

Curriculum Vitae

Miguel Gomez

Office: College of Education and Human Services, Alexander Hall Rm: 3242
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EDUCATION:

Ph.D., Curriculum & Instruction, (May, 2016) University of North Carolina at Greensboro, Greensboro, NC

Specializations: Educational Technology Integration, Social Studies Education, Middle Grades Education, Teacher Education and Development, Curriculum and Instruction

Dissertation Title: *TPACK in Practice: A Qualitative Study of Middle School Social Studies Teachers in a 1:1 Laptop Environment*

Dissertation Committee Chair: Dr. Wayne Journell

Members: Drs. Barbara B. Levin, Beverly Faircloth, and Amy Vetter

M. S., Middle Grade Education, (May, 2009) University of North Carolina at Greensboro, Greensboro, NC

Concentration: Middle Grades Education

B.A., History, (Dec., 1999) University of Georgia, Athens, GA

Concentrations: African and Latin American History

PROFESSIONAL EXPERIENCE:

Assistant Professor, Fall 2016 to Present

College of Education and Human Services: Middle Grades Education
Murray State University, Murray, KY

Responsibilities:

- Taught the following courses:
 - o *MID 395: Advanced Strategies of Teaching in the Middle Grades*
 - o *MID 342: Middle Level Teaching Strategies*
 - o *MID 270: Teaching and Learning in Middle Grades*
 - o *MID 422: Middle Grades Extended Practicum*
 - o *EDU 480: Effective Pedagogy*
 - o *EDU 647: Building K-12 Curriculum*
 - o *EDU 633: Curriculum Development*
 - o *EDU 280: Educating for Human Development*

- Middle Grades Education program coordinator: Dec 2016 - Present
- Faculty sponsor of the Murray Middle Level Association Club.
- Advise students on coursework, schedules, life at MSU, and other personal needs.
- Currently advise 92 graduate and undergraduate students
- Work with COEHS Recruitment and Retention to promote and advocate for the middle school program
- Working with Teacher Education Services to place, supervise, and evaluate undergraduate students during internships.
- Working with Teacher Quality Institute to help select and manage students enrolled in the Professional Development School model.
- Working and coordinating with administrators and classroom teachers to build and maintain university-school relationships. This includes 10 different middle schools and a pool of over forty-eight in-service teachers.
- Helping in-service teachers in surrounding school districts with curriculum needs.
- Coordinating, attending, and participating in monthly middle grade meetings
- Attend and contribute to departmental, college, and university wide committees

Lecturer, Fall 2015 to Spring 2016

School of Education, Middle Grades Education and Social Studies Education
University of North Carolina at Greensboro, Greensboro, NC

Responsibilities:

- Taught the following courses:
 - o *TED 350: Inquiry in Teaching and Learning I*
 - o *TED 375: Inquiry in Teaching and Learning II (Classroom Management)*
 - o *TED 442: Teaching and Learning in Middle Grades*
 - o *TED 495: Middle Grades Teacher Education Social Studies Capstone*
 - o *TED 554: Middle Grades Social Studies Methods*
 - o *TED 626: Middle Grades Curriculum and Instruction*
- Leading the class of 2017 junior cohort (21 students) as their adviser and supervisor.
- Advised students on coursework and schedules.
- Placing, supervising, and evaluating undergraduate students during internships.
- Working and coordinating with administrators and classroom teachers to build and maintain university-school relationships. This includes four different middle schools and a pool of forty-eight inservice teachers.
- Helping inservice teachers in Guilford County Schools and Winston-Salem/Forsyth County Schools with curriculum needs.
- Attending and participating in monthly middle grade meetings.
- Organized middle grades orientation program for incoming juniors.

Teaching Assistant, Fall 2013 to Spring 2015

School of Education, Middle Grades Education and Social Studies Education
University of North Carolina at Greensboro, Greensboro, NC

Responsibilities:

- Co-taught the following courses:
 - o *TED 350: Inquiry in Teaching and Learning I*
 - o *TED 375: Inquiry in Teaching and Learning II (Classroom Management)*
 - o *TED 442: Teaching and Learning in Middle Grades*
 - o *TED 464: Middle Grades Seminar in Student Teaching*
 - o *TED 495: Middle Grades Teacher Education Social Studies Capstone*
 - o *TED 554: Middle Grades Social Studies Methods*
 - o *TED 445: Human Diversity, Teaching, and Learning*
- Co-Led the class of 2015 junior cohort as their adviser and supervisor – 14 students.
- Assisted with the grading of assignments and projects.
- Maintained course internet presence on Blackboard.
- Developed and delivered lessons on the following topics:
 - o 21st century learning
 - o Educational technology
 - o Classroom management
 - o Teaching methods
 - o Culturally responsive teaching
 - o Lesson plan design
- Developed and taught classroom activities to reinforce the content being studied.
- Placed, supervised, and evaluated undergraduate students during internships.
- Worked and coordinated with administrators and classroom teachers to build and maintain university-school relationships. This includes four different middle schools and a pool of forty-eight inservice teachers.
- Helped inservice teachers in Guilford county and Forsyth County with curriculum needs.
- Advised students on coursework and schedules

Graduate Assistant, Fall 2013 to Spring 2015

School of Education, Middle Grades Education and Social Studies Education
University of North Carolina at Greensboro, Greensboro, NC

Responsibilities:

- Coordinated mock interviews for the 2015 junior cohort, including securing a partnership with local schools and administrators to participate in the mock interviews.
- Facilitated all technology needs for the Middle School program at UNCG.
- Attended and participated in monthly middle grade meetings.
- Member of the school of education Maker Space development committee.
- Helped in the planning for the NCATE reaccreditation review.
- Helped organize middle grades orientation program for incoming juniors.

Network Security Specialist, 2000 – 2010

Dynamic Quest (www.dynamicquest.com), Greensboro, NC

Responsibilities:

- Dynamic Quest is an information technology services company. They provide companies with complete IT solutions including software development, help desk support, hosting

services, virtualization services, digital marketing, e-commerce solutions, and cloud computing solutions.

- I began as a Network Engineer, responsible for installing, configuring, and maintaining all internal network devices including firewalls, routers, and switches. I was also responsible for installing, configuring, and maintaining company owned computer servers, including Windows and Linux servers. Later, I provided these same services to clients that contracted out to Dynamic Quest. Since 2010, I have served as a paid consultant for Dynamic Quest.

TEACHING:

Courses Taught as Primary Instructor:

Spring 2019 – Present, EDU 480: *Effective Pedagogy*. This course is designed for undergraduate students receiving initial licensure in education. In this course, students learn both the theoretical and practical application of differentiation of instruction. Students are also tasked with developing meaningful reflective practices as evident through the development of a philosophy of education. Topics covered: Differentiation of instruction, reflective practices, teaching methods.

Fall 2019, EDU 280: This course addresses human development as a foundation for student learning across the lifespan. Specifically, candidates will develop a basis for creating developmentally appropriate instruction and assessment. Emphasis will be placed on understanding the importance of building relationships, developing collaborative partnerships, and creating a culturally responsive, student-centered environment to meet all students' needs.

Fall 2016 - Present, MID 422: *Middle Grades Extended Practicum*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, students participate in over 100 hours of practicum experience. Students are expected to demonstrate proficiency with lesson planning and unit planning along with delivering lessons within their concentrations. Topics covered: lesson planning, unit planning, interviewing, pedagogical methods, alternative school environments, and PGES reflections.

Fall 2016 – Present, MID 395: *Advanced Strategies of Teaching in the Middle Grades*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, Students complete over 75 hours of practicum placements. Students are expected to demonstrate proficiency in both the teaching of diverse populations and classroom assessment practices. Topics covered: classroom assessments, diverse learning populations, social justice education, pedagogical methods, unit planning, and lesson planning.

Fall 2016 - Present, MID 342: *Middle Level Teaching Strategies*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I provide an overview of theoretical and practical considerations for teaching middle grades students. This course aligns closely to the “This We Believe” framework established for Middle School education by the Association of Middle Level Educators. Topics covered: middle school pedagogy, middle school history, vision for education, middle school design, lesson plan design and classroom management.

Fall 2016 – Present, *MID 270: Teaching and Learning in Middle Grades*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I provide an overview of theoretical and practical considerations for teaching middle grades students. This course aligns closely to the “This We Believe” framework established for Middle School education by the Association of Middle Level Educators. Topics covered: middle school pedagogy, middle school history, vision for education, middle school design, and classroom management.

Fall 2016 – Present, EDU 647 & EDU 633: *Building K-12 Curriculum & Curriculum Development*. These are graduate level courses that are part of the Teacher Leader program at MSU. I provide a historical look at curriculum development along with emerging trends within the field. These courses also provide students an opportunity to demonstrate emerging teacher leader skills by designing their own curriculum for their articular school. Topics covered: Historical evolution of curriculum, curriculum design, assessments within curriculum, and curriculum implementation.

Fall 2015, *TED 554: Middle Grades Social Studies Methods*. This course is designed for undergraduates, master’s of teaching students, and lateral-entry graduate students receiving initial licensure in middle grades social studies education. In this course, I provide an overview of theoretical and practical considerations for teaching social studies to middle grades students. Topics covered: Civic education, historical thinking, geography education, economics education, educational technology, primary sources, structured academic controversies, and social justice.

Fall 2015, *TED 442: Teaching and Learning in Middle Grades*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, students explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate the middle school model. Topics covered: Lesson design, differentiated instruction, assessment, multiple learning styles, general teaching methods, and 21st century learning.

Fall 2015, *TED 350: Inquiry in Teaching and Learning I*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I supervise in-school internships and conduct an on-campus seminar focused on applying research-based principles from educational psychology and middle school theory to teaching and learning. An emphasis is placed on building reflective practices, general teaching methods, and investigating issues identified in internship experiences.

Spring 2016, 2015 & 2014, *TED 495: Middle Grades Teacher Education Social Studies Capstone*. This course is designed for undergraduate students receiving initial licensure in middle grades social studies education. This seminar allows middle-grades teacher candidates to develop/demonstrate depth-of-content knowledge by investigating a relevant topic in social studies using primary/secondary sources and presenting their research in class. Students are also required to display their research through the use of digital technology.

Spring 2016, *TED 626: Middle Grades Curriculum and Instruction*. This graduate level course is designed for master’s of teaching students and lateral-entry graduate students receiving initial licensure in middle grades education. In this course, I provide an overview of curricular and instructional principles, processes, and designs applicable to students in the middle grades. Particular emphasis is given to exemplary middle school programs and the characteristics that define them. Topics covered: Lesson design, differentiated instruction, assessment, multiple learning styles, general teaching methods, and 21st century learning.

Spring 2016, *TED 375: Inquiry in Teaching and Learning II (Classroom Management)*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I supervise in-school internships and conduct an on-campus seminar focused on classroom management techniques. An emphasis is placed on investigating different types of classroom management techniques, applying classroom management theory into practice, general teaching methods, and investigating issues identified in internship experiences.

Courses Co-Taught as a Teaching Assistant

Spring 2015, *TED 464: Middle Grades Seminar in Student Teaching*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I supervised in-school student teaching and assisted with an on-campus seminar focused on the becoming a professional teacher. A special focus was placed upon preparing middle grades students for licensure, employment as teachers, and meeting graduation requirements. I also assisted with the grading of student portfolios, along with grading and evaluating student coursework.

Fall 2014, *TED 350: Inquiry in Teaching and Learning I*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I assisted in the supervision of in-school internships and co-taught an on-campus seminar focused on applying research-based principles from educational psychology and middle school theory to teaching and learning. Duties included assuming 50% of the grading responsibilities, teaching 50% of the course, developing classroom activities, co-planning course curriculum, and teaching special sessions devoted to 21st century learning, educational technology, and lesson plan design.

Fall 2014, *TED 442: Teaching and Learning in Middle Grades*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, students explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate the middle school model. Duties included assuming 50% of the grading responsibilities, teaching 50% of the course, developing classroom activities, co-planning course curriculum, and teaching middle grades specific teaching methods. I also maintained and updated the Internet presence for this course on Blackboard. Topics covered: Lesson design, differentiated instruction, assessment, multiple learning styles, general teaching methods, and 21st century learning.)

Spring 2014, *TED 375: Inquiry in Teaching and Learning II (Classroom Management)*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I supervise in-school internships and co-taught an on-campus seminar focused on classroom management techniques. An emphasis was placed on investigating different types of classroom management techniques, applying classroom management theory into practice, general teaching methods, and investigating issues identified in internship experiences. Duties included assuming 50% of the grading responsibilities, teaching 50% of the course, developing classroom activities, co-planning course curriculum, planning with inservice teachers to share their classroom management techniques with the class, and I maintained and updated the Internet presence for this course on Blackboard.

Fall 2013, *TED 554: Middle Grades Social Studies Methods*. This course is designed for undergraduates, master's of teaching students, and lateral-entry graduate students receiving initial licensure in middle grades social studies education. In this course, I contributed to classroom

discussions, created and graded an assignment integrating social justice literature into the social studies curriculum, and taught a session on the effective uses of technology in education.

Fall 2013, *TED 445: Human Diversity, Teaching, and Learning*. This course is designed for undergraduate students receiving initial licensure in education. This course examines how the multiple identities of race, ethnicity, socioeconomic status, gender, and religion affect the teaching and learning environment. In this course, I co-taught with the instructor, assumed 50% of the grading responsibilities, and contributed to the course development and classroom learning activities.

Fall 2013, *TED 350: Inquiry in Teaching and Learning I*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, I assisted in the supervision of in-school internships and co-taught an on-campus seminar focused on applying research-based principles from educational psychology and middle school theory to teaching and learning. Duties included assuming 50% of the grading responsibilities, teaching 50% of the course, developing classroom activities, co-planning course curriculum, and teaching special sessions devoted to 21st century learning, educational technology, and lesson plan design.

Fall 2013, *TED 442: Teaching and Learning in Middle Grades*. This course is designed for undergraduate students receiving initial licensure in middle grades education. In this course, students explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate the middle school model. Duties included assuming 50% of the grading responsibilities, teaching 50% of the course, developing classroom activities, co-planning course curriculum, and teaching middle grades specific teaching methods. I also maintained and updated the Internet presence for this course on Blackboard. Topics covered: Lesson design, differentiated instruction, assessment, multiple learning styles, general teaching methods, and 21st century learning.

RESEARCH:

Publications:

Gomez, M. (Accepted). Embracing the controversy: Challenging students through meaningful dialogue. *The National Journal of Middle-Grades Reform*.

Gomez, M. (Accepted). Exploring 1:1 pedagogy through the lens of a veteran middle school teacher: The case of Ms. Goodman. *Middle School Journal*.

Gomez, M., & Niehoff, K. (2018, November 27). Teaching Failure: How learning to fail can produce the biggest gains in life. *AMLE Newsletter*.

Gomez, M. & Journell, W. (2017). Professionalism, Preservice Teachers, and Twitter. *Journal of Technology and Teacher Education*, 25(4), 377-412.

- Gomez, M. (2015). When circles collide: Unpacking TPACK instruction in an eighth-grade social studies classroom. *Computers in the Schools: Interdisciplinary Journal of Practice, Theory and Applied Research*, 32(3), 278-299. doi:10.1080/07380569.2015.1092473.
- Journell, W., & Gomez, M. (2014). [Review of the book Essentials of middle and secondary social studies by W. B. Russell, S. Waters, & T. N. Turner]. *Journal of Social Studies Research*, 38, 227-228.
- Gomez, M. (2013). Using technology to apply geography with middle grade students. *Social Studies Research & Practice*, 8, 43-54
- Journell, W., Beeson, M. W., Crave, J. J., Gomez, M., Linton, J. N., & Taylor, M. O. (2013). Training teachers for virtual classrooms: A description of an experimental course in online pedagogy. In R. Hartshorne, T. L. Heafner, & T. M. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 120-143). Hershey, PA: IGI Global.

Presentations:

- Gomez, M. (2019, November). *Awareness, Perspective, & Perception: Critical Keys to Teaching Character Development*. Paper presented at the annual meeting of the Southeastern Regional Association of Teacher Educators (SRATE), St. Augustine, FL.
- Gomez, M. (2019, November). *21st Century Warm-ups: Beginning Lessons with Engagement*. Paper presented at the annual meeting of the Association of Middle Level Educators (AMLE), Nashville, TN.
- Gomez, M. (2018, October). *What is Controversial? Using Controversial Issues to Engage Students in Meaningful Dialogues*. Paper presented at the annual meeting of the Association of Middle Level Educators (AMLE), Orlando, FL.
- Gomez, M. (2018, October). *Replicating Middle Grades Teams in Preservice Teacher Cohorts: GroupMe to the Rescue*. Paper presented at the annual meeting of the Association of Middle Level Educators (AMLE), Orlando, FL.
- Gomez, M. (2018, June). *Professional Development School Overview*. Paper presented at the annual meeting of the College and Career Readiness Summit, Murray, PA
- Gomez, M & Niehoff, K. (2017, November). *Transforming a sense of entitlement in students through engaging lessons*. Paper presented at the annual meeting of the Association of Middle Level Educators (AMLE), Philadelphia, PA.
- Gomez, M. (2017, November). *True Middle School Design: Putting This We Believe into practice*. Paper presented at the annual meeting of the Association of Middle Level Educators (AMLE), Philadelphia, PA

- Gomez, M. (2017, November). *Virtual Professional Learning Communities: Using Twitter to Engage in Extended Professionality with Preservice Teachers*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council of the Social Studies (NCSS), San Francisco, CA.
- Gomez, M. (2017, October). *There's Power in Teaching Middle School*. Presentation presented at the annual Educators Rising conference, Murray, KY
- Gomez, M. (2017, May). *"It Was Interesting to see so many different perspectives": Professionalism, Preservice Teachers, and Twitter*. Paper presented at the annual meeting of the American Educational Research Association (AERA) Conference, San Antonio, TX.
- Gomez, M. (2016, November). *Using Screencast and Interactive Polling to Differentiate Learning*. Paper presented at the annual meeting of the International Student Populations: Instructional Refinement and Enhancement (INSPIRE) Conference, Paducah, KY.
- Gomez, M. (2015, November). *TPACK operationalized: TPACK teaching practices within an eighth grade social studies classroom*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council of the Social Studies, New Orleans, LA.
- Gomez, M. (2014, February). *Early Indications of the Impact of NC Senate Bill 402 on Preservice Teachers' Intentions: A Mixed Methods Study*. Paper presented at the annual meeting of the North Carolina Association for Research in Education (NCARE), Charlotte, NC.
- Gomez, M. (2013, November). *Developing a social justice perspective with middle school students*. Paper presented at the annual meeting of the National Council of Teachers of English, Boston, MA.
- Gomez, M. (2012, February). *Geocaching and Geography: Connecting social studies to science, technology, engineering, and mathematics (STEM)*. Paper presented at the annual meeting of the North Carolina Council for the Social Studies, Greensboro, NC.

Research Projects:

- Fall 2018, *The Pedagogy of Controversial Issues within the Middle Grades*: This research examines how to approach controversial issues within the middle grades. It investigates techniques and factors that lead to student, administration, and home support in addressing these issues. It also seeks to understand how controversial issues are used to support school wide character education initiatives.
- Fall 2018, *Managing Personal, Work, and Family demands as a Tenure Track Faculty*: This research is a collaboration between three faculty members who conducted a self-study on their own practices and the demands for their time and energy by different areas of their lives. The research seeks to understand how tenure track faculty can better manage the expectations from each of their demands and how to increase the quality of time spent with their demands.

- Fall 2018, *Creating Middle Grades Cohorts with GroupMe*: This research involves using the GroupMe app to create virtual cohorts with middle grades students. This research seeks to understand if traditional cohorts can be replicated within a virtual environment.
- Fall 2017, *Creating an Online Community: Using GroupMe to build and support a Middle Grades Education Cohort*: This research examines how students used the mobile app, GroupMe to establish an online cohort. It investigates how this virtual cohort enabled students to collaborate with each other and their professor. It also seeks to understand how mobile apps like this could be used to enhance the learning environment and experience.
- Spring 2017, *Exploring Middle Grade Students' sense of entitlement within the classroom*: This research begins to examine the beliefs and perceptions that in-service teachers have about the sense of entitlement their middle grade students bring into the classroom. It teases out the potential obstacles to learning that this entitlement can create. It also seeks to understand how effective charter education curriculum could be in addressing these concerns over student entitlement.
- Fall 2015, *Translating TPACK into Practice*: This research effort examines how three different middle school social studies teachers use technology to teach their classes in a 1:1 laptop environment. A special focus is given to mapping the classroom practices of the teachers to the TPACK framework. This research represents my dissertation project.
- Fall 2015, *Virtual Professional Learning Communities*: This research project aims to better understand the potential to use Twitter as a means of creating both a virtual professional learning community with preservice social studies teachers and as a means to build healthy virtual professional development habits with Twitter.
- Spring 2014, *TPACK operationalized*: Conducted as my pilot study, this research effort studied how an 8th grade social studies teacher used technology in his instruction as part of a school wide 1:1 laptop initiative. A special focus is given to mapping the classroom practices of the teacher to the TPACK framework.
- Fall 2013, *Preservice Teachers' Intentions*: This research project examined the implications of a recently passed North Carolina education law on the intentions of preservice teachers to continue in education. A mixed method approach was used to collect both qualitative data (electronic survey) and qualitative data (interviews).
- Spring 2012, *Developing a social justice perspective*: This was an action research effort that studied how social justice literature could be used to create both a greater awareness of social justice issues and a call for service learning with middle school students.
- Fall 2012, *Training teachers for virtual classrooms*: This research focused on understanding the challenges and barriers to teaching in virtual classrooms. By participating in virtual classroom settings, techniques and strategies were identified that could help navigate these challenges and barriers.
- Fall 2011, *Geography and Geocaching*: This action research study examined how GPS devices and geocaching could be used to teach geography to middle school social studies students. The study focused on how technology could be used to teach the five themes of geography through the hands on use of GPS devices.

Journal Reviewer:

- Social Studies Research and Practice
- North Carolina Journal
- Current Issues in Middle Level Education

PROFESSIONAL MEMBERSHIPS:

- National Council of Teachers of English (2013 - 2017)
- Professional Educators of North Carolina (2010 - 2016)
- American Educational Research Association (2011 – Present)
- North Carolina Council of Social Studies (2010 – 2016)
- National Education Association (2010 – 2011)
- National Council for the Social Studies (2011 - Present)
- International Society for Technology in Education (2014 – 2016)
- Association for Middle Level Education (2016 – Present)

HONORS AND AWARDS:

- Faculty Incentive Grant – Ron Clark Academy Training - 2018
- Murray State University COEHS Faculty Research and Creativity Award - 2018
- Alpha Delta Pi teacher of the Month for February - Murray State University - 2017
- Murray State Panhellenic Council Excellence in Teaching Award – 2016
- Emmie Dark Lane Scholarship 2014-2015
- Barnwell-Allison Scholarship – UNCG - 2013-2014
- J. Barnwell & Mary Allison Scholarship 2013-2014
- Awarded Donors Choose grant for social justice reading program – 2013
- Awarded \$700 from Target for a Field Trip Grant – 2013
- Awarded \$288 Grant from the Guilford County Enrichment Fund - 2012
- Awarded \$2904.00 Grant from the ECOLAB Grant Fund – 2011
- Rookie Teacher of the Year Winner at Northeast Middle School - 2010-2011 School Year
- Named one of five finalist for Rookie Teacher of the Year for Guilford County Schools 2010-2011
- Awarded \$18,000 grant by the Guilford County Workforce Development Board - 2010

Workshops and Other K-12 Professional Development

- Invited Speaker, Calloway County Middle School – Career Day – May 2018
- Invited speaker, Inman Middle School – Viruses and Website Design – May 2017
- Invited Speaker, Association of Information Technology Professionals, Forsyth Tech Community College, - 2014
- Invited Speaker, TESOL for ALL: Using Technology for English Language Development - For classroom teachers, ESL specialists, administrators, teacher education faculty, and

prospective teachers June 20, 2012 9:00 AM-1:00 PM 120 School of Education Building, UNCG

- Middle School Professional Development: Cyberbullying in Schools
- Middle School Professional Development: 21st Century Learning and Teaching
- Selected to be a part of Murray State College of Education Mentor team for new and emerging faculty.

TEACHING CERTIFICATES:

North Carolina Licensure

- 6th – 9th Middle Grades Social Studies
- 6th – 9th Middle Grades Mathematics
- K – 12th Technology Education
- 9th – 12th Secondary Social Studies

SKILLS AND STRENGTHS:

- Advanced knowledge of data analysis software (NVIVO, SPSS, SAS)
- Advanced knowledge of TaskStream accountability management system
- Experienced using Blackboard, Moodle, and Canvas course management systems, instructor and student features
- Experienced using instructional technology (SmartBoard, Web 2.0 tools, video editing software)
- Supervision of student teachers and inservice school personnel
- Experienced with Windows (3.x 95 98 NT ME 2000 XP, Vista, Windows 7, Windows 8, & Windows 10), DOS, Linux, and Macintosh operating systems.
- Experienced with the Microsoft Office suite and other productivity software
- Extensive international travel

LANGUAGES:

- English (Native)
- Spanish (Fluent)