

Rebecca West Burns

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CURRENT RESEARCH INTERESTS

The intersection of supervision, school-university partnerships, and teacher leadership in clinically based teacher education

As a community engaged scholar, I have a passion for uniting schools and universities to empower teachers, improve PK-12 outcomes for students, and transform schools and Colleges of Education to advance equity in an increasingly diverse world. Therefore, collaboration is a central feature and ethic of my community engaged scholarship. Throughout this document, this commitment is noted by:

* Denotes Graduate or Undergraduate Student

+ Denotes School-Based or Community Partner (District Administrator, Principal, or Teacher)

EDUCATION

2007 – 2012

The Pennsylvania State University

Ph.D. Curriculum and Instruction

Emphasis in Supervision

Dissertation Title: *Conceptualizing Supervision in the Professional Development School Context: A Case Analysis*

2002 – 2008

The Pennsylvania State University

M.Ed. Curriculum and Instruction

Science Education Concentration

1998 – 2002

The Pennsylvania State University

B.S. Elementary Education

Spanish Minor

ACADEMIC APPOINTMENTS

2018 – Present

The University of South Florida

Associate Professor

Department of Teaching and Learning

2012 – 2018

The University of South Florida

Assistant Professor

Department of Childhood Education and Literacy Studies (2012-2015)

Department of Teaching and Learning (2015 – Present)

DOCTORAL DEGREE PREPARATION

2007 – 2012

The Pennsylvania State University

Graduate Assistant – Elementary Professional Development School

Professional Development Associate, Elementary Professional Development School

Carnegie Project on the Education Doctorate Graduate Representative

College of Education Faculty Council Graduate Representative

PUBLIC SCHOOL EXPERIENCE

2002 – 2007

Boyertown Area School District

Elementary Educator (Grade 6), Gilbertsville Elementary School, Gilbertsville, PA
Outdoor Learning Classrooms Project Founder and Chairperson
Science Curriculum Committee Member
Mathematics Remediation Teacher
First Energy Education Advisory Council Member
School Advisory Committee Member

AWARDS

2018

Shirley S. Schwartz Urban Education Impact Award from the Council of Great City Colleges of Education

(Awarded for the Mort Teacher Leader Academy, which Dr. Rebecca West Burns co-created and co-facilitated since 2013 with William Woodland Johnson+, Principal of Mort Elementary Community Partnership School). This national award honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning.

2018

Florida Compact Campus-Community Partnership Award

(Awarded to the University of South Florida College of Education and Hillsborough County Public Schools for the Mort Teacher Leader Academy, which Dr. Rebecca West Burns co-created and co-facilitated since 2013 with William Woodland Johnson+, Principal of Mort Elementary Community Partnership School). This state award honors an exemplary university for its ability to partner with the community to make a positive local impact.

2017

Claudia A. Balach Teacher Research Award from the American Educational Research Association Professional Development School Research Special Interest Group

(Awarded to the collaborative research group from the Mort Teacher Leader Academy) Rebecca West Burns (lead faculty researcher), Woodland Johnson+ (Principal), Amanda Bellas+ (Teacher Leader), Francesca Perrone-Britt+ (Teacher), Kristen Hodges+ (Teacher). This national award recognizes exemplary practitioner research in or on professional development schools.

2016

University of South Florida Outstanding Community Engaged Teaching Award

This university-wide award “recognizes excellence, innovation, and effectiveness in teaching that demonstrates community collaboration, institutional impact, and deeply engaged, high-quality teaching.” Inaugural winner for the creation and impact of the Mort Teacher Leader Academy.

2014

National Association for Professional Development Schools Exemplary Professional Development School Achievement Award to the University of South Florida/Hillsborough County Public Schools Elementary Education Partnership Program *(Key member of program development and program nomination team)*

2014

Association of Teacher Education Distinguished Program in Teacher Education for the University of South Florida/Hillsborough County Public Schools Elementary Education

Partnership Program (*Key member of program development and program nomination team*)

- 2014** **University of South Carolina Spirit of Partnership Award to the University of South Florida** (*Key member of program development. Award is unsolicited*).
- 2013** **The Pennsylvania State University Alumni Association Early Career Achievement Award**
This university award is given to alumni who are within their first five years of graduation and who have made a significant contribution to their field. (*Award is unsolicited*).
- 2012** **American Educational Research Association Professional Development School Special Interest Group Dissertation Scholar Award**
- 2011** **Phi Delta Kappa Andrew V. Kozak Fellowship Award**
- 2010** **Arthur Blumberg Scholar. Given by the Council of Professors of Instructional Supervision**
- 2005** **Pennsylvania State University College of Education Alumni Association Outstanding New Graduate**
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RESEARCH AND SCHOLARSHIP

Represented as Publications, Keynote Addresses, Invited or Featured Presentations, Symposia, and Juried Presentations and Papers

Publications

Refereed Journals

Burns, R. W. & Badiali, B. (2018, online). Clinical pedagogy and pathways of clinical pedagogical practice: A conceptual framework. *Action in Teacher Education*. DOI:/10.1080/01626620.2018.1503978

Flory, S. B., & **Burns, R. W.** (2017). Learning for all: Enhancing practice through clinically rich methods courses in physical education. *The Teacher Educator*, 52(4), 365-385.

Jacobs, J., Hogarty, K., & **Burns, R. W.** (2017, April). Elementary preservice teacher field supervision: A survey of teacher education programs. *Action in Teacher Education*, 39(2), 172-186.
DOI:/10.1080/01626620.2016.1248300.

Garin, E., & **Burns, R. W.** (Eds). (2017). Teacher inquiry in professional development schools: How it makes a difference. A special online issue of *School-University Partnerships*, 10(4).

Burns, R. W., & Baker, W. *+ (2016). The boundary-spanner in professional development schools: In search of common nomenclature. *School-University Partnerships*, 9(2), 28-39.

Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2016). The changing nature of the role of the university supervisor and the function of preservice teacher supervision in an era of increased school-university collaboration. *Action in Teacher Education*, 38(4), 410-425. DOI:/10.1080/01626620.2016.1226203.

Burns, R. W., Jacobs, J., Baker, W.,*+ & Donahue, D.*+ (2016). Making muffins: Identifying core ingredients of school-university partnerships. *School-University Partnerships*, 9(3), 81-95.

Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2016). Preservice teacher supervision within field experiences in a decade of reform: A comprehensive meta-analysis of the empirical literature from 2001-2013. *Teacher Education and Practice*, 29(1), 46-75.

Burns, R. W. & Badiali, B. (2016). Framing conceptual, procedural, and emotional support for supervisors. *Teacher Education and Practice*, 29(2), 397-421.

Burns, R. W., & Badiali, B. (2016). Unearthing the complexities of clinical pedagogy in supervision: Identifying pedagogical skills of supervisors. *Action in Teacher Education*, 38(2), 156-174. DOI:10.1080/01626620.2016.1155097

Burns, R. W., & Badiali, B. (2015). When supervision is conflated with evaluation: Teacher candidates' perceptions of their novice supervisor. *Action in Teacher Education*, 37(4), 418-437. DOI: 10.1080/01626620.2015.1078757

Burns, R. W., Yendol-Hoppey, D., & Jacobs, J. (2015). High quality teaching requires collaboration: How partnerships can create a true continuum of professional learning for educators. *The Educational Forum: A Publication of Kappa Delta Pi*, 79(1), 53-67. DOI:10.1080/00131725.2014.971990.

Jacobs, J., **Burns, R. W.,** & Yendol-Hoppey, D. (2015). The inequitable influence that varying accountability contexts in the United States have on teacher professional development. *Professional Development in Education*. 1-24. DOI:10.1080/19415257.2014.994657.

Dennis, D. V., Jacobs, J., **Burns, R. W.,** Davis, J. vanIngen, S., Tricarico, K., & Yendol-Hoppey, D. (2015). Hillsborough County Public Schools and the University of South Florida: Better Together. *School-University Partnerships*, 8(1), 7-12.

Burns, R.W., Yendol-Hoppey, D., Badiali, B., & Nolan, J. (2013). Let's learn together. *The Kappan*, 94(7), p. 26.

Burns, R. W. (2010). Desperate times call for drastic measures: How far would you go to teach a lesson in respect?. *The Catalyst for Change: Journal of the National School Development Council* (36)1.

Nolan, J., Badiali, B., Zembal-Saul, C., **Burns, R. W.,** Edmondson, J., Bauer, D., Queeney, D., & Wheland, M. (2009, Fall). The Penn State-State College Elementary Professional Development School Collaborative: A Profile. *School-University Partnerships: The Journal of the National Association for Professional Development Schools* (3)2, pp. 19-30.

Burns, R. W. (2008). Book review: The speed of trust. *The Catalyst for Change: Journal of the National School Development Council*, (35)2, pp. 42 – 44.

Manuscripts Under Review

Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (Under Review). A framework for naming the scope and nature of preservice teacher supervision in clinically based teacher preparation: Tasks, high-leverage practices, and pedagogical routines of practice. *The Teacher Educator*.

Books

Jacobs, J. & **Burns, R. W.** (under contract). *Designing clinically based educator preparation programs: A vision for success*. Information Age Publishing.

Garin, E. & **Burns, R. W.** (Eds.). (under contract). *The NAPDS Nine Essentials in action: Cases of professional development schools*. Information Age Publishing.

Badiali, B. & **Burns, R. W.** (under contract). *The clinical educator: Repositioning instructional supervision in teacher education*. Rowman & Littlefield.

Glickman, C. & **Burns, R. W.** (under review). *Leadership for learning: How to help teachers succeed* (2nd Ed.). Association for Supervision and Curriculum Development.

Book Chapters

Yendol-Hoppey, D., Jacobs, J., & **Burns, R. W.** (2018, November). Improving teacher practice through supervision: What teachers need to know and how they come to know it. In S. Zepeda & J. Ponticell (Eds.), *Handbook of Educational Supervision*. Wiley.

Burns, R. W. (2018, November). "White teacher educator": The value of working in schools to develop my pedagogy of teacher education. In A. Kemp (Ed.), *Dignity of the calling: Educators share the beginnings of their journeys* (pp. 277-288). Information Age Publishing.

Burns, R. W. (2018). Looking across the chapters: Reflections and enduring questions. In D. Hoppey & D.Y. Hoppey (Eds.), *Outcomes of High-Quality Clinical Practice in Teacher Education*, (pp. 249-262). Charlotte, NC: Information Age Publishing.

Burns, R. W. (2018). Teacher leader preparation and development in PDS: Themes and recommendations (Invited Chapter). In J. Hunzicker (Ed.), *Teacher Leadership in Professional Development Schools*. United Kingdom: Emerald Publishing.

Dennis, D., **Burns, R. W.**, Tricarico, K., vanIngen, S., Jacobs, J., & Davis, J. & (2017). Problematizing clinical education: What is our future? In R. Flessner & D. R. Lecklider (Eds.), *The power of clinical preparation in teacher education* (pp. 1-20). Rowman & Littlefield Education in association with the Association of Teacher Education.

Burns, R. W., Johnson, W. W. III, & Hardin-Roberts, S.* (2017). The Mort Teacher Leader Academy: Developing teacher leaders for urban schools together. In D. Yendol-Hoppey, D. A. Shanley, D. C. Delane, & D. Hoppey (Eds.), *Working together: Enhancing urban educator quality through school-university partnerships* (pp. 129–148). Charlotte, NC: Information Age Publishing.

Burns, R. W. & Yendol-Hoppey, D. (2015). Supervision in the context of professional development schools and partnerships. In S. Zepeda & J. Glanz (Eds.), *Re-examining supervision: Theory and practice*, (pp. 97-128). New York, NY: Rowman & Littlefield.

Burns, R. W. & Badiali, B. (2013). Preparing teacher educators in the professional development school context. In J. Perry & D. L. Carlson (Eds.), *In their own words: A journey to the stewardship of the practice in education*, (pp. 41-58). Charlotte, NC: Information Age Publishing.

Arbaugh, F., Nolan, J., Parks, K.+ & **Burns, R. W.** (2012). The practices and knowledge of school-based teacher education practitioners. In M. Macintyre Latta & S. Wunder (Eds.). *Placing practitioner knowledge at the center of teacher education: Rethinking the policy and practice of the education doctorate*, 105-124. Charlotte, NC: Information Age Publishing.

Newsletters and Other Practitioner-Oriented Publications

Burns, R. W. (2018, Summer). NAPDS policy, advocacy, and external relations: A year of progress. *PDS Partners*, 13(3), 19-20.

Garin, E., **Burns, R. W.**, & Polly, D. (2018, Summer). The intersection of the AACTE clinical practice report and the NAPDS Nine Essentials. *PDS Partners*, 13(3), 5-7.

Burns, R. W. & Haraf, S.* (2018, June). *School climate and perception survey: Parent data. A summary.* Prepared for the Mort Elementary, A Community Partnership School Cabinet. Tampa, FL.

Burns, R. W. in collaboration with the David C. Anchin Center, USF-St. Petersburg, & St. Petersburg College. (2016, November). *Customized Teacher Leader Academy Concept Paper.* Prepared for Pinellas County Schools.

Burns, R. W. (2016, May). Engaged scholarship to improve schools: The Mort Teacher Leader Academy. *University of South Florida College of Education Newsletter*, 2-3.

Burns, R. W., Andrade, V.,* Robertson, G.,+ & Schmidt, A.+ (2016, June). *Mort Elementary, a community school needs assessment: Findings & recommendations from school district and community wide surveys.* Internal community needs assessment, 1-14.

Burns, R. W., & Johnson, W.+ (2015). The Mort Teacher Leader Academy. *Leading Innovation in Teacher Education*, 1(1), 7-8.

Burns, R. W., Papke, A.,* Welsh, J., & Pittaluga, P.+ (2015, Fall). The Promethean Technology initiative. *Leading Innovation in Teacher Education*, 1(1), 5-6.

Burns, R. W., Johnson, W.,+ Mills, D.,+ & Yendol-Hoppey, D. (2015, August 24). Developing urban teacher leaders together: The Mort Teacher Leader Academy (Weblog). Retrieved from <http://edprepmatters.net/2015/08/developing-urban-teacher-leaders-together-the-mort-teacher-leader-academy/>.

Powell, R. L.,*+ **Burns, R. W.**, Ward, J.,*+ Persbacker, S.,+ Kondash, A.,+ Norton, L.,* & Mercer, S.+ (2014). "These kids": Supporting pre-service teachers' understanding of a culturally diverse student population. *PDS Partners*, 10(1), pp. 7, 13.

Keynote Addresses

Burns, R. W. (2018, August). *Beyond superficiality: Fundamental changes for actualizing clinically based educator preparation.* Closing keynote speaker for the annual summer meeting of the Association of Teacher Educators. Albuquerque, New Mexico.

Burns, R. W. (2017, October). *The art of boundary-spanning*. Keynote speaker for the inaugural meeting of the North Carolina Professional Development Network. Wrightsville, North Carolina.

Invited Talks, Featured or Guest Speaker Presentations

International

Burns, R. W. (2017, February). *Professional development schools: The role of faculty in working in and with schools*. Invited speaker for the faculty of the University of the Bahamas School of Education, Nassau, Bahamas.

Burns, R. W., Johnson, W.,+ & Perrone-Britt, F.*+ (2017, February). *Professional development schools: How universities and schools are better together*. Featured speaker for the faculty of T.G. Glover Professional Development Research School, Nassau, Bahamas.

National

Hazi, H. M., Gordon, S., Goldsberry, L., & **Burns, R. W.** (2018, October). *Considering the destiny of instructional supervision: Transforming the foundation of our past to inform our current and future work*. Invited expert panelist at the annual meeting of the Council of Professors of Instructional Supervision, Orono, ME.

Benson, G., **Burns, R. W.**, Catelli, L., Ogletree, S., Rutter, A., & Stoicovy, D. (2018, March). *Carving a collaborative future for advancing and elevating PDS research: An interactive symposium and special event*. Presented at the annual meeting of the National Association for Professional Development Schools in Jacksonville, FL.

Jacobs, L. (Host and Producer). (2017, October). *Creating high teacher quality in teacher preparation programs: An interview with AACTE members Dr. Rebecca West Burns and Dr. D. Mark Meyers*. Online: EduTalk Radio.

Burns, R. W. (2017, October). *Casting North Carolina into the national spotlight: Calling all school and university leaders*. Special session at the inaugural meeting of the North Carolina Professional Development Network. Wrightsville, North Carolina.

Jacobs, J., **Burns, R.W.**, & Hooser, A. (2017, February). *Publishing Practitioner Research*: Journal of Practitioner Research. Presented at the annual meeting of the Association of Teacher Educators. Orlando, FL.

Burns, R. W. (2015, February) representing D. Dennis, R. W. Burns, K. Tricarico, S. van Ingen, J. Jacobs, and J. Davis. *Problematizing clinical education: What is our future?* An invited presentation at the annual meeting of the Association of Teacher Educators in Phoenix, AZ.

Burns, R. W., Branson, S.,* & Baker, W.*+ (2015, February) representing the elementary faculty of D. Yendol-Hoppey, J. Jacobs, D. Dennis, R.W. Burns, J. Davis, S. van Ingen, K. Tricarico and doctoral students of the elementary education program. *The University of South Florida Elementary Education Program* as an invited presentation for Learning from Award Winning Teacher Education Programs Session of the Professional Development School Special Interest Group presented at the annual meeting of the Association of Teacher Educators in Phoenix, AZ.

State

Burns, R. W. (2017, June). *The Teacher Leader Academy at Mort: The Academic arm of Mort Elementary, a Community Partnership School*. Featured speaker for the University of Central Florida Center for Community Schools and Child Innovation University Partners Monthly Meeting, Teleconference.

Burns, R. W. (2016, September). *Professional development schools: The academic arm of community schools to support school, educational, and community renewal*. Featured speaker for the University of Central Florida Center for Community Schools and Child Welfare Innovation University Partners Monthly Meeting, Teleconference.

Burns, R. W. (2016, May). *The Mort Teacher Leader Academy: Developing teacher leaders together through differentiated professional development*. Guest speaker for the Heartland Consortium Leadership Collaborative Monthly Meeting, Tampa, FL.

Local

Burns, R. W. & Perrone-Britt, F.*+ (2016, November). *The Mort Teacher Leader Academy: Developing Teacher Leadership Capacity for School Renewal*. Guest speaker for *Leadership Tampa Bay*, Tampa, FL.

Burns, R. W. (2016, September). *The Mort Teacher Leader Academy: Developing Teacher Leadership Capacity for School Renewal*. Guest speaker at the University of South Florida College of Education Class of 1966 Alumni Luncheon, Tampa, FL.

Burns, R. W. (2016, August). *The Mort Teacher Leader Academy: Developing Teacher Leadership Capacity for School Renewal*. Guest speaker at the University of South Florida College of Education David C. Anchin Center External Advisory Board Bi-annual Meeting, Tampa, FL.

Burns, R. W. & Jacobs, J. (2016, April). *Teacher leader academy: Developing equity-literate teacher leaders for Elevate Schools together*. Special presentation for the Hillsborough County Public Schools Administration, Tampa, FL.

Symposia

- 2018 Association of Teacher Educators Clinical Practice Fellows Symposium, Las Vegas, NV
Co-Chairs: **Rebecca West Burns** and Jennifer Jacobs
Planning Team: Raven Robinson (Doctoral Student), Andrea Willson (Doctoral Student), Kathryn Will-Dubyak (University of Maine Farmington), Rod Lucero (Vice President American Association of Colleges for Teacher Education)
Description: National day and a half symposia of 100 participants consisting of both university faculty (Clinical Practice Fellows) and K-12 school partners (Thought Partners) who engaged in series of protocols to problem solve problems of practice related to clinical practice, school-university partnerships, and high quality educator preparation.

Conference Presentations and Presented Papers

National/International

Butler, B., **Burns, R. W.**, & Diacopoulos, M. (2018). *Rethinking student teaching supervision: A framework for the learning of supervision*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision, Orono: ME.

Burns, R. W., & Haraf, S. (2018). *Saving Hope Elementary*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision, Orono: ME.

Cosenza, M., & **Burns, R. W.** (2018). *NAPDS National outreach initiatives*. Presented at the annual meeting of the National Association for Professional Development Schools in Jacksonville, FL.

Jacobs, J., **Burns, R. W.**, Haraf, S., Bellas, A., Perrone, F., Izzo, M., & Johnson, W. (2018). *Developing equity-oriented teacher leaders in a PDS*. Presented at the annual meeting of the National Association for Professional Development Schools in Jacksonville, FL.

Burns, R. W., Jacobs, J., Hooser, A., Krause, M., & Latzke, R. (2018). *Collaborating teacher fellows: Continuing our work to empower school-based teacher educators in a large clinically-rich teacher education program*. Presented at the annual meeting of the National Association for Professional Development Schools in Jacksonville, FL.

Butler, B., **Burns, R. W.**, Willey, C., McIntyre, D. J., Badiali, B., Byrd, D. M., Baker, W., Diacopoulos, M., & Davis, S. (2018). *Supervision as a field of study – Endangered or emerging? Scholars share their stories and perspectives*. Presented at the annual meeting of the Association of Teacher Educators, Las Vegas, NV.

Burns, R. W., Johnson, W.,+ Bellas, A.,*+ Perrone-Britt, F.,*+ & Hodges, K.*+ (2017, April). *Developing teacher leaders to renew schools together: A collaborative inquiry of a partner school*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Butler, B., **Burns, R. W.**, & Willey, C. (2017, April). *Toward a renewal of supervisory practice in teacher education: A co/autoethnographic self-study*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Flory, S., & **Burns, R. W.** (2017, April). *Enhancing practice through clinically rich methods courses in physical education*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Zenkov, K., Richman, L., **Burns, R. W.**, Garin, E., Parrish, A., Waters, M., Thompson, K. E., Madden, M., Hands, R. E., Heath, M., Kruft, C., Ledford, E., Guerrero, J., Rogers, R., Rogers, D., Choins, J., Cox, H., Catelli, L., Gayle, A. P., Naughton, C., & Hands, R. (2017, March). *2017 School-University Partnerships Themed Issues*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

Cosenza, M., Keifer-Kennedy, M., Stoicovy, D., Hassell, K., & **Burns, R. W.** (2017, March). *PDS directors' forum*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

- Burns, R. W.**, Johnson, W.,+ Perrone, F.,*+ Hodges, K.,*+ Izzo, M.,*+ & Clark, D.*+ (2017, March). *Teachers teaching teachers: Structures, successes, and challenges in designing differentiated professional development in PDS*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.
- Jacobs, J., **Burns, R. W.**, Krause, M., Hooser, A., Latzke, R., Leeman, J.,* Wilson, A.,* Hall, J.,*+ Edwards, L.,+ Gonzalez, L.,+ & Moretuzzo, M.+ (2017, March). *Collaborating teacher fellows: Empowering teachers to be leaders in a large clinically-rich teacher education program*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.
- Dresden, J., & **Burns, R. W.** (2017, March). *Position, power, and potential: The role of boundary spanners in PDS*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.
- Hooser, A., **Burns, R. W.**, Dana, N., Dana, T., Jacobs, J., & Yendol-Hoppey, D. (2017, March). *Integrating practitioner inquiry into clinically rich teacher education programs: Perspectives of preservice teachers, practicing teachers, and teacher educators*. Presented at the annual meeting of the American Association for Colleges of Teacher Education, Tampa, FL.
- Burns, R. W.**, Johnson, W.,+ & Bellas, A.*+ (2017, March). *The Mort Teacher Leader Academy: Renewing Teacher Professional Learning and Graduate Coursework Together*. Paper presented at the inaugural International Teacher Leadership Conference, Miami, FL.
- Butler, B. M., **Burns, R. W.**, Willey, C. J., McIntyre, J., Badiali, B., Diacopoulos, M.,** Baker, W**+, & Davis, S.** (2017, February). *Supervision as a field of study – Endangered or emerging? Scholars share their stories and perspectives*. Symposium at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- Baker, W.**+, & **Burns, R. W.** (2017). *A clinically rich methods course within clinically rich PDS*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- Butler, B. M., **Burns, R. W.**, & Willey, C. J. (2016, October). *Supervision as an endangered or emerging field of study? A duoethnography of supervision practice and scholarship in teacher education*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision, Tampa, FL.
- Burns, R. W.**, Jacobs, J., & Yendol-Hoppey, D. (2016, April). *In search of a framework for clinically-rich preservice teacher supervision: A meta-analysis of the empirical literature from 2001-2013*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Burns, R. W.**, & Baker, W.*+ (2016, April). *The boundary-spanner in professional development schools: In search of common nomenclature*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Jacobs, J., **Burns, R. W.**, Hooser, A., Krause, M., Banks, C.,*+ Willson, A.,* Casciola, V., & Hall, J.*+ (2016, March). *Structures for building a large scale clinically rich school-university partnership*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.
- Summa, M.,+ Wulf, T.,+ **Burns, R. W.**, Fair, S.,*+ Tormoehlen, C.*+ (2016, March). *Building partnership capacity through teacher leadership: The Urban Teacher Residency Partnership Program Teacher*

Leadership Cohort. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

Burns, R. W., Johnson, W.,+ Perrone, F.,*+ Hodges, K.,*+ & Bellas, A.*+ (2016, March). *The Mort Teacher Leader Academy: Transforming teacher professional development and graduate coursework together*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

Burns, R. W., Hoppey, D., Allsopp, D., & Yendol-Hoppey, D. (2016, March). *Generating PDS possibility and practicality thinking for clinically rich teacher education within colleges of education: Implications for faculty in PDS*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

Burns, R. W., & Baker, W.*+ (2016, March). *A framework for fostering common nomenclature for boundary-spanning roles in PDS*. Presented at the annual meeting of the National Association for Professional Development Schools, Washington, D.C.

Burns, R. W., & Baker, W.*+ (2016, February). *The boundary spanner in PDS: In search of common nomenclature*. Presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Jacobs, J., **Burns, R. W.**, Hooser, A., Casciola, V., & Leeman, J.* (2016, February). *Facilitating a focus on student learning: Pre-Service teachers engaging in a yearlong teacher inquiry into an individual learner*. Presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Dana, N., Dana, T., Jacobs, J., Hooser, A., **Burns, R. W.**, Badiali, B., Wolkenhauer, R., Nolan, J., Knight, S., Kitt, M.J. (2016, February). *Integrating practitioner inquiry into teacher education programs: Lessons learning from three institutions*. Presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Branson, S.,* **Burns, R. W.**, & Papke, A.* (2016, February). *Accountability through blogging: Developing a professional identity in a clinically rich context*. Presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.

Burns, R. W., & Johnson, W.+ (2015, October). *The Mort Teacher Leader Academy: Developing teacher leaders together through differentiated professional development*. Presented at the annual meeting of the Council of Great City Schools, Long Beach, CA.

Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2015, October). *In search of a common framework for preservice teacher supervision using meta-analysis*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision, Fort Worth, TX.

Burns, R.W., Jacobs, J.,& Yendol-Hoppey, D. (2015, April). *The state of preservice teacher supervision within field experiences in a decade of reform*. Paper presented at the American Education Research Association (AERA), Chicago, Illinois.

Johnson, W.,+ **Burns, R. W.**, Baker, W.,*+ Bellas, A.,*+ Reyes, Y.,*+ MacDonald, A.,*+ Kontra, K.,*+ Perrone, F.,*+ Izzo, M.,*+ & Mueller, A.*+ (2015, March). *Developing teacher leaders together: Revitalizing PLCs as a mechanism of educational change for schools and universities*. Presented at the annual meeting of the National Association for Professional Development Schools in Atlanta, GA.

Papke, A.* & **Burns, R. W.** (2015, March). *The Promethean Technology coach: Taking an Active Approach to supporting technology integration in an urban PDS*. Presented at the annual meeting of the National Association for Professional Development Schools in Atlanta, GA.

Burns, R. W., & Badiali, B. (2015, February). *Conceptualizing supervision in the professional development school context*. Presented at the annual meeting of the Association of Teacher Educators in Phoenix, AZ.

Burns, R. W., & Baker, W.*+ (2015, February). *Developing preservice teachers' general pedagogical knowledge: Tools for making observation purposeful*. Presented at the annual meeting of the Association of Teacher Educators in Phoenix, AZ.

Burns, R. W., & Badiali, B. (2014, October). *Conceptualizing supervisors' pedagogical skills*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision in Atlanta, GA.

Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2014, October). *What do we continue to learn about preservice teacher supervision since the release of the NCATE PDS Standards and Blue Ribbon Report?: Part two of a qualitative meta-analysis*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision in Atlanta, GA.

Burns, R. W., & Badiali, B. (2014, April). *Conceptual, procedural, and emotional mentoring: The reframing of supervisor learning to practice to learning from practice*. Paper presented at the annual meeting of the American Educational Research Association in Philadelphia, PA.

Jacobs, J., **Burns, R. W.**, & Yendol-Hoppey, D. (2014, April). *What do we know about preservice teacher supervision since the release of the NCATE PDS Standards and the NCATE Blue Ribbon Report? A Meta-Analysis*. Paper presented at the annual meeting of the American Educational Research Association in Philadelphia, PA.

Jacobs, J., **Burns, R. W.**, & Yendol-Hoppey, D. (2014, February). *Understanding the role and function of the PST supervisor: A review of the empirical literature*. Paper presented at the annual meeting of the Association of Teacher Educators in St. Louis, MO.

Yendol-Hoppey, D., Jacobs, J., Davis, D., **Burns, R. W.**, van Ingen, S., Dennis, D., & Tricarico, K. (2014, March). *Preparing the next generation of teacher educators to lead innovative teacher education: Clinically rich, equity-focused, and inquiry based*. A four-paper symposium presented at the annual meeting of the American Association of Colleges for Teacher Education in Indianapolis, IN.

Burns, R. W., Powell, R.*+ Safara, K.*+ & Byrne, S.* (2014, February). *Prioritizing depth in the field experience: Examining looping with pre-service teachers*. Presented at the PDS National Conference and the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Burns, R. W., Powell, R.*+ Wulf, T.,+ Baker, W.*+ Reyes, Y.*+ Robertson, M.* & Ortiz, S.* (2014, February). *Content-focused coaching: Conceptualizing structures, roles, and supervisory practices for supporting preservice teacher education in the content areas*. Presented at the PDS National Conference and the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Johnson, W.,+ **Burns, R. W.**, Baker, W.*+ Wulf, T.,+ Bellas, A.*+ Perrone, F.*+ Reyes, Y.*+ & Safara, K.*+ (2014, February). *Developing teacher leaders together: Design principles and challenges of creating a school-wide, differentiated professional development experience*. Presented at the PDS National

Conference and the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Papke, A.,* **Burns, R. W.**, Ortiz, S.,* Makris, C.,* & Vlk, A.* (2014, February). *ActivLearning in an ActivClassroom: Using Promethean Technology to differentiate teaching and learning*. Presented at the PDS National Conference and the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Burns, R. W., & Badiali, B. (2013, October). *Identifying pedagogical skills of supervisors: Unearthing the intricacies and complexities of learning to supervise*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision in State College, PA.

Burns, R. W., Dennis, D., Davis, J., van Ingen, S., Gelfuso, A.,* Powell, R.,*+ Baker, W.,*+ Mercer, S.,+ & Wulf, T.+ (2013, October). *Content-focused coaching: Conceptualizing structures, roles, and supervisory practices for supporting pre-service teacher education in the content areas*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision in State College, PA.

Jacobs, J., **Burns, R. W.**, Yendol-Hoppey, D., Arndt, K.,* Casciola, V.,* Powell, R.,*+ Rakes, L.,* Ward, J.,*+ & Pennington, S.* (2013, October). *What do we know about pre-service teacher supervision since the release of the NCATE PDS Standards and Blue Ribbon Report? A review of the literature*. Paper presented at the annual meeting of the Council of Professors of Instructional Supervision in State College, PA.

Burns, R. W., & Badiali, B. (2013, April). *The impact of novice supervision on teacher candidates in a PDS context*. Paper presented at the annual meeting of the American Educational Research Association in San Francisco, CA.

Burns, R. W. (2013, April). *Conceptualizing the pedagogical skills of supervisors*. Paper presented at the annual meeting of the American Educational Research Association in San Francisco, CA.

Burns, R. W., & Hazi, H. (2013, April). *Perspectives on technology-driven supervision: Creating the conversation in a climate of accountability*. Panel presented at the annual meeting of the American Educational Research Association in San Francisco, CA.

Burns, R. W., & Badiali, B. (2013, February). *The impact of novice supervision on teacher candidates in a PDS context*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, LA.

Badiali, B., **Burns, R. W.**, Nolan, J. (2013, February). *The PDS as a laboratory of practice for preparing the next generation of teacher educators*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, LA.

Powell, R. L.,*+ Ward, J.,*+ Persbacker, S.,+ Kondash, A.,+ Norton, L.,* **Burns, R. W.** (2013, February). *"These kids": Supporting preservice teachers' understanding of a culturally diverse student population through an inquiry-oriented assignment*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, LA.

Ward, J.,*+ Powell, R. L.,*+ Mercer, S.,+ Persbacker, S.,+ Kondash, A.,+ Norton, L.,* **Burns, R. W.** (2013, February). *The evolution of mentor-preservice teacher matching within a PDS*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, LA.

Burns, R. W., & Badiali, B. (2012, October). *Conceptualizing supervision in a PDS context*. Presented at the annual meeting of the Council of Professors of Instructional Supervision in Asheville, NC.

Jacobs, J., **Burns, R. W.,** & Yendol-Hoppey, D. (2012, October). *Supervision in a climate of accountability: Understanding educators' experiences with professional learning*. Presented at the annual meeting of the Council of Professors of Instructional Supervision in Asheville, NC.

Burns, R.W. (2012, April). *Conceptualizing supervision in a PDS context: A case analysis*. Presented at the annual meeting of the American Education Research Association in Vancouver, Canada.

Burns, R. W. (2012, March). *Supervision in the PDS: Understanding its characteristics and multiple pedagogies*. Presented at the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Burns, R.W., Badiali, B., Barthmaier, L.,+ & McDonald, C. (2012, March). *A paradigmatic shift in pedagogy: Using conversation as inquiry groups with undergraduates to restructure the seminar experience*. Presented at the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Alexander, M., **Burns, R. W.,** Kitt, M.J.,+ & Wheland, M.+ (2012, March). *iSupervision: Exploring the iPad as a supervisory tool in the PDS context*. Presented at the annual meeting of the National Association for Professional Development Schools in Las Vegas, NV.

Burns, R. W. (2011, October). *Developing teacher leaders in a professional development school context: The transformative nature of the hybrid role*. Presented at the annual meeting of the Council of Professors of Instructional Supervision in Aguadillo, Puerto Rico.

Burns, R. W. (2011, April). *The transformative nature of the hybrid role*. Presented at the annual meeting of the American Educational Research Association in New Orleans, Louisiana.

Burns, R. W., Dewitt, K., Stahl, C.,+ & Pollick, T.* (2011, March). *Examining the interpersonal relationships between interns and their student teaching supervisors*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, Louisiana.

Burns, R. W., Stahl, C.,+ Lunsford, S., & Shoemaker, K.* (2011, March). *Deepening reflective practices through focused observations and video analysis*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, Louisiana.

Stoicovy, D.,+ & **Burns, R. W.** (2011, March). *Bringing teacher voice to self-directed professional development: Lessons learned*. Presented at the annual meeting of the National Association for Professional Development Schools in New Orleans, Louisiana.

Burns, R. W. (2010, April). *The journey back: A case study examining the re-enculturation of a hybrid educator*. Presented at the annual meeting of the American Educational Research Association in San Francisco, CA.

Ballock, E., Reilly, C., **Burns, R. W.,** & DeWitt, K. (2010, March). *Hitting the ground running: A panel discussion on developing teacher educator identities and praxis on the job, within a PDS context*. Presented at the annual meeting of the National Association for Professional Development Schools in Orlando, FL.

Burns, R. W. (2010, March). Understanding the transformative nature of the hybrid role. Presented at the annual meeting of the National Association for Professional Development Schools in Orlando, FL.

Burns, R. W. with Stoicovy, D.,+ McGarry, L.,* & Fricker, M.* (2010, March). No learner left behind: The impact of differentiated professional development on students, teacher candidates, and current educators. Presented at the annual meeting of the National Association for Professional Development Schools in Orlando, FL.

Burns, R. W. with McDonald, C., & Washell, D.+ (2010, March). Digging deeper: Using video analysis to unearth the intricacies of novice teacher reflection and supervisory practices. Presented at the annual meeting of the National Association for Professional Development Schools.

Stoicovy, D.,+ **Burns, R. W.**, Cody, J. L.,+ & Cullin, E. S.+ (2010, March). Turning learning inside out: Self-directed professional development. Presented at the annual meeting of the National Science Teachers Association in Philadelphia, PA.

Badiali, B., & **Burns, R.W.** (2009, March). Deliberately using the PDS to prepare future teacher educators. Presented at the annual meeting of the National Association for Professional Development Schools in Daytona, FL.

Burns, R.W., & Badiali, B. (2009, March). The journey back: A case study examining the re-enculturation of a hybrid educator. Presented at the annual meeting of the National Association for Professional Development Schools in Daytona, FL.

Burns, R.W., Stoicovy, D.,+ Ciuffetelli, L.,* & Harris, P.* (2009, March). Turning learning inside out: Professional development in a PDS. Presented at the annual meeting of the National Association for Professional Development Schools in Daytona, FL.

Burns, R.W., Washell, D.,+ & Harris, P.* (2009, March). Digging deeper: Using video analysis to unearth the intricacies of novice reflection and supervisory practices. Presented at the annual meeting of the National Association for Professional Development Schools in Daytona, FL.

Burns, R.W., Hershberger, K.,+ Kur, J.,+ & Donaldson, J.* (2008, April). Arriving home: Unpacking experienced teachers' decision-making processes through video analysis. Presented at the annual meeting of the National Association for Professional Development Schools in Orlando, FL.

Burns, R.W., & Washell, D.+ (2008, April). Beyond reflective practice: Using video analysis technology to examine problems of practice. Presented at the annual meeting of the National Association for Professional Development Schools in Orlando, FL.

Zemba-Saul, C., **Burns, R.W.**, & Hershberger, K.+ (2008, March). Making the transparent visible: Using video-analysis to reveal the expert decision making of elementary teachers during science instruction. Presented at the annual meeting of the Society for Information Technology and Teacher Education in Las Vegas, NV.

State/Regional

Burns, R. W. with Nolan, J., & Dewitt, K. (2011, October). A paradigmatic shift in pedagogy: Using conversation as inquiry groups with undergraduates to restructure the seminar experience. Presented at

the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, Pennsylvania.

Dewitt, K., **Burns, R. W.**, & Stahl, C.+ (2011, October). Examining interpersonal relationships between student teachers and their supervisors. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, Pennsylvania.

Stoicovy, D.,+ & **Burns, R. W.** (2011, October). Turning learning inside out: Finding teacher voice through professional development. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, Pennsylvania.

Burns, R. W., & Dewitt, K. (2010, October). Examining the interpersonal relationships between student teachers and their supervisors. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, PA.

Burns, R. W. (2010, October). Understanding the transformative nature of the hybrid role. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, PA.

Burns, R. W., & Washell, D.+ (2009, November). Digging deeper: Using video analysis to deepen reflective practices of novices and supervisors. Presented at the annual meeting of the Pennsylvania Association of Supervision and Curriculum Development in Harrisburg, PA.

Burns, R. W., Zembal-Saul, C., & Washell, D.+ (2009, October). Reflection goes high tech: Using video analysis to construct evidence-based decisions about teaching and learning. Workshop presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, PA.

Badiali, B., Nolan, J., Edmonson, J., & **Burns, R. W.** (2009, October). Signature pedagogies, laboratories of practice, unconventional capstones and clinical rotations: Program designs for the education of teacher educators. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, PA.

Burns, R.W., & Washell, D.+ (2009, July). Digging deeper: Using video analysis to unearth the intricacies of novice teacher reflection and supervision. Presented at the Penn State Summer Conference for Partnerships and Professional Development Schools in State College, PA.

Burns, R.W. (2009, June). The journey back: A case study examining the re-enculturation of a hybrid educator. Poster and paper presented at the annual Ethnographic and Qualitative Research Conference in Ohio.

Burns, R.W., & Washell, D.+ (2008, October). Making thinking visible: Using video analysis technology to examine problems of practice. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators and the Pennsylvania Education Research Association in Harrisburg, PA.

Nolan, J., & **Burns, R. W.** (2007, October). The impact of professional development schools on mentor teachers. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, PA.

Nolan, J., **Burns, R.W.**, & Grove, D. (2007, October). Classroom learning environments. Presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators in Harrisburg, PA.

Local

Johnson, G., Burlingame, P., **Burns, R.W.**, Salem, M., & Tack, H. (2009, April). Engaging students with program learning outcomes using blogs. Presented at the annual meeting of the Penn State University Teaching and Learning with Technology Symposium in State College, PA.

GRANTS AND FUNDED PROJECTS

2018 – 2020 **Professional Development School Innovation Network Teacher Leader Academy**

Sponsor: Pasco County Schools

PIs: Rebecca West Burns, Jennifer Jacobs, David Allsopp, Laura Sabella, Kate Boney, Jennifer Rinck+

Amount: \$100,000

Description: Professional Development Funded Program

Time: 2018-2020 academic years

2017-2018 **Urban Teacher Residency Partnership Program Teacher Leader Academy**

Sponsor: Hillsborough County Public Schools

PI: Rebecca West Burns

Amount: \$10,000

Description: Professional Development Funded Program

Time: 2017-2018 academic year

2017-2018 **Expanding the Mort Teacher Leader Academy**

Sponsor: David C. Anchin Center, Bank of America Fund

PI: Rebecca West Burns, Jennifer Jacobs, Samantha Haraf, Woodland Johnson+, Amanda Bellas+, and Francesca Perrone+

Amount: \$3,400

Description: Partnership Development Internal Grant

Time: 2017-2018 academic year

2017 **Teacher Leader Academies**

Sponsor: Elizabeth Castor

PI: Rebecca West Burns

Amount: Amount Redacted

Description: Challenge Grant to support customized teacher leader academies

2016 – 2017 **The Mort Teacher Leader Academy**

Sponsor: Hillsborough County Public Schools

PI: Rebecca West Burns & Woodland Johnson+ (Elementary Principal, Mort Elementary School, Tampa, FL)

Amount: \$35,000

Description: Professional Development Funded Program

Time: 2016-2017 academic year

2016 **The Mort Teacher Leader Academy**

Sponsor: Children's Home Society

PI: Rebecca West Burns, Woodland Johnson+ (Elementary Principal, Mort Elementary School, Tampa, FL), Karen Castor-Dentel+ (Community Member), & Diane Yendol-Hoppey

Professional Curriculum Vitae for Rebecca West Burns

Amount: \$14,000

Description: Professional Development Funded Program

Time: 1 semester – Spring 2016

2015 - 2018 **The Urban Teacher Leader Academy**

Sponsor: Hillsborough County Public Schools

PI: Rebecca West Burns & Marc Summa+ (Teacher, Hillsborough County Public Schools)

Amount: \$30,000 and generated graduate student credit hours

Description: Professional Development Funded Program

Time: 3 years

2015-2016 **Elementary Undergraduate Cohort Program Collaborating Teacher Fellows**

Sponsor: David C. Anchin Center, Bank of America Funds

Co-PI: Jennifer Jacobs & Rebecca Burns

Amount: \$600.00

Description: Internal Training Grant

Time: 1 year

2014 – 2019 **Studying the efficacy of the Urban Teacher Residency Partnership Program**

Sponsor: U.S. Department of Education i3 Grant Program

PI: Danielle Dennis & Sarah van Ingen (Rebecca Burns, Key Personnel)

Amount: \$3,400,000

Description: Program Evaluation Grant

Time: 5 years

2014 **Inquiring into Our Practice: Using Book Studies to Support Innovation, Inclusion, and Integration in Urban Schools.**

Sponsor: PDK District VII/Region F Emerging Leaders Project Grant

PI: Danielle Dennis. (Rebecca Burns, Key Personnel)

Amount: \$2500

Description: Training Grant.

Time: 1 year

2013 – 2015 **Mort Teacher Leader Academy**

Sponsor: Hillsborough County Public Schools

PI: Rebecca West Burns & William Johnson+ (Elementary Principal, Mort Elementary School)

Amount: \$46,000 and generated graduate student credit hours

Description: Professional Development Funded Program

Time: 2 years

2012 **CREATE SCHOLARS Program**

Sponsor: University of South Florida

Co-PI: Jennifer Jacobs, Bea Green, Rebecca West Burns, Audra Parker, Diane Yendol-Hoppey

Amount: \$5,000 and 2 Graduate Assistants

Description: Internal Curriculum Enhancement Grant

Time: 1 year

2008 – 2010 **Turning Learning Inside Out: Differentiated School Wide Professional Development**

Sponsor: Department of Environmental Protection.

Co-PI: Donnan Stoicovy+ (Elementary Principal, Park Forest Elementary, State College, PA) and Rebecca West Burns
Amount: \$55,000
Description: Training Grant
Time: 2 years

GRANTS UNDER REVIEW

2018 **Project BRIDGE: Building Relationships, Inspiring Discussions, Generating Experiences**
Sponsor: The Braitmayer Foundation
PIs: **Rebecca West Burns**, Jennifer Jacobs, Samantha Haraf in collaboration with USF Foundations
Amount: \$35,000
Description: Professional Development Training Grant
Time: 1 year

GRANTS AND PROJECTS UNFUNDED

2018 **Advancing Professional Development Schools (PDS) Research: Crafting a Collaborative National Research Agenda**
Sponsor: The American Education Research Association
PIs: Linda A. Catelli, Susan Ogletree, Gwendolyn Benson, **Rebecca West Burns**, & Jane Neapolitan
Amount: \$39,750
Description: Research Conference Award
Time: 1 year

2018 **Going Global: Professional Development Schools as Tomorrow's Teaching Hospitals for Educator Preparation**
Sponsor: USF Nexus Initiative Award
PI: Rebecca West Burns and Ruth Sumner (University of the Bahamas)
Amount: \$15,000
Description: Internal Global Research Grant
Time: 1 year

2017 **The Intellectual Activity of Clinical Pedagogues in Preparing High Quality Educators**
Sponsor: The National Academy of Education/Spencer Postdoctoral Fellowship Award
PI: Rebecca Burns
Amount: \$70,000
Description: Research Grant
Time: 1 year

2017 **Polk County Teacher Leadership**
Sponsor: Schools of Hope Florida State Grant
PI: Rebecca West Burns and David Allsopp
Amount: \$754,671
Description: State Training Grant (USF Contractor)
Time: 2 years

2017 **The Mort Teacher Leader Academy: Developing Equity-Literate Teacher Leaders to Improve Schools**

- Sponsor: The Braitmayer Foundation
PI: Rebecca West Burns in collaboration with Hillsborough County Public Schools
Amount: \$34,593
Description: Foundation Training Grant
Time: 1 year
- 2017-2018 **Potter Elementary Teacher Leader Academy**
Sponsor: Hillsborough County Public Schools
PI: Rebecca West Burns
Amount: \$272,146.10
Description: Professional Development Funded Program
Time: 1 year
- 2016 **Project Renewal: Developing Centers of Equitable Pedagogical Excellence for Clinically Rich Preparation and Educational Renewal**
Sponsor: U.S. Department of Education
PI: David Allsopp, Co-PIs: Rebecca West Burns, Cheryl Ellerbrock, Jennifer Jacobs, Scott Richman,+ and William Black
Amount: \$5 million
Description: Teacher Quality Partnership Grant
Time: 5 years
- 2016 **Pinellas County Public Schools Customized Teacher Leader Academy**
Sponsor: U.S. Department of Education (Teacher Incentive Fund Grant)
PI: Rebecca West Burns & Jennifer Jacobs
Amount: \$1.6 million sub contract (\$10 million total funding)
Description: Training Grant
Time: 5 years
- 2016 **The Mort Teacher Leader Academy: Transforming Schools and Teacher Learning Together**
Sponsor: The Braitmayer Foundation
PI: Rebecca West Burns in collaboration with Hillsborough County Public Schools
Amount: \$35,000
Description: Foundation Training Grant
Time: 1 year
- 2016 **Teaching about Teaching: The Pedagogical Expertise Needed to Prepare Tomorrow's Teachers in Clinical Contexts**
Sponsor: University of South Florida
PI: Rebecca West Burns
Amount: \$10,000
Description: Internal Research Grant
Time: 1 year
- 2014, 2015 **The Clinical Pedagogical Expertise Needed to Support Preservice Teacher Professional Learning in High Poverty Rural and Urban Schools**
Sponsor: The National Academy of Education/Spencer Postdoctoral Fellowship Award
PI: Rebecca Burns
Amount: \$70,000
Description: Research Grant

PEDAGOGY AND TEACHING

University of South Florida

Courses Taught

Graduate Courses

Our doctoral program is intentional in developing teacher educators who understand clinical practice and know how to work in and with schools. We offer four general teacher education courses: (1) Supervised Teaching I, which is designed to expose first year teacher educators to teacher inquiry, self study, and practitioner research; (2) Supervised Teaching II, which builds upon the fundamentals of practitioner inquiry and supports doctoral students as they supervise undergraduates in their field experiences; (3) Working in Schools, which helps doctoral students understand the fundamentals and research related to building and establishing quality partnerships with schools, and (4) Critical Pedagogy, which is designed to develop doctoral students' lens of equity. Students also take a seminar in teacher education for three semesters. I have taught the following courses:

Supervised Teaching I (EDH 7325), Graduate (Doctoral)
Supervised Teaching II (EDH 7326), Graduate (Doctoral)
Independent Study (EDG 7931), Graduate (Doctoral)
Working in Schools (EDG 7931), Graduate (Doctoral)
Teacher Education Seminar (EDE 7481), Graduate (Doctoral)

Teacher Leadership for Student Learning Graduate Certificate (TL Certificate) ONLINE

I coordinate this certificate and also teach in the program. The TL Certificate offers two pathways to certification: (1) Customized Teacher Leader Academies, such as MTLA, and (2) solely online. I have taught all four courses and I have taught in both pathways. The four courses include:

Coaching for Student Learning (EDE 6556), Graduate (Masters)
Teacher Research for Student Learning (EDE 6486), Graduate (Masters)
Professional Development for Student Learning (EDE 6366), Graduate (Masters)
Teacher Leadership for Student Learning (EDE 6076), Graduate (Masters)

The Mort Teacher Leader Academy (MTLA) 2013 - Present

MTLA is a customized teacher leader academy designed to develop teacher leaders who can support the principal in renewing a struggling urban, high needs school. MTLA uses the school's data and daily issues facing teachers as the curriculum for graduate coursework. Participants earn their Teacher Leadership for Student Learning Graduate Certificate and their Masters in Elementary Education, their Ed.S. in Elementary Education, or their Ed.D. in Program Innovation. I designed and created this program with the principal of Mort Elementary, a Community Partnership School beginning in 2013. Teaching in MTLA requires being a professor-in-residence for at least one academic year. I have been the Professor-in-Residence since its inception and to date, have mentored two other guest professors-in-residence.

Coaching for Student Learning (EDE 6556), Graduate (Masters)
Teacher Research for Student Learning (EDE 6486), Graduate (Masters)
Professional Development for Student Learning (EDE 6366), Graduate (Masters)
Teacher Leadership for Student Learning (EDE 6076), Graduate (Masters)
Assessment for Student Learning (EDG 6931/7931), Graduate (Masters/Doctoral)
Instructional Planning for Maximizing Elementary Student Learning (EDG 6931/7931), Graduate (Masters/Doctoral)
Technology Coaching for Student Learning (EDG 6931/7931), Graduate (Masters/Doctoral)
Coaching for Culturally Responsive Teaching (EDG 6931/7931), Graduate (Masters/Doctoral)

The Professional Development School Innovation Network (PDS iNetwork) Teacher Leader Academy 2018 – Present

The PDS iNetwork is a collaboration between Pasco County Schools and the University of South Florida College of Education to create a school-university partnership across eight schools (three elementary, one K-8 school, two middle schools, and two high schools) situated within two feeder patterns that will address challenges associated with teacher retention, teacher preparation, teacher induction, teacher leadership development, and administrator preparation. One of the first initiatives to begin the PDS iNetwork was the creation of a customized teacher leader academy across the PDS iNetwork schools. The first cohort began in summer 2018 with 16 participants, and a second cohort is expected to begin in summer 2019. An instructional team consisting of two research faculty, two instructors, and one school district representative teaches in the PDS iNetwork Teacher Leader Academy. I serve on this instructional team and I mentor the other faculty who are new to the teacher leader academy model.

Teacher Leadership for Student Learning (EDE 6076), Graduate (Masters) Fall 2018
Professional Development for Student Learning (EDE 6366), Graduate (Masters) Spring 2019

Undergraduate Courses

Urban Teacher Residency Partnership Program (UTRPP)

UTRPP is a clinically intensive undergraduate, teacher certification program designed to prepare teachers for high needs, urban schools. Residents begin in their junior year and assume a teacher work schedule (7:30 am – 3:30 pm) four days a week with coursework taught on the fifth day. By the end of the program, residents accumulate almost 2000 hours of clinical experience in an urban school. There have been between four and six elementary schools in UTRPP, all which are located within a five-mile radius of the university. Sixty residents across two years (~30 per year) is maximum capacity for UTRPP, but the program typically has between 35-40 participants since its creation in 2012. Not only did I teach in UTRPP, but I also coordinated the clinical experiences for the program from 2012-2014.

Classroom Management (EDE 4301), Undergraduate
Level 1 Field Experience (EDE 4941), Undergraduate
Level 2 Field Experience (EDE 4942), Undergraduate
Level 3 Field Experience (EDE 4944), Undergraduate
Final Internship (EDE 4940), Undergraduate

Lead Faculty for Multiple Sections

Due to the size of our programs, we have an informal structure called a “Course Lead,” where a lead faculty is designated for multiple courses in order to provide program coherence. Course Leads meet with instructors twice a month. Responsibilities include course oversight, co-planning, instructor selection and staffing, curriculum design and support, student issues and concerns, instructor mentorship and new faculty support, assessment design and documentation, and accreditation requirements.

Teacher Leadership for Student Learning (EDE 6076), Teacher Leadership Graduate Certificate
Coaching for Student Learning (EDE 6556), Teacher Leadership Graduate Certificate
Teacher Research for Student Learning (EDE 6486), Teacher Leadership Graduate Certificate
Professional Development for Student Learning (EDE 6366), Teacher Leadership Graduate Certificate
Creating & Differentiating Learning Environments in Elementary Schools (EDE 4504), Undergraduate
Level 1 Field Experience (EDE 4941), Undergraduate, Urban Teacher Residency Partnership Program
Level 2 Field Experience (EDE 4942), Undergraduate, Urban Teacher Residency Partnership Program
Level 3 Final Internship (EDE 4940), Undergraduate, Urban Teacher Residency Partnership Program
Customized Teacher Leader Academies

The Mort Teacher Leader Academy 2013 – Present
The Urban Teacher Leader Academy 2014 – Present

The PDS iNetwork Teacher Leader Academy 2018 – Present

Courses Developed or Revised

Teaching and Learning with Technology for Educators (TBD), Graduate (Masters)
Creating & Differentiating Learning Environments in Elementary Schools (EDE 4504), Undergraduate
Teacher Research for Student Learning (Online Conversation) (EDE 6486), Graduate
Teacher Leadership for Student Learning (Online Conversation) (EDE 6076), Graduate
Coaching for Student Learning (Online Conversation) (EDE 6556), Graduate
Professional Development for Student Learning (Online Conversation) (EDE 6366), Graduate

Program Development

Customized Teacher Leader Academy Model, Graduate

Doctoral Committees/Thesis Advising

Graduated

2015 – 2016	Katie Arndt, Ph.D. Elementary Education, Committee Member
2015 – 2017	David Thornton, Ph. D. Science Education, Committee Member
2015 – 2018	Cynthia Bauman, Ph.D. Educational Leadership, Committee Member

Chair

2014 – Present	Wendy Baker, Ph.D. Elementary Education, Co-Chair with Dr. Jennifer Jacobs Progress: Dissertation
2015 – Present	Suzanne Roberts, Ph.D. Teacher Education; Progress: Dissertation Proposal
2017 – Present	Samantha Haraf, Ph.D. Teacher Education; Progress: Coursework
2017 – Present	Krista Singleton, Ed.D. Educational Program Innovation, Co-Chair with Dr. Howard Johnson, Progress: Dissertation Proposal
2018 – Present	William Woodland Johnson, Ed.D. Educational Program Innovation, Co-Chair with Dr. Judith Ponticell, Progress: Dissertation Proposal

Committee Member (Ph.D.)

2016 – Present	Heidi Koplin, Educational Leadership, Progress: Coursework
2018 – Present	Steven Haberlin, Elementary Education, Progress: Dissertation Proposal
2018 – Present	Amber MacDonald, Elementary Education, Progress: Coursework
2018 – Present	Kia Sarnoff, Teacher Education, Progress: Coursework
2018 – Present	Sarah Thoman, Educational Psychology, Progress: Coursework
2018 – Present	Shahad Babeer, Elementary Education, Progress: Coursework

Committee Member (Ed.D.)

2017 – Present	Judith Deeley, Educational Program Innovation, Progress: Coursework
2018 – Present	Delilah Rabiero, Educational Program Innovation, Progress: Coursework

Penn State University

Courses Taught

Graduate Courses

Video Analysis of Teaching (CI 498C), Graduate

Research Based Classroom Strategies That Improve Student Achievement (CI 497C), Graduate

Undergraduate Courses

Classroom Learning Environments Course (CI 405/EDLDR 405), Undergraduate

Clinical Application of Instruction Elementary Education (CI 495B), Undergraduate

Practicum in Student Teaching: Elementary and Kindergarten Education and Professional Development

Practicum (CI 495D & F), Undergraduate

Teaching Science in the Elementary PDS (SCIED 458), Undergraduate

Courses Developed

Video Analysis of Teaching (CI 498C), Graduate

Research Based Classroom Strategies That Improve Student Achievement (CI 497C), Graduate

CONSULTING

- 2017 University Faculty Workshop on Clinically Based Education Program Development, University of North Florida College of Education, Jacksonville, FL
Co-designed and co-facilitated with Dr. Jennifer Jacobs a daylong workshop for university faculty on the role, importance, and structures of designing clinically based educator preparation programs.
- 2017 Helios Collaborating Teacher Training, Tampa, FL
Co-designed and co-facilitated a two-day training for collaborating teachers in the Helios Middle Grades Program in the College of Education at the University of South Florida.
- 2016 Professional Development Consultant, Heartland Consortium, Lake Placid, FL.
Focused feedback: A two-day training for school district administrators. I also invited a doctoral student and local teacher, Wendy Baker,+ to co-plan and co-facilitate the training.*
- 2010 Professional Development Consultant, Krause Center for Innovation, Los Altos Hills, CA
Collaborated with Gay Krause and her staff to implement and analyze professional development experiences for K-12 teachers regarding being and becoming technologically innovative with their practice for a month.
- 2008 – 2009 Professional Development Consultant with Dr. Bernard Badiali, Clearfield Area School District, Clearfield Co., PA
Co-planned and facilitated a two-day training workshop for 20 teachers and administrators from varying levels and years of experience to assist them in developing group facilitation skills.
- 2008 Educational Consultant and Academic Advisor, Penn State University, State College, PA
Advised incoming freshmen during their First Year Testing Counseling Advising Program.

EDITORIAL AND REVIEW WORK

Editorship

2016 – 2017	Guest Co-Editor with Dr. Eva Garin, Bowie State University, School-University Partnerships Special Issue, <i>Teacher Inquiry in Professional Development Schools: How it Makes a Difference</i>
2015 – Present	Associate Editor, Journal of Practitioner Research
2018 – Present	Guest Co-Editor with Dr. Laura Baecher, Hunter College of the City University of New York, Journal of Educational Supervision Special Issue, <i>Advancing Supervision in Clinically-Based Teacher Education</i>

Reviewer

2018 – Present	Journal of Educational Supervision
2018	Asia-Pacific Journal of Teacher Education
2017	American Association of Colleges for Teacher Education Commission on Clinical Practice Report, Invited Expert Reviewer
2012 – Present	Journal of Teacher Education, Reviewer
2017 – Present	The Teacher Educator, Reviewer
2017 – Present	American Journal of Education, Reviewer
2010 – Present	The International Journal of Leadership in Education, Reviewer
2012 – 2014	Teachers College Press, Book Proposal Reviewer
2016	Emerald Publishing, Book Proposal Reviewer
2013	AERA Division K, Section 6: Field Experiences Proposal Reviewer
2013 – 2015	AERA Supervision and Instructional Leadership SIG Proposal Reviewer
2012 – 2016	AERA PDS SIG Proposal Reviewer

PROFESSIONAL AND LEARNED SOCIETIES

2008 – Present	American Educational Research Association
2012 – Present	The Council of Professors of Instructional Supervision
2008 – Present	National Association for Professional Development Schools
2013 – Present	American Association of Colleges for Teacher Education
2012 – Present	Association of Teacher Educators
2010 – 2015	Association of Supervision and Curriculum Development
2007 – 2012	Pennsylvania Association of Colleges and Teacher Educators
2004 – Present	Phi Delta Kappa International

SERVICE

To the Profession

National Leadership

2015 – Present	Co-Convener , Association of Teacher Educators/National Association for Professional Development Schools National Joint Task Force
2018 – Present	Ad-Hoc Web Site Committee Chair , Council of Professors of Instructional Supervision

2017 – 2019	Policy, Advocacy, and External Relations Committee Chair , National Association for Professional Development Schools
2017 – 2018	President , Council of Professors of Instructional Supervision
2015 – 2018	Awards Committee Chair , American Educational Research Association Supervision and Instructional Leadership Special Interest Group
2016 – 2017	Secretary , Council of Professors of Instructional Supervision
2016	Conference Co-Chair , Council of Professors of Instructional Supervision
2014 – 2017	Board of Directors , National Association for Professional Development Schools
2013 – 2016	Chair , American Educational Research Association Professional Development School Research Special Interest Group (Chair-Elect, 2013; Past Chair, 2015)

National Task Forces or Commissions

2016 – 2018	Association of Teacher Educators Commission on Practitioner Research
2017 – Present	Association of Teacher Educators Task Force on Field Experience Standards
2018 – Present	American Association of Colleges for Teacher Education Clinical Practice Commission
2018 – Present	Association of Teacher Educators Commission on Teacher Educator Development

National Committees

2013 – Present	Council of Professors of Instructional Supervision Membership Committee
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Other Professional Service

2015 – Present	Association of Teacher Educators Clinical Practice Fellows
2015 – Present	Council of Professors of Instructional Supervision Graduate Student Mentoring
2013 – 2015	American Educational Research Association Supervision and Instructional Leadership Special Interest Group Member-at-Large
2013	American Educational Research Association Supervision and Instructional Leadership Special Interest Group Discussant
2014	American Education Research Association Professional Development School Research Special Interest Group Discussant

To the College and University

2013 – 2017	University of South Florida College of Education Practitioner Research Conference, Planning Committee
2013 – 2017	University of South Florida College of Education Practitioner Research Conference Awards Committee Chair
2015 – 2016	Educator Preparation Committee
2013 – 2016	Promethean Technology Initiative
2014 – 2018	University of South Florida College of Education David C. Anchin Center Internal Advisory Board
2013 – Present	Ambassadorship for School-Based Initiatives at Mort Elementary, Community Partnership School <i>Florida Department of Education (2015)</i> <i>University of Bahamas (2015; 2017)</i> <i>National Association for Professional Development Schools Leadership (2016)</i> <i>U.S. Congresswoman Kathy Castor (2016)</i> <i>Florida State Representative Shawn Harrison (2016)</i> <i>Florida State Representative Sean Shaw (2016)</i>

Leadership Tampa Bay (2017)

Polk County Schools (2017)

2016 – Present Mort Elementary Community Partnership School Academic Liaison

To the Department

2018 – 2020 Department of Teaching and Learning Tenure and Promotion Committee
2016 – Present Ed.D. Educational Program Innovation Program Faculty
2015 – Present Ph.D. Teacher Education Program Faculty
2014 – Present Coordinator, Graduate Certificate for Teacher Leadership for Student Learning
Online Graduate Certificate
Customized Teacher Leader Academies (n = 3; 52+ participants)
2012 – Present Elementary Education Faculty

To the Elementary Education Program

2015 – 2016 Co-Coordinator for Elementary Education Cohort Partnership Program
(largest undergraduate program in the USF College of Education, n =
300+ students)
2014 – Present Elementary Education Professional Development Planning Committee
2015 – 2016 Elementary Education Professional Standards Committee Co-Facilitator
2015 – Present Elementary Education Scholarship Reviewer
2015 Urban Teacher Residency Partnership Program Book Study Facilitator
2014 – 2015 Urban Teacher Residency Partnership Program Professional Induction Ceremony
2012 – Present Urban Teacher Residency Partnership Program Faculty
2016 – Present Collaborating Teacher Fellows Program

To the Community

2015 – Present Guest Reader, Mort Elementary Community Partnership School
2016 – Present Mort Elementary Community Partnership School Cabinet Member and
Leadership Team
2017 5th Grade Judge Tropicana Speech Competition, Mort Elementary Community
Partnership School

RECOGNITION

2016 National Teach to Lead Summit Participant and Team Leader

Our project, “Collaborating Teacher Fellows: Empowering Teachers to be Leaders in a Large Clinically-Rich School-University Partnership” was selected as one of 16 teams composed of university faculty, school-based practitioners, and other stakeholders to develop teacher leadership at the United States Department of Education in Washington, D.C.

2015 Association of Teacher Education Inaugural Clinical Fellows

Selected as one of 40 participants composed of both university-based and school-based teacher educators to discuss issues and concerns related to clinically rich teacher education