

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220026

Grants.gov Tracking#: GRANT13593919

OMB No. 1894-0006, Expiration Date: 02/29/2024

Closing Date: Apr 11, 2022

PR/Award # S206A220026

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1246-SDOC GEPA)</i>	e7
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
<i>Attachment - 1 (1245-GLIMPSE EXEMPT RESEARCH NARRATIVE)</i>	e11
5. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1244-GLIMPSE Abstract)</i>	e14
6. Project Narrative Form	e16
<i>Attachment - 1 (1234-2022_Project_GLIMPSE_Narrative)</i>	e17
<i>Attachment - 2 (1235-GLIMPSE Logic Model)</i>	e51
<i>Attachment - 3 (1236-CVDavidMaddock)</i>	e52
<i>Attachment - 4 (1237-CVEriksson2022editJavits)</i>	e56
<i>Attachment - 5 (1238-Hines vitae 2021)</i>	e68
<i>Attachment - 6 (1239-Eadens CV_CURRENT)</i>	e83
<i>Attachment - 7 (1240-hartshorne-cv-3-23-2022)</i>	e121
<i>Attachment - 8 (1241-CV Stacy M. Van Horn)</i>	e178
<i>Attachment - 9 (1242-Rodgers CV)</i>	e193
<i>Attachment - 10 (1243-UCF Letter of Support)</i>	e198
7. Budget Narrative Form	e199
<i>Attachment - 1 (1247-2022_Project_GLIMPSE_Budget_Narrative)</i>	e200
<i>Attachment - 2 (1248-490 Osceola Approved Application)</i>	e209
<i>Attachment - 3 (1249-UCF Budget Narrative)</i>	e211
<i>Attachment - 4 (1250-UCF Indirect Cost Agreement)</i>	e216
8. Project Objectives and Performance Measures Information	e221
9. Form ED_524_Budget_1_4-V1.4.pdf	e229
10. Form ED_Evidence_2_0-V2.0.pdf	e232

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/11/2022

4. Applicant Identifier:

N5JNHNZM3WJ4

5a. Federal Entity Identifier:

F596000779001

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The School District of Osceola County, Florida

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1: 817 Bill Beck Blvd

Street2:

* City: Kissimmee

County/Parish: Osceola County

* State: FL: Florida

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 34744-4492

e. Organizational Unit:

Department Name:

Research & Evaluation

Division Name:

REA

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

David

Middle Name:

Russell

* Last Name:

Maddock

Suffix:

Title: Research and Evaluation Specialist

Organizational Affiliation:

Employee

* Telephone Number:

Fax Number:

* Email:

PR/Award # S206A220026

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

* 12. Funding Opportunity Number:

ED-GRANTS-021622-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Jacob K. Javits Gifted and Talented Students Education (Javits) Program, Assistance Listing Number 84.206A

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

GLIMPSE: Gifted Learning Infusing Marginalized Perspectives via Strengths Education

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):*** a. Federal * b. Applicant * c. State * d. Local * e. Other * f. Program Income * g. TOTAL *** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1246-SDOC GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

SCHOOL DISTRICT OF OSCEOLA COUNTY GEPA STATEMENT

This project promotes participation of Osceola County teachers and students regardless of gender, race, national origin, color, disability, or age. Equal access compliance is monitored regularly at the local level and annually at the state level (by Florida's Auditor General's Office). The District has the following plans, policies, and procedures in place to assure equitable access and participation in the project:

- Equal Opportunity for Students and Employees *School Board Policy-Affirmative Action 6.101 and School Board Policy-Prohibition of Discrimination 2.70*
- Equity *School Board Policy 2.0*
- Drug-Free Workplace *School Board Policy 6.33 and 2.90 (Prohibition of Tobacco)*
- Limited English Proficiency (LEP) Pupil *Progression Plan 1-M, LEP Plan*
- Exceptional Student Education (ESE) *IDEA Amendments of 1997 – Sec. (a)(1)(A), Sec. 1412 (a)(5)(A), Sec. 1414 (f) and School Board Policy 4.13*
- Disadvantaged/At-Risk Students *Osceola Dropout Prevention Plan and School Board Policy 4.13 - Student Progression Plan*
- Homeless Students *School Board Policy 5.14*

Additionally, the District will provide accommodations for students and staff with special needs who are involved with the project. It will furnish specialized personnel and adaptive equipment as needed and adhere to district procedures for safety and participation.

Each school with fifteen (15) or more limited or non-English speaking students enrolled must be provided a teacher or paraprofessional fluent in the students' first language. Written information on the program will be provided in English and Spanish (the most prominent first language of ELL students and their families). Talk systems and/or translators are provided at all schools for translating information at meetings and conferences.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The School District of Osceola County, Florida

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Debra Middle Name:
* Last Name: Pace Suffix:
* Title: Superintendent

* SIGNATURE: Leslie Campbell

* DATE: 04/11/2022

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr .	David	Russell	Maddock	

Project Director Level of Effort (percentage of time devoted to grant): 25

Address:

* Street1:	817 Bill Beck Blvd
Street2:	
* City:	Kissimmee
County:	Osceola County
* State:	FL: Florida
* Zip Code:	34744-4492
Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

--	--

* Email Address:

--

Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #(s): ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1245-GLIMPSE EXEMPT RESEARCH NARRATIVE .pdf

Add Attachment

Delete Attachment

View Attachment

GLIMPSE EXEMPT RESEARCH PROCESS NARRATIVE

1.0 Inclusion and Exclusion Criteria*

- 1.1 The data for any student in the population of the school district being analyzed may potentially be in the sample at target sites. The teachers who work at target sites will be included in the study.
- 1.2 To be included in the survey, a teacher must be selected by their administrator and agree to join the study. Teachers will be excluded from the study if they elect to not participate.
- 1.3 The data being reviewed is from individuals who are not yet adults. While no individuals who are not yet adults will be surveyed, interviewed, or otherwise communicated with, the researchers will see personal academic records of these individuals and their demographic information. The researcher currently has access to this information in their line of work.

2.0 Local Number of Subjects

- 2.1 The study will examine a sample of approximately 15,000 students from 14 public schools. The teachers observed and surveyed will equate to approximately 140 teachers.

3.0 Recruitment Methods

- 3.1 Administrators at each site will internally recruit teachers to the program.
- 3.2 All students within the site will be subject to standard school district data collection policies and procedures, but their information will be deidentified before sharing with university partners or utilizing in research publications.

4.0 Withdrawal of Subjects*

- 4.1 If a teacher subject volunteers to be withdrawn from the program after they have started it, their response and information will be deleted from the server in order to respect their wishes and prevent discomfort.

5.0 Risks to Subjects*

- 5.1 There are very few risks to the subjects. Students who are engaging in the research-based practices would likely have not received additional interventions or support otherwise and twice-exceptional students risk being under-identified and not having their needs met without the program
- 5.2 It is possible that unforeseen risk could exist as the digital files may be hacked or otherwise stolen. In order to reduce risk here, the identifiable information taken from the teachers will be stored in two separate locations on the encrypted school servers.

6.0 Potential Benefits to Subjects*

- 6.1 There exists high potential for students to be identified as gifted and receive services aligned to their academic needs when they would have gone under identified otherwise.
- 6.2 Students identified as gifted will receive increase services and quality of services as a function of this program.
- 6.3 Teachers who participate in this program will receive high-quality instruction and professional development that they would otherwise be unable to access.

7.0 Data Management* and Confidentiality

- 7.1 The data from students in the sample will be coded by the evaluation team and shared with the research team in a deidentified manner.
- 7.2 All data collected will be kept on secure, encrypted, school servers. The server is password protected. Additionally, educational plans are stored by “EP number” and the EP number is deidentified from the database of student information.

All data will be stored on the encrypted service in the manner it was collected for at least five years after the end of the grant process.

Student study numbers will be generated by taking every student in the study process being examined, randomizing the order, then assigning a number to each in numerical order.

- 7.3 All data is collected in a systematic order and stored in a single location to ensure that it is not accessible by anyone other than the researchers and evaluation team.
- 7.4 The data collected include information about the demographic, performance, language, socio-economic, and disability status of students. This information is stored on a secure, encrypted server that is only accessible by the researcher. No data is planned to be transmitted from the server, though if it must be, it will be handled by the researchers and transferred via USB rather than internet transmission.

8.0 Provisions to Protect the Privacy Interests of Subjects

- 8.1 No personally identifiable information collected in this study will be shared. All information collected will be utilized for aggregate data analysis.
- 8.2 Subjects who are not at ease with the survey questions will not be required to complete the survey.

9.0 Consent Process

- 9.1 For teachers completing perceptual surveys, consent will be obtained. This will be done via an initial opt-in page on the survey that will detail how their data will be utilized in the research process. Teachers who elect to opt-out will have their surveys terminated.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Add Attachment

Delete Attachment

View Attachment

Abstract

In partnership with the University of Central Florida's College of Community Innovation and Education (UCF CCIE), the **School District of Osceola County**, Florida (SDOC), a local educational agency, proposes "**Project GLIMPSE: Gifted Learning Infusing Marginalized Perspectives via Strengths Education**" which aims to scale up and transform the identification, programming, and services for students with gifts, talents, strengths, and disabilities (SGTSD) who have been overlooked, unrecognized, and underserved by infusing marginalized populations, especially students with disabilities (2e) and English Language Learner (ELL) populations, with strengths-based education. The *goal* of Project GLIMPSE is to develop a research-based talent identification and strengths-based education model that will support gifted students with multiple exceptionalities and marginalized perspectives so that teachers may *glimpse* a student's true ability, with an absolute priority of developing new information to assist in the identification of SGTSD in order to increase equity and access to gifted programming. To ensure the project comprehensively improves the identification and instruction of these marginalized populations, and supports rigorous, strengths-based education for all gifted and talented students, the following *objectives* are proposed:

1. Enhance the ability of targeted schools to identify and develop the talent of gifted students, especially twice-exceptional ones in increase the subgroup identification rates of SGTSD
2. Strategically develop the ability of diverse human resources to identify and educate gifted students to their strengths to increase academic outcomes for SGTSD
3. Enhance the ability of targeted schools to meet the special educational needs of underserved gifted populations, particularly ELL and 2e gifted students
4. Disseminate the research conducted through Project GLIMPSE to the larger gifted community

It is through the goal and objectives that the school district will meet the overall outcomes of (1) increasing the number of students identified underrepresented and marginalized student populations, specifically students who are ELL and those who are twice-exception; (2) increasing the academic gains for students identified as SGTSD; (3) increasing the quality of educational planning developed for SGTSD; and (4) increasing teacher understanding of the traits and needs of marginalized SGTSD.

To achieve these outcomes, Project GLIMPSE will scale up services by using research-based practices in gifted education for special populations and proven innovative technology to: develop alternative identification criteria for marginalized SGTSD, specifically ELL and 2e students; further scale up experiential and online professional development for teachers using technologies developed under past Javits Project ELEVATE; and disseminate products and professional conference presentations. Demonstrating evidence-based best practices, the project will utilize a continuous improvement process to allow teachers to GLIMPSE the true potential of their marginalized, exceptional learners: (1) non-traditional identification within a talent development model; (2) a strengths-based model of educational planning for SGTSD; and (3) professional development to help personnel identify and education SGTSD, particularly the twice exceptional.

The project will serve seven target sites in years one and two (6,715 students) and expand identification and talent development models to *seven* additional schools in years three and four (5,481 students).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

The School District of Osceola County, Florida
GLIMPSE: Gifted Learning Infusing Marginalized Perspectives via Strengths Education
Proposal to the Javits Gifted and Talented Students Education Program, CFDA 84.206A

TABLE OF CONTENTS

PART I: 424 FORMS

Application for Federal Assistance (SF-424)

Department of Education Supplemental Information Form for the SF-424

PART II: 524 FORMS

Department of Education Budget Summary Form (ED 524)

PART III: PROJECT ABSTRACT

PART IV: PROJECT NARRATIVE

(a) Quality of Project Design	1
(b) Quality of the Management Plan	16
(c) Quality of the Project Services	22
(d) Quality of the Project Personnel	24
(e) Adequacy of Resources	28
(f) Project Evaluation and Annual Performance Reports (GRPA)	29
Logic Model	

PART V: BUDGE NARRATIVE

PART VI: OTHER ATTACHMENTS

Evidence Form

Individual Resumes for Project Directors and Key Personnel

Appendices

PART VII: ASSURANCES AND CERTIFICATES

PROGRAM NARRATIVE

(A) Quality of the Project Design

(A1) The goals, objectives, and outcomes

In partnership with the University of Central Florida's College of Community Innovation and Education (UCF CCIE), the **School District of Osceola County**, Florida (SDOC), a local educational agency, proposes "Project GLIMPSE: Gifted Learning Infusing Marginalized Perspectives via Strengths Education" which aims to scale up and transform the identification, programming, and services for students with gifts, talents, strengths, and disabilities (SGTSD) who have been overlooked, unrecognized, and underserved by infusing marginalized populations, including students with disabilities and English Language Learner populations, with strengths-based education. Built around best practices and promising research in gifted education, Project GLIMPSE will develop a new model for identification via strengths-based talent development that aims to increase identification within marginalized perspectives and enable teachers to provide education for these students aligned to their strengths rather than their deficits. The **goal** of Project GLIMPSE is to develop a research-based talent identification and strengths-based education model that will support gifted students with multiple exceptionalities and marginalized perspectives by scaling up the identification model created through UCF's Project ELEVATE and the strengths-based planning model of the Educational Plan Quality Assessment (Maddock, 2020) so that teachers may *glimpse* a student's true ability. To ensure the project comprehensively improves the identification and instruction of these marginalized populations, and supports rigorous, strengths-based education for all gifted and talented students, the following **objectives** and **performance measures** are proposed as core project components:

Objectives	Performance Measures
1. Enhance the ability of targeted schools to identify and develop the talent of gifted students, especially twice-exceptional ones (Y1 – 2, 7 targeted schools, Y3 – 4, 14 targeted schools)	<p>1a) The number of students referred for gifted evaluations via traditional pathways at the target schools in all subgroups will increase annually (Y1 – baseline; Y2 – 2% above baseline; Y3 – 3% above baseline; Y4 – 4% above baseline; Y5 – 5% above baseline)</p> <p>1b) Adopt or develop a non-traditional and research-based talent identification model to identify giftedness within twice-exceptional populations that are commonly overlooked by straight ability testing, including measures to identify students with linguistic and cultural strengths from marginalized perspectives (Y1 – baseline; Y2 – 5% of identifications come from talent model; Y3 – 7% of identifications come from talent model; Y4 – 9% of identifications come from talent model; Y5 – 10% of identifications come from talent model)</p> <p>1c) The quality of educational plans for students identified as gifted as measured by the Education Plan Quality Assessment will increase annually (Y1 – baseline; Y2 – Avg score 2 points above baseline; Y3 – Avg score 4 points above baseline; Avg score 6 points above baseline; Y5 – Avg score 8 points above baseline)</p> <p>1d) The number of twice-exceptional students identified as gifted and included in talent development will increase annually (Y1 – baseline; Y2 – 2% above baseline; Y3 – 3% above baseline; Y4 – 4% above baseline; Y5 – 5% above baseline)</p> <p>1e) The number of English Language Learners identified as gifted and included in talent development will increase annually (Y1 – baseline; Y2 – 2% above baseline; Y3 – 3% above baseline; Y4 – 4% above baseline; Y5 – 5% above baseline)</p> <p>1f) Develop a systems model that provides opportunities for students to engage in strengths-based mentorship with community and university partners that allow the students to <i>glimpse</i> possible futures (Y1 – baseline percent of students participating in mentorships; Y2 – 2% above baseline; Y3 – 3% above baseline; Y4 – 4% above baseline; Y5 – 5% above baseline)</p> <p>1g) Scale up the Osceola Young Scholar’s Academy into the GLIMPSE Academy, to provide strengths-based, advanced education with a focus on mentorship to SGTSD over the summer (Y1 – baseline percent of students attending; Y2 – 2% above baseline; Y3 – 3% above baseline; Y4 – 4% above baseline; Y5 – 5% above baseline)</p>
2. Strategically develop the ability of diverse	2a) Provide 10 Osceola teacher leaders from marginalized perspectives (ethnic minority, disabled, or bilingual) with tuition waivers to six gifted courses at the University of Central Florida with a focus on research assigned

Objectives	Performance Measures
<p>human resources to educate gifted students to their strengths</p>	<p>directly related to Project GLIMPSE and working with strengths-based education and twice-exceptional students (<i>Y1 – 10 teacher leaders identified Y2 & 3 – Teacher leaders complete one course per semester</i>)</p> <p>2b) Identify a team of gifted-endorsed teachers at targeted schools and provide them with professional development in collaboration with the University of Central Florida in years 1-4, focused on 1) identifying giftedness among students with other exceptionalities (English language learners, students with disabilities) and 2) providing strengths-based education to gifted students. (<i>Annual event evaluated by participant perception surveys</i>)</p> <p>2b.1) Scale up access to 10 module web-based courses on teaching for equity and inclusion of ELEVATE teaching model developed through UCF</p> <p>2b.2) Training in affective education using a strengths-based model and infusion of strategies and approaches for SGTSD focusing on twice-exceptional students</p> <p>2c) Hire two grant project managers (one elementary, one secondary) to implement the Coherence Model for School Transformation and manage the delivery of professional development from the university to facilitate the development of a talent identification model, and a strength-based enrichment program that infuses problem-solving and integrates the arts</p> <p>2c.1) Provide both managers with tuition waivers to doctoral coursework at that University of Central Florida with research objectives aligned with Project GLIMPSE outcomes</p>
<p>3. Enhance the ability of targeted schools to meet the special educational needs of underserved gifted populations</p>	<p>3a) Provide a cohort of principals or administrators from targeted schools with training on Educational and Teacher Leadership to create an administrative structure, scheduling, and programs that can transform the culture of the school in line with GLIMPSE objectives (<i>Y1 – 5 provide quarterly professional development to administrators to be evaluated by perceptual survey around perceived growth</i>)</p> <p>3b) Provide a cohort of school counselors and psychologists with training in the academic and affective needs of gifted students with multiple exceptionalities using a strengths based model that focuses on career development and goal-setting (<i>Y1 – 5 provide quarterly professional development to counselors and psychologists to be evaluated by perceptual survey around perceived growth</i>)</p> <p>3c) Scale up the Affective Gifted Elective (AGE) model at middle and high schools to infuse a strengths-based approach and introduce Academies of Inquiry and Talent Development (AITD) (<i>Evaluated via teacher observation</i>)</p>

Objectives	Performance Measures
	<p><i>form and interviews)</i></p> <p>3d) Revise the TeachLivE simulated gifted classroom to infuse Project GLIMPSE objectives through examining case studies of SGTSD and extend the background and experiences of one students avatar to include a 2e student. Deploy the TeachLivE simulator in teacher training courses</p> <p>3e) Develop significant gains in academic achievement for at least 80% of students at targeted schools, as measured by growth in the Florida Assessment of Student Thinking or comparable district assessment and as compared to their peers at non-targeted schools.</p>
4. Disseminate the research conducted through Project GLIMPSE to the larger gifted community	<p>4a) Present at relevant conferences, including the National Association for Gifted Children; The Council for Exceptional Children; the World Council for Gifted and Talented Children; Supporting Emotional Needs of the Gifted; the Association for Educational Research and Evaluation.</p> <p>4b) Disseminate research through online networks, social media, publication submissions, and submissions through the National Center for Research on Gifted Education (NCRGE) at the University of Connecticut</p> <p>4c) Integrate the UCF ADAGE Gifted Conference, which has been in operation for over 10 years, into both the training of teachers and the dissemination of results. Keynote speakers for this conference will be directly related to GLIMPSE project topics with reputable experts in the fields of Diversity in Gifted Education; Twice-Exceptional Students; Teacher Leadership; Educational Psychology focused on Strengths-Based Approaches; Innovative technologies.</p>

The District has established a long, rich history of devising effective educational programming tailored to address various circumstances and ensure equitable services for all children. The District serves a large number of high-need students due to its size and location within a county of 403,282, which has grown 274% since 1990. The residents of Osceola were particularly impacted by the COVID-10 Pandemic, during which the County suffered extreme unemployment; the county had the highest unemployment rate in Florida and the third highest rate of unemployment for any county in the United States. An estimated 11.8% of residents live below the poverty level. Out of 76 educational centers (public and public charters) within the district, 56 qualified for the Florida Community Eligibility Provision, wherein all students on the

campus receive free lunch, and a further nine sites received “Near Eligible to Participate” status.

A total of 78% of students across the county receive free/reduced lunch. Furthermore, Osceola is home to 52 Title I district-managed and charter schools.

One of the most-interesting county characteristics is Osceola’s racial and ethnic diversity. The 2021-2022 school district racial/ethnic data (ESSA guidelines) reflects the diversity of its 75,990 students. The racial/ethnic composition of the district student population closely resembles the overall county resident makeup. The following table demonstrates the statistical similarities.

Area	Hispanic (Ethnicity)	Black	White	Asian/ Pacific	Native American	Multi- Racial
Osceola - All	62%	11%	21%	2%	0%	4%
County – All	56%	14%	30%	3%	0%	3%
State - Students	35%	21%	36%	3%	1%	4%
Osceola - Gifted	49%	9%	32%	5%	0%	5%
State – Gifted	32%	9%	50%	6%	0%	4%

It can also be seen here that, while the gifted population of Osceola County has made progress in identifying traditionally underserved populations in relation to race and ethnicity, there is still an overidentification of White students within the population. The next table provides an overview of the differences between Osceola and the State of Florida in terms of gifted student identification. It can be seen here that the School District of Osceola County lags behind the state in the identification of gifted students overall, although they do have higher rates of identification within areas of traditionally underrepresented populations. Still, identification in all subgroups should approach parity, with a goal of four to six percent representation within each subgroup.

Area	Total	ESE (2e)	ELL	Low-SES (Federal)	Homeless
Osceola - Gifted	2323 (3.1%)	197 (2.0%)	192 (0.8%)	945 (2.4%)	54 (1.9%)
Osceola - All	75,977	9,931	23,348	39,889	2,791
State – Gifted	162,579 (5.7%)	Unreported	638 (0.2%)	57,305 (3.8%)	581 (1.4%)
State - All	2,833,179	415,738	277,473	1,524,580	40,222

Osceola is home to 12,058 students identified as exceptional under the FLDOE requirements. Giftedness is one of many exceptionalities that the District devises programming to identify and address. Of the twelve-thousand students, 2323 are identified as gifted and 9,931 as an exceptionality other than gifted. The State of Florida recognizes “giftedness” as “students who have superior intellectual development and are capable of high performance.” Osceola County primarily identifies these students through including teacher identification, a second-grade universal screening, and test data evaluation. As a result, the amount of students with other exceptionalities who are identified as gifted is vanishingly small; indeed, only 197 students are identified as twice-exceptional within the district (63 speech impaired, 41 language impaired, 31 developmentally delayed, 13 autism spectrum disorder, 8 specific learning disability, 8 occupational therapy, 7 emotion/behavioral disability, 26 remaining other), or 1.6% of the exceptional student population. This is well below the NEA’s (Ralabate, 2006) estimates of six percent of students being served by IDEA as being academically gifted. English Language Learners, another traditionally marginalized perspective in gifted education, are similarly underrepresented within the population. Of the 23,349 students in the district identified as ELLs or in follow-up status, 193 have been identified as gifted, or 0.8% of the population.

In a similar vein, the population of teachers in SDOC does not exactly reflect the student population’s diversity; while the student population is majority ethnic Hispanic, only 1,034 of the 3,404 (30%) teachers in the district are Hispanic. Approximately 10% of teachers (345)

identify as Black or African-American, 105 (3%) as Asian, 35 as American Indian, 11 as Pacific Islander, and 1,969 (57%) as White (non-Hispanic). Among the 145 site-based administrators, 30 (20%) identify as Hispanic, 12 (8%) as Black or African American, 1 as Asian, 3 as Pacific Islanders, and the remaining 99 (68%) as White (non-Hispanic).

Students identified as gifted in Osceola County in elementary schools are served through a “cluster model” wherein students are placed in a classroom with other gifted students and a teacher who has completed a 60-hour gifted endorsement. These classrooms are meant to provide differentiated instruction that is challenging to the student and encourages a productive struggle, but these activities are often aligned to a students’ deficits rather than their strengths. In grades six through nine, students receive the Affective Gifted Elective (AGE), a gifted development course focused on the affected development of the student, with a curriculum that was designed via a collaborative curriculum challenge grant that SDOC and UCF engaged in between 2016 and 2017 and has since been scaled up to all Osceola County schools. Students in tenth grade and above engage in a “consult model” where they meet with a gifted endorsed teacher to consult about needs and challenges. Additionally, SDOC provides a program called the “Osceola Young Scholars Academy” which provides SGTSD in grades K-8 with challenging curriculum from Future Problem Solvers International. Each year, the camp averages over 200 students and employs 14 teachers and one camp coordinator. All teachers involved in the camp are gifted endorsed to provide the cognitive and social-emotional support needed by these students.

Across all measures of the spectrum, in terms of comparison to the size of subgroups and their proportional representation, when considering both students and teachers within the county, there is underrepresentation. Project GLIMPSE aims to alter the identification pathways by developing a portfolio and talent identification model, that aims to increase representation within

these marginalized perspectives for both students and teachers. But identifying students simply isn't enough to support these learners; they need a program that understands and supports their strengths while recognizing and developing their talents by supporting teachers from similarly marginalized perspectives to develop the students and their learning.

(A3) Capacity Building

Project GLIMPSE is, at the most fundamental levels, designed with the purpose of strategically developing human resources and enhancing the capacity of the staff in a manner that will build sustainable programmatic improvements for the benefits of students both within and outside of the project. There are seven primary vectors for the capacity building within the project, each represented as a level of increasing abstraction. The purpose of these levels is to develop human resources in such a manner that the changes built within Project GLIMPSE can become a way of work that will extend far beyond the end of the period of financial assistance, as well as developing experts who can continue to train new teachers in GLIMPSE methods.

Level	Project Components
Level 1 Talent Development	Implement an authentic and non-traditional approach through an enrichment program focused on problem-solving and integrated arts to allow teachers to get a GLIMPSE of their students' true talent. This will form the basis of a transitional talent pool to not only meet the needs of these students but allow for observation or discovery of hidden or masked abilities and potential, and referral for gifted identification. This will also serve as a transition program to address the gaps in learning, skills and competencies and adaptations needed for these students to assist them in transitioning into the gifted curriculum.
Level 2 Non-traditional Identification	Update the current FLDOE approved "Plan B" based on accepted guidelines for Gifted Students from underserved populations to include measures for identifying students with linguistic and cultural strengths including students from marginalized perspectives. Additionally, scale up usage of the Educational Plan Quality Assessment and Instrument for strengths-based planning for diverse and neurodiverse students from marginalized populations.

Level 3 Schoolwide Transformation for Equity and Access	Train all teachers and relevant specialists from targeted school to overcome misconceptions, stereotypes and prejudice in relations to SGTSD; unmask and nurture the abilities and talents of these students; understand how to implement the Schoolwide Enrichment approach for all students to GLIMPSE their own abilities, interests and talents and future goals, particularly through mentorship programs; understand the experiences, behaviors, and needs of students with disabilities who are gifted; increase equity and access for all students from marginalized backgrounds using new technologies and virtual learning options generated through online learning during the pandemic.
Level 4 Build Capacity Across Dimensions of Leadership	<p>The Project GLIMPSE Management will include multiple, interlocking levels of management that will each work to continuously improve their own capacity. In addition to the SDOC and UCF Management teams dedication to research of the objectives, capacity will be built in:</p> <ul style="list-style-type: none"> - Grant Project Managers: Research grant objectives and design professional development in a structured educational environment with research methodologies aligned to GLIMPSE objectives - Site-Based GLIMPSE Teacher Leader Teams: Selected teacher leaders from marginalized perspectives at target sites will receive intensive training after hours using a range of models relevant for SGTSD through a structured educational program at UCF with tuition waivers - GLIMPSE Administrators Cohort: Admins of targeted sites will receive training on Educational and Teacher Leadership to create an administrative structure, scheduling and programs and to transform the culture of the school in line with GLIMPSE objectives through the Coherence Model (Fullan & Quinn, 2016) - GLIMPSE Counsellor, Psychologist, and Specialist Cohort: Training in meeting the needs of SGTSD focused on their academic and affective needs using a strengths-based model. This will include training in career development and future goals for high-ability students with multiple abilities, strengths and interests.
Level 5 Professional Learning for Teachers	<p>The Project GLIMPSE Teacher Training will use evidenced-based approaches to scale up skills, competencies and knowledge through:</p> <ul style="list-style-type: none"> - Scaling up access to a ten-module, web-based course on teaching for equity and inclusion to ELEVATE teaching developed through UCF - Infusion of models, approaches and strategies for 2e students - Training in affective education using a Strengths-Based model for SGTSD - Training in the Coherence Model (Fullan & Quinn, 2016) for school transformation and teacher leadership.

Level 6 Gifted Curriculum	<p>Project GLIMPSE will scale up the OCSD Gifted Curriculum in the following programs:</p> <ul style="list-style-type: none"> - Implement Educational Plan Quality Assessment (EPQA) and strengths-based planning at all levels within the gifted clusters and gifted elective - Create a talent development program aligned with strengths-based planning especially for SGTSD. - Scale up the middle and high school Gifted Elective to infuse a strengths based approach and creating Academies of Inquiry and Talent Development (AITD) for SGTSD that are unique and generated through teacher interests, motivations, community concerns and coordinated by the teacher leader teams. UCF will facilitate connections to institutes, students, and faculty who could serve as mentors to these AITDS. - The development of teams to ensure the transformation of the gifted curriculum and programming extended through the district in line with equity and access for all students.
Level 7 Research and Dissemination	<p>Research and dissemination of the results of the Project GLIMPSE will include presentations at relevant conferences; dissemination online networks, social media and submissions through the National Center for Research on Gifted Education (NCRGE) at the University of Connecticut; submissions to relevant journals; the UCF ADAGE Gifted Conference.</p>

(A4) Research and Effective Practice

This project will aim to reduce the achievement gap and inequitable representation of underserved low-income, English language and twice-exceptional learners with high abilities through advanced, challenging, and differentiated gifted programs (Renzulli, 2022). In 2018, the report "Equal Talents, Unequal Opportunities" (Plucker et al., 2018) examined Florida Excellence gaps and rated the Excellence policies as B- but the Closing Excellence Gaps as D- and recommended that states "maximize identification of students to receive advanced learning opportunities" (p.12). National research reports have shown the inequity and crisis for students that are "missing" from gifted identification and underserved, especially for Title I students and the twice-exceptional, and that the gaps are significant in Florida, where despite mandates, 15% of schools do not serve gifted students; 23%-49% under-identify; and "students in Title I school

are identified at 51% of the rate of those in Non-Title I” (Gentry et al, 2019). Evidence showed that universal screening significantly reduced the identification gap when implemented with modifications such as advanced studies in the core curriculum. Further EL students who exist the program earlier have a greater chance of being identified (Mun et al., 2020). These reports recommend alternative identification pathways with culturally appropriate assessments and professional learning for culturally responsive practices. Fugate et al. (2021) have described the innovative practices and perspectives for culturally responsive teaching for diverse populations in gifted education; including overcoming bias, linguistically sustaining practices for multilingual learners, and supporting the emotional well-being of underserved populations. The Developing Culturally and Internationally Relevant Curriculum Model (CIRC; Eriksson, 2018; 2006) for SGTSD used in Project ELEVATE will be expanded for Project GLIMPSE.

Esquierdo & Arreguin-Anderson (2012) have stressed the need for a paradigm shift, from identifying weaknesses to “identifying strengths and giftedness through multiple lenses” (p. 44). The strength-based approach to engage and challenge twice-exceptional students was clarified by Reis & Burns (2020) in their analysis of case studies of learning disabled gifted who identified socio-emotional challenges: the often late identification; parents as advocates; the use of compensatory strategies; and negative school experiences. They advocate for a strength-based, talent-focused approach using the Schoolwide Enrichment Model that includes skill development, an engaging curriculum; nurturing interests and talents; allowing a wide range of expressions. The priority to include and infuse 2e students will use the strengths-based approaches (Trail, B. 2022; Baska, & VanTassel-Baska, 2018; Baum, Owen, & Schader, 2017) to overcome barriers and masks and a flexible curriculum to meet the characteristic needs of special populations through academic and socio-emotional interventions and career guidance.

Effective curriculum for gifted students should take a strength-based approach while focusing on developing the talents of the student, which will allow the student to excel despite social, emotional, or cognitive challenges (Baum et al., 2014). Crepeau-Hobson and Bianco (2013) found that efforts to educate students who are gifted must be strengths-based in order to be efficacious and that teachers need preparation in identifying and supporting these strengths (p. 149). From this research, it can be seen that effective educational plans for students who are gifted must target student strengths rather than their weaknesses if they are to properly develop their talents. As Proyer, Gander, and Tandler (2017) stated, “a strength-based approach in working with the gifted may help them in using their strengths more efficiently—in general and at school in particular” (p. 122). Maddock (2020) found that teachers who have not had sufficient training in working with gifted students do not plan for strengths-based teaching and instead teach in manners that more closely align with their opinions towards giftedness than best practices for working with SGTSD.

Renzulli (2022) has clarified the need for action and innovative approaches after the many accountability and system initiatives have not impacted these significant gaps, and pointed to the solution as “a change in pedagogy” based on high-end, learner-centered approaches that promote “engagement, enjoyment and a genuine enthusiasm for learning.” Project GLIMPSE will offer advanced learning opportunities through Academies of Inquiry and Talent Development (Renzulli, 2003); scaling up the Gifted Elective at all levels to include the socio-emotional needs in response to the pandemic infused with new technologies; access to mentors through UCF; and expanded consultations for unique, individualized Gifted Educational Plans, also infused into the Individual Education Plan for Twice-Exceptional learners.

Learning involves risk, error, and triumph, and without a teacher that intentionally plans for students to engage in challenging learning, students who are gifted will likely not experience growth in the traditional classroom (Colangelo et al., 2004; Tomlinson, 2014). Despite this, professionals in education usually focus on student weaknesses rather than strengths (Tebbs, 2014, p. 155; Maddock, 2020). Particularly for students who have a second exceptionality, focusing their education on their strengths and talents highlights their motivation, perseverance, and resilience, allowing them to thrive in the classroom (Baum et al., 2014; Bianco & Harris, 2014; Fugate, 2018). Project GLIMPSE aims to develop teachers' ability to provide strengths-based education to SGTSD because the evidence shows that this practice is more likely to help student grow than the current deficit-based educational framework, and that teachers need help in understanding and developing these skillsets.

(A5) The extent to which the proposed project is supported by promising evidence

Project GLIMPSE is built on an extensive lineage of research and promising evidence. From 2015-2021, Seminole County Public School implemented PROJECT E.L.E.V.A.T.E (English Learner Excellence eVolving through Advanced Teacher Education) in collaboration with the UCF, under the UCF Principal Investigator, Dr. Gillian Eriksson (Jacob K. Javits USDOE#5206A150014). The impact of the project is demonstrated in the significant increases the percentage of ELL and ED (Educationally Disadvantaged) students in the Gifted Program to reflect the district's overall percentage of underserved and bridge equity. The role of the UCF training was to ELEVATE the knowledge and understanding of Lead Teachers in treatment schools about the learning ability of students who are classified as ELL and ED through professional development experiences. Research conducted by UCF on the impact of the teacher professional learning demonstrated the effectiveness in meeting project goals through pretest and

post testing using surveys, a qualitative analysis of a forum of grade level teams, and observations of teacher implementation. Research on the impact of this training showed the percentage growth in numbers of students being identified from these diverse populations who would previously been ignored: overall gifted +30%; English Language Learner Gifted +148%; Economically Disadvantaged Gifted +113% (Eriksson & Capoverdi, 2021). In addition, research on the impact of the professional learning of the teacher leaders across pre-post testing showed significant levels on measures of Self-efficacy as a teacher of the gifted ($p = .003^*$) and their knowledge of the culturally, linguistically, educationally disadvantaged gifted ($p = .013^*$) amongst a range of measures. The avatars developed through TeachLivE aligned with research on *Teaching Cases*, which has been shown to have a sustained effect on student academics when teachers engage through professional development (Heller et al., 2012). In particular, the mentorship aspect of Project GLIMPSE will be aligned with promising evidence of how mentorship programs can be impactful (Bayer et al., 2013; Lavallais, 2017).

In 2020, the Educational Plan Quality Assessment was presented based on a study of 337 educational plans, multiple pilot assessments, a cognitive lab with an expert in the field of twice-exceptional student education, Dr. Susan Baum, and was found to have a reliability of $\alpha = .881$, $p < .001$ (Maddock, 2020, p.72). The instrument was utilized in determining the quality of the educational plans being developed for gifted students in SDOC, and found that a majority of educational plans were relatively low quality and did not take student-strengths into account for academic planning. The teachers who had written the educational plans completed the *Opinions about the Gifted and the Education* survey (McCoach & Siegle, 2007) and it was also found within the research that for teachers who have not completed the gifted endorsement, their opinions towards gifted education held sway over the quality of their educational plans, whereas

teachers who have completed at least five courses in gifted education wrote similarly quality educational plans regardless of their opinions towards gifted education (Maddock, 2020, p. 139). This underscores the importance of finding and developing teacher leaders understanding of SGTSD.

(A6) Feedback and Continuous Improvement

Core to Project GLIMPSE is a continuous improvement model. As a function of this design, seven schools (four elementary, two middle, one high) will be targeted in the first two years of the program to engage in GLIMPSE. The two-year model will begin with planning for implementation and the establishment of baseline measures, before implementing the GLIMPSE model and objectives within the seven sites. After the first semester of implementation (Spring 2023), an annual evaluation will be conducted to determine the strengths and areas for growth within Project GLIMPSE, and the research team will act upon these results, making changes to the program for the second year with the seven sites.

After the second year of Project GLIMPSE, the seven sites will move into a monitoring state and another evaluation will be conducted. This will lead to a new planning phase for the research team and at the start of the third year, the adjusted model for Project GLIMPSE will begin at seven *new* schools, separate from the original seven (four elementary, two middle, one high). The continuous improvement model will continue in a similar manner to the first two years, however the evaluation will expand to include both a longitudinal analysis for the new seven schools (comparing post-exposure to pre-exposure for students) and a cross-sectional analysis (comparing the new seven school clusters to the original seven school clusters). All possible groups will be compared to analyze effects (as well as within-cluster propensity score analysis), and adjustments will be made to the model for the fourth year. After the fourth year of analysis,

the fifth year will consist primarily of continuous monitoring and small-scale adjustments as needed, as well as onboarding for teachers new to the model at target sites.

The project impact on gifted student achievement will be evaluated using a quasi-experimental design intended to meet the What Works Clearinghouse (WWC) version 4.1 evidence standards at the cluster level at a minimum (that is, the individual level standard will be met when applicable, particularly using propensity score analysis) . Students are matched for comparison based on progress monitoring scores; student demographic (socioeconomic status, gender, race/ethnicity, primary language, primary exceptionality, grade, time in US, homeless status, intervention status); and teacher characteristics (such as years of experience, professional development exposure, grade level taught).

(B) Quality of the Management Plan

(B1) The Management Plan: Responsibilities, Timelines, and Milestones.

The following table illustrates the project activities, milestones/deliverables, and timelines necessary for completion in year 1 (starting October 1st and ending September 30th) and subsequent years as applicable to achieve project objectives on time and within budget as part of the management plan.

Activity Timeline	Milestone/Deliverable
<ul style="list-style-type: none"> ● Fall One <ul style="list-style-type: none"> - Receive grant award notification, apprise district and school leadership, and setup project in accounting system - Allot office space & buy/setup computer equipment for new staff - Contract with University of Central Florida sub-grantee staff - Post vacancy advertisements for grant-funded positions for one week - Screen candidates/conduct interviews - Hire Grant Project Managers (GPM) - Research team to visit and observe gifted clusters at all target sites in Cohort One 	<p>U.S. ED GAN document, correspondence and TERMS records</p> <p>Vacancy list; interview and notes; human resource records</p> <p>Site visit conducted</p>

Activity Timeline	Milestone/Deliverable
<ul style="list-style-type: none"> - Research team helps select participants in site teams and recruits for learning cohort (10 teachers total from all sites in both cohorts) - Research team and site-based teams complete a needs analysis for Cohort One sites - Research team reviews research on extant talent identification models and determines a model for identifying talent within marginalized perspectives (GLIMPSE Model) - Management team meet with evaluator to develop and refine evaluation plan in alignment with GPRA - All students complete NNAT-3 testing to determine baseline for identification rates ● Spring One <ul style="list-style-type: none"> - Ten teachers from marginalized perspectives begin their six courses cohort with a focus on Gifted education (first course) - Cohort One (teachers, counselors, psychologists, administrators) is trained in the usage of the EPQA and evaluates current educational plans - Educational plans are adjusted to focus on student strengths - Cohort One is trained in the GLIMPSE Model and begin using talent identification model in their sites - Provide UCG ADAGE Gifted Conference for development of teachers and dissemination of GLIMPSE Research - Cohort One Administrators receive training in the Coherence Model for School Transformation - UCF Research Team works with Cohort One to develop a model for students to engage in strengths-based mentorship ● Summer One <ul style="list-style-type: none"> - Osceola Young Scholars Academy (OYSA) is scaled up to GLIMPSE Academy - Ten teachers cohort completes second course - Work with CREST to begin development of new TeachLivE avatar and script - Professional development on strengths-based education and the infusion of technology into education provided for Cohort One - End of year data collection and annual evaluation completed 	<p>Learning Cohort identified Cohort One identified</p> <p>GLIMPSE Model finalized</p> <p>Annual evaluation plan developed Baseline data identified</p> <p>Portfolios of work from Learning Cohort</p> <p>EPQA score reports</p> <p>Portfolio of sample EPs Identification data collected ADAGE Agenda and Attendance Agendas and Perceptual surveys of PD</p> <p>GLIMPSE Academy Y1</p> <p>Completion of custom avatar for use in TeachLivE sessions Annual Evaluation and Performance Report</p>
<ul style="list-style-type: none"> ● Fall Two <ul style="list-style-type: none"> - Ten teachers cohort completes third course - Research team and site-based teams review evaluation with Cohort One sites and plan for continuous improvement in year two 	<p>Improved GLIMPSE model</p>

Activity Timeline	Milestone/Deliverable
<ul style="list-style-type: none"> - Annual review of educational plans with EPQA for Cohort One sites, adjustment of educational planning as needed - Cohort One sites engage in GLIMPSE Talent Identification - Cohort One sites expand their strengths-based mentorship programs - Cohort One sites receive professional development on strengths-based and affective education for SGTSD, including usage of TeachLive - All students complete NNAT-3 for GPRA reporting and identification purposes - Adjust SDOC Standard Procedures and Protocols to include new identification model under FL Plan B laws ● Spring Two <ul style="list-style-type: none"> - Ten teachers cohort completes fourth course - Provide UCG ADAGE Gifted Conference for development of teachers and dissemination of GLIMPSE Research - Cohort One sites receive professional development on strengths-based and affective education for SGTSD - All students complete NNAT-3 for GPRA reporting and identification purposes ● Summer Two <ul style="list-style-type: none"> - GLIMPSE Academy is provided to target sites - End of year data collection and annual evaluation completed, findings for Cohort One analyzed and presented at relevant venues - Review of Cohort One by the Research Team to determine adjustments and improvements for Cohort Two - Professional development on GLIMPSE Objectives provided for Cohort One 	<p>Portfolios of sample work</p> <p>Session attendance, student artifacts, teacher lesson plans</p> <p>Performance data</p> <p>Updated SP&P Plan B</p> <p>ADAGE Agenda and Attendance</p> <p>Agendas and Perceptual surveys of PD</p> <p>Performance data</p> <p>GLIMPSE Academy Y2 Annual Evaluation and Performance Report</p> <p>Agendas and Perceptual surveys of PD</p>
<ul style="list-style-type: none"> ● Fall Three <ul style="list-style-type: none"> - Scale up Project GLIMPSE to include second cohort - Ten teachers cohort completes fifth course - Cohort Two is trained in the usage of the EPQA and evaluates current educational plans, adjust EPs as needed - Cohort Two is trained in the improved GLIMPSE Model and begin using talent identification model in their sites - Cohort Two Administrators receive training in the Coherence Model for School Transformation - All students complete NNAT-3 for GPRA reporting and identification purposes 	<p>Cohort Two identified</p> <p>EPQA score reports</p> <p>Identification data collected</p> <p>Performance data</p>

Activity Timeline	Milestone/Deliverable
<ul style="list-style-type: none"> ● Spring Three <ul style="list-style-type: none"> - Ten teachers cohort completes final course - Monitor implementation of GLIMPSE Model at Cohort One sites - Provide UCG ADAGE Gifted Conference for development of teachers and dissemination of GLIMPSE Research ● Summer Three <ul style="list-style-type: none"> - GLIMPSE Academy is provided to target sites - Provide professional development in GLIMPSE objectives to Cohort One and Cohort Two - End of year data collection and annual evaluation completed 	<p>Learning Cohort completes endorsement ADAGE Agenda and Attendance</p> <p>GLIMPSE Academy Y3 Agendas and Perceptual surveys of PD Annual Evaluation and Performance Report</p>
<ul style="list-style-type: none"> ● Fall Four <ul style="list-style-type: none"> - Research team and site-based teams review evaluation with Cohort Two sites and plan for continuous improvement - Annual review of educational plans with EPQA for Cohort One sites, adjustment of educational planning as needed - Cohort One and Two sites engage in GLIMPSE Talent Identification - Cohort One and Two sites engage in strengths-based mentorship programs - Cohort Two sites receive professional development on strengths-based and affective education for SGTSD, including usage of TeachLivE - All students complete NNAT-3 for GPRA reporting and identification purposes ● Spring Four <ul style="list-style-type: none"> - Cohort Two sites receive professional development on strengths-based and affective education for SGTSD - Provide UCG ADAGE Gifted Conference for development of teachers and dissemination of GLIMPSE Research ● Summer Four <ul style="list-style-type: none"> - GLIMPSE Academy is provided to target sites - Provide professional development in GLIMPSE objectives to Cohort One and Cohort Two - End of year data collection and annual evaluation completed, findings for Cohort Two analyzed and presented at relevant venues - Review of Cohort Two by the Research Team to determine adjustments and improvements for GLIMPSE Model expansion to other sites and LEAs 	<p>Portfolio of sample EPs</p> <p>Identification data collected</p> <p>Session attendance, student artifacts, teacher lesson plans Performance data</p> <p>Agendas and Perceptual surveys of PD ADAGE Agenda and Attendance</p> <p>GLIMPSE Academy Y4 Agendas and Perceptual surveys of PD Annual Evaluation and Performance Report</p>

Activity Timeline	Milestone/Deliverable
<ul style="list-style-type: none"> ● Fall Five <ul style="list-style-type: none"> - Monitor implementation of GLIMPSE Model at all target sites - Develop plan for expanding GLIMPSE Model to all sites - All students complete NNAT-3 for GPRA reporting and identification purposes ● Spring Five <ul style="list-style-type: none"> - Monitor implementation of GLIMPSE Model at all target sites - Provide UCG ADAGE Gifted Conference for development of teachers and dissemination of GLIMPSE Research ● Summer Five <ul style="list-style-type: none"> - GLIMPSE Academy is provided to target sites - End of project data collection and final evaluation completed, findings for project analyzed and presented at relevant venues - Make all findings available and release GLIMPSE Model to allow other LEAs to implement project creations. 	<p>Observations conducted GLIMPSE Scale Up Plan Performance data</p> <p>Observations conducted ADAGE Agenda and Attendance</p> <p>GLIMPSE Academy Y5</p> <p>Summative Evaluation Final Performance Report</p>

(B2) Procedures for Ensuring Feedback and Continuous Improvement

Project GLIMPSE is built around a continuous improvement framework. The project begins at the research and planning stage, with the Management Team visiting and observing sites, collecting data, and building a site-based team at each targeted site. After every round of professional development for the sites, perceptual surveys will be collected and the feedback reviewed to make adjustments for the next round of service. The Grant Project Managers will consistently work with each team to implement the GLIMPSE objectives and collect samples of teacher work for the Research Team to review as part of their planning for improvement within the model.

(B3) Time Commitments

The time commitments for each position can be found within the budget narrative, aligned with the compensation for the time. Grant project managers will commit 100% of their time to the project, the UCF PI 50% of their time, and co-PIs at 25% of their time. Contributing researchers will commit 5% of their time, and Osceola personnel 10% of their time, despite

being unpaid by the grant. The appendix contains resumes or CVs for the existing key personnel.

The following table shows a synopsis of the grant-funded positions.

Position	Qualifications	Responsibilities
<i>Grant Project Manager (Elementary, Secondary)</i>	<ul style="list-style-type: none"> • Master's Degree or higher from an accredited college or university with focus relevant to gifted education, • Five (5) years minimum experience working with gifted and twice-exceptional students, • Prior experience working with grant projects and/or assessment development • Ability to establish rapport with colleagues, and • Knowledge of resources that will assist in meeting project objectives. 	<ul style="list-style-type: none"> • Provide management oversight to achieve project objectives in a timely and budget-conscious manner; • Direct screening and identification events for students with high-potential; • Facilitate the creation of a new talent-identification methodology by cooperating with researchers from UCF and key district and site personnel • Implement a talent-development curriculum as part of the identification of underserved gifted students • Coordinate activities, e.g. training and other events; • Create and deploy ongoing professional development; • Facilitate creation of strengths-based curriculum that serves the needs of gifted students, particularly the twice-exceptional; • Act as liaison between district departments, participating schools, and partner agencies; • Collaborate with school/district staff and counterpart grant manager to conduct site needs assessments; • Manage Research Study to determine project efficacy and work cooperatively with the Research, Evaluation, and Assessment (REA) Department; • Collect data for project evaluation purposes and prepare reports; and • Complete an Ed.D. in Curriculum and Instruction with a Gifted Specialization from UCF's Gifted Education Program with research related to project GLIMPSE.
<i>Graduate Research Assistant</i>	<ul style="list-style-type: none"> • Progress towards Master's/Doctoral Degree, • Preference given to a member of a community that has been traditionally underrepresented in gifted education, 	<ul style="list-style-type: none"> • Complete a masters or doctorate in UCF's College of Community Innovation and Education; • Manage the office liaisons regarding the UCF team, correspondence, ordering and managing supplies, minutes of meetings, and general office tasks; • Assist with the implementation of the UCF ADAGE Gifted Conference program schedule, printing, publication, labels, supplies, and general tasks; • Assist with the implementation of TeachLivE simulations

Position	Qualifications	Responsibilities
	including: bilingual, disabled, ethnic or cultural minority	and technology <ul style="list-style-type: none"> • Conduct research on strengths-based learning for gifted students and dual-differentiation aligned with GLIMPSE; • Support professional development at the targeted sites; and • Collect, aggregate, analyze, and convey data for Project GLIMPSE as needed.
<i>Gifted Research Cohort</i>	<ul style="list-style-type: none"> • Bachelor's Degree, • Valid Florida Educator Certification, • Has not completed a Gifted Endorsement program, and • Is a member of a community that has been traditionally underrepresented in gifted education, including: bilingual, disabled, ethnic or cultural minority 	<ul style="list-style-type: none"> • Complete six courses in the education of gifted students from UCF's Gifted Education Program (Understanding the G/T Student; Curriculum and Instruction for Teachers of Advanced, Gifted and Talented Learners; Education of Special Populations of Gifted Students; Counseling and Guidance Strategies for Teachers of Gifted and Talented Individuals; Developing Advanced Curriculum Programs and Services; The Nature and Development of Creativity); • Develop a Gifted Education Profession Portfolio of skills and competencies related to Teacher Leadership in Gifted Education as an online ePortfolio; • Conduct research on meeting the needs of marginalized, low-income, English Learners, twice-exceptional students, and underserved populations; • Conduct research on evidenced based best practices for identifying and teaching High-Ability, Gifted and Talented student with disabilities; • Support professional development at the targeted sites; and • Collect, aggregate, analyze, and convey data for Project GLIMPSE as needed.

(C) Quality of Project Services

(C1) Strategies for Ensuring Equal Access and Treatment for Eligible Project Participants

Project GLIMPSE seeks to target 14 sites over the course of five years. Thirteen of the targeted sites are Title 1 sites, with the lone non-Title school being targeted due to the extremely large gifted population (31% of students at site). Every one of the sites is majority minority, with 11 of the 14 sites being greater than 60% Hispanic. More than one third of the students at the sites are Language Learners, approximately 15% are non-gifted ESE, and 60% of the students

qualify for a federal food program (10 of the sites do not collect free/reduced lunch information due to Florida Community Eligibility Provision status). While these selected sites are largely comprised of underrepresented populations, many of them have gifted populations that are well below both district and state averages. This makes them prime targets for the objectives of Project GLIMPSE, which aims to use its strategies to correct these glaring differences.

Target Site	Hispanic	Black	White	Asian/ Other	Multi- Racial	Gifted	ESE	ELL	Low SES
Cohort One									
Flora Ridge (E)	70%	10%	12%	3%	5%	1.8%	12%	50%	60%
Deerwood (E)	65%	22%	7%	1%	5%	2.2%	17%	25%	78%
Pleasant Hill (E)	65%	15%	13%	2%	5%	2.0%	16%	37%	70%
Cypress (E)	77%	8%	13%	1%	1%	0.6%	19%	50%	73%
Horizon (M)	62%	17%	16%	2%	3%	4.5%	19%	32%	71%
Discovery (M)	65%	22%	7%	1%	5%	4.4%	23%	29%	72%
Gateway (H)	72%	10%	11%	4%	3%	5.0%	13%	29%	53%
Cohort Two									
Central (E)	74%	14%	8%	2%	2%	1.5%	12%	48%	72%
Thacker (E)	67%	14%	14%	1%	4%	0.8%	14%	40%	76%
Lakeview (E)	52%	4%	36%	1%	7%	2.7%	17%	18%	59%
Neptune (E)	69%	6%	18%	2%	5%	1.5%	15%	34%	59%
Neptune (M)	69%	10%	15%	2%	4%	4.3%	18%	32%	33%
Bellalago Charter (M)	57%	22%	13%	3%	5%	3.8%	12%	24%	52%
NeoCity (H)	43%	6%	40%	8%	3%	31%	2%	4%	28%

(C2) Likely Impact of the Services to be Provided

The four primary, long-term outcomes of Project GLIMPSE, which are: an increase of identification of SGTSD within underrepresented populations within the examined school district; an increase in the quality of education planning for SGTSD; an increase in the understanding and pedagogy of marginalized SGTSD; and an increase in the academic outcomes for the students identified as gifted. All of the services and costs of the project either directly or

indirectly work towards those four outcomes via both student-centered and human-resource centered activities. While the services provided here will directly impact students at the targeted sites, the research from this project has the potential to impact all districts where gifted students are educated, specifically modifying the identification and service methodologies in line with calls from researchers over the past decade (Siegle et al., 2016; Hodges et al., 2018).

(D) Quality of Project Personnel

(D1) Encourages of Applications for Employment from Underrepresented Groups

Given the difference in representation amount the educational staff (majority White, non-Hispanic) and the student population (majority Hispanic), and the severe underrepresentation of site leaders from these underrepresented groups, it is critical to identify and provide pathways for leadership to groups who have been traditionally marginalized. Project GLIMPSE aims to provide the same opportunity to potential teacher leaders that it does to students: hiring for teachers who will participate in the UCF research cohort or as a graduate research assistant will specifically target teachers from marginalized perspectives, those who were once English language learners, have disabilities themselves, or come from a cultural or ethnic background that is underrepresented within the current district leadership. These demographic variables will be collected within the application process and included as a primary factor for hiring.

(D2i) Qualifications of the Project Director and Principal Investigator.

The personnel in both aspects of this project, the UCF aspect and the SDOC aspect, are highly-qualified and will collaborate to implement, maintain, monitor, evaluate, and publish research from this project. The project will be led through collaboration between the school district and the University of Central Florida. The principal investigator at the School District of Osceola County is the project director, Dr. David Maddock. The principal investigators for the

University of Central Florida is Dr. Gillian Eriksson and the co-PI is Dr. Rebecca Hines.

Dr. David Maddock is a Research and Evaluation Specialist for the School District of Osceola County Florida. Formerly the Coordinator of Gifted Services for the school district, Dr. Maddock has presented at state, national, and international conferences on topics of goal-setting and educational planning for high-ability students, curriculum development for gifted students, and affective education for students with high-ability. Dr. Maddock has an Ed.D. in Education Leadership, with a focus on gifted education. His dissertation, which presented the Education Plan Quality Assessment, won the University of Central Florida College of Community Innovation and Education's award for Outstanding Dissertation. He was the grant manager for the Collaborative Curriculum Challenge Grant for the Gifted award to Osceola entitled "Affective Development for Academic Success" which developed the curriculum currently employed in the district's middle and high school Affective Gifted Elective. He also specializes in program evaluation, has authored multiple published program evaluations, and has been the primary evaluator for over \$3.6 million in grant award programs through the 21st Century Community Learning Centers federal program for three years.

Dr. Gillian Eriksson is the UCF Coordinator of the Gifted Education Certificate, M.Ed. and Ed.D. Programs with Gifted Specializations, and also teaches Educational Psychology, Curriculum, Global and Comparative Education. She holds a Ph.D. in Educational Psychology, focusing on Curriculum, Research and Evaluation, and Gifted (University of Connecticut). She has served as the USA elected delegate to the World Council for Gifted and Talented Children for 3 terms (2007-2013). She was the UCF PI for Project ELEVATE (Jacob K. Javits Grant, 2015-2021, USDOE#5206A150014) and the Project Coordinator of Project Step-Up, a Javits Grant at Lamar University, Texas (1993-1994). She was the Co-Pi on the Working on Gifted

Issues (WOGI) Grant at UCF for the Florida Department of Education (2002-2003) and rewrote the Teaching Special Populations of Gifted Training Manual used by school districts in 2007/2016. She has received awards for the Scholarship of Teaching and Learning; UCF Women of Excellence for Global Achievement (2016); Teaching Excellence (TIP Teaching Incentive Program); Internationalization; Minority Mentorship; a Fulbright scholarship. And the 2015 Board of Educational Affairs Golden Psi Award of Excellence (American Psychological Association) for developing the Gifted Curriculum at a charter school for gifted learners. She is widely published and a consultant editor of Gifted Education International (SAGE). She has served the National Association for Gifted Children: Conference Committee (2020;2021; 2022); the Visioning Committee (2020) and the Task Force for Conference Equity and Inclusion (2021).

Dr. Rebecca Hines is an associate professor in the School of Teacher Education with the UCF CCIE and will serve as the exceptional student education lead across all project activities. Dr. Hines has been the PI on numerous OSEP Personnel Preparation grants, and was formally the PI of Teachers In Action with Persons with Disabilities through High-Tech High-Touch Service-Learning, a partnership project between UCF and UCP of Central Florida funded by Learn & Serve. She is currently a Co-PI on Project RAISE: Robots and Artificial Intelligence to Improve Social Skills for Elementary Students, a project designed to improve social emotional and communication skills for students with autism spectrum disorders. For this project she will lead the training related to best practices in working with students with disabilities who are gifted and explore and pilot tools for effectively screening and identifying twice-exceptional students.

(D2ii) Qualifications of Key Project Personnel

The rest of the personnel in both aspects of this project, the UCF aspect and the SDOC aspect, are highly-qualified and will collaborate to support the efforts of the principal

investigators. CVs for the key personnel can be found in the appendices of this applicaiton. On the UCF side of the study, four additional personnel will support the research initiatives: **Dr. Daniel Eadens**, an associate professor within the department of Educational Leadership & Higher Education in the UCF CCIE with over 45 published works; **Dr. Richard Hartshorne**, Chair of Learning Sciences and Educational Research, a leader in the field of technology usage in education with over \$1.9 million in grant funding across twenty grants; **Dr. Stacy van Horn** is an associate lecturer in Counsellor Education and School Psychology, and past Member of the Javit's Project ELEVATE; and **Dr. Kathleen Ingraham**, director of the UCF Center for Research in Education Simulation Technology (CREST).

On the SDOC end of the grant, the project will run under the approval of **Dr. Debra Pace**, Superintendent of Osceola Schools since March 2016. Her team is comprised of **Mr. Scott Flowers**, the new Chief of Staff for Teaching, Leading and Learning; **Drs. Belinda Reyes, Michael Allen, and Chundra Evens**, the Assistant Superintendents of Curriculum and Instruction for Elementary, Middle Schools, and High Schools respectively; and **Dr. Kris Rodgers**, the current Coordinator of K-12 Gifted Services. This team is ultimately responsible for overseeing the development of school leadership development programs, professional development programs for all staff, and high-quality evaluation systems and procedures in a culture of continuous improvement, which is essential to support the objectives of GLIMPSE.

This grant project intentionally does not name a Grant Project Manager. The reason for this is that a major focus of this grant is the focus on the development of talents and strengths. To this end, the grant project managers for elementary and secondary will be hired if the grant is awarded. Any candidate to this position will be required to have a master's degree, and will be required to complete a doctorate in Curriculum and Instruction with a focus on Gifted Education

through the University of Central Florida as a part of their work. Their doctoral research will center on the talent development model as it is being applied to the targeted sites.

The District Research, Evaluation and Accountability (REA) Department will support progress-monitoring efforts. **Dr. Leah Torres**, Director of REA, has agreed to serve as the internal evaluator. She holds numerous credentials, which include a doctorate in Education Leadership from the University of Central Florida, and has overseen the evaluation of dozens of programs, grants, and contracts ranging in the tens of millions of dollars. Most recently, her evaluation of the district's AVID program for the school district, co-written with Dr. Maddock, was published in the International Journal of Education Reform.

(E) Adequacy of Resources

The budget for Project GLIMPSE can be found in the budget narrative and document EDF 524. The budget for the project is designed to enable the Research Team to meet the proposed objectives in A1. The budget requested is intended to enable the team to meet all components of Project GLIMPSE, which can be easily seen through the logic model at the end of the project narrative. These costs will provide services to 14 target sites, which have a total of 14,498, of whom 525 are currently identified as gifted. If Project GLIMPSE brings the target sites in line with NEA-expected identification rates, this would result in an additional four-hundred student identifications over five years. By the end of the fifth year, the project will be scaled up to include all 74 school sites in Osceola County, affecting approximately 76,000 students via new talent identification models and developments in teacher ability. At this rate, the project costs approximately \$34 per student within the county. Furthermore, the resources developed by the project will be made publicly available following the project and will have relevance in all districts where gifted students are educated and have the potential to significantly impact

identification and service methodologies in the US in line with calls from researchers over the past decade (Siegle et al., 2016; Hodges et al., 2018; Wallace & Eriksson, 2006).

(F) Project Evaluation and Annual Performance Reports (GRPA)

Under the GPRA, current financials and performance measures will be utilized as part of an annual performance report:

Performance Measure	
1	The number of students newly identified as gifted and talented under the program
2	The number of underserved students newly identified as gifted and talented under the program
3	The percentage of students newly identified as gifted and talented under the program who were served under the program
4	The percentage of underserved students newly identified as gifted and talented under the program who were served by the program
5	Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics
6	Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science
7	Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading
8	The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students

This project's evaluation plan will use both summative and formative assessment methods that incorporate the Principles of Effectiveness (objective data, performance measures, scientifically-based research, and continuous improvement). The evaluation methods to measure project effectiveness include use of a quasi-experimental design intended to meet the What Works Clearinghouse (WWC) version 4.1 evidence standards at the cluster level. The quasi-experimental design will compare outcomes for students who participate in the strengths-based learning with students who do not. Members of the comparison groups will share similar observable characteristics via propensity score analysis. Examples of these traits include demographics (socioeconomic status, gender, race, and age) and other risk factors like

homelessness, disciplinary history, and truancy.

Thirteen Title I schools and one non-Title school will participate in Project GLIMPSE. Its traditional research setup will designate seven schools for inclusion in the experimental group in years one and two, during which time these schools will be compared to the control group using both classical statistical evaluation methodologies and propensity score matching to more precisely examine outcomes. During years three and four of the study, seven additional schools will be added to the study, and thus to the experimental group. The benefit of this process is that learnings from the first two years can be modulated and reformed for this new phase of analysis. Schools added in the second phase will be compared in three ways: to themselves in the two years before their addition, to the seven schools already in the program, and to the schools remaining in the control group. This will allow for a detailed analysis of effects over time. Consequently, fourteen schools total will be examined by this study in both a longitudinal and cross-sectional manner. From this analysis, the evaluators will identify which aspects of Project GLIMPSE were most effective and therefore recommended for replication in other schools/districts who might elect to replicate the interventions. The evaluation will codify the project's results and lessons learned, relay them to other school districts for effective and efficient implementation, and reveal best practices as a promising blueprint for success. The results from this evaluation will be taken by the Principal Investigators and utilized as a conceptual framework around which to build their research presentations and disseminate via all relevant organizations and journals, as well as on the district and university websites.

REFERENCES

- Baska, A., & VanTassel-Baska, J. (2018). *Interventions that work with special populations in gifted education*. Routledge, Taylor & Francis.
- Baum, S., Owen, S., & Schader, R. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD*. Sourcebooks, Inc.
- Baum, S. M., Schader, R. M., & Hébert, T. (2014). Through a different lens: Reflecting on a strengths-based, talent-focused approach for twice-exceptional learners. *Gifted Child Quarterly*, 58(4), 311–327. doi: 10.1177/0016986214547632
- Bianco, M., & Harris, B. (2014). Strength-based RTI: Developing gifted potential in Spanish-speaking English language learners. *Gifted Child Today*, 37(3), 168–176. doi: 10.1177/1076217514530115
- Bureau of Curriculum and Instruction, Division of Public School, Florida Department of Education. (2013). *Florida's plan for K-12 gifted education*. Tallahassee, FL.
- Bureau of Curriculum and Instruction, Division of Public School, Florida Department of Education. (2017). *Resource Guide for the Education of Gifted Students in Florida* (pp. 1–69). Retrieved from <http://www.fldoe.org/core/fileparse.php/5660/urlt/RGEGSF.pdf>
- Colangelo, N., Assouline, S. G., & Gross, M. U. (2004). *A nation deceived: How schools hold back America's brightest students (Vol. 2)*. Retrieved from University of Iowa website: http://www.accelerationinstitute.org/Nation_Deceived/ND_v1.pdf
- Crepeau-Hobson, F., & Bianco, M. (2013). Response to intervention: Promises and pitfalls for gifted students with learning disabilities. *Intervention in School and Clinic*, 48(3), 142–151. doi:10.1177/1053451313454005
- Eriksson, G.I.S. (2006). Applying multicultural and global education principles to the education of diverse gifted and talented children. In Wallace, B; Eriksson G. (2006). *Diversity in Gifted Education: International Perspectives and Global Issues*. Oxon, U.K.: Routledge Taylor & Francis
- Eriksson, G.I. (2018) Designing dynamic learning spaces for gifted learners: Authentic, augmented and actualized places and placements. In Wallace, B., Sisk, D., & Senior, J. (Eds.) *SAGE Handbook of Gifted and Talented Education*. SAGE Publications.
- Eriksson, G.I., & Capoverdi, T. (2021) *Transcend traps into triumphs for underserved Title I, ELL, immigrant gifted students*. National Association for Gifted Children 68th Annual Convention. Denver, CO. November 11-14, 2021.
- Esquierdo, J. J., & Arreguin-Anderson, M. (2012). The invisible gifted and talented bilingual students: A current report on enrollment in GT programs. *Journal for the Education of the Gifted*, 35(1), 35-47. doi: 10.1177/0162353211432041

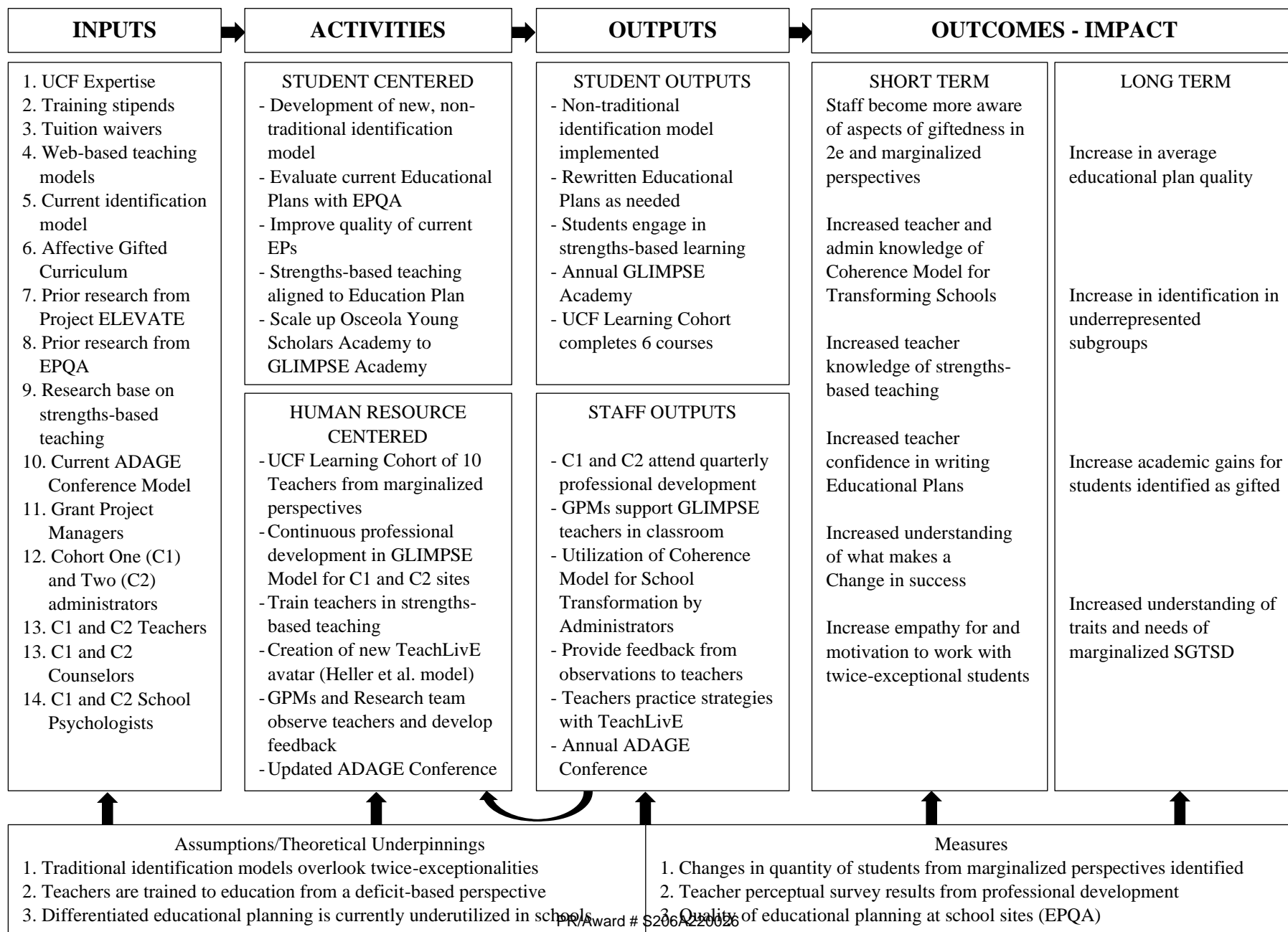
- Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Ontario Principals' Council; Thousand Oaks, California: Corwin, a Sage Company.
- Fugate, C. M. (2018). Attention divergent hyperactive giftedness: Taking the deficiency and disorder out of the gifted/ADHD label. In S. B. Kaufman (Ed.), *Twice exceptional: Supporting and educating bright and creative students with learning difficulties* (pp. 191 - 200). Oxford, England: Oxford University Press.
- Fugate, M., Behrens, W.A., Boswell, C., & Davis, J.L. (2021) *Culturally responsive teaching in gifted education: Building cultural competence and serving diverse student populations*. Routledge.
- Gentry, M., Gray, A., Whiting, G.W., Maeda, Y., & Pereira, N. (2019) *System failure: Access denied. Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race*. National Report, Gifted Education Research and Resource Institute, Purdue University.
- Heller, J. I., Daehler, K.R., Wong, N., Shinohara, M., & Miratrix, L.W. (2013). Differential effects of three professional development models on teacher knowledge and student achievement in elementary science. *Journal of Research in Science Teaching*, 49(3), 333 – 362. ISSN: 0022-4308. Retrieved from <https://eric.ed.gov/?id=EJ989348>
- Hodges, J., Tay, J., Maeda, Y., & Gentry, M. (2018). A meta-analysis of gifted and talented identification practices
- Lavallais, T. (2017). The impact of mentorship on at-risk African American males' persistence, perception of achievement, and post graduate job placement at a middle Tennessee university. *ProQuest Dissertations Publishing*, 2017. Retrieved from <https://www.proquest.com/dissertations-theses/impact-mentorship-on-at-risk-african-american/docview/1955179553/se-2?accountid=168421>
- Maddock, D. (2020). An examination of the quality and development of educational plans for gifted students. *Electronic Theses and Dissertations*, 2020. Retrieved from <https://stars.library.ucf.edu/etd2020/97>
- McCoach, D. B., & Siegle, D. (2007). What predicts teachers' attitudes toward the gifted? *Gifted Child Quarterly*, 51(3), 246–255. doi:10.1177/0016986207302719
- Mun, R.U., Hemmler, V., Dulong Langley, S., Ware, S., Gubbins, E.J., Callahan, C.M., McCoach, D.B., & Siegle, D. (2020). Identifying and serving English learners in gifted education: Looking back and moving forward. *Journal for the Education of the Gifted*, 43(4), 297 – 335. doi: 10.1177/0162353220955230
- Plucker, J., Glynn, J., Healey, G., & Dettmer, A. (2018). *Equal talents, unequal opportunities: A report card on state support for academically talented low-income students (2nd Ed.)*. Jack Kent Cooke Foundation. Retrieved from <https://www.jkcf.org/research/equal-talents-unequal-opportunities-second-edition-a-report-card-on-state-support-for-academically-talented-low-income-students/>

- Proyer, R. T., Gander, F., & Tandler, N. (2017). Strength-based interventions: Their importance in application to the gifted. *Gifted Education International*, 33(2), 118–130. doi:10.1177/0261429416640334
- Ralabate, P., & National Education Association of the United States. (2006). *The Twice-exceptional dilemma*. Washington, D.C.: National Education Association.
- Reis, S., & Burns, D. (2020). *Using strengths based pedagogy to engage and challenge 2E student development*. University of Connecticut. Retrieved from https://gifted.uconn.edu/wp-content/uploads/sites/961/2018/11/Using_Strength-based_Pedagogy.pdf
- Renzulli, J. (2022) A change in pedagogy is the answer. *National Association for Gifted Children*. Retrieved from <http://www.nagc.org/blog/change-pedagogy-answer>
- Renzulli, J.S. (2003). Academies of inquiry and talent development at the middle and high school levels. *Gifted Education International*, 18, 40 – 57. doi: 10.1177/026142940301800105
- Siegle, D., Gubbins, E.J., O'Rourke, P., Dulong Langley, S., Mun, R.U., Luria, S.R., Little, C.A., McCoach, D.B., Knupp, T., Callahan, C.M., & Plucker, J.A. (2016). Barriers to underserved students' participation in gifted programs and possible solutions. *Journal for the Education of the Gifted*, 39(2), 103-131. doi: 10.1177/0162353216640930
- Tebbs, T. J. (2014). Chandelier: Picturing potential. *Roeper Review*, 36(3), 155–167. doi:10.1080/02783193.2014.919564
- Tomlinson, C. A. (2014). *Differentiated classroom: Responding to the needs of all learners* (2nd ed.). Retrieved from <http://www.ascd.org/publications/books/108029/chapters/What-Is-a-Differentiated-Classroom%C2%A2.aspx>
- Trail, B. (2022) *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted students*. Routledge

Evidence-Based Project: Gifted Learning Infusing Marginalized Perspective via Strengths Education (GLIMPSE) – Program Logic

Situation: The traditional gifted identification methods are overlooking many twice exceptional and marginalized gifted students, as evidenced by low identification rates. Teachers argue that these students will struggle with current teaching methods.

Theory of Change: By designing high quality training for teachers within a model that focuses on the strengths of students rather than the deficits, there will be an increase in outcomes for marginalized SGTSD.



DAVID MADDOCK

EDUCATION University of Central Florida

2017-2020. EdD in *Education Leadership – Executive Track* from the UCF College of Community Innovation and Education, Department of Education Leadership and Higher Education.

Dissertation: “An Examination of the Quality and Development of Educational Plans for Gifted Students”

Committee: Daniel Eadens, EdD (Chair), Gillian Eriksson, PhD, G. Lee Baldwin, PhD, R. Scott Fritz, EdD

GPA: 4.0/4.0

Florida State University

2010-2012. Master of Arts in *Media & Communication Studies* from the FSU College of Communication Studies.

GPA 3.2/4.0

2007-2010. Bachelor of Arts (Cum Laude) in *English – Creative Writing* from the FSU College of English, Department of Creative Writing.

GPA 3.6/4.0

APPOINTMENTS The School District of Osceola County

2019. Research and Evaluation Specialist, Research, Evaluation, and Assessment Department

University of Central Florida

2017-2022. Courtesy Appointment for Observation and Evaluation of Clinical Education Experiences, UCF College of Education and Human Performance

Florida State University

2011-2012. Graduate Teaching Assistant for Public Speaking, FSU College of Communication Studies

PUBLICATIONS Published Works

Abernathy, D.F., Wooten-Thornburg, A., Eadens, D.W., & **Maddock, D.** (2021). Preparing for Pandemics: K-12 Teacher Perspectives on Higher Education Effectiveness in Preparing for Online Teaching and Learning. *International Journal of Educational Professionals*, 1(1), 65 – 88.

Maddock, D. & Torres, L. (2021). Evaluation of Effects of The Advancement Via Individual Determination (Avid) Program in Osceola County, Florida. *The International Journal of Educational Reform*

Maddock, D. & Eadens, D. (2020). Accepting Responsibility for Developing Gifted Students’ Educational Plans” *AERA Online Repository*

Maddock, D. (2020). An examination of the quality and development of educational plans for gifted students. Electronic Theses and Dissertations, 2020. Retrieved from <https://stars.library.ucf.edu/etd2020/97>



Maddock, D., Merritt, T., Eriksson, G.I., & Cavilla, D. (2017) An Affective Curriculum for a Secondary Gifted Elective. *The School District of Osceola County*

**SELECTED
PRESENTATIONS**

Invited Presentations and Panels

- 2021-04-03. Accepting Responsibility for Developing Gifted Students' Educational Plans. The American Educational Research Association Annual Conference. [Talk]
- 2020-11-13. Planning for Quality: Analyzing the Quality of Educational Plans. The National Association for Gifted Children 66th Annual Convention. [Talk]
- 2020-11-12. RESOLVED: More Students Should Attend Vocational College than Attend Academic Universities (Con). 20th Association for the Advancement of Educational Research International Conference. [Debate]
- 2020-11-12. Accepting Responsibility for Developing Gifted Students' Educational Plans. The 20th Association for the Advancement of Educational Research International Conference. [Talk]
- 2020-08-05. An Examination of the Quality and Development of Educational Plans for Gifted Students. The International Council of Professors of Educational Leadership Virtual Conference 2020. [Talk]
- 2020-04-04. Planning for Quality: Developing a Quality Educational Plan. UCF ADAGE, ELEVATE Conference, College of Community Innovation and Education, The University of Central Florida. [Workshop] *Canceled*
- 2019-04-06. The Educational Plan: Making Goals Matter. ELEVATE Conference, College of Education and Human Performance, The University of Central Florida. [Talk]
- 2019-04-06. Building a Gifted Elective Program. ELEVATE Conference, College of Education and Human Performance, The University of Central Florida. [Refereed Panel and Discussion]
- 2018-04-21. Effective Affective: Implementing Affective Curriculum through a Gifted Elective. ELEVATE Conference, College of Education and Human Performance, The University of Central Florida. [Talk]
- 2018-04-21. Searing and Research for Florida's Bright Stars: Examining Effective Gifted Education Practices through Research. ELEVATE Conference, College of Education and Human Performance, The University of Central Florida. [Refereed Panel and Discussion]
- 2018-04-21. Inspiring Creativity in Gifted Learners with Minecraft EDU. ELEVATE Conference, College of Education and Human Performance, The University of Central Florida. [Talk]
- 2017-06-22. Aligning the Instructional Framework and the Coaching Process. The School District of Osceola County. [Talk]
- 2017-06-12. Building Curriculum Around the Affective Taxonomy for Gifted Learners. The Osceola Gifted Conference, School District of Osceola County. [Talk]
- 2017-05-11. Developing Cognitively-Complex Problem Based Learning Lessons to Support High Rigor Classrooms. The School District of Osceola County. [Talk]
- 2017-04-23. Affective Development for Academic Success with Underachieving Secondary Gifted Learners. ELEVATE Conference, College of Education and Human Performance, The University of Central Florida. [Talk]
- 2017-03-04. Affective Development for Gifted Learners. With Derek Cavilla. The School District of Osceola County. [Talk]
- 2016-11-30. Motivating, Assisting, and Differentiating for Gifted Students. The Osceola County School for the Arts. [Talk]
- 2016-10-03. Writing EP Goals for Gifted Case Managers. The School District of Osceola County. [Talk]
- 2016-07-24. Using Gifted Strategies in Math and the Sciences. The School District of Osceola County. [Talk]



2016-04-22. We're Still Gifted: Building an Effective Gifted Program in High School.
ELEVATE Conference, College of Education and Human Performance, The University
of Central Florida. [Talk]

TEACHING Teaching Experience

2016 – 2019. K-12 District Gifted Coordinator. The School District of Osceola County.
2015 – 2016. Gifted Coordinator. Liberty High School, The School District of Osceola County.
2015 – 2016. PLC Facilitator. Liberty High School, The School District of Osceola County.
2015 – 2016. Critical Thinking Teacher. Liberty High School, The School District of Osceola
County.
2013 – 2016. English Teacher. Liberty High School, The School District of Osceola County.
2011 – 2012. Public Speaking Instructor, Graduate Teaching Assistant (with Mischa Laurents).
The FSU College of Communication

AWARDS AND RECOGNITION Awards

2022. *The Award for Outstanding Dissertation*. The International Council of Education
Professionals
2020. *Outstanding Dissertation*. The College of Community Innovation and Education –
University of Central Florida

OTHER ACADEMICS Grants

2019 – 2022. External Evaluation for *Project S.P.I.R.I.T. 21st Century Community Learning
Center Osceola ICC10* federal grant: \$2,627,200
2019 – 2022. External Evaluation for *Project S.P.I.R.I.T. 21st Century Community Learning
Center Osceola ICC7* federal grant: \$2,617,200
2019 – 2022. External Evaluation for *Project S.P.I.R.I.T. 21st Century Community Learning
Center Osceola ICC4* federal grant: \$2,627,400
2019 – 2022. External Evaluation for *Project S.P.I.R.I.T. 21st Century Community Learning
Center Osceola CSD ICC6* federal grant: \$1,450,536
2016 – 2017. Florida Challenge Grant Program for the Gifted 2017 – Affective Development for
High School Students. Awarded \$22,000 for project *Affective Development for
Academic Success*.

Memberships and Affiliations

2016 – 2022. The Florida Association of Gifted (FLAG). Voting Member
2018 – 2022. The National Association for Gifted Children (NAGC). Voting Member
2020 – 2022. The American Educational Research Association (AERA). Voting Member

Certifications and Endorsements

2021. Florida Educational Leadership Endorsement
2016. Florida Professional Teaching Certificate – English
2016. Florida Gifted Endorsement

Extracurriculars

2020. Osceola research liaison assisting in the research design and advising of statistical analyses
for twelve dissertations from four different colleges, including the University of Central
Florida, NOVA Southeastern University, and Liberty University.
2019. Participated in the IMPACT Florida research grant and aided in data collection and



presentation for five-county project.

2017-2019. Created and managed the annual week-long Osceola TIP Camp to support the top 10% of District students in summer academic support.

2017-2019. Established and coordinated an annual District-Wide Elementary Chess Tournament.

2017-2019. Designed a digital version of an instructional framework implementation tool utilized to collect data on >19,000 classrooms over three years.

2016. Established and co-coordinated the annual universal testing of all 2nd Grade students for giftedness in the School District of Osceola County.

2013 – 2016. Sponsor of Chess Club at Liberty High School.

2013 – 2016. SAT Tutor at Liberty High School.



Gillian Isobell Sluti Eriksson, Ph.D.

Senior Lecturer, Learning Sciences and Educational Research, Coordinator: Gifted Education Program
College of Community Innovation and Education, University of Central Florida.

Selected curriculum vitae

EDUCATION

- 1988 Doctor of Philosophy (Educational Psychology)
University of Connecticut, U.S.A. (Awarded August 1988)
Major Concentration Areas: Curriculum Development; Research and Evaluation;
Special Education: Gifted
- 1978 Bachelor of Arts Honours in Psychology (Postgraduate Degree)
University of South Africa (Awarded April 1978)
- 1974 Bachelor of Education in Educational Psychology (Professional Postgraduate Degree)
University of Natal, South Africa (Awarded March 1974)
- 1972 Secondary Teachers Diploma (Includes National Certification)
University of Cape Town (Awarded December 1972)
- 1968 Bachelor of Arts (Undergraduate Degree) Majors: Psychology; English
University of Natal, South Africa (Awarded March 1972)

EMPLOYMENT

Departments at the University of Central Florida 1997-2022

- 1997- 2010 Department of Educational Studies, University of Central Florida.
2010- 2018 School of Teaching, Learning, Leadership, University of Central Florida.
2018-current Learning Sciences and Educational Research, University of Central Florida.

2020 – current Senior Lecturer – August 8, 2020. Coordinator: Gifted Education Program

Courses Taught:

- EDF6886 Multicultural Education (3)
- EGI 6245 Curriculum and Instruction for Teachers of Advanced, Gifted and Talented Learners
- EGI 6305 The Nature and Development of Creative Thinking (3)
- EGI 6417 Guidance and Counseling Strategies for Teachers of Gifted and Talented Students (3)
- EGI 6247 Developing Advanced Curriculum Programs and Services:
 - Acceleration and Enrichment for Academically and Intellectually Gifted Learners in content areas – Integrating Science, Math, Language Arts, Social Studies.(3)
- EDF 6635 Capstone: Action Research in Teacher Leadership (3)
- EDF 6935 Introductory Seminar in Teacher Leadership in Curriculum and Instruction (3)
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3)
- EDF 6155 Lifespan Human Development and Learning (3)

2013-2020 Associate Lecturer

2003-2013 Instructor (2002-2011)/Lecturer (2012)

Program Areas Coordination - Curriculum Development

- Coordinator of IMAGE Office of International, Multicultural and Global Education, Diversity Week Program for College of Education.(1999-2005)
- Coordinator of Gifted Education Program: Masters in Teacher Leadership Gifted Education Track and Endorsement Certificate in Gifted Education. Lead teacher and online course development all courses. Current.
 - Administrative website: <http://ccie.ucf.edu/lser/gifted-education>
 - Gifted Program Information website: <https://assistelevateucf.wixsite.com/giftedatucf>
- Lead Teacher for Multicultural Education and Introduction to Diversity for Educators
- Coordinator of Masters in Teacher Leadership 2012-2015

1999-2003 Visiting Assistant Professor

1997-1999 Adjunct Faculty

1993-1994 Project Coordinator Conn Chair for Gifted Education, University of Lamar, Beaumont, Texas.

- **TEA/USDOE Jacob K Javits Grant: Project Step-Up/Evenstart.** In collaboration with Beaumont Independent School District implemented grant in 5 Title I Schools: Identification, assessment and evaluation of children, development of curriculum materials and teacher training, planning and

implementation of adult literacy/education program. Administration of grant: documentation, budget, report.

- Survey of Gifted Education Programs in Texas
- Leadership Training in Aldine School District
- Designed and Implemented "Kollege for Kids" Saturday School for Gifted
- International Students Winter Leadership Program.

- 1980-1992 Director, Head of Department, Schmerenbeck Educational Centre for Gifted and Talented Children; University of the Witwatersrand, South Africa
- 1981-1984 Lecturer, Department of Education, University of the Witwatersrand, South Africa
- 1977-1979 Education Officer and Teacher Pre-K, K to 5. Randburg Town Council,, South Africa
- Windsor-West and Blairgowrie Centre : Organized preschool program, after-school education
 - Management of Centre: budget, reports, staffing, teaching.
- 1973-1976 High School Teacher and Counselor 6-12.
Port Shepstone High School, Natal, South Africa in English; Guidance and Counseling;
Blairgowrie High School, South Africa in English; Guidance and Counseling;

NON-TEACHING ASSIGNMENTS/UCF COMMITTEES

CURRENT:

- Member of the Instructor/Lecturer Promotion and T Committee 2019-2020-2021
- Member of the Honors Undergraduate Thesis (Honors in Major) Committee, College of Education 2013-2016, 2018-2019, 2019-2022
- Member of the Brinson Foundation Faculty Award Selection Committee 2020-2022
- Member of the PATH “Kits for Kids Project” CCIE schools service project 2020-2021
- Member of the CCIE International Committee 2020-2022
- Member of the Ed.D. Curriculum & Instruction Committee, M.Ed. C& I Committee 2021-2022

Previously:

- Member of the University of Central Florida MDNA - Multidisciplinary Neuroscience Alliance. (In collaboration with the College of Medicine). 2019-2020
- Member of the Morgridge International Reading Center Council 2011-2013
- Chairperson of CIRCLE (Collaboration for International Research, Communication and Learning in Education) 2010 – 2011; 2011 – 2012 <http://education.ucf.edu/international>
- Member of Study Abroad Committee; Alternate member of the International Committee, Office of International Studies 2010-2021
- Coordinator with Dr J. Szente of International Education Week Program in the College of Education. November 2010; 2011;2012.
- Member of the Urban Initiatives Committee, College of Education 2012-2016
- Coordinator of IMAGE Diversity Week Program for College of Education – 1999-2004.
- Coordinator of Service Learning for Introduction to Diversity for Educators
- Designed and Implemented ESOL activities for Introduction to Diversity for Educators; Multicultural Education - completed 60 hours of ESOL Training, Bilingual.
- Faculty Development – Attended FCTL Institutes: Summer 2013 (Transforming the Global and Comparative Education Certificate to an online and mixed-mode format to engage students); Summer 2012 (Information Fluency: Development of online Equitable Educational Opportunity and Life Chances); Fall 2011 (Service Learning for Low-Income and homeless students in a Seminole County elementary school); Summer 2011: Collaborative Study Abroad to New Zealand (Philosophy Department), Summer 2010 (Development of Field Experience Course for International Programs), Summer 2009 (ESOL Modules Revision); Summer 2007 (Modification of the course EGI6305, The Nature and Development of Creativity, to a Study Abroad format with an international focus); 2005 (Service Learning). 2006 (Infusion of NAGC/NCATE Standards into Gifted Program); 2005 (Study Abroad – collaborative project with Biology).

- Technology: Completed IDL Certificate Fall 2004 developing EGI6051 Understanding Gifted and Talented Student; Mentor to ADL Summer 2011
- Use of WEBCOURSES for all courses, Development of websites:
Gifted Education Program Information website 2020: <https://assistelevateucf.wixsite.com/giftedatucf>
 - Completed LIVETEXT training 2004
- Advisor: Elementary Education Students up to 2009;
- Advisor: Gifted Education Certificate, Masters in Teacher Leadership (Coordinator); Masters in Curriculum and Instruction Gifted Track (2014-current).

Graduate Committee Participation

Current: Doctoral students (3) Interdisciplinary Studies MA Capstone Project Evaluation: David Pickett; M.Ed. Curriculum and Instruction Thesis: Lismawati Lapasi.

- Doctoral Dissertation: Chair - Alison Berner (2018/20); Derek Cavilla (2016):
 - Committee Member: David Maddock (2018/20); Iaonna Katsavria (2019/20); Jennifer Sanguiliano (2018-2019); Kamran Qadri (2013/2016); Kathryn McDowell Bryan Bethea (2015); Beverly Horn (2012, Co-Chair).
- Masters Thesis (Committee Member) Tamara Fagan (2014)
- Honors in the Major (Committee Member): Gayle Courtney (2014); Sarah Collins (2014); Zachary Laschober (2013, Chairperson); Kelly Iliff (2012)

Study Abroad Faculty Coordinator

- Development of Netherlands, Nijmegen Study Abroad Program for Summer A 2005 Modification of syllabus and curricula for Study Abroad to Online format for courses:
EDG2701 Teaching Diverse Populations; EDF4603 Critical Issues in Education; EDF6886 Multicultural Education; EDF6608 Social Factors in Education
- Development of South African Study Abroad Program for Summer A 2006 Modification of syllabus and curricula for Study Abroad to Online format for courses:
EDG2701 Teaching Diverse Populations; EDF4603 Critical Issues in Education; EDF6886 Multicultural Education; EDF6608 Social Factors in Education
- Development of MARJON, Plymouth, UK Study Abroad Program for Summer 2010 Modification of syllabus and curricula for Study Abroad to Online format for courses:
EDF4603 Critical Issues in Education; EGI6305 Theory and Development of Creativity; International Service Learning.
- Development of MARJON, Plymouth, UK Study Abroad Program for Summer 2011; 2012; 2013 Modification of syllabus and curricula for Study Abroad to Online format for courses:
EDF4603 Critical Issues in Education; EGI6305 Theory and Development of Creativity; International Service Learning.
- Development of STEAP – Semester Teacher Education Abroad Program – Radboud Netherlands – Exchange program in gifted education with students from Radboud attending UCF and UCF students completing a semester in Nijmegen, Netherlands. (2015-2017)

RESEARCH AND GRANTS

- **UCF PI and Jacob K. Javits USDOE grant Project ELEVATE** (English Learner Excellence eVolving through Advanced Teacher Education - 2015-2021, #5206A150014 Amount: \$1,057,546 UCF of \$2.4 collaborative SCPS) in collaboration with Seminole County Public Schools. Working with 12 Title I schools to address underrepresentation and curriculum development in educationally disadvantaged and English Learners.
- Eriksson, G.I.; Cavilla, D. (UCF) Merritt, T; Braddock, D. (OSCD Osceola School District) Affective Education for Academic Success. Working with Secondary Gifted on developing an Affective Curriculum to prevent drop-outs. (2016-2017) Project Collaborative Curriculum Challenge Grant ; FLDE Challenge Grant with Osceola Public Schools District.
- Eriksson, G; Holt L (UCF) Gifted Mindsets Project: Brain-Based Learning. (2014-2015). Project Collaborative Curriculum Challenge Grant ; FLDE Challenge Grant with Brevard County Public Schools.
- FLDE Challenge Grant with Osceola School District 2010-2011: Project FORGE (Fostering Opportunity and Renewal in Gifted Education).

- The Development and Implementation of Gifted and International/Comparative Education Programs and Courses in STLL. Incentive award, School of Teaching, Learning, Leadership. Summer 2011.
- Florida Department of Education – Working on Gifted Issues Grant 2009: Rewrote the Teaching Special Populations of Gifted Children Training Manual used by State Districts.
- Coordination/Implementation Committee, 2002-2005 US Department of Education, FIPSE (Fund for the Improvement of Postsecondary Education) To develop ways of preparing teachers to work with underachievement by allowing teacher candidates global mobility to enable them to learn specific approaches for assisting at-risk students.
- International Internships - Children At-Risk in Education (C.A.R.E.)
Learning to work with failing children-A curriculum of social inclusion
- Co-Principal Investigator 2002-2003: Secured and developed Challenge Grant, Working on Gifted Issues (WOGI) for Florida Department of Education through the Panhandle Consortium (PAEC) updating the Gifted Endorsement Certification Modules for State of Florida
- Coordinator, 2003-2004 Multicultural Stories Project, LIFE @ UCF Grant, UCF. Office of International, Global and Multicultural Education IMAGE,
- Coordinator, Data Analysis 1993-4 Federal Javits Grant, (Project STEP-UP) at Lamar University, Texas
- Project Coordinator 1993-4 of Texas Education Agency Grant, (EVENSTART), Lamar University, Beaumont, Texas

PUBLICATIONS

EDITORSHIPS

- Appointed to Advisory Board – Revised Administration 2020-current for Gifted Education International (SAGE) <https://journals.sagepub.com/editorial-board/GEI>
- Gifted Education International, Associate Editor, ABA Publishers, OXON, U.K. 2000-2011
- Gifted Education International, Consultant Editor, SAGE Online Journal Publishers, OXON, U.K. 2012 – current <http://gei.sagepub.com/>
- Reviewer for Journal Article for Northwest Journal for Teacher Education 2021
<https://nwate.com/publications/journal/>
- Editorial Board: Evaluation and Research in Education (Taylor & Francis: Routledge)
International Peer Reviewed Journal. 2009-2011 <http://www.tandf.co.uk/journals/09950-0790>
- Eriksson, G. I. (2012) EDITOR. Special Issue: New Technologies and Virtual Learning. Gifted Education International. Vol 28. No.1. <http://gei.sagepub.com/content/current>
- Eriksson, G; Shaughnessy, M. (2008) EDITOR. Special Issue: Twice Exceptional Gifted. Gifted Education International. SAGE Summer, 2008
- Wallace, B; Eriksson G. (2006). EDITOR. Diversity in Gifted Education; International Perspectives and Global Issues. Oxon, U.K.: Routledge – Taylor & Francis
- Discovering Diversity, EDITOR. IMAGE Journal of the Office of International, Multicultural and Global Education, Volumes 1-4, 2002-2005
- Manuscript Reviewer: Tomlinson et al (2003) The Parallel Curriculum Part 2, National Association for Gifted Children,
- Revision of textbook for 7th Edition: content and index for Clark, B. (2006) Growing Up Gifted. Pearson Merrill Prentice-Hall.
- Manuscript Reviewer: Karnes, F.A.; Stephens, K.R.(2008) Achieving Excellence: Educating the Gifted and Talented. Upper Saddle River, NJ.Prentice-Hall.
- Manuscript Reviewer: Sutherland, M. (2012) Gifted and Talented in the Early Years. UK: Sage Publications.

BOOKS* AND CHAPTERS

Eriksson, G.I. (2018) Designing Dynamic Learning Spaces for Gifted Learners: Authentic, Augmented and Actualized Places and Placements: Wallace, B; Sisk, D; Senior, J. (Eds.) Sage Handbook of Gifted and Talented Education. Sage Publications.

Eriksson, G. I. (2015) A Comprehensive Plan For Authentic Integration Of Technology In The Gifted Curriculum. H.E. Vidergor & C. R. Harris (Eds.) Applied Practice for Educators of Gifted and Talented Learners. Rotterdam, Netherlands: Sense Publishers. 269-302.

Eriksson, G.I. (2015) Creating a Challenging Curriculum for High-Ability Gifted and Talented Students in Southern Africa: Inclusion for the Brightest in Botswana. Eds. Jotia, A.L.; Jankie, D. Multicultural education discourses: Breaking Barriers of Exclusion in Selected African Contexts. University of Botswana. Publisher: VDM Verlag Dr. Mueller e.K.

Harris, C; Eriksson G (2009) Gifted Immigrants and Refugees: The Gold Unmined. Proceedings of the 18th World Conference on Gifted and Talented Children. World Council for Gifted and Talented Children. Winnipeg University, Canada.

Eriksson, G. ; Smolenaers L. (2008). Excellence in Disguise: an examination of the reading achievement scores of bilingual and multilingual gifted and non-gifted students. Conference Proceedings : International Centre for Innovation in Education (ICEE) : Excellence in Education 2008: Future Minds and Creativity Conference Location: Descartes University, Paris, France

Eriksson, G.I.S. (2006) Applying Multicultural and Global Education Principles to the Education of Diverse Gifted and Talented Children. In Wallace, B; Eriksson G. (2006). *Diversity in Gifted Education; International Perspectives and Global Issues*. Oxon, U.K.: Routledge Taylor & Francis

Eriksson, G.I.S. (2006) Gifted World Citizens and Global Nomads; Developing Intercultural Excellence. In Wallace, B; Eriksson G. (2006). *Diversity in Gifted Education; International Perspectives and Global Issues*. Oxon, U.K.: Routledge Taylor & Francis

Wallace, B; Eriksson G. I. (2006). *Diversity in Gifted Education; International Perspectives and Global Issues*. Oxon, U.K.: Routledge Taylor & Francis*

Wallace, B. (1983) *TASC: Thinking Actively in a Social Context*. Oxford: AB Academic Publishers. Completed research, editing and graphics.

Eriksson, G.I. (1993) A Global Village Beyond 2000: Networking with Gifted Disadvantaged Children In Wallace, B (Editor) *Worldwide Perspectives on Gifted Disadvantaged Children*. Oxon, U.K.: ABA Educational Publishers.

Eriksson, G. I. (1990) From Future Shock to Futures Possibilities for Gifted and Talented Students. In Taylor, C.W. *Expanding Awareness of Creative Potentials*. University of South Africa. p. 287-293

Eriksson, G.I. (1984) Reflections on Giftedness. A guide for students, parents and teachers. Pretoria, South Africa: Haum Educational Publishers*

Eriksson, G. I. (1983) In Communication with educationally deprived and culturally different gifted children. In Editor: Roldan, A.H. *Gifted and Talented, Children, Youth and Adults, Their Social Perspectives and Culture*. P. 391-409. Proceedings of the Fifth World Conference on Gifted/Talented.

Dr Gillian Eriksson for Working on Gifted Issues Grant for Florida Department of Education (2007) Teaching Special Populations of Gifted and Talented Students. Statewide Training Modules for Endorsement Certificate in Gifted Education . (Designed, developed and wrote the training module for this course to be used by local school districts in training their teachers)

Journals/Articles: Refereed:

Eriksson, G.I. (2022) Pretense or Belief: Creating Meaningful Scenarios and Simulations for Authentic Learning about Diverse Underserved Gifted Students. *Creative & Gifted Journal: Literacy Development for Gifted Learners*. International Literacy Association – Reading for Gifted & Creative Special Interest Group

Eriksson, G.I. (2021) The Legend and Legacy of Dr. Barbara Clark. Personal Reflections. *Gifted Education International* Vol. 2021 TBD. SAGE online. 10.1177/0261-429421999325

Eriksson, G.I. (2021) Book Review: Senior, J; Gyarmathy, E. (2021) Developing Human Intelligence: AI, Future Learning, and Pedagogic Innovation Published by: Taylor & Francis Publication date TBD. Completed 2/4/2021

Eriksson, G.I. (2019) Small Steps to the Stars: Advocating for High Ability and Talent Development in South Africa Through an International Collaborative Project. *WorldTalent* – World Giftedness Center. Issue 2, December 2019

Eriksson, G.I. (2013) Down to the bone: The Essential Thinking and Productivity of Professor Phillip Tobias, Eminent Paleoanthropologist from South Africa. *Gifted Education International*. Vol. 28. No.3 DOI :10.1177/0261429413485400 Sage Online: <http://gei.sagepub.com/content/early/2013/05/13/0261429413485400>

Dr Gillian Eriksson (2011) Virtually There - Transforming Gifted Education through New Technologies, Trends and Practices in Learning, International Communication and Global Education. . *Gifted Education International*, Vol. 28 No. 1.7-18

Gillian Eriksson, Christine Weber, Lauri Kirsch (2012) A comprehensive plan for differentiating the training of teachers of the gifted online at the state, district and university levels in Florida, USA *Gifted Education International* January 2012 28: 41-57.

Dr Gillian Eriksson (2009) Authentic and Virtual Global Connections: The Transformation of Gifted Education. *Gifted Education International*, Vol. 26 No. 3.

Dr Carole Ruth Harris, Dr Gillian Eriksson, Dr Zenita Cunha; Dr Guenther: Dr Shoshana Rosemarin.(2009) Gifted Immigrants and Refugees – The Gold Unmined (USA; Brazil; Israel; South Africa.). Proceedings of the 18th World Conference for Gifted and Talented Children, (Promoting the Dream) Vancouver, Canada, August 3-7, 2009.

Dr Gillian Eriksson (2009) Review of Book: Wallace, B (2009) Footsteps Through The Mist. TASC International. *Gifted Education International*. Vol. 27; No. 1.

Eriksson-Sluti G.I. ; Zuromski, J. (2004) The Creative Personality and the Creative Process: A Case Study. *Gifted Education International*. Vol 17.

Eriksson-Sluti, G. I. (2001) Overcoming Giftism: Stereotypes in Gifted Education. *Gifted Education International*., Vol.15 (2) 2001

Eriksson-Sluti, G. I. (1991) The Television Curriculum: Are gifted students amusing themselves to death? *Gifted Education International*, Vol 7.

Eriksson, G. I. (1990) Choice and Perception of Control: The Effect of a Thinking Skills Program on the Locus of Control, Self-Concept and Creativity of Gifted Students. , Vol. 6, P135-142.

Eriksson, G.I. (1989) Developing Creative Thinking Through an Integrated Arts Programme for Talented Children. *Gifted Education International*, Vol.6.p8-15

Eriksson, G.I. (1988) Thinking in Visual Images in the Information Age - The Changing Faces of the School. *Gifted Education International*. Vol.5.p97-103

Eriksson (1987) An Educational Centre for Growth. *Gifted Child Today*, July-August, p. 25-28.

Sluti, G. I. (1986) *Primary Pathways: Educating the Young Gifted Child K-3*. Providence, R.I.: Rhode Island State Board of Education.

Eriksson, G. I. (1986) A Glance towards a futuristic school for gifted students. *Gifted International* (Journal of the World Council for Gifted and Talented Children).

SERVICE

CONFERENCES: REFEREED PRESENTATIONS (SELECTED)

Eriksson (2022) The 'ELEVATE OUR TEACHING' Model: Using Advanced and Responsive Curriculum to Engage Teachers for Inclusion of High-Ability Underserved Learners. UCF ADAGE Gifted Institute, April 9, 2022, University of Central Florida.

Eriksson, G.I. (2021) Design Enriching Adventures After-School and in Summer programs for underserved gifted. Signature series. National Association for Gifted Children 68th Annual Convention. Denver, CO. November 11-14, 2021.

Eriksson, G.I. ; Capoverdi, T.(2021) Transcend traps into triumphs for underserved Title I, ELL, Immigrant Gifted Students. National Association for Gifted Children 68th Annual Convention. Denver, CO. November 11-14, 2021.

Eriksson, G.I. (2021) Engaging Teachers in Professional Growth to Generate Excellence in Underserved Gifted through Advanced Teacher Education. World Conference on Gifted and Talented Children (WCGTC) Virtual. July 31/August 7-8 2021

Eriksson, G.I. (2021b) Engaging Teachers in Professional Growth to Generate Excellence in Underserved Gifted through Advanced Teacher Education. World Conference on Gifted and Talented Children (WCGTC) Virtual. July 31/August 7-8 2021

Eriksson, G.I.; Lukens, J.; Sanguiliano-Lonski, J. (2020) Elevating our World Gifted Curriculum: Impacting Change through Global Academies of Inquiry. National Association for Gifted Children 67th Annual Convention. Virtual November 11-17, 2020. <https://www.eventscribe.net/2020/NAGC/agenda.asp?pfp=FullSchedule>

Berner, A.; Eriksson, G.I. (2020) Understanding the Lived Experience of Underachieving Gifted Middle School Students. National Association for Gifted Children 67th Annual Convention. Virtual November 11-17, 2020.

Eriksson, G.I.; Ingraham, K.; Sanguiliano-Lonski, J. (2020) Learning Environments of the Future: Using Authentic and Virtual Reality to Examine Misconceptions about the Identification of Gifted Underserved Students to Design Curriculum based on Real Case Studies. National Association for Gifted Children 67th Annual Convention. Virtual November 11-17, 2020.

Bai, H; Eriksson, G.I.; Sanguiliano-Lonski, J.; Chen, Y. (2021) Assessing the Effectiveness of a Teacher Professional Development Program for Serving ELL Gifted Students. AERA Virtual Annual Meeting April 17-21, 2021.

Eriksson, G.I. (2020) Empowering Students through Academies of Inquiry for Advanced Problem-Solving in Curriculum for Schoolwide Enrichment in Low-Income Diverse Schools. 64th Annual Conference of the Comparative and International Education Society: Miami, Florida. Proposal accepted and Conference rescheduled virtual format due to COVID19: March 22-26; April 2020.

Chandler, K.; Eriksson, G.I.; McAnallen, R. (November 2019) Approaches to Advocating for High-Ability Learners Through A Comprehensive Professional Learning Program. National Association for Gifted Children, Annual Convention, November 9, 2019 Albuquerque, N.M.

Eriksson, G.; Lukens, J. (2019) Elevating Beyond School: Differentiating Infinite Choices and Challenges in After-school and Summer Enrichment Programs for Underserved Gifted. Florida Association for Gifted Children, October 8,9 Cape Canaveral, FL.

Chandler, K.; Eriksson, G.I. (2019) Issues Impacting Inclusive Education for Highly Able Students in South Africa: Renewed Advocacy Efforts. World Council for Gifted and Talented Children. World Conference on Gifted and Talented Children, Nashville, TN., USA July 24-28, 2019

Eriksson, G.I.; Sanguiliano, J. (2019) Global Suitcases: Training Teachers Through Authentic Case Studies of Diverse Gifted Immigrants Using Virtual Simulations. World Council for Gifted and Talented Children. World Conference on Gifted and Talented Children, Nashville, TN., USA July 24-28, 2019

Eriksson, G.I.; Sanguiliano, S. (2019). Challenging Ability Misconceptions Through Engaging Scenarios Using Authentic Case Studies in the Project ELEVATE Simulated Classroom of Diverse Gifted Learners. TeachLivE CREST Conference, UCF, May 23, 2019

Eriksson, G.I. (2018) Developing Authentic and Virtual Learning Places Relevant for Challenging Highly Able students from low-income contexts. SAERA (Southern Association for Educational Research) Conference, in Pretoria, South Africa, 22 to 24 October, 2018.

Eriksson, G.I. (2018) Identifying and serving diverse High Ability learners from impoverished and marginalized contexts. South African Institute on High Ability and Talent Development - October 3-6, 2018, University of Johannesburg, Johannesburg, South Africa.

Eriksson, G.I. (2018). The use of New technologies for advanced learning: the Simulated Classroom using virtual reality to Interact with Avatars using real-life case studies in Project ELEVATE. South African Institute on High Ability and Talent Development - October 3-6, 2018, University of Johannesburg, Johannesburg, South Africa

Eriksson, G.I. (2018) Underachievement in High Ability Learners (used with grade level teams in Project ELEVATE) Radboud University Program 'Excellence Beyond Borders' in Nijmegen, Netherlands August 13-17, 2018.

Eriksson, G.I. (2018) Underprivileged Gifted Learners - Project ELEVATE Radboud University Program 'Excellence Beyond Borders' in Nijmegen, Netherlands August 13-17, 2018

Eriksson, G.I.; Olenchak, R.; Sutherland, M.; Shack, N. (2018) Understanding the Experiences of Gifted Students Marginalized Contexts: Nurturing Socio-Emotional Development Through Affective Education. European Council for High Ability (ECHA) Dublin, Ireland. August 8-11, 2018.

Eriksson, G.I.; Sanguiliano, S. (2018) Carrying Cases to School: Using Authentic Case Studies in the Project ELEVATE Simulated Classroom of Diverse Gifted Learners to Train Teachers. TeachLivE Conference, UCF, May 24, 2018

Eriksson, G.I. (*2018) Evolving Literacies and the Gifted Learner on a Global Stage. Literacy Symposium. UCF, April 6, 2018

Eriksson, G.I.; Bai, H.; Sanguiliano, J. (2017) Assessing the Effectiveness of English Learner Excellence eVolving through Advanced Teacher Education Program. National Association for Gifted Children, Charlotte, NC. November 11, 2017

Eriksson, G.I. ; Lukens, J. (2017) Shining a Light on a Talent Development for English Language Learners and Students Impacted by Poverty. National Association for Gifted Children, Charlotte, NC. November 10, 2017

Eriksson, G.I.; Lukens, J. (2017) Elevating Equity and Academic Achievement of Underrepresented Groups through Advanced Teacher Professional Development
Florida Association for Gifted Children, Flagler College, November 5 2017

Eriksson, G.I.; Wilson, H. B. ; Weber, C. (2017) Research Panel: Critical Issues in Research in Gifted and Talented Education in Florida. Florida Association for Gifted Children, Flagler College, November 5, 2017

Eriksson, G.I.; Sisk, D.; Sutherland, M. (2017) Essential Connections: Inspiring and Promoting Creative Teacher Leadership to Transform Gifted Education. World Conference on Gifted and Talented Children, Sydney, Australia. July 19-22, 2017

Eriksson, G.I. (2017) Integrating Technology and Simulations that transforms the Gifted Curriculum for Culturally and Internationally Relevant Learning. World Conference on Gifted and Talented Children, Sydney, Australia. July 19-22, 2017

Eriksson, G.I.; Sanguiliano, S. (2018) The Use of Authentic Case Studies of Diverse High Ability and gifted students in the Simulated ELEVATE Classroom to examine the nature of ability, achievement and appropriate curriculum. TeachLivE Conference, UCF, June 7-9, 2017

Eriksson, G.I.; Sanguiliano, J. (2017) Problematizing High Ability: Developing and Equitable, Culturally and Internationally Responsive Curriculum for Marginalized English Learners. CIES Conference. Atlanta, GA. February 7, 2017

Eriksson, G.I. (2016) Unmasking Giftedness in English Learners: Project ELEVATE. Sanibel Language Leadership Conference. Clearwater, Florida. June 22-24, 2016

Eriksson, G.I.; Cavilla, D. (2015) An Examination of the Evolution, Achievement and the Creative Productivity of a Unique School for Gifted Learning. World Conference for Gifted and Talented Children. Odense, Denmark, 10-14 August 2015. <http://worldgifted2015.com/>

Eriksson, G.I.; Hoogetveen, L (2015) Designing Collaborative International Exchange Programs in Gifted Education: The Semester Teacher Education Abroad Program. World Conference for Gifted and Talented Children. Odense, Denmark, 10-14 August 2015. <http://worldgifted2015.com/>

Eriksson, G.I.; Cavilla, D. (2015) Transforming Schools: Developing Curriculum and Teacher Leadership In Gifted Education Through Action Research with Data Driven Assessment. World Conference for Gifted and Talented Children. Odense, Denmark, 10-14 August 2015. <http://worldgifted2015.com/>

Invited Presentation to SCPS Superintendent, staff and school board members: Introduction to Project ELEVATE: rationale, objectives, procedures, research plan, roles of faculty and nature of UCF services for SCPS. Lake Mary Educational Support Center, SCPS. Date: October 27, 2015

Eriksson, G.I.(2016) Evolving Literacies and the Gifted Learner on a Global Stage. UCF Literacy Symposium. Orlando, FL. April 1, 2016

Eriksson, G.; Maker, C.J.; Kirsch, L; Lukens, J.(2016) *At-Risk and Gifted: A Discussion About Special Gifted Populations, their identification and Services, Including Culturally and Linguistically Diverse Students*. School of Teaching Learning and Leadership, U.C.F.; ADAGE Gifted Education Conference: Reaching for Excellence with Advanced and Gifted Students: Elevating All Learners. April 2, 2016. Morgridge International Reading Center, UCF.

Eriksson, G.I. (2015) *Developing Brilliance in High-Ability and Gifted Immigrants, Refugees, and English-Language Learners*. Panel: Dr. Gillian Eriksson, Dr. Joyce Nutta, Dr. Donita Grissom (School of Teaching Learning and Leadership, U.C.F.; Dr. Carole Ruth Harris.(Gates Research).ADAGE/FLAG Gifted Education Conference: Reflections on Developing Brilliance. March 28, 2015. Morgridge International Reading Center, UCF.

Eriksson, G.I. (2015) The Application of Brain-Based Learning to Challenging Gifted and Talented Learners: Research-Based Practices and Strategies. Gifted Mindset Grant. Brevard Public Schools, Melbourne, FL., February 2, 2015.

Eriksson, G.I. (2014) Panel Presentation: Dr. Judit Szente; Dr. Gillian Eriksson; Dr. Anna Wolford; Dr. Vicky Zigouris-Coe.(2014) World Schools: CEDHP International Faculty talk about their own early schooling experiences in other countries: Hungary, South Africa, Poland, Greece. International Education Week Activities

Sisk, D.; Eriksson, G.I.; Soriano de Alencar. E.; Vidagor, H. White, S; Lamoreaux, K.; Rosemarim, S.(2013) The Study of Spiritual Pathfinders to Inspire Gifted Students to Make a Difference. World Conference for Gifted and Talented Children. Louisville, Kentucky, 10-14th July.

Eriksson, G.I.; Lukens, J. (2013) Advocating for Marginalized Gifted Students: The Essential Role of Professional Development of Teachers. World Conference for Gifted and Talented Children. Louisville, Kentucky, 10-14th July.

Eriksson, G.I. (2013) Developing Authentic and Virtual Global Connections for Fostering Creative Productivity in Gifted Children. Gifted and Talented Education (G.A.T.E.) National Conference: Unleash the Gifted Potential. New South Wales Education and Communities. Sydney, Australia July 20-23.

Eriksson, G.I (1994) "*Project Step-Up, Systematic Training for Educational Programs for Underserved Gifted Pupils*". Jacob K. Javits Conference, Washington. D.C.

Conferences: Service:

- **Designed, Coordinated and Instructed the program for UCF Continuing Education Units as credit for attendees to the National Association for Gifted Children, CEU Committee for 67th Annual Convention, held virtually in Fall 2016; Fall 2020.**

Conferences: Attended:

Confratute, University of Connecticut Conference and Institute (2020) Virtual July 13-15, 2020

<https://confratute.uconn.edu/>

National Center for Research on Gifted Education Conference (2021) First Five Years: Results, Reflections, and Recommendations Conference. March 26, 2021. https://ncrge.uconn.edu/research_conference_presentations/

Consultant and Grant Activity.

Designed, Facilitated and Coordinated UCF ELEVATE our TEACHING webcourse for Project ELEVATE – 2020-2021. Set up webcourse and templates and completed introduction, 5 online modules, negotiated with UCF Faculty to complete another 5 Modules in Mathematics and Art (Dr. McGann); Language and Literacy (Dr. Zygouris-Coe); Science and Engineering (Dr. Megan Jeune); English Learners (Dr. Grissom); assessment. Completing the 10 online modules that SCPS will use to train teacher leaders for implementation of Project ELEVATE on meeting the needs of underserved high-ability and gifted learners.

Designed, Facilitated and Coordinated UCF ADAGE Gifted Education Conference. Presented Introductory speech on developments in Gifted Education and Welcome.
Organization: Advocates for Advanced and Gifted Education (ADAGE) in collaboration with the Florida Association for Gifted (FLAG) and local School District Gifted Specialists and Coordinators and the FLDE Gifted Specialist.
Location: Morgridge International Reading Center, UCF.
Annual: (January 27, 2016; April 4, 2017; April 21, 2018; April 6, 2019; April 3, 2021; April 9, 2022)
April 9, 2022 Coordinator and Presenter: In person and virtual UCF ADAGE GIFTED INSTITUTE:
<https://assistelevateucf.wixsite.com/giftedatucf/ucf-adage-institute-2022>

ELEVATE our World Curriculum Project – 2016-2020

Presented summer workshops to a selected team of teachers from Project ELEVATE schools to plan, design and develop a gifted curriculum that includes an international perspective and infuses equity with high level productivity for diverse gifted learners. Developed 66 lessons using collaborative lesson study on 5 enrichment units from 5 countries represented in case study scenarios. Implemented a pilot study in 10 schools in Spring 2020. <https://ucfelevateavatars.wixsite.com/home>

Project ELEVATE Summer Camps 2016-2021:

Implemented Summer Camps in collaboration with Project ELEVATE on campus and at local schools for underserved gifted for two weeks each June with UCF faculty, agencies and teachers. Consulted with SCPS Director for the ADAGE Summer camp to be held virtually in June 2021 – Academic Adventures and Gifted Enrichment. Presented templates for enrichment unit development and evaluated teacher submissions. Consulted on the design and implementation with Director, Tony Capoverdi.

CORE Presentations for Teacher Leaders for Project ELEVATE 2015-2021

Presented to Teacher Leaders – Implementation of the ELEVATE our World Project ELEVATE curriculum. Pilot implementation phase II of 5 international units on 5 countries, containing 77 lessons. Spring 2021.

Meetings with Project Elevate, Teachers from Middle School SCPS Project ELEVATE to explain and consult on setting up Academies of Inquiry for Spring 2021. (7/4/20; 1/7/21; 1/20/21; 3/3/21)

Presented ELEVATE PD 1,10, 12: The development of a Culturally and Internationally Relevant Curriculum for High Ability and Gifted Learners

Organization: SCPS Project Elevate Teacher Teams

Event: Presentation and training for ELEVATE PD 1

Location: Lake Mary Educational Support Center, SCPS.

Date: January 16, 2016; January 27, 2018; January 19, 2019, February 9, 2019, September.

Web: <https://assistelevateucf.wixsite.com/giftedatucf>

Presented ELEVATE PD 10/ELE2: Identification of Underserved Gifted: Identification of English Learners with High-Ability in International Context.

Organization: SCPS Project Elevate Teacher Teams

Event: Presentation and training for ELEVATE PD 10

Location: Lake Mary Educational Support Center, SCPS.

Date: March 17, 2016; January 10, 2018

Presented ELEVATE PD 7: CPS Workshops ELL CIRC Teaching immigrant gifted; Teachlive case studies

Organization: SCPS Project Elevate Teacher Teams

Event: Presentation and training for ELEVATE PD 10

Location: Lake Mary Educational Support Center, SCPS.

Date: March 15, 2016; April 7, 2018, April 6, 2019

Presented ELEVATE ELE1/3/7/8': SCHOOLWIDE ENRICHMENT MODEL and DICE CURRICULUM

Organization: SCPS Project Elevate Teacher Teams

Event: Presentation and training for ELEVATE PD 10

Location: Lake Mary Educational Support Center, SCPS.

Date: August 8, 2016; January 11, 2017; March 8, 2017; March 11, 2017; January 26, 2019

Web: <https://assistelevateucf.wixsite.com/giftedatucf>

Presented workshops to teacher teams for every grade level at 10 Title I Elementary Schools (Spring 2015-2019) and 2 Middle Schools (Fall 2019) in SCPS – each team received 6 hours of training in the Schoolwide Enrichment Model and identification of gifted diverse learners through the Simulated Gifted Classroom developed with TeachLive case study scenarios.

TeachLive Simulated Project ELEVATE Gifted Classroom

TECHNOLOGY: Development of TeachLIVE Gifted Education Avatars for Simulated classroom for use in Project ELEVATE. Negotiated with IST and family for modeling of new avatar from real gifted student – Korean gifted immigrant – taking photographs; introduction to TeachLIVE; negotiation with artist and Kathleen Ingraham at IST. Development of case study profiles based on real students in SCPS in collaboration with Jeanette Lukens, SCPS. Training with Interactors through script development 5 interactors to implement case study scenarios. Training graduate assistant for presentations. Development of 'INSIGHT' Teacher Leader Training Manual (2019). Fall 2015-Spring 2019

Presented 4 sets of TL1/2/3 TeachLive sessions at each of the 10 schools to 6 grade level teams - 90 sessions; and 2 sets at 2 middle schools.

University of Johannesburg - South African Institute on High Ability and Talent Development - October 3-6, 2018

Coordinator and developer - In collaboration with UJ Prof. Juliet Perumal and Prof. Tumi Boitumelo Diale (Head of Educational Psychology) developed 4 days of training, workshops and professional development for teachers, principals and administrators. Included presentations by 23 local academics and, Dr. Anthony J. Onwuegbuzie, Sam Houston State University, Texas. (*"Mixed Methods Approaches for Conducting Research on Impoverished Children with Promise, Talent, and High Ability"*).

Faculty Teaching Abroad South Africa Program - October 1 through 11, 2018.

Coordinator of International initiative with 7 academics (Dr. R. McAnallen, University of Connecticut; Dr. K. Chandler, College of William and Mary; Dr. C. Hopp and Dr. A. Blackwood, UCF); Prof. Agreement Jotia (University of Botswana) and Mohokare Dimkatso (Central University of Technology, Bloemfontein) for 4 days

training to South Africa as experts in the field of Curriculum, Multicultural and International, ELL, Research and Gifted Education. They formed the core expertise for the UJ Institute on High Ability. In collaboration with Prof. Perumal, and The Johannesburg Institute for Advanced Studies (JIAS).

2011-2016 Academic Advisor: Galileo School for Gifted Learning, Seminole County.

<http://www.galileogiftedschool.org/>

2013-2015 Academic Advisor: Lutz Preparatory School, Hillsborough County.

<http://www.lutzprep.org>

AFFILIATIONS AND POSITIONS

- National Association for Gifted Children, Planning Committee for 69th Annual Convention in Indianapolis, IA. November 2022
- National Association for Gifted Children, Task Force for Equity and Diversity inclusion in conferences 2021
- National Association for Gifted Children, Planning Committee for 68th Annual Convention in Denver, CO. November 2021.
- National Association for Gifted Children, Visioning Committee 2020-2021
- National Association for Gifted Children, member, 1997-current
- National Association for Gifted Children, Planning Committee for 67th Annual Convention in Orlando, 2020.
- Central Florida Gifted Coalition – member, 2015-current
- World Council for Gifted and Talented Children, member 1980-2020. Elected U.S.A. delegate 2005-2013; South African Delegate Committee 1981-1993.
- Florida Association for Gifted Children: Professional Development Committee 2011-current
- European Council on High Ability (ECHA) member, 2017-2020

HONORS AND AWARDS

- | | |
|-----------|---|
| 2017 | Scholarship in Teaching and Learning Award - Excellence Award (SoTL),
University of Central Florida |
| 2017 | Teaching Incentive Program - Teaching Excellence Award (TIP),
College of Education and Human Performance, University of Central Florida |
| 2015 | 2015 Golden Psi Award of Excellence, Board of Educational Affairs. American
Psychological Association, Washington, D.C. Date of Award 2015
(Joint award with Dr. Michele Gill; Dr. D. Hans Vaughn)
http://www.apa.org/about/awards/bea-golden-psi.aspx?tab=4 |
| 2010 | Award for Internationalization UCF for Haitian Projects
Office of Internationalization, University of Central Florida |
| 2009 | Teaching Incentive Program - Teaching Excellence Award (TIP),
College of Education, University of Central Florida |
| 2008 | Certificate awarded for Dedication as a Minority Programs in Education Mentor
College of Education, University of Central Florida |
| 2004 | Distinguished Service to Diversity and Multicultural Education
Diversity Initiatives Office, University of Central Florida |
| 1985-1986 | Fulbright Scholarship
Awarded by United States Information Service for Doctoral Study |

Websites:

Gifted Education Administrative website: <https://ccie.ucf.edu/lser/gifted-education/>

Gifted Education Program Information: <https://assistelevateucf.wixsite.com/giftedatucf/education-options>

Computer Pals Around the World: <https://ucfelevatecpaw.wixsite.com/cpaw/about-us>

ADAGE SUMMER CAMP (Project ELEVATE): <https://assistelevateucf.wixsite.com/adagesummer>

Academies of Inquiry for Project ELEVATE: <https://assistelevateucf.wixsite.com/adagesummer/aitd-middle-school>

UCF ASSIST Program: <https://assistelevateucf.wixsite.com/adagesummer/ucf-assist-program>

Curriculum Vitae

Rebecca A. Hines, Ph.D.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

- Ph.D. 1995** **Curriculum and Instruction**
University of South Florida, Tampa
Major areas: Teacher Education and Special Education
Support area: Instructional Technology
Dissertation: *Instructional and noninstructional time expenditures by teachers in inclusion and non inclusion classrooms*
- M.A. 1992** **Special Education: Behavioral Disorders**
University of South Florida, Tampa
- B.A. 1989** **English Education**
Florida State University, Tallahassee

ACADEMIC APPOINTMENTS

- 1999- present** **University of Central Florida**
Associate Professor, Department of Child, Family, and Community Sciences
- Teaching Responsibilities:
Undergraduate Courses
EEX 3241 Methods of Academic Skills for Exceptional Students
EEX 3243 Techniques for Exceptional Adolescents and Adults
EED 3250 Behavioral Issues of the Emotionally Handicapped*
EEX 4003 Exceptional Students in General Education Classes (Taught on campus and on-site at Pathways Elementary).
RED 4043 Content Reading K-12
EEX 4054 Applications and Theories for Students with Special Needs
EEX 4066 Curriculum & Instructional Strategies for Students with Special Needs
EED 4243 Teaching the Emotionally Handicapped
EED 4210 Curriculum & Program Adaptation for the Emotionally Handicapped
- Graduate Courses**
EEX 5051 Exceptional Children in the Schools*

EEX 6061 Instructional Strategies PreK-6
 EED 6226 Theory and Application for the Emotionally Handicapped*
 (Taught on campus, Online, and as Interactive Television Course).
 EEX 6266 Assessment and Curriculum Prescriptions for the
 Exceptional Population*
 EEX 6342 Seminar in Critical Issues in Special Education *
 EEX 6612 Methods of Behavioral Management
 EEX 7766 Technology Research/Training in Exceptional Education
 (Developed & taught course for doctoral candidates)
 *Developed and taught as traditional, online and web enhanced courses.

Undergraduate Program Coordinator Responsibilities:

Coordination and Scheduling of Undergraduate Program
 Program Analysis and Development
 Liaison between University and Local Schools and Agencies
 Coordination of Facilities and Resources in Special Education
 Addressing Issues related to Student Concerns

Supervision Responsibilities:

EEX 3943 Internship I–Supervised Exceptional Education Junior
 Student Teaching Interns
 EEX 4943 Internship II- Supervised Exceptional Education Senior
 Student Teaching Interns
 EEX 6946 Graduate Internship-Supervise Graduate Internships

Advising Responsibilities:

Academic Advisor to Graduate and Undergraduate students
 Member of Thesis Committees for Graduate Students
 Direct Independent Studies

1995-1999

Southeast Missouri State University, Cape Girardeau
Assistant Professor, Department of Secondary Education
Promoted to the rank of Associate Professor effective 1999-2000
academic year.

Professional Responsibilities:

Developing and Maintaining Professional Development School
 Partnership
 Managing Technology Needs of the Department
 Developing and Teaching Online Courses
 Teaching Undergraduate Courses On-Site at Charleston Middle School

Teaching Responsibilities:

Undergraduate Courses

GS 101 Critical and Creative Thinking

EM 102 Technology and the Teacher's Role
SE 272 Reading in the Content Area
SE 271 Theories of Learning
SE 250 Fundamentals of Middle School Teaching
SE 273 Fundamentals of Teaching High School

Graduate Courses

SE 600 Introduction to Middle Schools
SE 603 Curriculum and Program Development in the Middle School
SE 606 Using Multimedia in the Middle Level Classroom

Supervision Responsibilities:

Supervising Level I and Level II internships

Advising Responsibilities:

Academic advisor to graduate and undergraduate students
Member of thesis committees for graduate students
Direct Independent Studies

Public School Teaching Experience

1993-1995 Hillsborough County Schools, Tampa, Florida
Middleton Middle School of Technology
Teacher, Students with Emotional Handicaps in inclusive setting

1992-1993 Pinellas County Schools, St. Petersburg, Florida
Richard L. Sanders School
Teacher, Students with Severe Emotional Disorders

1990-1992 Charlotte County Schools, Port Charlotte, Florida
Murdock Middle School
Language Arts Teacher and Team Leader

PUBLICATIONS

Books and Chapters

Hines, R. A., Glavey, E., Hanley, W., & Romualdo, A. (2022). Redesigning teacher preparation: A community-embedded approach. Clinical Practice, Peabody.

Dieker, L. A., & **Hines, R.** (2013). Strategies for teaching content effectively in the inclusive secondary classroom. Columbus, OH: Merrill Prentice Hall.

- Stewart, T., **Hines, R.**, & Kinney, M. (2011). Teachers in action: High-tech, high-touch service-learning with special populations. In M. Bowdon & R. Carpenter (Eds.), *Higher education, emerging technologies, and community partnerships: Concepts, models, and applications* (pp. 182-190). Hershey, PA: IGI Global.
- Hines, R. A.** & Johnston, J.H. (1997). Inclusion. In J. Irvin (Ed.), *What research says to middle level educators* (pp.109-119). Columbus, OH: National Middle School Association.

Articles

- Hines, R. A.**, Romualdo, A., Glavey, E., Jennings-Towle, K., & Hanley, W. (2020). Improving teacher preparation through community partnerships: Change model theory. Florida Association of Teacher Educators Journal.
- Hines., R.A.** & Hanley, W. (2019). Supporting students in high needs schools using a break room approach. The PHILLIS Journal.
- Wills-Jackson, C. & **Hines, R.A.** (2017). Investigating the impact of social skills training using the Sanford Harmony Program: A pilot study. Technical paper.
DOI: 10.13140/RG.2.2.28812.62089
- Hines, R.A.**, Meyer, A., & Donehower, C. (2016). Using a change model approach to guide development of an inclusive college experience for students with intellectual and developmental disabilities. Think College Brief on Policy, Research, & Practice (8).
- Hines, R.A.** , Dieker, L. A., & Anderson, S. (2014). Writing, Listening, and Speaking Across the Content Areas. The Richard W. Riley College of Education and Leadership Publications. Retrieved from https://scholarworks.waldenu.edu/cel_pubs/123
- Hines, R. A.** (2012). An assessment center for every classroom. *CEC Today*, Council for Exceptional Children, online at
http://cec.sped.org/AM/Template.cfm?Section=CEC_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=17417
- O'Brien, C., Aguinaga, N.J., **Hines, R.** & Hartshorne, R. (2011, Fall). Using contemporary technology tools to improve the effectiveness of teacher educators in special education. *Rural Special Education Quarterly*, 30(3), 33-40.
- Grant, D., & **Hines, R.** (2009). Connecting with High Risk Black Males through Web-based Mentoring: Potential for Practice-The Black Male School Experience. *Journal of Special Education Technology*; Norman, 24(4), 54–59
- Hines, R. A.** (2011). Finding layers for our classrooms “in the clouds”. *CEC Today*, Council for Exceptional Children, online at
http://www.cec.sped.org/AM/Template.cfm?Section=CEC_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=17156
- Wilkins, I & **Hines, R. A.** (March 2008). “Shakespeare with Heart - An Inclusive Drama Program”. *Exceptional Parent Magazine*.
- Hines, R. A.** & Pearl, C. E. (2004). Increasing interaction in Web-based instruction: Using synchronous chats and asynchronous discussions. *Rural Special Education Quarterly*.
- Hines, R.A.** & Hall, K. S. (2004). Avoiding technology traps in teaching students with emotional disturbance. *Florida Educational Leadership*.
- Hines, R.A.** & Hall, K. S. (2001). Assistive Technology. *Journal of Special Education Technology Practice*, 15(4), 37-39.
- Hines, R. A.** (2001). *Inclusion in middle schools* (Report No. EDO-PS-01-13). Eric

- Digest. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education. (Also selected for publication in ERIC in Spanish, *La inclusion en los grados intermedios* (2002)).
- Miller, K. J. & **Hines, R. A.** (2001). Selecting a text for an introduction to behavior disorders course: A comparison of content and features. *Teacher Education and Special Education*, 24(4), 408-412.
- Hall, K.S., & **Hines, R.A.** (1999). Letters from beginning teachers: Common questions about behavior management. *CalState TEACH Reader*, 225-28. Available from CalState TEACH, California State University, Long Beach.
- Feyten, C. & **Hines, R.A.** (1998). Exposing future teachers to the realities of emotional and behavioral disorders. *Educational Forum*, 62(4), 347-352.
- Hines, R.A.** & Johnston, J.H. (1996, February/March). Inclusive classrooms: The principal's role in promoting achievement. *Schools in the Middle*, 5(3), 6-11.
- Feyten, C.F. and **Hines, R.A.** (1994). Cual es tu secreto? A language integration project. *Middle School Journal*, 25(4), 16-19.
- Hines, R.A.** (1994). Collaborative teaching for Effective Inclusion: The best of both worlds. *Schools in the Middle*, 3(2), 3-6.

Other Published Materials

- Dieker, L. A., & **Hines, R.** (2018). Co-teaching in secondary schools: 7 steps to successful inclusion. Foldable. Port Chester, NY: National Professional Resources.
- Dieker, L. A., & **Hines, R.** (2010). Co-Teaching at the secondary level: Foldable. Port Chester, NY: National Professional Resources.
- Hines, R. A.**, & Dieker, L. A. (2008). Winning strategies for inclusive classrooms. Port Chester, NY: National Professional Resources, Inc.
- Hines, R. A.** (2008). Winning strategies for inclusive classrooms viewers' guide. Port Chester, NY: National Professional Resources, Inc.
- Hines, R. A.** (2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students (Grades 6-12)*. Resource handbook (100 pg.) published by the Bureau of Educational Research.
- Hines, R.A.** (1998). You're a Disgrace. *National Clearinghouse on Teaching Cases*. University of South Florida. Available: <http://cases.coedu.usf.edu>.
- Hines, R.A.** (1996, September/October). It's about time: Promoting success in inclusive classrooms. *Focus on Achievement*. The Center for High Achieving Schools, 2(1), 2-3.
- McKinney, W., Wooldridge, D. & **Hines, R. A.** (1997). Computerized collaboration: Multimedia for middle level science teachers. Published proceedings of the Midsouth Technology Conference (pp. 341-358). Murphreesboro, TN.
- Hines, R. A.** (1995). Instructional and noninstructional time expenditures by teachers in inclusive and noninclusive classrooms. *Dissertation Abstracts International*, 56, 12A. (UMI No. 19610293)

FUNDED RESEARCH AND GRANTS

- Dieker, L., **Hines, R.**, Hughes, C., & Vasquez (2021-2026). DebriefScape™ Suite: Personalized Dashboard and Open Education Resources for STEM Coaches to Support Special Education Teachers H327S210005. Stepping-Up Technology Implementation (CFDA Number: 84.327S) Priority 1, \$ 2,500,000 over 5 years (funded).
- Wilkins, I., Jackson, K., Dieker, L., **Hines, R.**, & Hughes, C. (2021-2026). Project RAISE: Robots and artificial intelligence to improve social skills for elementary students. Stepping-Up Technology Implementation (CFDA Number: 84.327S) Priority 2, Funded \$ 2,500,000 over 5 years (funded).
- Hines, R.A.** (2020). Community-Embedded Learning in Teacher Preparation to Invigorate Local Schools. Bert W. Martin Foundations, **\$80,000**.
- Hines, R.**, Dieker, L., Dukes, L., & Azevedo, R. (2019-2023). *LEAD-PREP: Leadership preparation through residencies and enhanced partnerships*. U.S. Department of Education, Office of Special Education Preparation of Leadership Personnel Grant Program Award #H325D190054, Funded \$ 1,601,779 over 5 years.
- Dieker, L., **Hines, R.**, & Hynes, M. (2019). UCP Mentor Teacher Post-Doctoral Award. UCP Central Florida, Funded \$18,068.
- Hines, R.**, Dieker, L., Dukes, L., & **Dieker, L.**, & Hines, R. (2020-2021). Practical Access Podcast. Northrup Grumman Foundation, \$5,000 (funded).
- Hines, R.A.** & Glavey, E. (2019). Community-Embedded Learning in Teacher Preparation to Invigorate Local Schools , \$65,000.
- Hines, R.A.** (2018). Partnerships in Preservice Teacher Preparation. Bert W. Martin Foundation, \$60,000.
- Hines, R.A.** (2017). Community-Embedded Learning in Teacher Preparation to Invigorate Local Schools. Bert W. Martin Foundations, **\$127,000**.
- Hines, R.A.**, Dieker, L., Meyers, A., & Dukes, L. (2016). *Preparing Scholars to Lead Inclusion And Transition (LEAD IT)*. USDOE: OSEP **\$1,250,000**
- Hines, R.A.** & O'Connor-Morin, A. (2015). Using Sanford Harmony to Promote Positive Behavior in Inclusive Classrooms. Sanford Harmony. **\$5,000**
- Hines, R. A.** & Stewart, P. B. (2009). *Teachers in Action through High-Touch High-Tech Service Learning with Persons with Disabilities*. Learn and Serve America, **\$570,000**.
- Hines, R.A.** & Aronin, S. (2008). *Learning Cell Biology using the C-IT Keyword Association Program*. Funded by C-IT Cooperation. **\$10,322**.
- Hines, R. A.** (2006). *Enhancing online courses using new video technologies*. Regional Campus innovation grant, University of Central Florida, **\$5,000**.
- Hines, R. A.** & Wienke, W. E. (2003-2007). *Preparing diverse special educators using alternative course delivery methods and mentoring*. Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities. U. S. Department of Education, Office of Special Education & Rehabilitation Services. **\$800,000**.
- Hines, R. A.**, Englehardt, D., & Batchelder, H. (2005). Promoting early literacy through oral Performance. Toni Jennings Education Institute Research Award from the University of Central Florida. Principal Investigator/Co-Author. **\$6,000**
- Miller, K. J. & **Hines, R.A.** (2002). *Biofeedback in the classroom and student behavior*. Toni Jennings Education Institute Research Award from the University of Central Florida. Co-Principal Investigator/Co-Author. **\$5,000**
- Hines, R. A.** (2002). *Creating an online media library*. Toni Jennings Exceptional Education Institute Research Award from the University of Central Florida.

- Principal investigator/Author. **\$5,000.**
- Hines, R. A.** (2001). *Bio-feedback wristwatch device for children with emotional handicaps.*
In-House Research Award from the University of Central Florida.
Principal Investigator/Author. **\$7,443.**
- Wooldridge, D. & **Hines, R.A.** (1997). *Using Multimedia in the Middle Level Science Classroom.* Cycle XIII Eisenhower Professional Development Award, Southeast Missouri State University. Co-Author. **\$38,310.**
- Wooldridge, D. & **Hines, R.A.** (1996). *Using Multimedia in the Middle Level Science Classroom.* Cycle XII Eisenhower Professional Development Award, Southeast Missouri State University. Co-Author. **\$38,000.**

SELECTED HONORS AND AWARDS

- 2015 Jackie Bailes Legacy Award**, UCP of Central Florida Service Award
- 2014 100 Award**, UCP National Recognition
- 2012** Doctoral Student Dissertation of Theresa Becker selected the College of Education Graduate Research Winner; Chair of dissertation committee, 2012.
- 2010 Teaching Incentive Award for Outstanding Teaching**, College of Education, University of Central Florida
- 1998 SEMO-TECH Community Service Award**
Southeast Alliance for Disability Independence, Cape Girardeau, MO. Honored for providing internet training to persons with mental disabilities in the community.
- 1996 Distinguished Department Member**
Department of Secondary Education, Southeast Missouri State University
Cape Girardeau, MO
- 1995 Distinguished Dissertation Award**
National award presented by the National Association of Secondary School Principals.

SELECTED KEYNOTE ADDRESSES & FEATURED PRESENTATIONS

- | | | |
|-------------------------|--|------------|
| Panelist | Office of Special Education (OSEP) | July, 2020 |
| Featured Speaker | Auburn Transition Conference | March 2019 |
| Featured Speaker | Florida Council for Exceptional Children | Oct. 2018 |
| Keynote | Florida CASE State Conference | Feb. 2017 |
| Featured Speaker | Florida Council for Exceptional Children | Nov. 2016 |
| Keynote | Inclusive Best Practices Conference | Nov. 2012 |
| Keynote | National Council for Exceptional Children Luncheon | Nov. 2010 |
| Keynote | Florida Council for Exceptional Children State Conference | Oct. 2009 |
| Keynote | New Hampshire State Administrators Conference | March 2008 |
| Keynote | Michigan CEC State Conference | Nov. 2008 |
| Featured Speaker | Eastern PA Spec Education Administrators' Conference | Oct. 2008 |
| Keynote | New Hampshire Best Practices in Education State Conference | Nov. 2007 |

Featured Speaker Eastern PA Spec Education Administrators' Conference
Featured Speaker Arkansas Speech Language Hearing Association

Oct. 2007
Oct. 2007

CONFERENCE PROCEEDINGS AND PRESENTATIONS

- Hines, R.A.** (2020). Keynote, UCP Institute: Collaboration and inclusive practices in the classroom. Orlando, FL.
- Hines, R.A.** (2020). Featured Presenter, Yes I Can Awards, Council for Exceptional Children, Portland, OR.
- Hines, R. A.,** Glavey, E., & Cartagena, S. (2019). Strategies for improving certification test scores for preservice teachers. Presented at Teacher Education Division of the Council Exceptional Children Annual Conference, New Orleans, LA.
- Hines, R. A.,** Solomon, J., & Glavey, E. (2019). Planning for transition to post secondary education through community partnership. Presented at Division on Career Development and Transition (DCDT) of the Council for Exceptional Children Annual Conference, Seattle, WA.
- Hines, R.A.** (2019). Collaboration in the inclusive classroom. Auburn Transition Conference. Opa Lika AL. Featured speaker.
- Hines, R.A.** (2018). Co-teaching and collaboration. Florida Council for Exceptional Children State Conference. Featured speaker.
- Bousfield, T., **Hines, R.** (2018). A community embedded approach for special education teacher preparation. Teacher Education Division of the Council for Exceptional Children. Las Vegas, NV.
- Hanley, W., Wade, W., **Hines, R.** (2018). Virtual coaching to pre-service teachers. Teacher Education Division of the Council for Exceptional Children. Las Vegas, NV
- Diaz, M., **Hines, R.,** Glavey-Labedz, E., Hanley, W., Schreffler, J. (2018). Online Preservice Teacher Coursework - Closing the Research to Practice Gap. Teacher Education Division of the Council for Exceptional Children. Las Vegas, NV.
- Hines, R.A.** (2017) Co-Teaching and Collaboration. CEC National Conference, Boston MA.
- Hines, R.A.** & Dieker, L. (2016) Inclusion at every level. Florida Council for Exceptional Children State Conference. Sarasota, FL.
- Hines, R.A.** (2016) Increasing Interaction in the Co-taught Classroom, WEST BATON ROUGE SUMMER SUMMIT. Baton Rouge LA
- Hines, R.A.** (2016) 10 Apps for the Inclusive Classroom, WEST BATON ROUGE SUMMER SUMMIT. Baton Rouge LA
- Hines, R.** (2016, January). *Collaboration and Co-Teaching in the Secondary Classroom*. Natick, MA. Invited presentation.
- Hines, R.** & Donehouer, C. (2016, February). *Building an Inclusive College Experience for Students with Intellectual Disabilities*. Eastern Educational Research Association, Hilton Head, SC.
- Hines, R.** (2016, February). *Inclusive Post-Secondary Practices*. Auburn Transition Leadership Institute, Auburn, AL. Invited presentation.
- Hines, R.** (2016, February). Inclusive practices: Making the Most of Technology and

- Collaboration to Reach Every Learner, TATS Pre-K Administrators Meeting, Orlando, FL. Invited presentation.
- Hines, R.A.** (Sept. 2015). New Opportunities for Students of All Abilities. Partners in Policymaking, Orlando, FL.
- Hines, R.A.** (Dec. 2015). *Including Students with IDD*. Downs Syndrome of Florida, Orlando, FL.
- Hines, R. A.** (2014). 10 Must-Have Apps for the Inclusive Classroom, Special Education Forum 2014: Holistic Care for Students with Special Education Needs, Macau China.
- Hines, R. A.** (2014). Creating the Inclusive Preschool. Special Education Forum 2014: Holistic Care for Students with Special Education Needs, Macau China.
- Hines, R.** (2012). Technology in the Inclusive Classroom. Boston Public Schools, Boston, MA.
- Hines, R. A.** (2012). Collaboration & Co-Teaching in the Inclusive Classroom, De Moines, IA
- Hines, R. A.** (2013). Developing Online Teaching Opportunities. Ringling College, Sarasota, FL.
- Hines, R.** (2012, July) Technology for Today's Learners. State Parent Advocacy Conference. Orlando, FL.
- Hines, R. A. &** (April 2013). Panel Discussion: State of Co-Teaching: Let's Hear From the States, Council for Exceptional Children National Conference, San Antonio, TX.
- Murawski, W. & **Hines, R. &** (April 2013). Co-planning for the Collaborative Classroom, Council for Exceptional Children National Conference, San Antonio, TX.
- Hines, R.A.,** Finnegan, L. Garland, D., Gourwitz, G., Hardin, S., & Seriani, B. (November, 2012). Must-have technology in teacher preparation, Teacher Education Division of the Council for Exceptional Children, National Conference, Grand Rapids, MI.
- Hines, R.** (2012, November). Must-Have Technology in Teacher Preparation. Preconference, Council for Exceptional Children National Conference, Grand Rapids, MI.
- Hines, R.** & Moorehead, T. (2012, August). Building an inclusive schools network. Boston Public Schools, Boston, MA.
- Hines, R.** & Dieker, L. (2011, August). Creating an inclusive schools network: Co-teaching. Boston Public Schools, Boston, MA.
- Dieker, L., & **Hines, R.** (2010, April). Preconference workshop: Secondary inclusion. Council for Exceptional Children, Nashville, TN.
- Hines, R.A. &** Wilkins, I. (June 9, 2007). "Theater for Everyone - An Inclusive Drama Institute". The Family Café 9th Annual Conference and Summit on Disabilities, Orlando, Florida.
- Hines, R.A.** Wilkins, I. Lareau, K. & George, K. (April 12, 2007). "Arts for Everyone: Inclusive Visual and Performing Arts Programs". No Limits Just Life - Big Sky Project and the United Cerebral Palsy Annual Conference, Orlando, Florida.
- O'Brien, C., **Hines, R. A.,** Aguinaga, N. J., and Sundeen, T. (2006). *Technology Tools for Teacher Educators*. Teacher Education Division: Council for Exceptional Children, November 9, San Diego, California.
- Hines, R. A. &** Englehardt, D. A. (2006). *Early Literacy in an On Screen Learning Experience*. Family Café State Conference, Orlando Florida.

- Kaplan, J. & **Hines, R. A.** (2006). *Teaching as a performing art: Learning to use the techniques of improvisational acting to improve student/teacher classroom behavior.* Annual Teacher Educators National Conference, Atlanta, GA.
- Hines, R. A.** & Aguinaga, N.J. (2005). *Providing Quality Face-to-Face Mentoring Using Webcams and Synchronous Chat Opportunities for Students in Online Courses,* OSEP Project Directors' Conference, July 27, 2005, U. S. Office of Special Education Programs, Washington, DC.
- Hines, R. A.** & Aguinaga, N. J. *Building Acceptance of Persons with exceptionalities through Inclusive Activities,* The Consortium for Social Responsibility and Character in Education, June 28, 2005, 2005 Summer Conference, Orlando, Florida
- Hines, R. A.** & Sena, L. A. (2004). *Co-Teaching and Graduation Outcomes.* Annual Conference of Rural Educators National Conference, Orlando, FL.
- Hines, R.A.,** & Aguinaga, N. (2004). *Partnering with State grant projects to provide live opportunities in online courses.* Paper presented at the meeting of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, New Mexico.
- Ezell, D., Klein, C.E., & **Hines, R. A.** (2003). *Using WebQuests with students with disabilities.* Paper presented at the 18th Annual International Technology and Persons with Disabilities Conference, California State University, Northridge, CA.
- Hines, R.A.,** & Hall, K. S. (2001, November). *Improving WWW accessibility for students with disabilities.* Paper presented at the 24th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Petersburg, FL.
- Hines, R.A.,** & Hall, K. S. (2000, November). *IMPROV for educators: Training future teachers to think on their feet!* Presentation at the 23rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.
- Hines, R. A.** & Kinney, M. A. (2000, November). *We wish we had learned....* Presentation at the 23rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.
- Heeney, M.R., **Hines, R. A.,** Lee, E. (2000, November). *A computer club that motivated hard-to-manage girls in the middle level classroom .* Presentation at the 27th Annual National Middle School Association Annual Conference, St. Louis, Missouri.
- Hines, R. A.** (2000, June). *From consumers to producers: Training difficult kids to give something back!* The Consortium for Social Responsibility and Character in Education, Celebration, FL.
- Hines, R. A.** (1998, April). *Designing computer-based assessments using Authorware.* Presentation at the 3rd Annual Mid-South Instructional Technology Conference, Murphreesboro TN.
- Hines, R. A.** & Heeney, M. R. (1998, March). *How to cope with discipline problems: A collaborative model.* Presentation at 7th Annual National Conference on Creating the Quality School, Arlington, Virginia.
- Hines, R.A.** (1998, February). *Reducing office referrals: Promoting behavior change among students.* Presentation at the National Association of Secondary School Principals 82nd Annual Convention, San Diego, CA.
- Heeney, M. R., & **Hines, R.A.** (1998, February). *Multiage/multiyear teaming at the middle level: How it works.* Presentation at the National Association of Secondary School Principals 82nd Annual Convention, San Diego, CA.
- Hines, R. A.** (1997, March). *Building dynamic multimedia in middle grades curriculum*

- presentations.* Presentation at the Annual Association for Supervision and Curriculum Development Conference, Baltimore, MD.
- Johnston, J.H., & **Hines, R. A.** (1996, November). *Promoting success for difficult students.* Presentation at the 23rd Annual National Middle School Association Conference, Baltimore, MD.
- Hines, R.A.** (1996, March). *I would like to do more with technology in my classroom, but I only have one computer...* Presentation at the 20th Annual Missouri Middle School Association Conference, Osage Beach, Missouri.
- Hines, R.A.** (1996, February). *The principal's role in managing inclusion of special needs students in the regular classroom.* Presentation at the 80th Annual National Association of Secondary School Principals National Conference, San Francisco, CA.
- Johnston, J.H., & **Hines, R. A.** (1995, November). *Preparing teachers for the inclusion Classroom.* Presentation at the 22nd Annual National Middle School Association Conference, New Orleans, Louisiana.
- Hines, R.A.,** & Johnston, J.H. (1995, November). *It think I'll be O.K. now.* Presentation at the 22nd Annual National Middle School Association Conference, New Orleans, Louisiana.
- Hines, R.A.,** Booth, J. and Johnston, J.H., (1994, November). *A place for everyone: Case studies of included students.* Presentation at the 21st Annual National Middle School Association Conference, Cincinnati, Ohio.
- Hines, R.A.,** Booth, J. and Johnston, J.H., (1994, November). *Preparing teachers for the full inclusion classroom.* Presentation at the 21st Annual National Middle School Association Conference, Cincinnati, Ohio.
- Hines, R.A.,** Fell, L. and Wells, S. (1994, October). *From entrance to exit: Defining success for EBD students.* Presentation at the Annual Association of Children and Adolescents with Emotional and Behavior Disorders Conference, Virginia Beach, Virginia.
- Hines R.A.,** & Feyten, C.F. (1993, November). *Spanish for emotionally handicapped students: A case study.* Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, San Antonio, TX.
- Johnston, J.H., **Hines, R.A.,** & Caskey, M. (1993, November). *Defining the knowledge base for middle school teacher education: A plan for a field based teacher education program.* Presentation at the 20th National Middle School Association Annual Conference, Portland, Oregon.
- Feyten, C.F., & **Hines, R.A.** (1992, November). *Middle school interdisciplinary approach: English, sign language and spanish.* Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Chicago, IL.

Invited Professional Presentations

- Hines, R. A.** (2006). *Improving communication to promote successful teamwork.* Keynote address for United Cerebral Palsy of Central Florida training (250 persons). Orlando, Florida.
- Hines, R. A.** (2006). *Promoting access to curriculum for preschool children with significant disabilities through assistive technology.* Teacher training (40 teachers), United Cerebral Palsy Holloway Center. Orlando, Florida.
- Hines, R. A.** (2005). *Strategies for successful co-teaching.* Faculty workshop (60 teachers),

DeBary Elementary School.

- Hines, R. A.** (1998, November). *Designing multimedia presentations*. On-site PowerPoint training provided for Shultz Middle School students in Gifted Education classes.
- Hines, R. A.** (1998, April). *Project 100*. In conjunction with the college of Education's Technology Day, this workshop provided hands-on PowerPoint training for 100 Cape Central Junior High School students. University students and colleagues from the college volunteered time throughout a full school day to assist in providing this training.
- Hines, R. A.** (1997, February). *Using PowerPoint in the classroom*. A joint training session for Jackson Middle School Teachers and Southeast Missouri State University students that included skills training and instructional design tips.
- Hines, R. A.** (1996, March). *The one computer classroom*. A teacher training workshop presented to teachers at Bell City Elementary. The presentation included an assessment of the school's existing technology and provided technology integration strategies designed specifically for teachers at the school.
- Hines, R. A.** (1996). *Basic classroom computer use*. A series of on-site trainings for Charleston Middle School teachers focusing on how to use existing technology equipment and software to supplement classroom instruction.
- Hines, R. A.** (1996, April). *Creating on the computer*. Presentation at Cape Central Junior High, Cape Girardeau, Missouri. This hands-on activity included simultaneous student and teacher training.

Professional Consultation & Workshops

- Hines, R. A.** (2012). Technology to Support All Students in the Inclusive Classroom. Jackson Milton Public Schools, Jackson, OH.
- Hines, R. A.** (2012). Inclusive Practices: Overview and Strategies for Classroom Success. RESA 3, Charleston, West Virginia.
- Hines, R. A.** (June, 2008). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Calvert County Schools, Prince Frederick, Maryland.
- Hines, R. A.** (June, 2008). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Hillsboro, New Hampshire.
- Hines, R. A.** (June, 2008). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. San Antonio, Texas.
- Hines, R. A.** (July, 2008). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Beaverton School District, Portland, Oregon.
- Hines, R. A.** (November, 2008). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Lower Township Elementary Schools, Cape May, New Jersey.

Hines, R. A. (February, 2008). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Detroit, Michigan.

Hines, R. A. and Dieker, L. A. (February, 2007). *Technology, Behavior, and Beyond*. Urban Education Institute. Orlando, Florida.

Hines, R. A. (January, 2007). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Greensboro, Pennsylvania.

Hines, R. A. (January, 2007). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. El Paso, Texas.

Dieker, L. A. and Hines, R. A. (December, 2006). *Weekend with the Experts*. Invited two day workshop as part as an Urban Education Institute. Orlando, Florida.

Hines, R. A. (November, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Conyers, Georgia.

Hines, R. A. (October, 2006). *Co-teaching: Fine Tuning the Process*. Hot Springs, Arkansas.

Hines, R. A. (October, 2006). *Differentiated Instruction*. Hot Springs, Arkansas.

Hines, R. A. (September, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Belleville, Illinois.

Hines, R. A. (August, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Decatur, Illinois.

Hines, R. A. (August, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Hot Springs, Arkansas.

Hines, R. A. (April, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Little Rock, Arkansas.

Hines, R. A. (April, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. St. Louis, Missouri.

Hines, R. A. (May, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Albany, New York.

Hines, R. A. (May, 2006). *Co-teaching in the Inclusive Classroom: Powerful Strategies for All Students*. Rochester, New York.

Hines, R. A. (1998, September). *Using multimedia*. Ripley County R-II School District. Presentation delivered through the Regional Professional Development Center.

- Hines, R. A.** (1998, Summer). *Making the most of computers in the classroom*. Five week training delivered to all school district faculty, St. Genevieve, Missouri.
- Hines, R. A.** (1997, November). *Working with students At-Risk*. East Lyme Middle School, East Lyme, Connecticut.
- Hines, R. A.** (1997, September). *Designing effective presentations*. National Faculty Workshop, Delta Teachers Academy Fellows Conference, Cape Girardeau, MO.
- Hines, R. A.** (1997, August). *Designing interdisciplinary units*. Three day workshop presented to North Star School District, Fairbanks Alaska.
- Hines, R. A.** (1995, September). Skills, strategies & roles for teachers in the inclusionary classroom: A workshop for middle school and secondary teachers. Perrysburg, Ohio.

SERVICE

Service to the Profession

Board Director, State Advisory Board for the Florida Respite Coalition
 Co-chair, Quality and Standards Committee
 Author, Respite Care Worker Certification Manual
 Member, Council for Exceptional Children
 Advisor, Student Council for Exceptional Children
 Member, Teacher Education Division (TED)
 Member, Local Arrangements Team for the 2001 TED Conference
 Member, National Middle School Association
 Member, Association of Supervision and Curriculum Middle Grade Network
 Member, Delta Kappa Gamma National Honor Society

Service to the University

Contributions to the College of Education

Member, Instructional Resources Committee (2001- present). Created online communication tool enabling members to hold virtual meetings.
 Reviewer, Teacher Education Portfolio Assessment (2001-present).
 Member, Undergraduate Admissions and Retention Committee (2001-2002).
 Member, Daytona Campus College of Education Technology Committee (2000-2002).

Contributions to the Department

Program Coordinator, Exceptional Education (present)
 Undergraduate Program Coordinator, Exceptional Education (2017-present)
 Program Coordinator, Exceptional Education, Daytona Beach Campus (2002-2012).
 Member, Exceptional Education Search Committee (2001-2002).
 Member, Student Issues Committee (2000-2002).

Service to the Community

Founder, Volunteer, Shakespeare with Heart Summer Drama Institute (2005-present), a partnership between the Orlando Shakespeare Festival, UCF, and UCP of Central Florida. Two week summer camp that includes all young adults with and without Disabilities.

Planning Team Member, *United Cerebral Palsy of Central Florida City of Orlando Special Needs Recreation Project* (2006). Providing direction for UCP and the City of Orlando as they jointly plan for recreational opportunities for persons with exceptionalities in the Greater Orlando area.

Coordinator, *Reading Buddies Program, Palm Terrace Elementary* (2002-present). Members of Student Council for Exceptional Children paired with children with exceptionalities for reading and related activities.

Volunteer Liaison, *Pathways Elementary* (1999-2003). Consulted with teachers of students with emotional handicaps and substituted in classrooms for teachers to allow for professional development and encourage inclusion of students with emotional handicaps.

Camp Counselor, *Camp Pioneer* (Summers 2000-2001). Worked with individuals with mental challenges at week long (overnight) recreational camp.

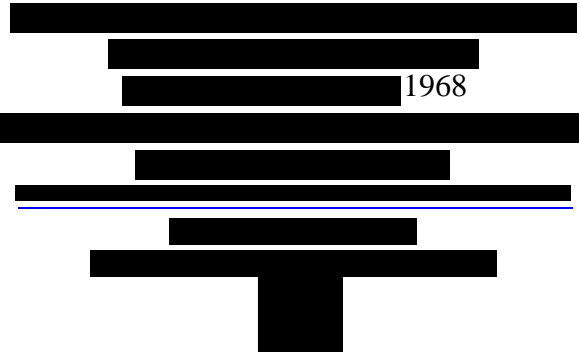
Consultant, *Volusia County Schools Staff Development* (2001). Created sample online independent study module to guide district planning. Trained staff in effective instructional design for multimedia presentations.

Creator/Director, *Computer Enrichment Club, Ormond Beach Community Center* (2000-2001). Led hands-on computer activities with disadvantaged preschoolers twice per week and co-hosted special activities including a Christmas social.

Dr. Daniel W. Eadens

Associate Professor

College of Community Innovation and Education
Educational Leadership & Higher Education Department
University of Central Florida
Office Building and Room: ED 220E
12494 University Boulevard



Vita Overview

Total Scholarship	167 Works
Total Publications	49
Refereed Journal Articles	21 (+1 in print and 3 in review)
Published Proceedings	4
Newsletters	1
Books	1
Book Chapters	18 (+2 accepted)
Book Reviews	4
Presentations	101
Grant Activity	18 submissions totaling (\$22,371,211)
Grant Activity as Associate Professor	12 submissions totaling (\$18,600,463)

HIGHER EDUCATION HISTORY

Post Doc.	3 credit hours: NAU: Trust Law Academy 32 hours 6 credit hours: ASU: Advanced Analytics in Higher Education
Ed.D.	University of South Florida, Educational Leadership & Policy Studies, 2010 Dissertation: <i>The intentions of Florida educational leadership graduate students to pursue administrative positions</i> . University of South Florida. (Publication No. AAT 3432565). Major Advisor: Dr. Darlene Bruner
M.Ed.	University of South Florida, Educational Leadership, 1996
B.S.M.E.	University of South Florida, Music Education, 1992
A.A.	Hillsborough Community College, Liberal Arts, 1989

RESEARCH OUTLET STATEMENT

My scholarly publication rates for peer-reviewed articles exceeds the average for faculty members in the discipline of Educational Leadership and the sub-field of higher education. Over the last decade, annually I have averaged 2.3 peer reviewed articles in reputable national and international journals, 9.8 peer reviewed presentations, and 2 chapters. This meets the peer reviewed publications per year minimum requirement stated in the promotion and tenure guidelines of both CCIE and SPA. My publications have been featured in top journals, such as: *Education and Training* (Impact Factor (IF)-1.79), *Journal of Research on Leadership Education* (Source-normalized Impact per Paper (SNIP) 1.515), *Policing: An International Journal of Police*

Strategies & Management (IF-1.35), and one article in review with *Educational Administration Quarterly*, the top journal in the field. These research findings have been widely disseminated in the field at 62 international and national and 39 regional and local conferences. My scholarly publications have been cited 175 times, generating an h-index 6 and i10-index 6, keeping in mind that this field of study should not be compared to other science related fields with higher averages. Over the last twelve months I had 172 visitors, 112 downloads, 334 views, 36 countries, 126 cities, 55 universities, 434 research fields, from 11 different job titles, 646 page reads, 18 traffic sources reading and downloading my works, according to Academia.edu. I have co-presented 21 times with my graduate students further mentoring them. Additionally, I have co-published with 9 of them and involved a graduate student in two grants, one was funded. My most recent graduate has won the *Outstanding Dissertation* and *Doctoral Program Scholar-Leader* award at UCF department and CCIE College levels and is under review currently at the university level and I have recommended him and one other doctoral student for an outside academic award (Morphet Dissertation Application 2019, from the International Council of Professor of Educational Leadership (ICPEL). This averages my scholarship among the top 2.6% in the field. Of these, 194 readers were highly engaged from a variety of international locations including: United Kingdom (who value my *Unpacking grounded theory* and *Motivational factors* articles), Philippines, Turkey, and India (who are very interested in my *Gun violence and school safety* articles), the United States (most interested in my *Social justice instruction* book as well as the *Impact of the emotional intelligence* article), South Korea (vehemently reading my *Motivational factors* article), and the Netherlands (enjoying my *Broader thinking in educational leadership decisions* article).

EMPLOYMENT HISTORY

Associate Professor (Tenured), Educational Leadership, University of Central Florida, Orlando, FL August 2019-present. **Program Coordinator** MA, MEd, Modified Core, EdS, EdD.

Associate Professor (Tenured), Educational Leadership, Northern Arizona University, Flagstaff, Arizona, July 2013-2019. **Assistant Department Chair**, Educational Leadership June 2015-August 2018. **Abroad Coordinator**, Study Abroad Program. College of Education & Center for International Education, Fall 2014-2019.

Assistant Professor, Educational Leadership, University of Southern Mississippi, Hattiesburg, Mississippi, August 2011-July 2013. Visiting Assistant Professor prior.

Adjunct Professor, College of Education, St. Petersburg College, Summer 2005- Summer 2013

Assistant Professor of Military Science, University of South Florida & University of Tampa, Tampa, Florida, Spring 2004 - Summer 2007

Adjunct Professor, College of Education, University of South Florida, Tampa, Florida, Fall 2000-Fall 2003.

Administration & Teaching Positions, Hillsborough & Pinellas County Schools, Tampa and Dunedin, Florida, 1994-2010. Including- Administrator: Middle School, Career & Technical Program; Teacher: Music, Exceptional Student Education (Co-teacher in General Education & Teacher for students with Autism Spectrum Disorder).

Army, US Reserve Officer, Major, part-time and full-time service. Served in the US Marine Corps (full-time 4 years including tour in Parris Island South Carolina and Okinawa Japan), 19 years Florida Army National Guard & US Army Reserve (15-month activation tour, Al Anbar Providence, Habbaniyah, Iraq, in collaboration with SEAL Team 5). Leadership roles include Battalion Staff S-4, S-1, S-2, S-3A, Battery Commander, Executive Officer, Fire Direction Officer. Currently, pursuing 38G6D w/ 436th Civil Affairs BN, Sanford, FL.

HONORS AND AWARDS

- 2021 Essentials of Online Teaching, Quality designation, Center for Distributed Learning
2020 Executive Board Member: International Council of Professor of Educational Leadership
2018 Exemplary Performer Rating performing in Top 15% of all COE faculty at NAU
2017-19 Editor in Chief: eJournal of Education Policy (eJEP). ISSN 2158-9232
2017 Vice President, NAU Senate
2014-17 Secretary. Executive Board. National Council of Professors of Ed. Administration
2011 Recipient of the Hampton E. Williams Research Award at USM
2011 Recipient of the Jack Mulcahy Award for Best Doctoral Dissertation presented by The Association for the Advancement of Educational Research & The National Academy for Educational Research
2002 Berbecker Fellowship/Doctoral Graduate Assistantship, USF
1997 Fulbright, Tskuba, Ibaraki Prefecture (Science City) Tokyo, Japan (Very Competitive. One award per year. From all US application, only 5 were awarded per each State)

TEACHING

Since I have been at UCF for 2 years, I have built 5 courses and have designed 21 courses at all institutions, representing extensive curriculum development. I recently passed the Essentials of Online Training (UCF EOT) and earned an online “Quality Badge” for EDF 7471. Now, I am working with my instructional designer to make it “High Quality” and completed Personalized Adaptive Learning (PAL) 6000 Training.

■ Course Designed / Major Modification * Quality Badge

University of Central Florida

2022	Spring	EDF 7908	Research in Educational Leadership 3 (Mixed Mode)
2022	Spring	EDF 7107	Research in Educational Leadership 2 (Mixed Mode)
2022	Spring	EDA 7987	Dissertation in Practice
■2021	Summer	EDF 7205	Planning, Resch., & Eval Systems in Ed. Admin (MM)
2021	Summer	EDA 7987	Dissertation in Practice (online)
2021	Spring	EDA 7987	Dissertation in Practice (online)
■2021	Spring	EDF 7908	Research in Educational Leadership 3 (Mixed Mode)
■2021	Spring	EDF 7107	Research in Educational Leadership 2 (Mixed Mode)
2020	Fall	EDA 7987	Dissertation in Practice (online)
2020	Fall	EDA 7943	Field Project in Educational Leadership (video/online)
■*2020	Fall	EDF 7471	Research in Educational Leadership 1 (video/online)
2020	Summer C	EDA 6061	Organization & Administration of Schools (Remote) OCPS
2020	Spring	EDA 7987	Dissertation in Practice (Mixed)
2020	Spring	EDA 7943	Field Project in Educational Leadership (F2F)
■2020	Spring	EDA 7192	Educational Leadership (F2F)
2020	Spring	EDA 6061	Org. & Administration of Schools (online) SCPS cohort
2019	Fall	EDA 7987	Dissertation in Practice (Mixed)

2019	Fall	EDA 7943	Field Project in Educational Leadership (F2F)
2019	Fall	EDS 6130	Educational Supervisory Practices II (F2F)

Northern Arizona University

2019	Summer B	EDL 650	Critical Issues in Education
2019	Summer A	EDL 635	School Finance
2019	Summer B	EDL 650	Critical Issues in Education
2019	Summer A	EDL 635	School Finance
2019	Spring	CCHE 710	Higher Education Finance
2019	Spring	EDL 635A	School Finance
2019	Spring	EDL 635B	School Finance
2019	Spring	EDL 799	Dissertation
2019	Fall	EDL 600	Leadership Skills
■2018	Fall	EDL 734	Education Funding Policy Studies
2018	Fall	CCHE 697	Independent Study
2018	Fall	EDL 799	Dissertation
2018	Fall	EDL 798	Dissertation Seminar
2018	Summer B	EDL 650	Critical Issues in Education
2018	Summer A	EDL 635	School Finance
2018	Summer B	EDL 650	Critical Issues in Education
2018	Summer A	EDL 635	School Finance
2018	Summer	EDL 799	Dissertation
2018	Spring	CCHE 710	Higher Education Finance
2018	Spring	EDL 635	School Finance
2018	Spring	EDL 799	Dissertation
2018	Spring	EDL 696	Administration Internship Supervision (in field/off site)
2017	Fall	EDL 600	Leadership Skills
2017	Fall	EDL 650	Critical Issues in Education
2017	Fall	EDL 798	Dissertation Seminar
2017	Fall	EDL 799	Dissertation
2017	Summer B	EDL 650	Critical Issues in Education
2017	Summer A	EDL 635	School Finance
2017	Summer A	EDL 600	Leadership Skills
■2017	Summer C	EDR 720	Research Design
2017	Summer C	CCHE 687	Professional Development Seminar (Independent Study)
2017	Spring	CCHE 710	Higher Education Finance
2017	Spring	EDL 799	Dissertation
2017	Spring	CCHE 697	(Independent Study)
2016	Fall	CCHE 710	Higher Education Finance
2016	Fall	EDL 799	Dissertation
2016	Summer B	EDL 627	Personnel Administration
2016	Summer B	EDL 650	Critical Issues in Education
2016	Summer A	EDL 635	School Finance
2016	Summer A	EDL 650	Critical Issues in Education
2016	Summer	EDL 799	Dissertation
2016	Spring	CCHE 696	Internship
2016	Spring	EDL 635	School Finance

2016	Spring	EDL 635	School Finance
2016	Spring	EDL 799	Dissertation
■2016	Fall	CCHE 710	Higher Education Finance
2016	Fall	EDL 799	Dissertation
2015	Fall	EDL 635	School Finance
■2015	Fall	CCHE 599	Higher Education Finance (Final Creation)
2015	Fall	EDL 627	Personnel Administration
2015	Fall	EDL 798	Dissertation Seminar
2015	Fall	EDL 799	Dissertation
2015	Summer B	EDL 650	Critical Issues in Education
2015	Summer B	EDL 635	School Finance
2015	Summer A	EDL 650	Critical Issues in Education
2015	Summer A	EDL 627	Personnel Administration
2015	Spring	EDL 627	Personnel Administration
2015	Spring	EDL 635	School Finance
2015	Spring	EDL 650	Critical Issues in Education
■2014	Fall	CCHE 599	Higher Ed Finance (Draft Created)
2014	Fall	EDL 627	Personnel Administration
■2014	Summer	EDL 635	School Finance
2014	Summer	EDL 650	Critical Issues in Education
2014	Summer	EDL 650	Critical Issues in Education
■2014	Spring	EDL 635	School Finance Directed Study
2014	Spring	EDL 600	Leadership Skills
2014	Spring	EDL 650	Critical Issues in Education
2013	Fall	EDL 600	Leadership Skills
■2013	Fall	EDL 650	Critical Issues in Education

University of Southern Mississippi

2013	Summer	EDA 700	Public School Finance
2013	Summer	EDA 898	Dissertations
2013	Summer	EDA 636	Administrative Internship
2013	Spring	EDA 708	Developing and Managing Human Resources
2013	Spring	EDA 898	Dissertations
2012	Spring	EDA 607	Advanced Instructional Leadership
2013	Spring	EDA 736	Administrative Internship
2012	Fall	EDA 636/738	Administrative Internship
■2012	Fall	EDA 708	Developing and Managing Human Resources
2012	Fall	EDA 898	Dissertations
2012	Fall	EDA 607	Advanced Instructional Leadership
2012	Summer	EDA 636/738	Administrative Internships
■2012	Summer	EDA 700	Public School Finance
2012	Summer	EDA 663	Reform for Learning Accountability
2012	Spring	EDA 662	Evaluation of a P-12 Standards-Based Curriculum
2012	Spring	EDA 663	Reform for Learning & Accountability P-12
2011	Fall	EDA 700	Public School Finance
2011	Fall	EDA 700	Public School Finance

Saint Petersburg College

2013	Summer	EDF 4490 Research in Education Studies
2011	Fall	EDF 3410 Behavior Management
2011	Fall	EDF 4781 Educational Issues for the 21 st Century
■2010	Fall	EDE 3214 Psychology of Learning
2009	Spring	Practicum Internship Supervisor
2009	Spring	EDF 3214 Student Development & Learning (Tarpon)
2009	Spring	Practicum Internship Supervisor
2007	Fall	EDE 4223 Music, Art, and Motion -On-Line (2 sections)
2006	Spring	EDE 4223a Music, Art, and Motion (Gibbs) On-Line
2006	Spring	EDE 4223a Music, Art, and Motion (Gibbs) On-Line
2005	Fall	EDE 4223b Music, Art, and Motion (Gibbs) On-Line
■2005	Summer	EDE 4223 Music, Art, and Motion (Gibbs)

University of South Florida (Sarasota, Tampa, St Petersburg)

2004	Spring	MIS 2102a Tactics and Leadership (Tampa)
■2004	Spring	MIS 2102 b Tactics and Leadership (Tampa)
2004	Spring	MIS 1002a Basic Leadership (Tampa)
■2004	Spring	MIS 1002b Basic Leadership (Tampa)
2003	Fall	EDG 4620 Curriculum & Instruction (St. Petersburg)
2002	Fall	EDG 4620 Curriculum & Instruction (St. Petersburg)
2002	Summer	EDG 4620a Curriculum & Instruction (Tampa)
2002	Summer	EDG 4620b Curriculum & Instruction (Tampa)
2002	Spring	EDG 4620a Curriculum & Instruction (Tampa)
2002	Spring	EDG 4620b Curriculum & Instruction (St. Petersburg)
2002	Spring	EVT 4651 Equity & Ethics in Schools & Workplace (Tampa)
2001	Fall	EDG 4620 Curriculum & Instruction (Tampa)
2001	Fall	EDG 4620 Curriculum & Instruction (Sarasota)
2001	Summer	EDG 4620 Curriculum & Instruction (Tampa)
■2001	Summer	EVT 4651 Equity & Ethics in Schools & Workplace (Tampa)
2001	Spring	EDG 4620 Curriculum & Instruction (Tampa)
2000	Fall	EDG 4620 Curriculum & Instruction (Tampa)
■2000	Fall	EDG 4620 Curriculum & Instruction (St. Petersburg)

Dissertation Committees

(Hooded 16 Doctors at three Universities, with 2 others currently in progress)

■ CO-PUBLISHED / PRESENTED

UCF

18. Leong, Corey, (Outside Committee Member). Curriculum and Instruction EdD. *Cybersecurity education implementing an exploratory sequential qualitative and quantitative mixed method approach.*

Doctoral Cohort 11

In Progress

17. Wishart, Anthony. (Chair). *TBD.*

16. Izzo, Deborah. (Chair). *TBD.*

15. Campbell, Brittany. (Chair). *TBD*.

I offered to Co-Chair: Beckylee and Stephanie Crim, if they needed me to after they tried others.

I think I also may have verbally agreed to Molly and John last year, but maybe not.

Doctoral Cohort 10

In Progress

14. Wei, Chun. (Member). *The Impact of a Growth Mindset Intervention on Learning Outcomes, Growth Mindset, Self-Efficacy, & Learning Behaviors of Adult ESOL Learners at Technical Community Colleges*.
13. Lobanova, Ekaterina. (Member). *Perceptions of an Instructional Coach Preparation Program: A Mixed Methods Analysis*.
12. Shenuski, Traci. (Chair). *Principal Perceptions of Instructional Leadership Practices*.

Doctoral Cohort 9

Completed

11. Hill, Sara. (Committee Member, defended 18MAY2021). *Examining the Financial Health of K12 Christian Schools*.
10. McMahon, Rhonda. (Committee Member, TBD summer 2021) *An Examination of Florida's High Stakes Testing: A Post-Hoc Study of the Academic Achievement of Students with Borderline Intellectual Functioning*.
9. Brevoort, Sarah. (Committee Member, defended TBD summer 2021)
8. Adams, Matthew. (Committee Member, defended 26MAY2021). *An Investigation Between On-Campus and Off-Campus Student Employment and its Impact on Student Success*.
7. Cullen, Mary. (Committee Member, defended 15JUN2021). *An Investigation of the Relationship Between Every Student Succeeds Act Funding and Learning Gains at Alternative School in the State of Florida*.
6. Martin, Ryan. (Chair, final defense 18JUN2021). *Examining the Effects of Implementation of I-Ready to Fidelity on Reading and the Income Achievement Gap in Two Middle Schools*.
5. Strange, Hope. (Chair, 27MAY2021). *A Study of the Differential Effects of Tiered Interventions Within an MTSS Framework in One Intermediate Grade*.
4. Manuel, Elizabeth. (Committee Member, final defense 5MAR2021). *An Investigation of Parental Perceptions of their Involvement in their Student's First Year of College*.
3. Iannuzzi, Kristen. (Committee Member, final defense 9MAR2021). *An Analysis of Educators' Perceptions of Using Virtual Simulation to Prepare for a Targeted School Attack*.

Doctoral Cohort 8

Completed

2. ■ Maddock, David. (Chair, final defense 5MAR2020). *An Examination of the Quality and Development of Educational Plans for Gifted Students*.
1. ■ Carlson, Elise. (Chair, final defense 16MAR2020). *An Analysis of the Relationships Between State Mandates for Financial Education and Young Adults' Financial Literacy and Financial Capability*.

NAU

In Progress

41. Bryant, Andrew. (Chair). *About Online Education*.
40. Brimage, Yira. (Member). *Latina Leadership in Community Colleges*.
39. Dollins, David. (Member). *Prospective Students Engage with the Built Environment on Campus*.
38. Easter, Julian. (Chair). TBA
37. Gorn, Emily. (member). *The impact of experience learning opportunities on GPA and career trajectory*.
36. Harmon, Alyssa, Paige. (Chair). *Student Persistence after Academic Probation: An Examination of Factors that Affect Persistence for Probationary Students*.
35. Henning, Adam. (Co-Chair). *Alternative School Outcomes: An Analysis of School Leader Effectiveness*.
34. Maria Arvizu Jakubiki (member). TBD.
33. Knop-Licon, Sherrie. (Co-Chair). *TRIO Student Support Services: Linking Latino Students to Academic Success*.
32. Lewis, LaCinda Smoot. (Member). *The Effect of the Arizona AIMS Scholarship on Undergraduates*.
31. McKenna, Amy. (Member). *Readiness, Perceptions, and Roles of Co-Teachers*.
30. Proctor, Megan. (Chair). TBD.
29. Renauld, Lizzie. (Chair).
28. Walsh, Elizabeth (Franzi). (Co-Chair).
27. Wurster, C.J. (Chair) *Community college students enrolled in occupational education programs*.

Completed

26. Albo-Lopez, Nicole. (Co-Chair, Final Defense 4/15/2016). *Impact of State Authorization Regulations on the California Community College System Online Program*.
25. Aparicio, Silvia Araceli. (Member, Final defense 27 April 2019). *Effectiveness of Problem-Based Enhanced Language Learning Instructional Method on Both Non-ELL and ELL Students*.
24. Ball, Aaron. (Member, Final Defense 3/1/2016). *Perceived Self-Efficacy of First Year CTE Teachers and Their Training Needs*.
23. ■ Bozeman, Pamela L. (Chair, Final Defense May 2019). *Understanding the Value and Motivation of an Undergraduate Degree: An Analysis from Business Degree Alumni*.
22. Budge, Steven. (Member, Final Defense 10/27/2017). *College-Wide Persistence Rates*.
21. ■ Bruun, Wendy. (Chair, Final Defense 10/30/2017). *Effective Educational Practices That Promote Achievement and College Completion for First-Generation Students*.
20. Cardenas, Jenni. (Chair). *Factors Leading to Student Completion: A Study of Successful Post-Traditional Students*.
19. Farmer, Danny. (Member, Final Defense March 2015). *Comparing Western Nations' Education*.
18. Gonzales, Jenni. (Chair). *Central AZ College Retention Rates*.
17. Hernandez, Cathleen. (Member, Final Defense 4/27/2016). *Bridging Theory and Practice of Academic Advising: A Case Study at Two Community Colleges*.
16. Hornbuckle, Aaron. (Member, Final Defense November 2015). *Case Study: Eastern Cherokee Indians in AZ*.

15. ■ Hultman, Justin. (Chair, Final defense May 2019). *Why Supervisors Matter for College Students: The Relationship Between Type of Employment and Student Outcomes.*
14. Kennedy, Renea. (Co-Chair, Final Defense May 2016). *Exploring the Relationship Between Student Involvement in GEAR UP Academic Achievement.*
13. Miles, Reginald - (Co-Chair). *Enrollment Management.*
12. Murphy, Jennifer. (Member).
11. ■ Olson, Christian, (Chair, passed final defense on 11/30/2018). *Transitioning of Instructional of Instructional Designers from Preparatory Programs to the Workplace.*
10. Olson-Shinn, Susan. (Member, Final Defense Passed November 2015). *Perceptions of Early-Career Special Education Teachers: Factors that Promote and Support Retention in the Field.*
9. ■ Pacheko-Schweitzer, Marisel. (Chair, Final Defense 12/2016). *Parental Beliefs, Values and Knowledge Affecting Kindergarten Readiness Among Latino Children Scores.*
8. Seamans, Jessica. (Member, Final Defense April 2016). *The Effects of Reading Lab Intervention on English Language Learner Dibel.*
7. ■ Short, Lana (Chair, passed final defense on 11/30/2018). *The Impact of Dual Credit Programs on College Persistence and Achievement by Low-Income Students.*
6. Streeter, Dan. (Member). *Effective School Systems in Arizona.*
5. Swaninger, Thomas. (Member). *School Climate.*
4. Tavernaro, Petra. (Member, Final Defense 4/29/2016). *Relationship between levels of engagement and number of teacher absences.*
3. Webb, Eddie. (member). *New Media Lab: A Curriculum to Revitalize Tribal Identity. (Resist, Reclaim, and Revitalize Indigenous Identities).*
2. Wetzel, Nicole. (Chair. Final Defense 4/12/2017). *First vs. Second Generation ASU Students: Career Decision Making Self-Efficacy Comparison.*
1. Winn, Dawne. (Chair, Final Defense 11/29/2016). *The Effects of Blended Learning on Colorado Measures of Academic Success.*

USM

In Progress

31. Barkley, Brian. (Member). *Teacher perception of school climate and school culture in the leader in me Schools.*
30. Benson, Robert. (Member). *An analysis of the impact of the education special purpose local option sales tax (E-Spost) on capital outlay expenditures in Georgia school districts.*
29. Carter, Albert. (Member). *The effect the TIF (teacher incentive fund) grant has on student achievement in ten Mississippi schools.*
28. Davis, Chad. (Chair). *The impact of positive behavior programs.*
27. Davis, Robin. (Member). *The effectiveness of CARES school for emotionally disabled students.*
26. Davis, Wynndi. (Chair). *Community involvement and academic performance: Does the level of community involvement have an impact on the academic performance of schools with a majority of African American students.*
25. Dunbar, Greg. (Member). *Pre-Proposal in Progress.*
24. Fick, Billie. (Member). *District wide implementation of common core state standards.*
23. Elston, Sarah. (Member). *Attitudinal factors of educators involved with the Mississippi Arts Commission Whole Schools Initiative.*
22. Gilmore, Sherrel. (Member). *Pre-Proposal in Progress.*

21. Hampton, Steven. (Member). Pre-Proposal in Progress.
20. Heath, Jefferey. (Member). *The effect of one-to-one classroom/school: Perceptions of the concept on ACT scores.*
19. Michael Hogan. (Member). Pre-Proposal in Progress.
18. McKinney, Reisha. (Member). *The effect of preschool on reading achievement among kindergarten students.*
17. Milligan, Jennifer. (Member). *Challenges of classroom management: A teacher's perspective.*
16. Nelson, Atwane. (Member). Pre-Proposal in Progress.
15. Nyeste, Lenora. (Member). *The impact of the addition of a community based truancy intervention panel and the reduction of student absences.*
14. Pannell, Laura. (Member). *First steps to college and career success: Predictors of recent high school graduate readiness for online learning.*
13. Payton, LaJeuna. (Chair).
12. Pearson, Jennifer. (Member).
11. Porter, Darryl. (Member). *The perceptions of the effectiveness of making middle grades work.*
10. Rhodes, Shanta. (Chair). *Elementary teachers' perceptions of the effectiveness of the RTI/TST in Biloxi public schools.*
9. Rider, Carole. (Chair). *Staff preparedness for acts of school violence.*
8. Stoddard, Susan. (Member). *Is there a relationship between ninth grade transitional programs and at-risk student achievement?*
7. Thibodeaux, Amy. (Member). *The culminating effects of leadership and high stakes testing on the retention of teachers.*
6. Tune, Gary. (Member). *The challenges of inclusion: Perceptions of superintendents, principals, and teachers in Mississippi alternative schools.*
5. Weaver, Michael. (Member). *Perceptions of mentoring, drop-out rates, school attendance, and academic achievement in core subject areas among students in the various branches of JROTC.*
4. Word, Lisa. (Member). *The link between co-teaching and mathematics achievement for students with disabilities.*
3. Yates, Tracy. (Member). *The relationship among mathematical self-efficacy, mathematical teaching self-efficacy, and the instructional practices of elementary teachers in mathematics and the Mississippi curriculum test, second edition.*
2. Zinke, Anjanette. (Chair). *The Relationship Between Shared Leadership, Teacher Self-Efficacy, and Student Achievement.*

Completed

1. ■ Meadows, Ashley. (Chair – Completed Summer 2014). *Effect of a principal's emotional intelligence on teachers' perceptions of school climate.*

SCHOLARSHIP

Refereed Journal Articles (National & International) First author has greatest contribution. Since promotion to Associate Professor, I have published 22 Refereed Journal Articles, 1 Book, 18 Book Chapters, 3 Refereed Published Proceedings, 100 Peer Reviewed Presentations, and 17 Grant Activity totaling (\$22,371,211).

25. *Carlson, E.T., & **Eadens, D.W.** (In review). State mandates for young adult's financial education and financial literacy and capability. *Journal of Pedagogical Research* (submitted for review Jan 2022).
24. ***Eadens, D.W.**, Maddock, D., Thornburg, A. W., & Abernathy, D. F. (2022). K-12 teacher perspectives on the pandemic pivot to online teaching and learning. *Journal of Pedagogical Research*, 6(1), 131-151. <https://doi.org/10.33902/JPR.2022175776>
23. Thornton, A., Maddock, D., Abernathy, D., & **Eadens, D.W.** (in review). Teacher perceptions on parental engagement during and after pandemic online learning.
22. **Eadens, D.W.**, & Ceballos, M. (2022). Educational leadership preparation and professional roles: Are we serving the needs of leadership roles along the leadership continuum? *Journal of Research in Leadership Education*.
<https://doi.org/10.1177/19427751221076416>
21. Abernathy, D.F., Thornburg, A., **Eadens, D.W.**, & Maddock, D. (2021). Preparing for pandemics: K-12 teacher perspectives on higher education effectiveness in preparing for online teaching and learning. *International Journal for Educational Professionals*, 1(1), 64-87. <http://icepcares.org/publications>
20. ***Eadens, D.W.**, Yurin, V., & Eadens, D.M. (2021). Big data in education: Leadership considerations in using predictive analytics and artificial intelligence. *International Journal for Educational Professionals*, 1(1), 115-130. <http://icepcares.org/publications>
19. **Eadens, D.W.**, Davidson, F.D., & Eadens, D.M. (2020). Growing evidence of the case for school board training. *Educational Leadership Review*, 21(1). International Council of Professors of Educational Leadership. ISSN: 1532-0723
https://www.researchgate.net/publication/346610635_Growing_Evidence_of_the_Value_of_School_Board_Training Acceptance rate 15% (<https://www.icpel.org/ed-leadership-review.html>)
18. *Bozeman, P., & ***Eadens, D.W.** (2020). Understanding value and motivation: analysis of alumni from a US undergraduate business degree. *Education + Training*, 63(1). ISSN: 0040-0912. (impact factor 1.79)(h-index 62) (SCImago: Q1: 0.75)(Scopus 3.6)
<https://www.emerald.com/insight/0040-0912.htm> <https://doi.org/10.1108/ET-10-2019-0235>
17. *Hultman, J., & ***Eadens, D.W.** (2020). Supervision matters for college students: Relationships between Employment type and student outcomes. *Journal for the Advancement of Educational Research International*. 13(1). ISSN 2638-5015. ISSN 2638-5023. No rankings available. <https://rceglie.wixsite.com/website>
16. **Eadens, D.W.**, & Eadens, D.M. (2018). Using human-centered design leadership to improve the care of older adults with disabilities. *International Research in Higher Education*, 3(3), 16. ISSN 2380-9205. DOI: <https://doi.org/10.5430/irhe.v3n3p65>
 Acceptance rate 56%. No rankings available.
<http://www.sciedupress.com/journal/index.php/irhe/article/view/14070>
15. *Olson, C., & ***Eadens, D.W.** (2018). Broader thinking in educational leadership decisions. *Journal of Ethical Educational Leadership*, 5(3), 1-12. ISSN 2377-4975. No rankings available.
14. Mullen, C.A., & **Eadens, D.W.** (June, 2018). Quality leadership matters: A research-based survey of graduate programming. *Journal of Research on Leadership Education*,

- 13(2), 1-39. <https://doi.org/10.1177/1942775117739415> (Source-normalized Impact per Paper (SNIP) 1.515) (h-index 14)(SCImago: Q1: 0.9)
13. *Graham, D.J., & *Eadens, D.W. (2017). Native Americans with disabilities: Postsecondary education outcomes. *Educational Leadership Review of Doctoral Research*, 4, 50-68, ISSN 1532-0723. https://www.icpel.org/uploads/1/5/6/2/15622000/elldr_spring_2017_vol_4_.pdf Acceptance rate 17%. No rankings available.
 12. Eadens, D.W., Clement, N.I., Schwanenberger, M., & Eadens, D.M. (2016). Making The case for Arizona school board training. *International Research in Higher Education*, 1(2), 99-107. <http://dx.doi.org/10.5430/irhe.v1n2p99> Acceptance rate 56%. No rankings available.
 11. *Allred, A., Labat, M., *Eadens, D.W., Labat, C., & Eadens, D.M. (2016). Impact of principal emotional intelligence on teacher perceptions of School Climate. *International Research in Higher Education*, 1(2), 127-132. <http://dx.doi.org/10.5430/irhe.v1n2p127> Acceptance rate 56%. No rankings available.
 10. Eadens, D.M., Cranston-Gingras, A., Dupoux, E., & Eadens, D.W. (2016). Police officer perspectives on intellectual disability. *Policing: An International Journal of Police Strategies & Management*, 39(1), 222-235. <https://doi.org/10.1108/pijpsm-03-2015-0039> (impact factor 1.18) (h-index 44) (SCImago: Q1: 0.8) (Scopus 2.2) (5-year impact factor 1.46)
 9. *Barkley, B., Lee, D., & *Eadens, D.W. (2014). Perceptions of school climate and culture. *eJournal of Education Policy*. ISSN: 2158-9232. <https://in.nau.edu/ejournal/> No rankings available.
 8. *Barnes, J. A., & *Eadens, D.W. (2014). A study into the perception of students of color and their ninth-grade academy experience. *Education Leadership Review of Doctoral Research* 1(1). NCPEA Press. ISSN: 1532-0723. Acceptance rate 17%. No rankings available.
 7. Lee, D.E., & *Eadens, D.W. (2014). The problem: Low achieving districts and low performing boards. *International Journal of Education Policy and Leadership*, 9(3). <http://www.ijepl.org> No rankings available.
 6. Locke, L., Stedrak, L., & Eadens, D.W. (2014). Latina students, an early college high school, and educational opportunity: A case study. *Journal of Cases in Educational Leadership*, 17(1), 3-15. <https://journals.sagepub.com/metrics/jel> (h5-index 9)
 5. Schwanenberger, M., Eadens, D.W., Kappler-Hewitt, K., Papa, R., Mullen, C., Chopin S., & Bizzell, B. (2013). Innovative use of technology media to establish a common research agenda in educational leadership. *Global Science and Technology Forum Journal on Computing*, 2(4), 36-41. ISSN: 2251-3043. <http://dl6.globalstf.org/index.php/joc/article/view/602> No rankings available.
 4. Eadens, D.W. (November, 2012). Unpacking grounded theory: A venue for education research. *Delta Journal of Education*, 2(2), 44-50. ISSN: 2160-9179. No rankings available.
 3. Eadens, D.W., Bruner, D., & Black, W. (2012). The intentions of Florida educational leadership graduate students to pursue administrative positions. *International Journal of Educational Leadership Preparation*, 7(1). <http://cnx.org/content/m42018/latest/> Acceptance rate 11%. No rankings available.

2. *Hindes, N., & *Eadens, D.W. (2012). Educational leadership graduate programs: Unpacking the selection process. *Synergy: A Journal for Graduate Student Research*, 2(3). No rankings available.
1. Mullen, C.A., Papa, R., Hewitt, K.K., Eadens, D.W., Schwanenberger, M., Bizzell, B.E., & Chopin, S. (2012). Possibilities for future leadership: Thoughts from an academic blogosphere community. *Education Leadership Review*, 13(2), 14-26. Acceptance rate 11%. No rankings available.

Published Dissertation

Eadens, D.W. (2010). *The intentions of Florida educational leadership graduate students to pursue administrative positions*. (Doctoral dissertation) Retrieved from Dissertations & Theses @ University of South Florida - FCLA. (Publication No. AAT 3432565).

Refereed Published Proceedings

4. Eadens, D.M., Eadens, D.W., & Lanterman, C. (2021, April 10). *Disabling injustice in the higher education classroom* (p. 21). Society of Professors of Education annual online convention, April 10, 2021.
<https://societyofprofessorsofeducation.files.wordpress.com/2021/04/spe-2021-program-conference-proceedings-4-10-21-final.pdf>
3. *Bruun, W.M.W., & Eadens, D.W. (2018). Promoting completion: First-Generation students through effective educational practices. In *Global Conference on Education and Research* (p. 408). Las Vegas, NV: GLOCER.
<https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1019&context=anaheipublishing>
2. Eadens, D.W., & Mullen, C.A. (2018). Quality leadership preparation for advanced program effectiveness. In *Global Conference on Education and Research* (p. 189). Las Vegas, NV: GLOCER.
1. Papa, R., Mullen, C., Bizzell, B., Chopin, S., Eadens, D.W., Kappler-Hewitt, K., Schwanenberger, M., & Brown, R. (2012). Innovative use of technology media by junior faculty across the United States to establish a common research agenda in educational leadership. *Proceedings of the Second Annual International Conference on Education & E-Learning, September 17-18, Bali, Indonesia*, doi: 10.5176/2251-1814/EeL12.11

Other Peer Reviewed works:

2. Eadens, D.M., Bazata, D.C., & Eadens, D.W. (in review). *Individualized connections build relational humanity between faculty and student*. Teaching Online Pedagogical Repository. Orlando, FL: University of Central Florida Center for Distributed Learning.
1. Eadens, D.M., & Eadens, D.W. (2021). *Offering assessment options: Motivating learners through multiple means of action & expression*. In S. Bauer, & (TBA) (Eds.), Teaching online pedagogical repository. Orlando, FL: University of Central Florida Center for Distributed Learning. <https://topr.online.ucf.edu/>.

In Review, Revise, In Print

2. *Strange, H., **Eadens, D.W.**, & Maddock, D. (In review). A causal comparative examination of the differing effects of tiered interventions within the MTSS framework in one intermediate grade. TESE.
1. *Carlson, E.T., & **Eadens, D.W.** (In review). State mandates for young adult's financial education and financial literacy and capability. *Journal of Pedagogical Research* (submitted for review Jan 2022).

Books

- Papa, R., Eadens, D.M., & **Eadens, D.W.** (2016). *Social justice instruction: Empowerment on the chalkboard*. Springer Publishers, Switzerland. <https://doi.org/10.1007/978-3-319-12349-3>

Book Chapters

19. Ceballos, M., **Eadens, D.W.**, & Bixler, K. (accepted, will print 2022). Mixed reality and school administrator preparation: Harnessing the power of simulation technology for realistic practice, feedback, and reflection. In Hayes, S.D., Abdelrahman, N.A., B. J. Irby and F. Nafukho (Eds.), *School principals as talent developers: An international perspective*. Information Age.
18. Eadens, D.M., **Eadens, D.W.**, & Lanterman, C. (accepted, will print 2022). Stirring Language into The Ableism Mélange. In Papa, R. (Ed.), *Recipes to combat the 'ISMS'*. Springer International.
17. Eadens, D.M., & **Eadens, D.W.** (2021). Pivoting to Deeper Experiences in Higher Education Classrooms. In A. Thornburg, R. Ceglie, D. Abernathy (Eds.), *Handbook of Research on Lessons Learned from Transitioning to Virtual Classrooms During a Pandemic*, pp. 277-290. DOI: 10.4018/978-1-7998-6557-5. ISBN13: 9781799865575. <https://www.igi-global.com/book/handbook-research-lessons-learned-transitioning/255922>
16. **Eadens, D.W.**, Eadens D.M., & Lanterman C. (2021). Disabling injustice in the higher education classroom. In C.A. Mullen (eds), *Handbook of social justice interventions in education*. Springer International Handbooks of Education. Springer, Cham. https://doi.org/10.1007/978-3-030-29553-0_108-1
15. ***Eadens, D.W.**, Walker, L., & Yurin, V. (2020). School safety in rural settings. In Nathan Templeton (Ed.) *Voices from the Field: Building capacity for leadership and social change in rural schools* (pp. 70-86). Ypsilanti, MI: ICPEL Press.
14. **Eadens, D.W.** (2020). Foreword. In Thornburg, A., Abernathy, D., & Ceglie, R. (Eds.), *Handbook of Research on Developing Engaging Online Courses*. IGI Global, xviii. ISBN: 9781799821328. <https://www.igi-global.com/book/handbook-research-developing-engaging-online/235696#table-of-contents>
13. **Eadens, D.W.** (2019). Arizona. In Thompson, D.C., Wood, R.C., Neuenswander, S.C, Helm, J.M., & Watson, R.D. (Eds.), *Funding Public Schools in the United States and Indian Country*. Information Age Publishing. <https://www.infoagepub.com/products/Funding-Public-Schools-in-the-United-States-and-Indian-Country>

12. **Eadens, D.W.**, Eadens, D.M., Bashar, K., & Ryadh, M. (2019). Religion, War, and Terror: Insights and Safety Lessons for Educators. In Papa, R. (Ed.), *International Perspectives on School Violence*. Springer International.
<https://www.springer.com/gp/book/9783030174811>
11. **Eadens, D.W.**, Labat, M., Papa, R., Eadens, D.M., & Labat, C. (2018). Gun Violence and School Safety in American Schools. In Papa, R., & Armfield, S. (Eds.), *Handbook on Education Policy*. Wiley Publishing. <https://goo.gl/DJ4Qxy>
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119218456.ch17>
10. Labat, M. B., **Eadens, D. W.**, Labat, C. A., & Eadens, D. M. (2017). Motivational Factors for Pursuing Degrees in Educational Administration. In Styron, Jr., R. A., & Styron, J. L. (Ed.), *Comprehensive Problem-Solving and Skill Development for Next-Generation Leaders* (pp. 210-228). IGI Global. <http://doi:10.4018/978-1-5225-1968-3.ch010> ISBN10 : 1522519688.
9. Eadens, D.M., & **Eadens, D.W.** (2016). (Dis)ability in the elementary school classroom: Embracing an inclusive mindset. In Papa, R., Eadens, D.M., & Eadens, D.W. (Eds.), *Social justice instruction: Empowerment on the chalkboard* (pp. 247-258). Springer Publishers, Switzerland. https://doi.org/10.1007/978-3-319-12349-3_22
8. **Eadens, D.W.**, & Eadens, D.M. (2016). Social justice instruction in mathematics and science. In Papa, R., Eadens, D.M., & Eadens, D.W. (Eds.), *Social justice instruction: Empowerment on the chalkboard* (pp.347-356). Springer Publishers, Switzerland. https://doi.org/10.1007/978-3-319-12349-3_30
7. **Eadens, D.W.** (2015). Authors' response to case 10. In Sadeghi, L., & Callahan, K. (Eds.), *Educational leadership in action: A casebook for aspiring educational leaders*. Routledge/Taylor & Francis.
6. **Eadens, D.W.** (2015). Case 10: Digital dilemmas. Sadeghi, L., & Callahan, K. (Eds.), *Educational leadership in action: A casebook for aspiring educational leaders*. Routledge /Taylor & Francis.
5. **Eadens, D.W.** (2015). Vignette: International need for youth philanthropy. In Papa, R., & English, F. (Eds.), *Educational leaders without borders: Rising to global challenges to educate all children*. Cham, Switzerland: Springer International Publishing.
4. Eadens, D.M., & **Eadens, D.W.** (2015). Authors' response to case 7. In Sadeghi, L., & Callahan, K. (Eds.), *Educational leadership in action: A casebook for aspiring educational leaders*. Routledge/Taylor & Francis.
3. **Eadens, D.W.**, & Eadens, D.M. (2015). Case 7: Substitute solutions. Sadeghi, L., & Callahan, K. (Eds.), *Educational leadership in action: A casebook for aspiring educational leaders*. Routledge/Taylor & Francis.
2. **Eadens, D.W.**, Papa, R., & Eadens, D.M. (2014). What diverse perspectives educational leaders need to know to lead schools with a global focus? In Hodge, B., Childers-McKee, C., & Schuler, R. (Eds.), *Building cultural community through global educational leadership*. NCPEA Press.
1. **Eadens, D.W.**, Ray, S., Eadens, D.M., & Shirer, K. (2013). 21st century learning: Educating the whole brain. In Kappler-Hewitt, K., Hodge, B., Childers-McKee, C., & Schuler, R. (Eds.), *Postcards from the schoolhouse: Practitioner scholars examine contemporary issues in instructional leadership*. NCPEA Press.

Book Reviews

4. **Eadens, D.W.**, & Eadens, D.M. (2021). A Review of Statistics Alive! [Review of the book *Statistics Alive! Third Edition*, by W. Steinberg & M. Price]. *International Journal for Educational Professionals*, 1(1), 155-158. <http://icepcares.org/publications>
3. Eadens, D.M. & **Eadens, D.W.** (2021). A Review of Extreme Ownership: Extreme Ownership leads to Extreme Leadership in Education [Review of the book *Extreme ownership: How U.S. Navy SEALs lead and win* by J. Willink & L. Babin]. *International Journal for Educational Professionals*, 1(1), 149-151. <http://icepcares.org/publications>
2. Maylin, B., & ***Eadens, D.W.** (2013, May). [Review of the book *Educational leadership at 2050: Conjectures, challenges and promises*, by F.W. English, R. Papa, & C.A. Mullen, & T. Creighton] *Journal of Education Policy, Planning and Administration*, 2(2).
1. **Eadens, D.W.** (2001, December). [Review of the book *Promising Practices for Contextual Learning*, by S.H. Harwell & W.E. Blank] *Wingspan: The Pedomorphosis Communique*, 14(1), 38.

Newsletters

Eadens, D.W., Schwanenberger, M., Clement, N., & Eadens, D.M. (2016). Executive summary: Making the case for Arizona school board training. *Arizona School Boards Association E-Newsletter*, 2. http://azsba.org/wp-content/uploads/2016/02/Executive-summary-of-Making_the_Case_for_Arizona_School_Board_Training.pdf

Peer Reviewed and Invited Presentations

■INTERNATIONAL ►REGIONAL +INVITED *DOCTORAL STUDENT *GRADUATE STUDENT
*UNDERGRADUATE STUDENT *CORRESPONDING AUTHOR

105. **Eadens, D.M.** & Eadens, D.W. (Accepted, July 14-17). *Universal Design for Learning as Pillar of Trauma-Responsive Education*. European Conference on Education (ECE 2022). London, United Kingdom.
104. Eadens, D.M., **Eadens, D.W.**, & Lanterman, C. (accepted). Ableism mélange: Identity-first language. International Council of Educational Professionals Conference, March 10-12, 2022, Theme: The Era of COVID: Education in Action around the World. Holiday Inn, Fort Myers, FL.
103. ***Strange, H.**, **Eadens, D.W.**, & Maddock, D. (accepted). Differing Effects of Tiered Interventions Within the MTSS Framework. International Council of Educational Professionals Conference, March 10-12, 2022, Theme: The Era of COVID: Education in Action around the World. Holiday Inn, Fort Myers, FL.
102. ***Eadens, D.W.**, Maddock, D., Thornburg, A., & Abernathy, D.F. (accepted). Teacher Perspectives: Pivoting to Online Teaching During the Pandemic (ICEP Presentation). International Council of Educational Professionals Conference, March 10-12, 2022, Theme: The Era of COVID: Education in Action around the World. Holiday Inn, Fort Myers, FL.
101. ■ **Eadens, D.W.**, & Mullen, C.A. (accepted). *Program Quality: Educational Leadership Survey of Effectiveness*. International Round Table Symposiums, Higher Education (Performance Standards), July 10-15, 2022. Harris Manchester College, University of Oxford. (postponed from 2020 due to COVID)

100. ***Eadens, D.W.**, Walker, L., & Yurin, V. (accepted). School safety in rural settings. International Council of Educational Professionals Conference, March 10-12, 2022, Theme: The Era of COVID: Education in Action around the World. Holiday Inn, Fort Myers, FL.
- 99.*Strange, H.K., **Eadens, D.W.**, Maddock, D. R. (2021). *A causal comparative examination of the differing effects of tiered interventions within the MTSS framework in one intermediate grade* [asynchronous]. International Council of Professors of Educational Leadership Conference, August 3-5, 2021, Virtual.
- 98.*Strange, H., **Eadens, D.W.**, & Maddock, D. (2021). *Causal comparative examination of effects of tiered interventions within the MTSS framework in an intermediate grade*. University Council for Educational Administration Annual Convention 2021, November 11-14, Columbus, Ohio.
97. **Eadens, D. W.**, & Ceballos, M. (2021). *Educational leadership preparation and professional roles: Are we serving the needs of leadership roles along the leadership continuum* [Paper presentation]. University Council for Educational Administration Annual Convention 2021, November 11-14, Columbus, Ohio.
96. ■***Eadens, D.W.**, Eadens, D.M., & Yurin, V. (2021). *Big data: Educational leadership considerations in using predictive analytics and artificial intelligence*. The International Council of Professors of Educational Leadership (ICPEL), 76th Annual Summer Conference. Theme: Harnessing the Power of Digital Learning in a New World. August 3-5, 2021, Virtual.
95. **Eadens, D.W.**, Davidson, F.D., & Eadens, D.M. (2021). *Growing evidence of the case for school board training*. The International Council of Professors of Educational Leadership (ICPEL), 76th Annual Summer Conference. Theme: Harnessing the Power of Digital Learning in a New World. August 3-5, 2021, Virtual.
94. ■*+**Eadens, D.W.**, Eadens, D.M., & Yurin, V. (2021). *Predictive analytics and artificial intelligence in education: helpful or scary?* Panel Discussion: Discourse on Artificial Intelligence and the Role of Ed Leaders. Educational Leaders Without Borders (ELWB) Biennial Meeting, University of West Attica, June 2-4, 4-7pm Eastern Europe Time, 2021, Athens, Greece.
93. **Eadens, D.W.**, Eadens, D.M., & Lanterman, C. (2021). *Disabling Injustice in the Higher Education Classroom*. Society of Professors of Education annual online convention, April 10, 2021.
92. ■* Maddock, D., & ***Eadens, D.W.** (2021). *Accepting Responsibility for Developing Quality Gifted Students' Education Plans*. American Educational Research Association (AERA), theme "Accepting Educational Responsibility". Orlando Convention Center (or Virtual), Orlando, FL. April 9-12, 2021.
91. ■* **Eadens, D.W.**, Yurin, V. (2021). *Big data in education: Predictive analytics and artificial intelligence*. The International Council of Educational Professionals, 1st Annual International Online Conference, March 11-12, 2021. Room B, March 12, 12:20pm, <https://zoom.us/j/5766871416>
- 90.+ **Eadens, D.W.** (2021). *Pivoting to Deeper Experiences and Connections in Education: Lessons Learned from Transitioning to Virtual Classrooms During a Pandemic and Moving Forward*. Annual Spring e-LED Talk, March 10. College of Community innovation and Education. University of Central Florida.
89. ► Ceballos, M., **Eadens, D. W.**, & Bixler, K. (2021). *Communication competencies and future school leaders: Using mixed-reality experiences for realistic practice*. Paper

- presentation at the Eastern Educational Research Association 44th Annual Conference February 18-19, 2021.
88. ■ * Maddock, D., & *Eadens, D.W. (2020). *Quality and development of gifted students' education plans*. 20th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. November 2020. (conference will be virtual, due to COVID 19).
 87. ■ * Carlson, E., & *Eadens, D.W. (2020). *State Mandates for Financial Education and Young Adults' Financial Literacy and Capability*. 20th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. November 2020. (conference will be virtual, due to COVID 19).
 86. ■ * Carlson, E., & *Eadens, D.W. (2020). *The Relationships Between State Mandates for Financial Education and Young Adults' Financial Literacy and Financial Capability*. University Council for Educational Administration (UCEA) 34th Annual Convention: Re/Building Home: Coloniality, Belonging, and Educational Leadership. San Juan, Puerto Rico, 18-22 November 2020. (conference will be virtual, due to COVID 19)
 85. ■ Ceballos, M., *Eadens, D.W., & Bixler, K. (2020). *Mixed reality experiences and leadership development*. Presentation at the International Council of Professors of Educational Leadership (ICPEL), Virtual Conference: The Virtual Shift in Education 2020 August 5-6, 2020 Denver, Colorado. (conference was virtual due to COVID).
 84. ■ * Maddock, D., & *Eadens, D.W. (2020). *An Analysis of Quality and Development of Educational Plans for Gifted Students*. The International Council of Professors of Educational Leadership (ICPEL), 75th Annual Summer Conference. Theme: The Virtual Shift in Education 2020. August 5-6, 2020 Denver, Colorado. (conference was virtual due to COVID).
 83. ■ * Carlson, E., & *Eadens, D.W. (2020). *An Analysis of the Relationships Between State Mandates for Financial Education and Young Adults' Financial Literacy and Financial Capability*. The International Council of Professors of Educational Leadership (ICPEL), 75th Annual Summer Conference. Theme: The Virtual Shift in Education 2020. August 5-6, 2020 Denver, Colorado. (conference was virtual due to COVID)
 82. ► Ceballos, M., Bixler, K., & Eadens, D.W. (accepted). *Mixed reality and leadership preparation: Reflecting on Generative Feedback*. Presentation at the 1st Annual CREST Conference, Orlando, Florida (((postponed from May 2020 until May 2021 due to Covid-19))).
 81. ■ Eadens, D.W., & Eadens, D.M. (2020). *School Safety: International Insights for Educators*. The International Council of Professors of Educational Leadership (ICPEL), 75th Annual Summer Conference. Theme: Leading in a Digital Age, August 5-6, 2020 Denver, Colorado. (conference was virtual due to COVID)
 80. ■ Papa, R., Eadens, D.W., & Eadens, D.M. (2020). *School Violence in International Contexts: Perspectives from Educational Leaders without Borders*. Comparative and International Education Society 64th Annual Conference Education Beyond the Human: Toward Symbiosis. Hyatt Regency, Lobby Level 1 North Hall, Miami, Florida, 3:30 pm March 24, 2020. (((Conference was moved to Virtual)))
 79. ■ Eadens, D.W., & Eadens, D.M. (2020). *American Schools at Risk: Guns, Violence, and School Safety*. The International Society for the Social Studies (ISSS) Conference February 27-28, 2020. University of Central Florida, College of Community Innovation and Education, Morgridge International Reading Center.

78. ► Eadens, D.M., & *Eadens, D.W. (2020). *Engaging the Whole Classroom and School through Social-Emotional Learning*. Literacy Engagement and Socio-Emotional Learning Symposium, April 3, 2020. University of Central Florida, College of Community Innovation and Education. (Conference Postponed).
77. ■* Hultman, J., & *Eadens, D.W. (2019). *Supervision Matters: The Relationship between Student Employment and Outcomes*. 19th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. 10:45am – 12:00pm on 8 November 2019.
76. ■* Bozeman, P., & *Eadens, D.W. (2019). *Business Degree Value and Motivation: Analysis from Alumni*. 19th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. 1:45pm – 3:00 pm on 8 November 2019.
75. ■* Eadens, D. W., & Olson, C. (2019). *Educational Leadership Decision Making: A Broader*. 18th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. 6-9 November 2019.
74. ■ Eadens, D. W., & Eadens, D. M. (2019). *Religion, War, and Terror: Insights and Safety Lessons for Educators*. Global Conference on Education and Research. Sarasota, FL: GLOCER.
73. ■* Short, L., & *Eadens, D.W. (2019). *The Impact of Dual Credit Programs on College Persistence and Achievement by Low-Income Students*. Global Conference on Education and Research. Sarasota, FL: GLOCER.
72. ■* Olson, C., & *Eadens, D.W. (2019). *Transitioning of Instructional Designers From Preparatory Programs to the Workplace*. Global Conference on Education and Research. Sarasota, FL: GLOCER.
71. ► Eadens, D.W., & Eadens, D.M. (2019). *Informed and Ethical Decisions in Making Schools Safer: Campus Climate, Engaging Community Resources, and Supporting Students and School Personnel*. Arizona Professors of Educational Leadership annual conference, 3 May 2019. North Valley, Arizona: APEL.
70. ►* Hultman, J., & *Eadens, D.W. (2019). *Supervisors, Employment, and Student Outcomes: An Important Relationship*. Poster Presentation. Arizona Professors of Educational Leadership annual conference, 3 May 2019. North Valley, Arizona: APEL.
69. + ► Eadens, D. M., & *Eadens, D.W. (2019, March). Invited speakers: *Universal Design for Learning and Differentiated Instruction*. Workshop presented at Flagstaff Junior Academy, Flagstaff, AZ.
68. + ► Eadens, D.W., & Eadens, D.M. (2019, March). Invited Keynote speakers: *School Safety Professional Development*. Workshop presented at Flagstaff Junior Academy, Flagstaff, AZ.
67. + ► Eadens, D. M., & *Eadens, D.W. (2019, March). Invited Guest Speaker. *Inclusion/UDL/DI-DA Professional Development*. Flagstaff Junior Academy: FJA Administration.
66. + ► Eadens, D.W., & Eadens, D.M. (2019, January). *Exceptional Governance in Support of School Safety*. Exceptional Governance Summit. Austin, Texas: Texas Association of School Boards. <https://www.tasb.org/Services/Leadership-Team-Services/Events/XG-Summit/Program.aspx>
65. ■ Armfield, S.W., Papa, R., Armfield, D., & Eadens, D.W. (2018). eJournal of Education Policy - Editors Roundtable. *AERA Annual Meeting 2018*.

64. ► **Eadens, D.W.**, & Davidson, F. D. (2018). Principal panel: Insights. *Annual The Reason I Am A Teacher Conference, Co-Facilitators, College of Education, Northern Arizona University*.
63. ■ **Eadens, D.W.**, & Eadens, D.M. (2018). *Using Human-Centered Design Leadership for Improvement*. 18th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. 6-9 November 2018. <http://www.aaer.org/submissions.html>
62. ■* **Eadens, D.W.**, & Olson, C. (2018). *Educational Leadership Decision Making: A Broader*. 18th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. 6-9 November 2018.
61. ■ **Eadens, D.W.**, & Mullen, C.A. (2018). *A Quality View: An Empirical Look at Site's Educational Leadership Preparation and Effectiveness*. 18th annual conference of the Association for the Advancement of Educational Research International, Sanibel Island, FL. 6-9 November, 2018. http://www.aaer.org/images/aaer_program_2010.pdf
60. ■ **Eadens, D.W.**, & Mullen, C.A. (2018). *Qualitative and quantitative approaches: A survey study of graduate program effectiveness*. The International Council of Professors of Educational Leadership, in collaboration with High Point University, 72nd Annual Summer Conference. Charlotte, North Carolina: High Point University. <https://www.icpel.org/conference.html>
59. ► **Eadens, D.W.**, & Mullen, C.A. (2018). *Assessing Quality Leadership Programming: Graduate Student's Perspectives of Effectiveness*. 2018 16th Annual Assessment Fair. Poster Presentation. High Country Conference Center: NAU.
58. ■* Bruun, W.M.W., & ***Eadens, D.W.** (2018). *Promoting achievement and college completion for First-Generation students through effective educational practices*. The International Council of Professors of Educational Leadership, in collaboration with High Point University, 72nd Annual Summer Conference. Charlotte, North Carolina: High Point University. <https://www.icpel.org/conference.html> *Qualitative and Quantitative Approaches*
57. ► **Eadens, D.W.**, & Mullen, C.A. (2018). *Quality Educational Leadership Programming*. APEA Conference, April 6, A Road Well Traveled: Getting It Right for All of Arizona's Students. Mesa, Arizona: Arizona Professor of Education Administration.
56. ►* Bruun, W.M.W., & ***Eadens, D.W.** (2018). *Promoting completion: Effective educational practices*. APEA Conference, April 6, A Road Well Traveled: Getting It Right for All of Arizona's Students. Mesa, Arizona: Arizona Professor of Education Administration.
55. ► Eadens, D.M., & **Eadens, D.W.** (2018). *Promoting inclusive classrooms*. Employee Development Day. W. A. Franke College of Business: Northern Arizona University. <https://goo.gl/318yQK>
54. ► Eadens, D.M., & **Eadens, D.W.** (2018, December). *Gun violence and school safety in American schools*. Kappa Delta Pi Lecture Series. College of Education, Northern Arizona University. <https://goo.gl/twFnG2>
53. ■* Bruun, W.M.W., & **Eadens, D.W.** (2018, April). *Promoting completion: First-Generation students through effective educational practices*. Global Conference on Education and Research. Las Vegas, NV: GLOCER.

52. ► Eadens, D.M., & Eadens, D.W. (2018, April). *Gun Violence and School Safety in American Schools*. Kappa Delta Pi Lecture Series. College of Education, Northern Arizona University. <https://goo.gl/7HyvGq>
51. ► Eadens, D.W., & Mullen, C.A. (2018, April). *Quality educational leadership programming*. Paper presented at the Arizona Professors of Educational Administration annual conference. A Road Well Travelled: Getting it Right for Arizona's Students. Phoenix, AZ.
50. ► Eadens, D.W., & Mullen, C.A. (2018, April). *Assessing quality leadership programming: Graduate student's perspectives of effectiveness*. Poster presented at Northern Arizona University's Annual Assessment Fair conference. Flagstaff, AZ.
49. ■ Eadens, D.W., & Mullen, C.A. (2018, April). *Quality Leadership Preparation for Advanced Program Effectiveness*. Global Conference on Education and Research. Las Vegas, NV: GLOCER.
48. ► Eadens, D.W. (2018, March). *How to successfully complete the dissertation: Common problems and barriers in completing the dissertation*. Doctoral Student Organization Colloquium. Northern Arizona University: College of Education.
47. ► Eadens, D.M., & Eadens, D.W. (2018, February). *Administrators Promoting Inclusive Classrooms Through Universal Design*. Council for Exceptional Children National Conference. Tampa, Florida: Council for Exceptional Children.
http://prezi.com/43zhjmzmtplt/?utm_campaign=share&utm_medium=copy
46. + ► Eadens, D.W. (2018, February). What administrators do: A special praxis presentation. Praxis Lecture Presentation Session February 6, 2018. Praxis Laboratory: Praxis Program, NAU, Educational Specialties Program.
45. + ► Eadens, D.W., & Eadens, D.M. (2018, January). *The power of teaching the whole child: A focus on social emotional learning*. Professional Development Day: Bullhead City School District & five surrounding districts. Bullhead City, AZ.
<https://goo.gl/h5MFgP>
44. ■ Armfield, S.W., Papa, R., Armfield, D., & Eadens, D.W. (2017). eJournal of Education Policy - Editors Roundtable. *AERA Annual Meeting 2017*.
43. + ► Eadens, D.W. (2017). *Writing for Publication*. Lapan Forum Panel Presentation. NAU COE: C & I Doctoral Program.
42. ■ * Graham, D.J., *Eadens, D.W., Eadens, D.M., & Schwanenberger, M. (2017). *Secondary Education and Postsecondary Outcomes for Native Americans with Disabilities*. 71st annual National Council of Professors of Educational Administration summer conference. July 31-August 4, 2017. San Juan, Puerto Rico.
<http://www.ncpeaprofessor.org/>
41. ► Eadens, D.M., Eadens, D.W., & Schwanenberger, M. (2017). *Administrators Promoting Inclusive Classrooms*. 71st annual National Council of Professors of Educational Administration summer conference. July 31-August 4, 2017. San Juan, Puerto Rico. <http://goo.gl/kx5gpq>
40. ■ * Schweitzer, M.P., *Eadens, D.W., & Herrera, A. (2017). *Parental beliefs, values, and knowledge affecting kindergarten readiness among Latino children*. 71st annual National Council of Professors of Educational Administration summer conference. July 31-August 4, 2017. San Juan, Puerto Rico.
<http://www.ncpeaprofessor.org/2017-puerto-rico.html>

39. ► **Eadens, D.W.**, Eadens, D.M., & Schwanenberger, M. (2017). *Promoting Inclusive Classrooms*. Employee Development Day 2017. NAU FCB 115: NAU.
<https://www7.nau.edu/hr/edd/>
38. ► *Schweitzer, M.P., ***Eadens, D.W.**, & Herrera, A. (2017, April). *Parental beliefs, values, and knowledge affecting kindergarten readiness among Latino children*. Arizona Professor of Education Administration Conference, April 7, *Getting It Right for Arizona's School Children*. Prescott, AZ.
37. ► +Eadens, D.M., & **Eadens, D.W.** (2017, January). Invited Keynote Speakers: *Just one teacher can give us roots*. Professional Development Day: Bullhead City School District & five surrounding districts (500+ attendees). Bullhead City, AZ.
<http://goo.gl/NakjWo>
36. ► +**Eadens, D.W.**, & Eadens, D.M. (2017, January). *Emotional Climate in Schools & Classrooms*. Professional Development Day: Bullhead City School District & five surrounding districts. Bullhead City, AZ. <http://goo.gl/wD28eS>
35. ► +Eadens, D.M., & **Eadens, D.W.** (2017, January). *Inclusive Classrooms: Universal Design for Learning (UDL) & Differentiated Instruction (DI)*. Professional Development Day: Bullhead City School District & five surrounding districts. Bullhead City, AZ. <http://goo.gl/YqXEoy>
34. ► + **Eadens, D.W.** (2017, January). *Invited Speakers: NAU International Partner Day*. NAU International Partner Day. Flagstaff, AZ: CIE.
33. ► **Eadens, D.W.**, Labat, M. B., Papa, R., Eadens, D. M., & Labat, C. (2016, July). *Safety perceptions in schools*. Paper presented at the National Council of Professors of Educational Administration summer conference: Challenges and opportunities in urban education, Detroit, MI. <http://ncpeaprofessor.org/>
32. ► * Allred, A.D., Labat, M.B., ***Eadens, D.W.**, Labat, C. A., & Eadens, D. M., (2016, July). *The impact of principal emotional intelligence on teacher perceptions of school climate*. Paper presented at the National Council of Professors of Educational Administration summer conference: Challenges and opportunities in urban education, Detroit, MI. <http://ncpeaprofessor.org/>
31. ► Labat, M.B., **Eadens, D.W.**, Eadens, D.M., & Labat, C.A. (2016, July). *Motivational factors for pursuing degrees in educational administration*. Paper presented at the National Council of Professors of Educational Administration summer conference: Challenges and opportunities in urban education, Detroit, MI.
<http://ncpeaprofessor.org/> <https://doi.org/10.4018/978-1-5225-1968-3.ch010>
30. ► **Eadens, D.W.**, Labat, M.B., Labat, C.A., & Eadens, D.M. (2016, April). *Motivational Factors for a Pursuing Degrees in Educational Administration*. Paper presented at the Arizona Professors of Educational Administration annual spring conference: Innovative Best Practice in Learning, Leading, and Serving, Northern Arizona University North Campus, Phoenix, AZ.
29. ► Armfield, S.W., Papa, R., Armfield, D., & **Eadens, D.W.** (2016, April). eJournal of Education Policy, Editors Roundtable. AERA Annual Meeting, Washington, D. C.
28. Eadens, D.M., & **Eadens, D.W.** (2016, April). Invited Speakers: *Children's Ministry Training on Neurodiversity*. Christ Church of Flagstaff.
http://prezi.com/ablnikndgcsww/?utm_campaign=share&utm_medium=copy
27. ► Schwanenberger, M., Clement, N.I., **Eadens, D.W.**, & Eadens, D.M. (2015, December). *Does ASBA Training Make a Difference?- Significant Findings from a*

- recent NAU study. Arizona School Boards Association, 58th Annual Conference, December 10-11, 2015. Phoenix, Arizona.
26. ■ **Eadens, D.M.**, & Eadens, D.W. (2015, November). *Shaping mindsets of pre-service teachers: From disabling to enabling socially just classrooms*. Presented at the Teacher Education Division, Council of Exceptional Children, Tempe, AZ., 2015 TED Annual Meeting of CEC.
http://prezi.com/ny8qfpla7d_b/?utm_campaign=share&utm_medium=copy
 25. ■ Eadens, D.M., & ***Eadens, D.W.** (2015, August). *Disability in the elementary school classroom*. Presented at the 69th Annual National Council of Professors of Educational Administration, summer conference: Leading and Learning in Transition, Pentagon City, Washington, D.C.
 24. ■ **Eadens, D.W.**, & Eadens, D.M. (2015, August). *Social justice instruction in mathematics and science*. Presented at the 69th Annual National Council of Professors of Educational Administration, summer conference: Leading and Learning in Transition, Pentagon City, Washington, D.C.
 23. ► **Eadens, D.W.**, Schwanenberger, M., Clement, N., & Eadens, D.M. (2015, May). *Building partners through research*. Paper presented at the Arizona Professors of Educational Administration, summer conference, Putting Education Right Side Up: Making Our Voices Heard, Northern Arizona University North Campus, Phoenix, AZ.
 22. ■ **Eadens, D.W.**, Schwanenberger, M., Clement, N., & Eadens, D.M. (2015, August). *Making the case for Arizona school board training*. Presented at the National Council of Professors of Educational Administration, summer conference: Leading and Learning in Transition, Pentagon City, Washington, D.C.
 21. ■ Papa, R., Eadens, D. M., & **Eadens, D.W.** (2015, August). *Social justice instruction: Empowerment on the chalkboard*. Springer Publishers, Switzerland. Round table presentation at the National Council of Professors of Educational Administration, summer conference: Leading and Learning in Transition, Pentagon City, Washington, D.C.
 20. ■ **Eadens, D.W.** (2014, August). *Perceptions of school climate and culture*. Paper presented at the National Council of Professors of Educational Administration, summer conference: Leading for Learning in the Digital Information Age, Channel Islands, Camarillo, CA.
 19. ► **Eadens, D.W.** (2014, April). *The problem: Low achieving districts and low performing boards*. Paper presented at the Arizona Professors of Educational Administration summer conference, Innovation: Leading Into Mid-Century, Grand Canyon University, Phoenix, AZ.
 18. ■ **Eadens, D.W.**, Papa, R., & Eadens, D.M. (2014, August). *Building cultural community through global educational leadership*. Paper presented at the National Council of Professors of Educational Administration, summer conference, Channel Islands, CA.
 17. ■ **Eadens, D.W.**, & Eadens, D.M. (2013, August). 21st century learning: Educating the whole brain. In Kappler-Hewitt, K., Hodge, B., Childers-McKee, C., & Schuler, R. (Eds.), *Postcards from the schoolhouse: Practitioner scholars examine contemporary issues in instructional leadership*. Paper presented at the National Council of Professors of Educational Administration, summer conference, Meadowland, NJ.
 16. ► **Eadens, D.W.**, & Labat, M. (2013, June). Teachers' perceptions of changes in school safety. Paper presented at the Making Connections Conference, Biloxi, MS.

15. ■ Lee, D., & *Eadens, D.W. (2013, August). The Problem: Low achieving districts and low performing boards. Draft Paper presented at the National Council of Professors of Educational Administration, summer conference, Meadowland, NJ.
14. ■ Stedrak, L., Eadens, D.W., & Lee, D. (2013, May). *State of the states*. Roundtable at the National Education Finance Conference, Indianapolis, IN.
13. ■ Andereck, M., & Eadens, D.W. (2012, March). *Preparing Effective transformational school leader*. Paper presented at the International American Institute of Higher Education conference, Williamsburg, VA.
12. ■ Eadens, D.W. (2012, November). *Program redesign for transformational leadership*. Paper presented at the Association for the Advancement of Educational Research conference, Hutchinson Island, FL.
11. ■ Eadens, D.W., & Eadens, D.M. (2012, October). *SPD: An ADHD impersonator?* Paper presented at the Interactive Symposium lecture session of the State Conference at the Florida Council for Exceptional Children, Jupiter Beach, FL.
<http://www.floridacec.org/Jupiter2012.htm>
10. ■ Eadens, D.W., Eadens, D.M., Ray, S., & Shirer, K. (2012, November). *Mid-Century learning: Brain based education*. Paper presented at the Association for the Advancement of Educational Research conference, Hutchinson Island, FL.
9. ■ Eadens, D.W., Eadens, D.M., Ray, S., & Shirer, K. (2012, October). *Practitioner scholar discovery: 21st century learning, instruction, and educating the whole brain*. Paper presented at the American Institute of Higher Education Conference 8th International Conference, Niagara Falls, NY.
8. ■ Mullen, C. A., Papa, R., Kappler Hewitt, K., Eadens, D.W., Schwanenberger, M., Bizzell, B., & Chopin, S. (2012, August). *The future as we see it: Junior faculty's envisioning of mid-century leadership*. Paper presented at the National Council of Professors of Educational Administration, Kansas City, MO.
7. ■ Roberson, T., & *Eadens, D.W. (2012, March). *Accomplishing vertical and horizontal curriculum alignment in higher education through program redesign and zero-based curriculum development*. Paper presented at the American Institute of Higher Education, international conference, Williamsburg, VA.
6. ■ Papa, R., Schwanenberger, M., Mullen, C., Hewitt, K., Eadens, D.W., Bizzell, B., & Chopin, S. (2012, September). *Innovative use of technology media by junior faculty across the United States to establish a common research agenda in educational leadership*. Paper presented at the International Conference on Education & E-Learning, Bali, Indonesia.
5. ■ Eadens, D.W. (2011, August). *The intentions of Florida educational leadership graduate students to pursue administrative positions*. Results Paper Presented at the 65th National Council of Professors of Educational Administration summer conference, Portland, Oregon.
<http://www.emich.edu/ncpeaprofessors/Portland%20Program/Final%207-29%20NCPEA%202011%20Portland.pdf>
4. ► Eadens, D.W., & Eadens, D.M. (2011, October). *Stop the world, I need to get off: The future of sensory processing disorder in the classroom*. Interactive Symposium lecture session presented during the 65th Annual State Conference at the Florida Council for Exceptional Children, Jacksonville, Florida.
<http://www.floridacec.org/Jacksonville2011.htm>

3. ■ **Eadens, D.W.** (2010, November). *The intentions of Florida educational leadership graduate students*. Literature Review. Paper Presented at the annual 13th annual conference of the Association for the Advancement of Educational Research, Stuart, Florida. http://www.aaer.org/images/aaer_program_2010.pdf
2. ► Eadens, D.M., & ***Eadens, D.W.** (2010, October). *Bringing it all together: Best practices in behavior management*. Interactive Symposium presented during the 64th Annual State Conference at the Florida Council for Exceptional Children, Clearwater, Florida. <http://www.floridacec.org/Clearwater2010/FCEC-2010-Saturday.pdf>
1. ■ Mullen, C.A., Gordon, S. P., Greenlee, B., & Anderson, R. H., & **Eadens, D.W.** (2002, November). *Multiple capacities needed for school leadership: Emerging trends*. Paper presented at the annual convention of the University Council for Educational Administration, Pittsburgh, PA.

Institutional Reviews

Eadens, D.W. (2017). AdvancED External Review Report. Seligman High School. SY 2016-2017 Advance Education, Inc: AdvancED.

International Dissertation Review

McLeod, Anne. (Committee Member, External Reviewer, Flinders University, Southern Australia). A framework of professionalism between Early Childhood and School Teachers.

GRANT ACTIVITY ■ INVOLVED GRADUATE STUDENT ► MENTORED JUNIOR FACULTY

Grant Active internal and external research funding. Submitted 17 grants, 1 in review from NSF for \$2,769,148. Submitted proposals for external funding for \$15,168,006 to the U.S. Department of Education, Kern Foundation, Spencer Education Foundation, W.T. Grant Foundation, USDOE/OSEP, USDOE CFDA, and NSF. Additionally, submitted 7 internal grants totaling \$42,805, all funded. Between external and internal, the total grant activity to date is \$22,371,211. Currently, 7 funded, 7 not funded, and 1 in review.

External

17. (Submitted-in review). PI Campbell, L. & Co-PIs **Eadens, D.W.**, Marsh, T., Wilkerson, A., & Casado, R. (Letter of Interest – in review). NSF EHR: Racial Equity: ReImagining STEM Education: A Participatory 360-degree Community View of Racial Inequities For Racial Equity in STEM Education (EHR Racial Equity: PD 21-191Y). Temporary ID Number: 44729. Proposal Number: 2201874. Submission Type: Full Proposal. Submitted On: 10/12/2021 4:18 PM EDT. Amount Requested: \$2,769,148
16. (Submitted – Not Funded). PI: Osceola CPS. Co-PI: FAU & UCF (**Eadens, D.** & Moore, S.D., 2021). Wallace Foundation. Equity Focused Leadership Pipeline Initiative in collaboration with School District of Osceola County and Florida Atlantic University. Department of Educational Leadership and Higher Education of the College of Community Innovation and Education at the University of Central Florida is pleased to provide support implementation efforts proposed by the School District of Osceola County, Florida

(SDOC) in its proposal for the Wallace Foundation Equity-Centered Pipeline Initiative (ECPI). Our Department of Educational Leadership and Higher Education faculty will work alongside our counterparts at Florida Atlantic University (FAU) in this effort. The grant, Equity-Centered Pipeline Initiative (ECPI), is important given the emphasis on generating principals who have a focus on equity and ensuring high quality outcomes for our schools. Amount requested: \$450,000

15. (Submitted- Not Funded). PI: Bartee, R. **Co-PIs: Eadens, D.W.**, Walker, L., & Moore, S. (2021). Project Title: The Kern Center for Leadership in Education. To create the center at UCF, developing a cadre of Kern Fellows who will become the next generation of educational leaders. Through this innovative and expanded approach, Kern Fellows will be prepared to meet the systemic and societal challenges of today and tomorrow with strength of character and principled leadership, grounded in theory and practice. Kern Fellows will exemplify excellence and become known for their constant pursuit of educational equity. Amount requested: \$6,448,840.
14. (Submitted- In Review). PI Deborah Carroll & **Co-PI. Eadens, D.W.** (Submitted, under review, 2021). NSF GCR: A Study of Police-Citizen Relations in Major U.S. Cities: Community Impacts and Overcoming the Systemic Strain. Eadens 20% Effort. Amount requested: \$2,842,402.
13. ► (Submitted- not funded) **Lead PI: Eadens, D. W.** CoPIs: Moore, S., Ceballos, M., Gordon II, W. R., Vitale, T., Walker, L. (2020). Project Title: Leading Innovation, Equity, Access, and Professional Practice Initiative. Preparing School Leaders for Innovative, Evidence-based Practice. U.S. Department of Education, Office of Elementary and Secondary Education. Absolute Priority 2: Supporting Effective Principals or Other School Leaders Competitive Preference Priority 3: Spurring Investment in Qualified Opportunity Zones. Lead Partner/Fiscal Agent: University of Central Florida. Key Partners: Orange County Schools, Volusia County Schools, Osceola County Schools, Rural School Initiative, Urban School Initiative, Paramour School Innovation Project. Sought \$3,580,200.
12. ► (Submitted-not funded) Spencer Education Foundation Inc. **Lead PI: Daniel Eadens.** CoPIs: Amanda Wilkerson, Jennifer Sandoval, and Judith Levin. GA: Vasily Yurin. Submitted (14 July, 2020). Academic Educational Enrichment through Conflict Management Skills Mentoring in Early Childhood. Large Grant Request ID 10027485. Sought (\$500,000.00)
11. ► (Submitted-not funded). Lead PI: Gretchen McCallister, **Co-PIs: Daniel W. Eadens,** Danielle M Eadens. (2016, March). W.T. Grant Foundation: Research Grant. Proposal No.: 16-0235. Proposal Title: Changing the Educational Trajectory of Latino and Native American Middle School Students through creation of Teacher Researchers. Proposed Dates: August 6, 2017-August 6, 2020. The grand total request to W.T. Grant Foundation for all categories was \$450,962.00.
10. (Submitted-not funded). **Lead PI: Eadens, D.W.** (2014, December). Preparation of Special Education, Early Intervention and Related Services Leadership Personnel (CFDA 84.325). Grants.gov number: GRANT11803632. Proposal No.: 15-0192. Proposal Title: Bolstering Special Education Preparation, Related Services, and Early Intervention

Leadership: Filling the Gaps in Arizona. The grand total sought to USDOE/OSEP for all categories was \$706,654.00

9. (Submitted-not funded) **Lead PIs:** Lee, D.E. & **Eadens, D.W.** (2012, September). USDOE CFDA Number 84.305B – Research Training Programs in the Education Sciences. Proposal Title: Training Mississippi School Boards to Work Effectively as Governance Teams. This project would (1) determine policy and practices of effective school boards; (2) develop a professional developmental model for school board training; and (3) pilot the professional development model with school boards across the state of Mississippi to ensure competency, validity, and reliability. It is the goal of the proposed project that the professional development model curriculum for school board training can be replicated in other states as a best practice model. Sought at \$816,094; allowed up to three years up to \$1,000,000.

Internal

8. (Submitted- not funded) **Lead PI: Eadens, D. W.** CoPIs: Moore, S., Ceballos, M., Gordon II, W. R., Vitale, T., Walker, L. (2020). Project Title: SPURRING INVESTMENT WITHIN IN UCF’S INNOVATIVE PRINCIPAL PREPARATION PROGRAMS THROUGH STUDENT SUCCESS. UCF FY22 ACADEMIC INVESTMENT - STUDENT SUCCESS FUND. Priority 2: Supporting Effective Principals or Other School Leaders Competitive Preference Priority 3: Spurring Investment in Qualified Opportunity Zones. Lead Partner/Fiscal Agent: University of Central Florida. Key Partners: Orange County Schools, Volusia County Schools, Osceola County Schools, Rural School Initiative, Urban School Initiative, Paramour School Innovation Project. Sought \$3,580,200.
7. ■ (Funded). Lead PI: Moore, S.D., **Eadens, D. W.** & Walker, L. (2021). Redesign of educational leadership preparation program courses for improved recruitment and candidate performance. *DL CRI Initiative* Division of Digital Learning, Pegasus Innovation Lab. University of Central Florida. Awarded \$15,500. Eadens’ share \$4,500 (29%).
6. ▶ (Funded, DIRI Phase I). **Co- PI: Eadens, D.W.** (2019). PI: Jennifer Sandoval. Co-PI Amanda Wilkerson, GA Vasily Yurin. Academic Educational Enrichment through Conflict Resolution Skill Development. With this DIRI seed grant, the Nicholson School of Communication and Media (NSCM) and the College of Community Innovation and Education (CCIE) will partner with the Man Up Mentoring to assist Orange County Public School Academic Center for Excellence (ACE) to secure a larger external grant that will support this Conflict Resolution Skill Development Project. Grant team members have expertise in conflict resolution and conflict management skill development, urban education, and in educational leadership necessary for this proposed project, which will be instrumental in the development and implementation of the Conflict Resolution Skill Program at ACE. The tutoring program will be administered by the Man Up Mentoring instructors to children enrolled in Voluntarily Pre-Kindergarten (VPK) at ACE from 2:30 PM to 6:00 PM, Monday through Friday for one academic year. After intensive professional development, the instructors’ implementation fidelity and progress will be

continuously assessed through appropriate evaluation designs and supervision methods as the program progresses. The primary objective, through the development of social and conflict resolutions skills, is to shape best practices of the mentors/ instructors with a goal of the most outstanding-quality teaching and learning occurring for the students. Ultimately, these VPK students will arrive at kindergarten with the requisite skills and abilities that will enable and empower them for a lifetime of people skills and better potential for academic and career success as productive contributing Central Florida and global citizens. Awarded \$10,000.00.

5. (Funded) **Lead PI: Eadens, D.W.** (2015, January) CoPI: Eadens, D.M. NAU Scouting Trip Grant Greece & Spain. Goals: Solidified relationships and commitments/agreements/arrangements in Valencia, Thessaloniki, and Athens for student teaching opportunities. Scouted safe living and transportation options, tried to connect with other nearby K-12 International schools and DoDDS schools, and recruited potential M.Ed Leadership students (teachers). Approved by Dr. Harvey Charles. Awarded \$4,741.00.
4. (Funded) **PI: Eadens, D.W.** (2014, April 2014). NAU Faculty Grants Program. Title: Improving Education Systems: Policies, Organization, Management, and Leadership. Goals to research board effectiveness literature and collect data about Arizona school board member utilization of training in order to compare among and between group differences with regards to the district's overall A-F achievement scores. This project will lead to the collection of critical information and data analysis regarding the relationship between school district overall academic A-F achievement success and collective board years of service experience, type, and amount of annual training received. Archival data from the Arizona School Board Association logs will be coded and statistically analyzed using descriptive statistics, t t-tests, ANOVA, and Multiple Regression. This ex post fact analysis is crucial for school board professional development reform. Enhanced and more accessible trainings could lead to increased board effectiveness, governance teaming, decision making, and ultimately higher academic achievement of students per districts. Additionally, results of this study will be shared for reform, published in a professional journal, and data will be directly utilized to strongly increase the competitiveness of procuring an external, five million dollar grant: Improving Education Systems: Policies, Organization, Management, and Leadership CFDA 84.305A, (Institute of Education Sciences, 2013). The grand total requested and awarded/funded was \$10,964.00
3. (Funded). (2012, March). **Lead PIs: Lee, D.E., & Eadens, D.W.**
USM Program Development Grant to Washington, D.C., USM All travel approved. \$500
2. (Funded). Provost's Travel Grant. **PI: Eadens, D.W.** Conference name, location and dates: Council for Exceptional Children 2018 Convention & Expo. Dan's presentation will be Saturday, Feb 10, 2018, 1:00 PM - 2:00 PM (#4478) in the Tampa Convention Center, 333 S. Franklin Street, Tampa, FL 33602., Room: 7. Dan travels Feb 9 and 12, attends conference Feb 10-11. Title of accepted paper or presentation: Administrators Promoting Inclusive Classrooms Through Universal Design. Primary Topic Area: Administration/Supervision. Secondary Topic Area: Measuring Special Education Teacher Effectiveness. Awarded \$600.00

1. (Funded). Dean's Travel Grant. **PI: Eadens, D.W.** Association for the Advancement of Educational Research International (AAERI). 2018 AAERI Conference: November 6 – 9, 2018, Sanibel, Florida. <http://www.aaer.org/>. Three refereed papers presented. Awarded \$500.

OTHER ADMINISTRATIVE DUTIES AND MAJOR ROLES

UCF Program Coordinator (Fall 2020-Present)

Program Coordinators (MA, MEd, Modified Core, EdS, Executive EdD)

Advising 389 Graduate Students

NAU Assistant Department Chair (Fall 2016-2018)

Coordinated (3 Graduate Certificates, 5 MEds, Community College/Higher Education EdD, Educational Leadership EdD)

NAU College Coordinator International Study Abroad (Fall 2013-2018)

NAU Senate Vice President (Fall 2017-2019)

Editor in Chief: eJournal of Education Policy (eJEP). ISSN 2158-9232. (Fall 2017-2019)

Associate Editor in Chief: International Journal for Educational Professionals. (April 2021-Present)

SERVICE

Formal Reviews

2. Eadens, D.W. (2019). Quality Matters Review: HCC Biology. Dale Mabry Campus.
1. Eadens, D.W. (2017). AdvancEd: Accreditation Reviewer (reviewed Seligman HS Arizona)

Community

2021 CAEP, NELP, ELCC, PSEL SPA Audit Reviewer.

2020 Foster Parent training, Florida Department of Child Safety. Foster Parent Trainer: Invited to create continuing education videos for foster parents in partnership with the Quality Parenting Initiative in collaboration with the University of South Florida: <http://www.qpiflorida.org/> (Invited Fall 2020, video development in process). Foster Parent: Florida: Completed 30+ hours NTDC training to become a Foster Parent in Florida through Embrace Families (October 2020-Dec 2020), currently in home study process with Children's Home Services (CHS), expected licensing September 2021 for Florida. Currently mentoring less experienced foster families from training group.

2020 Lakehurst Home-Owners Association Vice President

2019 Scouts – Badge Leader

2015 Foster Parent, Arizona Department of Child Safety. Licensed Foster Parent, Arizona Department of Child Safety (2015-2019). Fostered short-term and respite

separately for two newborn boys, two & four-year-old sibling girls (one with an undiagnosed developmental disability), two-year-old boy, and a two-year-old boy with special needs and his 10-year-old sister. Fostered in a long-term placement for a seven-year-old girl with therapeutic needs and a nine-year-old girl who both successfully moved into adoptive placements after our advocacy for permanency.

2015 Cub Scouts Webelos Den Co-Leader & Volunteer, Boy Scouts volunteer & merit badge counselor

2014 Volunteer Musician at Christ Church of Flagstaff

2013 Volunteer at Montessori School of Flagstaff, Northland Preparatory Academy

2015 Local HS JROTC Military Ball Honored Guest

2014 Executive Board. Orchestra Northern Arizona

2014 Small Group Leader, Flagstaff County Jail

2013 NAU. DIAL 4 Early Intervention Screening – Hopi Reservation. Full day at Headstart Center in Kykotsmobi.

2012 USM. College Day at Camp Shelby

2012 USM. N.R. Burger Middle School (February) Career Fair Guest Speaker

2010 USM. Active in monthly non-secular volunteer service

Department

2021 UCF. Virtual Grad Fair Series. EDL Grad program recruitment. 9/21/21.

2020 UCF. Program Coordinator : MA, MEd, Modified Core, EdS, EdD.

2019-2020 UCF. Department Search Chair - Visiting Line.

2018 NAU. EDL Department Handbook Committee for Dissertation Facilitation

2017 NAU. EDF Assistant Clinical Professor Search Committee Member

2017 NAU. CCHE Assistant/Associate Professor TT, Search Committee Member

2016-2018 NAU. EDL Assistant Department Chair

2016 NAU. EDL Clinical Associate Professor Search Committee Member

2013 NAU. EDL Doctoral Steering Committee

2013 NAU. Program Review Committee External View

2013 NAU. EDL Doctoral Application Committee

2014 NAU. Advisor

2013 NAU. Program Review Committee External View Chair

2013 NAU. EDL Doctoral Application Committee

2013 NAU. EDL Doctoral Steering Committee

2013 NAU. Reader Comprehensive Exams (Research Section)

2012 USM. Dissertation Chair

2012 USM. EDA Search Committee

2012 USM. Scholarship and Awards Committee department Chair

2012 USM. Appeals Committee

2012 USM. Specialist and Doctoral Program Curriculum Committee

2012 USM. Masters Program Curriculum Committee

2012 USM. Campus Security Authority

2012 USM. Graduate Assistant Committee

2012 USM. Masters induction interviewing committee

2012 USM. March 2012 All NCATE standards (initial and advanced) MET.

- 2011 USM. M.Ed. Restructuring Committee – redesign proposed changes with feedback; Dr. Joseph Murphy, a recognized national authority on educational leadership programs, recommended approval of the new redesigned M.Ed. program to Dr. Tom Burnham, State Superintendent, in 12/2011; Dr. Tom Burnham and Dr. Hank Bound, Commissioner of Higher Education, both acknowledged and commended the hard work of Educational Leadership and School Counseling faculty.
- 2011 USM. Library Liaison, Chair
- 2011 USM. Dissertation Committee Member
- 2011 Interview Master’s candidates for admission
- 2011 USM. Restructuring Leadership Advisory Board member
- 2011 USM. Created on-line courses for EDA 662, 663, and 652
- 2011 USM. Assisted with Redesign of new EDS and EDD programs
- 2011 USM. Assisted with conceptualization of Pillars and redesign of M.Ed
- 2011 USM. Lead education linkage at Camp Shelby Army National Guard Ed Center
- 2011 USM. Mentored Grad Assistant to co-publish

College/University

- 2021 UCF. RIA Research Incentive Award for CCIE. Committee Member.
- 2021 UCF. Excellence in Research Award for CCIE.
- 2019-Present UCF. Sabbatical Committee
- 2019-2021 UCF. CCIE Research Council, Chair
- 2019-2021 UCF. Research Incentive Award Peer Review Committee Member
- 2018 NAU. Education Abroad Search Committee member
- 2018 NAU. University Associate General Counsel search committee member.
- 2017 NAU. Vice President, NAU Senate
- 2015 NAU. College Curriculum Committee
- 2015 NAU. University Tobacco and Smoke Free Committee
- 2014 NAU. Executive Board of Faculty Senate
- 2014 NAU. Senate Planning and Budget Committee, Member
- 2014 NAU. Faculty Senate
- 2014 NAU. International Student Teaching Committee
- 2014 NAU. Recruited for Siena Italy in Dr. Karen Sealander’s class 9/9/2014
- 2014 NAU. Recruited for Siena Italy in Dr. Greg Prater’s class 9/9/2014
- 2014 NAU. Welcome Day – 9/4 Recruited 30 interested in Siena Italy
- 2014 NAU. Luke Air Force Base Recruiting with Pam Powell
- 2014 NAU. COE’s International Study Abroad Coordinator
- 2013 NAU. TARIAT College of Education Committee
- 2013 NAU. Awards and Scholarships Committee
- 2013 NAU. ABOR Program Review Site-Visit Interview
- 2013 NAU. DIAL 4 Early Intervention Screening – Hopi Reservation
- 2013 NAU. COE’s International Study Abroad Coordinator
- 2012 USM. Scholarship and Awards Committee College Chair
- 2012 USM. Campus Security Officer
- 2012 USM. Textbook Committee Chair
- 2012 USM. Publishing Mentoring for Southern Miss Educational Law Association
- 2011 USM. Professional Educational Council (PEC) Sub

National

2022 Reviewer for SAGE publications. Reviewed article on 2/9/2022
2021 President Elect: International Council of Professors of Educational Leadership
2020 Executive Board Member: International Council of Professors of Educational Leadership.
2020 Assoc. Editor: International Journal of Educational Professionals. ISSN2769-8319
2019 ELCC Audit Review for National Recognition
2019 Quality Matters. Externally Reviewed Hillsborough Community College-Biology
2018 Reviewer: Educational Research for Policy and Practice (ERPP)
2017-2019 Editor in Chief: eJournal of Education Policy (eJEP), ISSN 2158-9232
2014-2017 Secretary, Executive Board, National Council of Professors of Ed. Administration
2013-2017 Assistant Editor, eJournal of Education Policy. ISSN 2158-9232
2013 Editorial Advisory Board & Reviewer: Journal of Education Policy, Planning and Administration (JEPPA)/JEEL
2012 Reviewer: Teacher Development, Taylor and Francis Online
2012 Reviewer: NCPEA Publications
2014 Reviewer: International Journal Educational Leadership Preparation
2013 Reviewer: e-JEP
2013 Reviewer: Journal of Cases in Educational Leadership
2013 NCPEA Moderator Suite 617
2013 Editorial Board & Reviewer: The Consortium & Journal of Ethical Educational Leadership (JEEL)

PROFESSION DEVELOPMENT

2/2022 2/24/2022 Community Engagement. By Katie Philp. 2 hours.
1/2022 The Ethical Challenges of Drone Warfare. Is the Just War Tradition Obsolete?
Wednesday, January 26, 2022 4 p.m. to 6 p.m. Part of Ethically Speaking: A UCF
Interdisciplinary Series on Contemporary Moral Issues.
8/2021 UCF. FERPA Training.
7/2021 ICPEL Conference sessions.
12/2020 National Training & Development Curriculum for Foster & Adoptive Parents. 30
hours
10/2020 Faculty Excellence Promotion & Tenure - Am I Ready? - Associate Professors.
10/21/2020
10/2020 UCF Course: PER227 - Kognito – At Risk for Univ and College Faculty and Staff
10/2020 UCF Seed Funding Program 2020-2021 Virtual Q&A Session
9/2020 UCF PSC001 PeopleSoft Basic Navigation
8/2020 UCF Student Records People Soft. Course: SR100W - SR FERPA Training - Web
8/2020 UCF FERPA SR FERPA Training (SR100W)
7/2020 UCF Tradition & Innovation: Creating the Successful PI – CCIE Research Faculty
Panel. 15July2020 10AM. 1.5 hours. Topic: Faculty Panel.
7/2020 UCF Essentials of Online Training (EOT) completed 12July2020 20 hours
6/2020 UCF Academic Analytics Training for PhD Program Review 6/24/2020
4/2020 FLDOE Webinar. April 2020 Community of Practice. Dealing with COVID.
3/2020 UCF Spring Faculty Development Conference (Faculty Excellence Track)
Application was Declined on 3/12/2020.

3/2020 CIES. Comparative and International Education Society 64th Annual Conference
Education Beyond the Human: Toward Symbiosis. Hyatt Regency

2/2020 UCF Libraries: Extending and Measuring Scholarly Reach and Impact. Tools and
Strategies for Articulating Your Scholarly Impact.

2/2020 26th Annual Joseph C. Andrews BFSA Mentoring Celebration, Keynote: Soledad
O'Brien

2/2020 The International Society for the Social Studies (ISSS) Conference, February 27-
28, 2020. University of Central Florida

2/2020 UCF HR Annual Notices to Employees 02/25/2020

1/2020 UCF Potential Conflicts FL Code of Ethics

1/2020 UCF. Faculty Excellence CV Review Session training 1/28/2020

1/2020 FAPEL Florida Association of Professor of Educational Leadership Conference
Tallahassee FL. 27JAN2020

12/2019 UCF HR Annual Notices to Employees 12/31/2019

12/2019 ADL 5000 Center for Distributed Learning Training UCF

11/2019 UCF Potential Conflicts - 11/30/2019

11/2019 AAERI Association for the Advancement of Educational Research International
The National Academy For Educational Research Conference Sanibel Island, FL

10/2019 Diversity Certificate Series: Four Part Program Certificate Earned 28 Oct 2019.
Unity Star Fall 2019 Workshop series: Modules 1-4, Barbara Ying Center
Introduction to Workplace Diversity and Inclusion; Face and Faith/Non-Faith
Perspectives; Sex, Gender, (Identification and Expression), and Sexual Orientation;
Ability, Accessibility, and Age.

10/2019 UCF. FERPA

10/2019 UCF. Code of Conduct Training

10/2019 CITI: Collaborative Institutional Training Initiative

9/2019 UCF Emp Code of Conduct/Speak Up 09/10/2019

9/2019 UCF Actions to Prevent and Correct Discrimination -Web 09/01/2019

8/2019 UCF Employee Code of Conduct 08/31/2019

8/2019 UCF SR FERPA Training – Web 08/26/2019

8/2019 UCF New Employee Orientation 08/21/2019

5/2019 APEL Leadership Symposium, PD / Conference, 3MAY2019, NAU North Valley -
Getting It Right for Arizona's School Children, Phoenix, Arizona, 7 hours

12/2018 CITI: Collaborative Institutional Training Initiative. Valid until 12 Dec. 2021

9/2018 CITI: Collaborative Institutional Training Initiative. Human Subject Refresh

9/2018 ASBA: Law Pre-Conference

8/2018 ASU. Advanced Analytics in Higher Education Graduate Certificate begins

6/2018 Youth Protection Training, Flagstaff, Arizona, 5 hours

4/2018 Council for Exceptional Children National Convention, Tampa, Florida, 8 hours

5/2018 GLOCER Annual Conference, Las Vegas, Nevada, 8 hours

4/2018 APEA Annual PD / Conference, April 6, 2018 NAU North Valley - Getting It
Right for Arizona's School Children, Phoenix, Arizona, 6 hours

10/2017 NAU: Trust Law Academy 16 hours

8/2017 NAU: Live 2 Lead 2017, Flagstaff, Arizona, 5 hours

7/2017 Sustainability in Schools, Sedona, Arizona, 7 hours

5/2017 How Do I Create and Implement Microlectures? Professional Development
Training, Flagstaff, Arizona, 0.2 hours

4/2017 Teaching Day 2017, Flagstaff, Arizona, 4 hours
 4/2017 CPR, Flagstaff, Arizona, 4 hours
 3/2017 Quality Matters Peer Reviewer course, Flagstaff, Arizona, 25 hours
 2/2017 First Aid Training, Flagstaff, Arizona, 4 hours
 1/2017 NAU. Supervisors Academy. 6 months long
 8/2016 NAU. Enterprise Reporting Solutions training
 8/2016 NAU. Schedule of Classes training
 8/2016 NAU. Search Committee training
 6/2016 NAU. Franke College of Business Professional Development Day
 6/2016 NAU. Access and Equity Search Committee training
 6/2016 CCOF. Church Camp Counselor training
 5/2016 NAU. Teaching Day 2016, Flagstaff, Arizona, 4 hours
 4/2016 State. Reasonable and Prudent training. Foster Parent Training
 4/2016 NAU. APEA annual conference, Innovative Best Practice in Learning, Leading, and Serving, NAU, North Campus, Phoenix, AZ, April 22, 2016
 2/2016 NAU. COE Scholarship Training
 1/2016 NAU. TAP/NIET
 11/2015 Scouting. Boy/Cub Scouts Leader Training & Youth Protection training
 5/2015 NAU. Teaching Tolerance, Religious Diversity, 4 hours online
 5/2015 NAU. University Leadership Program – training 112 hours, complete
 4/2015 NAU. Grant Development Workshop – half Day
 4/2015 NAU. Rosemary Papa: FAAR VS. THE OLD-SCHOOL BINDER
 1/2015 NAU. Teaching Day 2015 Prof Development
 7/2014 NAU. University Leadership Team Training. 1 year long
 3/2014 NAU. Trust Law Academy (Gold Canyon) 16 hours
 2/2014 NAU. Quality Matters Workshop (8 hours)
 2/2014 NAU. Blackboard Learn Open Lab – North Valley – Outcomes Rubrics
 1/2014 NAU. College of Education Retreat for Learning with Technology
 1/2014 NAU. Conduct, Ethics, Reporting, and Transparency (CERT) disclosure
 1/2014 NAU. Bb Learn Rubrics
 12/2013 NAU. Grantsmanship: Working Toward Fundable Proposals
 11/2013 NAU. Flower Darby - Bb Learn Brown Bag
 11/2013 NAU. What Do I Need To Know To Help Military Vets Be Successful In My Classes
 11/2013 NAU. Grantsmanship: Working Toward Fundable Proposals
 10/2013 NAU. Grantsmanship: Working Toward Fundable Proposals
 10/2013 NAU. International Teaching and Research Opportunities
 10/2013 NAU. HR Training
 8/2013 NAU. Online FERPA Training
 8/2013 NAU. Sexual Harassment Training
 8/2013 NAU. Security Online Training
 8/2013 NAU. IRB Online Training
 8/2013 NAU. Drivers Safety Training Online Training
 8/2013 NCPEA Summer Conference New Jersey
 8/2013 NAU. Blackboard Learn Open Lab
 4/2013 USM. Spring Convocation
 4/2013 USM. Provost's Pre-Tenure Review Training

4/2013 USM. North Regional Principals Meeting: North Mississippi Educational Consortium (NMEC)

3/2013 USM. Office of Research Integrity forum: PI 101, SPA Director, Dr. M. Landen

1/2013 USM. Library Training – Ref Works & Research

1/2013 M-STAR Training. 2 full days

10/2012 USM. Interacting with Applicants, Ad to Offer: A Seminar Designed for Faculty Search Committees, Dr. Becky Woodrick

10/2012 USM. The Office of Research Integrity is hosting its second Hattiesburg research forum of the fall: David Resnik from NIH/NIEHS will be flying in to do a session on IRB Review of Community-Based Research

10/2012 USM. Interacting with Applicants, Ad to Offer: A Seminar Designed for Faculty Search Committees

10/2012 USM. University Press of Mississippi, Editor-in-chief Craig Gill and acquiring editor Walter Biggins

10/2012 USM. Faculty First Year: Things to Know Prior to Mid-term and Advisement Week

10/2012 USM. Blackboard Collaborate Training

9/2012 USM. Lunch/Lecture-Re-examining the association between impulsivity and suicidal behavior. MBOP 1 hour inservice credit

9/2012 USM. Qualtrics software training

9/2012 USM. Avoiding the Pitfalls of Plagiarism

8/2012 USM. ConnectYard - Online Webinar Session

8/2012 NCPEA. NCATE Reviewer Training

6/2012 USM. Campus Security Authority and Title IX training

3/2012 USM. Guidelines for Employees Regarding Social Media Use

3/2012 USM. Common Core State Standards (CCSS) and Assessments for Higher Education faculty. Jackson, MS

3/2012 USM. Research Forum RCR – NSF Investigator, OIG.

3/2012 USM. Research Forum: "Integrity and Ethics in Research and Scholarship." (Dr. Scott Moore, Office of the Inspector General of the National Science Foundation) 2 hour talk on RCR.

2/2012 USM. Learning from the Dead: Understanding Higher Education Survivability Through Historiographic Post-Mortem Reconstruction. (Dr. R. Eric Platt, LSU)

2/2012 USM. How I Became a Success at Research Workshop

2/2012 USM. 6 hours RCR Training

1/2012 USM. Clery Act Workshop

11/2011 USM. Research Lunch Seminar (Dr. Gordan Cannon)

11/2011 AAER Conference, Association for the Advancement of Educational

10/2011 USM. Advisement SOAR Training (Marlissa Northrop)

10/2011 USM. Research Lunch Seminar

10/2011 USM. SPSS II Workshop. (Dr. J.T. Johnson)

10/2011 USM. SPA. Basic Proposal Development

10/2011 USM. SPSS I Data Entry Workshop. (Dr. J.T. Johnson)

10/2011 USM. NCATE Informational

10/2011 USM. SPA, Finding Grants and Funding for Research

10/2011 FCEC Conference, Teacher Education Division

9/2011 USM. Grants Information

9/2011 USM. CCSS Awareness & Code of Ethics. MS SuperInt.(Dr Tom Burnham)
 8/2011 USM. BlackBoard 9.1 Training
 7/2009 USF. College ESOL Training
 4/2009 HCSD. Building a Culturally Responsive Learning Environment
 3/2009 HCSD. Using Lawson System: Finance, Procurement Procedures
 1/2009 HCSD. Training Adult and Community Education Administrators
 1/2009 HCSD. Financial Training, P-Card Training
 5/2008 SPC. College Sexual Harassment Training

P-12 Administrative Experience

2009 Dunedin Highland Middle School, 7th Grade **Assistant Principal I** (Pinellas County SD)
 2008 East Bay Adult and Community School, Night Principal/CSA. **Community School Administrator**, Council Chair. (Hillsborough County SD)
 2000 Leto Adult and Community Education, **Assistant Principal II** (Hillsborough County SD)
 1998 Lowry Elementary, Summer Practicum - **Administrative Intern** (Hillsborough County SD)

P-12 Teaching Experience

Pinellas County Schools, Florida

2009 Dunedin Highland Middle School (DHMS), Intensive Math, Support Facilitator (grades 6-8) Science. Teaming Trainer, Block Scheduling Committee

Hillsborough County Schools, Florida

2007 Roland Park, grades 1-5. Student Government Officer
 2002 Lowry Elementary School, ESE Primary Autism Spectrum, K-5 Music, SAC co-chair
 1999 Westchase Elementary, grades 1-5. Team Leader
 1995 Lowry Elementary School, SAC Chairman. Curriculum Committee. Math Counsel. SAT Skills Committee
 1997 Blake High School, grades 9-11 adjunct faculty member and district Technology Team
 1994 Foster Elementary School, grades K-6. Team Leader. Leadership Team. Technology Committee

Hendry County Schools, Florida

1992 Country Oaks Elementary School, grades K-5. Team Leader. Runner-Up Teacher-of-the-Year.

P-12 District Level Committees

2017 NAU. Coconino County *Teacher of the Year*: Judge
 2016 School Board Member: Vice President. Flagstaff Junior Academy (K-8)
 2010 ESE District Advisory Board: Member
 2000 USF Educational Leadership Advisory Board, 2000-2002.
 1999 Hillsborough County Elementary Music Education Council: President
 1997 County District Technology Team: Specialist
 1994 Hillsborough County Elementary Music Education Council: Member

P-12 School District Invited Presentations/Consulting

2017 Key-Note Address. Colorado River, 5 AZ School Districts. Professional Development
 2017 Two Workshops. Colorado River, 5 AZ School Districts. Professional Development
 2015 Coconino High School JROTC - Honored Guest Speaker
 2003 University Experience (USF)
 2002 Whole School Effectiveness Model to Lowry Faculty (HCSD)
 2001 Leadership Advisory Board Meeting (USF)
 2001 WebCT USF Educational Leadership Advisory Board Meeting
 2000 NCATE Standards/Market Study Report (USF Advisory Board)
 1998 Link-It Software, professional study day (HCSD)

Licensure / Certifications

AdvancEd Accreditation Reviewer (reviewed Seligman HS Arizona)
 Quality Matter (Reviewed HCC Dale Mabry Campus, Tampa, FL. Biology Course)
 Florida Teaching/Admin Certificate #705723 (valid in all areas from 07/30/2019-6/20/2024)

- Educational Leadership Administration (K-12)
- ESE (K-12)
- Integrated Middle School Curriculum (5-9)
- Music (K-12)
- General Science (5-9)

Other Experience

2011 Helios sponsored Teacher Quest Externship (NASA Grant) TRDA
 2007 Multi-National Security Transition Command, Iraq (OIF)
 2006 University of Tampa, Assistant Professor of Military Science
 2004 University of South Florida, Assistant Professor of Military Science
 2003 International School Connection (On-Line Process Leader) Sweden 2001
 Graduate Assistant, Leadership Development Program GRA
 2000 Berbecker Doctoral Fellowship, University of South Florida
 1997 Fulbright, Tskuba, Ibaraki Prefecture (Science City) Tokyo, Japan
 2005-2009 U.S. Army Reserves, Part Time, O-4, Major
 1992-2005 Florida Army National Guard, Part Time, O-3, Captain
 1983-1988 USMC Full Time, E-4, Corporal

SELECTED MILITARY EDUCATION

Course	Completed
US Navy, Basic SOM (Resident)	18Feb84
US Marine Corps, Non-Commissioned Officer Course (Resident)	11Nov85
Florida Army National Guard, Military Academy -	
-Officer Candidate School, class #32, (Resident)	31Jul93
Field Artillery School, Officer Basic Course, (Resident)	22Jul94
FA, Captains Career Course (Correspondence)	6Aug04
Combined Arms Exercise (Correspondence/Resident)	15Nov05
Recruiting Operations Officer Course (Resident)	23Jun04
Tactical Instructor Training Course (Resident)	27May06

Military Decorations, Service Medals, and Badges

Defense Meritorious Service Medal (2007)
 Army Commendation Medal (2004)
 Army Achievement Medal (1999)
 USMC Good Conduct Medal (1987)
 Army Reserve Components Achievement Medal (1995, 1998, 2001)
 National Defense Service Medal (1994, 2001)
 Iraqi Campaign Medal (2007)
 Global War on Terrorism Service Medal (2007)
 Armed Forces Reserve Medal (2001)
 Army Service Ribbon (1996)
 Army Overseas Service Ribbon (2007)
 USMC Sea Service Deployment Ribbon (1997)
 Florida Service Ribbon (1991-1996)
 Florida Active State Duty Ribbon (1996, 1998, 1999, 2004, 2004)

Chronological List of Military Rank Appointments

E-1 Private	USMC	01 Nov 83
E-4 Corporal	USMC	01 Jul 87
E-6 Staff Sergeant	ARNGUS	01 Jul 92
2 nd Lieutenant	ARNGUS	31 Jul 93
1 st Lieutenant	ARNGUS	30 Jul 96
Captain	ARNGUS	30 Jul 01
Major	USAR	04 Jul 07

Select Professional Affiliations

Arizona School Board Association
 Arizona School Administrators Association
 American Educational Research Association
 Classroom Teachers Association
 Council for Exceptional Children: Teacher Education Division
 Florida Education Association
 Florida Association of Professor of Educational Leadership
 Hillsborough County Technical and Career Association
 National Academy for Educational Research
 National Council of Professor of Educational Administration
 National Education Association
 University Council for Educational Administration
 Phi Delta Kappa
 Southern Mississippi Law Association

CURRICULUM VITAE

Richard Hartshorne, Ph.D.

Chair, Department of Learning Sciences & Educational Research
Interim Director, School of Teacher Education
Professor, Instructional Design & Technology
College of Community Innovation & Education
University of Central Florida



Educational Background

August, 2004	Ph.D. in Curriculum and Instruction (Educational Technology Production; Technology and Teacher Education) University of Florida School of Teaching and Learning
Dissertation Title:	<i>Integrating hypermedia into elementary teachers' science professional development opportunities: The effects on content knowledge and attitudes toward science.</i>
May, 2001	Master of Education (M.Ed.) in Educational Technology (Production) University of Florida School of Teaching and Learning
May, 1995	Bachelor of Science (B.S.) in Physics Jacksonville University

Academic Positions

Professor Instructional Design & Technology (August 2019–present)	University of Central Florida Department of Learning Sciences & Educational Research College of Community Innovation & Education Orlando, FL 32816
---	--

Responsibilities include teaching undergraduate and graduate courses; coordinating the facilitation and implementation of courses with adjuncts and graduate teaching associates; aligning educational technology curricula and experiences to NCATE and Florida DOE accreditation standards; serving on dissertation committees; maintaining an active research agenda and scholarly publications; securing external funding; and participating in professional, university, college, school, and programmatic related service.

Department Chair
(July 2018–present)

University of Central Florida
Department of Learning Sciences & Educational
Research
College of Community Innovation & Education
Orlando, FL 32816

Responsibilities include serving on the college’s leadership team, managing the department’s programs and personnel, and pursuing opportunities for collaboration and innovation. Primary duties involve overseeing department management (managing course schedules, budgeting, monitoring enrollments, balancing workloads); conducting departmental meetings (scheduling of meetings, preparing agenda and minutes); attending college-level leadership meetings; departmental evaluation and reporting; and resolving student and faculty concerns.

Interim Director
(December 2021–present)

University of Central Florida
School of Teaching and Learning
College of Community Innovation & Education
Orlando, FL 32816

Responsibilities include serving on the college’s leadership team, managing the School’s programs and personnel, and pursuing opportunities for collaboration and innovation. Primary duties involve overseeing School management (managing course schedules, budgeting, monitoring enrollments, balancing workloads); conducting departmental meetings (scheduling of meetings, preparing agenda and minutes); attending college-level leadership meetings; departmental evaluation and reporting; and resolving student and faculty concerns.

Associate Department Chair
(July 2017–July 2018)

University of Central Florida
Department of Educational & Human Sciences
College of Education
Orlando, FL 32816

Responsibilities include assisting the department chair with specified duties, including, but not limited to serving on the college’s leadership team, managing the department’s programs and personnel, and pursuing opportunities for collaboration and innovation. Primary duties involve assisting with department management (managing course schedules, budgeting, monitoring enrollments, balancing workloads); conducting departmental meetings (scheduling of meetings, preparing agenda and minutes); attending college-level leadership meetings; departmental evaluation and reporting; and resolving student and faculty concerns.

Program Coordinator
Instructional Design & Technology
 (May 2012–present)

University of Central Florida
 Department of Educational & Human Sciences
 College of Education
 Orlando, FL 32816

Responsibilities include coordination of 3 certificate programs, three M.A. tracks (Instructional Systems, eLearning, and Educational Technology), and a Ph.D. track. Primary duties involve course and program management (maintaining master course schedule; scheduling courses each term, monitoring enrolments, identifying, hiring, and evaluating adjuncts, and balancing workloads and instructor assignments); conducting meetings (scheduling of meetings, preparing agenda and minutes, maintaining advisory council members); program evaluation and reporting (maintaining program website, participation in marketing and recruiting events, seeking, establishing, and confirming internships and potential collaborative partners, prepare Institutional Effectiveness [IE] plans and reports, prepare Impact Statements and Evaluation Plans, prepare Accreditation Reports, update Graduate Catalog, update Guide to Online Programs information); and advising students (responding to program inquiries, advise, prepare, review, approve, and confirm programs of study, prepare and evaluate Comprehensive Exams, facilitate written responses and oral defenses).

Associate Professor (tenure earning)
Instructional Design & Technology
 (August 2011–August 2019)

University of Central Florida
 Department of Educational & Human Sciences
 College of Education
 Orlando, FL 32816

Responsibilities include teaching undergraduate and graduate courses (2/2 teaching load first year; 3/3 teaching load subsequent years); coordinating the facilitation and implementation of EME2040: Introduction to Technology for Educators with adjuncts and graduate teaching associates; aligning educational technology curricula and experiences to NCATE and Florida DOE accreditation standards; serving on dissertation committees; maintaining an active research agenda and scholarly publications; securing external funding; and participating in professional, university, college, school, and programmatic related service.

Assistant Director
 Library of Congress–TWP Grant
 (March 2012–March 2016)

Florida Consortium Member
 University of Central Florida
 Orlando, FL 32816

Responsibilities include organizing and facilitating experiences congruent with Teaching with Primary Sources grant goals and objectives, attending and participating in conferences and events with other Consortium members.

Associate Professor (with tenure)
Instructional Systems Technology
 (July 2010–August 2011)

University of North Carolina at Charlotte
 Department of Educational Leadership
 College of Education
 Charlotte, NC 28223

Responsibilities included teaching undergraduate and graduate level courses (2/3 teaching load); aligning Instructional Systems Technology curricula and experiences to NCATE and NC Department of Public Instruction accreditation standards; advising master's degree students; serving on thesis and dissertation committees; maintaining an active research agenda and scholarly publications; securing external funding; and participating in professional, university, college, school, and programmatic related service.

Assistant Professor (tenure earning)
Instructional Systems Technology
 (August 2004–June 2010)

University of North Carolina at Charlotte
 Department of Educational Leadership
 College of Education
 Charlotte, NC 28223

Same as above.

Professional Licensure & Certification

North Carolina Standard Professional I License (077) Instructional Technology Specialist
 Class Code: D

North Carolina Standard Professional I License (320) Physics (Grades 9-12)
 Class Code: M

Honors, Awards, and Recognition

- | | |
|--------------|--|
| 2021 | Scroll & Quill Society. University of Central Florida. |
| 2021-2022 | Associate Chair. <i>Information Technology Council.</i> Society for Information Technology in Teacher Education (SITE). |
| 2020-2022 | #1 Best Online Educational Technology Graduate Certificate.
<i>BestColleges.com.</i> |
| 2020-2022 | #2 Best Online Educational Technology Master's Program. <i>BestColleges.com.</i> |
| 2020 | National Technology Leadership Summit. Online. |
| 2020 | High Quality Course Distinction. <i>EME6507: Multimedia in Education & Training.</i> University of Central Florida Center for Distributed Learning. |
| 2019 | Quality Course Distinction. <i>EME6507: Multimedia in Education & Training.</i> University of Central Florida Center for Distributed Learning. |
| 2019-2021 | Assistant Chair. <i>Information Technology Council.</i> Society for Information Technology in Teacher Education (SITE). |
| 2019-present | Executive Board Member. Society for Information Technology in Teacher Education (SITE). |

- 2019 **Invited Panelist.** *National Council for Social Studies Summer Leadership Collaborative.* Charlotte, NC.
- 2018 **Effective Practice Award.** 2018 *Online Learning Consortium (OLC) Annual Conference on Accelerating Online Learning Worldwide*, Orlando, FL.
- *Elevating Participation and Outcomes with Digitized Assessments in Large-Enrollment Foundational STEM Curricula: An Immersive Development Workshop for STEM Faculty.*
- 2018 **Chair.** *Department of Learning Sciences & Educational Research.* University of Central Florida.
- 2018 **Teaching Incentive Program Award.** University of Central Florida.
- 2017 **National Technology Leadership Summit.** Washington, DC.
- 2017 **Associate Chair.** *Department of Educational & Human Sciences,* University of Central Florida.
- 2017 **Co-Chair.** *National Council for Social Studies (NCSS), Teacher Education and Professional Development Committee.*
- 2016 **National Technology Leadership Summit.** Washington, DC.
- 2016 **Scholarship of Teaching and Learning (SoTL) Award.** University of Central Florida.
- 2014 **Cross Campus Leadership Development Series.** College of Education & Human Performance, University of Central Florida.
- 2013 **Co-Chair.** *Society for Information Technology and Teacher Education, Social Studies Education SIG.*
- 2011 **Center for Teaching and Learning Faculty Fellowship.** Faculty Center for Teaching and Learning, University of North Carolina at Charlotte.
- 2010 **Outstanding Online Program Award Nomination.** 2010 *Sloan-C 16th Annual International Conference on Online Learning*, Orlando, FL.
- *Online Master of Arts in Teaching Program for Middle and Secondary Education Candidates at the University of North Carolina at Charlotte.*
- 2010 **Provost's Award for Excellence in Teaching** (presented to the Department of Educational Leadership). University of North Carolina at Charlotte.
- 2004 **President's Scholar.** University of Florida.

- 2003-2004 **International Leadership for Educational Technology (ILET) Scholar.** University of Florida, Aalborg University, & The Institute of Education, University of London.
- 2003 **Doctoral Seminar Grant.** American Psychological Association Conference, Division 15.
- 2002 **Graduate Teaching Award Nominee.** University of Florida, School of Teaching and Learning.
-

RESEARCH AND SCHOLARSHIP ACTIVITIES

Research Interest and Focus

- Ways in which teachers use emerging instructional technologies and the effects of various types of emerging instructional technologies on teaching methods and philosophies.
 - Issues related to the integration of online instruction into both the K–12 teaching and learning environment and as a tool for inservice teacher professional development.
 - The use of hypermedia in teaching and learning and its influences on teacher content knowledge, attitudes, and student achievement.
-

* denotes work with Graduate Student(s); # denotes Corresponding and/or Senior Author; @ denotes International Collaboration

Books

Hartshorne, R., Ferdig, R., & Bull, G. (Eds.). (2021). *What journal editors wish authors knew about academic publishing*. Association for the Advancement of Computing in Education (AACE). Available: <https://www.learntechlib.org/p/219093/>

Campbell, L. O., **Hartshorne, R.,** & DeMara, R. (Eds.) (2021). *Perspectives on digitally-mediated team learning*. Springer.

Benson, V., **Hartshorne, R.,** & McAlaney, J. (under contract). *Handbook of social media in education, consumer behavior, and politics*. Elsevier.

Waring, S., & **Hartshorne, R.** (2020). *Conducting authentic historical inquiry: Engaging learners with primary sources and emerging technologies*. Teachers College Press.

Ferdig, R. E., Baumgartner, E., **Hartshorne, R.,** Kaplan-Rakowski, R., & Mouza, C. (Eds.) (2020). *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. Association for the Advancement of Computing in Education (AACE). Available: <https://www.learntechlib.org/primary/p/216903/>.

*Heafner, T., **Hartshorne, R.,** & Thripp, R. (Eds.). (2019). *Handbook of research on emerging practices and methods for K–12 online and blended learning*. IGI Global.

Campbell, L., & **Hartshorne, R.** (Eds.) (2017). *Proceedings of the 12th International Conference on e-Learning*. Academic Conferences and Publishing International.

Heafner, T., **Hartshorne, R.**, & Petty, T. (Eds.) (2014). *Exploring the effectiveness of online education in K–12 environments*. IGI Global.

Hartshorne, R., Heafner, T., & Petty, T. (Eds.) (2013). *Teacher education programs and online learning tools: Innovations in teacher preparation*. IGI Global.

Book Chapters (peer-reviewed)

Hartshorne, R., & Ferdig, R. E. (2021). The Journal of Technology and Teacher Education: An overview of publication tips and resources for prospective authors. In R. Hartshorne, R. E. Ferdig, & G. Bull (Eds.), *What journal editors wish authors knew about academic publishing*. Association for the Advancement of Computing in Education (AACE).

#Tovine, G., Fleetwood, A., Shepherd, A., Tapoler, C., **Hartshorne, R.**, & Pesce, R. (2019). Investigating student perceptions and the effectiveness of K–12 blended learning communities. In T. Heafner & R. Hartshorne (Eds.), *Handbook of research on emerging practices and methods in K–12 online and blended learning* (pp. 500–522). IGI Global.

Buechler, S., **Hartshorne, R.**, & Ajjan, H. (2016). Examining the impact of Web 2.0 applications on knowledge management performance. In M. Khosrow-Pour, S. Clarke, M. E. Jennex, A. Becker, & A.-V. Anttiroiko (Eds.), *Mobile computing and wireless networks: Concepts, methodologies, tools, & applications* (pp. 1257–1277). IGI Global.

Hartshorne, R. (2014). Managing large online courses: Pedagogical approaches and technological tools. In A. Hirumi (Ed.), *Online and hybrid learning trends and technologies* (pp. 7–30). International Society for Technology in Education.

Buechler, S., **Hartshorne, R.**, & Ajjan, H. (2013). Exploring the impact of Web 2.0 applications on knowledge management performance. In I. Lee (Ed.), *Trends in e-business, e-services, and e-commerce: Impact of technology on goods, services, and business transactions* (pp. 90–110). IGI Global.

Petty, T., Heafner, T., & **Hartshorne, R.** (2013). Remote observation of graduate interns: A look at the process four years later. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 16–37). IGI Global.

O'Brien, C., Freeman, S., Beattie, J., Jordan, L., & **Hartshorne, R.** (2013). Investigation of blended versus fully web-based instruction for pre-teacher candidates in a large section special education survey course. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 281–297). IGI Global.

- Petty, T., **Hartshorne, R.**, & Heafner, T. (2012). Implementing the remote observation of graduate interns: Best practices and lessons learned. In D. Polly, K. Persichitte, & C. Mims (Eds.), *Creating technology-rich teacher education programs: Key issues* (pp. 449–466). IGI Global.
- *Taylor, B., **Hartshorne, R.**, Eneman, S., Wilkins, P., & Polly, D. (2012). Lessons learned from implementation of a technology-focused professional learning community. In D. Polly, K. Persichitte, & C. Mims (Eds.), *Creating technology-rich teacher education Programs: Key issues* (pp. 535–550). IGI Global.
- Heafner, T., Petty, T., & **Hartshorne, R.** (2012). Moving beyond four walls: The expanding online teacher preparation classroom. In N. A. Alias & S. Hashim (Eds.), *Instructional technology research, design and development: Lessons from the field* (pp. 370–400). IGI Global.
- #Friedman, A., **Hartshorne, R.**, & VanFossen, P. (2010). Exploring guild participation in MMORPGs and civic leadership. In Y. Baek (Ed.), *Gaming for classroom-based learning: Digital role playing as a motivator of study* (pp. 176–204). IGI Global.
- Hartshorne, R.**, Ajjan, H., & Ferdig, R. (2010). Faculty use and perceptions of Web 2.0 in higher education. In H. H. Yang & S. C. Yuen (Eds.), *Handbook of research on practices and outcomes in e-Learning: Issues and trends* (pp. 241–259). IGI Publishing.
- Ajjan, H., **Hartshorne, R.**, & Ferdig, R. (2009). Student and faculty use and perceptions of Web 2.0 technologies in higher education. In S. Murugesan (Ed.), *Handbook of research on Web 2.0, 3.0 and X.0: Technologies, business, and social applications* (pp. 593–612). IGI Publishing.
- Hicks, D., Lisanti, M., Doolittle, P., Friedman, A., **Hartshorne, R.**, Swan, K., ..., Lee, J. K. (2009). Integrating technology into the social studies classroom. In K. Cennamo, J. Ross, P. Ertmer, & K. Potter (Eds.), *Technology integration for meaningful classroom use: A standards-based approach* (pp. 409–430). Wadsworth Publishing.
- VanFossen, P., Friedman, A., & **Hartshorne, R.** (2009). The role of MMORPGs in social studies education. In R. Ferdig (Ed), *Handbook of research on effective electronic gaming in education* (pp. 235–250). IGI Publishing.

Publications in National and International Refereed Journals

Scholar Citations (2974; h-index: 18; i10-index: 26; as of March 23, 2022)

- ***Hartshorne, R.**, & Kibbey, A. (2021). Editorial: Submissions and publication data from the 2020 volume of the Journal of Technology and Teacher Education & what we learned about technology and teacher education in 2021. *Journal of Technology and Teacher Education*, 29(4), 453–469.

- Furgione, B., Waring, S. M., & **Hartshorne, R.** (2021). Fostering civic engagement and student agency through technology enriched civic engagement projects in the middle school classroom. *Research Issues in Contemporary Education*, 6(2), 71–97.
- Ferdig, R., Baumgartner, E., Mouza, C., Kaplan-Rakowski, R., & **Hartshorne, R.** (2021). Rapid publishing in a time of COVID-19: How a pandemic might change our academic writing practices. *Contemporary Issues in Technology and Teacher Education*. Available: <https://citejournal.org/volume-21/issue-1-21/editorial/rapid-publishing-in-a-time-of-covid-19-how-a-pandemic-might-change-our-academic-writing-practices/>
- Hartshorne, R.**, & Baumgartner, E. (2020). Editorial: What we learned about technology and teacher education in 2020. *Journal of Technology and Teacher Education*, 28(4), 599–611.
- Hartshorne, R.**, Baumgartner, E., Kaplan-Rakowski, R., Mouza, C., & Ferdig, R. (2020). Special issue editorial: Preservice and inservice professional development during the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 137–147.
- #*DeMara, R., Salehi, S., **Hartshorne, R.**, Chen, B., & Saqr, E. (2020). Scaling up collaborative learning in large enrollment STEM courses: An exploration of learner perceptions. *Journal of Interactive Learning Research*, 30(3), 397–424.
- #Ajjan, H., Cao, Y., & **Hartshorne, R.** (2019). How compulsive social media use influences college students' performance: A structural equation analysis with gender comparison. *International Journal of Learning Technology*, 15(1), 18–41.
- *DeMara, R. F., Sheikhaal, S., Wilder, P. J., Chen, B., & **Hartshorne, R.** (2019). BLUESHIFT: Rebalancing engineering engagement, integrity, and learning outcomes across an electronically-enabled remediation hierarchy. *ASEE: Computers in Education*, 10(1). 1–13.
- #**Hartshorne, R.**, Waring, S., & Okraski, H. (2019). Breaking down academic silos and developing well-informed, critically thinking, and active citizens through the connection of modeling and simulation and social studies education. *The Clearing House: A Journal of Educational Issues, Strategies, & Ideas*, 19(1/2), 48–52. <https://doi.org/10.1080/00098655.2019.1571988>
- #@Benson, V., Hand, C., & **Hartshorne, R.** (2018). How compulsive use of social media affects performance: Insights from the UK by purpose of use. *Behaviour & Information Technology*, 38(6), 549–563. <http://doi.org/10.1080/0144929X.2018.1539518>
- #*Chen, B., DeMara, R., Salehi, S., & **Hartshorne, R.** (2018). Elevating learner achievement using electronic formative assessments in the engineering laboratory: A viable alternative to weekly lab reports. *IEEE: Transactions on Education*, 61(1), 1–10. <http://dx.doi.org/10.1109/TE.2017.2706667>

- *DeMara, R. F., Chen, B., **Hartshorne, R.**, & Thripp, R. (2017). Elevating participation and outcomes with computer-based assessments: An immersive development workshop for engineering faculty. *ASEE Computers in Education Journal*, 8(3), 1–12.
- Hartshorne, R.**, & Waring, S. (2015). Commentary: Revisiting “Guidelines for using technology to prepare social studies teachers.” *Contemporary Issues in Technology and Teacher Education*, 15(2), 1–5.
- McAlpin, V., Algozzine, M., Norris, L., **Hartshorne, R.**, Lambert, R., & Algozzine, B. (2014). A comparison of web-based and paper-based course evaluations. *Journal of Academic Administration in Higher Education*, 10(2), 49–58.
- Ajjan, H., **Hartshorne, R.**, Cao, Y., & Rodriguez, M. (2014). Continuance use intention of enterprise instant messaging: A knowledge management perspective. *Behaviour & Information Technology*, 33, 678–692. <http://dx.doi.org/10.1080/0144929X.2014.886722>
- Alpert, S., & **Hartshorne, R.** (2013). Managing research projects: An examination of assistant professors’ project management practices. *International Journal of Educational Management*, 27, 541–554.
- #Heafner, T., Petty, T., & **Hartshorne, R.** (2012). University supervisor perspectives of the remote observation of graduate interns. *Journal of Computing in Higher Education*, 24(3), 143–163. <http://dx.doi.org/10.1007/s12528-012-9063-1>
- Ajjan, H., **Hartshorne, R.**, & Buechler, S. (2012). Investigating Web 2.0 application impacts on knowledge workers’ decisions and performance. *Information Resources Management Journal*, 25(4), 65–83.
- Hartshorne, R.**, VanFossen, P., & Friedman, A. (2012). MMORPG roles, civic participation and leadership among Generation Y. *International Journal of Gaming and Computer-Mediated Simulations*, 4(1), 55–67. <http://dx.doi.org/10.4018/jgcms.2012010103>
- O'Brien, C., **Hartshorne, R.**, Beattie, J., & Jordan, L. (2012). A comparison of large lecture, online, and hybrid Introductions to Special Education. *Rural Special Education Quarterly*, 30(4), 19–31.
- Hartshorne, R.**, Heafner, T., & Petty, T. (2011). Examining the effectiveness of the remote observation of graduate interns. *Journal of Technology and Teacher Education*, 19, 395–422.
- O’Brien, C., Aguinaga, N. J., Hines, R., & **Hartshorne, R.** (2011). Using contemporary technology tools to improve the effectiveness of teacher educators in special education. *Rural Special Education Quarterly*. 30(3), 33–40.

- Heafner, T. L., Petty, T. M., & **Hartshorne, R.** (2011). Evaluating modes of teacher preparation: A comparison of face-to-face and remote observations of graduate interns. *Journal of Digital Learning in Teacher Education*, 27(4), 154–164. <http://dx.doi.org/10.1080/21532974.2011.10784672>
- Davis, H., **Hartshorne, R.**, & Ring, G. (2010). Being an innovative teacher: Pre-service teachers' conceptions of technology and innovation. *International Journal of Education*, 2(1), E7. <http://dx.doi.org/10.5296/ije.v2i1.242>
- #**Hartshorne, R.**, & Ajjan, H. (2009). Examining student decisions to adopt Web 2.0 technologies: Theory and empirical tests. *Journal of Computing in Higher Education*, 21(3), 183–198 <http://dx.doi.org/10.1007/s12528-009-9023-6>
- #**Hartshorne, R.**, Miller, G., & Gretes, J. (2009). Examining student perceptions of technology skills before and after an introductory educational technology course: A three-year study. *International Journal for Technology in Teaching and Learning*, 5(1), 37–48.
- ##Thompson, S., Friedman, A., **Hartshorne, R.**, & Algozzine, B. (2009). Building effective elementary school web sites. *Academic Exchange Quarterly*, 13(1), 159–164.
- Hartshorne, R.** (2009). Integrating hypermedia in professional development opportunities for elementary teachers of science: A literature review. *Journal of Educational Technology Systems*, 37(2), 175–194. <http://dx.doi.org/10.2190/ET.37.2.e>
- #Ajjan, H., & **Hartshorne, R.** (2008). Investigating faculty decisions to adopt Web 2.0 technologies: Theory and empirical tests. *The Internet and Higher Education*, 11(2), 71–80. <http://dx.doi.org/10.1016/j.iheduc.2008.05.002>
- Hartshorne, R.** (2008). Effects of hypermedia professional development on attitudes toward teaching science. *Journal of Educational Computing Research*, 38, 433–451.
- ##**Hartshorne, R.**, Friedman, A., Algozzine, B., & Kaur, D. (2008). Analysis of elementary school websites. *Journal of Educational Technology and Society*, 11(1), 291–303.
- ##Baucom-Myers, J., & **Hartshorne, R.** (2007). E-portfolios: A review of their role in education. *Academic Exchange Quarterly*, 11(4), 88–92.
- ##**Hartshorne, R.**, & Baucom, J. (2007). Issues affecting cross-cultural adaptation of international graduate students. *Multicultural Learning & Teaching*, 2(2), 78–87. <http://dx.doi.org/10.2202/2161-2412.1023>
- Hartshorne, R.**, & Ferdig, R. (2006). Hypermedia applications in web-based teaching and learning environments: The role of databases as Intermediaries. *Electronic Journal for the Integration of Technology in Education*, 5, 63–76. Available:

#***Hartshorne, R.**, Friedman, A., Algozzine, B., & Isibor, T. N. (2006). Secondary schools online: Are high school web sites effective *American Secondary Education Journal*, 34(2), 50–66.

Hartshorne, R. (2005). Effects of integrating hypermedia into elementary science professional development on science content knowledge. *Journal of Science Education and Technology*, 14, 415–424. <http://dx.doi.org/10.1007/s10956-005-8086-z>

#**Hartshorne, R.**, Ferdig, R. E., & Dawson, K. (2005). Preparing current and future teachers with technology: An examination of school-university collaborations. *Journal of Computing in Teacher Education*, 21(3), 77–85.

#Friedman, A., **Hartshorne, R.**, & Algozzine, B. (2005). Middle schools online: How are middle schools represented on the Internet? *Meridian: A Middle School Computer Technology Journal*, 8(2).

Ferdig, R. E., Fields, C., Lee, Y. O., & **Hartshorne, R.** (2003). Thoughtful creation of online course content: Implications of SCORM for educators. *Academic Exchange Quarterly*, 7(1), pp. 158–162.

Ferdig, R. E., & **Hartshorne, R.** (2002). Web and database network environments for educational supply and demand. *Campus-Wide Information Systems*, 19(3), pp. 92–98. <http://dx.doi.org/10.1108/10650740210431907>

Refereed Articles/Books/Chapters/Presentations In Progress / Submitted for Publication

Campbell, L. O., **Hartshorne, R.**, & Jahani, S. (in progress). Exploring preservice factors of K–12 teachers' intentions and use of Web 2.0 technologies. To be submitted to *Journal of Technology in Teacher Education*.

Hartshorne, R., Campbell, L. O. (in progress). Investigating K–12 student perceptions and use of Web 2.0 tools in the classroom. To be submitted to *Computers & Education*.

White Papers / Community Papers

DeMara, R. F., Campbell, L. O., **Hartshorne, R.**, & Spiegel, S. (2019). *Report from the NSF Synthesis and Design Workshop: Digitally-Mediated Team Learning*. National Science Foundation (NSF) Project 1825007. Available at: https://www.nsf.gov/awardsearch/showAward?AWD_ID=1825007

DeMara, R. F., Campbell, L. O., **Hartshorne, R.**, Speigel, S., and Katz, J. G. (2019, August 1). *Community report on Digitally-Mediated Team Learning*. National Science Foundation (NSF) Center for Innovative Research in Cyberlearning (CIRCL) Rapid Community Report. Available at <https://circlcenter.org/wp-content/uploads/2019/08/DeMara-DMTL-Whitepaper.pdf>

Hartshorne, R., DeMara, R. F., Hughes, C., Chen, B., Campbell, L. O., Dagley, M., Freece, T. M., Okraski, H., Lanman, B., Hunter, K., & Truman, B. (2016). *Adaptive Corridors to Enhance STEM (ACES): A cyber-enabled multi-tiered framework for personalizing learner engagement and mentorship*. United States Air Force Academy Department of Defense Science, Technology, Engineering & Mathematics Outreach (USAFA-FOA-2016-2).

Refereed Conference Proceedings

Cao, Y., Ajjan, H., & **Hartshorne, R.** (2018, June) Personality traits and hedonic, sociability, and compulsive use of Facebook: A study of college students. In *Proceedings of the Informing Science + Information Technology Education (I²SITE) 2018 Annual Conference* (pp. 135-137). I²SITE. <https://doi.org/10.28945/4049>

*DeMara, R., Salehi, S., Chen, B., & **Hartshorne, R.** (2017, June). GLASS: Group learning at significant scale via WiFi-enabled learner design teams in an ECE flipped classroom. In *Proceedings of American Association for Engineering Education National Conference*. ASEE.

DeMara, R., Chen, B., & **Hartshorne, R.** (2017, June). Remediating engineering assessments: An immersive and transportable faculty development experience. In *Proceedings of American Association for Engineering Education National Conference*. ASEE.

*DeMara, R. F., Khoshavi, N., Pyle, S., Edison, J., **Hartshorne, R.**, Chen, B., & Georgiopoulos, M. (2016, June). Redesigning computer engineering gateway courses using a novel remediation hierarchy. In *Proceedings of American Association for Engineering Education National Conference*. ASEE.

Hartshorne, R., Ajjan, H., & Cao, Y. (2016, March). Exploring the impact of social media compulsive use on college student's performance: A gender comparison. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 954–958). AACE.

Hartshorne, R., & Campbell, L. (2016, March). Examining the congruency of factors influencing K–12 teacher and student perceptions and use of emerging technological tools in the classroom. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1892–1893). AACE.

- ***Hartshorne, R.**, Chen, B., Edison, J., & DeMara, R. (2016, March). Flipping the computer engineering gateway courses: A discussion of the processes and results. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 616–619). AACE.
- Hartshorne, R.**, & Waring, S. (2015, March). Preparing in-service teachers to utilize digitized historical resources to promote digital historical inquiry: The evolution of the Teaching with Primary Sources at the University of Central Florida program. In M. Searson & M. N. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (2586–2588). AACE.
- Hartshorne, R.**, & Okraski, H. (2015, March). Developing a modeling & simulation curriculum for high school: Processes and lessons learned. In M. Searson & M. N. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (707–708). AACE.
- **Kepple, M., Campbell, L. O., **Hartshorne, R.**, & Herlihy, C. (2015, March). An introductory examination of factors influencing K–12 teachers’ perceptions and use of emerging technological tools in the classroom. In M. Searson & M. N. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (2115–2117). AACE.
- Waring, S., & **Hartshorne, R.** (2013, March). Preparing in-service teachers to utilize digitized historical resources to promote digital historical inquiry. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (p. 4996). AACE.
- #Heafner, T., **Hartshorne, R.**, & Petty, T. (2013, March). Reconciling the expectations of all participants during a remote student teaching experience. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (p. 3911). AACE.
- Hartshorne, R.**, Heafner, T., & Petty, T. (2012, March). Remotely examining graduate interns: Examining participant expectations. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3624–3625). AACE.
- Heafner, T., Petty, T., & **Hartshorne, R.** (2012, March). Windows into Teaching and Learning (WiTL): An overview. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3626–3628). AACE.
- #Petty, T., **Hartshorne, R.**, & Heafner, T. (2011, March). Evolution of the remote observation of graduate interns. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 629–631). AACE.

- Petty, T., Heafner, T., & **Hartshorne, R.** (2011, March). University supervisor perspectives of the remote observation of graduate interns. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 632–634). AACE.
- Petty, T., Heafner, T., & **Hartshorne, R.** (2009, March). Examining a pilot program for the remote observation of graduate interns. In R. Weber, K. McFerrin, R. Carlsen, & D. A. Willis, (Eds.), *2009 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2009* (pp. 2658–2660). AACE.
- #Heafner, T., Petty, T., & **Hartshorne, R.** (2009, March). The remote observation of graduate interns: Sharing lessons from the field. In R. Weber, K. McFerrin, R. Carlsen, & D. A. Willis, (Eds.), *2009 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2009* (pp. 1198–1201). AACE.
- ***Hartshorne, R.**, & Ajjan, H. (2008, March). Exploring the role of web 2.0 applications in higher education. In *2008 University of North Carolina Teaching and Learning With Technology Annual Proceedings*. UNC TLT Collaborative. Available: http://conference.uncslt.org/proceedings/2008/2008_Proceedings_803_Web2.pdf
- ***Hartshorne, R.**, & Ajjan, H. (2008, March). Examining factors that influence faculty decisions to adopt Web 2.0 technologies. In K. McFerrin, R. Weber, R. Carlsen, & D. A. Willis (Eds.), *2008 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2008* (pp. 4173). AACE.
- Van Fossen, P., Friedman, A., & **Hartshorne, R.** (2008, March). Exploring the roles of synthetic worlds and MMORPGs in social studies and citizenship education. In K. McFerrin, R. Weber, R. Carlsen, & D. A. Willis (Eds.), *2008 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2008* (pp. 4941–4947). AACE.
- Hartshorne, R.**, & Friedman, A. (2007, March). Adoption of electronic portfolios: Lessons learned from the first year--The effect of electronic portfolios in preservice teacher education. In R. Carlsen, K. McFerrin, J. Price, R. Weber, & D. A. Willis (Eds.), *2007 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2007* (pp. 77–81). AACE.
- Hartshorne, R.** (2006, March). On becoming an innovative teacher: Conceptual development of preservice teachers' attitudes toward technology and innovation. In C. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber, & D. A. Willis (Eds.), *2006 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2006* (pp. 2105–2107). AACE.
- Friedman, A., & **Hartshorne, R.** (2006, March). Factors influencing the use of teacher-created course web sites in the classroom. In C. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber, & D. A. Willis (Eds.), *2006 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2006* (pp. 3424–3426). AACE.

- Hartshorne, R.** (2005, March). Integrating hypermedia into elementary science professional development workshop: The effects on teachers' attitudes toward science. In C. Crawford, R. Carlsen, I. Gibson, K. McFerrin, J. Price, R. Weber, & D. A. Willis (Eds.), *2005 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2005* (pp. 3677–3679). AACE.
- Hartshorne, R., & Ferdig, R.** (2004, March). Hypermedia applications in teaching and learning environments: Exploring the role of databases as intermediaries. In R. Ferdig, C. Crawford, R. Carlsen, N. E. Davis, J. Price, R. Weber, & D. A. Willis (Eds.), *2004 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2004* (pp. 1729–1734). AACE.
- Hartshorne, R.** (2004, March). Preparing preservice and inservice teachers with technology: An examination of types of school-university collaborations. In R. Ferdig, C. Crawford, R. Carlsen, N. E. Davis, J. Price, R. Weber, & D. A. Willis (Eds.), *2004 Society for Information Technology and Teacher Education Annual: Proceedings of SITE2004* (pp. 2235–2240). AACE.
- Hartshorne, R., & Dunnam, F. E.** (2002, March). Teaching science to elementary teachers: Exploring 'Our Physical World' through science and technology. In D. A. Willis, J. Price, & N. E. Davis (Eds.), *2002 Information Technology and Teacher Education Annual: Proceedings of SITE2002* (pp. 2115–2116). AACE.
- Hartshorne, R.** (2002, March). Changing the role of the teacher: Promoting meaningful learning through collaboration between teachers, students, technology, and professional development. In D. A. Willis, J. Price, & N. E. Davis, (Eds.), *2002 Information Technology and Teacher Education Annual: Proceedings of SITE2002* (pp. 658–659). AACE.

Non-refereed Publications

- Hartshorne, R., & Ferdig, R. E.** (2004). Improving the integration of hypermedia into the teaching and learning environment utilizing databases as intermediaries. *Learning Technology*, 6(4), 73–75.

Grants & External Funding (funded/under review only)

- Campbell, L. O., Butler, M., Bush, S., & Hartshorne, R. (2021). *Florida's partnership hub for innovation in STEAM education*. State University System Education and General: 2022-2023 Legislative Budget Request. Under Review: [REDACTED]

- Lambie, G., Campbell, L. O., & **Hartshorne, R.** (2020). *The efficacy of a student-centered classroom environment on second-grade students' academic achievement, school-based behavior, and social-emotional functionality*. 100 Women Strong, Central Florida Foundation. Funded: 64,896.90
- Hartshorne, R.** (2020). *The third teacher: Integrating active and flexible learning spaces in teacher education...and beyond*. University of Central Florida Technology Fee Grant. Funded: \$358,219.82
- DeMara, R., Beck, J., Campbell, L. O., **Hartshorne, R.**, & Spiegel, S. (2018). *DCL: Synthesis and design workshop: Digitally-mediated team learning*. National Science Foundation. Funded: \$99,999.
- Hirumi, A., & **Hartshorne, R.** (2017). *Competency-based certificate in Instructional Design*. UCF Office of the Faculty Excellence COACHE Innovation Awards. Funded: \$5,000.
- Chen, B., DeMara, R., & **Hartshorne, R.** (2017). *Incorporating career-readiness learning in foundational STEM curricula via integrative assignments*. UCF Office of the Quality Enhancement Plan Enhancement and Program Innovation Awards. Funded: \$10,000.
- Biraimah, K. (2017). *Fulbright-Hays group projects abroad: Botswana & Namibia, Summer 2017*. U.S. Department of Education. Funded: \$98,000, Senior Project Personnel.
- Waring, S., **Hartshorne, R.**, & Owens, T. (2016). *Successfully teaching educators about primary sources (STEPS)*. Library of Congress. Funded: \$75,000.
- Hartshorne, R.**, Hamilton, R., & Sharpe, D. (2016). *BrilliantTeach. UCF I-Corp: Enhancing technology commercialization to develop a world-class innovation ecosystem*. National Science Foundation. Funded: \$2550.
- Biraimah, K., Hutchinson, C., Owens, T., Cintron, R., & **Hartshorne, R.** (2015). *University of Central Florida TEA Pakistan Program*. International Research & Exchanges Board's Teaching Excellence & Achievement Program. Funded: \$219,300.
- Hartshorne, R.**, & Campbell, L. (2015). *Digital literacy to promote sustainable healthy eating behaviors and messaging in diverse and underserved populations*. Toni Jennings Exceptional Education Institute. Funded: \$5,000.
- Waring, S., & **Hartshorne, R.** (2014). *Successfully teaching educators about primary sources (STEPS)*. Library of Congress. Funded: \$135,000.
- Hartshorne, R.**, & Campbell, L. (2014). *Promoting sustainable healthy eating behaviors in children from diverse and disadvantaged populations*. Toni Jennings Exceptional Education Institute. Funded: \$10,000.

- Waring, S., & **Hartshorne, R.** (2013). *Teaching with primary sources*. Library of Congress. Funded: \$135,000.
- Biraimah, K., Owens, T., Cintron, R., Hutchinson, C., **Hartshorne, R.**, et. al. (2013). *Project TEAM (Teachers Excelling through Academic Mentoring)*. International Research & Exchanges Board's Teaching Excellence & Achievement Program. Funded: \$184,000.
- Nutta, J., Biraimah, K., Owens, T., & **Hartshorne, R.** (2013). *Six-week English language certification program for high school teachers from Brazil*. Institute of International Education. Funded: \$329,982.
- Waring, S., & **Hartshorne, R.** (2012). *Teaching with primary sources*. Library of Congress. Funded: \$84,000.
- Hartshorne, R.**, & Gretes, J. (2008). *Infusing media and computer applications in lateral entry licensure*. UNC-Charlotte Office of Distance Education. Funded: \$16,699.
- Gretes, J., & **Hartshorne, R.** (2008). *IST master's degree: Expanding the online delivery*. University of North Carolina General Administration. Funded: \$60,000.
- Petty, T., Heafner, T., Ice, P., & **Hartshorne, R.** (2007). *Extending teacher licensure through the remote observation of graduate interns*. University of North Carolina at Charlotte as an Academic Program Improvement (API) Grant. Funded: \$27,880.
- Hartshorne, R.** (2006). *Improving the quality of school-level technology facilitators through the development of an online program for a special endorsement for computer education*. Submitted to the University of North Carolina at Charlotte as an Academic Program Improvement (API) Grant. Funded: \$12,800.
-

Papers Presented at Professional Conferences (Refereed)

State, National, & International

- Campbell, L. O., **Hartshorne, R.**, DeMara, R. F. (2021, November). Digitally mediated team learning: Foundational perspectives. *Book Shares – Designing Learning for Everyone*. Association for Educational Communications and Technology. Chicago, IL.
- Friedman, A., & **Hartshorne, R.** (2021, October). Navigating academia: Tips from two “success” stories. Paper presented at the *Society for Information Technology & Teacher Education Interactive 2021 Conference*. Online.

***Hartshorne, R.**, & Kibbey, A. (2021, October). How to get published in the Journal of Technology and Teacher Education: Top 10 reasons for rejection and how to avoid them (2020-2021 edition). Featured Presentation at the *Society for Information Technology & Teacher Education Interactive 2021 Conference*. Online.

Hartshorne, R. (2021, April). Demystifying academic publishing: What editors wish authors knew. Paper presented at the *Society for Information Technology & Teacher Education Interactive 2021 Conference*. Online.

***Hartshorne, R.**, & Kibbey, A. (2021, April). *Journal of Technology in Teacher Education*: Transitioning from 2020 to 2021 (and beyond). Paper presented at the *Society for Information Technology & Teacher Education Interactive 2021 Conference*. Online.

Saqr, E., & **Hartshorne, R.** (2020, November). The impact of perceived contextual factors on departmental climate for teaching quality improvement in STEM across institutional types and faculty institutional roles in higher education. Paper to be presented at the *Association of Educational Communications & Technology Annual Conference*. Online.

Hartshorne, R. (2020, October). Demystifying academic publishing: Tips, considerations, and resources. Paper presented at the *Society for Information Technology & Teacher Education Interactive 2020 Conference*. Online.

Saqr, E., & **Hartshorne, R.** (2020, October). Structural equation modeling (SEM) Analyses of perceived contextual factors with departmental climate for teaching quality improvement in STEM. Paper presented at the *Society for Information Technology & Teacher Education Interactive 2020 Conference*. Online.

Trumble, J., Clausen, J., Delacruz, S., Goering, C., Lin, L., & **Hartshorne, R.** (2020, October). Teacher educators' crossroad: Preparing teachers in the COVID-19 and post-COVID-19 eras. Panel presented at the *Society for Information Technology & Teacher Education Interactive 2020 Conference*. Online.

Hartshorne, R., & Campbell, L. O. (2020, April) Online interactive STEM for teacher education. Workshop presented at the *Society for Information Technology & Teacher Education 2020 Conference*. Online.

Hartshorne, R., Schmidt-Crawford, D., Archambault, L., Borup, L., Mouza, C., Driskell, S., Milman, N., & Burrows, A. (2020, April). Academic publishing made easy: Expert tips, considerations, & resources. Panel presented at the *Society for Information Technology & Teacher Education 2020 Conference*. Online.

Fleetwood, A., Tovine, G., **Hartshorne, R.**, & Damico, N., & Klipp, D. (2019, November). Common and best practices in blended learning communities. Paper presented at the *Florida Educational Research Association Annual Conference*. St. Petersburg, FL.

- Waring, S., & **Hartshorne, R.** (2019, November). *Impacting learning through primary sources and emerging technologies*. Paper presented at the National Council for the Social Studies Annual Conference. Austin, TX.
- *DeMara, R. F., Beck, J. E., Campbell, L. O., **Hartshorne, R.**, ..., Tatulian, A. (2019, June). *Outcomes of the NSF project on synthesizing environments for digitally-mediated team learning*. Poster presented at the American Society for Engineering Education 2019 Conference. Tampa, FL.
- Burrows, A. C., **Hartshorne, R.**, Meier, E. B., Milman, N. B., & Mouza, C. (2019, April). *Contemporary Issues in Technology and Teacher Education*. Panel presentation at the American Educational Research Association Annual Conference. Toronto, Canada.
- Hartshorne, R.**, Tovine, G., Fleetwood, A., Shepherd, A., Tapoler, C., Pesce, R., & Damico, N. (2019, March). *Blended learning communities in K–12 settings: Observing factors that influence student satisfaction, achievement, and dispositions*. Paper presented at the Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV.
- Sunal, C., Banaszak, R., Russell, W., ..., **Hartshorne, R.** (2018, December). *Learning about and writing for journals in the social studies*. Panel presentation at the National Council for Social Studies Annual Conference. Chicago, IL.
- Chen, B., DeMara, R., & **Hartshorne, R.** (2018, November). *Elevating participation and outcomes with digitized assessments in large-enrollment foundational STEM curricula: An immersive development workshop for STEM faculty*. Presentation at the Online Learning Consortium's Accelerate Annual Conference. Orlando, FL.
- Tovine, G., Fleetwood, A., **Hartshorne, R.**, & McGerald, G. (2018, November). *A case study investigating student perceptions of K–12 blended learning communities*. Paper presented at the Florida Educational Research Association Annual Conference. St. Petersburg, FL.
- Cao, Y., Ajjan, H., & **Hartshorne, R.** (2018, June) *Personality traits and hedonic, sociability, and compulsive use of Facebook: A study of college students*. Paper presented at the I³SITE 2018 Annual Conference, La Verne, CA.
- *Chen, B., DeMara, R., **Hartshorne, R.**, & Thrripp, R. (2018, April). *Developing computer-based assessment for large-enrollment classes: A faculty workshop for STEM disciplines*. Poster presented at the American Educational Research Association Annual Conference, New York, NY.
- West, R., Borup, J., **Hartshorne, R.**, Cohen, J., & Slykhuis, D. (2018, March). *Microcredentials: Promises, potential, perils, and pitfalls*. Panel presentation at the Society for Information Technology & Teacher Education Annual Conference.

- Hartshorne, R.**, Pesce, R., Damico, N., Fleetwood, A., Shepherd, A., & Tapoler, C. (2018, March). *Exploring the effectiveness of blended learning communities in K–12 settings*. Paper presentation at the Society for Information Technology & Teacher Education Annual Conference.
- Willis, D. A., & Christensen, R. (2018, March). *Meet the editors: Journal editors in our field*. Panel presentation at the Society for Information Technology & Teacher Education Annual Conference.
- Sunal, C., Banaszak, R., Russell, W., ..., **Hartshorne, R.** (2017, November). *Learning about and writing for journals in the social studies*. Panel presentation at the National Council for Social Studies Annual Conference.
- Torrez, C., Waring, S., & **Hartshorne, R.** (2017, November). *Primary sources instructional design and technology: Impacting student learning*. Paper presented at the National Council for Social Studies Annual Conference.
- *DeMara, R., Salehi, S., Chen, B., & **Hartshorne, R.** (2017, June). *GLASS: Group learning at significant scale via WiFi-enabled learner design teams in an ECE flipped classroom*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference, Columbus, OH.
- DeMara, R., Chen, B., & **Hartshorne, R.** (2017, June). *Remediating engineering assessments: An immersive and transportable faculty development experience*. Paper presented at the American Society for Engineering Education Annual Conference.
- Hartshorne, R.**, Heafner, T., & Petty, T. (2017, June). *Embracing technology-mediated approaches to addressing the teacher shortage: Remote observations*. Presentation at the International Conference on eLearning (ICEL). Orlando, FL.
- Gunter, G., **Hartshorne, R.**, Campbell, L., & Hirumi, A. (2017, June). *Exploring current trends and future directions of mobile, web 2.0 technologies, and simulations for active learning in eLearning environments*. Panel discussion at the International Conference on eLearning (ICEL). Orlando, FL.
- *Thripp, R., DeMara, R., Chen, B., & **Hartshorne, R.** (2017, June). *Fortifying asynchronous online learning with digitally delivered in-person assessments to leverage the Testing Effect*. Poster presented at the International Conference on eLearning (ICEL). Orlando, FL.
- Hartshorne, R.**, DeMara, R., & Chen, B. (2017, March). *Digitizing and remediating STEM assessments: Results and lessons learned from an immersive and iterative engineering faculty development experience*. Paper presented at the Society for Information Technology & Teacher Education (SITE) Annual Conference, Austin, TX.

- ***Hartshorne, R.**, Campbell, L., & Planinz, T. (2017, March). *Differentiating factors that influence preservice teacher perceptions and future use of emerging technological tools in the classroom*. Paper presented at the Society for Information Technology & Teacher Education (SITE) Annual Conference, Austin, TX.
- Hartshorne, R.** (2017, January). *Emerging technologies for promoting inquiry: A top 10 list*. Presentation at the SOURCES Annual Conference, Orlando, FL.
- Heafner, T., **Hartshorne, R.**, & Waring, S. (2017, January). *Technology conversations: The current status and potential future directions of technology in varied social studies education settings*. Presentation at the College and University Faculty Assembly (CUFA) Retreat, Orlando, FL.
- Waring, S., Torrez, C., & **Hartshorne, R.** (2016, December). *Teaching with primary sources and emerging technologies*. Presentation at the National Council for the Social Studies Annual Conference.
- Hartshorne, R.**, & Campbell, L. O. (2016, March). *Examining the congruency of factors influencing K–12 teacher and student perceptions and use of emerging technological tools in the classroom*. Paper presented at the Society for Information Technology & Teacher Education International Conference.
- Hartshorne, R.**, Ajjan, H., & Cao, Y. (2016, March). *Exploring the impact of social media compulsive use on college student's performance: A gender comparison*. Paper presented at the Society for Information Technology & Teacher Education International Conference.
- ***Hartshorne, R.**, Chen, B., Edison, J., & DeMara, R. (2016, March). *Flipping the computer engineering gateway courses: A discussion of the processes and results*. Paper to be presented at the Society for Information Technology & Teacher Education International Conference.
- *DeMara, R., Salehi, S., Khoshavi, N., **Hartshorne, R.**, & Chen, B. (2016, March). *Strengthening STEM laboratory assessment using student-narrative portfolios interwoven with online evaluation*. Paper to be presented at the American Society for Engineering Education Southeastern Conference, Tuscaloosa, AL.
- Hartshorne, R.** (2016, January). *10 emerging technologies every primary source educator should know*. Presentation at the SOURCES Annual Conference, Orlando, FL.
- *Berson, M., Berson, I., Bolick, C., Greiner, J., **Hartshorne, R.**, Heafner, T., Krutka, D., Meyers, L., Radhakrishnan, R., & Waring, S. (2015, November). *Current status and future directions of technology in social studies education*. Panel presentation at the College and University Faculty Assembly Annual Conference, New Orleans, LA.

- Hartshorne, R.,** Steele, K. C., Stack, S., Aldakheel, M., & Cruz, D. (2015, November). *SourceCode B46-integrating coding into the elementary classroom: A pilot study*. Paper to be presented at the Association for Educational Communications & Technology Conference (AECT), 2015.
- Hartshorne, R.,** & Waring, S. (2015, March). *Preparing in-service teachers to utilize digitized historical resources to promote digital historical inquiry: The evolution of the Teaching with Primary Sources at the University of Central Florida program*. Paper presented at the 2015 Annual Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.
- Hartshorne, R.,** & Okraski, H. (2015, March). *Developing a modeling & simulation curriculum for high school: Processes and lessons learned*. Paper presented at the 2015 Annual Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.
- Heafner, T., **Hartshorne, R.,** & Petty, T. (2015, March). *Exploring online education in K–12 environments*. Paper presented at the 2015 Annual Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.
- *Kepple, M., Campbell, L. O., **Hartshorne, R.,** & Herlihy, C. (2015, March). *An introductory examination of factors influencing K–12 teachers' perceptions and use of emerging technological tools in the classroom*. Paper presented at the 2015 Annual Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.
- Waring, S., & **Hartshorne, R.** (2015, January). *Teaching with Primary Sources at UCF: Overview, evolution, opportunities, & challenges*. Presentation at the 2015 College and University Faculty Assembly Retreat, Charlotte, NC.
- Ajjan, H., **Hartshorne, R.,** & Cao, Y. (2014, November). *How social media use influences university student performance*. Paper presented at the Decision Sciences Institute Annual Conference, Tampa, FL.
- Waring, S., & **Hartshorne, R.** (2014, November). *Emerging technologies every social studies methods educator should know*. Paper presented at the National Council for the Social Studies Annual Conference, Boston, MA.
- Hartshorne, R.,** Ajjan, H., Cao, Y., & Santiago, R. (2014, November). *Investigating the influence of personality traits on student use and perceptions of social networks*. Paper presented at the Association for Educational Communications and Technology Annual Convention, Jacksonville, FL.
- Ajjan, H., **Hartshorne, R.,** Cao, Y., & Santiago, R. (2014, November). *Cognitive absorption and university students' academic performance: The influence of social networks across China, Taiwan, and the United States*. Paper presented at the Association for Educational Communications and Technology Annual Convention, Jacksonville, FL.

***Hartshorne, R.**, Waring, S., & Furgione, B. (2014, March). *Examining the use of emerging technological applications to support civic engagement of middle school students*. Paper presented at the 2014 Annual Society for Information Technology and Teacher Education International Conference, Jacksonville, FL.

Waring, S., & **Hartshorne, R.** (2013, November). *Using primary sources and emerging technology to promote civic engagement*. Paper presented at the 2013 National Council for the Social Studies Annual Conference, St. Louis, MO.

Hartshorne, R., & Waring, S. (2013, March). *Merging pedagogy, technology & primary sources to promote historical literacy*. Paper presented at the 2013 National Council for History Education Annual Conference, Richmond, VA.

Hartshorne, R., Ajjan, H., & Cao, Y. (2013, March). *Examining factors influencing the use of social networking by college students*. Poster presented at the 2013 Annual Society for Information Technology and Teacher Education International Conference, New Orleans, LA.

Ajjan, H., **Hartshorne, R.**, Cao, Y., & Santiago, R. (2013, March). *Time flies when you're on social networks: Cognitive absorption and university students' academic performance*. Poster presented at the 2013 Annual Society for Information Technology and Teacher Education International Conference, New Orleans, LA.

Waring, S., & **Hartshorne, R.** (2013, March). *Preparing in-service teachers to utilize digitized historical resources to promote digital historical inquiry*. Paper presented at the 2013 Annual Society for Information Technology and Teacher Education International Conference, New Orleans, LA.

Heafner, T., **Hartshorne, R.**, & Petty, T. (2013, March). *Reconciling the expectations of all participants during a remote student teaching experience*. Paper presented at the 2013 Annual Society for Information Technology and Teacher Education International Conference, New Orleans, LA.

Ajjan, H., **Hartshorne, R.**, Cao, Y., & Santiago, R. (2012, March). *Social media impact on academic performance: A comparative study of university students in China, Spain, and the United States*. Paper presented at the Decision Sciences Institute Annual Conference, San Francisco, CA.

Hartshorne, R., Heafner, T., & Petty, T. (2012, March). *Remotely examining graduate interns: Examining participant expectations*. Paper presented at the Society for Information Technology and Teacher Education International Conference, Austin, TX.

Heafner, T., Petty, T., & **Hartshorne, R.** (2012, March). *Windows into Teaching and Learning (WiTL): An overview*. Paper presented at the Society for Information Technology and Teacher Education International Conference, Austin, TX.

- Heafner, T., Petty, T., **Hartshorne, R.** (2011, April). *Remote observation of graduate interns (ROGI) as an interchangeable process for facilitating teaching observations*. Paper presented at American Educational Research Association Annual Meeting, New Orleans, LA.
- Petty, T., **Hartshorne, R.**, & Heafner, T. (2011, March). *Evolution of the remote observation of graduate interns*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Nashville, TN.
- Petty, T., Heafner, T., & **Hartshorne, R.** (2011, March). *University supervisor perspectives of the remote observation of graduate interns*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Nashville, TN.
- Ajjan, H., & **Hartshorne, R.** (2010, November). *Investigating knowledge workers decisions to use Web 2.0 applications*. Paper presented at the Decision Sciences Institute Conference, San Diego, CA.
- Friedman, A., VanFossen, P., & **Hartshorne, R.** (2010, November). *MMORPGs vs. 'real' world: Exploring parallels between citizenship participation and leadership*. Paper presented at the College and University Faculty Assembly, Denver, CO.
- Hartshorne, R.**, Petty, T., & Heafner, T. (2010, November). *Examining the cost-benefits of the remote observation of graduate interns*. Paper presented at the Sloan-C 16th Annual International Conference on Online Learning, Orlando, FL.
- Heafner, T., Petty, T., & **Hartshorne, R.** (2010, November). *Exploring expectations of the observation of graduate interns*. Paper presented at the Sloan-C 16th Annual International Conference on Online Learning, Orlando, FL.
- Friedman, A., **Hartshorne, R.**, & VanFossen, P. (2009, November). *MMORPGs, guild participation, and civic leadership*. Paper presented at the annual meeting of the College and University Faculty Assembly (CUFA), Atlanta, GA.
- Hartshorne, R.**, Petty, T., & Heafner, T. (2009, October). *Demystifying the remote observation of graduate interns: Lessons learned*. Paper presented at the SLOAN-C Conference on Online Learning, Orlando, FL.
- Heafner, T., Petty, T., & **Hartshorne, R.** (2009, October). *Examining a pilot program for the remote observation of graduate interns*. Paper presented at the SLOAN-C Conference on Online Learning, Orlando, FL.
- Heafner, T., Petty, T., & **Hartshorne, R.** (2009, March). *The remote observation of graduate interns: Sharing lessons from the field*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Charleston, SC.

- Petty, T., Heafner, T., & **Hartshorne, R.** (2009, March). *Examining a pilot program for the remote observation of graduate interns*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Charleston, SC.
- Friedman, A., VanFossen, P., & **Hartshorne, R.** (2008, November). *Exploring guild participation in MMORPGs and civic leadership*. Paper presented at the annual meeting of the College and University Faculty Assembly (CUFA), Houston, TX.
- Ajjan, H., & **Hartshorne, R.** (2008, November). *Exploring students' decisions to adopt Web 2.0 technologies as instructional tools*. Paper presented at the annual meeting of the Decision Sciences Institute Annual Conference, Baltimore, MD.
- Hartshorne, R.**, & Ajjan, H. (2008, March). *Examining factors that influence faculty decisions to adopt Web 2.0 technologies*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Las Vegas, NV.
- Van Fossen, P., Friedman, A., & **Hartshorne, R.** (2008, March). *Exploring the roles of synthetic worlds and MMORPGs in social studies and citizenship education*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Las Vegas, NV.
- Hartshorne, R.**, & Friedman, A. (2007, March). *Adoption of electronic portfolios: Lessons learned from the first year--The effect of electronic portfolios in preservice teacher education*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, San Antonio, TX.
- *Baucom-Myers, J., **Hartshorne, R.**, & Friedman, A. (2007, March). *Electronic Portfolios: Building on the successes of education*. Poster presented at the Society for Information Technology and Teacher Education (SITE) International Conference, San Antonio, TX.
- Hartshorne, R.** (2006, April). *The effects of integrating hypermedia into elementary science professional development workshop: No significant difference?* Paper presented at the American Educational Research Association (AERA) Annual Conference, San Francisco, CA.
- Hartshorne, R.** (2006, March). *On becoming an innovative teacher: Conceptual development of preservice teachers' attitudes toward technology and innovation*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Orlando, FL.
- Friedman, A., & **Hartshorne, R.** (2006, March). *Factors influencing the use of teacher-created course web sites in the classroom*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Orlando, FL.

- Friedman, A., & **Hartshorne, R.** (2005, June). *What goes where? The construction of effective school websites*. Poster presented at the National Educational Computing Conference (NECC), Philadelphia, PA.
- Hartshorne, R.** (2005, March). *Integrating hypermedia into elementary science professional development workshop: The effects on teachers' attitudes toward science*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Phoenix, AZ.
- Hartshorne, R.** (2004, March). *Preparing preservice and inservice teachers with technology: An examination of types of school-university collaborations*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Atlanta, GA.
- Hartshorne, R., & Ferdig, R.** (2004, March). *Hypermedia applications in teaching and learning environments: Exploring the role of databases as intermediaries*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Atlanta, GA.
- Hartshorne, R., & Hayes, S.** (2003, August). *Developing an "innovative" identity: Pre-service teachers' beliefs about technology and innovation*. Poster presented at the Annual Conference of the American Psychological Association (APA), Toronto, Canada.
- Hartshorne, R.** (2002, March). *Changing the role of the teacher: Promoting meaningful learning through collaboration between teachers, students, technology, and professional development*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Nashville, TN.
- Hartshorne, R., & Dunnam, F. E.** (2002, March). *Teaching science to elementary teachers: Exploring 'Our Physical World' through science and technology*. Paper presented at the Society for Information Technology and Teacher Education (SITE) International Conference, Nashville, TN.
- Waring, S., & **Hartshorne, R.** (2013, March). *The convergence of technological tools and primary sources to promote historical literacy*. Paper presented at the 2013 Florida Council for the Social Studies Annual Conference, Daytona Beach, FL.
- Hartshorne, R., Petty, T., & Heafner, T.** (2011, February). *The development and evolution of a program for the remote observation of graduate interns*. Paper presented at the North Carolina Distance Learning Association Conference, 2011, Online.
- Hartshorne, R., & Ajjan, H.** (2010, March). *Exploring student use of Web 2.0 technologies in higher education*. Paper presented at the University of North Carolina Teaching and Learning with Technology Conference, 2009, Online.

*Stanton, L., Gordon, C., **Hartshorne, R.**, & Boisvert, D. (2009, March). *Moodle mentors help kick-start a successful pilot*. Paper presented at the University of North Carolina Teaching and Learning with Technology Conference, 2009, Online.

Hartshorne, R., & Warne, B. (2009, February). *Creating e-Learning environments in the clouds*. Presentation at the Pennsylvania Educational Technology Expo & Conference, 2009, Hershey, PA.

Friedman, A., Lee, J., **Hartshorne, R.**, Heafner, T., Manfra, M., & Bolick, C. (2009, February). *Social Studies 2.0: Strategies and ideas for 21st century learners*. Panel presentation at the North Carolina Council for Social Studies, 2009, Greensboro, NC.

Hartshorne, R., & DiPietro, M. (2008, December). *Moodle in the classroom: Developing a community of teachers and learners*. Invited workshop presented at the North Carolina Educational Technology (NCETC) Conference, 2008, Greensboro, NC

DiPietro, M., & **Hartshorne, R.** (2008, December). *Integrating video games into teaching and learning*. Workshop presented at the North Carolina Educational Technology (NCETC) Conference, 2008, Greensboro, NC.

Hartshorne, R., & Friedman, A. (2008, December). *Web 2.0 resources in K–12 education: Strategies and ideas for 21ST century learners*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2008, Greensboro, NC.

DiPietro, M., & **Hartshorne, R.** (2008, December). *Best practices for virtual school teaching*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2008, Greensboro, NC.

Hill, S., Outten, M., Carraway, M., & **Hartshorne, R.** (2008, December). *Using ‘Google Apps’ in the K–12 classroom: Resources, strategies, & ideas for 21ST century learners*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2008, Greensboro, NC.

*Wilkins, P., & **Hartshorne, R.** (2008, December). *21st century classroom...virtually there*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2008, Greensboro, NC.

*Friedman, A., **Hartshorne, R.**, & Bennett, C. (2008, September). *Web 2.0 resources in teacher education: Strategies and ideas for 21st century learners*. Paper presented at the North Carolina Teacher Education Forum, Raleigh, NC.

Hartshorne, R. (2008, March). *Changing the face of K–12 course-specific websites using Moodle*. Paper presented at the North Carolina Association of Educational Communications and Technology 2008, Concord, NC.

- Hartshorne, R., & Ajjan, H.** (2008, March). *Exploring the role of web 2.0 technologies in higher education*. Paper presented at the North Carolina Teaching and Learning with Technology Conference 2008, Raleigh, NC.
- Hartshorne, R., Friedman, A., & Van Fossen, P.** (2007, November). *The emerging role of MMORPGs in social studies and citizenship education*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2007, Greensboro, NC.
- Hartshorne, R.** (2007, November). *Using Moodle in the K–12 classroom*. Workshop presented at the North Carolina Educational Technology (NCETC) Conference, 2007, Greensboro, NC.
- *Hartshorne, R., Baucom-Myers, J., & Alpert, S.** (2007, March). *An exploratory study of the accessibility of K–12 school web sites*. Paper presented at the North Carolina Association of Research in Education (NCARE) Conference, 2007, Greensboro, NC.
- Hartshorne, R., & Gretes, J.** (2007, March). *Exploring student perceptions of technology skills before and after an introductory educational technology course: A three year study*. Paper presented at the North Carolina Association of Research in Education (NCARE) Conference, 2007, Greensboro, NC.
- *Hartshorne, R., & Baucom, J.** (2006, November). *Course management systems: Changing the face of K–12 course-specific websites*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2006, Greensboro, NC.
- *Baucom, J., & Hartshorne, R.** (2006, November). *Developing an open source multimedia suite and toolbox of educational software*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2006, Greensboro, NC.
- Hartshorne, R.** (2006, November). *High Schools Online: An exploratory study of the effectiveness of high school web sites*. Paper presented at the North Carolina Association of Research in Education (NCARE) Conference, 2006, Hickory, NC.
- *Isibor, T., & Hartshorne, R.** (2006, April). *An examination of adjustment issues facing international graduate students*. Poster presented at the North Carolina Association of Research in Education (NCARE) Conference, 2006, Hickory, NC.
- Friedman, A., & Hartshorne, R.** (2005, November). *Caught on the web: The design and development of effective school web sites*. Paper presented at the North Carolina Educational Technology (NCETC) Conference, 2005, Greensboro, NC.

Invited and Professional Presentations (non-refereed)

Dawson, K., Mouza, C., Ritzhaupt, A., Schmidt-Crawford, D., & **Hartshorne, R.** (2022, April). *What journal editors wish authors knew about academic publishing*. Invited panel for the Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV.

Bull, G., Burrows, A., Dennen, V., Lin, L., Milman, N., & **Hartshorne, R.** (2022, April). *What journal editors wish authors knew about academic publishing*. Invited panel for the Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV.

Hartshorne, R. (2022, January). *How to make people care and why it is important*. Invited presentation for the National Science Foundation Human-Technology Interface Series-Pathways to Products for Lifelong Learning Workshop Series. Online.

Hartshorne, R. (2022, January). *Omicron has only made Florida's statewide teacher shortage worse. So how are schools coping*. National Public Radio (NPR) Morning Edition. Retrieved from <https://www.wmfe.org/listen-in-omicron-has-only-made-floridas-statewide-teacher-shortage-worse-so-how-are-schools-to-cope/195240>.

Backes, B., Bush, S., **Hartshorne, R.**, & Kapucu, N. (2021, September). *The big picture: Panel presentation for new faculty pursuing research*. Invited panelist for the College of Community Innovation and Education's Research Administration Services Team. University of Central Florida, Orlando, FL.

Hartshorne, R. (2020, October). *Promoting interactivity and engagement in online/blended learning: Five key issues and considerations*. Invited presentation presented at the 2020 All Pakistan Online Education Summit 2.0, Lahore, Pakistan.

Hartshorne, R. (2020, October). *5 key issues considerations in developing online/blended learning*. Invited presentation presented at the 2020 All Pakistan Online Education Summit 2.0, Lahore, Pakistan.

Hartshorne, R. (2020, August). *Creating the optimal learning environment as schools return*. [Interview]. Fox35 Orlando. Retrieved from <https://www.fox35orlando.com/video/836419>.

Hartshorne, R., Schmidt-Crawford, D., Archambault, L., Borup, J., Mouza, C., Driskell, S., Milman, N., & Burrows, A. (2020, April). *Academic publishing made easy: Expert tips, considerations, and resources*. Invited panel for the Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV.

- Journell, W., & **Hartshorne, R.** (2019, July). *Demystifying research: Trends in social studies research*. Invited panelist at the National Council for the Social Studies Summer Leadership Collaborative. Charlotte, NC.
- Hartshorne, R.** (2019, March). *Academic publishing made easy(er): A top 10 list of tips, considerations, and resources*. Invited presentation for the Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV.
- Hartshorne, R.** (2019, February). *Social media addition and college students* [Interview]. University of Central Florida Knightly News.
- Hartshorne, R.** (2018, March). *Academic publishing: A top 10 list of tips*. Invited webinar presented to the Distance/Flexible Education SIG of the Society of Information Technology & Teacher Education (SITE): Online.
- DeMara, R., Chen, B., & **Hartshorne, R.** (2018). *Digitizing and remediating STEM assessments*. 6-week course for faculty in the College of Engineering & Computer Science. University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2018, March). *Using badges to market your skills*. Invited presentation at *Croom's TechFest XII*. Croom's Academy.of Information Technology: Sanford, FL.
- Hartshorne, R.** (2018, March). *Too much SnapChat, Instagram, and Facebook*. Invited presentation at *Croom's TechFest XII*. Croom's Academy.of Information Technology: Sanford, FL.
- Hartshorne, R.** (2017, October). *Blended learning brings technology into the classroom* [Interview]. WMFE. Retrieved from <http://www.wmfe.org/education-desk-blended-learning-brings-technology-into-the-classroom/79197>.
- DeMara, R., Chen, B., & **Hartshorne, R.** (2017). *Digitizing and remediating STEM assessments*. 6-week course for faculty in the College of Engineering & Computer Science. University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2017). *Integrating webinars to engage understanding*. Invited presentation for the College of Education & Human Performance Faculty. University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2016). *The power of Google (Drive, YouTube, Chrome, & searching the web) in the elementary classroom*. Invited presentation for Senior Preservice Teacher Seminar. University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2016). *Digitizing and remediating STEM assessments: Pedagogical perspectives*. Invited presentation for the Department of Mechanical and Aerospace Engineering. University of Central Florida: Orlando, FL.

Hartshorne, R. (2016). *Unlocking the power of Google, YouTube, and Drive in the classroom.* Invited presentation for Pinellas County Schools. Pinellas County School Board: Clearwater, FL.

Hartshorne, R. (2016). *Ten emerging technologies every social studies educator should know.* Invited presentation for Pinellas County Schools. Pinellas County School Board: Clearwater, FL.

DeMara, R., Chen, B., & **Hartshorne, R.** (2016). *Digitizing and remediating STEM assessments.* 6-week course for faculty in the College of Engineering & Computer Science. University of Central Florida: Orlando, FL.

Hartshorne, R. (2016). *Ten emerging technologies every social studies educator should know.* Invited presentation for Pinellas County Schools. Pinellas County School Board: Clearwater, FL.

Hartshorne, R. (2015). *Developing a modeling and simulation curriculum for high school: Processes and lessons learned.* Invited presentation for the M & S Webinar Series. University of Central Florida: Orlando, FL.

Hartshorne, R. (2015). *Introduction to historical inquiry & using emerging technology & primary sources to hook your students and identify fundamental questions.* Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.

Hartshorne, R. (2014). *Utilizing emerging technological tools to support varied pedagogical practices.* Presentation to the El Proyecto 100 Mil, University of Central Florida: Orlando, FL.

Hartshorne, R. (2014). *Utilizing emerging technological tools to support varied pedagogical practices.* Presentation to the University of Central Florida College of Education faculty, University of Central Florida: Orlando, FL.

Hartshorne, R. (2014). *Using emerging technology and primary sources in piecing together a plausible narrative and completing authentic assessment, part 2.* Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.

Hartshorne, R. (2014). *Using emerging technology and primary sources in piecing together a plausible narrative and completing authentic assessment, part 1.* Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.

- Hartshorne, R.** (2013). *Using emerging technology to enhance engagement with primary & secondary sources & considering multiple perspectives & historic causation, part 2*. Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2013). *Using emerging technology to enhance engagement with primary & secondary sources & considering multiple perspectives & historic causation, part 1*. Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2013). *Using emerging technology & primary sources to hook your students & identify fundamental questions*. Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2013). *Using emerging technology, primary sources, & effective pedagogy to promote historical inquiry: Webinar series overview*. Webinar presented as part of the Library of Congress: Teaching with Primary Sources Program, University of Central Florida: Orlando, FL.
- Hartshorne, R., & Martinez, D.** (2013). *Demonstrating mathematical skills*. Presentation at the STEM/Modeling and Simulation for High School Teachers Seminar, Lockheed Martin, Mission Systems and Training: Orlando, FL.
- Hartshorne, R.** (2012). *Merging pedagogy, technology, & primary sources*. Workshop presented at the Library of Congress: Teaching With Primary Sources Ambassador Program, University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2012). *5(+1) Tech tools you want to know about*. Presentation to the University of Central Florida College of Education faculty, University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2011). *Using interactive whiteboards in the classroom*. Presentation at the University of Central Florida College of Education HAPPY Hour, University of Central Florida: Orlando, FL.
- Hartshorne, R.** (2011). *Emerging technology and learning management systems*. Invited presentation to the Practice Program, University of North Carolina at Charlotte: Charlotte, NC.
- Hartshorne, R.** (2011). *Unlocking the iPad: Exploring the role of tablet computing in teaching and learning*. Invited presentation to the Center for Teaching and Learning's Technology Showcase, University of North Carolina at Charlotte: Charlotte, NC.
- DiPietro, M., & **Hartshorne, R.** (2010). *Digital tools*. Week-long camp at UNC-Charlotte: Charlotte, NC.

- Hartshorne, R., & DiPietro, M.** (2010). *Digital game design and web development challenge*. Week-long camp at Providence Day School: Charlotte, NC.
- Hartshorne, R.** (2010). *The technology-rich classroom: Leveraging the power of 'old' tools and 'new' tools simultaneously*. Invited presentation to Teaching Fellows Institute at Charlotte: Charlotte, NC.
- Hartshorne, R.** (2010). *Emerging technology and learning management systems*. Invited presentation to the Teacher Education and Practice Program, University of North Carolina at Charlotte: Charlotte, NC.
- Smith, M., & **Hartshorne, R.** (2009). *Best practices for engaging students and managing large classes with Moodle*. Invited presentation to the Summer Institute at the University of North Carolina at Charlotte: Charlotte, NC.
- Hartshorne, R.** (2009). *Google Apps and 21st century learners: Resources, strategies, and ideas*. Invited presentation to Cabarrus County's Technology Camp: Harrisburg, NC.
- Hartshorne, R.** (2009). *eLearning in the clouds*. Invited presentation to Cabarrus County's Technology Camp: Harrisburg, NC.
- Hartshorne, R.** (2008). *The many faces of Moodle*. Invited presentation to the University of North Carolina at Charlotte's Faculty Showcase: Charlotte, NC.
- Hartshorne, R.** (2008). *Using Moodle in higher education: Lessons learned*. Invited presentation to the University of North Carolina at Charlotte's Moodle Pilot Group: Charlotte, NC.
- Hartshorne, R.** (2008). *Web 2.0 in higher education*. Invited presentation to the Summer Institute at the University of North Carolina at Charlotte: Charlotte, NC.
- *Stanton, L., & **Hartshorne, R.** (2008). *Blogs, wikis, and YouTube*. Invited hands-on workshop for the Summer Institute at the University of North Carolina at Charlotte: Charlotte, NC.
- Hartshorne, R.** (2008). *Moodle: A sneak peek at a new learning management system*. Invited presentation to the University of North Carolina at Charlotte's Moodle Pilot Group: Charlotte, NC.
- *Stanton, L., Pike, D., Belus, M., **Hartshorne, R.**, & Wagnes, L. (2008). *Social networking/collaborative writing tools in large classes: Blogs, wikis, and YouTube*. Invited panel presentation to the Summer Institute at the University of North Carolina at Charlotte: Charlotte, NC.
- Hartshorne, R.** (2008). *UNC-Charlotte's Instructional Systems Technology programs: A look inside*. Invited presentation to Cabarrus County's Technology Camp: Concord, NC.

- Hartshorne, R., & DiPietro, M. (2008).** *Web 2.0 in K–12 education: Resources for 21st century learners*. Invited presentation to Cabarrus County’s Technology Camp: Concord, NC.
- Hartshorne, R., & Friedman, A. (2008).** *Web 2.0 in the K–12 Classroom*. Invited presentation to Teaching Fellows Institute at Charlotte: Charlotte, NC.
- Hartshorne, R. (2008).** *Using Moodle in the K–12 classroom*. Invited workshop at Burke County Schools: Lincolnton, NC.
- Hartshorne, R. (2007).** *The changing face of K–12 course websites*. Invited presentation to Stanly County Schools: Albemarle, NC.
- Hartshorne, R. (2007).** *Learning management systems in K–12 Classrooms*. Invited workshop at West Mifflin District Schools: West Mifflin, PA.
- Hartshorne, R. (2007).** *Using technology to support active learning*. Invited workshop to Rowan-Cabarrus Community College: Salisbury, NC.
- *Hartshorne, R., & Baucom, J. (2006).** *Technology as a tool for learning management*. Invited workshop to Scotland County Schools: Laurinburg, NC.
- Hartshorne, R. (2005).** *Teaching and learning with technology*. Invited workshop at Johnson C. Smith University: Charlotte, NC.
- Hartshorne, R. (2005).** *Educational leadership and ePortfolios*. Invited presentation at the University of North Carolina at Charlotte Department of Educational Leadership’s Doctoral Student Orientation: Charlotte, NC.
- *Isibor, T., & Hartshorne, R. (2005, December).** *An exploratory study of cultural adjustment issues affecting international graduate students at a major university in America*. Poster presented at the UNCC College of Education Graduate Research Forum: Charlotte, NC.
- Hartshorne, R., & Friedman, A. (2005).** *Teaching and learning with technology*. Invited presentation to the University of North Carolina at Charlotte Teaching and Learning Fellows: Charlotte, NC.
- Hartshorne, R. (2005).** *Educational leadership and ePortfolios*. Invited presentation at the University of North Carolina at Charlotte Department of Educational Leadership’s Doctoral Student Orientation: Charlotte, NC.
- Hartshorne, R. (2004).** *Course web sites: Representing yourself on the web*. Invited presentation at the University of North Carolina at Charlotte Middle School Association’s Lecture Series: Charlotte, NC.

Hartshorne, R. (2004). *Course web sites: Representing yourself on the web*. Invited presentation at the University of North Carolina at Charlotte Middle School Association's Lecture Series: Charlotte, NC.

Other Professional Publications (non-refereed)

Hartshorne, R. (2012). Educating our educators: Smart ways to support STEM teachers. *Science & Technology Innovations*, fall 2012, 17.

Martinez, J., & **Hartshorne, R.** (2012). STEM-Focused curriculum: Teaching modeling and simulation (M & S) to today's youth. *Science & Technology Innovations*, fall 2012, 16.

Hartshorne, R., Lambert, R., Algozzine, B., & McAlpin, V. (2011). *A comparison of web-based and paper-based course evaluations at UNC Charlotte*. Charlotte, NC: University of North Carolina at Charlotte, Center for Educational Measurement & Evaluation and the Center for Teaching & Learning.

Hartshorne, R., & Petty, T. (2009). *Remote observation of graduate interns (ROGI) training manual: Camera setup, Wimba setup, and using Wimba for observations*. University of North Carolina at Charlotte, Department of Middle, Secondary, and K-12 Education.

Hartshorne, R., & Friedman, A. (2005). *College of Education commitment to technology report*. Charlotte, NC: University of North Carolina at Charlotte, College of Education.

Hartshorne, R. (2005). Technology and the management of instruction: Monograph 4 [Review of the book *Technology and the management of instruction: Monograph 4*]. *Education Review*. Available: <http://edrev.asu.edu/reviews/rev392.htm>

Keynote Speaker

Hartshorne, R. (2020). *5 key issues to consider to ensure quality in online/blended learning*. Invited keynote presentation presented at the 2020 All Pakistan Online Education Summit 2.0, Lahore, Pakistan.

Hartshorne, R. (2017). *5 key gaps in eLearning research: A call to action*. Invited keynote presentation presented at the 2017 eLearning, Media, Education, & MoodleMoot EMEM Italia Conference, Bolzano, Italy.

Hartshorne, R. (2011). *Leveraging the social web for teaching and learning: Past, present, & future*. Invited keynote presentation presented at the 11th Annual RPI (Rensselaer Polytechnic Institute) Colloquium on Teaching and Learning, Troy, NY.

Hartshorne, R. (2011). *projectIN*SITE: A dynamic web of connections*. Invited keynote panel presentation presented at the 11th Annual RPI (Rensselaer Polytechnic Institute) Colloquium on Teaching and Learning, Troy, NY.

Invited Reviewer

2019	Reviewer, Special Issue: Teacher Education Technology Competencies, <i>Journal of Technology and Teacher Education (JTATE)</i>
2019	Panelist, <i>National Science Foundation (NSF)</i>
2019	Panelist, <i>National Science Foundation (NSF)</i>
2017-present	Reviewer, <i>Educational Technology Research & Development (ETR&D)</i>
2017-present	Reviewer, <i>Journal of Science Education and Technology (JOST)</i>
2017-present	Reviewer, <i>American Society of Engineering Education: Computers in Education Journal (ASEE: COED)</i>
2016-present	Annual Meeting Proposal Reviewer, <i>American Society of Engineering Education (ASEE)</i> .
2014-present	Reviewer, <i>Journal of the Scholarship of Teaching and Learning</i> .
2012-2017	Reviewer, <i>International Journal of Learning Technologies (IJLT)</i> .
2012-present	Reviewer, <i>Studies in Higher Education</i> .
2009-present	Reviewer, <i>Future Internet Journal</i> .
2008-2011	Board of Reviewers, <i>British Journal of Educational Technology (BJET)</i> .
2008	Annual Meeting Proposal Reviewer, <i>Decision Sciences Institute (DSI)</i> .
2007-present	Reviewer, <i>Journal of Educational Computing Research (JECR)</i> .
2007-2011	Annual Meeting Program Committee Member, <i>Society for Information Technology and Teacher Education (SITE)</i> .
2006-2011	Board of Reviewers, <i>National Council of Professors in Educational Administration (NCPEA)</i> .
2005-present	Reviewer, <i>Multicultural Learning and Teaching (MLT)</i> .

2005-2010	Annual Meeting Proposal Reviewer, <i>American Educational Research Association (AERA)</i> .
2005	Book Reviewer, <i>Education Review</i> .
2004-2012	Reviewer, <i>Journal of Educational Multimedia and Hypermedia (JEMH)</i> .
2004-present	Annual Meeting Proposal Reviewer, <i>Society for Information Technology and Teacher Education (SITE)</i> .
2004-2006	Reviewer, <i>Interactive Multimedia Electronic Journal of Computer-Enhanced Learning (IMEJ)</i> .
2004	Reviewer, <i>Successful tools and integrating technology</i> . Allyn & Bacon.
2004	Reviewer, <i>Integrating technology: A practical guide</i> . Allyn & Bacon.
2003	Reviewer, <i>Preparing to use technology</i> . Allyn & Bacon.

Editorial Board Experience

2020-present	Editor-in-Chief, <i>Journal of Technology and Teacher Education</i>
2020	Guest Editor, <i>Journal of Technology and Teacher Education: Special Issue-Preservice and Inservice Professional Development During the COVID-19 Pandemic</i>
2018-2021	Editor, <i>Contemporary Issues in Technology and Teacher Education: General</i>
2016-2019	Co-Editor, <i>Contemporary Issues in Technology and Teacher Education: Social Studies</i>
2016-2017	Conference Co-Chair, <i>International Conference on e-Learning (ICEL)</i> 2017
2016-2017	Conference Co-Chair, <i>College and University Faculty Assembly (CUFA)</i> Retreat, 2017
2015-present	Program Committee Member, <i>Learning Technology for Education in the Cloud (LTEC)</i>
2015-present	Editorial Board Member, <i>International Journal of Learning Technology (IJLT)</i>

2011-present	Associate Editor, <i>Multicultural Learning and Teaching (MLT)</i>
2010-present	Research Associate, <i>Games, Learning, & Society Eurasia</i>
2008-present	Editorial Board Member, <i>International Journal of Gaming and Computer-Mediated Simulations</i>
2007-present	Editorial Board Member, <i>Contemporary Issues in Technology and Teacher Education (CITE)</i>
2005-2011	Executive Associate Editor, <i>Multicultural Learning and Teaching (MLT)</i>
2011	Editorial Review Board Member, <i>Virtual Professional Development and Informal Learning via Social Networks</i>

TEACHING AND SUPERVISION EXPERIENCE

Courses Taught:

University of Central Florida College of Community Innovation & Education

EME6507: *Multimedia in Education & Training*

A survey course that provides an overview of traditional and emerging audiovisual media for various instructional settings and purposes. There is an emphasis on developing knowledge and skills in evaluating, designing, producing, and using media such as text, hypertext, graphics, audio, video, and hypermedia, to enhance communication and instruction. This course provides an overview of media and technology in the context of both education and communication theory, and allows the student to explore media and technology through a variety of applications. (Graduate)

EME6602: *Integration of Technology into the Curriculum*

A course focusing on the design, development, implementation, and evaluation of resources, materials, and strategies for systemic achievement of curricular goals. There is a focus on the investigation of innovative and effective technological advances and practices for use in teaching and learning in varied settings. (Graduate)

EME6940: *Theory into Practice in Educational Technology*

Practicum in facilitating the utilization of instructional media and information technologies. (Graduate)

EME7980/EDG7987: *Dissertation Supervision in Instructional Design & Technology*

Dissertation course/project that occurs under the supervision of an appropriate faculty member. (Graduate)

EDF6635: *Action Research Capstone in Teacher Leadership*

The final course in the Curriculum & Instruction graduate program. There is focus on designing, developing, and implementing an action research study which focuses on contemporary issues in teacher leadership. (Graduate)

College of Education & Human Performance

EME2040: *Introduction to Technology for Educators*

A survey course introducing computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focusing on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. (Undergraduate)

EME6209: *Multimedia Instructional Systems II*

A course designed to introduce students to the processes involved in planning and developing interactive multimedia for e-Learning environments. This course focuses on an introduction to e-Learning educational principles, HTML, and JavaScript coding, instructional design, evaluation, and development practices for the creation of interactive instructional multimedia environments. (*Graduate*)

EME6226: *Instructional Development & Evaluation*

A course designed to introduce students to diverse processes related to instructional development, including flowcharting, storyboarding and prototyping; as well as the formative and summative evaluation tools, processes, and techniques related to instructional materials and programs. (*Graduate*)

EME6507: *Multimedia in Education & Training*

A survey course that provides an overview of traditional and emerging audiovisual media for various instructional settings and purposes. There is an emphasis on developing knowledge and skills in evaluating, designing, producing, and using media such as text, hypertext, graphics, audio, video, and hypermedia, to enhance communication and instruction. This course provides an overview of media and technology in the context of both education and communication theory, and allows the student to explore media and technology through a variety of applications. (*Graduate*)

EME 6602: *Integration of Technology into the Curriculum*

A course focusing on the design, development, implementation, and evaluation of resources, materials, and strategies for systemic achievement of curricular goals. There is a focus on the investigation of innovative and effective technological advances and practices for use in teaching and learning in varied settings. (*Graduate*)

EME6908: *Independent Study in Instructional Design & Technology*

Independent study course/project that occurs under the supervision of an appropriate faculty member. (*Graduate*)

EME7980/EDG7987: *Dissertation Supervision in Instructional Design & Technology*

Dissertation course/project that occurs under the supervision of an appropriate faculty member. (*Graduate*)

IDS7500: *Seminar in Educational Research*

A course focusing on education-related research initiatives. There is a focus on core issues in education research, methodological approach and design issues related to education research, and research processes in education. (*Graduate*)

University of North Carolina at Charlotte College of Education

EIST4100: *Computer Applications in Education*

A survey course introducing computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focusing on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. (*Undergraduate*)

EIST5100: *Computer Applications in Education*

A survey course introducing computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focusing on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. (*Graduate*)

EIST6100: *Readings in Instructional Systems Technology*

A course addressing contemporary issues and trends in instructional systems technology, including foundations in learning research, instructional systems design, requirements for instruction, task and needs analysis, learning situations and instructional models, learner characteristics, hardware and software innovations, assessing instructional outcomes, and factors affecting utilization. (*Graduate*)

EIST6121: *Instructional Courseware Authoring*

An upper level masters courses introducing issues related to the planning and developing of instructional computer courseware, using an authoring system to produce courseware that has an application in the learning environment. (*Graduate*)

EIST6130: *Instructional Development I*

A course focusing on providing a comprehensive introduction to the instructional development process using design team roles of instructional designer, evaluator, technical writer, media support person, and project manager; students develop an instructional materials package (module) to meet a simulated need. (*Graduate*)

EIST6135: *Learning, Media, Resources, and Technology*

An introductory master's level course focusing on the selection, use, and evaluation of technological innovations in instructional media. (*Graduate*)

EIST6140: *Instructional Development II*

A follow-up course addressing the practical application of the instructional development process using design team roles of instructional designer, evaluator, technical writer, media support person, and project manager; students develop an instructional materials package (module) to meet a real need. (*Graduate*)

EIST6491/6492: *Internship in Instructional Systems Technology I/II*

A clinical experience focusing on the application of knowledge and skills in instructional systems technology in a cooperating setting on or off campus; also includes a seminar. (Graduate)

EIST6800: *Independent Study in Instructional Systems Technology*

Independent study course/project that occurs under the supervision of an appropriate faculty member. (Graduate)

EIST8000: *Topics in Instructional Systems Technology*

Independent study course/project that occurs under the supervision of an appropriate faculty member. (Graduate)

EIST8121: *Advanced Instructional Design*

Upper-level doctoral course that focuses on advanced instructional design techniques; systems development; task analysis; sequencing and delivery systems. (Graduate)

EIST8150: *Designing, Developing, and Evaluating Online Instruction*

Doctoral level course focusing on the fundamentals of creating effective online teaching and learning systems. Topics include research-based best practices in the design, development, and evaluation of online instruction, technological applications available to support online teaching and learning, characteristics of virtual students, instructional methodologies for online teaching and learning, and future directions of online teaching and learning research. (Graduate)

EIST8800: *Independent Study in Instructional System Technology*

Independent study course/project that occurs under the supervision of an appropriate faculty member. (Graduate)

University of Florida School of Teaching & Learning

EME4406: *Integrating Technology into the Secondary Classroom*

This course focuses on providing students with varied experiences integrating technology into learning environments spanning an array of academic disciplines, while also addressing the needs of all learners in today's classrooms. (Undergraduate)

EME5315: *Communicating with Technology*

An online course exploring the communication process and how factors related to technology enhance or hinder this process. (Graduate, Masters)

EME5316: *Classroom Management with Technology*

An online course exploring classroom management issues through appropriate uses of educational technology. (Graduate, Masters)

PSC3083C: *Our Physical World—Physical Science for Elementary Teachers*

A mid-level undergraduate course that focused on innovative methods of teaching science in elementary grades through hands-on exploration of physical science concepts. (*Undergraduate*)

Doctoral Dissertation**Chair**

- Saqr, E. (2020). *Structural Equation Modeling (SEM) analyses of perceived contextual factors with departmental climate for teaching quality improvement in STEM*. (Ph.D. in Education—Instructional Design & Technology, University of Central Florida).
- Sawyer, K. (2019). *Evaluating pedagogical methods that influence student homework assignment completion*. (Ed.D. in Curriculum & Instruction—Instructional Technology, University of Central Florida).
- Thripp, R. (2019). *A survey of investing and retirement knowledge and preferences of Florida preservice teachers*. (Ph.D. in Education—Instructional Design & Technology, University of Central Florida).
- Arguelles, V. (2017). *Investigating instructional designers' decisions regarding the use of multimedia learning principles in e-learning course design*. (Ed.D. in Education--Instructional Technology, University of Central Florida, University of Central Florida).
- Kepple, M. (2015). *Designing games for learning: An investigation of the selection of game attributes*. (Ph.D. in Instructional Technology, University of Central Florida).
- Alpert, S. (2011). *Project management in higher education*. (Ed.D. in Educational Leadership, University of North Carolina at Charlotte).

Committee Member

- Grindlesperger, T. (2022). *No more pencils, no more books: A one-to-one digital device implementation and its effect on the digital divide*. (Ph.D. in Texts and Technology, University of Central Florida). Chair: Dr. Jonathan Beever.
- Greer, T. (2021). *Examining the experiences of new manager coaches*. (Ed.D in Curriculum & Instruction, University of Central Florida). Chair: Dr. Glenda Gunter.
- Heller, S. (2021). *Problem-based learning in STEM education*. (Ph.D. in Instructional Design & Technology, University of Central Florida). Chair: Dr. Laurie Campbell.
- Miehl, K. (2021). *Design-based research toward a professional development program*. (Ed.D in Curriculum & Instruction, University of Central Florida). Chair: Dr. David Boote.

- Pollock, J. (2021). *Exploring the academic workload of second-year medical students*. (Ph.D. in Instructional Design & Technology, University of Central Florida). Chair: Dr. Laurie Campbell.
- Dudzinski, K. (2020). *The relationship between emotional intelligence, personality traits, and performance on occupational therapy fieldwork*. (Ed.D in Curriculum & Instruction, University of Central Florida). Chair: Dr. Michele Gill.
- Grieneisen Tillotson, K. (2020). *Examining graduate student perspectives of online academic support resources and tools*. (Ed.D in Curriculum & Instruction, University of Central Florida). Chair: Dr. Glenda Gunter.
- Heller, M. D. (2020). *Podcasts as informal learning tools: Graduate students' experiences with podcasts as self-directed leaning*. (Ph.D. in Higher Education and Public Policy). Chair: Dr. Thomas Cox
- Hines, J. (2020). *The ecology of 'sites' of collective memory: An examination of emergent literacies and national identity at geographical and virtual sites of memory*. (Ph.D. in Texts & Technology, University of Central Florida). Chair: Dr. Scot French.
2020-2021 UCF Outstanding Dissertation Award
- Leis, R. (2020). *Resource allocation in higher education: Using multi-paradigm modeling for interdisciplinary graduate programs*. (Ph.D. in Modeling & Simulation, University of Central Florida). Chair: Dr. Bruce Caulkins.
- Alashwal, M. (2019). *Faculty perceptions and use of Web 2.0 tools in Saudi Arabian higher education*. (Ph.D. in Instructional Design & Technology, University of Central Florida). Chair: Dr. Laurie Campbell.
- Sorenson, A., (2018). *Warrior women: A phenomenological study of female veterans transitioning from the military into college*. (Ph.D. in Education—Instructional Design & Technology, University of Central Florida). Chair: Dr. Atsusi Hirumi
- Gordon, S. (2017). *Career preparation for interdisciplinary science PhD students: A case study*. (Ph.D. in Modeling & Simulation, University of Central Florida). Chair. Dr. Rose Taylor.
- Franzese, V. (2017). *A process evaluation study of teacher usage of a learning management system in a K–12 public school*. (Ed.D. in Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter.
- Geiser Hogan, E. (2016). *An evaluation study of the implementation of webcam proctoring for secure testing in a K–12 virtual school*. (Ed.D. in Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter.

- Ramsey, Z. (2016). *A model based approach to mobile learning and digital literacy*. (Ed.D. in Education--Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter
- Kasha, R. (2015). *Students' perceptions of learning with self-adaptive technology*. (Ph.D. in Modeling & Simulation, University of Central Florida). Chair: Dr. John Kincaid
- Koech, J. (2015). *Grounding design of instruction: A study to explore the uses of scientifically-based research in the design of online instruction by faculty in higher education settings*. (Ph.D. in Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter
- O' Brien, E. (2015). *A case study evaluation of quality standards and online faculty development*. (Ed.D. in Education--Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter
- Dunn, R. (2014). *Objectively defining scenario complexity: Towards automated, adaptive scenario-based training*. (Ph.D. in Education, University of Central Florida). Chair: Dr. Steven Sivo
- LoPresti, K. (2014). *From Frances Elliott Clark to today's higher education music educators: An exploration of the perceptions and usage of digital audio via electronic reserves and digital databases*. (Ph.D. in Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter
- Minor, K. (2014). *An analysis of technology integration knowledge by practicing elementary teachers in an urban charter school*. (Ph.D. in Instructional Technology, University of Central Florida) Chair: Dr. Atsusi Hirumi
- Scheiner-Fisher, C. (2013). *The inclusion of women's history in the social studies classroom*. (Ph.D. in Social Studies Education, University of Central Florida). Chair: Dr. Will Russell
- Whetstone, K. (2013). *Podcasting for online learners with vision loss: A descriptive study*. (Ph.D. in Educational Technology, Capella University). Chair: Dr. Ed Mayberry
- Brigman, J. (2011). *A sense of preparation: Perceptions of alternative licensure teacher candidates*. (Ph.D. in Middle, Secondary, K-12 Education, University of North Carolina at Charlotte, Charlotte). Chair: Dr. Teresa Petty
- Gamble, E. (2011). *Higher education access gap: A lottery-based model for mitigating postsecondary education access-gap in North Carolina*. (Ph.D. in Educational Leadership University of North Carolina at Charlotte). Chair: Dr. Charles Hutchinson

- Ko, M. N. (2011). *User-centric secure cross-site interaction framework for online social networking services*. (Ph.D. in Information Technology, University of North Carolina at Charlotte). Chair: Dr. Mohamed Shehab
- Englebert, M. F. (2010). *A study of faculty attitudes toward the use of computer-based simulations in pre-service teacher education methods courses*. (Ed.D. in Educational Leadership, University of North Carolina at Charlotte). Chair: Dr. John Gretes
- Foreman, B. (2010). *An investigation of the success of organizations involved in community engagement activities*. (Ed.D. in Educational Leadership, University of North Carolina at Charlotte). Chair: Dr. Mickey Dunaway
- Im, Seung-Hyun. (2006). *Data safekeeping against knowledge discovery*. (Ph.D. in Information Technology, University of North Carolina at Charlotte). Chair: Zbigniew Ras
-

Master's Committees

Chair

- Bennett, C. (2011). *Women helping women: A call to action*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Ibrahim, A. (2011). *Winding Springs Elementary website evaluation*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Maness, K. (2011). *Civics and Economics final exam review*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Ramey, C. (2011). *Evaluating the effectiveness of the Business Class new hire curriculum at Time Warner Cable*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Rutledge, T. (2011). *Google Doc training*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Belk, J. (2010). *Evaluating the usage of Inspiration to stimulate visual learning*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Lafave, Emily, & Parker, L. (2010). *Development of an elementary and middle school technology camp*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Dudash, S. (2009). *Microsoft Outlook 2003 conversion*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Tucker, J. (2008). *Blackboard Vista tutorial series*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Heun, J. (2008). *Right Click! A technology assessment and learning tool for educators*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Jones, K. (2007). *Second Life in higher education*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Baucom, J. (2006). *Effective school websites*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Committee Member

Porche, J. (2018-present). *TBA*. University of Central Florida, Orlando, FL.

Milliard, S. (2019). *Designing calorie counter smartphone applications for effective weight loss*. University of Central Florida, Orlando, FL.

Strnad, S. (2018). *The effects of regulatory orientation on subjective task values, ability beliefs, and gameplay in a grammar editing computer game*. University of Central Florida, Orlando, FL.

Burroughs, S. (2011). *Turbine e-learning modules for the iPad*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Nicholls, D. (2010). *Navigating the Instructional Systems Technology final project*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Lee, H. (2010). *Moodle from a student perspective: Video tutorial series*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Braun, M. (2008). *A journey to "A Look Inside": Resources for current and prospective students*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Sawyer, C. (2007). *Web-based lesson plan for the operations training department: McGuire Nuclear Station*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

McCrary, P. (2007). *Introduction to healthcare: Radiology patient history*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Camp, J. (2007). *CMOMs.net web site video tutorials and training guides*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

- Dulin, L. (2007). *Student made documentary training for the middle grades: A three-phase project*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Hibbard, L. A. (2007). *Microsoft Office 2007 video tutorials*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Johnson, J. (2007). *Third grade introduction to NC Desk spreadsheets and databases*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Millard, J. (2007). *Non-invasive arterial testing: What is it you need to know? An e-learning tutorial for working sonographers*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Decker, K. (2006). *Caldwell County Career Center high school website re-design*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Hatley, N. (2006). *NC WISE training for principals*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Miles, J. (2006). *Instructional systems technology: A look inside*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Richardson, T. R. (2006). *Exploring the world's continents*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Gibson, H., & Smith, S. (2006). *Accelerated Reader*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Goode, K. (2006). *An orientation for Wolfe School staff: You only get one chance to make a good first impression*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Nieves, J. (2006). *School websites: Connecting your school to the world*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Prigmore, C. (2006). *U.S. Bank: Banker school blueprint*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Loveless, H., & Pereira, M. (2005). *Microsoft Office: Online job-aids*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.
- Yount, K. (2005). *Microsoft Outlook: Using web-based e-mail*. Unpublished master's project, University of North Carolina at Charlotte, Charlotte, NC.

Student-Mentee Recipients of National Educator Awards & Recognitions

2011 **Graduate Research Fair (1st place)**
University of North Carolina at Charlotte

PROFESSIONAL SERVICE AND GOVERNANCE

University Service

University of Central Florida

University Level

- Chair, *Director of Instructional Design Search Committee*, 2021.
- Member, *Director of Instructional Design Search Committee*, 2020.
- Member, *Information Technology Resources Advisory Committee*, 2016-2018.
- Member, *Associate Vice President, IT Chief Operating Officer Search Committee*, 2016.
- Chair, *Information Technology Resources Advisory Committee*, 2014-2016.
- Member, *Technology Fee Committee*, 2015-2016.
- Member, *Dr. Scholl Internal Grant Review Committee*, 2015.

College or Department Level

- Interim Director, *School of Teacher Education*, 2022.
- Member, *College of Health Professions & Sciences Promotion & Tenure Review Committee*, 2021.
- Member, *Department of Health Sciences Promotion & Tenure Review Committee*, 2019.
- Chair, *Department of Learning Sciences & Educational Research*, 2018-present.
- Member, *College of Community Innovation & Education Leadership Team*, 2018-present.
- Member, *College of Community Innovation & Education Chairs/Directors Council*, 2018-present.
- Associate Chair, *Department of Educational & Human Sciences*, 2017-2018.

- Member, *College of Education & Human Performance/College of Health & Public Administration Transition Team*, 2018.
 - Co-Lead, *Transition Team Academic Alignment Sub-Committee*, 2018.
- Chair, *Department of Educational & Human Sciences Instructor & Lecturer Promotion Committee*, 2017.
- Chair, *STEM Education Assistant Professor Search Committee*, 2016.
- Program Coordinator, *Instructional Design & Technology*, 2012-present.
- Member, *College of Education & Human Performance Instructor & Lecturer Promotion Committee*, 2016-2017.
- Member, *College of Education & Human Performance Graduate Curriculum & Standards Committee*, 2013-2016.
- Chair, *College of Education & Human Performance Graduate Curriculum & Standards Committee*, 2016-2017.
- Member, *College of Education & Human Performance Graduate Admission & Retention Committee*, 2013-2017.
- Member, *Department of Educational & Human Sciences*, 2012-2019.
- Member, *College of Education & Human Performance Faculty Council*, 2016-2017.
- Member, *College of Education & Human Performance Undergraduate Admission & Retention Committee*, 2013-2017.
- Chair, *Assistant Professor of Elementary/Secondary Education Search Committee*, 2014-2015.
- Member, *Department of Educational & Human Sciences Annual Evaluation Standards & Procedures Committee*, 2013-2014.
- Chair, *College of Education & Human Performance Undergraduate Curriculum & Standards Committee*, 2013-2014.
- Member, *Department of Educational & Human Sciences Instructor & Lecturer Promotion Committee*, 2013-2014.
- Chair, *College of Education & Human Performance Instructional Design & Technology Visiting Professor Search Committee*, 2012.

- Member, *School of Teaching, Learning, & Leadership*, 2011-2012.

University of North Carolina at Charlotte

University Level

- Member, *Information Technology Resources Policy Committee*, 2014-2017.
- Member, *Faculty Information Technology and Services Advisory Committee*, 2010-2013.
- Member, *University Faculty CID/API Grants Committee*, 2008-2010.
- Chair, *University Scholarship of Teaching and Learning (SoTL) Grants Committee*, 2009-2012.
- Member, *Learning Management System (LMS) Evaluation Committee*, 2008-2010.
- Member, *LMS Evaluation Phase 2 Sub-Committee*, 2008-2010.
- Member, *University Faculty Council*, 2008-2010.
- Member, *UNCC Distance Education Director Search Committee*, 2005.
- Member, *UNCC Distance Education Program Manager Search Committee*, 2010.

College Level

- Member, *Southwest Education Alliance Grant Selection Committee*, 2007-2011.
- Member, *College of Education Faculty Council*, 2005-2007, 2008-2010.
- Member, *College of Education Assessment Committee (Level 2)*, 2006-2011.
- Member, *Instructional Technology Advisory Committee (ITAC)*, 2004-2011.
- Member, *Education Honors Council*, 2007-2011.
- Consultant, *College of Education Teaching Fellows*. 2004-2005.
- Member, *Department of Special Education, MAT Online Program Steering Committee*, 2007.

School or Department Level

- Member, *Department of Educational Leadership Review Committee*, 2010-2011.
- Member, *Instructional Systems Technology Program (EIST) Advisory Committee*, 2004-2011.
- Member, *Instructional Systems Technology Search Committee (2)*, 2007.
- Member, *Department of Middle, Secondary, and K–12 Education Search Committees (2)*, 2007.
- Member, *Masters of School Administration (MSA) Advisory Committee*, 2004-2006.
- Member, *Department of Educational Leadership Doctoral Advisory Committee*, 2004-2011.
- Member, *Department of Educational Leadership Doctoral Admissions Committee*, 2004-2011.
- Member, *Department of Educational Leadership Doctoral Interview Committee*, 2004-2007.
- Consultant, *Department of Educational Leadership's ePortfolio Project*, 2004-2011.
- Member, *Instructional Systems Technology Program's Admission Committee*, 2004-2011.
- Co-Founder, *UNCC Educational Leadership Research and Writing Collaborative*, 2004-2006.

Professional Consultation

- Consultant, *IBM Reinventing Education (RE3) Grant*, 2005.
 - Consultant/Instructional Designer, *Mastery Learning Network/Global Classroom*, 2004-present.
-

School & Community Service

- Member, Editor Search Committee, *Journal of Online Learning Research (JOLR)*, 2021.

- Associate Chair, Information Technology Council, *Society for Information Technology in Teacher Education (SITE)*, 2021-2022.
- Panelist, Grant Program, *National Science Foundation*, 2019.
- Representative, *American Association of Colleges for Teacher Education (AACTE)*, 2019-present.
- Assistant Chair, Information Technology Council, *Society for Information Technology in Teacher Education (SITE)*, 2019-2021.
- Program Reviewer, Professional Master Program in eLearning, *King Abdulaziz University*, Saudi Arabia, 2018.
- Co-Chair, Teacher Education and Professional Development Committee, *National Council for Social Studies (NCSS)*, 2017-2019.
- Subject Matter Expert (SME) Reviewer, *Program Evaluation and Educational Research Group (PEER)*, 2017.
- Technical Advisory Group, *Micro-Credentialing of English Learners Teaching Skills (MELTS)*, 2017.
- Member, *National Technology Leadership Coalition (NTLI) Fellowship Award Review Committee*, NTLI, 2017.
- Member, Modeling & Simulation Academic Advisory Committee, *Institute for Simulation & Training*, 2016-present
- Member, Modeling & Simulation Admissions Sub-Committee, *Institute for Simulation & Training*, 2016-present
- Member, Modeling & Simulation Appeals Sub-Committee, *Institute for Simulation & Training*, 2016-present
- Member, *Contemporary Issues in Technology and Teacher Education (CITE) Journal* Editor Search Committee, 2016-2017.
- Associate Chair, *Society for Information Technology & Teacher Education (SITE)*, Social Studies Special Interest Group (SIG), 2013-2015.
- Member, *IntelTEACH Summit*, 2013
- Member, Modeling & Simulation Standards/Curriculum/Framework Task Force, *National Center for Simulation*, 2012-2015.

- Member, Florida Digital Learning Task Force, *Florida Department of Education*, 2012.
 - Vice President of Academic and Student Services, *International Society for Performance Improvement (ISPI) Charlotte*, 2009-2011.
 - Mentor, *UNCC Teacher Cadet Partnership*, 2004-2006, 2007-2008.
 - Reviewer, *SW Alliance Lincoln County Grants Competition*, 2008.
 - Technical Consultant, *North Carolina Association for Research in Education (NCARE)*, 2007.
 - Technical Consultant, *Charlotte-Mecklenburg Teaching Fellows Institute*, 2006-2011.
-

Professional Memberships & Affiliations

American Association of Colleges for Teacher Education (AACTE)
Association for the Advancement of Computing in Education (AACE)
Association of Educational Communication and Technology (AECT)
Association for Talent Development (ATD)
College and University Faculty Assembly (CUFA)
Florida Educational Research Association (FERA)
National Council for the Social Studies (NCSS)
Society for Information Technology and Teacher Education (SITE)

Stacy M. Van Horn, Ph.D.

Department of Counselor Education and School Psychology
College of Community Innovation and Education
University of Central Florida
Email: [REDACTED]

EDUCATION

- Ph.D.** Counselor Education, College of Education, (CACREP)
University of Florida, Gainesville, Florida. August, 2003
Dissertation Title: A computer training intervention on school counselors' self-efficacy, skills, knowledge, and attitudes.
Robert D. Myrick, Ph.D., Advisor/Dissertation Chair/ Professor Emeritus
- Ed.S.** School Counseling & Guidance with coursework for licensure in Mental Health Counseling. College of Education, (CACREP)
University of Florida, May, 1996.
- M.Ed.** Proteach Program in Elementary Education with Specializations in Children's Literature and Psychology. College of Education, University of Florida, December 1993.
Master's Thesis: Utilizing letter writing to promote children's literacy and self-esteem.
- B.A.** Summa cum laude, Elementary Education, University of Florida, December 1992.

ACADEMIC POSITIONS: UNIVERSITY TEACHING

University of Central Florida

Orlando, FL

Associate Lecturer, Counselor Education

August, 2016-Present

School Counseling Track Coordinator
Coordinator of the Ed.S. in Education, School Counseling Track
Career Counseling Graduate Certificate Coordinator

Responsibilities include teaching graduate and doctoral level courses, advising master's level and certificate students, and serving as the school counseling coordinator (M.A., M.Ed., & Ed.S.). Aligning school counseling curricula and experiences to FL-DOE and CACREP accreditation standards, serving on dissertation committees, mentoring and co-teaching with doctoral students, and participating in professional, university, college, departmental, and programmatic related service.

Lecturer, Counselor Education

August, 2008-2015

Ed.S. in School Counseling Track Coordinator
Graduate Career Counseling Certificate Coordinator

Responsibilities include teaching graduate and doctoral level courses, advising master's level and certificate students, serving on dissertation committees, mentoring and co-teaching with doctoral students, and participating in professional, university, college, departmental, and programmatic related service.

DOCTORAL LEVEL:

MHS 7340: Advanced Career Development

The purpose of this course is for advanced graduate students to gain an in-depth understanding of various career development theories, approaches, and assessments. In addition, advanced graduate students will reflect on their teaching pedagogy within the framework of career development. This course will also expose students to various models and strategies of consultation, partnership and coordination as they prepare to become counselor educators.

**Admission to Ph.D. in Education- Counselor Education track is required.*
Spring 2016, 2017, & 2018 (face to face)

MHS 7840: Doctoral Teaching Internship I/II

This course is intended for doctoral students in Counselor Education to examine and practice the various roles within a Counselor Education program under direct supervision. Students will demonstrate an understanding of the relationship of instruction, supervision, and practicum in Counselor Education Programs. **Admission to Ph.D. in Education- Counselor Education track is required.*

Fall, 2020, 2021; Summer 2019, 2020 (face to face -exceptions with 2020-2021-synchronous online)

MASTER'S GRADUATE LEVEL:

MHS 6500: Group Procedures and Theories in Counseling

This course provides a basic understanding of the group process through an examination of group dynamics and development, group leadership styles, group counseling styles, group counseling theories, and a thorough overview of group counseling methods, skills, and other group approaches. The course includes an experiential component in which students participate in a personal growth group in order to experience the group process firsthand.

Spring 2019, 2020 (face to face)

SDS 6347: Career Development

This course provides a study of career development theories, occupational and educational information, approaches to career decision-making, lifestyle, and leisure in the development of the whole person. ** Must be enrolled in the Counselor Education Graduate Degree Program or admitted to the Graduate Career Counseling Certificate*

Spring 2016, 2017, 2018; Summer 2018, 2019, 2020 & 2021 (face to face -exceptions with 2020-2021-synchronous online)

MHS 6803: Practicum in Counselor Education

This course provides counselor education students a supervised counseling experience where they can put into practice elements learned through their graduate courses. This clinical experience is designed to enable counseling students to show competence in 1) individual counseling, 2) group counseling 3) and case conceptualizations through triadic and group supervision sessions.

Summer 2016; Summer 2017

SDS 6947: Internship in Professional School Counseling

This course provides the counseling student a practical "hands-on" experience in a school setting under the supervision of a professional school counselor. It allows the graduate student-intern an opportunity to relate academic and theoretical learning to settings outside of the university classroom. The experience also allows the student to receive evaluative feedback on his, her, their knowledge, attitudes, and skills with specific populations in a school setting (K-12).

Spring 2016, 2017, 2018, & 2019; Fall 2016, 2017, & 2018 (face to face supervision-exception in spring 2021- online supervision)

SDS 6620: Coordination of Comprehensive Professional School Counseling Programs

This course provides an in-depth analysis of comprehensive developmental professional school counseling programs, including the developmental and coordination of these programs. This course focuses on comprehensive orientation to the **roles** and functions of counselors in elementary, middle, and high schools. Attention is given to the structure and organization of schools, and to the interaction of school counselors with parents, students, teachers, administrators, and other student support professional groups.

Fall 2016, 2017, 2018, 2019 & 2020 (face to face -exceptions with 2020-2021-synchronous online)

SDS 6622: Career and College Readiness Pk-12

This course provides graduate students with a developmental overview of child and adolescent career growth from a multi-systemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education and counseling through curriculum integration, direct services, and stakeholder engagement activities. This course will include experiential learning opportunities to engage with students in elementary, middle, high and post-secondary developmental levels.

Summer 2016, 2017, & 2018; *Spring 2019, 2020, 2021 ((face to face -exceptions with 2020-2021-synchronous online)*

MHS 6401: Techniques in Counseling

This course teaches fundamental counseling skills, such as relationship building, basic assessment goal setting, selection of interventions, and evaluation of client outcomes. It contains a review of treatment planning and case conceptualization required for practicum

Fall 2016, Spring, 2021 (face to face -exceptions with 2020-2021-synchronous online)

SDS 6308: Applied Practices in Career Services

This course will encourage students to engage in deep thought and lively discussions about working with various individuals within career development. Students will connect with experts in the field through diverse career development settings (e.g., public schools, career centers, institutes of higher education, and private practices) and interacting with diverse populations through an integrated service-learning requirement. Students will gain genuine, real-world experiences while receiving supportive supervision and mentoring throughout the course. Students will construct their own learning goals and reflect throughout the course on their own growth and development, as well as evolving counselor identity **Capstone Clinical Course for Career Counseling Certificate- Must be enrolled in the Counselor Education Graduate Degree Program or admitted to the Graduate Career Counseling Certificate.*

Fall 2017, 2018, 2019, 2020 (face to face -exceptions with 2020-2021-synchronous online)

PROFESSIONAL AWARDS (2016-2021)

Excellence in Graduate Teaching Award

Spring, 2020

This UCF award is to recognize outstanding graduate-level teaching.
Each college selects one teaching award recipient per academic year.

Certificate of Recognition during Month of the Women

Spring, 2019

Awarded by the UCF Multicultural Student Center

This certificate was awarded by the UCF Multicultural Student Center for outstanding advocacy and social justice on behalf of students.

Outstanding FCA Division Award for FCDA

October, 2018

This award recognized the growth and development of an outstanding division of the Florida Counseling Association (FCA). This award of distinction was received during my tenure as President and member of the executive board of Florida Career Development Association (FCDA).

UCF Teaching Incentive Program (TIP) Award Winner,
 Awarded April, 2017
 Recognized by the college and university for outstanding contributions
 in teaching and learning

Spring, 2017

2017 UCF Woman Making History

Executive Board of UCF Center for Success of Women Faculty
 Recognized during the month of March featured on the UCF Center
 for Success of Women Faculty website for efforts contributing to
 making UCF a stellar institution.

Spring, 2017

Nominated for Distinguished Doctoral Mentor Award

This nomination was put forth by Counselor Education Doctoral
 students to recognize outstanding mentoring in higher education
 through the American Counseling Association (ACA) organization.

Spring, 2016

**PROFESSIONAL SERVICE COMMITTEE PARTICIPATION
 (2016-2021)**

Department

School Counseling Track Coordinator (M.A./ M.Ed.)
 Dept. of Counselor Education & School Psychology

Fall, 2014-present

Coordinator of Ed.S. in Education-School Counseling
 Dept. of Counselor Education & School Psychology

Spring, 2009- present

Graduate Career Counseling Certificate Coordinator
 Approval of Revitalized Career Certificate Program

Spring, 2013-present
 Fall, 2017

School Counseling Internship Placement Coordinator
 Dept. of Counselor Education & School Psychology

Fall, 2018-present

Co-Coordinator of the 2020 UCF Counseling Conference

Summer, 2019-Fall, 2020

UCF Co-Faculty Advisor for Chi Sigma Iota (CSI)
 International Counseling Honor Society-Upsilon Chi Chapter

Fall, 2012-2017

College

Co-Chair CCIE Faculty Council
College of Community Innovation & Education

Fall, 2022-present

Search Committee Chair-Visiting Instructor line
 Counselor Education & School Psychology

Summer, 2021

Faculty Council Committee Member
 College of Community Innovation and Education (CCIE)

Fall, 2020-2021

Teaching Incentive Program (TIP) Award Committee Member
 College of Community Innovation & Education (CCIE)

Fall, 2019-2021

Student Ethics & Conduct Committee Member
 UCF CCIE/CEDHP

Fall, 2016-present

Clinical Experiences Advisory Committee Member
 College of Communication Innovation & Education (CCIE)

Fall, 2010- present

Faculty Workload Task Force Member- Approved S206A220026

Fall, 2017-2018

College of Education and Human Performance (EDHP)

Instructor/Lecturer Promotion Committee Member Fall, 2017-Spring 18
College of Education and Human Performance (EDHP)

Instructor and Lecturer Promotion Committee Member Fall, 2012-14; 2016
College of Education and Human Performance (CCIE)

Bully Prevention Task Force Committee Member Fall, 2012-2017
UCF Office of Diversity Initiatives

UCF Bookstore Advisory Committee Voting Member Fall, 2011-2017
Representing College of Education and Human Performance

University

UCF Joint Committee of the Faculty Senate Fall, 2017-Fall, 2019
*Faculty Senate Parking, Transportation & Safety
Committee Appointment*

UCF Joint Committee of the Faculty Senate Fall, 2017-Fall, 2019
Faculty Senate Staff Benefits Committee Appointment

UCF Faculty Excellence Center for Women Faculty Fall, 17-Spring, 18
Faculty Mentoring Program

State

College Reach-Out Program (CROP) Advisory Council Member Summer, 2021-present
Appointed position- Florida Department of Education (FLDOE)
Reviews Career and College Readiness grants submitted to the
State of Florida for funding

FLDOE Task Force Member – Appointed position Spring, 2016-present
Review requirements for state certification in School Counseling

Florida Counseling Association (FCA) *Nominations Committee Member* July, 2019-present

Presidential Term- Florida Career Development Association July, 2017- June, 2020
Past President, FCDA

President, FCDA
President-Elect, FCDA
Professional Development Chair, FCDA July, 2016- June, 2017

Florida Counseling Association (FCA) State Organization July, 2018-Aug. 2019
Division Representative

FSCA- *SPIN Facilitator* – Counselor Educators in the state of Florida Fall, 2017- Fall, 2019
Florida School Counseling Association (FSCA)

FCDA *Professional Development Committee Chair* Fall, 2016-2017
Florida Career Development Association- Board Member

FSCA Membership & Recruitment Committee Member Fall, 2015- 2018
Florida School Counselor Association

National

NCDA *Trustee of State Divisions*- Elected to Executive Board Fall, 2021-2024

NCDA Membership Taskforce Member Spring, 2021-present
National Career Development Association

NCDA State Leadership Advisory Council Member-Appointed August, 2019-present
National leadership board

NCDA Ethics Committee Member August, 2018-present
National Career Development Association

National Youth-At-Risk-Conference Proposal Reviewer 2012; 2014; 2016-17
Annual At-Risk Conference (Atlanta, GA; October, 2012; 2017)

National Council for Accreditation of Teacher Education (NCATE/CAEP)

- CAEP Council for Accreditation of Educator Preparation Spring, 2014- 2018
- NCATE COE Appointed Steering Committee Member Fall, 2011-2017

NCDA Counselor Educator Academy Member Summer, 2017-2018
National Career Development Association

TEACHING WORKSHOPS and FACULTY TRAININGS ATTENDED (2016-2021)

Van Horn, S. (July 24-25, 2021). Suicide Prevention Summit by the Mental Health Academy. The Summit sessions attended focused on a strengths-based approach to suicide assessment and treatment, managing hopelessness, helplessness, and despair with younger clients, and addressing youth depression and suicidal ideation in a post-pandemic world (*online event*).

Van Horn, S. (June 9-10, 2021). REMOTE: The Connected Faculty Virtual Summit hosted by Arizona State University aimed at diverse issues impacting faculty in higher education (*online event*).

Van Horn, S. (February 26, 2021). Florida ACE Women's Network. Attended presentation on "Leadership during Challenging Times" (*online event*).

Van Horn, S. (December 14-15, 2020). *Using Photos to Bring Course Closure- PhotoVoice as an Innovative Technique*. FCTL Winter Faculty Conference, Virtual Event, University of Central Florida, Orlando, FL

Van Horn, S. (Fall, 2020- 9/14/2020 -11/16/2020). Proposal accepted for the fall, 2020 SoTL Mentoring Course Innovation Project Cohort- Participated in virtual monthly meetings throughout fall, 2020- Hosted by the Faculty Center for Teaching and Learning. (*online event*).

Van Horn, S. (August 3, 2020). *Story Center Digital Storytelling Online Webinar*- Presenter Robert

Kershaw, Director of Public Workshops, covered using digital storytelling in the higher education setting during online teaching and learning.

Van Horn, S. (August 21, 2020). *Pan(dem)ic Modalities: Problem Solving for Fall, 2020 Courses*.

Participated in FCTL Virtual Teaching and Learning Day, University of Central Florida, Orlando, FL

Van Horn, S. (September, 2019 -May, 2020). Seeking Educational Equity and Diversity Training

(S.E.E.D). Participated in a year-long training focusing on promoting inclusivity and diversity awareness. Barbara Ying Center, University of Central Florida, Orlando, FL

Van Horn, S. (July 13, 2020). REMOTE: The Connected Faculty Virtual Summit hosted by Arizona State

University. (Attended 8 sessions focusing on: online teaching and learning; Covid-19 and social justice in higher education; equity in online learning platforms; building teaching presence with asynchronous tools; and creating effective online assessment tools to evaluate students' growth and performance. *(online event)*).

Van Horn, S. (July 10, 2020). *Strategies to Motivate and Engage Students through Online Teaching and*

Learning. Participated in FCTL Teaching and Learning Day, University of Central Florida, Orlando, FL

Van Horn, S. (June 12, 2020). *Academic Dishonesty in Online Environments*. Participated in FCTL

Teaching and Learning Day, University of Central Florida, Orlando, FL

Van Horn, S. (May 4-7, 2020). *HIP Course Designation Virtual Bootcamp: Integrative Learning*

Experience (IE) Track. Participated in UCF Summer Faculty Development Virtual Conference, University of Central Florida, Orlando, FL

Van Horn, S. (May 4-7, 2020). Accepted for UCF Summer Faculty Development Conference, University of

Central Florida, Orlando, FL *[Cancelled due to COVID-19]*

Van Horn, S. (May 6-9, 2019). *Diversity and Inclusion Track*. Applied and accepted for the 2019 UCF

Summer Faculty Development Conference, University of Central Florida, Orlando, FL

Van Horn, S. (May 7-10, 2018). *Faculty Center for Teaching & Learning Track*. Submitted and

accepted for the 2018 UCF Summer Faculty Development Conference, University of Central
Florida, Orlando, FL

Van Horn, S. (May 8-11, 2017). *The Revitalization of the Graduate Career Counseling Certificate:*

Implementing a Signature Learning Experience into the Capstone course. Submitted and
accepted for the 2017 UCF Summer Faculty Development Conference, University of Central
Florida, Orlando, FL

Jones, D., Barden, S., Taylor, D, **Van Horn, S.**, & Shillingford-Butler, A. (May 8-11, 2017). *Assessing*

High-Impact Academic Activities with MHS 7840 Internship in Counselor Education. Submitted
and accepted at the 2017 UCF Summer Faculty Development Conference, University of Central
Florida, Orlando, FL

Hoffman, L. Little, M., Andreasen, J., Kelley, M.& **Van Horn, S.** (May 9-12, 2016). *College of Education*

*and Human Performance Initial Teacher Preparation Program Summative Evaluation Instrument
Revision*. Presented at the 2016 UCF Summer Faculty Development Conference, University of
Central Florida, Orlando, FL

PRESENTATIONS at REFEREED PROFESSIONAL CONFERENCES (2016-2021)

National

Patterson-Mills, S., **Van Horn, S.**, Siwiec, A., & Chenkin, A. (May 18, 2021). *Ethics in the Pandemic:*

What to Keep in Mind. Online Webinar presented by the Ethics Committee of the National Career
Development Association, (Online event).

Van Horn, S., (February 25, 2021). *Creative Approaches to Connecting Career and College Readiness*

Activities with Elementary Students. Presented virtually through the NCDA's Virtual Career
Practitioner Institute, Online event.

Jones, C., **Van Horn, S.**, Jaffe, A., Williams, D., Morris, M., & Bourassa, A. (February 9, 2021). NCDA

State Leadership Consortium Session for State Career Development Associations (CDAs). Session

Title: *"How to Navigate Relationships with State Counseling Association: Challenges, Successes and*

Best Practices" Presented virtually by members of the State Leadership Council representing

Van Horn, S (January 5, 2021). *Career Development with Children and Adolescents*. 2nd Annual Innovative Child Therapy International Symposium Podcast. *Online event*.

Jones, C., **Van Horn, S.**, Jaffe, A., Williams, D., Morris, M., & Bourassa, A. (November 17, 2020). NCDA State Leadership Consortium Session for State Career Development Associations (CDAs). Session: *Recruitment Strategies: Strengths and Challenges for CDAs*” Presented virtually by members of the State Leadership Council representing National Career Development Association, (Online event.)

Jones, C., **Van Horn, S.**, Jaffe, A., Williams, D., Morris, M., & Bourassa, A. (June 16, 2020). *Virtual State Career Development Association Leadership Training Workshop*. Invited Panelist. Presented virtually through the Global Conference at the National Career Development Association, (Online event.)

Van Horn, S., Jones, C. (June 26, 2019). *State Leadership Training Workshop/Panel: Emerging Leaders*. Pre-session training workshop presented at the Global Conference at the National Career Development Association, Houston, TX.

Van Horn, S., Peila-Shuster, J., Smith, A., and Littlefield, L. (June, 2018). *Intentionally Integrating Career Counseling Research, Practice, & Activities into Counseling Courses*. Session presented at the Global Conference at the National Career Development Association, Phoenix, AZ

Van Horn, S. (June 30, 2017). *Original Ways to Connect Career and College Readiness with Students: From Elementary to High School and Beyond*. Presented at the National Career Development Association (NCDA) Global Conference, Orlando, FL

Van Horn, S., Powell, O., Hitzing, H., Sabbides, C., Aristor, W., & Bumgarner, A. (June 28, 2017). *Utilizing Partnerships and Collaborations to Create an Innovative Graduate Career Counseling Certificate*. Presented at the National Career Development Association (NCDA) Global Conference, Orlando, FL

Regional

Van Horn, S. (February 29-March 1, 2016). *Using a Mixed-Reality Environment to Enhance the Training of School Counselors*. Presented at the Innovations in School Counselor Preparation Annual Conference (ISCP), University of Georgia, Athens, GA

- Van Horn, S.** (March 6, 2021). *Activities Designed for Educators in Elementary School Settings to Promote Career and College Readiness, Including STEM Careers*. Accepted proposal for the Florida Engineering Education Conference (FEEC)- [Cancelled due to COVID-19]
- Van Horn, S.** (October, 2019). *FCA Presidential Session: A Vision of Leadership: A Panel Discussion*. Presented at the 70th Annual Florida Counseling Association (FCA) 2019 Annual Convention, Tampa, FL.
- Van Horn, S., and Shaw, D.** (October, 2019). *The Integration of Self-Care: From Training to Practice*. Session presented at the 70th Annual Florida Counseling Association (FCA) 2019 Annual Convention, Tampa, FL.
- Van Horn, S.** (November 3, 2018). *What School Counselors Need to Know to Become Effective Onsite Supervisors of Student-Interns*. Presented at the Florida School Counseling Association (FSCA) 2018 Annual Convention, Orlando, FL.
- Van Horn, S., and Botchen, A.** (October, 2018). *Connecting Career and College Readiness with ALL Students*. Session presented at the 69th Annual Florida Counseling Association (FCA) 2018 Annual Convention, Tampa, FL.
- Van Horn, S., Flynn, J., & Shaw, D.** (October, 2017). *Play Therapy Techniques That Fit the Challenges Facing Contemporary School Counselors*. Presented at the 68th Annual Florida Counseling Association (FCA) 2017 Annual Convention, Orlando, FL
- Van Horn, S., & Belser, C.** (March, 2017). *Creative Ways to Integrate College and Career Readiness Activities into Your K-12 Classroom Curriculum*. Presented at the Florida Engineering Education Conference (FEEC) 2017 hosted by the College of Engineering & Computer Sciences at the University of Central Florida, Orlando, FL
- Van Horn, S.** (October, 2016). *Using A Mixed-Reality Environment to Train Counselors*. Presented at the 67th Annual Florida Counseling Association (FCA) 2016 Annual Convention, Orlando, FL
- Van Horn, S., & Belser, C.** (October, 2016). *Thinking Outside the Box: Bringing Creativity to Middle School Counseling*. Presented at the Florida School Counseling Association (FSCA) 2016 Annual Convention, Orlando, FL

INVITED COMMUNITY PRESENTATIONS (2016-2021)

- Van Horn, S.** (June 16 & 30, 2021). Invited Workshop Presenter through Orange County Public Schools (OCPS)- Presented two 3-hour workshops with Certified School Counseling K-12 throughout district. Title: *“Promoting Positive Behaviors and Advocacy in School Counseling.”* Presented virtually through zoom platform.
- Van Horn, S.** (January 10, 2019). *What School Counselors Need to Know to Become Effective Onsite Supervisors of Student-interns.* Invited workshop presenter for Orange County Public Schools. Educational Leadership Center (ELC), Orlando, FL
- Van Horn, S.** (February 9, 2018). Invited Keynote Speaker at the Orange County School Counselor Association (OCSCA) Annual Awards Breakfast. First Baptist Church of Orlando
- Van Horn, S., & Geigel, V.** (July 25, 2017). *PreK-12 Career Planning.* Invited presenters at the Seminole County School Counseling Professional Development “Power of You” Workshop series. Winter Springs High School, Oviedo, FL
- Van Horn, S.** (July 22, 2016). *Reach Higher.* Invited Keynote Speaker at the Orange County Public School (OCPS) School Counseling Professional Day. Nova Southeastern University, Orlando, FL.
- Van Horn, S., & Geigel, V.** (June 19, 2016). *PSCs Promoting Career Awareness and Planning in Schools for All Students.* Invited presenter at the Hillsborough School Counseling Association (HSCA) Summer Training Institute. Tampa, FL.

UNIVERSITY PRESENTATIONS

- Van Horn, S., & Cash, K.** (April 9, 2022). *Coping with intensity, anxiety, and fears of failure: What counselors, school psychologists, and support staff need to know about gifted students.* Invited presenter at the UCF Faculty Advocates for Gifted Education (ADAGE) in Conjunction with Project Elevate, University of Central Florida, Orlando
- Van Horn, S.** (April 4, 2020). *[Cancelled due to COVID-19]*
Invited presenter at the UCF Faculty Advocates for Gifted Education (ADAGE) in Conjunction with Project Elevate, University of Central Florida, Orlando
- Van Horn, S. & Shaw, D.** (April 3, 2020). *[Cancelled due to COVID-19]*

presenter at the UCF Literacy Symposium, University of Central Florida, Orlando

Van Horn, S. (April 6, 2019). *What Do You Want to Do When You Grow Up? Ways to Address Career and College Readiness with Gifted Learners.* Invited presenter at the **UCF Faculty Advocates for Gifted Education (ADAGE) in Conjunction with Project Elevate**, University of Central Florida, Orlando

Van Horn, S. (January 20, 2018). *Addressing the Needs of Gifted Learners: A School Counseling Perspective.* Invited presenter and highlighted session at the Tenth Annual UCF Counseling Conference, University of Central Florida Main Campus, Orlando, FL

Van Horn, S. & Savitz, A. (April 2, 2016). *Diverse Gifted Learners: A School Counseling Perspective.* Invited presenter at the **UCF Faculty Advocates for Gifted Education (ADAGE) in Conjunction with Project Elevate**, University of Central Florida, Orlando, FL

Van Horn, S., Thompson, B., Sabiddes, C., Bercaw, R., & McMichen, C. (February 6, 2016). *Do you Feel Safe? Ways School Counselors Can Promote an Inclusive Environment for LGBTQ+ Youth.* Invited presenter and highlighted session at the University of Central Florida's Eighth Annual Counseling Conference, University of Central Florida, Orlando, FL

Van Horn, S. (March 28, 2015). *Counseling Strategies Applied to Gifted Students.* Invited presenter at the **Florida Association for Gifted Children (FLAG) Region IV**, University of Central Florida, Orlando

Van Horn, S. (March 15, 2014). *Counseling Strategies Applied to Gifted Learners.* Invited presenter at the **Florida Association for Gifted Children (FLAG) Region IV**, University of Central Florida, Orlando

GRANTS AND EXTERNAL FUNDING

Funded

Van Horn, S. (May, 2019). National Career Development State Division Grant. Awarded by NCDA Board of Trustees. Amount Granted: \$1,000.00.

Koger, P. **Van Horn, S.,** Levin, J., & Dimarco, N. (Fall, 2017- Spring, 2018). First Annual Positive School Climate Forum. Awarded by the UCF College of Education and Human Performance through the Brinson Foundation Grant. Amount Granted: \$3,550.00.

Unfunded

Little, M., (PI), Stewart, M.L., **Van Horn, S.** & Garcia, J. (Co-PIs), (2016). *#Lifting Lives & Livelihoods through an Interdisciplinary National Model of Support*. Submitted to the FY 2018 UCF Federal Priorities Grant Committee, University of Central Florida, College of Education and Human Performance. FY 2018- Proposal Amount: \$2,755,124.00 (*unfunded*)

PUBLICATIONS

Refereed Journals

Little, M., Garcia, J., & **Van Horn, S.** (2019-2020). Integration of physical, mental, social-emotional health for families in poverty by implementing a trans-disciplinary framework to enhance the quality of life.

PHILLIS: The Journal for Research on African American Women 5 (1), 27-33.

Christmas, C., & **Van Horn, S.** (2012). SPARC groups: A model for incorporating spirituality into group work. *The Journal for Specialists in Group Work*. 37(3), 170-201.

Van Horn, S., & Myrick, R. (2001). Computer technology and the 21st century school counselor. *Professional School Counseling*, 5 (2), 124-130.

Book Chapter (peer reviewed) and Published Book Reviews

Van Horn, S. (March, 2015). Book Review of: *Motivational Interviewing in Schools: Strategies for Engaging Parents, Teachers, and Students* by Keith C. Herman, Wendy M. Reinke, Andy J. Frey, and Stephanie A Shepard. *The Professional Counselor*, vol. 5 (2).

DOCTORAL DISSERTATIONS (2016-2021)

Doctoral Committee Memberships

Babb, K. (2022-present). (Counselor Education, University of Central Florida)

Rolins, D. (2021-present). *Awareness, attitudes, and self-efficacy of school counselors towards twice exceptionalities*. (Counselor Education, University of Central Florida)

Kushner, Sheridan. (2021- present). *Employee Perception of the role of the school counselor through the ASCA national model during the COVID-19 pandemic*. (Learning Science and Educational Research, University of Central Florida).

Borland, Jon. (2020). *The relationship of professional school counselors' self-efficacy and motivation to their counseling service delivery*. (Counselor Education, University of Central Florida).

Berner, A. (2020). *Reconsidering student attitudes towards school achievement: A mixed-methods*

approach to explore gifted middle school underachievers' attitudes about school. (Elementary

Education, University of Central Florida).

LaMothe, S. (2019). *Science occupational images and aspirations of African American/black elementary students.* (Counselor Education, University of Central Florida).

Mumbauer, J. (2018). *Investigating a mental health literacy intervention among economically disadvantaged youth.* (Counselor Education, University of Central Florida).

Belser, C. (2017). *Predicting undergraduate retention in STEM majors based on demographics, math ability, and career development factors.* (Counselor Education, University of Central Florida).

Acquaye, H. (2016). *The relationship among posttraumatic growth, religious commitment, and optimism in adult Liberian former refugees and internally displaced persons traumatized by war-related events.*

(Counselor Education, University of Central Florida).

UNDERGRADUATE COMMITTEES

Honors In the Major (HIM) Theses

Gonzalez, K. (2019-present). *The relationship between math anxiety and girls.* Chair: Dr. Janet Andreasen
(Elementary Education- Honors in the Major, University of Central Florida).

Zenz, C. (2019). *The use of children's literature and reflective writing as a means to help primary elementary students cope with natural disaster.* (Elementary Education, Honors in the Major, University of Central Florida).

PROFESSIONAL MEMBERSHIPS (leadership positions highlighted)

State of Florida Certified Professional School Counselor, DOE # 763691

C.S.I. – Chi Sigma Iota- International Counselor Education Professional Honor Society

Faculty Co-Advisor, 2012-2017

A.C.A. - American Counseling Association, Professional

A.S.C.A. - American School Counseling Association, Professional

N.C.D.A. – National Career Development Association

Elected Trustee for State Divisions, 2021- present

A.C.E.S. - Association for Counselor Education and Supervision

S.A.C.E.S. - Southern Association for Counselor Education and Supervision

F.C.A. - Florida Counseling Association

Division Representative, 2018-2020

F.C.D.A. – Florida Career Development Association

Past President, 2019-2020; President, 2018-2019; President-Elect, 2017-2018
Professional Development Chair, 2017

F.S.C.A. – Florida School Counselor Association

Pending: Current election for FSCA Board of Directors position

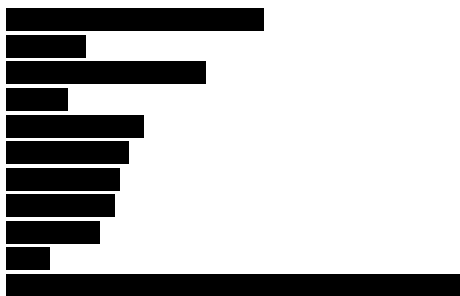
SPIN Coordinator for School Counselor Educators in Florida, Fall 2017-2019

O.C.C.A. - Orange County Counseling Association, Professional member, 1996-2005

Kris Rodgers

K-12 Gifted Coordinator

Email



OBJECTIVE

Passionate about Science, Technology, Engineering, and Math (STEM) and inquiry-based lessons. Received 2 awards for excellence in teaching science. Named as a Florida High Impact Teacher for 3 consecutive years. Experienced in training and mentoring new teachers. Have worked in busy, high demand environment where high standards are expected. Seeking to teach STEM education at the college level.

EXPERIENCE

Jul 2019

Present

K-12 Gifted Coordinator

School District of Osceola County

- Coached and mentored K-12 teachers of gifted students.
- Pitched ideas on how to improve performance and efficiency.
- Produced detailed plans based on curriculum and student abilities.
- Manage gifted endorsement courses and facilitators.
- Planned and implemented professional development for teachers.
- Accurately handled large amounts of money in the gifted budget.
- Calculated consultation and articulation pay for teachers of gifted students.
- Created comprehensive reports on students who are gifted data as related to instruction, demographics, and budget.
- Collaborated with K-12 school administrations to ensure gifted standards and curriculum were upheld, state requirements for students who are gifted are followed, and services are provided for all students who are gifted.
- Periodically met with heads of departments at the district level to ensure all state gifted requirements,

Kissimmee, FL

Jun 2012

Jun 2019

Elementary School Teacher

School District of Osceola County

- Prepared and taught classes of 25 + fifth grade students for four years and 25 + fourth grade students for 3 years.
- Produced detailed plans based on curriculum and student abilities from Exceptional Student Education (ESE) students to Gifted students.
- Created SMART Board suitable class activities.
- Adjusted class plans to fit the needs of all students.
- Met parents of students to report on progress in class.
- Helped 85% of students achieve proficiency on the Florida State Test.
- Adapted personal teaching methods to both large and small class sizes.
- Participated in a Professional Learning Community to decide on curriculum, lessons, and common assessments for students based on student data.
- Completed a doctorate degree while working with fifth grade science students over the course of three years. During the three years of the study, student scores in science went from 38% proficient to 72%

services, and paperwork remain in compliance for both public and charter schools.

- Supervised and delegated tasks for two student summer academies for hiring teachers, ordering supplies, and the budget.
- Coordinated the Odyssey of the Mind Competition for both teachers and the budget in most schools.
- Organized and coordinated the Osceola County Science and Engineering Fair
- Participated in the National Council for History Education (NCHE) LEAD Grant and wrote curriculum for Social Studies both for the K-5 district teachers and NCHE.
- Participated in Field Study opportunities and supervised teachers for the NCHE LEAD Grant.

Kissimmee, FL

Oct 2006

Jun 2012

Math/Science Coach

School District of Osceola County

- Periodically met with the leadership team and teachers to ensure the highest teaching standards were met.
- Coached and modeled effective lessons for teachers.
- Planned and facilitated professional development for teacher.
- Gathered and analyzed student data.
- Made recommendations to teachers based on student data.
- participated in meetings with the MTSS team to determine student needs for interventions and ESE testing.
- Helped develop math and science curriculum for the district.
- Wrote and won two grants, one for equipment to develop a science lab and the other was for getting solar panels for the school.
- Managed the Missions Science Lab and taught classes for the fifth-grade students in the science lab.
- Helped the testing coordinator manage and give out the state assessments.
- Organized and ran the school science fair.
- Organized and ran science and math family nights.
- Organized and ran the Math and Science Olympiad school event and chaperoned students to the regional Math and Science Olympiad.

proficient on the Florida State Comprehensive Assessment for Science.

- Created comprehensive reports on student behavior and progress.
- Collaborated with faculty administrations to ensure standards and curriculum were upheld.

Kissimmee, FL

Jul 2003

Oct 2006

Elementary School Teacher

School District of Osceola County

- Prepared and taught classes of 18-22 second grade students.
- Adjusted class plans to fit the needs of all students.
- Met parents of students to report on progress in class.
- Helped 85% of students achieve a grade A-C at year-end.
- Adapted personal teaching methods to both large and small class sizes.
- Prepared for small groups to meet the needs of all students.
- Produced detailed plans based on curriculum and student abilities.
- Taught Exceptional Student Education (ESE) students.
- Created comprehensive reports on student behavior and progress.
- Collaborated with faculty administrations to ensure standards and curriculum were upheld.
- Participated on the District Math/Science Team for three years.
- Participated in a Professional Learning Community to decide on curriculum, lessons, and common assessments for students based on student data.
- Mentored less experienced teachers.

- Attended and participated in monthly meetings with the District Math/Science Coaches and district leadership.

Kissimmee, FL and Orlando, FL

Aug 2006

Dec 2012

Associate Professor

Valencia College

- Designed and facilitated lessons for developmental reading courses.
- Continuous assessment of students through a variety of tools such as exams, tests, literary essays, etc.
- Designed and led group discussions and debates on reading assignments.
- Participated in several research projects for online education.
- Assessed papers and trained college students in developmental reading.
- Became a certified digital educator.
- Earned the associate professor position.

EDUCATION

Fort Lauderdale, FL

2014

2018

Doctor of Education

Nova Southeastern University

- Doctor of Education with a focus in STEM Education for Elementary and Middle Schools.
- Dissertation topic: Investigating the Effects of Inquiry Based Science in a Fifth Grade Classroom.
- Outcome of the research: students raised science scores from 38% at the beginning of the study to 72% at the end of the study.
- Graduated with a 4.0 grade point average.
- Made the Dean's List every semester.
- Elective classes were all in Educational Leadership.
- Joined the Golden Key Society for excellence in academics.
- Upon graduation, passed the FELE State Exam to add Educational Leadership to professional teaching certification.

Fort Lauderdale, FL

2004

2006

Master of Science

Nova Southeastern University

- Master of Science with a focus in K-12 Reading.
- Made the Dean's List every semester.
- Upon graduation, passed the K-12 Reading Exam to add K-12 Reading to professional teaching certification.

Birmingham, AL

1987

1994

Bachelor of Science

University of Alabama at Birmingham

- Bachelor of Science with a focus in Elementary Education and a minor in French.
- Made the Dean's List almost every semester.

SKILLS

- Teamwork
- Problem-Solving
- Mentoring
- Office administration
- Audio-visual teaching aids
- Class management
- Interpersonal and communication skills
- Class planning
- Attention-to-detail
- Leadership

ACHIEVEMENTS

- Prism Award for excellence in Science Education.
- STEM Alliance Award for excellence in STEM Education.
- Identified by the State of Florida as a High Impact Teacher for 3 consecutive years.

CERTIFICATIONS & COURSES

Certifications

- Elementary Education, K-5
- Reading, K-12
- Educational Leadership

Endorsements

- English Speakers of Other Languages (ESOL)
- Gifted, K-12

Digital Educator Certification at Valencia College.

LANGUAGES

French, minimal ability due to lack of use.

Elementary. Minor in French

PROFESSIONAL CONFERENCES

- Presented at Elevating and Celebrating Effective Teaching and Teachers (ECET-2) for two consecutive years.
- Presented at ADAGE Gifted Institute.

RELATED EXPERIENCE

- Mickelson Exxon Mobile Teacher Academy, I was selected as one of 200 teachers from across the country to attend this professional development opportunity.
- Embry Riddle Aeronautical University - Research Experience for Teachers - I was one of 10 teachers selected to participate in this 6-week Research for Teachers program.
- Osceola Math and Science Curriculum Development Team
- Valencia College Research Project
- National Council of History Educators - Learning and Exploring American Democracy (LEAD) Grant Program, Osceola - District Lead Teacher
- Tae Kwon Do - Third Degree black belt - Managed a school and taught 3-4 classes per day for 4-year-olds through adult for 4 years.



**Office of
Research**

UNIVERSITY OF CENTRAL FLORIDA

April 11, 2022

School District of Osceola County
817 Bill Beck Blvd.
Kissimmee, FL 34744

Re: UCF Subaward Proposal: US Dept. of Education (Jacob K. Javits Gifted and Talented Students Education Program)

Good Afternoon:

The University of Central Florida Board of Trustees is pleased to be included in your application to US Dept of Education in response to the above-referenced program announcement. The attached materials support our request to be included in that proposal titled "Project GLIMPSE." UCF's portion of the project will be under the direction of Dr. Gillian Eriksson in the College of Community Innovation and Education – Department of Learning Sciences Education Research. We are requesting total funds in the amount of \$1,368,799 for the period of 8/1/2022 – 7/31/2027.

UCF institutional profile can be found at:

[REDACTED]

UCF FDP profile can be found at:

[REDACTED]

UCF expressly reserves the right to negotiate applicable terms and conditions at the time of award and/or to decline the award. In no case will UCF be bound by any terms or conditions that are violation of applicable laws or regulations.

For any technical questions, please contact Dr. Eriksson via e-mail at [REDACTED]. For budgetary and administrative questions, please contact Celeste Shock, Proposal Specialist II, via email at [REDACTED]. Contractual questions and award documents should be addressed to [REDACTED].

Sincerely,

[REDACTED]

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Narrative

Category/Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
1. PERSONNEL Osceola: Project Director (SDOC PI, 25% Commitment) / Evaluation Specialist, consultation fee to provide programmatic oversight to Project GLIMPSE; to collaborate with the various team committees, consult on relevant methods, strategies and curriculum related to gifted and underserved; conduct school site visits and needs analyses; review student records and train relevant staff on usage of EPQA; evaluate data and measures towards performance goals; develop new model for identification within Project GLIMPSE and present training therein; [REDACTED] annually. Grant Program Manager, Elementary. To research and develop GLIMPSE Identification model; to facilitate GLIMPSE training for targeted sites; to engage in continuous development under the Coherence Model with identified GLIPSE teachers; evaluate current Educational Plans via EPQA; to provide professional development on strengths-based learning and goal-setting via EPQA instrument; to work with the GLIMPSE cohort in their research training at UCF; to analyze and coach teachers at targeted schools in strengths-based teaching for exceptional students; to participate in the development of new TeachLivE twice-exceptional student profiles; to train and administer traditional identification assessments;						

<p>to plan and facilitate the OYSA summer program. [REDACTED] 7.5 hr days, 252 days annually; Prorated for first year to account for grant application and hiring (Begins Nov 1, 100% time) [Includes 3% cost-of-living increase pending evaluation rating of “Effective” or higher by assigned administrator]</p> <p>Grant Program Manager, Secondary. To research and develop GLIMPSE Identification model; to facilitate GLIMPSE training for targeted sites; to engage in continuous development under the Coherence Model with identified GLIPSE teachers; evaluate current Educational Plans via EPQA; to provide professional development on strengths-based learning and goal-setting via EPQA instrument; to work with the GLIMPSE cohort in their research training at UCF; to analyze and coach teachers at targeted schools in strengths-based teaching for exceptional students; to participate in the development of new TeachLivE twice-exceptional student profiles; to train and administer traditional identification assessments; to plan and facilitate the OYSA summer program. [REDACTED], 7.5 hr days, 252 days annually Prorated for first year to account for grant application and hiring (Begins Nov 1, 100% time) [Includes 3% cost-of-living increase pending evaluation rating of “Effective” or higher by assigned administrator]</p>						

<p>Extended Contract, Teachers – OYSA Summer program. To provide strengths-based instruction to students in the G/T program during summer program: [REDACTED] hour x 5 hours per day x 5 days x 17 teachers (3% annual escalation to account for personnel raises)</p> <p>Stipends, Teachers. Stipends for teachers to attend professional development sessions outside of contracted hours: [REDACTED] per person per day, per unit. 500 stipend units. No stipend units in final year.</p>	
<p>2. FRINGE BENEFITS Full-time, 19.56% for all benefits, including taxes, health insurance, and FRS</p> <p>[REDACTED] per stipend unit</p>	
<p>3. TRAVEL In-county travel funds for grant project managers to visit school sites.</p> <p>Travel for Project Director and grant project managers to attend national and international conferences, a total of four conference attendance units per year</p>	
<p>4. EQUIPMENT</p>	
<p>5. SUPPLIES Provide supplies and instructional materials for the GLIMPSE Academy</p> <p>General operating supplies for grant project managers</p>	

Purchase of instructional materials for professional development of teachers

Provides the following supplies for two project managers (cost based on avg SDOC package):

Office Desk

Standing Desk

Laptop

Docking Station

Two monitors

Annual flexible fund for supplies refresh

6. CONTRACTUAL

Subcontract agreement for services with the University of Central Florida

Personnel:

- Principal Investigator at 0.5 FTE (50% time); to collaborate with the various team committees, consult on relevant methods, strategies and pedagogy related to gifted, underserved, and marginalized perspectives; guide the creation of the identification methodology, development of training for identification, program planning, present workshops and lectures related to target populations; negotiate mentoring tasks for to be deployed with Osceola students; design and develop learning models for teachers; and collaborate on developing new TeachLivE twice-exceptional student profile.
- Exceptional Student Education Faculty Member (Co-PI) at 0.25 FTE (25% time); to

<p>provide consultation for twice-exceptional program development and strengths-based instruction; consultation on the development of new identification portfolios; provide professional development with identified teachers and administrators related to exceptionalities; redesign the TeachLivE twice-exceptional student script and avatars in consultation with the PI and UCF GLIMPSE advisory committee; implement TeachLive changes and monitor TeachLive sessions; present workshops on twice-exceptional and present at the annual conference.</p>						
<ul style="list-style-type: none"> - Faculty advisor stipends for UCF faculty members to serve on the UCF GLIMPSE Advisory Committee, present workshops on education leadership; assist in identifying and designing appropriate strengths-based acceleration options and support for twice-exceptional students related to leadership; provide professional development to teachers and administrators at target sites (5% time) - Faculty advisor stipends for UCF faculty members to serve on the UCF GLIMPSE Advisory Committee, provide consultations, expertise, and access in relation to a wide range of technologies, including applications, virtual learning, and media relevant to GLIMPSE objectives; oversee administrative and departmental needs for planning and implementing Project GLIMPSE (5% time) 						

- Faculty advisor stipends for UCF faculty members to serve on the UCF GLIMPSE Advisory Committee, provide consultations, expertise, and training for teachers; work with a cohort of counsellors, school psychologists and other specialists to understand the nature and needs of students with gifts, talents, strengths, and disabilities. Infuse affective education, a focus on strengths and socio-emotional needs, and career guidance into curriculum, especially in response to the stresses of the pandemic (5% time)
- Graduate Research Assistant; this GRA will be a specialist in gifted education and will participate in planning the workshops, set up UCF facilities, develop materials and facilitate the targeted site cohorts and professional development schedules, assist with the conference, venues, publicity and registration. This position includes an hourly wage and tuition assistance. (100% time commitment)

Benefits

- Per UCF rates; The composite fringe benefit rate is 31% for faculty, and 2% for students. This rate represents actual (not estimates) fringe benefit costs and will be assigned to all sponsored projects. Current fringe rates are effective July 1, 2021, through June 30, 2022, and can be found on the UCF Office of Research website.

Travel

- Funds are requested for travel to conferences including, but not limited to: Annual Convention for National Association of Gifted Children, World Council for Gifted and Talented, Confratute at UCONN, FLAG Annual Conference, and other national and international conferences as needed to effectively disseminate research conducted under the grant. Travel estimates can be found in the budget justification

Supplies/Materials

- General operating supplies for principal investigators, for usage on project materials, books, or traveling technology supplies related to the delivery of professional learning related to GLIMPSE objectives with targeted sites

Other

- TeachLivE contracted hours for the development of new twice-exceptional student avatar and script, usage for professional development of teachers and school leaders
- Hosting costs for UCF Gifted conference, including the building, custodial services, design of the program, printing the program, and general supplies and materials needed and pay for the travel for the keynote presenters.

<ul style="list-style-type: none">- Printing costs for materials for the UCF Meetings, the professional development sessions, and general office documents needed.- Tuition waivers for ten teachers for two courses annually, for courses EGI6051; EGI6245; EGI6246; EGI6247; EGI6417; EGI6305- Tuition waivers for two doctoral students (grant project managers) and a graduate research assistant to complete the Ed. D. in Curriculum and Instruction with a Gifted Specialization. <p><i>F&A Indirect Costs</i></p> <ul style="list-style-type: none">- F & A is charged at the on-campus rate of 52% of Modified Total Direct Cost (MTDC). MTDC, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first [REDACTED] of each subaward (regardless of the period of performance of the subawards under the award). MTDC shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of [REDACTED]. Other items may only be excluded when necessary to avoid a serious inequity in the						

distribution of indirect costs, and with the approval of the cognizant agency for indirect costs. The rate agreement can be found on the UCF Research website.						
7. CONSTRUCTION						
8. OTHER Hosting costs for UCF Gifted conference, including the custodial services, advertising to Osceola teachers, providing general supplies and materials needed and pay for the travel for the keynote presenters						
9. TOTAL DIRECT COSTS						
10. INDIRECT COSTS Indirect costs at 3.18% of total direct costs not including contractual obligations (exempting subgrantee contract, which includes indirect costs at 52%)						
11. TRAINING STIPENDS						
12. TOTAL COSTS						

State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Ryan Petty
Joe York



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Richard Corcoran
Commissioner of Education

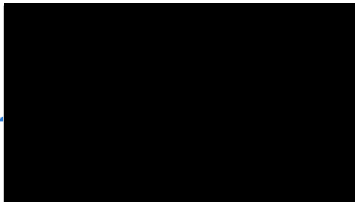
April 5, 2022

Mr. Yurik Rodriguez
Osceola County School District
817 Bill Beck Boulevard
Kissimmee, FL 34744

Mr. Rodriguez,

Your indirect cost proposal for fiscal year 2022-2023 has been reviewed and the restricted rate of 3.11% and unrestricted rate of 11.09% is approved with an effective date of July 1, 2022 through June 30, 2023.

If you have any questions please call Dwayne Gordon at [REDACTED]



Suzanne Pridgeon
Deputy Commissioner, Finance and Operations

**DISTRICT SCHOOL BOARD OF OSCEOLA COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	3.18%
Federal Programs - Unrestricted with Carry Forward	11.35%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2020-2021, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

[Redacted Signature Area]

Your proposal has been accepted and the following rate approved:

[Redacted Signature Area]

These rates become effective July 1, 2022, and remain in effect until June 30, 2023, and will apply to all eligible federally assisted programs as

[Redacted Signature Area]

PI BUDGET											
Personnel	Effort %	Months	Fall	Spr	Sum	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Gillian Eriksson (Y5 Only 4.5 Mths Effort)	75.00%	6.750	2.250	2.250	2.250	\$					
Rebecca Hines (Y5 Only 1 CR)	25.00%	2.250	1.125	1.125		\$					
Daniel Eadens (Y4-5 Reduced FTE)	3.33%	0.300			0.300	\$					
Richard Hartshorne (Y4-5 Reduced FTE)	1.00%	0.120			0.120	\$					
Stacy Van Horn (Y4-5 Reduced FTE)	3.33%	0.300			0.300	\$					
Graduate Assistant	100.0%	12.000				\$					
Subtotal Salaries						\$					
Fringe Benefits											
Faculty		31.00%				\$					
Undergrad/Grad Students		2.00%				\$					
Subtotal Fringe Benefits						\$					
Travel											
Conference Travel (2 national & 2 international)						\$					
Subtotal Travel						\$					
Supplies											
Project Supplies (Computers, iPads, Project Materials, etc.)						\$					
Subtotal Supplies						\$					
Other											
TeachLivE (Kate I., Avatar Development, Interactors, Implementation = 54 h)						\$					
Host Conference						\$					
Printing Costs						\$					
Tuition for Osceola County teachers (2 courses x 10 teachers)						\$					
Tuition for GRA & 2 PhD Students (5% Escalation)					Enter # >>>>>>	3					
Subtotal Other						\$					
Direct Costs						\$					
Modified Total Direct Costs						\$					
F & A Costs						\$					
		52%				\$					
Total PI Project Cost						\$					

UCF Budget Justification for USDOE JAVITS Project GLIMPSE

A. Personnel:

Principal Investigator:	Gillian Eriksson	6.75	Mths Annually	
Year 1	Year 2	Year 3	Year 4	Year 5

Dr. Gillian Eriksson, Senior Lecturer and Coordinator of Gifted Education will serve as the UCF PI. Dr. Eriksson will manage the UCF budget, formal reporting, team meetings, scheduling, liaison with the OCSD, design of the research, curriculum, instruction and professional learning sessions for the project. She will supervise the graduate assistant and collaborate with all faculty to ensure that objectives, strategies and approaches of project GLIMPSE are clarified effectively in developing the activities of each faculty team member. Dr. Eriksson will coordinate the UCF ADAGE GIFTED Conference and facilitate the mentoring with UCF faculty and students. Dr. Eriksson will advise the 2 doctoral students and 10 graduate students in the certificate or master's program selected as a cohort for coursework in the gifted program with tuition waivers and serve as instructor of several online courses. Dr. Eriksson will implement the research assessments and facilitate the analysis of data relevant to determining the impact of the professional learning for the teachers in project GLIMPSE.

Co-PI:	Rebecca Hines	2.25	Mths Annually	
Year 1	Year 2	Year 3	Year 4	Year 5

Dr. Rebecca Hines, Associate Professor in the School of Teacher Education, the UCF Co-PI, will provide consultation, expertise and teacher training on Twice-Exceptional High-Ability Students and serve as the exceptional student education lead across all project activities. Dr. Hines will lead the training related to best practices in working with students with disabilities who are gifted and explore and pilot approaches and tools for effectively screening and identifying students who are twice exceptional.

Faculty:	Daniel Eadens	0.30	Mths Annually	
Year 1	Year 2	Year 3	Year 4	Year 5

Dr. Daniel Eadens, Associate Professor in Educational Leadership, will provide consultation, expertise and training for school principals in relation to Educational Leadership. This will include an analysis of the responses to the pandemic, the challenges of administration in a climate of changing technologies, the support for scheduling and program implementation and the creation of a school climate to advocate and support the goals of Project GLIMPSE.

Faculty:	Richard Hartshorne	0.12	Mths Annually	
Year 1	Year 2	Year 3	Year 4	Year 5

Dr. Richard Hartshorne, Chair of Learning Sciences and Educational Research, will provide consultations, expertise and access in relation to a wide range of technologies, including applications, virtual learning, and media relevant to the GLIMPSE objectives. He will oversee the administrative and departmental needs for planning and implementing Project GLIMPSE

Faculty:	Stacy Van Horn	0.30	Mths Annually	
Year 1	Year 2	Year 3	Year 4	Year 5

Dr. Stacy Van Horn, Associate Lecturer in Counselor Education will provide consultations, expertise and training for school counselors and teachers focusing on the three domains of academic, social/emotional and career development aligning with the ASCA (American School Counseling Association, 2019) National Model. Consultations and trainings will focus on the work and roles of school counselors, school psychologists and other student support specialists to understand the nature and needs of SGTSD, incorporating tools to respond to the ongoing stresses resulting from the pandemic.

Graduate Research Assistant:	TBD	12	Mths Annually	
Year 1	Year 2	Year 3	Year 4	Year 5

The graduate student will assist the PI and facilitate the implementation of the project with the office management, collaborate with the GLIMPSE faculty team, arrange for materials and supplies, assist with implementing the UCF ADAGE gifted conference, assist with travel, assist with the 12 graduate students taking the coursework and attend all UCF team meetings.

All rates are in accordance with the individual's most recent employment contract. Salaries are escalated at a rate of 3% per year each August based on the historical average salary increase that was approval by the Florida Legislature. Salary increases are contingent upon legislative approval and the University's Collective Bargaining Agreement negotiations.

B. Fringe Benefits:				
Year 1	Year 2	Year 3	Year 4	Year 5

The composite fringe benefit rate is 31% for faculty, and 2% for students. This rate represents actual (not estimates) fringe benefit costs and will be assigned to all sponsored projects. Current fringe rates are effective July 1, 2021, through June 30, 2022, and can be found on the UCF Office of Research website.

C. Travel:				
Year 1	Year 2	Year 3	Year 4	Year 5

Funds are requested for attendance at the major conferences in Gifted Education and Twice Exceptionality. Presentations at these conferences will disseminate the results of Project GLIMPSE. National Association for Gifted Children; The Council for Exceptional Children (National). Travel estimates include airfare, per diem, hotel, registration, transportation and misc. costs and are broken down as follows:

NAGC; CEC – Location TBD (4 days/3 nights, 1 traveler, 2 trips)	
Flight	
Per diem (per day)	
Hotel	
Rental Car	
Conference Registration	
Miscellaneous Expenses	

Total	
-------	--

Funds are also requested for attendance at the World Council for Gifted and Talented Children; the European Council on High Ability (International). This is of particular relevance to educating English Learners, immigrants and Twice-Exceptional students from diverse cultural and national backgrounds. Travel estimates include airfare, per diem, hotel, registration, transportation and misc. costs and are broken down as follows:

WCGTC; ECHA – Location TBD (6 days/5 nights, 1 traveler, 2 trips)	
Flight	
Per diem (per day)	
Hotel	
Rental Car	
Conference Registration	
Miscellaneous Expenses	
Total	

All travel estimates are based on UCF travel guidelines as well as historical costs as determined by the Project Director and is escalated by 5% in outlying project years. The UCF Travel manual is found on the UCF Finance and Accounting website.

<u>D. Supplies:</u>				
Year 1	Year 2	Year 3	Year 4	Year 5

Materials and supplies will include books relevant to the objectives and implementation of activities of the professional training; hardware will include a computer or laptop, purchase of iPads and robots for the professional development; technology will include funding for new technologies used in the training, media, courseware, applications, etc.

<u>E. Other:</u>				
TeachLivE				
Year 1	Year 2	Year 3	Year 4	Year 5

Dr. Kathleen Ingraham, the Director of CREST, will oversee the development and implementation of the ELEVATE Gifted Classroom Simulation, the development of the extended profile of a twice-exceptional learner, provide training for the interactors, and the access to the TeachLivE Services for the professional learning for the teacher leaders and targeted schools. The budget includes the hourly rate of interactor training and the live simulator with two interactors for each session as part of the professional development for the teacher leaders and school introductions (54 hours annually @ per hour in Years 1 through 3). This will be implemented in years 1 through 3, and then the case studies will be integrated into a website for further use by the district.

Host Conference				
Year 1	Year 2	Year 3	Year 4	Year 5

These funds will be used to fund the costs of hosting the UCF ADAGE GIFTED CONFERENCE each year related to the building, custodial services, design of the program, printing the program, and general supplies and materials needed and pay for the travel for the keynote presenters.

Printing					
Year 1	Year 2	Year 3	Year 4	Year 5	

The printing costs will include materials for the UCF Meetings and the professional development sessions.

Tuition Waiver for Teachers					
Year 1	Year 2	Year 3	Year 4	Year 5	

In line with the objective of increasing the number of teachers from marginalized populations to certify and receive advanced university-based training, 10 teachers from the targeted OCSD will receive tuition waivers to take the 6 course in the Gifted Education Program: EGI6051; EGI6245; EGI6246; EGI6247; EGI6417; EGI6305. (2 courses x 10 teachers Y1 to Y3)

Tuition Waivers for GRA & 2 PhD Students					
Year 1	Year 2	Year 3	Year 4	Year 5	

In order to ensure the professional training and further implementation of the project objectives, the two Project Glimpse Coordinators/Managers will receive tuition waivers to complete the Ed. D. in Curriculum and Instruction with a Gifted Specialization. A tuition waiver will also be provided to the graduate research assistant.

Tuition is calculated on an annual basis. All additional years have been escalated at 5% per year, beginning in August, based on historical data. Tuition increases are contingent upon UCF Board of Trustee approval. Current tuition rates can be found at <http://tuitionfees.smca.ucf.edu/>

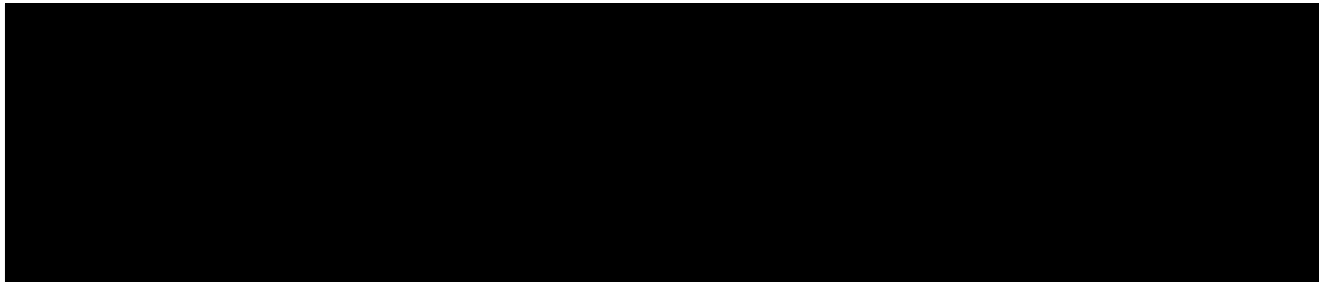
<u>E.</u> F & A (Indirect Costs):					
Year 1	Year 2	Year 3	Year 4	Year 5	

F & A is charged at the on-campus rate of 52% of Modified Total Direct Cost (MTDC). MTDC, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first of each subaward (regardless of the period of performance of the subawards under the award). MTDC shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of . Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs. The rate agreement can be found on the UCF Research website.

<u>G.</u> Total Project Cost:					
Year 1	Year 2	Year 3	Year 4	Year 5	

Total project cost is computed as the sum of totals for Parts A-I of the budget.

COLLEGES AND UNIVERSITIES RATE AGREEMENT



The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)				
<u>EFFECTIVE PERIOD</u>				
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2019	06/30/2020		Organized Research
PRED.	07/01/2020	06/30/2022		Organized Research
FINAL	07/01/2019	06/30/2020		Instruction
PRED.	07/01/2020	06/30/2022		Instruction
FINAL	07/01/2019	06/30/2020		Other Sponsored Activities
PRED.	07/01/2020	06/30/2022		Other Sponsored Activities
FINAL	07/01/2019	06/30/2020		All Programs
PRED.	07/01/2020	06/30/2022		All Programs
PROV.	07/01/2022	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

*BASE

ORGANIZATION: University of Central Florida

AGREEMENT DATE: 6/2/2021

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first [REDACTED] of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of [REDACTED]. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Central Florida
AGREEMENT DATE: 6/2/2021

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2021	6/30/2022			Faculty
FIXED	7/1/2021	6/30/2022			Executives
FIXED	7/1/2021	6/30/2022			COM-Clinical
FIXED	7/1/2021	6/30/2022			Admin./Profess ional
FIXED	7/1/2021	6/30/2022			USPS
FIXED	7/1/2021	6/30/2022			Post Docs
FIXED	7/1/2021	6/30/2022			OPS Non- Student
FIXED	7/1/2021	6/30/2022			OPS Students
FIXED	7/1/2021	6/30/2022			Arecibo Staff
PROV.	7/1/2022	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.

ORGANIZATION: University of Central Florida

AGREEMENT DATE: 6/2/2021

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

For all periods up to and including 06/30/2017, the fringe benefits are specifically identified to each employee and are charged individually as direct costs. Effective 07/01/2017, the fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

EQUIPMENT DEFINITION:

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or [REDACTED]

FRINGE BENEFITS:

FICA, Retirement, Workers' Compensation, Unemployment Insurance, Health Insurance, General Liability Insurance, Disability Insurance, and Termination Pay (Sick Leave and Annual Leave).

NOTE: The rates in this agreement are also applicable to grants and contracts awarded to the University of Central Florida Research Foundation (EIN: 59-3086453).

*The next indirect cost rate proposal for the fiscal year ending June 30, 2021 is due in our office by December 31, 2021.

*The next fringe benefit cost rate proposal for the fiscal year ending June 30, 2021 is due in our office by December 31, 2021.

ORGANIZATION: University of Central Florida

AGREEMENT DATE: 6/2/2021

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:

University of Central Florida

(DATE)



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 07/31/2023

Applicant Information

Legal Name:

The School District of Osceola County, Florida

1. Project Objective:

Enhance the ability of targeted schools to identify and develop the talent of gifted students, especially twice-exceptional ones
(Y1 - 2, 7 targeted schools, Y3 - 4, 14 targeted schools)

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The number of students referred for gifted evaluations via traditional pathways at the target schools in all subgroups will increase annually	PROJECT		5 / 100	5.00

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Adopt or develop a non-traditional and research-based talent identification model to identify giftedness within twice-exceptional populations that are commonly overlooked by straight ability testing, including measures to identify students with linguistic and cultural strengths from marginalized perspectives	PROJECT		10 / 100	10.00

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The quality of educational plans for students identified as gifted as measured by the Education Plan Quality Assessment will increase annually	PROJECT		8 / 100	8.00

1.d. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The number of twice-exceptional students identified as gifted and included in talent development will increase annually	PROJECT		5 / 100	5.00

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of English Language Learners identified as gifted and included in talent development will increase annually	PROJECT		5 /	100	5.00

1.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Develop a systems model that provides opportunities for students to engage in strengths-based mentorship with community and university partners that allow the students to glimpse possible futures	PROJECT		5 /	100	5.00

1.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Scale up the Osceola Young Scholar's Academy into the GLIMPSE Academy, to provide strengths-based, advanced education with a focus on mentorship to SGTSD over the summer	PROJECT		5 /	100	5.00

2. Project Objective:

Strategically develop the ability of diverse human resources to educate gifted students to their strengths
--

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide 10 Osceola teacher leaders from marginalized perspectives (ethnic minority, disabled, or bilingual) with tuition waivers to six gifted courses at the University of Central Florida with a focus on research assigned directly related to Project GLIMPSE and working with strengths-based education and twice-exceptional students (Y1 - 10 teacher leaders identified Y2 & 3 - Teacher leaders complete one course per semester)	PROJECT	10		/	

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Identify a team of gifted-endorsed teachers at targeted schools and provide them with professional development in collaboration with the University of Central Florida in years 1-4, focused on 1) identifying giftedness among students with other exceptionalities (English language learners, students with disabilities) and 2) providing strengths-based education to gifted students. (Annual event evaluated by participant perception surveys)	PROJECT	28		/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hire two grant project managers (one elementary, one secondary) to implement the Coherence Model for School Transformation and manage the delivery of professional development from the university to facilitate the development of a talent identification model, and a strength-based enrichment program that infuses problem-solving and integrates the arts	PROJECT	2		/	

3. Project Objective:

Enhance the ability of targeted schools to meet the special educational needs of underserved gifted populations

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide a cohort of principals or administrators from targeted schools with training on Educational and Teacher Leadership to create an administrative structure, scheduling, and programs that can transform the culture of the school in line with GLIMPSE objectives (Y1 - 5 provide quarterly professional development to administrators to be evaluated by perceptual survey around perceived growth)	PROJECT	14		/	

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Provide a cohort of school counselors and psychologists with training in the academic and affective needs of gifted students with multiple exceptionalities using a strengths based model that focuses on career development and goal-setting (Y1 - 5 provide quarterly professional development to counselors and psychologists to be evaluated by perceptual survey around perceived growth)	PROJECT	14		/	

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Scale up the Affective Gifted Elective (AGE) model at middle and high schools to infuse a strengths-based approach and introduce Academies of Inquiry and Talent Development (AITD) (Evaluated via teacher observation form and interviews)	PROJECT	6		/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Revise the TeachLivE simulated gifted classroom to infuse Project GLIMPSE objectives through examining case studies of SGTSD and extend the background and experiences of one students avatar to include a 2e student. Deploy the TeachLivE simulator in teacher training courses	PROJECT	1		/	

3.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Develop significant gains in academic achievement for at least 80% of students at targeted schools, as measured by growth in the Florida Assessment of Student Thinking or comparable district assessment and as compared to their peers at non-targeted schools.	PROJECT		80	/	100

4. Project Objective:

Disseminate the research conducted through Project GLIMPSE to the larger gifted community

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Present at relevant conferences, including the National Association for Gifted Children; The Council for Exceptional Children; the World Council for Gifted and Talented Children; Supporting Emotional Needs of the Gifted; the Association for Educational Research and Evaluation.	PROJECT	5		/	

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Disseminate research through online networks, social media, publication submissions, and submissions through the National Center for Research on Gifted Education (NCRGE) at the University of Connecticut	PROJECT	5		/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

4.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Integrate the UCF ADAGE Gifted Conference, which has been in operation for over 10 years, into both the training of teachers and the dissemination of results. Keynote speakers for this conference will be directly related to GLIMPSE project topics with reputable experts in the fields of Diversity in Gifted Education; Twice-Exceptional Students; Teacher Leadership; Educational Psychology focused on Strengths-Based Approaches; Innovative technologies.	PROJECT	5		/	

5. Project Objective:

Improve outcomes in all GRPA Measures (Baselines to be collected in Oct 2022, with introduction of Florida Assessment of Student Thinking)
--

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of students newly identified as gifted and talented under the program	GPRA		1	/	100
					1.00

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of underserved students newly identified as gifted and talented under the program	GPRA		1	/	100
					1.00

5.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of students newly identified as gifted and talented under the program who were served under the program	GPRA		1	/	100
					1.00

5.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of underserved students newly identified as gifted and talented under the program who were served by the program	GPRA		1	/	100
					1.00

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

5.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics	GPRA		1 /	100	1.00

5.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science	GPRA		1 /	100	1.00

5.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading	GPRA		1 /	100	1.00

5.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students	GPRA		1 /	100	1.00

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

The School District of Osceola County, Florida

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2022 To: 06/30/2023 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Florida Department of Education

The Indirect Cost Rate is \$

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S206A220026

Page e229

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The School District of Osceola County, Florida	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">The School District of Osceola County, Florida</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
---	---

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
2. Fringe Benefits Administrative	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
3. Travel Administrative	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
4. Contractual Administrative	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
5. Construction Administrative	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
6. Other Administrative	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
8. Indirect Costs	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
9. Total Administrative Costs	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
10. Total Percentage of Administrative Costs	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

ED 524



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Heller, J. I., Daehler, K.R., Wong, N., Shinohara, M., & Miratrix, L.W. (2013). Differential effects of three professional development models on teacher knowledge and student achievement in elementary science. <i>Journal of Research in Science Teaching</i> , 49(3), 333 – 362. ISSN: 0022-4308. Retrieved from https://eric.ed.gov/?id=EJ989348	Tier 1: Strong – Professional development in which teachers are “taught cases” provide long and lasting impact on student achievement (Improvement index = 24). Other effective professional development strategies include “looking at student work” and “metacognitive analysis”. Table 4 also shows that effects help teachers improve with English language learners in addition to traditional students, which is vital to Project GLIMPSE. https://ies.ed.gov/ncee/wwc/Study/81433	TeachLivE is specifically built around student cases; each Avatar is developed from a case study of a real-world student. Teachers who engage in the professional development get the opportunity to not only study the case, but actually engage with the student through a virtual environment. The PD for GLIMPSE will include all three relevant practices identified here during PD with teachers.
Bayer, A., Grossman, J.B., & DuBois, D.L. (2013). School-based mentoring programs: Using volunteers to improve the academic outcomes of underserved students. <i>Society for Research on Educational Effectiveness</i> . Retrieved from https://ies.ed.gov/ncee/wwc/Study/82195	Tier 1: Strong – One hour per month of mentoring for students from racial and ethnic minority groups was associated with positive, statistically significant improvements in academic performance and scholastic efficacy ($d = 0.18$)	GLIMPSE Academy/Academies of Inquiry and Talent Development will utilize student mentorship through UCF to help develop student talents within underserved subgroups The study sample overlaps with the ethnic minority underserved population proposed for the project
Siegle, D., Gubbins, E.J., O’Rourke, P., Dulong Langley, S., Mun, R.U., Luria, S.R., Little, C. A., McCoach, D.B., Knupp, T., Callahan, C.M., & Plucker, J.A. (2016). Barriers to underserved students’ participation in gifted programs and possible solutions. <i>Journal for the Education of the Gifted</i> , 39(2), 103-131. doi: 10.1177/0162353216640930	Demonstrates a Rationale – On page 118, Siegle et al. argue that identification models that successfully nominate students from underrepresented populations for identification testing must focus on learning characteristics, and require extensive teacher training in identifying culturally diverse and underrepresented populations. Multiple assessments and types of data should be used for identification. Not reviewed by WWC.	The redesign of the current Plan B model to include multiple assessments and various data points, rather than simply relying on one intelligence test, is deeply aligned with the recommendation from this landmark study and, as such, Project GLIMPSE is built with these recommendation at its core.
Eriksson, G.I., & Capoverdi, T. (2021) Transcend traps into triumphs for underserved Title I, ELL, immigrant gifted students. National Association for Gifted Children 68th Annual Convention. Denver, CO. November 11-14, 2021.	Demonstrates a Rationale – The previous UCF Javits Grant Project ELEVATE methodologies showed the percentage growth in numbers of students being identified from these diverse populations who would previously been ignored: overall gifted +-30%; English Language Learner Gifted +-148%; African American Disadvantaged Gifted +-113%. Additionally, teacher leaders across	While the School District of Osceola County has already funded and implemented the findings from Project ELEVATE, Project GLIMPSE will build off the strategies that were found to be effective there and expand the research base on supporting students from marginalized perspectives.

	pre-post testing showed significant levels on measures of self-efficacy as a teacher of the gifted ($p = .003^*$) and their knowledge of the culturally, linguistically, educationally disadvantaged gifted ($p = .013^*$). Not reviewed by WWC	
Maddock, D. (2020). An examination of the quality and development of educational plans for gifted students. Electronic Theses and Dissertations, 2020. Retrieved from https://stars.library.ucf.edu/etd2020/97	Demonstrates a Rationale - The Educational Plan Quality assessment was found to have a reliability of reliability of $\alpha = .881$, $p < .001$ between raters when measuring the quality of educational planning for gifted students. This is a useful measure for training teachers in the development of EPs by setting goals for quality measures. Not reviewed by WWC.	This is a useful measure for training teachers in the development of EPs by setting goals for quality measures and is aligned with the metacognitive analysis form of professional development found to be effective by Heller et al.

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S206A220026