



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## EDEC 6403-221: Advocacy and Leadership in Early Childhood Education

### Course Description:

This course fosters analysis of current educational issues impacting students and families today and provides advocacy avenues to support your stance on these issues. Becoming an advocate means becoming a leader in your home and work community. As such, this course also examines two concepts of neuroleadership that provide tools and strategies for students to implement in their environment.

### Class Dates, Location and Hours:

Dates: September 10 – 15, 2019

Location: Stuttgart, Germany. See site director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: August 12, 2019

### Site Director:

Email: [apstuttgart@ou.edu](mailto:apstuttgart@ou.edu). DSN: 431-3304 or CIV 07031-15-2580.

### Professor Contact Information:

Course Professor: Dr. Vickie E. Lake

Mailing Address: 4502 E 41<sup>st</sup> St.  
Schusterman Center  
Tulsa, OK 74135

Telephone Number: 918.660.3984

Email Address: [vlake@ou.edu](mailto:vlake@ou.edu)

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Dweck, C. S. (2007). *Mindset: The new psychology of success. How we can learn to fulfill our potential-Updated Edition*. New York: Ballentine Books.
2. Rock, D. (2009). *Your brain at work: Strategies for overcoming distraction, regaining focus, and working smarter all day long*. New York: Harper Collins Publisher.
3. Additional course materials and readings can be found on the course Canvas site at <http://learn.ou.edu>.

## Course Objectives:

1. Demonstrate an ability to analyze local, state, and/or national public policies affecting children and families.
2. Demonstrate an ability to critique both the popular media and the professional literature on current educational policies that directly affect children and their families.
3. Construct an understanding of neuroleadership tools and strategies and begin to apply them in your home and/or work environment.
4. Hone skills of effective leadership by applying knowledge to highly effective interactive presentations.

## Course Outline:

### Prior to In-Person Class Meetings: August 13 – September 8, 2019

Dates	Work
<b>Week 1</b> <b>August 13-18</b>	<p>Order texts. Submit the “Introduction” Essay for the program if you have not done so already via email to <a href="mailto:vlake@ou.edu">vlake@ou.edu</a> by midnight, November 12, 2017</p> <ul style="list-style-type: none"><li>• Introduce yourself to your professor and fellow classmates in a 2-3 paragraph introduction including:<ul style="list-style-type: none"><li>○ Information about your prior education and/or teaching/training experience.</li><li>○ Why did you choose this program?</li><li>○ Describe your career and personal goals for after the program?</li><li>○ What is your current position?</li><li>○ Share one interesting thing about yourself.</li></ul></li><li>• A list of your teaching experiences and/or a resume</li></ul> <p>Review the ILAC Program Planner &amp; Overview Video: <a href="http://www.ou.edu/content/education/ilac/graduate/instructional-leadership--europe-ap-.html">http://www.ou.edu/content/education/ilac/graduate/instructional-leadership--europe-ap-.html</a></p>
<b>Week 2</b> <b>August 19-25</b>	<p><b>Before</b> you begin reading the text <i>Mindset</i>, take the quiz and take a screen shot of your results or cut and past them to a new file. Upload your results in Canvas → Assignments by midnight, August 25, 2019 Quiz link: <a href="http://www.mindsetonline.com/testyourmindset/step1.php">http://www.mindsetonline.com/testyourmindset/step1.php</a></p> <p>Begin reading <i>Mindset</i> and <i>Your Brain at Work</i>; familiarize yourself with the course and materials on the CANVAS site.</p> <p>Read through the resources in the Advocacy folder (under Assignments) and begin to identify a specific and current educational issue that you want to focus on. The folder only contains some issues, you can choose an issue not in this folder upon approval (see week 3).</p>
<b>Week 3</b> <b>August 26-September 1</b>	<p><b>**Keep reading ahead in your texts.</b></p> <p>Email me the advocacy issue you have chosen for approval by midnight on Sunday, September 1, 2019. <a href="mailto:vlake@ou.edu">vlake@ou.edu</a></p>
<b>Week 4</b> <b>September 3-8</b>	<p>Upon receiving approval of your issue, complete the first part of your assignment and begin your research.</p> <ul style="list-style-type: none"><li>• Identify and describe the educational issue and the level you are approaching it from (local, state, or national). Describe how you chose this issue, why it is important to you, outline your initial thoughts/perceptions regarding the issue, and discuss your stance (are you for or against it) and why (2-3 pages following APA 6<sup>th</sup> Edition).</li></ul> <p>DUE: Midnight, September 8, 2019 Upload to CANVAS → Assignments</p>

\*\*Keep reading ahead in your texts.

**During In-Person Class Time: September 10 – 15, 2019**

Day	Activity/Reading	Assignments Due
<b>Tuesday 9/10</b>	<ul style="list-style-type: none"> <li>• Introduction, questions, and discussion of assignments</li> <li>• Community Builder (CB): Lake</li> <li>• CB Sign up for week.</li> <li>• Overview of neuroleadership</li> <li>• <i>Mindset</i> parts 1-3</li> <li>• Sharing and reporting on educational issues</li> <li>• APA 6<sup>th</sup> Edition – Introduction or Review</li> <li>• Looking ahead &amp; closing reflection</li> </ul>	<p><i>Mindset</i>: Parts 1-3</p> <p>*Be prepared to discuss research and findings of your educational issue.</p>
<b>Wednesday 9/11</b>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• <i>Know Your Brain</i> - forward, introduction, Act 1</li> <li>• Adult Learners &amp; Effective Presentations</li> <li>• Sharing and reporting on educational issues</li> <li>• Looking ahead &amp; closing reflection</li> </ul>	<p>CB:</p> <p>*<i>Know Your Brain</i> - forward, introduction, Act1</p>
<b>Thursday 9/12</b>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• <i>Mindset</i> parts 7 &amp; 8</li> <li>• <i>Know Your Brain</i> Act IV</li> <li>• Personal Leadership Development: choose option &amp; begin creating 3-week plan</li> <li>• Advocacy &amp; Service-Learning</li> <li>• Sharing and reporting on educational issues</li> <li>• Looking ahead &amp; closing reflection</li> </ul>	<p>*CB:</p> <p>*<i>Mindset</i>: Parts 7 &amp; 8</p> <p>*<i>Know Your Brain</i> Act IV</p> <p>*Review Personal Leadership Development assignment and have an idea of what you want to do</p> <p>*Review Advocacy &amp; SL folder on CANVAS</p> <p>*Be prepared to discuss research and findings of your educational issue.</p>
<b>Friday 9/13</b>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• <i>Mindset</i> parts 4 - 6</li> <li>• Sharing and reporting on educational issues</li> <li>• Personal Leadership Development: finalize 3-week plan &amp; begin</li> </ul> <p>Looking ahead &amp; closing reflection</p>	<p>*CB:</p> <p>*<i>Mindset</i> parts 4 – 6</p> <p>*Be prepared to discuss research and findings of your educational issue</p>

Day	Activity/Reading	Assignments Due
<b>Saturday Morning 9/14</b>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• <i>Know Your Brain</i> Acts II &amp; III</li> <li>• Neuroleadership connections b/w mindsets and effective brain strategies</li> <li>• Service-Learning continued</li> <li>• Sharing and reporting on educational issues</li> </ul>	<p>*CB:</p> <p>*<i>Know Your Brain</i> Acts II &amp; III</p> <p>*Take Mindset Quiz again, bring results to class:  <a href="http://www.mindsetonline.com/testyourmindset/step1.php">http://www.mindsetonline.com/testyourmindset/step1.php</a></p> <p>*Be prepared to discuss research and findings of your educational issue.</p> <p>*Bring completed outline of presentation.</p> <p>*Complete Program of Study – link on CANVAS</p>
<b>Saturday Afternoon 9/14</b>	<ul style="list-style-type: none"> <li>• CB:</li> <li>• Peer review of individual presentation</li> <li>• Sharing and reporting on educational issues</li> <li>• ILAC Program of Study</li> <li>• Looking ahead &amp; closing reflection</li> </ul>	See Below
<b>Sunday Morning 9/15</b>	<ul style="list-style-type: none"> <li>• Review upcoming course assignments and due dates. Q&amp;A</li> <li>• Professional Leadership Development Individual Presentations – 15 minutes per student</li> <li>• Final closing reflection</li> </ul>	<p>*CB:</p> <p>Bring video recording device, earbuds/earphones, computer, and anything else you need for your highly effective presentation and reflection.</p>
<b>Sunday Afternoon 9/15</b>	Use the video and pre-post assessments to critically reflect on the following: Based on your plan, how did the presentation go? What changes were made during the presentation, why? How engaged were your peers in your presentation? How do you know? What were your strengths? What areas do you still need to improve on? Based on the pre-post assessments and your presentation, did your peers meet the presentation objectives? How did you build/maintain community? What would you do differently if you did this again?	Assignment must be completed and uploaded to CANVAS→Assignments by Midnight, Monday, September 16, 2019

**Following In-Person Class Dates: September 16 – October 6, 2019**

Week	Assignments
<b>Week 6 &amp; 7 September 16-29</b>	<p>Week 6: Professional Leadership Development Presentation  DUE: Midnight, September 16, 2019  Upload to canvas→Assignments</p> <p>Continue to work on Assignments: Personal Leadership Development Assignment and Educational Issue Individual Advocacy Activity</p> <p>Week 7: Educational Issue Individual Advocacy Activity  DUE: Midnight, September 29, 2019</p>

Week	Assignments
	Upload to canvas→Assignments
<b>Week 8</b> <b>September 30-</b> <b>October 6</b>	Personal Leadership Development Assignment DUE: Midnight, October 6, 2019 Upload to canvas→Assignments

**Note:** If you choose to read the course articles and chapters posted on CANVAS using an iPad or some other handheld device make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

### Assignments, Grading and Due Dates:

All assignments are expected to follow APA 6th Edition guidelines unless otherwise specified. Page lengths indicate the body of written work; it does not include the cover page or references. See APA Folder on CANVAS for additional information.

#### A. Professional participation, including in class discussions, and other reflections

1. **Participation.** Each participant in this class will be expected to think deeply and critically. You will need to reflect upon your own perspectives and actions while trying to better understand the views of others. Since learning and development involve a degree of cognitive dissonance—or disequilibrium—you should be prepared to struggle with ideas that challenge your current beliefs and understandings. Each participant in this class will be considered both a learner and a teacher and will need to assume responsibility for both roles. Thus, each of us will be expected to support our classroom community, present positive alternatives if dissatisfied with an existing situation, contribute our energy and ideas to class activities and conversations, engage in active listening no matter who is speaking, stay on task during class activities, demonstrate respect for each of our peers, and help ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. Regular attendance and preparation are required. You will be expected to attend classes regularly, arrive on time, stay for the duration of the allotted time period, and thoughtfully complete all readings and assignments on time. **While perfect attendance doesn't guarantee an A or a B, it is very unlikely that you could receive either if you are absent more than one class period. Please see me ahead of time if you will need to be absent due to religious observance or professional reasons.** (16 points)
2. **In class reflections.** At the end of each class, you will reflect on what you believed to be the most salient points made during class and/or what you found challenging. These reflections might be verbal, written, drawings, interpretative dance, etc... (8 points)
3. **Community Builders (CB):** Each student, individually or with a partner, with plan and implement a community builder at the beginning of each class. The CB's must be no more than 10 minutes. Students will sign up on Tuesday, 9/10. (6 points)

#### B. Educational Issue - Individual Advocacy Activity (30 points -- see Advocacy folder under Modules on CANVAS for resources).

Identify a specific and current educational issue, research both sides of the issue as well as monitor popular media and the professional literature concerning this topic. You may choose to approach this issue from a national, state, or local level.

##### Guidelines:

- **Before researching your issue:** Identify and describe the educational issue and the level you are approaching it from (local, state, or national). Describe how you chose this issue, why it is important to you, outline your initial thoughts/perceptions regarding the issue, and describe your stance (are you for or against it) and why (2-3 pages).  
**Due: Midnight, September 8, 2019**

- Research both sides of your issue and objectively present these sides (@ 5-6 pages). Research means theoretical and/or empirical articles, popular media, and information from professional organizations.
- After researching your chosen issue, has your stance changed? Describe why or why not using specific examples from the research. (1-2 pages)
- Thoughtfully reflect on what you learned from this experience. (1 page)
- Write a two-page (single-spaced) White Paper that includes: Introduction, Problem Statement, Proposed Solution, Conclusion, and References.

**Due: Midnight, September 29, 2019**

### **C. Professional Leadership Development (20 points):**

Identify a professional organization, work group, etc., and a topic to present (no hobbies, sports, or how to). Create and give a highly effective

Ignite Talk! Ignite is a specific genre of presentation where the presenter only has five minutes to speak about the topic, and 20 slides to do so. Every 15 seconds, slides are moved along automatically. The overall purpose of an Ignite session is to empower and excite the audience around a specific subject matter, idea or topic. Ignite is similar to PechaKucha, where you have 20 slides that change every 20 seconds. Usually, someone is "offstage" to time the event by changing slides, which forces the presenter to stay on task and move forward in the presentation. The slides contain only images, which the presenter prepares. This demands improvisation and creativity while still trying to craft a message (Miller, 2012).

#### **Guidelines:**

- Choose a topic to present.
- Use the Ignite resources provided on CANVAS to plan your Ignite Talk.
- Present to the class.
- The class will complete the Ignite Rubric and give it to you as feedback for your talk.
- Use the video and rubric feedback to critically reflect on the following: Based on your plan, how did your Ignite Talk go? What changes were made during the Ignite, why? How engaged were your peers in your Ignite? How do you know? What were your strengths? What areas do you still need to improve on? Based on the rubric feedback, did your peers meet the Ignite goals? How did you build/maintain community? What would you do differently if you did this Ignite again?

**Due: Monday, September 16, 2019 by midnight.**

### **D. Personal Leadership Development (20 points)**

Choose one of the following options to complete on your own. **Due: October 6, 2019**

1. **Mindset Change:** In this option, you will describe the fixed mindset area that you have identified, discuss why you want to change it, outline the opportunities you will have to work on it for three weeks, keep a journal of your challenges and opportunities, analyze your data to determine if you have changed your mindset, and reflect on the data and process of change. More specific guidelines on CANVAS.
2. **Your Brain at Work:** In this option, you will identify five strategies outlined in the text that you will focus on, discuss why you chose these particular strategies, outline the opportunities you will have to work on them for three weeks, keep a journal of your challenges and opportunities, analyze your data to determine if you applying the strategies, and reflect on the data and process of change. More specific guidelines on CANVAS.
3. **Design and implement your own leadership development plan.** Present plan to the professor for approval.

#### **Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## **INSTRUCTOR VITA**

**Vickie Eileen Lake**

### **Education**

- 1999 Doctor of Philosophy, The University of Texas at Austin. Major: Curriculum and Instruction. Specialization: Early Childhood Education.
- 1989 Master of Education, George Peabody College for Teachers at Vanderbilt University. Major: Elementary Education
- 1987 Bachelor of Science, Texas Tech University. Major: Human Development and Family Studies. Specialization: Teachers of Young Children.

### **Current Positions**

- 2016-Present Associate Dean, Jeannine Rainbolt College of Education at the University of Oklahoma – Tulsa and Professor, Department of Instructional Leadership & Academic Curriculum, Early Childhood Education Program.
- 2011-2016 Assistant & Associate Professor, Department of Instructional Leadership Academic Curriculum, Early Childhood Education Program, University of Oklahoma. Research Fellow: Early Childhood Education Institute. AP Europe Program Coordinator
- 1999 – 2011 Assistant & Associate Professor, School of Teacher Education, Florida State University
- 1996 – 1999 Teaching Assistant, The University of Texas at Austin, Classroom Organization and Management; Student Teaching Seminar
- 1996 – 1999 Student Teacher Supervisor, The University of Texas at Austin, Department of Curriculum and Instruction
- 1998 – 1999 Assistant to the Department of Defense Education Activity Early Childhood Curriculum Coordinator, Arlington, VA
- 1994 – 1996 Early Childhood Curriculum Coordinator, Hessen District - Department of Defense Dependent Schools (DoDDS), Rhein Main, Germany
- 1994 – 1996 Staff Developer, Hessen District - DoDDS, Rhein Main, Germany
- 1990 - 1994 Teacher - Primary Grades, Department of Defense Dependents Schools (Europe) Second Grade - 1992 – 1994: Bitburg Germany First Grade
- 1991 – 1992 Bremerhaven, Germany Transitional First Grade -1990 – 1991: Bremerhaven, Germany
- 1988 - 1990 Teacher - Kindergarten, Pleasant View Elementary School Cheatem County School District, Pleasant View, Tennessee

### **Graduate Courses Taught at The University of Oklahoma-Tulsa**

- ILAC 6023: Theoretical Issues in Instructional Leadership & Academic Curriculum
- ILAC 5233: Understanding Different Cultures
- EDEC 6433: Qualitative Research Methods
- EDEC 6833: Advanced Qualitative Analysis
- ILAC 5003: Models of Teaching
- EDEC 6403: Leadership and Advocacy

### **Major Areas of Teaching and Research Interest**

- Moral education
- Effective preservice and inservice teacher education
- Service-learning
- Mathematics and science integration for preservice teacher education

## Representative Publications and Presentations

- Winterbottom, C. & Lake, V. E. (2016). *Praxeological Learning: Service-Learning in Teacher Education*. NY: Nova Science Publishers, Inc.
- Lake, V. E., & Jones, I. (2012). *Service Learning in the PK–3 Classroom the What, Why, and How-to Guide for Every Teacher*. Minneapolis, MN: Free Spirit Publishing, Inc.

## Refereed Articles (2007-2014)

- Lake, V.E. & Adinolfi, S. (2017). Young children take action: Service-learning with preschoolers. *Young Children*, 72(2),
- Al Otaiba, A., Lake, V. E., Scarborough, K., Allor, J., & Carreker, S. (2016, Fall). Preparing beginning reading teachers for K-3: Teacher preparation in higher education. *Perspectives on Language and Literacy*, 42(4), 25-32.
- Lake, V. E., Winterbottom, C., Ethridge, E. A., & Kelly, J. L. (2015). Reconceptualizing Teacher Education Programs: Applying Dewey's Theories to Service-Learning with Early Childhood Preservice Teachers. *Journal of Higher Education Outreach and Engagement*, 19(2), 1-25.
- Lake, V. E. & Kelly, J. L. (2014). Challenging Female Preservice Teachers' Beliefs and Stereotypes of Mathematicians. *Journal of Early Childhood Teacher Education*, 35(3), 262-275. doi: 10.1080/10901027.2014.936071
- Winterbottom, C., Lake, V. E., Ethridge, E., Kelly, J., & Stubblefield, J. (2013). Fostering social justice through service-learning in early childhood teacher education. *International Journal of Education for Social Justice*, 2(2), 33-53.
- Winterbottom, C. & Lake, V. E. (2013). Service learning for all children. *Exchange Press*, 35(3), 36-39.
- Alotaiba, S., Lake, V.E., Greulich, L., Folsom, J.S., & Guidry, L. (2012). Preparing beginning reading teachers: An experimental comparison of initial early literacy experiences. *Reading and Writing*, 25(1), 109-129. doi: 10.1007/s11145-010-9250-2
- Dagli, U., Lake, V. E., & Jones, I. (2011). Perceptions of Preservice Teachers' Towards Mathematics and Science Teaching and Content. *Journal of Research in Education*, 21(2), 32-48.
- Lake, V. E., Al Otaiba, S., & Guidry, L. (2010). Social Skills Training: The Impact on Preservice Teachers' and their Students. *Journal of Early Childhood Teacher Education*, 31(4), 373-390.

## Referred Book Chapters (2010-2017)

- Ethridge, L. A., Lake, V. E., & Beisly, A. H. (In press, 2017). "If not me, then who?": An Integrated
- Model of Advocacy for Early Childhood Teacher Education. In U. Thomas (Ed.), *Advocacy in Academia and the Role of Teacher Preparation Programs*. IGI Global.
- Lake, V. E. (2016). Families' Perceptions of Bullying and Strategies for Working with their Young
- Children. In O. Saracho (Ed.) *Contemporary Perspectives on Bullying in Early Childhood Education* (pp. 179-202). Charlotte, NC: Information Age Publishing.
- Lake, V. E. & Kelly, L. (2016). Service-Learning + Social Justice = Justice Learning. In C. Winterbottom
- and V. E. Lake, *Praxeological Learning: Service-Learning in Teacher Education* (pp. 2-26). NY: Nova Science Publishers, Inc.
- Lake, V. E., Berg, T., Kelly, L., & Patrick, S. (2016). Connecting Preservice Teachers' with Diverse
- Families through Service-Learning Experiences. In C. Winterbottom and V. E. Lake, *Praxeological Learning: Service-Learning in Teacher Education* (pp. 225-244). NY: Nova Science Publishers, Inc.
- Winterbottom, C. & Lake, V. E. (2013). Teaching Teachers to Use the Outdoor Environment. In S. Knight (Ed.) *International Perspectives on Forest School: Natural Spaces to Play and Learn* (pp. 146-158). Los Angeles: Sage Publications.
- Lake, V. E. & Lin, M. (2011). Teaching Strategies for Student Success: Anti-Bias Curriculum, Culturally Responsive Practices, and English as a Second Language Principles. In J.P. Henderson & A.D. Lawrence (Eds.) *Teaching Strategies* (pp. 145-164). NY: Nova Science Publishers, Inc.

## **Representative Honors and Awards Received**

- Jeannine Rainbolt College of Education Citizenship/Leadership Award, University of Oklahoma, 2016-2017
- Department of Instructional Leadership and Academic Curriculum Citizenship/Leadership Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2015-2016; 2016-2017
- Patricia L. Hardré Graduate Mentoring Award from the Graduate Student Council of the University of Oklahoma, March 2014
- Sabbatical: Contextual Mathematics Problem Solving with Yupiit Eskimos, Akiachak, AK, January – May, 2010
- Distinguished Research Paper Award, Eastern Education Research Association, Hilton Head, SC, February 2008
- Education Professor of the Year, Kappa Delta Pi, Florida State University, 2007
- University Teaching Award in Recognition of Excellence in Teaching, Florida State University, 2005
- White Paper: Before and After-School Care: An Effective Anti-Violence Strategy. Funded, \$1000
- First Year Professor Award, Florida State University, 2000