Kimberly Crowell Martinez, Ph.D.

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EDUCATION

Doctor of Philosophy, Elementary Education (Ph.D.)
Auburn University**,** Completed March 1999
Concentration: Reading Education
Add on Certification: Educational Leadership
Dissertation: *The Impact of Cross-Age Tutoring on At-Risk Third-Graders' Reading Levels and Habituation of Strategic Reading Behaviors*
Advisor: Dr. Susan Villaume

Masters Degree in Elementary Education (M.Ed.)
Auburn University, Completed June 1990
Advisor: Dr. Kenneth Cadenhead

Bachelors of Arts in Psychology (B.A.)
Minor: Spanish
University of Wisconsin-Eau Claire, Completed December 1987
Graduated with honors, Psychology Club, Peer Counselor, Spanish Club

WORK EXPERIENCE

Associate Professor, University of Wisconsin-Stout
University of Wisconsin-Stout, Menomonie, WI
August 2007 to Present
School of Education-Literacy Education

Assistant Professor, Troy University-Phenix City, Alabama
Troy University, Phenix City Campus, One University Place, Phenix City, AL
January 2004 to 2007
Advising undergraduate and graduate elementary education students, scholarly activities and teaching both undergraduate and graduate courses in elementary education. Coordinator of Elementary Education Programs.

Adjunct Professor, Troy University-Phenix City, AL and Fort Benning, GA Campuses
March 1999 to June 2004
Teaching both undergraduate and graduate courses in elementary education.

Administrator, U.S. Department of Defense
Faith Middle School Assistant Principal, Fort Benning Schools, Georgia
August 2000-December 2003
730 Students
Focus directly on language arts area to include facilitation of standards, programs for at-risk students, and writing assessments. Co-author of grant to 21st Century Community Learning Centers Program in partnership with Net Schools to provide laptop computers for all 8th grade students. Supervise and evaluate 20 teachers and staff. Enforce school discipline policy.

Classroom Teacher
Fort Benning School System, Fort Benning, Georgia, August 1990-August 2000
Elementary Education
First Grade, Third Grade and Remedial Reading grades second through fifth.

ADMINISTRATIVE AND SUPERVISORY EXPERIENCE

Thesis Plan A Chair
University of Wisconsin-Stout
Tracy DeRusha, Fall 2012
Thesis Plan A Committee Member
University of Wisconsin-Stout
Rebecca Daschel, Spring 2012
The Effectiveness of Sex Education in the Schools
Tammy Tillotson, 2009-2011
Perceptions of Dyslexia Knowledge among Elementary Education Teachers in the Chippewa Valley of Wisconsin
Frank Akey, Spring 2010

Thesis Plan B Advisor
University of Wisconsin-Stout
Jennifer Arellano, Spring 2011
The Use of Multicultural Literature in Elementary Classrooms: Teaching Acceptance and Understanding of Different Races, Ethnicities, and Cultures
Jennifer Carlson, Spring 2011
Evaluation of Reading Interventions on Struggling Twin ELL Readers
Renee Larson, Spring 2011
Grant Proposal for Implementing Raz-Kids Into Instruction To Improve Reading Skills
Daniel Weiland Spring 2010
The Effects of Part time Employment on High School Senior's Career Choice
Andrew Sherman Spring 2010
Retrospective Miscue analysis and its Use with Struggling Elementary Readers
Sandra Thares Spring 2010
Using Music to Teach Reading in the Elementary Classroom
Jill Mayer Summer 2009
An Analysis of At-Risk Rural Wisconsin High School Student Deficient Reading Skills and the Potential of Students to Drop Out of High School

Advisory Board for Capstone Publishers
Capstone Publishers Minneapolis, MN February 2010
Requested advice on their new line of non-fiction children's books.

University Consultant for Professional Development Plan Completion
University of Wisconsin-Stout 2007-present
Through a PK-16 grant, Wisconsin teaches who are working on their Professional Development Plans consult with university faculty.

Supervisor of Student Teachers
University of Wisconsin-Stout 2007-present
Supervised student teachers during their placement. Responsibilities included guiding the students in using effective classroom management procedures, using appropriate curriculum and strategies to address objectives, and evaluating their lessons and teaching methods.

Coordinator Elementary Education Programs
Troy University-Phenix City Campus College of Education, Fall 2006 to Spring 2007
Point of contact and coordinator for Elementary Education Bachelors and Masters programs, Alternative Accreditation Masters program, and Education Specialist program at Troy University Phenix City Campus. Knowledge of program criteria, creation and administration of comprehensive exams and adherence to NCATE accreditation criteria are all part of the duties which I was responsible for in this position.

Higher Education Collaborative
Troy University-Phenix City Campus College of Education, Fall 2006 to Spring 2007
This group of faculty members from around the state of Alabama was led by Dr. Susan Villaume of Auburn University. The goal of the collaborative was to share information regarding the education programs throughout Alabama and to align our curriculum with the Alabama Reading Initiative.

Association for Childhood Education International (ACEI) Campus Sponsor
Troy University-Phenix City Campus College of Education, January 2005 to Spring 2007
ACEI is a campus organization which promotes and supports in the global community the optimal education and development of children, from infancy through early adolescence, and to influence professional growth of educators and the efforts of other who are committed to the needs of children in a changing society.

Student Council Sponsor
Fort Benning School District, Georgia, 2003
Sponsored the Faith Middle School Student Council including selection of members and officers, organizing meetings and facilitating activities.

Partners Improving Education Building Coordinator
Fort Benning Schools in conjunction with Columbus State University, Georgia, 2001-2003
Point of contact and coordinator for the placement and supervision of education students from Columbus State University who are completing field experiences or student teaching experiences. This program provides a partnership with selected schools to assure that teacher candidates participate in experiences with master teachers.

Partners in Education School Representative
Fort Benning Schools in conjunction with The Greater Columbus Chamber of Commerce, Columbus, Georgia, 2000-2003

Leadership Team
Fort Benning School District, Georgia, 1993 to 2003
Each year, the leadership team focused on different goals as part of the School Improvement Plan. As a member of the Leadership Team, I have been involved in creating and facilitating a number of programs and activities.

Dissertation Committee Member
Capella University, Minneapolis, Minnesota, 2001 to 2002
Served on a dissertation committee for Carol Mowen under the direction of Dr. Gail Frances Hughes at Capella University.

Curriculum Consultant
Lanett City Schools, Alabama, 2000
Worked collaboratively with teachers in aligning their language arts series with the Alabama Course of Study Content Standards and the Standard Achievement Test #9 objectives. I provided them with knowledge of various reading theories in specific practices and techniques to compensate for areas of weaknesses in their language arts series.

Supervising Teacher
Fort Benning School System in cooperation with Troy State University, Alabama, 1997
Fort Benning School System in cooperation with Columbus State University, Georgia, 1995 and 1999
Supervised student teachers during their internships. Responsibilities included guiding the interns in using effective classroom management procedures, using appropriate curriculum and strategies to address objectives, and evaluating their lessons and teaching methods.

Parent Academy Coordinator
Fort Benning School System, Georgia, 1994-1996
Collaborated in design and implementation of the Parent Academy which offered educational workshops to parents during weekend sessions.

Staff Development Coordinator
Fort Benning School System, Georgia, 1991-1993
Surveyed the needs of the system and coordinated workshops for the system's faculty and staff.

TEACHING EXPERIENCE

University Courses

Content Area Reading RDGED 382/582 In-class and Online
University of Wisconsin-Stout, Fall and Spring Semesters
Theoretical foundations, policy and issues impacting content area reading. Evidence based strategies for assessing and building background knowledge, developing vocabulary and comprehension, integrating writing, selecting appropriate content area texts and materials, assessing students reading ability, and addressing needs of diverse students and struggling readers.

Literacy Instruction and Assessment in the Primary Grades RDGED 414/614
University of Wisconsin-Stout, Fall and Spring Semesters
Balanced approach to scientifically based literacy instruction in the primary grades to include theoretical frameworks of literacy learning, program organization, effective instructional strategies, assessments, and informal evaluation techniques as related to instructional planning. Phonemic awareness, phonics, word study, fluency, comprehension, and vocabulary instruction.

Reading and Language Arts in Elementary Education EDUC 380/580 In-class and Online
University of Wisconsin-Stout, Fall and Spring Semesters
The course covers current philosophies in reading and language arts education, the centrality of language arts to the elementary curriculum and methodologies for the elementary classroom.

Preclinical: Elementary Education Language Arts and Reading EDUC 381/581
University of Wisconsin-Stout, Fall, Spring, and Summer Semesters
This course focuses on a supervised teaching experience in developing the prospective teacher's ability in elementary education language arts and reading skills.

Secondary Reading and Language Development EDUC 382/582 In-class and Online
University of Wisconsin-Stout, Fall, Spring, and Summer Semesters
Effective utilization of reading and language development methodologies in secondary content area classrooms.

Reading in the Content Area K-12 RDGED 702 Online
University of Wisconsin-Stout, 2008 Spring Semester
Research-based teaching methods, study strategies, and technology focusing on the abilities to use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum.

Educational Psychology EDUC 303/503 In-class and Online
University of Wisconsin-Stout, Fall, Spring, Winterm, and Summer Semesters
Introduction to the psychological aspects of the educative processes. Emphasis on application of basic psychological principles to teaching. Focus on learner, learning process, and the teacher as an agent for change.

Foundations of Education EDUC 326
University of Wisconsin-Stout, 2007 Fall Semester
Historical background, status, trends, and organization of U.S. education; understandings vital to students before they begin student teaching. Includes professional roles, expectations, rewards and frustrations, resources, control, finance and philosophy.

Legal Issues and Ethics in Education ELE 7763
Troy University, Phenix City, Alabama, 2006 Fall Semester
The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined.

Integrating Children's Literature ELE 6640
Troy University, Phenix City, Alabama, 2006 Fall Semester
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include: award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.

The Art of Teaching Writing ELE 6601
Troy University, Phenix City, Alabama, 2006 Spring Semester, 2006 Summer Semester
Course in which classroom teachers investigate and apply the art of teaching writing via whole language/natural approach. Focus on the writing process.

Teachers and the Law EDU 6630
Troy University, Phenix City, Alabama, 2004 Summer Semester to 2006 Spring Semester
This course is designed to help teachers become legally literate by providing them with information about the law that affects them, how the legal system works, and how that system can work for them.

Teaching Reading to Culturally Diverse Groups Through Literature RED 7778
Troy University, Phenix City, Alabama, 2005 Fall Semester to Present
A course designed to help teachers explore the cultural values, language structure and belief systems of the major racial, ethnic, and national groups found in today's classrooms. Specifically methods, materials and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced.

The Professional Educator EDU 3310
Troy University, Phenix City, Alabama 2006 Spring Semester
This course provides a broad overview of education, teaching and schools, and an orientation to the Teacher Education Program. Multiple field experiences in school settings are required as part of the course. *This is a prerequisite course for most other education courses.*

Specialized Study in Education ELE 7725
Troy University, Phenix City, Alabama, 2005 Fall Semester
A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.

Literacy I, RED 5571
Troy University, Phenix City, Alabama, 2002 Fall Semester to 2006 Spring Semester This graduate level course is designed to develop knowledge, understanding, and competence for providing integrated language arts instruction in the K-6 elementary classroom.

Literacy II, RED 6673
Troy University, Phenix City, Alabama, 2002 Fall Semester to 2006 Spring Semester
This graduate level course is designed as a survey in teaching reading applicable to non-traditional majors in elementary K-6 programs. Emphasis is placed on phonemic awareness, phonetic word attack, vocabulary, and reading comprehension. Field experience is required. Methods and materials are analyzed for potential use in the classroom.

Literacy I EDU 3371/ RED 4481
Troy University, Phenix City, Alabama , 2004 Summer Semester, 2005 Summer Semester
Literacy instruction for the P-3 learner with emphasis on child development, learning theories, individual differences, emergent and early literacy, and examination of current materials and instructional practices used in teaching literacy.

Literacy II RED 4482
Troy University, Phenix City, Alabama**,** 2004 Fall Semester, 2006 Spring Semester
Literacy instruction for the learner in grades 4-6 with emphasis on the principles of reading and language arts instruction, teaching strategies, and methods of expanding reading power. This course requires substantial field experience in the grades 4-6 setting.

Literacy III EDU 4483
Troy University, Phenix City, Alabama, 2003 Fall Semester, 2004 Fall Semester
Principles of assessment and evaluation for improving the language and literacy learning. Pre-service teachers will be introduced to the variety of screening and testing instruments for use in modifying students' instructional programs. Formal and informal methods for classroom observations will be explored, and methods for translating data collected for classroom management and/or communication to learners' parents will be introduced. The issues of privacy and ethical treatment of confidential records will also be addressed.

Classroom Management EDU 4400
Troy University, Phenix City, Alabama, 2004 Summer Semester to 2006 Spring Semester
This course is designed for all education majors. The purpose of this course is to establish a foundation of content and application relative to classroom management and discipline, emphasizing reflection, decision making, and integrated teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experience, case studies, problem solving sessions, projects, and research.

Psychological Foundations of Education, PSY 6631
Troy University, Fort Benning, Georgia, 2004 Term 3, 2003 Terms 1, 3, 2002 Term 3, 2001 Terms 2, 4, and 5
This graduate level course includes major topics in research findings and philosophical concepts related to the nature of the learner and the learning process. Specific topics include Gardner's Multiple Intelligences, Learning Styles, Bloom's Taxonomy, Multicultural Education, Theories of Motivation, Exceptional Children, and Assessment.

Curriculum Design, EDU 6685
Troy University, Fort Benning, Georgia, 2001 Terms 4 and 5
Troy University, Phenix City, 2004 Fall Semester
This graduate level course covers the integration of theory and practice in curriculum design. Students formulate their own views and values on curriculum foundations, principles, and issues and develop a curriculum for their own original course.

Teaching the Bilingual Child, EDU 6656
Troy University, Phenix City, Alabama, 1999 Fall Semester, 2000 Spring Semester
For master's level certification, this mandatory graduate level course prepares teachers to make classroom and instructional accommodations to meet the needs of the bilingual child. Topics focus on unique cultural characteristics of the bilingual child, specific strategies teachers can use in their regular classrooms to reach bilingual students and facilitation of home-school partnerships with families of bilingual children.

Foundations of Education, EDU 624
Troy University, Phenix City, Alabama, 1999 Spring Semester
This graduate level course is an introductory course in education. It examines historical, philosophical, political, cultural and social foundations of American education as a profession.

Elementary School Level

After School Clubs-Spanish Club Leader
River Heights Elementary School, Menomonie, WI Fall 2009, Spring 2010, Fall 2010
Taught Conversational Spanish terms and Spanish vocabulary to kindergarten-third grade students once a week in an after school club format.

Instructional Support Reading Teacher (Remedial)
Taught first through fifth-grade students in a small group pull-out program. These students were below grade level in reading and attended my class daily. I was given the opportunity to devise my own program for these kids in which I used diagnostic reading assessments along with a Reading Recovery type lesson structure and cross-age peer tutoring. I also coordinated a school wide cross-age tutoring program involving students in kindergarten through 5th grade.
Fort Benning School System, Georgia, 1999-2000

1st Grade Teacher
Taught first-grade students in all subject areas. Focused on providing a strong foundation in reading and math skills as well as use of reading strategies across the curriculum. Lead teacher in creating a reading program to meet the needs of all students throughout the first grade by using flexible grouping methods and guided reading groups.
Fort Benning School System, Georgia, 1993-2000

3rd Grade Teacher
Taught third-grade students in all subject areas. Focused on acquiring higher-level reading comprehension skills and strategies, providing a strong foundation in math multiplication and division skills, and creating cross-curricular themed units. Began after school reading club for 3rd grade students to increase reading motivation.
Fort Benning School System, Georgia, 1990-1993

Spanish Club Teacher
Provided an after school Spanish class to students in kindergarten through grade five which focused on conversational Spanish and Latin culture.
Fort Benning School System, Georgia, 1998-1999

Partners in Print Teacher
Facilitator of the Partners in Print workshops (developed by "Teamworks") which focus on teaching parents how to support their children's literacy development. I organized and presented material to parents and their children in hands-on learning stations during regularly scheduled monthly workshops.
Fort Benning School System, Georgia, 1996-1998

Extended Day Teacher (Remedial)
Taught second and third-grade students in an extended day program in remedial reading and math. Students attended the program for 1 hour each morning before school focusing on improving basic math skills as well as acquiring specific reading skills and strategies.
Fort Benning School System, Georgia, 1994-1995

COMMITTEES

School of Education

Technology Showcase Committee
University of Wisconsin-Stout 2012-2013

EdTPA Committee
University of Wisconsin-Stout 2012-2013

RtI Task Force
University of Wisconsin-Stout 2012-2013

Chair-Reading Specialist Search Committee
University of Wisconsin-Stout, 2011-2012, 2012-2013

School of Education Governance Committee
Chair-2012-2013
University of Wisconsin-Stout, Fall 2007 to present

EDUC Discipline Area Work Group Representative to SOE Council
University of Wisconsin-Stout 2008-Present

Masters of Science in Education Advisory Council
University of Wisconsin-Stout Fall 2009-Present

Early Childhood Education Search Committee
University of Wisconsin-Stout 2010-2011

Special Education/Reading Search Committee
University of Wisconsin-Stout Spring 2010

University Consultant for Professional Development Plan Completion
University of Wisconsin-Stout, 2007-2008, 2008-2009

University Wide

Reassigned Time Committee
University of Wisconsin-Stout Fall 2013

All University Promotion Committee
University of Wisconsin-Stout 2012-2013

Faculty Senate
University of Wisconsin-Stout 2010-2012

Personnel and Policies Committee and Subcommittee on Promotion
University of Wisconsin-Stout 2010-2012

Professional Development Grant Review Committee
University of Wisconsin-Stout 2010-2012

Community of Practice-Engaging Student Voices
University of Wisconsin-Stout, Nakatani Teaching and Learning Center
2009-2011

Graduate Education Committee
University of Wisconsin-Stout, Fall 2008

Faculty Learning Community
University of Wisconsin-Stout, Spring 2008

Early Childhood Education Search Committee
University of Wisconsin-Stout, Spring 2008 to Spring 2010

Environmentally Sustainability Committee
University of Wisconsin-Stout, Fall 2007-2009

Curriculum and Instruction Committee Alternative
University of Wisconsin-Stout, Fall 2007

State and Local

Wisconsin Foundation of Reading Test Standard Setting Panel Member
Wisconsin Department of Public Instruction, Spring 2013
Panel members convened to review the test materials and, based on informed judgments, made a recommendation to the WDPI for a passing standard for the Foundations of Reading test for Wisconsin.

Wisconsin State Reading Association Leadership Committee
2008-present

Wisconsin State Reading Association- Multicultural Committee
2008-2011 2012-present

Wisconsin State Reading Association- Professors of Reading Committee
2008-present

Scholastic Book Clubs Professor Advisory Panel
Scholastic Book Clubs Inc., 2008-present

Eau Claire Area Reading Council- University Liason
2012-2013

Eau Claire Area Reading Council-Co President
2011-2012

Eau Claire Area Reading Council-Vice President
2010-2011

Troy University

Committee for NCATE-Standard 1: Candidate Knowledge, Skills, and Dispositions
Troy University, Fall 2006

Executive Committee for the Undergraduate Academic Council
Troy University, January 2006 to June 2007

Undergraduate Academic Council
Troy University, January 2006 to June 2007

Curriculum Committee for Reading and Undergraduate Elementary Education,
Troy University, September 2005-June 2007

Web Page Committee
Troy University, January 2004

Enrollment Services Committee
Troy University, July 2004

Field Experience Ad Hoc Committee
Troy University, October-December 2004

Secretary Search Committee
Troy University, May 2004 and December 2004.

PRESENTATIONS

Focus on Phonemes: Understanding Phonemic Awareness and its Role in Emergent Reading
Early Childhood Education Conference
University of WI-Stout, Menomonie, WI, April 2014

edTPA Task 1 Evaluation
SOE edTPA Implementation Committee
University of Wisconsin-Stout, Fall 2013

RTI-Task Force Professional Development
Fall 2012 School of Education Faculty
Spring 2013 School of Education Faculty
Co-Presenters: Renee Chandler, Chris Peterson, Lama Othman

Where Does Multicultural Literature Fit in Your Curriculum? EVERYWHERE!
2013 Wisconsin State Reading Association Conference
Co-Presenters: Mary Lee-Nichols, Debbie Harrison, kahleen Gallagner, Jill Klefstad, Kenneth Shonk

Investigating RtI: From Theory to Practice
2012 IHE Summer Institute Stevens Point, WI May 2012
Co-presenters: Chris Peterson, Lama Othman, Renee Chandler

Using Multicultural Children's Literature to Promote Cultural Sensitivity in Primary Classrooms
International Reading Association 57th Annual Convention, Chicago, IL, May 2012
Co-Presenter: Jill Klefstad

Do you Hear What I Hear? Phonemic Awareness Activities for the Pre-K and K Classroom
Children: Our Future Early Childhood Conference, Bloomington, MN, November 2011

Intentional and Instructional Read Alouds
Children: Our Future Early Childhood Conference, Bloomington, MN, November 2011
Co-Presenter: Nicole Crowell

Read Chapter 2 for Tuesday
Teaching Professor's Conference, Atlanta, GA, May 2011

Do You Hear What I Hear? Phonemic Awareness Activities for the Pre-K Classroom
Early Childhood Education Conference
Two hour Preconference Workshop, Menomonie, WI, April 2011

Using Latino Children's Literature to Teach Spanish Words and Phrases
Wisconsin State Reading Association, Milwaukee, WI, February 2011
Co-presenter: Nicole Crowell

Increasing cultural Awareness in Early Childhood Classrooms Through Multicultural Children's Literature
Children Our Future-Fifteenth Annual Early Childhood Education Conference, Arden Hills, MN, November 2010
Co-presenter: Jill Klefstad

Increasing cultural Awareness in Early Childhood Classrooms Through Multicultural Children's Literature
National Association of Education of Young Children, Anaheim, CA, November 6, 2010
Co-presenter: Jill Klefstad

Increasing cultural Awareness in Early Childhood Classrooms Through Multicultural Children's Literature
2010 Family and Consumer Education Conference, Menomonie, WI, September 2010

Implementing Inquiry to Engage Student Voices: A Learning Investigation
University of Wisconsin-Stout
Nakatani Teaching and Learning Center, May 2010

Using Read Alouds to Foster Reading Enthusiasm and Demonstrate Essential Reading Skills
2010 Early Childhood Education Conference, Menomonie, WI, April 2010

Multicultural Children's Literature for the Early Grades
2010 Early Childhood Education Conference, Menomonie, WI, April 2010

Spanish Activities for your Spanish Club
2010 Early Childhood Education Conference, Menomonie, WI, April 2010

Using Multicultural Children's Literature to Increases Cultural Awareness
Wisconsin State Reading Association Conference, February 2010
Co-Presenter: Jill Klefstad

Using Multicultural Children's Literature to Increases Cultural Awareness in Early Childhood Classrooms
International Reading Association West Regional Conference, February 2010
Co-Presenter: Jill Klefstad

First Exposure Outside of Class
University of Wisconsin-Stout
Nakatani Teaching and Learning Center, January 2010

Reading: What Your Students are Saying about their Reading Assignments and What They Say Increases Their Motivation to do the Reading
University of Wisconsin-Stout Nakatani Teaching and Learning Center, May 2009

Promoting Reading Enthusiasm Using Teacher Read-Alouds and Choral Reading of Poems and Chants
UW-Stout Early Childhood Education Conference, April 2009

Addressing the Five Essential Elements of Reading Instruction Through Poems, Rhymes and Chants
National Association for the Education of Young Children Annual Conference, Dallas, TX
Fall 2008
Co-Presenter: Jill Klefstad

Using Rhyming Chants and Poems to Enhance Phonemic Awareness, Phonics, Fluency, and Vocabulary
University of Wisconsin-Stout Early Childhood Education Conference, Spring 2008

Reading Attitudes and Habits of Pre-Service and Full Time Teachers
University of Wisconsin-Stout Research Day, Spring 2008

Fun with Children's Literature Using Author Studies and Multicultural Themes
Alabama Reading Association 36th Annual Fall Conference, October 2004

Tools for Teaching
Faith Middle School, Fort Benning, Georgia, September 2003

Oppositional Defiant Disorder
Faith Middle School, Fort Benning, Georgia, January 2001

Using Running Records for Reading Diagnosis and Assessment
Lanett Elementary School, Alabama, August 2000

Turn off the TV and Learn (TOTAL)
Wilson Elementary School, Fort Benning, Georgia, April 2000

What Special Education Teachers Know about Learning Strategies
Fort Benning School System Inservice, Georgia, February 2000

Guided Reading
Fort Benning School System Inservice, Georgia, February 2000

Using Critical Thinking Skills in the Classroom
Monthly presentations focusing on a specific skill each month. Wilson Elementary School, Fort Benning Georgia, 1999-2000

Using the Discourse Computer Lab
Wilson Elementary School, Fort Benning School System, Georgia, September 1999

School-Home Community Partnership
Fort Benning School Board and Wilson Elementary School, Georgia, April 1999

Be Excited About Reading (BEAR) Cross-Age Tutoring Program
Wilson Elementary School, Fort Benning, Georgia, October 1995

Chanting Multiplication
McBride Elementary School, Fort Benning, Georgia, June 1992

PUBLICATIONS

The Impact of Multicultural Children's Literature on Cultural Sensitivity
Submitted to Wisconsin State Reading Association Journal Fall 2012.

Using Multicultural Children's Literature in Early Childhood Education Classrooms to Promote Cultural Awareness and Appreciation
Published in Young Children, November, 2013
Co-authored with Jill Klefstad

Inquiring Minds Want to Learn Collaborative Article through Community of Practice
Co-authored with Renee Chandler, Ruth Nyland, Jill Klefstad, and Ann Hoehl.
Submitted to Mountain Rise, The International Journal for the Scholarship of Teaching and Learning
September 30, 2010

Don't Put that Poem Away: Use it Again Another Day
PACE Vol.2-No.3 2008 Highreach Learning Inc.

Reading, history of, use in schools, Encyclopedia of Educational Leadership and Administration, Sage Publications, 2006

The Impact of Cross-Age Tutoring on At-Risk Third-Graders' Reading Levels and Habituation of Strategic Reading Behaviors, Auburn University, Alabama, 1999

*Chanting Multiplication,*Printed and dispersed in Developing Math Concepts Inservice, Fort Benning School System, Georgia, 1993

When Children Chant Together, Printed and dispersed in Reading Strategies Workshop, Lanett City Schools, Alabama, 2000

GRANTS

Fall 2013-2014- WI DPI, Wisconsin State Personnel Development Grant (SPDG) Institutions of Higher Education (IHE) Mini-Grant
Title: Using PLC to Increase Teacher Effectiveness and the Academic Achievement for all Students. PI-Kim Martinez and Lama Othman
Funded: $9,915

Fall 2012-2013- DPI State Personnel Development Grant
A Professional Development Opportunity that Provides Faculty with Strategies for Promoting the learning of All Students. PI-Renee Chandler
Funded: $9,952

Fall 2012-Fab Labs: Developing Infrastructure for Designed Understandings, and asked me to be part of the grant. PI-Sylvia Talia
Unfunded: $304, 037

2012 - 2013 CEHHS Research Equipment Request. PI-Kevin Mason
This grant is requesting the purpose of iPads for our preservice students to use in for their EdTPA. Waiting for notice of funding or nonfunding. $13,759

2011-2012 CEHHS Research Equipment Request
NVivo 9 Qualitative Research software
Funded $2,600

Mini-Grant Proposal: Preparing ALL Educators for ALL Learners: Research to Practice
Using iPads with Striving Readers in an After-School Program (May 2011)
Wisconsin Department of Public Instruction, State Personnel Development Grant (SPDG),
Institutions of Higher Education (IHE) Hub
Requested $8400, Not Funded

Grant Proposal for Summer Curricular Incubation; University of Wisconsin-Stout (2011)
Funded: $600

CEHHS Merle Price Faculty Mentor-Mentee Research Award Program (2011)
University of Wisconsin-stout
Not Funded

University of Wisconsin System Institute on Race and Ethnicity (2010)
Study Regarding the Use of Multicultural Children's Literature to Promote Cultural Awareness and Appreciation in Early Childhood Classrooms
Funded: $1500.00

University of Wisconsin-Stout Just in Time Grant (2009)
Funded: $750.00

University of Wisconsin-Stout School of Education Curricular Incubation Grant (2009)
Not funded

University of Wisconsin-Stout Faculty Initiative Grant (2008)
Using Multicultural Children's Literature to Promote Cultural Awareness and Appreciation. (2008)
Funded: $1000

ADDITIONAL CONFERENCES AND TRAINING

IHE Summer Institute-Inclusion
Wisconsin Dells, WI
May 2013

UW System EdTPA Conference-Academic Language
Wisconsin Dells, WI
May 2013

Education Teacher Performance Assessment (EdTPA)
Local Evaluation and Feedback Protocol Training
Department of Public Instruction, Eau Claire, WI
April, 2013

Promoting Deeper Learning Through Scaffolded Questioning: Practical Face-to-Face and Online Strategies by Tom Angelo
University of WI-Stout
August, 2012

Efficient Feedback For Effective learning by Tom Angelo
University of WI-Stout
August, 2012

UW System EdTPA Conference
Wisconsin Dells, WI
Fall 2012, Spring 2013

IHE Summer Institute-RTI
Wisconsin Dells
May 2011, May 2012, May 2013

NVivo Software Training
University of WI-Stout
September, 2011

Keys to Effective Literacy: Using Technology to Produce new Knowledge
Wisconsin State Reading Association July 15, 2011
Wisconsin Dells, WI

Ethics Training
University of WI-Stout Ethics Center
May 8, 2011

Nakatani Teaching and Learning Center Institutes, University of WI-Stout 2009-2010
Community of Practice-Engaging Student Voices
Walvoord Project

Nakatani Teaching and Learning Center Institutes, University of WI-Stout Summer 2009
Scholarly Writing Institute
Online Teaching Institute
Course Assessment Institute

Guided Reading Patricia Pavelka
CESA-10 Cray Summer Institute 2009

Northern Wisconsin Education Association Conference, Eau Claire, WI October 2008

Digging Deeper: Actively Engaging Adolescents, Wisconsin State Reading Association Institute
September 2008

TLC Learning Community on Online Pedagogies, University of Wisconsin-Stout, 2008
Author Presentation-John Coy, University of Wisconsin-Stout Library, March 2008

What Every Teacher Should Know: Preparing Teachers for Cultural Linguistic Diversity in Today's Classrooms, Online Webinar, March 2008

Wisconsin State Reading Association Convention Feb. 2008

Audio Comments, University of Wisconsin-Stout, Spring 2008

Managing Your Time While Teaching Online, University of Wisconsin-Stout, Spring 2008

Use of D2L/Online Laptop Teaching, University of Wisconsin-Stout, Spring 2008

D2L Grade Book, University of Wisconsin-Stout, Fall 2007

New Instructor Institute, University of Wisconsin-Stout, Fall 2007

Live Text Computer Software, Troy University, Fall 2006

Georgia Reading Association Annual Convention, Atlanta, GA, February, 2005

Human Subject Accreditation, Troy University, Fall 2005

Blackboard, Troy University, Fall, 2004

International Reading Association Annual Convention, Orlando, FL 2003

Process Communication by Team Works, Dr. Kahler,, Summer 2003

Read 180, Program Staff, 2002

Teaching Reading in the Content Area, DDESS Leadership Institute, Kathy Einhorn, 2001

Looking at Student Work, DDESS Leadership Institute, 2001

Using the Four Block Framework to Improve Literacy, DDESS Leadership Institute, 2001

Creative Strategies for Working With ODD Children and Adolescents, Developmental Resources, 2001

Grant Writing for Teachers: Strategies for Successfully Securing School Grants, NEI Representatives, 1999

Teaching Strategies Using Technology: Integrating into the Curriculum, Dr. Judy Archer, 1999

Georgia Integrating Technology Professional Development Program, Columbus State University, 1998-1999

Discourse Lab 3, Brad Gardner and Rob Rheinhoffer, 1998

Working with the At-Risk Child in Grades K-5, Dr. Judy Archer, 1995

Thematic Teaching in Grades K-2, Dr. Judy Archer, 1995

Alternative Assessment: Measuring the Progress of the At-Risk Student, Dr. Judy Archer, 1995

Mathematics: The Common Thread, National Council of Teachers of Mathematics, 1993

Difficult Children: How to Unlock Their Potential, Developmental Resources Inc., 1994

How toMake Reading Recovery Live on in the Regular Classroom, Madi Coutts, 1994

Learning Through Literature, Dr. Carma Hales, 1994

Learning to Read and Reading to Learn, Madi Coutts, 1994

Storytelling, Carmen Deedy, 1994

Developing Math Concepts, Monica Higgins, 1993

Whole Language Conference, Calloway Gardens, Georgia, 1993

LANGUAGES

Spanish: Fluent Speaking, Proficient reading and writing

CERTIFICATIONS

Elementary Grades 1-6, State of Alabama, active, expires 2014

Principal Grades N-6, State of Alabama, active, expires 2014

Educational Leadership, State of Georgia, expired 6/30/2010

Elementary Grades (P-8), State of Georgia, expired 6/30/2010

AWARDS

JAX Teaching Award Recipient
University of Wisconsin-Stout
School of Education Spring, 2013

Regents Teaching Excellence Award Nominee
University of Wisconsin-Stout Fall, 2013

PROFESSIONAL ORGANIZATIONS

International Reading Association, 1993-present

Wisconsin State Reading Association, 2002-present

Organization of Teacher Educators in Reading, 2006-present

National Association for Education of Young Children, 2008-2011 2013-2014

Phi Delta Kappa International, 2008-2011

Northern Wisconsin Education Association, 2008-2011

Eau Claire Area Reading Council, 2007-present

National Association of Multicultural Education, 2007-2009

Chippewa Valley AEYC, 2008

Association for Childhood Education International, 2005-2007

Georgia Reading Association, 2004 to 2007

Alabama Reading Association, 2004 to 2007

Association for Supervision and Curriculum Development, 1993-2002