

BENEDICT L. ADAMS, Ph.D.

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EDUCATION AND PROFESSIONAL CREDENTIALS

Indiana University, Indianapolis, IN, Fall 2016

Ph.D. Urban Education Studies and Teacher Education

Research Interests: Elementary Teacher Education and Culturally Responsive Pedagogy, Teacher Preparation and Diversity, Culturally Responsive Assessment and Evaluation Practices, Urban Education Studies and International Migration, Critical Ethnography and Case Study Designs, Curriculum and Instruction, and Elementary and Secondary Social Science Methods.

Indiana University, Indianapolis, IN, December, 2012

Master of Science in Education

Suffield University, Twin Falls, ID, August, 2005

Bachelor of Arts in Education

UNIVERSITY TEACHING EXPERIENCE

Associate Professor of Education, Missouri Western State University, St. Joseph, MO, Fall, 2023- Present

Assistant Professor of Education, Missouri Western State University, St. Joseph, MO, Fall, 2019-Spring, 2023

Assistant Professor of the Graduate School of Education, The College of St. Scholastica, Duluth, MN, Fall, 2017-Spring, 2019

- Taught Graduate EDU 6530: Promoting Critical Thinking in the Classroom (online)
- Taught Graduate EDU 6580: Culturally Inclusive Communities and Schools (online)
- Taught Graduate EDU 6525: Introduction to Research, leading to writing Literature Review (online)
- Taught Graduate EDU 6560: Research Based Capstone Project, leading to writing the Research Proposal (online)
- Taught Graduate EDU 6550: Culturally Responsive Instruction (online)

Associate Instructor: Indiana University School of Education (IUPUI), Indianapolis, Indiana, Fall, 2013- Spring, 2017

- Developed the curricular framework, modules, and co-taught Middle School STEM Methods

class of Woodrow Wilson Scholars and Transition to Teaching Candidates (EDU-509).

- Taught EDU E 555: Human Diversity and Learning. (Graduate level).
- Taught and lead EDU M 301: Field Experience (Graduates and undergraduates)
- Taught EDU M320: Curriculum and Elementary Multicultural Education
- Developed and taught the undergraduate fundamental course called: Examining Self as Teacher (EDU-F 200)
- Developed the curricular framework and co-taught Secondary School Science Methods Course for Transition to Teaching Students and Woodrow Wilson Scholars (EDU-S 505).

Practicum: Practical Instruction and Research, IU School of Education at Indianapolis, Indiana, Aug, 12- December, 12

- Conducting practical internship instructions with Elementary and Secondary Undergraduates of Teacher Education in a Diversity and Learning Course (EDU-M322).
- Observed the classroom with active participation for my qualitative research project entitled: Preparing pre-service teachers to understand the values and concepts of diversity in their classroom practice.

CONFERENCE PRESENTATIONS

- Adams, B. (May, 2024). New educators in training and their evolving through a post-pandemic pedagogy: A qualitative inquiry. Presented at the 20th International Congress of Qualitative Inquiry (ICQI) at the University of Illinois-Urbana-Champaign. Peer Reviewed.
- Adams, B. (May, 2023). Learning to Teach, Teaching to Learn Proper Pedagogical Dispositions after COVID 19 in an Education Preparation Program. Presented at the 19th International Congress of Qualitative Inquiry (ICQI) at the University of Illinois-Urbana-Champaign. Peer Reviewed.
- Adams, B. (May, 2022). Transformative Visions of George Counts and Teacher Preparation Programs in this Covid 19 Era. Presented at the 18th International Congress of Qualitative Inquiry (ICQI), The University of Illinois, Urbana-Champaign-VIRTUAL. Peer reviewed.
- Smile, K. & Adams, B. (October, 2022). American Schooling and the 1918 Pandemic: Lessons and Cautions for Today. Research Presentation at the Organization of Education Historians (OEH), Virtual Conference and Synchronous Online Experience. Peer reviewed.
- Smile, K. & Adams, B. (October, 2021). Educational Historians and the Covid-19 Crisis: New Entryways into Teacher Education. Research Presentation at the Organization of Education Historians (OEH), Virtual Conference and Synchronous Online Experience October 1-2, 2021. Peer reviewed.

- Adams, B. (May, 2021). Translanguaging pedagogy in practice in an urban classroom: A critical ethnographic inquiry. Presented at the 17th International Congress of Qualitative Inquiry (ICQI), The University of Illinois, Urbana-Champaign-VIRTUAL. Peer reviewed.
- Adams, B. (October, 2020). Preservice teachers and their development to diversity and social justice consciousness using the four seasons approach to ethnography. Conference of Curriculum and pedagogy-VIRTUAL. Peer reviewed.
- Adams, B. (2019, May 15-18). The four seasons approach to ethnographic methodology. Presented at the 15th International Congress of Qualitative Inquiry ICQI) at the University of Illinois at Urbana-Champaign. Peer reviewed.
- Adams, B. (2018, May 7). How Prepared are we as Culturally Inclusive Educators? Annual Presentation to Duluth Public School Teachers, Administrators and Staff. Duluth, MN.
- Adams, B. (2018, May 16-19). The Far-reaching Impact of Transformative Curriculum: A Narrative Critical Ethnographic Case Study. Research Presentation at the Fourteenth International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign. Peer reviewed.
- Adams, B. (2018, Feb, 26-28). The Far-reaching Impact of Transformative Curriculum: A Qualitative Case Study. Research Presentation at Conference on Academic Research in Education (CARE) at Las Vegas, Nevada. Peer reviewed.
- Adams, B. (2017, May, 17-20). Toward Relevant Immigrant Pedagogy: Teacher and student interactions in an urban environment: A Qualitative Case Study. Research Presentation at the 13th International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign. Peer reviewed.
- Adams, B. (2017, January, 30-31). Toward Relevant Immigrant Pedagogy: Teacher and student interactions in an urban environment. Poster session Presentation at the American Association of Behavioral and Social Sciences (AABSS) at Las Vegas, Nevada. Peer reviewed.
- Adams, B. (2014, September, 20). Policies for Culturally Responsive Assessment and Evaluation. Round Table Session presented at the Center for Culturally Responsive Evaluation and Assessment Conference at the College of Education at Urbana, Chicago, Illinois. Peer reviewed.
- Adams, B., & Portillo, W. (2014, May 22). Immigration, citizenship, language, and power. Poster Presented at Critical Race Studies in Education 8th Annual Conference at Vanderbilt University Law School, Nashville, TN. Peer reviewed.

SCHOLARY RESEARCH AND PUBLICATIONS

- Adams, B. (2023). Culturally Competent Teachers in Action in an Urban-Multicultural Classroom through a Qualitative lens. In Denzin, N. & Salvo, J (Eds.), *Culturally relevant story telling in qualitative research: Diversity, equity, & inclusion examined through a research lens* (1st ed., pp.115-132). Myers Education Press (Book Chapter) - Peer reviewed. <https://myersedpress.presswarehouse.com/browse/catalog>.

- Adams, B., & Smilie, K. (2023). Navigating beyond the periphery. In McCarther, S. (Eds.). Golden Anniversary edition: American Educational History Journal, 1-2 (50), p. 263-264. Peer reviewed. <https://www.infoagepub.com/products/American-Educational-History-Journal-vol-50>
- Adams, B & Smile, K. (September 29-30, 2023). The Mounting Challenge to the Subject Curriculum: A Complex Example of the Role of Government in Education before World War II and Beyond. Research Presentation at the *Organization of Education Historians (OEH)*, Virtual Conference and Synchronous Online Experience October 1-2, 2023. Peer Reviewed.
- Adams, B. (2022). Teacher candidates and their transformed understanding of diversity and social justice in a teacher education program. *Journal of Critical Questions in Education*, 13(1), p. 60-78. Peer reviewed. <https://academyforeducationalstudies.org/journals/journal/current-and-past-issues/>
- Adams, B. (2021). Urban Field Experiences and Preparing Teacher Candidates to Understand Diversity and Social Justice Through University School Community Professional Development Partnership (USCPDP). *A Journal of the National Association for Professional Development Schools*, 26-35, Peer reviewed.
- Adams, B. (2020). How English-Speaking Teachers Can Create a Welcoming Environment that Allows Students to Maintain and Utilize their Language through Translanguaging: A Qualitative Case Study. *Journal of Culture and Values in Education*, 3(2), 196-211. doi.org/10.46303/jcve.2020.20, Peer reviewed.
- Adams, B. (2019). The far-reaching impact of transformative curriculum: A narrative critical ethnographic case study. *Journal of Curriculum Studies Research*, 1(1), 17-32. Peer reviewed.
- Adams, B. (2018). Toward relevant immigrant pedagogy: Teacher and student interaction in an urban classroom. *Journal of Behavioral and Social Sciences*, 5(3), 119-135. Peer reviewed.
- Adams, B. (2018). Meeting the needs of students-at-risk especially English Language Learners and immigrants in an urban classroom. In D. Conrad & S. Blackman (Eds.). *Responding to Learner Diversity and Learning Difficulties*. Charlotte, NC: Information Age. Book Chapter- Peer reviewed.
- Adams, B. (2017). Student Achievement Outcomes of Immigrants and English Language Learners in an Urban Classroom: A Case Study of Great Strides and Hope. *Perspectives on Urban Education*, 14 (1), 1-6. <https://eric.ed.gov/?id=EJ1159993>. Peer reviewed.
- Adams, B. (2016). *Toward Relevant Pedagogy: Teacher and Student interaction in an urban classroom*. Doctoral Dissertation, ProQuest. <http://hdl.handle.net/1805/11270> .Peer reviewed.
- Adams, B. (Book in progress). *A Sociocultural Hand Book for Teaching and Reaching Students At-Risk: Pedagogy, Pedagogical Knowledge, and Pedagogical Content Knowledge for Successful Teaching in Urban and Multicultural Classrooms*. Peer Reviewed.

- Adams, B., & Morton, C. (in progress). Policies for Culturally Responsive Assessment and Evaluation. *Journal of Practical Assessment, Research & Evaluation*.
- Adams, B. (in progress). Academic performance of second language students at an urban high school. A qualitative case study. *Journal of Educational Studies*.
- Adams, B. (in progress). Culturally Relevant Pedagogy versus Relevant Immigrant Pedagogy as the expansive instructional model for effective urban teacher preparation programs. *Multicultural Perspectives*.

CONFERENCE ATTENDANCES

- Adams, B. (2017). National Association for Multicultural Education (NAME), at Salt Lake City, Utah.
- Adams, B. (2017). American Association of Behavioral and Social Sciences (AABSS) and 29th Annual Ethnographic and Qualitative Research Conference (EQRC) in Las Vegas, Nevada.
- Adams, B. (2016). Hoosier Association of Science Teachers (HASTI), Annual Conference in Indianapolis, Indiana.
- Adams, B. (2015). The Institute on Teaching and Mentoring, Doctoral Scholars Program, Arlington, Virginia.
- Adams, B. (2014). The Institute on Teaching and Mentoring, Doctoral Scholars Program, Atlanta, Georgia.
- Adams, B. (2014). The American Association of Colleges for Teacher Education (AACTE) 66th annual conference in Indianapolis, Indiana.
- Adams, B. (2013). The University Council For Educational Administration (UCEA) 16 annual research conference, Indianapolis, Indiana.

MASTER THESIS/CAPSTONE UNIVERSITY ADVISING AND MENTORING

- Sandra K. Auxier-Gregory, graduated December, 2022 and her capstone project title is “Community Resource Guide for EL Students and Families in the Saint Joseph School District.”
- Paige Sinclair graduated December, 2021 and her capstone project title is “The Evolving Specials Space: Supplemental Materials and Specials Teacher Training for Best EL Student Enrichment.”
- Alissa Vasek Carlson graduated May, 2019 and her research title is “Is project-based learning effective at increasing student engagement and content knowledge for students living in poverty?”

- Matthew Runck graduated May, 2019 and his research title is “The effects of substantive schooling for multilingual students and its entrenched position in schools”.
- Devin McNeill graduated Dec. 2018 and her research title is “Data Driven Instruction and Differentiation”.
- Allison Yackle graduated Dec. 2018 and her research title is “Does Implementing Trauma-Informed Practice in the Classroom Decrease Negative Behavior?”
- Kristin Polo graduated Dec. 2018 and her research title is “Instant Communication and Parent Involvement by utilizing the Class Dojo tool”.
- Chelsey Mersbergen graduated Dec. 2018 and her research title is “Computer Mediated Communication Tools and Foreign Language Anxiety”.
- Scott Barkett graduated Dec. 2018 and his research title is “Exploring the Effect of More Rigorous text on Standard Level Students’ Perceptions of Social Studies Knowledge and Ability”.
- Christy Voltz graduated Dec. 2018 and her research title is “Digital Citizenship”.
- Helena Ripley graduated Dec. 2018 and her research title is “Middle School Language Arts Curriculum Development”.
- Alyse Lafontaine graduated Dec. 2018 and her research title is “Increasing parent engagement to support student success”.
- Tashanna Martinneto graduated May, 2018 and her research title is “Technology in the Classroom”.
- Lindsay Pacey, graduated May, 2018 and her research title is “Active Learning in Human Anatomy”.

SERVICE EXPERIENCE

- Curriculum Writing Project: Built a course on Urban Education and Best Instructional Methods for Culturally and Linguistically diverse students (Pedagogical knowledge and pedagogical content knowledge).
- Mentoring Minority students: Worked alongside the Principal advisor in mentoring Bilingual Students, minority students, and students of color at the College level.
- Duluth Public School Culturally Inclusive Training Team: Volunteered to provide workshops for Public School Teachers, Administrators and Staff.
- Peer Reviewed Journal of Behavioral and Social Sciences: Became Editorial Board Member and Reviewer of the Journal of Behavioral and Social Sciences.

OTHER WORKING EXPERIENCES

Supervisor of Student Teachers, Indiana University School of Education at IUPUI Fall, 2013-Spring, 2015

- Supervised student teachers doing Service and Learning Field experiences in both Urban K- 12 Schools and Suburban Schools.
- Responsible for coordinating placement of students' field experience during course teaching.
- Observed and consulted students on their classroom engagement, participation with students, and instruction.

Testing Evaluator, Kelly Services, Indianapolis, Indiana Nov, 2005- Aug. 2017

- Assessed and scored k-12 National Student tests in writing, reading, social studies, science, and mathematics.
- Evaluated and assigned k-12 scores to Indiana Standard Assessment Testing Project (ISTEP).

Special Education Assistant & Literacy Coach, Indianapolis Public Schools, IN, Fall, 2009-Spring, 2011.

- Facilitated the development of elementary vision about literacy that is site based and linked with district and state goals.
- Regularly assisted falling behind students and conducted assessment for a group of elementary and middle school students according to the state standards.
- Performed clerical classroom maintenance and instructional duties as assigned by the lead teacher.
- Worked with small groups of students to reinforce the learning material and skills introduced and outlined by the lead teacher.
- Maintained a safe learning environment while reinforcing learning.
- Participated in workshops and in-service training to update job related skills.

Literacy Coach, Park Tudor School, Indianapolis, Indiana Fall, 06-Spring, 07

- Prepared lessons and taught second graders in language arts, mathematics, and mathematics skills.
- Regularly assisted with homework and conducted assessment for a group of elementary students according to the state standards.

- Inducted to Golden Key International Honor Society for exceptional outstanding academic achievement through Indiana University Oct, 2011
- Nominated by Golden Key International Scholars Program to attend the 2012 International Scholar Laureate Program (ISLP) for exemplary academic performance.
- Nominated by Golden Key International Society Scholarship Program to attend an international Laurette Program in China for exceptional academic excellence, Spring, 2013
- Nominated by the Associate Dean of Indiana University as the top recruited graduate student for the Urban Education Studies Ph.D. Program in the Graduate School-Education Spring, 2013
- Nominated by Indiana University School of Education Student Body and honored as an Outstanding Teacher Educator/Instructor Nov, 2014
- Inducted into the Institute on Teaching and Mentoring, SREB Doctoral Scholars Program, 2016
- Nominated for MWSU Advisor Shout-Out Awards, 2020-2022, and Spring 2024.

RESEARCH GRANT AWARDS

- Missouri Western State University-Dean Travel/scholarship grant, for Presentation at the University of Illinois, Urbana-Champaign, \$678.64, Spring, 2024.
- The College of St. Scholastica Graduate School of Education Presentation, Travel grant, \$ 1,400, Summer, 2018
- St. Scholastica School of Education Presentation Scholarly grant, \$ 1,000, Spring, 2017
- Urban Education Studies and Teacher Education Presentation, Scholarship grant, \$1,500, Fall, 2015
- Urban Education Studies Conference Presentation, Travel grant \$ 1,500, Fall, 2014

SERVICE

Selected Key University Service

- Member, Applied Learning Steering Committee-Fall 2020-Spring 2023.
- Member, Undergraduate Curriculum Committee, Fall 2021-present
- Member, Institutional Scholarship Review Board (ISRB) {Scholarship Committee} (Fall 2020-Spring 2022).

- Editorial Member, Griffon Journal of Applied Learning in Higher Education, 2023-Present

Selected Departmental

- CAEP Standard 2 subcommittee, 2019-2022
- CAEP Elementary subcommittee, 2021-2022
- CAEP Disposition subcommittee Chair, 2021-2022
- Junior Experience Guru subcommittee, 2020-present
- MAT- Graduate Education Faculty Search Committee Member, 2021-2022
- Advisor- Department of Education- Advised Elementary undergraduate and graduate students, 2019-present

Selected Key Professional Service

- Editorial Review Board Member, Journal of Behavioral and Social Sciences, Fall 2017-present
- Reviewer, Social Studies Research and Practice Journal, Manuscript ID SSRP-06-2020-0027 entitled "Justice-Oriented Global Education within Three World History Teachers' Worldviews and Practice" Fall 2020
- Member, Institute of Teaching and Mentoring-SREB Doctoral Scholars Program, 2016-present

PROFESSIONAL MEMBERSHIPS

- Organization of Educational Historian (OEH), 2021-Present
- National Association for Multicultural Education (NAME), 2012- Present
- Golden Key International Society, 2011-Present
- Indiana Coalition for Public Education, 2014-Present
- American Association of Colleges For Teacher Education (AACTE), 2014- Present
- Hoosier Association of Science Teachers, 2015-Present
- SREB Doctoral Scholars Graduate, 2016-Present