

EDEC 6403-222: Leadership and Advocacy

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: December 5-10, 2017
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: November 6, 2017

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Dr. Vickie E. Lake
Mailing Address: 4502 E 41st Street
Schusterman Center
Tulsa, OK 74135-2553
Telephone Number: (918) 660-3984
E-mail Address: vlake@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, & by appointment during week of class.

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. 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. Dweck, C. S. (2006). *Mindset: The new psychology of success: How we can learn to fulfill our potential*. New York: Ballentine Books. ISBN: 9780345472328.
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. ISBN 9780061771293.
3. 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 Psychological Association (2009). *Publication manual of the American Psychological Association* (6th 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 Goals and 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: November 7 – December 4, 2017

Date	Assignments
Week 1 Nov 7-12	<p>Order texts. Submit the “Introduction” Essay for the program if you have not done so already via email to vlake@ou.edu by midnight, November 12, 2017</p> <ul style="list-style-type: none">• Introduce yourself to your professor and fellow classmates in a 2-3 paragraph introduction including:<ul style="list-style-type: none">○ Information about your prior education and/or teaching/training experience.○ Why did you choose this program?○ Describe your career and personal goals for after the program?○ What is your current position?○ Share one interesting thing about yourself.• A list of your teaching experiences and/or a resume <p>Review the ILAC Program Planner & Overview Video: http://www.ou.edu/content/education/ilac/graduate/instructional-leadership--europe-ap-.html</p>
Week 2 Nov 13-19	<p>Before 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, November 15, 2017.</p> <p>Quiz link: http://www.mindsetonline.com/testyourmindset/step1.php</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>

Date	Assignments
Week 3 Nov 20-22 Thanksgiving	Keep reading ahead in your texts. Email me the advocacy issue you have chosen for approval by midnight on Tuesday, November 22, 2017 . vlake@ou.edu Have a wonderful Thanksgiving holiday.
Week 4 Nov 27-Dec 4	Upon receiving approval of your issue, complete the first part of your assignment and begin your research. 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 th Edition). Due: Midnight, December 3, 2017 - Upload to Canvas Assignments Keep reading ahead in your texts.

During In-Person Class Meetings: December 5-10, 2017

Day	Readings/Activities	Assignments Due
Tues Dec 5	Introduction, questions, and discussion of assignments Community Builder (CB): Lake CB Sign up for week. Overview of neuroleadership <i>Mindset</i> parts 1-3 Sharing and reporting on educational issues APA 6 th Edition – Introduction or Review Looking ahead & closing reflection	<i>Mindset</i> : Parts 1-3 Be prepared to discuss research and findings of your educational issue.
Wed Dec 6	CB: <i>Know Your Brain</i> - forward, introduction, Act 1 Adult Learners & Effective Presentations Sharing and reporting on educational issues Looking ahead & closing reflection	CB: <i>Know Your Brain</i> - forward, introduction, Act1

Day	Readings/Activities	Assignments Due
Thurs Dec 7	CB: <i>Mindset</i> parts 7 & 8 <i>Know Your Brain</i> Act IV Personal Leadership Development: choose option & begin creating 3-week plan Advocacy & Service-Learning Sharing and reporting on educational issues Looking ahead & closing reflection	CB: <i>Mindset</i> : Parts 7 & 8 <i>Know Your Brain</i> Act IV Review Personal Leadership Development assignment and have an idea of what you want to do Review Advocacy & SL folder on Canvas Be prepared to discuss research and findings of your educational issue.
Fri Dec 8	CB: <i>Mindset</i> parts 4 - 6 Sharing and reporting on educational issues Personal Leadership Development: finalize 3-week plan & begin Looking ahead & closing reflection	CB: <i>Mindset</i> parts 4 - 6 Be prepared to discuss research and findings of your educational issue.
Sat Dec 9	CB: <i>Know Your Brain</i> Acts II & III Neuroleadership connections b/w mindsets and effective brain strategies Service-Learning continued Sharing and reporting on educational issues CB: Peer review of individual presentation Sharing and reporting on educational issues ILAC Program of Study Looking ahead & closing reflection	CB: <i>Know Your Brain</i> Acts II & III Take Mindset Quiz again, bring results to class: http://www.mindsetonline.com/testyourmindset/step1.php Be prepared to discuss research and findings of your educational issue. Bring completed outline of presentation. Complete Program of Study – link on Canvas
Sun-am Dec 10	Review upcoming course assignments and due dates. Q&A Professional Leadership Development Individual Presentations – 15 minutes per student Final closing reflection	CB: Bring video recording device, earbuds/earphones, computer, and anything else you need for your highly effective presentation and reflection.

Day	Readings/Activities	Assignments Due
Sun-pm Dec 10	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, December 11, 2017.

Following In-Person Class Meetings: December 11, 2017 - January 9, 2018

Date	Assignment
Week 6 & 7 Dec 11-22	Week 6: Professional Leadership Development Presentation Due: Midnight, December 11, 2017. Upload to Canvas Assignments Continue to work on Assignments: Personal Leadership Development Assignment and Educational Issue Individual Advocacy Activity Week 7: Educational Issue Individual Advocacy Activity Due: Midnight, December 21, 2017. Upload to Canvas Assignments
Week 8 Dec 27, 2017- Jan 5, 2018	Personal Leadership Development Assignment Due: Midnight, January 4, 2018. 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.

Course Expectations and Assignments

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.

Professional participation, including in class discussions, and other reflections:

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)

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)

Community Builders (CB):

Each student, individually or with a partner, will 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, 12/6. (6 points)

Educational Issue - Individual Advocacy Activity:

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. (30 points -- see Advocacy folder under Assignments on Canvas for resources).

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, December 3, 2017 - Upload to Canvas Assignments**
- 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. **Make a video about what a white paper is and describe how jam packed they are with information and content-include citations and references.** **Due: Midnight, December 21, 2017 - Upload to Canvas Assignments**

Professional Leadership Development:

Identify a professional organization, work group, etc., and a topic to present (no hobbies, sports, or how to). Create and give a highly effective presentation that includes audience interaction, knowledge, and skills from class (**15 minutes**), present to the class, and reflect on how it went. If possible, bring a video recording device (iPad, phone, other video recorder) so your presentation can be recorded. Also bring ear buds/phones to listen to your recording. (20 points):

Guidelines:

- Choose a topic to present.
- Use one of the provided outlines on Canvas (or one of your own) and plan a 15-minute interactive presentation for the class.
- Create a pre-and post assessment.
- Present to the class.
- 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? **Due: Monday, December 11, 2017 by midnight. Upload to Canvas Assignments.**

Personal Leadership Development:

Choose one of the following options to complete on your own. **Due: January 4, 2018 Upload to Canvas Assignments (20 points):**

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 make 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

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 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