

Susan N. Ferguson
University of South Alabama
Leadership and Teacher Education
(251)-380-2797
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Education

- Ph.D., Auburn University, 2009.
Major: English Education
Supporting Areas of Emphasis: ESOL, Linguistics
Dissertation Title: Poetry Centers for the Purpose of Lowering Inhibitions of English Language Learners in the Constructivist English Language Arts Classroom
- M.Ed., Auburn University, 2008.
Major: English for Speakers of Other Languages
Supporting Areas of Emphasis: Linguistics
- M.Ed., Auburn University, 2000.
Major: English Education
Supporting Areas of Emphasis: Linguistics
Dissertation Title: Thesis: First Language Attrition: Is it a Legitimate Problem?
- BA, Auburn University, 1997.
Major: English Education
Supporting Areas of Emphasis: Language Arts & Biology
- M.Ed., University of South Alabama, In Progress.
Major: Higher Education Leadership

Academic, Government, Military and Professional Positions

Academic - P-12

- ESL Teacher and Coordinator, Auburn City Schools. (July 15, 2003 - August 1, 2008).
- English Teacher, Opelika City Schools. (January 3, 1997 - August 1, 1999).

Academic - Post-Secondary

- Associate Professor, University of South Alabama. (August 15, 2016 - Present).
- Assistant Professor, University of South Alabama. (August 15, 2009 - August 15, 2015).
- English Language Center (ESL) Instructor, University of South Alabama. (August 15, 2009 - May 15, 2011).
- Instructor, Auburn University. (June 2010 - July 2010).
- Instructor, University of South Alabama. (August 15, 2008 - August 15, 2009).
- Instructor, Auburn University. (June 2008 - August 2008).

Instructor, Auburn University. (January 2008 - May 2008).

Instructor, Faulkner University, Montgomery, AL. (January 15, 2005 - May 15, 2007).

Professional

Director, Sylvan Learning Center. (August 1, 1999 - August 1, 2003).

Licensures and Certifications

Alabama A Certificate in ESOL Education P-12, Alabama State Department of Education. (April 5, 2006 - June 30, 2017).

Alabama A Certificate in Language Arts Education, Alabama State Department of Education. (August 18, 2000 - June 30, 2017).

Alabama B Certificate in Language Arts Education, Alabama State Department of Education. (January 28, 1998 - June 30, 2017).

CPR Certification, American Red Cross. (August 15, 2010 - December 31, 2012).

Alabama A Certificate in Reading Education P-12, Alabama State Department of Education. (August 18, 2000 - June 30, 2010).

Professional Memberships

American Educational Research Association. (January 15, 2017 - Present).

Alabama Council of Teachers of Mathematics. (October 1, 2015 - Present).

Conference on English Education. (September 2, 2014 - Present).

National Science Teachers Association. (August 15, 2014 - Present).

Association for the Advancement of Computing in Education. (March 2013 - Present).

Delta Kappa Gamma. (December 15, 2010 - Present).

Emerald Coast Teachers of English to Speakers of Other Languages. (August 15, 2008 - Present).

Graduate Student Committee Chair, Mid-South Educational Research Association. (August 15, 2008 - Present).

South Eastern Teachers of English to Speakers of Other Languages. (August 15, 2008 - Present).

Alabama Mississippi Teachers of English to Speakers of Other Languages. (August 15, 2003 - Present).

Teachers of English to Speakers of Other Languages. (August 15, 2003 - Present).

National Council of Teachers of English. (August 15, 1996 - Present).

American Society of Curriculum Development. (August 15, 2008 - August 15, 2011).

Puerto Rico Teachers of English to Speakers of Other Languages. (August 15, 2009 - July 1, 2011).

National Council for the Social Studies/Sciences. (August 15, 2008 - May 15, 2011).

South Eastern Conference on Linguistics. (August 15, 2003 - August 15, 2010).

Development Activities Attended

Delivery of Professional Development, "Accommodations for ELL Students in K-12," MCPSS ELL Center, Mobile, AL, USA. (August 15, 2009 - Present).

Conference Attendance, "Deans for Impact," Deans for Impact, Mobile, United States. (August 3, 2020 - August 7, 2020).

Conference Attendance, "NSTA National Conference," NSTA, Atlanta, GA. (March 14, 2018 - March 17, 2018).

Self-Study Program, "Dean's for Impact Building Blocks Workshop," Dean's for Impact, Austin, TX. (January 29, 2018 - February 1, 2018).

Networking at Chastang-Fournier, "Chastang-Fournier K-8 School Meeting," Noyce, Mobile, AL. (January 26, 2018).

Seminar, "Team Based Learning," ILC, Mobile, AL. (December 2017).

Course Attended, "EDM 510," University of South Alabama, Mobile, AL. (May 2017 - August 2017).

Course Attended, "The Community College," University of South Alabama, Mobile, AL, USA. (January 15, 2017 - May 5, 2017).

Tutorial, "Concur Training," USA, Mobile, AL. (January 20, 2017).

Workshop, "CIEP Form Review Process Workshop," ALSDE, Mobile, AL, USA. (January 10, 2017).

Course Attended, "EDL 550: Principals of School Leadership," USA, Mobile, AL. (August 2016 - December 2016).

Workshop, "Research Services Orientation," Office of Research and Sponsored Programs, Mobile, AL. (December 13, 2016).

Seminar, "Funding Opportunities at the National Science Foundation," NSF, Mobile, AL. (December 9, 2016).

Conference Attendance, "ACTM Fall Forum," Alabama Council of Teachers of Mathematics, Birmingham, AL, USA. (November 2, 2016 - November 4, 2016).

Seminar, "LiveText: On-Site Training," LiveText, Mobile, AL, USA. (October 28, 2016).

NCATE Recency, "Writing Poetry in Middle School Classrooms," Scarborough Middle School, Mobile, AL. (September 27, 2016).

Workshop, "ERT Systems for Grant Development and Reporting," University of South Alabama Office of Sponsored Programs, Mobile, AL. (September 14, 2016).

Workshop, "ELEOT Training," ALSDE, Mobile, AL. (September 8, 2016).

Course Attended, "RED 531 Trends and Practices in Teaching Reading," USA, Mobile, AL. (May 2016 - August 2016).

NCATE Recency, "ELL Accommodations in Content Classrooms," Escambia County Schools, Escambia County, USA. (June 1, 2011 - June 1, 2016).

Course Attended, "RED 541 Literacy in the Content Area," USA, Mobile, AL. (January 2016 - May 2016).

Course Attended, "EDL 575: Organization and Planning in Secondary Education," USA, Mobile, AL. (August 2015 - December 2015).

Conference Attendance, "NCTM Regional Conference," National Council of Teachers of Mathematics, Nashville, TN. (November 18, 2015 - November 21, 2015).

Conference Attendance, "Midwest Regional Robert Noyce Connections," University of Nebraska, Center for Science, Mathematics, & Computer Education, Omaha, NE. (October 28, 2015 - October 30, 2015).

Conference Attendance, "ACTM Fall Forum," Alabama Council of Teachers of Mathematics, Birmingham, AL, USA. (October 22, 2015 - October 24, 2015).

Conference Attendance, "Alabama Association of Future Educators," AAFE, Montevallo, AL. (September 23, 2015 - September 24, 2015).

Course Attended, "EDL 578: Law & Postsecondary Education," USA, Mobile, AL. (May 2015 - July 2015).

NCATE Recency, "Writing for Advanced Placement Exams (Vigor High)," Vigor High School, Mobile, AL, United States. (August 5, 2013 - May 5, 2015).

Conference Attendance, "EdTPA Southeast Regional Summit," Georgia Professional Standards Commission, Savannah, GA, USA. (March 30, 2015 - April 1, 2015).

Conference Attendance, "STEM Education Workforce Development Forum," AMSTEC, Birmingham, AL, USA. (March 17, 2015).

Conference Attendance, "2015 Education Summit," USA COE, MCPSS, MAEF, United Way, Mobile, AL, USA. (February 24, 2015).

Community Tour, "Community Tour," Diversity Council, USA COE, Mobile, AL, USA. (January 2015).

Workshop, "Success Marker," University of South Alabama, Mobile, AL, USA. (January 27, 2015 - January 28, 2015).

Seminar, "Student Success Collaborative," USA, Mobile, AL. (January 27, 2015).

Conference Attendance, "ACTM Fall Forum," Alabama Council of Teachers of Mathematics, Birmingham, AL, USA. (October 23, 2014 - October 24, 2014).

Workshop, "An Educator's Night Out," Mobile Museum of Art, Mobile, AL, USA. (October 14, 2014).

Conference Attendance, "Baldwin County Public Schools Digital Renaissance Summit," Baldwin County Public Schools, Foley, AL, USA. (June 10, 2014 - June 12, 2014).

Course Attended, "Degree Works Training," University of South Alabama, Mobile, AL. (December 2013).

Course Attended, "Sakai for Class Climate and Surveys," University of South Alabama, Mobile, AL. (September 2013).

NCATE Recency, "Summer Enrichment Program," 100 Black Men of Alabama, Mobile, AL, USA. (May 15, 2012 - August 2013).

Course Attended, "Applying the Quality Matters Rubric to Online Courses," University of South Alabama, Mobile, AL. (May 2013).

Course Attended, "CPR Training," University of South Alabama, Mobile, AL. (January 2011 - January 2013).

NCATE Recency, "Writing for Advanced Placement Exams (B.C. Rain High)," Ben C. Rain High School, Mobile, AL, United States. (January 5, 2012 - May 1, 2012).

Tutorial, "SMART and Interactive White Board Training," University of South Alabama, Mobile, AL. (November 2011).

Tutorial, "SMART and Interactive White Board Training," University of South Alabama, Mobile, AL. (October 2011).

Course Attended, "Sakai Training Course," University of South Alabama, Mobile, AL. (June 2011).

Course Attended, "Sakai Training Course," University of South Alabama, Mobile, AL. (June 2011).

Continuing Education Program, "Graduate Student Research Mentorship Program," Mid-South Educational Research Association. (November 2008 - November 2009).

Workshop, "WOW Workshop: Producing Podcasts and Online Videos," University of South Alabama, Mobile, AL. (October 2009).

Course Attended, "The Big Picture: Online Learning," University of South Alabama, Mobile, AL. (August 2009).

Course Attended, "PETAL Assessment and Evaluations Seminar," University of South Alabama, Mobile, AL. (April 2, 2009).

Course Attended, "PETAL Collaborative Learning Seminar Series," University of South Alabama, Mobile, AL. (March 5, 2009).

Course Attended, "PETAL Teaching with Technology," University of South Alabama, Mobile, AL. (October 9, 2008).

Course Attended, "PETAL New Faculty Development Series," University of South Alabama, Mobile, AL. (September 10, 2008 - September 11, 2008).

Seminar, "Sexual Harassment Training," University of South Alabama, Mobile, AL. (August 2008).

TEACHING

Teaching Experience

University of South Alabama

AED 595, Internship, 1 course.
EDU 340, Fundamentals of Teaching - W, 4 courses.
EDU 341, Middle Level Education, 2 courses.
EDU 342, Secondary Field Experience, 5 courses.
EDU 429, Opening School Lab Experience, 2 courses.
EDU 453, Teaching Language Subjects, 10 courses.
EDU 466, Internship-Language Arts, 6 courses.
EDU 467, Internship - Social Studies, 3 courses.
EDU 468, Internship - Science, 1 course.
EDU 469, Internship - Math, 1 course.
EDU 494, Directed Research, 1 course.
EDU 499, Senior Honors Project, 5 courses.
EDU 500, Capstone Portfolio, 4 courses.
EDU 567, Multicultural Exp in Schools, 16 courses.
EEC 300, Classroom Management, 2 courses.
EEC 429, Opening School Lab Exp, 1 course.
EEC 532, Lit and Lang Dev in Elem Sch, 1 course.
EEC 595, Internship in Elementary Education, 1 course.
ELT 330, Methods and Materials for ESL, 6 courses.
ELT 345, Cross-Cultural Understanding, 2 courses.
ELT 358, Cross-Cultural Understanding, 1 course.
ELT 525, Found Tchg Eng as Sec Lang, 14 courses.
ELT 530, Methods and Materials Tch ESL, 15 courses.
ELT 545, Cross-Cultural Understand Tchr, 12 courses.
ELT 553, LA Assess Eval of ELL Students, 27 courses.
ELT 558, Applied Ling for Teach of ELL, 23 courses.
ELT 595, ESOL Internship, 22 courses.
LTE 646, Community Leadership, 2 courses.
LTE 699, Research Project, 7 courses.
SED 340, Fundamentals of Teaching, 4 courses.
SED 341, Teaching Skills - W, 1 course.
SED 342, Secondary Field Experience, 2 courses.
SED 453, Tch Lang Subj Sec Sch, 19 courses.
SED 466, Stu Tchg Lang Arts in the HS, 14 courses.
SED 467, Student Teaching Social Studies in Secondary Schools, 2 courses.
SED 468, Student Tchg Science in the HS, 1 course.
SED 529, Grad Field Experience, 4 courses.
SED 552, The High School Curriculum, 7 courses.
SED 553, Tchg Lang Subj in Sec School, 22 courses.
SED 555, Curriculum-Tchg in Sec School, 9 courses.
SED 559, Adv Teaching Techniques, 7 courses.
SED 560, Graduate Research Seminar, 1 course.
SED 561, Trends-Prac Tchg Lang Sec, 4 courses.
SED 562, Teaching Language Subjects in Secondary Schools, 3 courses.
SED 563, Trends-Prac Tchg Math Sec, 2 courses.
SED 564, Trends-Prac Tchg Science, 1 course.
SED 565, Trends - Prac Tchg Foreign Lan, 6 courses.

SED 593, Intern in Sec Educ Forgn Lang, 11 courses.
SED 595, Intern in Sec Edu Lang Arts, 16 courses.
SED 596, Intern in Sec Edu Soc Studies, 4 courses.
SED 597, Intern in Sec Educ Science, 5 courses.
SED 598, Intern in Sec Educ Math, 2 courses.
SED 699, Research Project, 12 courses.
SPE 699, Research Project, 10 courses.

Non-Credit Instruction

Guest Lecture, EDU 100 Students (each semester), 25 participants. (March 2016 - Present).

Seminar, Tier II & Secondary Methods, 90 participants. (October 29, 2019).

Seminar, Tier II & Secondary Methods, 90 participants. (September 29, 2018).

Guest Lecture, University of Mexico, Mexico City, 10 participants. (May 19, 2018).

Guest Lecture, 25 participants. (October 30, 2017).

Seminar, Tier II & Secondary Methods, 90 participants. (September 29, 2017).

Seminar, EdTPA Bootcamp for Student Teachers, 50 participants. (August 3, 2017).

Seminar, Tier II & Secondary Methods, 90 participants. (March 3, 2017).

Seminar, Tier II & Secondary Methods, 90 participants. (October 5, 2016).

Seminar, EDU 100, 25 participants. (September 14, 2016).

Seminar, EdTPA Local Scorer Training Review for New Faculty, 15 participants. (September 9, 2016).

Seminar, Secondary Methods Students, 30 participants. (September 29, 2014).

Seminar, Tier III, 60 participants. (August 15, 2014).

Seminar, Escambia County Schools (Florida), 45 participants. (June 6, 2014 - June 10, 2014).

Seminar, Tier III, 40 participants. (March 18, 2014).

Seminar, Tier III, 60 participants. (January 15, 2014).

Seminar, Escambia County Schools (Florida), 45 participants. (June 6, 2013 - June 10, 2013).

Guest Lecture, EDU 363, 30 participants. (October 21, 2012).

Seminar, Escambia County Schools (Florida), 45 participants. (June 6, 2012 - June 10, 2012).

Seminar, Secondary Student Teacher Seminars, 40 participants. (August 2008 - May 2012).

Seminar, Tier II, Elementary Education Students, 40 participants. (October 15, 2011).

Seminar, Escambia County Schools (Florida), 21 participants. (June 15, 2011).

Seminar, Escambia County Schools (Florida), 45 participants. (June 6, 2011 - June 10, 2011).

Seminar, Tier II, Elementary Education Students, 40 participants. (April 15, 2011).

Seminar, Graduate Elementary Education Students. (September 15, 2010).

Seminar, Secondary Mathematics and Language Arts Methods Students, 30 participants. (March 15, 2010).

Guest Lecture, IDE 692, 9 participants. (October 21, 2009).

Seminar, Art Education, 15 participants. (October 16, 2009).

Guest Lecture, IDE 692, 9 participants. (October 15, 2009).

Seminar, Elementary Education Sequence Students, 40 participants. (October 15, 2009).

Seminar, Elementary Math Education, 40 participants. (October 15, 2009).

Guest Lecture, IDE 692, 9 participants. (September 21, 2009).

Guest Lecture, IDE 692, 9 participants. (September 15, 2009).

Guest Lecture, SED 340, 21 participants. (June 21, 2009).

Seminar, Secondary Mathematics and Language Arts Methods Students, 30 participants. (March 15, 2009).

Seminar, Secondary Social Studies and Language Arts Methods Students, 30 participants. (October 15, 2008).

Directed Student Learning

Educational Specialist Committee Member, "Elementary Teachers' Knowledge of Vocabulary and a Sense of Efficacy for Literacy Instruction," Leadership and Teacher Education. (October 30, 2021 - Present).
Advised: Lola Solano

Dissertation Committee Member, "Assessing the Year-by-Year Experiences of Noyce Science Graduates as Teachers in High Needs Schools: An Analysis of South Alabama Noyce Teacher-Scholars," Counseling and Instructional Sciences. (August 15, 2021 - Present).
Advised: Abritty Abdullah

Educational Specialist Committee Chair, "TBD," Leadership and Teacher Education. (August 1, 2019 - Present).
Advised: Deidre Johnson

Educational Specialist Committee Chair, "In Progress for Fall 2019," Leadership and Teacher Education. (January 15, 2019 - Present).
Advised: Melva Holliman

Educational Specialist Committee Member, Leadership and Teacher Education. (January 2017 - Present).
Advised: Katherine Hammonds

Educational Specialist Committee Chair, "Racial Bias in Gifted Education," Leadership and Teacher Education. (January 15, 2010 - Present).
Advised: Carliss Eaton

Educational Specialist Committee Chair, "Using Different Approaches to Writing Improvement in High School Advanced Placement Classes," Leadership and Teacher Education. (September 15, 2009 - Present).
Advised: Laura Miley

Dissertation Committee Member, "An Examination of the Impact and Availability of Student Participation in Extracurricular Activities," Leadership and Teacher Education. (December 15, 2018 - December 2019).
Advised: Paul Agnew

Educational Specialist Committee Chair, "Preparedness to Work with Diverse Populations in Pre-Service Teacher Education Programs," Leadership and Teacher Education. (August 2017 - December 2019).
Advised: Tarvaris Reese

Educational Specialist Committee Chair, "Impact of Springboard & Traditional Textbook-Based Curriculum in Supporting the Development of Middle School Students' Reading Achievement," Leadership and Teacher Education. (October 1, 2018 - July 30, 2019).
Advised: Jessica Hultquist

Educational Specialist Committee Chair, Leadership and Teacher Education. (August 2017 - May 2019).
Advised: Ashley Lehman

Educational Specialist Committee Chair, "AN ANALYSIS AND COMPARISON OF THE EFFECTS OF "COPY, COVER, COMPARE" METHOD AND PICTORIAL METHOD ON L2 VOCABULARY LEARNING," Leadership and Teacher Education. (June 2017 - May 2019).
Advised: Kathleen Jester

Dissertation Committee Member, "THE EFFECTS OF TECHNOLOGY-BASED ADVANCE ORGANIZERS AND JUST-IN-TIME INFORMATION ON STUDENTS' ACHIEVEMENT AND SATISFACTION IN LEARNING MIDDLE SCHOOL MATHEMATICS," Counseling and Instructional Sciences. (September 1, 2016 - May 2019).
Advised: LeAnn Bullard

Educational Specialist Committee Chair, "The Achievement Gap Plus Fifty-Three: Is There a Single Academic Solution to a Cultural Divide?," Leadership and Teacher Education. (August 15, 2017 - April 30, 2019).
Advised: Frances Roberts

Dissertation Committee Member, "Student Engagement and Technology Integration," Leadership and Teacher Education. (January 2017 - December 2018).
Advised: Kevin Balius

Dissertation Committee Member, "The Effect of Consumerism on Student Learning in Higher Education," Leadership and Teacher Education. (August 29, 2017 - August 15, 2018).
Advised: Melissa Webb

Supervised Teaching Activity, Leadership and Teacher Education. (June 1, 2018 - July 31, 2018).
Advised: Summer Enrichment Teachers 2018 Program

Undergraduate Thesis Committee Chair, "Early Planning Stages of Language Arts Project," Leadership and Teacher Education. (September 1, 2015 - May 2018).
Advised: Emily Benefield

Dissertation Committee Member, "THE EFFECTS OF PROJECT-BASED LEARNING ACTIVITIES ON ACADEMIC ACHIEVEMENT AND MOTIVATION IN MATHEMATICS IN EIGHTH-GRADE STUDENTS," Counseling and Instructional Sciences. (September 1, 2015 - May 5, 2017).
Advised: Rachel Mudrich

Dissertation Committee Member, "Efficacy of Massive Multiplayer Online Role-Playing Games as a Tool for Second Language Acquisition of English Vocabulary and Reading Comprehension," Counseling and Instructional Sciences. (September 1, 2015 - May 5, 2017).
Advised: Sandra Rogers

Dissertation Committee Member, "IDD," Counseling and Instructional Sciences. (January 3, 2014 - May 5, 2017).
Advised: Emma Combs

Undergraduate Thesis Committee Chair, "Comparing International Education Systems with American Education," Leadership and Teacher Education. (January 3, 2014 - May 5, 2016).
Advised: Elizabeth Barnett

Undergraduate Thesis Committee Member, "Multi-Grade Level Reading Strategies," Leadership and Teacher Education. (January 3, 2014 - May 5, 2016).
Advised: Sarah Lindley

Educational Specialist Committee Chair, "The Effects of Common Core on Middle School Reading Comprehension," Leadership and Teacher Education. (August 15, 2014 - December 7, 2015).
Advised: Kevin Balias

Executive Sponsor, "EdD Program at Johns Hopkins University," Leadership and Teacher Education. (January 3, 2014 - July 2014).
Advised: Anna DeWitt

Educational Specialist Committee Chair, "Test Score Bias and Determination of Giftedness in a Rural School System," Leadership and Teacher Education. (January 15, 2011 - August 15, 2013).
Advised: Arquetta Howard

Educational Specialist Committee Member, "Comparing Content Delivery Styles to Improve Math Scores on the Block Schedule," Leadership and Teacher Education. (May 15, 2011 - December 15, 2011).
Advised: Rodney Jordan

Awards and Honors

Early Career Award for Excellence in Teaching, USA College of Education. (April 27, 2012).

Teaching Experience at Other Institutions

Auburn University

CTSE 7530, Organization of Programs: English Language Arts, Graduate.
CTSE 7970, Writing with English Language Learners, Graduate.

RESEARCH

Published Intellectual Contributions

Books

Byrd, K. O., Shaw, E. L., Ferguson, S. N. (2010). *Calling All Teachers: Lessons and Ideas to Accompany Calling All Kids Cookbook*. Mobile, AL: AT & T.

Book Chapters

Balius, K. B., Ferguson, S. N. (2019). Increasing LGBTQ+ Competencies in Preservice Teacher Training Programs. *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*. IGI Global.

Ferguson, S. N., Green, A. M., Kent, A. M. (2018). *Closing the Mentorship Loop*. The Mentorship Handbook.

Ferguson, S. N., Green, A. M. (2018). A MENTORSHIP MODEL FOR STEM BASED TEACHER EDUCATION PROGRAMS. *Across the Domains: Examining Best Practices in Mentoring Public School Educators*. Charlotte, NC: Information Age Publishing.

Ferguson, S. N., Green, A. M. (2016). African American Women in Science Education: Voices of Experience and Change. *Critical Research on Sexism and Racism in STEM Fields*. IGI Global.

Ferguson, S. N. (2013). Global Status Elevation in Today's Classroom. In J. Lewis, D. Surry, & A. Green (Eds.), *Technology as a Tool for Diversity Leadership: Implementation and Future Implications*. Hershey, PA: IGI Global.

Piper, S. (2008). On Canning. In A. Ellis (Ed.), *Stories from the Stovetop*. Auburn University, AL: Sun Belt Writing Project Chapter of National Writing Project.

Piper, S. (2008). What is a Beet Anyway? In A. Ellis (Ed.), *Stories from the Stovetop*. Auburn University, AL: Sun Belt Writing Project Chapter of National Writing Project.

Refereed Journal Articles

Guffey, S. K., Parrish, C. W., Ferguson, S. N., Green, A. M. (2020). STEM education in a summer enrichment program setting: Successes and challenges of an initiative dedicated to STEM education for title I students and pre-service educators. *Middle School Journal*, 51(3), 26-32. <https://doi.org/10.1080/00940771.2020.1735869>

Jester, K. A. M., Giles, R. M., Ferguson, S. N. (2020). An Investigation of Three Approaches to Vocabulary Learning in High School Spanish Classes. *Mid-Western Educational Researcher*, 31(4), 448-463. www.mwera.org/MWER/

Vitulli, P., Ferguson, S. N. (2018). Community based writing through the lens of a marathon: Scaffolding novice writers to engage in the arts. *Journal of Teaching Writing*, 33(1), 14. <http://journals.iupui.edu/index.php/teachingwriting/index>

Giles, R. M., Vitulli, P., Ferguson, S. N. (2018). Promoting multiculturalism with picture book portrayals of traditional Chinese literature. *The Missouri Reader*, 42(1), 54-56. view.joomag.com/the-missouri-reader-vol-42-issue-1/0078643001518410150?short

- Giles, R. M., Ferguson, S. N., Vitulli, P. (2018). A Portrait of Chinese Culture: Investigating Perceptions Presented in Children's Books. *Multicultural Learning and Teaching*, 13(1). [https://www.degruyter.com/dg/viewarticle/j\\$002fmlt.ahead-of-print\\$002fmlt-2017-0023\\$002fmlt-2017-0023.xml](https://www.degruyter.com/dg/viewarticle/j$002fmlt.ahead-of-print$002fmlt-2017-0023$002fmlt-2017-0023.xml)
- Ferguson, S. N., Giles, R. M., Vitulli, P. (2017). Chinese Children's Literature: A Gateway to Competency and Compassion. *Indiana Reading Journal*.
- Ferguson, S. N. (2016). Cloze Passages Advance English Learner Writing Skills. *New Teacher Advocate*.
- Ferguson, S. N. (2015). Moving Writer's Workshop and Literature Circles to Online Environments. *Online Classroom*.
- Green, A. M., Van Haneghan, J. P., Ferguson, S. N. (in press). The Noyce Pathway to Science Program: Preparing the Next Generation of Science Teachers. *The National Journal of Urban Education & Practice*. <https://journals.tdl.org/njuep/>
- Ferguson, S. N., Shaw, E. L., Daughenbaugh, L. R. (2014). Using Smart Boards and Manipulatives in the Elementary Science Classroom. *TechTrends*, 58.3(May/June 2014).
- Santoli, S. P., Ferguson, S. N. (2012). Learning together: Advancing the training of preservice teachers while training mentor teachers to lead. *The New Educator*, 9(4), 345-360. www.ccnycunycuny.edu/neweducator/
- Ferguson, S. N., Daughenbaugh, L. R., Shaw, E. L., Burch, K. (2012). It's in the Bag!: Going Beyond the Science Classroom with Take Home Literacy Bags. *Science Activities, Taylor & Francis*, 50(1), 21-30. www.tandfonline.com/doi/abs/10.1080/00368121.2012.757482#.UyBtOdy4III
- Ferguson, S. N., Green, A. M. (2012). Striking a Balance: Advancing English Language Learners' Linguistic Fluency through Learning Centers. *The Science Teacher, NSTA*.
- Piper, S., Shaw, E. L. (2010). Teaching Photosynthesis with ELL Students. *Science Activities, Taylor & Francis*.

Conference Proceedings

- Byrd, K. O., Ferguson, S. N., Guffey, S. K., Morton, B., Parrish, C., Green, A. M. (in press). *Teacher Engagement and Reflections of Attitudes Toward Students, Race, and Self following STEM Summer Enrichment*. Mid-South Educational Research Association.
- Byrd, K. O., Morton, B., Green, A. M., Guffey, S. K., Parrish, C., Green, A. M., Ferguson, S. N., Simpson, J. L. (2019). *Preservice teachers' experiences during a summer enrichment program in an urban, high needs school district*. Mid-South Educational Research Association. <http://msera.org/2019/proceedings/s178.html>
- Rogers, S., Johnson, R. B., Van Haneghan, J. P., Ferguson, S. N., Van Eck, R. (2017). *A MMORPG with Language Learning Strategic Activities to Improve English Grammar, Listening, Reading, and Vocabulary*. SITE.
- Ferguson, S. N., Shaw, E. L. (2014). *Digital Science Labs: Enhancing the Science Classroom on a Budget in P-12 and Higher Education*. ELearn.

Ferguson, S. N. (2014). In R. McBride & M. Searson (Eds.), *Language Arts Online: Moving Writer's Workshop and Literature Circles to Digital Classrooms*. Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference 2013. <http://www.editlib.org>

Ferguson, S. N., Kinniburgh, L. H. (2013). In R. McBride & M. Searson (Eds.), *Enhancing the Digital Classroom Environment* (pp. 3431-3434). Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference 2013. <http://www.editlib.org/p/48628/>

Shaw, E. L., Ferguson, S. N., Daughenbaugh, L. R. (2013). In R. McBride & M. Searson (Eds.), *Hands-On Learning in Today's Elementary Science Classroom: Teacher Preparedness for Using Technology and Manipulatives* (pp. 3431-3434). Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference 2013. <http://www.editlib.org/p/48628/>

Vitulli, P., Ferguson, S. N., Byrd, K. O., Kinniburgh, L. H., Dodge, H. W. (2013). In R. McBride & M. Searson (Eds.), *Issues and ideas for going digital for P-12 and postsecondary educators: Using what we have learned to help you* (pp. 3431-3434). Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference 2013. <http://www.editlib.org/p/48628/>

Ferguson, S. N., Huang, J. (2011). *Cultural and Educational Touring: An Exchange of Culture and Education through Technology and Travel* (CIS 2011 ed.). Qingdao, China: EI Compendex and ISTP, Springer.

Periodicals

Vitulli, P., Ferguson, S. N. (2014). Contemporary art experiences at the Centre for the Living Arts as a catalyst for communicating content. In B. Waldorf (Ed.), *AAEA Perspectives Newsletter* (vol. Spring 2014). Perspectives, Alabama Art Education Association. aaeaonline.org/wp-content/uploads/2014/03/Spring-2014-AAEA-Perspectives-Newsletter.pdf

Other

Ferguson, S. N. (2017). *Melancholy A*. Twitterature.

Ferguson, S. N. (2017). *Discarded Headstones*. Elmhurst, IL: Principia College: Mistake House Publishers. <http://mistakehouse.org>

Ferguson, S. N. (2016). *"December's Fool"* (2nd ed., vol. 1). Mobile, AL: Springhill Living.

Presentations Given

Binion, M. (Author & Presenter), Byrd, K. O. (Author & Presenter), Simpson, J. (Author & Presenter), Ferguson, S. (Author & Presenter), Mid-South Educational Research Association Annual Meeting, "Using a culture of inquiry to augment behavior management preparation for elementary preservice teachers," Mid-South Educational Research Association, New Orleans, LA. (November 2021).

Byrd, K. O. (Author & Presenter), Ferguson, S. N., Guffey, S. K. (Author), Morton, B. (Author), Parrish, C. (Author), Green, A. M. (Author), Mid-South Educational Research Association Annual Conference, "Teacher Engagement and Reflections of Attitudes Toward Students, Race, and Self following STEM Summer Enrichment," MSERA, New Orleans, LA. (November 15, 2021).

- Guffey, S. K. (Author & Presenter), Ferguson, S. N., Green, A. M., AERA Annual Meeting Virtual, "Creating community through the Noyce Buddy Program with novice STEM teachers," American Educational Research Association. (April 2021).
- Guffey, S. K. (Author & Presenter), Ferguson, S. N., Green, A. M., NARST Annual Meeting Virtual, "Supporting novice STEM teachers through the Noyce Buddy Program," National Association for Research in Science Teaching. (April 2021).
- Guffey, S. K., Ferguson, S. N. (Author & Presenter), Green, A. M. (Author & Presenter), ASTA Annual Meeting Virtual, "Creating community with novice STEM teachers through the NSF Noyce Buddy Program," Alabama Science Teacher Association, Virtual. (March 2021).
- Ferguson, S. N., Next in Ed, "English Learners in the Time of Covid," Next in Ed, MCPSS, Podcast. (January 15, 2021).
- Ferguson, S. N., UNITE Summer 2020 (Digital), "National Teacher Training Programs USA," Unite Cologne, Cologne, Germany. (October 6, 2020).
- Ferguson, S. N. (Moderator), NOYCE 2020 Virtual Summit, "Building Community in Noyce Projects," AAAS-NSF Noyce, DC/Online. (August 6, 2020).
- Ferguson, S. N. (Moderator), Green, A. M. (Moderator), Guffey, S. K. (Moderator), Southeast Regional Noyce Connections Terrific Thursdays, "Terrific Thursdays (Six Sessions)," NSF Noyce, USA Online. (July 2020).
- Ferguson, S. N. (Presenter), Managing Operations and Resources to Promote Student Success, "Managing Operations and Resources to Promote Student Success," SARIC, USA Online. (July 13, 2020).
- Ferguson, S. N. (Author & Presenter), Gaston, J. P. (Author & Presenter), Technologies for Adding Collaboration in Online Learning: Padlet, Nearpod Collaborate, and Seesaw, "Technologies for Adding Collaboration in Online Learning: Padlet, Nearpod Collaborate, and Seesaw," SARIC, USA Online. (May 13, 2020).
- Ferguson, S. N. (Presenter), Gaston, J. P. (Presenter), Assessment and Online Learning: Technologies for monitoring student progress and understanding, "Assessment and Online Learning: Technologies for monitoring student progress and understanding." (April 22, 2020).
- Ferguson, S. N. (Author & Presenter), Guffey, S. K. (Author & Presenter), Green, A. M. (Author & Presenter), AERA Annual Meeting 2020, "Noyce Pathway to Science: Transitioning from a Student of Teaching to a Teacher of Students," AERA, Online. (April 15, 2020).
- Guffey, S. K., Morton, B., Byrd, K. O., Parrish, C., Green, A. M., Ferguson, S. N., Simpson, J. L., Mid-South Educational Research Association, "Preservice teachers' experiences during a summer enrichment program in an urban, high needs school district," New Orleans, LA. (November 2019).
- Morton, B., Green, A. M., Kent, A. M., Byrd, K. O., Guffey, S. K., Billingsley, J. L., Vitulli, P., Ferguson, S. N., Allison, E. R., AERA Annual Conference, "Induction Into the Profession Through a Summer Enrichment Program: An Authentic Experience With Urban Students," AERA, Toronto, Canada. (April 7, 2019).
- Ferguson, S. N., Guffey, S. K., Green, A. M., ASTE Annual Conference, "Outcomes of a Summer Enrichment Program Dedicated to STEM Education for Title I Students and Pre-Service Educators," Association of Science Teacher Educators, Savannah, GA. (January 2019).

- Giles, R. M., Vitulli, P., Ferguson, S. N., Annual Meeting, "Picture Book Portrayals of Chinese Culture: An Investigation of Authenticity," Mid-South Educational Research Association, Pensacola, FL. (November 2018).
- Simpson, J. (Presenter), Ferguson, S. N., Jennifer Simpson, "Cooperating Teachers Training," SARIC, University of South Alabama. (July 16, 2018).
- Ferguson, S. N., Guffey, S. K., Professional Development/SARIC, "Science is for Everyone!: Helping English Learners and All Others in the P-12 Classroom." (April 25, 2018).
- Kent, A. M., Green, A. M., Ferguson, S. N., AERA Annual Conference, "Closing the Mentorship Loop," AERA, New York, NY. (April 13, 2018).
- Green, A. M., Kent, A. M., Ferguson, S. N., AERA Annual Conference, "Ensuring a Positive Induction Experience for Newly Certified Science Teachers Through a Noyce Program," AERA, New York, NY. (April 13, 2018).
- Ferguson, S. N., Tier II ESOL Presentation, "Academic Language in Teaching Across the Curriculum," USA, College of Education and Professional Studies. (March 9, 2018).
- Ferguson, S. N., Emerald Coast TESOL Annual Conference, "Academic Language in Teaching and Learning Across the Curriculum: A Functional Approach," Emerald Coast TESOL, Pensacola, FL-University of West Florida. (February 3, 2018).
- Ferguson, S. N., Green, A. M., ASTE International Conference, "Pathways to Science: Addressing a Critical Need to Prepare Science Teachers Through the NSF Noyce Program," ASTE, Baltimore, MD. (January 2, 2018).
- Ferguson, S. N., Green, A. M., Noyce Annual Conference, "'Sometimes You Just Gotta Say No'," Noyce/AAAS, Washington D.C. (July 21, 2017).
- Green, A. M., Ferguson, S. N., Noyce Annual Conference, "Recruitment and Retention of Noyce Scholars," Noyce/AAAS, Washington D.C. (July 19, 2017).
- Ferguson, S. N., Peralta, B. F. (Presenter), Pope, R. (Presenter), Southeast Regional Noyce Connections, "Meeting the Needs of English Learners in the STEM Classroom," CISSTEM, Mobile, AL. (May 2017).
- Ferguson, S. N. (Author & Presenter), Green, A. M. (Author & Presenter), Dean, M. (Author & Presenter), AERA Annual Meeting, "African American Women in STEM Education: Microaggressions from P-12 Classrooms to Higher Education," AERA, San Antonio, TX. (April 28, 2017).
- Rogers, S. (Author & Presenter), Johnson, R. B. (Chair), Van Haneghan, J. P. (Co-Chair), Ferguson, S. N. (Co-Chair), Van Eick, R. (Co-Chair), SITE Annual Meeting, "A MMORPG with Language Learning Strategic Activities to Improve English Grammar, Listening, Reading, and Vocabulary," Society for Information Technology & Teacher Education, San Antonio, TX. (March 6, 2017).
- Ferguson, S. N., National Council of Teachers of English Annual Conference, "Using Young Adult Literature as a Bridge to Second (and First) Language Acquisition," NCTE, Atlanta, GA. (November 17, 2016).
- Vitulli, P., Ferguson, S. N., MSERA, "A Summer STEAM Program: Infusing the STEM Disciplines with Content Based Arts Experiences," MSERA, Mobile, AL. (November 4, 2016).

- Santoli, S. P., Ferguson, S. N., Parrish, C., MSERA, "Enhancing Interview Skills of Pre-Service Teachers," MSERA, Mobile, AL. (November 4, 2016).
- Green, A. M., Ferguson, S. N., MSERA, "Pathways to Mathematics: Addressing a Critical Need in 6-12 Education," MSERA, Mobile, AL. (November 4, 2016).
- Ferguson, S. N., Green, A. M., MSERA, "Pathways to Science: Recruiting and Sustaining Science Teachers in High Needs School," MSERA, Mobile, AL. (November 4, 2016).
- Vitulli, P., Ferguson, S. N., The Mid-South Educational Research Association 45th Annual Meeting, "A summer STEAM program: Infusing the STEM disciplines with content-based arts experiences," The Mid-South Educational Research Association, Mobile, AL. (November 3, 2016).
- Delmas, P. M. (Panelist), Vitulli, P. (Panelist), Fresne, J. (Panelist), Cie, J. (Panelist), Chen, F. (Panelist), Ferguson, S. N. (Moderator), USA College of Education Brown Bag Roundtable, "Perceptions of Chinese and American Culture and Education from Shaoxing to South Alabama," USA College of Education, Mobile, AL. (October 12, 2016).
- Simpson, J. L., Ferguson, S. N., Alabama Association of Colleges for Teacher Education Summer Workshop, "Preparing Candidates for edTPA: Curriculum Alignment and Critical Assignments." (July 19, 2016).
- Ferguson, S. N., Green, A. M., Dean, M. (Author & Presenter), Calhoun, J. (Author & Presenter), Williams, T. (Author & Presenter), Ligon-Reed, J. (Author & Presenter), Conference on Teaching and Learning, "African American Women in STEM Education," University of South Alabama, Mobile, AL. (May 10, 2016).
- Ferguson, S. N., Vitulli, P., Allison, E. R., Reeves, L., Conference on Teaching and Learning, "Mentorship of Early Career Faculty," University of South Alabama, Mobile, AL. (May 10, 2016).
- Ferguson, S. N., Vitulli, P., SITE, "Technology as a Way of Knowing through the Early Childhood Lens," SITE, Savannah, GA. (March 21, 2016).
- Ferguson, S. N., Guest Lecture, "Teaching English as a Second Language in the U.S. and Abroad," University of Mobile, Mobile, AL. (March 15, 2016).
- Ferguson, S. N. (Presenter), Tier III Fall Professional Development, "Working with English Language Learners in the Elementary Classroom," K-6 Tier III, University of South Alabama CoE. (March 15, 2016).
- Ferguson, S. N. (Author & Presenter), Martin, N. (Author & Presenter), National Council on Social Studies Annual Conference, "How to Host a History Mystery," NCSS, New Orleans, LA. (November 13, 2015).
- Fickert, C. (Author & Presenter), Ferguson, S. N. (Author), Mid-South Educational Research Association, "Digital Math Environments: Enhancing the Mathematics Classroom with Technology in P-12 and Higher Education," MSERA, Lafayette, LA. (November 5, 2015).
- Bailey, G. (Author & Presenter), Ferguson, S. N. (Author), Mid-South Educational Research Association, "Secondary Education Majors: Preferences for Teaching Middle School or High School," MSERA, Lafayette, LA. (November 5, 2015).

- Balius, K. B. (Author), Ferguson, S. N. (Chair), Mid-South Educational Research Association, "The Effects of Common Core on Middle School Reading Comprehension," MSERA, Lafayette, LA. (November 5, 2015).
- Ferguson, S. N., Alabama Association of Education in the Arts Annual Meeting, "Narrative Art & the English Language Learner," AAEA, Fairhope, AL. (October 16, 2015).
- Ferguson, S. N. (Presenter), Tier III Fall Professional Development, "Working with English Language Learners in the Elementary Classroom," K-6 Tier III, University of South Alabama CoE. (September 17, 2015).
- Ferguson, S. N., Conference on English Education, "Building a Bridge to Language Acquisition through Young Adult Literature," International Federation for the Teaching of English/Conference on English Education, Fordham University, New York. (July 5, 2015).
- Vitulli, P. (Author & Presenter), Ferguson, S. N. (Author & Presenter), Shuang, Z. (Author & Presenter), Caifang, C. (Author & Presenter), Xiu-juan, Z. (Author & Presenter), South Alabama Conference on Teaching and Learning, "Cultural Exchanges through Arts and Language," University of South Alabama College of Education, Mobile, AL. (May 11, 2015).
- Green, A. M. (Author & Presenter), Ferguson, S. N. (Author & Presenter), South Alabama Conference on Teaching and Learning, "Noyce Mentorship," University of South Alabama College of Education, Mobile, AL. (May 11, 2015).
- Ferguson, S. N. (Author & Presenter), Shuang, Z. (Author & Presenter), Caifang, C. (Author & Presenter), Xiu-juan, Z. (Author & Presenter), South Alabama Conference on Teaching and Learning, "Revisiting Theories of English Language Acquisition," University of South Alabama College of Education, Mobile, AL. (May 11, 2015).
- Ferguson, S. N., Guest Lecture, "Teaching English as a Second Language in the U.S. and Abroad," University of Mobile, Mobile, AL. (April 11, 2015).
- Ferguson, S. N., Lomax, E. C., Strange, J. H., USA Overview of Baldwin County Technology Summit, "Baldwin County Technology Summit 2014," USA & Baldwin County School System, USA College of Education. (December 4, 2014).
- Ferguson, S. N. (Author & Presenter), Alabama Reading Association's 46th Annual Conference, "Scaffolding Reading and Writing for All: Applying ELL Strategies for Every Student," Alabama Reading Association, Birmingham, AL. (November 14, 2014).
- Ferguson, S. N. (Author & Presenter), Alabama Reading Association's 46th Annual Conference, "Using Young Adult Literature as a Bridge to First and Second Language Acquisition," Alabama Reading Association, Birmingham, AL. (November 13, 2014).
- Ferguson, S. N., Lomax, E. C., Strange, J. H., "Options for Preservice Teacher Education in a Device-centric Classroom Environment," College of Education, University of South Alabama CoE. (November 7, 2014).
- Ferguson, S. N. (Author & Presenter), Shaw, E. L. (Author & Presenter), E-Learn 2014--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, "Digital Science Labs: Enhancing the Science Classroom on a Budget in P-12 and Higher Education," AACE: Association for the Advancement of Computing in Education, New Orleans, LA. (October 27, 2014).

- Ferguson, S. N. (Presenter), Tier III Fall Professional Development, "Working with English Language Learners in the Elementary Classroom," K-6 Tier III, University of South Alabama CoE. (August 27, 2014).
- Vitulli, P., Ferguson, S. N., Summer Professional Development Workshop, "Gearing up for GLOBAL," Centre for the Living Arts/SARIC, Centre for the Living Arts. (July 2, 2014).
- Ferguson, S. N., Conference on Teaching and Learning, "Moving Traditionally Face-to-Face Group Interactive Learning and Projects to the Digital Classroom`," University of South Alabama, Mobile, AL. (May 2014).
- Ferguson, S. N., Guest Lecture, "Teaching English as a Second Language in the U.S. and Abroad," University of Mobile, Mobile, AL. (April 15, 2014).
- Ferguson, S. N. (Author & Presenter), Society for Information Technology and Teacher Education 2013, "Title: Language Arts Online: Moving Writer's Workshop and Literature Circles to Digital Classrooms," Association for the Advancement of Computing in Education, Jacksonville, FL. (March 19, 2014).
- Ferguson, S. N. (Presenter), Tier III Spring Professional Development, "Working with English Language Learners in the Elementary Classroom," K-6 Tier III, University of South Alabama CoE. (January 21, 2014).
- Santoli, S. P. (Author & Presenter), Ferguson, S. N. (Author), National Council for the Social Studies Annual Conference, "Differentiated Instruction: A gateway to success with the Common Core," National Council for the Social Studies, St. Louis, MO. (November 22, 2013).
- Ferguson, S. N. (Author & Presenter), Bailey, G. (Author & Presenter), 42nd Mid-South Educational Research Association, "Teachers' Self-Efficacy in Accommodating English Language Learners in the Mainstream Classroom," MSERA, Pensacola, FL. (November 7, 2013).
- Maulding, W. S. (Author & Presenter), Ferguson, S. N. (Author & Presenter), 42nd Mid-South Educational Research Association, "Technology Skills of Pre-Service Teachers in Traditional and Alternate Route Programs," MSERA, Pensacola, FL. (November 7, 2013).
- Vitulli, P., Ferguson, S. N., Arts in Education, "Writing our Pasts and Framing our Futures," University of South Alabama, Mobile, AL. (June 26, 2013).
- Vitulli, P. (Author & Presenter), Ferguson, S. N. (Author & Presenter), Byrd, K. O. (Author & Presenter), Kinniburgh, L. H. (Author), Dodge, H. W. (Author & Presenter), Society for Information Technology and Teacher Education 2013, "Issues and ideas for going digital for P-12 and postsecondary educators: Using what we have learned to help you," Association for the Advancement of Computing in Education, New Orleans, LA. (March 2013).
- Shaw, E. L. (Author & Presenter), Ferguson, S. N. (Author & Presenter), Society for Information Technology and Teacher Education 2013, "Hands-on Learning in Today's Elementary Science Classroom: Teacher Preparedness for Using Technology and Manipulatives," Association for the Advancement of Computing in Education, New Orleans, LA. (March 28, 2013).
- Ferguson, S. N. (Author & Presenter), Kinniburgh, L. H. (Author & Presenter), Society for Information Technology and Teacher Education 2013, "Enhancing the Digital Classroom Environment," Association for the Advancement of Computing in Education, New Orleans, LA. (March 27, 2013).

- Ferguson, S. N. (Author & Presenter), Shaw, E. L. (Author & Presenter), Daughenbaugh, L. R. (Author & Presenter), Mid-South Educational Research Association, "It's in the bag! Going beyond the science classroom with take home literacy bags," Mid-South Educational Research Association, Lexington, KY. (November 2012).
- Ferguson, S. N. (Author & Presenter), Daughenbaugh, L. R. (Author & Presenter), Shaw, E. L. (Author & Presenter), Mid-South Educational Research Association, "Using smart boards and manipulatives in the elementary science classroom," Mid-South Educational Research Association, Lexington, KY. (November 2012).
- Ferguson, S. N., Career Day, "The Art of Teaching--Everyone," Dunbar Creative & Performing Arts Magnet School, Mobile, AL. (November 1, 2012).
- Shaw, E. L. (Author & Presenter), Ferguson, S. N. (Author & Presenter), Daughenbaugh, L. R. (Author & Presenter), International Organization for Science Technology Education, "Using smartboards and manipulatives in the elementary science classroom," International Organization for Science Technology Education, Tunis, Tunisia. (October 27, 2012).
- Ferguson, S. N., Arts in Education: Collage Mapping, "Collage Mapping," Arts in Education, University of South Alabama, University of South Alabama, College of Education. (June 2012).
- Ferguson, S. N. (Author & Presenter), Tier III Student ESOL Presentation, "Meeting the Needs of ELLs in Content Area Classrooms," USA COE, College of Education. (February 24, 2012).
- Ferguson, S. N. (Author), Shaw, E. L. (Author & Presenter), Vitulli, P. (Author & Presenter), Santoli, S. P. (Author & Presenter), Billingsley, J. L. (Author & Presenter), Byrd, K. O. (Author & Presenter), Capps, A. (Author), Hodges, J. (Author & Presenter), Mid-South Educational Research Association 2011 Annual Meeting, "Transitioning into digital environments.," MSERA, Oxford, MS. (November 2011).
- Ferguson, S. N. (Author & Presenter), Green, A. M. (Author), Santoli, S. P. (Author & Presenter), Mid-South Educational Research Annual Meeting, "Learning together: Advancing the training of preservice teachers while training mentor teachers to lead," Mid-South Educational Research Association, Mobile, AL. (November 2010).
- Ferguson, S. N. (Author & Presenter), Bailey, G. (Author & Presenter), MSERA, "An Unmet Need: Advancing the Fluency of English Language Learners Through Preservice and Inservice Education," MSERA, Mobile, AL. (November 2010).
- Santoli, S. P. (Author & Presenter), Vitulli, P. (Author & Presenter), Ferguson, S. N. (Author), National Council for the Social Studies Annual Meeting, "Differentiating instruction to advance literacy: Utilizing the past to perfect the future," National Council for the Social Studies, Denver, CO. (November 2010).
- Piper, S. (Author & Presenter), Santoli, S. P. (Author & Presenter), University of South Alabama Founder's Day 2010, "Mentoring the mentors: Aligning the needs and expectations of university faculty and cooperating teachers," University of South Alabama College of Education, University of South Alabama, Mobile, AL. (February 2010).
- Piper, S. (Presenter), Mid-South Educational Research Association Annual Conference, "Language Learners in the Constructivist Language Arts Classroom," MSERA, Baton Rouge, LA. (November 2009).

- Piper, S. (Presenter), Heitmann, T. (Presenter), Mid-South Educational Research Association Annual Conference, "Language Variation Evidenced through Written Communication," MSERA, Baton Rouge, LA. (November 2009).
- Piper, S. (Author & Presenter), Santoli, S. P. (Author & Presenter), Mid-South Educational Research Association Annual Conference, "Mentoring the mentors: Aligning the needs and expectations of university faculty and cooperating teachers," MSERA, Baton Rouge, LA. (November 2009).
- Santoli, S. P. (Author & Presenter), Ferguson, S. N. (Author & Presenter), National Council for the Social Studies Annual Meeting, "Many different needs, one curriculum: Differentiating instruction for student success," National Council for the Social Studies, Atlanta, GA. (November 2009).
- Piper, S. (Author & Presenter), Fregeau, L. A. (Author & Presenter), Leier, R. (Author & Presenter), Puerto Rico Teachers of English to Speakers of Other Languages, "Journaling, Conversation, Poetry Discovery, Alternative Forms of Language Acquisition with English Language Learners," Puerto Rico TESOL, Puerto Rico. (November 2009).
- Piper, S. (Author & Presenter), Piper, A. K. (Author & Presenter), Puerto Rico Teachers of English to Speakers of Other Languages, "Using Adaptive Computer Technology for Safety Training for Speakers of Languages Other Than English," Puerto Rico TESOL, Puerto Rico. (November 2009).
- Piper, S., Alabama Career and Technical Education Professional Development Conference, "Meeting the Needs of ELLs in the Regular Classroom," AACTE, Birmingham, AL. (July 20, 2009).
- Piper, S. (Presenter), Autauga County Summer Workshops, "Effective ELL Strategies," Autauga County Schools, Autauga County Board of Education. (July 17, 2009).
- Piper, S. (Presenter), Summer Institutes, "How Do I Teach Them All: Differentiating Instruction in Social Studies and Language Arts Classrooms," East Alabama Regional Inservice Center (EARIC), Auburn, AL. (July 15, 2009).
- Piper, S. (Presenter), MCPSS & BCPSS ELL Meeting, "Interpretation of Transcripts and Awarding of Academic Credit to Students Arriving from Foreign Countries," Mobile and Baldwin County Public School Systems, ESL Welcome Center, MCPSS. (May 15, 2009).
- Piper, S. (Presenter), AEA (Alabama Education Association) Professional Development Spring Conference, "English Language Learners in Mainstream and Special Education Classrooms," Alabama Education Association (AEA), Birmingham, AL. (March 20, 2009).
- Piper, S. (Moderator), ELL Technical Assistance Retreat, "Technical Assistance for Schools that Did not Meets AMAO's," Alabama State Department of Education, Athens, AL. (February 20, 2009).
- Piper, S. (Presenter), Mid-South Educational Research Association Annual Conference, "English Language Learners in the Content Areas," MSERA, Knoxville, TN. (November 17, 2008).
- Piper, S. (Author & Presenter), Mid-South Educational Research Association Annual Conference, "Writing Poetry with English Language Learners in the Content Areas," MSERA, Knoxville, TN. (November 17, 2008).

Piper, S. (Discussant), Fregeau, L. A. (Discussant), Leier, R. (Discussant), South East Teachers of English to Speakers of Other Languages Annual Conference, "The State of ESOL in the Emerald Coast Region," SETESOL, Birmingham, AL. (September 17, 2008).

Piper, S. (Author & Presenter), South East Teachers of English to Speakers of Other Languages Annual Conference, "Transfer Errors from First to Second Language," SETESOL, Birmingham, AL. (September 17, 2008).

Piper, S. (Author & Presenter), South East Teachers of English to Speakers of Other Languages Annual Conference, "Writing with English Language Learners in the Content Areas," SETESOL, Birmingham, AL. (September 17, 2008).

Contracts, Grants and Sponsored Research

Fellowship

Not Funded

Ferguson, S. N. (Co-Principal), Dempsey, J. V. (Co-Principal), Ellis, J. (Co-Principal), "CIES Fulbright Iraq," External to the University.

Ferguson, S. N. (Co-Principal), Delmas, P. M. (Co-Principal), Dong, E. (Co-Principal), Ellis, J. (Co-Principal), Dempsey, J. V., "'From Tradition to Modernity: A Half-Century of Change and the Role of P-20 Education and Workforce Development in the Republic of Korea,'" Sponsored by Fulbright-Hays Group Projects, External to the University. (January 2010 - December 2010).

Grant

Funded

Green, A. M. (Principal), Ferguson, S. N. (Co-Principal), Sanders, J. M. (Co-Principal), "Pathways to Science (PTS) Phase II," Sponsored by National Science Foundation, External to the University, \$799,949.00. (August 2015 - Present).

Project Summary

Pathway to Science (PTS) is a collaborative project between the University of South Alabama (USA) Colleges of Education, Arts & Sciences and Engineering through its Center for Integrative Studies in Science, Technology, Engineering, and Mathematics (CISSTEM), and the Mobile County Public Schools (MCPSS). The program addressed the need to increase the number of science teachers in the MCPSS and surrounding school districts. The PTS program enabled recent science or engineering bachelor's degree graduates to complete secondary science certification in an intensive four-semester program that culminated with certification and an earned master's degree. This proposal is for the phase two competition and as such the goals of the PTS program will remain similar to the goals submitted in the previously funded Phase one proposal with modifications that will allow for the production of better-prepared science teachers. A longitudinal evaluation of the previous award will also be conducted. PTS will:

1. prepare a total of twelve additional science teachers over a five-year period who are highly qualified to teach chemistry, physics, biology, or general science by having them earn initial certification and a master's degree in four semesters. PTS seeks to continue to provide highly certified science teachers for high need schools.
2. evaluate the effectiveness of creating a community of learners that provides ongoing mentoring and professional development for PTS scholars that will increase the likelihood that they will be retained and become career teachers.

3. evaluate the impact of PTS scholars on student achievement and use that data to strengthen the science teacher preparation program.
4. evaluate the self-efficacy of graduates by providing a qualitative analysis of those who have persisted and not persisted as science teachers.
5. evaluate the effectiveness of graduates who teach in the MCPSS against graduates of our modified program as well as measure the effectiveness of PTS graduates against non-Noyce graduates in the MCPSS.

Results from the previous award show that the USA has the capacity to deliver a high quality Noyce program. A strong history of collaboration will ensure that this Phase II project is as impactful as the previous project.

Intellectual Merit

PTS will add to the body of knowledge that identifies factors that attracts STEM majors to careers as science teachers. PTS will engage current STEM majors and recent graduates in a curriculum designed to provide a wide spectrum of teaching experiences that will be beneficial to all pupils, especially lower socio-economic pupils who are attending high needs schools. A critical characteristic of intellectual merit for the phase II project will be its capacity to produce additional science teachers while measuring the effectiveness of past graduates of the previous award. Another critical characteristic of intellectual merit is the mentoring of PTS graduates and its effects on them serving beyond the three-year commitment to retain them as career teachers as well as their influence and support of new cohorts of scholars.

Broader Impacts

The overarching goal of PTS is to increase the supply of qualified science teachers for the MCPSS as well as the retention of them as career science teachers. PTS will attract racially and ethnically diverse STEM majors into the teaching field by an extensive recruitment campaign that targets recent graduates in the STEM disciplines. Currently the lack of certified science teachers is a major cause of poor achievement and low expectations for high-risk pupils. This problem is greatly intensified in both rural and urban areas because schools in these locales typically have: (1) overpopulated science classrooms and inadequate science teacher staffing, (2) teachers who teach outside of their field of certification, and/or (3) long term substitute teachers who do not have a STEM background. PTS will continue to impact the staffing of our partner schools with high functioning teachers to impact the academic achievement of pupils in these locales. In addition, the results of longitudinal data on the effectiveness of former PTS graduates on student achievement, along with qualitative data describing their experiences, will assist in better preparation of science teachers to meet student needs.

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Byrd, K. O. (Principal), Ferguson, S. O. (Principal), "The Road Less Travelled: Assessing Alternative Routes to Elementary Teacher Preparation in Mathematics," Sponsored by Lisa Buckstein Award University of South Alabama, Internal to the University, \$1,835.00. (2021 - 2023).

[Grant Extension Request-1.pdf](#)

Green, A. M. (Principal), Kent, A. M. (Co-Principal), Ferguson, S. N. (Co-Principal), Mulekar, M. S. (Co-Principal), Guffey, S. K. (Co-Principal), "Southeastern Regional Robert Noyce Conference: Breaking Down Barriers in STEM Teacher Education," Sponsored by National Science Foundation, External to the University, \$3,499,897.00. (March 2019 - July 2021).

Green, A. M. (Principal), Ferguson, S. N. (Co-Principal), Sanders, J. M. (Co-Principal), "Pathway to Science Phase II," Sponsored by National Science Foundation, External to the University, \$799,962.00. (September 1, 2015 - August 31, 2020).

Project Summary

Pathways to Science (PTS) is a collaborative program between the University of South Alabama (USA) Colleges of Education, Arts & Sciences and Engineering through its Center for

Integrative Studies in Science, Technology, Engineering, and Mathematics (CISSTEM), and the Mobile County Public Schools (MCPSS). The program addressed the need to increase the number of science teachers in the MCPSS and surrounding school districts. The PTS program enabled recent science or engineering bachelor's degree graduates to complete secondary science certification in an intensive four-semester program that culminated with certification and an earned master's degree. This proposal is for the phase two competition, and as such the goals of the PTS program will remain similar to the goals submitted in the previously funded Phase one proposal with modifications that will allow for the production of better-prepared science teachers. A longitudinal evaluation of the previous award will also be conducted.

Goals

1. PTS will prepare a total of up to twelve additional science teachers over a five-year period who are highly qualified to teach chemistry, physics, biology, or general science by having them earn initial certification and a master's degree in four semesters. PTS seeks to continue to provide highly certified science teachers for high need schools.
2. PTS will measure the effectiveness of creating a community of learners that provides ongoing mentoring and professional development for current and graduate Noyce PTS scholars that will increase the likelihood that they will be retained and become career teachers.
3. PTS will measure, based on student achievement in the MCPSS, the impact of PTS scholars who have graduated and use that data to strengthen the science teacher preparation program.
4. PTS will measure the self-efficacy of PTS graduates by providing a qualitative analysis of those who have persisted and not persisted as science teachers.
5. PTS will measure the effectiveness of Noyce graduates who teach in the MCPSS against graduates of our modified PTS program as well as measure effectiveness of all Noyce graduates who teach in the MCPSS against non-Noyce graduates.

Results from the previous Noyce award show that the University of South Alabama has the capacity to deliver a high quality Noyce scholarship program. The strong history of USA's collaboration with the MCPSS will ensure that this Phase II project is as impactful as the previous funded project.

Broader Impacts

The overarching goal of PTS is to increase the supply of qualified science teachers for the MCPSS and other partner school districts (primarily in rural southwest Alabama). PTS will attract racially and ethnically diverse science and engineering majors (who are traditionally underrepresented among science teachers and who would likely take other career paths) into the teaching field by an extensive recruitment campaign that targets senior and recent graduates in the STEM disciplines. Currently the lack of certified science teachers is a major cause of poor achievement and low expectations for high-risk pupils. This problem is greatly intensified in both rural and urban areas because schools in these locales typically have: (1) overpopulated science classrooms and inadequate science teacher staffing, (2) teachers who teach outside of their field of certification, and/or (3) long term substitute teachers who do not have a STEM background. PTS will have an immediate impact on staffing the partner schools with high functioning teachers ultimately impacting the academic achievement of pupils in these locales. In addition, the results of longitudinal data on the effectiveness of former Noyce graduates on student achievement, along with qualitative data describing the experiences of Noyce Scholars, will assist in better preparing science teachers to meet the needs of students.

Intellectual Merit

The PTS program will add to the body of knowledge that identifies factors that attract science majors to careers as secondary school teachers. Beyond providing incentives to commit to the program, PTS will engage undergraduate science and engineering content majors and recent graduates in these areas in a curriculum designed to provide a wide spectrum of teaching experiences that will be beneficial to all pupils, especially lower socio-economic pupils who are attending high needs schools. A critical characteristic of intellectual merit for the phase two PTS project will be its capacity to produce additional science teachers while measuring the effectiveness of past graduates of the phase one award. One other critical

characteristic of intellectual merit for PTS is the mentoring of scholars who have graduated and its effects of them serving beyond the three-year commitment to retain them in the profession as career teachers as well as the graduates influence and support of scholars matriculating through the program.

Green, A. M. (Principal), Ferguson, S. N. (Co-Principal), Kent, A. M. (Co-Principal), Mulekar, M. S. (Co-Principal), McDermott, R. C. (Co-Principal), "Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education," Sponsored by National Science Foundation, External to the University, \$164,995.00. (October 1, 2017 - July 31, 2019).

Ferguson, S. N. (Co-Principal), Green, A. M. (Principal), Mulekar, M. S. (Co-Principal), Kent, A. M. (Co-Principal), McDermott, R. C. (Co-Principal), "Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education (Supplement)," Sponsored by NSF, Federal. (May 2018 - April 2019).

In August of 2015, the University of South Alabama was awarded the grant to plan and host the Regional Noyce conference for the southeast region. The conference served 10 states and approximately 540 participants over the 3 year period. The primary goals of the Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education were to (a) connect Noyce science and mathematics Scholars, teacher fellows, and master teachers across the Southeastern states, (b) strengthen the network of support for Noyce projects and their participants, and (c) enhance the effectiveness of these groups as a collective. Specifically, the Southeastern region includes nine states. In addition to those nine state, projects in Texas were also served during the final year. Individually the projects in this region make a small impact within their districts, communities, and states. We attempted to link all of these projects together to focus on a common goal of improving STEM education so that each would have the potential to make a large impact on the entire region. Thus, connecting these projects together to learn from one another for the common good was of the utmost importance to moving the Southeastern region forward in STEM education. As such, the objectives for this conference were to:

- 1)Build a Noyce community of learners by increasing the connections between Noyce personnel and Scholars;
 - 2)Provide an environment where Noyce personnel can assemble to learn from one another by sharing the challenges and successes of their individual projects;
 - 3)Provide an environment where Noyce Scholars can collaborate, share experiences and expertise, and inspire one another;
 - 4)Provide Professional Development to meet the specific needs of Noyce Scholars located in the Southeastern region; and
 - 5)Increase the Cultural Awareness and Competence of Noyce Personnel and Scholars.
- Our data suggested that the conference was effective in meeting the stated objectives.

Ferguson, S. N. (Supporting), Green, A. M. (Principal), Estes, J. (Supporting), Parrish, C. (Supporting), Johnson, T. (Supporting), Lewis, A. M. (Supporting), Pillen, C. (Supporting), "RONA: Research Opportunities for Noyce Alumni (PTM-Math)," Sponsored by NSF, External to the University, \$173,840.00. (June 2017 - June 2018).

The RONA program has three components that make it a unique experience for those who are participate. Those components are: 1) Team Based Learning (TBL); 2) Environmental Science study of weather and climate change for PTS or Tasks that Promote Reasoning and Problem Solving for PTM, and 3) Afterschool Science Clubs.

Congruent with the goals of PTS and PTM, the RONA project provides a year-long experience wherein Noyce graduates conduct research with faculty across the colleges of Arts and Sciences and Education and Professional Studies, and participate in research with the head of the University's Quality Enhancement Team through a team based learning Approach

(TBL) that has promising potential for advancing scientific and mathematical competency for educators and students at the 6-12 school level. This training with university faculty who specialize in TBL and meteorological sciences and mathematics serves as the foundation for the 2017-2018 academic year as the team implements the units with their students in an after-school setting and meets periodically throughout the year to offer feedback and report observable outcomes. As a result, both graduates and the students they teach will have a direct benefit from this project. Specific outcomes of various stages of the initiative will be available throughout the 2017-2018 school year. Outcomes of the Summer 2017 inservice training will be available by September 2017.

[Noyce RONA Math-1.pdf](#)

Ferguson, S. N. (Co-Principal), Green, A. M. (Principal), Estes, J. (Supporting), Kimball, S. K. (Supporting), Johnson, T. (Supporting), "RONA: Research Opportunities for Noyce Alumni (PTS II-Science)," Sponsored by NSF, External to the University, \$156,158.00. (June 2017 - June 2018).

The RONA program has three components that make it a unique experience for those who are participate. Those components are: 1) Team Based Learning (TBL); 2) Environmental Science study of weather and climate change for PTS or Tasks that Promote Reasoning and Problem Solving for PTM, and 3) Afterschool Science Clubs.

Congruent with the goals of PTS and PTM, the RONA project provides a year-long experience wherein Noyce graduates conduct research with faculty across the colleges of Arts and Sciences and Education and Professional Studies, and participate in research with the head of the University's Quality Enhancement Team through a team based learning Approach (TBL) that has promising potential for advancing scientific and mathematical competency for educators and students at the 6-12 school level. This training with university faculty who specialize in TBL and meteorological sciences and mathematics serves as the foundation for the 2017-2018 academic year as the team implements the units with their students in an after-school setting and meets periodically throughout the year to offer feedback and report observable outcomes. As a result, both graduates and the students they teach will have a direct benefit from this project. Specific outcomes of various stages of the initiative will be available throughout the 2017-2018 school year. Outcomes of the Summer 2017 inservice training will be available by September 2017.

[Noyce RONA Science-2-1.docx](#)

Green, A. M. (Principal), Kent, A. M. (Co-Principal), Ferguson, S. N. (Co-Principal), McDermott, R. C. (Co-Principal), Mulekar, M. S. (Co-Principal), "Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education," Sponsored by National Science Foundation, External to the University, \$824,982.00. (September 1, 2015 - August 31, 2017).

Goals and Objectives

The primary goals of the Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education is to (a) connect Noyce science and mathematics scholars, teacher fellows, and master teachers across the Southeastern states, (b) strengthen the network of support for Noyce projects and their participants, and (c) enhance the effectiveness of these groups as a collective. Specifically, the Southeastern region includes nine states with approximately 65 projects between them. Individually they make a small impact within their districts, communities, and states. When all of these projects are linked together and focused on a common goal of improving STEM education, they have the potential to make a large impact on the entire region. Thus, connecting these projects together to learn from one another for the common good is of the utmost importance to moving the Southeastern region forward in STEM education. As such, the objectives for this conference will be to:

- 1) Build a Noyce community of learners by increasing the connections between Noyce personnel and scholars;

- 2) Provide an environment where Noyce personnel can assemble to learn from one another by sharing the challenges and successes of their individual projects;
- 3) Provide an environment where Noyce scholars can collaborate, share experiences and expertise, and inspire one another;
- 4) Provide Professional Development to meet the specific needs of Noyce Scholars located in the Southeastern region; and
- 5) Increase the Cultural Awareness and Competence of Noyce Personnel and Scholars.

INTELLECTUAL MERIT

The PI, Co-PIs and all other team members have extensive experience in Noyce projects. From serving in the role of Principal Investigator, project directors, mentors, evaluators, and scholars, the organizers of this project have a deep understanding of mission of Noyce, both past and present. The team has a strong background to bridging theory with practice as members of the team have firsthand knowledge as former teachers of the realities new teachers face, specifically in areas of poverty. As such, a critical characteristic of intellectual merit for this project will be its capacity to provide meaningful professional development for Noyce participants. At the same time, we have the opportunity to provide a space (physical and online) for Noyce projects to connect with one another to build a community of Learners so that all may learn and grow to improve science and mathematics teaching in high-need schools located in the Southeastern Region. The power of building a community of learners across the Southeast region ignites much enthusiasm as the team realizes the potential impact on former and current Noyce Scholars, as well as on the PIs and researchers in the entire region. Thus, the team is committed to facilitating the opportunity for interactions and collaboration through the Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education, ultimately to impact the knowledge and ability in the STEM disciplines for students taught by Noyce Scholars.

BROADER IMPACTS

A cohesive network would greatly benefit Noyce scholars and personnel in the Southeast region to connect, share ideas, and help each other through the inevitable challenges that come with being a STEM educator. The Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education and the associated online community are important first steps to developing this network. Noyce participants who attend will be able to bond and network as they participate in professional development designed to enhanced their abilities to reach students many define as unreachable. The conferences and intervening activities will provide a structure for participants to increase their knowledge, skills, and dispositions, as well as enhance their cultural competence so they continually refine their craft. Most importantly, a great teacher positively impacts the life of a child forever, and the same is true of a weak teacher. The ultimate purpose of this project is to empower all teachers to meet the needs of all students and help them achieve greatness. If STEM educators have resources and a community of support, they will be able to share their struggles and their successes with their peers, learn from each other's experiences, and work toward becoming great teachers together. Through networking and team building, investigators will be inspired by colleagues and will gain insight for new projects. The research conducted and disseminated with this unique opportunity will also help inform teacher educators in Colleges of Education across the nation. Thus, the true impact of the Southeastern Regional Robert Noyce Connections: Convening a Community of Learners Focused on STEM Pre-Service Teacher Education will be in the educational experiences of thousands of children who will learn about STEM concepts from teachers who are uniquely equipped to help all students learn.

Vitulli, P. (Principal), Ferguson, S. N. (Co-Principal), "STEAM: Infusing the STEM Disciplines with Content Based Arts Experiences," Sponsored by The Community Foundation of South Alabama, Local, \$10,872.00. (April 1, 2016 - April 14, 2017).

To address the needs and talents of approximately 30 Mobile County Public School students in grades 7-12, who might otherwise have limited access to artistic and cultural experiences,

this programs seeks funding to provide relevant arts and cultural learning experiences with supporting materials to integrate in academic settings; creating Science, Technology, Engineering, ART, and Math (STEAM) learning venues. Through quality, research-based instruction and community based experiences, the blending of science, technology, engineering, and mathematics, with the arts, literature and culture, provides rich real-world and innovative opportunities the students might not otherwise be engaged in a traditional education experience. These experiences are realized in three weeks (06/13/16 – 06/30/16) of intensive classroom instruction with pre-service and lead teachers guided by faculty who serve as mentors. Through this mentorship model, the pre-service teachers and the secondary students in grades will benefit from experiencing how the community, culture and the arts can be utilized as an area rich in academic resources in the target STEAM areas.
[CF STEAM Grant Award Letter 2016-2.pdf](#)

Ferguson, S. N. (Principal), Bailey, G. (Co-Principal), "Building Teachers' Self-Efficacy in Accommodating English Language Learners in the Mainstream Classroom," Sponsored by University of South Alabama Faculty Development Council, Internal to the University, \$4,160.00. (June 2014 - December 2015).

The researchers seek funding to develop a program for Building Teachers' Self Efficacy in Accommodating English Language Learners in the Mainstream Classroom. The vision of the researchers is to develop a program that will have a positive impact on the achievement of students who speak English as a second language or English language learners (ELLs) in linguistic proficiency and academic content in grades 6-12 in the Mobile County Public School System (MCPSS), improve secondary content area teachers' confidence in working with English language learners, and implement an online training program with modules for use by teachers who desire training in working with English language learners. The researchers seek to create a professional development program that will strengthen the knowledge of content area teachers in making accommodations for English language learners. As a result, this effort will subsequently increase student learning as assessed by student classroom achievement and teacher feedback. The program will:

1. Strengthen knowledge of teachers in working with English language learners in content area classroom in MCPSS in grades 6-12 through on site support and small group training.
2. Provide continuing support for MCPSS teachers desiring strengthening of knowledge for working with English language learners in the form of online training through modules and discussion forums.
3. Increase the academic performance of secondary English language learners who are in the classrooms of the teachers who receive the training and who make accommodations to their curriculum.

Intellectual Merit

This proposal seeks to study the effect of implantation of an online training program on the academic achievement of English language learners. The proposal also seeks to evaluate the extent to which intensive small group training and subsequent researcher site visits, enhances the understanding of teachers wishing to improve their understanding of and ability to make accommodations for English language learners to their existing content area curriculum. The intellectual merit of this project lies in building the capacity of teachers with training in working with English language learners, and the resulting impact on the academic and linguistic needs of this growing student population.

Broader Impact

The broader impact of the proposed program lies in its ability to inform other funding entities of success in training teachers through modules as a way to build the capacity for a large group of teachers, as well as following up with one-on-one assistance through site visits and small group live instruction for immediate feedback. The growing population of English language learners is not unique to this county, as nearby regions are feeling the effects and subsequent needs for a faculty that is knowledgeable about how best to reach and teach English language learners.

[Final 1.24.14-1.pdf](#)

Santoli, S. P. (Principal), Ferguson, S. N. (Supporting), Green, A. M. (Supporting), Byrd, K. O. (Supporting), "Better Teachers through Strengthened Partnerships (BTSP) Professional Learning Community," Sponsored by SARIC, Internal to the University, \$4,800.00. (August 2012 - May 2013).

Funds from SARIC will be used to establish a Professional Learning Community (PLC) made up initially of twelve Mobile/Baldwin County secondary cooperating teachers and all U.S.A. secondary faculty and adjuncts. The basis for the formation of this PLC is a survey conducted among Mobile/Baldwin County secondary cooperating teachers. Results from the survey revealed, in part, that cooperating teachers desired more training in supervising student teachers and desired greater collaboration with university supervisors.

Information obtained from PLC meetings will be used by USA secondary faculty to improve the student teaching experience for all constituents and provide further research and grant opportunities. Additionally, during the second year, the PLC membership will be expanded to include all secondary cooperating teachers.

Currently Under Review

Guffey, S. K., Green, A. M., Kent, A. M., Ferguson, S. N., "Results from Prior NSF Support: Noyce Pathway to Science (PTS) and Mathematics (PTM)," External to the University. (August 2019 - Present).

Not Funded

Ferguson, S. N. (Co-Principal), Ellis, J. (Co-Principal), Daugherty, F. (Co-Principal), Millner, V., "Intensive English Study Program," Federal.

Ferguson, S. N. (Co-Principal), Brown, I. (Co-Principal), "The Center for Global Outreach at the University of South Alabama," Federal, \$1,320,000.00.

Ferguson, S. N. (Principal), "Collaborative Research: NOYCE Track IV: Examination of impact of resource availability during first year teaching on persistence and retention of science and mathematics teachers," Sponsored by National Science Foundation, Federal, \$70,000.00. (April 15, 2022 - August 15, 2027).

Collaborative Research: NOYCE Track IV: Examination of impact of resource availability during first year teaching on persistence and retention of science and mathematics teachers

PROJECT SUMMARY

Overview: This Track 4 Noyce Research Project will include a collaboration of Texas Christian University and the Institute for Biomedical Philosophy with the following partnering institutions' Noyce Projects: Berry College, Columbus State University, Fort Hays State University, Kennesaw State University, Oklahoma State University, Saint Leo University, University of Georgia, University of South Alabama, and University of Texas Arlington. What was originally conceived to be a short-term interruption of STEM teachers' induction years, has impacted three academic years. In the 2019-2020 academic year, first-year STEM teachers throughout the US entered their first independent teaching experience. In mid-March, the landscape changed as schools closed and teachers were required to move instruction to an online platform. First-year teachers had to make a dramatic shift to work virtually with K-12 students who were likely experiencing a form of instruction they had either not encountered before or had little experience with. During the 2020-2021 academic year

there was still much uncertainty as to the safety of the schools and a variety of instructional approaches and teacher supports were implemented. As the 2021-2022 academic year begins, the first-year teaching experience continues to be impacted by Covid-19. Six cohorts of STEM teachers will be selected to participate including teachers who began teaching in Fall of 2018 through teachers who will begin teaching in Fall 2023. Teachers within these cohorts will be assigned to impact groups based on the level of disruption they experienced during their induction. Phase 1 surveys and focus groups provide data on support and learning experiences new STEM teachers need to be retained through a disruptive event. Interviews and collective case study design in Phase 2 will allow for in-depth analysis of the interaction of institutional factors with teacher supports and experiences on teacher persistence and retention.

Intellectual Merit: Sequential mixed methods research will determine 1) supports (e.g., access to labs (Wong et al., 2013), reform-base curricular (Donna & Hick, 2017), peer-coaching (Pearce et al., 2019), professional development opportunities (Luft & Hewson, 2014), and in-class coaching (Pearce et al., 2019)) first-year STEM teachers report as being available, 2) first-year STEM teachers' perception of their overall learning experience (e.g., disruptions and modifications of the learning environment and teacher supports), and 3) how institutional factors (e.g., high-needs-educational-agencies, school percent free/reduced lunch, student demographics) contribute to availability of supports and learning experience that subsequently impact persistence and retention of STEM teachers. This research will provide a mechanism to compare the impact of the modified supports during the disruption to what has been traditionally reported as beneficial in the teacher induction literature. Findings will inform educational professional development programs going forward. School closures and shelter-in-place requirements have provided educators and researcher with a window-in-time to conduct potentially transformative research in investigating the impact on first-year STEM teachers.

Broader Impacts: For first-year teachers, their practical classroom experience is most impactful where they begin to independently practice the norms and become inculcated into the culture of secondary STEM teaching. This project will determine how supports, learning experience and institutional factors interact and contributed to teacher persistence and retention in high-need school districts during and after the pandemic. Furthermore, programmatic findings on best practices regarding teacher persistence and retention, especially in local high-needs-educational-agencies will be used to inform policy, practice, and future design of teacher professional development.

Ferguson, S. N. (Principal), "Collaborative Research: NOYCE Track IV: Examination of impact of resource availability during first year teaching on persistence and retention of science and mathematics teachers," Sponsored by National Science Foundation, Federal, \$70,000.00. (April 15, 2022 - March 31, 2027).

This Track 4 Noyce Research Project will include a collaboration of Texas Christian University and the Institute for Biomedical Philosophy with the following partnering institutions' Noyce Projects: Berry College, Columbus State University, Fort Hays State University, Kennesaw State University, Oklahoma State University, Saint Leo University, University of Georgia, University of South Alabama, and University of Texas Arlington. What was originally conceived to be a short-term interruption of STEM teachers' induction years, has impacted three academic years. In the 2019-2020 academic year, first-year STEM teachers throughout the US entered their first independent teaching experience. In mid-March, the landscape changed as schools closed and teachers were required to move instruction to an online platform. First-year teachers had to make a dramatic shift to work virtually with K-12 students who were likely experiencing a form of instruction they had either not encountered before or had little experience with. During the 2020-2021 academic year there was still much uncertainty as to the safety of the schools and a variety of instructional approaches and

teacher supports were implemented. As the 2021-2022 academic year begins, the first-year teaching experience continues to be impacted by Covid-19. Six cohorts of STEM teachers will be selected to participate including teachers who began teaching in Fall of 2018 through teachers who will begin teaching in Fall 2023. Teachers within these cohorts will be assigned to impact groups based on the level of disruption they experienced during their induction. Phase 1 surveys and focus groups provide data on support and learning experiences new STEM teachers need to be retained through a disruptive event. Interviews and collective case study design in Phase 2 will allow for in-depth analysis of the interaction of institutional factors with teacher supports and experiences on teacher persistence and retention.

Ferguson, S. N. (Principal), Green, A. M. (Co-Principal), "NOYCE Track IV: An exploratory examination of short-term and long-term impacts of COVID-19 on first year STEM teachers," Sponsored by National Science Foundation, Federal, \$70,000.00. (April 15, 2021 - August 15, 2026).

: In the 2019-2020 academic year (COVID Unknown), first year STEM teachers throughout the US entered their first independent teaching experience. In mid-March, the landscape changed as schools closed and teachers were required to move instruction to an online platform. First year teachers had to make a dramatic shift to work virtually with K-12 students who were likely experiencing a form of instruction they had either not encountered before or had little experience with. As the 2020-2021 academic year (COVID Uncertainty) draws near, there is still much uncertainty as to the safety of the schools and as to how instruction will be given. Many first year STEM teachers from Track 1 Noyce projects are within the age range that have been called 'digital natives' and have used communication modes (What's Up, FaceTime, ZOOM) that might not be as familiar to the typically more mature first year STEM teachers from Track 2 Noyce projects. However, both Track 1 and Track 2 teachers could have taken technology courses that may have included virtual methodologies and their methods course(s) may have included pedagogies easily transferred to virtual spaces. We would argue that school closing and shelter-in-place requirements have provided educators and researchers with a window-in-time to conduct potentially transformative research in investigating the impact of the move to virtual instruction on first year STEM teachers. Five cohorts of STEM teachers will be selected to participate in the study. Cohort A will have begun teaching in Fall 2018 such that their first year teaching experience was Pre-COVID 19. These teachers will provide a retrospective account of teaching during Pre-COVID 19, COVID Unknown, and COVID Uncertainty. Cohort B will have begun teaching in Fall 2019 and will have had their first year disrupted by the spring 2020 events. Cohort C will have begun teaching in Fall 2020 during the COVID Uncertainty academic year. Cohort D will begin teaching Fall 2021 and Cohort E will begin teaching in Fall 2022 when it is anticipated that the pandemic will have been resolved prior to their first year teaching experience. Data on teacher's concerns, obstacles, advantages, and benefits are ephemeral and perishable. Valuable educational data that will expand our knowledge of the COVID-19 teaching experience must be captured quickly or it will unrecoverable.

Stefurak, J. R., Gaston, J. P. (Co-Principal), Morton, B. (Co-Principal), Ferguson, S. N. (Supporting), Brannan, L. (Supporting), Parrish, C. (Supporting), Guffey, S. K. (Supporting), Gossen, A. N. (Supporting), Parkes, C. A. (Supporting), Upton, A. W., Byrd, K. O. (Supporting), "Williamson College Launchpad," Sponsored by Mobile County Commission - American Rescue Plan Act, External to the University, \$1,629,640.00. (2022 - 2025).

This project will fund a 5-week (5 days per week for 7 hours per day), summer academic program, the "Williamson College Launchpad", occurring over 5 summers from 2022 to 2026. This will be for 25-30 college-bound students each summer from Williamson Middle Grades and High School Preparatory Academy. The program will provide instruction in science, engineering, technology, mathematics, literacy and writing intended to address academic decline due to COVID-19 academic disruptions.

[Williamson College Launchpad Proposal and Budget-1.pdf](#)

Zha, S., Gong, N., Moore, P. R., Ferguson, S. N., Davidson-Shivers, G. V., Van Haneghan, J. P., "CSforAll:RPP:Small: Enhancing Computing and Linguistic Competencies through a CS-integrated Curriculum," Sponsored by National Science Foundation, Federal, \$297,048.00. (September 2, 2019 - September 1, 2021).

This small-size proposal is submitted to the PreK-8 Strand with the long-term goal to improve 7th-grade students' self-efficacy and learning of English Language Arts (ELA), Computer Science (CS), and Computational Thinking (CT) in a CS-integrated ELA curriculum. The first objective to accomplish this goal is to improve teachers' self-efficacy and teaching practice in a blended professional learning institute (Institute, in brief). Teachers will participate in on-campus workshops, online learning modules, reflective discussions, small-scale pilot, and development of lesson plans and instructional materials. The second objective is to improve students' self-efficacy and learning in informational texts and CS/CT. Eight ELA classes will participate in the first and second iterations of project. A two-stage integration model will be implemented in classes. The first stage will leverage students to develop CT skills and metalinguistic awareness. At the second stage, they will program and create multimodal artifacts to improve their skills in informational text and CS. Design-based Implementation Research (DBIR) will be conducted to examine 1) the design and implementation of the Institute and its contribution to teachers' teaching practice and efficacy; and 2) the development and teaching of CS-integrated instructional materials and its contribution to students', especially female students', self-efficacy and learning of CS and informational texts.

Ferguson, S. N., "Writing Out Loud," Sponsored by Faculty Development Council, Internal to the University, \$4,953.00. (March 1, 2018 - March 1, 2019).

Advancing creative writing among youth in Mobile County as well as extending teacher efficacy for community, professional development for ELA teachers and providing opportunities for further USA-MCPSS collaborations

[Writing Out Loud final submission for grant-1.pdf](#)

Turnipseed, P. H. (Principal), Wilson-McGowan, M. (Supporting), Kinniburgh, L. H. (Supporting), Ferguson, S. N. (Co-Principal), "Project PALM (Preservice Advancement through Learning and Mentoring)," Sponsored by U.S. Department of Education Office of Special Education & Rehabilitative Services, Office of Special Education Programs, Federal, \$5,000,000.00. (2010).

Santoli, S. P. (Co-Principal), Ferguson, S. N. (Co-Principal), Vitulli, P. (Co-Principal), "Institute of Education Sciences Grant," Sponsored by Institute of Education Sciences, \$735,875.00. (2009).

How do I teach them all? Many different needs, one curriculum: Improving content area literacy through differentiated instruction

Awards and Honors

Lisa Mitchell Buckstein Faculty Development Award, University of South Alabama. (February 26, 2020).

Research in Progress Award, Mid-South Educational Research Association. (November 15, 2009).

Intellectual Contributions in Submission

Books

Ferguson, S. N. *Shallowmorphosis: A Collection of Poetry*. BOAATHOUSE Publishers.

Refereed Journal Articles

Morton, B., Guffey, S. K., Parrish, C., Byrd, K. O., Ferguson, S. N., Green, A. M. Teacher Engagement and Reflections of Attitudes Toward Students, Race, and Self Following STEM Summer Enrichment. *Journal of STEM and Teacher Education*.

Ferguson, S. N. Gyotaku: Integrating Marine Science, Japanese Culture, and Art in the Sheltered Instruction and Inclusion Classroom. *TESOL Quarterly*.

Ferguson, S. N. A Morte, in Morte, per Mortem: Donne's Views of Life, Death, and the Metaphysical. *John Donne Journal*.

Ferguson, S. N. Revisiting the Transactional Classroom through Poetry Centers: A Model for Lowering the Affective Filters of English Language Learners. *Language Arts*, 16.

Ferguson, S. N. Selfish. *Foundry Journal*. foundryjournal.com

Ferguson, S. N. Lowering the Affective Filter of English Language Learners through Poetry Learning Centers. *Midwestern Educational Researcher*.

Ferguson, S. N., Byrd, K. O. Revisiting the Number Line. *Science Activities, Taylor & Francis*.

Ferguson, S. N., Kinniburgh, L. H., Maulding, W. S. Personalizing the Digital Classroom. *Campus Technology*.

Ferguson, S. N., Vitulli, P. Haiku Cultural Quilt. *Childhood Education*.

Ferguson, S. N., Maulding, W. S. Increasing Technology Proficiency among Preservice Educators: Understanding the Past to Advance the Future. *International Journal for the Scholarship of Teaching and Learning*.

Ferguson, S. N., Bailey, G. Teachers' Self-Efficacy in Accommodating English Language Learners. *TESL-EJ: Teaching English as a Second or Foreign Language*.
teslejsubmissions.org/teslej/index.php/tesl-ej/index

Journal Articles

Vitulli, P., Giles, R. M., Ferguson, S. N. Examining Views of Chinese Culture Children Receive through Picture Books. *Language Arts*.

Ferguson, S. N., Maulding, W. S., Kinniburgh, L. H. Personalizing the Digital Classroom. *IEEE*.

Other

Ferguson, S. N. *Feels*. Eyewear Publishing.

Ferguson, S. N. *Intimacy by Default*. Eyewear Publishing.

Ferguson, S. N. *Local Corn*. Eyewear Publishing.

Ferguson, S. N. *My Bullet Proof Best*. Eyewear Publishing.

Ferguson, S. N. *Open Containers*. Eyewear Publishing.

Ferguson, S. N. *Stale*. Eyewear Publishing.

Ferguson, S. N. *Trash*. Eyewear Publishing.

Ferguson, S. N. *My Bullet Proof Best (Original)*. Another Chicago Magazine.

Ferguson, S. N. *A Tanka in Defense of Monday*. Seven Hills Literary.

Ferguson, S. N. *Monday Haiku #999*. Seven Hills Literary.

Ferguson, S. N. *Not My Best Tanka (About Not My Proudest Moment)*. Seven Hills Literary.

Ferguson, S. N. *Local Corn (Original)*. Verity La.

Ferguson, S. N. *Stale (Original)*. Verity La.

Ferguson, S. N. *Trash (Original)*. Verity La.

Ferguson, S. N. *Again*. Mississippi State University Department of English.
www.jabberwock.org.msstate.edu

Ferguson, S. N. *LA Rondel*. Mississippi State University Department of English:
www.jabberwock.org.msstate.edu

Ferguson, S. N. *Pantoum Royale*. Mississippi State University Department of English:
www.jabberwock.org.msstate.edu

Ferguson, S. N. *Resolve: A Haiku Acrostic (concluding with a Tanka)*. Mississippi State University Department of English: www.jabberwock.org.msstate.edu

Ferguson, S. N. *Retreat*. Mississippi State University Department of English:
www.jabberwock.org.msstate.edu

Ferguson, S. N. *Stale*. Mississippi State University Department of English.
www.jabberwock.org.msstate.edu

Ferguson, S. N. *All that Has Befallen Us*. Gainesville, FL: Subtropics, University of Florida English Department. subtropics.english.ufl.edu

Ferguson, S. N. *Angrief*. New York, NY: Foundry Journal. foundryjournal.com

Ferguson, S. N. *Intimacy by Default*. Gainesville, FL: Subtropics, University of Florida English Department. subtropics.english.ufl.edu

Ferguson, S. N. *Little Lost Pantoum*. New York, NY: Foundry Journal. foundryjournal.com

Ferguson, S. N. *Pantoum Politik*. New York, NY: Foundry Journal. foundryjournal.com

Ferguson, S. N. *Shallowmorphosis*. Gainesville, FL: Subtropics, University of Florida English Department. subtropics.english.ufl.edu

Ferguson, S. N. *Thirsty Soil*. New York, NY: Foundry Journal. foundryjournal.com

Ferguson, S. N. *Trash*. Gainesville, FL: Subtropics, University of Florida English Department. subtropics.english.ufl.edu

Ferguson, S. N. *New Old Orleans Villanelle*. Paris, France: Arch l'Arc. archlarc.wordpress.com

Ferguson, S. N. *Alabama June Villanelle*. Online Literary Magazine: Eclectica Magazine. eclectica.org

Ferguson, S. N. *Feels*. Online Literary Magazine: Eclectica Magazine. eclectica.org

Ferguson, S. N. *Sunset*. Online Literary Magazine: Eclectica Magazine. eclectica.org

Ferguson, S. N. *A Few of My Favorite Things (Revisited with Age)*. Elmhurst, IL: Principia College: Mistake House Publishers. <http://mistakehouse.org>

Ferguson, S. N. *The Truth (Not a Cry for Help)*. Elmhurst, IL: Principia College: Mistake House Publishers. <http://mistakehouse.org>

Ferguson, S. N. *Addiction Benediction*. Chicago, IL: Poetry Foundation. www.poetryfoundation.org

Ferguson, S. N. *Exhumed*. Chicago, IL: Poetry Foundation. www.poetryfoundation.org

Ferguson, S. N. *Junk Bonds*. Chicago, IL: Poetry Foundation. www.poetryfoundation.org

Ferguson, S. N. *Time's Twin Sister*. Chicago, IL: Poetry Foundation. www.poetryfoundation.org

Research Currently in Progress

Ferguson, S. N. "Bug Fun: A Science & Arts Based Literary Unit for Early Childhood Educators of English Language Learners" (Writing Results)
Pre-K-Grade 3 early literacy and early science skills through natural discovery and exploration on the topic of insects and related areas.

Bailey, G., Ferguson, S. N. "Building Teachers' Self-Efficacy in Accommodating English Language Learners in the Mainstream Classroom." (On-Going)
USA Faculty Development Council (USAFDC) grant submitted for \$4,160.00.

Ferguson, S. N. "Diverse Representation in Literature & Student Engagement" (Writing Results)
Age appropriate literature is an excellent venue by which students can see themselves represented and through which we may learn about the experiences of those who differ from ourselves. Through literature we may learn compassion and gain understanding of others.

We will survey preservice and early career educators about their knowledge of and experience with diverse representation in literature. Similar to our LGBTQ+ project, this will help inform future professional development.

Ferguson, S. N., Vitulli, P. "Gyotaku: Writing-Arts Integration with English Learners" (On-Going)
Use of social media to extend the reach of the intersection of writing and the arts, as well as field projects and field trips for preservice teachers and master teachers to engage with the arts firsthand and locally.

Bailey, G., Ferguson, S. N. "Middle School or High School? Secondary Education Majors' Choices" (On-Going)

Undergraduate secondary major students complete a 6-week field placement in both a middle school and high school. Data is collected pre, during, and post experiences to determine students' preferences between teaching in a middle school or high school environment.

McDermott, R. C., Green, A. M., Van Haneghan, J. P., Kent, A. M., Ferguson, S. N., Dean, M. "Noyce grant and scholarship" (On-Going)

I am conducting research with Dr. Andre Green and his team as part of the \$824,000 National Science Foundation grant that we were awarded. Specifically, I will be examining noise scholar cultural competence, well-being, and career retention.

Ferguson, S. N. "Primary Language Attrition" (Writing Results)

Language attrition, or the loss of all or parts of a language by an individual, is a verifiable problem. While many factors may contribute to language attrition, not the least of which is the learning of a second language, the most common reasons for loss seem to be the lack of active usage and language suppression. Some language attrition is centralized within a particular mode; a person may lose one or more of their skills in oral or written communication or reading comprehension. For other people all parts, save for trace elements of a language, may be lost.

Ferguson, S. N., Green, A. M. "Self-Perceptions of Secondary Students of Low SES" (On-Going)

Data collected from summer enrichment programs designed to enhance and bridge the skills of students in low SES categories is analyzed to consider student self-perceptions about education and success.

Byrd, K. O., Ferguson, S. N. "The road less travelled: Assessing alternative routes to elementary teacher preparation in mathematics" (On-Going)

Based on informal feedback from alternative route elementary educators and their mentor teachers and administrators, the need for program evaluation and proposal for implementation of change has arisen as an immediate need. Thus, the purpose of this study is to investigate alternative master teacher candidates' perceived levels of preparedness and self-efficacy for teaching mathematics and to elicit suggestions for program improvement to better prepare them to teach elementary mathematics.

Binion, M., Byrd, K. O., Ferguson, S. N., Simpson, J. L. "Using a Culture of Inquiry to Augment Behavior Management Preparation for Elementary Preservice Teachers" (On-Going)

To elevate the proficiency of elementary teacher candidates, we are continuing to critically evaluate cooperating teacher and school principal feedback and evaluative data across multiple factors. After initial review of the data by program faculty, results indicated elementary teacher candidates need additional training and support with classroom management, giving specific focus to behavior management. Courses within the K-6 Teacher Education program were reviewed by faculty resulting in revisions to instruction as well as course assignments, and changes were implemented in Spring 2021 with teacher candidates who will complete internship during Spring 2022. Data will be collected using the same two instruments at the completion of the Spring 2022 semester, and will be analyzed to determine the impact of the program revisions on teacher candidates' competencies related to classroom and behavior management.

Ferguson, S. N. "Using Poetry Centers to Lower the Inhibitions of English Language Learners: Another Look at the Affective Filter" (Writing Results)

This is a continuation of dissertation research looking at the use of learning centers in the classroom and their impact on the Affective Filter theory.

Ferguson, S. N. "Using Young Adult Literature to Promote Fluency of English Language Learners" (On-Going)

English language learners often have context for contemporary American literature, having read current young adult titles in their first languages. Case studies examine use of young adult and contemporary literature in English, foreign language, and ESOL classrooms and make recommendations for expanding this as an option for promoting language acquisition.

Ferguson, S. N. "Working with English Language Accommodations for All Students" (Writing Results)

As the number of English language learners continues to grow, so do the needs of ELLs who fall into other special populations. This case study follows an ELL with special needs.

SERVICE

Editorial and Review Activities

Ad Hoc Reviewer, "Digital competences for teacher professional development," PLOS ONE. (July 20, 2019 - August 21, 2019).

Invited Manuscript Reviewer, "Using Coh-Metrix to Analyze Chinese ESL Learners' Writing," International Journal of Learning, Teaching, and Educational Research. (March 15, 2016 - April 15, 2016).

Invited Manuscript Reviewer, "Study of the effectiveness of Interactive Whiteboard teaching environment on student learning of junior high school Biology," Eurasia Journal of Mathematics, Science, and Technology Education. (September 2014).

Invited Manuscript Reviewer, "Digital Textbook," IGI Global: Encyclopedia of Information Technology. (December 2013 - January 2014).

Invited Manuscript Reviewer, "Enhancing On-site Interaction and Personalization in Museum and Art Gallery through Digital Technology," IGI Global: Encyclopedia of Information Technology. (December 2013 - January 2014).

Invited Manuscript Reviewer, "I-Schools: The Present Worldwide Trend and the Indian Scenario-Challenges and Opportunities," IGI Global: Encyclopedia of Information Technology. (December 2013 - January 2014).

Invited Manuscript Reviewer, "Teaching Methodology in Higher Education: An Assessment of the Lecture Method," IGI Global: Encyclopedia of Information Technology. (December 2013 - January 2014).

Invited Manuscript Reviewer, "Technology as a Tool for Diversity Leadership: Implementation and Future Implications." (December 2011 - January 2012).

Department Service

Committee Chair, Social Studies Search Committee. (August 15, 2020 - Present).

Committee Chair, LTE Diversity Committee. (August 25, 2017 - Present).

Committee Member, CPAC. (October 1, 2015 - Present).

Committee Member, Assessment & TracDat. (September 15, 2015 - Present).

Committee Member, Orientation and Registration. (September 15, 2015 - Present).

Committee Member, Tenure and Promotion Committee. (September 1, 2015 - Present).

Committee Member, Newsletter/Social Media Committee. (March 2015 - Present).

Faculty Advisor, Graduate Math Education Co-Advisor. (January 15, 2015 - Present).

Faculty Advisor, Graduate Science Education Co-Advisor. (January 15, 2015 - Present).

Committee Member, Elementary Science Faculty Search Committee. (September 2014 - Present).

Faculty Advisor, Teacher Leader Program. (August 15, 2014 - Present).

Faculty Advisor, Recruitment. (August 2014 - Present).

Committee Chair, Student Awards Committee. (January 1, 2014 - Present).

Committee Member, Reading Faculty Search Committee. (August 2013 - Present).

Committee Chair, Student Awards. (March 2013 - Present).

Committee Member, Assessment/Trac Dat Committee. (September 2012 - Present).

Secondary Program Coordinator, Secondary Program Coordinator. (August 2011 - Present).

Faculty Advisor, Math Education Program. (August 15, 2009 - Present).

Faculty Advisor, English Education Program. (August 15, 2008 - Present).

Faculty Advisor, ESOL Program. (August 15, 2008 - Present).

Faculty Advisor, Foreign Language Education Program. (August 15, 2008 - Present).

Faculty Advisor, edTPA Faculty Trainer/Organizer. (April 2016 - May 2019).

Faculty Advisor, Key Assessments/CIEP Standards Development/Implementation. (April 2016 - May 2019).

Committee Chair, Secondary Science Faculty Search Committee. (April 2017 - June 2017).

Faculty Advisor, Career Fair. (August 2016 - April 2017).

Faculty Advisor, USA Day. (February 2016 - April 2017).

Faculty Advisor, Eleot Training. (September 5, 2016).

Committee Chair, Secondary Math Faculty Search Committee. (August 2015 - March 2016).

Substitute Co-PI, Library of Congress Grant. (October 15, 2015 - December 15, 2015).

Committee Member, Department Chair Search Committee. (February 2014 - May 2014).

Committee Member, Innovative Program--Masters of Education with B Level Certification. (May 2013 - May 2014).

Committee Chair, Secondary Student Teacher Seminars. (August 15, 2008 - May 15, 2012).

Representative, United Way. (September 15, 2011 - October 31, 2011).

College Service

Committee Member, Deans for Impact. (August 1, 2020 - Present).

Committee Member, Faculty Council. (August 15, 2019 - Present).

Committee Chair, CAEP Committee (Standard 3). (October 26, 2017 - Present).

Committee Member, College Assessment Committee. (August 2011 - Present).

Committee Member, Dean's Council on Teacher Preparation. (December 2008 - Present).

Faculty Sponsor of Record for Two Visiting Faculty, Shaoxing University, China Visiting Faculty Sponsor. (August 15, 2016 - November 30, 2016).

Committee Member, Council on Diversity. (August 2014 - August 2016).

Completed edTPA Scorer Training for English Language Arts, edTPA Scorer Training. (February 1, 2016 - March 15, 2016).

Committee Member, Chang Rai Research University, Thailand. (December 2014 - May 2015).

Committee Member, Faculty Council. (January 15, 2008 - May 15, 2015).

Representing the CoE at Fall 2014 Graduation, Gonfalonier. (December 13, 2014).

Committee Chair, NCATE Standard I. (August 15, 2011 - May 2013).

Committee Member, NCATE Standard IV. (August 15, 2011 - May 2013).

Committee Member, NCATE Steering Committee. (August 15, 2011 - May 2013).

Committee Chair, NCATE Standard IV. (August 15, 2011 - January 15, 2012).

Secretary, Faculty Council. (January 15, 2008 - July 31, 2010).

Representative, United Way. (September 15, 2008 - October 31, 2008).

University Service

Committee Member, University Writing Committee. (August 15, 2020 - Present).

Committee Member, Institutional Review Board (IRB). (October 10, 2017 - Present).

Special Institutional Assignment, Graduation Name Reader. (May 2017 - Present).

Committee Member, Global Curriculum Committee. (September 2016 - September 2018).

Faculty Mentor, Language Without Borders. (March 6, 2018 - May 6, 2018).

University Senate Service, University of South Alabama Faculty Senate. (March 15, 2011 - July 31, 2013).

Professional Service

Committee Member, MCPSS Textbook Adoption Committee, MOBILE, Alabama. (December 7, 2021 - Present).

Senior Project Judge, Davidson High School Senior Project Committee, Mobile, Alabama. (December 15, 2012 - Present).

Committee Member, ALSDE/HEA Title II Stakeholders, Montgomery, AL. (March 2017 - March 2018).

"Reader on the Rug", St. Paul's Episcopal School, Mobile, AL. (August 15, 2016 - May 15, 2017).

"This I Know", St. Paul's Episcopal School, Mobile, AL. (August 15, 2016 - May 15, 2017).

Annual Presenter, Arts in Education, Mobile, Alabama. (June 15, 2009 - June 15, 2016).

Workshop Organizer, Educators' Night Out at the Museum, Mobile, Alabama. (October 14, 2015).

Workshop Organizer, Mobile County ESL Program, Mobile, Alabama. (August 2014 - June 2015).

Workshop Organizer, Poetry Forum, Mobile, Alabama. (March 9, 2015).

Program Organizer, National Council of Teachers of English, Mobile, AL. (February 1, 2015 - February 28, 2015).

Teacher Training, Chickasaw Public Schools, Chickasaw, Alabama. (December 8, 2014).

Committee Member, Teacher Preparation Council, Mobile, AL. (December 4, 2014).

Committee Chair, Mid South Educational Research Association, Mid-South Region. (January 15, 2010 - November 2014).

Teacher Training, Chickasaw Public Schools, Chickasaw, Alabama. (November 17, 2014).

Committee Member, Mid-South Educational Research Association, State University, Arkansas. (January 2012 - January 2014).

Teacher Training, Chickasaw Public Schools, Chickasaw, Alabama. (January 8, 2014).

Program Coordinator, Mobile International Festival, Mobile, AL. (August 15, 2010 - November 30, 2012).

Committee Member, Alabama State Textbook Adoption Committee, Montgomery, Alabama. (October 2011 - August 2012).

Program Organizer, Poetry Out Loud, Mobile, Alabama. (August 15, 2011 - July 30, 2012).

Committee Chair, Mid-South Educational Research Association, State University, Arkansas. (January 2011 - January 2012).

Workshop Organizer, Mobile County Public School System, Mobile, Alabama. (August 15, 2010 - May 15, 2011).

Committee Member, Alabama State Department of Education ELL Committee, Alabama. (May 15, 2005 - May 15, 2010).

Public Service

Committee Member, United Way Agency Relations Committee, MOBILE, Alabama. (August 15, 2020 - Present).

Judge, Davidson High School Senior Project, Mobile, Alabama. (December 12, 2013).

Presenter, Escambia County Schools, Pensacola, Florida. (August 8, 2013).

Presenter, Dunbar Magnet School for Creative and Performing Arts, Mobile, Alabama. (November 1, 2012).

Presenter, Escambia County Schools, Pensacola, Florida. (August 8, 2012).

ACT Tutor, Strickland Youth Center, Mobile, Alabama. (October 2009).

Other Service

Other

Co-Founder, Write at the HeART of Mobile Bay. (October 2013 - Present).

Consulting

Training/Education, NOYCE Scholars, University of South Alabama. (September 15, 2014 - Present).

Training/Education, Alabama State Department of Education, Alabama. (February 1, 2009 - December 31, 2009).

Awards and Honors

Service, Community

Dean's Award for Distinguished Contributions to Improving Our Community, Dean Hayes, University of South Alabama College of Education. (April 19, 2013).

Service, University

Faculty Excellence Award, Department of Leadership & Teacher Education. (April 15, 2016).