

Dr. Mark S. Montgomery II
Associate Professor

CURRICULUM VITAE
Five Year Data as of August 31, 2022
With Historical Education
And Professional Employment

PROFESSIONAL ADDRESS

Stephen F. Austin State University
Education Studies
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EDUCATION

PHD, 2014.
Institution: Baylor University
Specialization/Major: Curriculum & Instruction
Dissertation: Case Studies of Teachers Participating in Differentiated Professional Development for Student-Centered Technology Integration

MS, 2008.
Institution: Baylor University
Specialization/Major: Curriculum & Instruction

BSED, 1998.
Institution: Northeastern State University
Specialization/Major: Elementary Education

HONORS & AWARDS

SFASU Foundation Achievement Award for Teaching (Nominee), September 17, 2019
Stephen F. Austin State University

Teaching Excellence Award, April 4, 2019
James I. Perkins College of Education

Outstanding Field Supervisor Award Nominee, May 3, 2018
Office of Assessment and Accountability

Teaching Excellence Award, March 2018
Department of Elementary Education

Perkins College of Education Spotlight Award, April 19, 2017
Center for Teaching and Learning Symposium on Arts and Research

STaR Fellow, December 13, 2016
Association of Mathematics Teacher Educators (AMTE)

PROFESSIONAL EMPLOYMENT

Associate Professor

Stephen F. Austin State University, September 1, 2015 - Present

Position Description:

Teach undergraduate and graduate courses in Elementary and Middle Level, particularly mathematics education. Supervising students in Elementary and Middle Level field placements; Program Coordinator for Elementary Education Master's.

Instructional Technologist - K-8th Grade

Harts Bluff Independent School District, August 2012 - June 2015

Position Description:

Areas of concentration: professional development, technology integration, curriculum, support for 1:1 iPad initiative and project-based learning

Instructional Specialist - 7th/8th Mathematics

Tennyson Middle School - Waco Independent School District, August 2011 - June 2012

Position Description:

Areas of concentration: data, professional development, technology integration, mathematics professional learning community lead

Graduate Teaching Assistant

Baylor University, August 2009 - December 2011

Position Description:

Taught TED 1112, a required course in the teacher education program that focused on technology resources for teachers.

Instructional Specialist - 5th/6th Mathematics

Lake Air Intermediate School - Waco Independent School District, August 2010 - June 2011

Position Description:

Areas of concentration: data, professional development, technology integration, mathematics professional learning community lead

Classroom Teacher

Robinson Junior High School - Robinson Independent School District, August 2007 - June 2010

Position Description:

7th Grade Mathematics

Adjunct Professor

Baylor University, January 2010 - May 2010

Position Description:

Taught TED 4337, Mathematics in the Middle Grades, a course for undergraduate middle school mathematics specialists.

Classroom Teacher

Tennyson Middle School - Waco Independent School District, August 2000 - June 2007

Position Description:

7th/8th Grade Mathematics

Classroom Teacher

Graham Public Schools, August 1998 - May 2000

Position Description:

Year 1: Middle School Civics, History, English and Computers; 5th/6th Grade Social Studies; K-6 Music

Year 2: 5th/6th Grade Self-Contained

K-5 Computer Teacher

Marion Academy Catholic School, January 1998 - May 1998

Position Description:

Teach computers for K-5 students and maintain computer lab.

TEACHING & RESEARCH INTERESTS

Teaching Interests:

Field Experience, Mathematics Methodology (Elementary and Middle Level); Co-teaching

Research Interests:

Mathematics Education; Effective Teaching Strategies; Co-teaching; Facilitating Teacher Growth through Feedback and Reflection

LICENSURES & CERTIFICATIONS

Certified Online Instructor, Stephen F. Austin State University, Local. (April 29, 2015 - Present).

This certifies that I have completed a course of study in order to be able to develop and deliver online course material at Stephen F. Austin State University.

Elementary Self-Contained Grades 1-8, Texas State Board for Educator Certification, State. (August 1, 2000 - June 30, 2024).

Texas Teacher Certification

Professional Certification: Elementary Mathematics Grades 1-8 Texas Educator Certificate, Texas State Board for Educator Certification, State. (August 1, 2000 - June 30, 2024).

State Teacher Certification for Mathematics

PUBLICATIONS

Akerson, A., Montgomery, M. S. (2021). Increasing Pre-service Teachers' Awareness of Student Engagement through Data-driven Peer Feedback. *The Field Experience Journal*, 27(Spring 21), 28-44. <https://www.unco.edu/cebs/national-field-experience-conference/pdf/fej-spring-21.pdf>

Akerson, A., Montgomery, M. S. (2021). Increasing Pre-Service Teachers' Awareness of Student Engagement through Data-Driven Peer Feedback. *The Field Experience Journal*, 27, 28-44. <https://www.unco.edu/cebs/national-field-experience-conference/pdf/fej-spring-21.pdf>

Gupta, D., Montgomery, M. S., Eddy, C., Kalinec-Craig, C., Morton, K., Hulme, K., Mahdi, F. (2021). In Caroline M. Crawford (Ed.), *Developing and Supporting Mathematics Teacher Educators Through a Virtual Collaborations* (pp. 279-293). Hershey, PA: IGI Global. <https://www.igi-global.com/chapter/developing-and-supporting-mathematics-teacher-educators-through-virtual-collaborations/279946>

Abstract: The teaching and learning process has changed. With the new reality of COVID-19 pandemic, life is different and much has changed in education. This is not only seen in the need for remote and virtual learning but also seen in collaboration with other Mathematics Teacher Educators (MTEs) and team teaching. Before pandemic days, MTEs may choose to meet virtually for planning face-to-face research and planning but still prefer face-to-face for collaboration. Yoshida (2012) calls for the need to overcome isolation if improvement in the teaching learning process has to occur. However, in our post-pandemic world, collaboration has become a challenge. Travel bans and safety concerns have caused the need for new ways for higher educators to reach out, provide support to one another, and build on their collective knowledge to improve their own pedagogy. One way to enhance support has been the use of Lesson Study, a methodology that focuses on developing instructional understanding and motivation through collaborative professional development (Uchiyama & Radin, 2009). The practice of Lesson Study

has been traditionally done in a face-to-face K-12 setting through physical meetings and observations using the four-step cycle of studying the curriculum, designing a plan, conducting research, and reflecting (Lewis, Perry, & Hurd, 2009; Lewis & Hurd, 2011). Even though the research on the use of lesson study in higher education is scarce, some researchers (Appelgate, et.al., 2020; Copper, et.al., 2011; Kamen, et. al., 2011; Soto, et. al., 2019) have attempted to use it in higher education. Gupta, et. al (2018) urges the higher education community to use lesson study as a tool to develop scholarship and best teaching practices. Motivated by the need to use lesson study as a platform for reflection, modeling authenticity of equitable practices, and support professional development of MTEs during the pandemic, a group of MTEs across Texas collaborated via technology to provide a rich learning experience to pre-service teachers (PSTs) in an online environment. The group started meeting virtually in 2019 to plan a traditional face-to-face equity-focussed lesson for PSTs, however during the pandemic the group adapted and transformed their research so that the lesson study component along with the lesson would be virtually implemented. Given that today's mathematics classroom is in need of a transformation as is evident by the current social movements in our country: me too, march for our lives, and Black lives matter, which have highlighted the needs of the marginalized. The MTEs purposefully choose to use Torres' Rights of the Learner framework (Kalinec-Craig & Robles, 2020; Torres, 2020) to design a lesson that models instruction in a math methods class for cultivating positive mathematics identities that leads PSTs to implement in their instruction. As Torres (2020) states in her webinar about the Rights of the Learner, teachers should build a sense of community with students by stating to them: "My job is to discover you, but I'm going to need your help. I'm going to need you to tell me what are the conditions they're going to help you be the best that you can be. And I will make sure that I will do that. And we all work together so that everyone can be the best learner they can be." With Torres' intention in mind, MTEs can engage in the practice of supporting each other during the pandemic and as a result, learn how to better support the needs of their PSTs as well. This chapter focuses on the experiences and lessons from the group of MTEs of using lesson study to rethink traditional mathematics methods course with intentionality for developing the teacher candidates' positive identity as mathematics learners and mathematics teachers in a virtual environment. Moreover, the chapter will highlight how collaboration is possible across geographic barriers, in the era of pandemic, and developing one's own thinking and modeling of 'equity' for PSTs. In addition to breaking geographic barriers, the authors will highlight how the use of collaboration helped the group of MTEs support each other through a difficult transition in education. Throughout the chapter, the MTEs will cite evidence of collegiality and instructional understanding for teaching and learning asynchronous and synchronous environments will be shared. The aim of MTEs is to cultivate an environment that supports transforming the teaching mathematics as an equitable practice in an online setting and to understand how this translates with elementary students in the mathematics classroom. Notes: Book title, "Shifting to Online Learning Through Faculty Collaborative Support" published by ICI Global, an international publisher of progressive academic research.

Montgomery, M. S., Akerson, A. (2020). A Framework for Mentoring Pre-Service Teachers Through Peer Feedback. *The Chronicle of Mentoring and Coaching*, 1(13), 502-506.
<https://mentor.unm.edu/members/chronicle>

Abstract: The development of pre-service teachers (PSTs) is critical to the future of education. Educational preparation programs concern themselves with ways to develop PSTs into more critical thinkers in preparation for the classrooms that lie ahead. While professors, field supervisors and mentor teachers play a large role in mentoring and providing feedback to future teachers, PSTs can also be a critical component to the feedback process. Peer feedback as a pedagogical approach has potential to enhance teacher preparation and encourage reflection on teacher practice (Wilkins et al., 2009). However, giving peer feedback does not come naturally to most students. Utilizing Hattie and Timperley (2007) as a foundation, the researchers developed a model of goal setting and feedback that mentors PSTs in collecting meaningful data as feedback, interpreting results, and using the information to improve their teaching abilities. Data analysis indicates the mentoring process enables PST's to engage in, and take ownership of, feedback for personal reflection related to their roles as a teacher. The cyclical nature of the framework provides PSTs a way to continue their growth long after they graduate from

educational preparation programs and enter the field. Results support research that indicate PSTs can provide and receive quality feedback from each other. Additional findings include areas that PSTs found most and least beneficial when receiving peer feedback.

Jones, D., Plowman, D., Lamb, J., Ewing, J., Montgomery, M. S. (2019). Embedded Days as Professional Development. *Journal of Mathematics Teacher Education in Texas*, 9(3), Pages 3-6.

Abstract: to deepen teachers' understanding of teaching and learning mathematics, and we learned how to implement a new professional development experience for teachers that we will continue to use and improve. Organizing the Embedded Days involves coordination with teachers and administrators at the host schools and communication with students and their parents. Implementing the day's tasks so that all teachers have the opportunity to learn from the interviews and the lesson observations is not always straightforward. Despite these challenges, the excitement and engagement of the teachers as they learn about teaching mathematics in real time as they interview and then observe student responses during live lessons is well worth the effort. During the second year of this professional development project, we will support teachers to take a more active role in leading the Embedded Days, with the intention that this high-leverage practice can be sustained beyond the funded life of the project. We look forward to learning more about effective professional development as we support our rural teachers to learn more about teaching and learning mathematics.

Montgomery, M. S., Akerson, A. (2019). Facilitating Collaboration Through a Co-Teaching Field Experience. *NETWORKS: An Online Journal for Teacher Research*, 21(1), 21.

<https://newprairiepress.org/networks/vol21/iss1/2/>

Abstract: This article describes an action research project in which two teacher educators implemented a co-teaching field experience, with pre-service teacher candidates acting as co-teachers, in order to facilitate collaboration among peers. The goal of the action research was to better meet the needs of pre-service teacher candidates (PTCs) and continually develop their ability to grow as reflective and collaborative future teaching educators. In order to increase collaboration, a model was developed, and co-teaching were implemented in a field experience course. Teaching activities and assignments were designed to provide opportunities for collaboration as co-teachers and as members of a teaching community. Data collection and observations indicate peer-to-peer co-teaching helped create a collaborative atmosphere for PTCs, while also revealing areas that need additional refinement in the field experience course.

Montgomery, M. S. (2018). Making Mathematics Meaningful with a Mathematics Career Carnival. *Texas Mathematics Teacher*, 64(2), 6-10. tctmonline.org/TCTMDrupal/content/texas-math-teacher

Abstract: The author explains the connections between classroom mathematics and real-world mathematics used by various careers. The author contends that making mathematics real for students can be accomplished by instituting a Mathematics career Carnival. Along with personal tips and recommendations, the author provides additional resources that readers can use to help make their carnival a success.

Olson Beal, H. K., Montgomery, M. S., Smith, M. D. (2017). "Heck, yea. Technology is the Bomb, yo": Student Perspectives on a Mobile Tablet Pilot Project. *Texas ATE Forum*, 7, 143-151.

www.txate.org/assets/pdf-files/forum/2017/forum-2017.pdf

Abstract: This exploratory case study of a mobile device pilot project at a regional comprehensive university highlights the experiences of students who participated in the project. Data, which included focus group interviews with student-participants and a post-survey of student-participants, were broken down into units of meaning (Lincoln & Guba, 1985) and then organized into discrete categories via open and then axial coding (Strauss & Corbin, 1998). Findings highlight student perspectives regarding how tablet usage changed the learning process for them (though in many cases, they struggled to articulate exactly how) and discussion of benefits and challenges of tablet usage in university classrooms. Findings have important implications for educator preparation programs and faculty which are training future teachers to work in classrooms with students and mobile devices.

Montgomery, M. S., Griffin, P. B. (2017). Mathematics Career Carnival: Integration of Content, Pedagogy, and Authentic Learning. *The Field Experience Journal*, 20, 19-25. www.unco.edu/cebs/national-field-experience-conference/pdf/Volume_20.pdf
Abstract: This article explores how the integration between a field experience and mathematics methodology course help online students engage with children to address how classroom mathematics is actually used in careers all around them.

Akerson, A., Montgomery, M. S. (2017). Peer-to-Peer Co-Teaching: Idea to Implementation. *Southeastern Regional Association of Teacher Educators (SRATE) Journal*, 26(2), 1-8.
Abstract: This article outlines one university's move toward implementing a co-teaching field experience, with pre-service teacher candidates acting as peer-to-peer co-teachers. In order to better meet the needs of pre-service teacher candidates (PTCs) and continually develop their ability to grow as reflective PTCs, two teacher educators applied co-teaching strategies in a field experience setting by having students teach as co-teaching pairs. The developed model includes ways to gather feedback during co-taught lessons in an effort to help the co-teaching pair be more reflective on their teaching and set future goals. Initial data collection shows positive results for participating pre-service teachers.

CONFERENCE PRESENTATIONS

Akerson, A. (Presenter & Author), Montgomery, M. S. (Presenter & Author), McClain, R. S. (Presenter & Author), National Field Experience Conference, "Preparing Pre-Service Teachers to Differentiate Instruction with Interactive Technology-Based Lessons", University of Northern Colorado, Greeley, Colorado. (April 5, 2022).

Abstract: This presentation will highlight how one university's field experience is equipping its pre-service teachers to differentiate instruction by leveraging the power of technology.

Montgomery, M. S. (Presenter & Author), Eddy, C. M. (Presenter & Author), Kalinec-Craig, C. A. (Presenter & Author), Gupta, D. (Presenter & Author), Hulme, K. (Presenter & Author), 26th Annual Conference of the Association of Mathematics Teacher Educators, "Modeling Equity: Mathematics Teacher Educators Use of Torres' Rights of the Learner in Methods Courses", Association of Mathematics Teacher Educators, Las Vegas, NV. (February 2022).

Abstract: Have you considered your own professional growth in teaching equitably? Come engage with a collaborative group of MTEs who used Lesson Study as a framework for developing equitable practices in elementary mathematics methods courses.

Kalinec-Craig, C. A. (Presenter & Author), Eddy, C. M. (Presenter & Author), Montgomery, M. S. (Presenter & Author), Morton, K. (Presenter & Author), Gupta, D. (Presenter & Author), 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, "Modeling Equitable Practices: Math Teacher Educators' Reflection and Practice", North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia, PA. (October 2021).

Abstract: This poster will describe how a group of Texas Mathematics Teacher Educators used Lesson Study to examine use of the Torres' Rights of the Learning into their practice.

Akerson, A. (Presenter Only), Montgomery, M. S. (Presenter Only), McClain, R. (Presenter Only), 2021 National Conference on Co-Teaching, "Equipping Co-Teachers: Learning to Leverage the Power of Technology to Differentiate", National Association for Co-Teaching, Virtual. (October 21, 2021).
Abstract: COVID-19 forced many pre-service teachers (PSTs) to virtually observe in classrooms, causing a shift in how field experience courses were delivered. While there were a number of challenges with virtual observations, co-planning virtual lessons, assessing, and reflecting on the virtual teaching experience provided opportunities for teacher development not previously understood through traditional face-to-face (F2F) field experiences. Designing virtual lessons for lesson re-engagement and/or extension can give PSTs an opportunity to not only differentiate in-class learning, but also to connect classroom learning with caregivers at home. The presenters will share a redesigned field experience, which includes the virtual and F2F components.

Eddy, C. (Presenter & Author), Morton, K. (Presenter & Author), Gupta, D. (Presenter & Author), Kalinec-Craig, C. (Presenter & Author), Montgomery, M. S. (Presenter & Author), Mahdi, F. (Presenter & Author), Hulme, K. (Presenter & Author), 48th Annual Conference of the Research Council on Mathematics Learning, "Modeling Equitable Practices: Math Teacher Educators' Reflection & Practice", Research Council on Mathematics Learning (RCML), Virtual. (February 26, 2021).
Abstract: A team of elementary mathematics teacher educators collaborate using Lesson Study as the platform for reflection, and modeling authenticity for equitable practices in mathematics.
Notes: The purpose is to report and share how mathematics teacher educators representing four universities across Texas came together through video conferencing to adapt Lesson Study in a virtual environment. The aim of the study is to support professional development of Mathematics Teacher Educators (MTE's) during the pandemic so as to provide a rich learning experience to pre-service teachers (PSTs) in an online environment. The objective of the study was to determine how MTEs model equity in their math methods courses through the use of Lesson Study.

Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), 13th Annual Conference on Mentoring: High-Quality Connections, "A Framework for Mentoring Pre-Service Teachers Through Peer Feedback", University of New Mexico, Virtual. (October 22, 2020).
Abstract: Utilizing Hattie and Timperley (2007) as a foundation, the researchers developed a model of goal setting and feedback that mentors PSTs in collecting meaningful data as feedback, interpreting results, and using the information to improve their teaching abilities.

Montgomery, M. S. (Presenter Only), Akerson, A. (Presenter Only), 2020 National Conference on Co-Teaching, "Two Cameras, One Partnership: Taking Co-Teaching into the 21st Century.", National Association for Co-Teaching, Virtual. (October 22, 2020).
Abstract: Co-Teaching is not a concept that is bound by time and space. Co-teaching requires relationship building and trust, both of which can still be accomplished in an online format. With restrictions on education, due to COVID-19, many pre-service teachers (PSTs) will not get the opportunity to be mentored in a classroom. By using various technologies, our PSTs will have the opportunity to develop collaborative partnerships, while still learning how to utilize co-teaching models in a new technological format. The presenters will share the planning and progress of a created virtual experience, including the ways in which PSTs are engaging as co-teachers. Time will also be provided to allow participants to share their own experiences.

Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), Conference on Academic Research in Education (CARE), "Developing Pre-Service Teachers through Peer-Feedback", University of Nevada College of Education, Las Vegas, NV. (February 24, 2020).
Abstract: In the conceptual/theoretical lecture session presentation, we share a developed framework of goal setting and feedback. Teaching pre-service teachers (PST's) to provide meaningful peer feedback can be a challenge. Hattie and Timperley (2007), suggest that in order for feedback to be effective, it should answer three important questions: Where am I going?, How am I going?, and Where to next? This process allows PST's to identify a specific and measurable teaching goal (Where am I going?), while using researcher created data tools to inform the teacher of the lesson (How am I going?), in order to make informed decisions about their future teaching (Where to next?). The intended objective is the argument for the suggested model, based on current research and scholarship and we augment this advocating with initial data and analysis that indicate the impact of specific and focused feedback on PST's continued development as teachers.

Akerson, A. (Presenter & Author), Montgomery, M. S. (Presenter & Author), Ethnographic and Qualitative Research Conference 32nd Annual Conference, "Doing the Work of Co-Teachers: Pairing Pre-Service Teacher Candidates", University of Nevada, Las Vegas College of Education, Las Vegas, NV. (February 24, 2020).

Abstract: Co-Teaching is viewed as a model of planning and instruction to reach all learners. Cook and Friend (1995) have identified six different approaches to collaborative co-teaching. In educator preparation programs, a co-teaching partnership usually consists of a mentor teacher and a clinical teacher. Using the six co-teaching models as a foundation, the presenters developed a framework for applying co-teaching to an early field experience by pairing two pre-service teacher candidates as co-teachers. Over the course of a twelve-week field placement, 33 co-teaching pairs experienced six different approaches to co-teaching by teaching a variety of mathematics and science lessons. Initial data analysis suggest co-teaching has provided pre-service teacher candidates additional opportunities to collaborate, teach, reflect, and engage in peer-to-peer feedback, furthering their development as teacher candidates.

Akerson, A. (Presenter Only), Montgomery, M. S. (Presenter Only), National Conference on Co-Teaching, "Moving from Feedback to Feedforward in Co-Teaching Partnerships", St. Cloud State University, Bloomington, MN. (October 24, 2019).

Abstract: Utilizing peer feedback allows co-teachers to engage in meaningful reflection and set personal goals for future instruction. Through co-teaching the presenters developed a framework which teaches PST's to not only provide meaningful feedback, but use it to feedforward.

Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), AACTE 71st Annual Meeting, "Supporting Pre-Service Teachers in Peer-to-Peer Feedback through Co-Teaching", American Association of Colleges for Teacher Education, Louisville, KY. (February 23, 2019).

Abstract: The presenters developed a framework which encourages PST's to focus on specific observable feedback to engage in meaningful reflection and set personal goals for future instruction.

Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), National Conference on Co-Teaching, "Using One Teach, One Observe to Provide Meaningful Peer-to-Peer Feedback", St. Cloud State University, Minneapolis, MN. (October 26, 2018).

Abstract: Teaching Pre-service Teachers to provide meaningful peer feedback can be a challenge. Through co-teaching, the presenters developed a framework which encourages PST's to focus on specific observable feedback (proximity, teacher questioning, etc.), when observing a peer. Utilizing peer feedback allows the co-teaching pair to engage in meaningful reflection and set personal goals for future instruction. Opportunities to discuss and application to other teacher education programs will be offered.

Montgomery, M. S. (Presenter & Author), Shelton, R. (Presenter & Author), 6th Annual Fall Conference of the Association of Mathematics Teacher Educators in Texas, "Writing for AMTE-TX's Journal of Mathematics Teacher Education in Texas (JMTET)", Association of Mathematics Teacher Educators in Texas (AMTE-TX), Nacogdoches, TX. (September 22, 2018).

Abstract: Join us as we share information about writing for the AMTE-TX journal. We will discuss the guidelines, offer suggestions, and brainstorm for potential collaboration projects. A break-out group for faculty members and graduate students will also be included.

Griffin, P. B. (Presenter & Author), Montgomery, M. S. (Presenter & Author), National Field Experience Conference, "Authentic Pedagogical Practice in a Real-World Context", University of Northern Colorado, Greeley, Colorado. (April 10, 2018).

Abstract: Online pre-service teachers monitor and adjust instruction in a fast-paced carnival atmosphere while simultaneously making critical connections between classroom content and real-world applications.

Akerson, A. (Presenter & Author), Montgomery, M. S. (Presenter & Author), National Field Experience Conference, "Meaningful Feedback and Reflection through Peer-to-Peer Co-Teaching", University of Northern Colorado, Greeley, Colorado. (April 10, 2018).

Abstract: Through co-teaching, the presenters developed a framework which encourages pre-service teacher's to focus on specific observable feedback when observing a peer in order to set observable, measurable goals for teaching.

- Reily, S. L. (Presenter & Author), Montgomery, M. S. (Presenter & Author), National Field Experience Conference, "Collaboration Across Content Areas: Professors' Point of View and Candidates' Feedback", University of Northern Colorado, Greeley, Colorado. (April 9, 2018).
Abstract: Review of feedback from teacher candidates during a field experience course after implementing a collaborative event integrating different content areas.
- Montgomery, M. S. (Presenter & Author), CTL Teaching Showcase, "Grouping Cards", Center for Teaching and Learning, Nacogdoches, TX. (February 21, 2018).
Abstract: The presenter will share a strategy for quickly grouping students into various configurations (pairs, groups of 3, groups of 4, groups of 5, two teams, four teams, and a random person) in order to help facilitate group work and classroom discussion.
- Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), Twenty-Second Annual AMTE Conference, "Implementing a Co-Teaching Model in an Early Mathematics Field Experience", Association of Mathematics Teacher Educators, Houston, Texas. (February 10, 2018).
Abstract: The purpose of this study was to understand the degree co-teaching models and experiences are beneficial for pre-service teacher candidates.
- Griffin, P. B. (Presenter & Author), Montgomery, M. S. (Presenter & Author), Kappa Delta Pi International Biennial Convocation, "Mathematics Career Carnival: Connecting Mathematics Instruction and the Real World", Kappa Delta Pi, Pittsburg, PA. (October 28, 2017).
Abstract: Pre-service teachers collaborate with professors and local administrators to plan and implement mathematics activities in a carnival-type atmosphere. Targeted mathematical objectives connect to real-world applications and provide authentic learning.
- Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), Nance, J. (Presenter Only), Russell, M. (Presenter Only), National Conference on Co-Teaching, "Impacting Future Teaching Through Specific Feedback in a Peer-to-Peer Co-Teaching Field Experience", St. Cloud State University, Minneapolis, MN. (October 25, 2017).
Abstract: Our developed model of peer-to-peer co-teaching, which utilizes specific observed feedback and self-reflection, was presented as a way for pre-service teachers to reflect on their teaching and set teaching goals.
Notes: Two pre-service teachers (Jenny and Morgan) attended the conference in order to co-present with us. They had both been through the courses we were presenting and shared from their perspective.
- Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), Conference for the Advancement of Mathematics Teaching, "Co-Teaching in Early Mathematics Field Experience", Texas Council of Teachers of Mathematics, the Texas Association of Supervisors of Mathematics, and the Texas Section of the Mathematical Association of America, Fort Worth, TX. (July 11, 2017).
Abstract: Results of a yearlong study in which co-teaching models were utilized in an early mathematics field experience in order to strengthen collaboration among pre-service teachers.
- Olson Beal, H. K. (Presenter & Author), Montgomery, M. S. (Presenter & Author), AERA Annual Meeting, "'Heck, yea. Technology is the Bomb, yo': Student perspectives on a mobile tablet pilot project.", American Educational Research Association, San Antonio. (April 2017).
Abstract: This case study of a mobile device pilot project at a regional comprehensive university highlights the experiences of students who participated in the project. Data, which included non-participant observation during meetings with faculty-participants, focus group interviews with student-participants, and a post-survey of student-participants, were broken down into units of meaning (Lincoln & Guba, 1985) and then organized into discrete categories via open and then axial coding (Strauss & Corbin, 1998). Findings highlight student perspectives regarding how tablet usage changed the learning process for them (though in many cases, they struggled to

articulate exactly how) and discussion of benefits and challenges of tablet usage in university classrooms.

Montgomery, M. S. (Presenter & Author), Akerson, A. (Presenter & Author), Symposium on Arts and Research, "Co-Teaching: Idea to Implementation", SFA Center for Teaching and Learning, Stephen F. Austin State University. (April 19, 2017).

Abstract: This poster presents a research project integrating co-teaching models into a Field Experience elementary education course.

Montgomery, M. S. (Presenter & Author), Griffin, P. B. (Presenter & Author), Symposium on Arts and Research, "Mathematics Career Carnival: Integration of Content, Pedagogy, and Authentic Learning", SFA Center for Teaching and Learning, Stephen F. Austin State University. (April 19, 2017).

Abstract: This poster presents a project for online completer students to present to local elementary schools, a career-related activity that ties elementary mathematics content to real-world uses.

Montgomery, M. S. (Presenter & Author), Griffin, P. B. (Presenter & Author), National Field Experience Conference, "Mathematics Career Carnival: Engaging Distance Education Pre-Service Teachers with Local Elementary School Students", University of Northern Colorado and Louisiana Tech University, Ruston, Louisiana. (April 6, 2017).

Abstract: Online pre-service teachers integrate state-mandated standards into mathematics activities connected to real-world careers and facilitate learning with elementary aged students during the field experience semester.

Montgomery, M. S. (Presenter & Author), Twenty-First Annual AMTE Conference, "Differentiated Professional Development for Student-Centered Technology Integration", Association of Mathematics Teacher Educators (AMTE), Orlando, Florida. (February 9, 2017).

Abstract: Author shares results of case study research. Study development and findings show the impact of a differentiated professional development on the ability of teachers to implement student-centered technology.

Montgomery, M. S. (Presenter & Author), Reily, S. L. (Presenter Only), Sowards, A. B. (Presenter Only), Fall 2016 Teacher Education Conference, "Achieving Excellence in Education through English, Mathematics, and Science (AXE'EMS)", Consortium of State Organizations for Texas Teacher Education (CSOTTE), San Marcos, Texas. (October 17, 2016).

Abstract: Authors offered an integrated activity for their methodology courses in order to demonstrate the relevance of collaborating with peers who specialize in different content areas.

Kahn, L. L. (Presenter & Author), Montgomery, M. S. (Presenter & Author), Williams, D. M. (Presenter & Author), Whitley, C. G. (Presenter & Author), Association of Middle Level Education, "Preparing Middle Level Teacher Candidates to Develop and Implement Meaningful Language Objectives", AMLE, Austin, TX. (October 11, 2016).

Abstract: This session provides activities to demonstrate how school leaders can assist teachers in implementing strategies to enhance the learning of ELL students in the classroom.

Reily, S. L. (Presenter & Author), Ewing, J. S. (Presenter Only), Montgomery, M. S. (Presenter Only), Sowards, A. B. (Presenter Only), Bright Ideas Conference, "Achieving Excellence in English, Mathematics, and Science (AXE'EMS Day)", Stephen F. Austin State University - Center for Teaching and Learning, Nacogdoches, Texas. (May 4, 2016).

Abstract: Poster presenting collaborative teaching project between elementary English, mathematics, and science pedagogy professors. All three courses combined to participate in a one-day event integrate all three contents with technology.

MEDIA CONTRIBUTIONS

Newspaper, The Daily Sentinel of Nacogdoches, Texas. (July 15, 2018).

"Free Program Offered to Benefit Math Teachers" discusses the collaborative grant between SFA, UT-Tyler, and Sam Houston State University that provides high-quality professional development for rural mathematics teachers in the middle grades (5-10).

TV, KLTN News - Tyler, Texas. (May 4, 2018).

Coverage of Mathematics Career Carnival at Thomas J. Rusk Elementary School.

<http://www.kltv.com/clip/14323981/math-carnival/>

Newspaper, Beckham County Record (Comprehensive News Coverage for Sayre, Elk City & Erick, OK). (December 6, 2017).

"Third Grade Class Connects with Texas College Student Teachers" is an article that describes my partnership with a third grade classroom in Oklahoma in which my elementary mathematics methods students taught mental mathematics strategies one-on-one to the third graders via Google Hangout.

TV, SFA NacEdition. (April 19, 2016).

Interview for the Integrated Math, English, Science, and Technology event entitled, "AXE'EMS" day. This is an event where Dr. Sowards, Dr. Reily, Dr. Ewing, and myself create an integrated content experience for ELE students. Video can be located at:

<https://www.youtube.com/watch?v=0ZmK3eVZhGg>

PROFESSIONAL MEMBERSHIPS

Texas Computer Education Association, (May 9, 2020 - Present).

National Association for Co-Teaching, National Conference Committee, (October 24, 2019 - Present).

Texas Council of Teachers of Mathematics, Texas Math Teacher Journal Editorial Board/Northeast Regional Director, (September 2017 - Present).

Association of Middle Level Educators, (October 7, 2015 - Present).

Association of Mathematics Teacher Educators, (September 29, 2015 - Present).

Association of Mathematics Teacher Educators - Texas, Co-Editor of Organizational Journal/Nominations and Election Committee Member, (September 2014 - Present).

National Council of Teachers of Mathematics, (May 1, 2003 - Present).

FACULTY DEVELOPMENT ACTIVITIES

Book Study, "Unit Leadership Council Book Study", Stephen F. Austin State University, Nacogdoches, Texas. (August 2019 – May 2020).

The Unit Leadership Council is reading Brené Brown's "Dare to Lead," using it as a format to discuss how to come together as a cohesive new academic unit.

Conference Attendance, "2019 Fall CAEPCon", Washington, District of Columbia. (September 25, 2019 - September 27, 2019).

Sessions focus on important topics such as quality assessments, data literacy, diverse clinical practices, demonstrating program impact, developing a quality assurance system, and more.

Faculty Fellowship, "STaR Fellowship Summer Institute", Association of Mathematics Teacher Educators (AMTE), Park City, UT. (June 24, 2017 - June 29, 2017).
Professional development in Service, Teaching, and Research (STaR). Sessions included manuscript feedback, discussions among fellows with similar research agendas and teaching interests in an effort to develop collaborative projects.

Workshop, ""Engaging Minds: A Thinking Space for Us" Faculty Development Series", SFASU Department of Elementary Education, Nacogdoches, TX. (November 30, 2016).
Use of Nearpod as a tool to engage students in class lectures.

Workshop, ""Engaging Minds:A Thinking Space for Us" Faculty Development Series", SFASU Department of Elementary Education, Nacogdoches, TX. (October 25, 2016).
Dr. Jeanie Gresham shared how to use PowToon to create engaging videos for online students.

Workshop, ""Engaging Minds: A Thinking Space for Us" Faculty Development Series", SFASU Department of Elementary Education, Nacogdoches, TX. (September 27, 2016).
Dr. Jim Ewing shared brain-based strategies for reaching different types of students.

Conference Attendance, "The Academy for Co-Teaching & Collaboration", St. Cloud State University, Minneapolis, Minnesota. (May 23, 2016 - May 24, 2016).
Train-the-trainer workshop to gain in-depth knowledge of co-teaching implementation, support, and processes.

Conference Attendance, "Bright Ideas Conference", SFASU Center for Teaching and Learning, Nacogdoches, Texas. (May 4, 2016).
Discipline-specific research and scholarship of teaching and learning projects being undertaken across the campus of Stephen F. Austin State University

Workshop, "New & Newer Faculty Meetings", SFASU Perkins College of Education, Nacogdoches, Texas. (September 28, 2015 - April 27, 2016).
Meetings with Associate Dean, Janet Tarreilo for the purpose of mentoring new faculty through various aspects of SFASU responsibilities.

Conference Attendance, "2016 AERA Annual Meeting", American Educational Research Association (AERA), Washington D.C. (April 9, 2016 - April 12, 2016).
Conference sessions included topics of: English Language Learners and Mathematics, co-teaching, supporting preservice teachers in mathematics

Workshop, "Internal Funding", SFASU Office of Research and Sponsored Programs, Nacogdoches, Texas. (April 8, 2016).
Funding opportunities and receiving application assistance.

Workshop, "Budget Development", SFASU Office of Research and Sponsored Programs, Nacogdoches, Texas. (April 1, 2016).
Creating and managing a budget from cost sharing, faculty compensation to travel and more.

Workshop, "Facilities & Administration Costs", SFASU Office of Research and Sponsored Programs, Nacogdoches, Texas. (March 4, 2016).
Overview of IDC costs including policies, use of funds and budgeting.

Workshop, "Writing a Grant", SFASU Office of Research and Sponsored Programs, Nacogdoches, Texas. (February 23, 2016).
Overview of writing successful proposals

Workshop, "Grant Process", SFASU Office of Research and Sponsored Programs, Nacogdoches, Texas. (February 16, 2016).

Life cycle of a grant from application through award management.

Conference Attendance, "Twentieth Annual Conference of the Association of Mathematics Teacher Educators", Association of Mathematics Teacher Educators (AMTE), Irvine, California. (January 28, 2016 - January 30, 2016).

Sessions focused on topics, such as: framework for math methods courses, effective instruction for math teachers, models for PD, technology in math, national standards, using video analysis to improve teaching

Workshop, "Foundations of Teaching and Learning", SFASU Center for Teaching and Learning, Nacogdoches, Texas. (September 11, 2015 - December 4, 2015).

Meetings to support new faculty at SFASU with ideas and tools for effective teaching strategies.

Workshop, "Write on Wednesdays", SFASU Center for Teaching and Learning, Nacogdoches, Texas. (September 17, 2015 - December 3, 2015).

Attended "Write on Wednesday" meetings with faculty to discuss challenges to scholarly writing and tips for successful publishing.

Conference Attendance, "3rd Annual Fall Conference: Responding to "Principles to Action"", Association of Mathematics Teacher Educators in Texas (AMTE-TX), Stephenville, Texas. (September 25, 2015 - September 26, 2015).

Focus on the National Council of Teachers of Mathematics' 2014 publication called, "Principles to Action: Ensuring Mathematical Success for All," which discusses the effective teaching of mathematics.

CONTRACTS, GRANTS, & SPONSORED RESEARCH

Eddy, C. (Principal), Morton, K. (Co-Principal), Mahdi, F. (Co-Principal), Gupta, D. (Co-Principal), Montgomery, M. S. (Co-Principal), Kalinec-Craig, C. (Co-Principal), "Texas Higher Education Lesson Study", Funded, Sponsored by University of North Texas, State, \$0.00. (February 2020 - Present).

The purpose of the study is to determine how Mathematics Teacher Educators (MTEs) promote equity in their math methods courses through the use of Lesson Study. The Lesson Study team will analyze and observe the practice of teaching as it occurs to determine the effectiveness of the lesson and any need for adaptation (Koellner & Jacobs, 2015). The team includes instructors who complete the process of planning a lesson, teaching the lesson, and refining the lesson. All team members are equitable in the planning process, which includes researching best practices. Research Question: In what ways are we as Math Teacher Educators promoting equity in math methods courses for preservice teachers?

The design of this study will be a qualitative review of de-identified data from the observation of teaching and student work. Students will have pre-selected pseudonyms prior to the day of observation in the two sections of Dr. Morton's Elementary Math Methods (EDME 4351). From the instructors (all PIs listed in this study), the data includes transcribed video recorded planning sessions, notes, and artifacts of the lesson. This data will inform if Mathematics Teacher Educators' intentional use of the Rights of the Learner (RotL) framework as part of a lesson promotes positive teacher candidate identity as a math learner and math teacher.

Ewing, J. S. (Co-Principal), Lamb, J. (Principal), Montgomery, M. S. (Co-Principal), Plowman, D. (Co-Principal), Jones, D. (Co-Principal), Hayes, A. (Co-Principal), "Advancing Inquiry in Middle Mathematics for Rural East Texas: Promoting Successful Postsecondary Pathways through Mathematics", Funded, Sponsored by Greater Texas Foundation, Stephen F. Austin State University, \$124,047.00. (July 1, 2018 - July 31, 2020).

Having a highly educated population will provide immeasurable resources to the state of Texas. Highly technical businesses and corporations will move to Texas because of its' more educated work force.

However, Texas cannot obtain this highly educated population merely through desire. Despite this being a Higher Education Plan, students in higher education must first have a strong educational foundation before they can be successful in postsecondary work. Success in mathematics has been shown to be one of the greatest predictors for college success. Students who enroll and are successful in upper level mathematics courses are more likely to enroll in college and even more likely to be successful in postsecondary schooling, if this upper level mathematics is beyond the Algebra II level. This project seeks to increase the number of students at the middle school level who are on track to enroll and be successful in upper level mathematics courses in high school. With success in upper division mathematics coursework, these students will have a greater chance of being successful in college based on the analyzed results by E3 Alliance. However, success in postsecondary completion is bleak when studying all student groups. Two-year grant that explores content and pedagogical knowledge for rural middle school mathematics teachers. Recruited middle school math teachers to participate in our grant.

Akerson, A. (Principal), Montgomery, M. S. (Co-Principal), "Empowering Teacher Growth through Reflective Feedback", Not Funded, Sponsored by Stephen F. Austin State University, Stephen F. Austin State University, \$0.00. (January 6, 2020 - May 2020).

This study seeks to understand the perceptions of administrator feedback by a staff and to identify the impact of the Growing Reflective Teachers model of feedback and reflection, developed by the researchers, on that perception.

Hattie and Timperley (2007) define feedback as "information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81). In the context of teaching, feedback offered to a teacher typically centers around the teaching, or 'performance', of a lesson. Teachers are continually receiving feedback from students, parents, administrators, and peers. Unfortunately, feedback can be viewed as corrective information, or a consequence of a performance (Hattie, Timperley, 2007). When viewed as a consequence, feedback is not only difficult to receive, but difficult for a supervisor to give. "Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved" (Danielson, 2014, p. 72). Given the many challenges to using feedback, all hope is not lost. Through training, an observer is capable of providing high quality feedback (Liu & Li, 2013). Shin et al., (2007) recommends a structured instrument for engaging in the review process, including a list of teacher behaviors to observe. They also recommend multiple observers, for quality control purposes. The intent of this research study is to work with a campus administrator on an elementary campus in Frisco, TX to better understand the types of feedback she administers to her teachers. We have previously worked with this administrator in our roles supporting clinical teachers on her campus. Through that previous relationship, she has inquired about a process of reflection we use with our teacher candidates, which we call the Growing Reflective Teachers model of feedback and reflection. We are working closely with the campus administrator to implement the Growing Reflective Teachers model of reflection with a small group of teachers.

The research questions for this study are: 1. To what extent does the Growing Reflective Teachers model assist administrators in providing feedback that is considered valuable, accurate, and responsive by the teacher receiving the feedback? 2. In what ways does the Growing Reflective Teachers model impact the ability of administrators to give feedback to their teachers?

Montgomery, M. S. (Principal), Akerson, A. (Co-Principal), "Investigation of a Peer-to-Peer Co-Teaching Model in a Field-Based Experience", Not Funded, Sponsored by Stephen F. Austin State University, Stephen F. Austin State University, \$0.00. (August 29, 2016 - November 10, 2019). This study seeks to better understand the perceptions of EC-6 teacher candidates toward collaboration and co-teaching. This study pairs a preservice teacher candidate (PSTC) with a peer during their Field Experience II course. As part of the course requirements, students in these two sections will study and implement seven co-teaching models, while the other three sections will not use a co-teaching model. Students in all five sections will complete a pre- and post-survey concerning their experiences with collaboration and students in the two research sections will complete an additional post-survey on their co-teaching experience.

Montgomery, M. S. (Principal), "Mathematics Personification", Not Funded, Sponsored by Stephen F. Austin State University, Stephen F. Austin State University, \$0.00. (December 4, 2017 - December 2, 2018).

This research seeks to identify ways in which future teachers view and interact with mathematics, as a content area, in their past and current lives.

Math phobia is a struggle for many students who enter mathematics methodology courses. A typical assignment in methodology courses is to ask students to write a "mathematics autobiography" explaining their relationship and attitudes about mathematics as a content area. This project builds on Dov Zazkis' work on mathematics personification (2015). The project, a required assignment of my mathematics methodology courses, asks students to explain who math is, draw what math looks like, and then write a script detailing a conversation the student has had or would like to have with mathematics. This proposed project would allow the researcher to collect those projects and use them for research purposes, specifically looking for patterns among the choices that students make in personifying mathematics.

As a member of a larger research team across multiple universities (Stephen F. Austin State University, Northern Arizona University, State University of New York at Cortland, Texas State University, University of Alabama, University of Tulsa, Chapman University, and Northern Kentucky University), each is seeking to collect the projects of their own students to be shared among all researchers involved. From the pool of projects that have student permission, the researchers will begin to analyze various aspects of the personifications, looking for themes to study in much more depth.

Burrow, L. E. (Principal), Cross, C. J. (Co-Principal), Montgomery, M. S. (Co-Principal), "Novel Engineering PD and Event Days", Funded, Sponsored by NIBCO, Inc., Private, \$5,000.00. (April 5, 2018 - November 1, 2018).

In an effort to focus on science, technology, engineering and mathematics-related projects, Stephen F. Austin State University, Raguet Elementary School and Nibco, an industrial and residential manufacturing company, partnered to bring Novel Engineering to Nacogdoches. Books were selected based on student interest and reading level. A bilingual book, "Maria had a little llama/Maria Tenía Una Llamita," by Angela Dominguez, was selected for kindergarten and first grade; "Caps for Sale," by Esphyr Slobodkina, was used for second and third grade; and "Cloudy with a Chance of Meatballs," by Judi and Ronald Barrett, was chosen for fourth and fifth grade. Through a Nibco grant, Raguet Elementary School was able to purchase a book for every student, as well as materials for building their inventions. SFA students served as judges for the best inventions, and prizes were awarded to the winning students.

Montgomery, M. S. (Co-Principal), Griffin, P. B. (Co-Principal), "Mathematics Teaching Efficacy and the Online Learner", Not Funded, Sponsored by Stephen F. Austin State University, Stephen F. Austin State University, \$0.00. (January 11, 2017 - January 11, 2018).

This study seeks to identify the impact of a collaboration between an online methodology course and field experience course in which projects are streamlined in such a way as to attempt to better support students in their teaching of mathematics. In this study, researchers will evaluate the effectiveness of the collaboration between two courses in the EC6 online teacher preparation program, Teaching Mathematics in EC6 and Field Experience II Practicum, in developing online pre-service teacher's mathematics teaching efficacy. The evaluation of program effectiveness is necessary to develop and validate best practices for teaching mathematics methods online to pre-service teacher candidates. Research questions include: 1) How does the collaboration between online teacher preparation courses, specifically Teaching Mathematics in EC6 and Field Experience II, contribute to online pre-service teacher's mathematics teaching efficacy? 2) To what extent does the Mathematics Career Carnival contribute to online pre-service teacher's mathematics teaching efficacy? 3) To what extent does the Mental Mathematics Strategies Project contribute to online pre-service teacher's mathematics teaching efficacy?

This mixed-methods study includes pre/post tests conducted to quantify the impact of the two projects on the pre-service teacher's mathematics teaching efficacy. Qualitative evaluation will include analysis of student responses on the Mathematics Career Carnival Project and Mental Mathematics Strategies Project reflections. Data will be collected through online pre/post-surveys and written reflections.

Montgomery, M. S. (Principal), Reily, S. (Co-Principal), Sowards, A. (Co-Principal), Ewing, J. (Co-Principal), "Investigation of the Impact of a Cross-Curricular Experience on Undergraduate Elementary School Majors", Not Funded, Sponsored by Stephen F. Austin State University, Stephen F. Austin State University, \$0.00. (November 16, 2016 - November 16, 2017).
The purpose of this research study is to investigate the effect of a cooperative effort amongst Elementary Writing, Science, and Mathematics Methodology professors on teacher candidates' understanding of collaboration and integration of different course content areas with technology support. The following research questions will guide the qualitative research. Research Questions: 1. To what degree does an event, like AXE'EMS Day, impact teacher candidates' understanding of the benefits of collaborating with fellow teachers? 2. To what degree does an event, like AXE'EMS Day, impact teacher candidates' understanding of the benefits of integrating content areas of instruction for their future students? Research related to the importance of integrating content areas is often explored in PK-12 world, but not in higher education. Knowing how to integrate content subjects can actually save valuable class time for classroom teachers (Christensen et al., 2001). For professors of teacher preparation programs, it is important to incorporate opportunities for teacher candidates to experience integrated content across various subject areas. By implementing an integrated approach across different courses, professors can provide an example of how to collaborate with other professionals and enable teacher candidates to better connect subjects and results in learning that is more creative and purposeful (Clark, 1997; Dewey, 1957). Technology is a big part of a student's world, but often educators do not understand how to utilize technology in ways that facilitate learning. "Effective technology integration for teaching subject matter requires knowledge not just of content, technology and pedagogy, but also of their relationship to each other" (Koehler, Mishra, & Yahya, 2007, pg. 740). The purpose of incorporating technology along with the content areas is to be able to focus on helping students acquire the content objectives while utilizing the technology as a tool to assist in content mastery. Using technology as a tool to assist in learning, mirrors the purpose of technology in our everyday lives. The purpose of this research study is to investigate the effect of a cooperative effort amongst Elementary Writing, Science, and Mathematics Methodology professors on teacher candidates' understanding of collaboration and integration of different course content areas with technology support.

CONSULTING

Strategic Measurement and Evaluation, Incorporated, Champaign, IL, approximately 12 hours spent for the year. (July 9, 2018 - August 19, 2018).

Evaluated, revised, and wrote assessment questions for a High School Placement Test.

Strategic Measurement and Evaluation, Incorporated, Champaign, IL, approximately 50 hours spent for the year. (February 9, 2016 - April 8, 2016).

Evaluated, revised, and wrote assessment questions for mathematics test bank adopted by Baltimore County Public Schools in Maryland.

TEACHING EXPERIENCE (Two-year)

Stephen F. Austin State University, Spring 2022

ELED 5321 501, Elementary STEM Teaching II

ELED 4330 12, Field Experience II

ELED 4143 641, Prof Responsibilities Sem

ELED 4143 643, Prof Responsibilities Sem

ELED 4320 501, Teaching Mathematics in EC-6
ELED 4320 502, Teaching Mathematics in EC-6

Stephen F. Austin State University, Fall 2021
ELED 4330 13, Field Experience II
MLGE 4240 506, Mathematics in Middle Grades
ELED 4143 641, Prof Responsibilities Sem
ELED 4320 501, Teaching Mathematics in EC-6
ELED 4320 502, Teaching Mathematics in EC-6

Stephen F. Austin State University, Summer 2021
ELED 3250 501, Mathematics Teaching Methods
ELED 3250 502, Mathematics Teaching Methods

Stephen F. Austin State University, Spring 2021
ELED 5321 501, Elementary STEM Teaching II
ELED 5321 502, Elementary STEM Teaching II
ELED 4320 501, Teaching Mathematics in EC-6
ELED 4320 502, Teaching Mathematics in EC-6
SEED 5321 502, Technology and Teaching

Stephen F. Austin State University, Fall 2020
ELED 4330 13, Field Experience II
ELED 4320 1, Teaching Mathematics in EC-6
ELED 4320 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Spring 2020
ELE 522 501, Elementary STEM Teaching II
ELE 450 13, Field Experience II
ELE 303 501, Teaching Mathematics in EC-6
SED 560 501, Technology & Teaching

Stephen F. Austin State University, Fall 2019
ELE 450 14, Field Experience II
MLG 424 506, Mathematics in Middle Grades
ELE 442 501, Prof. Responsibilities Seminar
ELE 442 502, Prof. Responsibilities Seminar
ELE 442 503, Prof. Responsibilities Seminar
ELE 303 1, Teaching Mathematics in EC-6
ELE 303 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Summer 2 2019
ELE 575 502, Special Problems

Stephen F. Austin State University, Spring 2019
ELE 450 13, Field Experience II
ELE 578 501, Special Topics
ELE 303 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Fall 2018
ELE 450 14, Field Experience II
MLG 424 506, Mathematics in Middle Grades
ELE 441 22, Student Teach in Ele School
ELE 303 1, Teaching Mathematics in EC-6
ELE 303 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Summer 1 2018
ELE 521 501, Mathematics in Elem School
ELE 307 501, Mathematics Teaching Methods
ELE 307 502, Mathematics Teaching Methods

Stephen F. Austin State University, Spring 2018
ELE 450 13, Field Experience II
ELE 303 3, Teaching Mathematics in EC-6
ELE 303 501, Teaching Mathematics in EC-6
ELE 303 502, Teaching Mathematics in EC-6

Stephen F. Austin State University, Fall 2017
ELE 450 14, Field Experience II
MLG 424 506, Mathematics in Middle Grades
ELE 441 21, Student Teach in Ele School
ELE 303 3, Teaching Mathematics in EC-6
ELE 303 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Summer 1 2017
ELE 521 501, Mathematics in Elem School
ELE 307 501, Mathematics Teaching Methods
ELE 307 502, Mathematics Teaching Methods

Stephen F. Austin State University, Spring 2017
ELE 450 13, Field Experience II
MLG 403 516, Integ. Mid Grades Learn (P)
MLG 424 1, Mathematics in Middle Grades
ELE 303 501, Teaching Mathematics in EC-6
ELE 303 502, Teaching Mathematics in EC-6

Stephen F. Austin State University, Fall 2016
ELE 450 14, Field Experience II
ELE 303 3, Teaching Mathematics in EC-6
ELE 303 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Summer 1 2016
ELE 521 501, Mathematics in Elem School

Stephen F. Austin State University, Spring 2016
MLG 403 411, Integ. Mid Grades Learn (P)
MLG 403 516, Integ. Mid Grades Learn (P)
MLG 424 506, Mathematics in Middle Grades
MLG 401 412, Mid Level Learning Comm (P)
ELE 303 501, Teaching Mathematics in EC-6

Stephen F. Austin State University, Fall 2015
ELE 450 14, Field Experience II
ELE 303 3, Teaching Mathematics in EC-6
ELE 303 501, Teaching Mathematics in EC-6

PROFESSIONAL SERVICE OR VOLUNTEER WORK

Distance Education Committee, Faculty Senate, approximately 10 hours spent for the year. (August 2018 - Present).

Activity Description

This committee deals with issues and initiatives related to the use of distance education at SFA.

Dealing with issues and initiatives related to the use of distance education at SFA.

Texas Common Course Numbering System (TCCNS) Committee, Member, approximately 20 hours spent for the year. (March 2018 - May 2019).

Activity Description

Determine the path to map all SFA courses to the Texas Common Core numbering standards.
Determining the path to map all SFA courses to the Texas Common Core numbering standards.

Senate Strategic Planning Committee, Faculty Senate, approximately 10 hours spent for the year. (August 28, 2017 - May 8, 2019).

Activity Description

This committee monitors institutional, state and national faculty issues and trends, sets goals parallel to institutional planning, and assesses the progress of these goals from a faculty perspective.
Assist Communications committee is their work in carrying out the vision of the Faculty Senate.

Faculty Senate, Faculty Senate, approximately 14 hours spent for the year. (August 29, 2016 - May 8, 2019).

Activity Description

Attend meetings, serve as representative for and report to Elementary Education Department.
Work to represent the faculty in important university decisions.

Ethics Sub-Committee, Faculty Senate, approximately 10 hours spent for the year. (August 29, 2016 - May 2017).

Activity Description

Deals with all matters which involve the faculty's professional and moral judgments and activities in the University environment.
Make recommendations for Ombuds position and investigate and make recommendations concerning Title IX representation for faculty.

Innovation Lab Committee, Member, approximately 5 hours spent for the year. (October 13, 2015 - January 11, 2016).

Activity Description

Member of larger committee as well as sub-committee tasked with identifying what Innovation Labs look like at other universities and developing a proposal for how it might look at SFASU.
Developed proposal, budget, and needs for SFA.

Teaching Excellence Committee, Member, approximately 15 hours spent for the year. (September 2020 - Present).

Activity Description

Evaluate submitted materials and help select the Teaching Excellence Award for the Perkins College of Education.
Selection of Teaching Excellence Award for the Perkins College of Education.

College Assessment Oversight Committee, Member, approximately 10 hours spent for the year. (September 19, 2019 - Present).

Activity Description

This committee reviews assessment data, policies, and procedures and makes recommendations for revisions as appropriate.
Review assessment data, policies, and procedures and makes recommendations for revisions as appropriate.

Professional Educator's Council (PEC), Member, approximately 20 hours spent for the year. (June 1, 2019 - Present).

Activity Description

The purpose of the Professional Educators Council (PEC) is to develop and execute practices, procedures, and policies for the Educator Preparation Program (EPP) of Stephen F. Austin State University (SFA).

The purpose of the Professional Educators Council (PEC) is to develop and execute practices, procedures, and policies for the Educator Preparation Program (EPP) of Stephen F. Austin State University (SFA).

Program Coordinator for Master's in Elementary Education, Coordinator, approximately 50 hours spent for the year. (June 1, 2019 - Present).

Activity Description

Identifying course needs and advising all incoming and current students through the program. Maintain the Master's in Elementary Education, including advertising and providing for needs of students in the program.

Program Coordinator for Master's in Elementary Education with Initial Certification, Coordinator, approximately 50 hours spent for the year. (June 1, 2019 - Present).

Activity Description

Identifying course needs and advising current students as they work through the program. Maintain the Master's in Elementary Education with Initial Certification by providing for needs of students as they work through the program.

Clinical Practice/Field Experience Advisory Council, Member, approximately 14 hours spent for the year. (September 2018 - Present).

Activity Description

Issues and initiatives related to the clinical practice and field-based experiences in the Perkins College of Education.

Issues and initiatives related to the clinical practice and field-based experiences in the Perkins College of Education.

College Council, Member, approximately 14 hours spent for the year. (September 2018 – May 2021).

Activity Description

Identify issues or initiatives that help support the needs and mission of the Perkins College of Education.

Administer funds for student travel and faculty travel from the Perkins travel awards.

Associate Membership on the Graduate Faculty, Graduate Faculty, approximately 45 hours spent for the year. (December 20, 2016 - Present).

Activity Description

Teach graduate level courses.

Taught one graduate course each summer.

Faculty Supplemental Travel Sub-Committee of the PCOE College Council, Co-chairperson, approximately 20 hours spent for the year. (September 2020 - May 2021).

Activity Description

Review applications, assist chair in carrying out duties.

Grant travel awards to faculty that are presenting or sharing the work they have done at SFASU.

CAEP Writing Team - Cross-Cutting Theme: Technology, Writer of Cross-Cutting Theme: Technology, approximately 50 hours spent for the year. (January 2019 - June 2020).

Activity Description

Write the narrative for the cross-cutting theme of technology.

Submitted CAEP SSR.

Student Supplemental Travel Sub-Committee of the PCOE College Council, Chairperson, approximately 20 hours spent for the year. (September 9, 2019 - May 2020).

Activity Description

Review applications, assist chair in carrying out duties.
Grant travel awards to students that are presenting or sharing the work they have done at SFASU.

Student Supplemental Travel Sub-Committee of the PCOE College Council, Co-chairperson, approximately 20 hours spent for the year. (September 2018 - May 13, 2019).

Activity Description

Review applications, assist chair in carrying out duties.
Grant travel awards to students that are presenting or sharing the work they have done at SFASU.

Faculty Activity Reporting Ad Hoc Committee, Member, approximately 7.5 hours spent for the year. (April 3, 2017 - April 19, 2017).

Activity Description

Bring issues and recommendations, from representing Department, related to the process of the Faculty Activity Reports.
Created recommendations related to improvements to, and the communication of, issues related to the Faculty Activity Reporting process.

Late Night Breakfast, Member, approximately 2 hours spent for the year. (December 12, 2016).

Activity Description

Serve breakfast to students in the cafeteria.
Served numerous students breakfast. The group had good interactions, discussions, and was able to encourage students who were studying for finals.

Late Night Breakfast, Member, approximately 2 hours spent for the year. (December 14, 2015).

Activity Description

Serve breakfast to students in the cafeteria.
Served numerous students breakfast. The group had good interactions, discussions, and was able to encourage students who were studying for finals.

Curriculum Committee for Ed Studies (Graduate), Member, approximately 20 hours spent for the year. (September 2020 - Present).

Activity Description

Advise curriculum for Education Studies Graduate programs.
Cohesive curriculum for graduate programs that meet the needs of students, program and field.

Unit Leadership Council, Member, approximately 25 hours spent for the year. (August 22, 2019 - Present).

Activity Description

Identify needs, make recommendations, attend leadership meetings.
Identify needs and make decisions regarding the newly formed unit. Serve as a think tank for unit head on decisions that impact the unit, as a whole.

Educator Preparation Program Interview Committee, Member, approximately 6 hours spent for the year. (February 7, 2017 - Present).

Activity Description

Interview students for entrance into Teacher Education.
Interviewed students and recommended entrance into Educator Preparation.

Technology Committee, Member, approximately 3 hours spent for the year. (August 2015 - Present).

Activity Description

Serve to make recommendations, assist, and train faculty in ways to utilize technology in instruction.
Make departmental recommendations for technology needs.

Working Group 1, Co-chairperson, approximately 20 hours spent for the year. (August 23, 2019 - May 2020).

Activity Description

Bring discussion points and lead Working Group #1 members in meaningful, collegial discussion with each other in an attempt to form a more cohesive unit.

Identity of the unit: name, mission, vision, values, etc... recommending ways that we come together to collaborate and/or socialize. The spring meetings will transition to focusing on recommendations for policy and decision making.

Alignment of Department Standards to New ISTE Standards, Coordinator, approximately 50 hours spent for the year. (May 17, 2017 - November 6, 2017).

Activity Description

Correlated the newest ISTE standards with our Texas Educator Prep Standards to be included in all Elementary Education coursework.

Documents created to show the new alignment between ISTE and Texas Educator Prep Standards.

Summer Student Advising, Advisor, approximately 4 hours spent for the year. (June 10, 2016 - June 24, 2017).

Activity Description

Advised incoming Freshmen during their Friday campus visits. Ensured they took the correct number of courses from the available blocks outlined by the department.

Students were approved to enroll in courses related to the Elementary Education major.

Mentor for EC-6 Students, Mentor, approximately 1 hours spent for the year. (October 21, 2015 - May 2016).

Activity Description

Email students a welcome note, be available to counsel, meet with, answer questions, or assist students as they navigate their way through the program.

Outreach to incoming students not yet in our building, but who have expressed interest in the program in order to build retention.

Parents Day, Member, approximately 2 hours spent for the year. (September 19, 2015).

Activity Description

Answer questions and provide information to parents and students interested in the Elementary Education major.

Met, visited with, and provided information to many parents and students interested in Elementary Education as a major.

Association of Mathematics Teacher Educators - Texas, Waco, TX. Reviewer, approximately 3 hours spent for the year, (April 2020 - Present).

Activity Description

Reviewer for Journal of Mathematics Teacher Education in Texas (JMTET).

Review Articles for Journal

National Association on Co-Teaching (NACT), St. Cloud, MN. Member, approximately 30 hours spent for the year, (March 2020 - Present).

Activity Description

Develop plan for virtual conference, including how to utilize the technology and deliver presentations from a distance.

Virtual Conference platform

Texas Council of Teachers of Mathematics (TCTM), Abilene, TX. Executive Board Member, approximately 75 hours spent for the year, (May 2019 - Present).

Activity Description

Website director - in this role I have completely redesigned the organization website. This included moving the site to a new platform.

Original plan was to take over position in January 2021, but circumstances for the current webmaster have changed, causing me to take over a year sooner.
Developed new look and website for TCTM organization. Continue improvements and updates to website as needed throughout the year. Integrated membership application and payment through website.

Texas Council of Teachers of Mathematics, Waco, TX. Committee Member, approximately 5 hours spent for the year, (August 2017 - Present).

Activity Description

Serve on the Editorial Board for the Texas Mathematics Educator Journal. Review and edit publication prior to publishing.

Publish journal twice a year.

Field Experience Journal, Greeley, CO. Reviewer, approximately 5 hours spent for the year, (April 5, 2017 - Present).

Activity Description

Serve as reviewer for Field Experience Journal.

Review articles for the Field Experience Journal.

National Council of Teachers of Mathematics (NCTM), Reston, VA. Reviewer, approximately 5 hours spent for the year, (May 12, 2020 - May 19, 2020).

Activity Description

Review middle school mathematics content for document meant to guide mathematics content curriculum following COVID-19 pandemic.

NCTM, in collaboration with Student Achievement Partners (SAP) developed a document that identified key math concepts for schools to consider in their decision making as they return to school in the Fall of 2020, following social distancing orders related to the global COVID-19 pandemic. I was asked by the President of NCTM, Trena Wilkerson, to serve on a team to review the math content for middle grades.

Cleveland ISD Visit to SFA, Nacogdoches, TX. Tour Guide, approximately 1 hours spent for the year, (January 2020).

Activity Description

Served as tour guide for Cleveland ISD high school students interested in entering teaching field. I took them on a tour of Charter School classrooms and answered any questions they may have had.

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Texas Council of Teachers of Mathematics, Austin, TX. Northeast Regional Director, approximately 30 hours spent for the year, (January 19, 2019 - January 2020).

Activity Description

Promote the organization and maintenance of the local councils and solicit from the region nominations for TCTM offices. Also, serve as a voting member of the Executive Board.

1. Encourage an active interest in mathematics.
2. Provide the opportunity to study and keep abreast of any new trends in the teaching of mathematics.
3. Improve teacher training programs for Texas mathematics teachers.
4. Assist Texas mathematics teachers in obtaining the benefits from the NCTM and the

Conference for the Advancement of Mathematics Teaching (CAMT).
5. Promote and sustain active local affiliated councils throughout the state.

The Kinectory (www.thekinectory.org), Nacogdoches, Texas. Organized (with Leah Kahn) a STEM-related training, along with observations, approximately 10 hours spent for the year, (September 10, 2019 - October 14, 2019).

Activity Description

Along with Dr. Kahn, I organized a day-long visit and training for Lexa Jack and her teachers from the Kinectory in Austin, Texas.

Dr. Kahn and I organized opportunities for Lexa Jack and her staff to discuss with Dr. Burrow and Dr. Cross about Novel Engineering projects; observe Dr. Kahn's students doing STEM-related activities in the charter school; a round table discussion with Dr. Kahn and myself about STEM in pre-school, and possible future connections between SFA and the Kinectory.

Association of Mathematics Teacher Educators in Texas, Waco, TX. Committee Member, approximately 20 hours spent for the year, (September 22, 2018 - September 22, 2019).

Activity Description

Served on Program Committee for annual conference. Developed theme of conference, oversaw reviews of proposals, set times and locations for presentations, and developed conference program.

Conference program developed for conference at Baylor University on September 20-21, 2019.

Association of Mathematics Teacher Educators - Texas, Huntsville, TX. Editor, approximately 30 hours spent for the year, (November 7, 2016 - September 22, 2019).

Activity Description

Co-Editor of Journal of Mathematics Teacher Educators in Texas (JMTET)

Publish journal 3 times per year.

Texas Alternative Certification Association (TACA), Houston, TX. Judge of Intern of the Year Competition, approximately 8 hours spent for the year, (May 22, 2019 - June 3, 2019).

Activity Description

Evaluate portfolios of 8 assigned candidates and rate them based on a rubric.

Selected the TACA Intern of the Year.

Kids Hope U.S.A, Nacogdoches, Texas. Tutor/Mentor, approximately 15 hours spent for the year, (October 6, 2015 - May 2019).

Activity Description

Meet weekly with a student at Raguet Elementary to tutor and mentor.

Tutor and mentor students at Raguet Elementary.

Journal Of Multicultural Affairs, Nacogdoches, TX. Reviewer, approximately 5 hours spent for the year, (March 2019).

Activity Description

Review article submission for possible publication.

Produced review, including notes to editors and recommendation for publication.

Association of Mathematics Teacher Educators in Texas, Nacogdoches, TX. Conference-Related, approximately 50 hours spent for the year, (September 30, 2017 - September 22, 2018).

Activity Description

Hosted and served as Co-Program Chair of Association of Mathematics Teacher Educators - Texas Fall Conference in 2018.

Held AMTE-TX Fall 2018 Conference at the ECRC on September 21-22, 2018. Served as co-chair of the conference, alongside Dr. Jim Ewing.

Association of Mathematics Teacher Educators - Texas, Huntsville, Texas. Committee Member, approximately 5 hours spent for the year, (March 2016 - July 2018).

Activity Description

Asked by AMTE-TX president to serve on Nominations and Elections Committee.
Gather nominations and hold elections for positions within the organization.

The Journal of Middle Level Education in Texas, Nacogdoches, Texas. Reviewer, approximately 1 hours spent for the year, (March 2017).

Activity Description

Article reviewer for possible publication.

Reviewed article, provided feedback to author, and made recommendations to editors about publication of article.

Journal of Multicultural Affairs, Nacogdoches, Texas. Reviewer, approximately 1 hours spent for the year, (August 16, 2016).

Activity Description

Review of article for journal.

Review of article for journal.

O.M. Roberts Elementary Charter School Visit, Nacogdoches, Texas. Organized and led visit of Charter School, approximately 2 hours spent for the year, (May 16, 2016).

Activity Description

Organized and led group of elementary teachers through the Charter School specifically to focus on mathematics instruction.

A former ELE 303 online student contacted me and wanted to bring a group from her school to observe mental math in the Charter School. Her principal and teachers were interested in implementing mental math at their school. I organized and led the group of 11 teachers and 1 principal in a tour and discussion of mathematics instruction at the SFASU Charter School.

North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Rochester, Michigan. Conference-Related, approximately 2 hours spent for the year, (February 2016).

Activity Description

Review conference proposals for PME-NA 2016 annual conference.

Select proposals to be part of the annual conference.

Nacogdoches ISD Elementary UIL Event, Nacogdoches, Texas. Event Judge, approximately 2 hours spent for the year, (January 12, 2016 - January 14, 2016).

Activity Description

Judge 4th grade Spelling event and 5th grade Maps, Graphs, and Charts event.

Held Nacogdoches Elementary UIL event with numerous contest events for local school students.

Association of Mathematics Teacher Educators - Texas, Huntsville, Texas. Conference-Related, approximately 1 hours spent for the year, (November 2015).

Activity Description

Reviewed proposals for AMTE-TX sessions for the Conference for the Advancement of Mathematics Teaching (CAMT) 2016 conference.

AMTE-TX sessions for the CAMT 2016 conference was set.