

## VITA

### **Biographical Information**

Name: Fanni Liu Coward

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Languages: Mandarin Chinese; English; intermediate-level in Taiwanese

### **Education**

1997-2002                    **Ph.D.**, Educational Psychology, University of Texas, Austin, TX

Specialized Area: Learning, Cognition, & Instruction

1994-1996                    **M. A.**, Educational Studies, The Ohio State University, Columbus, OH

Specialized Area: Second/Foreign Language Education

1990-1994                    **B. A.**, English, Tamkang University, Taipei, Taiwan

### **Awards & Honors**

- Lawrence Schovanec Teaching Development Scholarships, Texas Tech University, 2016, \$1500
- Member of TTU Teaching Academy, Texas Tech University, 2015.
- Nominated for the Established Investigator Award, Division I-Education in the Professions, American Educational Research Association, 2014.
- Winner of College of Education Excellence in Undergraduate Teaching Award, 2014.
- Winner of the Alumni Association's New Faculty Award, Texas Tech University, 2013, \$500.
- Winner of College of Education New Faculty Award, Texas Tech University, 2012.

- Best paper by the Established Investigator Award, Division I-Education in the Professions, American Educational Research Association, 2011.
- Winner of UAH Foundation Distinguished Teaching Award, 2007, \$2,500.
- Selected counselor for outstanding service and dedication by Kappa Delta Pi, an international honor society in education, 2005.

### **Research Interests**

My research interests center around the interaction of psychological factors in adult learners. With this focus in mind, I am currently involved in research projects that are related to the three following areas in the context of learning and teaching, and STEM education:

Teacher Identity & Teacher Education

Diversity

Multimedia Learning

### **Refereed Publications**

Chang, R. & **Coward**, F.L. (2015). More recess time, please! *Kappan*, 97(30), 14-17.  
DOI:10.1177/0031721715614822

**Coward**, F. L., Hamman, D., Johnson, L., Lambert, M., Indiatsi, J., & Zhou, L. (2015). Centrality of enactive experiences, framing, and motivation to student teachers' professional identity development. *Teaching Education*, 26(2), 196-221. DOI: 10.1080/10476210.2014.996741

Jones, S., Taylor, C., & **Coward**, F.L. (2013) Through the looking glass: An autoethnography of the perceptions of race and institutional support in the tenure process. *The Qualitative Report*, 18 (29), 1-16.

Hamman, D., **Coward**, F. L., Johnson, L., Lambert, M., Zhou, L., & Indiatsi, J. (2013) Teacher possible selves: How thinking about the future contributes to the formation of professional identity. *Self and Identity*, 13(3), 307-336. DOI: 10.1080.15298868.2012.671955.

Cheon, J., **Coward**, F.L., Song, J., & Lim. S. (2013). Factors predicting pre-service teachers' adoption of Web 2.0 technologies. *Research in the Schools*, 19(2), 17-29.

**Coward**, F. L., Matteson, S. M., & Hamman, D. (2012). A case study of teacher identity development in middle level student teachers. *Middle Grades Research Journal*, 7(4), 31-42.

- Hamman, D., **Coward**, F. L., & Zaier, A. (2012). Exploring the relation among teachers, school experiences and adolescents' efficacy for engineering studies. *The Texas Forum of Teacher Education*, 2, 142-161.
- Matteson, S.M., Ganesh, B.S., **Coward**, F.L., & Patrick, P. (2012). Middle level preservice mathematics teachers' mental representations of classroom floor plans. *Teaching Education*, 23(4), 429-450.
- Coward**, F. L., Crooks, S. M., Flores, R., Dao, D. (2012). Examining the effects of gender and presentation mode on learning from a multimedia presentation. *GÉNEROS-Multidisciplinary Journal of Gender Studies*, 1(1), 48-69.
- Coward**, F.L. & Brown, D. (2011). How pre-service teachers' beliefs and assumptions about diverse students change through their reflection on a study-buddy program. *Kansas Teacher Education Advocate*, 19 (2), 7-16.
- Flores, R., **Coward**, F.L., & Crooks, S. (2011). Examining the influence of gender on the modality effect. *Journal of Educational Technology System*, 39(1), 87-103.
- Coward**, F.L. & Miller, P.C. (2010). Navigating the graduate seminar discussion: A qualitative analysis of international students' experiences. *International Journal of Communication*, 4, 1013-1031. (available online at <http://ijoc.org>)
- Coward**, F. L., Robinson, D. H., & Hsu, C. (2004). The role of cultural background in using adjunct displays. *Research in the Schools*, 11, 35-41.
- Reed, J. H., & **the D-Team**. (2003). Intellectual, motivational, textual, and cultural considerations in teaching and learning with computer-mediated discussion. *Journal of Research on Technology in Education*. (Note: member of the D-Team)
- Coward**, F.L. & Schallert, D. L. (2001). Encountering seminar culture in American classrooms. *Advising Quarterly, Summer*, 57. (Note: was also included in the Regional Education Advising Coordinator July 2003 packet, which is part of publication by the Bureau of Educational and Cultural Affairs in U.S. Department of State.)

### **Book Chapters**

- Coward**, F.L. (2014). Becoming an American without losing my Chinese identity. In W. Ma & C. Wang (Eds.). *Learner's privilege & responsibility: A critical examination of the experiences and perspectives of learners from Chinese backgrounds in the United States* (pp.235-250). Charlotte, NC: Information Age Publishing Inc.
- Coward**, F.L. & Jacob, S. (2012). Research Writing Team as a form of mentoring graduate students. In S. Myers & C. Anderson (Eds.). *Dimensions in mentoring: A continuum of*

*practice from beginning teachers to teacher leaders* (pp.167-179). Rotterdam, the Netherlands: Sense Publishers.

### **Manuscripts In Progress**

**Coward, F.L.**, Flores, R, Crooks, S. M., & Isidro, M. Considering learning styles preferences when learning from a multimedia presentation.

**Coward, F.L.**, Brown, D., Hamman, D., & Lechtenberger, D. Can professional identity incline new special-education candidates toward attrition?

Wei, S., Burley, H., & **Coward, F. L.** The effects of teacher characteristics on student mathematics achievement: A meta-analysis.

### **Refereed Conference Presentations**

Miller, P.C. & **Coward, F.L.** (2014, October). Bridging the gap between international and non-International students. Paper accepted for the Joint Annual Conference of American Educational Studies Association and International Association of Intercultural Education, Toronto, Canada.

**Coward, F.L.** (2014, April). Understanding a Chinese international student's experience through identity framework. Paper presented for the annual meeting of the Chinese American Educational Research and Development Association, Philadelphia, PA.

**Coward, F.L.**, Hamman, D., Brown, D., & Lechtenberger, D. (2014, April). Can professional identity incline new special-education candidates toward attrition? Paper presented for the annual meeting of the American Educational Research Association, Philadelphia, PA.

**Coward, F.L.**, Wei, S., Stock, G., & Hamman, D. (2014, March). Patterns in ratings of instructional competency: Comparison of candidate and supervisor Evaluation. Paper presented for the annual meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.

Liu, X., Chang, R., & **Coward, F.L.** (2013, February). Recess time: Do we need it? Paper presented for the annual meeting of the Southwest Educational Research Association, San Antonio, TX.

**Coward, F.L.** Wei, S., & Hayes, A. (2012, November). Patterns in ratings of instructional competency: comparison of candidate and supervisor feedback. Paper presented for the annual meeting of the CREATE Research Conference on Teacher Education, San Antonio, TX.

- Coward, F.L., Ridley, D.S., & Hamman, D.** (2012, June). International comparisons of teacher preparation practices: An example of TEP reform in Texas. Paper presented for the annual meeting of the TxATE, Austin, TX.
- Okungu, P., **Coward, F.L.**, Odongo, G., Lechtenberger, D., Brown, D., & Hamman, D. (2012, February). Motivational characteristics of special education student teachers. Paper presented for the annual meeting of the Association of Teacher Educator, San Antonio, TX.
- Coward, F. L., Crooks, S., & Flores, R.** (2011, April). Examining the influence of gender on multimedia presentation mode. Paper presented for the annual meeting of the American Educational Research Association, New Orleans, LA.
- Coward, F. L., Hamman, D., Lambert, M., Johnson, L., Indiatsi, J., & Zhou, L.** (2011, April). An integrative model of new teachers' confirmation and renegotiation of professional identity. Paper presented for the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hamman, D., **Coward, F. L.**, Johnson, L., Lambert, M., Zhou, L., & Indiatsi, J. (2011, April). How new teachers regulate learning to teach: The role of possible selves. Paper presented for the annual meeting of the American Educational Research Association, New Orleans, LA.
- Johnson, L. E., **Coward, F. L.**, Hamman, D., Lambert, M. C., Indiatsi, J., & Zhou, L. (2011, February). Using a model of identity development to guide reflection. Paper presented for the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- Lambert, M., **Coward, F. L.**, Hamman, D., Johnson, L., Indiatsi, J., & Zhou, L. (2011, February). The subject positions of elementary-level pre-service teachers. Paper presented for the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- Coward, F. L., Hamman, D., Lambert, M., Johnson, L., Indiatsi, J., & Zhou, L.** (2011, February). An integrative model of new teachers' confirmation and renegotiation of professional identity. Paper presented for the annual meeting of the Association of Teacher Educator, Orlando, FL.
- Flores, R., **Coward, F.L.**, & Crooks, S. (2010, Oct.). Examining the influence of gender on the modality effect. Paper presented for the International Convention of the Association for Educational Communications and Technology, Anaheim, CA.
- Hamman, D., & **Coward, F.** (2010, June). Development of new teachers' identity: Reconsidering the importance of leadership during the practicum semester. Paper Presented for the Lubbock ISD Summer Leadership Institute, Lubbock, TX.

- Coward, F. L., Zaier, A., & Hamman, D.** (2010, May). Influence of school and family on STEM career choice: A qualitative look at contextual variables. Paper presented for the annual meeting of the American Educational Research Association, Denver, CO.
- Hamman, D., **Coward, F. L., Zaier, A & Fontenot, D.** (2010, May). Exploring the effect of teachers and school experiences on adolescents' choice of engineering careers. Paper presented for the annual meeting of the American Educational Research Association, Denver, CO.
- Zaier, A., Hamman, D., & **Coward, F. L.** (2010, Feb.). High schools and college students' perceptions of schools and teachers' impact on choice of engineering careers. Paper presented for the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- Coward, F.L. & Brown, D.** (2007, April). How pre-service teachers' beliefs and assumptions about diverse students change while participating in a study-buddy program. Paper presented for the annual meeting of the American Educational Research Association, Chicago, IL.
- Coward, F.L. & Brown, D.** (2006, Nov.). Participating in a study-buddy program: An analysis on how pre-service teachers' beliefs and assumptions about diverse students change. Paper presented at the annual meeting of the Mid-South Educational Research Association, Birmingham, AL.
- Coward, F.L. & Schallert, D. L.** (2005, Nov.). Intercultural communication in graduate seminars: The experience of international students "doing discussions". Paper presented for the annual meeting of the Mid-South Educational Research Association, Baton Rouge, LA.
- Schallert, D. L., Reed, J. H., and **the D-Team.** (2003, April). Topic constraints, student motivation, and cultural considerations in teaching and learning with CMD: Tempering enthusiasm with reality. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (**Note: member of the D-Team**)
- Coward, F.L., Bera S.J., Robinson, D.H. & Hsu, C.H.** (2002, Feb.). The role of cultural background on the processing of adjunct displays. Paper presented at the 3rd annual meeting of the Southwest Educational Research Association , Austin, TX.
- Reed, J. H., Boardman, A. G., **Coward, F. L., Beth, A., Benton, R. E., Dodson, M. M., Schallert, D. L.** (2001, December). Perceptions of psychological engagement when technology enters the classroom. Paper presented at the 51th annual meeting of the National Reading Conference, San Antonio, TX.
- Schallert, D. L., Reed, J. H., Dodson, M. M., Benton, R. E., Boardman, A. G., Amador, N. A., **Coward, F. L., Beth, A.** (2001, April). What does it mean to be psychologically engaged

in an electronically-mediated classroom discussion? Paper presented at the 82nd annual meeting of the American Educational Research Association, Seattle, WA.

**Coward**, F.L. & Schallert, D. L. (2001, March). Encountering American culture in seminar classrooms. Paper presented at the 12th annual meeting of the Teaching Academic Survival Skills Conference, Palm Beach, FL.

Amador, N. A., Benton, R. E., **Coward**, F. L., Dodson, M. M., Fleeman, B. G., Gould, A. M., Reed, J. H., Schallert, D. L. (1999, December). Negotiating cultural boundaries: The discourse practices of a multicultural classroom engaged in oral and written (CMC) discussion. Paper presented at the 49th annual meeting of the National Reading Conference, Orlando, FL.

Schallert, D. L., Dodson, M. M., Benton, R. E., Reed, J. H., Amador, N. A., Lissi, M. R., **Coward**, F. L., Fleeman, B. G. (1999, April). Conversations that lead to learning in a computer age: Tracking how individuals make sense of socially shared classroom conversations. Paper presented at the American Educational Research Association 80<sup>th</sup> annual meeting, Montreal, Canada.

Schallert, D. L., Benton, R. E., Dodson, M. M., Reed, J. H., Amador, N. A., **Coward**, F. L., Fleeman, B. G. (1998, December). Exploring the tension between individual and social constructions of knowledge in text-based on-line classroom discussions: Interconnections among reading, writing, and talk. Paper presented at the 48th annual meeting of the National Reading Conference, Austin, TX.

Schallert, D. L., Benton, R. E., Dodson, M. M., Amador, N. A., Lissi, M. R., Reed, J. H., **Coward**, F. L. (1998, December). Individual cognition and social construction of discourse in CMC classroom discussion. Paper presented at the 4th annual Conference of Conceptual Structures of Discourse and Language (CSDL), Atlanta, GA.

### **Professional Affiliations**

- American Educational Research Association (AERA), Member, 1998-present.  
Member, Division C (Learning and Instruction), 1998-2010.  
Member, Division K (Teaching and Teacher Education), 2011-2013.  
Member, Division I (Professional Education) 2014-present.
- American Association of Colleges for Teacher Education (AACTE), Member, 2014-2016.
- Chinese American Educational Research and Development Association (CAEDA), Member, 2014-2015.
- Texas Educational Intervention Research Collaborative (TEIRC), Member, 2012-2015.

- Association of Teacher Educator (ATE), Member, 2009-2013.

### **Funded Research & Service**

- U.S. Department of Education. Susan Myer (Director). Project REAL-Evaluation (2009).
- Texas Council for Developmental Disabilities. DeAnn Lechtenberger (Director). Project IDEAL- Research (2010-2011).

### **Grant Activities**

- Texas Tech University: Office of the Provost. (June 2015, granted) Innovations In Student Success & Retention Grant. Fanni Coward (PI), Scott Ridley (Co-PI). (\$20,000)
- National Science Foundation (January 2011, rejected). Cyberlearning: Transforming Education (NSF 10-620). EXP: Advancing preservice teachers' knowledge of assessment with adaptive web-based training. Fethi Inan (PI), Doug Hamman, Yuanlin Zhang, & Fanni Coward (Co-PIs). (\$550,000).
- U.S. Department of Education: Office of Postsecondary Education. (April 2010, rejected). Language Resource Centers (84.229A). West Texas Center for Chinese Studies. Paul Reece-Miller (PI), Fanni Coward (Co-PI) and Doug Hamman (Co-PI). (\$1,359,961).
- Texas Tech University: College of Education. (March 2010, granted). Research Grant. Fanni Coward (PI). (\$3,000).
- University of Alabama in Huntsville. (May 2004, granted). Instructional Mini-Grant. Fanni Coward (PI). (\$1,550).

### **Certification**

Certified TEAM Observer, National Institute for Excellence in Teaching, 2011-2014.

### **Teaching Positions Held**

**Associate Professor**, Department of Teacher Education, Texas Tech University, 2015-present. Teaching two of the Social and Behavioral Science Core Curriculum courses (EPSY 2301: iGeneration: learning and living on the internet and EDCI 2301: The Educative Effective: Why American K-12 education really matters); Teaching a graduate course (EPSY 5331: Human Development); Mentoring and supervising graduate students' independent studies and dissertations; Serving governance committees.



**Assistant Professor (tenured)**, Department of Curriculum and Instructions, Texas Tech University, 2009-2015. Taught Schooling and the Adolescent and Instructional Theory & Design for Adolescent Learners; Mentoring and supervising graduate students' independent studies and dissertations; Serving governance committees; Site Coordinator.

**Visiting Assistant Professor**, Department of Curriculum and Instructions, Texas Tech University, 2008-2009. Taught Schooling and the Adolescent and Adolescent Development: Applications for Middle-Level Classrooms.

**Adjunct Professor**, Department of Educational Psychology and Leadership, Texas Tech University, Spring, 2008. Taught Cultural Foundations of Education.

**Assistant Professor (tenure-track)**, Department of Education-Teacher Education Program, University of Alabama in Huntsville, 2004-2007. Taught Human Development, Educational Psychology, Educational Evaluation & Measurement, Contributions of Psychology to Education, and Internship (Supervised student teachers in public elementary schools and high schools); Served on governance committees.

**Instructor**, Department of English, University of Alabama in Huntsville, 2002-2004. Taught English as a Second language (ESL classes): Listening & Speaking I, Listening & Speaking II, and Listening & Speaking III.

**Instructor**, Department of Educational Psychology, University of Texas at Austin, 1999-2001. Taught EDP 310: Individual Learning Skills: An undergraduate course that teaches undergraduate students strategic learning and serves as a collegiate retention program.

**Teaching Assistant**, Department of East Asia Studies, University of Texas at Austin, 1997-1999. Taught Second-year Chinese to American college students.

**Chinese Teacher**, Inlingua School of Languages, Austin, TX, 1996-1997. Taught Chinese to American professionals.

**Teaching Assistant**, Department of East Asia Studies, Ohio State University, Columbus, OH, 1995. Taught Beginning-level Chinese to American college students.

**English Teacher**, Stanford Children Learning Center, Taipei, Taiwan, 1993-1994. Taught Beginning-level English to 4th, 5th, and 6th grade Taiwanese students.

### **Teaching Interests**

iGeneration: Living and Learning on the Internet

The Educative Effect: Why American K-12 Education Really Matters

Educational Psychology

Assessment

Instructional Theories & Designs

## **Directed Student Learning**

Dissertation:

- Meredith Bell (2015-present): An Exploration of Teacher Practices and the Science Self-Efficacy of High School Students (Chair)
- Courtney Gann (2015-present): STEM Teaching Strategies, Educational Activities, and the Role of the Parent in Homeschool Families with High School Students (Committee Member)
- Jason Skelton (2014-2015): Development of A Measure on Instructional Coaching in Teacher Education Programs (Committee Member)
- Steven Chesnut (2014-2015): The Development of the Achievement Gap During Early Childhood: Trends in Head Start (Committee Member)
- Yanlin Wang (2014-2015): Applying the Modality Principle and Cognitive Load Theory to Facilitate Chinese Character Learning via Multimedia Instruction (Committee Member)
- Shih-Hsuan Wei (2012-2013): The Effect of Teacher Characteristics on Student Mathematics Achievement (Chair) (graduated in May 2013)
- Charlotte Krizman (2011-2013): The Relationship Between Teachers' Self-efficacy Belief and Parental Involvement Practices: A mixed Methods Study (Committee Member)
- Leah Johnson (2011): Positive Behavior Support and Academic Achievement: Using Growth Modeling to Examine Change (Committee Member)
- Yongjun Dan (2010-2011): Examining the Mediating Effect of Learning Strategies on the Relationship Between Student History Interest and Learning outcomes (Committee Member)

Leader of Research Teams (comprised of graduate students at the College of Education):

- Teacher Identity Research Team (2009-2012): 2 faculty and 4 graduate students
- Project Ideal Research Team (2010-2012): 3 faculty and 2 graduate students
- Recess Research Team (2012-2013): 1 faculty and 2 graduate students

Advising:

- Jacqueline Fernandez- Doctoral Level (2016-present)

- Janice Mak- Doctoral Level (2016-present)
- Meredith Bell-Doctoral Level (2015-present)
- Jean Pounder-Doctoral Level (2015-present)
- Mario Isidro-Doctoral Level (2013-present)
- Linnie Greenless- Doctoral Level (2012)
- Dan Dao-Doctoral Level (2010-2011)

Masters Comprehensive Exam Committee:

- Michal Shannon Pruske (EDCI: Spring, 2013)
- Crystal Moore (EDCI: Spring, 2013)
- Katie Hancock (EDCI: Fall 2012)
- Kylie Schaefer (EDCI: Summer 2012)
- Yuanhua Wang (EDCI: Summer 2012)
- Matthew Robinson (EDCI: Summer 2012)
- Hanna Barley (EDCI: Spring, 2012)
- Melanie Barker (EDCI: Spring, 2012)

**Service**

Department:

- Member of Faculty Search Committee for the Department of Teacher Education at College of Education, Texas Tech University. (2015-present)
- Guest Speaker at student orientation for the STEM graduate program at College of Education, Texas Tech University. (July 2014)
- Member of Admission Review Committee for the graduate program of Curriculum Studies and Teacher Education at College of Education, Texas Tech University. (2009-2014)
- Member of Program Admission Committee for the Ph.D. online program of Curriculum Studies and Teacher Education at College of Education, Texas Tech University. (2012-2013)
- Lead writer of the reformed course proposal of EDSE 4310 (i.e. EDSE 4315) in Secondary Education Program at the College of Education, Texas Tech University. (2011-2013)
- Affiliate Member of the Graduate Faculty, Texas Tech University. (2008-present)

## College:

- Promotion & Tenure Committee, College of Education, Texas Tech University. (2015-2018)
- Lead writer of the two course proposals for Social and Behavioral Sciences Core Curriculum, College of Education, Texas Tech University. (2011-2014)
- Member of Faculty, Staff, and Student Human Resources Committee, College of Education, Texas Tech University. (2011-2014)
- Guest Speaker for the Junior Faculty Mentorship meetings, College of Education, Texas Tech University. (October, 2013)
- Member of Scholarship Committee at College of Education, Texas Tech University. (2009-2010)

## University:

- Co-Chair of Social and Behavioral Sciences Core Curriculum Committee, Texas Tech University. (2014-present)
- Provost's Task Force on Student Retention and Success, Texas Tech University. (2014-present)
- Member of Convocations Committee, Texas Tech University. (2011-present)
- Guest Speaker for the Graduate Student Advisory Council, Texas Tech University. (2013-present)
- Member of Social and Behavioral Sciences Core Curriculum Committee, Texas Tech University. (2012-2013)
- Member of Faculty Senate Nomination Committee, Faculty Senate, Texas Tech University. (2013)
- Member of Faculty Senate, Texas Tech University. (2011-2013)
- Panelist for Asian/Asian American Issues, Department of History, Texas Tech University. (January, 2012)
- Judge for the Annual Graduate Student Research Poster Competition, Texas Tech University. (2011-2012)

- Member of Academic Program Committee, Faculty Senate, Texas Tech University. (2011-2012)

Professional:

- Reviewer for the journal of *Teaching and Teacher Education*. (2015-present)
- Secretary for Texas Educational Intervention Research Collaborative (TEIRC, formerly TERA). (2012-2013)
- Reviewer for American Educational Research Association-Division K. (2011-2012)
- Guest Speaker for Education Department at the Purdue University North Central. (May, 2012)
- Co-Coordinator for TERA (Texas Education Research Association): a pilot project for inter-institutional graduate research collaboration. (2010-2012)
- Reviewer for the journal of *Educational Psychology Review*. (2008-2010)

**Funded Professional Service**

**Coward, F.L.** (2007). Tutoring. Training Workshop for Southern Educational Service, Madison, AL.

**Coward, F.L.** (2006). Tutoring. Training Workshop for Southern Educational Service, Madison, AL.

**Coward, F.L.** (2006). Second Language Learners. Professional Training Workshop for Heritage Elementary School in Madison, AL.

**Participation in Special Trainings**

- International Baccalaureate Professional Development (May 2015)
- Star Teacher Selection Interview, The Haberman Educational Foundation, INC. (June, 2014)
- Nvivo Workshop- A qualitative data management system, QSR International Inc. (August, 2013)
- Region 17<sup>th</sup> Inclusion Institute: A focus on co-teaching, Region 17<sup>th</sup> Lubbock Education Service Center, Lubbock, Texas. (October, 2012)

- TAP rubric certification Training, College of Education, Texas Tech University. (December, 2011)
- SMART Summit (SMART Board Workshop), Lubbock ISD. (May, 2010)
- C-Scope 101(Core Content Teachers) Workshop, Lubbock ISD. (April, 2010)
- Professional Development Presentation by Dr. Harry Wong on Classroom Management, Huntsville ISD. (June, 2006)
- Professional Development Workshop for Mentoring and Assessing Teacher Candidates- Education Department-UAH. (Feb, 2006)