

## Summary

Education Professor, Clinical Instructor, and University Supervisor with 23+ years' experience teaching university level courses for preservice teachers in elementary education programs utilizing a wide variety of teaching and assessment methodologies. Committed to improving learning experiences for diverse student populations.

## Education and Credentials

### Doctor of Education (Ed.D.), Learning & Organizational Change, Mixed-Methods Research Concentration 2022

Baylor University, Waco, Texas

*Dissertation Title: The impact of consistent supervision on elementary preservice teachers' preparedness: An experimental convergent mixed methods study.*

*Committee: Madelon McCall, Ed.D. (chair), Laila Sanguras, Ph.D., Sarah Pratt Ph.D. & Jess Smith, Ph.D.*

### Master of Education (M.Ed.), Early Childhood and Elementary Education 1996

Georgia State University, Atlanta, Georgia

### Bachelor of Arts (B.A.), Educational Studies, Minor: Psychology 1995

Emory University, Atlanta, Georgia

## Professional Experience

### The University of Tampa, Tampa, Florida 2022 - Present

#### Assistant Professor of Education, Tenure Track

- Teach undergraduate and graduate level courses in elementary education, language arts, assessment and continuous improvement, applied philosophy for curricular design and implementation, and reading diagnostics.
- Guide candidate development through advisory relationships.
- Assess overall candidate readiness by delivering and evaluating fourteen critical tasks.
- Supervise final interns in various Hillsborough county public schools, advancing the establishment of collaboration between faculty and university supervisors.
- Prepare preservice teachers for state certification examinations.
- Facilitate the development of undergraduate research and support students presenting at Florida Association for Teacher Education (FATE) and the University of Tampa Office of Undergraduate Research (OURi) annual conferences.
- Serve on the College of Social Sciences, Mathematics, and Education's Diversity, Equity, and Inclusion committee, focusing on promoting and rewarding inclusive teaching and scholarship.
- Serve on the College of Social Sciences, Mathematics, and Education's Policy Committee, charged with promulgating and proposing written policies to facilitate faculty advice and consent in college-wide operational decision-making.
- Co-chair the Elementary Education committee, responsible for evaluating annual course alterations, detailing course catalog revisions, and facilitating critical task allocations.
- Serve on the Clinical Education committee, department hiring committees, and as the outside representative on multiple criminology hiring committees.

### The University of Tampa, Tampa, Florida 2011 – 2022

#### Part-Time Adjunct Faculty / Clinical Instructor / Supervisor

- Foster critical thinking skills, data-based decision-making, and reflective practice, empowering preservice teachers to become change agents in their professional contexts.
- Assess overall candidate readiness and guide candidate development by examining daily lesson plans, reviewing evaluations from Cooperating Teachers, and conducting regular conferences, resulting in increased candidate preparedness.
- Provide extended support for interns requiring additional time in clinical placements, generating readiness for independent teaching.
- Supervise preservice teachers for a prolonged term of one academic year, promoting the establishment of trusting relationships to increase graduate readiness.
- Restructure Instructional Lab I and II courses, resulting in attention to student needs as identified by faculty and graduate exit surveys. Model culturally mediated instruction to preservice teachers, resulting in the increased adoption of an asset-based

belief system for all language, ethnicity, gender, and socio-economic diversity.

- Collaborate with interns, faculty, and cooperating teachers, prompting highly effective preservice teacher clinical experiences.
- Introduce and model the best teaching practices grounded in data, resulting in successful clinical experiences and reducing the probability of new teacher attrition.
- Evaluate the Teacher Work Sample submitted by each final intern, generating the assessment of candidates' reading endorsement competencies.
- Completed TAPESTRY training – ESOL training for all preservice educators, prompting an increased emphasis on technology-based resources.

**Georgia State University, Atlanta, Georgia**  
**Clinical Instructor / Adjunct Professor**

**2000 – 2009**

- Served as the University Liaison for one of three University Professional Development Schools (PDS), resulting in a partnership that linked the university and school district.
- Conducted research examining the University PDS program and implemented the resulting data-driven alterations, prompting fundamental modifications to promote continuous improvement.
- Created and conducted the first weekly live chat sessions to assist students with assignments and evaluate placement issues, prompting quicker conflict resolution and increased student satisfaction reviews.
- Developed a 'Semester at a Glance' to establish clear expectations for faculty and students and effectively assess candidate performance, bringing about the mandatory adoption of this tool for elementary and secondary education students and supervising faculty.
- Assessed students' portfolios based on INTASC standards and provided effective feedback for alterations, precipitating increased employment offers for students while supplying essential documentation information for University accreditation.
- Led seminars for cooperating teachers and Professional Development School administrators, fostering clear, established expectations for all parties involved in placement and supervision.
- Integral to the redevelopment of the Intern Supervision Assessment Model, promoting the establishment of incumbent supervision procedures for all student observations and conferences.
- Utilized the STARS assessment system to code and analyze all preservice teacher evaluations as rated by department faculty, leading to the collection of valuable quantitative data.
- Selected to mentor new supervisors, ensuring a seamless transition to Georgia State University.

**Bright from the Start – Georgia Lottery Funded Pre-K Program, Atlanta, Georgia**  
**Trainer / Independent Consultant**

**2004 – 2007**

- Selected to develop curriculum and deliver professional development content to Pre-K teachers throughout the state of Georgia, instructing workshops in math, language arts, and writing methods, as well as using assessment to differentiate curriculum and drive instruction.
- Differentiated the existing professional development content, meeting the needs of teachers teaching in diverse settings, including urban and rural.
- Conducted approximately forty professional development workshops yearly, resulting in a substantial increase in accredited pre-K programs statewide.

**Chattahoochee Elementary School, Duluth, Georgia**  
**Classroom Teacher**

**1996 – 2000**

- Certified and conducted Gessell Testing for Developmental Readiness.
- Elected by colleagues as cluster representative on the Superintendent's Advisory Council for two years.
- Awarded Target Teacher of the Year in 1999.
- Developed and spearheaded the implementation of a community reading program, involving U.S. Speaker of the house Newt Gingrich, musician Jimmy Buffet, Miss America Heather Whitestone, and others, which was featured on CNN and several local news outlets. Awarded Target Teacher of the Year scholarship in 1999.

## Courses Delivered

### The University of Tampa, Tampa, Florida

2011 – Present

- Assessment and Continuous Improvement
- Reading Diagnostics and Intervention
- Teaching Reading in Elementary School (ESOL- infused)
- Applied Philosophy for Curricular Design and Implementation (graduate)
- Instructional Lab II (core course for undergraduate elementary teacher education)
- Instructional Lab I (core course for undergraduate elementary teacher education)
- Practicum Three Clinical Supervision (clinical education requirement for undergraduate elementary teacher education)
- Practicum Four Clinical Supervision (clinical education requirement for undergraduate elementary teacher education)

### Georgia State University, Atlanta, Georgia

2000 – 2009

- The following core courses were taught for undergraduate elementary education candidates utilizing the Professional Development School model:
  - Assessment of Classroom Learning in Early Childhood Education
  - English to Speakers of Other Languages: Curriculum and Instruction
  - Understanding Literacy Learning in Early Childhood and Elementary Education
  - Classroom Management and Practicum One: Fostering Dispositions of Responsive Educators
  - Classroom Management and Practicum Two: Transforming Observations of Children into Practice
  - Classroom Management and Practicum Three: Contextualizing Teaching and Learning
  - Classroom Management and Practicum Four: Student Teaching
  - Opening School Experience

### Bright from the Start – Georgia Lottery Funded Pre-K Program, Atlanta, Georgia

2004 – 2007

- Best Practices Training Program:
  - The Essentials of Observation and Assessment
  - Hands-On Math
  - Developmentally Appropriate Practices
  - Dual Language Learners
  - Enhancing Language and Vocabulary through Stories and Book Reading

### Chattahoochee Elementary School, Duluth, Georgia

1996 – 2000

- Gwinnett County Academic Knowledge and Skills Curriculum for Kindergarten
- Gwinnett County Academic Knowledge and Skills Curriculum for First Grade
- Gesell Institute Workshop

## Academic & Professional Honors & Awards

- Baylor University Outstanding Dissertation Award (2022, nominee)
- American Association of Colleges for Teacher Education Outstanding Dissertation Award (2022, nominee)
- Baylor Graduate Ambassador (2021)
- Part-time Faculty Council Representative (2020 - 2022)
- Baylor Graduate Student Scholarship (2019 - 2022)
- Kappa Delta Pi Honor Society (2019)
- Southern Association of Colleges and Schools Accreditation Council Representative (1999)
- Target Teacher of the Year Scholarship Award Recipient (Georgia) (1998)

## Community Involvement

- Board Member, Chairman – Schools for Haiti (2023)
- Board Member - Better Together (2023)
- President – Middle Division PTA, Berkeley Preparatory School (2013)
- President – Lower Division PTA, Berkeley Preparatory School (2011)
- Emory University Alumni Interviewer (2009 – Present)
- Curriculum Development Chair – Schools for Haiti (2008 - 2015)

- Professional Development Coordinator – Schools for Haiti (2007 - 2009)

## Professional & Academic Affiliations

- American Association of Colleges for Teacher Education (AACTE)
- American Educational Research Association (AERA)
- American Evaluation Association (AEA)
- Association for Supervision and Curriculum Development (ASCD)
- Association of Teacher Educators (ATE)
- Florida Association of Teacher Educators (FATE)
- National Association of Professional Development Schools (NAPDS)
- The Carnegie Project on the Education Doctorate (CPED)

## Journal Publications (Peer-Reviewed)

Schock, H. (Under Review). The impact of consistent supervision on preservice teachers 'preparedness. *School University Partnerships*.

## Book Chapters (Peer-Reviewed)

Franco, Y. & Schock, H. (2022). It must be FATE: Unleashing the power of collaboration to respond to the truth. In Burns, R. & Jacobs, J. (Eds.), *Clinically Based Teacher Education in Action: Cases Illustrating the Complex Work of Teacher Educators*. Information Age Publishing.

## Conferences and Presentations

1. Schock, H. & Franco, Y. (accepted). Introducing practical self-care strategies to elementary preservice teachers. Paper to be presented at the International Conference on Interdisciplinary Social Sciences, Krakow, Poland (2024)
2. Schock, H., Franco, Y., & Schimmel, T. (accepted). Harnessing AI in the Classroom: Resources for Teachers. Paper to be presented at the Florida Association of Teacher Educators Annual Conference, St. Petersburg, Florida (2023)
3. Franco, Y. & Schock, H. (accepted). Unleashing the power of collaboration to respond to the truth. Paper presented at the International Conference on Interdisciplinary Social Sciences, Oxford, UK (2023)
4. Franco, Y. & Schock, H. (accepted). Unleashing the power of collaboration to respond to the truth. Paper presented at the American Educational Research Association National Conference, Chicago, Illinois (2023)
5. Schock, H. & Franco, Y. (accepted). Practical strategies to promote student engagement. CTL faculty development. The University of Tampa, Tampa, Florida (2023).
6. Franco, Y. & Schock, H. (accepted). Unleashing the power of collaboration to respond to the truth. Paper presented at the Florida Association of Teacher Educators Annual Conference, Orlando, Florida (2022)
7. Schock, H. & McCall, M. (accepted). Instructional design to introduce practical self-care strategies to elementary preservice teachers. Paper presented at the Association of Teacher Educators National Conference, Chicago, Illinois (2022)
8. Schock, H. (accepted). Introducing practical self-care strategies to elementary preservice teachers. Paper presented at the Baylor Emerging Research Conference, Virtual Format (2022)
9. Schock, H. & Franco, Y. (accepted). Introducing practical self-care strategies to elementary preservice teachers. Paper presented at the Florida Association of Teacher Educators Annual Conference, Tampa, Florida (2021)

## Mentorship for Undergraduate Students

### *The University of Tampa*

- Supported undergraduate candidates presenting poster presentations at scholarly conferences.

Fayth Allston: *Using phonics remediation strategies to guide instruction.*  
 Brooke Bergin: *Keeping students motivated while developing their phonemic awareness.*  
 Rachel Byrne: *How kinesthetic activities increase letter/sound recognition.*  
 Brooke Cennane: *Benefits of comforting students when learning phonics.*  
 Jillian Eaves: *Fluency fun: Using engaging activities to support fluency development.*  
 Mckayla Feibusch: *Supporting below level learners to develop phonics skills.*  
 Sarah Gallagher: *Supporting ELL learners when developing letter sound identification.*  
 Sydney Gibbs: *Fostering students' confidence to improve phonics skills.*  
 Sydney Giddings: *Building the foundations of reading.*

Lindsey Johnson: *Using student interest to facilitate phonemic awareness.*  
Casey Kelleher: *Comprehension is key to enhancing student's comprehension.*  
Jessica Lamb: *Supporting ELL's reading comprehension through vocabulary development.*  
Taylor McFetridge: *Developing vocabulary to support reading development.*  
Hailie Stewart: *Utilizing recall to advance students' reading comprehension.*  
Madison Ziperstein: *Improving comprehension through literacy structures.*

## **Program Development and Redesign**

### ***The University of Tampa***

EDU 302: Assessment and Continuous Improvement  
EDU 622: Applied Philosophy for Curricular Design and Implementation  
EDU 336: Instructional Laboratory I  
EDU 446: Instructional Laboratory II

### ***Georgia State University***

ECE 3601: Understanding Literacy Learning in Early Childhood and Elementary Education  
EXC4570: Individual and Classroom Management  
ECE 4640: Opening School Experience  
ECE 4661: Student Teaching