

Pamela R. Hallam

Brigham Young University
Department of Educational Leadership and Foundations
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EDUCATION

- 2006** **University of Utah**, Milton Bennion School of Education, Educational Leadership and Policy Department, Salt Lake City, UT.
Ed.D. in Educational Leadership
Dissertation: Principal Leadership: Trust as the Fulcrum for School Improvement
- 1990** **Brigham Young University**, McKay School of Education, Provo, UT
Master of Educational Leadership and Foundations.
- 1979** **Brigham Young University**, McKay School of Education, Provo, UT
Bachelor of Science, Home Economics Education.

ACADEMIC BACKGROUND

Teaching and Leadership Experience

- 2006-current** **Brigham Young University Associate Professor.** Department of Educational Leadership and Foundations. David O. McKay School of Education. Focus on principal leadership
Courses taught in undergraduate, graduate and doctoral programs:
EDLF 620: Educational Finance
EDLF 610: Human Resource Management
EDLF 627: Instructional Leadership I
EDLF 452: Educational Foundations
EDLF 635R: Reflective Seminar
EDLF 632R: Field Practicum (Supervisor)
EDLF 701: Collaborative Leadership for Change
- 2004-2006** **Director, Curriculum and Instruction.** Alpine School District, American Fork, Utah. Responsible for K-12 curriculum, professional development, instructional coaches, teachers on special assignment (math, literacy, secondary), and new teacher mentoring
- 2001-2004** **Director, Technology Information Systems.** Alpine School District, American Fork, Utah. Responsible for data service, technology infrastructure, school technical support and instructional technology.

- 1993-2001** **Principal, Orem Junior High School.** Alpine School District, Orem, Utah. Responsible for the instructional program of 900-1400 students and 50-70 faculty and staff. Also, responsible for all of the building operations and maintenance of the school.
- 1990-1993** **Assistant Principal, Orem Junior High School.** Alpine School District, Orem, Utah. Responsible for the curriculum and instruction of one third of the teaching staff. Also, responsible for issues related to student management and discipline.
- 1979-1989** **Teacher, Home Economics.** Springville High School, Nebo School District. Springville, Utah. Responsible for all of the curriculum and student learning for three subject areas: clothing construction, food science and nutrition and family and consumer science.

SCHOLARLY PUBLICATIONS

Peer-Reviewed Journal Articles

- Wilson, T., **Hallam, P. R.**, Baum, D., & Owens, M. (2019). (Submitted) Impact of Propensity to Trust on Academic Success of Student–Athletes: Implications for Athletic Officials in Higher Education. *Christian Higher Education*.
- Hallam P. R.**, Brown, S. D., Chan, P., and Bills, J. (2019). (Accepted). Navigating the Silk Road: Eastern vs. Western Perspectives on Trust Development in Chinese Education. *World Studies in Education*
- Farnsworth, S., **Hallam, P. R.**, and Hilton, S. (2019). Principal Learning-Centered Leadership and Faculty Trust in the Principal. *NASSP Bulletin*.
<https://doi.org/10.1177/0192636519871624>
- Hallam, P.R.**, Boren, D. M. (2019). Examining a University-District Sponsored Principals Academy Through the Lens of Principal Supervisors. *AASA Journal of Scholarship and Practice*, (16)1, 4-19
- Brown, S.D., Bills, J. B., **Hallam P. R.**, and Binghai, S. (2019). Exploring the faces of trust: A study of Chinese students in higher education. *World Studies in Education*, (19)2
- Brown, S.D., **Hallam, P. R.**, and Tang, H. (2018). Impacts of Chinese Education Reform on Trust Development of Higher Education Faculty and Students. *Curriculum and Teaching journal*. *Curriculum and Teaching*, 33(1), 55-77.

- Brown, S.D., **Hallam, P. R.**, and Qin, T. (2017). Propensity to Trust and Trust Development Among Chinese University Students. *World Studies in Education*, 18(2), 25-41.
- Boren, D. M., **Hallam, P. R.**, Galbraith, N., Gill, C., and Li, V. (2017) Examining Effective Principal Professional Development Through a University-District Sponsored Principals Academy. *Educational Practice & Theory*, Volume. 39(2) 87-106).
- Brown, S. D., **Hallam, P. R.**, Hite, S. J., & Hite, J. M. (2016). The Impact of Various Demographic and Educational Attributes on International Students' Propensity to Trust School Officials. *Education and Society*, 34(2), 49-68.
- Hallam, P. R.**, Smith, H. R., Hite, J. D., Hite, S. J., & Wilcox, B. (2015). Trust and Collaboration in PLC Teams: Teacher Relationships, Principal Support, and Collaborative Benefits. *NASSP Bulletin*, 99(3), 193-216.
- Caldarella, P., **Hallam, P. R.**, Christensen, L., & Wall, G. (2014). Systematic screening for behavior disorders in professional development schools: A social validity study. *School-University Partnerships*, 7(2), 19-33. (Equal first authors)
- Trevino, A., Hite, J. M., **Hallam, P. R.**, & Ferrin, S. (2014). Latino educators of tomorrow: Culture-specific mentoring for the college Transition. *NASSP Bulletin*, 9(98), 198-218.
- Shatzar, R. H., Caldarella, P., **Hallam, P. R.**, & Brown, B. L. (2014). Comparing the effects of instructional and transformational leadership on student achievement: Implications for practice. *Educational Management, Administration and Leadership*, 42(4), 445-459.
- Taylor, M. J., **Hallam, P. R.**, Charlton, C. T. & Wall, G. (2013). Formative assessment of collaborative teams (FACT): Development of a grade-level instructional team checklist. *NASSP Bulletin*, 98(1), 26-52.
- Dulaney, S., **Hallam, P. R.**, Wall, G. (2013). Superintendent perceptions of multi-tiered systems of support (MTSS): Obstacles and opportunities for school system reform. *AASA Journal of Scholarship and Practice*, 10(2), 30-45.
- Hallam, P. R.**, Boren, D. M., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2013). Headteacher visibility and teacher perceptions of headteacher trustworthiness: A comparison of the Ugandan context to existing theory. *International Journal of Educational Development*, 33(5), 510-520.
- Hallam, P. R.**, Chou, F., Hite, J. M., & Hite, S. J. (2012). Two contrasting models for mentoring as they affect retention of beginning teachers. *NASSP Bulletin*. 96(3), 243-277.

- Blair, B. W., & **Hallam, P. R.** (2011), A study of the concept of “trust” and a new “trust model” for educational leaders. *Journal of Educational Policy, Planning & Administration*, 1(1), 4-17.
- Richards, A. L., & **Hallam, P. R.** (2009). Making ourselves irrelevant: Educational philosophy in the United States. *Rassegna di Pedagogia/ Pädagogische Umschau*, 67(1-4), 101-111.
- Ferrin, S. E., & **Hallam, P. R.** (2008). State constitutionality and adequacy: Signposts of concern on Utah’s path toward developing vouchers. *Brigham Young University Law Review*, (2), 353-376.
- Hallam, P. R.**, & Matthews, L. J. (2008). Principal leadership: Building trust to support school improvement. *Journal of School Public Relations*, 29(2), 210-236.

Book Chapters

- Owens**, Michael A., **Hallam, P. R.**, & Brown, S.D. (Submitted, 2019). Follower Engagement in Elementary Schools: A Multi-Site Study. In Volume 20, Joseph Zajda (Eds). *Globalisation, Social Change and Education Reforms: New Paradigm and Ideologies*.
- Hallam, P. R.**, Boren, D. M., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2015). Headteacher visibility and perceptions of headteacher trustworthiness: Perspectives of Ugandan secondary teachers. In Volume 14, Joseph Zajda (Eds.), *Globalisation, Ideology and Politics of Education Reforms*. Dordrecht: Springer, the Netherlands.
- Hallam, P. R.**, Dulaney, S., Hite, J. M., & Smith, H. (2014). Trust at ground zero: Trust and collaboration within the professional learning community. In P. Forsyth, M. Van Houtte, & D. Van Maele (Eds.), pp. 145-170). *Trust relationships and school life*. Netherlands, Springer.
- Hallam, P.R.**, Hite, J.M., Hite, S. J., & Mugimu, C. B. (2013). 2 Trust and educational leadership: Comparing the development and role of trust between U.S. and Ugandan school administrators. In Wise, C. Bradshaw, P. and Cartwright, M. (Eds.), *Leading professional practice in education*. London UK: SAGE Publications Ltd.
- Hallam, P. R.** (2012). Administering the district and school budget. In, Brimley V. A. Garfield, R. R. & D. A. Verstegen (Eds.) *Financing education in a climate of change* (11th ed., pp. 278-301). Boston MA: Allyn & Bacon.
- Hallam, P. R.**, Young, K. R., Caldarella, P., Wall, G., & Christensen, L. (2010). Preventing antisocial behavior and delinquency: A comprehensive school-wide approach. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 2, pp. 820-828). Oxford: Elsevier.

Hallam, P. R., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2010). So, you want to be a headteacher? Liabilities of newness, challenges, and strategies of new headteachers in Uganda. In A. R. Shoho, B. G. Barnett & A. K. Tooms (Eds.), *The challenges of new principals in the 21st century* (Vol. 1, pp. 51-76). Charlotte, NC: Information Age Publishing.

Hallam, P. R., Hite, J. M., Hite, S. J., & Mugimu, C. B. (2009). The development and role of trust in educational leadership: A comparative study of U. S. and Ugandan school administrators. In A. W. Wiseman & S. Silova (Eds.) *Educational leadership: Global contests and international comparisons* (Vol. 11, pp. 49-80). Brighton, UK: Emerald Group Publishing Ltd.

Hallam, P. R., & Hausman, C. (2009). Principal and teacher relations: Trust at the core of school improvement. In L.J. Saha, & A.G. Dworkin (Eds.), *The international handbook of teachers and teaching* (Vol 21, pp. 403-416). New York NY: Springer Press.

Geo-JaJa, M. A., Payne, S. J., **Hallam, P. R.,** & Baum, D. R. (2009). Gender equity and women empowerment in Africa: The education and economic globalization nexus. In J. Zajda (Ed.), *Globalisation, comparative education and policy research* (Vol. 6 pp. 97-121). Netherlands: Springer Press.

Non-Peer Reviewed Journal Articles

Dulaney, S., **Hallam, P. R.,** (2012). On your mark, get set, go: Readiness issues with collaborative teaming. In M. Herbert & G. Eggen (Eds.) *The Utah Special Educator*. (September 2012, pp. 22-25). Salt Lake City, UT

CREATIVE WORKS

Taylor, M. J., **Hallam, P. R.,** Wall, G., & Charlton, C. T. (2012). The *Formative Assessment of Collaborative Teams (FACT)* tool is a tutorial checklist developed to guide grade-level or department teams in collaborating more effectively as part of a school-wide professional learning community. The key features of effective teaming comprise the structure of FACT's three sections: Preparation, Collaboration, and Instruction. The FACT has been evaluated for content validity and a manuscript outlining the process is currently under review. (See submitted journal article by Taylor, Hallam, Christensen, & Wall above)

Hallam, P. R. (2012) *Professional Learning Communities (PLCs) at Work* is a series of instructional videos that show real collaborative team examples of each of the attributes of the FACT tool (described in entry immediately above).

AWARDS & RECOGNITIONS

- 2012 McKay School of Education, Nancy Perry Marriott, Outstanding Teacher Award
- 2006 Utah Association of Teacher Education, Distinguished Project in Public Education Award
- 2003 University of Utah, Milton Bennion Scholarship Award
- 2002 American Association of School Administrators Scholarship Award
- 1997 Finalist, National Principal of the Year
- 1996 Utah State Principal of the Year
- 1994 Huntsman Award for Excellence in Education

RESEARCH GRANTS & FUNDING

- 2010 David M. Kennedy Center for International Studies, January (2,150), research grant. Trust and Leadership in Spain
- 2019 McKay School of Education, Brigham Young University, Visiting Scholar grant, May, (\$5,000) to bring Tim Drake and Daniel Reyes-Guerra to consult on school leadership programs.
- 2018 McKay School of Education, Brigham Young University, Research Grant, December, (\$4,121) to set up research in Cape Town
- 2018 David M. Kennedy Center for International Studies, January (\$1,000) to set up research in Cape Town
- 2018 McKay School of Education, Brigham Young University, Experimental Learning Grant, August (\$5,489) to set up research in Cape Town
- 2018 McKay School of Education, Brigham Young University, Experiential Learning Grant, July (\$7,200) for students to complete internships in Houston and China
- 2018 McKay School of Education, Brigham Young University, Experimental Learning Grant, August (\$5,000) to study collective efficacy in New Zealand

- 2018 The David M. Kennedy Center for International Studies, January, (\$500) to study trust in China's K-12 schools
- 2018 McKay School of Education, Brigham Young University, Visiting Scholar grant, October, (\$5,000) to bring Brad Marianno out to consult with our Education Policy faculty.
- 2015 McKay School of Education, Brigham Young University, CITES Fellowship, January (\$30,000) to study the CITES Principal's Academy.
- 2013 McKay School of Education, Brigham Young University, Research Grant, December (\$20,000) to study trust and principal leader behaviors.
- 2014 McKay School of Education, Brigham Young University, Visiting Scholar grant, October, (\$5,000) to bring Douglas Archbald out to consult on problem of practice dissertations with our EdD faculty.
- 2012 McKay School of Education, Brigham Young University, Research Grant, January (\$10,000) to study trust and principal leader behaviors.
- 2012 Brigham Young University Internship Office Grant, January (\$1,500) to redesign internship guidelines for our school leadership program.
- 2011 McKay School of Education, Dean's Office Grant, January (\$2,000) to pilot the Formative Assessment of Collaborative Teams (FACT) tool.
- 2011 McKay School of Education, Dean's Office Grant, March (\$3,500) to apply to professional learning communities at work videotape project.
- 2009 McKay School of Education, Brigham Young University, research Grant, January (\$6,300) to study trust in secondary Ugandan secondary schools
- 2009 The David M. Kennedy Center for International Studies, January, (\$1,000) to study trust in Ugandan secondary schools
- 2009 McKay School of Education, Dean's Office Grant, October (\$1,758). Visiting professor - Dr. Margaret T. Orr, Bank Street College.
- 2008 Co-author and Principal Investigator (2008-09): *Prevention Plus*. Office of Juvenile Justice and Delinquency Prevention (OJJDP) funded grant (\$268,305). To improve the academic and behavioral outcomes for at-risk students.
- 2008 McKay School of Education, Dean's Office Grant, January (\$7,600) for a comparative study of two unique and progressive coaching and mentoring initiatives.

- 2008 McKay School of Education, Brigham Young University, research grant, January (\$6,300) for *Trust: Comparative Study of U. S. and Ugandan School Administrators*.
- 2007 McKay School of Education, Brigham Young University, research grant, January (\$6,500) for *Career Patterns of the McKay School of Education Graduating Class of 1982*.
- 2006 Faculty Development Center Grant, January (\$1,000) for course development.

UNDERGRADUATE/GRADUATE MENTORING & FUNDING

Dissertation Chair

- 2018 Trevor Wilson. Dissertation: Propensity to Trust and the Impact on Student-Athletes: Implications for Athletic Officials in Higher Education.
- 2016 Samuel D. Brown. Dissertation: The Impact of Demographic and Educational Factors on International Students' Propensity to Trust: Implications for School Officials in Higher Education.
- 2016 A. Tyler Howe. Dissertation: Principal Trust: Factors that Influence Faculty Trust in the Principal.
- 2015 Shane J. Farnsworth. Dissertation: Principal Learning-Centered Leadership and Faculty Trust in the Principal.
- 2014 Henry (Hank) R. Smith. Dissertation: Development of Trust and Collaboration Between Teachers in PLC Teams: The Roles of Teachers, Principals and Different Facets of Trust
- 2010 Po Nien (Felipe) Chou - The Asher and Dane School Districts' Mentoring Models: The Relationship Between Mentoring and Retention of Beginning Teachers
- 2010 David McKay Boren. Dissertation: Headteacher Visibility, Teacher Characteristics, and Headteacher Trustworthiness: Perceptions of Secondary School Teachers in Mukono District, Uganda.

Mentoring and Student Funding

- 2018 McKay School of Education, Brigham Young University, Experiential Learning Grant (6,500) to fund five students' internship in China or Houston.

- 2018 McKay School of Education, Brigham Young University, Research mini-grant (5,000) to fund two doctoral student's research in New Zealand.
- 2008 Undergraduate Mentoring Grant, January, (\$1,000). *Co-Authored Network Structures and Successful Academic Publishing Among Educational Technology Scholars.*
- 2007 Undergraduate Mentoring Grant, January, (\$1,000). *Co-Authored Network Structures and Successful Academic Publishing Among Educational Technology Scholars.*

NATIONAL and INTERNATIONAL PAPER PRESENTATIONS (Peer-Reviewed)

Farnsworth, S., **Hallam, P. R.**, (2019, January) *Principal Learning-Centered Leadership and Faculty Trust in the Principal.* Poster presented at the Hawaii International Conference on Education, Waikiki, Hawaii.

Hallam, P. R., (2019, November). *Making Change Happen in Schools.* Presentation at the China Education Innovation Expo. Zhuhai, China

Hallam, P. R., Boren, D. M., Prater, M., (2019, January). *Examining a University-Multiple District Sponsored Principals Academy from the Perspective of Principal Supervisors.* Paper presented at the Hawaii International Conference on Education, Waikiki, Hawaii.

Brown, S.D., **Hallam, P. R.** (2018, January). *Propensity to Trust and Trust Development Among Chinese University Students.* Poster presented at the Hawaii International Conference on Education, Waikiki, Hawaii.

Brown, S.D., **Hallam, P. R.** (2017, January). *The Impact of Various Demographic and Educational Attributes on International Students' Propensity to Trust School Officials.* Poster presented at the Hawaii International Conference on Education, Waikiki, Hawaii.

Brown, S.D., **Hallam, P. R.** (2016, August). *The Impact of Various Demographic and Educational Attributes. on International Students' Propensity to Trust School Officials.* XVI World Congress of Comparative Education Societies. Paper presented in Beijing China.

Taylor, M. J., **Hallam, P. R.**, Charlton, C. T. & Wall, G. (2014, January). *Formative Assessment of Collaborative Teams (FACT): Development of a grade-level*

instructional team checklist. Poster presented at the Hawaii International Conference on Education, Waikiki, Hawaii.

Dulaney, S., **Hallam, P. R.**, & Wall, G. (2013, January). *Superintendent perceptions of multi-tiered systems of support (MTSS): Obstacles and opportunities for school system reform*. Poster presented at the Hawaii International Conference on Education, Waikiki, Hawaii.

Hallam, P. R., & Wall, G. (2011, November). *Bringing emotional and behavior screening into the professional learning community discussion: A descriptive study*. Paper presented at UCEA, Pittsburg, PA.

Hallam, P. R. (2010, November). *Challenges facing new principals in developing countries*. Paper presented at University Council for Educational Administration, New Orleans, LA.

Caldarella, P., Wall, G., Christensen, L., Young, R. K., & **Hallam, P. R.** (2010, November). *Bringing behavior into professional learning community discussions*. Paper presented at Teacher Educators of Children with Behavioral Disorders, Tempe, AZ.

Caldarella, P., Wall, G., Christensen, L., Young, R. K., & **Hallam, P. R.** (2010, October). *General educators' perceptions of Systematic Screening for Behavior Disorders*. Paper presented at the Paper presented at Teacher Educators of Children with Behavioral Disorders, Tempe, AZ.

Hallam, P. R. (2008, November). *Principal leadership: Building trust to support school improvement*. Paper presented at University Council for Educational Administration, Orlando, FL.

Hallam, P. R. (2007, November) *Principal leadership: Trust as the fulcrum for school leadership*. Paper presented at National Network for Educational Renewal, Charleston, WV.

Hallam, P. R., Graff, B., & Porter, K. (2006, October). *Democratic professional development*. Paper presented at National Network for Educational Renewal, Scranton, OH.

Hallam, P. R. (2006, November). *Principal leadership: Trust as the fulcrum for school leadership*. Paper presented at University Council for Educational Administration, Arlington, VA.

REGIONAL PRESENTATIONS

Hite, J. M. & **Hallam, P. R.** (2014). Proactively developing trust in network relationships. Presentation at the Utah Women in Higher Education Network

conference, 4 April 2014, Orem, UT.

INTERNATIONAL FIELD RESEARCH EXPERIENCE

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| 2019 | Cape Town, Africa, mentored research process for two master's students |
| 2018 | China, Guanghou, interviewed school administrators about building and maintain trust with faculty. |
| 2016 | China, Beijing, interviewed university faculty about building and maintaining trust with students. |
| 2015 | China, Beijing, interviewed university student about building and maintaining trust with faulty members. |
| 2008 | Uganda, Africa, interviewed new headteachers regarding the challenges of being new and how they worked to resolve those problems. |
| 2009 | Uganda, Africa, interviewed headteachers regarding building and maintaining trust with faculty and staff members. |

SERVICE & COMMITTEE ASSIGNMENTS

Department Service

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| 2016-current | Department Chair, Educational Leadership and Foundations
Working to develop structures and processes as well as a department handbook. |
| 2014 - 2015 | Co-Chair Doctoral Committee
Redesign the Ed.D program including the prospectus and dissertation. |
| 2014-2015 | President, Utah Consortium of Educational Administration (UCEL)
Plan and officiate at four meetings a year. We make policy recommendations regarding principal preparation to the Utah State Board of Education |
| 2013 – 2014 | Master's Committee
Developed a new Educational Leadership and Policy Studies Master's program and submitted to Committee of the Whole. |

- 2012 – 2014 **TEAC Accreditation Committee**
 Represent the School Leadership Committee. Helped to submit the TEAC accreditation addendum for the final committee review.
- 2010-2014 **Director of School Leadership Committee (ExSL and LPP)**
 Redesign included bringing two tracks (part-time and full time) under one leadership structure, with common student learning outcomes, a newly developed program handbook and project-based internship requirements.
- 2011-present **Member of Utah Council for Educational Leadership (UCEL) committee member**
 This state level committee provides policy recommendations to the State Office of Education, regarding the requirements of school leadership programs, as related to the preparation of students for state licensure.
- 2011-2014 **Department Certification Officer**
 I am responsible for verifying and approving student applications for the Utah State Administrative Licensure.
- 2010-present **Faculty Search Committee**
 This committee conducts the initial screening of applicants to be considered for both tenure track and visiting professor positions.
- 2010-2011 **Ed.D Trust Group Leader**
 I have been responsible for leading four students and three faculty members as we have collaborated with students to review the literature, study and reflect, and then develop dissertation research projects around the topic of trust.
- 2009-2011 **Director of the Executive School Leadership (ExSL) Program**
 I have led redesign of the ExSL track, which included the district cohort model currently being implemented in all partner school districts.
- 2009 2010 **TEAC Accreditation Committee**
 This committee developed program-learning goals and worked to align them with state and national leadership standards.
- 2009-2011 **Leadership Committee**
 This EDLF program committee is responsible for all of the policies and procedures related to the school leadership master's degree.
- 2009-2009 **School Leadership Committee (ad-hoc)**
 This committee investigated the redesign of both school leadership Master's emphases.

- 2007-2009 **Master's Committee**
EDLF program committee is responsible for all policies and procedures related to the school leadership and policy master's degrees.
- 2006-2009 **Director Executive School Leadership Program**
As director, of the part-time master's degree program, I was responsible for all aspects of the program including advisement, internships and field supervision.
- 2006-2007 **Policy Pillar Committee**
This committee investigated the redesign of policy master's degree.
- College Service**
- 2013-2015 **Faculty Consulting Committee**
Represented the Associate Professors in the McKay School of Education on the FCC that reports to the Dean's office.
- 2014-Present **Research-Practice Partnership Committee**
Tasked with creating a vision and infrastructure that will lead toward fulfilling our mission of improvement and learning.
- 2013 **McKay School of Education Dean's Search Committee**
Represent the EDLF department. I helped to recruit, interview and recommend candidates to fill the Dean's position.
- 2006-2015 **University Council of Educational Administrators (UCEA)**
I serve as the plenum representative for the McKay School of Education. This national committee provides policy recommendations to the U.S. Department of Education regarding the preparation and licensure of school administrators.
- 2007-2008 **Data-based Decision Making Committee**
This committee investigated the processes and technologies related to this concept. The long-term goal was that every student who graduated from the McKay School of Education would have developed the skills to access, analyze, and then use data to make informed educational decisions.
- 2008-2009 **Long Distance Learning Committee**
This committee investigated the possibility of making the McKay School of Education courses available to a larger audience through long distance learning.

University Service

2006-2014 **University Internship Coordinator**
I currently serve as the university internship coordinator for our department. It is my responsibility to approve all of the student university internship applications.

Academic Community Service

2019 Carnegie Project on the Education Doctorate - Delegates Council

2009-2019 Reviewer NASSP Bulletin, Journal of Latins and Education, Journal of School Choice, Educational Administration Quarterly, Policy, Politics and Economics of Education.

2008, 2010 Conference reviewer for UCEA

Local Community (selected)

2014-2017 Utah Multi-Tiered System of Supports (UMTSS) State Implementation Advisory Board

2014-2016 CITES, Principal's Academy

2013-2014 Provo School District Goodlad Associates

2012-2013 Alpine School District Goodlad Associates

2009-2010 Provo School District Goodlad Associates

2006-2010 Consultant, Alpine School District on teacher mentoring program

2000-present Ecclesiastical service: primary teacher.

2008-2011 Ecclesiastical service: personal progress, young women's program

MEMBERSHIPS IN ACADEMIC & PROFESSIONAL ASSOCIATIONS

2006-present University Council of Educational Administrators (UCEA)

2006-present Association of Supervision and Curriculum Development (ASCD)

- 2006-present Faculty Women's Association, Brigham Young University (FWA)
- 1990-present National Association of Secondary School Principals (NASSP)
- 1990-present Utah Association of Secondary School Principals (UASSP)