

AUBURN UNIVERSITY

a. Standard Biographical Data Sheet for Submission with Promotion and Tenure Review

Name: Jada Kohlmeier

Department: Curriculum and Teaching **College:** Education

Present Rank: Professor **Year in Present Rank:** 7

Year in Faculty Service at AU: 20 **Year in Faculty Service Elsewhere:** 0

Type of Current Appointment: Tenure-track, 9 month

Pay Basis: 9 month

Graduate Faculty Status: Level 2

Date Awarded: October, 2006

Date Renewed: April, 2020

Education: Institution	Degree	Major	Date Awarded
The University of Kansas	Ph.D.	Social Science Education	August, 2003
Washington University	M.A.T.	Social Science Education	August, 1993
Kansas State University	B.A.	History	May, 1992

Professional Experience: Institution	Rank	Period of Appointment
Auburn University	Professor	August 2016 - present
Auburn University	Associate Professor	August 2008 - 2016
Auburn University	Assistant Professor	August 2003 - 2008

I have reviewed the contents submitted in the attached dossier:

Signature: _____

Date: _____

b. Assigned duties (2019-present)

Teaching: 48% Research: 25% Outreach: 10% Service: 17%

Assigned duties (2014 - 2018)

Teaching: 60% Research: 25% Outreach: 10% Service: 5%

Assigned duties (2013)

Teaching: 65% Research: 20% Outreach: 10% Service: 5%

c. Honors and awards

- 2021 Humana Foundation Germany-Sherman Endowed Distinguished Professor.
- 2021 Student Government Association Faculty Member of the Year for College of Education.
- 2020 *High-Impact Innovation Grant*. A grant from the Auburn University Senate Teaching Effectiveness Committee. (\$1868). Purchased two Swivl cameras to expedite observations of interns and field lab students.
- 2019 *“Assessing Constitutional Reasoning in Secondary Students.”* A grant from the College of Education’s National Alumni Council (\$878.14) and the Department of Curriculum and Teaching (\$321.86) to incorporate video reflection into scaffolded lesson study in order to encourage teachers to assess student learning in problem-based historical inquiry.
- 2019 Paul Harris Fellow, Lee County Sunrise Rotary Club. \$1000 donation to Rotary International given in my honor to Rotary Foundation. Recognized for service to students and community by organizing World Affairs Youth Seminar summer camp 2003-2019.
- 2015 *“Enhancing Discussion Facilitation through Scaffolded Lesson Study and Video Reflection.”* A grant to work with two high school teachers to develop deliberation lessons on complex social problems, examine the moral reasoning used by the students, and the impact of video-enhanced lesson study on the teacher’s facilitation of quality discussions. \$5000 Auburn University College of Education Seed Grant.
- 2014 Professional Improvement Leave, Spring, 2014. “Creation of video case modules to enhance enactment of problem-based inquiry.”
- 2013 Design and Development Showcase, Design and Development Division of the Association of Educational Communications and Technology. “The PBL-Tech Project: Web 2.0 Tools to Support Problem-Based Learning in Science and Social Studies.” Tom Brush, John Saye, Jada Kohlmeier (10% contribution).
- 2011 American Educational Research Association (AERA) Research in Social Studies Education Special Interest Group Best Paper. “Authentic pedagogy: Examining intellectual challenge in a national sample of social studies classrooms.” For a list of authors see: <http://www.auburn.edu/ssirc/member.html> (5% contribution).

- 2009 *Exploring the democratic reasoning of high school seniors through a collaborative community of practice of government teachers.*” A grant to continue work with two mentor teachers and recruit two mentee teachers to explore students’ reasoning about complex democratic issues. \$2480 funded from the Auburn University College of Education Seed Grant.

- 2008 *Reasoning about democratic problems: Influences of race and gender on reasoning of 12th grade social studies students.* \$2000 funded by Auburn University’s Research Institute for the Study of Diversity.

- 2008 Gerald and Emily Leischuck Outstanding Undergraduate Faculty Award, College of Education

- 2006 *Using Video Case Modules to Explore Problem-Based Historical Inquiry with Pre-Service Teachers.* Auburn University Breeden Teaching Grant to create 3 video case modules for pre-service social studies education courses. \$1,973. (See 1.e)

- 2005 Outstanding Professor, Auburn Panhellenic Council

- 2003 Outstanding Professor, Auburn Panhellenic Council

- 2002 Kansas Teacher of the Year Finalist (one of eight)

- 2001 Mill Valley High School and USD 232 Teacher of the Year

- 2001 Milken Family Foundation Excellence in Teaching Award

- 2000 De Soto High School Teacher of Excellence

- 1992 James Madison Memorial Fellow

- 1992 Phi Kappa Phi and Phi Alpha Theta

- 1991 Phi Beta Kappa

d. Scholarly contributions

1. Teaching

a. Actual courses taught:

Semester	Dept. & #	Course Title	Cred. Hrs.	Lect.	Lab	Enroll.
Fa, 2021	CTSE 4050	Curr. & Tchg I: Social Sciences	4	3	1	15
	CTSE 7530	Program Org: Social Science	3	3	0	3
	CTSE 7910	Practicum in Social Science	1	1	0	?

	CTSE 7900	Directed Readings in Soc Sci Ed	1.5	1	0	2
	CTSE 8990	Dissertation Social Sciences	3	3	0	
Su, 2022	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	13
	CTSE 7520	Curr. & Tchg. in Soc. Sci.	3	3	0	14
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 8990	Dissertation	3	3	0	2
Sp, 2022	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	16
	CTSE 7910	Practicum in Social Science	1	1	0	1
	CTSE 7510	Research Studies: Social Science	1.5	1.5	0	2
	CTSE 8990	Dissertation	3	3	0	2
Fa, 2021	CTSE 4050	Curr. & Tchg I: Social Sciences	4	3	1	6
	CTSE 4910	Practicum in Social Sciences	2	2	0	6
	CTSE 4920	Clin Res Supervision Soc. Sci.	11	11	0	2
	CTSE 7920	Clin Res Supervision Soc. Sci.	11	11	0	1
	CTSE 5250	Seminar in Social Science Ed	1	1	0	2
	CTSE 6250	Seminar in Social Science Ed	1	1	0	1
	CTSE 7910	Practicum in Social Science	1.5	1.5	0	5
	CTSE 7900	Directed Readings in Soc Sci Ed	3	3	0	1
	CTSE 8990	Dissertation Social Sciences				2
Su, 2021	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	6
	CTSE 7910	Practicum in Social Science	1	1	0	5
	CTSE 8990	Dissertation	3	3	0	3
Sp, 2021	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	12
	CTSE 7910	Practicum in Social Science	1	1	0	1
	CTSE 7530	Program Org: Social Science	1.5	1.5	0	4
	CTSE 8980	Field Project Soc Sci Ed	1	1	0	1
	CTSE 8990	Dissertation	3	3	0	2
Fa, 2020	CTSE 4050	Curr. & Tchg I: Social Sciences	4	3	1	10
	CTSE 4910	Practicum in Social Sciences	2	2	0	10
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 7900	Directed Readings in Soc Sci Ed	3	3	0	2
	CTSE 8980	Field Project Soc Sci Ed	2	1	0	1
	CTSE 8990	Dissertation Social Sciences	3	2	0	2
Su, 2020	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	9
	CTSE 7520	Curr. & Tchg. in Soc. Sci.	3	3	0	10
	CTSE 8986	Field Project Soc Sci Ed	1	1	0	1
	CTSE 8990	Dissertation	3	3	0	2
Sp, 2020	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	9
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 7510	Research Studies: Social Science	1.5	1.5	0	3
	CTSE 8980	Field Project Soc Sci Ed	1	1	0	1
	CTSE 8990	Dissertation	3	3	0	1
Fa, 2019	CTSE 4050	Curr. & Tchg I: Social Sciences	4	3	1	10
	CTSE 4910	Practicum in Social Sciences	2	2	0	10
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 8980	Field Project Soc Sci Ed	1	1	0	1

	CTSE 8990	Dissertation Social Sciences	2	2	0	1
Su, 2019	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	9
	CTSE 7540	Eval of Prog in Soc Sci Ed	3	3	0	9
	CTSE 7910	Practicum in Social Science	1	1	0	4
Sp, 2019	CTSE 4210	Soc Sci Concepts & Methods	3	3	0	12
	CTSE 4923	Clin Res Supervision Soc. Sci.	11	11	0	5
	CTSE 5253	Seminar in Social Science Ed	1	1	0	5
	CTSE 7910	Practicum in Social Science	1	1	0	5
	CTSE 7530	Program Org: Social Science	3	3	0	4
	CTSE 8980	Field Project Soc Sci Ed	1	1	0	1
Fa, 2018	CTSE 4060	Curr. & Tchg II: Social Sciences	4	3	2	13
	CTSE 4923	Clin Res Supervision Soc. Sci.	11	11	0	2
	CTSE 5253	Seminar in Social Science Ed	1	1	0	2
	CTSE 7926	Clin Res Supervision Soc. Sci.	11	11	0	3
	CTSE 6256	Seminar in Social Science Ed	1	1	0	3
	CTSE 7910	Practicum in Social Science	1	1	0	4
	CTSE 8980	Field Project Soc Sci Ed	1	1	0	1
Su, 2018	CTSE 4050	Curr. & Tchg I: Social Sciences	4	3	2	13
	CTSE 7520	Curr. & Tchg. in Soc. Sci.	3	3	0	11
	CTSE 7910	Practicum in Social Science	1	1	0	4
Sp, 2018	CTSE 4060	Curr. & Tchg II: Social Sciences	4	3	2	12
	CTSE 4910	Practicum in Social Sciences	2	2	0	12
	CTSE 4923	Clin Res Supervision Soc. Sci.	11	11	0	4
	CTSE 5253	Seminar in Social Science Ed	1	1	0	4
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 7510	Research in Social Science Ed.	1.5	1.5	0	1
Fa, 2017	CTSE 4060	Curr. & Tchg II: Social Sciences	4	3	2	12
	CTSE 4923	Clin Res Supervision Soc. Sci.	11	11	0	3
	CTSE 5253	Seminar in Social Science Ed	1	1	0	3
	CTSE 7926	Clin Res Supervision Soc. Sci.	11	11	0	1
	CTSE 6256	Seminar in Social Science Ed	1	1	0	1
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 7900	Directed Readings in Sec. SS Ed.	3	1	0	1
Su, 2017	CTSE 4050	Curr. & Tchg I: Social Sciences	4	3	2	12
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 8986	Field Project in Sec. Soc. Sci. Ed.	1	1	0	1
Sp, 2017	CTSE 4060	Curr. & Tchg II: Social Sciences	4	3	2	12
	CTSE 4910	Practicum in Social Sciences	2	2	0	12
	CTSE 4923	Clin Res Supervision Soc. Sci.	11	11	0	5
	CTSE 5253	Seminar in Social Science Ed	1	1	0	5
	CTSE 7910	Practicum in Social Science	1	1	0	2
	CTSE 8986	Field Project in Sec. Soc. Sci. Ed.	1	1	0	1

b. Graduate students whose work has been completed:

Name	Degree	Year	Position	Role
------	--------	------	----------	------

Robert Grogan	Ph.D. Music Ed.	Dissertation Defense August 2022	Teacher	University Reader
Blake Lessley	M.Ed.	August 2022	Teacher	Major Professor
Junghyun Chun	M.Ed.	August 2022	Teacher	Major Professor
Justin Ottinger	M.Ed.	August 2022	Teacher	Committee Member
Sarah-Rachel Smith	M.Ed.	August 2022	Provost's Office	Committee Member
Alex Mavrakos	M.Ed.	December 2021	Teacher	Committee Member
Luke Trissel	M.Ed.	December 2021	Air Force Mechanic	Committee Member
Nick Phillips	Ph.D.	August 2021	Teacher	Major Professor
Ashley Riner	Ph.D.	August 2021	Teacher	Committee Member
Rebecca Bostrom	M.Ed.	August 2021	Teacher	Major Professor
Laura Mikos	M.Ed.	August 2021	Teacher	Committee Member
Matthew Summerlin	M.Ed.	August 2021	Teacher	Committee Member
Misti Meyers	M.Ed.	May 2020	Teacher	Committee Member
Ashleigh Cartwright	M.Ed.	December 2020	Teacher	Major Professor
Meredith Bocian	Ph.D. History	Dissertation Defense Nov. 2020	History Teacher	AU Outside Reader
Joseph Taylor McGaughy	Ph.D. History	Dissertation Defense April 2020	Archivist	AU Outside Reader
Ethan Jacobs	M.Ed.	May, 2020	Teacher	Major Professor
Bailey Knapp	M.Ed.	August, 2019	Teacher	Major Professor
Cara Stoddard	M.Ed.	August, 2019	Teacher	Major Professor
Chris Leslie	M.Ed.	August, 2019	Teacher	Major Professor
Alex Colvin	Ph.D. History	Dissertation Defense, Aug 2019	Archivist Alabama Dept. Archives & Hist.	AU Outside Reader
Will Denson	M.Ed.	December, 2018	Teacher	Major Professor
Jacob Moon	M.Ed.	December, 2018	Teacher	Major Professor
Justin Mercer	M.Ed.	December, 2018	Teacher	Major Professor
Brian York	M.Ed.	August, 2018	Teacher	Major Professor
Adam Piper	M.Ed.	December, 2017	Teacher	Major Professor
Amanda Ballouk	M.Ed.	December, 2017	Ph.D. Student	Major Professor
Anne Roge	M.Ed.	December, 2017	Teacher	Committee Member
Chris Baker	M.Ed.	August, 2017	Teacher	Committee Member
William Knudsen	M.Ed.	May, 2017	Teacher	Major Professor
Caleb Fuller	M.Ed.	December, 2016	Teacher	Committee Member
Caitlin Halperin	M.Ed.	December, 2016	Teacher	Committee Member
Austin Tidwell	M.Ed.	August, 2016	Teacher	Major Professor
David Shamp	M.Ed.	August, 2016	Teacher	Major Professor
Kayla Stamey	M.Ed.	August, 2016	Teacher	Major Professor
Lauren Santarelli	M.Ed.	August, 2016	Teacher	Committee Member
Clayton Sweeney	M.Ed.	May, 2016	Teacher	Major Professor

Erin Gallagher	M.Ed.	May, 2016	Teacher	Committee Member
Erica Varella	M.Ed.	May, 2016	Teacher	Major Professor
Emily Gray	M.Ed.	December, 2015	Teacher	Committee Member
Eva Marie Odom Kane	Ph.D.	April, 2015	Teacher	Outside Reader
Jonathan Finch	Ph.D.	October, 2014	Principal	Outside Reader
Lindsey Stephens	M.Ed.	August, 2014	Teacher	Major Professor
Jessica Whaley	M.Ed.	August, 2014	Teacher	Major Professor
David Adkison	M.Ed.	August, 2014	Grad Student	Committee Member
James Howell	Ph.D.	April, 2014	Asst. Professor	Committee Member
Haley Ward	M.Ed.	August, 2014	Teacher	Committee Member
William Busbin	Ph.D.	July, 2013	Teacher	Major Professor
Robyn Palmer	M.Ed.	August, 2012	Teacher	Committee Member
Kenneth James	M.Ed.	August, 2011	Teacher	Committee Member
Lamont Maddox	Ph.D.	December, 2011	Asst. Professor	Committee Member
Charisse Windom Gay	Ph.D.	June, 2011	Principal	Outside Reader
Laci Fralish	M.Ed.	August, 2010	Teacher	Committee Member
Colbi Williams	M.Ed.	May, 2010	Teacher	Major Professor
Andrea Elliott	M.Ed.	May, 2009	Teacher	Major Professor
Jennifer Newman	Ph.D.	March, 2009	Asst. Professor	Outside Reader
Jana Wentzell	M.Ed.	December, 2008	Teacher	Major Professor
John Prestridge	M.Ed.	December, 2008	Teacher	Major Professor
Cory Callahan	Ph.D.	December, 2008	Asst. Professor	Committee Member
April Threatt	M.Ed.	December, 2008	Teacher	Committee Member
Eva Marie Odom Kane	M.Ed.	August, 2008	Teacher	Major Professor
Kelly Brown Johnson	M.Ed.	August, 2008	Teacher	Major Professor
Jennifer Shockley	M.Ed.	August, 2008	Teacher	Committee Member
Donna Siebenthaler	M.A.	May, 2008	Teacher	Committee Member
Beverly Price	Ph.D.	April, 2008	Principal	Outside Reader
Charles Farmer	Ph.D.	December, 2007	Principal	Committee Member
James Howell	M.Ed.	December, 2007	Doctoral Study	Committee Member
William Busbin	M.Ed.	August, 2007	Teacher	Major Professor
Justin Drummons	M.Ed.	August, 2007	Teacher	Major Professor
Jessica Bolt	M.Ed.	August, 2007	Teacher	Committee Member
Amanda Whitmire	M.Ed.	May, 2007	Teacher	Major Professor
Geralyn Murray	M.Ed.	May, 2007	Teacher	Committee Member
Linda Mitchell	Ph.D.	December, 2006	Assoc. Professor	Committee Member
Shelley Owens	M.Ed.	August, 2006	Teacher	Major Professor
Kyle Pinckard	M.Ed.	August, 2006	Teacher	Major Professor
Amy Huddle	M.Ed.	May, 2006	Teacher	Major Professor
Bruce Jones	M.Ed.	May, 2006	Teacher	Major Professor

c. Graduate students on whose committee the candidate is presently serving.

Name	Degree	Work Completed	Role
Deondre Jackson	E.S.	Research in development	Major Professor

Anna Grace Long	M.Ed.	Research in development	Major Professor?
Brian Woolworth	M.Ed.	Research in development	Major Professor
Brandon Kilbane	M.Ed.	Research in development	Committee Member
Jonothan Abbott	M.Ed.	Research in development	Major Professor
Terrance Lewis	Ph.D.	Research in development	Committee Member
Blake Lessley	M.Ed.	Research in development	Major Professor
Brandon Guy	M.Ed.	Research in development	Major Professor
Justin Ottinger	M.Ed.	Research in development	Committee Member
Junghyun Chun	M.Ed.	Research in development	Major Professor
Sarah-Rachel Smith	M.Ed.	Research in development	Committee Member
Samuel Robison	Ph.D.	Research in development	Major Professor
Chad Cunningham	M.Ed.	Dissertation in Progress	Major Professor
Courtney Spencer	Ph.D.	Dissertation in Progress	Major Professor

d. Courses and curricula developed:

2021 M.Ed. Distance Modality

Successfully received ACHE approval to offer a fully distance M.Ed.

CTSE 7510: Research Studies: Social Science Education

Dr. Tirado and I team-teach this course for doctoral students with two goals: orient our students to the major lines of inquiry in the field and help them define a research question and draft a literature review.

CTSE 7520: Curriculum and Teaching in Social Sciences. I modified the course readings, activities, and projects with each iteration to incorporate revisions to the Persistent Issues in History web site, particularly the video case features. I worked to focus this course on discussion strategies teachers struggle to conceptualize. I blended video cases with experiential learning in order to facilitate careful analysis of the pedagogical structures and teacher decision-making integral to facilitating quality classroom discussions.

CTSE 7530: Organization of Programs in Social Sciences – Because this course closely parallels developments in the discussion surrounding standards, this course requires substantial revision with every iteration. I read numerous books on the purpose of school and social studies specifically and keep abreast of current trends in the development of national and state curricular standards. In order to make this topic engaging to the students, I develop authentic assessments requiring them to assume leadership roles in their districts and articulate evidence-based solutions to current curricular questions.

CTSE 7540: I re-organized this course in order to make it more practical for classroom teachers and doctoral students as future teacher educators. I read cognitive science and recent works on authentic intellectual work in order to tie all assessment analysis to these key frameworks. In this course the students analyze innovative methods for traditional and alternative assessments in history and the social

sciences and connect their potential for deep learning.

CTSE 4210: Social Science Concepts and Methods

I took over responsibility for this course in the spring of 2019. This course is the first course in a four-semester sequence preparing students for clinical residency. The course introduces the students to the distinctions between social studies and social sciences and introduces them to the differences between disciplined inquiry and disciplinary inquiry.

CTSE 4050: Curriculum and Teaching I: Social Sciences

In the past, I have taught this four-hour lab-based methods course during the summer when public schools are not in session. This requires that I find a teaching lab site in order for my students to design and implement an authentic lesson with students. I initiated a partnership with Continuing Education to organize the curricular aspects of the oldest Academic Camp on Auburn's campus: World Affairs Youth Seminar. Through the partnership with my class, approximately 30 high school students become delegates to a Model UN format camp. My preservice students teach lessons on four global issues, prepare web-based research materials for the delegates on the country they represent, and then coach the delegates during Model UN debate sessions. This camp provides one of the only social science academic camps on AU's campus, which creates a recruiting opportunity to young people considering Auburn. It also provides an authentic teaching setting for social science preservice students to compliment the in-class work we do to teach lesson development for complex, inquiry-oriented instruction. I have also worked to incorporate revised features of the Persistent Issues in History (PIH) web site (www.pihnet.org) with video cases and on-line lesson planning tools that make it more likely for my students to collaborate more effectively while finding and evaluating resources as well as planning their lessons.

CTSE 4060: Curriculum and Teaching II: Social Sciences

Much like CTSE 7530, this class requires constant reading and updating of materials to match the national debate surrounding national standards generally and social studies specifically. I also incorporated additional web 2.0 features of the PIH web site into this course in order to build on the knowledge and skills the students developed in CTSE 4050. In this course, we built whole units in the site to familiarize the pre-service teachers with the lesson design tools. I also continue to improve the video case modules to make them more interactive and powerful in highlighting key concepts in inquiry-oriented instruction. In order to provide authentic teaching experiences for the preservice teachers, I maintain collaborative partnerships with the social studies faculties in Auburn City Schools and Opelika City Schools. The teachers work with my AU students for nine weeks, then allow my preservice teachers to implement a 3-day unit they developed on a topic assigned by the teachers. This partnership requires ongoing attention as I cultivate relationships with the faculty and administrators, monitor ways my students' performance, and support and assess my students' implementation of lessons to meet a high standard of professional practice.

CTSE 4910: Practicum Social Science

I developed this course to compliment CTSE 4060. Our students underestimate the hard and soft scaffolding supports students require while analyzing complex text and building arguments based on evidence in those texts. I have created four video cases focused on lessons requiring text analysis. I am using the teacher noticing literature to prompt students to examine the video clips with the lens of the instructional triangle: rigor of the task; level of student thinking during the task; impacts of the teacher in raising or lowering student thinking in the task. Student will use web 2.0 technology as well as in-class discussions to analyze and evaluate the success of the lesson through the lens of the instructional triangle: thinking required in the task, thinking levels demonstrated by the student, role of the teacher influencing the level of student thinking. This emphasis on the instructional triangle dovetails with EdTPA lesson requirements. By focusing more closely on this aspect of quality instruction, my goal is for my student to score competently on the high-stakes EdTPA assessment during clinical residency.

CTSE 4923/5253: Clinical Residency Social Sciences & Classroom Management Seminar

The clinical residency (internship) semester is an authentic assessment of our program and our preservice teachers' readiness to enter the teaching profession. I take the primary responsibility for placing approximately 20 program interns per academic year. I work closely with my faculty colleague and graduate students as they supervise our interns meeting college and program requirements. Through graduate courses and professional development efforts (Teaching, Outreach, and Research) I have developed collaborative communities of practice with classroom teachers in several school districts and dozens of schools in the east Alabama region. My interns report a high level of satisfaction with this capstone experience because they rate the supervision from their cooperating teacher and their university supervisor extremely high. I, along with my colleague, physically observe our interns teach a minimum of three lessons. I require weekly lesson plans to be submitted for feedback, meet via distance and in person 5 times per term to discuss pedagogical and management issues and successes, and evaluate their professional portfolio. I meet numerous accreditation standards from CAEP, SACS, and the State of Alabama through this experience and I take primary responsibility for maintaining the evidence of the standards being met. I am proud that our graduates are highly sought after by principals eager to hire them. I was recently told by a principal that, "I would hire an AU social studies graduate without an interview." I doubt he was serious, but it was high praise.

e. Grants received related to teaching:

2020 *High-Impact Innovation Grant*. A grant from the Auburn University Senate Teaching Effectiveness Committee. (\$1868). Purchased two Swivl cameras to expedite observations of interns and field lab students. (See also c. Honors and Awards)

2006 *Using Video Case Modules to Explore Problem-Based Historical Inquiry with Pre-*

Service Teachers. Auburn University Breeden Teaching Grant to create 3 video case modules for pre-service social studies education courses. \$1,973. Jada Kohlmeier, principal investigator. (See also c. Honors and Awards)

f. Publications pertaining to teaching (Cross listed in 2.b):

% & **Kohlmeier, J.** & Saye, J.W. (2019). Examining the relationship between teachers' discussion facilitation and their students' reasoning. *Theory and Research in Social Education*. 47(2), 176-204. doi.org/10.1080/00933104.2018.1486765 (75% contribution, acceptance rate 10-15%)

% & **Kohlmeier, J.,** & Saye, J. (2012). Justice or Care? Ethical reasoning of preservice social studies teacher. *Theory and Research in Social Education*, 40(4), 409-435. (75% contribution, acceptance rate 10-15%)

\$ & **Kohlmeier, J.,** Saye, J., Mitchell, L., & Brush, T. (2011). Using mentoring to support a novice teacher using problem based historical inquiry with "low achieving" students. *Journal of Social Studies Research*. 35(1), 1-23. (60% contribution, acceptance rate 10-15%)

\$ & Saye, J., **Kohlmeier, J.,** Brush, T., Howell, J., & Maddox, L. (2010). Assessing the development of preservice secondary social studies teachers' professional teaching knowledge. *International Journal of Social Education*, 24(2), 35-76. (25% contribution, acceptance rate 21-30%)

% & Brush, T., Saye, J., Kale, U., Hur., **Kohlmeier, J.,** Yerasimou, T., Guo, L., & Symonette, S. (2009). Evaluation of the persistent issues in history laboratory for virtual field experience (PIH-LVFE). *Journal of Interactive Online Learning*. [Online serial], 8,1. (5% contribution, acceptance rate 50%) Retrieved from <http://www.ncolr.org/jiol/issues/viewarticle.cfm?volid=8&IssueID=25&ArticleID=128>

\$ & **Kohlmeier, J.,** & O'Brien, J. (2004). A web-based issues centered assignment for teacher education and high school students. *Journal of Social Studies Research*. 28(1), 03-15. (75% contribution, acceptance rate 10-15%)

g. Other contributions to teaching:

Faculty Advising

1. Program admission: Conducting interviews for admission to teacher education for approximately 25 social science education majors per year.
2. Advising: Assisting approximately 60 undergraduates per term to meet university and state certification requirements. This entails not only guiding their selection of courses, but also mentoring them through the stages of admission to the teacher education program and meeting state licensure requirements of examinations and school-based lab hours. I provide references for students seeking employment or graduate school admissions.

h. Statement of teaching philosophy and self-evaluation in terms of stated values.

The most important function of our public schools is to prepare citizens for participation in a liberal democracy, committed to both majority rule and minority rights. Since 2000, the U.S. political landscape has become more polarized. Because of the inherent complexity of the many issues facing a pluralistic society, social studies teachers in public schools should be prepared to consider, and teach their students to consider, complex societal questions that persist throughout history. In order for these future teachers to equip their 6-12 grade students with the knowledge, skills, and dispositions necessary to deliberate and decide how to live together, they need to experience a teacher education program which models and provides a framework for designing such instruction. This type of teaching and learning requires complex reasoning, research, analytical thinking, empathy, and communication skills. At the current time, my students are unlikely to encounter exemplary models of this type of instruction either in their past educational experience or field placements. Therefore, I model powerful strategies myself and use video case modules of classroom teachers utilizing these powerful strategies in 7-12 grade classrooms. Dr. John Saye and I have developed a database of over 50 wise practice cases (text and video) highlighting exemplary models of Problem Based Historical Inquiry in classrooms around the country. Using a Breeden Teaching Grant, I created three video case modules that guide our undergraduate and graduate students to “notice” key aspects of the lesson design and teacher decision-making in the video cases.

After testing these modules in both undergraduate and graduate courses, the students consistently comment on the power of seeing classroom teachers implement these activities “with real students.” “Seeing is believing” and the video case has become a powerful tool in convincing our students that inquiry-based instruction is possible and provides helpful models of the instructional design necessary for powerful social studies teaching.

In addition to modeling, I also incorporate meaningful practice into the methods courses. I organize classroom-based lab experiences that provide my pre-service teachers opportunities to design and implement lessons and reflect on their students’ learning. In each of their lab experiences, I assign my students to work in teams to design lessons or mini-units around a central problem with engaging activities that encourage 6-12 grade students to consider multiple points of view on the problem, propose various solutions, and then defend an evidence-based decision for the public good. I use formative assessment, reflection, and summative assessment in order to engender habits of analyzing student learning and adjusting practice based on evidence.

The broader research literature as well as our own work argues teachers become more sophisticated practitioners when they collaborate in rich, meaningful ways with other professionals. Unfortunately, teachers have limited opportunities for face-to-face reflection with colleagues. Technology is one way to break the barriers of the school organization and create “space” for teachers to share ideas and work collaboratively on lessons, even if they teach in different locations. My goal for the future is to utilize newly redesigned web 2.0 tools in the web site to redesign these three video cases as well as create new modules that create collaborative

reflection experiences to expand the conceptual understanding of the design principles inherent in problem-based historical inquiry among our preservice and in-service teachers.

2. Research/creative work

a. Books

None

b. Article-length publications

#regional \$national %international &research ?practitioner *peer reviewed ^invited

Book Chapters

\$&*^ **Kohlmeier, J.** (2022). Socratic Seminar: Students learning with and from each other while interpreting complex text. In J.C. Lo *Making Discussions Work: Methods for Quality Dialogue in the Social Studies*. Teacher's College Press.

\$&*^ Saye & SSIRC. (2015). Achieving Authentic Pedagogy: Plan Units, Not Lessons. In W.C. Parker *Social Studies Today: Research and Practice* (2nd ed., pp. 65-72). New York: Routledge. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors. (10% Contribution).

Articles in Refereed Journals

\$&* Cunningham, C. & **Kohlmeier, J.** (in press). Seeking the context of civil society from middle school students' visualizing community & narrating belonging. *The Social Studies*. <https://doi.org/10.1080/00377996.2022.2098224>

%&*^ **Kohlmeier, J.** (2021). Ethical reasoning and risk-taking when teaching patriotism and war: A response to Gibbs' The Foot and the Flag. *Democracy in Education*. 29(1), 1-5.

%&* **Kohlmeier, J.**, Howell, J. Saye, J.W., McCormick, T., Shannon, D., Jones, C., Brush, T. (2020). Investigating teacher adoption of authentic pedagogy through lesson study. *Theory & Research in Social Education*. 48(4), 492-528. <https://doi.org/10.1080/00933104.2020.1751761> (70% contribution, acceptance rate 10-15%)

%&* **Kohlmeier, J.** & Saye, J.W. (2019). Examining the relationship between teachers' discussion facilitation and their students' reasoning. *Theory and Research in Social Education*. 47(2), 176-204. doi.org/10.1080/00933104.2018.1486765 (75% contribution, acceptance rate 10-15%)

%&* Saye, J.W., Stoddard, J., Gerwin, D.M., Libresco, A.S., Maddox, L.E. & SSIRC (2018). Authentic pedagogy: examining intellectual challenge in social studies classrooms. *Journal of Curriculum Studies*. 50: 865-884. doi.org/10.1080/00220272.2018.1473496 See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors. (5% Contribution).

- \$&* Saye, J.W., **Kohlmeier, J.**, Howell, J., McCormick, T., Jones, C., Brush, T. (2017). Scaffolded lesson study: Promoting professional teaching knowledge for problem-based historical inquiry. *Social Studies Research and Practice*. 12(1), 95-112
<https://www.emerald.com/insight/content/doi/10.1108/SSRP-03-2017-0008/full/html>
(20% Contribution, Acceptance Rate 11%)
- \$&* **Kohlmeier, J.**, & Saye, J.W. (2016) Developing discussion leaders through scaffolded lesson study. *The Social Studies*. 108(1), 22-37.
<https://doi.org/10.1080/00377996.2016.1237466> (75% Contribution, Acceptance Rate 42%)
- %&* **Kohlmeier, J.**, & Saye, J.W. (2014). Ethical reasoning of U.S. high school seniors exploring just v. unjust laws. *Theory and Research in Social Education* 42(4), 548-578.
<https://doi.org/10.1080/00933104.2014.966218> (75% contribution, acceptance rate 10-15%)
- %&* **Kohlmeier, J.**, & Saye, J.W. (2014). Ethical reasoning of high school seniors exploring issues of free speech. *Social Studies Research and Practice* 9(2), 33-47. (75% Contribution, acceptance rate 11%)
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1047.9891&rep=rep1&type=pdf>
- %&* Saye, J., & SSIRC (2014). Achieving authentic pedagogy: Plan units, not lessons. *Social Education* 78(1), 33-37. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors. (2% contribution, acceptance rate 11-20%).
- %&* Saye, J., & SSIRC (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests. *Theory and Research in Social Education*, 41(1), 89-132. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.
<https://doi.org/10.1080/00933104.2013.756785> (5% contribution, acceptance rate 10-15%)
- %&* **Kohlmeier, J.**, & Saye, J. (2012). Justice or care? Ethical reasoning of preservice social studies teacher. *Theory and Research in Social Education*, 40(4), 409-435.
<https://doi.org/10.1080/00933104.2012.724361> (75% contribution, acceptance rate 10-15%) (See 1.f)
- \$&* **Kohlmeier, J.**, Saye, J., Mitchell, L., & Brush, T. (2011). Using mentoring to support a novice teacher using problem based historical inquiry with “low achieving” students. *Journal of Social Studies Research*. 35(1), 1-23. (60% contribution, acceptance rate 10-15%) (See 1.f)
<https://www.proquest.com/openview/e121271d5f452d1ee2a092d778948886/1>
- \$&* Saye, J., **Kohlmeier, J.**, Brush, T., Howell, J., & Maddox, L. (2010). Assessing the development of preservice secondary social studies teachers’ professional teaching knowledge. *International Journal of Social Education*, 24(2), 35-76. (25% contribution,

acceptance rate 21-30%) (See 1.f)

%&* Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (2009) Using mentoring to develop collaborative communities of inquiry-based practice. *Theory and Research in Social Education*, 37(1), 6-41. (25% contribution, acceptance rate 10-15%)

%&* Brush, T., Saye, J., Kale, U., Hur., **Kohlmeier, J.**, Yerasimou, T., Guo, L., & Symonette, S. (2009). Evaluation of the persistent issues in history laboratory for virtual field experience (PIH-LVFE). *Journal of Interactive Online Learning*. [Online serial], 8,1. (5% contribution, acceptance rate 50%) (See 1.f) Retrieved from <http://www.ncolr.org/jiol/issues/viewarticle.cfm?volid=8&IssueID=25&ArticleID=128>

%&* **Kohlmeier, J.** (2006). Couldn't she just leave? The relationship between consistently using class discussions and the development of historical empathy in a 9th grade world history course. *Theory and Research in Social Education*, 34(1), pp. 34-57. Acceptance rate 10-15% <https://doi.org/10.1080/00933104.2006.10473297>

%&* **Kohlmeier, J.** (2005). The impact of having 9th graders do history. *The History Teacher*. 38(4), August, pp. 499-524. Acceptance rate 21-30% <https://doi.org/30036718>

%&* **Kohlmeier, J.** (2005). The power of a woman's story. *International Journal of Social Education*. 20(1) Spring/Summer, pp. 64-80. Acceptance rate 21-30% <https://eric.ed.gov/?id=EJ718745>

%?* **Kohlmeier, J.** (2004). Experiencing world history through the eyes of ordinary women. *Social Education*. 68(7), 470-478. Acceptance rate 11-20%

\$&* **Kohlmeier, J.**, & O'Brien, J. (2004). A web-based issues centered assignment for teacher education and high school students. *Journal of Social Studies Research*. 28(1), 03-15. (75% contribution, acceptance rate 10-15%) (See 1.f)

\$?* O'Brien, J., **Kohlmeier, J.**, & Guilfoyle, C. (2003). Prediction making within a historical context. *The Social Studies*. 94(6) 271-278. (25% contribution, acceptance rate 50%)

\$?* O'Brien, J., & **Kohlmeier, J.** (2003). Leadership: part of the civic mission of schools? *The Social Studies*. 95(4) 161-166. (30% contribution, acceptance rate 50%)

Book and Manuscript Reviews (invited)

\$&* **Kohlmeier, J.** (2011). Stories of teachers using inquiry in a high-stakes accountability system. [Review of the book *Teaching history with big ideas: Cases of ambitious teachers*]. *Theory and Research in Social Education*, 39(3), 447-451.

c. Papers or lectures

#regional \$national %international &research ?practitioner

Papers at professional meetings (peer reviewed)

- % & Phillips, N. & **Kohlmeier, J.** November 2021. This Can't be Normal: A glimpse into the teaching of the 2020 election and events of January 6. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies Conference, Minneapolis, MN (Virtual).
- % & Cunningham, C. & **Kohlmeier, J.** November 2021. Seeking the context of civil society from middle school students' visualizing community and narrating belonging. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies Conference, Minneapolis, MN (Virtual).
- % & Spencer, C. & **Kohlmeier, J.** November 2021. Student experiences learning about world religions in an eighth-grade world history course. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies Conference, Minneapolis, MN (Virtual).
- % & **Kohlmeier, J.** April, 2021. The role of discussion in generating jurisprudential reasoning in social studies. Presentation at the American Educational Research Association conference, Orlando, Florida (virtual).
- \$ & **Kohlmeier, J.** December, 2020. Using discussion to generate jurisprudential reasoning in social studies. Invited presentation in a symposium titled "Promoting Discussion in History and Civics Classrooms" at the College and University Faculty Assembly of the National Council for the Social Studies conference, Washington, DC (Virtual).
- #? **Kohlmeier, J.** December, 2020. When is the government justified in limiting freedom of association? Presentation at the National Council for the Social Studies, Washington, DC (Virtual).
- #? **Kohlmeier, J.** October, 2019. *NAACP v Alabama*: Analyzing primary sources, historical cases, and modern issues. Presentation at the Alabama Council for the Social Studies, Birmingham, Alabama.
- \$ & **Kohlmeier, J.,** & Saye, J. April, 2019. Incorporating Teacher Noticing Video Case Reflection into Scaffolded Lesson Study. Presentation at the American Educational Research Association conference, Toronto, Canada.
- % & **Kohlmeier, J.** (December, 2018) Developing teaching with lesson study: A decade of research. In J. Kohlmeier (Chair) Symposium Lesson Study in Social Studies: Promises and challenges. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, Washington, DC.
- \$ & **Kohlmeier, J.,** & Saye, J. November, 2017. Incorporating teacher noticing video case reflection into lesson study. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, San Francisco, CA.

- #& **Kohlmeier, J.** (October, 2017) Preparing citizens through disciplined inquiry. Invited Keynote Address, Alabama Council for the Social Studies conference, Florence, AL.
- #? **Kohlmeier, J.,** Belcher, B., Williams, K. (October, 2017) Structured Academic Controversy: A powerful strategy for promoting reasoned debate. Presentation at the Alabama Council for the Social Studies conference, Florence, AL.
- \$& **Kohlmeier, J.,** & Saye, J. (April, 2017) The effects of teacher video case reflection on teacher practice. Presentation Presentation at the American Educational Research Association conference, San Antonio, TX.
- %& **Kohlmeier, J.,** & Saye, J. (December, 2016) The effects of teacher video case reflection on teacher practice. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, Washington, DC.
- %& **Kohlmeier, J.,** & Saye, J. (April, 2016) The impact of discussion facilitation on ethical reasoning. Presentation at the American Educational Research Association conference, Washington, DC.
- %& **Kohlmeier, J.,** & Saye, J. (November, 2015) The impact of discussion facilitation on ethical reasoning. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, New Orleans, LA.
- %? **Kohlmeier, J.** (November, 2015) What is the most effective strategy to fight Jim Crow? Presentation at the National Council for the Social Studies conference, New Orleans, LA.
- %& Saye, J. & SSIRC. (November, 2015) Authentic Pedagogy: Examining Intellectual Challenge in Social Studies Classrooms. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, New Orleans, LA. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.
- %& **Kohlmeier, J.,** & Saye, J., McCormick, T., Howell, J., Jones, C., Shannon, D. (April, 2015). Promoting professional teaching knowledge with scaffolded lesson study. Presentation at the American Educational Research Association conference, Chicago, IL.
- %& **Kohlmeier, J.,** & Saye, J. (November, 2014) Developing discussion leaders through in-service teacher mentoring. Presentation at the College and University Faculty Association of the National Council for the Social Studies conference, Boston, MA.
- %& **Kohlmeier, J.,** & Saye, J., McCormick, T., Howell, J., Jones, C., Shannon, D. (November, 2014). Promoting professional teaching knowledge with scaffolded lesson study. Presentation at the College and University Faculty Association of the National Council for the Social Studies conference, Boston, MA.
- %& **Kohlmeier, J.,** & Saye, J. (April, 2014). Use of Mentoring to Improve Discussion

Facilitation by Teachers. Presentation at the American Educational Research Association conference, Philadelphia, PA.

- % & Saye, J., **Kohlmeier, J.**, McCormick, T., Howell, J., Jones, C., Shannon, D., & Brush, T. (November, 2013). Supporting Problem-Based Historical Inquiry for Elementary and Secondary Teachers: Scaffolded Lesson Study. Presentation at the College and University Faculty Association of the National Council for the Social Studies conference, St. Louis, MO.
- % & **Kohlmeier, J.**, & Saye, J. (April, 2013). Ethical reasoning of high school seniors exploring free speech. Presentation at the American Educational Research Association conference. San Francisco, CA.
- % & Saye, J., **Kohlmeier, J.**, McCormick, T., Howell, J., Jones, C., & Shannon, D. (April, 2013). Supporting Problem-Based Historical Inquiry for Elementary and Secondary Teachers: Scaffolded Lesson Study. Presentation at the American Educational Research Association conference. San Francisco, CA.
- % & **Kohlmeier, J.**, & Saye, J. (November, 2012). Ethical reasoning of high school seniors exploring free speech. Presentation at the College and University Faculty Association of the National Council for the Social Studies. Seattle, WA.
- #? **Kohlmeier, J.**, Stephenson, B., Mask, J., Alexander, M., & Raven, S. (October, 2012). Weighing and judging the most effective response to Jim Crow. Presentation to the Alabama Council for the Social Studies Conference, Birmingham, Alabama.
- % & **Kohlmeier, J.**, & Saye, J. (November, 2011). Ethical reasoning of high school seniors exploring just v. unjust laws. Presentation at the College and University Faculty Association of the National Council for the Social Studies. Washington, D.C.
- % & SSIRC (November, 2011). Authentic Intellectual Challenge in Social Studies Classrooms and Its Relationship to Student Learning. Presented at the annual meeting of the American Educational Research Association in Washington, D.C. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.
- % ? Busbin, W., & **Kohlmeier, J.** (November, 2011). Should students be required to say the pledge? Presented at the annual conference for the National Council for the Social Studies. Washington, D.C.
- % & **Kohlmeier, J.**, & Saye, J. (April, 2011). Justice or Care? Ethical reasoning of pre-service social studies teachers. Presentation at the American Educational Research Association Annual Meeting, New Orleans, Louisiana.
- % & SSIRC (April, 2011). The Social Studies Inquiry Research Collaborative (SSIRC): Authentic intellectual challenge in a national sample of social studies classrooms. Presented at the annual meeting of the American Educational Research Association in

New Orleans, LA. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors. Paper awarded “Best Paper” for the Research in Social Studies Education SIG.

% & **Kohlmeier, J.**, & Saye, J. (November, 2010). Ethical reasoning of pre-service teachers: justice, care, or both?” Presentation at the College and University Faculty Association of the National Council for the Social Studies. Denver, Colorado.

% & SSIRC (November, 2010). The Social Studies Inquiry Research Collaborative (SSIRC): Authentic Intellectual Challenge in Social Studies Classrooms. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Denver, Colorado. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.

% & SSIRC (November, 2010). Authentic Intellectual Challenge in Social Studies Classrooms: The SSIRC Report. CUFA/FASSE Inquiry Grant Award Session. Presented at the annual meeting of the National Council for the Social Studies. Denver, Colorado. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.

#? **Kohlmeier, J.**, Busbin, W., & East, J. (October, 2010). Pledge of Allegiance: Should it be required in schools? Presentation to the Alabama Council for the Social Studies Conference, Birmingham, Alabama.

% & Brush, T., Saye, J., **Kohlmeier, J.**, Maddox, L., & Howell, J. (April, 2010). Assessing Pre-Service Teachers’ Knowledge of Implementing Problem-Based Inquiry Strategies in Social Studies. Presentation at the American Educational Research Association Annual Meeting, Denver, Colorado.

% & Saye, J., **Kohlmeier, J.**, Brush, T., Maddox, L., Howell, J., Wang, Y., & Lee-Watson, S. (November, 2009). Assessing Program Effectiveness in Promoting Professional Teaching Knowledge for Problem-based Historical Inquiry.” Presentation at the College and University Faculty Association of the National Council for the Social Studies. Atlanta, Georgia.

%? **Kohlmeier, J.**, & Maddox, L. (November, 2009). You are Marcus Aurelius: How should you protect your empire? Presentation at the National Council for the Social Studies, Atlanta, Georgia.

%? **Kohlmeier, J.**, & Maddox, L. (October, 2009). You are Marcus Aurelius: How should you protect your empire? Presentation at the Social Studies Council of Alabama Conference, Birmingham, Alabama.

% & Saye, J., **Kohlmeier, J.**, Brush, T., Maddox, L., Howell, J., Wang, Y., & Lee-Watson, S. (April, 2009) Assessing Program Effectiveness in Promoting Professional Teaching Knowledge for Problem-based Historical Inquiry. Presentation at the American Educational Research Association Annual Meeting, San Diego, California.

- #? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (March, 2008) Successfully engaging “low-achieving” students in complex historical reasoning. Presentation at the Social Studies Council of Alabama Conference. Montgomery, Alabama.
- #? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (March, 2008) When is the government justified in limiting civil liberties? Presentation at the Social Studies Council of Alabama Conference. Montgomery, Alabama.
- %? **Kohlmeier, J.**, Mitchell, L., Saye, J., & Brush, T. (November, 2007) Attempting Issues-Centered instruction with “low-achieving students. Presentation at the College and University Faculty Association of the National Council for the Social Studies. San Diego, California.
- %& Saye, J., **Kohlmeier, J.**, Brush, T., & Maddox, L. (November, 2007) Using Lesson Study to Build a Professional Knowledge Community for Problem-Based History Study. Presentation at the College and University Faculty Association of the National Council for the Social Studies. San Diego, California.
- %? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (December, 2007) Successfully engaging “low-achieving” students in complex historical reasoning. Presentation at the National Council for the Social Studies Conference. San Diego, California.
- %? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (November, 2007) When is the government justified in limiting civil liberties? Presentation at the National Council for the Social Studies Conference. San Diego, California.
- %& **Kohlmeier, J.**, Mitchell, L., Saye, J., & Brush, T. (April, 2006) Attempting Issues-Centered instruction in a challenging environment. Presentation at the American Educational Research Association Annual Meeting, San Francisco, California.
- %& Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (November, 2005) Using mentoring to develop collaborative communities of inquiry-based practice. Presentation at the National Council for the Social Studies, College and University Faculty Association annual conference, Kansas City.
- %& Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (April, 2005) Nurturing a professional community of practice for promoting problem-based historical inquiry. Presentation at the American Educational Research Association Annual Meeting, Montreal, Canada.
- %? **Kohlmeier, J.**, & Kuhn, W. (November, 2005). A Quilt of influences on the women of Gee’s Bend. Presentation at the National Council for the Social Studies Annual Conference, Baltimore, Maryland.
- \$& **Kohlmeier, J.** (March, 2004). The power of a woman’s story: the affects of the consistent use of a three-step approach to historical significance in 9th grade world history.

Presentation at The Art of Gender in Everyday Life conference, Pocatello, Idaho.

§? Kuhn, W., & **Kohlmeier, J.** (March, 2004) A quilt of teaching: the possibilities of multidisciplinary curriculum development using instructional technology. Presentation at Society for Instructional Technology and Teacher Education annual conference, Atlanta, Georgia.

%? **Kohlmeier, J.** (November, 2003). Beyond the novelty of historical thinking: What can consistency reveal? Presentation at National Council for the Social Studies Conference, College and University Faculty Association annual meeting, Chicago, Illinois.

Invited Lectures:

#? **Kohlmeier, J.** (2007). Problem Based Historical Inquiry for ALL students – video case example. Guest presentation for “Equity in Mathematics” course, Dr. Marilyn Strutchens, Auburn University, July 17.

#? **Kohlmeier, J.** (2006). Complex Historical Reasoning with “low-achieving students” – video case example. Collaborative Teaching Retreat, Dept. of Curriculum & Teaching with Dept. of Rehabilitation & Special Education, Auburn University, Auburn, Alabama, October 6.

#? **Kohlmeier, J.** (2005). Creating a Museum Exhibit: Quilts of Gee’s Bend. Auburn and Opelika City Schools; Auburn, Alabama, October 5.

#? **Kohlmeier, J.** (2004). Problem-based instruction in Social Studies: Reaching diverse learners. Guest presentation to CTSE 7970: Special Topics: Equity Issues in Mathematics Education. Auburn University; Auburn, Alabama, March 9.

#? **Kohlmeier, J.** (2004). The Electoral College: Integrating math and history to discuss issues of fairness. Presentation to Auburn Mathematics Education Society. Auburn University; Auburn, Alabama. October 26.

d. Exhibitions

Does not apply to the candidate’s field

e. Performances

Does not apply to the candidate’s field

f. Patents and inventions

Does not apply to the candidate’s field

g. Other research/creative contributions

Podcast Guest

Kohlmeier, J. (2021) "Episode 173: Authentic Pedagogy with Lesson Study." *Visions of Education Podcast*, Eds. D. Krutka & M. Milton. October 22, 2021.

<https://visionsofed.com/2021/10/22/episode-173-authentic-pedagogy-through-lesson-study-with-jada-kohlmeier/>

Kohlmeier, J. (2019) "Episode 125: Facilitating Student Deliberation." *Visions of Education Podcast*, Eds. D. Krutka & M. Milton. September 20, 2019.

<https://visionsofed.com/2019/09/20/episode-125-facilitating-student-deliberation-with-jada-kohlmeier/>

Discussant for paper sessions at national conferences (provide synthesis of major themes among papers, analyze strengths/weaknesses of individual papers, raise questions for future research):

2022 \$*& American Educational Research Association research conference, reviewed five papers for a session titled "Contemporary Issues in Social Studies Teacher Education," San Diego, CA.

2020 \$*& College and University Faculty Association research conference, reviewed three papers for a session titled "Exploring Powerful Practices in Teacher Education," Washington, DC (Virtual).

2016 \$*& College and University Faculty Association research conference, reviewed three papers for a session titled "Disciplinary Literacy," Washington, DC.

2015 \$*& College and University Faculty Association research conference, reviewed three papers for a session titled "Citizenship Education," New Orleans, Louisiana

2013 \$*& College and University Faculty Association research conference, reviewed four papers for a session titled "Civic Education," St. Louis, Missouri

2010 %*& College and University Faculty Association. Reviewed three papers on historical empathy for a symposium titled "Affective engagement with the past: Divergent views initiate a conversation." Denver, Colorado.

2007 \$*& College and University Faculty Association research conference. Reviewed four papers for session titled "Civic Education," San Diego, California

2007 \$*& American Educational Research Association, Social Studies Research SIG, research conference. Reviewed four papers for session titled "Research in Social Studies Pre-service and In-service Teacher Education," Chicago, Illinois

h. Grants and contracts**Grants received:**

2020 *Citizens fighting for civil rights: Places, cases, and faces that changed a nation.* A grant

to host 25 7-12 grade teachers for two weeks to study the civil rights movement through four landmark Supreme Court cases that originated in Alabama and guaranteed fundamental civil rights to all Americans. Jada Kohlmeier and Steve Brown (AU Political Science), co-principal investigators. National Endowment for the Humanities. \$175,000. (www.neh.auburn.edu)

2020 *Alabama Citizens Fighting for Civil Rights: Landmark Supreme Court Cases*. A grant to host 25 6-12 grade teachers for four days to study the civil rights movement through four landmark Supreme Court cases that originated in Alabama and guaranteed fundamental civil rights to all Americans. Jada Kohlmeier and Andrew Morgan (Auburn City Schools), co-principal investigators. Alabama Humanities Council SUPER Grants. \$5,375. Employed fully virtual learning environment for PD due to Covid-19 pandemic. <https://www.youtube.com/watch?v=23QyAa3XhfY>

2008 *Reasoning about Democratic Problems*. A grant to work with Dr. Steven Brown of Auburn University's political science department and two high school government teachers to develop and implement three class discussions on three critical texts about U.S. Constitutional issues. The project will pilot a research study examining the potential influence of race and gender on students' reasoning about complex democratic issues. Jada Kohlmeier, principal investigator. \$2100 funded from Teaching Tolerance, a project of the Southern Poverty Law Center.

Grants applied for, awaiting decision:

2022 *Citizens fighting for civil rights and liberties: Places, cases, and faces that changed a nation*. A grant to host 25 7-12 grade teachers for two weeks to study four landmark Supreme Court cases that originated in Alabama and guaranteed fundamental civil rights and liberties to all Americans. Jada Kohlmeier and Steve Brown (AU Political Science), co-principal investigators. National Endowment for the Humanities. \$190,000. (www.neh.auburn.edu)

2021 *Investigating the challenges of implementing authentic pedagogy in social studies classrooms*. A grant to analyze 15 teachers implementing authentic pedagogy lessons to identify challenges they face. Jada Kohlmeier, principal investigator. Spencer Foundation Small Grant. \$50,000

Grants applied for but not funded:

2021 *Investigating the challenges of implementing authentic pedagogy in social studies classrooms*. A grant to analyze 15 teachers implementing authentic pedagogy lessons to identify challenges they face. Jada Kohlmeier, principal investigator. Spencer Foundation Small Grant. \$50,000

2019 *Citizens fighting for civil rights: Places, cases, and faces that changed a nation*. A grant to host 25 K-12 grade teachers for two weeks to study four landmark Supreme Court cases that originated in Alabama and guaranteed fundamental civil rights to all Americans. Jada Kohlmeier and Steve Brown (political science), co-principal investigators. National Endowment for the Humanities. \$158,963.

- 2018 *Facilitating Constitutional Reasoning in Secondary Students*. A grant to purchase two video/audio recording systems and pay five secondary teachers to implement Supreme Court curriculum and investigate the legal and ethical reasoning used by students in deciding critical cases. Jada Kohlmeier, principal investigator. \$9,184.70 from AU's Office of the Vice President for Research Intermural Grant Proposal, \$9,168.00 AU's Department of Curriculum and Teaching.
- 2017 *Increasing the Intellectual Demand of Problem-Based Historical Inquiry through Scaffolded Lesson Study and Video Reflection*. Grant to provide professional development to 15 alumni teachers using scaffolded lesson study and intentional video reflection to increase awareness amongst teachers of their influence on student thinking in problem-based learning. Department of Education, American History and Civics Education. \$1.2 million, **Jada Kohlmeier**, Principal Investigator.
- 2014 *Scaffolding Deliberation across Disciplines: Socioscientific Reasoning in Diverse School Contexts*. Grant to explore scaffolding of socio-scientific reasoning in science and social science courses. National Science Foundation, Research on Education and Learning, \$1.5 million. Krista Glazewski, Tom Brush, Troy Stadler, John Saye, **Jada Kohlmeier**, Christine Schnittka. Co-Principal Investigators.

i. Description of candidate's scholarly program

My research agenda has focused on two overall lines of inquiry: student and teacher learning. My early research focused on secondary students' conceptualization of history and to what extent iterative practice could improve their abilities with historical reasoning. I saw important parallels between the approaches historians use to evaluate the validity of sources and create narratives to the civic responsibilities of citizens in a pluralistic democracy. The work I am most known for in this area is an article that argued students had an emotional connection to historical empathy that was being dismissed in the literature. Subsequent research has confirmed that finding and several scholars now research the emotional and affective aspects of learning. I have continued to research the ethical and civic reasoning of university and secondary students as they examine social issues and apply moral/democratic values to make decision about the public good (See 2.b & 2.c).

Teacher learning has also been a consistent line of investigation, specifically the role of professional development in teachers' implementation of authentic pedagogy. Teachers lack working models of inquiry practices, so Dr. John Saye, Professor Emeritus, and I developed a long-range effort to build a professional network of classroom teachers, teacher educators, and content experts into the Persistent Issues in History Network (www.pihnet.org). We have used a mentor/mentee structure pairing more experienced problem-based historical inquiry (PBHI) teachers with novices to collaboratively plan lessons and reflect with each other and us about their practice. We have also organized two, three-year and two, two-year lesson study professional development projects in which we organized collaborative planning of PBHI lessons with ourselves, classroom teachers, and content experts. All of this work has led to publications and data analysis of the challenges and successes teachers face in conceptualizing,

planning, and PBHI. My recent publication in our flagship journal highlights the challenges and possibilities of scaffolded lesson study in increasing teachers' motivation and ability to implement PBHI lessons. These projects have also led to the development of the 50 text and video wise practice cases of exemplary PBHI lessons. (See 2.b&c) In order to highlight the strengths and challenges of lesson study in social studies education, I organized a research symposium at our social studies research conference (see 2.c), which has inspired the idea of editing a book highlighting research findings, but also practical guides to conducting quality lesson study in our field.

My latest focus has been to develop a two-week teacher institute through funding from the National Endowment for the Humanities with Dr. Steven Brown (www.neh.auburn.edu). Teachers will attend a two-week virtual institute in which they will learn the historical context and legal significance of four Landmark Supreme Court cases that established civil rights U.S. citizens take for granted: right to counsel; freedom of association; protections from gender discrimination; and banning racial gerrymandering. The teacher educator team will work with five teams of five teacher participants using scaffolded lesson study to guide their development of lessons on civil rights related to their own curriculum. The lessons will incorporate design elements of authentic pedagogy. We have applied for a Spencer Foundation grant to follow the teachers as they video themselves teach the lesson, reflect upon, and revise the lesson. We will measure their level of implementation of authentic pedagogy design principles and analyze the challenges they face in implementing authentic pedagogy to inform future professional development projects.

Article-length manuscripts submitted for publication

Article-length manuscripts in development

Kohlmeier, J. The role of discussion in generating jurisprudential reasoning in social studies.

3. Outreach

Part a. Commentary

Program. Social Studies for Democratic Citizenship

1. Description. Much research indicates secondary school students find little interest and remember little of what they learned in social studies. The protection of our participatory democracy depends on an educated citizenry who can reason together about the public good. My outreach efforts compliment my teaching and research interests of promoting civic competence through rigorous and reasoned exploration of complex societal problems in social studies. I have focused my work on two programs dedicated to this goal.

Persistent Issues in History Network

I serve as Associate Director of the Persistent Issues in History Network (www.pihnet.org), developed by my colleagues, Drs. John Saye (Auburn) and Tom Brush (Indiana), and myself. This is a web presence designed to develop a national network of in-service teachers, pre-service teachers, and teacher educators dedicated to the principles of centering social studies instruction on societal questions of what is good, just, and fair. This project focuses on long-term professional development, curriculum development, and creating video-cases of exemplary models of powerful social studies teaching.

a. Mentor-Mentee Curriculum Development:

As part of numerous in-service workshops with Auburn and Opelika City Schools, I worked with course focused curriculum development teams dedicated to collaborating on instructional activities. I mentored three teachers as each developed a curriculum unit during the 2003-2004 school year. I assisted these teachers in researching historical information and documents, designing instructional strategies and supports for students, videotaping their implementation, and conducting pre- and post-implementation interviews to facilitate meaningful reflection on their teaching.

b. Video Case Development:

Out of our 2003-2004 curriculum development efforts (described above), we identified seven teachers to develop video cases of exemplary models of issues-centered instruction. Two of these seven experienced teachers, mentored two novice teachers through their first attempt at developing a problem based historical inquiry (PBHI) unit. I facilitated one of the teams in developing two video cases. The mentor teacher was a 6th grade teacher in Opelika while the mentee was an 11th grade teacher in Hale County. The bulk of this work was conducted during the 2004-2005 school year with us meeting twice and collaborating weekly on our web site (www.pihnet.org) to plan the activities and design the materials. We then videoed the implementation, as well as numerous interviews and reflections with the teachers. During the summer of 2005 I edited the raw video of the classrooms and audio of the teacher reflections into eight clips for each case highlighting critical aspects of the lessons. The user of the video case has the option of viewing the clip with two audio tracks: one with the normal classroom audio, or one with the teacher sharing their goals, planning decisions, and analysis of that particular segment of the lesson. In addition to the video, users also have access to the instructional materials necessary to teach the lesson. Because of the success I experienced working with the teacher and students in Hale County with Problem Based Historical Inquiry, I published an article on using mentoring to develop teachers in reaching “low achieving” students with Problem Based Historical Inquiry (See 2.b).

We continued to expand the project by working with teacher educators around the country who identified and collaborated with a teacher skilled in a particular strategy of Problem-Based Historical Inquiry and developed a video case. Our database of video cases is now approaching 20 featuring teachers and teacher educators around the country. I personally facilitated the creation of one of the cases with a teacher and teacher educator in Kansas City, Kansas exploring a concept lesson on criteria for “just war”.

In 2019, two U.S. Government teachers and I published two more vide-cases to the PIH network, expanding our lessons connected to civics and government topics. One lesson featured a political round table debating whether the Supreme Court is the most appropriate institution to advance civil liberties. The second lesson is a Structured Academic Controversy debating whether President Obama's Executive Order protecting DACA immigrants was justified.

- c. Lesson Study - Auburn Junior High School – Co-director - 2006-2009:
The PIH staff created a collaborative community of practice over three years including classroom teachers, professional historians, and teacher educators. We guided the entire social studies faculty (eight teachers) at Auburn Junior High and two historians in a Japanese-style Lesson Study curriculum development project. Dr. John Saye led the 9th grade teachers and I led the 8th grade teachers in collaboratively developing a lesson. We spent one intensive week each summer developing the lesson with follow-up meetings in the school year as needed for planning. Two teachers taught the lesson in the fall with the entire team observing. We met for a debriefing session in which we talked through the strengths and areas of improvement for the lesson. In the spring term, two teachers taught the lesson again with the entire team observing. We followed this with one more critique session in which we explored the nuances of the lesson and also what the team learned about creating powerful social studies instruction in general. The teachers continued teaching these lessons and have articulated they consider and incorporate design principles of problem-based historical inquiry into their individually planned lessons. See Vitae B. Research/3.

In the summer of 2019, I began a new research study with the 8th grade teachers investigating their use of Swivl camera technology to capture the implementation of the lessons so that the team can view the film and reflect using the on-line tools. One of the major barriers to Lesson Study has been implementing, critiquing, and revising the lesson due to the expense and logistical challenges of scheduling all the team members to physically observe the lesson. Dr. Tirado and I are working together on this project to investigate the potential of this technology to incorporate more analysis-of-practice into the Lesson Study and examine any influence it has on teachers' thinking about instruction or professional development.

- d. Ethical Reasoning of 12th grade social studies students: In the fall of 2008, I coordinated a team of a political science professor from Auburn University, Dr. Steven Brown, and two U.S. Government teachers in local high schools to collaboratively plan three class discussions on rich, critical texts to U.S. Constitutional issues. One teacher implemented the three discussions in their government course the first nine weeks of the spring 2009 semester with the other three members of the team observing. The team critiqued the discussion following those observations and made adjustments to the lesson. Based on those adjustments, the second teacher repeated the process in the 2nd nine weeks of the spring 2009 term. The research focus is examining the reasoning of the students through classroom

observations and interviews for potential influence of gender and race on their thinking about complex issues of the social good. (See 2.h).

The project continued the following academic year with the two teachers each recruiting a mentee in their school. The mentor taught the three discussions with the mentee and myself observing and critiquing the discussion. In the spring 2010 term, the mentee led the discussions with the mentor and myself observing and providing feedback. This study has provided interesting data in students reasoning about the complex issues as well as the teacher's insights into their decision-making in leading class discussions and the lesson study professional development format. See 2.b & 2.c).

- e. Plowing Freedom's Ground, Teaching American History Grant, Lesson Study, 2010-2013:
Building on our experience with the Auburn Junior High Lesson study professional development project, John Saye and I won a 3 year, \$1 million Teaching American History grant in which we worked with 30 4-12 grade teachers in under privileged districts. We hosted the teachers for two weeks every summer conducting both a one-week professional development workshop followed by a one-week lesson study workshop in which the teachers in grade level teams collaboratively designed research lessons with teacher educators and historians. We observed the implementation of the lessons, critiqued and adjusted the instruction, observed the lessons a second time, then created video cases to highlight important features of the lessons for publication on the PIH web site (www.pihnet.org). This project generated important data on how this professional development model impacted the teacher's epistemology of history and comparisons between the implementation of the problem-based historical inquiry lessons compared with individually planned lessons over three years. (See 2.c).
- f. Teacher Noticing – Video-enhanced, scaffolded lesson study, 2015-2017.
I worked with two U.S. Government teachers to investigate the implications of incorporating teacher reflection on video of lesson implementation on the depth of student thinking in lessons. I have presented findings from this project focused on teacher learning through the professional development and the student learning through discussion (See 2.c).
- g. Supreme Court Cases Curriculum Development Project, 2018-present.
Dr. Steven Brown, AU Department of Political Scientist, recruited me to develop curriculum for a traveling museum exhibit, Alabama Justice: Cases and faces that changed a nation. This exhibit highlights eight landmark Supreme Court cases that originated in Alabama and went on to have significant impact on U.S. jurisprudence. I have written two units featuring *Powell v Alabama* (right to counsel) and *NAACP v Alabama* (freedom of association), co-created with Dr. Jesús Tirado a unit on *Frontiero v Richardson* (gender discrimination) and have supervised Nick Phillips' (Ph.D candidate) development of a unit on *Gomillion v Lightfoot* (gerrymandering). We have presented these lessons at the Alabama Council for the Social Studies, the

National Council for the Social Studies, the Vulcan Museum, and conducted a four-day virtual workshop for the Alabama Humanities Foundation for over 25 teachers (See 2.h).

- h. Citizens Fighting for Civil Rights and Liberties: Cases, Places, and Faces that Changed a Nation, 2021-present.

Dr. Steven Brown and I were awarded a National Endowment for the Humanities Grant (See 2.h) to provide a two-week virtual institute for 25, 7-12 Grade teachers featuring the four Supreme Court cases listed in g above. Historians and constitutional law scholars will teach the participants the historical context and legal significance of the four cases. Teacher educators (myself, Dr. Tirado, and two doctoral students) will lead five teams of five teachers in developing lessons on Supreme Court cases focused on civil rights relevant to their own curriculum. We will teach authentic pedagogy and will recruit teachers to film themselves implement, reflect upon, and revise the lessons. We have applied for a Spencer Foundation grant to support this long-term effort (see 2.h).

Auburn University World Affairs Seminar – AU Office of Continuing Education

- i. One of our undergraduate methods courses (CTSE 4050) must be offered during a summer term out of necessity. In order to provide a high-quality teaching experience for these lab students, I contract with the AU Office of Professional and Continuing Education to provide instruction and learning opportunities in global issues for their World Affairs Youth Seminar, the longest running academic camp Auburn University hosts. Approximately 20 high school students across the United States, including the Virgin Islands, meet for a one-week summer camp each July. One component of this week-long camp experience is Model UN in which the high school students are assigned to be a delegate from a country and debate four to five international issues during the week from the perspective of their assigned country. Some examples of topics might be refugees, mining practices, weapons or human trafficking, tropical diseases, global hunger.

The pre-service teachers in my educational methods course introduce the delegates to the value conflicts inherent in each of the international issues they will debate during the week. To facilitate the delegates' research, my students create web sites providing information on the countries and issues, conduct research sessions with their delegates, and provide "coaching" during the UN sessions. We plan field trips and service experiences for the delegates to make the global issues seem more personal to them as well. Our goal is to make the experience academically rigorous, reflecting the complexity of the issues while maintaining an engaging approach for the delegates. My pre-service candidates have benefited from the opportunity to design instructional activities and research materials as well as lead activities and coach the high school students in an issues-centered forum. Because World Affairs Youth Seminar is the only academic camp focused on social science topics, the camp is an Outreach project in that we provide an recruiting opportunity to prospective students visiting AU interested in social sciences.

2. Mission.

Working with in-service teachers and secondary students is clearly within the mission of the Department of Curriculum and Teaching and the College of Education. These efforts provide both professional development opportunities for teachers and models of exemplary practice for our pre-service teachers. Working with in-service teachers to develop, implement, and reflect on instructional strategies informs me of the challenges involved in developing complex historical reasoning in 6-12 grade classroom contexts. It has generated powerful video-cases that inspire and convince our undergraduate and graduate students of the power and possibility of problem-based historical inquiry. These video cases have provided powerful models of classroom success of problem-based inquiry teaching, which has led to increased belief amongst our preservice teachers that this type of complex teaching is possible, engaging, and important to utilize. Our immediate mission is to improve the classroom experiences of 6-12 grade social studies students and our intensive, long-term support of classroom teachers is paying dividends.

3. Scholarship

My efforts in reforming curriculum for democratic citizenship require the exploration of several fields of research:

- the content disciplines of history and political philosophy
- civic and history education theory and practice
- cognitive psychology, constructivism, and instructional design learning theories
- ethics and ethical reasoning
- moral psychology and ethics
- psychological, anthropological, and sociological theories on race, gender, and class
- professional development models and practices
- theory and practice related to the application of interactive technologies to teaching and learning

This work has led to my reputation as someone contributing to the field in stronger understanding of quality professional development in inquiry-oriented social science instruction and the ethical and civic reasoning of high school students. The publications listed in the next section give specific journal articles and conference presentations highlighting this reputation.

4. Impact

The direct beneficiaries of these efforts are the teachers who have developed these practices. The teacher participants in the ethical reasoning project, all became more skilled discussion leaders. After the three-year Plowing Freedom's Ground lesson study project 95.2% of a purposeful sample of participating teachers demonstrated higher levels of authentic inquiry pedagogy in lessons developed as part of the project's professional development (lesson study) versus those lessons that teachers developed independently (teacher choice). The teachers consistently appreciated learning new ways of teaching in a supportive, collaborative environment. One teacher from Beauregard High School who participated in one project said, "I'm learning new things and attempting them and trying to learn as much as I can to bring back and work on those

things in class. It has been a great help to me. **It has developed me more as a teacher than anything else I have done.** More than the [other] professional development that I go to. . . I don't know what I'm going to do now because there is no other program like this . . . **I try to develop all of my lessons on this model now . . .** I am going back and revamping and using some of the techniques and strategies that I've learned and apply those to other lessons I've planned. **This is something I will use until I stop teaching because I can see it works."**

Another teacher from Benjamin Russell High School in Alexander City said, **"I wish that everybody could be taught this way** and I'm glad that the students coming from [the AU program] are taught this way. [My AU intern] has that mindset, he just thinks that way. I'm still not thinking that way, but he can. I can see it through his mind. He is almost there. They should appreciate that because they will not be tied to a book, they won't be tied to a rigid course of study . . . **PIH has become a way of thinking and not just a lesson plan . . . you're taking a concept and you're creating lessons around it...I'm trying to redo my lesson plans and rethink the way I teach."**

In addition to the teachers, their students benefit from the work. 54.4% of a purposeful sample of students taught by participating teachers in the Plowing Freedom's Ground project improved in their abilities to use content knowledge and complex historical thinking skills to address historical issues, as measured by pre- and post- Authentic Intellectual Work scoring rubrics. A teacher from Auburn High School who participated in the ethical reasoning study reported his students became more skilled in participating in discussions when he said, "I think the students themselves have taken some of the different expectations from Seminars and have applied that to even informal classroom conversations and better questioning techniques. They are respecting one another better and being more open. **The whole classroom atmosphere as a whole is better in that they all feel more comfortable talking with one another."** Another teacher from Opelika High School agreed saying, "I think they (the students) realized what a good question was and how to ask good questions. They were proud of each other and congratulating each other with 'Hey, that was a good question'."

The research community has benefitted from our published articles and international presentations on these projects. Diana Hess of the University of Wisconsin and the Spencer Foundation said of our program at a national conference, "In close to thirty years in the field I have not encountered professional development activities and research with the potential to make a more powerful positive impact . . . This is, quite simply, **the best professional development in social studies that I know of in the United States."** Our ultimate goal is to have a positive impact on our democracy by preparing teachers to teach in ways that infuse future citizens with the knowledge, skills, and dispositions necessary to sustain a Constitutional democracy.

Part b. Activities and products

1. Instructional activities

Citizens Fighting for Civil Rights: Places, Cases, and Faces that changed a nation.

Kohlmeier, J. & Brown, S. (2021). Coordinated a two-week institute for 24 7-12th Grade teachers learning about the legal and historical context of four landmark Supreme Court cases exploring civil rights. Coordinated entire institute of historians and legal scholars, four teacher educators,

and teacher participants from around the country; presented two pedagogical sessions; and coached two teams of teachers through lesson study. July 11-23, 2021. Virtual institute.

In-service workshops as Associate Director of the Persistent Issues in History Network:

Kohlmeier, J. (2021). Evidence Based Argumentation. (1.5 hours). PD workshop featuring constitutional reasoning. Vulcan Park and Museum, Birmingham, AL.

Kohlmeier, J. (2021). Auburn Junior High Lesson Study with Persistent Issues in History. June 23-25 (24 hours). Modeled PIH lessons and coordinator of the 8th grade curriculum development team.

Kohlmeier, J. (2020). Alabama Citizens Fighting for Civil Rights: Landmark Supreme Court Cases. (16 hours). Organized a virtual PD hosting 25 teachers. Coordinated a team of five presenters modeling PIH lessons and providing Constitutional content knowledge. Presented two PIH units and assisted in all other sessions.

Kohlmeier, J. (2019). Auburn Junior High Lesson Study with Persistent Issues in History. July 16-18 (24 hours). Modeled PIH lessons and coordinator of the 8th grade curriculum development team.

Kohlmeier, J. & Phillips, N. (2019). Alabama Justice Supreme Court Curriculum Seminar. June 21. (8 hours). Hosted 15 teachers to tour Supreme Court case exhibit, demonstrated two PIH lessons on two Supreme Court cases, and introduce Persistent Issues in History Network.

Kohlmeier, J. (2019). Supreme Court Cases promoting civic reasoning. January 25 (8 hours). Workshopped two Supreme Court case lessons with six Government and Civics teachers from Auburn and Opelika City Schools.

Kohlmeier, J. (2018). Auburn Junior High Lesson Study with Persistent Issues in History. June 26-28 (24 hours). Modeled PIH lessons and coordinator of the 8th grade curriculum development team.

Kohlmeier, J. (2016). Opelika High School Lesson Study with Persistent Issues in History. June 14, 16, 21, 23, 2016 (21 hours). Modeled PIH lessons and collaboratively developed U.S. Government research lesson.

Saye, J., & Kohlmeier, J. (2016). Auburn Junior High Lesson Study with Persistent Issues in History. July 19-21 (21 hours). Modeled PIH lessons and coordinator of the 8th grade curriculum development team.

Kohlmeier, J. (2015). Opelika High School Lesson Study with Persistent Issues in History. June 8, 9, 10, 17, 18, 2015 (20 hours). Modeled PIH lessons and collaboratively developed U.S. Government research lesson.

Saye, J., & Kohlmeier, J. (2015). Auburn High Lesson Study with Persistent Issues in History.

July 21-23 (11 hours). Modeled PIH lessons and collaborated with 10th and 11th grade curriculum development team.

Saye, J., & Kohlmeier, J. (2015). Auburn Junior High Lesson Study with Persistent Issues in History. July 13-15 (21 hours). Modeled PIH lessons and coordinator of the 8th grade curriculum development team.

Saye, J., & Kohlmeier, J. (2014). Auburn Junior High Lesson Study with Persistent Issues in History. July 23-25 (21 hours). Modeled PIH lessons and coordinator of the 8th grade curriculum development team.

Saye, J., & Kohlmeier, J. (2012). Plowing Freedom's Ground Persistent Issues in History Summer Seminar. Lee County, Alexander City, Tallapoosa County, and Phenix City Schools July 9-13 (36 hours). Modeled PIH lessons.

Saye, J., & Kohlmeier, J. (2012). Plowing Freedom's Ground Lesson Study Workshop. Lee County, Alexander City, Tallapoosa County, and Phenix City Schools. July 16-20 (36 hours). Led 6/7th grade curriculum development team.

Saye, J., & Kohlmeier, J. (2011). Plowing Freedom's Ground Persistent Issues in History Summer Seminar. Lee County, Alexander City, Tallapoosa County, and Phenix City Schools July 11-15 (36 hours). Modeled PIH lessons.

Saye, J., & Kohlmeier, J. (2011). Plowing Freedom's Ground Lesson Study Workshop. Lee County, Alexander City, Tallapoosa County, and Phenix City Schools. July 18-22 (36 hours). Led 6/7th grade curriculum development team.

Saye, J., & Kohlmeier, J. (2010). Plowing Freedom's Ground Persistent Issues in History Summer Seminar. Lee County, Alexander City, Tallapoosa County, and Phenix City Schools July 5-9 (36 hours). Modeled PIH lessons.

Saye, J., & Kohlmeier, J. (2010). Plowing Freedom's Ground Lesson Study Workshop. Lee County, Alexander City, Tallapoosa County, and Phenix City Schools. July 12-16 (36 hours). Led 6/7th grade curriculum development team.

Saye, J., & Kohlmeier, J. (2010). Developing Persistent Issues in History Curriculum Units. Auburn City Schools; Auburn, Alabama. July 19-23 (36 hours)

Saye, J., & Kohlmeier, J. (2009). Developing Persistent Issues in History Curriculum Units. Auburn City Schools; Auburn, Alabama. July 13-17 (36 hours)

Kohlmeier, J. (2009). Developing PIH Units to enhance complex discussions. Auburn and Opelika City Schools; Auburn University. June 16 and 18. (16 hours)

Saye, J., & Kohlmeier, J. (2008). Auburn Junior High Lesson Study with Persistent Issues in History. July 21-25 (36 hours). Coordinated the 8th grade curriculum team

Saye, J., & Kohlmeier, J. (2008). Developing Persistent Issues in History Curriculum Units. Auburn City Schools; Auburn, Alabama. July 23-27 (36 hours).

Kohlmeier, J. (2008). Developing Discussion Guides to enhance student reasoning about complex democratic issues. November 7 (4 hours) and December 5 (5 hours).

Saye, J., & Kohlmeier, J. (2007). Auburn Junior High Lesson Study with Persistent Issues in History. July 16-18 (36 hours). Coordinated the 8th grade curriculum team

Saye, J., & Kohlmeier, J. (2007). Developing Persistent Issues in History Curriculum Units. Auburn City Schools; Auburn, Alabama. July 9-13 (36 hours).

Saye, J., & Kohlmeier, J. (2006). Auburn Junior High Lesson Study with Persistent Issues in History. July 17-21 (36 hours). Coordinated the 8th grade curriculum team

Saye, J., & Kohlmeier, J. (2006). Developing Persistent Issues in History Curriculum Units. Auburn City Schools; Auburn, Alabama. July 10-14 (36 hours).

Saye, J., & Kohlmeier, J. (2005). Developing Persistent Issues in History Curriculum Units. Auburn and Opelika City Schools; Auburn, Alabama. December 7 (7 hours).

Saye, J., & Kohlmeier, J. (2005). Teaching American History PIH Seminar. Auburn and Opelika City Schools; Auburn, Alabama July 11-15 (36 hours)

Saye, J., & Kohlmeier, J. (2005). PIH Mentor Development Workshop. Auburn and Opelika City Schools; Auburn, Alabama. February 23 (7 hours)

Saye, J., & Kohlmeier, J. (2004). Developing Persistent Issues in History Curriculum Units. Auburn and Opelika City Schools; Auburn, Alabama. October 27 (7 hours).

Saye, J., & Kohlmeier, J. (2004). Persistent Issues in History Network Summer Seminar. Auburn University; Auburn, Alabama. July 19-23 (36 hours)

Saye, J., & Kohlmeier, J. (2004). Teaching American History PIH Seminar. Auburn and Opelika City Schools; Auburn, Alabama July 12-16 (36 hours)

Saye, J., & Kohlmeier, J. (2004). Building the PIH Learning Community: Developing Mentor PIH Teachers II. Auburn and Opelika City Schools; Auburn, Alabama June 24 (3 hours)

Saye, J., & Kohlmeier, J. (2004). Developing Persistent Issues in History Curriculum Units. Auburn and Opelika City Schools; Auburn, Alabama. January 14 (7 hours).

2. Outreach Publications

Refereed Journal Articles (See 2.b):

#regional \$national %international &research ?practitioner

%&* **Kohlmeier, J.**, Howell, J. Saye, J.W., McCormick, T., Shannon, D., Jones, C., Brush, T. (2020). Investigating teacher adoption of authentic pedagogy through lesson study. *Theory & Research in Social Education*. <https://doi.org/10.1080/00933104.2020.1751761> (70% contribution, acceptance rate 10-15%)

\$& Saye, J.W., **Kohlmeier, J.**, Howell, J., McCormick, T., Jones, C., Brush, T. (2017). Scaffolded lesson study: Promoting professional teaching knowledge for problem-based historical inquiry. *Social Studies Research and Practice*. 12(1), 95-112 Doi: 10.1108/SSRP-03-2017-0008 (20% Contribution, Acceptance Rate 11%).

\$& Saye, J.W., **Kohlmeier, J.**, Howell, J., McCormick, T., Jones, C., Brush, T. (in press). Scaffolded lesson study: Promoting professional teaching knowledge for problem-based historical inquiry. *Social Studies Research and Practice*. (20% Contribution)

\$& **Kohlmeier, J.**, & Saye, J.W. (2016) Developing discussion leaders through scaffolded lesson study. *The Social Studies*. 108(1), 22-37. Doi: 10.1080/00377996.2016.1237466 (75% Contribution)

%& **Kohlmeier, J.**, & Saye, J.W. (2014). Ethical reasoning of U.S. high school seniors exploring just v. unjust laws. *Theory and Research in Social Education* 42(4), 548-578. Doi: 10.1080/00933104.2014.966218 (75% contribution, acceptance rate 10-15%)

%& **Kohlmeier, J.**, & Saye, J.W. (2014). Ethical Reasoning of High School Seniors Exploring Issues of Free Speech. *Social Studies Research and Practice* 9(2), 33-47. (75% Contribution, acceptance rate 11%)

\$& **Kohlmeier, J.**, Saye, J., Mitchell, L., & Brush, T. (2011). Using mentoring to support a novice teacher using problem based historical inquiry with “low achieving” students. *Journal of Social Studies Research*. 35(1), 1-23. (60% contribution, acceptance rate 10-15%)

%& Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (2009). Using mentoring to develop collaborative communities of inquiry-based practice. *Theory and Research in Social Education*, 37(1), 6-41. (25% contribution, acceptance rate 10-15%)

%& Brush, T., Saye, J., Kale, U., Hur., **Kohlmeier, J.**, Yerasimou, T., Guo, L., & Symonette, S. (2009). Evaluation of the persistent issues in history laboratory for virtual field experience (PIH-LVFE). *Journal of Interactive Online Learning*. [Online serial], 8,1. (5% contribution, acceptance rate 50%) Retrieved from <http://www.ncolr.org/jiol/issues/viewarticle.cfm?volid=8&IssueID=25&ArticleID=128>

Papers presented at professional meetings (See 2.c):

#regional \$national %international &research ?practitioner

- %& **Kohlmeier, J.** April, 2021. The role of discussion in generating jurisprudential reasoning in social studies. Presentation at the American Educational Research Association conference, Orlando, Florida (virtual).
- \$& **Kohlmeier, J.** December, 2020. Using discussion to generate jurisprudential reasoning in social studies. Invited presentation in a symposium titled “Promoting Discussion in History and Civics Classrooms” at the College and University Faculty Assembly of the National Council for the Social Studies conference, Washington, DC (Virtual).
- #? **Kohlmeier, J.** December, 2020. When is the government justified in limiting freedom of association? Presentation at the National Council for the Social Studies, Washington, DC (Virtual).
- #? **Kohlmeier, J.** October, 2019. *NAACP v Alabama*: Analyzing primary sources, historical cases, and modern issues. Presentation at the Alabama Council for the Social Studies, Birmingham, Alabama.
- %& **Kohlmeier, J.** & Saye, J.W. (April, 2019) Incorporating teacher noticing video case reflection into lesson study. Presentation at the American Educational Research Association conference, Toronto, Canada.
- %& **Kohlmeier, J.** (December, 2018) Developing teaching with lesson study: A decade of research. In J. Kohlmeier (Chair) Symposium Lesson Study in Social Studies: Promises and challenges. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, Washington, DC.
- \$& **Kohlmeier, J.,** & Saye, J. November, 2017. Incorporating teacher noticing video case reflection into lesson study. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, San Francisco, CA.
- #& **Kohlmeier, J.** (October, 2017) Preparing citizens through disciplined inquiry. Invited Keynote Address, Alabama Council for the Social Studies conference, Florence, AL.
- #? **Kohlmeier, J.,** Belcher, B., Williams, K. (October, 2017) Structured Academic Controversy: A powerful strategy for promoting reasoned debate. Presentation at the Alabama Council for the Social Studies conference, Florence, AL.
- \$& **Kohlmeier, J.,** & Saye, J. (April, 2017) The effects of teacher video case reflection on teacher practice. Presentation Presentation at the American Educational Research Association conference, San Antonio, TX.
- %& **Kohlmeier, J.,** & Saye, J. (December, 2016) The effects of teacher video case reflection on teacher practice. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, Washington, DC.
- %& **Kohlmeier, J.,** & Saye, J. (April, 2016) The impact of discussion facilitation on ethical

- reasoning. Presentation at the American Educational Research Association conference, Washington, DC.
- % & **Kohlmeier, J.**, & Saye, J. (November, 2015) The impact of discussion facilitation on ethical reasoning. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, New Orleans, LA.
- % ? **Kohlmeier, J.** (November, 2015) What is the most effective strategy to fight Jim Crow? Presentation at the National Council for the Social Studies conference, New Orleans, LA.
- % & Saye, J. & SSIRC. (November, 2015) Authentic Pedagogy: Examining Intellectual Challenge in Social Studies Classrooms. Presentation at the College and University Faculty Assembly of the National Council for the Social Studies conference, New Orleans, LA. See <http://www.auburn.edu/ssirc/member.html> for a list of contributing authors.
- % & **Kohlmeier, J.**, & Saye, J., McCormick, T., Howell, J., Jones, C., Shannon, D. (April, 2015). Promoting professional teaching knowledge with scaffolded lesson study. Presentation at the American Educational Research Association conference, Chicago, IL.
- % & **Kohlmeier, J.**, & Saye, J. (November, 2014) Developing discussion leaders through in-service teacher mentoring. Presentation at the College and University Faculty Association of the National Council for the Social Studies conference, Boston, MA.
- % & **Kohlmeier, J.**, & Saye, J., McCormick, T., Howell, J., Jones, C., Shannon, D. (November, 2014). Promoting Professional Teaching Knowledge with Scaffolded Lesson Study. Presentation at the College and University Faculty Association of the National Council for the Social Studies conference, Boston, MA.
- % & **Kohlmeier, J.**, & Saye, J. (April, 2014). Use of Mentoring to Improve Discussion Facilitation by Teachers. Presentation at the American Educational Research Association conference, Philadelphia, PA.
- % & Saye, J., **Kohlmeier, J.**, McCormick, T., Howell, J., Jones, C., Shannon, D., & Brush, T. (November, 2013). Supporting Problem-Based Historical Inquiry for Elementary and Secondary Teachers: Scaffolded Lesson Study. Presentation at the College and University Faculty Association of the National Council for the Social Studies conference, St. Louis, MO.
- % & **Kohlmeier, J.**, & Saye, J. (April, 2013). Ethical reasoning of high school seniors exploring free speech. Presentation at the American Educational Research Association conference. San Francisco, CA.
- % & Saye, J., **Kohlmeier, J.**, McCormick, T., Howell, J., Jones, C., & Shannon, D. (April, 2013). Supporting Problem-Based Historical Inquiry for Elementary and Secondary Teachers: Scaffolded Lesson Study. Presentation at the American Educational Research

Association conference. San Francisco, CA.

- %& **Kohlmeier, J.**, & Saye, J. (November, 2012). Ethical reasoning of high school seniors exploring free speech. Presentation at the College and University Faculty Association of the National Council for the Social Studies. Seattle, WA.
- #? **Kohlmeier, J.**, Stephenson, B., Mask, J., Alexander, M., & Raven, S. (October, 2012). Weighing and judging the most effective response to Jim Crow. Presentation to the Alabama Council for the Social Studies Conference, Birmingham, Alabama.
- %& **Kohlmeier, J.**, & Saye, J. (November, 2011). Ethical reasoning of high school seniors exploring just v. unjust laws. Presentation at the College and University Faculty Association of the National Council for the Social Studies. Washington, D.C.
- %? Busbin, W., & **Kohlmeier, J.** (November, 2011). Should students be required to say the pledge? Presented at the annual conference for the National Council for the Social Studies. Washington, D.C.
- #? **Kohlmeier, J.**, Busbin, W., & East, J. (October, 2010). Pledge of Allegiance: Should it be required in schools? Presentation to the Alabama Council for the Social Studies Conference, Birmingham, Alabama.
- %? **Kohlmeier, J.**, & Maddox, L. (November, 2009). You are Marcus Aurelius: How should you protect your empire? Presentation at the National Council for the Social Studies, Atlanta, Georgia.
- %? **Kohlmeier, J.**, & Maddox, L. (October, 2009). You are Marcus Aurelius: How should you protect your empire? Presentation at the Social Studies Council of Alabama Conference, Birmingham, Alabama.
- #? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (March, 2008) Successfully engaging “low-achieving” students in complex historical reasoning. Presentation at the Social Studies Council of Alabama Conference. Montgomery, Alabama.
- #? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (March, 2008) When is the government justified in limiting civil liberties? Presentation at the Social Studies Council of Alabama Conference. Montgomery, Alabama.
- %? **Kohlmeier, J.**, Mitchell, L., Saye, J., & Brush, T. (November, 2007) Attempting Issues-Centered instruction with “low-achieving students. Presentation at the College and University Faculty Association of the National Council for the Social Studies. San Diego, California.
- %& Saye, J., **Kohlmeier, J.**, Brush, T., & Maddox, L. (November, 2007) Using Lesson Study to Build a Professional Knowledge Community for Problem-Based History Study. Presentation at the College and University Faculty Association of the National Council

for the Social Studies. San Diego, California.

%? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (December, 2007) Successfully engaging “low-achieving” students in complex historical reasoning. Presentation at the National Council for the Social Studies Conference. San Diego, California.

%? **Kohlmeier, J.**, Mitchell, L., Smith, D., Saye, J., & Brush, T. (November, 2007) When is the government justified in limiting civil liberties? Presentation at the National Council for the Social Studies Conference. San Diego, California.

%& **Kohlmeier, J.**, Mitchell, L., Saye, J., & Brush, T. (April, 2006) Attempting Issues-Centered instruction in a challenging environment. Presentation at the American Educational Research Association Annual Meeting, San Francisco, California.

%& Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (November, 2005) Using mentoring to develop collaborative communities of inquiry-based practice. Presentation at the National Council for the Social Studies, College and University Faculty Association annual conference, Kansas City.

%& Saye, J., **Kohlmeier, J.**, Brush, T., Mitchell, L., & Farmer, C. (April, 2005) Nurturing a professional community of practice for promoting problem-based historical inquiry. Presentation at the American Educational Research Association Annual Meeting, Montreal, Canada.

Podcast Guest (Cross listed in 2.g.)

Kohlmeier, J. (2019) “Episode 125: Facilitating Student Deliberation.” *Visions of Education Podcast*, Eds. D. Krutka & M. Milton). September 20, 2019.

<https://visionsofed.com/2019/09/20/episode-125-facilitating-student-deliberation-with-jada-kohlmeier/>

4. Service

a. University service

1. Service to the department:

2021-present Peer Review of Teaching/Mentoring Committee, Mary Sue Barry, member

2021-present Peer Review of Teaching/Mentoring Committee, Vicky Cardullo, member

2020-present Faculty Affairs Committee, Member

2020-present Academic Affairs Committee, Chair

2018-present Program Coordinator, Secondary Social Studies Education

2018-2019 Search Committee: Secondary Social Studies, chair

- 2019-present Peer Review of Teaching/Mentoring Committee, Jesús Tirado, member
- 2018-present Peer Review of Teaching/Mentoring Committee, Sara Demoiny, chair
- 2017-present Peer Review of Teaching/Mentoring Committee, Sean Durham, chair
- 2017-present Peer Review of Teaching/Mentoring Committee, Megan Burton, member
- 2016-2019 Peer Review of Teaching/Mentoring Committee, Michael Cook, member
- 2016-2018 Departmental Budget Advisory Committee
- 2015-2016 Search Committee: Agriscience, member
- 2014-2017 Research and Assessment Committee
- 2011-present Graduate Studies Committee, member
- 2013-present Peer Review of Teaching/Mentoring Committee, Jamie Harrison, chair
- 2012-2017 Peer Review of Teaching/Mentoring Committee, Brandon Sams, chair
- 2014-15 Peer Review of Teaching/Mentoring Committee, Kelly Hill, member
- 2013-14 Search Committee: English Speakers of Other Languages, member
- 2012-2014 Strategic Planning sub-committee on Research Center, member
- 2011-12 Peer Review Process – ad hoc committee, member
- 2011-12 Peer Review of Teaching Committee, Christal Pritchett, member
- 2010-11 Peer Review of Teaching Committee, Deborah Morowski, Chair
- 2008-09 Auburn City Schools/Auburn University Professional Development Partnership Committee
- 2008 Peer Review of Teaching Committee, Jane Kuehne, member
- 2007-08 Search Committee: Early Childhood Education, member
- 2007-08 Search Committee: Secondary Science Education, member
- 2007-08 Graduate Studies Committee, member

- 2005 Program Coordinator for Spring 2006 while Dr. John Saye on sabbatical
- 2005 Video Taping Protocol for Auburn City Schools committee, member
- 2005 Field Experience Retreat Planning Committee, member

2. Service to the college

- 2022 College of Education Tenure and Promotion ad hoc committee
- 2021-present College of Education Shared Governance Committee, member.
- 2020 Field Experiences Task Force (formed in response to Covid-19 disruptions), member.
- 2016 Search Committee: Associate Dean for Academic Affairs, member.
- 2014 COE Common Book Event Organizing Committee, co-chair.
Selected panelists and moderated a panel discussion on *Nobodies: Modern American Slave Labor And the Dark Side of the New Global Economy*
- 2013 Search Committee: Secondary Education Academic Advisor, member
- 2009-2018 College of Education Awards Committee, Chair
- 2008-09 College of Education Awards Committee, Member
- 2006 Collaborative Teaching Grant Committee: participated in planning and implementing the proposal
- 2006 Search Committee: Coordinator of Partnerships, Professional Experience, and Student Affairs, member
- 2006 Auburn City Schools Professional Development Agreement committee, member
- 2005-08 Field Experiences Committee, member
- 2005 Awards Screening Committee, member
- 2005 to 2014 Co-sponsor for Kappa Delta Pi honor society
- 2004 Camp War Eagle Advisor presentation

3. Service to the university

- 2022 New Professional Rank, ad hoc committee formed by University Senate, recruited by Senate Chair, Todd Steury

- 2018-2020 Honors College Advisory Board, member
- 2017 AU Dissertation Award reviewer (read 5 dissertations)
- 2016 Intramural Grant Proposal reviewer
- 2015-2021 Institutional Review Board II, member
- 2015-2017 Faculty Senate Rules Committee
- 2012-15 Faculty Senator for Department of Curriculum and Teaching
- 2006 to University Curriculum Committee, member
2009

b. Professional service

- 2018-present Alabama Department of Archives Advisory Board
- 2017-present External Reviewer for Promotion and Tenure Dossier (Ave 3 per year)
- 2009-11 Board member, College and University Faculty Association of the National Council for the Social Studies
- 2007-08 Program Chair, College and University Faculty Association of the National Council for the Social Studies Conference, Houston, TX. Coordinated the double blind review process of over 200 proposals and coordinated food, facilities and receptions for 250 participants in 60 sessions.
- 2006 Selected to serve as Program Chair for the College and University Faculty Association of the National Council for the Social Studies national conference in Houston, TX, 2008. Shadow the Program Chair for 2007 from January until November, 2007 before taking over as chair.
- 2006 James Madison Memorial Fellowship Selection Committee.

Editorial work:

- 2015 Book Chapter Reviewer, "Civil Liberties, Media Literacy, and Civic Education in the Post 9/11 Era: Helping Students Think Conceptually in Order to Act Civically," *Reassessing the Social Studies Curriculum: Preparing Students for a Post-9/11 World*.
- 2015-present Manuscript Reviewer, *Journal of Curriculum Studies*
- 2015-present Manuscript Reviewer, *Social Studies Research and Practice*

- 2007, 2015 Manuscript Reviewer, *Cognition and Instruction*.
- 2007 Manuscript Reviewer, *Educational Research and Evaluation*.
- 2006 to present Manuscript Reviewer, *Theory and Research in Social Education*.
(Average 3 per year)
- 2006 Manuscript Reviewer, *Tech Trends for Leaders in Education and Training*.
- 2005 Manuscript Reviewer, *Teaching and Teacher Education*.
- 2004 to present Proposal Reviewer, annual conference of the College and University Faculty Assembly of the National Council for the Social Studies (8)
- 2004 to present Proposal Reviewer, annual conference of the American Educational Research Association, Social Studies Research SIG (10)
- 2004 to present Proposal Reviewer, annual conference of the American Educational Research Association, Teaching History SIG (10)

Relevant Community Service:

- 2014-2018 AU Friends of Jean Dean Reading is Fundamental Advisory Committee