

Curriculum Vita
Lori A. Caudle
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College of Education and Allied Professions
Department of Human Services, Birth-Kindergarten Program
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Education: The University of Tennessee, Knoxville

Ph.D., Child and Family Studies, August 2010

Dissertation Title: The Professional Development of Pre-K Mentor Teachers: Insights from a Face-to-Face and Online Community of Practice

M.S., Child and Family Studies, May 2004

B.S., Human Ecology, May 2003, Graduated Cum Laude

Certifications

2004-Present State of Tennessee Apprentice Teacher License
Endorsement: PreK-4

2013-Present State of North Carolina Professional Educator's License (SP1)
Endorsements: Birth-Kindergarten & K-6

Professional Experience

Fall 2010-
Present **Assistant Professor**, Western Carolina University, Dept. of Human Services:
Teach a variety of birth-kindergarten online teacher education courses, including literacy, numeracy and science, environments, adult-child interactions, and assessment; supervise distance learning interns and collaborate with mentor teachers and administrators; conduct and publish research on the professional development of preservice teachers and their mentors; engage in external and internal service

Fall 2007-
Sum. 2010 **PreK-K Coordinator**, The University of Tennessee, Dept. of Child and Family Studies: Supervised preservice teachers in public school preschool and kindergarten placements; collaborated with mentor teachers, administrators, and other professionals across four school districts; completed classroom observations and Tennessee State Framework for Evaluation and Professional Growth paperwork with student teachers

Teaching Experience

- Fall 2010-
Present **Instructor**, Western Carolina University, Dept. of Human Services
Courses: BK250-Introduction to Birth through Kindergarten, BK315-Early Childhood Literacy Birth-5, BK316-Mathematics and Science, BK361-Environments for Young Children, BK458-Action Research II, BK 462-Adult/Child Interaction, BK473-Early Childhood Assessment for Responsive Instruction, BK482-Internship I, BK483-Internship II, BK496-Internship Seminar
- Fall 2008 &
Fall 2009 **Instructor**, The University of Tennessee, Dept. of Child and Family Studies
Course: CFS 423, PreK-K Teaching Methods: taught undergraduate students to integrate content-specific objectives across the curriculum, develop individualized instruction for diverse learners, design lesson and unit plans, and relate preschool field placement experiences to theory, lectures, assignments, and readings
- Spr. 2008 &
Spr. 2009 **Instructor**, The University of Tennessee, Dept. of Child and Family Studies
Course: CFS 472, Student Practicum: taught seminar focused on teaching methods, assessment, guidance, transitions, environments, self-reflection, professionalism, and other topics tailored to the preservice teachers' needs
- Fall 2005-
Spr. 2006 **Second Grade Teacher**, Farragut Primary School, Knox County Schools
taught a classroom of 20 children, implementing the Knox County curriculum, conducting regular assessments, adapting instruction for four children diagnosed with disabilities and one in the process of referral; taught the C.A.R.E. reading program daily; worked closely with the PTA; participated in mentoring program for new teachers; assisted with the school improvement plan

Publications

Peer-Reviewed

- Grist, C. L., & Caudle, L. A. (in press). Update on Response-to-Intervention in preschool: Preliminary findings for Response-to-Intervention in emergent literacy skills, social-emotional skills, and challenging behaviors. To be published as chapter in *Progress in Education*.
- Caudle, L. A., Jung, M. J., Fouts, H. N., & Wallace, H. S. (2014). Early childhood preservice teachers' use of verbal and non-verbal guidance strategies across classroom contexts. *The Teacher Educator*, 49(1), 61-74.
- Caudle, L. A., Moran, M. J., & Hobbs, M. K. (2014). The potential for communities of practice as contexts for the development of *agentic teacher leaders*: A three-year narrative of one early childhood teacher's journey. *Action in Teacher Education*.

Caudle, L. A., & Moran, M. J. (2013). Developing professional identities through participation within a hybrid community of practice: Illustrating the front-line experiences of four pre-K mentor teachers. *Teacher Education Yearbook XXI* (Vol. 2). Special issue of *Action in Teacher Education*, 35(5-6), 387-404.

Caudle, L. A. (2013). Using a Sociocultural perspective to establish teaching and social presences within a hybrid community of mentor teachers: The multiple roles of a university supervisor. *Adult Learning*, 24(3), 112-120.

Caudle, L. A., & Moran, M. J. (2012). Changes in understandings of three teachers' beliefs and practice over time: Moving from teacher preparation to in-service teaching. *Journal of Early Childhood Teacher Education*, 33(1), 38-53.

Hallam, R., Fouts, H., Bargreen, K., & Caudle, L. (2009). Quality from a toddler's perspective: A bottom-up examination of classroom experiences. *Early Childhood Research & Practice*, 11(2).

- Direct article access: <http://ecrp.uiuc.edu/v11n2/hallam.html>

Manuscripts under Review

Caudle, L. A., Grist, C. L., & Watson, M. K. (under review). Promoting higher levels of preservice teacher informal reflection through critical friend partnerships. *Teaching in Higher Education*.

- This manuscript was submitted to *Teaching in Higher Education* on February 9, 2015.

Presentations

Peer-Reviewed

Caudle, L., & Moran, M. J. (2014, February). Developing pre-K mentor teachers' professional identities within a community of practice. Association for Teacher Educators 2014 Annual Meeting. St. Louis, MO.

Caudle, L., Bargreen, K., & Hobbs, M. (2013, June). *Constructing local knowledge through collaboration, consultation, and critical inquiry: An in-depth look at one school-university partnership*. National Association for the Education of Young Children Professional Development Institute, San Francisco, CA.

Caudle, L., Grist, C., Watson, M., & Wang, X. (2012, November). *Professionalism in the 21st Century: Issues, challenges, and research-based recommendations*. National Association for the Education of Young Children Annual Conference, Atlanta, GA.

- Hobbs, M., Caudle, L., Fitzgerald, K., & Gamble, S. (2012, November). *The LCS Interactive Classroom: Designing and supporting developmentally appropriate learning environments and teaching methods in kindergarten*. National Association for the Education of Young Children Annual Conference, Atlanta, GA.
- Caudle, L. (2012, March). *Designing an interactive online seminar course for distance learning interns*. The Center for Teaching, Learning, and Scholarship 5th Annual SoTL Commons Conference, Statesboro, GA.
- Jung, M., Caudle, L., & Wallace, H. (2012, March). *Preservice teachers' engagement strategies*. Southeastern Council on Family Relations, Chattanooga, TN. (non-presenting author)
- Caudle, L. A., & Moran, M. J. (2011, February). *The coupling of media and learning communities as promising practices for the professional development of mentoring teachers*. The American Association of Colleges for Teacher Education 63rd Annual Conference, San Diego, CA.
- Caudle, L., Hobbs, M., & Moran, M. J. (2011, January). *Developing an effective school/university partnership through a community of practice approach: Lessons learned from one university teacher preparation program*. The Southern Early Childhood Association 62nd Annual Conference, Savannah, GA.
- Caudle, L., & Hobbs, M. (2010, September). *School-university partnerships: Building bridges to improve early childhood teacher education and practice*. Tennessee Association for the Education of Young Children Annual Conference, Chattanooga, TN.
- Caudle, L. A. (2010, March). *The evolution of a community of practice with pre-k mentor teachers: Using online and face-to-face discussions to increase knowledge and improve practice*. The University of Tennessee CEHHS Graduate Student Colloquium, Knoxville, TN.
- Caudle, L. A., Bargreen, K. N., Fouts, H. N., & Hallam, R. A. (2009, November). *Teacher-child interactions: Improving practice through focal child observations*. National Association for the Education of Young Children Annual Conference, Washington, DC.
- Bargreen, K., Caudle, L., Hallam, R., & Fouts, H. (2009, October). *Examining the nature of teacher-child interactions in toddler child care classrooms*. International Division of Early Childhood/Council for Exceptional Children, Albuquerque, NM.
- Caudle, L. A., Bargreen, K. N., (2009, February). *Teacher child interactions: A closer look at toddlers' daily experiences*. The University of Tennessee CEHHS Graduate Student Colloquium, Knoxville, TN.
- Caudle, L. A. (2009, February). *Mentoring relationships in the pre-K classroom: The role of technology and collaboration*. Quint State Graduate Conference, Knoxville, TN.

Other Presentations/Workshops

- Caudle, L. A. (2014, August & September). *Teaching for all: Differentiation using UDL in the pre-K and elementary classrooms*. WCU Beginning Teacher Symposium, Cullowhee, NC.
- Caudle, L. A. (2014, August). *Classroom guidance in the pre-K-2nd grade classrooms: Considering the physical, temporal, and social environments*. WCU Beginning Teacher Symposium, Cullowhee, NC.
- Watson, M. K., & Caudle, L. A. (2013, August). *Math, Literacy, and Worthwhile Tasks: Meaningful Connections that Support Mathematical Learning*. WCU Birth-Kindergarten Preschool Mathematics Workshop, Cullowhee, NC.
- Caudle, L. A., & Watson, M. K. (2013, April). *Exploring Voicethread: A new voice in online collaboration*. Digix: Western Carolina University's Digital Media Festival. Cullowhee, NC.
- Caudle, L. A. (2009, November). *Creating a classroom that supports play, engagement, and harmony among young children*. The Goddard School, Knoxville, TN.
- Caudle, L. A. (2009, September). *The importance of play in early childhood: Supportive learning environments and related teaching practices*. KAAEYC Director's Survival Kit, Knoxville, TN.
- Caudle, L. A., & Bargreen, K. N. (2009, August). *High-quality pre-K: Issues, challenges, and research perspectives*. Lenoir City Elementary School, Lenoir City, TN.

Research Experience

- Fall 2014-
Present **Co-Principal Investigator**, Western Carolina University: investigating a beginning teacher model of professional development with local pre-K teachers that includes professional learning community meetings and individual, instructional coaching in classrooms
- Spring 2015-
Present **Co-Principal Investigator**, Western Carolina University Birth-Kindergarten Program and the College of Charleston: early childhood cross-institution literacy collaboration that involves partnering students to provide critical feedback on the completion of a digital literacies project
- Fall 2012-
Spring 2013 **Co-Principal Investigator**, Western Carolina University Birth-Kindergarten Program: designing a preservice teacher online e-professionalism module focused on four dispositional elements: cultural responsiveness, academic honesty, sound judgment, and netiquette

- Fall 2012-
Spring 2013 **Principal Investigator**, Lenoir City Elementary School, Lenoir City, TN:
studying a school-university partnership professional development model for
early childhood teachers that focuses on classroom coaching and collaborative
reflective meetings with early childhood teachers, teaching assistants,
paraprofessionals, and administrators
- Fall 2011-
Fall 2014 **Principal Investigator**, Western Carolina University Birth-Kindergarten
Program: investigating ways to design internship seminar course to meet the
needs of distance learning interns
- Spr 2009-
Sum 2010 **Research Team Member (subcontractor)**, University of Kentucky Research
Foundation: using literature and collaborating with other research team members
to develop items for a NIEER pre-K teacher quality survey grant.

Service

Western Carolina University Service

- Fall 2014-Present Committee on Nominations, Elections, and Committees (CONEC)
Fall 2013-Present Professional Education Council (PEC)
Fall 2012-Present Jamaica Birth-Kindergarten Program, Coordinator
Spr 2012-Present Jamaica Program Advisory Council
Fall 2011-Spr 2012 WCU Qualitative Research Group, Facilitator
Spr 2011 WCU Kneeder Child Advisory Council

Western Carolina University College Service

- Spr 2014 Director of Field Experiences Search Committee
Fall 2014-Present Curriculum Committee, Chair
Spr 2014 Video Taskforce
Spr 2013 Strategic Planning Committee
Spr 2012-Present Dissertation Committee: Teresa Worthy
Fall 2012-Present Scholarship and Student Awards Committee
Fall 2011-Spr 2012 Conceptual Framework Taskforce
Fall 2011-Spr 2012 Exemplary Service Committee
Fall 2011-Spr 2012 College Student Recognition Committee
Fall 2010-Spr 2012 Teacher Candidate Dispositions Taskforce

Western Carolina University Program and Departmental Service

- Spring 2015 Birth-Kindergarten Search Committees (2), Chair
Spr 2010-Present Birth-Kindergarten Advisory Board
Spr 12/14 & Sum 11 Birth-Kindergarten Search Committee
Fall 2012 Human Services DCRD Revision Committee

External Service

Spring 2015	Digging Deeper: Best Literacy Practices in Preschool and Kindergarten, WCU Birth-Kindergarten Workshop Coordinator, March 27, 2015
Spring 2015	Co-leader of NCAeyc Policy Team at NAEYC Public Policy Forum, March 8-10, 2015 Washington, D.C.
Fall 2014-Present	North Carolina Association for the Education of Young Children (NCAeyc) Board of Directors
Fall 2014-Present	North Carolina Association for the Education of Young Children (NCAeyc) Public Policy Committee
Spring 2015	North Carolina Association for the Education of Young Children (NCAeyc) Nominations Taskforce
Oct 2013-Present	ETS Praxis Item Writer/Sub-Contractor
Fall 2014-Present	Jonathan Valley Elementary School Improvement Team, Haywood County, NC
Fall 2014-Present	Haywood County Schools Title I Parent Advisory Board
Aug 2013	WCU Birth-Kindergarten Pre-K Mathematics Workshop, Presenter
Sum 2013-Fall 2014	Ad Hoc Reviewer for <i>The Teacher Educator</i>
Fall 2014-Present	<i>The Teacher Educator</i> Editorial Review Board
Spr 2012-Present	Ad Hoc Reviewer for <i>Teachers College Record</i>
Spr 2012-Spr 2014	Ad Hoc Reviewer for the <i>Journal of Early Childhood Teacher Education</i>
Fall 2012-Spr 2013	Blue Ridge Community College Advisory Board
Fall 2012-Spr 2013	Mentor to graduate student researcher from East China Normal University, Xiaoju Wang

Grant Submissions

Funded

Flood, C., Caudle, L., Meltzer, S., & Watson, M. *Co-Teaching Model Pilot Study for Implementation: WCU School University Teacher Education Partnership Grant* [funded, February 2015, 2,500]

Unfunded

Caudle, L., Grist, C., & Watson, M. *Integrating Technology-Based Collaboration into Early Childhood Internship Courses across Universities: WCU Provost Funding 2014-2015* [unfunded, August 2014, applied for 10,000]

Caudle, L., Moran, M., Grist, C., & Watson, M. *Enriching Early Childhood Preservice Teachers' Learning in Clinical Experiences through a Cross-Institution, Technology-Based Collaboration: National Education Association (NEA) Student Achievement Grant* [unfunded, September 2014, applied for 5,000]

Honors/Awards

Spr 2014 WCU Chancellor's Travel Fund
Spr 2013 WCU Chancellor's Travel Fund
Spr 2013 Finalist for WCU J. M. Robinson E-Teaching Award
Fall 2012 WCU Chancellor's Travel Fund
Spr 2011 WCU Chancellor's Travel Fund
Spr 2010 University of Tennessee College of Education, Health, and Human Science
Educator's Hall of Honor Graduate Scholarship
Spr 2008 University of Tennessee Kellie W. McGarrh Travel Award

Professional Memberships

2007-Present National Association for the Education of Young Children (NAEYC)
2013-Present Association of Teacher Educators (ATE)

Professional Development

National Association for the Education of Young Children (NAEYC) Public Policy Forum,
Washington D. C., March 9-10, 2015
Co-Teaching Train the Trainer Workshop, San Diego, November 13-14, 2014
WCU S.T.A.R.S group, spring 2014-Present
NCAEYC Annual Conference, Raleigh, NC, September 2014
ETS Praxis Item Writers' Training, October 2014
WCU Summer Institute on Teaching and Learning (SITL), May 21-23, 2013
WCU Coulter Faculty Commons Faculty Development Day, January 9, 2013
Boyer Retreat, February 24-25, 2012