

**TLAC Conference Grant Program**  
**Application for Grant: March 1, 2017**

Dr. Bethney Bergh, Assistant Professor  
School of Education, Leadership and Public Service  
191 Whitman Hall  
[bbergh@nmu.edu](mailto:bbergh@nmu.edu) - 227-1864

**Conference:**

National Council of Professors of Education Administration (NCPEA)  
“Leading beyond boundaries: Celebrating 70 years of collective and creative action in educational leadership”  
July 31 - August 5, San Juan, Puerto Rico  
NCPEA and Conference link: <http://www.ncpeaprofessor.org/>

**Title of Conference Presentation:** *Teaching and Leading: Using Visual Literacy to Construct Meaning in Educational Leadership*

**Introduction and Professional Information**

I joined the faculty at NMU in the fall of 2011 as a full-time assistant professor for Educational Administration and Supervision. I serve as the program director for both the Masters of Educational Administration and the Education Specialist programs. To support my work with these programs I belong to the Michigan Association of Professors of Educational Administration (MAPEA) and the National Council of Professors of Education Administration (NCPEA). Although NCPEA holds an annual conference, due to costs, I have been attending the conference every other year. Between the Educational Administration and the Education Specialist programs, I have developed and taught 11 different courses. I consider the courses and my instruction to be under continual improvement as I engage in the scholarship of teaching through research that directly applies to my teaching practice. Both my attendance and the opportunity to present my research at the NCPEA conference support my teaching and professional growth within educational leadership.

**Interest in Teaching and Pedagogical Issues**

As an assistant professor of educational leadership, I strive to emulate Green’s message which states, “The 21<sup>st</sup> century leader is the ‘chief-learning officer’ of the school . . .” (2010, p. 3). Green provokes us to recognize that the focus has shifted from a managerial approach to that of instructional leadership. To guide others to becoming instructional leaders within their learning organizations, it is necessary that I continually examine my own instructional practices as a means of affecting the learning outcomes and leadership practices of my students. In collaboration with two of my colleagues, I have actively engaged in self-study research over the past five years as a means of examining and improving my teaching practice. Self-study research does not prove answers, but instead helps researchers to explore and challenge their assumptions with the purpose of improving their understanding and practice of teaching

(Bullough & Pinnegar, 2001). In our recent research using self-study methodology, my colleagues and I examined the use of visual literacy in our teaching as we sought to answer the question, “How do I use visual literacy to re-see my world and to help others to construct meaning in theirs?” My intention was to better understand how I use, learn, and teach through visual literacy within an online classroom. The intended outcome of this research is to better help currently practicing and aspiring school leaders to understand how visuals communicate and can be used to construct meaning (Eisner 1998; Langer, 2011) in both their learning and leading. See previous notable publications using self-study methodology:

Cameron-Standerford, Edge, C. & **Bergh, B.** (2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 371-377). Auckland, New Zealand: Auckland University.

**Bergh, B.**, Edge, C., Cameron-Standerford, A., Imdieke, S., Standerford, N.S., and Reissner, L. (2014). (Re)seeing our teacher education practices through visual literacy. *American Reading Forum Annual Yearbook* [Online]. Vol. 34

Cameron-Standerford, A., **Bergh, B.**, Edge, C., Standerford, N.S., Reissner, L., Sabin, J., & Standerford, C. (2013). Textualizing experiences: Reading the “texts” of teacher education practices. *American Reading Forum Annual Yearbook* [Online]. Vol. 33. Retrieved from [http://www.americanreadingforum.org/yearbook/13\\_yearbook/volume13.htm](http://www.americanreadingforum.org/yearbook/13_yearbook/volume13.htm)

### **Immediate Improvement of Teaching**

While attending and presenting at the NCPEA conference, it is my intention to gain feedback on my presentation, *Teaching and Leading: Using visual Literacy to Construct Learning in Educational Leadership* as well as engage in discussion during Round Table and Paper Presentation sessions. Self-study research has brought me to recognize that I am a part of, rather than outside, the interpretive act of making meaning through the use of visual texts. The opportunity for feedback and discussion will afford the time and space that is necessary to be reflective of one’s teaching practice – which ultimately leads to the improvement of instruction. Costa and Kallick (2000) recognize that maximizing meaning from experiences requires reflection. The act of reflection, particularly among peers, provides an opportunity for amplifying the meaning of one’s work through the insights of others.

### **Sharing Conference Information**

In the fall 2017 semester, I plan to share with my colleagues in the School of Education, Leadership and Public Service, the knowledge and resources I will gain from attending and presenting at the NCPEA Conference. In particular, I plan to meet with those individuals who teach courses in the MA in Educational Administration and Education Specialist programs to share my learning and to discuss ideas for improving our teaching and the further development of the courses in both programs. Additionally, I will directly incorporate my new understandings

into my Fall 2017 courses (ED 530, ED 532, ED 534, ED 548 & ED 630) and then in my Winter 2018 courses (ED 533, ED 541B, ED 544, & ED 644). The conference sessions I attend will directly relate to the objectives of these courses.

**Funding Request**

I am eager to collaborate and share my research with other professors of educational leadership at the National Council of Professors of Education Administration (NCPEA) - *Leading beyond boundaries: Celebrating 70 years of collective and creative action in educational leadership* conference. The conference provides an opportunity to interact with my professional peers from around the country who also teach in the field of educational leadership. I am requesting \$1500 to supplement my Departmental Professional Development funds to attend the NCPEA conference: *Leading beyond boundaries: Celebrating 70 years of collective and creative action in educational leadership*.

**Eligibility**

I am a tenure-track, assistant professor teaching in the School of Education, Leadership and Public Service. I teach online Masters level courses in the Masters of Education Administration and Education Specialist programs.

**Budget / Anticipated Conference and Travel Expenses**

<b>NCPEA: Leading for Learning Conference (4 days)</b>	
Travel – domestic airfare	700.00
Housing (\$169.00/night)	745.00
Per Diem (\$32/meals)	160.00
Conference Fee	370.00
<b>Total</b>	<b>\$1975.00</b>

References

Costa, A. & Kallick, B. (2000). Getting into the habit of reflection. *Educational Leadership*, 57(7), 60-62.

Bullough, R. V. & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.

Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Merrill.

Langer, J.A. (2011). *Envisioning knowledge: Building literacy in the academic disciplines*. New York, NY: Teachers College Press.

Green, R. (2010). *The four dimensions of principal leadership: A framework for leading 21<sup>st</sup> century schools*. Boston, MA: Allyn & Bacon.

February 27, 2017

Dear TLAC Committee Members,

I want to take this opportunity to thank you for your support of my presentation and attendance at the National Council of Professors of Education Administration (NCPEA) in August 2015 held August 4-7 in Washington, D.C. Attending the conference provided me the opportunity to share my research as well as participate in professional discourse with my peers from across the nation. As the only professor of Education Administration at NMU, engaging in professional discourse with others who teach and conduct research in my content area was a valued experience that led to new insights and understandings.

While at the conference I presented my research titled, "Teaching and Leading: Textualizing Experiences to Understand Educative Practices" which was well received. I was able to gain feedback that directly influenced my teaching and establish professional networks with my education administration colleagues. Since attending NCPEA, I have continued to revise and refine the classes in both the Masters of Educational Administration and Education Specialist programs. Additionally, I shared my new understandings with my colleagues in the School of Education, Leadership and Professional Service and in particular, those who also engage in self-study research for the purpose of improving their teaching practice.

Again, I greatly appreciate the support of the TLAC grant and the committee's recognition of my research.

Sincerely,

Bethney Bergh  
School of Education, Leadership and Public Service

## CURRICULUM VITAE

### Bethney M. Bergh, PhD

School of Education, Leadership & Public Service  
191 Whitman Hall - Northern Michigan University  
1401 Presque Isle Ave, Marquette, MI 49855  
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### Education

Western Michigan University, Kalamazoo, MI 2005-2009, Ph.D.

Educational Leadership: K-12 Leadership

Dissertation Title: "A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Conduct and Implement Them at the Classroom Level"

Chair of Doctoral Committee: Patricia Reeves, Ed.D.

Northern Michigan University, Marquette, MI 2002-2003 Master of Arts

Master of Arts in Education: School Counseling

Institute of Conscious BodyWork-Alive & Well, 2001, CMT

100 Shaw Drive, San Anselmo, CA

Northern Michigan University, 1996-1998

Secondary Education Certification: English

Carthage College, Kenosha, WI 1993-1995 Bachelor of Arts

Psychology

Fieldwork in Psychology: Completed in Tallinn, Estonia

### Michigan Certifications

School Administrator K-12 (ES)

English (BA) 6-12

Guidance and Counseling (NT) K-12

Psychology (CE) 6-12

### University Experience

#### Assistant Professor of Educational Leadership

Northern Michigan University, Marquette, MI (2011-Present)

Undergraduate Courses taught:

ED 411 Violence in Schools

Graduate Courses taught:

ED 530 Introduction to Educational Leadership – Online

ED 530 Introduction to Educational Leadership (HESA) - Online

ED 532	The Principalship – Online
ED 533	School & Community Relations - Online
ED 534	Administering Special Programs – Online
ED 541B	Supervision of Instruction – Online
ED 543	School Finance - Online
ED 544	School Law - Online
ED 548	Internship in Educational Administration – Online
ED 574	Seminar in Educational Research – Online
ED 599	Thesis
ED 630	Advanced Educational Leadership – Hybrid & Online
ED 644	Current Issues on School Law- Hybrid & Online
ED 648	Administrative Internship (Hybrid & Online)
ED 699	Thesis

**Charter Schools Office – Northern Michigan University (2013 - Present)**

Field Quality Monitoring – Site visits and Monitoring Reports

**Adjunct Instructor**

Northern Michigan University (2011)

ED 533 School and Community Relations - Online

**Professional K-12 Experience**

Superintendent, K-12 Principal, Guidance Counselor

Mid Peninsula School, Rock, MI, January 2010 – June 2011

School Improvement Team Coordinator

School Safety Team Coordinator

Professional Development Coordinator

MiBLSi Team Leader

Secondary Principal, Guidance Counselor, Teacher

Mid Peninsula School, Rock, MI, August 2006 to December 2009

School Improvement Team Coordinator

School Safety Coordinator

Professional Development Coordinator

DSISD Curriculum Development Team

DSISD SSHS Element I School Safety Team Member

MME/MEAP Coordinator

Teacher, 8<sup>th</sup> - 12<sup>th</sup> Grade English, Psychology, Sociology

Mid Peninsula School, Rock, MI, August 2001 - August 2009

National Honor Society, Key Club & Student Council Advisor

Teacher, Upward Bound Math & Science

Northern Michigan University, Summer 2008 - 2010

Subjects: Guidance Counseling, Technical & Report Writing  
Teacher, Upward Bound  
Northern Michigan University, Summer 2003 – 2006  
Subject: Literature & Creative Writing

Teacher, 9<sup>th</sup> Grade English, 9<sup>th</sup> Grade Honors English  
Chino Valley High School, Chino Valley, AZ, August 1998 - May 2001  
Presenter: Northern Arizona University 1998 - 2000  
Student Teaching: "What to expect . . ."  
School Improvement Team  
Professional Development Team

Student Teacher, Secondary English  
Woodgreen High School, Wednesbury, England, January 1998 - May 1998

## **K-12 Committees, Teams & Contracts**

NMU Charter Schools Office  
North Star Academy Program Review 2012 – 2013

Mid Peninsula School  
MiBLSi Team Leader 2009 – 2011  
School Improvement Team Leader 2007 – 2011  
School Safety Team Leader 2006 – 2011

Delta-SchoolCraft Intermediate School District  
Superintendents Round Table 2010 –2011  
Teacher Evaluation Document Development Team 2011  
LEA Principals 2006 –2011  
SSHS Element 1 Team Member 2007 – 2009

## **Scholarship**

### **Peer-reviewed chapter**

Cameron-Standerford, Edge, C. & **Bergh, B.** (2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 371-377). Auckland, New Zealand: Auckland University.

### **Peer-reviewed journal articles / proceedings**

**Bergh, B.**, Edge, C., Cameron-Standerford, A., Imdieke, S., Standerford, N.S., & Reissner, L. (2014). (Re)seeing our teacher education practices through visual literacy. *American Reading Forum Annual Yearbook* [Online]. Vol. 34

Edge, A., Cameron-Standerford, A., & **Bergh, B.** (2014). Using self-study to navigate the changing seas of standards based education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research*. (pp. 63-68).

**Bergh, B.** & Cowell, J. (2013). Discipline referral outcomes: Meeting the needs of students. *NCPEA Educational Leadership Review* [Online].14(3). Retrieved from <http://www.ncpeapublications.org/index.php/volume-14-number-3-fall-2013>

Cameron-Standerford, A., **Bergh, B.**, Edge, C., Standerford, N.S., Reissner, L., Sabin, J., & Standerford, C. (2013). Textualizing experiences: Reading the “texts” of teacher education practices. *American Reading Forum Annual Yearbook* [Online]. Vol. 33. Retrieved from [http://www.americanreadingforum.org/yearbook/13\\_yearbook/volume13.htm](http://www.americanreadingforum.org/yearbook/13_yearbook/volume13.htm)

#### Peer-reviewed professional presentations

Cameron-Standerford, Edge, C. & **Bergh, B.** (August, 2016). *Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices*. Peer-reviewed presentation at the 11<sup>th</sup> International Conference on Self-Study of Teacher Education Practices, Herstmonceux, England. (International)

**Bergh, B.**, Cameron-Standerford, A. & Edge, C. (April, 2016). *Reframing Our Use of Visual Literacy through the Consideration of Academic Diversities: A Cross-Disciplinary Collaborative Self-Study*. Peer-reviewed structured poster presentation at the American Educational Research Association conference, Washington, DC.

Edge, C., **Bergh, B.** & Cameron-Standerford, A. (April, 2016). *Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices*. Peer-reviewed presentation at the American Educational Research Association conference, Washington, DC.

Cameron-Standerford, A., **Bergh, B.** & Edge, C. (February, 2016). *Multimodal representations of academic diversity: An ethnographic cross-disciplinary collaborative study*. Peer-reviewed presentation at the Ethnographic and Qualitative Research Conference, Las Vegas, Nevada.

**Bergh, B.** (August, 2015). *Teaching and Leading: Textualizing Experiences to Understand Educative Practices*. Peer-reviewed presentation at the National Council for Professors of Educational Administrators conference, Washington, DC.

Edge, C., **Bergh, B.**, Cameron-Standerford, A. R. (February, 2015). *Examining Lived Experiences: A Three-Year Inquiry of Teacher Education Practices as ‘Texts’*. Peer-reviewed presentation at the Ethnographic and Qualitative Research Conference, Las Vegas, Nevada.

Cameron-Standerford, A. R., **Bergh, B.**, Edge, C., (April, 2015). *Examining the Culture of*



*Policy: Creating the Space to Change our Teaching Practice.* Peer-reviewed presentation at the American Educational Research Association conference, *Chicago*, Illinois.

**Bergh, B.** (February 2015). *Leading through change: A phenomenological study of one school's story of transformation.* Ethnographic & Qualitative Research Conference, Las Vegas, NV.

Edge, C., **Bergh, B.**, Cameron-Standerford, A. (February 2015). *Examining lived experiences: A three-year inquiry of teacher education practices as texts.* Ethnographic & Qualitative Research Conference Las Vegas, NV.

Cameron-Standerford, A.R., **Bergh, B.**, Edge, C. (August 2014). *Using self-study to navigate the changing seas of standards-based education.* Herstmonceux IX: Castle Conference for the American Educational Research Association Self-Study of Teacher Education Practices, Herstmonceux, England. (International)

**Bergh, B.**, Edge, C., & Cameron-Standerford, A. (2014). *Examining educative experiences: Critically reading teacher education practices in a public homeplace.* American Educational Research Association, Philadelphia, PN.

Edge, C., Cameron-Standerford, A., **Bergh, B.**, Standerford, N. S., Reissner, L., Imdieke, S., Sabin, J. M., & Licht-Mallo, M. (December, 2013). *Looking back at policy: Re-seeing teacher education practices through visual literacy.* Research panel presentation, American Reading Forum Annual Conference: Sanibel Island, FL.

Edge, C., Cameron-Standerford, A., **Bergh, B.**, Standerford, N. S., Reissner, L., Imdieke, S., & Sabin, J. M. (December 2012). *Textualizing experiences: Reading the "texts" of teacher education practices.* American Reading Forum Annual Conference: Sanibel Island, FL.

**Bergh, B.** & Cowell, J. (July 2012). *Responding to Aggressive and Violent Behavior: Meeting the Needs of Special Education Students.* Hawaii University International Conferences: Education, Math & Engineering Technology, Waikiki, HI. (International)

**Bergh, B.** (July/August 2012). *Responding to Aggressive and Violent Behavior: Meeting the Needs of Special Education Students.* National Council of Professors of Educational Administration (NCPEA) – July / August 2012, Kansas City, MO.

**Bergh, B.** (April 2012). *Violence in Schools: Prevention, Intervention, & Response Strategies.* Upper Peninsula Early Childhood Conference – Northern Michigan University

**Bergh, B.** & Berbohm, R. (October 2011). *K-12 Emergency Response & School Safety: 3 Outs for Active Shooter Response Schools / School Intruder Safeguards.* Fall Conference for Educators – MARESA

## Professional presentations

- Bergh, B. Holder, K. C. (September 2016). Reauthorization Updates. NMU Charter School Office CSO Board & Administrator Retreat. Mount Pleasant, MI.
- Bergh, B. & Holder, K. C. (August, 2015). *NMU CSO Continuous Improvement and Performance Contracting*. NMU Charter School Office CSO Administrator/Teacher Retreat, Mackinac Island, MI.
- Bergh, B. & Holder, K. C. (2014). *Performance contracts: Educational goals and educational program monitoring (In other words...Section 7B and 7C of Contract)*. NMU Charter School Office Board & Administrator Retreat. Mount Pleasant, MI.

## Evaluation / Monitoring Reports

- Bergh, B. & Holder, K. C. (May, 2016). *East Short Leadership Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2016). *Burton Glenn Charter Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2016). *George Crockett Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2016). *JKL Bahweting Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2016). *Nah Tah wahsh Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2016). *South Pointe Charter Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2016). *Walton Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (JMay,2016). *North Star Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (November, 2015). *Experiencia Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (February, 2015). *Experiencia Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.

- Bergh, B. & Holder, K. C. (March, 2015). *East Short Leadership Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (March, 2015). *Burton Glenn Charter Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (March, 2015). *George Crockett Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2015). *JKL Bahweting Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May, 2015). *Nah Tah wahsh Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (March, 2015). *South Pointe Charter Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (March, 2015). *Walton Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (January 2015). *North Star Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (September 2014). *Experiencia Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Bergh, B. & Holder, K. C. (May 2014). *Experiencia Public School Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.
- Hirst, L. A., Holder, K. C., & Bergh, B. (2013). *South Pointe Scholars Academy Monitoring Report*. Charter Schools Office: Northern Michigan University.

## Grants

- Northern Michigan University, CHSPS and SELPS Grant (2016). *Toward a Framework for Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices*. Presented at the 11<sup>th</sup> International Castle Conference on Self-Study of Teacher Education Practices, Herstmonceux, England. \$3250, (Written collaboratively with Drs. Abby Standerford and Christi Edge).
- Northern Michigan University, CHSPS and SELPS Grant (2016). *Reframing Our Use of Visual Literacy through the Consideration of Academic Diversities: A Cross-Disciplinary Collaborative Self-Study and Critically Reading Lived Experiences as Texts: A Four-Year*

*Study of Teacher Education Practices* Presented at the American Educational Research Association conference, Washington, DC. \$3250, (Written collaboratively with Drs. Abby Standerford and Christi Edge).

National Endowment for the Humanities Grant (2016). Digital Humanities Institute: *Photovoice Stories Using Technology for Educator-Researchers* (Digital HIPSTERS); Submitted but not selected for funding. (Written collaboratively with Drs. Cameron-Standerford, Christi Edge, Wendy Farkas, Joe Lubig, Melanie Reeves, and Ms. Kristen Beck).

Northern Michigan University Teaching and Learning Advisory Council (TLAC) Grant (2015). Support for NCEPA conference presentation: *Teaching and Leading: Textualizing Experiences to Understand Educative Practices* in Washington, DC. \$1,500.

Northern Michigan University CHSPS Grant (2014). *Extending the conversation: Using visual literacy in the online classroom as a medium for understanding*; \$5,000. (Written collaboratively with Drs. Abby Standerford and Christi Edge).

Northern Michigan University COPS Grant (2014). *Using Self-study to Navigate the Changing Seas of Standards-Based Education*; \$5000. (Written collaboratively with Drs. Abby Standerford and Christi Edge).

Northern Michigan University COPS Grant (2013). *A Walk with Charlotte Danielson: Assessments for Clinical Practice*; \$3000.

Northern Michigan University COPS Grant (2012). "Textualizing Experiences: Reading the "Texts" of Teacher Education Practices"; \$5000. (Written collaboratively with Drs. Abby Cameron-Standerford, Suzanne Standerford, Laura Reissner, and Christi Edge).

Northern Michigan University Teaching and Learning Advisory Council Grant (2011). Support for eLearning 2012 Conference in Long Beach, CA. \$800

## **Reviewer**

American Education Research Association- *Self-Study of Teacher Education Practices Conference* Paper Reviewer, 2016

American Education Research Association- *Self-Study of Teacher Education Practices Conference* Proposal Reviewer, 2015

American Education Research Association- *Self-Study of Teacher Education Practices Conference* Paper Reviewer, 2015

American Education Research Association- *Self-Study of Teacher Education Practices Conference* Proposal Reviewer, 2014

American Reading Forum Online Yearbook – Volume XXXIV 2014

American Reading Forum Online Yearbook – Volume XXXIII 2013

## Committees

### School of Education, Leadership & Public Service

Search Committee, Higher Education and Student Affairs Chair 2015	
Search Committee, Higher Education and Student Affairs Chair 2014	
School of Education, Leadership & Public Service Chair 2012 - 2015	
Graduate Review Committee (GRC) Chair 2012 - 2015	2011 - Present
Student Grievance Committee (Secretary)	2011 – Present
School of Education Executive Committee	2012 - 2015

### University

Faculty Grants Committee	2016 - Present
Academic Affairs Restructuring Task Force	2016
University Safety Committee	2012 - Present
Graduate Programs Committee (GPC)	2012 - 2016
Institutional Review Board (IRB)	2012 - Present
Committee on Elections and Committees (CEC)	2012 - 2016
AAUP Collective Bargaining Council (BC)	2012 - 2014
Committee W	2011 - 2013

## Professional Development

Division of Extended Learning and Community Engagement and the Center for Teaching and Learning- *Online Teaching Fellows Initiative* May – July 2016

### Quality Matters

Applying the Quality Matters Rubric	2013, 2016
Quality Matters Peer Reviewer	2013, 2016

### Epicenter (Charter Schools Office)

User Training	2014
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MDE's Bureau of Assessment and Accountability September 2013  
Fall Conference – Northern Michigan University

Educator Evaluations: *The Current Landscape, your Role and Best Practice*  
Presented by MASA, MASSP, MEA 2012

eLearning 2012 Conference: Long Beach, CA 2012

PDK International	2012
Bullying: Building and Understanding w/ Dr. Sherie Williams	
When Cyber Bullying Spills Into School	
N. Willared & B. Paris	2012
Michigan Department of Education	2012
A Silent Crisis – Creating Safe Schools for Sexual Minority Youth	
School Safety and Crisis Response Training	2012
Delta & MQT County Emergency Management	
Against All Odds	2012
Upper Peninsula Special Education Conference	
Education Law Association	2011
Teaching School Law: Top Tips and Helpful Hints to Create Empowered Educators	
Center for Instructional Technology in Education Classes (CITE) 2011	
Intro to EduCat Training	
Introduction to Teaching Online & the Quality Matters Rubric	
Discussion Forums in EduCat	
EduCat Assignments	
RSS in EduCat	
Grades in EduCat	
United Conference	2011, 2012, 2013
Northern Michigan University	
Upper Great Lakes Economic, Education, Legislative and Workforce Development Summit	
Northern Michigan University	2011

## Service

Superior Edge - Northern Michigan University	2013/2014
Volunteer Service Work - Ban Leepa Village Tribe	
Chang Rai, Thailand	
Superior Edge - Northern Michigan University	2012/2013
Volunteer Teaching & Community Education	
Palampur, India	
Dissertation Committee	2011-2013

Candidate: Mathew Reeves – Central Michigan University  
Examining the Impact of the Changes to the Michigan Teacher Evaluation  
Requirements on the Workload of Michigan School Principals.

School of Education Student Teacher Mock Interviews	2011- 2014
Northern Michigan University Presidential Scholarship Interviews	2011- 2016
Action in Education Summer Institute Planning Committee	2012- 2016
School of Education Building Safety & Crisis Response	2012

### **Organization Membership**

National Council of Professors of Educational Leadership (NCPEA)  
Michigan Association of Professors of Educational Leadership (MAPEA)  
Michigan Association of School Administrators (MASA)  
American Educational Research Association (AERA)  
American Reading Forum (ARF)  
Philanthropic Education Organization (PEO)