



Curriculum Vita
Laura Isbell, PhD
Fall 2013- Spring 2021

Current Appointment:

Instructor: Associate Professor, Interim Department Head

Academic Department: Curriculum and Instruction

Contact Information:

Laura Isbell, PhD

Office Phone: 903-886-5413

University Email Address: laura.isbell@tamuc.edu

Faculty Web Page Address: [//faculty.tamuc.edu/isbell/](http://faculty.tamuc.edu/isbell/)

Campus Address:

Texas A&M-Commerce University

Department of Curriculum & Instruction

Sowers Education South # 204

2600 Neal St.

Commerce, TX 75429-3011

Areas of Specialization:

Response to Intervention

Curriculum development & design

Teachers' pre-service and in-service professional development

Special education curriculum and concerns

Teacher Preparation

Teacher and teaching quality

Certifications:

Generalist Grades EC-4, SBEC-Texas

Special Education Grades EC-12, SBEC-Texas

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| EDUCATION |
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Ph.D. Curriculum & Instruction, Minor in Special Education

University of North Texas

2013

Denton, TX

Major: Curriculum & Instruction

Minor: Special Education with Emotional and Behavioral Disorders

Dissertation: Secondary Teachers Concerns About Response to Intervention: Using the Concerns-Based Model

Master's of Business Administration
University of Texas at Dallas 2007
Richardson, TX
Major: Business Administration
Minor: Strategic Management

Master's of Business Administration- Study Abroad
European School of Economics
International Studies and Business Ethics 2006
Lucca, Italy

Bachelor of Science
University of North Texas 2004
Denton, TX
Major: Interdisciplinary Studies
EC-6 certification and EC-12 Special Education certification

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| PROFESSIONAL EXPERIENCE |
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Spring 2021- present Associate Professor, Curriculum & Instruction
Interim Department Head, Curriculum & Instruction
Texas A & M-Commerce, Commerce, TX
Department of Curriculum & Instruction

Summer 2019- present Associate Professor, Curriculum & Instruction
Assistant Department Head, Curriculum & Instruction
Texas A & M-Commerce, Commerce, TX
Department of Curriculum & Instruction

Fall 2013-Spring 2019 Assistant Professor, Curriculum & Instruction
Texas A & M-Commerce, Commerce, TX
Department of Curriculum & Instruction

Responsibilities include: teaching undergraduate teaching courses, Masters curriculum & instruction course, being a liaison to interns and residents, serving on department committees, serving on masters committee, attending and presenting at national and regional conferences, and participating in scholarly research.

Fall 2009-Spring 2013 Graduate Assistant, Department of Teaching Education and Administration, University of North Texas

Responsibilities included: Cadre Coordinator for Pre-service

Teachers in Frisco ISD, Fall 2010-Spring 2013; Teaching Fellow (Instructor of Record) for EDEE 3320, Introduction to Teaching, and EDEE 4330, Science Methods; Teaching Assistant for EDEC 3613, Fall 2012-Spring 2013; In addition, assistance with the following: research projects of Dr. Mary Harris, development of new curriculum and seminar course for EC-6 program, creation of Doctoral Handbook for Curriculum and Instruction Program, creation of Mentor Teacher Handbook and Mentor Teacher Modules

Fall 2008- Fall 2009 IBM, Curriculum Re-structuring Team for New Hires, Internal Sales Specialist, Coppell, TX
Fall 2004- Summer 2008 Elementary Education Teacher, 4th grade, Plano Independent School District, Plano, TX.

COURSES TAUGHT

Summer 2020, Texas A&M University- Commerce

EDCI 519 RTI Applied to Exceptional Learners

Summer 2019, Texas A&M University- Commerce

ELED 538 Classroom Management for Teachers (Summer I)

Spring 2019, Texas A&M University- Commerce

ELED 437 Intg Lrn: Math, Science, & Tech FB

ELED 447.51E Teacher Inquiry Projects Field Based

ELED 447.52E Teacher Inquiry Projects Field Based

EDCI 519 RTI Applied to Exceptional Learners

Fall, 2018, Texas A&M University Commerce

ELED 300 Introduction to Teaching

ELED 437- 52E Intg Lrn: Math, Science, & Tech FB

ELED 437- 53E Intg Lrn: Math, Science, & Tech FB

ELED 443 Classroom Management Field Based

EDCI 519 Response to Intervention

Summer 2018, Texas A&M University-Commerce

EDCI 519 Response to Intervention (Summer I)

EDCI 538 Classroom Management for Teachers (Summer I)

EDCI 514 Management & Curriculum Development for Diverse Learners (Summer II)

EDCI 519 Response to Intervention (August-mini)

Spring 2018, Texas A&M University Commerce

ELED 300 Introduction to Teaching

ELED 437 Intg Lrn: Math, Science, & Tech FB

ELED 447 Teacher Inquiry Projects Field Based

ELED 519 RTI Applied to Exceptional Learners

Fall 2017, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 437 Intg Lrn: Math, Science, & Tech FB
ELED 443 Classroom Management Field Based

Summer 2017, Texas A&M University-Commerce

EDCI 519 Response to Intervention (Summer I)
EDCI 538 Classroom Management for Teachers (Summer I)
EDCI 514 Management & Curriculum Development for Diverse Learners (Summer II)
EDCI 519 Response to Intervention (August-mini)

Spring 2017, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 437 Intg Lrn: Math, Science, & Tech FB
ELED 447 Teacher Inquiry Projects Field Based
ELED 519 RTI Applied to Exceptional Learners

Winter-mini 2017, Texas A&M University-Commerce

ELED 519 Response to Intervention (Winter-mini)

Fall 2016, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 437 Classroom Management Field Based
ELED 452 Student Teaching Field Based

Summer 2016, Texas A&M University-Commerce

EDCI 514 Management & Curriculum Development for Diverse Learners (Summer I)
EDCI 597 Response to Intervention (Summer I)
EDCI 514 Management & Curriculum Development for Diverse Learners (Summer II)
EDCI 519 Response to Intervention (August-mini)

Spring 2016, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 437 Intg Lrn: Math, Science, & Tech FB
ELED 447 Teacher Inquiry Projects Field Based
ELED 519 RTI Applied to Exceptional Learners

Fall 2015, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 443 Classroom Management Field Based
ELED 447 Teacher Inquiry Projects Field Based
ELED 452 Student Teaching Field Based
ELED 545 Issues in Developing Elementary Curriculum

Summer 2015, Texas A&M University-Commerce

EDCI 538 Classroom Management (Summer I)
EDCI 597 Response to Intervention (Summer I)
EDCI 514 Management & Curriculum Development for Diverse Learners (Summer II)
EDCI 597 Response to Intervention (August-mini)

Spring 2015, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 447 Teacher Inquiry Projects (two sections)
ELED 452 Campus Supervisor/Liaison Residents
ELED 545 Issues in Developing Elementary Curriculum

Winter-mini 2015, Texas A&M University-Commerce

ELED 597 Response to Intervention (Winter-mini)

Fall 2014, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 437 Science, Technology & Math in a Field-Based Setting
ELED 437 Social Studies in a Field-based setting
ELED 545 Issues in Developing Elementary Curriculum

Summer 2014, Texas A&M University-Commerce

EDCI 597 Response to Intervention (May-Mini)
EDCI 545 Issues in Developing Elementary Curriculum (Summer I)
EDCI 538 Classroom Management (Summer I)
EDCI 597 Response to Intervention (Summer II)
EDCI 597 Response to Intervention (August-Mini)

Spring 2014, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 452 Student teaching Field-based ; Campus liaison two campuses (eight students)
EDCI 545 Issues in Developing Elementary Curriculum

Fall 2013, Texas A&M University-Commerce

ELED 300 Introduction to Teaching
ELED 437 Science, Technology & Math in a Field-Based Setting
ELED 437 Science, Technology & Math in a Field-Based Setting
ELED 545 Issues in Developing Elementary Curriculum

Summer 2013, University of North Texas

EDRE 4870 Cross Cultural Literacy

Fall 2009-Spring 2013, University of North Texas

EDEE 3320 Introduction to Teaching
EDEE 4330 Science Methods
EDEC 3613 Introduction to Early Childhood

EVALUATIONS

Summer 2020, Texas A&M University- Commerce

ELED 519 RTI Applied to Exceptional Learners 4.725

Instructor Average

Summer 2019, Texas A&M University- Commerce

EDCI 538- Classroom management for Teachers (Summer I)

Instructor Average

4.65

Spring 2019, Texas A&M University- Commerce

Instructor Average

ELED 437 Intg Lrn: Math, Science, & Tech FB

5.00

ELED 447.51E Teacher Inquiry Projects Field Based

5.00

ELED 447.52E Teacher Inquiry Projects Field Based

4.37

ELED 519 RTI Applied to Exceptional Learners

4.79

Fall, 2018, Texas A&M University Commerce

Instructor Average

ELED 300 Introduction to Teaching

4.95

ELED 437- 52E Intg Lrn: Math, Science, & Tech FB

5.00

ELED 437- 53E Intg Lrn: Math, Science, & Tech FB

5.00

ELED 447 Teacher Inquiry Projects

4.88

EDCI 519 Response to Intervention

4.88

**** New Evaluation System (5 highest; 1 lowest)**

| Summer 2018, Texas A&M University-Commerce | Instructor Average |
|-------------------------------------------------------|---------------------------|
| EDCI 519 Response to Intervention (Summer I) | 1.42 |
| EDCI 538 Classroom Management for Teachers (Summer I) | 1.30 |
| EDCI 514 Mngmt & Cur. Div. Lrns (Summer II) | NA |
| EDCI 519 Response to Intervention (August-mini) | NA |

| Spring 2018, Texas A&M University Commerce | Instructor Average |
|-------------------------------------------------------|---------------------------|
| ELED 300 Introduction to Teaching | 1.00 |
| ELED 437 Intg Lrn: Math, Science, & Tech FB | 1.33 |
| ELED 447 Teacher Inquiry Projects Field Based | 1.20 |
| ELED 519 RTI Applied to Exceptional Learners | 1.44 |

| Fall 2017, Texas A&M University-Commerce | Instructor Average |
|-----------------------------------------------------|---------------------------|
| ELED 300 Introduction to Teaching | 1.03 |
| ELED 437 Intg Lrn: Math, Science, & Tech FB 52E | 1.66 |
| ELED 437 Math, Science, Tech FB 51E | 1.04 |
| ELED 443 Classroom Management Field Based | 1.29 |

| Summer 2017, Texas A&M University-Commerce | Instructor Average |
|-------------------------------------------------------|---------------------------|
| EDCI 519 Response to Intervention (Summer I) | NA |
| EDCI 538 Classroom Management for Teachers (Summer I) | NA |
| EDCI 514 Mngmt & Cur. Div. Lrns (Summer II) | 1.19 |
| EDCI 519 Response to Intervention (August-mini) | NA |

| Spring 2017, Texas A&M University-Commerce | Instructor Average |
|-------------------------------------------------------|---------------------------|
| ELED 300 Introduction to Teaching | 1.22 |
| ELED 437 Intg Lrn: Math, Science, & Tech FB | 1.03 |
| ELED 447 Teacher Inquiry Projects Field Based | 1.16 |
| ELED 519 RTI Applied to Exceptional Learners | NA |

| Winter-mini 2017, Texas A&M University-Commerce | |
|------------------------------------------------------------|----|
| EDCI 519 Response to Intervention (Winter-mini) | NA |

| Fall 2016, Texas A&M University-Commerce | Instructor Average |
|-----------------------------------------------------|---------------------------|
| ELED 300 Introduction to Teaching | NA |
| ELED 437 Classroom Management Field Based | 1.02 |
| ELED 452 Student Teaching Field Based | 1.04 |

| Summer 2016, Texas A&M University-Commerce | Instructor Average |
|-------------------------------------------------------|---------------------------|
| EDCI 514 Mngmt & Cur. Div. Lrns (Summer I) | 1.00 |
| EDCI 519 Response to Intervention (Summer I) | NA |
| EDCI 514 Mngmt & Cur. Div. Lrns (Summer II) | 1.23 |
| EDCI 519 Response to Intervention (August-mini) | NA |

| Spring 2016, Texas A&M University-Commerce | Instructor Average |
|-------------------------------------------------------|---------------------------|
| ELED 300 Introduction to Teaching | 1.06 |

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|--------------------------------------------------------|---------------------------|
| ELED 437 Intg Lrn: Math, Science, & Tech FB | 1.33 |
| ELED 447 Teacher Inquiry Projects Field Based | 1.21 |
| ELED 519 RTI Applied to Exceptional Learners | NA |
| Fall 2015, Texas A&M-Commerce | Instructor Average |
| ELED 300 Introduction to Teaching | 1.02 |
| ELED 437 Teacher Inquiry Projects Field Based | 1.32 |
| ELED 452 Student Teaching Field Based | NA |
| ELED 545 Issues in Developing Elementary Curriculum | NA |
| Summer 2015, Texas A&M University-Commerce | Instructor Average |
| EDCI 538 Classroom Management (Summer I) | 1.24 |
| EDCI 597 Response to Intervention (Summer I) | 1.18 |
| EDCI 514 Mngmt & Cur. Dev.for Diverse Lnrs (Summer II) | 1.14 |
| EDCI 597 Response to Intervention (August-mini) | NA |
| Spring 2015, Texas A&M-Commerce | Instructor Average |
| ELED 300 Introduction to Teaching | 1.52 |
| ELED 447 Teacher Inquiry Projects | 1.09 |
| ELED 452 Campus Supervisor/Liaison Residents | 1.07 |
| ELED 545 Issues in Developing Elementary Curriculum | 1.05 |
| Winter 2014, Texas A&M University-Commerce | Instructor Average |
| ELED 597 Response to Intervention (Winter-mini) | NA |
| Fall 2014, Texas A&M University-Commerce | Instructor Average |
| ELED 300 Introduction to Teaching | 1.22 |
| ELED 437 Intg Lrn:Math,Sci & Tech FB | 1.10 |
| ELED 438 Intg Lrn: Soc St FB | 1.09 |
| ELED 545 Issues in Developing Elementary Curriculum | 1.01 |
| Summer 2014, Texas A&M University-Commerce | Instructor Average |
| EDCI 597 Response to Intervention (May-Mini) | 1.3429 |
| EDCI 545 Issues in Dev. Elem. Cur. (Summer I) | 1.0222 |
| EDCI 538 Classroom Management (Summer I) | 1.0222 |
| EDCI 597 Response to Intervention (Summer II) | 1.1600 |
| EDCI 597 Response to Intervention (August-Mini) | 1.0222 |
| Spring 2014, Texas A&M University-Commerce | Instructor Average |
| ELED 300 Introduction to Teaching | 1.0857 |
| EDCI 545 Issues in Developing Elementary Curriculum | 1.0857 |
| ELED 452 Student Teaching FB | 1.82 |
| Resident Evaluation of Liaison | 1.27 |
| Fall 2013, Texas A&M-Commerce | Instructor Average |
| ELED 300 Teaching and Learning | 1.2756 |

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| ELED 437 Intg Lrn: Math, Sci & Tech FB | 1.00 |
| ELED 545 Understanding by Design | 1.19 |

Annual Evaluation Report

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| 2013 Overall Composite Rating | 1.07 |
| 2014 Overall Composite Rating | 1.05 |
| 2015 Overall Composite Rating | 1.05 |
| 2016 Overall Composite Rating | 1.06 |
| 2017 Overall Composite Rating | 1.04 |

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| THESIS AND DISSERTATION COMMITTEES |
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Co-Advisor, Master's Curriculum & Instruction

2015-2019

70+ Masters Students (MED), Co-Advisor

Doctoral:

Daren Cole, PhD Educational Leadership (Defense Fall 2019)

Rhonda Pickup, EdD Curriculum & Instruction (Defense Fall 2018)

Tyrance Barnett, PhD Educational Leadership (Proposal defense Fall 2018)

Melissa McCarthy, PhD, Counseling Department (Proposal defense Fall 2017)

Eura Robinson, PhD Candidate Educational Leadership (defended scheduled Fall 2017)

Tammy Willis, PhD Candidate Counseling (defense scheduled Summer/Fall 2017)

Audrey Robinson, PhD Candidate Counseling (thesis Fall 2014)

Masters:

Roderick Goudy, MEd Candidate Special Education (defense Fall 2014)

Aidee Rubio, MEd Candidate Counseling (defense Fall 2017)

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| PUBLICATIONS |
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Refereed

Isbell, L., Dixon, K.V., Sanders, A (2019). Arming Teachers for School Safety: Providing Clarity for State Policies. *Teacher Education Review*

Retrieved from: <https://review.education.utexas.edu/current-issue/>

Fields, M., Dixon, K. V., **Isbell, L.** & Tunks, J. (2019). Examining the Levels of Transfer: A Closer Look at the UTeach Preparation Program. *Texas Educator Preparation*. Retrieved from: https://480873af-1c36-4442-ae61-173ecd76598a.filesusr.com/ugd/c33c67_02d35f677b4f4168b40974739f274102.pdf

Riley, J. & **Isbell, L.** (2019) University Faculty's Perceptions of the Usefulness of an Online ELL Lesson Library. *Contemporary Issues in Technology and Teacher Education*.

Retrieved from: https://link.springer.com/article/10.1007/s11528-019-00376-4?wt_mc=Internal.Event.1.SEM.ArticleAuthorAssignedToIssue&utm_source=ArticleAuthorAssignedToIssue&utm_medium=email&utm_content=AA_en_06082018&ArticleAuthorAssignedToIssue_20190902

Fields, M. & **Isbell, L.** (2019) Remember your “why” to teaching! - 4 strategies to help motivate beginning teachers. *New Teacher Advocate*.

Fields, M. & **Isbell, L.** (2018) A culturally candid response: Tale of two professors reflection. *Curriculum and Teaching Dialogue Journal: Research Outtakes*.

Morano, S., Kressler, B., **Isbell, L.**, Costa, L. & Miller, K. (2018). Current issues in review: Response to intervention in secondary schools. *LD Forum*

Sennette, J. D. & **Isbell, L.** (in press) New early Childhood Guidelines: What the change means for educators and schools. *Early Years*.

Isbell, L. Cranmore, J., Sennette, J.D., & Morton, T. (2017) Oral Histories and Teacher Preparation Programs. *The Journal of the Effective Schools Project. (JESP)*, 22-27.

Fields, M., Williams, J., & **Isbell, L.** (2017). Changes in Preservice Teacher Beliefs: Indication of Learning. *The Texas Forum of Teacher Education*, 7,21-27.

Sennette, J.D. & **Isbell, L.** (2017) Reading reflections: exploring various cultures with the use of book clubs. *Ubiquity: The Journal of Literature, Literacy, and the Arts, Praxis Stand*, 4, 32-55. Retrieved from: <http://ed-ubiquity.gsu.edu/wordpress/sennette-and-isbell-4-1/>

Cranmore, J., **Isbell, L.**, VandenBoom, M., & Akins, J. (2017). Student perceptions of college readiness. *School Counseling Practice & Research Journal*, 1. Retrieved from <http://www.azsca.org/journal>

Sanders, A. & **Isbell, L.** (2016) Incorporating Modern Professional Development to Enhance Pre-Service Teachers’ Knowledge. *The Journal of the Effective Schools Project*, 31-36.

Isbell, L. (2015) Supports and Criticisms of RTI. Education: Issues & Answers. CEDER yearbook. Available at: http://ceder.tamucc.edu/files/yearbook_2015.pdf

Isbell, L. & Morton, T (2015). Perceptions of pre-service teachers concerns on incorporating technology in the 21st century classroom. *The Journal of the Effective Schools Project*, 22, 28-34.

Isbell, L. & Cranmore, J. (2015) Response to Intervention: A Tool for Early Identification to reduce school dropouts. *International Association for Truancy and Dropout Prevention*, 58(2). 6-17.

Isbell, L. & Szabo, S. (2015) Assessment: Teacher Efficacy and Response to Intervention. *The Delta Kappa Gamma Bulletin*. (Peer-reviewed journal) 81(2), 41-46.

Isbell, L. (2015) Positive behavior intervention supports in schools: A collaborative approach to support student learning. *Texas Council for Exceptional Children: The Bulletin*. 21,10.

Hott, B. L. & **Isbell, L. J.** (2014). A brief overview of Response to Intervention (RTI) implementation in mathematics. *Aspiring Special Education Leaders Newsletter*. Virginia Department of Education. [Invited Article]

Hott, B.L., **Isbell, L.** & Montani, T.O. (2014) Strategies and Interventions to Support Students with mathematics disabilities. *International Council for Learning Disabilities*. Available

at: http://www.council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math_Disabilities_Support.pdf.

McCrary, D. & **Isbell, L.** (2014) Response to Intervention. Graduate level syllabus and course materials. *Council for Exceptional Children Teacher Education Division*. Located at: <http://tedcec.org/professional-development/syllabus-share/syllabi/>

Isbell, L. & Szabo, S. (2014) Understanding secondary teachers' concerns about RTI: Purposeful professional communication. *The Delta Kappa Gamma Bulletin*. Peer-reviewed journal) 80(3), 11-23.

Isbell, L.J., & Harris, M. (2011) Portfolio performance of transfer and native EC-6 candidates. *The Journal of the Texas Association of Teacher Education*, 1, 31-39.

Professional Columns

Isbell, L. & Hott, B. (2016) The RTI Stoplight strategy. *New Teacher Advocate*. Winter 2016, 18-19.

Isbell, L. & Hott, B. (2016). 5 strategies to reduce testing stress. *New Teacher Advocate*, Available at: <http://digital.watkinsprinting.com/publication/?i=290644>.

Book Chapters

Sanders, A., **Isbell, L.**, Dixon, K.V. (in press, 2020). LGBTQ+ Literature in the Elementary and Secondary Classroom as Windows and Mirrors for Young Readers. *Intersectionality: Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. IGI Global: Hershey, PA.

Sanders, A. & **Isbell, L.** (2017). "Preservice teachers' self-reflection practices when integrating educational technology in the classroom." (p. 254-271). In *Fostering reflective teaching practice in pre-service education* edited by Z. Djoub. IGI Global: Hershey, PA.

Hott, B. L., **Isbell, L. J.**, & Walker J. D. (2015). Positive Behavioral Supports for elementary educators. In W. W. Murawski & K. L. Scott (Eds.), *What really works in elementary education: Research-based practical strategies for every teacher*. Thousand Oaks, CA: Corwin Press.

Book Review

Dixon, K.V. & **Isbell, L.** (2019). Review of the book *Ending Zero Tolerance: The Crisis of Absolute School Discipline*, by Derek Black. *Teachers College Record*. 237. New York University Press: New York, NY. Available at: <http://www.tcrecord>.

Isbell, L. (2018). Review of the book *Inside Teaching: How to Make a Difference for Every Learner and Teacher*, by Jonathan Blanchard. *Teachers College Record*, 184. Routledge, NY. Available at: <http://www.tcrecord.org> ID Number: 22337

Manuscripts Submitted:

Sanders, A., Dixon, K.V, & **Isbell, L.** Evaluating Data Regarding Gun Use in K-12 Schools: Perception and Reality. *Curriculum and Teaching Dialogue*. .

Isbell, L., Cranmore, J., & Fields, M. High school students' perceptions of teacher preparation programs. *The High School Journal*.

Dixon., K.V. & **Isbell, L.** Creating a safe classroom: A closer look at the Marshall Program and Guardian Plan. *Research Outtakes*

Edited Book Submitted:

Sanders, A., **Isbell, L.**, Dixon, K.V. (2020). *Intersectionality: Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. IGI Global: Hershey, PA.

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| GRANTS |
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Grants:

2019, Raise Your Hand Texas Emerging Partners Grant. *A&M Commerce Educator Preparation Continuous Improvement*. PI- Gil Naizer and **Co-PI Laura Isbell**. Funded for up to \$300,000 over 3 years.

2020, US-PREP Coalition- PI- Jennifer Dyer and Co-PI Laura Isbell and Juan Araujo. Funded for up to \$300,000 over 3 years.

2020, TEA 2020-2021 edTPA Pilot Support submitted for \$10,500 1 year.

2020, Choice Schools, North Texas Chamber of Commerce January 7th submission.

Technical Grant Report (Refereed)

Hott, B. L., Borgemenke, A, Isbell, L. J., Naizer, G., Schmit, E., Tietjen-Smith, T., & Villanueva-Russell, Y. (2016). Lion Institute for Educators (LIFE) Program. Submitted to the A&M-Commerce Faculty Center for Excellence and Innovation, Commerce, TX.

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| PRESENTATIONS |
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Sanders, A., **Isbell, L.J.**, Dixon, K.V. (2020). *Preparing Teacher Candidates for the Lesson Planning Process*. Mid-South Educational Research Association (MSERA). Virtual Conference.

Isbell, L.J. & Hartman, S. (2020) *edTPA Texas Pilot*. Consortium of State Organizations for Texas Teacher Education (CSOTTE). Virtual Conference.

Isbell, L.J., Dyer, J, & Sanders, A. (2020) *Creating Critical Assignments from the Ground Up*. Consortium of State Organizations for Texas Teacher Education (CSOTTE). Virtual Conference.

Isbell, L.J. & Sanders, A., (2020) *Developing an Effective Conferencing Plan to Use with Preservice Teachers When Writing Commentary*. Consortium of State Organizations for Texas Teacher Education (CSOTTE). Virtual Conference.

Isbell, L.J. & Sanders, A., (2020). *Reading the Rubric: The process of teaching preservice teachers how to read the edTPA rubrics*. Southwest Educational Research Association (SERA). Fort Worth, TX.

- Isbell, L.J., Dyer, J., Williams, S., & Lee, D. (2019) Experiences with edTPA. Consortium of State Organizations for Texas Teacher Education (CSOTTE). Frisco, TX.
- Dixon, K.V., Sanders, A., & Isbell, L. (2019). *Understanding & Preparing Preservice Teachers for Mass Shootings in the K-12 Classroom*. American Association for Teaching and Curriculum (AATC). Birmingham, AL.
- Dixon, K.V. & Isbell, L. (2019) School Safety: Current Policies and Possible Future Initiatives. Summer Institute-1: *Critical Dialogues and Actions on School Safety and Challenges in Schools*. College Station, TX. [Invited Presenter]
- Riley, J. & Isbell, L. (2019). Inquiry-Based Lessons: Observing Preservice Teachers Progress and Understanding Perceptions. Southwest Educational Research Association (SERA). San Antonio, TX.
- Walker, J. & Isbell, L. (2018) *Using a Critical Friends Model to Improve Data Driven Decision-Making*. Council for Learning Disabilities. Portland, OR.
- Kessler, B., Morano, M., Isbell, L., & Miller, K. (2018) Practical Applications for Implementing Response to Intervention in Secondary Schools. Council for Learning Disabilities. Portland, OR.
- Dixon, K.V. & Isbell, L. (2018) *Student Safety: Current Policies and Possible Future Initiatives*. Chancellor's Summit. Laredo, TX
- Fields, M. & Isbell, L. (2018). *Inquiry based lessons: Observing pre-service teachers progress and understanding perceptions*. Southwest Educational Research Association (SERA). New Orleans, LA.
- Division II Chair: Instruction, Cognition, and Learning**
- Kessler, B., Morano, M., Isbell, L., Costa, L.J., & Berkeley, S. (2017) *Lessons learned implementing MTSS: Using history to inform our future*. Council for Learning Disabilities (CLD). Baltimore, MD
- Sanders, A. & Isbell, L. (2017). Self-reflection process for integrating educational technology in the k-12 classroom (with pre-service teachers). Digital Frontiers Conference. Denton, TX
- Pfannensteil, K., Walker, J., & Isbell, L. (2017) Role of self-regulation: Decreasing the achievement gap for at-risk students. Council for Learning Disabilities (CLD). Baltimore, MD
- Isbell, L., Fields, M., & Naizer, G. (2017) Motivation of Pre-service teachers' classroom development**. Southwest Educational Research Association (SERA). San Antonio, TX
- SERA Session Discussant: Teachers & Teacher Education- Division IV; At-Risk Students**
- SERA Session Discussant: Graduate Student Works in Progress: Division V: K-12 Education Issues**
- Isbell, L. & Hott, B.L. (2017). How to Prepare Your Students for Testing**. Kappa Delta Pi Webinar. Webinar can be viewed at: <http://bit.ly/studenttestprep>
- Costa, L.J., Isbell, L., Kressler, B., Miller, K., & Morano, S. (2016). *Response to intervention/Multi-tiered systems of supports for non-responders*. Council for Learning Disabilities (CLD). San Antonio, TX.

- Sanders, A. & **Isbell, L.J.** (2016). *Connect 2 learn: Preservice teachers perceptions of modern professional development*. American Educational Research Association (AERA). Washington, D.C., VA
- Isbell, L.J.** & Sanders, A. (2016). *Transforming professional development for preservice teachers using connected theory*. Southwest Educational Research Association (SERA). New Orleans, LA.
- Stryker, A. & **Isbell, L.J.** (October, 2015). *Solving universities' "How should we teach?" lesson planning conundrum*. Consortium of State Organizations for Teacher Education (CSOTTE). Frisco, TX
- Hott, B.L., **Isbell, L.J.**, Walker, J.D., Pfannensteil, K., & Shora, N. (October, 2015). The use of a simple data mapping tool to support classroom level RtI implementation. Council for Learning Disabilities (CLD). Las Vegas, NV.
- Isbell, L.** & Hott, B.L. (September 2015). *10 ways to engage students in 20 minutes*. Center for Faculty Excellence & Innovation (CFEI). Commerce, TX
- Hott, B.L. & **Isbell, L.** (June 2015). Positive Behavioral Supports: Strategies for Classroom Level Implementation. Texas- Council for Exceptional Children (TxCEC). FortWorth, TX.
- Hott, B.L. & **Isbell, L.** (April, 2015). *Teacher perceptions of a simple data-mapping tool to plan for student interventions*. Annual Research Symposium. Commerce, TX.
- Cranmore, J. & **Isbell, L.** (February, 2015,). High school student's perceptions of college and career readiness. *Collegeboard Southwest Regional Forum*.
- Isbell, L.** & Hott, B.L. (2015, February). *Teachers perceptions of data maps: A simple resource to promote teacher decision making*. Southwest Educational Research Association (SERA). San Antonio, TX.
- Isbell, L.** (2014, October). *The use of technology to enhance RTI instruction*. Connect 2 Learn Virtual conference. <http://www.c2lconference.com/>. Spring Hill College, Mobile, AL.
- Isbell, L.** & Cranmore, J. (2014, October) *Implementing the response to intervention model to incorporate appropriate interventions and to reduce school dropouts*. International Association for Truancy and Dropout Prevention (IATDP). San Antonio, TX.
- Isbell, L.** (2014, October). *Using the Concerns-Based Adoption Model to Understand RTI*. Council for Learning Disabilities (CLD). Philadelphia, TX.
- Isbell, L.** (2014, September). *Response to Intervention: Understanding the Model for Classroom Instruction*. Paper presented to the Annual Texas Association for the Improvement of Reading (TAIR). Denton, TX.
- Hott, B., **Isbell, L.**, Limberg, D. (2014, July). *Using research to determine evidence-based interventions: Practical tips for teachers*. Texas- Council for Exceptional Children (TxCEC). Fort Worth, TX.
- Isbell, L.** (2014, April). *Understanding secondary teachers' concerns about response to intervention: Using the concerns-based adoption model*. American Educational Research Association (AERA) Conference. Philadelphia, TX.

- Isbell, L.** (2013, November). *RTI: A strategy to reach all students*. Texas State Teachers Association. TSTA District 4 Conference. Texas Wesleyan University. Fort Worth, TX.
- Isbell, L.** (2013, September). *Tools for Success*. Doctoral Student Association (DSA). Denton, TX.
- Isbell, L.** (2013, September). *Talking Points: Reader Response Theory on Modern Fiction*. Denton, TX.
- Isbell, L.** (2012, June). *Understanding teacher concerns using RTI as an innovation*. Paper presented to the Curriculum Studies Summer Collaborative (CSSC). Savannah, GA.
- Isbell, L.** (2012, February) *Educator preparation as a factor in disproportionality*. Paper Presented to the annual Association for Teacher Educators (ATE). San Antonio, TX.
- Isbell, L.** (2011, October) *Behavior management: Positive psychology to motivate students*. Paper presented to the annual Community College Humanities Association (CCHA). Fort Worth, TX.
- Isbell, L.** (2011, September). Positive behavior intervention supports. Paper presented to the Annual Texas Association for the Improvement of Reading (TAIR). Denton, TX.
- Isbell, L.** (2011, March) *Response to intervention: The need for change*. Paper presented to the annual Educational Research Exchange (ERE). Denton, TX
- Isbell, L.** (2010, November) *Understanding differences: Transfer and non-transfer portfolio Scores*. Paper presented to the annual Center for Research, Evaluation, and Advancement of Teacher Education (CREATE). Houston, TX
- Isbell, L. & Sanders, A.** (2010). *Superheroes choose their destinies: The motivating power of choice during reading workshop*. Presented at the North Texas Council of Teachers of English Language Arts Conference on literacy, Bedford, TX.
- Isbell, L., Sanders, A., Dixon-Krauss, L., & Harris, M.** (2010). *UNT alumni perceptions and faculty response*. Presented at the Texas National Association of Multicultural Education, Denton, TX.

POST CONFERENCE MATERIALS

- Isbell, L.** CLD International Conference. *Using the Concerns-Based Adoption Model to Understand RTI*. Published on CLD International Conference website: <http://www.council-for-learning-disabilities.org/professional-development/2014-annual-conference>. (By invitation)

VIRTUAL CONFERENCE

- Sanders, A. & **Isbell, L.** Co-collaborator of virtual conference (2015): <http://www.c2lconference.com/2015-conference.html>

WEBSITE

- Isbell, L. & Jones, Chris.** Texas A&M University-Commerce Support for edTPA. Website link: <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/edTPA/default.aspx>

AWARDS

College of Education Faculty Research Award.

- Hott, B.L. & **Isbell, L.** (April, 2015). *Teacher perceptions of a simple data-mapping tool to plan for student interventions*. Annual Research Symposium. Commerce, TX

INVITED LECTURER

Spring, 2015. RTI: *Understanding the model*. SED 400 & 401. SED 404 & 405. Texas A&M-Commerce

Fall, 2014. RTI: *Understanding the model*. SED 400 & 401. SED 404 & 405. Texas A&M-Commerce

REVIEWER ACTIVITIES

2020 Curriculum & Teaching Dialogue (CTD) Journal
2020 Reviewer, *Texas Educator Preparation (TxEP) Journal*
2019 Division chair, *Southwest Educational Research Association*
2019 2019 Outstanding SERA Graduate Paper Review Committee, *Southwest Educational Research Association*
2018-2019 Invited reviewer, *American Association of Teaching Curriculum*
2017 Division chair, *Southwest Educational Research Association*
2016 Discussion chair, *Southwest Educational Research Association*
2015 Invited reviewer: *Southwest Educational Research Association*
2015-current Co-creator/editor: *Connect 2 Learn Virtual Conference*
2015, 2016, 2017 Invited reviewer: *Texas Council for Learning Disabilities*
2013-current Associate Editor/Reviewer: *Journal of Teacher Action Research*

SERVICE TO THE UNIVERSITY

Fall 2020 Chancellor's Summit 2020; Virtual

Fall 2019 Alternative Certification Advisory Board Committee Presenter, EdTPA

Fall 2019 Quality Day Presenter, *Curriculum Mapping*

Fall 2019 Chancellor's Summit 2019; San Antonio, TX

Fall 2019 Faculty Senator, 2019-2021

Fall 2018 Search Committee Member (4 searches) Curriculum & Instruction

Fall 2018 Professional Development Day Co-Coordinator
College of Education & Human Services
Mesquite, TX

Fall 2018 Chancellor's Summit 2018; Laredo, TX
Attended and Presented

Fall 2017 Friends of Texas Public Schools Gala
Waco, TX

Fall 2017 TEA-Institute of Higher Education (IHE) Stakeholder Convening
Search Committee, Counseling Department
Advisory Committee Title IX

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| Fall 2016 | TK20 Faculty Committee TAMU Chancellor's Summit 2016 Invited to participate in Professional Development Workshop created to connect with colleagues from university all under the Texas A & M University system. San Antonio, TX |
| Spring 2016 | Mane Event, Texas A&M University-Commerce |
| Fall 2015 | Search Committee- Educational Psychology & Clinical Psychology tenure track positions |
| Fall 2015 | Faculty Senate Committee |
| Fall 2015 | Faculty Development Committee |
| Fall 2015 | Department IRB Committee member |
| Spring 2015 | Master's CHEC Cohort Coordinator |
| Spring 2015 | Co-Center Coordinator at CHEC for interns/residents |
| Spring 2015 | Mane Event, Texas A&M-Commerce |
| Spring 2015 | Bill Martin Jr., Author table, Floyd Cooper |
| Fall 2014 | Course Coordinator, ELED 437-STEM course |
| Fall 2014 | TEA Audit Committee Member |
| Fall 2014 | Mane Event, Texas A&M-Commerce |
| Fall 2014 | Departmental Curriculum Committee Member |
| Fall 2014 | Dissertation Committee- PhD Candidate in Counseling |
| Summer/Fall 2014 | Thesis Committee- MEd Candidate in Special Education |
| Summer 2014 | Undergraduate Student Orientation, Commerce |
| Spring 2014 | Bill Martin Jr., Author table, Steven Kellogg |
| Spring 2014 | Search Committees- two search committees to hire two tenure-track professors |
| Spring 2014 | Master's Comprehensive Exam-Proctor; Commerce campus |
| Fall 2013-present | Master's Committee Member |
| Fall 2013- Present | CHEC Seminar Design, Teach, Field-based center liaison, member |
| Fall 2013- present | Associate Editor, Journal of Teacher Action Research, online journal http://www.practicalteacherresearch.com |
| Fall 2013 | TAMU Chancellor's Summit 2013 Invited to participate in Professional Development Workshop created to connect with colleagues from university all under the Texas A & M University system. |
| Fall 2013 | University Mane Event, Committee Member |

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| SERVICE FOR INTERNATIONAL COMMITTEES |
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| Spring 2015-present | Council for Learning Disabilities: Leadership Academy Cohort |
| Fall 2014-present | Council for Learning Disabilities Leadership Development Committee |

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| UNIVERSITY PROFESSIONAL DEVELOPMENT |
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| Fall 2019 | edTPA trainings (Region 10 and webinars) |
| Spring 2016 | Trust-Based Relational Intervention (TBRI) two day workshop |
| Spring 2014 | Make a Difference Now- Why Early STEM Education is Essential |
| Spring 2014 | Performance-based Academic Coaching Teams(PACT) webinar |
| Fall 2013 | IRB Certification Training |
| Fall 2013 | Cascade Certification Training |

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| SERVICE TO THE COMMUNITY |
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| 2018-current | District Council Committee- Lovejoy ISD |
| 2018-2019 | Leadership Lovejoy Committee, Lovejoy ISD |
| 2014-15 | Education and Training CTE Advisory Board committee, McKinney ISD |
| 2014 | Frisco Family Services Gala, Frisco, TX |
| 2010-2013 | Lord of Life Lutheran Church Youth Ministry, Plano, TX |
| 2011-2012 | District Improvement Team Committee Representative, Frisco, TX |
| 2007-2008 | Plano ISD Faculty School Board Representative, Plano, TX |
| 2007-2008 | Plano ISD Curriculum Strategy Mission, Plano, TX |
| 2007-2008 | Plano ISD Textbook Adoption Committee, Plano, TX |
| 2008 | United Way Representative, Plano ISD, Plano, TX |
| 2008 | Strategic Mission and Vision Committee, Plano ISD, Plano, TX |

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| PROFESSIONAL ORGANIZATIONS |
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National

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| Spring 2014-2019 | Member, Council for Learning Disabilities (CLD) |
| Fall 2010- present | Member, American Educational Research Association (AERA) Division K: Teaching and Teacher Education Division B: Curriculum Studies UNT campus liaison 2011-2013 |
| Fall 2010-present | Member, Council for Exceptional Children (CEC) |
| Fall 2010-present | Member, Association for Teacher Education (ATE) |

Regional

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| Fall 2020-2021 | President, Texas Coordinators for Teacher Certification Testing (TCTCT) |
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Fall 2019- present President, Elect. Texas Coordinators for Teacher Certification Testing (TCTCT)

Fall 2019- present Member, Texas Association of Certification Officers (TACO)

Fall 2014-present Southwest Educational Research Association (SERA)

State

Fall 2019- Chair, Texas edTPA Pilot- Supporting EPP's Partners (TEP-SEP)

Fall 2014- present Member, Texas Council for Learning Disabilities (TxCLD)

Fall 2010- present Member, Texas Association for Teacher Education (TxATE)

Fall 2010-present Member, Texas Council for Exceptional Children (TxCEC)