

Kristy A. Brugar, Ph.D.

EDUCATION

Michigan State University, E. Lansing, MI

Ph.D.

Emphasis Area: Curriculum, Teaching, and Educational Policy: history/social science education
Dissertation Title: *What Difference Does Curricular Integration Make? An Inquiry of Fifth Graders' Learning of History Through the Use of Literacy, and Visual Arts Skills*

The George Washington University, Washington, D.C.

M.Ed., Secondary Education

The University of Michigan, Ann Arbor, MI

B.A., History

PROFESSIONAL EXPERIENCES

Leadership and Administrative Appointments

Chair, Department of Instructional Leadership and Academic Curriculum July 2020-present
Acting/Interim Chair September 2019-June 2020

Leads 22 tenured/tenure-track faculty, two rank renewable term faculty, and one instructor housed on two campuses (Norman and Tulsa) representing 12 undergraduate programs, three master's programs, one doctoral program and three academic centers

Facilitated the hire of eleven new faculty members while only losing two members (one to retirement, one to an endowed chair position)

Guided faculty members to tenure and promotion (n=6) and promoted to full professor (n=3)

Mentor pre-tenure faculty (n= 7)

Leads Committee A (faculty-elected advisory committee for the departmental) around issues of teaching, research, and service obligations and expedites the annual review process

Manages departmental budget including instructional, management and operations, and foundation funds

Developed, funds, and leads the KEY Conference which serves over 100 educators annually

Lead the development of a departmental strategic plan aligned to the University's strategic plan

Facilitated and supported the growth and transition of the Institute of Child Development including construction and staffing

Organize and implement new faculty orientation for the college

Developed and implemented college-wide first-year faculty support program

Developed and led college-wide pre-tenure workshop

Participated in college-level planning on Covid-19 response(s)

Co-Program Area Coordinator, Social Studies Education August 2014-present

Establishes and fosters a place of belonging in the JRCoE and in the program area

Engages various stakeholders including advising, community partners, and national accrediting bodies

Staff sections of undergraduate courses each semester and mentor course instructors

Develops and maintains relationships with a network of outstanding social studies teachers (grades 6-12) and curricular leaders in the schools/school districts to facilitate students' field experience placements.

Center for Peace and Development, University of Oklahoma, Executive Committee 2023-present

Develops and maintains domestic and international partners to source funds, identify expert speakers, and to create space for grassroots peace work.

Facilitated a study abroad to northern Uganda Summer 2022 and 2024. This study abroad experience involves OU students working "alongside local partners in northern Uganda to critically evaluate grassroots peace building and development needs, establish local strategies, and to work with partners to implement those goals" notably, the Grassroots Women's Peace Conference in which various stakeholders explore solutions for community-based issues.

Chair, Board of Directors, National Council for History Education 2020-2022

Directed the strategic planning process with the development of a mission statement and four strategic pillars: increased access and inclusion; promote professionalism; continued collaboration; and build financial strength

Led a small team of stakeholders in hiring a new executive director

Oversaw organizational growth including the operating the budget and staff

Engaged in responsive programming including the shift of the NCHE 2020 conference from a planned face-to-face conference to a virtual conference and in response to racial violence and racial injustice in the U.S., NCHE responded with a series of webinars and an annual Equity Summit

Faculty and Teaching Appointments

Professor , Jeannine Rainbolt College of Education, University of Oklahoma	2023-present
Associate Professor , Jeannine Rainbolt College of Education, University of Oklahoma	2018-2023
Assistant Professor , Jeannine Rainbolt College of Education, University of Oklahoma	2014-2018
Assistant Professor , College of Education, Wayne State University	2012-2014
Teaching Assistant , College of Education, Michigan State University	2007-2012
Research Assistant , College of Education, Michigan State University	2009-2011

Adjunct Lecturer, College of Education Wayne State University, Detroit, MI **2006-2012**

Special Lecturer, Department of Teacher Development and Educational Studies & Department of Professional Development, Oakland University, Rochester, MI **2002-2012**

Social Science Teacher/Subject Coordinator, Cranbrook Schools, Bloomfield Hills, MI 1999-2007
Taught American Studies I, Health, Writing, and Computers in single-gender environment (boys)
Oversaw curriculum and budget for two middle schools (6 faculty)
Served on All School Curriculum Committee

Social Studies Teacher, Howard County Public Schools, Ellicott City, MD 1996-1999
Taught Eastern Hemisphere Geography (6th grade), Western Hemisphere Geography (7th), and United States History (8th)

Doctoral Committee Chair

Amy Allen, *Embodied Knowing in Teacher Education: Factors that Lead to Teacher Agency* (December 2021).

Lindsey Williams, *Social Justice in Urban Secondary Studies Studies Classrooms: Pedagogy and Beyond* (May 2021).

Lauren Abplanalp Ozaydin, coursework in progress

Pamela Giberti, prospectus development

Natalie (Darby) House, coursework in progress

Kamiar Meharabian, general exams in progress

Jillian O'Connor, coursework in progress

Masters Committee Chair

Ana Victoria Ruiz-Bautista (May 2023)

Kamrin Ratcliff (May 2022)

Jacob Blackwell (December 2021)

Natalie Darby (May 2024)

Tyler Dettmann (December 2018)

Sarah DeWitt (May 2020)

Danielle Eaves (May 2018)

Kristina Gipson (May 2018)

Grace Ladd (May 2021)

M. Tanner Lusher (May 2024)

Justin McLeckie (December, 2023)

Kamiar Meharabian (May 2018)

Courtney Moore (December 2017)

Jillian O'Connor (December 2020)

Sarah Percy (May 2023)

Kamrin Ratcliff (May 2022)

Dalton Savage (December 2019)

SCHOLARLY WORK

Referred Articles

National/International

Brugar, K.A., Roberts, K.L., & Cuenca, A. (2024). Inquiry on inquiry: Examining student actions required in elementary inquiry design models. *Journal of Social Studies Research*, 48(2), 102-113. <https://doi.org/10.1177/23522798231219968>

Roberts, K.L., Brugar, K.A., & Cuenca, A. (2024) Inquiry at its core: A content analysis of inquiry design models. *Elementary School Journal* 124(4). <https://doi.org/10.1086/729838>

- Bronstein, E., Brugar, K.A., & Nowell, S. (2023) All is not OK in Oklahoma: A content analysis of standards legislation. *The Clearing House: A Journal of Educational Strategies Issues and Ideas*, 96(1), 33-40.
- Brugar, K.A. (2023) Everything is L.O.C.A.L.! Making curricular connections that are close to home. *Social Studies and the Young Learner*, 36(2), 17-21.
- Brugar, K.A. (2023). The possibilities of teaching the past: Fifth grade teachers' decisions about history instruction. *Social Studies Research and Practice*, 18(3), 181-197.
<https://doi.org/10.1108/SSRP-12-2022-0035>
- Brugar, K.A., Roberts, K.L., Allen, A., Ratcliff, K., & Capps, C. (2023). Preparing the expert novice: Core practices for implementing blueprints for inquiry design. *Journal of Teacher Education* 74(5), 495-507. <https://doi.org/10.1177/00224871231202956>
- Brugar, K. A., & Roberts, K. L. (2022). *Using inquiry to channel the natural curiosity of all students*. [Blog Post for Edutopia, published by the George Lucas Educational Foundation]. Retrieved from:
<https://www.edutopia.org/article/using-inquiry-channel-natural-curiosity-all-students>
- Roberts, K.L. & Brugar, K.A. (2022). Using verbal protocol to examine construction of meaning from social studies texts. *Journal of Social Studies Research*, 46(2), 135-151
<https://doi.org/10.1016/j.jssr.2021.05.005>
- Whitlock A. M. & Brugar, K.A. (2022). Historical fiction and its commonplace in classrooms. *The History Teacher*, 56(1), 77-102.
- Brugar, K.A. & Whitlock, A.M. (2020). Explicit and implicit social studies: Exploring the integration of social studies experiences in two elementary classrooms. *Canadian Social Studies*, 51 (2), 2-21.
- Brugar, K.A. & Whitlock, A.M. (2020). Thank you, Reviewer 2! You got us thinking about . . . *Curriculum and Teaching Dialogue* 22(2), 287-290.
- Roberts, K.L., Meyer, C.K., Brugar, K.A., & Jimenez, L.A. (2020), Integrative and illustrative: Multimodal acquisition, comprehension, and composition. *Middle School Journal*, 51(4), 9-17.
- Brugar, K.A. (2019) Inquiry by the book: Using children's nonfiction as mentor texts for inquiry. *The Social Studies*, 110 (4), 155-160.
- Brugar, K.A. & Whitlock, A.M. (2019) "I like . . . different time periods:" Teachers and historical fiction. *Social Studies Research and Practice*, 14(1), 78-97.
- Whitlock, A.M. & Brugar, K.A. (2019) "Snack Time" social studies: Observations of social studies instruction in unstructured spaces. *Journal of Social Studies Research*, 43(3), 229-239 DOI: [10.1016/j.jssr.2018.09.007](https://doi.org/10.1016/j.jssr.2018.09.007)
- Brugar, K.A. (2018). Learning and teaching in a visual world: Elementary teacher candidates use of visual materials. *Curriculum and Teaching Dialogue* 20(1), 1-14.
- Brugar, K.A. & Roberts, K.L. (2018). Challenges in reading informational texts: Reading the words and the world. *Journal of Social Studies Research*, 42, 49-59. DOI: [10.1016/j.jssr.2017.02.001](https://doi.org/10.1016/j.jssr.2017.02.001)

- Brugar, K.A. & Whitlock, A.M. (2018) How “social studies” are the social studies skills? An analysis of the essential social studies skills and strategies. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 91(3), 111-117. DOI: [10.1080/00098655.2017.1418129](https://doi.org/10.1080/00098655.2017.1418129)
- Brugar, K.A. (2017) “We don’t have students color maps anymore . . .” A survey of social studies teachers use of visual materials. *Journal of Visual Literacy*, DOI: <http://dx.doi.org/10.1080/1051144X.2017.1397380>
- Brugar, K.A. & Clabough, J.C. (2017). A life-long quest for justice: Exploring *Korematsu v. United States* with the inquiry arc. *Middle Level Learning*, 60, 2-12.
- Brugar, K. A. & Roberts, K. L. (2017). Seeing is believing: Promoting visual literacy in elementary social studies. *Journal of Teacher Education*, 68(3), 262-279. DOI: [10.1177/0022487117696280](https://doi.org/10.1177/0022487117696280)
- Brugar, K.A., Roberts, K.L., Jimenez, L.M., & Meyer, C.M. (2017). More than mere motivation: Learning specific content through multimodal narratives. *Literacy Research and Instruction*, 1-26. DOI: [10.1080/19388071.2017.1351586](https://doi.org/10.1080/19388071.2017.1351586)
- Jimenez, L.M., Roberts, K.L., Brugar, K.A., Meyer, C.M., & Waito, K. (2017). Moving our can(n)ons: Towards an appreciation of multi-modal texts in the classroom. *The Reading Teacher*, 71(3), 363-368. DOI: 10.1002/trtr.1630
- Roberts, K.L & Brugar, K. (Winter, 2017) The three r’s: Reading, (w)riting, and researching through multi-genre projects. *Social Studies Research and Practice*, 12(1), 42-55. DOI: <https://doi.org/10.1108/SSRP-03-2017-0005>
- Roberts, K.L., & Brugar, K.A. (2017). The view from here: Development of visual literacy in the social studies. *Reading Psychology*, 38(8), 733-777.
- Whitlock, A.M. & Brugar, K.A. (2017). How does a cowboy make his money? Using student curiosities to further elementary school inquiries. *The Social Studies*, 108(3), 79-86. DOI: [10.1080/00377996.2017.1324390](https://doi.org/10.1080/00377996.2017.1324390)
- Brugar, K. (2016). *30 for 30*: An inquiry into sports documentaries to engage in social history. *The History Teacher*, 49(2), 285-299.
- Brugar, K.A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education*, 196(2), 101-114.
- Brugar, K. (2015). Children as civic agents. *Social Studies and the Young Learner*, 27(4), 5-10.
- Brugar, K. (2015). Understanding the local to become global: Case studies of teaching and learning abroad. *Journal of International Social Studies*, 4(2), 23-36. Retrieved from <http://www.iajiss.org/index.php/iajiss/issue/current>
- Brugar, K.A. & Roberts, K.L. (2014). Timelines: An opportunity to meet standards through textbook reading. *The Social Studies*, 105(5), 230-236.
- Roberts, K. L., Brugar, K.A., & Norman, R.N. (2014). Finding Picture Perfect Graphical Devices: An Evaluation Tool. *The Reading Teacher*, 68(4), 312-318.
- Roberts, K.L. & Brugar, K. (2014). Navigating maps to support comprehension: When textbooks don’t have GPS. *The Geography Teacher*, 11(4), 149-163.

- Brugar, K.A. & Dickman, A.H. (2013). Oh say can you see: A case of visually incorporating American symbols in a fifth-grade classroom. *Social Studies and the Young Learner*, 25(4), 17-22.
- Brugar, K., Halvorsen, A., & Hernandez, S. (2013). Where are the women? A classroom inquiry into the representation of women in textbooks. *Social Studies and the Young Learner*, 26(3), 28-31.
- Cohen, S. & Brugar, K. (2013). I want that . . . and we all got much more: A case study of “flipping” the classroom. *Middle Ground*, 12-13.
- Brugar, K. (2012). Empowering students through history: *The Giver* as a metaphor and preparation for studying history in the middle and high school classroom. *The History Teacher*, 46(1), 85-94.
- Brugar, K. (2012). Thinking beyond field trips: An analysis of museums and social studies learners. *Social Studies Research and Practice*, 7(2), 32-49.
- Halvorsen, A., Duke, N.K., Brugar, K., Block, M., & Strachan, S. (2012). Narrowing the Achievement Gap in Second-Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach. *Theory and Research in Social Education*, 40 (3), 198-229.
- Brugar, K. (2004). Lewis and Clark: An interdisciplinary unit. *Middle Level Learning*, 19(2), M3-M7.
- Regional/State**
- Brugar, K.A. (2022) My summer vacation: An exploration into teachers’ professional development choices. *The Great Lakes State Social Studies Journal*, 2(2), 11-19.
- Brugar, K.A. (2022) What is happening in America? And, what should we do about it?: Creating photo essays of the early 20th century. *Teaching Social Studies*, 22(2), 97-103.
- Brugar, K.A. & Roberts, K.L. (2021) What were they thinking?! Student-centered discussions to build understanding. *The Great Lakes State Social Studies Journal*, 1(2), 56-60.
- Whitlock A.M. & Brugar, K. (2020) Revisiting *Woods Runner*: Introducing the A.R.C. rubric to evaluate narratives for the social studies classroom. *Iowa Journal of Social Studies*, 28(1), 139-157.
- Brugar, K. A. (Spring, 2017). Making use of the margins: Exploring historical paintings in textbooks. *The Texan*, 35-38.
- Brugar, K.A., Williams, L.A., & Giberti, P. (Spring, 2017). The five e book club: Building community and facilitating inquiry. *Oregon Journal for the Social Studies*, 5(1), 73-84.
- Brugar, K. (2015). Clashing cultures in conversations: Engaging students in the study of the convergence of three civilizations. *The Councilor*, 76(1), 1-11.
- Brugar, K. (2015). Thinking historically through the use of an American Revolution text set: Promoting content area reading in history, *The New England Journal of History*, 72(1), 102-121.
- Brugar K. & Roberts, K.L (2015). Let’s table it: Using tables to reflect on informational reading. *Oregon Journal for the Social Studies*, 3(2), 31-43.
- Brugar, K. (2013). Power of one: Biographies of individuals that had a global impact. *Ohio Social Studies Review*, 50(1), 8-14.

Book and Book Chapters

- Whitlock, A.M. & Brugar, K.A. (2024) An inquiry into the history of reproductive rights: *Jane Against the World: Roe v. Wade the Fight for Reproductive Rights*. In P. Greathouse, M. Hundley, & A. L. Hostetler (Ed.) *Exploring history through young adult literature: High school (Adolescent literature as a complement to the content area)*.
- Tarabochia, S.L., Brugar, K.A., & Ward J.A. (2023). *Real runners write: How a women's running group supports well-being in the academy* (p. 87-104). In N. Lemon (Ed.) *Creative expression and wellbeing in higher education: Making and movement as mindful moments of self-care*.
- Brugar, K. A. & Savage, D. C. (2022). I walk for . . . (p. 139-152). In N.C. Patterson & P.T. Chandler (Eds.) *At the schoolhouse gate: Teacher and student perspectives on voice and choice in schools*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A., & Roberts, K. L. (Eds.). (2021). *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A., & Roberts, K. L. (2021). Introduction (p. 3-6). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Roberts K. L. & Brugar, K. A. (2021). How to use this book (p. 7-9). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A. (2021). Centering history instruction around primary sources (p. 33-45). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K. A., & Roberts, K. L. (2021). Dimension 2: Applying disciplinary concepts and tools p. 49-52). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Roberts K. L. & Brugar, K. A. (2021). Concepts and tools, geography: Mapping the Constitutional Convention (p. 77-86). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Ratcliff, K., Roberts K. L., & Brugar, K. A. (2021). Conclusion (p. 165-168). In K. A. Brugar & K. L. Roberts (Eds.) *Real classrooms, real teachers: The C3 inquiry in practice*. Charlotte, NC: Information Age Publishing.
- Brugar, K.A. (2021) *Searching for Sarah Rector: Exploring gender, race, and local history* (p. 191-199). In R. Evans (Ed.), *Handbook on teaching social issues* (2nd ed.). Information Age Press.
- Hill, C. A. & Brugar, K.A. (2020) *Dreamland Burning* (p. 103-114). In V. Malo-Juvera and P. Greathouse (Eds.), *Breaking the taboo with young adult literature*. Rowman & Littlefield.
- Meyer, C.K., Mahalingappa, L., & Brugar, K.A. (2019) Thinking inside the box: Using graphic novels to support English Language Learners in the social studies classroom (p. 311-325). In L. C. de Oliveira, K. M. Obenchain, R. H. Kenney, & A. W. Oliveira (Eds.), *Approaches to teaching the content areas to English Language Learners in secondary schools*. Springer International.
- Missias, M.T. & Brugar, K.A. (2018). Entrepreneurship (p. 261-272). In D. G. Krutka, A. M. Whitlock, & M. Helmsing. *Keywords in the social studies: Concepts and conversations*. Peter Lang Publishing.
- Brugar, K.A. (2017) *Denied, Detained, Deported* (p. 127-132). In A. S. Libresco, J. Balantic, and M. Battenfeld (Eds.), *Notable Books, Notable Lessons*. Libraries Unlimited.

Brugar, K.A. (2017). Picturing social studies (p. 223-226). In S.G. Grant, J. Lee, K. Swann (Eds.) *Teaching social studies: A methods book for methods teachers*. Information Age Press.

Whitlock, A, Brugar, K.A., & Halvorsen, A. (2015). Overcoming problems of marginalization by reimagining elementary social studies programs (p. 167-187). In A. R. Crowe and A. Cuenca (Eds.) *Rethinking social studies teacher education for 21st century citizenship*. Springer International.

Scholarship Under Review

Brugar, K.A. *Elevating women's histories using picture book biographies in elementary classrooms* (under review)

Brugar, K.A. & Bronstein, E.A. *From teacher to teacher educator: A journey in friendship and conversation* (accepted for full manuscript)

Brugar, K.A. & Whitlock, A.M. *Evolution of an issue: Teaching the history of reproductive rights using young adult literature* (under review)

Brugar, K.A. & Whitlock, A.M. *Inquiry by the book: Teaching historical fiction with the inquiry design model* (full book manuscript, in press)

Roberts, K.L. & Brugar, K.A. *Using literacy strategies to enhance social studies instruction: Grades K-5* (under contract, manuscript under review)

Professional Publications (Invited)

(2024). Carter G. Woodson awards, 202. *Social Education* 88(3), 161-164.

(2023). Carter G. Woodson awards, 202. *Social Education* 87(3), 164-167.

(2022). Septima Clark awards, 2022. *Social Education* 86(3), 164-167.

(2021). Septima Clark awards, 2021. *Social Education* 85(3), 163-166.

(2020). Carter G. Woodson awards, 2020. *Social Education* 84(3), 161-163.

Brugar, K.A. (2020). More accessible history through literacy. *Michigan Reading Journal*, 52(3), p. 73.

(2019). Carter G. Woodson awards, 2019. *Social Education* 83(3), 151-154.

Brugar, K. A., & Whitlock, A. M. (2019). Literacy AND social studies across the curriculum: Interdisciplinary opportunities for literacy, social studies, and inquiry. *Michigan Reading Journal*.

Brugar, K.A. (2018). Exploring human rights and civic action through children's trade books (p. 67-82). In J.C. Clabough and T. Lintner (Eds.), *No Reluctant Citizens: Teaching Civics in K-12 Classrooms*. Charlotte, NC: Information Age.

(2018). Carter G. Woodson awards, 2018. *Social Education* 82(3), 155-57.

(2017). Carter G. Woodson awards, 2017. *Social Education* 81(3), 181-183.

Hill, C. A. & Brugar, K.A. (2017) Promoting inter/disciplinary literacy practices: Comics as triggers for inquiry (p. 35-42). In P. Greathouse, B. Eisenbach, and J. Kaywell (Eds.), *Adolescent Literature as a Complement to the Content Areas*. Lanham, MD: Rowman & Littlefield.

- (2016). Carter G. Woodson awards, 2016. *Social Education* 80(3), 157-159.
- Brugar, K.A. (2016). Getting students talking. *History Matters!* 28(5).
- (2015). Carter G. Woodson awards, 2014-2015. *Social Education* 79(3), 143-146.
- (2014). Notable social studies trade books for young people, 2014. Supplement to *Social Education* 78(3), 1-16
- Brugar, K. & Wrobel, D. (2014). The Post-TAH Future: Constrained Horizons or a Landscape of Possibilities? *History Matters!* 27(2). Retrieved from <http://www.nche.net/pages/history-matters/october-2014---brugar-and-wrobel>
- Crawford-McKinney, K. & Brugar, K. (2014). My Take/Your Take: Book Dialogues: *We are all born free: The Universal Declaration Of Human Rights in pictures*. *World of Words*. Retrieved from <http://wowlit.org/catalog/9781845076504/>
- Crawford-McKinney, K. & Brugar, K. (2014). My Take/Your Take: Book Dialogues: *Nelson Mandela*. *World of Words*. Retrieved from <http://wowlit.org/catalog/9780061783746/>
- Crawford-McKinney, K. & Brugar, K. (2014). My Take/Your Take: Book Dialogues: *Open the door to liberty*. *World of Words*. Retrieved from <http://wowlit.org/catalog/9780618605705/>
- (2013). Notable social studies trade books for young people, 2013. Supplement to *Social Education* 76(3), 1-16.
- Brugar K. (2013). Teaching interwar intersections through analysis of visual material. *History Matters* <https://www.nche.net/pages/history-matters/history-matters---september-2013---all-articles>
- Halvorsen, A., Alleman, J., & Brugar, K. (2013). *Integration of literacy and social studies*. In B. M. Taylor and N. K. Duke (Eds.), *Handbook on Effective Literacy Instruction*. New York: Guilford Press.
- Brugar, K. (2012). George Bellows: Painter wit a Punch! *Childhood Education* 88(5).
- Brugar, K. (2012). Brothers at bat: The true story of an amazing all-brother baseball team. *Childhood Education* 88(4).
- (2012). Notable social studies trade books for young people, 2012. Supplement to *Social Education* 76(3), 1-16.

Published Instructional Materials

- Brugar, K.A. (2015). Finding cross-curricular inspiration with ReadWriteThink.org. *ReadWriteThink.org: Community Stories*. Retrieved from <http://www.readwritethink.org/about/community-stories/finding-cross-curricular-inspiration-56.html>
- Brugar, K.A. & Roberts, K.L (2015). Captioning the civil rights movement: Reading the images, writing the words <http://www.readwritethink.org/classroom-resources/lesson-plans/captioning-civil-rights-movement-31145.html>
- Brugar, K.A. & Roberts, K.L. (2014). Teaching and learning with maps: Improve-a-Text. *The Geography Teacher* 11(4), 164-167.

- Brugar, K. (2011). *Paths to peace*. Ann Arbor, MI: Artrain.
- Brugar, K. (2011). *Teaching a high school social studies lesson using visual arts to promote historical discussion*. "Planning for Discussions," Launch Into Teaching: Partnerships to Support Teacher and Student Learning, Michigan State University.
- Brugar, K. (2011). *Planning for discussions*. Launch Into Teaching: Partnerships to Support Teacher and Student Learning, Michigan State University.
- Brugar, K. (2011). *Role of the teacher/role of the students*. Launch Into Teaching: Partnerships to Support Teacher and Student Learning, Michigan State University.
- Brugar, K. (2008). NCSS notable books: On the town. *Social Studies Research and Practice*, 3(3), 101-107.
- Baker, M., Brugar, K., Johnson, C., & Mater, M. (2004). *American trailblazers*. Dearborn, MI: The Henry Ford.
- Caldie, C. & Brugar, K. (2004). *Concepts across the curriculum: Volunteerism*. Alexandria, VA: Public Broadcasting System.
- Brugar, K. (2003). *Japan: Memoirs of a secret empire: Classroom guide*. Washington, D.C. Devillier Donegan Enterprises.
- Brugar, K. (2003). *Lawrence of Arabia: Classroom resources*. Washington, D.C. Devillier Donegan Enterprises.
- Brugar, K. (2003). *Martin Luther: Classroom resources*. Washington, D.C. Devillier Donegan Enterprises.
- Brugar, K. (2002). *Concepts across the curriculum: Citizenship*. Alexandria, VA: Public Broadcasting System.
- Brugar, K. (2002). *Concepts across the curriculum: The western frontier*. Alexandria, VA: Public Broadcasting System.
- Brugar, K. (2002). *NOW with Bill Moyers. Global women and poverty*. New York: Public Affairs Television.

PRESENTATIONS

Referred

- Brugar, K.A. (under review). Why did I stay? Veteran teachers' experiences. American Educational Research Association, American Educational Research Association Annual Conference, Denver, CO.
- Kershen, J.L. & Brugar, KA. (under review). *The ethical responsibilities of visual images in the classroom: Developing a model for discussions with preservice teachers*. American Educational Research Association, American Educational Research Association Annual Conference, Denver, CO.

- Brugar, K.A. (November 2024). *Reflecting on experiences: Stories of veteran social studies teachers*. College and University Faculty Assembly Annual Conference, Boston, MA.
- Brugar, K.A. & Ellsworth, T. (June 2024). *Getting your ideas to print: Practitioner journals*. National Council for the Social Studies Summer Conference, virtual.
- Whitlock, A. M. & Brugar, K. A. (June 2024). *Inquiry using history-based picture books*. National Council for the Social Studies Summer Conference, virtual.
- Brugar, K.A. (April 2024). *Fifth grade teachers' choices about teaching history*. American Educational Research Association, SIG-Teaching History. American Educational Research Association, Philadelphia, PA.
- Brugar, K.A. & Whitlock, A.M. (March 2024). *Inquiry using history-based picture books*. National Council for History Education Annual Conference, Cleveland, OH.
- Brugar, K.A. (January 2024). *10 strategies if you have 10 minutes*. Oklahoma Council for the Social Studies, Oklahoma City, OK.
- Allen, A., Brugar, K., & Roberts, K. L. (November 2023). *Preparing the expert novice: Core practices for implementing blueprints for inquiry design*. College and University Faculty Assembly College, Nashville, TN.
- Hostetler, A. . . . Brugar, K. (November 2023). *Teaching history with young adult literature*. College and University Faculty Assembly College, Nashville, TN.
- Kaka, S. . . . Brugar, K. (November 2023). *Cacophony at the state house: Stories of faculty activism in troubled times*. College and University Faculty Assembly College, Nashville, TN.
- Mungar, A. . . . Brugar, K. (November 2023). *Seeking comfort and protecting energy through non-work*. College and University Faculty Assembly College, Nashville, TN.
- Brugar, K.A. & Whitlock, A.M. (April 2023). *I Survived: Teaching inquiry*. Michigan Council for Social Studies. Traverse City, MI.
- Bronstein, E., Brugar, K.A., & Nowell, S. (April 2023). All is not OK in Oklahoma: A content analysis of standards legislation. American Educational Research Association, SIG-Social Studies Research. American Educational Research Association, Chicago, IL.
- Brugar, K.A., Bronstein, E., & Nowell, S. (April 2023). In their bubble: Teacher perceptions to CRT laws. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 02: Emancipatory Movements and Transformative Interruptions in Teaching and Teacher Education. American Educational Research Association, Chicago, IL.
- Brugar, K.A. & Roberts, K.L. (April 2023) Envisioning and enacting core practices. American Educational Research Association, SIG-Social Studies Research. American Educational Research Association, Chicago, IL.
- Brugar, K.A. & Whitlock, A.M. (December 2022) *Elevating elementary social studies with inquiry and historical fiction*, College and University Faculty Assembly College, Philadelphia, PA.
- Brugar, K.A., Roberts, K.L., & Cuenca, A. (December 2022) *Inquiry at its core: A content analysis of inquiry design models* (accepted), College and University Faculty Assembly, Philadelphia, PA.

- Missias, M. & Brugar, K.A. (December 2022) *Placing student voices at the center of teaching and learning the American dream*, National Council for the Social Studies, Philadelphia, PA.
- Whitlock, A.M. & Brugar, K.A. (December 2022) *We've got the Fever: An interdisciplinary inquiry with Fever 1793*, National Council for the Social Studies, Philadelphia, PA.
- Brugar, K.A., Paska, L., & Warner, J. (2022). *Advocating for inclusive history education in contentious times* [webinar]. Organization of American Historians.
- Whitlock, A.M. & Brugar, K.A. (April 2022). *Historical fiction and its commonplace in classrooms* American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts. American Educational Research Association, San Diego, CA.
- Roberts, K. & Brugar, K. (December 2021). *Processes and Strategic Actions During Unstructured Reading and Response to ERQ*. Literacy Research Association Annual Meeting, Atlanta, GA.
- Brugar, K.A. & Roberts, K.L. (November 2021). *This is Possible: Critical Elementary Inquiries in Action*. College and University Faculty Assembly College and University Faculty Assembly, virtual.
- Brugar, K.A. & Roberts, K.L. (October 2021). *Talk to the Authors of Real Classrooms Real Teachers*. National Council for History Education, webinar series. <https://ncheteach.org/Webinar-Post/Talk-to-the-Authors-of-Real-Classrooms-Real-Teachers>
- Brugar, K.A. (April 2021). "I Would Be Interested to Know...": Fifth-Grade Teachers' Participation in Social Studies Professional Development. American Educational Research Association, virtual.
- Brugar, K.A., & Roberts, K.L. (December 2020). *"The British were jealous": Using verbal protocol to understand fourth graders' processing of text*. College and University Faculty Assembly, virtual.
- Roberts, K.L., & Brugar, K.A. (December 2020). *Promise of process: Verbal protocol as a method for exploring 4th Graders' construction of meaning from social studies texts*. Literacy Research Association, virtual.
- Brugar, K. & Savage, D. C. (November 2019). *Standing and up walking out: Teacher activism in action*. College and University Faculty Assembly, Austin, TX.
- Whitlock, A. M. & Brugar, K.A. (November 2019). *Is this a good book to use? Evaluating historical fiction*. National Council for the Social Studies, Austin, TX.
- Brugar, K. & Whitlock, A.M. (June 2019). *Damn you, Johnny Tremain!: Questioning the uses of historical fiction*. Elementary Social Studies Education Summit, University of North Carolina-Wilmington.
- Whitlock, A.M., Brugar, K. Payne, K., Kenyon, E. (June 2019). *University Resources for Resistance*. Elementary Social Studies Education Summit, University of North Carolina-Wilmington.
- Roberts, K.L. & Brugar, K.A. (April 2019). *Process and product: Fourth graders making meaning of social studies texts*. SIG-Research in Reading and Literacy. American Educational Research Association, Toronto, ON, Canada.

- Brugar, K.A., & Roberts, K.L. (December 2018). *Reading the world: Multimodal access points to critical literacy in social studies. Research into Practice session.* College and University Faculty Assembly, Chicago, IL.
- Roberts, K.L., Brugar, K.A., Jimenez, L.M., & Meyer, C.K. (December 2018). *Comprehending and composing history with graphic novels.* Literacy Research Association, Indian Wells, CA.
- Brugar, K.A. (August 2018). *Graphic novels and content area curriculum.* Marantz Picturebook Research Symposium, Kent State University School of Information, Kent, OH.
- Roberts, K.L., Jimenez, L., Meyer, C.K., & Brugar, K.A. (December 2017). *Graphic novels as a bridge to historical learning.* Literacy Research Association, Tampa, FL.
- Whitlock, A.M. & Brugar, K.A. (November 2017). *Teaching elementary social studies during snack time and in other unstructured spaces.* College and University Faculty Assembly, San Francisco, CA.
- Brugar, K.A. (April 2017). *Teaching in the visual world: Pre-service elementary teachers use of visual materials in social studies.* Division K: Teaching and Teacher Education. American Educational Research Association, San Antonio, TX.
- Brugar, K.A. & Whitlock, A.M. (April 2017). *Stealth integration: An examination of curricular integration of elementary school teachers.* American Educational Research Association, Social Studies SIG, San Antonio, TX.
- Brugar, K. & Roberts, K. (December 2016). *Developing pedagogical content knowledge in content-area literacy.* Literacy Research Association Annual Meeting, Nashville, TN.
- Brugar, K.A. & Roberts, K.L. (December 2016). *Inquiring minds: Pre-service teachers reading, writing, and researching history through multi-genre projects.* College and University Faculty Assembly, Washington, D.C.
- Brugar, K.A. & Whitlock, A.M. (December 2016). *How “social studies” are the social studies skills? An analysis of the Essential Social Studies Skills and Strategies.* College and University Faculty Assembly, Washington, D.C.
- Brugar, K.A. (December 2016). *Picturing global citizenship: Teacher candidates document notions of citizenship.* International Assembly of the National Council for the Social Studies, Washington, D.C.
- Brugar, K.A. (December 2016). *COMICS: Content opportunities with meaningful inquiry of comics.* National Council for the Social Studies Annual Conference, Washington, D.C.
- Roberts, K. & Brugar, K. (December 2015). *Visual literacy development in elementary social studies.* Literacy Research Association Annual Meeting, Carlsbad, CA.
- Baumli, M., Strachan, S., Brugar, K., Swalwell, K., Field, S., Payne, K. Rodriguez, N., Halvorsen, A. Serriere, S., & Holmes, K. (November 2015). *Conducting elementary social studies research in schools: Challenges and possibilities.* College and University Faculty Assembly, New Orleans, LA.
- Brugar, K. (November 2015). *Exploring human rights through children’s literature.* International Assembly of the National Council for the Social Studies, New Orleans, LA.

- Brugar, K. & Roberts, K. (November 2015). *The capital of Paraguay is "India.": Challenges in reading informational texts in social studies*. College and University Faculty Assembly, New Orleans, LA
- Brugar, K. & Roberts, K. (April 2015). *Reimagining Teacher Education: Forming Communities of Practice Across Content Areas and Contexts*. American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts, Chicago, IL
- Roberts, K. & Brugar, K. (December 2014). *Flourish followed by failure: Professional development as situated practice*. Literacy research Association, Marco Island, FL.
- Brugar, K. (November 2014). *Reading for global citizens: A globalized reading list to enhance elementary students' understandings of citizenship*. International Assembly, National Council for the Social Studies, Boston, MA.
- Brugar, K. & Roberts, K. (November 2014). *Seeing is believing: Social studies and visual literacy*. College and University Faculty Assembly, Boston, MA.
- Halvorsen, A., Harris, L., Bauml, M., Brugar, K., Doornbos, L., Whitlock, A. (November 2014). *Elementary social studies teacher education: dilemmas*. College and University Faculty Assembly, Boston, MA.
- Herring, M., Brugar, K., Prough, E., & Sweet-Cushman, J. (March 2014). *Learning to disagree: Pilot study report on the use of the online discussion boards to promote civil discussions among students with opposing political views*. Citizenship Conference, Detroit, MI.
- Brugar, K. (December 2013). *Literacy across the curriculum and grade span: A reflective, evidence-based discussion*. Literacy Research Association, Dallas, TX.
- Brugar, K. (November 2013). *Local histories abroad*. International Assembly, National Council for the Social Studies, St. Louis, MO.
- Brugar, K. (November 2013). *30 for 30: Sports documentaries to engage in social history*. National Council for the Social Studies, St. Louis, MO.
- Roberts, K. & Brugar, K. (April 2015). *A Hierarchy of Teacher Needs: Professional Development Practice Informing Theory*. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 8: Teacher Professional Development: Impact on Teacher Practices and Student Learning, Chicago, IL.
- Brugar, K. (March 2015). *Encountering visual thinking strategies*. National Council for History Education, St. Augustine, FL.
- Brugar, K. (October 2013). *Teaching the convergence of three civilizations*. Great Lakes History Conference, Grand Rapids, MI.
- Brugar, K., Roberts, K., & McGuire, D. (October 2013). *Maps, timelines, and tables: Reading graphics in the social studies*. Michigan Council for the Social Studies, Lansing, MI.
- Brugar, K. (April 2013). *What difference does curricular integration make? An inquiry of fifth-graders' learning of history through the humanities*. American Educational Research Association, San Francisco, CA.

- Brugar, K. (February 2013). *The emancipation of Frederick Douglass: Using his words to create historical arguments*. National Council for History Education, Richmond, VA.
- Brugar, K. (November 2012). *The convergence of three civilizations: An exploration into interdisciplinary instruction*. National Council for the Social Studies, Annual Conference, Seattle, WA.
- Brugar, K. (November 2012). *A tale of two teachers*. College and University Faculty Assembly, Annual Conference, Seattle, WA.
- Duke, N.K., Halvorsen, A., Brugar, K., Block, M.K., & Strachan, S.L. (April 2012). *Using project-based learning to narrow the achievement gap in second-grade social studies and content area literacy*. American Educational Research Association, Social Studies Research SIG, Vancouver, BC, Canada.
- Duke, N.K., Halvorsen, A., Block, M.K., Strachan, S.L., Brugar, K., Berka, M., & Brown, J. (December 2011). *Narrowing the achievement gap between low- and high-SES second-grade students in social studies and content area literacy: A design experiment*. Literacy Research Association, Jacksonville, FL.
- Brugar, K. (November 2011). *What difference does interdisciplinary teaching make?: An inquiry of fifth graders' learning of history through the use of literacy and visual arts skills*. National Council for the Social Studies, Washington, DC.
- Brugar, K. & Halvorsen, A. (November 2011). *Understanding the local community through project-based learning*. Michigan Joint Social Studies Conference, Lansing, MI.
- Brugar, K. (March 2011). *Madman or martyr: Evaluating the legacy of John Brown through artistic representations*. National Council for History Education, Charleston, SC.
- Brugar, K. (November 2010). *Providing authentic social studies learning experiences using museums*. National Council for the Social Studies, Denver, CO.
- Brugar, K. (November 2009) *The citizenship of social studies teachers: Experiences and beliefs of social studies teachers*. College and University Faculty Assembly, Atlanta, GA.
- Brugar, K. (October 2009). *Using graphic novels in social studies classrooms*. Michigan Council for Social Studies, Mt. Pleasant, MI.
- Garrett, H.J., Greenwalt, K.A., Missias, M.T., & Brugar, K.A. (April 2009). *Confronting the other: Understanding empathy*. American Educational Research Association, Division B. San Diego, CA.
- Garrett, H.J., Kesler-Lund, A., Missias, M.T., Brugar, K., & Holohan, K. (March 2009) *Finding space in the content expectations*. Michigan Council for the Social Studies, Grand Rapids, MI.
- Brugar, K. (November 2008). *Empowering students through history*. National Council for the Social Studies, Houston, TX.
- Brugar, K. (November 2008). *Promoting content with teachers and students through trade books*. National Council for the Social Studies, Houston, TX.
- Brugar, K. (November 2002). *Following Lewis and Clark*. National Council for the Social Studies, Phoenix, AZ.

Invited

Brugar, K.A., Ayers, E., & Butler, M. (May 15, 2024). *Show us that you see us*. [webinar] National Council for History Education.

Brugar, K.A. & Gorden, S. (December 2023). *What is your “impact?”* Center for Faculty Excellence, University of Oklahoma, Norman, OK.

Brugar, K.A. (September 2022). *Keynote Address: Visualizing history: How to better engage students in the post-pandemic classroom*. Tennessee Council for History Education, Nashville, TN.

Brugar, K.A. (August 2021). 2020: “*What have we learned.*” NCHE Equity Summit: Recovery for Transformation, virtual.

Brugar, K.A. (May 2020). *Reading, writing, listening, & speaking in social studies*. Maine Department of Education.

Brugar, K. & Roberts, K.L. (March 2020). *The promise of process*. Michigan State University Literacy Colloquy Presentation.

Roberts, K.L. & Brugar, K.A. (August 2015). *Navigating maps to support comprehension: When textbooks don’t have GPS*. National Council for Geographic Education, Washington, D.C.

Brugar, K. (October 2013). *Convergence of disciplines: An inquiry into interdisciplinary instruction*. Michigan Council for the Social Studies, Lansing, MI.

Brugar, K. (October 2013). *Comprehending the past: Using informational text strategies to enhance students learning of history*. Association of Independent Michigan Schools, Beverly Hills, MI.

Brugar, K. (October 2002) *KEYNOTE ADDRESS: Following Lewis and Clark*. Henry Ford Museum IMAX (Educator’s Evening and IMAX opening), Dearborn MI

Professional Development Workshops

Brugar, K.A. (July 2024). *The Space Age on the Space Coast*. National Endowment for the Humanities Landmark Grant, NASA, Cape Canaveral, FL.

Brugar, K.A. (April 2024). *A book in an hour*. EPIC. Dearborn, MI.

Brugar, K.A. (October 2023) *Inquiry by the book*. GET FIT, Norman, OK.

Brugar, K.A. (October 2023) *Never again: Teaching the Holocaust and antisemitism*. GET FIT, Norman, OK.

Brugar, K.A. (July 2022). *The Space Age on the Space Coast*. National Endowment for the Humanities Landmark Grant, NASA, Cape Canaveral, FL.

Brugar, K. A. (June 2021). *2021 Presidential academy: Progressive Era America*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.

Brugar, K. A. (June 2020). *2020 Presidential academy: Antebellum America*, National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY (virtual).

Brugar, K. A. (June 2019). *2019 Presidential academy: Revolutionary America*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.

- Brugar, K.A. (November 2018). *Interdisciplinary Instruction in Elementary Classrooms: Social Studies and ELA/R*. Norman Public Schools, Norman, OK.
- Brugar, K. A. (June 2018). *2018 Presidential academy: The Civil War*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.
- Brugar, K. A. (June 2017). *2017 Presidential academy: Revolutionary America*. National Council for History Education and Kentucky Educational Development Corporation, Lexington, KY.
- Brugar, K. A. (November 2015). *Engaging in the world around us through project-based learning*. Oklahoma Educators Professional Development Workshops, Norman, OK.
- Wasserman, P., Bailey, L., & Brugar, K. (November 2015). *World Geography Academy III: Eastern Hemisphere*. Oklahoma Alliance for Geographic Education, Norman, OK.
- Brugar, K. (October 2015). *Look at this!: Exploring historical images through instruction*. GET FIT, Norman, OK.
- Brugar, K. A. (March 2015). *Using graphical devices to teach key content*. Oklahoma Educators Professional Development Workshops, Norman, OK.
- Brugar, K. (June 2012). *Cold War: Nixon and Reagan Libraries*. National Council for History Education/Teaching American History Grant Colloquium, San Antonio, TX.
- Brugar, K. (June 2012). *Early America: Revolution to 1800*. National Council for History Education/Teaching American History Grant Colloquium, Polk County, FL.
- Brugar, K. (March 2012). *Turning points in American History 1945 to present*. National Council for History Education/Teaching American History Grant Colloquium, Blue Springs, MO.
- Brugar, K. (March 2012). *Jacksonian America*. National Council for History Education/Teaching American History Grant Colloquium, Newport News, VA.
- Brugar, K. (March 2012). *Three Civilizations Converging: An Exploration into Interdisciplinary History Instruction*. National Council for History Education, Kansas City, MO.
- Brugar, K. (October 2011). *Path to peace: Curriculum for the War of 1812 bicentennial*. Artrain and the National Parks Service, Put-in-Bay, OH.
- Brugar, K. (October 2011). *World War One*. National Council for History Education/Teaching American History Grant Colloquium, Lafayette, LA.
- Brugar, K. (July 2011). *Foundations of freedom*. National Council for History Education/Teaching American History Grant Colloquium, Fort Wayne, IN.
- Brugar, K. (March 2010). *The socio-political aspects of the war: A nation divided part I*. National Council for History Education/Teaching American History Grant Colloquium, Lafayette, LA.
- Brugar, K. (October 2009). *Japanese internment during WWII, the McCarthy hearings and freedom of expression*. National Council for History Education/Teaching American History Grant Colloquium, Inkster, MI.
- Brugar, K. (July 2009). *Three worlds and their encounters in America: Examining commonalities*,

diversity and change in America from its beginning to 1607. National Council for History Education/Teaching American History Grant Colloquium, Hampton, VA.

Brugar, K. (February 2009). *The promise of democracy: Leadership and values in the expansion of American political participation.* National Council for History Education/Teaching American History Grant Colloquium, The West Shore Consortium, Muskegon, MI.

GRANTS

Brugar, K.A., Feille, K.K., Pleasants, J., Raymond, K., & Velasco, R. (funded)	2024
Project Title: <i>Foundational Acceleration and Support for Teachers</i>	
Program: Governor's Emergency Education Relief Fund	
Requested Amount: \$550,000	
<i>Engaging in Professional Communities to Support Social Studies Teacher Development and Retention.</i>	
Ed Cline Development Award, University of Oklahoma Faculty Senate (\$2500)	2024
Brugar, K.A. & Bronstein, E. (under review)	2024
Project Title: <i>In the Middle: Oklahoma as an American Case Study</i>	
Program: National Endowment for the Humanities, Landmarks in American History and Culture	
Requested Amount: \$188,817	
Cornett, A., Brugar, K.A. & Reich, G. (funded)	2024
Project Title: <i>Addressing the Absence: Jewish Inclusion in Elementary and Secondary Social Studies Methods Courses</i>	
Program: Micro-grants, Academic Engagement Network	
Requested Amount: \$3,000	
Brugar, K.A. (unfunded)	2023
Program: Educating for American Democracy K-5 Pilot Site Support	
Requested Amount: \$160,963	
Brugar, K.A. & Bronstein, E. (unfunded)	2023
Project Title: <i>In the Middle: Oklahoma as an American Case Study</i>	
Program: National Endowment for the Humanities, Landmarks in American History and Culture	
Requested Amount: \$189,000	
Oklahoma State Regents for Higher Education, <i>Supporting Early Educators (SEE)</i> (\$6,000)	2021-2022
Teaching with Primary Sources Grant, Midwest (\$20,000)	2019
University of Oklahoma, <i>Faculty Investment Program</i> (\$15,000)	2019
Jeannine Rainbolt College of Education, <i>Summer Research Grant</i> (\$6,000)	2017
Oklahoma State Regents for Higher Education, <i>Building collaboration among Oklahoma history teachers</i> (\$10,000)	2015-2016
Jeannine Rainbolt College of Education, <i>Summer Research Grant</i> (\$6,000)	2015
Wayne State University, CommunityEngagement@Wayne grant	2010

Wayne State University, Educational Development Grant (co-author)	2010
National Endowment for the Humanities “Landmarks in American History,” Recognized for outstanding teaching and ability to implement lessons created at national historic sites. Topics: Jacksonian America, Nashville, Tennessee (2004) Antebellum African American Craftspeople, Raleigh, North Carolina (2005), and Early Industrial America, Lowell, Massachusetts (2006)	Summers 2004-2006
Kingwood Alumnae Grant “Seventh Grade Silent Reading Program” I developed and helped implement a silent reading program to promote recreational reading among seventh grade boys.	2006
Fulbright Memorial Fund Scholar Traveled to Japan as a guest of the Japanese government and to create and implement lessons based upon the experience.	2000
Fulbright-Hays Scholar Traveled to South Africa and Zimbabwe to study each country’s political struggles as a result of independence.	1999
Washington Post Educational Grant, “Around the World in Thirty School Days” I created and implemented a cross-curricular reading, writing and world geography project for middle school students.	1997

AWARDS AND HONORS

University of Oklahoma, Inaugural Class Representative, SEC Academic Leadership Development Program	2024-2025
Jeannine Rainbolt College of Education, <i>Leadership and Citizenship Award</i>	2024
Oklahoma Foreign Language Teachers Association, <i>Friend of Foreign Language Award</i>	2024
National Endowment for the Humanities Institute, <i>Preparing for America at 250: Women and the American Revolution.</i>	2023
George Washington University Fellowship/Institute on Antisemitism and Jewish Inclusion	2023
Center for Faculty Excellence, Faculty Success Program Scholar	2022-2023
Instructional Leadership and Academic Curriculum Department, <i>Research/Scholarship Award</i>	2021
Jeannine Rainbolt College of Education, <i>Research/Scholarship Award</i>	2020
Instructional Leadership and Academic Curriculum Department, <i>Research/Scholarship Award</i>	2019
Robert L. and Nan A. Huddleston Presidential Professor of Education, University of Oklahoma	2018
College and University Faculty Assembly, National Council for the Social Studies, <i>Early Career Award</i>	2017

Jeannine Rainbolt College of Education, <i>Junior Faculty Award 2016</i>	2016
National Council for Geographic Education, <i>The Geography Teacher</i> , Best Content Article, <i>Navigating maps to support comprehension: When textbooks don't have gps.</i>	2015
University of Oklahoma, Vice President of Research, Award for Excellence	2015
Michigan State University, College of Education, Dissertation Completion Fellowship	2012
Michigan State University, Fellowship for Dissertation and Research Practicum Support	2011
Michigan State University, College of Education Urban Education Retention Fellowship	2010
Michigan State University, College of Education Summer Research Fellowship	2009
Michigan State University, College of Education, Outreach Fellowship Recognized by the College of Education for service to the larger community.	2009
Michigan State University, Office of Faculty Development, Meet Michigan Traveling Seminar Topic: <i>Focus on Detroit and its unique history and needs</i>	2008
Michigan State University, College of Education Summer Research Development Fellowship	2008
Excellence in Teaching Award, Cranbrook Schools, Bloomfield Hills, MI Recognized for outstanding teaching at the middle school level	2005
Class of '45 Faculty Enhancement Award, Cranbrook Schools, Bloomfield Hills, MI Recognized for outstanding teaching as an early service teacher by the Cranbrook graduating class of 1945. This was the first award presented by the Class of '45.	2002
National Council for the Social Studies, FASSE, "Christa McAuliffe: Reach For the Stars" I traveled The Lewis and Clark National Historical Trail and created a visual and written travel narrative to be used with middle school students. In addition funding was used to purchase a Global Positioning System to be used with seventh-grade social studies students.	2001
Washington Post Educational Grant, "Around the World in Thirty School Days" I created and implemented a cross-curricular reading, writing and world geography project for middle school students.	1997

SCHOOL-COMMUNITY COLLABORATIVE ACTIVITIES

Curriculum Curator <i>Paths to Peace</i> , Artrain and the National Park Service	2011
Curriculum Writer <i>Threads of Change</i> , Michigan State University Museum	2009

SERVICE

National

Member, Editorial Board, <i>Social Studies and the Young Learner</i>	2023-present
Member, National Assessment of Educational Progress, Standing Reading Committee	2021-2026
Member, National Council for the Social Studies, Summer Conference Planning Committee	2024

Chair, Executive Director Search Committee, National Council for History Education	2022
Chair, Board of Directors, National Council for History Education	2020-2022
Member, Board of Directors, National Council for History Education	2016-2024
Member, National Council for the Social Studies Inquiry Task Force	2019-2021
Chair, Awards Committee, National Council for the Social Studies	2019-2022
Vice Chair, Awards Committee, National Council for the Social Studies	2017-2018
<i>The Geography Teacher</i> Award Task Force, National Council for Geography Education	2015-2018
Secretary/Treasurer, Social Studies Research SIG, American Educational Research Association	2015-2016
Committee Member, Young Adult Non-Fiction Book Sub-committee, Middle East Council Outreach	2015
Board of Directors, College and University Faculty Assembly	2014-2017
Board of Directors, Communications Director, College and University Faculty Assembly	2014-2015
Board of Directors, Publication Chair, College and University Faculty Assembly	2015-2016
Member, Carter G. Woodson Book Committee, National Council for the Social Studies	2013-2023
Vice Chair, Carter G. Woodson Book Committee, National Council for the Social Studies	2016
Chair, Carter G. Woodson Book Committee, National Council for the Social Studies	2017
Committee Member, Notable Book Committee, National Council for the Social Studies	2011-2014
Chair, Notable Book Committee, National Council for the Social Studies	2013, 2014
Committee Member, Picture Book Sub-committee, Middle East Council Outreach	2013, 2014
Nominations and Elections Chair, Social Studies Research SIG, American Educational Research Association	2013-2014

State

Reviewer, Certification Examinations for Oklahoma Educators	2018, 2021
Advisory Team, Social Studies, State of Oklahoma	2018-2019, 2019-2020
Member, Drafting Committee, U.S. History Standards, State of Oklahoma	2019
Board of Directors, Oklahoma Council for History Education	2015-2020
Board of Directors, Michigan Council for History Education	2013-2014
Member, Michigan Test for Teacher Certification Review Committee, Elementary Social Studies	2010-2014

Reviews

Academic Program Review, University of Delaware, History Department	2022
External Reviewer, Tenure and Promotion	2018, 2022
Monograph Reviewer, <i>Teachers College Press</i>	2022
Manuscript Reviewer, <i>Journal of Teacher Education</i>	2013-present
Manuscript Reviewer, <i>Middle School Journal</i>	2013-present
Manuscript Reviewer, <i>Ohio Social Studies Review</i>	2012-present
Manuscript Reviewer, <i>Social Studies and the Young Learner</i>	2014-present
Manuscript Reviewer, <i>Theory and Research in Social Education</i>	2016-present
Editorial Review Board, <i>Middle Level Handbook</i>	2009 – 2010
Program Reviewer, American Educational Research Association	2007-present
Program Reviewer, College and University Faculty Assembly	2010-present
Program Reviewer, National Council for the Social Studies	2009 – present
Standard Setting Reviewer, College Board	2017

FACULTY SERVICE

OU Faculty Senate Diversity Equity and Inclusion Standing Committee	2024-2027
Center for Peace and Development, University of Oklahoma, Executive Committee	2023-present
OU Writing Center, Committee A	2024-present
OU Writing Center Advisory Board	2023-present

OU Ad Hoc, Committee on the Participation of Non-regular Faculty in Shared Governance	2023-present
OU Presidential Professorship Selection Committee	2023-2026
Jeannine Rainbolt College of Education, Curriculum Committee	2022-2024
Jeannine Rainbolt College of Education, Committee on Committees	2021-2024
Jeannine Rainbolt College of Education, Learning Technologies Faculty Search Chair	2021-2022
OU, Jeannine Rainbolt College of Education, Dean's Search Committee	2020-2021
Jeannine Rainbolt College of Education, Cable Chair Faculty Search Committee	2021-2022
Jeannine Rainbolt College of Education, Administrative Council	2019-present
Jeannine Rainbolt College of Education, EPD Executive Committee	2015-2020
Elementary Education Search Committee	2015-2016
Teach In, Reach Out 2016	2015-2016
Research Committee, Strategic Planning	2015-present
Fostering Community and Collaboration Committee, Strategic Planning	2014-2015
Teacher Education Accreditation Council/Council for the Accreditation of Educator Preparation Committee	2012-2014
Portfolio Committee, Wayne State University	2013-2014

PROFESSIONAL MEMBERSHIP/ORGANIZATIONS

American Educational Research Association
College and University Faculty Assembly
National Council for History Education
National Council for the Social Studies