

Rachael Law Schuetz

D.Ed, National Board Certified Teacher

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Oregon State University - Cascades Campus Vita

I believe in the power of a great teacher. At Oregon State University-Cascades, I am given the opportunity to make a difference in the lives of children, by helping prepare exceptional educators. I am passionate about implementing innovative field-based methods courses to improve the quality of teacher education. I engage in research to ensure that we are providing teacher candidates with the best practices in instruction, as measured by classroom observations and the national edTPA performance assessment. Our programs promote equity through culturally-relevant pedagogy and engage students with instructional technology. The first nine years of my career were spent in elementary schools, where I helped students achieve their full potential in a positive learning environment of support and high expectations. After moving into leadership positions in my school, I realized that my true passion lies in supporting new teachers and serving in administrative roles. Today, it is the realization of a dream to dedicate my life's work to teacher education and university leadership at Oregon State University-Cascades.

A. EDUCATION AND EMPLOYMENT INFORMATION

1. Education

University of Oregon, Eugene & Bend	
Doctor of Education, D.Ed, GPA 4.1	March 2016
Initial Administrative License Program GPA 4.1	July 2014
M.Ed. Teaching and Learning, Elementary Teaching Credential, GPA 4.12	June 2006
B.A. Educational Studies, Minor: Special Education	June 2005
Magna Cum Laude, Departmental Honors, GPA 3.98	
Oregon State University-Cascades, Bend	
English for Speakers of Other Languages (ESOL) Endorsement Program, GPA 4.0	August 2016
University of Colorado, Boulder	
Teaching and Learning, English Emphasis, GPA 3.875	2001-2003
Mountain View High School, Bend, Oregon, GPA 4.0, High School Valedictorian	June 2001

2. Teaching Licenses

Oregon Professional Teaching Licenses	Current
Endorsed in: Elementary Education, Early Childhood Ed, and English to Speakers of Other Languages	
Eligible to Add: School Principal K-12, Initial Administrative License in Educational Leadership	
National Board Certified Teacher	2012- Current
Passed rigorous testing center exercises and four written and video portfolios in STEM, Social Studies and Language Arts, Writing, & Teacher Accomplishments, on first attempt, joining top 3% of teachers	
Renewal Portfolio with 2 nd grade remote teaching video example from 1/14/21, with over 20 pages of Professional Growth Experiences, analysis, and reflection	
Submitted June 2021, with scores expected late November 2021	

OSU-Cascades Program Director of the College of Education and Graduate Program (25%) August 2020-current
 Senior Instructor I: MAT Elementary Cohort Lead (75%)
 Oregon State University Cascades Campus, Bend, Oregon

Senior Instructor I: Elementary Education Program Lead & MAT Elementary Cohort Lead June 2019- July 2020
 Oregon State University Cascades Campus, Bend, Oregon

Instructor in the MAT Program & Elementary Cohort Lead June 2015- June 2019
 Oregon State University Cascades Campus, Bend, Oregon

Classroom Teacher, 2nd Grade, W.E. Miller Elementary School, Bend La Pine Schools, Bend, OR 2009-2015
 Winner of our school's Excellence in Education Award for 2012
 Finalist for Bend La Pine Schools' Teacher of the Year 2012
 Instructional Coach / Curriculum Leader for Technology, Math, and ELA 2011- 2015
 Grade level PLC Leader: collaborating with team to implement best practices 2011- 2015
 Classroom research to evaluate impact of teaching with iPads 2014 - 2015
 Member of Miller Elementary Site Council 2009 - 2012

Instructional Coach and Curriculum Leader 2011- 2015
 Presenter of Regular Professional Development to W.E. Miller Elementary & Bend La Pine Schools
 Instructional Technology and Site Technology Facilitator
 Assists teachers in integrating technology into their own classrooms through leading PD and coaching
 Teaching technology trainings at our school and for teachers in the district (iPads, SMART, LabQuests)
 Co-author for the K-8 district technology standards
 Math, Science, and English Language Arts 2011- 2015
 Presenting second grade mathematics and ELA professional development trainings for our district
 Wrote district Math & ELA CCSS aligned unit and performance assessments
 Developed second grade math SMART Board lessons for all units in the Bridges curriculum

Classroom Teacher, 2nd Grade, High Lakes Elementary School, Bend La Pine Schools, Bend, OR 2008-2009
 Chosen from the High Lakes Staff to be one of the founding members of the new elementary school,
 W.E. Miller Elementary, due to my expertise and focus on science and technology
 Integrated science, social studies, and all curriculum areas into Storyline Theme Units

Classroom Teacher, 2nd Grade, Lava Ridge Elementary School, Bend La Pine Schools, Bend, OR 2007- 2008
 Challenged students to explore during inquiry science and technology projects
 Teaching with a student-centered approach and differentiation to reach each child's needs

Classroom Teacher, 1st Grade, Abia Judd Elementary School, Prescott, AZ 2006- 2007
 Winner Outstanding First Year Teacher of the Year, Yavapai County, AZ

University of Oregon College of Education, Graduate Student Roles 2005- 2006
 Student Advisory Board Member – Elected Graduate Elementary Teaching Representative
 Graduate Teaching Assistant: Educational Technology
 Assisted students in integrating technology into the classroom and developing computer competency

B. TEACHING, ADVISING, AND OTHER ASSIGNMENTS

1. Instructional Summary Oregon State University-Cascades

Academic Term	Course Number	Credit Courses	Enrollment
Spring 2021	ED 510	Internship	17
Spring 2021	ED 465/565	Elementary Methods Course: Literacy: Part 1 & 2	17

Winter 2021	ED 492	Technology Tools for Teachers: Elementary	14
Winter 2021	ED 510	Internship	17
Fall 2020	ED 565	Elementary Methods Course: Literacy: Part 2	7
Fall 2020	ED 510	Internship	9
Summer 2020	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	10
Summer 2020	ED 565	Elementary Methods Course: Literacy: Part 1	10
Summer 2020	ED 592	Technology Tools for Teachers: Elementary & Secondary	21
Spring 2020	ED 510	Internship	32
Winter 2020	ED 510	Internship	32
Winter 2020	ED 567	Elementary Methods Course: Natural & Social Sciences	21
Winter 2020	ED 565	Elementary Methods Course: Literacy: Part 2	20
Fall 2019	ED 513	Learning Environments I	17
Fall 2019	ED 510	Internship	20
Summer 2019	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	17
Summer 2019	ED 565	Elementary Methods Course: Literacy: Part 1	21
Summer 2019	ED 592	Technology Tools for Teachers: Elementary & Secondary	34
Spring 2019	ED 510	Internship	38
Winter 2019	ED 510	Internship	39
Fall 2018	ED 513	Learning Environments I	29
Fall 2018	ED 510	Internship	23
Summer 2018	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	29
Summer 2018	ED 565	Elementary Methods Course: Literacy	23
Summer 2018	ED 592	Technology Tools for Teachers: Elementary & Secondary	46
Spring 2018	ED 510	Internship	40
Winter 2018	ED 552	Effective Teaching Cycle III: Data and Differentiation	26
Winter 2018	ED 510	Internship	40
Fall 2017	ED 513	Learning Environments I	24
Fall 2017	ED 510	Internship	27
Summer 2017	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	24
Summer 2017	ED 565	Elementary Methods Course: Literacy	28
Summer 2017	ED 592	Technology Tools for Teachers: Elementary & Secondary	47
Spring 2017	ED 510	Internship	27
Winter 2017	N/A	Maternity Leave	1
Fall 2016	ED 513	Learning Environments I	33
Fall 2016	ED 551	Effective Teaching Cycle II: Assessment	32
Fall 2016	ED 510	Internship	28
Summer 2016	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	35
Summer 2016	ED 565	Elementary Methods Course: Literacy	30
Summer 2016	ED 592	Technology Tools for Teachers: Elementary & Secondary	52
Spring 2016	ED 510	Internship	24
Winter 2016	ED 552	Effective Teaching Cycle III: Data and Differentiation	23
Winter 2016	ED 510	Internship	25
Fall 2015	ED 513	Learning Environments I	23
Fall 2015	ED 551	Effective Teaching Cycle II: Assessment	19
Fall 2015	ED 510	Internship (includes the Formative edTPA)	25
Summer 2015	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	21
Summer 2015	ED 592	Technology Tools for Teachers: Elementary Section	26
Summer 2015	ED 592	Technology Tools for Teachers: Secondary Section	25

Academic Term	Non-Credit Courses and Workshops	Role	Enrollment
Winter 2021	Elementary Ed B.S. App. Workshop (OSU-C & COCC) Zoom	Presenter	30
Summer 2020	Student Teaching Workshop: MAT TCs - Zoom	Co-Presenter	18
Summer 2020	edTPA Introduction Workshops: Part 1 & 2- Zoom	Co-Presenter	18
Summer 2020	Orientation to MAT Program and Graduate School - Zoom	Co-Presenter	22
Winter 2020	Elementary Ed B.S. Application Workshops (OSU-C & COCC)	Presenter	40
Fall 2019	edTPA Calibration of Scoring Training	Presenter	5
Summer 2019	Student Teaching Workshop: MAT TCs & Cooperating Teachers	Co-Presenter	50
Summer 2019	edTPA Introduction Workshops: Part 1 & 2	Co-Presenter	32
Summer 2019	Orientation to MAT Program and Graduate School	Co-Presenter	32
Fall 2018	edTPA Calibration of Scoring Training	Presenter	5
Summer 2018	Student Teaching Workshop: MAT TCs & Cooperating Teachers	Co-Presenter	60
Summer 2018	edTPA Introduction Workshops: Part 1 & 2	Co-Presenter	39
Summer 2018	Orientation to MAT Program and Graduate School	Co-Presenter	46
Fall 2017	edTPA Calibration of Scoring Training	Co-Presenter	15
Summer 2017	Orientation to MAT Program and Graduate School	Co-Presenter	50
Summer 2017	edTPA Introduction Workshop	Co-Presenter	45
Summer 2017	Co-Teaching Training for MAT Students & Cooperating Teachers	Co-Presenter	45
Summer 2017	Cooperating Teacher "Pairs" Training	Co-Presenter	45
Summer 2016	Orientation to MAT Program and Graduate School	Co-Presenter	65
Summer 2016	edTPA Introduction Workshop	Co-Presenter	52
Summer 2016	Co-Teaching Training for MAT Students & Cooperating Teachers	Co-Presenter	52
Summer 2016	Cooperating Teacher "Pairs" Training	Co-Presenter	35
Fall 2015	edTPA Calibration of Scoring Training	Co-Presenter	15
Fall 2015	edTPA Scoring Training	Co-Presenter	10
Summer 2015	Orientation to MAT Program and Graduate School	Co-Presenter	50

Academic Term	Curriculum Development	Role
2019-2020	CAT IIs for 3 Course & Program Changes for the MAT & B.S. in Elementary Ed	Co-Developer
2018-2019	Approval: B.S. in Elementary Education	Co-Developer
2018-2019	CAT IIs & TSPC Approval for new PE/Health and Art/Music courses	Developer
2016-2018	CAT I & II: B.S. in Elementary Education (CAT I and Courses/Syllabi for CAT II)	Co-Developer
2015-2016	Developed new courses based on MAT program revision and inTASC Standards ED 592, ED 550, ED 513, ED 551, ED 552, ED 510 (3 unique terms)	Developer

Academic Term	Graduate Student Support	Enrollment
Summer 20 & Spring 21	MAT Oral Examination Committee Chair & MAT Professional Portfolio	6
Summer 19 & Spring 20	MAT Oral Examination Committee Chair & MAT Professional Portfolio	19
Summer 18 & Spring 19	MAT Oral Examination Committee Chair & MAT Professional Portfolio	15
Spring 2018	MAT Oral Examination Committee Chair & MAT Professional Portfolio	16
Spring 2017 – Winter 2018	Committee Member for HDFS Master's Thesis Student	1
Spring & Summer 2017	MAT Oral Examination Committee Chair & MAT Professional Portfolio	20
Spring & Summer 2016	MAT Oral Examination Committee Chair & MAT Professional Portfolio	20
Spring & Summer 2015	MAT Oral Examination Committee Chair & MAT Professional Portfolio	22
Spring & Fall 2015	edTPA Local Evaluation Scoring	20

Oregon State University-Cascades (6 pt scale, 6=highest) [LINK to eSEI explanation](#)

Academic Term	Course Number Cohort Section	Schuetz Q1 Quality of the Course Median (out of 6)	Schuetz Q2 Quality of Instructor Median (out of 6)	Responses / Enrolled	Department Q1 Quality of the Course Median (out of 6)	Department Q2 Quality of Instructor Median (out of 6)
F / W / S '15-'21	ED 510 Internship	No SETs	No SETs	No SETs	No SETs	No SETs
Spring 2021	ED 465/565 Elem	6.0	5.9	9/15, 60%	5.6	5.6
Winter 2021	ED 492 Elementary	5.9	5.9	10/14, 71%	5.5	5.7
Fall 2020	ED 565 Elementary	6.0	6.0	5/7, 71%	5.4	5.6
Summer 2020	ED 565 Elementary	6.0	6.0	4/10, 40%	5.6	5.7
Summer 2020	ED 592 Elem/Sec	5.0	5.4	8/21, 38%	5.6	5.7
Summer 2020	ED 550 Elementary	5.8	6.0	4/10, 40%	5.6	5.7
Winter 2020	ED 567 Elementary	5.8	5.9	12/21, 57%	5.5	5.6
Winter 2020	ED 565 Elementary	6.0	6.0	11/20, 55%	5.5	5.6
Fall 2019	ED 513 Elementary	5.9	5.9	6/17, 35%	5.4	5.6
Summer 2019	ED 565 Elementary	5.9	6.0	6/21, 29%	5.7	5.8
Summer 2019	ED 592 Elem/Sec	5.0	5.5	10/34, 29%	5.7	5.8
Summer 2019	ED 550 Elementary	6.0	6.0	6/17, 35%	5.7	5.8
Fall 2018	ED 513 Elementary	5.9	5.9	19/29, 66%	5.6	5.7
Summer 2018	ED 550 Elementary	5.8	5.9	18/29, 62%	5.7	5.8
Summer 2018	ED 565 Elementary	6.0	6.0	14/23, 61%	5.7	5.8
Summer 2018	ED 592 Elem/Sec	5.6	5.8	30/46, 65%	5.7	5.8
Winter 2018	ED 552 Elementary	5.7	5.7	11/26, 42%	5.6	5.7
Fall 2017	ED 513 Elementary	5.3	5.8	11/24, 46%	5.7	5.8
Summer 2017	ED 550 Elementary	5.8	5.9	10/24, 42%	5.6	5.7
Summer 2017	ED 565 Elementary	5.3	5.8	12/24, 50%	5.6	5.7
Summer 2017	ED 592 Elem/Sec	5.2	5.8	28/47, 60%	5.6	5.7
Fall 2016	ED 513 Elementary	5.8	5.9	20/33, 61%	5.6	5.7
Fall 2016	ED 551 Elementary	5.9	5.9	19/32, 59%	5.6	5.7
Summer 2016	ED 550 Elementary	5.7	5.9	25/35, 71%	5.5	5.7
Summer 2016	ED 565 Elementary	5.9	5.9	22/30, 73%	5.5	5.7
Summer 2016	ED 592 Elem/Sec	5.5	5.8	37/52, 71%	5.5	5.7
Winter 2016	ED 552 Elementary	5.3	5.7	17/23, 74%	4.8	5.1
Fall 2015	ED 513 Elementary	5.8	6.0	11/23, 48%	5.2	5.6
Fall 2015	ED 551 Elementary	5.3	5.9	7/19, 37%	5.2	5.6
Summer 2015	ED 550 Elementary	5.9	6.0	11/21, 52%	5.02	5.29
Summer 2015	ED 592 Elementary	5.9	6.0	14/24, 58%	5.02	5.29
Summer 2015	ED 592 Secondary	4.6	5.4	13/26, 50%	5.02	5.29

Statements of Strength from Student Evaluation of Teaching Comments:

"The best thing about Rachael is her commitment to our learning! She is very supportive and always available for us! Best decision OSU has ever made was to hire her!"

"I felt so supported in this class and could see your passion in considering our best interest and knowledge on how to be an amazing teacher! You have already taught me so much and made me feel like I can be very successful!"

subject matter for this class was particularly engaging and Rachael's use of teaching methods and strategies is always a learning opportunity in and of itself. Excellent!"

"Dr. Schuetz is so supportive in every way. She invested so much time in making sure every one of us fully understood every module and every assignment. We all were given every opportunity to be heard in multiple ways. She created such a positive and encouraging atmosphere. Her endless passion for teaching and her sincerity inspire me every day I am in her class. I am so grateful for the opportunity to learn from Dr. Schuetz."

"Rachael is an amazing instructor. She makes learning fun and interesting. She is the best instructor I have ever had. I learned so much in all of her courses and look forward to being part of her other classes."

"This course was incredibly helpful and supplied us with a lot of resources to use after graduation."

"Rachael remains one of the strongest parts of the MAT program. Her effective teaching style helps to cover a large volume of material in a short amount of time. I learned a lot about how to implement assessment in the classroom."

"Rachael is indispensable. She is the heart of the MAT program. Tenure her and create a department around her!"

"Rachael is probably the most organized professor I have ever known. She articulates so well, and has picture-perfect explanations. Her enthusiasm for learning is contagious and I hope I have her again even though I am in the secondary cohort. I am incredibly impressed by her humble and kind approach to teaching, and attention to detail and thorough feedback is superb."

3. Peer Teaching Evaluations

Review in Senior Instructor I Dossier: very strong with great ideas for continued growth Fall 2017

4. Advising

Academic Term	Advising	Enrollment
2020-2021	MAT Elementary Cohort Lead & Faculty Advisor	9
2019-2020	MAT Elementary Cohort Lead & Faculty Advisor (Zero Year for B.S.)	20
2018-2019	Elementary Cohort Lead & Faculty Advisor	29
2017-2018	Elementary Cohort Lead & Faculty Advisor	29
2016-2017	Elementary Cohort Co-Lead & Faculty Advisor	19
2015-2016	Elementary Cohort Lead & Faculty Advisor	24
2015-2016	University Supervisor for Clinical Placement	2

5. Other Assignments- OSU-Cascades

Academic Term	Other Administrative Assignments
2020- Current	<u>Program Director: College of Education and Graduate Programs</u> It's has been a great honor to join the leadership team to support the budget, scheduling, and program support for the Master of Arts in Teaching, Elementary Education B.S., Master of Arts in Counseling, and Master of Fine Arts in Creative Writing. In the inaugural year of program directors, we worked through some hurdles and changes related to COVID-19. However, we ended 2021 in a really strong place and I am thrilled for the progress we've made!
2015- Current	<u>Elementary Cohort Lead & Faculty Advisor:</u> I am the administrator for the Elementary Cohort: leading student advising, development and support of student plans of action, in-school coaching, co-lead for orientations, workshops/trainings, and act as a liaison for K-5 Schools, Cooperating Teachers and University Supervisors. Acting as Elementary Cohort Lead is an honor and much of my time is invested in the management and administration of our Elementary cohort.

- 2016- Current MAT Handbook & MAT Canvas Site Administrator: Each year I work with our professional faculty and staff to lead the updates of the MAT Handbook for presentation to the other faculty. I also maintain the MAT Canvas Site that includes up to date information for Teacher Candidates on the edTPA, observations and evaluations, licensure, and more. These roles are time-intensive but have made a positive impact on the organization of the MAT program.
- 2015- Current Admissions: As a faculty member, I play a role in recruitment, admissions, and program outreach through events like the OSU-Cascades Graduate Open Houses, Presentations for the Elementary Education B.S. degree at OSU-C and COCC, Dia de Familia, Faculty Call Night, Admitted Student Day, Bend LaPine School Board events, and local teacher events like High Desert Museum Teachers' Night Out. I am a core faculty member involved in reviewing all Elementary applicant materials and participate in Admissions Day for the MAT program.
- 2017- Current English for Speakers of Other Languages (ESOL) Endorsement Faculty Advisor at OSU-Cascades: I work closely with the ESOL endorsement administrator Tiffany Palaniuk in Corvallis to support the ESOL endorsement here at OSU-Cascades. I support ESOL recruitment, admissions, the endorsement scope and sequence, and some student advising.
- 2019- 2020 Program Lead Elementary Education B.S.: In our "zero" year, I supported the new Elementary Education major through budgeting, scheduling, many recruitment and admissions events, advising applicants, and working with our advisors. I played an active role in the Corvallis-based, College of Education Dean's Executive Licensure Committee, to uphold current standards of teacher licensure and support statewide leadership in teacher education. I reviewed all Elementary Education B.S. applications to the Professional Program (junior year of the Elementary Ed. B.S.).
- 2017- 2018 Hiring and Supervision of Elementary University Supervisors: I acted as the main point of contact for the Elementary University Supervisors and the university and was in charge of hiring, supervision, evaluation, and support for these faculty who support our clinical placements.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

1. Refereed Publications

Journal Articles

Schuetz, R.L., Biancarosa, G., Goode, J. (2018). Is technology the answer? Investigating students' engagement in math. *Journal of Research on Technology in Education*, 50(4), 318-332.

The peer-reviewed Journal of Research on Technology in Education (JRTE) has a 17% acceptance rate and is considered a top-tiered journal in the field of technology in education. JRTE has a CiteScore impact factor of 2.98 for 2017 and has a CiteScore rank of 95th for journals in education social science. This article was based on work from my dissertation and as lead author I contributed at least 85% of the effort, my dissertation chair and second author contributed 10%, and my dissertation committee member and third author contributed 5%.

Abstract: As technology has spread in schools, we know little about how technology mediates the performance of primary-aged students and their engagement in mathematics. Given the well-established link between achievement and engagement, understanding the impact of technology on engagement can inform practice. This study examines how technology might impact second graders' engagement in mathematics using IXL, a math intervention administered on the iPad, as compared to a traditional paper-pencil approach. Although there was not a statistically significant difference in the pre-post student engagement surveys, the teacher focus group described increased student independence using technology and found it easier to differentiate and provide corrective feedback, while helping students build fluency.

We are in the Revise & Resubmit process for the article: Best Practices for Preparing Teacher Candidates for the edTPA, written with two colleagues Dr. Melinda Knapp, and Matthew C. Graham. This work is based five years of my research

submit soon to the top tier Journal of Teacher Education. We submitted the article December 1st 2020, and got our suggested revisions June 27th, 2021.

Abstract: Programs look to limited research for guidance on how to prepare teacher candidates for the edTPA, a measure of classroom readiness, adopted by most states. This mixed-methods study investigates the impact of a formative edTPA, on national edTPA scores and teacher candidates' perceived preparation. Five years of national scores were compared between three programs, to determine the quantitative impact for those completing a formative first. In a survey, 135 teacher candidates shared their perceptions on how the formative edTPA prepared them for the national edTPA. Results show that candidates completing a formative edTPA scored 2.79 points higher on the national edTPA. In the survey, 85% of teacher candidates perceived that the formative experience prepared them well for the national edTPA, supported by 74% of statements citing strengths of the formative process. Teacher candidates shared suggestions on how to retain formative practice while reducing stress associated with two edTPAs.

Book Chapters

Schuetz, R.L. (2019). edTPA steps to success: Elementary education literacy tasks 1-3. In L. Barron (Ed.), *A practical guide for edTPA implementation: Lessons from the field* (pp. 175- 203). Charlotte, NC: Information Age Publishing.

Abstract: The edTPA measures a teacher candidate's ability to plan, implement, and assess, which are all essential skills for the classroom. Compared to past pre-service teacher assessments, the edTPA offers a great opportunity for teacher candidates to be evaluated on these skills in a highly authentic way. For many teacher candidates, the edTPA can seem daunting when it is simply an opportunity to demonstrate best practices in teaching. As a result, teacher preparation programs are searching for effective supports in their implementation of the edTPA. This chapter outlines a ten-step plan that helps programs organize fair and impactful candidate support for the three literacy tasks that are part of the Elementary Education Literacy handbook. These resources have been created by faculty in our teacher education program and in other programs to support teacher candidates in the completion of the edTPA. SCALE has reviewed these resources prior to the edTPA national conference to ensure that the general guidance provided is in alignment with the requirements for allowed candidate support. In the edTPA Steps to Success, candidates are supported with manageable goals and materials to scaffold their work on Tasks 1-3. With these supports, the edTPA will provide another opportunity for teacher candidates to grow in their practice while demonstrating their readiness for the classroom.

Non-Referred Publications

Schuetz, R.L. (2009). *The long road to change*. Bend, Oregon: NRS Publishing.

- Author of a self-published Children's Civil Rights Book, [The Long Road to Change](#)
- Inspired by my elementary students' reflections on Martin Luther King and the inauguration of President Obama
- Takes children on the long road to Civil Rights: slavery, the Civil War, the Civil Rights movement
- Leaves children with the idea that even a small act of kindness can help change the world
- Donated all profits and many books to schools and youth programs

2. Professional meetings, symposia, conferences

Conference Presentations

Accepted to Present at the National edTPA Implementation Conference in Austin, TX COVID Rescheduled TBD 2020
"Introducing the edTPA through Active Engagement"

Co-Presenter at Society for College and University Planners March 2019
"Co-locating the Bend Science Station on the OSU-Cascades Campus and Pedagogical Opportunities"

Presenter at the National edTPA Implementation Conference in San Jose, CA “Investigating Best Practices in Teacher Preparation for the edTPA”	November 2017
Presenter at the Harvard School of Education Graduate Student Research Forum, Boston, MA “Is Technology the Answer? Investigating the Impact of iPads on Students’ Engagement and Achievement in Math” Research also presented at Oregon State University- Cascades’ It’s in The Bag: Lunchtime Lecture Series	March 2016 May 2016

Attendance at Conferences

edTPA National Conference, Presenter and Attendee, Austin, TX	COVID TBD -2020
edTPA National Conference, Presenter and Attendee, San Jose, CA	October 2018
edTPA National Conference, Presenter and Attendee, San Jose, CA	November 2017
Oregon National Board Certified Teacher Institute, Invited Attendee, Portland, OR	September 2016
edTPA National Conference, Attendee, Savannah, GA	March 2016
Harvard School of Education Student Research Conference, Presenter & Attendee, Boston, MA	March 2016
OWHE Oregon Women in Higher Education Annual Conference, Attendee, Bend, OR	January 2016
ASCD Regional Conference on Educational Leadership, Attendee, Portland, OR	October 2015
National Assessment Training Institute Conference by Pearson, Attendee, Portland, OR	June 2015
edTPA Local Evaluation Training, Portland State University, Attendee, Portland, OR	May 2015

Professional Development

Leading Change Leadership Institute 15+ hour training (+10 hours of outside work)	April – May 2021
Managing Stressful Conversations (OSU Cascades Professional Development)	May 2021
Search Advocate Initial 16+ hour training plus outside work	October – November 2020
Mursion: Teacher Education in a Virtual Environment	September 2020
edTPA in a Virtual Environment Workshop	September 2020
OSU-Cascades DEI Training	September 2020
Creating A Brave Space: Social Justice on Campus Attendee	Summer 2020
edTPA National Academy Consultant Continuing Professional Development	June 2020
Disabilities & Bias Training, Erin Rook, OSU-Cascades	May 2020
Supporting Students in Distress Training, Oregon State University	April 2020
Hybrid Course Development Workshop	May 2019
Exploring White Fragility Lunch Discussion	March 2019
Teaching Excellence Triad Work	Winter 2019
Trauma-Informed Teaching Summit, Bend La Pine Schools	August 2018
Social Justice Institute, OSU-Cascades	May-June 2018
Safe Zone LGBTQ+ Diversity Training, OSU-Cascades	May 2018
Implicit Bias Diversity Training, OSU-Cascades	May 2018
Stop the Bleed, Run, Hide, Fight & First Aid/CPR/AED Training, OSU-Cascades	January-March 2018
Taking Flight with DISC, Train the Trainer Certification Program	October 2018
Co-Teaching, Train the Trainer Workshop, Attendee, Bend, OR	May 2017
Earned ESOL Endorsement at OSU-Cascades, Bend, OR	August 2016
Completed 45+ Credits of Professional Dev. Post Master’s Degree, Pre-Doctorate	2007- 2012

3. Grants

Research Grants

College of Education Research Grant, \$1,000 I received the College of Education Research Grant to conduct research as the Principal Investigator on “Investigating Best Practices in Teacher Preparation for the edTPA.” I presented this research at the edTPA National Conference hosted by Stanford’s SCALE in San Jose, California in November of 2017. I then collected	2017
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NATIONAL edTPA conference Fall 2018. I recruited two colleagues and we decided to collect two additional years of data for 2019 and 2020. My co-authors and I are working to complete and publish the article to support teacher preparation for the edTPA nationwide.

Program Support Funds

- College of Education, Nielsen Fund, \$4,000 2021
 I co-wrote (with Corvallis faculty) and was awarded a College of Education foundation, Nielsen fund request for the Master of Arts in Teaching Program Support. In 2021, all but one of our elementary teacher candidates were hired on an emergency teaching license to teach as full-time teachers while completing their MAT program. The funds I acquired paid for Dr. Melinda Knapp to spend time above her contract in the schools coaching our teacher candidates who took on the difficult task of teaching full-time while completing their license and Master's degree.
- State of Oregon, Section 48 Grant Funds for Diverse Teacher Recruitment \$30,000 2021
 I spent 20 hours supporting the hire and training of Shandell Landon, who worked to recruit diverse teachers to our B.S. in Teaching: Elementary Education and MAT in Teaching. This position was funded by the State of Oregon, Section 48 grant funds.

Student Scholarship Grants

- Laurels Grant, for OSU-Cascades Master of Arts in Teaching Scholarships \$29,866 2021
 Though I've always participated in the selection committee, this year I co-wrote (with Corvallis faculty) and was awarded \$29,866 from the private Laurel's Grant fund to fund student scholarships in our Master of Arts in Teaching program. With a focus on increasing diversity in the teacher work force as well as recognizing past equity leadership work, we were able to award 4 scholarships to the incoming class.
- Grow Your Own, Diverse Teacher Pipeline Grant \$56,457 2021
 Through many meetings and work with the High Desert Education Service District and Madras 509j School District and the State of Oregon Grow Your Own Grant, then Vice President Becky Johnson and I were able to establish eligibility for Oregon State Cascades teacher candidates in both the undergraduate and graduate programs for the Grow Your Own Grant. The GYO grant's main goal is to increase diversity in the teacher workforce, though all teacher candidates could apply. Though I was not involved with writing the grant, I spent about 40 hours working to justify Oregon State Cascades teacher candidates eligibility as well as coordinating the grant with the districts.

D. SERVICE

1. University Service

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| Program Director and Leadership Team Member | 2020- Current |
| Advocate for Elementary Education Undergraduate Major & MAT Program | 2017-Current |
| College of Education Dean's Executive Committee | 2019- Current |
| Oregon State University Teacher Standards and Practices Commission's Consortium Member | 2017-Current |
| Recruitment Presentations at COCC Education Courses | Winter 2018- Current |
| Laurel's Grant Selection Committee Member | May 2019- Current |
| Program Lead Committee Member | 2017-2018 & 2019-2020 |
| Bridge to Success Mentor to two Freshman Students | September 2019- March 2020 |
| Supporting Advocate at the TSPC Program Approval Meeting | June 2019 |
| Search Committee Member for the new Elementary Education Advisor Hire | April 2019 |
| Presentation to the OSU-Cascades Board of Advisors | January 2019 |
| Supporting Advocate at the Oregon State Faculty Senate Meeting | Winter 2018 |
| Presentation to Redmond Schools | Fall 2017 |
| Presentation to the College of Education Curriculum Committee | Fall 2017 |
| Presentation to the College of Education Dean's Council | Fall 2017 |

Led implementation of the Happy Birthday Bend Beav and the Most Valuable Bend Beav initiatives	
Oregon State University Curriculum Council Substitute Attendee	Winter 2020
Chair for three Mid-Term Reviews	Winter 2020
Chair for two Peer Review of Teaching Committees	Fall & Winter 2019
Provided research-based feedback on the Steel Case Classroom Grant	January 2019
College of Education 2018 Equity Plan Committee Member	Spring 2018
Author of the TSPC Elementary Reading Standards Course Audit for OSU- Cascades MAT Program	Spring 2017
Author of the TSPC Elementary Dyslexia Standards Course Audit for OSU- Cascades MAT Program	Spring 2017
Diversity Committee	2016- 2017
Long Range Development Planning Committee OSU Cascades	2015- 2017

Service to the Profession

edTPA National Academy Member through Stanford Center for Assessment, Learning, and Equity	2019- Current
Certified to present edTPA professional development nationally	
edTPA Statewide Workgroup (in collaboration with TSPC, SCALE, and Pearson)	2017- Current
COCC Education Department Advisory Board Member	2016- Current
Community College Education Diverse Teacher Pipeline Workgroup Member	2016- Current
Contributor to the Community College Major Transfer Map (MTM) for Elementary Education in Oregon	2018-Current
Educator Advancement Council Design Institute	March 2019
Member of the Increasing Teacher Diversity Workgroup	March 2019
Coaching for Triad Model at Silver Rail	2016
Instructional Coach and Curriculum Leader, Professional Development Leader, Bend LaPine Schools	2011- 2015
Central Oregon Equity Team, Founding Member	2014- 2016
Working with Dr. Charles Martinez of the State of Oregon School Board, High Desert ESD, and Bend LaPine Schools, to bring conversations on equity and improved instructional practices to Central Oregon schools	

E. AWARDS

1. National

Nominee for the Presidential Awards for Excellence in Math and Science Teaching	2012
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2. State and Regional

Nominee for Oregon Women in Higher Education's Exemplary Emerging Professional Award	2016
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3. Oregon State University

Nominee for the OSU College of Education 3 Cs award (Caring, Compassion, Creativity)	2017
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4. School District

Finalist for Bend La Pine Schools' Teacher of the Year	2012
Winner of W.E. Miller Elementary School's Excellence in Education Award	2012
Winner Outstanding First Year Teacher of the Year, Yavapai County, AZ	2007