

Donna Pearson, Ph.D.
University of Louisville
College of Education and Human Development
Louisville, KY 40292
502.852.0607
donna.pearson@louisville.edu

CURRICULUM VITAE

Ph.D. 2000 University of Minnesota, College of Education,
 Department of Work, Community, and Family Education
 Thesis Topic: *Vocational Teacher Education*

PROFESSIONAL EXPERIENCE

8/2011 to present **Associate Professor, Department of Leadership, Foundations, and Human Resource Education**, College Education and Human Development, University of Louisville.

11/2007 to present **Associate Director, National Research Center for Career and Technical Education**, College of Education and Human Development, University of Louisville

Associate Director

Serving as associate to the Director in the following Center activities: development and review of preliminary research proposals; review of final project reports; presentations at local, regional, and national conferences; representation on boards, committees, and commissions of constituent organizations; planning and facilitation of Center staff meetings, PI and advisory meetings; coordination of professional development and technical assistance activities emanating from Center research projects.

Principal Investigator

Science-in-CTE

Leading a research team to investigate the impact of integrated curricula on student achievement; the project utilizes a mixed-methods approach to test a model of extended professional development and a pedagogic framework for developing science-enhanced lessons for CTE curricula.

Principal Investigator

Curriculum Integration: Technical Assistance and Professional Development

Directing Math-in-CTE technical assistance as requested by states, regional consortia, school districts, and professional organizations including: communication with state agencies, regional consortia, and district administrations; training of NRCCTE lead facilitators and state leadership

teams; presenting at site-level meetings; development/refinement of implementation guidelines for site leaders; development/refinement of professional development materials for participating teachers; oversight of web-based delivery of Math-in-CTE materials and information; and on-going evaluation of the technical assistance process.

11/2007 to 7/2011 **Term Faculty Member, Department of Leadership, Foundations, and Human Resource Education**, College Education and Human Development, University of Louisville

1/2006 to 10/2007 **Deputy Director for Professional Development National Research Center for Career and Technical Education** College of Education and Human Development, University of Minnesota

Deputy Director for Professional Development

Served as an associate to the Director in the following Center activities: development of preliminary research proposals; review of initial research proposals; review of final project reports; representation on local, regional, and national programs; representation on boards, committees, and commissions of constituent organizations; attendance at coordinating team meetings and advisory meetings; coordination of all professional development and technical assistance activities emanating from Center research projects.

Principal Investigator: Moving Research to Practice

Directed national-level implementation of the Math-in-CTE model. The focus of this project was to provide Math-in-CTE technical assistance at the request of states, school districts, and professional organizations. Technical assistance requires NRC-trained personnel to organize and lead implementations/replications of the *Math-in-CTE* model with the expressed purpose of building capacity in states and schools to continue the model after their departure. The project included auxiliary activities such as foundational mapping of CTE curricula, development of guidelines for states, development of informational materials for teachers, revision/formatting of exemplary lessons plans for web-based delivery, and on-going evaluation of the technical assistance process.

Principal Investigator: Math-in-CTE Sustaining the Impact

Directing a national-level study to ascertain the sustainability of the *Math-in-CTE* model. This study is a follow-up of all teachers who participated in the full-year Math-in-CTE experiment, including the experimental group CTE teachers, their math partners, and the control group CTE teachers. Employing a mixed-methods approach, data from questionnaires, scope and sequence charts, in-depth personal interviews, instructional artifacts, and telephone interviews are analyzed to ascertain the extent of continuation and adoption of the *Math-in-CTE* model in the year following the study.

6/2003 to 12/2006

Research Associate National Research Center for Career and Technical Education Math-in-CTE Study

College of Education and Human Development, University of Minnesota

Co-Principal Investigator

Building Academic Skills in Context: Testing the Value of Enhanced Math Learning in Career and Technical Education (Math-in-CTE)

Provided oversight of all professional development activities, development of guidelines and materials; provision of training and support for site-level coordinators, liaisons, and classroom observers; design of qualitative research procedures; collection and analysis of qualitative data across the replication sites; assurance of fidelity of the experimental treatment; preparation of reports; and presentation and publication of findings. This was a national-level study which employed a group randomized trial (GRT) designed to test a model for enhancing mathematics instruction in high school CTE courses, emphasizing the mathematics embedded in the CTE curriculum. The aim was to help CTE teachers make mathematics more explicit in a meaningful context and then help reinforce students' mathematics understanding both in and out of that context.

9/2003 to 6/2005

Interim Faculty Coordinator

Family Education, College of Education and Human Development, University of Minnesota

Provided leadership for the family education faculty group throughout a departmental reorganization and faculty search; provided administrative oversight, led faculty meetings, and attended department and college meetings. Attained grant monies and provided leadership in the redesign of the family education/parent education licensure program for online delivery.

Digital Media Center Faculty Fellowship; CAUT (Technology) Grant Recipient

Led redesign of the parent education licensure program, curriculum, and courses in preparation for online delivery; facilitated redesign meetings with faculty, adjuncts, and expert consultants; provided oversight for the writing teams throughout the course by course development; attended DMC technology meetings to receive technology training; arranged for online technology training for the redesign teams.

6/1990 to 5/2004

Graduate Instructor

College of Education and Human Development, University of Minnesota

Currently serving as an affiliated graduate faculty in the Department of Curriculum and Instruction, serving on doctoral committees; Instructed doctoral-level core courses and research courses in the Department of Work and Human Resources Education (formerly WCFE); Instructed M.Ed. pre-service teaching courses; coordinated and supervised student teaching in the Department of Work and Human Resources Education (formerly WCFE).

1/2001 to 3/2003

Project Director and Regional PDA Liaison

National Dissemination Center for Career and Technical Education

Need Sensing/Future Scanning Program

As project director, conducted teleconferences and gathered survey data from nation-wide networks of Career and Technical Education professionals and stakeholders. Prepared and presented a national agenda for research, dissemination, and professional development in Career and Technical Education.

Professional Development Academy

As regional liaison for the academy, participated in national-level planning meetings, the Leadership Academy and NCCTE regional conferences. Provided support for regional Scholars participating in the Academy including identification and compilation of regional contacts for the dissemination of PDA information, and regional dissemination of NCCTE information.

8/1998 to 2/2001

College Coordinator of Clinical Experiences

College of Education and Human Development, University of Minnesota

Provided leadership across all 15 College pre-service teaching licensure programs: led professional development workshops for University supervisors and cooperating teachers; developed and facilitated student teacher placement policies and processes in conjunction with school districts and University personnel; presented professional development seminars for initial licensure students; and facilitated student teaching case conferences. Led the college task force in the development of student teaching assessment processes and tools aligned to INTASC and Minnesota Board of Teaching standards; assumed a leadership role in preparation of teacher education programs for NCATE review; and represented the college at conferences and meetings, both internal and external, as related to pre-service teacher education.

9/1997 to 5/2001

Action Research in Teacher Education

University of Minnesota

Participated as a team researcher and university-to-school collaborator for Action Research in Teacher Education International (ARTE), a multi-national research project focused on the processes of action research in the classroom teaching experience; contributed to and presented at ARTE international symposiums.

9/1995 to 6/1998

Teacher Education Instructor and Clinical Supervisor

Department of Work, Community, and Family Education, University of Minnesota

Instructed the yearlong clinical teaching core courses; supervised student teaching; served on department and college teacher education committees.

- 7/1992 to 6/1995 **Teacher Education Coordinator and Instructor**
Department of Vocational and Technical Education, University of Minnesota
- Coordinated all postbaccalaureate programs admissions and pre-advising in business, industrial, agricultural, and family education programs; provided oversight and coordination of clinical teaching activities and University-to-school communications; developed, coordinated, and instructed the pre-fall clinical teaching experience; represented the department on the College Council on Teacher Education.
- 4/1988 to 6/1992 **Program Coordinator and Advisor to the Postbaccalaureate Teacher Education Program**
Family Education, Department of Vocational and Technical Education, University of Minnesota
- Implemented the postbaccalaureate teacher education initial licensure program in family education; developed clinical teaching sites; advised incoming students; and coordinated teaching activities.

PUBLICATIONS

- Park, T., Pearson, D., & Sawyer, J. (2011). Changing approaches; Changing perspectives. *Techniques* 86(4), 20-21.
- *Stone, J. R., Alfeld, C., Pearson, D., (2008). Rigor and relevance: Testing a model of enhanced math learning in career and technical education. *American Educational Research Journal*, 45(3), 767-795.
- Kalnin, J., & Pearson, D. (2005). Implementing parallel systems of urban teacher performance assessment in preparation and in practice. In F. Peterman (Ed.), *Designing Performance Assessment Systems for Urban Teacher Preparation*. Mahwah, NJ: Erlbaum.
- Pearson, D. (2004). Working the math. *Techniques*, 79(6), 22-23.
- *Pearson, D., & Kalnin, J. (2003, February). *Teacher performance assessment at the University of Minnesota: Balancing standards in context*. Symposium paper delivered at the National Dissemination Center for Career and Technical Education Teacher Education Institute 2003, Phoenix, AZ.
- *Beach, R., & Pearson, D. (1998). Changes in preservice teachers' perceptions of conflicts and tensions, *Teaching and Teacher Education*, 14(3), 337-351.
- Pearson, D. (1997). Book review: Currents of reform in teacher preservice education, *Journal of Family and Consumer Sciences Education*, 16(1), 96-98.

*Refereed

PUBLISHED REPORTS

**Pearson, D., Park, T. D., Sawyer, J., Santamaria, L., van der Mandele, E., Keene, B., & Taylor, M. (2010, March). *Capitalizing on context: Curriculum integration in career and technical education*. Louisville, KY: National Research Center for Career and Technical Education, University of Louisville.

Haimson, J., Stone, J. R., & Pearson, D. (2008, December). Infusing academics into Career and Technical Education. *Trends in Education Research, Issue Brief#3*. Mathematica Policy Research Inc.

**Lewis, M. V., & Pearson, D. (2007). *Sustaining the impact: A follow-up of the teachers who participated in the Math-in-CTE study*. University of Minnesota: National Research Center for Career and Technical Education.

**Stone, J. R., Alfeld, C., Pearson, D., Lewis, M. V., & Jensen, S. (2006). *Building academic skills in context: Testing the value of enhanced math learning in career and technical education*. University of Minnesota: National Research Center for Career and Technical Education.

**Stone, J. R., Alfeld, C., Pearson, D., Lewis, M. V., & Jensen, S. (2005). *Building academic skills in context: Testing the value of enhanced math learning in career and technical education: A pilot study*. University of Minnesota: National Research Center for Career and Technical Education.

**Pearson, D., & Champlin, B. (2003). *Need sensing in Year 3: More views from the field*. Columbus, OH: The Ohio State University, National Dissemination Center for Career and Technical Education. Unpublished report.

Pearson, D., & Champlin, B. (2003). Need sensing: Developing a responsive CTE research and dissemination agenda. *In Brief, (22)*, Retrieved online:
<http://www.nccte.org/publications/infosynthesis/in-brief/in-brief22/inbrief22-needsensing.pdf>

Wahlstrom, K., Beach, R., Pearson, D., & Romano J. (2002). *Portraits of facilitation and teaching experience: The case of the United States*. Unpublished manuscript, University of Minnesota.

Holder, B. H., & Pearson, D. (1996). *Creating a future: Ensuring a legacy*. Lincoln, NE: University Council for Vocational Education.

National Task Force on Vocational Technical Teacher Education (1995). *Final report*. Washington, DC: National Association of State Directors of Vocational Technical Education Consortium and the University Council for Vocational and Technical Education.

National Task Force on Vocational Technical Teacher Education (1994). *Annotated bibliography on vocational technical teacher education and related issues*. Washington, DC: National Association of State Directors of Vocational Technical Education Consortium and the University Council for Vocational and Technical Education.

** These reports are subjected to a blind, peer review process that also includes review by USDE and NCES research staff as part of the National Center's quality control process.

SELECTED CONFERENCE PRESENTATIONS

Pearson, D., Park, T., Young, R. B. (2010, December). *Capitalizing on context: Evidence from NRCCTE curriculum integration studies*. General session presentation to the Association for Career and Technical Education Convention, Las Vegas, NV.

Pearson, D., & Park, T. (2010, June). *The NRCCTE curriculum integration studies*. General session presentation to the States Career Clusters Conference, Denver, CO.

**Pearson, D. (2010, June). *Approaches to integrating academic and technical studies*. Panel presenter to the Achieve Supporting College-and Career-Ready Graduation Requirements Meeting, Alexandria, VA.

Pearson, D. & Park, T. (2009, November). *Curriculum integration: Evidence from NRCCTE Studies*. General session presentation to the Association for Career and Technical Education (ACTE) Convention, Nashville, TN.

**Pearson, D. (2009, July) *Making integration work: The Math-in-CTE model*. General session presentation to the High Schools That Work Conference, Atlanta, GA.

Pearson, D. (2009, June) *Mapping for integration in Programs of Study*, States Career Clusters Meeting, Fort Worth, TX.

**Pearson, D. (2009, June) *National Research Center for Career and Technical Education: Update*. Presentation to the University Council for Workforce and Human Resources Education, Nashville, TN.

**Pearson, D. with Gille, L. & Schoelkopf, J. (2009, May) *Integrating academics, CTE, and rigorous standards*. Break-out panel presentation to the National Governor's Association, Baltimore, MD.

**Pearson, D., & Schneider S. (2009, May) *What makes Math-in-CTE work? Lessons learned*. Session presentation at the National Association for Career and Technical Education Information (NACTEI) Conference, Albuquerque, NM.

**Pearson, D. with DeWitt, S. & Riojewski, J. (2009, February). Panel presentation to the Kentucky Teacher Educator Conference, Georgetown, KY.

Pearson, D., Stone, J., Gallagos, A., Haimson, J., & Meeder, H. (2008, December). *Curriculum integration: Approaches that work*. General session presentation to the Association for Career and Technical Education (ACTE) Convention, Charlotte, NC.

**Pearson, D. (2008, December). *Getting in the groove with the Math-in-CTE Model*. Presentation at the *National Occupational Competency Testing Institute (NOCTI) Pre-Convention Conference*, Charlotte, NC.

**Pearson, D. (2008, November). *The Math-in-CTE curriculum integration model*. Presentation to the International Seminar on Occupational Education, Peru, IL.

- **Pearson, D. (2008, November). *What makes integration work*. Keynote presentation to the Pennsylvania Conference on Integrated Learning, State College, PA.
- Pearson, D. (2008, October). *How to make integration work: A research-based strategy*. Session presentation at the National Career Pathways Network (NCPN) Conference, Cincinnati, OH.
- **Pearson, D. (2008, September). *The new National Research Center for Career and Technical Education: Program of work update*. Presentation to the National Association State Directors of Career and Technical Education Consortium, Mystic, CT.
- **Pearson, D., & Schneider S. (2008, May). *Moving research to practice: Implementing the Math-in-CTE Model*. Session presentation at the National Association for Career and Technical Education Information (NACTEI) Conference, Boise, ID.
- Pearson, D. (2007, December). *Making Math Work: Implementing the Math-in-CTE Model*. General session presentation to the Association for Career and Technical Education Convention and Exposition, Las Vegas, NV.
- Pearson, D., & Schneider, S. (2007, June). *Making it All Work: Math-in-CTE and Perkins IV*. General session presentation to the Career Clusters Conference, Phoenix, AZ.
- Pearson, D., & DeSantis, M. (2007, February). *Making Math Work*. Session presentation to High Schools That Work, Urban Initiative, Atlanta, GA.
- *Lewis, M., & Pearson, D. (2006, November). *Sustaining the change: To what extent do teachers continue a successful intervention after the formal experiment ends?* Association for Career and Technical Education Research, Atlanta GA.
- National Dissemination Center for Career and Technical Education (2006, February). *Professional Development for Enhancing Math Instruction in Career and Technical Education*. National live webcast facilitator/presenter.
- **Pearson, D. (2005, December). *Building academic skills in context: Testing the value of enhanced math learning in Career and Technical Education*. Opening presentation: Pennsylvania Governor's Institute.
- *Pearson, D., & Stone, J. R. (2004, December). *Building academic skills in context: Testing the value of enhanced math learning in Career and Technical Education: Qualitative findings from the Pilot Study*. Research presentation to the American Vocational Education Research Association Professional Studies Seminar, Las Vegas, Nevada.
- *Pearson, D., Kalnin, J., Joerger, R., & Utke, R. (2003, February). *Creating a system of new teacher performance assessment: What we've learned*. Symposium presentation to the National Dissemination Center for Career and Technical Education Teacher Education Institute 2003, Phoenix, AZ.
- *Pearson, D. (2002, December). *Need sensing Year 3: Future directions*. Research presentation to the American Vocational Education Research, Las Vegas, NV.

**Action Research in Teacher Education (ARTE), (1999, September). *Portraits of facilitation and teaching experience: The case of the United States*. Team presentation by invitation to the International Conference at Lucy Cavendish College, University of Cambridge, England.

*Beach, R. & Pearson, D. (1996). *The role of conflicts and tensions in the development of the personal theories of preservice teachers*. Session presentation at the American Educational Research Association, New York, NY.

* Reviewed

**Presentation by invitation

NRCCTE COLLOQUIUM PRESENTATIONS

Pearson, D. (2010, September). Curriculum integration: Technical assistance and professional development project updates. Presentation to the NRCCTE Fall Colloquium, Louisville, KY.

Pearson, D., & Park, T. (2010, September). Science-in-CTE study: Preliminary findings. Presentation to the NRCCTE Fall Colloquium, Louisville, KY.

Pearson, D., & Park, T. (2010, April). Curriculum integration: Technical assistance and professional development project update. Presentation to the NRCCTE Spring Colloquium, Washington, D.C.

Pearson, D., & Young, B. (2010, April). Science-in-CTE project update. Presentation to the NRCCTE Spring Colloquium, Washington, D.C.

Pearson, D. (2009, December). Curriculum integration: Technical assistance and professional development project updates. Presentation to the NRCCTE and Office of Vocational and Adult Education, Washington, D.C.

Pearson, D. & Park, T. (2009, September). The NRCCTE curriculum integration studies. Presentation to the NRCCTE Fall Colloquium, Louisville, KY

Pearson, D. (2009, May). Curriculum integration: Technical assistance and professional development project updates. Presentation to the NRCCTE and Office of Vocational and Adult Education, Washington, D.C.

Pearson, D. & Sawyer, J. (2009, May). Curriculum integration: Technical assistance and professional development project updates. Presentations to the NRCCTE colloquium and the Office of Vocational and Adult Education, Washington, D.C.

Pearson, D. (2009, April). Science-in-CTE project update. Presentations to the NRCCTE colloquium and the Office of Vocational and Adult Education, Washington, D.C.

Pearson, D. (2009, March). Technical assistance for curriculum integration. Panel presentation to the Office of Vocational and Adult Education, Washington, D.C.

NRCCTE PROJECT PRESENTATIONS

NOTE: In my role as PI for both the Curriculum Integration Technical Assistance Project and the Science-in-CTE Research Study, I routinely conduct presentations at primary meetings and workshops associated with various projects. The following are events at which I led sessions or made key presentations:

Oregon Applied Academics Project, Professional Development for Teachers, August 15-17, 2011, Eugene, OR.

Oregon Applied Academics Project, Professional Development for Teachers, July 25-27, 2011, Eugene, OR.

Science-in-CTE Control Groups Presentation, June 13, 2011, Salt Lake City, UT.

Science-in-CTE Experimental Teacher Debriefing Session, June 4, 2011, Salt Lake City, UT.

Science-in-CTE Experimental Teacher Debriefing Session, May 23-24, 2011, Minneapolis, MN.

Curriculum Integration State Team Training Meeting, April 18-20, 2011, Louisville, KY.

Math-in-CTE Jump-Start Pre-Session to ACTE, November 29 - December 3, 2010, Las Vegas, NV.

Math-in-CTE Technical Assistance, Opening Session, August 26, 2010, Detroit, MI.

Math-in-CTE State Team Training Meeting, April 21, 2010, Louisville, KY.

Oregon Applied Academics Project, Professional Development for Teachers, October 28-30, 2010, Eugene, OR.

Oregon Applied Academics Project, Opening Presentation for Teachers, August 18-21, 2010, Eugene, OR.

Oregon Applied Academics Project, Administrator Presentation, January 24-26, 2010, Salem, OR.

Science-in-CTE Opening Presentations, December 10-11, 2010, Minneapolis, MN.

Science-in-CTE Opening Presentations, December 7-8, 2010, Salt Lake City, UT.

Science-in-CTE Advisory Team Meeting, October 14-16, 2010, Minneapolis, MN.

Science-in-CTE Control Teacher Debrief and Professional Development Workshop, September 22, 2010, Bismarck, ND.

Science-in-CTE Experimental Teacher Debriefing Session, June 2, 2010, Bismarck, ND.

Science-in-CTE Experimental Teacher Professional Development Workshop, January 15-17, 2010, Bismarck, ND.

Donna Pearson

Math-in-CTE Jump-Start Pre-Session to ACTE, November 17-18, 2009, Nashville, TN

Math-in-CTE State Team Training Meeting, April 20-22, 2009, Louisville, KY

Science-in-CTE State and University Personnel Meetings, September 1-3, 2009, Fargo, ND

Science-in-CTE Research Team Meeting, October 4-6, 2009, Fargo, ND

Science-in-CTE Advisory Team Meeting, November 10-11, 2009, Fargo, ND

Science-in-CTE Experimental Teacher Professional Development Workshop, December 5-6, 2009, Bismarck, ND

GRANTS AND FUNDED PROJECTS

PROJECT	ROLE	FUNDER	DATES	GRANT DOLLARS
Science-in-CTE Full Study	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	8/1/10-7/31/11	401,155
Curriculum Integration: Technical Assistance and Professional Development	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	8/1/10-7/31/11	102,088
Science-in-CTE Pilot Study	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	8/1/09-7/31/10	393,953
Curriculum Integration: Technical Assistance and Professional Development	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	8/1/09-7/31/10	95,242
Curriculum Integration: Technical Assistance and Professional Development	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	8/1/08-7/31/09	292,534
Curriculum Integration: (Math-in- CTE) Technical Assistance and Professional Development	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	11/1/07-7/31/08	99,451
Math-in-CTE Sustaining the Impact	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	1/1/06-12/31/06	288,953
Moving Research to Practice	Principal Investigator	NRCCTE U.S. Dept. of Ed OVAE	1/1/06-12/31/06	452,507
Online Parent Education Licensure Program	Program Coordinator	University of Minnesota Committee on Academic Uses of Technology (CAUT)	6/1/04-6/1/06	39,300

Chair, Clinical Experiences Task Force of the Council for Teacher Education, College of Education and Human Development, University of Minnesota, 1998-2001.

University of Minnesota, College of Education and Human Development team representative to the Holmes Partnership, Urban Network for the Improvement of Teacher Education (UNITE), 1998 -2001.

NCATE (National Council of Accreditation in Teacher Education) planning team member, College of Education and Human Development, University of Minnesota, 1999-2001.

Work Group Member for the Minnesota Comprehensive Graduation Outcomes Project, "Makes Lifework Decisions," 1992-93.

Home Economics Education faculty representative to the College of Home Economics Student Scholastic Standing Committee, 1988-89.

Co-Reviewer, American Vocational Association Conference, Home Economics Education Division, 1988.

Minnesota Family and Consumer Sciences Education Steering Committee Group Member, 1997-98.

Chapter reviewer for the American Association of Family and Consumer Sciences Yearbook, 1997.

PROFESSIONAL AFFILIATIONS

Member: Association for Career and Technical Education (ACTE)

Member: Association for Career and Technical Education Research (ACTER)

Member: American Educational Research Association (AREA)

Charter Member: Academy for Career and Technical Teacher Education

HONORS AND AWARDS

Association for Career and Technical Education Research, *Meritorious Service Award*, 2009

American Vocational Education Research Association, Outstanding Paper Award, *Testing the Value of Enhanced Math Learning in Career and Technical Education*, Donna Pearson and James Stone, December 7, 2005

University of Minnesota, Digital Media Center Fellowship, 2004-2005

American Vocational Association Graduate Fellowship in Family and Consumer Sciences, 1995

Home Economics in Home and Community Graduate Scholarship Recipient, 1991

Omicron Nu Outstanding Leadership Award, 1989

Phi Upsilon Home Economics Honorary (Minnesota)

Omicron Tau Theta Vocational Education Honorary (Minnesota)

EDUCATION

Ph.D. 2000 University of Minnesota, College of Education
Department of Work, Community, and Family Education
Thesis: *Being a Vocational Teacher Educator in the Context of Reform*
Methodology: Phenomenology

M.A. coursework University of Nebraska, Lincoln
Vocational Education; Special Vocational Needs

B.S. 1974 Kearney State College, Nebraska
Home Economics Education