

JANET KESTERSON ISBELL, PhD

Professor, College of Education
Tennessee Tech University
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Bartoo Hall Room 325

Education

2011 PhD Exceptional Learning, Literacy Concentration, Tennessee Tech University, Cookeville, TN
2002 MS Education, Secondary English, University of Tennessee, Knoxville, TN
1980 BS English/Journalism, Tennessee Tech University, Cookeville, TN

Employment History

Professor, Office of Teacher Education, Tennessee Tech University, Cookeville (August 2021–present)
Associate Professor, Office of Teacher Education, Tennessee Tech University, Cookeville (August 2016–present)
Assistant Professor, Office of Teacher Education, Tennessee Tech University, Cookeville (2011–2016)
Instructor, Curriculum & Instruction, Tennessee Tech University, Cookeville (2007–2011)
Teacher, grades 9–12, English, Language Arts, and Theater, Coalfield High School, Morgan County Schools, Wartburg, TN (2002–2007)
Marketing and sales, B&B Enterprises, Coalfield, TN (1995–2001)
State Editor, The Associated Press, Raleigh, NC (1991–1994)
Reporter, The Associated Press, Little Rock, AR (1989–1991)
Reporter, *Jonesboro Sun*, Jonesboro, AR (1981–1988)

Awards

Tennessee Tech **Scholastic Research Award for Tenured Faculty** (2020) for the Jere Whitson Freedom School project.
National Association for Multicultural Education **President's Award** (2018) for Tennessee chapter's outstanding contributions to work in social justice and multicultural education.
Tennessee Tech College of Education **Faculty Award for Teaching** (2017).

Programs Developed or Redesigned

Elinor Ross CDF Freedom School (2019–present). Developed Putnam County's first Children's Defense Fund Freedom Schools® partnership, expanded to 40 children and moved to Tennessee Tech in 2021; serve as executive director and represent College of Education as fiduciary, manager, and fundraiser for Freedom School program.

Literacy Concentration, Exceptional Learning PhD program (2018). As concentration leader, steered redesign of the Literacy Concentration, developing new courses and revising existing courses to ensure rigor of coursework; eliminate duplication; affirm focus on exceptional learners, social justice, research, and community; and incorporate current trends and topics in the field of literacy education.

Tennessee Chapter of the National Association of Multicultural Education (2017–2019).
Founding member and first president; established Tennessee chapter and first state
conference in 2019.

Grants

Funded or Pending

- Isbell, J. K.** (2022). FY 23 Congressional Directed Spending Request for Elinor Ross CDF Freedom School operation for 2023–2025 (\$600,000, pending).
- Isbell, J. K.** (2022). Dollar General Literacy Foundation grant for Elinor Ross CDF Freedom School STEM literacy initiative (\$2,970, funded).
- Isbell, J. K., & Spears, A.** (2022). Food Lion Feeds grant via IMPACT Cookeville for Elinor Ross CDF Freedom School nightly nutrition project (\$5,100, funded).
- Isbell, J. K.** (2022). Publix Charities grant via IMPACT Cookeville for Elinor Ross CDF Freedom School summer meals project (\$18,000, pending).
- Isbell, J. K., & Ponomarenko, A.** (2022). Jeff Roth Cycling Foundation grant via TN NAME for Elinor Ross CDF Freedom School cycling program (\$1,000, submitted, pending).
- Isbell, J. K.** (2022). US Bank Foundation Community Possibilities grant via TN NAME for Elinor Ross CDF Freedom School field trips (\$5,000, submitted, pending).
- Isbell, J. K., Spears, A., & Langford, E.** (2022). Believe in Reading grant to fund Elinor Ross CDF Freedom School STEM literacy initiative (\$3,880; submitted, pending).
- Isbell, J. K., & Spears, A.** (2022) Nora Roberts Foundation grant to fund Elinor Ross CDF Freedom School literacy and art activities (\$1,740; submitted, pending).
- Isbell, J. K.** (2022). The Lisa Libraries, new children’s books for Elinor Ross CDF Freedom School classroom libraries (\$450, funded).
- Isbell, J. K.** (2021). The Lisa Libraries, 400 new children’s books for Elinor Ross CDF Freedom School participants’ home libraries (\$3,500, funded).
- Spears, A., Isbell, J. K., & Schmitt-Matzen, C.** (2020). US Bank grant (via TN NAME) for Elinor Ross CDF Freedom School enrichment activities (\$1,520, funded).
- Isbell, J. K., & Schmitt-Matzen, C.** (2020). Jeff Roth Cycling Foundation Community Cycling Grant (via TN NAME) for Elinor Ross CDF Freedom School (\$1,000, funded).
- Isbell, J. K., Schmitt-Matzen, C., & Qualls, C.** (2020). Believe in Reading Grant for Jere Whitson Freedom School (\$3,000, funded).
- Isbell, J. K., & Qualls, C.** (2020). Walmart Foundation Community Grant for Jere Whitson Freedom School (\$1,000, funded).
- Isbell, J. K.** (2019). The Lisa Libraries, 300 new children’s books for Jere Whitson CDF Freedom School participants’ home libraries (\$2,859, funded).
- Isbell, J. K., & Spears, A.** (2019). Literacy empowerment for civic engagement. Tennessee Tech Faculty research grant to fund Freedom School start-up and research (\$10,000, funded).
- Isbell, J. K., Spears, A., Laffoon, A., & Smith, T.** (2018). It’s a working life: Building social studies content knowledge by accessing and thinking critically about primary sources related to work in Tennessee and beyond. Tennessee Higher Education Commission 2018 Improving Teacher Quality Grant (\$74,548, funded).
- Isbell, J. K., Baker, J. C., Roberts, J. J., & Callender, A.** (2014). Opening the secret city: Tapping resources from a historic research lab to build reading rigor in English, history, and science. Tennessee Higher Education Commission Improving Teacher Quality Grant (\$69,000, funded).

- Landis, N., Stephens, J., Byford, G., & **Isbell, J. K.** (2014). A close-up of co-teaching: Zooming in on teacher candidates' co-teaching experiences. URECA! undergraduate research grants (\$1,413, funded) and faculty advisor travel grant (\$1,000, funded).
- Wendt, J., Baker, J., **Isbell, J. K.**, & Wilson, B. (2012). *V-SPACE: Virtual spaces for accessing content in English*. Tennessee Higher Education Commission Improving Teacher Quality Grant to train 30 secondary English teachers from seven counties in creating a web presence for teaching and learning, using iPads as educational tools (\$70,000, funded).
- Isbell, J. K.** (2012). Lessons in the park: Preservice teachers' and authentic teaching and learning. Tennessee Tech Faculty Research Grant (\$5,000, funded).

Not funded

- Spears, A., **Isbell, J. K.**, Stepp, J., Potter, D., Sukowski, D., & Galindo, C. (2020). *CORE: Change through Open Resources in Education* (\$99,000).
- Isbell, J. K.**, & Schmitt-Matzen, C. (2020). Dollar General Summer Reading Grant (via TN NAME), for Jere Whitson Freedom School read-aloud site library and home library books (\$2,999).
- Isbell, J. K.**, & Schmitt-Matzen, C. (2020). First Horizon Foundation grant (via TN NAME) for Jere Whitson Freedom School arts activities (\$1,842).
- Isbell, J. K.**, & Schmitt-Matzen, C. (2020). Ascend Bank grant (via TN NAME) for Jere Whitson Freedom School music program and translators (\$1,300 and \$1,000).
- Isbell, J. K.** (2019). SunTrust Foundation grant for Jere Whitson Freedom School (\$10,150).
- Isbell, J. K.**, Qualls, C., & Schmitt-Matzen, C. (2019). Aldi Smart Kids Grant for Jere Whitson Freedom School (\$5,000).
- Isbell, J. K.**, Qualls, C., & Schmitt-Matzen, C. (2019). Awesome Foundation grant for Jere Whitson Freedom School (\$1,000).
- Isbell, J. K.** (2019). Literacy Association of Tennessee Diversity Committee Book Grant for Jere Whitson Freedom School (\$250–\$300).
- Isbell, J.**, Qualls, C., & Schmitt-Matzen, C. (2019). Awesome Without Borders grant for Jere Whitson Freedom School (\$1,000).
- Isbell, J. K.** (2019). Dollar General Youth Literacy grant for Jere Whitson CDF Freedom School (\$4,000).
- Isbell, J. K.** (2019). Brabson Library and Education Foundation grant for the Jere Whitson CDF Freedom School (\$17,850).
- Isbell, J. K.** (2018) Nissan Foundation grant for the CDF Jere Whitson Freedom School (\$36,000).
- Isbell, J. K.**, Baker, J. C., & Maxwell, L. (2018). Perspectives and experiences of rural adult learners seeking post-secondary attainment. Spencer Foundation Small Grants (\$32,671).
- Baker, J. C., Zagumny, L., **Isbell, J. K.** (2016). Putnam ASSIST: Advancing school safety by implementing secure technologies. DOJ/OJP/NIJ FY 16 Comprehensive School Safety Initiative. NIJ-2016-9093 (\$4.2 million).
- Greathouse, P., Eisenbach, B. B., & **Isbell, J. K.** (2016). Preparation and practice through YA literature: Preparing rural White pre-service teachers to address diversity issues in the classroom. ALAN Foundation grant (\$1,500).
- Baker, J. C., Zagumny, L., **Isbell, J. K.**, Dukewich, T. (2015). Putnam ASSIST: Advancing School Safety by Implementing Secure Technologies. National Institute of Justice FY 15 Comprehensive School Safety Initiative grant. NIJ-2015-4163 (\$4.9 million).

- Isbell, J. K.**, Taylor, F. L., Rogers, A., & Camuti, A. (2013-2014). Text shifting: Exploring 10th grade English teachers' perceptions of Common Core's impact on their classroom text selections. International Reading Association Elva Knight Research Grant.
- Isbell, J. K.**, Camuti, A., Zagumny, L., Baker, J. C., & Spears, A. (2013). Beyond (yet related to) schooling: Deficit constructions of government-funded healthcare recipients. Tennessee Board of Regents Research Grant.

Publications

- Spears, A., **Isbell, J. K.** Chitiyo, G., Braisted, L., Espinosa, C., & Langford, E. (2022). Elementary children's perspectives on experiences during a summer literacy program. Submitted to *Reading Horizons* (submitted 4-8-22; in review).
- Osaro, A., Gambrell, J., **Isbell, J. K.**, Scott, L. M., Ellis-Hervey, N. M., & McParker, M. (2021). Microaggression: My story as a higher education professional. *Journal of Multicultural Affairs*, 6(10).
<https://scholarworks.sfasu.edu/cgi/siteview.cgi/jma/vol6/iss1/8>
- Isbell, J. K.**, Spears, A., Schmitt-Matzen, C., & Braisted, L. (2020). "Everyone off the ship": Children becoming civic minded in a summer literacy program. *Journal of Multicultural Affairs*, 5(2). <https://scholarworks.sfasu.edu/jma/vol5/iss2/1>
- Spears, A., & **Isbell, J.** (2020). Challenging early literacy discourse: Why mothers can skip their 20 minutes of reading tonight. *Journal of Mother Studies*, (September, 2020)5. <https://jourms.wordpress.com/challenging-early-learning-discourse-why-mothers-can-skip-their-20-minutes-of-reading-tonight/>
- Isbell, J. K.**, Baker, J. C., Potter, D., & Ezell, L. (2019). Rural working-class scholars' perspectives and experiences seeking post-secondary education. In *Adult Higher Education Alliance 45th Annual Conference Proceedings*. Orlando, FL: AHEA.
- Isbell, J. K.**, Baker, J. C., Roberts, J., & Callender, A. (2018). Opening the Secret City: Tapping resources from a historic research lab to guide interdisciplinary secondary teaching and learning. *International Journal of Interdisciplinary Educational Studies*, 15(4), 17–25. <https://doi.org/10.18848/2327-011X/CGP/v15i04/17-25>
- Eldaba, A., & **Isbell, J. K.** (2018). Writing gravity: Second language international female graduate students' academic writing experiences. *Journal of International Students*, 4(8), 1879–1890. <https://doi.org/10.5281/zenodo.1471736>.
- Isbell, J. K.**, Baker, J. C., Zagumny, L., Spears, A., & Camuti, A. (2018). Maintaining the myth: How Tennessee perpetuates deficit ideology about recipients of government-funded healthcare. *Journal of Poverty*, 22(1), 23–41.
<https://doi.org/10.1080/10875549.2017.1348424>
- Isbell, J. K.**, Chaudhuri, J., & Schaeffer, D. L. (2018). "It just messes your mind": U.S. international students' perceptions and experiences with academic text sourcing. *Journal of International Students*, 8(1), 308–331.
<https://doi.org/10.5281/zenodo.1134309>
- Anthony, H. G., & **Isbell, J. K.** (2017). Finding solutions in *Do the math: Secrets, lies, and algebra*. In P. Greathouse, B. Eisenbach., & J. Kaywell (Eds.), *Adolescent literature as a complement to the content areas: Science and math* (pp. 131–146). New York, NY: Rowman and Littlefield.
- Wendt, S., **Isbell, J. K.**, Fidan, P., & Pittman, C. (2015). Female elementary teacher candidates' attitudes and self-efficacy for teaching engineering concepts. *The International Journal of Science in Society*, 7(3), 1–11.
<https://doi.org/10.18848/1836-6236/CGP/v07i03/51453>

- Baker, J. C., **Isbell, J. K.**, Wendt, J., & Wilson, B. (2013). V-SPACE: Training teachers to use iPads for creating virtual spaces for accessing content in English. *International Journal of Technology in Teaching & Learning*, 9(1), 64–80.
- Isbell, J. K.** (2013). “Who are you to judge me?”: What we can learn from low-income, rural early school leavers. In P. C. Gorski & J. Landsman (Eds.), *The Poverty and Education Reader: A Call for Equity in Many Voices* (pp. 147–155). Stylus Publishing.
- Baker, J., **Isbell, J.**, Wendt, J., & Wilson, B. (2013). V-SPACE: Virtual Spaces for Accessing Content in English. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology and Teacher Education 24th International Conference* (pp. 3647–3652). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). <http://www.editlib.org/p/48673/>
- Isbell, J. K.** (2011). *Drama, discontent, and despair: Narratives of early high school departure* (Doctoral dissertation). UMI No. 3457615

Presentations, Papers, & Ongoing Research

- Isbell, J. K.**, Spears, A., Langford, E., Thompson, J., & Ponomarenko, A. (2022). Culturally relevant pedagogy in a summer literacy program (ongoing 2022 program research).
- Isbell, J. K.**, Spears, A., Chitiyo, A., Thompson, J., Ponomarenko, A., & Langford, E. (2022). Children’s attitudes toward reading, nature, and exploration in a summer literacy program (ongoing 2022 program research).
- Potter, D., Potter, K., & **Isbell, J. K.** (2022). Rural persistence in pursuing postsecondary education (ongoing research).
- Isbell, J. K.** (2022). Alonzo B. Cross: The full life and tragic death of a Tennessee educator (ongoing research).
- Spears, A., **Isbell, J. K.**, & Rector, L. (2022, May). Hiding behind tradition: How posthumanism challenged onto-epistemological presumptions about children’s literacy learning. Paper accepted for presentation at 18th International Congress of Qualitative Inquiry (virtual), Champaign-Urbana, IL.
- Spears, A., Rector, L., & **Isbell, J. K.** (2021, November). Graffiti sparks community activism: Children’s democratic engagement through a posthumanist lens. Paper presented at American Educational Studies Association Annual Conference, Portland, OR.
- Spears, A., & **Isbell, J. K.** (2020, May). *Focusing on the now: Rethinking literacy and learning with posthumanism*. Paper presented at 17th International Congress of Qualitative Inquiry (virtual), Champaign-Urbana, IL.
- Isbell, J. K.**, Young, L., Sukowski, D., & Enix, J. (2020, October). Monsters in our schools: Exploring the intended and unintended consequences of instructional practices. Paper presented at 30th annual conference of the National Association of Multicultural Education (virtual), Montgomery, AL.
- Isbell, J. K.**, Young, L., Sukowski, D., & Enix, J. (2020, July). Monsters in our schools: Exploring the intended and unintended consequences of our actions. Paper accepted for presentation at 2nd annual Tennessee NAME conference, Cookeville, TN (accepted; conference cancelled).
- Isbell, J. K.**, Spears, A., Schmitt-Matzen, C., & Braisted, L. (2020, July). Knowing/becoming/doing: Civic minded children in a summer literacy program. Paper accepted for presentation at 2nd annual Tennessee NAME conference, Cookeville, TN (accepted; conference cancelled).
- Spears, A., **Isbell, J. K.**, Schmitt-Matzen, C., & Braisted, L. (2019, November). Enhancing children’s literacy, learning, and civic engagement through a summer enrichment

- program. Paper presented at the 29th annual conference of the National Association for Multicultural Education, Tucson, AZ.
- Isbell, J. K., Baker, J., Potter, D., & Ezell, L.** (2019, May). Rural working-class scholars' perspectives and experiences seeking post-secondary education. Paper presented at the 15th Annual International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- Isbell, J. K., Baker, J., Potter, D., & Ezell, L.** (2019, April). Research to Reconnect final report: Rural older adults' perspectives and experiences seeking post-secondary education. Final report to the Tennessee Higher Education Commission.
- Isbell, J. K., Baker, J., Potter, D., & Ezell, L.** (2019, March). Rural working-class scholars' perspectives and experiences seeking post-secondary education. Paper presented at the 2019 Annual Conference of the Adult Higher Education Association, Orlando, FL.
- Isbell, J. K., Spears, A., Smith, T., & Laffoon, A.** (2018, November). Radical and relevant work: Using primary & secondary sources to guide high school students' understanding of the history of labor struggles. Paper presented at the 28th annual international conference of the National Association of Multicultural Education, Memphis, TN.
- Spears, A., Isbell, J. K., Laffoon, A., & Smith, T.** (2018, November). Social studies teachers are reading teachers too: Innovative strategies for critically examining primary and secondary sources. Paper presented at the Literacy Association of Tennessee Conference. Murfreesboro, TN.
- Isbell, J. K., Byford, G., Landis, N., & Stephens, J.** (2018). Close-up on co-teaching: Teacher candidates' and mentors' perspectives on co-teaching experiences in secondary classrooms. *Teacher Education & Practice*. (Paper accepted for 2019 publication; journal folded in Dec. 2018)
- Isbell, J. K., Chaudhuri, J., Eldaba, A., Silber-Furman, D., & Kelley, J.** (2017, November). Voices of the invisible: Advocating for international students in higher education. Organized panel presentation and presented paper at 27th annual international conference of the National Association of Multicultural Education, Salt Lake City, UT.
- Isbell, J. K., & Sapp, L.** (2017, May). "A wake-up call": Rejecting neoliberal teaching strategies in a community of students becoming teacher educators. Paper presented at 13th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Isbell, J. K., & Sapp, L.** (2016, December). "Can I have two interpretations"? Becoming teacher educators in a reading/writing community. Paper presented at Literacy Research Association's 66th Annual Conference, Nashville, TN.
- Isbell, J. K., Chaudhuri, J., & Schaeffer, D.** (2016, May). International students' perspectives on text sourcing and borrowing. Paper presented at the 12th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Isbell, J. K.** (2016, May). Bedazzled by illusion: Advancing despite the distractions. Paper presented in panel presentation, *The politics of academic advancement: Doubting the illusion of rigor*, 12th International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Spears, A., & Isbell, J. K.** (2015, December). Imagining new possibilities: Mothers challenging dominant discourses on early literacy teaching. Paper presented at the Literacy Research Association's 65th Annual Conference, Carlsbad, CA.
- Wendt, S., Isbell, J. K., Fidan, P., & Schons, C.** (2015, October). Female elementary teacher candidates' attitudes and self-efficacy for teaching engineering concepts. Paper presented at the 7th International Conference on Science In Society, Chicago, IL.

- Wendt, S., **Isbell, J. K.**, Fidan, P., & Schons, C. (2015, May). Teacher candidates' attitudes and self-efficacy toward team work for teaching STEM in the elementary classroom. Paper presented at International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.
- Schons, C., & **Isbell, J. K.** (May, 2015). Engaging with e-readers: Teacher and student perspectives on e-readers in secondary English classrooms. Paper presented at International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Wendt, S., McCormick, D., & **Isbell, J. K.** (2015, January). Elementary engineers' academy: Problem solving with teacher candidates in an elementary setting. Paper presented at the 2015 Hawaii International Conference on Education, Oahu, HI.
- Isbell, J. K.**, Baker, J., Zagumny, L., Camuti, A., & Spears, A. (2014, November). Dismantling deficit thinking fronteras: How healthcare hierarchies mimic education theory. Paper presented at 2014 Annual International Conference of the National Association of Multicultural Education, Tucson, AZ.
- Landis, N., Stephens, J., Byford, G., & **Isbell, J. K.** (2014, May). A Close-up of co-teaching: Zooming in on teacher candidates' co-teaching experiences. Paper presented at 10th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, IL.
- Isbell, J. K.**, Baker, J., Zagumny, L., Camuti, A., & Spears, A. (2014, April). Beyond (yet related to) schooling: Interrogating deficit constructions of government-funded healthcare recipients. Paper presented at 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Isbell, J. K.**, Baker, J., Zagumny, L., Camuti, A., & Spears, A. (2013, November). From education to healthcare: How deficit thinking permeates services to the economically disadvantaged. Panel presented at the 2013 International Annual Conference of the National Association of Multicultural Education, Oakland, CA.
- Isbell, J. K.**, Baker, J., Zagumny, L., Camuti, A., & Spears, A. (2013, May). Beyond (yet related to) schooling: Interrogating deficit constructions of government-funded healthcare recipients. Session presentation at the International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, IL.
- Isbell, J. K.** (2013, May). Lessons in the park: Authentic teaching and learning with preservice teachers. Session presentation on 2012-13 Tennessee Tech Faculty Research Grant, at the International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, IL.
- Wendt, J., **Isbell, J. K.**, Baker, J., & Wilson, B. (2013, March) V-SPACE: Virtual spaces for accessing content in English. Session presentation at the Society for Information Technology and Teacher Education, New Orleans, LA.
- Isbell, J. K.** (2012). Realities of Home and Family Among Early School Leavers: "They Have Stories." Paper presented at the 2012 Annual meeting of the American Educational Research Association, Vancouver, BC.
- Baker, J., & **Isbell, J. K.** (December, 2011) Go graphic, get power: Engaging across the curriculum with graphic novels, Poster presentation at the Tennessee Reading Association Conference, Murfreesboro, Tennessee.
- Isbell, J. K.** (November, 2011). Drama, discontent, and despair: Narratives of early high school departure. Poster presentation at the 2011 International Annual Conference of National Association of Multicultural Education conference, Chicago, Ill.
- Isbell, J. K.** (April 2011). Drama, Discontent, and Despair: Narratives of Early High School Departure. Poster presentation, Graduate Education Week, Nashville, Tennessee.
- Isbell, J. K.** (April 2011). Renaming Dropouts: A Narrative Tale of Abandonment. Poster presentation, Tennessee Technological University Student Research Day, Cookeville, TN.

- Isbell, J. K. (November 2010). Renaming dropouts: A narrative tale of abandonment. Poster presentation, Tennessee Reading Association Conference, Murfreesboro, Tennessee.
- Isbell, J. K. (December 2009). Blogging with mentors: Authenticating student teaching experiences with online communication. Session presentation, Tennessee Education Technology Conference, Nashville, Tennessee.
- Isbell, J. K., & Peterman, D. (December 2008). Cows in the choir and gorillas next door: Using postmodern picture books to teach higher-level thinking in elementary classrooms. Session presentation, 26th Southeast IRA Regional Conference, Nashville, Tennessee.
- Isbell, J. K., & Peterman, D. (December 2008). Cows in the choir and gorillas next door: Using postmodern picture books to teach higher-level thinking in elementary classrooms. Session presentation, Roane State Symposium on Powerful Teaching, Harriman, Tennessee.
- Isbell, J. K., & Peterman, D. (December 2008). Cows in the choir and gorillas next door: Using postmodern picture books to teach higher-level thinking in elementary classrooms. Session presentation, Tennessee Tech-International Reading Association Literacy Conference.

Doctoral Advisement

Dissertation Chair or Co-Chair – Complete

- Elizer, J. N. (2021). *Monsters look different in the light: Generation Z and fourth wave feminism – An ethnodrama*.
- Williams, R. D. (2021). *The lost highway: The dichotomy of the sacred and the profane in early country music, 1921–1957*.
- Manginelli, A. (2020). *Emergence of hope: Education in rural Haiti and the entanglement of critical, postcolonial, and assemblage theories*.
- Pittman, C. (2020). *Between spaces: A post-intentional phenomenological study of five teachers' experiences and self-efficacy while negotiating scripted curriculum in secondary ELA*.
- Powell, A. R. (2020). *Frankenstein's monster at Gatsby's party: A researcher's creation of and entanglement with virtual reality let loose in a high school English classroom*.
- Schmitt-Matzen, C. (2020). *Adult retrospectives of unhealthy adolescent responses to reading fiction*.
- Roberts, A. (2018). *An interpretive, pragmatic study of faculty experiences teaching online in agriscience e³ family e³ consumer science disciplines*.
- Spears, A. (2014). *Mind(ful) mothering: A critical poststructural exploration of mothers' resistance to dominant discourse on early literacy development*.

Dissertation Committee Member – Complete

- Sukowski, D. (2022). *Assessing construct validity of edTPA's elementary education and early childhood assessment areas using mixed methodology*.
- Littrell, M. (2021). *High school students' postsecondary pipeline outcomes predicted by experiential factors and moderated by first-generation status*.
- Mathende, A. (2021). *Immersion in 360-degree video virtual reality and change in teacher candidate perceptions: Using virtual reality video in preparing teachers for field experience*.
- Davis, K. (2020). *Psychometric properties and construct validity of a student survey measuring the CASEL Five Core Social and Emotional Competencies*.
- Courtner, A. (2019). *The mediating effect of students' entire educational experiences on the relationship between institutional academic practices and perceived quality of education*.
- Ezell, L. (2019). *Finding future ready: One school librarian's lived experience of a framework*.
- McMillan, E. (2019). *Administrator and teacher experiences with differing elementary grade-level organizational structures: A case study*.

- Potter, D. (2019). *Integrated versus traditional curriculum: Moderating effects of gender and aptitude on high school act mathematics achievement.*
- Akenson, A. (2018). *Since feeling is first and no feeling is final: Mindfulness-based stress reduction implementation for chronic illnesses (MBSR-ICI) program planning and evaluation model.*
- Killian, M. (2018). *The mediated relationship between everyday literacy skills and adult literacy scores by vocabulary proficiency.*
- Ramsey, E. (2018). *The current status of Tennessee foster parent training and support including fostering children with neonatal abstinence syndrome (nas) and the relationship of foster parents' perceived abilities, motivations, and likelihood to continue fostering.*
- Fidan, P. (2017). *The mediating effect of high school students' mathematics interest on the relationship between mathematics self-efficacy and student-level factors.*
- Silber-Furman, D. (2017). *Dare to hope: A criticalist examination of culturally and linguistically diverse international graduate students' experiences in the southeastern United States.*
- Rogers, A. L. (2016). *A picture of literacy: A photo-elicitation study of the sociocognitive interactive model of reading in fourth grade literacy classrooms.*
- Taylor, F. L. (2016). *Administrators' and librarians' perceptions of the roles of school librarians as instructional leaders and teachers of information literacy skills.*

Dissertation Chair or Co-Chair—Current

- Enix, J. (Completing coursework)
Rector, L. (ABD)

Dissertation Member—Current

- Anderson, L. (Completing coursework)
Campbell, B. (ABD)
Howle, T. (Completing coursework)
Matthews, C. (Completing coursework)
Mullins, C. (ABD)
Potter, K. (Completing coursework)
Okot, V. (Completing coursework)
Raillings, S. (Completing coursework)
Severt, B. (ABD)
Sukowski, D. (ABD)
Thomas, G. (Completing coursework)
Wilson, C. (Completing coursework)

Courses Developed

- EDUL 7200 Equity Literacy (Initially READ 7000; 2015)
EDUL 7300 Multiliteracies (online, 2018)
EDUL 7700 Theory, Methodology, & Trends in Literacy Research (2018)

Courses Taught

Undergraduate

- CFS 3600 Family, Community, & Professional Partnerships
CUED 4150 Middle Level Learners
ECSP 4100 Developmentally Appropriate Practices K-4
ELED 3140 Teaching of Social Studies
ELED 3151 Language Arts/Writing
ELED 3152 Teaching of Mathematics
ELED 4140 Teaching Science in Elementary School

EDPY 3300 Evaluation & Guidance
ESLP 4100 ESL Pedagogy – Methodology and Materials for PreK-12
FOED 3800, FOED 3810, FOED 3820 Field Experiences
READ 3311 Literacy I
READ 3350 Teaching Reading Across the Content Areas
READ 4411 Reading/Writing Connection in Secondary School
SEED 4120 Materials & Methods for Teaching Secondary English
SPED 3000 Persons with Disabilities in the Regular Classroom

Graduate

CUED 6800 Field Experience
CUED 6900 Problems in Curriculum
CUED 7030 Rural Schools & Communities
EDU 7010 Theoretical Foundations of Research
EDU 7330 Qualitative Inquiry
EDU 7920 Research Seminar/Education
EDU 7950 Special Topics
EDU 7990 Research and Dissertation
EDUL 7000 Seminar: Reading and Language Arts
EDUL 7100 Literacy History, Theory, & Policy
EDUL 7200 Equity Literacy
EDUL 7300 Multiliteracies
EDUL 7700 Theory, Methods & Trends in Literacy Research
FOED 6920 Research Design
FOED 6980 Qualitative Research in Education
FOED 7020 Philosophy in Education
READ 5411 Reading/Writing Connection in Secondary School
READ 7000 Seminar: Reading/Language Arts: Equity Literacy
SEED 5120 Materials & Methods for Teaching Secondary English

University Service

Tennessee Tech Faculty Senate (2020–present)
Tennessee Tech Administrative Council (2020–present)
Tennessee Tech College of Education CAEP Assessment Review Team (2021–present)
Tennessee Tech Tenure Appeals Committee (2020)
Tennessee Tech Executive Director, Elinor Ross CDF Freedom School (2020–present)
Tennessee Tech Executive Director, Jere Whitson CDF Freedom School (2018–2019)
Tennessee Tech Literacy Concentration Leader, Exceptional Learning PhD program,
College of Education (2018–present)
Tennessee Tech College of Education Diversity Committee (2017–2020)
Tennessee Tech Human Ecology search committee for assistant professor (2019)
Tennessee Tech Research Misconduct Inquiry Committee (2018)
Tennessee Tech Curriculum & Instruction search committee for assistant professor for
elementary education/literacy (2016)
Tennessee Tech Academic Council (2013–2016)
Tennessee Tech Faculty Senate (2013–2016)
Tennessee Tech start-up committee for Tennessee Tech Rural Institute (2014–2015)
Tennessee Tech Report Reviewer, SACSCOC Reaffirmation Preparation Committee
(2013–2015)
Tennessee Tech Office of Research Grant Development Specialist search committee (2014)

Tennessee Tech Office of Research search committee for grant development specialist (2014)
Tennessee Tech Curriculum & Instruction search committee for assistant professor of secondary education/English (2014)
Tennessee Tech Institutional Review Board for Protection of Human Subjects (2013–2014)
Tennessee Tech Undergraduate Research and Creative Activity Committee (2013–2014)

Professional Service

Associate Editor, *Journal of Multicultural Affairs* (2019–2022)
Vice Chair of Education and P-16 VFF Mentoring Program coordinator, IMPACT Cookeville (2019–2020)
Board member, Tennessee chapter, National Association for Multicultural Education, 2017–present)
Proposal reviewer, National Association of Multicultural Education conference proposals (2012–2021)
President, Tennessee chapter, National Association for Multicultural Education (2017–2019)
Reviewer, Routledge Publications (2019)
Manuscript reviewer, *Reading Research Quarterly* (2016–2019)
Manuscript reviewer, *Journal of International Students* (2016–2019)
Manuscript reviewer, *Action in Teacher Education* (2014–2019)
Chapter reviewer, *Understanding international student experience in higher education: New tensions, issues, and perspectives*. New York, NY: Routledge (2017)
Discussion leader, Dine & Dialogue, Literacy, Annual Conference of the National Association for Multicultural Education (2016)
Textbook Reviewer, Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research* (6th ed.). Los Angeles, CA: SAGE.
Editor for Dickinson, W. C., & McClain, C. (2014). *Sampson Williams, Tennessee pioneer*. (Manuscript submitted for publication).
Chair, ad hoc Adolescent Literacy Committee for the Tennessee Reading Association (2011–2012)

Professional Memberships

IMPACT Cookeville
International Congress of Qualitative Inquiry
International Literacy Association
Literacy Research Association
American Educational Studies Association
National Association for Multicultural Education
Tennessee chapter of National Association for Multicultural Education
Literacy Association of Tennessee
Upper Cumberland Literacy Association

Professional Development, Licensure, Certifications, & Training

Children's Defense Fund Freedom School national training (annually, 2019–present)
Tennessee Professional License, English 7-12 (2005–present)
Reporting Child Abuse in Tennessee, Tennessee Dept. of Children's Services (2019)
Tennessee Tech Diversity Summit, *Don't Wait, Cultivate* (August 2016)
TTUi3 Academy (July, 2016)

CITI research training (2015—present)
Appalachian Regional Commission Network Meeting (2014)
Certified TEAM evaluator (2012, 2013)
INVEST Common Core training, Lipscomb University (2012)
TVAAS online training modules (evaluator, 2012)
Learning about Learning, Tennessee Tech Faculty Development (2011)
IDEA training for faculty (2011)
Problem-Based Learning workshop for faculty (2011)
14th Annual Upper Cumberland Safe & Accountable Schools Institute (2011)
QSR International online training for NVivo8 qualitative research software (2010)
Institutional Review Board research workshop (2009)
Effective Management of Student Conduct online training (2009)
Ethics in Research online training (2008)

Additional Experience and Service

Educational travel (organized and supervised student educational travel to England & Scotland, 2005 & 2007; Switzerland, Italy, & France, 2009; England & Ireland, 2011; Germany, Italy, & Switzerland, 2013; London, 2015)
Directed high school theater (2003–2007)
Advised student newspaper and yearbook staffs (2003–2004)
Organized and advised high school chapter of National English Honor Society
Taught middle school after-school enrichment in reading and vocabulary
Organized summer reading program for high school students
Organized school involvement in regional academic competition
Worked with colleagues to align high school and junior high English curriculum
Taught remedial and homebound courses
Founded parents' support group for local school
Spearheaded fundraising for school library book drive
Assisted with planning and fundraising for construction of community library
Managed staff of 15 Associated Press reporters, including scheduling and evaluations
Owned and operated a web-based business