
CURRICULUM VITAE

Jason L. O'Brien

Associate Professor of Education
UAH College of Education
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ACADEMIC BACKGROUND

Ph.D. Curriculum & Instruction Social Science Education	University of South Florida, Tampa, FL
M.A. Social Science Education	University of South Florida, Tampa, FL
B.S. Social Science Education	University of South Florida, Tampa, FL

PROFESSIONAL EXPERIENCE

2014-present	Associate Professor of Education University of Alabama in Huntsville, College of Education
2008-2014	Assistant Professor of Education University of Alabama in Huntsville, Department of Education
1999-2007	Adjunct Instructor—undergraduate and graduate courses University of South Florida, Department of Secondary Education
2004-2008	High School Social Studies Teacher—9th, 10th, 11th, and 12th grades Tampa Catholic High School, Tampa, FL
1999-2004	Elementary School Teacher—1st grade, 3rd grade, 4th grade, 5th grades Sacred Heart Academy, Tampa, FL
1997-1999	Education Outreach—Grades one through twelve Southwest Florida Water Management District, Brooksville, FL

EXTERNAL FUNDING

Amount awarded: \$1,225,287—U.S. Department of Education Professional Development Grant Principal Investigator for Project HAPPENS—**H**elping **A**cademic **P**rofessionals **P**repare English Language Learners for Newfound Success—Grand duration: August, 2012-July, 2018

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RESEARCH AND SCHOLARLY ACTIVITIES

Research Interests: Social studies teaching and learning; English Learners (ELs) and social studies; citizenship education.

AWARDS

Faculty Award for Excellence in Teaching—College of Education (2016)

Publications

Books

Cruz, B., Nutta, J., **O'Brien, J.**, Feyten, C., & Govoni, J. (2003). *Passport to learning: Teaching Social Studies to ESL students*. NCSS Bulletin 101. National Council for the Social Studies: Washington, D.C.

Peer-reviewed Journal Articles

O'Brien, J., & Srissar, H. (under review). Moroccan teachers' perceptions of Instructional Technology in Secondary English Classrooms. *Journal of Language and Culture*.

Zakhir, M., & **O'Brien, J.** (2019). Moroccan Arabic: The battlefield of language ideologies. *Jurnal Arbitrer*, 6(1), 59-76

Meade, W., & **O'Brien, J.** (2018). To play or not to play: Equitable access to after school programs for students with disabilities. *Journal of Cases in Educational Leadership*, 21(1), 90-99.

Fry, S., & **O'Brien, J.** (2017). Social justice through citizenship education: A collective responsibility. *Social Studies Research and Practice*, 12(1), 70-83.

O'Brien, J., Lampley, S., Roller, S. (2017). ScootPad conundrum: The perils of using third party software and student privacy. *Journal of Cases in Educational Leadership*, 20(4), 17-26.

Zakhir, M., & **O'Brien, J.** (2016) Language Policy in Education in Morocco: A study of the status of Standard Arabic in Science classes. *Language Policy*, DOI 10.1007/s10993-015-9398-3

Fry, S. & **O'Brien, J.** (2015) Cultivating a Justice Orientation Towards Citizenship in Preservice Elementary Teachers. *Theory and Research in Social Education*, 43(1), 1–30.

O'Brien, J., Winn, R., & Currier, K. (2014). Not all tests are created equal: Parental rights and standardized tests. *Journal of Cases in Educational Leadership*, 17(2), 17-23.

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- O'Brien, J. & Verlaan, W.** (2013). 500 years of Spanish exploration and settlement: Children's literature. *Social Education* 77(1), 28-31.
- Cruz, B., & O'Brien, J.** (2012). Teaching and learning about the U.S. president: Activities for an election year. *Social Studies and the Young Learner*, 25(1), 22-26.
- O'Brien, J. & Smith, D.** (2012). To share or not to share: FERPA and the "pothead" notebook. *The Journal of cases in Educational Leadership*, 15(2), 41-47.
- O'Brien, J., & Barbieri, K.** (2012). Desperate Times and Desperate Measures: Executive Powers, Individual Rights, and Guantánamo Bay. *Social Education*, 76(5), 261-262.
- O'Brien, J. & Smith, J.** (2011) Elementary education students' perceptions of 'good' citizenship. *Journal of Social Studies Education Research*, 2(1), 21-36.
- O'Brien, J. & Sears, C.** (2011). Victor or villain: Wernher von Braun and the space race. *The Social Studies*, 102(2), 59-64.
- Call, I. & O'Brien, J.** (2011). Secondary pre-service teachers' knowledge of First Amendment rights. *Teacher Education Quarterly*, 38(4), 115-133.
- O'Brien, J.** (2011). The system's broken and it's failing these kids: High school social studies teachers' attitudes towards training for ELLs. *Journal of Social Studies Research*, 35(1), 22-38.
- O'Brien, J.** (2009). High school social studies teachers' attitudes towards English language learners. *Social Studies Research and Practice*, 4(2), 36-48.
- O'Brien, J.** (2003). Ender's Game: Science fiction in the social studies classroom. *Trends and Issues*, 15(2), 25-28.
- O'Brien, J.** (2001). Women's Voices from the Caribbean: Annotated Bibliography. *Social Education*, 64(2), 97-101.
- O'Brien, J.** (1998). Role-playing the Cuban Embargo Why can't we all just get along? *Trends and Issues*, 11(1), 17-24.
- O'Brien, J.** (1997). Who's afraid of the big, bad, WWWeb? An inside look at some useful sites on the World Wide Web, also known as the Internet, for teaching economics in grades 6-12. *Trends and Issues*, 10(1), 24-28.

PEER-REVIEWED BOOK CHAPTERS

- O'Brien, J. & Cruz, B.** (2012). "Making social studies both accessible and engaging to English language learners" pp. 63-81. In T. Lintner (Ed.) *Integrative Strategies for the K-12 Social Studies Classroom*. Information Age Publishing.

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O'Brien, J. (2011). "English language learners and Social Studies" In W. Russell (Ed.), *Contemporary Social Studies: An Essential Reader*, pp. 293-315. Information Age Publishing.

BOOK CHAPTERS

O'Brien, J., & Eisenbach, B. (2017). *Number the stars: World War II and young adult literature*. In Paula Greathouse, Joan F. Kaywell, and Brooke Eisenbach (Eds.), *Adolescent Literature as a Complement to the Content Areas: Social Sciences and the Humanities*. Lanham, MD: Rowman and Littlefield.

OTHER PUBLICATIONS

O'Brien, J. (2012). Teach for America Explained. *Rocket City Mom*. Available online at <http://www.rocketcitymom.com/teach-for-america-explained/>

O'Brien, J. (2007). High school social studies teachers' attitudes towards the inclusion of English Language Learners in the classroom. Unpublished doctoral dissertation. University of South Florida. Tampa, FL.

PROFESSIONAL PRESENTATIONS

January 2020	"Differentiating instructional and academic language for English Learners." Professional development activities for faculty at the Al-Arawi School for English in Dakhla, Morocco.
March 2017	"Examining 'teacher talk' to effectively implement the Differentiating Instructional and Academic Language (DIAL) protocol for English Learners" for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
February 2017	"Differentiating instructional and academic language for ELs." Professional development for Sacred Heart School in Cullman, Alabama.
January 2017	"Modifying Instructional and Academic Language for English Learners (ELs) in the content area classroom" for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.

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- December 2016 “Utilizing the DIAL™ framework for linguistic modification” for Decatur City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- November 2016 “Interpreting WIDA ACCESS scores to design effective instruction for English Learners” for Madison City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- October 2016 “Culturally Responsive Pedagogy and Linguistic Responsiveness” for Decatur City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- September 2016 “Culturally Responsive Pedagogy and Linguistic Responsiveness” for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- August 2016 “Effective Communication Tips for Parents when Talking to Teachers” Presentation for Monrovia Elementary School PTA meeting.
- August 2016 “Culturally Responsive Pedagogy for ELs” for Decatur City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- April 2016 “Modifying Instructional Language Using the DIAL framework” Professional Development for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
- February 2016 “Implementing Differentiated Instructional and Academic Language (DIAL) in the content area classroom” Professional Development for Decatur Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.

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January 2016	“Interpreting WIDA ACCESS scores to effectively differentiate instruction for ELs” Professional Development for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
January 2016	“Differentiating Instructional & Academic Language (DIAL) [™] for Students in Elementary Grades” Professional Development for West Decatur Elementary School Teachers
December 2015	“Using WIDA ACCESS data to design differentiated instruction for English Language Learners” Professional Development for Decatur Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
November 2015	“Critically Examining Primary Sources with English Language Learners” Presentation at the annual conference of the National Council for the Social Studies in New Orleans, Louisiana.
November 2015	“Differentiating Instructional & Academic Language for English Learners”—Professional Development for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
October 2015	“Differentiating Instructional & Academic Language for English Learners”—Professional Development for Decatur Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
September 2015	“Advocacy and ELs”—Professional Development for Madison County Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
August 2015	“Advocacy and ELs”— Professional Development for Decatur Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
November 2014	“You CAN Change History: Modifying Instructional Language for English Learners.” Presentation at the annual conference of the National Council for the Social Studies in Boston, Massachusetts.

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- September 2014 “Teaching ELs in a 1:1 Environment” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
- August 2014 “Differentiated Instruction in the K-12 Classroom.” Professional Development for the Diocese of Birmingham—North Regional Schools. Presentation at John Carroll High School, Birmingham, Alabama.
- July 2014 “Access, Bias, Compliance, and Equity for English Learners” for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- July 2014 “Effective Classroom Management for After-School Programs.” Presentation for Appleton Learning after-school supervisory personnel.
- February 2014 “Creating Culturally and Linguistically Responsive Classrooms” for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- January 2014 Creating Linguistically Responsive Classrooms in Elementary and Secondary Contexts. Presentation at the Alabama/Mississippi Teaching English to Speakers of Other Languages (AMTESOL) Conference. Oxford, Mississippi.
- October 2013 “Common Core and ELs” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare English Language Learners for Newfound Success.
- August 2013 “Teaching ELs in a 1:1 Environment” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
- July 2013 “Using children’s literature to teach AP U.S. History.” Panel presentation titled *America’s Spanish Heritage*. Annual College Board AP Conference. Las Vegas, Nevada.

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June 2013	“Advocacy and English Learners.” Professional Development for Huntsville City Schools as a component of a U.S. Department of Education Professional Development Grant Project HAPPENS—Helping Academic Professionals Prepare ELLs for Newfound Success.
November 2012	“Making Primary Sources Accessible to Struggling Readers and English Language Learners (ELLs).” Presentation at the annual conference of the National Council for the Social Studies in Seattle, Washington.
October 2012	“Improving Classroom Management and Improving writing ability among English learners.” Invited lectures at University of Agadir in Agadir, Morocco.
October 2012	“Student Behaviors and Classroom Management.” Invited professional development workshop. In collaboration with the Association of Hassan Second High School Graduates in Dakhla, Morocco.
August 2012	“Strategies for teaching and understanding English Language Learners (ELLs).” Professional Development at Madison County Central Office in Madison, Alabama.
February 2012	Teacher in-service training for Alabama Reading Initiative. Invited workshop at the Islamic Academy of Huntsville, Alabama.
January 2012	“Experiential Pedagogy: Using Role Plays in the Secondary High School Classroom.” Professional Development for Madison County High School Teachers in Madison, Alabama.
December 2011	“Lies, Secrets, and Sex: J. Edgar Hoover’s Anti-Communist Crusade,” Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.
December 2011	“Elementary education majors’ perceptions of ‘good’ citizenship,” Presentation at the College and University Faculty Association (CUFA) section at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.
December 2011	“What methods instructors can learn and do to prepare Social Studies teachers for English Language Learners.” Panel Presentation at the College and University Faculty Association (CUFA) section at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.
August 2011	Teacher in-service training “Implementing Positive Behavioral Support and Improving Home/School Relationships.” Invited workshop at the Islamic Academy of Huntsville, Alabama.

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- November 2010 “English Language Learners in North Alabama,” *Panel Presentation*, Huntsville Education Summit, *Bridging Gaps and Opening Doors: Curriculum and Minority Students*, Huntsville Education Summit, Huntsville, Alabama.
- November 2010 “There Was No Triangle Trade: The Real Story of Slavery,” Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Denver, Colorado.
- October 2010 “Pre-service elementary teachers’ perceptions of good citizenship” RELACS Presentation. University of Alabama in Huntsville. Huntsville, Alabama.
- March 2010 Teacher in-service training “Differentiated instruction in the K-6 classroom.” Invited workshop at the Islamic Academy of Huntsville. February 19 and 26, 2010. Huntsville, Alabama.
- November 2009 Traditional Latino cultural knowledge and the reading of culturally texts (Axel Ramirez); Once a year to be black (LaGarrett King); Singapore teachers’ perspectives of diversity and multicultural education (Li-Ching Ho & Tracey Alviar); When citizenships collide: Exploring and positioning multiple notions of citizenship with late arrival immigrant students (Cinthia Salinas & Christine Velasquez). *Panel Discusant*: CUFA Presentation at the Annual Conference of the National Council for the Social Studies, (89th annual conference), Atlanta, Georgia.
- November 2006 The Triangle Shirtwaist Fire: Putting Active Learning Strategies into Practice, Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Washington, D.C.
- November 2006 “The Promise of Interactive Technology: WebQuests, Women and Washington, D.C.,” *Promise and Practice*, National Council for the Social Studies (86th annual conference), Washington, DC.
- October 2006 Passport to Civic Literacy: Exploring Florida’s Female Politicians using WebQuests, Presentation at the Annual Conference of the Florida Council for the Social Studies (FCSS), Miami, FL.
- November 2004 “Native American democracy: Iroquois’ influences in the U.S. Constitution,” *Explore Democracy and Diversity*, National Council for the Social Studies (84th annual conference), Baltimore, Maryland.
- November 2001 “Teaching in the Technology-Deprived Classroom,” *Forming a More Perfect Union*, National Council for the Social Studies (81st annual conference), Washington, DC

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| October
2001 | “Uncovering Bias in Textbooks,” <i>Hidden Treasures of Old Tampa Bay</i> , Florida Council for the Social Studies (44th annual conference), Tampa, Florida. |
| November
1999 | “Teaching about the Caribbean: Resources and Strategies,” National Council for the Social Studies (79th annual conference), Orlando, Florida. |
| November
1997 | "Teaching about Latin America from a Global Perspective," National Council for the Social Studies (77th annual conference), Cincinnati, Ohio. |

REVIEW BOARDS

- Manuscript Reviewer, *Journal of Social Studies Research*
 - Manuscript Reviewer, *Social Studies and the Young Learner*
 - Manuscript Reviewer, *Social Studies Research and Practice*
 - Manuscript Reviewer, *The Social Studies*
 - Manuscript Reviewer, *Social Education*
 - Manuscript Reviewer, *The Journal of Social Studies Educational Research*
 - Manuscript Reviewer, *Action in Teacher Education*
 - Manuscript Reviewer, *The International Journal of Science and Mathematics Education*
 - Manuscript Reviewer, *Journal of Teacher Education*
 - Manuscript Reviewer, *The Journal of Cases in Educational Leadership*
 - Proposal Reviewer (2015), *The American Educational Research Association*
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TEACHING

Undergraduate Courses Taught for the University of Alabama in Huntsville

ED 307: Multicultural Foundations of Education

This course requires students to develop an understanding of selected philosophical, historical, social, cultural, political, and economic questions and influences on the development of educational policies and practices in the United States. Through an examination of constructs such as race, ethnicity, social class, gender, sexual orientation, and religious affiliation, students are asked to develop an understanding of the connections between identity, difference, power, and privilege and the role(s) schools (could/should) play in perpetuating or ending discriminatory practices. Furthermore and importantly, students develop an understanding of the ways research in both the humanities and social sciences can be used to interpret, analyze, and critique multiculturalism.

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ED 309: Classroom and Behavior Management

This course exposes students to a broad range of management practices, including strategies for diverse and special populations. Theoretical and reflective practices are incorporated during classroom meetings. Students will observe, research, and discuss current approaches to classroom management. Level: Undergraduate

ED 315: Educational Measurement and Evaluation

This course investigates traditional assessment issues such as validity, reliability, norms, and bias, but it also includes the latest assessment issues of today's schools and classrooms. Instructional implications of testing on teaching will be a major emphasis. Accountability and its impact on how teachers teach and test will be discussed including state standards as well as Common Core Standards. Alabama's assessment requirements and procedures and the No Child Left Behind Act's transformations in assessment and instruction will be investigated. Level: Undergraduate

ED 372: Elementary Social Studies Methods

This course exposes students to a variety of research-based instructional practices for teaching social studies in the elementary classroom. Students are expected to develop a better understanding of important social studies content related to history, economics, government, geography, and current events. Level: Undergraduate.

ED 424 Secondary Social Studies Methods I

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies focusing primarily on teaching in a high school setting. Students are expected to develop a two-week unit plan which can be used during student teaching.

ED 434 Secondary Social Studies Methods II

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies focusing primarily on teaching in a middle school setting. Students are expected to develop a two-week unit plan which can be used during student teaching.

ED 497 Middle and High School Internship

This capstone course completed in the student's last semester requires full participation and teaching in middle/high school (full time, 15-week semester). Instructors work closely with student teachers and must perform five official observations of student performance. Instructors work closely with student teachers to assist with deadlines and expectations for edTPA.

GY 105: World Regional Geography

This course has the goal of expanding students' understanding of various cultures and societies in various parts of the world and to increase geographic literacy. A major goal is for students to gain a clear understanding of how environmental, physical, and regional geographic elements work together to form the unique characteristics of a region. Students should leave the course geographically literate and with a better understanding of the global community. Level: Undergraduate

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GY 110: Human Geography

This course exposures students to the human dimension of geography – how cultures are born and change, how populations behave, how people create and use language, how people and groups organize themselves and their activities spatially and politically, how these activities and cultural and behavioral patterns change across time and space, and how technology affects human populations. Selected topics are: culture, religion, language, population, political geography, agriculture, and urban development. Level: Undergraduate

FYE 101: First Year Experience

This course guides students through a successful experience at the university. It allows them the opportunity to evaluate their goals and commitment to higher education early in their undergraduate experience. A large emphasis is placed on the student's academic development and responsibility as a student. This course focuses on areas where first year students need assistance, awareness, and extra support. Topics discussed in class include college demands, learning styles, time management, note taking, information literacy skills, and technology skills. This class offers students opportunities to develop and gain added awareness and experience in these areas. Level: Undergraduate

Graduate Courses Taught for the University of Alabama in Huntsville

ED 696: P-12 ESL Internship

This course requires students to complete a 300-hour internship with hours at both the elementary (K-5) and secondary (6-12) levels. Students are required to teach EL students, engage in various professional development

ED 609: Classroom and Behavior Management

This course exposes students to a broad range of management practices, including strategies for diverse and special populations. Theoretical and reflective practices are incorporated during classroom meetings. Students will observe, research, and discuss current approaches to classroom management.

ED 524 Secondary Social Studies Methods I

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies focusing primarily on teaching in a high school setting. Students are expected to develop a two-week unit plan which can be used during student teaching.

ED 534 Secondary Social Studies Methods II

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies focusing primarily on teaching in a middle school setting. Students are expected to develop a two-week unit plan which can be used during student teaching.

ED 545 Curriculum and Instruction in Secondary Schools

This course explores the historical context of the secondary school curriculum. Students are introduced to the main curricular ideologies which have prevailed beginning in the early 20th century up until current educational reform movements. Particular attention is paid to the complex sociopolitical forces influencing curriculum at both the national, local, and state levels.

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ED 607: The Educator as Evaluator

This course focuses on procedures and techniques of evaluation and research with emphases on applications for educational settings. Selected topics will include assessment design, scoring procedures, standardized testing, interpretation of score reports, use of assessment information for instructional design, and overviews of qualitative and quantitative methodologies as applicable to assessment and educational research.

ED 565 Introduction to Differentiated Instruction

This course provides practical strategies to maximize learning for all students, particularly those with disabilities, gifted/talented, and English Learners (ELs). Students will learn to utilize differentiated instruction to benefit both general and special education students simultaneously. This will include learning to select, implement, and evaluate lesson accommodations and modifications for students with exceptional needs. Students will design five days of instruction incorporating the principles learned in class to demonstrate effective differentiation of both process (instruction) and product (assessment).

ED 530: Applied Multiculturalism

This course examines constructs such as race, ethnicity, social class, gender, sexual orientation, and religious affiliation. Students will develop an understanding of the connections between identify, difference, power, and privilege and the roles schools and teachers play in perpetuating or ending discriminatory practices. Furthermore, students will develop an understanding of the ways research in both the humanities and social sciences can be used to interpret, analyze, and critique multiculturalism in an effort to create a more equitable education for all students.

Courses Taught for the University of South Florida

SSE 6617 Current Trends in Elementary Education

This course exposes students to a variety of research-based instructional practices for teaching social studies in the elementary classroom. Students are expected to develop a better understanding of important social studies content related to history, economics, government, geography, and current events. Level: Graduate

SSE 4313 Teaching Elementary Social Studies

This course exposes students to a variety of research-based instructional practices for teaching social studies in the elementary classroom. Students are expected to develop a better understanding of important social studies content related to history, economics, government, geography, and current events. Level: Undergraduate

SSE 4640 Communication Skills in Social Studies

This course offers practical pedagogic strategies for teaching secondary grades social studies. Students are required to teach social studies content to peers in a university classroom, videotape themselves and critique their teaching based on different criteria. Level: Undergraduate

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SSE 4335 Themes in Social Studies Education

This course allows students to create thematic units on selected social studies topics and then teach the content in secondary classrooms. Students videotape themselves and then bring the recording to class where their classmates critique selected aspects of their teaching. Level: Undergraduate

SSE 4334 Secondary Grades Social Studies Methods

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies. Students are expected to develop a two-week unit plan which can be used during student teaching. Level: Undergraduate

SSE 5332 Secondary Grades Social Studies Methods

Selected strategies, methods, materials and technology for teaching secondary social studies associated with related student teaching materials. Level: Graduate

Courses Taught for the University of Tampa

MAT EDU 610 SS Secondary Social Studies Methods

This course contains selected strategies, trends, methods, materials and technology for teaching secondary social studies. Students are expected to develop a two-week unit plan which can be used during student teaching as well as to create a resource file to be used while teaching secondary social studies. Level: Graduate

Courses Taught for the University of Alabama in Tuscaloosa

CEE 516 Elementary Social Studies Methods (taught in Mexico City, Mexico)

This course, taught in Mexico City, Mexico, focused on current trends in elementary social studies with particular attention being paid to innovative instructional methods and relating learning to the student's social environment.

CSE 564: Improving Secondary Social Studies Instruction (taught in Mexico City, Mexico)

This course explores and demonstrates methods and materials for improving social studies instruction, and focuses on teaching for diverse learners, constructivist methods, critical thinking, interdisciplinary teaching, and various technologies as they apply to secondary social studies classrooms.

CEE 532/CSE 532: The Elementary and Secondary School Curriculum (taught in Asunción, Paraguay and Bogotá, Colombia)

This course explores the historical, current trends, and projective perspectives that influence the evolving elementary and secondary school curriculum framework. Particular attention is paid to the complex forces influencing curriculum at both the national, local, and state levels.

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CEE 530/CSE 530: Modern Elementary School Programs/Modern Secondary School Programs (taught in Bogotá, Colombia)

This course is designed as a critical engagement component in various teaching and learning strategies for the 21st century. This course exposes students to current trends in education as well as research-based practices to help teachers become more effective in the classroom as well as for them to have an understanding of current trends and the future of educational practice.

PROFESSIONAL SERVICE

University

- President's Leadership Award Committee Reviewer (2012-2016)
- Charger Success Task Force—Subcommittee chair (Summer, 2014)
- Graduate Council Representative, College of Education (2015-present)
- Collaborative Learning Advisory Committee (CLAC) UAH QEP (2016-present)
- New Faculty Grant funding Committee (2016, 2018-present)
- Commencement Committee (2017-2019)
- Assessment Peer Review Committee (2017-2018)
- Faculty Committee for Placing Library Faculty into Librarian Positions (2018)

College of Education

- Department Chair Search Committee Chairperson—2018
- Elementary Lecturer Search Committee Chair—2016
- College Curriculum Committee—2015
- Science Position Search Committee (Chairperson)—2015
- Curriculum and Instruction Chair Search Committee (Chairperson)—2015
- Elementary Lecturer Search Committee—2015
- NCATE Coordinator Search Committee—2015
- Mathematics Position Search Committee—2015
- Staff Assistant Position Search Committee—2015
- Faculty Reappointment Committees—2014-present

College of Arts, Humanities, and Social Sciences

- *Teaching Matters* Committee (2009-2013)
- *STAR teacher grant*—proposal reviewer (2013-2014)
- *STAR teacher grant*—external evaluator (2015-2016)
- Dossier evaluator, English department—Joy Robinson (2016)
- Dossier evaluator, English department—Gaines Hubbell (2017)

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Department of Education

- *Kappa Delta Pi* Faculty Counselor; 71 new members inducted (2008-2012)
- Portfolio Exit Committees (served on 127 committees between 2008-2016)
- NCATE committee member (2012)
- Assessment seminar for student teachers (2009-2012)
- Candidate Selection Committee (2015, 2016)
- Candidate Selection Committee Chair (2017)

International, National, Regional, State, and Local

- College and University Faculty Association (CUFA) House of Representatives Delegate (2010-2012); National Council for the Social Studies
- Invited lectures in Dakhla, Agadir, and Casablanca, Morocco to Teachers of English. Invited guest of the Educational Academy of Dakhla, Morocco (October 2012)
- Invited guest lecturer Al-Alawi School of English
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Service to Public Schools and the Community

- Curriculum Advisor, Islamic Academy of Huntsville (2010-2012)
- Member of Project HAPPENS advisory council in conjunction with Huntsville City Schools (2012-2014)
- Member of EL Advisory Committee for Madison County Schools (2012-present)
- *We the People* judge—annual state competitions held in Birmingham, AL (2009-2012)
- Content presenter, Alabama Public Schools. Schools at which I have taught full lessons: University Place Elementary, Creekside Elementary, Blossomwood Elementary, Morris Elementary, Mountain Gap P-8, Providence Elementary, Heritage Elementary, Mill Creek Elementary, Liberty Middle School, Huntsville Middle School, Chapman Middle School, Columbia Middle School, Huntsville High School, Grissom High School, Oak Park Middle School, Elkmont Elementary, Madison County Technical Center (EL sheltered instruction-10th grade World History), James Clemens High School, and Bob Jones High School
- Lego Robotics League Regional Qualifier Judge—University of Alabama in Huntsville Campus (November, 2014)
- Bob Jones High School Recruitment (Fall, 2017)

Past and Current Professional Memberships and Affiliations

- National Council for the Social Studies (NCSS)
- American Educational Research Association (AERA)
- College and University Faculty Assembly (CUFA)
- Social Studies Council of Alabama (SSCA)