

*Curriculum Vitae*  
**Sharon B. Hayes**

**Business Address:**

West Virginia University  
College of Education and Human Services  
Curriculum & Instruction/Literacy Studies  
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**EDUCATION**

**Ph.D: Curriculum & Instruction**, School of Teaching and Learning, University of Florida, Gainesville, FL, May, 2008.

- Dissertation: *Twenty-first Century Odysseys: How Participation in a Mentoring Relationship Transforms the Identities and Practices of Teachers and Researchers.*

**Master of Education: Elementary Education**, University of South Alabama, Mobile, AL, August, 1999.

**Bachelor of Arts: English/Elementary Education**, SUNY College at Brockport, Brockport, NY, May, 1975.

**EMPLOYMENT HISTORY**

University Experience

**Associate Professor, Elementary Education (August, 2014-present)**

**College of Education and Human Service, Department of Curriculum & Instruction/Literacy Studies, West Virginia University, Morgantown, West Virginia**

Responsibilities include: teaching undergraduate and graduate courses in elementary education in our three teacher education programs, as well as mentoring doctoral students as they engage in research and teaching; designing new courses and revising existing courses; supervising prospective teachers; and implementing a professional agenda of teaching, scholarship, and service within the university community.

**Assistant Professor, Elementary Education (August, 2008-August, 2014)**

**College of Education and Human Service, Department of Curriculum & Instruction/Literacy Studies, West Virginia University, Morgantown, West Virginia**

Responsibilities include: teaching undergraduate and graduate courses in elementary education in our three teacher education programs, as well as advanced qualitative research methods in our doctoral programs; designing new courses and revising existing courses; supervising prospective teachers; and

implementing a professional agenda of teaching, scholarship, and service within the university community

**Courses Taught:**

- EDUC 600: Teacher as Researcher
- EDUC 602: Teacher as Leader
- EDUC 311: Inquiry Strand of Practicum 1
- EDUC 311: Inquiry Strand of Practicum 2
- EDUC 410: Inquiry Strand of Practicum 3
- EDUC 411: Inquiry Strand of Practicum 4
- EDUC401: Promoting Literacy Connections
- EDUC 400: Instructional Design and Evaluation
- EDUC 401: Managing and Organizing Learning Environments
- EDUC/C&I 414: Promoting Creative Expression in Early Childhood and Elementary Classrooms
- C&I 602: School Curriculum and Teaching Principles
- C&I 680: Capstone Seminar
- SCFD 715: Advanced Qualitative Research Methods
- C&I 793G: Action Research-STEM Education (Co-Instructor)
- C&I 932: PRVD: Mentoring

**Teaching Assistant, University of Florida (2003-2007)**

Responsibilities included planning for and teaching undergraduate and graduate courses; mentoring students; assessing student work.

**Courses included:**

- EDE 6235: Guided Teacher Inquiry (online course) (Fall, 2007 )
- School of Teaching and Learning
- EEX4905: Integrated Teaching (Fall, 2006)
- School of Teaching and Learning
- EDF 6475: Qualitative Foundations of Educational Research (Co-instructor, Spring, 2004)  
Department of Educational Psychology
- EME 5403: Instructional Computing (Co-instructor, Fall, 2003)  
School of Teaching and Learning

**Supervisor of Student Teachers (2000-present)**

- Responsibilities included observing and engaging pre-service teaching teachers in the supervision cycle, engaging with them in collegial conversations, and encouraging them to develop identities as reflective practitioners. I also provide the interns with feedback for their electronic portfolios and mentor their action research.

**Public School Experience**

**Robertsdale Elementary School** - Robertsdale, AL (September, 1994 - May, 1999)

Third grade (self-contained classroom)

Principal: Charles O. Downey

**C. W. Goetz Middle School** - Jackson, NJ (January, 1992 – June, 1993)  
Language Arts (seventh and eighth grades), Social Studies (seventh grade)  
Principal: Margaret Hengel

**Lowell Elementary School** - Fostoria, OH  
First grade: April - May, 1990; Second grade: August, 1989 - January, 1990  
Principal: Terry Piper

**Wesley Preschool** - Fostoria, OH (August, 1986 - May 1987)  
Preschool (four and five year olds)

**Children's House of Parma** - Parma, OH (October, 1977-December, 1978)  
Preschool (three, four, and five year olds)

**Brown Elementary School** - Columbia, TN (August, 1976 - June, 1977)  
First grade (self-contained classroom)  
Principal: Cecil B. Cathey

**College Hill Elementary School** - Columbia, TN (March, 1976 - June, 1976)  
Sixth grade (self-contained classroom)  
Principal: H. Porter

## RESEARCH

### Journal Articles (Refereed)

Vittek, J., Floyd, K., & **Hayes, S.** (2013). Stakeholder perceptions of special educator induction programs. *Journal of Research Initiatives*, 1(1), 13-26.

Yendol-Hoppey, D., Hoppey, D., Morewood, A., **Hayes, S.**, & Graham, M. (2013). Micropolitical and identity challenges influencing new faculty participation in teacher education reform: When will we learn? *Teachers College Record*, 115(7), 31 pages.

**Hayes, S.**, & Koro-Ljungberg, M. (2011). Dialogic exchanges and the negotiation of differences: Female graduate students' experiences of obstacles related to academic mentoring. *The Qualitative Report*, 16(3), 682-710. Retrieved from <http://www.nova.edu/ssss/QR/QR16-3/hayes.pdf>

Koro-Ljungberg, M., & **Hayes, S.** (2010). Proposing an argument for research questions that could create permeable boundaries within qualitative research. *Journal of Ethnographic & Qualitative Research*, 4, 114-124.

Koro-Ljungberg, M., Yendol-Hoppey, D., Smith, J., & **Hayes, S.** (2009). Epistemological awareness, instantiation of methods, and methodological ambiguity in qualitative research projects. *Educational Researcher*, 38, 687-699.

Koro-Ljungberg, M., Gemignani, M., Chaplin, S., **Hayes, S.**, & Hsieh, I. (2009). "Mission Civilisatrice": Fixing scientific evidence and other practices of neo-colonialism in social sciences. *International Review of Qualitative Research*, 1(4), 491-513.

Greckhamer, T., Koro-Ljungberg, M., Cilesiz, S., & **Hayes, S.** (2008). Demystifying interdisciplinary qualitative research. *Qualitative Inquiry*, 14(2), 307-331.

Koro-Ljungberg, M., & **Hayes, S.** (2006). The relational selves of female graduate students during academic mentoring: From dialogue to transformation. *Mentoring & Tutoring: Partnerships in Learning*, 14(4), 389-407.

Ross, D. S., Hoppey, D., Halsall S., McCallum, C., **Hayes, S.**, & Hudson, R. (2005). Cohort use in teacher education: Benefits, barriers, and proposed solutions. *Teacher Education and Practice*, 18(3) 265-281.

### **Journal Articles (Invited)**

Steel, S., Shambaugh, N., Combs, J., Farley, R., **Hayes, S.**, Morewood, A., Morris, T., Poling, T., Taylor, S., Van Horn, L., Viglianco, R., & Yohe, S. (2012). The Benedum Collaborative: Features for simultaneous renewal. *School University Partnerships*, 5(2), pp. 13-18.

### **Other Publications**

Delane, D. & **Hayes, S.** (Eds.). (2008). *Improving Florida schools through teacher inquiry*. Gainesville, FL: Center for School Improvement.

### **Research Presentations (National and International)**

**Hayes, S. B.**, Bolyard, J., Selmer, S., & Kale, U. (2014, April). Learning with and from each other: Professional learning communities as spaces for studying our teaching. Paper presented at the annual meeting of the American Educational Research Association Conference, Philadelphia, PA.

**Hayes, S. B.**, & Stellato, M. (2013, May). *Becoming teachers: How autobiographies, teacher education programs and real world contexts influence pre-service teachers' identities*. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Hayes, S. B.**, Bolyard, J., & Selmer, S. (2013, April). *What do prospective teachers notice about teachers and students? Learning to teach from studying teaching*. (2013). Paper presented at the annual meeting of the American Educational Research Association Conference, San Francisco, CA.

Carver, J. S., **Hayes, S. B.**, Ghattas, N. I. (2013, April). *Engaging in inquiry as professional development: Reconstructing understandings of research, teaching, and learning*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Rio Grande, PR.

**Hayes, S. B., & Smith, J. J.** (April, 2012, April). *Interrogating self, pedagogy, and context: How inquiry becomes part of preservice teachers' identities and practices*. Paper presented at the annual meeting of the American Educational Research Association Conference, Vancouver, BC.

Bolyard, J., & **Hayes, S. B.** (April, 2012, April). *Creating spaces for interrogating and transforming practice and identity: Learning about practice in practice*. Paper presented at the annual meeting of the American Educational Research Association Conference, Vancouver, BC.

Bolyard, J. J., & **Hayes, S. B.** (2012, February). *Mathematical Pen Pals: How the Discursive Practices of Pre-Service Teachers and Middle School Students Affect Their Learning and Identities*. Paper presented at the annual meeting of the Association of Teacher Educators San Antonio, TX.

Koro-Ljungberg, M., Brinkman, S., Douglas, E., **Hayes, S.**, Isaac, C. (2011, May). *What is in your mind regarding qualitative research: Sharon thinks about advocacy*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Hayes, S. B., & Smith, J. J.** (2011, April). *Becoming teacher researchers: How engaging in practitioner inquiry influences the identities and practices of prospective teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Saab, J., Hopkins, D., Bolyard, J. Martucci, A., Bernstein, M., **Hayes, S.** (2011, February). *Creating a new way of preparing 21<sup>st</sup> century teachers*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.

**Hayes, S. B.,** Graham, M. S., Cooperrider, B., Jenkins, M., Anderson, J. C., & Wilson, A. (2011, February). *Developing a professional learning community: What/How prospective teachers and teacher educators learning with/from each other*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.

**Hayes, S. B., & Smith, J. J.** (2011, February). *Prospective teachers as action researchers: Cultivating an inquiry stance*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.

**Hayes, S., & Koro-Ljungberg, M.** (2010, May). *Prospective teachers as action researchers: The possibilities for learning and critique*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Hayes, S. B.** (2010, April). *The discursive nature of mentoring: Transforming the identities and practices of prospective and practicing teachers*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Adu, P., Curtis, R., **Hayes, S. B.,** Shambaugh, N., Smith, J. J. (2010, April). *Preservice teacher action research reports demonstrate impact on pupil learning*. Roundtable paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

**Hayes, S. B.**, Smith, J. J., & Curtis, R. (2010, April). *Inquiring together: What prospective teachers and teacher educators learned about action research/practitioner inquiry*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

**Hayes, S.** (2010, February). *Inquiring into mentoring and exploring the possibilities for co-mentoring in a professional development school*. Roundtable presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

**Hayes, S.** (2009). *The discursive nature of mentoring*: Paper presented at the annual meeting of the Association of Teacher Educators, Dallas, TX.

Gubrium, E. K., **Hayes, S.**, & Koro-Ljungberg, M. (May, 2007). *Exploring the possibilities of collaborative activism from the social constructionist perspective*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Hayes, S.** (2007, May). *Considering qualitative research questions from epistemological and methodological perspective*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Koro-Ljungberg, M., **Hayes, S.**, Isaac, D., Ortego Sen, Da., & Haoyin Hsieh, I. (2007, May). *Exclusion of evidence and the concept of "non-evidence"*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Hayes, S.**, & Koro-Ljungberg, M. (2006, April). *Dialogic exchanges and the negotiation of differences related to academic mentoring among female graduate students during focus groups*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Greckhamer, T., Koro-Ljungberg, M., **Hayes, S.**, & Cilesiz, S. (2005, April). *Interdisciplinary qualitative research? Theoretical considerations and implication*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

**Hayes, S.** & Koro-Ljungberg, M. (2005, April). *Mentoring as a form of transformative dialogue: Enhancing qualitative research skills among female graduate students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Davis, H. A., Hartshorne, R., **Hayes, S.**, & Ring G. (2003, August). *Developing an "innovative" identity: Pre-service teachers' beliefs about technology and innovation*. Paper presented at the annual meeting of the American Psychological Association. Toronto, Canada.

### **Referred Conference Proceedings**

**Hayes, S. B.**, & Stallings, J. E. (2014). Returning to the beginning: Remembering who we are to become who we want to be. Proceedings of the 2014 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

Oonge, H., & **Hayes, S. B.** (2014). Deconstructing self, student(s), context(s), and practice(s): A mosaic of teacher inquiries. Proceedings of the 2014 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

**Hayes, S. B.**, Bolyard, J. J., Chevlin, J., Cupini, C., Donathan, E., Hathaway, A., Little, S., & Wilson, J. (2014). Creating spaces for inquiry: What/How prospective teachers and teacher educators learned with and from each other. Proceedings of the 2014 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

**Hayes, S. B.**, & Smith, J. J. (2013). *PDS partners go to summer school: Developing capacity in collaborative inquiry through a PDS research institute*. Proceedings of the 2013 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2013/13PDS%20Proceedings.pdf>

**Hayes, S. B.**, & Stellato, M. (2013, February). *Crossing institutional boundaries to guide our knowledge of what it means to teach, research, and learn*. Proceedings of the 2013 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2013/13PDS%20Proceedings.pdf>

Smith, J. J., **Hayes, S. B.**, & Stellato, M. (2013, February). *Becoming lifelong learners: Pre-service teachers create spaces for authentic learning*. Proceedings of the 2013 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2013/13PDS%20Proceedings.pdf>

Stallings, J. E., **Hayes, S. B.**, & Stellato, M. (2012, March). *Context Matters: How School and University Faculty, Student Teachers, and Students Understand, Enact, and Transform PDS*. Proceedings of the 2012 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS12\\_Proceedings\\_with\\_TOC.pdf](http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf)

**Hayes, S. B.**, Steel, S., Crace, N., Carder, M., Gacek, J., Michael, J., & Summer, S. (2102, March). *The Role of Teacher Candidates in Simultaneous Renewal in a PDS Partnership*. Proceedings of the 2012 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS12\\_Proceedings\\_with\\_TOC.pdf](http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf)

**Hayes, S. B.**, Smith, J. J., Bolyard, J. J., & Allison, M. (2012, March). *Innovative teaching, antiquated assessment: Problematizing the quality of classroom assessments used as evidence in teacher inquiry*. Proceedings of the 2012 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS12\\_Proceedings\\_with\\_TOC.pdf](http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf)

Smith, J. J., Bolyard, J. J., **Hayes, S. B.**, Steel S., & Oonge, H. (2012, March). *Staying in the family: Studying program graduates now teaching in PDS*. Proceedings of the 2012 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS12\\_Proceedings\\_with\\_TOC.pdf](http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf)

Stellato, M., **Hayes, S. B.**, & Stallings, J. E. (2012, March). *Put Me In Coach: An Exploration of the Impact of Research Coaching on PDS Faculty*. Proceedings of the 2012 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS12\\_Proceedings\\_with\\_TOC.pdf](http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf)

Morewood, A., **Hayes, S.**, Hoppey, D., Graham, M., & Yendol-Hoppey, D. (2010, March). *Collaborative faculty in residence (CFIR): Creating spaces for simultaneous renewal*. Proceedings of the 2010 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS10\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf)

**Hayes, S.**, Smith, J. J., Cibrik, J., & Wilson, A. (2010, March). *Everyone inquires: Learning from and for our students and PDS partners*. Proceedings of the 2010 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS10\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf)

Steel, S., **Hayes, S.**, Schneid, H. (2010, March). *Differentiating the practicum experience: Prospective teachers take the lead*. Proceedings of the 2010 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS10\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf)

**Hayes, S.**, & Schneid, H. (2010) *Crossing borders: Changing roles and transforming our understanding of the work of PDS*. Proceedings of the 2010 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS10\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf)

Smith, J. J., Yendol-Hoppey, D., & **Hayes, S.** (2009). *Leading by example: An inquiry into teaching action research*. Proceedings of the 2009 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS09\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS09_Proceedings.pdf)

**Hayes, S. B.** (2009). *The discursive nature of mentoring: How participation in a mentoring relationship influences the identities and practices of prospective and practicing teachers in a PDS*. Proceedings of the 2009 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS09\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS09_Proceedings.pdf)

**Hayes, S.**, Smith, J. J., & Steel, S. (2009). *Reflection through digital stories: An examination of pre-service educators' experiences in profession development schools*. Proceedings of the 2009 Professional Development Schools National Conference: [http://www.ed.sc.edu/pds/docs/PDS09\\_Proceedings.pdf](http://www.ed.sc.edu/pds/docs/PDS09_Proceedings.pdf)

### **Presentations (Regional and Local)**

Hayes, S. B., Selmer, S., Bolyard, J. J., Kale, U., Brookover, R., Chevlin, J., Cupini, C., Donathan, E., Hathaway, A., Rathway, B., & Wilson, J. (February, 2014). *Integrating professional and student learning: Creating spaces for learning to teach in context*. Paper presented at the annual meeting of the WV Professional Development Schools Conference, Flatwoods, WV.

Steel, S., **Hayes, S.**, Crace, N., Carder, M., Gacek, J., Malone, E., Malone, S., Michael, J., Summers, S. (February, 2012). *The role of teacher candidates in simultaneous renewal in a PDS partnership*. Paper presented at the annual meeting of the WV Professional Development Schools Conference, Flatwoods, WV.

Morewood, A., **Hayes, S.**, Hoppey, D., Graham, M., & Yendol-Hoppey, D. (2010, March). *Collaborative faculty in residence (CFIR): Creating spaces for simultaneous renewal*. Paper presented at the West Virginia Professional Development Schools Conference.



**Hayes, S., & Smith, J. J.** (2010, March). *Celebrating teacher research*. Poster presented at the West Virginia Professional Development Schools Conference.

Yendol-Hoppey, D., **Hayes, S. B.**, & Curtis, R. (2009, August). *Technology integration: The power of teacher inquiry*. Paper presented at the West Virginia Statewide Technology Conference, Charleston, WV.

Koro-Ljungberg, M., **Hayes S.**, Greckhamer, T., Gubrium A., & Issac, C. (2005, January). *Presenting research with an interdisciplinary perspective*. Study presented at the annual meeting of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

**Hayes, S.** (2004, March). *Transformative dialogue within mentoring narratives: The construction of academic identities and qualitative research skills among female graduate students*. Study presented at SAGE (Students Alliance of Graduates in Education) Research Symposium, Gainesville, FL.

Koro-Ljungberg, M., **Hayes, S.**, Isaac, C., & Shanely, S. (2004, January). *Shaping the qualitative interview: The influence of the researcher's theoretical perspective*. Study presented at the annual meeting of Interdisciplinary Studies (QUIG), Athens, GA.

Koro-Ljungberg, M., **Hayes, S.** (2004, January). *A study of mentoring: Female graduate students and qualitative research skills*. Study presented at the Annual Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

Ross, D., Halsall, S., Hoppey D., Bosworth J., **Hayes, S.**, McCallum C., & Hudson, R. (2001, April). *Use of a cohort structure in teacher education: Benefits, barriers, and proposed solutions*. Paper presented at the Unified Elementary Special Education Showcase, Gainesville, FL.

## **OTHER PROFESSIONAL EXPERIENCES**

### **PDS Liaison**

September, 2008- present

Valley Elementary School, Arthurdale, WV; North Marion High School; Eastwood Elementary school

- Mentoring WVU 5-year teacher education students during their tutor experiences and collaborating with the teacher education coordinator.
- Providing support to individual teachers and working with small groups of students in their classrooms.
- Working with the professional development coordinator of VES to provide professional development in writing for their faculty.

### **Supervision of SITE (Site-based Implementation of Teacher Education) pre-service teaching interns**

January, 2008 – May 2008

College of Education, School of Teaching & Learning

University of Florida

Gainesville, FL

Program Director: Shelley Warm, Ph.D.

- Observed, advised, and provided feedback to pre-service teaching interns through pre- and post-observation conferences, encouraging them to develop identities as reflective practitioners. I also provided the interns with feedback for their electronic portfolios.

**Site Coordinator and Field Advisor for Proteach pre-interns**

Fall, 2006

College of Education, School of Teaching & Learning

University of Florida

Gainesville, FL

Program Director: Darby Delane

- Observed, advised, and provided feedback to pre-interns during pre-and post-observation conferences. Conducted monthly meetings with in-service mentors.

**Qualitative Research Consultant**

Spring, 2004

Department of Educational Psychology

University of Florida

Gainesville, FL

- Provided feedback and support to graduate students and faculty using qualitative methodology.

**Instructional Designer and Developer**

August, 1999 – December, 2003

Service Zone, Inc.

- Designed and developed training courses for call centers providing technical support for home and small business computer users.

**SERVICE**

**Chair**, Teacher Induction SIG, Association of Teacher Educators, 2009-present

**Secretary-Treasurer**, AERA PDS SIG, 2011-2014

**Committee member**, Liaison Leadership Committee, 2008-present

**Benedum Collaborative Liaison**—Liaison for Valley Elementary School, Arthurdale, WV, 2008-2012; Liaison for North Marion High School, 2012-2014; Liaison Eastwood Elementary School, 2014-present

**ESGA**, faculty advisor, 2014-present

**University Graduate Council**, August, 2014-present

**Department Graduate Committee; Promotion & Tenure Committee**, August 2014-present

**Diversity Task Force**—member, 2008-present

**National Writing Project WVU Leadership Team**—member, 2008-2010

**Peer reviewer**, Qualitative SIG, AERA, 2008.

**Reviewer**, Teaching and Teacher Education, Journal of Teacher Education

**Teacher consultant**, Mobile Bay Writing Project

August, 1998 – August, 1999

- Designed and conducted workshops for elementary, middle, and high school writing teachers.

## **HONORS AND AWARDS**

Chester E. and Helen B. Derrick Professorship Award: To further research in education (Award of \$2,000)

Presidential Recognition of Outstanding Achievement and Contributions

April, 2004

University of Florida, Gainesville, FL

Nominated by: Department of Educational Technology

Graduate Assistantship: Facilitator Mobile Bay Writing Project

Summer, 1999

University of South Alabama, Mobile, AL

NWP (National Writing Project) Fellowship: Mobile Bay Writing Project

Summer, 1998

University of South Alabama, Mobile, AL

Outstanding Graduate Student: Educational Leadership and Foundations

May, 1998

University of South Alabama, Mobile, AL

Nominated by: Lauren Fergeau, Ph.D.

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association, member 2003 – to present.

International Reading Association, member 2005 – to present.

National Council of Teachers of English, member 2005 – to present.

Teachers Network Leadership Institute, member 2007 – 2009.

North American Reggio Emilia Alliance – 2008 – 2010.

The Association of Teacher Educators – 2008 – to present.

Association for the Advancement of Computing in Education, member 2005 – 2006.

Society for Information Technology & Teacher Education, member 2005 – 2006.