Curriculum Vita

Michelle Vaughan-McGovern, Ed.D.
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Faculty website

EDUCATION

Doctor of Education, Florida Atlantic University, 2009
Major: Curriculum and Instruction
Area of Specialization: Literacy and teacher learning
Dissertation title: *The relationship between professional development and the changing reading practices of teachers in low-performing elementary schools.*

Master of Education, University of Florida, 2004
Major: Elementary Education
Area of Specialization: Children's Literature

Bachelor of Education, University of Florida, 2003
Major Elementary Education

EMPLOYMENT HISTORY

Associate Professor, Department of Curriculum and Instruction (formerly Curriculum, Culture, and Educational Inquiry), Florida Atlantic University, Boca Raton, Florida (2020-)
    Graduate Program Coordinator (2019-)
    Assessment Coordinator (2020-2022)
    eLearning Coordinator (2020-2022)

Assistant Professor, Department of Curriculum, Culture, and Educational Inquiry, Florida Atlantic University, Boca Raton, Florida (2014-2020)
    Assessment Coordinator (2014-2020)
    eLearning Coordinator (2014-2020)

Visiting Professor, Department of Curriculum, Culture, and Educational Inquiry, Florida Atlantic University, Boca Raton, Florida (2013-2014; 2010-2011)

Curriculum Manager, Florida Virtual School, Orlando, Florida (2011-2013)

Classroom Teacher, Manatee Elementary School, Lake Worth, Florida (2004-2010)

PUBLICATIONS IN PRINT

*Publication with graduate student
**Publication with teacher researcher

Refereed Journal Articles (23)

Atha, M., Finnegan, L., Fowler, M., Meredith, T., and **Vaughan, M.** (2024). Levels of
Engagement: Developing Pre-service Teachers as Researchers Engaging Education
Students in Action Research Commentary. *Florida Journal of Educational Research, 61*(3)*.*
DOI: https://doi.org/10.62798/AYTS4338

Vaughan, M., Cheva, E., Ponce, R., Theophile, K., & Vajda, M. (2024). Caring in academia:
Exploring the role of values-led practice within the doctoral student experience.
Educational Journal of Living Theories, 17 (1), 28-54*.**

Vaughan, M. & Uribe, S. (2024). Reexamining our Feedback Model: Strategies for
Enhancing Student Learning and Cultivating Feedback Literacy through Formative
Assessments. *Assessment and Evaluation in Higher Education.* DOI:
10.1080/02602938.2024.2323468

Vaughan, M., Meredith, T., Timar, A., Mariani, M., & and Calabrese, E. (2023). Building
the Comprehensive Educator Research Program: Action Research as a Vehicle for
Empowerment, Growth, and Professionalization in K12 schools. *Educational Action
Research.* https://doi.org/10.1080/09650792.2023.2209602**

Vaughan, M. (2023). Book Review: Baxley: Social Justice Parenting: How to Raise Compassionate
Anti-Racist, Justice-Minded Kids in an Unjust WorldSocial Justice Parenting. *Voices of
Reform, 6*(1)*.*

Vaughan, M. (2023). Investing in Connection: Exploring the Online Graduate Student
Experience. *Journal of Practitioner Research, 8*(1).
https://digitalcommons.usf.edu/jpr/vol8/iss1/3

Pavek, C & **Vaughan, M**. (2023). Digital Reading Check-ins: Supporting independent digital
reading. *The Reading Teacher.* https://doi.org/10.1002/trtr.2179**

Alford, N., **Vaughan, M**., & Saltzman, K. (2022). Online Course Lead-in: Reimagining the First
Weeks of School. *Journal of Educators Online, 19*(2), 1-13.
https://doi.org/10.9743/jeo.2022.19.2.1*

Vaughan, M. & Mertler, C. (2021). Re-Orienting Our Thinking Away from "Professional
Development for Educators" and Toward the "Development of Professional Educators."
Journal of School Leadership, 1-16. https://doi.org/10.1177/1052684620969926

Vaughan, M. & Delong, J. (2019). Cultures of Inquiry: A transformative method of creating Living-theories. *Educational Journal of Living Theories, 12*(2), 65-88.

Vaughan, M. (2019). Learning who I am: The exploration of my guiding values through a living theory methodology. *Educational Journal of Living Theories, 12*(1), 62-80.

Seamster, C. & **Vaughan, M**. (2019). Capturing the work: Creating a framework for virtual teaching pedagogy through the examination of K-8 virtual educator practice. *Florida Association of Teacher Educational Journal, 4*(1), 23-45.*

Vaughan, M., Cavallaro, C., Baker, J., Celesti, C., Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Timar, A., & Wilder, K. (2019). Positioning teachers as researchers: Lessons in empowerment, change, and growth. *Florida Educational Research Association Journal, 57*(2), 133-139.* **

Vaughan. M., Boerum, C., & Whitehead, L. (2019). Action research in doctoral coursework: Perceptions of independent research experiences. *International Journal for the Scholarship of Teaching and Learning, 13*(1), 1-8. https://doi:10.20429/ ijsotl.2019.130106*

Dassa, L. & **Vaughan, M**. (2018). #classagain? How education faculty engage the disengaged college student. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91*(1), 42-45. doi:10.1080/00098655.2017.1342434

Vaughan, M. & Uribe, S. (2018). Giving them what they want: Online feedback that works. *College Teaching*, *66*(1). doi:10.1080/87567555.2017.1336611.

Uribe, S. & **Vaughan, M**. (2017). Facilitating student learning in distance education: A case study on the implementation of a multi-faceted feedback system. *Distance Education*, *38*(3), 288-301. doi: 10.1080/01587919.2017.1369005

Vaughan, M., Baxley, T., & Kervin, C. (2017). Connecting the dots: A scaffolded model for undergraduate research. *National Forum of Teacher Education Journal, 26*(3), 1-12.*

Vaughan, M. & Beers, C. (2017). Using an exploratory professional development initiative to introduce iPads in the early childhood education classroom. *Early Childhood Education Journal, 45*(3), 321-331. doi: 10.1007/s10643-016-0772-3 *

Vaughan, M. & Henderson, A. (2016). Exceptional educators: A collaborative training partnership for the inclusion of students with Down Syndrome. *Support for Learning, 31*(1), 46-58. doi: 10.1111/1467-9604.12113*

Vaughan, M. & Burnaford, G. (2016). Action research in graduate teacher education: A

review of the literature 2000-2015. *Educational Action Research, 24*(2), 280-299*.* doi:10.1080/09650792.2015.1062408

Vaughan, M., Beers, C. & Burnaford, G. (2015). The Impact of iPads on teacher educator practice: A collaborative professional development initiative. *International Journal of Technology in Teaching and Learning, 11*(1), 21-34*.**

Vaughan, M. (2014). Flipping the learning: An investigation into the use of the flipped classroom model in an introductory teaching course. *Education Research and Perspectives, 41*(1), 25-41*.*

Refereed Book Chapters/Contributions (3)

Vaughan, M. (2019). The body of literature on action research in education. In C. Mertler (Ed), *Wiley Handbook of Action Research in Education.* Boston, MA: Wiley.

Vaughan, M. & Bogotch, I. (2017). Imaginative action research (IAR): The missing element in leadership development. In C. Rogers, K. Lomotey, & A. Hilton, *Innovative Approaches to Educational Leadership: Selected Cases.* New York, NY: Peter Lang.

Vaughan, M. (2016). Voices from the field: Understanding by Design. In *Equity Pedagogy: Teaching diverse population*. New York: Kendall Hunt.

Refereed Books and Volumes (1)

Vaughan, M. & Sabina, L. (2023). *Voices of Reform: Spotlight on Teacher Research, 6*(2)

Editorial Reviewed Articles (3)

Vásquez-Colina, M. D., Huggins-Manley, C., **Vaughan, M**., Lipien, L., & Christie, D. (2024). Introduction to the 2023 Annual Meeting Special Issue: Editorial Article. *Florida Journal of Educational Research, 61*(3). DOI: https://doi.org/10.62798/TFWL8445

Vaughan, M. (2023). Editor Statement: The Silent Architects: Advocating for the Visibility of Teacher Research. *Voices of Reform, 6*(2), 3-5.

Vaughan, M. & McLaughlin, J. (2011). What Can Motivate Teachers to Learn? Ask Them. *The Learning Professional, 32*(5), 50-54.

WORKS CURRENTLY UNDER REVIEW

Refereed Journal Articles (2)

Vallejo, S. & **Vaughan-McGovern, M**. (Revise and resubmit). Empowering Middle School Writers Through

> Peer Review: An Action Research Study. *Journal of Formative Design in Learning.* **

Antonelli, M., Vaughan-McGovern, M., & Barrett, M. (Under review). "Don't Force It": An Action
> Research Study on AI Integration in Undergraduate and Graduate Teacher Education
> Coursework. *Contemporary Issues in Technology and Teacher Education. *

REFEREED PRESENTATIONS AND PROCEEDINGS

International (22)

Vaughan-McGovern, M. (April, 2025). *Contributing to Human Flourishing: Exploring Our
> Influences and Research Practices in a Cross-Cultural Context.* Paper presented at
> American Educational Research Association annual conference (AERA). Virtual.
> (Refereed).

Antonelli, M., **Vaughan-McGovern, M**., & Barrett, M. (March, 2025). *Teaching with AI:
> Meaningful integration of AI tools across undergraduate and graduate teacher
> education courses.* Paper presented at annual meeting of Society for Information
> Technology and Teacher Education (SITE). Orlando, FL. (Refereed)*

Vajda, M., Theophile, L., Ponce, R., Cheva, E., & **Vaughan, M.** (October, 2024). *Collaboration
> through a Culture of Inquiry: Exploring the experiences of values based action
> researchers within a Doctoral Program.* Symposium presented at Collaborative Action
> Research Network annual conference (CARN). Malmo, Sweden. (Refereed).*

Vaughan, M., Delong, J., Glenn, M., Whitehead, J.. & Dhungana, P. (October, 2024).
> Values-based inquiry in global contexts. Paper presented at Collaborative Action
> Research Network annual conference (CARN). Malmo, Sweden. (Refereed).

Vaughan, M., Cheva, E., Ponce, R., Theophile, K., & Vajda, M. (June, 2024). *Co-researchers
> within a Culture of Inquiry: Exploring the Experiences of Values-Based Action
> Researchers within a Doctoral Program.* Panel presented at Action Research Network of
> the Americas (ARNA) annual conference. Ypsilanti, Michigan. (Refereed)

Vaughan, M., Meredith, T., Diaz, G., Timar, A., & Calabrese, E. (October, 2023). *Action Research
> as a vehicle for empowerment, growth, and professionalization in K12 schools: A review
> of a university-school partnership.* Paper presented at Collaborative Action Research
> Network annual conference (CARN). Manchester, UK. (Refereed).

Vaughan, M. (October, 2023). *Talking locally and globally of living education theories in cultures*

of inquiry. Symposium presented at Collaborative Action Research Network annual conference (CARN). Manchester, UK. (Refereed).

Vaughan, M. (May, 2023). *Exploring the Role of Teacher Voice in Consequential Education Research.* Symposium presented at American Educational Research Association annual conference (AERA). Virtual. (Refereed).

Vaughan, M. (October, 2022). *Changing Lives through values-embedded action research*. Symposium presented at Collaborative Action Research Network annual conference (CARN). Dublin, Ireland. (Refereed).

Vaughan, M. & Delong, J. (October, 2022). *Loved into learning: Using methods of care, connection, and loving dialogue to scaffold action research and change lives*. Paper presented at Collaborative Action Research Network annual conference (CARN). Dublin, Ireland. (Refereed).*

Vaughan, M. (April, 2022). *Cultivating Equitable Education Systems for the 21st Century in global contexts through Living Educational Theory Cultures of Educational Inquiry.* Symposium presented at American Educational Research Association annual conference (AERA). San Francisco, CA. (Refereed).

Vaughan, M. (October, 2021). *Capturing "real-time" data: Insights from teacher action research projects on virtual teaching.* Paper presented at Society for Information Technology and Teacher Education Interactive conference (SITE). Virtual (Refereed).

Vaughan, M. (2021, April). *Accepting Educational Responsibility: Building Living Theory Cultures Of Educational Inquiry In USA/Global Contexts.* Paper presented at American Educational Research Association annual conference (AERA). Virtual (Refereed).*

Vaughan, M. & DeLong, J. (2019, June). *Creating living theories through love and life-affirming energy: Examining the role of a living culture of inquiry to move from action research to activism*. Paper presented at Action Research Network of the Americas (ARNA) annual conference. Montreal, Canada. (Refereed)*

Vaughan, M. (2019, March). *Am I still good online? Examining the differences in pedagogy and personality between mediums.* Paper presented at annual meeting of Society for Information Technology and Teacher Education (SITE). Las Vegas, NV. (Refereed)*

Vaughan, M. (2018, June). *The transformative potential of action research:" Examining the perception shifts of doctoral students through action research coursework.* Paper presented at the Action Learning, Action Research Association (ALARA) World Congress. Norwich University, Vermont. (Refereed)*

Uribe, S. & **Vaughan, M**. (2018, April). *Are you with it? Redefining Teacher Withitness for the*

Online Medium. Paper presented at annual meeting of Society for Information Technology and Teacher Education (SITE). Washington, D.C. (Refereed)

Vaughan, M. & Uribe, S. (2017, March). *Feeding it forward: Examining the Potential Pitfalls of Online Feedback.* Paper presented at annual meeting of Society for Information Technology and Teacher Education (SITE). Austin, TX (Refereed)*

Vaughan, M. & Uribe, S. (2016, November). *Potential pitfalls in online feedback: A model for successfully completing the feedback cycle*. Paper presented at E-learn 2016-World Conference on eLearning, Washington, DC. (Refereed)*

Vaughan, M. & Minor, I. (2016, March). *Designing and teaching for student experience: Working through and towards continuous improvement in an online degree program*. Presented at annual meeting of Society for Information Technology and Teacher Education (SITE), Savannah, Georgia. (Refereed)**

Vaughan, M. (2015, May). *The state of action research in graduate teacher education programs.* Poster presented at Lilly Spring International Conference, Washington, D.C. (Refereed) *

Vaughan, M. (2015, March). *The Flipped classroom: Benefits for preservice teachers.* Paper presented at the annual meeting of Society for Information Technology and Teacher Education (SITE), Las Vegas, Nevada. (Refereed) *

National (1)

Vaughan, M. & Baxley, T. (2016, April). *Connecting the dots: Building inquiry and research in teacher education.* Presented at annual meeting of National Council on Undergraduate Research, Asheville, North Carolina. (Refereed)*

Regional/Local Presentations (11)

Byrne, C., Beckett, B., Clevenger, C., & **Vaughan, M.** (2024, November). *Invited Panel Discussion: Mentorship in Action Research.* Presented at the annual conference of the Florida Educational Research Association (FERA). Orlando, FL. (Invited)**

Vaughan, M., Meredith, T., Timar, A., Diaz, G., & Calabrese, E. (2023, November). *The Comprehensive Educator Research Program: Examining the longitudinal impact on teacher practice and student learning.* Presented at the annual conference of the Florida Educational Research Association (FERA). Hollywood Beach, FL. (Refereed)**

Nightengale-Lee, B., **Vaughan, M.**, Bebergal, J., Hinshaw, W., Guastaferro, W., (2023, January). *Decolonial Pedagogies Project: Decolonial Pedagogies in Action*. Florida Atlantic University Diversity Symposium, Boca Raton, Florida. (Refereed)

Vaughan, M., Meredith, T., Timar, A., Mariani, M., & Calabrese, E. (2022, November). *Building capacity and yielding results in K12 research communities: Reflections on process, principles, and products.* Presented at the annual conference of the Florida Educational Research Association (FERA). Daytona Beach, FL. (Refereed)* **

Saltzman, K, Alford, N., & **Vaughan, M**. (2022, June). *The Online Course Lead-in: Reimagining the First Weeks of School.* Presented at the Learning Design and Technology Conference. Boca Raton, FL (Refereed).* **

Vaughan, M., Timar, A., Mariani, M., Calabrese, E., & Meredith, T. (2021, November). *Research communities of practice: Examining K-12 educators' perceptions of action research after receiving targeted professional development.* Presented at the annual conference of the Florida Educational Research Association (FERA). Tampa, FL. (Refereed)**

Vaughan, M. & Feldman, A. (2020, November). *Teacher Research in a Time of COVID: Reflecting on Lessons Learned*, Florida Educational Research Association virtual forum, served as organizer and facilitator of a state-wide teacher researcher panel.

Vaughan, M., Bees, S., & Rick, C. (2019, November). *Building bridges: Impacting school culture through a school-university partnership focused on teacher research*. Presented at the annual meeting of the Florida Educational Research Association (FERA). St. Petersburg, FL. (Refereed)**

Vaughan, M. (2018, November). *Creating "real"ationships with students: The struggle for authentic connection in an online medium.* Presented at the annual meeting of the Florida Educational Research Association (FERA). St. Petersburg, FL. (Refereed)*

Vaughan, M., Cavallaro, C., Baker, J., Celesti. C, Clevenger, C., Darling, H., Kasten, R., Laing, M., Marbach, R., Nemeth, A., & Wilder, K. (2018, November). *Positioning teachers as researchers: Lessons in empowerment, change, and growth*. Presented at the annual meeting of the Florida Educational Research Association (FERA). St. Petersburg, FL. (Refereed)* **

Seamster, C. & **Vaughan, M**. (2017, October). *Capturing the work of an online teacher: How can we adjust teacher education to prepare teachers for multiple mediums?* Presented at the annual meeting of the Florida Association of Teacher Educators (FATE). Boca Raton, FL. (Refereed).**

*Presentation resulted in publication
**Presentation with graduate student

INVITED NON-REFEREED PRESENTATIONS AND PROCEEDINGS

Regional/Local Presentations (Not Paid)

Vaughan, M. (2024, April). *Revisiting the Role of AI in our Curriculum*. Invited presentation for faculty at the College of Nursing, Florida Atlantic University.

Vaughan, M. (2024, January). *The Role of AI in our Curriculum*. Invited presentation for faculty at the College of Nursing, Florida Atlantic University.

Vaughan, M. (2023, November). Invited panel member for discussion on undergraduate research at Florida Educational Research Association (FERA) conference in Hollywood Beach, FL.

Vaughan, M. (2023, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Workshop presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. (2023, April). Invited presenter at NEARIMeet (Network for Educational Action Research in Ireland) held at the Educational Studies Association of Ireland (ESAI) Conference in Belfast, Ireland.

Vaughan, M. (2022, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Workshop presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. (2022, February). *Developing the Professional (as opposed to professional development).* Research presentation at AD Henderson University/FAU High School faculty meeting.

Vaughan, M. (2021, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Workshop presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M., Mariani, M., & Meredith, T. (March, 2021). *Demystifying Laboratory School Research: Exploring Classroom Research with K-12 Educators*. Facilitated panel discussion at Division of Research Cafe, Florida Atlantic University.

Vaughan, M. (2021, February). *Feedback Pitfalls: Making Your Feedback Count!* Invited presentation for faculty at Anderson University, SC.

Vaughan, M. (2021, January). *Promises and Pitfalls of Online Learning.* Panel discussion at Florida Atlantic University, Division of Research.

Vaughan, M. (2019, October). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Workshop presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. (2019, February). *Creating Excitement and Promoting Critical Thinking Through Active Learning.* Presented at the Dorothy F. Schmidt College of Arts and Letters Lunch and Learn series at Florida Atlantic University.

Boyd, M. J., Cameron, M., Cerveny, J., & **Vaughan, M**. (2019, January). *Lunch with FAU Excellence in eLearning Winners*. Keynote speaker panel at the annual meeting of the Florida Distance Learning Association (FDLA).

Rochester, R. R. & **Vaughan, M**. (2019, January). *Envisioning OER: Exploring the Affordability Curriculum Today (ACT) Initiative at FAU.* Presentation at the annual meeting of the Florida Distance Learning Association (FDLA).

Ross, D., Stephan, S. H., Wyatt, S., **Vaughan, M**., Marull, C., & Holder, C. (2019, January). *Expanding the Possibilities of Distance Learning Through Faculty Engagement.* Higher education panel at the annual meeting of the Florida Distance Learning Association (FDLA).

Vaughan, M. & Somers, J. (2019, January). *Expanding the Possibilities: Reflecting on the Move to a Fully Online Degree Program Five Years Later*. Presentation at the annual meeting of the Florida Distance Learning Association (FDLA).

DeLuca, C., Smith, J., Walpole, D., Brown, V., & **Vaughan, M**. (2018, November). Open Educational Resources. *Florida Board of Governors, Innovation and Online Committee*. Boca Raton, FL.

Vaughan, M. (2018, October). *Feedback 2.0: A Model for the Online Medium.* Presentation to the Department of Business Communications at Florida Atlantic University.

Vaughan, M. (2018, October). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Workshop presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. & Waldon, K. (2018, April). *Tips and Strategies: How to Ensure Online Engagement Is Not "Hit or Miss."* Presentation at the Teaching with Technology Showcase hosted by Florida Atlantic University.

Vaughan, M. & Uribe, S. (2018, April). *Feedback 2.0: A Model for the Online Medium.*

Presentation at the Teaching with Technology Showcase hosted by Florida Atlantic University.

Vaughan, M., Waldon, K., & Sorge, K. (2018, January). *Lunch with FAU Excellence in eLearning Winners.* Keynote speaker panel at the annual meeting of the Florida Distance Learning Association (FDLA).

Vaughan, M. (2017, November). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. & Uribe, S. (2016, November). *Introduction to Teaching: Top 10 Lessons from the Field*. Workshop presented at Florida Atlantic University to visiting high school members of the Future Educator Association.

Vaughan, M. (2016, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. (2015, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. & Beers, C. (2014, October). *Using iPads to Engage Early Childhood Educators*. Workshop presented at Broward Early Childhood Educators Conference.

Vaughan, M. (2014, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Vaughan, M. (2014, April). *Flipped Classrooms for Preservice Teachers.* Presentation at the Teaching with Technology Showcase hosted by Florida Atlantic University.

Vaughan, M. (2013, September). *Exceptional Educators: Curriculum Modification for Students with Severe Cognitive Disabilities*. Two workshops presented annually for inclusion teachers in Palm Beach County School District through partnership with Gold Coast Down Syndrome Organization.

Invited Presentations (Paid)

Vaughan, M. (2024, March). *Teaching with the Brain in Mind: Teachers as Reflective*

Practitioners. Workshop presented at the FAU Stiles-Nicholson STEM Teacher Academy.

Vaughan, M. (2023, March). *Teaching with the Brain in Mind: Teachers as Reflective Practitioners.* Workshop presented at the FAU Stiles-Nicholson STEM Teacher Academy.

Vaughan, M. (2015, July). *Understanding by Design, Level I*. Plantation Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.

Vaughan, M. (2015, July). *Understanding by Design, Level II*. Broward Estates Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.

Vaughan, M. (2015, Dec). *Understanding by Design, Level I*. Broward Estates Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.

Vaughan, M. (2014, June). *Understanding by Design, Level I*. Atlantic West Elementary: Training provided for teachers at Broward County elementary schools in curriculum design using the backwards design model. Training included as part of Magnet Schools Assistance Program (MSAP) grant.

GRANTS
External-Funded

Javits Gifted and Talented Grant 2022-2027 (PI: Gracie Diaz - ADHUS/FAU High - $3.1 million)

Description of role as *Principal Investigator and Supervisor of K12 Educator Research Practices*: In the extension and expansion of the Javits Gifted and Talented Grant, Dr. Vaughan serves as the co-PI on our Educator Research IRB (# 2010070-1). All teacher research conducted as part of the Javits grant and within the Comprehensive Educator Research Program will fall under this IRB and be facilitated by Dr. Vaughan and Dr. Meredith.

In addition, Dr. Vaughan facilitates newly formed Networked Improvement Communities (NIC) publication groups. By 2027, there is a dissemination goal of 20 educator research publications. Dr. Vaughan facilitates publication groups where she mentors teacher researchers on manuscript publication, collaborates on writing articles, and provides feedback on research proposals and projects.

A new special topics course will be delivered by Dr. Vaughan each Spring as part of the grant, EDG 6931: Advanced Teacher Research.

Javits Gifted and Talented Grant 2017-2022 (PI: Gracie Diaz -ADHUS/FAU High - $2.24 million)

Description of role as *Research Facilitator* (2018-2022) on Javits grant:
Ongoing engagement of FAU university faculty members to strengthen Research Communities of Practice implementation includes Dr. Michelle Vaughan from the Department of Curriculum and Instruction, who has expertise in action research. Through the process of collective learning through conducting action research on a social emotional practice, K-12 educators continue to deepen their knowledge of social emotional competence and the systematic method of conducting research.

Additionally, Dr. Vaughan is engaged with instructional staff through teaching her 'Teacher as Researcher' course, which is specifically designed for teachers at A.D. Henderson/FAU High engaged in the Javits Gifted and Talented Grant activities of the Research Communities of Practice (RCP). This course serves as a foundation level for those engaged in or those who are interested in participating in RCP.

Vaughan, M. (2012-2013). *Exceptional Educators.* Global Down Syndrome Education Grant, funded for $15,000

> Responsibilities included working collaboratively with the Gold Coast Down Syndrome Organization (GCDSO) to create and deliver training for Palm Beach County School District teachers who work with students with Down Syndrome, collect and analyze data, and assist in reporting findings.

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External -Submitted/Unfunded

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Vaughan, M. & Powers, J. (2021-unfunded). Not Just for STEM Class: Preparing Classroom Teachers to Integrate AI throughout the K-12 Curriculum. Proposal submitted to the National Science Foundation. Role: Co-PI

> The objective for this proposal is to design, build, and launch an interdisciplinary training institute for K12 teachers to receive content knowledge from experts in the field of AI as well as pedagogical knowledge from experts in the field of curriculum technology integration. The AI Summer Training Institute (ASTI) is a week-long professional development experience for K12 teachers in local school districts that will simultaneously build their AI knowledge and create AI integration lessons through collaborative design work. $850,000 dollars requested.

Vaughan, M. & Powers, J. (2021-unfunded). Building the Artificial Intelligence Summer Training Institute (ASTI): Developing knowledge, attitudes, and self-efficacy of classroom teachers. Proposal submitted to Institute of Education Sciences. Role: Co-PI

> The purpose of this project is multifaceted. First, the interdisciplinary research team of curriculum technology integration and AI experts will design, build, and launch the AI

summer training institute (ASTI) through a research-based process. Next, the team will refine ASTI and assess the effectiveness of the model as an intervention through a multi-year mixed methods research study. $1.9 million dollars requested.

Vaughan, M. & Meredith, T. (2020-unfunded). Comprehensive Research Initiative for Educators: Examining the effectiveness of a targeted approach to build research capacity throughout a school district. Pre-proposal submitted to Spencer Foundation Grant.

This project intends to assess the implementation of a comprehensive research initiative aimed at building research capacity in educators within a diverse school district located in South Florida. Through the development, execution, and analysis of independent research projects, educators learn to analyze their practice and make data-based decisions within the classroom and school district. 50,000 dollars requested.

Vaughan, M. & Diaz, G. (2019-unfunded). *Supporting teacher growth through Action Research Communities.* Pre-proposal submitted to James S McDonnell Foundation.

Proposal outlines a multi-year project at the laboratory schools at Florida Atlantic University to build sustainable Action Research Communities (ARCs) that support teacher research and grow as professionals, 1.7 million dollars requested.

Internal-Funded

Vaughan, M. & Wolfe, K. (2018). *EDF 6918: Action Research in Schools and Communities.* Affordable Curriculum Today Adaptation Grant, funded for $1,500.

Responsibilities include the development of open educational resources (OER) and media for use in EDF 6918 and published for open access.

Vaughan, M. & Baxley, T. (2015-2017). *Pre-service teachers: Developing an identity as an educational inquirer in curriculum and culture.* Distinction through Discovery Curriculum Grant for Undergraduate Research, funded for $5,000.*

Responsibilities included the development of three new research-based assignments within two undergraduate courses, collection of assessment data through LiveText, write up of annual report on findings and recommendations.

*Undergraduate research

COURSES TAUGHT AT FAU

Undergraduate Courses Taught
EDF 2005   Introduction to the Teaching Profession
LAE 4353   Language Arts & Literature: Birth-Grade 8

Graduate Courses Taught

EDF 6918   Action Research in Schools and Communities* **
EDG 6223   Curriculum Leadership*
EDG 6224   U.S. Curricular Trends and Issues*
EDG 7251   Curriculum for School Improvement*
EDF 6800   Foundations of Global Education* **
EDG 6253   Design Components of Curriculum
EDG 6931   Teacher as Researcher*
EDG 6931   Advanced Teacher Research
EDG 5931   Best Practices in Curriculum and Instruction
EDF 7758   Trends in Analyzing Instructional Practices

*Developed online version of course
**Achieved Quality Matters certification

ADVISING

Master's in Curriculum and Instruction Academic Advisor (2014-present)
Currently: 70

Doctor of Philosophy in Curriculum and Instruction (2015-present)
Currently: 6

Doctoral Dissertation Chair (2016-present) (13)

Tammy Hoffman. *Investigating the factors which contribute to healthy professional relationships and a positive perception of school climate between Christian school secondary teachers and administrators in South Florida,* Co-chair, Graduated Summer, 2018

Brett Scaglione, *Transitions into Instructorship as Seen Through the Eyes of Experienced Accelerated Freefall Training Skydiving Instructors*, Co-chair, Graduated Spring, 2019

Sherrie Sacharow, *Informational Literacy, A Pathway Toward Success for Florida State College English Language Learners*, Co-chair, Graduated Fall, 2019

Amanda Chiplock, *Operationalizing accreditation standards for self-directed for learning: Exploring the impact of contextual factors and capacity on undergraduate medical education,* Chair, Graduated Fall 2021

Linda Whitehead, *No substitution for substitute teaching experiences: A case study exploring perspectives of new substitute teachers,* Chair, Graduated Spring 2022

Agnes Timar, *Examining statistical models to predict academic success in early college using*

middle school, Chair, Graduated Spring 2023

Melissa Antonelli, *Teaching Queer: LGBTQ educators' experiences with LGBTQ inclusive curriculum in K12 public schools*, Chair, Graduated Spring 2023

Dianna Fedderman, *A Critical Content Analysis of Fountas and Pinnell's LLI System,* Chair, Graduated Summer 2023

Nicole Alford, *The Transformational Moments of Students in Online Doctoral Programs: A Lived Experience*, Chair, Expected Graduation Spring 2025

Grace Diaz, *Operationalizing a School's Mission Through a Collaborative Educator Research Program*, Co-Chair, Expected Graduation Summer 2025

Marta Vajda, *Promoting College Access for Underrepresented Students through the Independent Educational Consultants Industry (IECs) - A Mixed Methods Study,* Chair, Expected Graduation Fall 2025

Reinaldo Ponce, Chair

Maria Soto, Chair

Erica Cheva, Chair

Doctoral Dissertation Committee member (2014-present) (23)

Kristin Shealy, *Impact of collaborative work analysis professional development on teacher practice and student writing.* Committee member. Graduated in Fall, 2015.

Michael Francis. *Investigating approaches to media literacy, An analysis of media literacy organizations.* Committee member. Graduated in Spring, 2016.

Eva Frank, *Simulation for a continuing professional education course: Examining the learning gains and perceptions of athletic trainers.* Committee member. Graduated in Summer, 2016.

Courtney Beers, *Early childhood preservice teachers' knowledge of children's cognitive development and developmentally appropriate pedagogical practices: Understanding the role of clinical experiences.* Committee member. Graduated in Summer, 2016.

Deb Ferris, *Missed opportunities and connections in teacher learning.* Committee member. Graduated in Summer, 2016.

Christine Rodriguez, *Teacher expertise in motion: The synergistic gears that shape and sustain teacher expertise.* Committee member. Graduated in Summer, 2016.

Christina Seamster, *Approaching authentic assessment: Using virtual school teachers' expertise to develop an understanding of full time K-8 virtual school teacher practices,* Committee member, Graduated in Fall, 2016

Gisselle Gutierrez, *The Struggle to engage: Perceptions of online math homework from high school students enrolled in face-to-face math classes at private schools*, Committee member, Graduated Fall, 2017

Eleanora Yankelevich, *Teacher perceptions of technology integration professional development in a 1:1 mobile device environment,* Committee member, Graduated Fall, 2017

Jillian Wojcik, *The relationship between sense of belonging and instructor self-efficacy among online adjunct faculty in higher education,* Committee member, Graduated Fall, 2017

Leigh Scruggs, *Influence of required professional development in Florida SB 1108 on teacher self-efficacy in serving students with disabilities,* Committee member, Graduated Spring, 2018

Kristin Perez, *Influences of STEM, Title 1, and grade level of instruction on teachers' preferences of effective professional development design components,* Committee member, Graduated Spring, 2018

Linda Gordon, *Developing Empathetic Responses in Third Grade Students through Multicultural Literature*, Committee member, Graduated Spring, 2019

Jeff Dockswell, *Perceptions on enhancing history curriculum in postsecondary general education: A case study with students and professors,* Committee member, Graduated Fall 2021

Allyson Hall, *Teaching to 21st Century Learners: An Analysis of Faculty Concept of Ability and Instructional Technology Use in Higher Education,* Committee member, Graduated Spring 2021

Kevin Leichtman, *Burnout: Causes, Factors, and Devastating Impacts on New Teachers*, Committee member, Graduated Fall 2019, Graduated Spring 2021

Rebecca Lewis, *Middle and High School teachers' perceptions of transgender students and the impact of teacher (in)action*, Committee member, Graduated Fall 2019

Kaitlin Salzman, *Achievement Centers for Children and Families: History of a Full-Service Community School*, Committee member, Graduated Fall 2022

Pilar Taylor, Committee member, *Raising the bar: Hispanic/Latin* high school students' experiences in an early college program*, Graduated Fall 2023

Lucas Williams, *Toward a Framework for Creative Teacher Education*, Committee member, Graduated Fall 2023

Christopher Boerum, *Exploring the relationship between health literacy and health behavior intention,* Committee member

Shellie Hennings-Donow, *The impact of joy on mental health and well-being, work-life balance, and teacher practice during the Coronavirus crisi*s, Committee member

Areeya Ali, *Public high school educators' lived experiences in developing critical consciousness around social emotional learning,* Committee member

Kimberly Theophile, *Promoting Tutees' Self Efficacy, Motivation, Tutor Tutee Relationship, and Mathematical Knowledge/Performance,* Committee member

SERVICE AND PROFESSIONAL DEVELOPMENT

Service to the Institution
Department/School service

Masters Program Coordinator (2019-present)

Search Committee for Early Childhood Instruction (Fall 2023-Spring 2024), Chair

Doctoral Admissions Committee (Fall 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2019; Spring 2020; Spring 2022; Spring 2023)

elearning Coordinator (Spring 2015-2021)

Assessment Coordinator (Spring 2015-2021)

Graduate Programs Committee (Fall 2014-Spring 2017)

Search Committee for Assistant Professor of Curriculum and Instruction (Fall 2017-Spring 2018), Co-chair.

Search Committee for Associate Professor of Curriculum and Instruction (Fall 2016-Spring 2017), Co-Chair.

Search Committee for Associate/Full Professor of Curriculum and Instruction (Fall 2015-Spring 2016), Member.

College service

Promotions and Tenure Committee (2023-2024)

College of Education Assessment Committee (Spring 2015-Spring 2021)

Collaboration with EDLRM on Professional Development with BalancEd, Cairo Egypt. Represented CCEI on the curriculum development team to develop a 2 week Professional Development seminar with 16 teachers in Cairo, Egypt. (Fall 2015-Spring 2016)

University service

OPK12 Research committee (Fall 2018-present)

Decolonizing Pedagogies Project (2022-present)

Center for Online and Continuing Education (COCE) Advisory Board (2020-present)

Center for Teaching and Learning Advisory Board (2023-present)

First Day Solutions Committee (Spring 2018-2019)

Center for eLearning Excellence in eLearning Award review committee (Spring 2018)

Affordable Curriculum Today (ACT) committee (2018-2019)

Curriculum Grant Pre-Proposal Reviewer (Fall 2017; Fall 2016)

Curriculum Grant Program Curriculum Committee (CGPCC). Responsible for reviewing annual reports for current grant recipients (Spring 2016)

3-minute thesis panel judge (Fall 2018; Fall 2017)

Service to the Discipline/Profession

Scholarly Review Activity

Florida Educational Research Association Journal, Associate Editor-Teacher Inquiry Section

Journal of Online Learning, Editorial Board

Contemporary Issues in Technology and Teacher Education, Editorial Board

Early Childhood Education Journal, Reviewer

The Teacher Educator, Reviewer

External Reviewer

Georgia Southern University - Formal review of candidate for tenure and promotion to Associate Professor (Summer 2024)

P.K. Yonge Developmental Research School at the University of Florida - Formal review of candidate for promotion to University School Assistant Professor at P.K. Yonge DRS (Spring 2023)

Service to the Community/Public

Gold Coast Down Syndrome Organization – Board of Directors (2012-2019); Professional Development Partner (2013-present)

Wiston Family Early Childhood Learning Center – Preschool Advisory Council Chair (2014-2018)

School Advisory Council – Coral Reef Elementary School – (2016-2019)

HONORS AND AWARDS

Scholar of the Year at the Associate Professor level in College of Education, FAU (2023)

Florida Journal of Educational Research (FJER) Reviewer of the Year (2019)

Excellence in eLearning Distinguished Achievement Award (2019), awarded by the Center for eLearning at Florida Atlantic University.

Innovation in Higher Education Award (2017), awarded by Florida Distance Learning Association

Excellence in eLearning Faculty Award (2016), awarded by the Center for eLearning at FAU.