

Dr. Carolyn Casale
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Education

Doctorate of Education: Teachers College, Columbia University (*May, 2010*)

Dissertation: Adapting Active Learning in Ethiopia

Sixth Year Certificate in Education Administration & Supervision: Hunter College (*January, 2003*)

Master of Arts in History: Brooklyn College (*May, 1994*)

Bachelor of Arts in History: College of Staten Island (*January, 1992*)

Professional Memberships

Comparative International Education Society (*member since 2006*)

International Society for Social Studies (*member since 2015*)

National Social Science Association (*member since 2015*)

Northern Rocky Mountain Educational Research Association (*member since 2019*)

Certification & Licenses

Mississippi Social Studies (7-12) Teaching License, New York City Teacher of Social Studies Day High School, New York State Teacher of Social Studies 7-12, New York State School Site Supervision Certificate, New York State School District Supervisor Certificate, Arizona State Board of Education Certificate and Arizona Community College Instructor's Certification

Assistant Professor of Teacher Education, Adam State University, Alamosa, Colorado (*August, 2019-Present*)

- Teaching:
 - Taught the following courses: Classroom Management, Content Area Literacy, Methods of Teaching Social Studies, and School & Society (graduate)
 - Field supervision of student-teachers

- Service:
 - Teacher Education Department
 - Co-founder of Educators of Tomorrow, Teacher Education Club
 - Review of student-teacher applications
 - Served on a panel review committee for teacher education applications
 - Co-facilitated Homecoming
 - Adams State University
 - Associate Faculty Committee Grant through the Center for Teaching and Professional Development on Active Learning Strategies, 2019-2020
 - Curriculum Review Committee Department Representative (2019)
 - Community Impact Fund, Co-wrote with Dr. Mann Reading and Meditation project to fund a library box and labyrinth 2019-2020
 - Expanded Community (P-12 education, local, state, region, nation or/and international community)

- Community Partnership/Center Consolidated School District: Co-wrote with Dr.'s Mann and Nduagbo a Research & Engagement Grant entitled Teacher Education Community Partnerships, October 2019
 - Served on Thesis Defense in HAPPS Department, December 9, 2019
 - ASU Cares Day (Fall, 2019)
 - Discovery Day (Fall, 2019)
 - Community Impact Fund, Co-wrote with Dr. Mann Reading and Meditation project to fund a library box and labyrinth 2019-2020
- Scholarship:
 - Casale, C. & Thomas, C. A. (2019). *Pre-service Teachers: Reflections on Observed Practice*. Journal of Educational Research and Innovation, v 7, n.1. A digital copy is found at <https://digscholarship.unco.edu/jeri/>
 - Northern Rocky Mountain Educational Research Association, October 2019 Conference Proposal Reviewer
 - Conference Session Chair, Northern Rocky Mountain Educational Research Association, October 2019

Assistant Professor of Education in the Department of Teacher Education, Leadership, & Research, Delta State University, Cleveland, Mississippi (*August, 2015-May, 2019*)

- Honors/Awards: Connected Educator Nominee 2015, 2016, 2017 and 2018; Nominated for Mid-South Educational Research Association State Director Role (2018-2020)
- Teaching:
 - Taught the following Undergraduate: Survey of Education with Field Experience, Orientation and Field Experience; Methods in Teaching Social Studies; Methods in Social Studies; Classroom Management; and Graduate: Historical Foundations of Educational Thought and Methodology; Secondary School Curriculum Theory, Planning, Organization, and Development; Practicum in Elementary Education; Philosophy of Education
 - Voluntarily took on advisement of fifteen social studies education students (Fall, 2015-graduation)
 - Designed practical assignments linking theory to practice for the pre-service secondary teacher education students including having them conduct field observations in local secondary schools
 - Incorporated department professional development and DSU campus activities into classroom assignments (autism workshop, Blues Conference, Winning the Race)
 - Participated in Transparency professional development with Dr. Winkelmes (January 26, February 8,)
 - Successfully wrote a College of Education and Human Sciences Centennial Fund Grant (Spring 2016, Fall 2016)
- Scholarship/Research:
 - From January, 2017 to the present, serve as article evaluator for the Journal of Arts & Social Science (<http://www.lcwujass.com>)
 - Grants Awarded: Office of Information Technology (2015) Grant entitled “Using NVivo to Promote Reflective Practice in Teacher Education” (2015); Wyatt Grant

(2015 and 2016); Dulce Grant (2016); College of Education and Human Sciences, Faculty Research and Grant Funds recipient (2016 and 2017); Mississippi Humanities Council Grant (2017-2018), Winning the Race and QEP Grant (2017)

- Service:
 - Department:
 - Coordinated a partnership with Education Administration faculty. This partnership includes coordinating education administration graduate students to conduct workshops with my pre-service teacher education students (Fall, 2016 to present)
 - Coordinated secondary mathematic teaching candidates to tutor in workshops (November 2, 9, & 10 2015) TELR candidates for the math component of the CORE-PRAXIS exam (specifically Algebra and Geometry)
 - College:
 - Served on Search Committee for Assistant Professor of Geography and Education (Spring 2016)
 - Chair of the Faculty Research & Grant Writing Fund (Fall 2016 to present)
 - Serve on Doctoral Admissions Committee (Spring 2016 to present)
 - University:
 - Facilitated the High School Winning the Race Conference (February, 2017 and February/March, 2018)
 - Serve on the Gender Studies Group (Fall, 2015 to present)
 - Serve on the Research Committee (Fall, 2015 to present)
 - Elected to serve as the Research Committee's Institutional Review Board Committee member (Fall 2017 to present)
 - Serve as Co-Chair of the Merit Pays Appeal Committee as the TELR faculty (Fall, 2016-Spring, 2017)
 - Moderated Connected Learners Student Panel Discussion (October, 26, 2016) and Fulbright Panel Participant (February 28, 2017)
 - Represented Delta State University at Pathways 2 Possibilities exhibition (March 22, 2017)
 - International Faculty Association Representative of the College of Education and Human Sciences ((Fall 2017-present)
 - Regional/National:
 - Served as an Annual Conference Proposal Reviewer for the National Council for Social Studies (Spring, 2016; Spring 2017)
 - Served as Session Chair at the Mid-South Educational Research Association conference in Mobile, AL (Fall, 2016)
 - Served as an Annual Conference Proposal Reviewer for the Mid-South Educational Research Association (Fall, 2016 and Fall, 2017)
 - Served as an Annual Conference Proposal Reviewer for the American Educational Research Association (August, 2017)

Educator Experience & Research Consultancies

Curriculum Writer for Delta Music Institute Mobile Lab HWG 2.0 program, Delta State University (April-June, 2017)

- Designed a media curriculum tool box for facilitators geared towards African-American teens between 12-18
 - Incorporated national and state standards throughout the interactive curriculum
 - Infused culturally relevant pedagogy and interactive pedagogical strategies to engage youth in goal setting
- Parker, J. & Casale C. (Spring, 2019). Delta Music Institute Mobile Lab HWG 2.0 program, Delta State University.

Online Teacher Candidate Evaluator, Secondary History/Social Studies grades 7-12 for edTPA Pearson (January, 2015-June, 2017)

- Evaluate History/Social Studies grades 7-12 teacher candidate portfolios.
- Maintain up-to-date professional development in edTPA assessment training.

Fulbright Scholar: Assistant Professor of Education, Addis Ababa University, College of Education & Behavioral Sciences & Jima University, Ethiopia (September, 2012-June, 2014)

- Co-taught a Technology in Education (<https://sites.google.com/site/edutechinethiopia/research-team>) course to doctoral students
- Taught Curriculum Theories & Foundations to doctoral students at Addis Ababa University and Educational Research Methods to graduate students at Jima University
- Designed practical assignments linking theory to practice for the doctoral students including having them develop and implement a kindergarten interactive curriculum and teacher professional workshops for an Ethiopian government primary (K-8) school, Loraine Innis Ford Primary School, in Addis Ababa
- Coached-Mentored teachers (grades 5-7) and designed professional development for the Loraine Innis Ford Primary School faculty, as well as schools within the woreda.
- Co-Presented presented ECCE Master's rationale to Ministry of Education
- Co-Moderated workshops at the Ministry of Education on interviewing prospective teachers into a new post-graduate degree program
- Conducted academic presentations at various universities throughout Ethiopia (Mekelle University, Semera University, Hosanna University, Kotebe College of Teacher Education) on mixed research methods, active learning in Ethiopia and Comparative Education.

Humanities/Social Studies Teacher, Facing History School, New York Department of Education (September, 2010-June 2012)

- Design and implement Humanities social justice curriculum to grades 9-12 at an inner city high school
- Facilitated workshops to staff members on incorporating various non-governmental organizations (Junior Achievement and Community Development Initiative) across the curriculum

- Integrated special needs and English Language Learner modifications within the core curriculum
- Modeled lessons and started several initiatives promoting professional development activities
- Moderated meetings on student achievement, school data analysis and parental outreach

Lead Teacher, Say Yes to Education, National Center for Restructuring Education Schools and Teaching (NCREST), Teachers College, Columbia University *(September, 2010-May 2011)*

- Developed and implemented sixth grade social studies enrichment curriculum aligned to the NYDOE curricular standards
- Supervised fifth and sixth grade inner city minority youth in a Saturday program

Young Adult Educator/Site Coordinator/Humanities Teacher, Off-site Educational Services, NYDOE *(September 2000-June 2003; September 2006-June 2008)*

- Oversaw the daily, accurate, accounting of pupil attendance, devised and supervised various outreach initiatives and worked with the guidance department
- Success was measured by the low drop-out rates and an increase in accurate reporting of attendance
- Acted as liaison between the NYDOE and non-governmental agencies
- Designed and taught adaptive curriculum for GED bound, emotionally disturbed and academically delayed students in various alternative off-site settings
- Taught English courses and facilitating a smooth transition from an alternative setting in a drug rehabilitation/mental health facility to a traditional school

Lead Educator/Administrator, Self-Advancement School, Tucson, Arizona *(August 1998-June 1999)*

- Served as the on-site Administrator of the Self-Advancement School
- Designed work plans, assigned tasks, and conducted annual performance evaluations
- Maintained school climate in which cooperation, mutual respect and willingness to work predominated
- Coordinated special education and regular education staff to ensure that mainstreamed students achieved their educational goals
- Supervised distribution and care of instructional supplies and equipment as required for classroom activities

International Educational Development

Senior Educational Specialist with Teacher Trainer Quality Assurance Consultancy Services, Basic Education Services Office, USAID/Ethiopia *(April, 2015-January, 2016)*

- Conduct joint classroom observations of the new Mother Tongue language curriculum
- Development of a Mother Tongue language classroom observation tool
- Building field and knowledge base capacity of Regional Educational USAID Staff
- Provide field support and build practical skills and capacity to USAID Regional Educational staff in Bahir Dar, Hawassa, Mekeee, and Jima.
- Provide an introductory, condensed training on the new Mother Tongue reading and writing curriculum

**Educational Consultant: In-Service Teacher Training Specialist/Strategic Planning, USAID
Teacher Education in Pakistan** (*January, 2012-August, 2014*)

- Facilitate teacher and administrative workshops on strategic planning, curriculum development and teacher professional development in Lahore and Islamabad
- Co-Moderated workshops with Senior University faculty to develop strategic plans M & E components in coordination with USAID
- Co-Moderated workshops on infusing alternative assessments and active learning strategies into the teacher education curriculum
- Develop procedures, guidelines and standards for University strategic planning in collaboration with the university strategic planning team
- Conducted evaluation of Universities strategic planning process
- Finalization of plans for Summer Institute on Education Leadership & Management for college principals

Senior Education Research Consultant, h² Empower (*January-December, 2013*)

- Designed and supervised the data collection of a baseline reading assessment consisting of: A reading assessment instrument for grades 6, 7, and 8; Modified EGRA tools for a pre-reading assessment of grade 3; teacher and student questionnaires at Alemu Woldehanna Primary School in Hoseana, Ethiopia
- Created a final report for h² Empower and presented findings to Hoseana Education Regional Bureau

Educational Consultant, Worldwide Orphan Foundation (WWO) (*June-August, 2011*)

- Facilitated teacher and administrative workshops on lesson planning, continuous assessment and benchmarks at the WWO School (grades K-4) in Addis Ababa
- Worked with administrative staff at the WWO School to develop benchmarks and a culture of learning for their students, teachers and administrative staff
- Benchmark success was measured by the increase in passing rates of special needs students
- Created and presented a final report to stakeholders in Addis Ababa and New York, specifically outlining an improvement plan

Educational Consultant: Curriculum Developer for the International Leadership Academy in Ethiopia, in association with the Northwest School (*May 2010-September 2010*)

- Developed an integrated curriculum for an international high school (grades 9-12) with an emphasis on leadership and service in Addis Ababa, Ethiopia
- Infused technology, educational best practices (child-friendly, continuous assessment), Ethiopian traditional values alongside the Northwest School curriculum
- Present curriculum outline to the Ethiopian Ministry of Education and Addis Ababa University personnel

Educational Consultant: Curriculum Guide Coordinator, Silk Road (*June-September 2009*)

- Collaborate with the NYC Department of Education, Silk Road Connect partners and Artist Consultants to coordinate and help draft a curriculum resource guide (Tool Kit)
- Acted as liaison between the NYDOE and Silk Road non-governmental agencies
- Integrate indigo into topics covered in the 6th Grade NYC curriculum

Research Consultant for iRIS Consulting (*December 2005-March 2006*)

- Conducted a qualitative market analysis of the dairy and soy industry in Addis Ababa, Ethiopia
- Designed and administered a questionnaire on dairy usage in the Merkato (largest market in Africa)
- Wrote and presented a final report to stakeholders

Swaziland Ministry of Education, the Soros Foundation, Teachers College, Columbia University & University of the Witwatersrand, Johannesburg South Africa (*January-June 2008*)

- Conducted a research evaluation of the prevocational policy in Swaziland
- Collaborated and designed research tools with the Swaziland, Ministry of Education
- Presented research findings to Swaziland Ministry of Education and Open Society Institute

Cambodia UNESCO/CARE Teacher's College, Columbia University (*July –September 2007*)

- Conducted a program evaluation of the multi-lingual teacher training component of CARE International in Ratinikiri, Cambodia
- Cooperatively designed evaluative tools with CARE International
- Compiled and presented research findings to UNESCO/CARE staff members

Higher Education Academic Experience

In-Service Teacher Trainer & Instructor of Education, Mekelle College of Teacher Education (MCTE) International Foundation for Education and Self-Help (IFESH), Ethiopia (*September 2003-July 2006*)

- Coordinated professional development workshops for teacher trainers at MCTE and nearby High School teachers on student-centered learning, continuous assessment and active learning
- Designed curriculum and taught Education Methodology courses to future primary school teachers (grades 5-8) in classroom management, motivating students and activities based learning
- Designed and implemented curricula entitled Child Development and Action Research
- Supervised primary school student (grades 5-8) teachers in a variety of field assignments, providing written feedback and one on one coaching

American Culture and English Instructor, Institute of Economics and Management Studies, Czech Republic (*August 1999-June 2000*)

- Implemented and designed curriculum for degree students in American culture and English
- Conducted various training sessions on improving teaching pedagogical methods

United States History Instructor, Pima Community College, Tucson Arizona (*August 1998-June 1999*)

- Courses taught include US History: Pre-Columbia to 1865 and US History: 1865 to the Present
- Taught a condensed and accelerated US History course

United States Peace Corps Volunteer, Community Developer, Georgetown Guyana (August 1995-June 1996)

- Community Developer for Young Women Christian Association and Olga Bryne Youth Center, a division of the International Planned Parenthood Federation
- Designed curriculum on life skills entitled Family Life Education
- Recruited community business leaders to provide skilled training for disadvantaged youths in order to develop a role model community

Publications

Casale, C. & Thomas, C. A. (2019). *Pre-service Teachers: Reflections on Observed Practice*. Journal of Educational Research and Innovation, v 7, n.1. A digital copy is found at <https://digscholarship.unco.edu/jeri/>

Casale, C., Thomas, C. A., & Simmons, T. (Fall/Winter, 2018). *Developing Empathetic Learners*. Journal of Thought

Casale, C. & Thomas, S. (Fall/Winter, 2018). *Interactive Co-teaching Strategies: Developing effective partnerships*. On the Horizon. The article is available online at <https://www.emeraldinsight.com/doi/full/10.1108/OTH-08-2017-0078>

Casale, C. & Lawson, C. (2016). *Reflective Practices of Pre-Service Social Studies Teachers: Voices from the Delta*. National Social Science Journal. v. 47. n. 2.

Cavner, D., Casale C., & Fox, J., (May, 2014). *21st-Century Teaching and Learning in Ethiopia: Challenges and Hindrances*. University of Hawassa Journal. Hawassa, Ethiopia.

Academic Presentations

Casale, C. (2019, October). *Community Partnerships*. Paper presented at the annual conference of the Northern Rocky Mountain Educational Research Association, Denver, CO.

Snow, C. & Casale, C. (2018, November). *Primary Students' Engagement in Read Alouds*. Paper presented at annual conference of the Mid-South Educational Research Association, Pensacola, FL.

Casale, C. (2018, October). *Developing Partnerships Through Interactive Field-Based Community Building Activities*. Paper presented at annual conference of the American Association of Teaching and Curriculum, Dallas, Texas.

Conner, N. & Casale, C. (2018, April) *Teaching controversial topics: promoting effective citizenship and student empathy in secondary schools*. Paper presented at annual conference of the American Association of Geographers, New Orleans, LA.

Casale, C. & Conner N. (2017, November). *Developing empathetic learners*. Paper presented at annual conference of the Mid-South Educational Research Association, Starkville, MS.

Casale, C. (2016, November). *Reflective practice in teacher education: Using technology to inform practice*. Paper presented at annual conference of the Mid-South Educational Research Association, Mobil, AL

Casale, C. (2016, October). *Critical Thinking Assessment Activities*. Paper presented at annual conference of the Mississippi Council for Social Studies, Hattiesburg, MS.

Casale, C. (2016, October). *NVivo in the classroom*. Paper presented at biennial conference of the National Social Science Association, St. Louis, MO.

Casale, C. (2016, March). *Data collection systems in pre-service teacher education*. Paper presented at biennial conference of the National Social Science Association, Las Vegas, NV.

Casale, C., & Lawson C. (2016, February). *Reflections of pre-service social studies teachers*. Paper presented at annual conference of the International Society for Social Studies, Orlando, FL.

Cavner, D., Casale C., & Fox, J., (January, 2014). *21st-Century Teaching and Learning in Ethiopia: Challenges and Hindrances*. Paper presented at the Culture, Technology and Development annual conference, Hawassa, Ethiopia.

Cavner, D., Casale C., Husen, A., Asfaw, B., Lema, G., Demas, S., & Dejene, W. (March, 2014). *Professional Development Needs of Ethiopian Teachers: Preparing Teachers with 21st-century Skills*. Paper presented at the International Conference on Quality and Relevant Education in Ethiopia. Dira Dawa, Ethiopia.

Casale, C. & Boxwill, H. (2013, April). *Baseline library study in Hosanna*. Paper presented to annual conference at Kotebe College of Teacher Education, Addis Ababa, Ethiopia

Casale, C. (March 2011). *Adapting active learning in Ethiopia*. Paper presented to the annual conference of the Comparative International Educational Society, Montreal, Canada

Casale, C. (March 2009). *Implementing active learning in Ethiopia*. Paper presented to the annual conference of the Comparative International Educational Society, Charleston, SC