

# Andrew L. Hostetler, Ph.D.

Associate Professor of the Practice of Social Studies Education  
Peabody College of Education at Vanderbilt University  
Department of Teaching and Learning

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## Education

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Ph.D. Curriculum & Instruction – Secondary Social Studies Education (2012)

Kent State University

Dissertation Title: *Understanding the Relationship between Beliefs about Democracy and Practice: How Three Beginning Social Studies Teachers Enact Personal Practical Theories*

Dissertation Director: Alicia R. Crowe, Ph.D.

M.Ed. Educational Administration (2008)

Ashland University

B.S. Integrated Social Studies in Secondary Education (2002)

Kent State University

## Academic Interests

I am a social studies teacher educator committed to understanding the role of democratic theory for promoting the enactment of deep democracy in schools and communities. In my work I value teaching and learning for civic and community engagement with a justice orientation to the knowledge, practices, and discourses of social studies education, its disciplines, and community resources. In particular, I am concerned with how teachers and students engage in substantive discourse and meaningful action related to relevant social, political, or economic issues affecting their communities. Perspectives guiding my work are social justice (critical), community engagement across differences (communal), and reflective decision-making for personal growth (individual).

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## Professional Experience

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Associate Professor of the Practice of Social Studies Education (2018-Present)

Director of Secondary Education (2017-Present)

Vanderbilt University Peabody College of Education and Human Development  
Department of Teaching and Learning

Assistant Professor of the Practice of Social Studies Education (2012-2018)

Vanderbilt University Peabody College of Education and Human Development

Graduate Research Assistant and Teaching Fellow (2010-2012)

Kent State University

College of Education, Health and Human Services

School of Teaching, Learning, and Curriculum Studies

Social Studies Teacher Grades 11-12 (2004-2010)

Louisville High School in Louisville, OH

Social Studies Teacher Grades 9-11 (2002-2003)

James Island Charter High School in Charleston, SC

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## Professional Affiliations

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**National Council for the Social Studies (NCSS)** – Member (2002-Present)

**College and University Faculty Assembly (CUFA) of NCSS** – Member (2008-Present)

**American Educational Research Association (AERA)** – Member (2009-Present)

Division K – Teaching and Teacher Education

Research in Social Studies Education SIG

Self-Study of Teacher Education Practices (S-STEP) SIG

**Tennessee Council for the Social Studies (TCSS)** – Member (2012-Present)

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## Publications

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### Working and In Progress Papers

Lubock, H., **Hostetler, A. L.**, & SLaM. (In Progress). History's a myth: Storytelling with youth to explore local history. [*Journal*], [*volume*(*issue*), pp.].

Type: *National Refereed Journal Article*

Self, L., **Hostetler, A. L.**, & Stengel, B. (In Progress). Designing for difficult discourses: Using simulated encounters in a social studies literacies teacher education course. [*Journal*], [*volume*(*issue*), pp.].

Type: *National Refereed Journal Article*

Shapiro, B., Hall, R., & **Hostetler, A. L.** (Under Review). Reshaping perceptions of physical spaces through CHI. [*Journal*], [*volume*(*issue*), pp.].

Type: *National Refereed Journal Article*

Neel, M., & **Hostetler, A. L.** (Under Review). Responding but not responsive: What can history teacher candidates do? [*Journal*], [*volume*(*issue*), pp.].

Type: *National Refereed Journal Article*

### Journal Articles

Hall, R., Shapiro, B., **Hostetler, A. L.**, Collins, H., Owens, D., Daw, C., Fisher, D., & the Spatial Learning and Mobility (SLaM) Lab. (Accepted with Revisions). Here and then: Learning by making places with digital spatial story lines. *Cognition and Instruction – Learning on the Move Special Issue*, [*Volume*(*Issue*), pgs.].

Type: *International Refereed Journal Article*

**Hostetler, A. L.**, Sengupta, P., & Hollett, T. (2018). Unsilencing critical conversations in social studies teacher education using agent-based modeling. *Journal of Cognition and Instruction*, 36(2), 139-170.

Type: *International Refereed Journal Article*

Clark, D., Tanner-Smith, E., **Hostetler, A. L.**, Fradkin, A., & Polikov, V. (2018). Substantial integration of typical educational games into extended curricula. *Journal of the Learning Sciences*, 27(2), 265-318. DOI: 10.1080/10508406.2017.1333431

Type: *International Refereed Journal Article*

**Hostetler, A. L.**, & Neel, M. (2018). Difficult discourses: How the distances and contours of identities shape challenging moments in political discussions. *Journal of Social Studies Research*, 42(2018), 361-373. DOI: 10.1016/j.jssr.2017.11.002

Type: *National Refereed Journal Article*

Hawley, T. S., & **Hostetler, A. L.** (2017). Self-study as an emergent methodology in career and technical education, adult education and technology: An invitation to inquiry. *International Journal of Adult Vocational Education and Technology*, 8(2), 82-92.

Type: *International Refereed Journal Article*

**Hostetler, A. L.** (2016). Unexplored dogmatism: A collective case study of the pedagogical influence of three beginning social studies teachers' beliefs about democracy. *Journal of Learning for Democracy*, 6(2), 39-58.

Type: *International Refereed Journal Article*

Hawley, T. S., **Hostetler, A. L.**, & Mooney, E. (2016). Reconstruction of the fables: The myth of education for democracy, social reconstruction and education for democratic citizenship. *Critical Education*, 7(4), 1-12.

Type: *International Refereed Journal Article*

McGee, E. O., & **Hostetler, A. L.** (2014). Historicizing mathematics and mathematizing social studies for social justice: A Call for Integration. *Equity & Excellence in Education*, 47(2), 208-229, DOI: 10.1080/10665684.2014.900428

Type: *National Refereed Journal Article*

**Hostetler, A. L.**, Hawley, T. S., Crowe, A. R., Smith, E., Janosko, A., Koppes, L., Sprague, T., Ahlers, L., & Loudin, A. (2013). Self-study of practice as a framework to promote growth in the student teaching experience. *Studying Teacher Education*, 9(2), 187-200. DOI: 10.1080/17425964.2013.808064.

Type: *International Refereed Journal Article*

Crowe, A. R., **Hostetler, A. L.**, & Ashkettle, B. (2013). Democratic interactions in an online setting? Examining high school social studies students' discussions. *Journal of Learning for Democracy*, 5(1), 1-17. Available at <https://ojcs.siue.edu/ojs/index.php/lfd/issue/view/66>

Type: *International Refereed Journal Article*

**Hostetler, A. L.** (2012). In pursuit of democratic practice: Self-study as a democratic approach to teaching social studies, *Journal of Inquiry and Action in Education*, 5(1), Article 5.

Available at <http://digitalcommons.buffalostate.edu/jiae/vol5/iss1/5>

Type: *National Refereed Journal Article*

**Hostetler, A. L.** (2012). Democratic use of blogs and online discussion boards in social studies education. *Social Education*, 76(2), 100-104.

Type: *National Refereed Journal Article*

**Hostetler, A. L.** (2009). Democratic citizenship in a global society: Purposeful use of technology in social studies classrooms. *The Ohio Social Studies Review*, 45(1), 51-58.

Type: *Regional Refereed Journal Article*

### **Book Chapters**

**Hostetler, A. L.**, Hawley, T. S., Jordan, A., Levicky, M., & Mills, G. E. (2018). Co-conspirators and critical friends: Mentorship and collegiality in the social and professional worlds of academia. In D. Garbett, & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy*, pp. 155-162. Hertfordshire: S-STEP.

Type: *Refereed Book Chapter*

Hundley, M., Palmeri, A., **Hostetler, A. L.**, Johnson, H., Dunleavy, T. K., & Self, E. (2018). Developmental trajectories, disciplinary practices, and sites of practice in novice teacher learning: A thing to be learned. In D. Polly, M. Putman, T. M. Petty, and A. J. Good (Eds.), *Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs*, pp. 153-180. Hershey, PA: Information Science Reference by IGI Global.

Type: *Refereed Book Chapter*

Hawley, T. S., **Hostetler, A. L.**, & Chandler, P. (2017). Teaching the Montgomery bus boycott as citizen action for racial and economic justice. In P. Chandler, & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies*. Charlotte, NC: Information Age Publishing.

Type: *Invited Book Chapter*

**Hostetler, A. L.** (2016). Learning in and through practice: A case study of a design-based residency program. In A. R. Crowe and A. Cuenca (Eds.), *Rethinking social studies teacher education for 21st century citizenship*. Dordrecht, The Netherlands: Springer.

Type: *Refereed Book Chapter*

**Hostetler, A. L.**, Crowe, A. R., & Mills, G. (2016). Co-conspirators and critical friends: Navigating tensions in teaching research. In D. Garbett, & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry*, pp. 61-68. Hertfordshire: S-STEP.

Type: *Refereed Book Chapter*

**Hostetler, A. L.**, Crowe, A. R., & Ashkettle, B. (2014). Talking and listening across difference: Teaching democratic citizenship in online discussion spaces. In W. B. Russell (Ed.), *Digital Social Studies*, (pp. 321-344). Charlotte, NC: Information Age Publishing.

Type: *Refereed Book Chapter*

**Hostetler, A. L.** (2010). Self-study's influence on graduate studies and social studies teaching: Bridging intent and action. In Alicia R. Crowe (Ed.), *Advancing Social Studies Education*

*through Self-Study Methodology: The Power, Promise, and Use of Self-Study in Social Studies Education* (pp. 139-156). Dordrecht, The Netherlands: Springer.

Type: *Invited Book Chapter*

Hawley, T. S., Crowe, A. R., Knapp, K. A., **Hostetler, A. L.**, Ashkettle, B. A., & Levicky, M. (2010). I love it when a plan comes together: Collaborative self-study in graduate school as a space to reframe thinking about social studies teaching and teacher education. In Alicia R. Crowe (Ed.), *Advancing Social Studies Education through Self-Study Methodology: The Power, Promise, and Use of Self-Study in Social Studies Education* (pp. 177-196). Dordrecht, The Netherlands: Springer.

Type: *Invited Book Chapter*

### **Conference Proceedings**

Mills, G., **Hostetler, A. L.**, & Hawley, T. S. (2014). Co-conspirators and critical friends: Teaching and learning action research in an era of rapidly developing technologies. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.

Type: *International Refereed Proceedings*

Cuenca, A., Hawley, T. S., & **Hostetler, A. L.** (2014). The tensions of teaching self-study: A cross-institutional self-study of the pedagogy of a methodology. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.

Type: *International Refereed Proceedings*

**Hostetler, A. L.** (2013). The relationship between teachers' conceptions of democracy and the practice of teaching social studies: A collective case study of three beginning teachers. The Annual Conference of the International Society of the Social Studies (ISSS), Orlando, FL. February-March, 2013.

Type: *International Refereed Proceedings*

Hawley, T. S., **Hostetler, A. L.**, Crowe, A. R., Smith, Y., & Ladd, K. (2012). Promoting Purposeful Practice through Collaborative Self-Study: Understanding Individual Rationales for Teaching in Different Contexts. Ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Refereed Proceedings*

**Hostetler, A. L.**, Hawley, T. S., Crowe, A. R., Ahlers, L., Janosko, A., Koppes, L., Loudin, A., Smith, E., & Sprague, T. (2012). Using Self-Study as a Framework to Promote Growth in the Teacher Candidate Student Teaching Experience. Ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Refereed Proceedings*

Hawley, T. S., Crowe, A. R., Knapp, K. A., **Hostetler, A. L.**, Ashkettle, B., & Levicky, M. (2010). Another type of teacher education: Collaborative self-study and the education of experienced teachers. Accepted for the proceedings of the Eighth International Conference on

Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2010.

Type: *International Refereed Proceedings*

### **Book Reviews and Invited Papers**

Manfra, M., Martell, C., Dinkelman, T., **Hostetler, A. L.**, Mayo, J. B., Sequenzia, M., Hawley, T. S., & Crowe, A. R. (2018). A call to action: Practitioners as researchers in the social studies. A White Paper on practitioner research in social studies education. Available at <https://ced.ncsu.edu/wp-content/uploads/2018/12/Practitioner-Research-in-the-Social-Studies-Whitepaper.pdf>

Type: *Invited National White Paper*

**Hostetler, A.** (2016). Against capitalist education: What is education for? By Nadim Bakhshov. *Other Education: The Journal of Educational Alternatives*, 5(1), 101-104.

Type: *Invited International Journal*

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## **Presentations**

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### **International Conference Presentations**

**Hostetler, A. L.**, Hawley, T. S., Jordan, A., Levicky, M., & Mills, G. E. (2018). Co-conspirators and critical friends: Mentorship and collegiality in the social and professional worlds of academia. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. July, 2018.

Type: *International Presentation*

**Hostetler, A. L.**, Crowe, A. R., & Mills, G. (2016). Co-conspirators and critical friends: Navigating tensions in teaching research. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2016.

Type: *International Presentation*

Mills, G., **Hostetler, A. L.**, & Hawley, T. S. (2014). Co-conspirators and critical friends: Teaching and learning action research in an era of rapidly developing technologies. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.

Type: *International Presentation*

Cuenca, A., Hawley, T. S., & **Hostetler, A. L.** (2014). The tensions of teaching self-study: A cross-institutional self-study of the pedagogy of a methodology. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2014.

Type: *International Presentation*

**Hostetler, A. L.** (2013). The relationship between teachers' conceptions of democracy and the practice of teaching social studies. A paper presented at the annual conference of The International Society for the Social Studies (ISSS), Orlando, FL., February-March, 2013.

Type: *International Presentation*

**Hostetler, A. L., & McBride, H.** (2013). Tailoring social studies pedagogy around citizenship in the 21st century. A presentation at the annual conference of The International Society for the Social Studies (ISSS), Orlando, FL., February-March, 2013.

Type: *International Presentation*

Hawley, T. S., **Hostetler, A. L.**, Crowe, A. R., Smith, Y., & Ladd, K. (2012). Promoting Purposeful Practice through Collaborative Self-Study: Understanding Individual Rationales for Teaching in Different Contexts. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Presentation*

**Hostetler, A. L.**, Hawley, T. S., Crowe, A. R., Ahlers, L., Janosko, A., Koppes, L., Loudin, A., Smith, E., & Sprague, T. (2012). Using Self-Study as a Framework to Promote Growth in the Teacher Candidate Student Teaching Experience. A paper presented at the ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England. August, 2012.

Type: *International Presentation*

#### **National Conference Presentations**

Collins, H. E., **Hostetler, A. L.**, & SLaM. (Accepted). “History’s a myth”: Storytelling with youth to explore local history. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Toronto, Canada, April 2019.

Type: *National Presentation*

Hawley, T. S., & **Hostetler, A. L.** (2018). Methods in social studies teacher education. An invited session facilitated at the bi-annual College and University Faculty Assembly of the National Council for the Social Studies retreat, Miami, FL, January 2019.

Type: *Invited National Presentation*

Self, L., **Hostetler, A. L.**, & Stengel, B. (2018). Designing for difficult discourses: Using simulated encounters in a social studies literacies teacher education course. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL, November 2018.

Type: *National Presentation*

Manfra, M., Martell, C., Dinkelman, T., **Hostetler, A. L.**, Mayo, J., Sequenzia, M., Hawley, T. S., & Crowe, A. R. (2018). A call to action: Practitioners as researchers in the social studies. A White Paper on practitioner research in social studies education presented as a symposium at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL, November 2018.

Type: *National Presentation*

**Hostetler, A. L.**, Shapiro, B. R., Lubock, H., Hall, R., Owens, D., Fisher, D., Daw, C., Surovek, C. R., & Spatial Learning and Mobility (SLaM) Lab. (2018). Back in the day: Digital spatial storylines as conceptual practices for learning and preserving local histories. A paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL, November 2018.  
Type: *National Presentation*

Neel, M., & **Hostetler, A. L.** (2018). Responding but not responsive: What can history teacher candidates do? A paper presented at the Annual Conference of the American Educational Research Association (AERA), New York, NY, April, 2018.  
Type: *National Presentation*

**Hostetler, A. L.**, & Peterson, R. (2018). Challenging the civic empowerment gap: Stories of youth community work. A paper presented at the Annual Conference of the American Educational Research Association (AERA), New York, NY, April 2018.  
Type: *National Presentation*

Shapiro, B. R., & **Hostetler, A. L.** (2018). Reshape: A mobility centered learning environment for social studies teachers. A paper presented at the Annual Conference of the American Educational Research Association (AERA), New York, NY, April 2018.  
Type: *National Presentation*

Manfra, M., Crowe, A., Cuenca, A., Dinkelman, T. D., **Hostetler, A. L.**, Levicky, M., Ritter, S., & Ritter, J. (2017). Practitioner Research Contemporary Issues Dialogue. A Contemporary Issues Dialogue (CID) session for the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA, November 2017.  
Type: *National Presentation*

Mathews, S., Boucher, M. L., Deaton, C., Hawley, T. S., **Hostetler, A. L.**, Jones, D., Khalil, D., & Reio, T. (2017). Facilitating a dialogue about the role of emergent methods in social studies education: A contemporary issues discussion. A Contemporary Issues Dialogue (CID) session for the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA, November 2017.  
Type: *National Presentation*

**Hostetler, A. L.**, & Shapiro, B. (2017). All the right moves: Social studies pre-service teachers spatial thinking and mobility in the city. A research paper session for the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA, November 2017.  
Type: *National Presentation*

Neel, M., & **Hostetler, A. L.** (2017). Responsive teaching, and the challenges of novice social studies teachers. A paper presented at the Annual Conference of the American Educational Research Association (AERA), San Antonio, TX, April 2017.  
Type: *National Presentation*



Clark, D., Tanner-Smith, E., **Hostetler, A. L.**, Fradkin, A., & Polikov, V. (2017). Substantial integration of typical educational games into extended social studies curricula. A paper presented at the Annual Conference of the American Educational Research Association (AERA), San Antonio, TX, April 2017.

Type: *National Presentation*

Self, E., Reynolds, D., Pendergrass, E., Johnson, H. J., Hundley, M., **Hostetler, A. L.**, Dunleavy, T. K., & Dotger, B. (2017). Clinical simulations for culturally responsive teaching in disciplinary literacy and methods courses . Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Tampa, FL, March 2017.

Type: *National Presentation*

Hundley, M., Pendergrass, E., Johnson, H., Palmeri, A., **Hostetler, A. L.**, & Stengel, B. (2016). Framing Academic and Disciplinary Language Practices for Pre-Service Teachers. A paper presented at the annual conference of the American Reading Forum (ARF). Sanibel Island, FL, December 2016.

Type: *National Presentation*

Hawley, T. S., **Hostetler, A. L.**, & Chandler, P., (2016). Teaching Economic Justice through the Montgomery Bus Boycott. In P. Chandler and T. S. Hawley (Eds.), Using Inquiry to Teach about Race in Social Studies. A practice session presented at the National Council for the Social Studies (NCSS), Washington DC, November/December 2016.

Type: *National Presentation*

Cuenca, A., **Hostetler, A. L.**, Thacker, E., Castro, A., & Heafner, T. (2016). NCSS National Standards for the Preparation of Social Studies Teachers. We presented the draft national standards for teacher preparation in social studies at two roundtable sessions during the annual conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington DC, November/December 2016.

Type: *National Presentation*

**Hostetler, A. L.**, & Neel, M. (2016). Hanging by a moment: Navigating difficult discourses in social studies classrooms. A paper presented at the annual conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington DC, November/December 2016.

Type: *National Presentation*

**Hostetler, A. L.**, & Sengupta, P. (2016). Critical conversations in social studies classrooms: Leveraging agent based modeling for political discourse and social justice. A paper presented at the annual conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Washington, DC, November/December 2016.

Type: *National Presentation*

**Hostetler, A. L.** (2016). Learning with video in pre-service social studies courses. In Daniels, S., Johnson, H. J., Hostetler, A. L., Hundley, M., Palmeri, A., & Pray, L. Video analysis for

pedagogical sense making among teacher learners across disciplines. A symposium presented at the Annual Conference of the American Educational Research Association (AERA), Washington DC, April 2016.

Type: *National Presentation*

Hundley, M., Johnson, H. J., Stengel, B., **Hostetler, A. L.**, & Dunleavy, T. K. (2016). The challenge of language: Framing academic and disciplinary language practices for pre-service teachers. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Las Vegas, NV, February 2016.

Type: *National Presentation*

**Hostetler, A. L.** (2015). Learning in and through practice: A case study of a design-based residency program. A paper presented in a symposium with A. R. Crowe and A. Cuenca, titled *Rethinking social studies teacher education for 21st century citizenship*, at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, New Orleans, LA, November 2015.

Type: *National Presentation*

**Hostetler, A. L.**, & Hollett, T. S. (2015). Critical cartography: Digital tools for geospatial analysis. A poster presented at the Annual Conference of the National Council for the Social Studies (NCSS), New Orleans, LA, November 2015.

Type: *National Presentation*

**Hostetler, A. L.** (2015). Mediating Purpose and Practice: Relationship-Based Praxis in the Work of Beginning Secondary Social Studies Teachers. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, IL, April 2015.

Type: *National Presentation*

Johnson, H., **Hostetler, A. L.**, Stengel, B., Brantlinger, A., Walkoe, J., Beatriz, Q., Taylor, A., Basile, C., & Singer, N. (2015). Learning in and through practice: Three practice-rich models. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Atlanta, GA., March 2015.

Type: *National Presentation*

**Hostetler, A. L.**, Crowe, A. R., Hawley, T. S., & Levicky, M. (2015). What are you teaching for? Social justice, teacher education, and accreditation. A presentation at the bi-annual national meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Charlotte, NC, January 2015.

Type: *National Invited Presentation*

Pendergrass, E., **Hostetler, A. L.**, McMichael, C., & DeMarkis, D. (2014). Should I teach reading strategies? Stories of preservice teachers' identities, conceptions, and practices of literacy. A paper presented at the Annual Conference of the American Reading Forum (ARF), Sanibel Island, FL, December 2014.

Type: *National Presentation*

**Hostetler, A. L.**, Pendergrass, E., McMichael, C., & DeMarkis, D. (2014). Let the English teachers do it! Literacy identities of teacher candidates. Paper presented at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, Boston, MA., November 2014.

Type: *National Presentation*

**Hostetler, A. L.** (2014). Funds of Knowledge (FoK) for a Deeper Democracy: The Promise of Youth Agency and Civic Engagement. In symposium with Levy, S., Knapp, K., & Shepp, M. Accessing social studies' students funds of knowledge. A symposium presented at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, Boston, MA., November 2014.

Type: *National Presentation*

**Hostetler, A. L.**, Cuenca, A., & Hawley, T. S. (2014). Can Student Teachers do Self-Study Research?: A Cross-Institutional Case Study. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Philadelphia, PA. April 2014.

Type: *National Presentation*

Johnson, H. J., Stengel, B., **Hostetler, A. L.**, Hundley, M., & Sawyer, C. (2014). Learning in and through practice. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Indianapolis, IN., March 2014.

Type: *National Presentation*

Crowe, A. R., Borgerding-Donnelly, L. A., **Hostetler, A. L.**, & Ghosh, R. (2013). Teaching for Democratic Education Through a Methods Course Focused on Science, Technology, and Society. A roundtable paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco, CA, April 2013.

Type: *National Presentation*

Mooney, E., **Hostetler, A. L.**, Hawley, T. S. (2013). Fables of the Reconstruction: A Review of Literature on the 1930s Reconstructionist Perspective. A roundtable paper presented at the Annual Conference of the American Educational Research Association (AERA), San Francisco, CA, April 2013.

Type: *National Presentation*

Stengel, B., Singer-Gabella, M., **Hostetler, A. L.**, Johnson, H. J., Shahan, E., & Hundley, M. (2013). Finding the Sweet Spot: Prepping Candidates for the Teacher Performance Assessment. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Orlando, FL, February-March 2013.

Type: *National Presentation*

Stengel, B., Singer-Gabella, M., Peterson, R., Johnson, H. J., Shahan, E., **Hostetler, A. L.**, & Hundley, M. (2013). Teacher education: Filter or pump. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Orlando, FL, February-March 2013.

Type: *National Presentation*

Crowe, A. R., Borgerding, L., **Hostetler, A. L.**, & Ghosh, R. (2012). Learning to teach through a science technology and society methods course: A study with preservice teachers. Paper presented at the Annual Conference of the College and University Faculty Assembly (CUFA) of NCSS, Seattle, WA, November 2012.

Type: *National Presentation*

Crowe, A. C., Borgerding, L., **Hostetler, A. L.**, & Ghosh, R. (2012). Science-technology-society: Teaching for democratic citizenship with socioscientific issues. Presentation at the Annual Conference of the National Council for the Social Studies (NCSS), Seattle, WA., November 2012.

Type: *National Presentation*

**Hostetler, A. L.** (2012). Perspectives on democracy in education as a framework for understanding teachers' beliefs. A paper presented at the Annual Conference of the American Educational Research Association (AERA), Vancouver, B.C, April 2012.

Type: *National Presentation*

### **State and Regional Conference Presentations**

**Hostetler, A. L.**, Dozier, E., & Hardison, C. (2017). The genre of a movement: The Role of Folk and Spiritual Music in the Civil Rights Movement. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Memphis, TN, March 2015.

Type: *State Presentation*

Lawrence, B., Neel, M., & **Hostetler, A. L.** (2017). Using Media Analysis to Teach Literacy Rich History. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Memphis, TN, March 2015.

Type: *State Presentation*

Perkins, H., Willis, S., Neel, M., & **Hostetler, A. L.** (2016). Geographic literacy in social studies: Mapping history through mobility. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Cool Springs, TN, March 2016.

Type: *State Presentation*

**Hostetler, A. L.**, Merrifield, N., & Hardison, C. (2016). Mapping Music and the Civil Rights Movement. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Cool Springs, TN, March 2016.

Type: *State Presentation*

**Hostetler, A. L.**, & Sengupta, P. (2015). Toward a more authentic decision-making: reading agent-based models as text. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Memphis, TN, March 2015.

Type: *State Presentation*

Herrin, R., Konrad, J., **Hostetler, A. L.**, & Regan, P. (2014). Who speaks?: Identity, allies and inclusive classrooms within standards-based social studies curriculum. A practitioner

presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Gatlinburg, TN, March 2014.

Type: *State Presentation*

**Hostetler, A. L. & Frederick, M. C. (2013).** Teaching literacy in social studies with the “Who Speaks for the Negro?” primary source digital archive. A practitioner presentation at the annual conference of the Tennessee Council for the Social Studies (TCSS), Cool Springs, TN, March 2013.

Type: *State Presentation*

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## University Teaching

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### Courses Taught

Since 2017 **Professor, Learning In and Out of Schools: Education in the Community** (EDUC 7100) – Vanderbilt University, Department of Teaching and Learning; Summer Module II: 2017, 2019. This course engages students in the exploration of the various perspectives and practices associated with cultivating learning in the community and the purposes of education as a part of the education of young people across both in and out of school settings.

Since 2016 **Professor, Education for Citizenship In and Out of Schools** (EDUC 3890/7500) – Vanderbilt University, Department of Teaching and Learning; Maymester 2016. This special topics course engages students in the exploration of the various perspectives and practices associated with cultivating civic and citizenship as a part of the education of young people across both in and out of school settings.

Since 2015 **Professor, Teaching as a Social Practice** (EDUC 7500) – Vanderbilt University, Department of Teaching and Learning; Fall 2015. This is a special topics course for graduate students seeking a Master’s degree in the Learning and Instruction program from Peabody College at Vanderbilt University. Students engage in reading research, discussing, collaborative and individual work exploring the work of teaching with a deep consideration of the historical and contemporary contexts shaping teaching as a collection of practices.

Since 2014 **Professor, Classroom Ecology** (EDUC 6310) – Vanderbilt University, Department of Teaching and Learning; Summer 2014, Spring 2015; Summer 2015; Summer 2017; Summer 2019. This is a required course for graduate students seeking a Master’s of Education and licensure in secondary education from Peabody College at Vanderbilt University. Students engage in reading research, discussing, collaborative and individual design of classroom environments with attention to planning, assessing learning, management, and local and national contexts.

Since 2014 **Professor, Analysis of Teaching** (EDUC 3170) – Vanderbilt University, Department of Teaching and Learning; Spring 2014. This is a required course for

graduate students seeking a Master's of Education in Learning and Instruction degree from Peabody College at Vanderbilt University. Students engage in reading research, discussing, collaborative and individual assessment of learning, around designing and deploying tools for analyzing teaching and learning in classroom setting.

- Since 2014 **Professor, Introduction to Literacies in the Social Studies** (SSED 3320/7330) – Vanderbilt University, Department of Teaching and Learning; Fall 2014, Fall 2018; Fall 2019. This is a required course for students seeking licensure in the state of Tennessee. Students engage in reading research, discussing, and completing assessments that develop and demonstrate a deepening capacity to engage learners in the practices (use of tools of inquiry and representation) of the social science disciplines (e.g. History, Political Science, Psychology, Sociology, Economics, and Geography).
- Since 2013 **Professor, Human Geography** (SSED 3260/6240) – Vanderbilt University, Department of Teaching and Learning; Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019. This is a required course for students seeking licensure in the state of Tennessee. Students engage in reading research, discussing, and completing assessments that develop and demonstrate a deepening understanding of spatial thinking and how to teach spatial thinking with a citizenship and civic action focus.
- Since 2013 **Professor, Inquiry Into Contexts** (EDUC 7810) – Vanderbilt University, Department of Teaching and Learning; Spring 2013, Spring 2014, Spring 2015, Spring 2016 (two sections), Spring 2017, Spring 2018, Spring 2019. This is a required course for students pursuing a Master's of Education degree. Students engage with research that first addresses epistemological and ontological perspectives in teacher/practitioner research and then moves to research methods to support growth in practice within a variety of contexts depending on student needs and interests.
- Since 2013 **Professor, Student Teaching Seminar: Secondary and Internship Seminar Secondary** (SSED 4963/7973) – Vanderbilt University, Department of Teaching and Learning, Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019, Spring 2020. This required course for Undergraduate and Graduate students seeking licensure in secondary social studies education accompanies and debriefs the student teaching experience.
- Since 2012 **Professor, Teaching Social Studies in Secondary Schools and Advanced Teaching Social Studies in Secondary Schools** (SSED 3370/6370) – Vanderbilt University, Department of Teaching and Learning, Fall 2012, Fall 2013, Fall 2014, Fall 2016, Fall 2017, Fall 2018, Fall 2019. This is a required course for Undergraduate and Graduate students who seek licensure in the area(s) of social studies education. This course encourages learning about the planning cycle and

applying concepts and ideas from theoretical, conceptual, and empirical research to practice through planning, reflection, and decision-making.

Since 2012 **Professor, Practicum in Secondary Education III** (SSED 3371/6371) – Vanderbilt University, Department of Teaching and Learning, Fall 2012, Fall 2013, Fall 2014, Fall 2016, Fall 2017. This is a required course for Undergraduate and Graduate students who seek licensure in the area(s) of social studies education. This course accompanies and debriefs field experience the semester prior to student teaching with a focus on assessment and learning through observation drawing heavily on empirical research in the fields of teaching and social studies education.

### **Advising and Mentoring Students**

2013-Present **Academic Advisor for Undergraduate and Professional (M.Ed.) Students.** – Vanderbilt University, Fall 2013 began my advising responsibilities as a second year faculty member. I currently advise 25 undergraduate students and 14 M.Ed. students.

2017-2018 **Major Area Paper (MAP) and Dissertation Committee**, Benjamin Shapiro, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Rogers Hall.

2016-2017 **Major Area Paper (MAP) and Dissertation Committee**, Jennifer Kahn, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Rogers Hall.

2015-2016 **M.Ed. Thesis Director**, Jon Turner, M.Ed. Candidate, Vanderbilt University, Peabody College, Department of Teaching and Learning. I served as a director of thesis for Mr. Turner from fall of 2015 to fall of 2016.

2013-2015 **Major Area Paper (MAP) and Dissertation Committee**, Tyler Hollett, Doctoral Candidate, Vanderbilt University, Department of Teaching and Learning in Peabody College. This committee was chaired by Professor Kevin Leander.

2014 **Summer Academic Advisor**, Vanderbilt University, Summer 2014. I served as a summer advisor to support incoming undergraduate students for the fall 2014 semester. Responsibilities included communicating regularly with incoming students about their fall course schedules, applied transfer credits, and important dates and reminders.

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## **Service**

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### **Service to Professional Field**

2018-2022 (Under Review) **Advisory Board Member**, NSF STEM Grant titled “STEM+C+Society: Partnering with teachers to design inquiry activities for professional development.” Dr. Ayush, Gupta, PI, University of Maryland.

- 2017-Present **International Advisory Board for Studying Teacher Education**, a journal of self-study of teaching and teacher education practices. Amanda Berry, Royal Melbourne Institute Australia, Julian Kitchen, Brock University, and Tom Russell, Queens University, Canada, Editors.
- 2017-Present **Editorial Board Member, Social Issues in Education Book Series, Information Age Publishing**. Ongoing responsibilities are to advise the series editors and to serve as a reviewer when manuscripts related to my areas of expertise are submitted. Todd S. Hawley, Ph.D., Kent State University, Series Editor.
- 2017-Present **Editorial Board Member, Teaching Critical Themes in American History Book Series, Peter Lang Publishing**. Ongoing responsibilities are to advise the editors and serve as a reviewer when manuscripts related to my areas of expertise are submitted. Caroline Pryor, Ph.D., Southern Illinois University, Jason Stacy, Ph.D., Erik Alexander, Ph.D., Char Johnson, and James Mitchell, Ph.D. Series Editors.
- 2013-Present **Editorial Board Member, *Journal of Contemporary Issues in Technology and Teacher Education-Social Studies (CITE)***. Ongoing responsibilities are to serve as a reviewer when manuscripts related to my areas of expertise are submitted. Gary Marks, Ph.D.; Executive Director, SITE—Society for Information Technology and Teacher Education.
- 2014-Present **Writing and Implementation Team for the National Social Studies Teaching Standards**, National Council for the Social Studies (NCSS). I served as one of six total co-authors on the writing committee for the National Social Studies Teaching standards aligned with the common core, Social Studies C3, and CAEP accreditation standards for teacher education. Responsibilities included at least eight workgroup meetings in Washington, D.C. over three years and additional outside writing and reviewing as needed. We produced the National Standards that many social studies programs will use to align for CAEP accreditation and SPA reports, and developed the plans, resources, assessment samples, and other supports necessary for implementation.
- 2015 **Discussant, Paper Session: Self-Study in the Schools**, SSTEP SIG of the American Educational Research Association (AERA). The annual meeting of the AERA, Chicago, IL, April 2015.
- 2014 **Discussant, Paper Session: Teacher Education in Social Studies**, College and University Faculty Assembly of the National Council for the Social Studies (CUFA/NCSS). The annual meeting of CUFA/NCSS, November 2014.

***Reviews for Professional Conferences***

- 2017 **Reviewer, CASTLE XII Conference (SSTEP Sig – AERA)**



I reviewed two proposals submitted for the Bi-Annual International Conference to be held in July of 2018.

Type: *International Conference*

- 2016 **Reviewer, American Educational Research Association (AERA) Annual Conference.** I reviewed seven papers proposed to the Self-Study of Teaching and Teacher Education Practices (S-STEP) SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in San Antonio, TX, April, 2017.  
Type: *National Professional Conference*
- 2015 **Reviewer, CASTLE XI Conference (SSTEP Sig – AERA)**  
I reviewed three proposals submitted for the Bi-Annual International Conference to be held in August of 2016.  
Type: *International Conference*
- 2015 **Reviewer, American Educational Research Association (AERA) Annual Conference.** I reviewed six papers and two sessions proposed to the Self-Study of Teaching and Teacher Education Practices (S-STEP) SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in Washington, DC, April, 2016.  
Type: *National Professional Conference*
- 2015 **Reviewer, National Council for the Social Studies (NCSS) Annual Conference.**  
I reviewed thirteen presentation proposals to present at the annual professional conference of the National Council for the Social Studies (NCSS) to be held in New Orleans, LA. November, 2015.  
Type: *National Professional Conference*
- 2015 **Reviewer, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference.** I reviewed six papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in New Orleans, LA, November, 2015.  
Type: *National Professional Conference*
- 2014 **Reviewer, American Educational Research Association (AERA) Annual Conference.** I reviewed seven papers proposed to the Self-Study of Teacher Education Practices (S-STEP) SIG and ten papers proposed to the Social Studies Research in Education SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in Chicago, IL, April, 2015.  
Type: *National Professional Conference*
- 2014 **Reviewer, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference.** I reviewed eight

papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in Boston, MA, November, 2014.

Type: *National Professional Conference*

2014 **Reviewer, *National Council for the Social Studies (NCSS) Annual Conference.***  
I reviewed eleven presentation proposals to present at the annual professional conference of the National Council for the Social Studies (NCSS) to be held in Boston, MA. November, 2014.  
Type: *National Professional Conference*

2013 **Reviewer, *CASTLE X Conference (SSTEP Sig – AERA)***  
I reviewed one proposal submitted for the Bi-Annual International Conference to be held in August of 2014.  
Type: *International Conference*

2013 **Reviewer, *American Educational Research Association (AERA) Annual Conference.*** I reviewed eight papers proposed to the Self-Study of Teacher Education Practices (S-STEP) SIG and five papers proposed to the Democratic Citizenship in Education SIG, for presentation at the annual professional conference of the American Educational Research Association (AERA) to be held in Philadelphia, PA, April, 2014.  
Type: *National Professional Conference*

2013 **Reviewer, *College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Annual Conference.*** I reviewed six papers proposed for presentation at the annual professional conference of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) to be held in St. Louis, MO, November, 2013.  
Type: *National Professional Conference*

2013 **Reviewer, *National Council for the Social Studies (NCSS) Annual Conference.***  
I reviewed two presentation proposals to present at the annual professional conference of the National Council for the Social Studies (NCSS) to be held in St. Louis, MO, November, 2013.  
Type: *National Professional Conference*

#### ***Reviewer for Peer Reviewed Journals***

Since 2018 **Reviewer, *Theory and Research in Social Education***, Wayne Journell, University of North Carolina, Greensboro, Editor in Chief. I reviewed two manuscripts for this journal (spring 2018, fall 2018).

Since 2017 **Reviewer, *Critical Education***. E. Wayne Ross, University of British Columbia, Executive Editor. I reviewed two manuscript for this journal (fall, 2017; March, 2018).

- Since 2017 **Reviewer, *Cognition and Instruction***. Kevin O'Neil, San Francisco University, Executive Editor. I reviewed two manuscripts for this journal (October, 2017; March, 2018).
- Since 2017 **Reviewer, *Journal of Social Studies Research***. William Russell, University of Central Florida, Editor. I reviewed two manuscripts for this journal (September, 2017; December, 2017; October, 2018; December 2018; January 2019).
- Since 2017 **Reviewer, *American Educational Research Association (AERA) OPEN Journal***. Mark Warschauer, Editor in Chief. I reviewed one manuscript for this journal (May, 2017).  
Type: *National Journal*
- Since 2017 **Reviewer, *American Educational Research Journal (AERJ)***. Assoc. Editor, Melissa Grasalfi, Ph.D. Vanderbilt University, Nashville, TN, USA and Editor, Sadhana Puntambekar, Ph.D. I reviewed one manuscript for the journal (January, 2017).  
Type: *National Journal*
- Since 2016 **Reviewer, *Demography***. Editors, John D. Iceland, Stephen A. Matthews, and Jennifer Van Hook, Penn State University, University Park, USA. I have reviewed two manuscripts for the journal (January, 2016; December, 2016).  
Type: *National Journal*
- Since 2012 **Reviewer, *Georgia Social Studies Journal***. Editor, Jennifer Hauver James, Ph.D., Associate Professor of Social Studies Education, University of Georgia. I reviewed one manuscripts for this related to issues of Active Citizenship and Democratic Education in Social Studies Teacher Education (May, 2012; February, 2013; October, 2016).  
Type: *Regional Journal*
- Since 2016 **Reviewer, *Educational Theory***. Managing Editor, Joyce Atkinson, University of Illinois. I reviewed one manuscript for the journal (September, 2016).  
Type: *National Journal*
- Since 2015 **Reviewer, *The Journal of Curriculum Theorizing (JCT)***. Editor, Roland Mitchell, Ph.D. I reviewed two manuscripts for the journal (April, 2015; March, 2016).  
Type: *National Journal*
- Since 2012 **Reviewer, *The Journal of Curriculum Studies (JCS)***. General Editor, Stefan Hopmann, University of Vienna, Austria. I have reviewed four manuscripts for the journal (May, 2012; September, 2013; March, August, 2014).  
Type: *International Journal*

- Since 2013 **Reviewer, *Education and Culture***. Editor, David Granger, Ph.D., I reviewed one manuscript for publication. (September, 2013).  
Type: *National Journal*
- Since 2012 **Reviewer, *Digital Social Studies***. *An edited volume by William Russell, Ph.D., University of Central Florida*. As a part of my obligations to this volume as a contributing author I reviewed one chapter during the blind review process.  
December, 2012  
Type: *Edited Book*
- Since 2012 **Reviewer, *The Journal of the Research Center for Educational Technology***. Guest Editor, Alicia R. Crowe, Ph.D., Associate Professor of Social Studies Education at Kent State University. I reviewed three manuscripts for the special issue on technology in social studies education.  
Type: *National Journal*

### ***Mentoring and Collegiality in the Field***

- 2015-2016 **Faculty Mentor, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS)** mentorship program through the Graduate Student Forum. Mentee doctoral students and candidates are paired with faculty members from other institutions who share similar scholarly interests. Our goals are to offer support in the socialization into the field of social studies education through email contact, assistance with revising conference proposals and manuscripts for publication, and networking support.
- 2014 **Facilitator, Guest Faculty Workshop: edTPA Implementation and Support for New Faculty**. I planned and led an hour-long session with visiting faculty from TN and GA universities on mentoring new faculty through teacher education programs implementing edTPA. March, 2014.
- 2013-2014 **Expert Panel Participant for Dissertation and Mentoring, Holly McBride, Doctoral Candidate, University of South Florida**. I served on Holly McBride's expert panel and continued mentoring activities throughout the 2013 and 2014 years. This expert panel consisted of three faculty from outside of her university to work with her dissertation research design and writing as a way to build trustworthiness in the study and develop a stronger mentoring relationship in the field of social studies education.
- 2012-2013 **Faculty Mentor, College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS)** mentorship program through the Graduate Student Forum. Mentee doctoral students and candidates are paired with faculty members from other institutions who share similar scholarly interests. Our goals are to offer support in the socialization into the field of social studies education through email contact, assistance with revising conference proposals and manuscripts for publication, and networking support.

2013 **Invited Panelist, Social Studies Teacher Education Roundtable Discussions.** Hosted by LaGarret King, Ph.D., Clemson University, on September 5<sup>th</sup> for his course titled *Current Literature in Social Studies Teaching*. I participated in roundtable discussions with colleagues in social studies teacher education from across the country including: Linda Levstik, University of Kentucky; Will Gaudelli, Teachers College at Columbia. We used distance technology to discuss themes that included but were not limited to syllabus preparation, tensions with students, field placement issues, topics that worked and faltered, major gaps in social studies teacher education, research with students, and theoretical vs. practical approaches to teacher preparation.

### **Service to the University, College, and Department**

2019-Present **Faculty Member for the GEO Steering Committee**, Vanderbilt University Global Education Office. I serve as a member of the steering committee for Vanderbilt GEO to support the development of study abroad programming. This will begin in the spring 2019.

2017-Present **Director of Secondary Education**, Peabody College of Education and Human Development at Vanderbilt University. I serve in an administrative and leadership capacity for the Secondary Education undergraduate and M.Ed. degree programs that when completed lead to a recommendation for teacher licensure in a grades 6-12 subject area. In this capacity I work closely with about 150 students and about 25 faculty members who teach courses in the program.

2017-Present **Faculty Committee Member, Council on Teacher Education**, a college level committee organized to address issues and national leadership efforts in teacher education, Chaired by Amanda Van Doorn, Director of the Office of Teacher Licensure, Peabody College of Education, Vanderbilt University.

2016-Present **Faculty VUceptor**, I served as a faculty partner with a Vanderbilt University undergraduate student to facilitate and mentor a Visions group. Visions is the orientation program and curriculum for incoming first year undergraduate students and meets weekly between move in day and Thanksgiving break. Fall 2016, Vanderbilt University.

2016-Present **Faculty Committee Member, DTL Diversity and Inclusion**, a department level committee organized to look at challenges and generate recommendations for improving diversity and inclusion among students and faculty. Chaired by Professor Robert Jimenez, Department of Teaching and Learning, Peabody College of Education, Vanderbilt University.

2015-Present **Faculty Reviewer, Global Summer Fellows Committee (GSF)**, Vanderbilt University Global Education Office (GEO). I served as a faculty reviewer for thirteen scholarship applicants to the GSF program through GEO; Spring 2015, Spring 2016, Spring 2017, Spring 2018.

- 2014-Present **Honor Council Faculty Advisor**, Vanderbilt University. Responsibilities included acquiring and developing a working knowledge of the student run honor code judiciary process and serving on several small and large panels each year as an advisor for the student review boards.
- 2019 **Co-Chair, Visions Curriculum Review Committee**, Vanderbilt University, Office of the Dean of the Ingram Commons. In the spring 2019 semester a student co-chaired and I led the Visions curriculum review committee. As a result of our committee work substantial revisions to the Visions first year orientation program were made for the 2019-2020 academic year.
- 2018-2019 **Practice of Social Foundations Faculty Search Committee**, Department of Teaching and Learning, Peabody College, Vanderbilt University. I served on this search committee from fall 2018 through spring 2019.
- 2018-2019 **Chair, Faculty Promotion Review Committee**, from spring 2018 to spring 2019 I served as chair of the mentor committee for Dr. Kris Neal's promotion from Lecturer to Senior Lecturer.
- 2015-2018 **Faculty Committee Member, Faculty Advisory Council on International Education (FACIE)**, Vanderbilt University, Office of Global Education and Vice Provost for Learning and Residential Affairs. This committee makes recommendation for reviewing existing Study Abroad programs and consideration of new programs with an emphasis in 2015-2016 on defining and including "immersion-ready" programs for Vanderbilt students.
- 2016-2017 **Humphrey Fellows Faculty Advisor**, I served as a faculty advisor for a Humphrey Fellow from the South Sudan studying at Peabody College at Vanderbilt University. In this role I served to advise and support one Humphrey Fellow for the year.
- 2014-2015 **Elective Learning Practice Faculty Search Committee**, Department of Teaching and Learning, Peabody College, Vanderbilt University. I served on this search committee from fall 2014 through spring 2015.
- 2014-2015 **Interim Co-Director of Secondary Education**, Peabody College at Vanderbilt University, Department of Teaching and Learning. Responsibilities included gathering, organizing, and interpreting data for Screening I, Screening II, and the Master's of Education Capstone project.
- 2014 **Co-Facilitator, Common Core State Standards Presentation**, Peabody College Counseling programs. Emily Pendergrass, Ph.D. and I will present a 60-minute mini-workshop with counseling faculty and graduate students exploring the ways they might support teachers in schools in light of CCSS. (2014, January).

2013 **Facilitator, Debriefing and Brainstorming Curricula Related to the Film La Camioneta: The Journey of One American School Bus with MNPS Teachers.** An invited afternoon workshop (2013, June) through the Vanderbilt University Center for Latin American Studies, Claire P. Gonzalez, Asst. Director for Outreach.  
Type: *Invited Local University*

2013 **Guest Lecture, Introduction to Qualitative Research Methods** An invited presentation to M.Ed. students in a qualitative research course (EDUC 3900). I presented on action research (2013, March). Rich Milner, Ph.D., Professor.  
Type: *Invited Local University*

### **Service to Community and Schools**

2014-Present **Co-Chair, Committee for Programming and Educational Outreach with the National Museum of African American Music (NMAAM).** I am co-chairing a committee that will design programming and educational outreach for teachers, students, and community members. Other committee members include Norman Merrifield, Co-Chair; Crystal Hardison, NMAAM; Local Curriculum Coordinators from MNPS schools, as well as musicologists and curators. In this role I am liaison to a sub-committee of the Museum Board on Education, Chaired by President Fisher (Belmont University). Nashville, TN, January 2014 – Present.  
Type: *National Museum Organization*

2017-Present **Co-Facilitator, National Museum of African American Music (NMAAM) Teacher Workshop.** I co-planned and co-facilitated a two-day long workshop with middle Tennessee teachers to explore the perspectives and resources of the NMAAM and relevant places to African American Cultural Heritage in Nashville (Jefferson Street, Fisk, and the 4<sup>th</sup> Ave Music District site). Together we worked to familiarize ourselves with these resources and develop instructional approaches and curricular materials to use in classrooms. Nashville, TN, June 2017; June 2018.  
Type: *National Museum Teacher Institute*

2018 **Presenter, Tennessee Legislature Joint Committee on Education,** at the invitation of the sponsor of a residency grant funding bill for high needs schools, Mr. John Ray Clemens, I presented on the benefits of teacher residencies with colleague Heather J. Johnson, Ph.D. August, 2018.  
Type: *State Advocacy*

2016 **Co-Facilitator, Teaching Literacy in Social Studies.** Colleague Emily Pendergass, Ph.D. and I developed and facilitated a full day professional development experience for Williamson County middle and high school social studies teachers. June 2, 2016.  
Type: *Invited Local School District*

- 2015-2016 **Facilitator, Reflective Teaching in Adult Education.** I planned and led a one-hour session at the Tennessee Department of Education Adult Education Conference held at the Nashville Public Library in Summer 2015, Summer 2016.  
Type: *Invited Presentation*
- 2015 **Consulting Expert, Employing Persons with Intellectual and Physical Disabilities.** I worked with a local Human Geography Teacher to bring pre-service teachers and high school students together to map employment opportunities, mobility, and assets to support improving employment for people with disabilities in the Nashville area (Wedgewood Houston and surrounding neighborhoods). The small grant funded project was led by Nancy Nolan, M.Ed., N.C.C., Adjunct Instructor, Counseling and Psychology at Vanderbilt University.  
Type: *Invited Consult for a Grant Funded University Project*
- 2015 **Facilitator, Youth Civic Engagement in Nashville.** At the monthly meeting of directors of youth programs for OASIS Youth Outreach Center. I presented ethnographic research conducted with four of the programs and led discussion and planning sessions regarding the outcomes and implications for program development and the future of youth civic engagement in Nashville, TN.  
Type: *Invited Local Organization*
- 2013 **Facilitator, Teaching the civil rights movement with the *Who Speaks for the Negro?* digital archive.** In cooperation with the Warren Center for the Humanities I organized and conducted a workshop for Nashville area social studies teachers, Nashville, TN, February, 2013.  
Type: *Local University/School District Workshop*

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## Grants

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### Public

- 2018-2019 **PI for National Endowment for the Humanities (NEH) Exhibition planning grant.** With Helen Lubock, Visiting Scholar, and the SLaM research lab we collaborated with Jefferson Street Sound Office, Nashville Public Library, Tennessee State Museum, Tennessee State University faculty, and Fisk University faculty to apply for a planning grant to develop two permanent (minimum 3 years) exhibit installations where the public can use artifacts and digital tools to develop local history stories for guided tours and public display.  
  
Submitted: \$75,000 (Under Review)  
Status:
- 2018-2020 **Co-PI for Tennessee Department of Education Residency Model Grant with Metro Nashville Public Schools.** We collaborated with MNPS as a partner to get a planning grant to develop a teacher residency model. Co-PI's include: Barb Stengel (PI) from Vanderbilt University and Sharon Pertiller (Co-PI) and Lisa Spencer (Co-PI) from MNPS.



Submitted: \$999,964.00  
Status: Unfunded

2017-2019 **Co-PI for Tennessee Department of Education Planning Grant with Metro Nashville Public Schools.** We collaborated with MNPS as a partner to get a planning grant to develop a teacher residency model across elementary and secondary education. Co-PI's include: Barb Stengel, Anita Wager, Heather Johnson from Vanderbilt University and Deborah Story, Merrie Clark, and Sharon Pertiller from MNPS.

Submitted: \$15,914.30  
Status: Funded; Invited to Submit Full Grant Application  
Awarded: \$15,914.30

2016-2018 **Co-PI for National Science Foundation (NSF) Cyberlearning Grant, Rogers Hall, Lead-PI.** I worked with colleagues (Rogers Hall, PI and doctoral students, Ben Shapiro and Jennifer Kahn, in the Department of Teaching and Learning, and Dave Owens, Faculty in Owens College of Business) to develop and submit an NSF proposal for studying learning related to creating digital spatial story lines (DSSLs). Led by Prof. Rogers Hall, my role included developing partnership opportunities with local schools and thinking through design, as well as teaching a human geography course in teacher education in the department where several connecting threads and opportunities to work with and collect data emerged. We partnered with the Nashville Public Library, Country Music Hall of Fame, and Pearl Cohn High School.

Status: Funded  
Awarded: \$500,000+

### **Internal Competitive Grants**

2013-2015 **Peabody Small Research Grant.** This internal small grant was awarded to support the efforts of Emily Pendergrass, Ph.D. and Andrew Hostetler, Ph.D. as we investigate the cross-content literacy identities of teacher candidates in our secondary education programs. This grant was awarded in 2013 and extended to support our work through the 2015 calendar year.

Submitted: \$6,292.95  
Status: Funded  
Awarded: \$6,292.95