



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## ILAC 5003-221: Models of Instruction

### Course Description:

Students will study teaching/instruction models and their strategies intended to improve abilities to analyze student-teacher interactions and to increase teacher effectiveness as instructor and manager in a variety of educational situations.

Classrooms of all types are complex and multifaceted places where students and teachers interact around content, ideas, skills, dispositions, procedures, and ways of thinking. The purpose of this course is to critically explore, question, and discuss issues about that interaction. Emphasis will be on **reflective teaching** as active, contextualized, and creative. Questions to be explored include the following: What is teaching? How is teaching related to learning? What are different pedagogical strategies and what do they mean for what and how learners understand and interpret content?

### Class Dates, Location and Hours:

Dates: July 10 – 15, 2018  
Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.  
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: June 11, 2018

### Site Director:

Email: [apramstein@ou.edu](mailto:apramstein@ou.edu). Phone: DSN 480-6807, Civilian 06371-47-6807.

### Professor Contact Information:

Course Professor: Vickie E. Lake, Ph.D.  
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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Thousand Oaks, CA: Corwin, ISBN 9781412981774.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

### Highly Suggested:

American Psychology Association (2006) *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN 9781433805615.

**Note:** Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett

### Course Objectives:

1. To critically explore, question, and discuss issues about teachers/trainers and teaching/professional development.
2. To consider learning, teaching, & instruction in the context of the student/participants, curriculum, community, and society.

### Course Outline and Due Dates:

**Prior to Class: June 12 – July 9, 2018**

Week	Readings/Activities
Week 1 June 12 – 17	Order text. 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> .  <b>Before you begin reading the text</b> , reflect and answer the following questions on Canvas Discussions (see B. 1 on p. 4 of syllabus): What does it mean to teach? What does it mean to learn? What is the relationship between teaching and learning? What factors influence learning and teaching in classrooms? <b>It is very important that you do this paper before you read the book or any materials for the course. Due on Canvas Discussions by midnight, Sunday, June 17.</b>
Week 2 June 18 – 24	Begin reading text in order to get ahead for the busy face-to-face week. Familiarize yourself with the course and materials on Canvas.  Begin <b>Profile of self as a learner and a teacher</b> (See B. 2 on p. 4 of syllabus). Write a 5 – 7-page (double-spaced, 12-point types) profile of yourself as a learner and as a teacher. Address the following items: Memories of yourself as a learner in and out of school throughout your life, preferred way to learn about a new topic, activities or materials that help you learn, why you are/want to be a teacher/instructor/trainer, ways you help the students in your class(es) (or other informal learning situation) learn. <b>(Due July 2).</b>
Week 3 June 25 – July 1	Read & Reflect 1 (see A. 2 on p. 4 of syllabus). Knight, Chapter 1: Personal Bests. Post to Canvas Discussions by midnight, Sunday, July 1.  Continue working on <b>Profile of self as a learner and a teacher (Due July 2)</b>  Keep reading ahead in your text.

Week	Readings/Activities
Week 4 July 2 – 9	<p><b>Profile of self as a learner and a teacher.</b> Upload paper to Canvas Assignments by midnight, Monday, July 2.</p> <p>Read and Reflect 2 (see A. 2 on p. 4 of syllabus). Knight, Part III (no reflection for Part III required-only for chapters), Chapters 10, 11, &amp; 12. Post to Canvas</p> <p><b>Discussions by midnight, Sunday, July 8.</b></p> <p>Keep reading ahead in your text.</p>

### In-Class Activities

Day	Readings/Activities	Assignments Due
Tuesday July 10	<p>Introduction, questions, and discussion of assignments for the course.</p> <p><b>Read: Knight, part I: Planning, chapters 3 &amp; 8.</b></p> <p>Cooperative structures &amp; Learning</p> <p>Community builder (CB) – Lake</p> <p>APA 6<sup>th</sup> edition – Introduction or review</p> <p>Closing reflection</p>	<p>Chpts 3 &amp; 8 (A.2)</p> <p>Review APA manual &amp; information on Canvas</p> <p>CB for Wednesday: TBA</p>
Wednesday July 11	<p>Community builder (CB):</p> <p><b>Read: Knight, chapters 2 &amp; 4</b></p> <p>Planning continued: Questions &amp; learning maps</p> <p>Closing reflection</p>	<p>Chpts 2 &amp; 4</p> <p>CB for Thursday: TBA</p>
Thursday July 12	<p>Community builder (CB):</p> <p><b>Read: Knight, part II: Instruction, chapters 5 &amp; 6</b></p>	<p>Chpts 5 &amp; 6</p> <p>CB for Friday: TBA</p>
Friday July 13	<p>Community Builder (CB):</p> <p>Read: Knight, chapters 9 &amp; 13</p>	<p>Chpts 9 &amp; 13</p> <p>CB for Saturday – am: TBA</p> <p>CB for Saturday – pm: TBA</p>
Saturday morning July 14	<p>Community builder (CB):</p> <p><b>Read: Knight, chapters 7 &amp; 14</b></p> <p>Using stories to teach and the power of positive intent</p> <p>Review rubrics for projects in section D, modify as needed.</p>	<p>Chpts 7 &amp; 14</p> <p>CB for Sunday – am: TBA</p>
Saturday afternoon July 14	<p>Community builder (CB):</p> <p>Pairs of peer groups to review and provide feedback to lesson plans and model teaching assignment</p> <p>Review materials to bring for model lesson assignment – make sure everyone has a recording device</p> <p>Closing reflection</p>	<p>Bring <b>two</b> additional copies of your model lesson plan</p>

Day	Readings/Activities	Assignments Due
Sunday morning July 15	Community builder (CB): Read: Knight, chapter 15 Providing feedback and remembering positive intent Model lessons – bring all necessary materials for your lesson Closing reflection	Ch. 15 Materials for model lesson Something to video record your lesson
Sunday afternoon July 15	Review final assignments & due dates	NA

### Post-Course Work:

Dates	Assignment
Week 6 July 16 – 22	Complete part 3 of Theory of teaching (see B.3) and submit via Canvas no later than midnight, July 22, 2018.
Weeks 7 & 8 July 23 – August 3	Complete your 20-point assignment, use rubric as a further guide. Submit via Canvas no later than midnight, July 31, 2018.

**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 and Grading:

#### Professional participation, including online & in class discussions, and other reflections (25 points)

- a. **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. (10 points)**
- b. **Read and Reflect 1 & 2.** Write a **one paragraph** response to each chapter of the assigned readings including what you believe to be the most salient points the author made and/or what you found challenging (**5 points**).
- c. **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... (**10 points**).

## Theory of teaching:

Each of us has an implicit theory of what it means to teach and to learn. The purpose of this project is to help you bring that implicit theory to the forefront of your thinking, to examine how that theory has been formed, and to critically reflect on it as you compose an explicit theory of teaching that will guide your classroom practice. This project has three parts: **(30 points total)**

- a. **Part 1. Beginning thoughts: Before the first night of class and before you begin reading any of the course materials,** reflect and answer the following questions on Canvas Discussions: What does it mean to teach? What does it mean to learn? What is the relationship between teaching and learning? What factors influence learning and teaching in classrooms? **It is very important that you do this paper before you read the books for the course. Due June 24, 2018. (5 points)**
- b. **Part 2: Profile of self as a learner and a teacher:** Write a 5-7-page (double-spaced, 12-point font) profile of yourself as a learner and as a teacher. Address the following items: Memories of yourself as a learner in and out of school throughout your life, preferred way to learn about a new topic, activities or materials that help you learn, why you are/want to be a teacher/instructor/trainer, ways you help the students in your class(es) (or other informal learning situation) learn. **Due July 6, 2018. (10 points)**
- c. **Part 3: Theory of teaching:** Revisit your initial thoughts and critically reflect on what you wrote at the beginning of the class. In a 7-10-page paper, respond to the same questions (What does it mean to teach? What does it mean to learn? What is the relationship between teaching and learning? What factors influence learning and teaching in classrooms?). As part of your response, discuss critically any changes in your views from the beginning of the class. Cite readings from class or ones that you have done outside of class to support your ideas. Discuss how your own experiences as a learner and teacher impact your theory. **Due July 22, 2018. (15 points)**

## Peer modeling of five teaching strategies/activities:

Choose two teaching strategies from Planning, two from Instruction, & one or two from Community Building to model with your peers in an approximately 20-minute lesson on Sunday morning. You can teach us anything, as long as it includes the min. of five teaching strategies. If possible, bring a video recording device (iPad, phone, other video recorder) so we can video your teaching. You will use the video to critically reflect on the following: How engaged were your peers in your lesson/activity? How do you know? What were your strengths teaching the lesson? How did you build/maintain community? What would you do differently if you did this lesson again? Turn in your lesson plan with the five strategies clearly identified, as well as your reflection. **Due July 17, 2018. (20 points)**

## 25-Point Projects: Exploration of teaching and teaching strategies:

1. Choose a 25-point project to complete. Papers should be written in APA 6th Edition format with no errors in grammar and mechanics. All papers should include a bibliography of references used in your analysis (use the APA resources on Canvas). We will create rubrics for each set of projects. **Due July 31, 2018.**
2. **Examine the instruction of your own (or someone else's) classroom.** Describe the instruction in your classroom (or the classroom of another teacher). Address the following topics: Planning instruction, teaching framework, types of questions during lessons, support for critical thinking, specific teaching strategies, authenticity, classroom community and culture, role of learners. As part of your description, tell why you have chosen to do what you do and what you hope to accomplish. Critically evaluate each aspect using the checklists from the Knight book. Reflect upon whether you are actually accomplishing your purposes. Identify strengths and areas that could be stronger and how to strengthen them.
3. **Interview three teachers about their instruction.** Identify three teachers that you consider exemplary in your content area or preferred age level. Interview them about their planning process, teaching framework, teaching strategies, classroom structures, beliefs about teaching and learning, and how they support critical thinking. Summarize what you learned about each teacher. Compare and contrast what they say. Critically reflect on their views in relationship to class readings & discussions.

4. **Review research on teaching strategies/activities/classroom routines and structures in your content area.** Choose a content area that you are teaching/plan to teach. Find at least 10 research articles about teaching strategies/activities/classroom routines and structures. For each article, summarize the following: theory of teaching and learning underlying the strategy/activity/routine, the intended outcome, how a teacher would enact the strategy/activity/routine, and its effectiveness in supporting learning/the intended outcome. Draw conclusions about similarities and differences across strategies/activities/routines.

**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 Teacher at Vanderbilt University; Major: Elementary Education.
- **1987:** Bachelor of Science, Texas Tech University; Major: Human Development and Families Studies. Specialization: Teachers of Young Children.

### **Current Positions**

- Associate Dean, Jeannine Rainbolt College of Education, University of Oklahoma – Tulsa;
- Professor, Department of Instructional Leadership & Academic Curriculum, Early Childhood Education Program

### **Frequently Taught Courses**

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

### **Professional Experience**

- 2016 – Present: Associate Dean, Jeannine Rainbolt College of Education at the University of Oklahoma – Tulsa; 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 – 1998: 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

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

- Effective preservice teacher education
- Moral 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 (2010-2017)
- 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

- Department of Instructional Leadership and Academic Curriculum Research Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2017-2018

- 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