

**Dr. Kevin S. Krahenbuhl**  
Associate Professor of Education  
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## EDUCATION

**Doctor of Education**, Educational Leadership - Northern Arizona University, Flagstaff AZ, 2012  
**Master of Arts**, Liberal Studies: Borders, Migration, & Culture - Arizona State University, Tempe AZ, 2009  
**Bachelor of Arts**, Education & History - Arizona State University, Tempe AZ, 2004

## PROFESSIONAL PROFILE

History (social studies) educator with a breadth of experience in both K-12 and higher education settings

- Experienced educator including traditional face-to-face, weeknight/weekend face-to-face, hybrid, web-assisted, and fully online courses
- Experienced curriculum designer for each modality listed above
- Instructed courses in education for undergraduate and graduate students and extensive experience in supervising doctoral candidates
- Significant supervisory experience in diverse realms of education at both the K-12 and college level
- Have taught education courses in social studies designed for elementary, middle, and secondary pre-service teachers and administrators including supporting undergraduate research experiences and teaching content survey courses on American History, World History, and Geography
- Taught for eight years as a Social Studies Teacher in Chandler, Arizona at Hamilton High School, a highly diverse school with significant numbers of students who qualify for free and reduced lunch
- Have taught Advanced Placement, on-level, and remedial courses in secondary schools including history, geography, government, economics, and other topics
- Advised students in the education program at both undergraduate and graduate levels
- Committed to engaging with professional community to serve local institutions, regions, and the nation
- Experienced presenter in academic and professional presentations
- Actively engaged in scholarship individually and collaboratively in diverse emphases connected to issues of learning, assessment, and improvement for the future of education

## ACADEMIC EXPERIENCE

**MIDDLE TENNESSEE STATE UNIVERSITY – Murfreesboro, TN**

**Program Director for Assessment, Learning, & School Improvement Ed.D. Program 2017 – Present**

Supervise all related aspects of the Ed.D. Program including managing the budget, supervision of a program secretary, supervision of Graduate Assistants, program reporting requirements for the university, state, regional, and national accreditation agencies, student recruitment and support, faculty assignments, and program development and improvement.

**Associate Professor of Education 2015 – Present**

Teach courses and support dissertation-research in the Assessment, Learning, and School Improvement (ALSI) Ed.D. program and others as assigned within the College of Education based on experience and expertise. Service agenda to support school improvement in the area and in line with assessment and learning issues. Collaborate with history educators on improving social studies instruction for pre-service teachers. Tenured and promoted to Associate Professor, 2019.

Served on *General Education Committee, General Education Redesign Committee, University Athletic Committee, Academic Appeals Committee, College of Education Program Coordinators Committee, College of Education Curriculum Committee, and ALSI Leadership Committee.*

**DAKOTA STATE UNIVERSITY – Madison, SD****Assistant Professor of Social Studies Pedagogy****2012 - 2015**

Taught various courses in the College of Education including traditional, blended, and online coursework. Supervise pre-service and student teachers. Develop and adapted course syllabi, materials, activities, and assessments. Provided academic advising for candidates. Served as Social Studies program director for COE. Participated in COE program redesign to integrate yearlong residency and co-teaching models. Integrate interactive web-based course management systems, smart devices, other technological tools, and consistent formative assessment data as part of my teaching responsibilities in all courses. Served on the *Graduate Council, Student Success Committee, University Research Committee, Athletic Committee, and General Allocations Fund Committee*. Appointed by University President as *Faculty Athletic Representative*. Chosen as *Champion for First-Year Interaction Team program* designed to provide support for FTE freshmen and transfer students.

**CHANDLER-GILBERT COMMUNITY COLLEGE – Gilbert, AZ****Adjunct Professor of History****2010-2012**

Taught night, weekend, and summer survey courses in American and World History.

**HAMILTON HIGH SCHOOL - Chandler, AZ****Secondary Social Studies Teacher****2004-2012**

Taught courses including AP US History, AP Government & Politics, AP Macroeconomics, World History/Geography, United States History, Government, Economics, Literacy Skills, Golf Academy, & Health. Coached Varsity Girls Golf and Freshman/JV Baseball. Led a Professional Learning Community of nine colleagues in the Social Studies Department.

**SCHOLARSHIP & RESEARCH EXPERIENCE****Doctoral Research Emphasis**

*Analysis of social and academic integration in a public university's first year experience seminar.*

Developed a detailed descriptive study of the distinctions amongst first year experience seminars housed within academic programs and those for the general university – findings provided insights developed through triangulation of a mixed-methods approach.

**Publications****Books**

Krahenbuhl, Kevin S. (2022). *Truth and Teaching: Varied Conceptions and their implications for priorities, practices, and learning*. Charlotte, NC: Information Age Press. (Forthcoming)

Carter, J.L., & Krahenbuhl, K.S. (2022). *Teaching signature thinking: Strategies for unleashing creativity in the classroom*. New York, NY: Routledge. (Forthcoming)

Krahenbuhl, Kevin S. (2021). *Building Effective Learning Environments: A Framework that Merges the Best of Old and New Practices*. New York, NY: Routledge. ISBN: 978-0367720865

Krahenbuhl, Kevin. (2018). *The Decay of Truth in Education: Implications and ideas for its restoration as a value*. Newcastle upon Tyne, UK: Cambridge Scholars Press. ISBN: 978-1527505698.

**Academic Publications**

Krahenbuhl, K.S. (2021). Teaching for the pursuit of truth in a post-truth world. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 94(1): 31-37. (Acceptance Rate: 30%, per Cabell's)

Krahenbuhl, K.S. (2020). To have meaningful discussions, slow things down. *Educational leadership*, 77(7), 28-32, April. (Acceptance Rate: 5%, per Cabell's)

Krahenbuhl, K.S. (2019). The problem with the expanding horizons model for history curricula. *Phi Delta Kappan*, 100(6): 20-26. (Acceptance Rate: 10%) (Available online at: <https://www.kappanonline.org/problem-expanding-horizons-model-history-curricula-krahenbuhl/>)

- Krahenbuhl, K.S. (2017). An engaging, yet failed flip. *InSight: A Journal of Scholarly Teaching and Learning*, Vol. 12: 132-144. (Acceptance Rate: 35%, per Cabell's)
- Krahenbuhl, Kevin. (2016). Student-centered education and constructivism: Challenges, concerns, and clarity for teachers. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, DOE: 101080/00098655.2016.1191311. (Acceptance Rate: 30%, per Cabell's)
- Krahenbuhl, Kevin. (2016). "Enriching the history survey course with "mini-documentaries". *Teaching History: A Journal of Methods*. XLI(1): 20-32. (Acceptance Rate: 25%, per Cabell's)
- Krahenbuhl, Kevin. (2014). Collaborative geographic education: How teacher education colleges can connect with local schools to enhance pedagogy. *The Geography Teacher* 11(1), 17-24. (2012 Impact Factor 0.540)
- Krahenbuhl, Kevin. (2013). A Twist in the Story of the Crusades: A Historical Introduction to the Albigensian Crusade. *Medieval Warfare*, III(4), pages 6-10.
- Krahenbuhl, Kevin. (2013). Contemporary myths of the Crusades: A few selections and connections to the Albigensian Crusade. *Medieval Warfare Online*. 21 August 2013.
- Krahenbuhl, Kevin. (2013). Diversity and teacher preparation: New directions. *Academic Exchange Quarterly*, 17(1), 107-112. (Acceptance Rate: 33%, Per Editor)
- Krahenbuhl, Kevin. (2012). Analysis of social and academic integration in a public university's first year experience seminar. UMI Dissertation Services.
- Krahenbuhl, Kevin. (2012). A legislative threat to the social studies? *Perspectives on History*, 50(6). Letter to the Editor.

### **Popular Publications**

- Krahenbuhl, K.S. (2021). A media holiday: What would happen if we all took a month off? *Current*, October 18, 2021.
- Krahenbuhl, K.S., Dillard, H. K., & Carter, J.L. (2020). PLCs in higher education: Lessons learned in the Middle Tennessee State University EdD program. *All things PLC Magazine*, Spring: 9-14.
- Dillard, H.K., Carter, J.L., & Krahenbuhl, K.S. (2020). PLCs in higher education: Creating the mission, vision, values, and goals. *All things PLC Magazine*, Summer: 17-21.
- Cater, J.L., Krahenbuhl, K.S., & Dillard, H.K. (2020). PLCs in higher education: Embracing the formative mindset. *All things PLC Magazine*, Fall: 31-34.
- Krahenbuhl, K.S. (2018). Series: Science on Learning (**6 Articles**). *Circe Institute Blog*. September-October, 2018. Author link with links to articles: <<https://www.circeinstitute.org/blog/author/19298>>
- Krahenbuhl, K.S. (2017). A classical approach to educating for a civil society. *ASCD Express* 13(6). Available online at: <<http://www.ascd.org/ascd-express/vol13/1306-krahenbuhl.aspx>>
- Aymett, R. & Krahenbuhl, K.S. (2016). Teaching goal setting to help students take ownership of learning. *ASCD Express*, 12(1). Available online at: <<http://www.ascd.org/ascd-express/vol12/1201-aymett.aspx>>
- Krahenbuhl, K.S. & Smith, K. (2015). Nearpod: A technology tool to engage students in inquiry. *ASCD Express* 10(9). Available online at: <<http://www.ascd.org/ascd-express/vol10/1009-krahenbuhl.aspx>>
- Krahenbuhl, Kevin. (2014). The coming wars over curriculum: A case study on politics, history, and social studies standards. *NAS Articles Online*. 10 September 2014. Available online at: <[http://www.nas.org/articles/the\\_coming\\_wars\\_over\\_curriculum\\_a\\_case\\_study\\_on\\_politics\\_history\\_and\\_social](http://www.nas.org/articles/the_coming_wars_over_curriculum_a_case_study_on_politics_history_and_social)>
- Krahenbuhl, Kevin. (2013). A Twist in the Story of the Crusades: A Historical Introduction to the Albigensian Crusade. *Medieval Warfare*, III(4), pages 6-10.
- Krahenbuhl, Kevin. (2013). Contemporary myths of the Crusades: A few selections and connections to the Albigensian Crusade. *Medieval Warfare Online*. 21 August 2013.

Krahenbuhl, Kevin. (2012). Team nicknames are signs of respect. *The Chronicle of Higher Education: Letters to the Editor*. Available online at: <http://www.chronicle.com/article/Team-Nicknames-Are-Signs-of/133147/>.

Krahenbuhl, Kevin. (2012). Four questions to ensure collaborative learning is effective. *The Adjunct Faculty Connection*, 7(Fall).

Krahenbuhl, Kevin. (2012). A legislative threat to the social studies? *Perspectives on History*, 50(6). Letter to the Editor.

### **Book Chapters**

Ford, M. & Krahenbuhl, K.S. (2021). The importance of nimble leadership in rural school settings. In *Rural School Turnaround and Reform: It's Hard Work!* ed. Coby Meyers. Charlotte, NC: Information Age Press.

Krahenbuhl, K.S. & Carter, J.L. (2021). Signature thinking for leadership: Leading schools in learning. In *On Leadership: An Interdisciplinary Approach*, eds. Meghan Raehl & Denver Fowler. Charlotte, NC: Information Age Press.

Krahenbuhl, K.S. (2018). Cognition and the collapse of society. In *From the remains: Reflections on Station 11*, ed. Robin A. Bedenbaugh. Knoxville, TN: Newfound Press.

Korstange, R. & Krahenbuhl, K.S. (2018). Cognition and the first-year experience: How studying the mind equips students for learning. In *Critical Assessment and Strategies for Increased Student Retention*. Hershey, PA: IGI Global.

Krahenbuhl, K.S. (2018). Principles of learning in the technology-enhanced classroom. In *Handbook of Research on Mobile Devices and Smart Gadgets in K-12 Education*, Eds. Amar Ali Khan & Sajid Umair. Hershey, PA: IGI Global. (In Series: Advances in Educational Technologies and Instructional Design: ISSN: 2326-8905)

Krahenbuhl, Kevin. (2015). Diversity and teacher preparation: New directions. In *Sound Instruction Books: Diversity in Teaching and Learning*, ed. Mulvihill, T.M. Vol, 8 Part 1. Stuyvesant Falls, NY: Rapid Intellect Group.

Krahenbuhl, Kevin. (2015). "Modifying constructivism for coherence." In *Quick Hits: Teaching Tips for Adjunct Faculty and Lecturers*, Eds. Morgan, R.K., Olivares, K.T., & Becker, J. Bloomington, IN: Indiana University Press.

### **Paper Presentations**

Krahenbuhl, K.S. (2021). Perspectives of truth and teaching: Reflecting on implications and our responsibility. Presented at the 2021 *American Educational Research Association Annual Conference*. Virtual Event: American Educational Research Association (AERA).

Krahenbuhl, K.S. (2019). The perplexed and the passionate: Views of truth and instructional practice. Presented at the 2019 *American Educational Research Association Annual Conference*. Toronto, Canada: American Educational Research Association (AERA).

Krahenbuhl, K.S. (2019). Digital literacy and perceptions of truth: Confusion and confirmation bias. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2019*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). (Acceptance Rate: 35% per conference site).

Krahenbuhl, K.S. (2018). The Understand-Articulate-Defend Framework: A Neo-Classicist model for curricular design. Presented at the 41<sup>st</sup> Annual Meeting of the *Midwestern Educational Research Association*. Cincinnati, OH: October 24-26, 2018. Midwestern Educational Research Association (MWERA).

Krahenbuhl, K.S. & Carter, J.L. (2018). The Signature Thinking framework: Creativity united with knowledge. Presented at the 41<sup>st</sup> Annual Meeting of the *Midwestern Educational Research Association*. Cincinnati, OH: October 24-26, 2018. Midwestern Educational Research Association (MWERA).

Krahenbuhl, K.S. (2018). The decay of truth in education: How alternative views on truth damage learning. In *American Association of University Professors Annual Conference 2018*. Washington, DC: American Association of University Professors (AAUP).

- Krahenbuhl, K.S. (2018). Technology in K-12 social studies: What's used, what seems to work, and what makes sense? In *Proceedings of Society for Information Technology & Teacher Education International Conference 2018*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). (Acceptance rate: 35% per conference site)
- Krahenbuhl, K.S. (2017). Flipping the class forward: Assumptions, outcomes, and improving student learning. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2017*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). (Acceptance rate: 32% per conference site)
- Krahenbuhl, K. (2016). Enhancing Assessment Practices in History Education with Technology. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 2702-2708). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). (Acceptance rate: 30% per conference site)
- Krahenbuhl, K. & Mydland, G. (2015). "Investigating the impacts of multitasking on Facebook during class: A quasi-experimental study of impacts and mitigation." In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 2429-2434). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). (Acceptance rate: 30% per conference site)

### **Presentations and Workshops**

- Evert, K., Hooser, A., & Krahenbuhl, K.S. (2020). "Supporting Rational Decision-Making during a Pandemic: Principals' Plans to Support Teachers' Data-Use". *University council for Educational Administration Annual Conference*. Virtual.
- Krahenbuhl, K.S. (2019). Signature Thinking in History: Cultivating creativity and improving learning. Presented at the 2019 *National Council for History Education Annual Conference*. Washington, DC: National Council for History Education (NCHE).
- Krahenbuhl, K.S. (2017). "Getting Learners 'in Perspective' in a Rapidly Changing World." *National Council for the Social Studies Annual Conference*. San Francisco, CA. November 16-19, 2017.
- Krahenbuhl, K.S. (2017). "An Introduction to Assessment for Learning in the College Classroom." *MTSU Learning, Teaching, and Instructional Technology Center (LT&ITC) Training Session*. Murfreesboro, TN. October 12, 2017.
- Krahenbuhl, K.S. (2017). "Nearpod: A Technology Tool for Teachers." *MTSU College of Education Lunch & Learn Series*. Murfreesboro, TN. September 20, 2017.
- Krahenbuhl, K.S. (2017). "Assessing the Social Studies Practice Standards (5-12)." *Metro Nashville Public Schools District In-Service Days Conference*. Nashville, TN. August 2-3, 2017.
- Krahenbuhl, K.S. (2017). "Using Technology in the Social Studies Classroom (5-12)." *Metro Nashville Public Schools District In-Service Days Conference*. Nashville, TN. August 2-3, 2017.
- Krahenbuhl, K.S. (2016). "Using Assessments to Improve Learning – Moving Beyond Assessing for Grading." *MTSU University College Faculty Training Seminars*. Murfreesboro, TN. August 5, 2016.
- Krahenbuhl, K.S. & Smith, K. (2014). "Show, Create, Share: Hands-on Activities with 4 Great Apps." *Technology in Education Conference (TIE)*, Sioux Falls, SD. April 13, 2014: 1:00-5:00 PM.
- Krahenbuhl, K.S. (2013). "Social Justice Perspectives: Issues of Advocacy & Integration in Social Studies Classrooms." *National Council for the Social Studies Annual Conference*. St. Louis, MO. November 22-24, 2013.
- Krahenbuhl, K.S. (2013). "Collaborative Geographic Education - University, Pre-Service Teachers, and Local Elementary Schools: Great Possibilities." *National Council for Geographic Education Annual Conference*. Denver, CO. August 1-4, 2013.

Krahenbuhl, K.S. (2012). "Teaching Perspective in the Social Studies." *Minnesota Council for the Social Studies Annual Conference*. St. Cloud, MN. October 10-11, 2012.

### **Other Scholarship**

- Keynote Speaker for South Dakota Education Day 2019 – Annual Civics Summit, July 2019
- Keynote Speaker for Metro Nashville Public Schools August 2017 Annual Professional Development Conference, August 2-3, 2017
- CAEP Reviewer for Social Studies Program Accreditation; 2015-2019
- Member of multiple state's Social Studies Standards Revision Groups; 2014-2019
- Curriculum Design Consultant for 4 Master's courses, *Reasonable Faith, Inc.* and Oklahoma Wesleyan University; 2015-2016
- Curriculum Proposal Layout Consultant for a Master's series of courses, *Reasonable Faith, Inc.*; Summer 2014 and 2015
- Contributing author for the National Council for Geographic Education's Standards-Based Lesson Plan Project; designed multiple original lessons for the publication edited by Audrey Mohan and Jacqueline Waite; Summer 2013.

### **Awarded Grants**

Krahenbuhl, Kevin S., Zeiderman, Howard, & Takacs, Stefanie. (2021 April). Summer Institutes and Seminars Grant, National Endowment for the Humanities, Total Amount Requested: \$188,814. Project title: *Evolving an ever more perfect union: The foundation and future of a new nation*. (Under Review)

Evert, K., Hooser, A., & Krahenbuhl, K.S. (2020). Faculty Research and Creative Activity FRCAC Award, Middle Tennessee State University, Total Amount Funded \$7,500. Project title: *Making sense of student needs: Exploring intuitive and rational decision making during the COVID-19 pandemic*.

Krahenbuhl, Kevin & Carter, Lando. (2018 August). Faculty Learning Community Facilitation Grant, Middle Tennessee State University, Total Amount Funded \$6,750. Project title: *Signature thinking: Cultivating creativity in the classroom*.

Krahenbuhl, Kevin. (2016 August). Faculty Learning Community Facilitation Grant, Middle Tennessee State University, Total Amount Funded: \$6,850. Project title: *Principles of the Mind and Student Success*.

Krahenbuhl, Kevin. (2014 August). Faculty Research Initiative Competitive Research Grant, Dakota State University, Total Amount Funded: \$2,000. Project title: *Principal Perspectives on the State and Future of Teacher Preparation*.

Krahenbuhl, Kevin. (2014 June). Faculty Online Course Development Grant, Dakota State University, Total Amount Funded: \$2,400.

Krahenbuhl, Kevin. (2014 January). Faculty Online Course Development Grant, Dakota State University, Total Amount Funded: \$1,500.

Krahenbuhl, Kevin. (2013, August). Faculty Online Course Development Grant, Dakota State University, Total Amount Funded: \$1,500.

## **TEACHING**

### **Courses Taught at Middle Tennessee State University**

#### **ALSI 7010 – Cognitive Learning Theory**

Provides thorough knowledge base in research on ties between instructional practices and students' learning and achievement. Examines cognitive learning theory from learner perspective and draws on newest research on the best classroom and school cultures to support student learning and achievement.

#### **ALSI 7020 – Implementing a Guaranteed and Viable Curriculum**

Examines research on importance of a guaranteed and viable curriculum tied to state and national standards as well as the skills needed by school leaders to develop, implement, monitor, and evaluate this type of curriculum.

#### **ALSI 7040 – Teacher Observation, Evaluation, and Improvement**

Focuses on providing students with in-depth knowledge about research behind the concepts of teacher observation, evaluation, and improvement methods as well as applied skills in implementing these evaluative methods, with an emphasis on using these methods to improve instructional practice and ultimately student achievement.

#### **ALSI 7210 – Assessment Literacy**

Focuses on assessment vocabulary and practices prevalent in North America and Tennessee. Appropriate use and interpretation of various types of formative and summative assessments, both norm-based and criterion-referenced.

#### **ALSI 7220 – Advanced Applications of Assessment**

Engages students in comprehensive study of conceptual and applied aspects of assessment with a focus on the role of assessment in improving student learning. Students will focus on specific skills in developing and using assessment to influence student achievement and school improvement.

#### **ALSI 7430 – Collaborative Teaming and Effective Schools**

Provides students with the importance of collaborative teaming in order to impact student learning and implementing the best instructional practices.

#### **ALSI 7440 – Improving Student Achievement in Core Academic Areas and Sub-Groups: Best Practices**

Examines the research base on best practices as well as applications for improving student achievement in specific core curricular areas (emphasis on math and literacy) and among specific subgroups (emphasis on children with disabilities, children of poverty, and children whose primary language is not English). Applies this knowledge base to designing timely, directive, and specific systems of intervention.

#### **ALSI 7600 – Educational Statistics**

Prerequisite: One undergraduate statistics course or permission of instructor. Provides students with knowledge and skills needed to understand, interpret, and apply appropriate statistical methodologies and concepts to the educational settings. A survey course for basic statistical methods, including descriptive statistics, confidence intervals, sampling, distribution, Central Limit Theorem, logic and procedure of hypothesis testing, z-tests and t-tests of means and proportions, chi-square tests, correlation and simple regression, and one-way ANOVA. Statistical software packages such as SPSS and SAS will be utilized for data analysis. Prerequisite for [ALSI 7620](#) and [ALSI 7630](#).

#### **ALSI 7610 – Intro to Qualitative Research**

Provides candidates with a thorough understanding of cognitive learning theory in order to inform best instructional practices on behalf of diverse learners. Framed by a collaborative team approach within a school community.

#### **ALSI 7620 – Advanced Quantitative Research Methodologies**

Prerequisites: ALSI 7600 and ALSI 7610. Provides students with advanced quantitative research methodologies that can be applied in an educational setting. Topics include power and effect size, ANOVA (One-Way Analysis of Variance, Two-Way Analysis of Variance), MANOVA (Multivariate Analysis of Variance), ANCOVA (Analysis of Covariance), Factor Analysis, Multiple Regression, Logistic Regression, and ranking or Non-Parametric tests. The Statistical Package for the Social Sciences (SPSS) will be used. The course will include the study of the methodologies used in growth models.

#### **ALSI 7630 – Advanced Qualitative Research for School Improvement**

Provides students with advanced qualitative research methodologies that can be applied in an educational setting. Course content focuses on conceptual issues, ordering, framing inquiry, applying appropriate approach and design, selecting and collecting data, approach-specific analysis, interpretation of data, and reporting procedures. Course tasks provide opportunities to develop skills in qualitative coding, bracketing, restorying, descriptive culture sharing, and cross-case theming.

#### **YOED 6680 – Issues & Trends in Teaching and Learning**

Emphasis on examining current issues and trends in teaching and learning.

#### **SPSE 6480 – Instructional Excellence in Secondary Education**

Development of creative approaches for secondary classroom teaching in order to stimulate creative and critical thinking abilities of students.

### **Courses Taught at Dakota State University**

#### **ELED 360 – K8 Social Studies Methods**

Students develop an understanding of the tools of inquiry of K-8 social studies; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 social studies; the ability to assess student learning in K-8 social studies; and to apply these knowledge, skills, and attitudes to real life situations.

#### **SEED 302 – Secondary Social Studies Methods**

Content methods; assessment/evaluation procedures, curriculum issues; lesson planning; grouping, organizing and managing the classroom; communication and consultation techniques; middle school concepts; and use of state and national curriculum standards. Includes a Level III Field Experience.

#### **GEOG 312 – Geography for Elementary Teachers**

A survey of the elements of physical and cultural geography useful for college-educated elementary teachers.

#### **HIST 411 – South Dakota American Indian Studies**

This course is an education focused study of the history, culture, values, family structures, traditional religions, legends, and governmental policies of South Dakota American Indian groups. Students are expected to apply the selected concepts and theories to contemporary issues in the state and region.

#### **MLED 300 – Survey of Middle Level Education**

A survey of the history, goals, rationale, and philosophy of middle level education, with emphasis on how middle level schools best meet the needs of learners in a rapidly changing society.

### **Courses Taught at Chandler-Gilbert Community College**

#### **HIS 103 – United States History to 1865**

The political, economic, and social development of the United States from the Pre-Columbian period through the end of the Civil War (1865).

#### **HIS 104 – United States History: 1865-Present**

The political, economic, and social development of United States from 1865 to the present time.

#### **HIS 111 – World History: 1500-Present**

Survey of the economic, social, cultural, and political elements of world history from 1500 to the present.

### **LEADERSHIP/SUPERVISORY EXPERIENCE**

#### **Higher Education**

*Program Director for the Assessment, Learning, & School Improvement Ed.D. Program: 2017 – Present*

- Supervise secretary, Graduate Assistants, and faculty teaching in program, including assignment of program faculty teaching responsibilities
- Responsible for budgetary requirements of program
- Recruitment of and support/advising for students
- Develop partnerships with school districts to extend and grow the program
- Reporting requirements for university, state, regional, and national accrediting agencies
- Serve on administrative committees for the college and university as designated

*ALSI Leadership Team Member: 2015-Present*

- Meet monthly in collaborative team sessions to coordinate, improve, and expand ALSI program
- Meet as needed with potential collaborative partner districts and co-facilitate sessions with Maury County and Clarksville-Montgomery County
- Facilitate session discussing what a graduate should look like with the team and programmatic goals

*CAEP Social Studies Program Reviewer: 2015-2019*

- Review a group of social studies programs per CAEP program accreditation guidelines



- Collaborate with a team of reviewers to provide determinations and recommendations regarding social studies programs applying for program recognition

*Faculty Interaction Team (FIT) Coordinator: 2013-2015*

- 2013-14 served as Champion for FIT Program for the university
- Supervise 12 faculty mentors for FTE students in the College of Education
- Coordinate with the other colleges on campus for collaborative efforts
- Present data and propose modifications to the Student Success Committee
- Serve as member of institutional Student Success Leadership Team

*Faculty Athletic Representative: 2013-2015*

- Provide oversight of student-athlete eligibility and Athletic Department compliance issues
- Coordinate with the North Star Athletic Conference & NAIA regarding eligibility issues
- Play a leadership role on the Athletic Committee
- Develop eligibility reference sheets for the student-athletes, coaches, and general athletic staff

*Research Mentor Program Director: 2014-2015*

- Researched, developed, proposed, and was approved to initiate a “research mentoring” program partnering junior faculty members with research leaders in their colleges
- Coordinate pilot implementation of the program and to present findings and recommendations going forward to the University Research Committee

*Student Teaching Supervision: 2012-2015*

- Supervise student teachers in their placement, coordinate with cooperating teachers, design action plans for improvement, monitor growth/progress, and support and train cooperating teachers/administrators as necessary

*2011 Pac-10 Women’s Golf Championship Tournament Co-Coordinator: 2010-2011*

- Host the tournament championship working with Karsten Golf Course, Associate Athletic Directors, head college golf coaches, and partnering businesses to implement all aspects of the tournament including pre-tournament events, an evening hosted dinner event, and the tournament itself

**K-12/Other**

*Multiple State Social Studies Standards Revision Workgroups: 2014-Present*

- Active and leading member of the workgroup, working with DOE leadership as well as others with emphasis in High School standards to ensure integration of social studies practices and adherence to challenging, coherent content standards
- Led the design and integration of social studies practices into the standards document
- Report before the Standards Recommendation Committee appointed by the Tennessee Governor to answer questions regarding revised standards and propose modifications as necessary

*Student Teacher Supervisor, 2012-2015*

- Coordinate with principal, cooperating teacher, and student teacher to provide a growth-focused experience
- Supervise student teachers including formal and informal observations through varied models of teacher evaluation

*American Studies II Political Internship Designer and Coordinator: 2009-2012*

- As part of the program that I designed (American Studies II), high school seniors were assigned a political internship with a local government agency or politician running for office
- Arranged for the agreements, logistics, liabilities, and requirements of each placement and coordinated with each “site coordinator” to ensure the experience was successful
- Led field trips of approximately 40 high school juniors/seniors and 8 adults (staff & parents) to Boston, New York City, and Washington, DC as part of the American Studies II program

*PLC Leader/Champion: 2010-2012*

- Led a group of 9 social studies educators during formation and implementation of PLCs at Hamilton High School including organizing Lesson Study sessions for faculty development

- Involved arranging meetings, collaborating with team members to facilitate common formative assessments, discussion/analysis of data, and reflection on practice
- Also involved leading professional development tasks for the group including book studies, training sessions, coaching advice, leading teacher collaboratively led observation and feedback for growth (adapted form of Instructional Rounds)

#### *5A Girls Golf Supervisor: 2008-2010*

- Worked for the Arizona Interscholastic Association and head coaches from all regions in 5A
- Design master schedule for 5A golf teams & host 5A 2010 State Championship
- Participate in revising golf rules for 5A to include allowing coaching on the course and changing the state championship qualifying process to look at season-long team qualifying scores

#### *Varsity Golf Coach: 2005-2012*

- Arrange for team access to courses for practices, matches, and tournaments coordinating with course golf administration, parents, and student-athletes
- Full charge of fund-raising, budgeting, travel arrangements and logistics/expense reporting, and improving opportunities for our team

### SERVICE

#### To the University

- Organizer and member of a College of Education group who created a COE Research Committee
- Led a series of 8 outcomes development sessions for MTSU's General Education Redesign Leadership team, spring 2020
- Serve on the MTSU *General Education Committee*, 2019-Present
- Serve on the MTSU *Athletic Committee*, 2016-2018
- Serve on the MTSU *Academic Appeals Committee*, 2015-Present
- Led Professional development sessions for MTSU through the Learning, Technology, and Instruction Center every year, 2015-Present
- Served on search and screen committees for hiring new faculty for MTSU, 2015-Present, Chaired three
- Elected to serve on the *Graduate Council* for DSU, 2014-2016
- Served on several search and screen committees for hiring new faculty for DSU, 2013-2014
- Elected General Faculty Representative for the *General Activity Fee Allocations Committee*, August 2013 – 2016
- Participate and lead sessions for DSU's College of Education "Lunch & Learn" Series on issues related to the scholarship of teaching and learning and technology integration to enhance student learning
- Appointed to serve on university-wide *Starfish Users Committee*, August 2013 – Present
- Selected and served as FIT Coordinator, July 2013 - Present
- Appointed by President as Faculty Athletic Representative for Dakota State University and as a member of the *Athletic Committee*, June 2013 - Present
- General Faculty Representative for the *Student Success Committee*, 2012-2015
- College of Education Faculty Representative for the *University Research Committee*, 2012-2014
- Served on Student Research Initiative Evaluation Committee to select awardees for 2012-2013 Academic Year
- Served on Survey Development Sub-Committee to inform development of new student retention and success surveys during summer of 2013

#### To the Profession

- Elected to Board of Directors for the *National Council for History Education* (NCHE), 2019-Present
- Chair of the History SIG, *Midwestern Educational Research Association* (MWER), 2018-Present
- Co-Chair for Social Studies SIG, *Society for Information Technology in Education* (SITE), 2016-2019
- Chosen to participate as a member for the 2017 Tennessee Social Studies standards revision workgroup
- CAEP reviewer for Social Studies Program accreditation, 2015-2019
- Peer reviewer for the *Journal of the Scholarship of Teaching and Learning*, *Teaching History*, and the *International Journal for the Social Studies*

- Chosen to participate as a member for the 2014 South Dakota Social Studies standards revision workgroup
- Co-chair for the establishment of a South Dakota Council for History Education with DSUs Dean of Arts & Sciences, Dr. Ben Jones
- Delivered guest lectures on various topics within my research/expertise including: the First Crusade, Myths of the Crusades, & Distractibility and its impacts on learning
- Selected as a reviewer for McGraw-Hill's *Introduction to Geography*, 14<sup>th</sup> Edition – Chapters 4 and 6
- Presented at regional and national/international conferences on the topic of social studies education
- Member of the SDGA (South Dakota Geographic Alliance) Steering Committee
- Selected as a Student Teacher Supervisor for University of Moorhead student placed in Western Minnesota
- Consultant for Pearson Online History Learning Curriculum, Phoenix AZ 2012
- Coordinate with local public educators to connect recent trends in social studies education into their classrooms

### **To the Community**

- Deliver annual professional development for history education to local school districts
- Deliver annual professional development for Maury County Schools and Metro Nashville Public Schools
- Served as a textbook reviewer for social studies texts adopted evaluating for alignment to revised Tennessee social studies standards, 2018
- Selected as Keynote speaker for the Metro Nashville Public Schools In-Service Days Conference, 2017
- Selected as member of the *Environment Education Center for South Dakota* Advisory Board, 2014
- Selected for and served on the *North Star Athletic Association Eligibility Committee*: 2013-14
- Invited as a guest speaker at *Lake County Historical Society* Meeting regarding push technology and QR Codes for Prairie Village, April 2013
- Coordinated collaborative field trip to USGS EROS with Madison Elementary School – without our support, they would not have been able to make this trip happen
- Member of the *Environmental Education Center for South Dakota*, 2013-Present
- Member of the *Advisory Council for increasing American Indian student retention*; 2012-Present
- Completed FEMA Emergency Management Institute, “Are You Ready: An In-depth guide to citizen preparedness” training, March 2013
- Interviewed by Argus Leader as an expert regarding the Lower Brule Indian Reservation receipt of a grant to support their Lakota popcorn enterprise; April 30, 2013

### **AWARDS AND HONORS**

- MWERA Student Recruitment Award, MWERA Annual Conference, October 2019
- 2019 Keynote Address to State of South Dakota, Annual Civics in Education Day
- 2019 Elected to Board of Directors for the National Council for History Education (NCHE)
- 2017 Keynote Address to Metro Nashville Public Schools Social Studies Educators
- 2016 Faculty Fellow Awardee at Middle Tennessee State University
- 2015 Wayne DeMork Excellence in Service Institutional Award Winner for Dakota State University
- 2015 LITE (Lasting Impact Through Education) Award Winner for engaged teaching and research with specific emphasis on technology integration in the classroom
- 2014 Faculty Research Initiative Awardee for Dakota State University, \$2,000 to support research on “Principal perceptions of teacher preparation and first-year teachers”.
- Chosen for Q-Award for my role on the “Semester Start Up Team” at Dakota State University – part of the CQI (Continuing Quality Improvement) Initiative
- Selected by VPAA to serve university First-Year Intervention Team (FIT) Coordinator – leading the College of Education and other FIT Coordinators in an effort to increase student retention
- Appointed by university president to serve as Faculty Athletic Representative (FAR) and chair University Athletic Committee, June 2013

- Selected by the National Federation of High School Coaches (NFHS) as the Sectional Girls Golf coach of the year for 2011 – encompassing the states of Arizona, California, New Mexico, Nevada, and Hawaii
- Head Coach for the 1020 5A State Champion Girls Golf team
- Overall winning percentage of over .800 in both baseball & golf as a Head Coach
- Team Leader for a group of 9 faculty members @HHS in a Professional Learning Community, 2010
- Selected as a Semi-Finalist to participate in Bear Grylls' Fan vs. Wild shot in Canada, June 2010
- Selected as an AP instructor for various social studies courses
- Arizona Golf Coach of the Year as chosen by East Valley Tribune, 2006
- Graduated Cum Laude while earning bachelor's degree
- Arizona State University baseball player, 2000-2002

### **PROFESSIONAL AFFILIATIONS**

Member, American Educational Research Association (AERA)	2017 – Present
Member, National Council for History Education (NCHE)	2015 – Present
Member, Society for the Study of the Crusades & Latin East (SSCLE)	2013 – Present
Member, Society for Information Technology in Education (SITE)	2015 – 2019
Member, South Dakota Geographic Alliance Steering Committee	2013 - 2015
Member, American Indian Student Success Advisory Council – DSU	2013 - 2015
Member, National Council for Geographic Education (NCGE)	2013 – 2014
Member, National Storytelling Network (NSN)	2013 – 2015
Member, National Association of Scholars (NAS)	2012 – 2013