alliance for a Competitive Workforce); *In their own voices: The online doctoral student experience pre-candidacy and post-candidacy*

Patrick Fogarty – August 2021, Johns Hopkins University (Director of Technology, Jericho Union Free School District); *Lesson study designed to influence teachers' knowledge and beliefs related to boys and literacy*

Shirish Lala – May 2021, Johns Hopkins University (Professor, Daytona State College); *Occupational therapy stakeholders' perspectives on Level I fieldwork opportunities: A mixed methods comparison*

Alexander Tietjen – August 2020, Johns Hopkins University (Technology Coordinator, Burton School District); *Supporting technology integration leadership of elementary school administrators through technology-related self-efficacy development*

John Porter – May 2020, Johns Hopkins University (President, Lindenwood University); *Using student evaluations of teaching to improve classroom instruction: A model for closing the feedback loop*

Carol Pepper – May 2018, Johns Hopkins University (Head of Upper School, Upland Country Day School); *Fostering self-regulated learning at an independent school*

Current Doctoral Committees – Chair

Christie Brannock (Academic Administration and Management, National Institute on Drug Abuse), Johns Hopkins University; Problem of practice: *Assessing the needs of underrepresented biomedical trainees and their mentors*

Ryan Combs (Student Success Coordinator, Austin Peay State University), Austin Peay State University; Problem of practice: *The relationship between student-athletes' motivation and their academic and athletic identities*

Terri Easter (Teacher, Clarksville-Montgomery County), Austin Peay State University; Problem of practice: *Factors predicting the academic achievement academic of long-term English learners*

Nik Mabry (Student Services Specialist, Volunteer State Community College), Austin Peay State University; Problem of practice: *Impact of state-sponsored postsecondary counseling program on college enrollment rates*

Ashlie Perry (Principal, Clarksville-Montgomery County), Austin Peay State University; Problem of practice: *Implementation and outcomes of a grow-your-own teacher preparation program*

Joshua Rutherford (Assistant Principal, Houston County), Austin Peay State University; Problem of practice: *The role of a principal preparation program in leadership identity development*

Lanise Stevenson (Senior Partnership Director, Equal Opportunity Schools), Johns Hopkins University; Problem of practice: *School belonging among traditionally marginalized secondary students*

Current Doctoral Committees – Member

Amanda Adcock (Teacher, Clarksville-Montgomery County), Austin Peay State University, Problem of practice: *Adolescent mental health during the coronavirus pandemic*

Lorie Goodgine (Vice President, Tennessee College of Applied Technology), Austin Peay State University, Problem of practice: *Enrollment in career and technical programs*

Michael Johnson (Teacher, Clarksville-Montgomery County), Austin Peay State University, Dissertation proposal: *Service-learning in the fine arts: Teacher experiences, supports, and barriers to facilitating service-learning opportunities*

Nioka Lavigne (Induction Coordinator, Clarksville-Montgomery County), Austin Peay State University, Problem of practice: *Teacher retention in a “grow your own” university–district partnership*

Robert Moore (Instructor, Austin Peay State University), Austin Peay State University; Problem of practice: *Efficacy of campus interventions for veteran's with disabilities*

Ericka Ragland (Teacher, Dickson County), Austin Peay State University, Problem of practice: *Parent–teacher–student relationship and virtual learning in a rural middle school*

CERTIFICATIONS AND ADVANCED TRAINING

Multicultural Classroom: Addressing Effective Teaching in Multicultural and Multilingual Classrooms and Communities, professional development, Spring, 2022

What It Means to Be a Partner in Justice in Times of Unrest training, Austin Peay State University, June 2020

Peer Reviewer Course, Quality Matters, Higher Education Rubric, May 2020

Applying the QM Rubric, Quality Matters, Higher Education Rubric, April 2020

Green Zone Training, Office of Veterans Affairs, Austin Peay State University, 2019

ESOL Professional Development Workshop for Faculty and Instructors, University of Florida, 2010

Mathematics with Meaning Institute, The College Board, 2002-2006

Professional Educator's Certificate, State of Florida, 1997-2014: Mathematics (Grades 5–9), Mentally Handicapped (Grades K–12), Physically Impaired (Grades K–12); Endorsements in: Severe or Profound Disabilities, Gifted, ESOL Category II,