

Curriculum Vitae
Sharon B. Hayes

Business Address:

West Virginia University
College of Education and Human Services
Curriculum & Instruction/Literacy Studies
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Morgantown, WV 26505
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EDUCATION

Ph.D: Curriculum & Instruction, School of Teaching and Learning, University of Florida, Gainesville, FL, May, 2008.

- Dissertation: *Twenty-first Century Odysseys: How Participation in a Mentoring Relationship Transforms the Identities and Practices of Teachers and Researchers.*

Master of Education: Elementary Education, University of South Alabama, Mobile, AL, August, 1999.

Bachelor of Arts: English/Elementary Education, SUNY College at Brockport, Brockport, NY, May, 1975.

EMPLOYMENT HISTORY

University Experience

Associate Professor, Elementary Education (2014-present); Assistant Professor, Elementary Education (2008-2014)

College of Education and Human Service, Department of Curriculum & Instruction/Literacy Studies, West Virginia University, Morgantown, West Virginia

Responsibilities include: teaching undergraduate and graduate courses in elementary education in our three teacher education programs, as well as advanced qualitative research methods in our doctoral programs; designing new courses and revising existing courses; supervising prospective teachers; and implementing a professional agenda of teaching, scholarship, and service within the university community

Courses Taught:

- C&I 494: Seminar
- C&I 497: Research
- EDUC 612: Professional Internship/Technology Applications
- C&I 693C: Dialogue Praxis & Education
- C&I 693B: Interrogating Curricula & Instruction

- C&I 693A: Practitioner Inquiry
- EDUC 600: Teacher as Researcher
- EDUC 602: Teacher as Leader
- EDUC 311: Inquiry Strand of Practicum 1
- EDUC 311: Inquiry Strand of Practicum 2
- EDUC 410: Inquiry Strand of Practicum 3
- EDUC 411: Inquiry Strand of Practicum 4
- EDUC 460: Foundations of Language and Literacy
- EDUC 461: Promoting Literacy Connections
- EDUC 400: Instructional Design and Evaluation
- EDUC 401: Managing and Organizing Learning Environments
- EDUC/C&I 414: Promoting Creative Expression in Early Childhood and Elementary Classrooms
- C&I 602: School Curriculum and Teaching Principles
- C&I 680: Capstone Seminar
- SCFD 715: Advanced Qualitative Research Methods
- C&I 793G: Action Research-STEM Education (Co-Instructor)
- C&I 932: PRVD: Mentoring

Supervisor of Student Teachers (2000-present)

- Responsibilities included observing and engaging pre-service teaching teachers in the supervision cycle, engaging with them in collegial conversations, and encouraging them to develop identities as reflective practitioners. I also provide the interns with feedback for their electronic portfolios and mentor their action research.

Teaching Assistant, University of Florida (2003-2007)

Responsibilities included planning for and teaching undergraduate and graduate courses; mentoring students; assessing student work.

Courses included:

- EDE 6235: Guided Teacher Inquiry (online course) (Fall, 2007)
- School of Teaching and Learning
- EEX4905: Integrated Teaching (Fall, 2006)
- School of Teaching and Learning
- EDF 6475: Qualitative Foundations of Educational Research (Co-instructor, Spring, 2004)
Department of Educational Psychology
- EME 5403: Instructional Computing (Co-instructor, Fall, 2003)
School of Teaching and Learning

Program and Course Development

- Bachelor's in Elementary Education
- C&I 693P: Dialogue Praxis & Education
- C&I 693B: Interrogating Curricula & Instruction
- C&I 693A: Practitioner Inquiry

Public School Experience

Robertsdale Elementary School - Robertsdale, AL (September, 1994 - May, 1999)
Third grade (self-contained classroom)
Principal: Charles O. Downey

C. W. Goetz Middle School - Jackson, NJ (January, 1992 – June, 1993)
Language Arts (seventh and eighth grades), Social Studies (seventh grade)
Principal: Margaret Hengel

Lowell Elementary School - Fostoria, OH
First grade: April - May, 1990; Second grade: August, 1989 - January, 1990
Principal: Terry Piper

Wesley Preschool - Fostoria, OH (August, 1986 - May 1987)
Preschool (four and five year olds)

Children's House of Parma - Parma, OH (October, 1977-December, 1978)
Preschool (three, four, and five year olds)

Brown Elementary School - Columbia, TN (August, 1976 - June, 1977)
First grade (self-contained classroom)
Principal: Cecil B. Cathey

College Hill Elementary School - Columbia, TN (March, 1976 - June, 1976)
Sixth grade (self-contained classroom)
Principal: H. Porter

RESEARCH

Journal Articles (Refereed)

- Sherfinski, M., & **Hayes, S.** (2020). Grappling with funds of knowledge in rural Appalachia and beyond: The shifting contexts of pre-service teachers. *Action in Teacher Education*, 43(2), 106-127.
- Sherfinski, M., Jalaifard, M., Zhang, J., & **Hayes, S.** (2019). Narrative portfolios as culturally responsive resistance in neoliberal early childhood teacher education: A case study. *Journal of Research in Childhood Education*, 33(3), 490-510.
- Sherfinski, M., & **Hayes, S.**, Zhang, J., & Jalaifard, M. (2019). "Do It All but Don't Kill Us": (Re)positioning Teacher Educators and Preservice Teachers Amidst edTPA and the Teacher Strike in West Virginia. *Education Policy Analysis Archives*, 27(151), 1-41.
- Vitteck, J., Floyd, K., & **Hayes, S.** (2013). Stakeholder perceptions of special educator induction programs. *Journal of Research Initiatives*, 1(1), 13-26.

- Yendol-Hoppey, D., Hoppey, D., Morewood, A., Hayes, S., & Graham, M. (2013). Micropolitical and identity challenges influencing new faculty participation in teacher education reform: When will we learn? *Teachers College Record*, 115(7), 1-31.
- Hayes, S.**, & Koro-Ljungberg, M. (2011). Dialogic exchanges and the negotiation of differences: Female graduate students' experiences of obstacles related to academic mentoring. *The Qualitative Report*, 16(3), 682-710. Retrieved from <http://www.nova.edu/ssss/QR/QR16-3/hayes.pdf>
- Koro-Ljungberg, M., & **Hayes, S.** (2010). Proposing an argument for research questions that could create permeable boundaries within qualitative research. *Journal of Ethnographic & Qualitative Research*, 4, 114-124.
- Koro-Ljungberg, M., Yendol-Hoppey, D., Smith, J., & **Hayes, S.** (2009). Epistemological awareness, instantiation of methods, and methodological ambiguity in qualitative research projects. *Educational Researcher*, 38, 687-699.
- Koro-Ljungberg, M., Gemignani, M., Chaplin, S., **Hayes, S.**, & Hsieh, I. (2009). "Mission Civilisatrice": Fixing scientific evidence and other practices of neo-colonialism in social sciences. *International Review of Qualitative Research*, 1(4), 491-513.
- Greckhamer, T., Koro-Ljungberg, M., Cilesiz, S., & **Hayes, S.** (2008). Demystifying interdisciplinary qualitative research. *Qualitative Inquiry*, 14(2), 307-331.
- Koro-Ljungberg, M., & **Hayes, S.** (2006). The relational selves of female graduate students during academic mentoring: From dialogue to transformation. *Mentoring & Tutoring: Partnerships in Learning*, 14(4), 389-407.
- Ross, D. S., Hoppey, D., Halsall, S., McCallum, C., **Hayes, S.**, & Hudson, R. (2005). Cohort use in teacher education: Benefits, barriers, and proposed solutions. *Teacher Education and Practice*, 18(3) 265-281.

Journal Articles (Invited)

- Steel, S., Shambaugh, N., Combs, J., Farley, R., **Hayes, S.**, Morewood, A., Morris, T., Poling, T., Taylor, S., Van Horn, L., Viglianco, R., & Yohe, S. (2012). The Benedum Collaborative: Features for simultaneous renewal. *School University Partnerships*, 5(2), pp. 13-18.

Book Chapters

- Hayes S.B.**, & Bolyard, J. J. (2018) Creating spaces for becoming: Interrogating the voices that arise in clinical practice. In D. Hoppey & D. Y. Hoppey (Eds.) *Outcomes of Clinically Rich Teacher Education*. Information Age Publishing: Charlotte, NC.

Other Publications

Delane, D. & **Hayes, S.** (Eds.). (2008). *Improving Florida schools through teacher inquiry*.
Gainesville, FL: Center for School Improvement.

Grants

Jarrett, T., (PI), Hayes, S. B. (Co-I), & Luna, M. J. (Co-I). (2021) Centering the people, place, and cultural practices of Appalachian school communities in the design of integrated ELA and prevention health curricula. Not funded.

Research Presentations (National and International)

Hayes, S. B., Parker, A., Zenkov, K., & Rogers, D. (2022). What Have We Learned? Where Do We Go Next? Roundtable presented at the annual summer meeting of the Association of Teacher Educators Nashville, TN.

Hayes, S. B. (February, 2020). Portraits of Becoming: How Prospective Teachers' Inquiries Explored Possibilities for Practice, Identity, and Educational Contexts. Roundtable presented at the annual meeting of the Association of Teacher Educators Atlantic City, NJ.

Bolyard, J. J., & **Hayes, S. B.** (2019, April). The Lives of Elementary Math Specialists: Interrogating Sacred Stories, Developing Identities. Poster presented at the annual meeting of the American Educational Research Association Conference, Toronto, ON.

Hayes, S. B. (February, 2018). Becoming responsive, responsible teachers: Using documentation and dialogue to explore/disrupt/utilize our engagements with texts. Roundtable presented at the annual meeting of the Association of Teacher Educators Las, Vegas, NV.

Slocum, A., **Hayes, S. B.**, Kibler, K., Thomas, M. (April, 2017). Becoming response-able teachers: How sustained inquiry mediated prospective teachers (re)authoring of self. Paper presented at the annual meeting of the American Educational Research Association Conference, San Antonio, TX.

Hayes, S. B., Oonge, H., & Wierzbicki, B. (2017, February). The questions prospective teachers pursue: Exploring the dialectic among theory, practice, and context(s). Paper presented at the annual meeting of the Association of Teacher Educators Orlando, FL.

Hayes, S. B., & Bolyard, J. J. (2016, April). *Learning to teach through studying teaching: The influence of contexts, communities, and discourse*. Paper presented at the annual meeting of the American Educational Research Association Conference, Washington, D.C.

Hayes, S. B., Oonge, H., & Wierzbicki, B. (2016, April). *The questions prospective teachers ask: Problematizing the present to create possibilities for more equitable classrooms*. Paper presented at the annual meeting of the American Educational Research Association Conference, Washington, D.C.

Hayes, S. B., & Bolyard J. J. (2015, February). *The contexts in which we learn to teach: How they influence our questions, practices, identities*. Paper presented at the annual meeting of the Association of Teacher Educators Phoenix, AR.

Hayes, S. B., Bolyard, J., Selmer, S., & Kale, U. (2014, April). *Learning with and from each other: Professional learning communities as spaces for studying our teaching*. Paper presented at the annual meeting of the American Educational Research Association Conference, Philadelphia, PA.

Hayes, S. B., & Stellato, M. (2013, May). *Becoming teachers: How autobiographies, teacher education programs and real world contexts influence pre-service teachers' identities*. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Hayes, S. B., Bolyard, J., & Selmer, S. (2013, April). *What do prospective teachers notice about teachers and students? Learning to teach from studying teaching*. (2013). Paper presented at the annual meeting of the American Educational Research Association Conference, San Francisco, CA.

Carver, J. S., **Hayes, S. B.**, Ghattas, N. I. (2013, April). *Engaging in inquiry as professional development: Reconstructing understandings of research, teaching, and learning*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, Rio Grande, PR.

Hayes, S. B., & Smith, J. J. (April, 2012, April). *Interrogating self, pedagogy, and context: How inquiry becomes part of preservice teachers' identities and practices*. Paper presented at the annual meeting of the American Educational Research Association Conference, Vancouver, BC.

Bolyard, J., & **Hayes, S. B.** (April, 2012, April). *Creating spaces for interrogating and transforming practice and identity: Learning about practice in practice*. Paper presented at the annual meeting of the American Educational Research Association Conference, Vancouver, BC.

Bolyard, J. J., & **Hayes, S. B.** (2012, February). *Mathematical Pen Pals: How the Discursive Practices of Pre-Service Teachers and Middle School Students Affect Their Learning and Identities*. Paper presented at the annual meeting of the Association of Teacher Educators San Antonio, TX.

Koro-Ljungberg, M., Brinkman, S., Douglas, E., **Hayes, S.**, Isaac, C. (2011, May). *What is in your mind regarding qualitative research: Sharon thinks about advocacy*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Hayes, S. B., & Smith, J. J. (2011, April). *Becoming teacher researchers: How engaging in practitioner inquiry influences the identities and practices of prospective teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Saab, J., Hopkins, D., Bolyard, J., Martucci, A., Bernstein, M., **Hayes, S.** (2011, February). *Creating a new way of preparing 21st century teachers*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.

Hayes, S. B., Graham, M. S., Cooperrider, B., Jenkins, M., Anderson, J. C., & Wilson, A. (2011, February). *Developing a professional learning community: What/How prospective teachers and teacher educators learning with/from each other*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.

- Hayes, S. B., & Smith, J. J.** (2011, February). *Prospective teachers as action researchers: Cultivating an inquiry stance*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- Hayes, S., & Koro-Ljungberg, M.** (2010, May). *Prospective teachers as action researchers: The possibilities for learning and critique*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Hayes, S. B.** (2010, April). *The discursive nature of mentoring: Transforming the identities and practices of prospective and practicing teachers*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Adu, P., Curtis, R., **Hayes, S. B.**, Shambaugh, N., Smith, J. J. (2010, April). *Preservice teacher action research reports demonstrate impact on pupil learning*. Roundtable paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Hayes, S. B., Smith, J. J., & Curtis, R.** (2010, April). *Inquiring together: What prospective teachers and teacher educators learned about action research/practitioner inquiry*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Hayes, S.** (2010, February). *Inquiring into mentoring and exploring the possibilities for co-mentoring in a professional development school*. Roundtable presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.
- Hayes, S.** (2009). *The discursive nature of mentoring*: Paper presented at the annual meeting of the Association of Teacher Educators, Dallas, TX.
- Gubrium, E. K., **Hayes, S.**, & Koro-Ljungberg, M. (May, 2007). *Exploring the possibilities of collaborative activism from the social constructionist perspective*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Hayes, S.** (2007, May). *Considering qualitative research questions from epistemological and methodological perspective*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Koro-Ljungberg, M., **Hayes, S.**, Isaac, D., Ortego Sen, Da., & Haoyin Hsieh, I. (2007, May). *Exclusion of evidence and the concept of "non-evidence"*. Paper presented at the annual meeting of the Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Hayes, S., & Koro-Ljungberg, M.** (2006, April). *Dialogic exchanges and the negotiation of differences related to academic mentoring among female graduate students during focus groups*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Greckhamer, T., Koro-Ljungberg, M., **Hayes, S.**, & Cilesiz, S. (2005, April). *Interdisciplinary qualitative research? Theoretical considerations and implication*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Hayes, S. & Koro-Ljungberg, M. (2005, April). *Mentoring as a form of transformative dialogue: Enhancing qualitative research skills among female graduate students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Davis, H. A., Hartshorne, R., **Hayes, S.**, & Ring G. (2003, August). *Developing an “innovative” identity: Pre-service teachers’ beliefs about technology and innovation*. Paper presented at the annual meeting of the American Psychological Association. Toronto, Canada.

Referred Conference Proceedings

Hayes, S. B., Oonge, H., Wierzbicki, B., & Ballester, L. (2016, March). *Creating spaces for authentic learning and ongoing professional development in PDS and university Classrooms*. Proceedings of the 2016 Professional Development schools National Conference: <http://napds.org/wp-content/uploads/2016/02/2016-NAPDS-Online-Version.pdf>

Oonge, H., & **Hayes, S. B.** (2015, March). *The questions they ask: How pre-service teachers problematize practices and classrooms to create spaces that promote/support the learning of all students*. Proceedings of the 2015 Professional Development schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

Hayes, S. B., Bolyard, J. J., Finkel, M., Gulick, E., & Schrand, C. (2015, March). *Learning in and from practice: Creating spaces to problematize and address the inequities in curriculum, pedagogies, and classrooms*. Proceedings of the 2015 Professional Development schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

Hayes, S. B., & Stallings, J. E. (2014). *Returning to the beginning: Remembering who we are to become who we want to be*. Proceedings of the 2014 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

Oonge, H., & **Hayes, S. B.** (2014). *Deconstructing self, student(s), context(s), and practice(s): A mosaic of teacher inquiries*. Proceedings of the 2014 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

Hayes, S. B., Bolyard, J. J., Chevlin, J., Cupini, C., Donathan, E., Hathaway, A., Little, S., & Wilson, J. (2014). *Creating spaces for inquiry: What/How prospective teachers and teacher educators learned with and from each other*. Proceedings of the 2014 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2014/14PDS%20Proceedings%20and%20TOC.pdf>

Hayes, S. B., & Smith, J. J. (2013). *PDS partners go to summer school: Developing capacity in collaborative inquiry through a PDS research institute*. Proceedings of the 2013 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2013/13PDS%20Proceedings.pdf>

Hayes, S. B., & Stellato, M. (2013, February). *Crossing institutional boundaries to guide our knowledge of what it means to teach, research, and learn*. Proceedings of the 2013 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2013/13PDS%20Proceedings.pdf>

Smith, J. J., **Hayes, S. B.,** & Stellato, M. (2013, February). *Becoming lifelong learners: Pre-service teachers create spaces for authentic learning*. Proceedings of the 2013 Professional Development Schools National Conference: <http://www.ed.sc.edu/pds/docs/2013/13PDS%20Proceedings.pdf>

Stallings, J. E., **Hayes, S. B.,** & Stellato, M. (2012, March). *Context Matters: How School and University Faculty, Student Teachers, and Students Understand, Enact, and Transform PDS*. Proceedings of the 2012 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf

Hayes, S. B., Steel, S., Crace, N., Carder, M., Gacek, J., Michael, J., & Summer, S. (2102, March). *The Role of Teacher Candidates in Simultaneous Renewal in a PDS Partnership*. Proceedings of the 2012 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf

Hayes, S. B., Smith, J. J., Bolyard, J. J., & Allison, M. (2012, March). *Innovative teaching, antiquated assessment: Problematizing the quality of classroom assessments used as evidence in teacher inquiry*. Proceedings of the 2012 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf

Smith, J. J., Bolyard, J. J., **Hayes, S. B.,** Steel S., & Oonge, H. (2012, March). *Staying in the family: Studying program graduates now teaching in PDS*. Proceedings of the 2012 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf

Stellato, M., **Hayes, S. B.,** & Stallings, J. E. (2012, March). *Put Me In Coach: An Exploration of the Impact of Research Coaching on PDS Faculty*. Proceedings of the 2012 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS12_Proceedings_with_TOC.pdf

Morewood, A., **Hayes, S.,** Hoppey, D., Graham, M., & Yendol-Hoppey, D. (2010, March). *Collaborative faculty in residence (CFIR): Creating spaces for simultaneous renewal*. Proceedings of the 2010 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf

Hayes, S., Smith, J. J., Cibrik, J., & Wilson, A. (2010, March). *Everyone inquires: Learning from and for our students and PDS partners*. Proceedings of the 2010 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf

Steel, S., **Hayes, S.,** Schneid, H. (2010, March). *Differentiating the practicum experience: Prospective teachers take the lead*. Proceedings of the 2010 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf

Hayes, S., & Schneid, H. (2010) *Crossing borders: Changing roles and transforming our understanding of the work of PDS*. Proceedings of the 2010 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS10_Proceedings.pdf

Smith, J. J., Yendol-Hoppey, D., & **Hayes, S.** (2009). *Leading by example: An inquiry into teaching action research*. Proceedings of the 2009 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS09_Proceedings.pdf

Hayes, S. B. (2009). *The discursive nature of mentoring: How participation in a mentoring relationship influences the identities and practices of prospective and practicing teachers in a PDS*. Proceedings of the 2009 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS09_Proceedings.pdf

Hayes, S., Smith, J. J., & Steel, S. (2009). *Reflection through digital stories: An examination of pre-service educators' experiences in profession development schools*. Proceedings of the 2009 Professional Development Schools National Conference: http://www.ed.sc.edu/pds/docs/PDS09_Proceedings.pdf

Presentations (Regional and Local)

Oonge, H., Wierzbicki, B., Ballester, L., & **Hayes, S. B.** (February, 2016). *Professional development schools: Contexts for border crossing*. Paper presented at the annual meeting of the WV Professional Development Schools Conference, Flatwoods, WV.

Hayes, S., Johnna, J., Blankenship, S., & Connelly, S. (February, 2015). *Learning to teach: How our contexts influence what we question, what we learn, and what we do next*. Paper presented at the annual meeting of the WV Professional Development Schools Conference, Flatwoods, WV.

Steel, S., **Hayes, S.**, Crace, N., Carder, M., Gacek, J., Malone, E., Malone, S., Michael, J., Summers, S. (February, 2012). *The role of teacher candidates in simultaneous renewal in a PDS partnership*. Paper presented at the annual meeting of the WV Professional Development Schools Conference, Flatwoods, WV.

Morewood, A., **Hayes, S.**, Hoppey, D., Graham, M., & Yendol-Hoppey, D. (2010, March). *Collaborative faculty in residence (CFIR): Creating spaces for simultaneous renewal*. Paper presented at the West Virginia Professional Development Schools Conference.

Hayes, S., & Smith, J. J. (2010, March). *Celebrating teacher research*. Poster presented at the West Virginia Professional Development Schools Conference.

Yendol-Hoppey, D., **Hayes, S. B.**, & Curtis, R. (2009, August). *Technology integration: The power of teacher inquiry*. Paper presented at the West Virginia Statewide Technology Conference, Charleston, WV.

Koro-Ljungberg, M., **Hayes S.**, Greckhamer, T., Gubrium A., & Issac, C. (2005, January). *Presenting research with an interdisciplinary perspective*. Study presented at the annual meeting of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

Hayes, S. (2004, March). *Transformative dialogue within mentoring narratives: The construction of academic identities and qualitative research skills among female graduate students*. Study presented at SAGE (Students Alliance of Graduates in Education) Research Symposium, Gainesville, FL.

Koro-Ljungberg, M., **Hayes, S.**, Isaac, C., & Shanely, S. (2004, January). *Shaping the qualitative interview: The influence of the researcher's theoretical perspective*. Study presented at the annual meeting of Interdisciplinary Studies (QUIG), Athens, GA.

Koro-Ljungberg, M., **Hayes, S.** (2004, January). *A study of mentoring: Female graduate students and qualitative research skills*. Study presented at the Annual Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

Ross, D., Halsall, S., Hoppey D., Bosworth J., **Hayes, S.**, McCallum C., & Hudson, R. (2001, April). *Use of a cohort structure in teacher education: Benefits, barriers, and proposed solutions*. Paper presented at the Unified Elementary Special Education Showcase, Gainesville, FL.

OTHER PROFESSIONAL EXPERIENCES

Mentoring & Supervision

Eastwood Elementary School (August, 2021-present)

- Mentoring pre-service teachers from the BA in elementary education program.

PDS Liaison

Eastwood Elementary School (August 2013-2020)

- WVU 5-year teacher education students during their tutor, participant, and intern experiences and collaborating with the teacher education coordinator.

Valley Elementary School, Arthurdale, WV (September, 2008- 2012)

- Mentoring WVU 5-year teacher education students during their tutor, participant, and intern experiences and collaborating with the teacher education coordinator.
- Providing support to individual teachers and working with small groups of students in their classrooms.
- Working with the professional development coordinator of VES to provide professional development in writing for their faculty.

Supervision of Inquiry Strand Small Group Facilitators

- Organize and facilitate weekly meetings to co-plan inquiry seminars
- Develop all course related materials, including syllabi and assignments
- Problem-solve any issues related to teaching and student learning

Supervision of SITE (Site-based Implementation of Teacher Education) pre-service teaching interns

January, 2008 – May 2008

College of Education, School of Teaching & Learning

University of Florida

Gainesville, FL

Program Director: Shelley Warm, Ph.D.

- Observed, advised, and provided feedback to pre-service teaching interns through pre- and post-observation conferences, encouraging them to develop identities as reflective practitioners. I also provided the interns with feedback for their electronic portfolios.

Site Coordinator and Field Advisor for Proteach pre-interns

Fall, 2006

College of Education, School of Teaching & Learning

University of Florida

Gainesville, FL

Program Director: Darby Delane

- Observed, advised, and provided feedback to pre-interns during pre-and post-observation conferences. Conducted monthly meetings with in-service mentors.

Qualitative Research Consultant

Spring, 2004

Department of Educational Psychology

University of Florida

Gainesville, FL

- Provided feedback and support to graduate students and faculty using qualitative methodology.

Instructional Designer and Developer

August, 1999 – December, 2003

Service Zone, Inc.

- Designed and developed training courses for call centers providing technical support for home and small business computer users.

SERVICE

Department:

- **Teacher Education Faculty Facilitator**, 2014-present
- **Promotion and Tenure Committee**, member 2014-May, 2017
- **Revisioning of Advanced Online Masters**, 2017
- **Graduate Committee**, 2017
- **ESGA Faculty Advisor**, 2014-present
- **PDS Liaison**—Liaison for Valley Elementary School, Arthurdale, WV, 2008-2011; for North Marion High School, 2011-2012; for Eastwood Elementary School, Morgantown, WV 2012-present
- **Committee member**, Cross Site Exec Committee, 2008-2011
- **Committee member**, Liaison Leadership Committee, 2008-2012

College:

- **CAEP Subcommittee** member, 2016-present
- **Celebration of Scholars** judge, 2017

University:

- **McNair Scholar Faculty Mentor**, 2016-2017

- **Graduate Council** member, 2014-2017
- **National Writing Project WVU Leadership Team**—member, 2008-2012

Profession:

- **Reviewer (proposals)**, Division K, AERA, 2017.
- **Reviewer (journal articles)**, Teaching and Teacher Education, Journal of Teacher Education, Journal of Practitioner Research
- **Chair**, Teacher Induction SIG, Association of Teacher Educators, 2009-2013
- **Reviewer (proposal)**, Qualitative SIG, AERA, 2008.

State:

- **Teacher consultant**, Mobile Bay Writing Project
August, 1998 – August, 1999. Designed and conducted workshops for elementary, middle, and high school writing teachers.

HONORS AND AWARDS

Chester E. and Helen B. Derrick Professorship Award: To further research in education (Award of \$2,000)

Presidential Recognition of Outstanding Achievement and Contributions
April, 2004
University of Florida, Gainesville, FL
Nominated by: Department of Educational Technology

Graduate Assistantship: Facilitator Mobile Bay Writing Project
Summer, 1999
University of South Alabama, Mobile, AL

NWP (National Writing Project) Fellowship: Mobile Bay Writing Project
Summer, 1998
University of South Alabama, Mobile, AL

Outstanding Graduate Student: Educational Leadership and Foundations
May, 1998
University of South Alabama, Mobile, AL
Nominated by: Laureen Fergeau, Ph.D.

PROFESSIONAL AFFILIATIONS

American Educational Research Association, member 2003 – to present.

International Reading Association, member 2005 – to present.

National Council of Teachers of English, member 2005 – to present.

Teachers Network Leadership Institute, member 2007 – 2009.

North American Reggio Emilia Alliance – 2008 – 2010.

The Association of Teacher Educators – 2008 – to present.

Association for the Advancement of Computing in Education, member 2005 – 2006.

Society for Information Technology & Teacher Education, member 2005 – 2006.