

Renee W. Campoy, Ed.D.

College of Education and Human Services
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Murray State University
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Education

Doctor of Education
Curriculum & Instruction, 1994
University of Missouri-St. Louis

Master of Arts
Elementary Education, 1989
Webster University

Bachelor of Science
Elementary Education, 1981
University of Missouri-St. Louis

Higher Education Experience

Professor, Murray State University
2014-present
Assistant Dean, Murray State University
2012-2014
Interim Dean, Murray State University
2010-2012
Assistant Dean, Murray State University
2006-2010
Associate/Assistant Professor, Murray State University
1996-2006
Visiting Assistant Professor, University of Missouri-St. Louis
1995-1996
Graduate Assistant, University of Missouri-St. Louis
1990-1994

Courses

Undergraduate Courses

Evaluation and Measurement in Education - Murray State University
Extended Practicum - Murray State University
Middle School Language Arts Laboratory - Murray State University
Practicum in Secondary Schools - Murray State University
Strategies of Teaching - Murray State University
Structures and Foundations of Education - Murray State University
Teaching Early Elementary Language Arts - Murray State University
Teaching Mathematics and Language Arts in the Elementary School - UM-St. Louis
Teaching Language Arts and Reading in the Elementary School - UM-St. Louis
Teaching Mathematics in the Elementary School - UM-St. Louis

The School in Contemporary Society - UM-St. Louis

Graduate Courses

Advanced Educational Psychology - Murray State University
Curriculum Theory - St. Louis University in Cyprus
Curriculum in the Elementary School - Murray State University
Curriculum Development - Murray State University
Current Research in the Elementary Classroom - UM-St. Louis
Motivation and Learning Theory - Murray State University
Methods of Educational Research - Murray State University

Publications: Books

- Campoy, R.W. (2004). *Case study analysis in the classroom: Becoming a reflective teacher*. Thousand Oaks, CA: Sage Publications.
- Campoy, R.W. (2000). *A case study of a professional development school: Conflict and collaboration*. Westport, CT: Greenwood Publishing
- Campoy, R.W. (2002). Paradoxes of professional development schools. In S. Mitchell (Ed.), *Effective Educational Partnerships* (5-22). Westport, CT: Greenwood Publishing.

Journal Articles

- Campoy, R.W. (2010). Reflective thinking and educational solutions: Clarifying what teacher educators are attempting to accomplish. *SRATE Journal (on-line)*, 19(2), 15-21.
- Radcliffe, R. & Campoy, R.W. (2001). A descriptive study of levels of reflective decision-making in pre-service teachers and in-service teachers. *SRATE Journal*, 10(1), 52-57.
- Campoy, R.W. (2000). Teacher development: Fostering reflection in a post-structural era. *Contemporary Education*, 71(2), 33-41.
- Campoy, R.W. (2000). The reflective reading teacher: How teachers think about their teaching. *The Missouri Reader*, 25(1), 18-24.

Presentations

- Campoy, R.W. & Xu, Y. (2016, April). *Using Teaching Videos to Integrate the Danielson Framework for Teaching into Secondary Certification Programs*. Poster Session presented at the American Educational Research Association, Las Vegas, NV.
- Campoy, R.W. (2015, September). *Teaching Differentiation Skills in Secondary Certification Programs*. Session presented at the Kentucky Association of Teacher Educators.
- Musselman, M. & Campoy, R.W. (2015, April). *Perceptions of Participants Using the Co-Teaching Model During Student Teaching*. Poster Session presented at the American Educational Research Association, Chicago, Ill.
- Campoy, R.W., Jacobs, M., & Richerson, G. (2009, November). *A Vision for collaborative teacher education: Assessing a graduate teacher leader program for impact on leadership capacity and School Improvement*. Paper presented at the 56th Annual Conference of the Southeastern Regional Association of Teacher Educators, Louisville, KY.
- Matlock, P., Campoy, R.W., & Richerson, G. (2009, November). *Assessing teacher dispositions with portfolios: An initiative by Murray State University*. Paper presented at the 56th Annual Conference of the Southeastern Regional Association of Teacher Educators, Louisville, KY.

- Campoy, R.W. & Richerson, G. (2008, November). *Are dispositions NCATE's human genome project (but without funding)?* Paper presented at the annual meeting of the Southeastern Regional Association of Teacher Educators, Myrtle Beach, SC.
- Jacobs, M., Campoy, R.W. & Richerson, G. (2008, November). *Revising a master's degree to focus on teacher leadership.* Paper presented at the annual meeting of the Southeastern Regional Association of Teacher Educators, Myrtle Beach, SC.
- Campoy, R.W., Resor, C., & Griffith, W. (2006, April). *In the public interest: How teacher preparation programs are using dispositions to select the most promising teachers.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Gierhart, G. & Campoy, R.W. (2006, October). *Continuous assessment using data from TestGate: An evolution in data evaluation and improved PRAXIS scores.* Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Georgetown, KY.
- Campoy, R.W., Dennis, J., Clements, S., Sandidge, R., & Schroeder, G. (2005, January). *Improving teacher quality: Ensuring content knowledge preparation of teacher education candidates.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC.
- Campoy, R.W., Sandidge, R., Lowe, V. (2005, September). *Data collection and accreditation.* Invited panel presentation at the annual ITEP Symposium, Georgetown, KY.
- Campoy, R.W. (2005, September). *Responding to student reflections: What are helpful responses teacher educators can make to improve written reflections.* Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Georgetown, KY.
- Campoy, R. W. & CARC Committee Members (2004, April). *Continuous assessment strategies.* Invited panel presentation at the annual meeting of the Kentucky Association of Colleges of Teacher Educators, Louisville, KY.
- Campoy, R.W., Hansen, J., & Robertson, J. (2004, September). *Are good reflectors good teachers? An analysis of the relationship between student teachers' written reflections and the quality of their instruction.* Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Lexington, KY.
- Campoy, R.W. (2003, February). *Developing an electronic exhibit room for NCATE reaccreditation.* Paper presented at the annual meeting of the Southwest Education Research Association, San Antonio, TX.
- Campoy, R.W. (2003, April). *Using case studies to reveal the sociopolitical contexts of the classroom.* Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Campoy, R.W. (2003, November). *How to motivate diverse learners by exploring case studies.* Paper presented at the biannual Convocation of Kappa Delta Pi, St. Louis, MO.
- Campoy, R.W., & Walker, A. (2002, February). *Continuous assessment planning: Practical strategies for reducing anxiety.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, NY.
- Campoy, R.W., & Radcliffe, R. (2002, April). *Reflective decision-making and cognitive development: A descriptive study comparing the reflective levels of pre-service and in-service teachers.* Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

- Campoy, R.W. (2002, September). *Using case studies to model problem solving for teachers*. Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Lexington, KY.
- Campoy, R.W. & Walker, A. (2001, April). *Continuous assessment: Putting the plan into action*. Invited presentation at the annual meeting of the Kentucky Association of Colleges of Teacher Educator, Louisville, KY.
- Campoy, R.W. (2001, September). *Facilitating school/university partnerships to improve teacher preparation*. Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Lexington, KY.
- Campoy, R.W. & Radcliffe, R. (2000, November). *A descriptive study of levels of reflective decision-making in pre-service teachers and in-service teachers*. Paper presented at the annual meeting of the Southeastern Regional Association of Teacher Educators, Lexington, KY.
- Campoy, R.W. (1999, April). *A seminar based investigation of in-service teacher's awareness of educational theory in classroom decision-making*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Campoy, R.W. (1999, September). *Strategies to improve the quality of reflection of pre-service teachers' eligibility portfolios*. Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Lexington, KY.
- Navan, J., & Campoy, R.W. (1999, September). *Integrating the eligibility portfolio into the teacher education program*. Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Lexington, KY.
- Campoy, R.W. (1999, October). *Classroom teachers' personal representations of learning theory*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.
- Campoy, R.W. (1999, November). *Using reflection to become a better classroom decision-maker*. Paper presented at the biannual Convocation of Kappa Delta Pi, Baltimore, MD.
- Campoy, R.W. (1998, February). *Teaching evaluation in an era of high stakes assessment: What's a teacher educator to do?* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.
- Campoy, R.W. (1998, September). *Self-discovery and application: Making educational theory practical for teachers*. Paper presented at the annual meeting of the Kentucky Association of Teacher Educators, Lexington, KY.
- Campoy, R.W. (1998, November). *The Mozart effect: Can music make children smarter?* Paper presented at the annual Crucial Early Years Conference, St. Louis, MO.
- Hoewisch, A.K., & Campoy, R.W. (1997, January). *A model of facilitated reflection to encourage professional development among teachers*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Campoy, R.W. (1997, October). *Are we reflecting yet?: Improving educators' instructional methods through self-evaluation and reflection*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.
- Campoy, R.W. (1997, November). *The use of metacognitive strategies to encourage moral problem solving in pre-service teacher education*. Paper presented at the biannual Convocation of Kappa Delta Pi, St. Louis, MO.
- Campoy, R.W., & Hoewisch, A.K. (1997, November). *Facilitating reflection: Moral and instructional considerations for educators*. Paper presented at the biannual Convocation of Kappa Delta Pi, St. Louis, MO.

Grants

Flip: Using Video Podcasts for Mathematics and Intervention (2013-2016) – \$55,941

Council on Postsecondary Education

Role: Co-Principle Investigator with Northern Kentucky University

Product: Support high schools students and parents to attend college

Status: On going

Enriching Science Learning through Simulations and Interdisciplinary Problem-solving (2015 - 2016,) - \$99,000 (over 2 years)

Council on Postsecondary Education

Role: Co-Principle Investigator with Dr. Xu, Yuejin as Primary Principle Investigator and Dr. George Patmor also as Co- Principle Investigator

Product: Professional development for teachers for the Next Generation science standards

Status: On going

Connect to College Pilot Program (2011) - \$25,00

Council on Postsecondary Education

Role: Co-Principle Investigator w/ Provost Office

Product: Development of support systems in a local district to attend MSU

Status: Completed

GearUp (2009-2011) – \$362,406 (over 2 years)

Council on Postsecondary Education

Role: Principle Investigator

Product: Support high schools students and parents to attend college

Status: Completed

Reading First (2009-2011) – \$130,000 – (over 2 years)

University of Kentucky

Role: Principle Investigator

Product: Training of teachers in remedial reading techniques

Status: Completed

Teacher Quality Enhancement (2003-2006) – \$240,000 (over 3 years)

Educational Professional Standards Board

Role: Principle Investigator

Product: Curriculum alignment of KY core content and PRAXIS tests with university courses

Status: Completed

Professional Service: National

AACTE Committee on Meetings and Professional Development, member, 2016-2019

Professional Service: State

BOE Team NCATE accreditation visit at University of the Cumberlands, KY – March 2015

Ed Prof Standards Board, Continuous Assessment Research Committee, KY – 2003-present

BOE Team NCATE reaccreditation visit at Morehead University, KY – October 2011

BOE Team NCATE reaccreditation visit at Northern Kentucky University, KY – March 2011

BOE Team NCATE reaccreditation visit at Sacred Heart University, CN – April 2008
BOE Team NCATE reaccreditation visit at University of Kentucky, KY – November 2007
BOE Team NCATE reaccreditation visit at Transylvania University, KY – February 2007
BOE Team NCATE reaccreditation visit at Brescia University, KY – October 2005
BOE Team NCATE reaccreditation visit at Pikeville College, KY – October 2003
BOE Team NCATE reaccreditation visit at Georgetown College, KY – Fall 2000
President, Vice President of Kentucky Association of Teacher Educators – 2003 to 2005

Professional Service: University

Woman's Faculty Caucus, At Large Representative, spring 2016
Search Committee for Art Education Faculty position, spring 2015
Tenure Committee, member – 2014-present
Graduate Studies Committee, member – 2004-2007
Quality Enhancement Plan Steering Committee, co-chair – 2009-2010
Academic Assessment Committee, member – 2005-present
Academic Council, member – 2004-2012
Senate Bill 1 Steering Committee grant, member – 2010-2012

Professional Service: College

College Operational Committee, member – 2016
Ad Hoc Committee for Tenure and Promotion for Combined Colleges, member – 2015-2016
College Promotion Committee, member – 2014-present
CAEP Standard 1 Writing Team – 2015
Policy and Review Committee, member – 1997-2014
Teacher Education Admission Committee, member – 2003-present
College Tenure Committee, member – 2004-2008
Outstanding Research & Creative Activity Awards, member – 2006-2011
Faculty Development/Promotion Committee, member – 2000-2010
ELC Tenure Committee, co-chair with Dr. Flynn – 2003-2010
Kappa Delta Pi, chapter counselor – 1996-2014

Professional Service: Department

Secondary Program Coordinator – 2014-present
Mentor for New Faculty Member, 2016
Department Tenure Committee, member – 2014-present

Training in Specialized Programs and Accreditation

AACTE

Southern Association of College and Schools Conference (2009, December) Atlanta, GA
Southern Association of College and Schools Conference (2008, December) San Antonio, TX
Annual Assessment Conference (2008, February) College Station, TX
IUPUI Assessment Institute (2004, October) Indianapolis, IN
State Board of Examiner's Training for EPSB and NCATE (1998, 2000, 2003)

Public School Service

SACS accreditation visit to Barkley Elementary, KY – May 2004

SACS accreditation visit to Longfellow Primary Center, KY – May 2003

SACS accreditation visit to Health Elementary School, KY – May 2002