

**Kathy Pickard, M.Ed.  
Adjunct Professor of Education  
Local Field Director  
School of Education**

## **EDUCATIONAL BACKGROUND**

**M.Ed.           The University of Houston  
                  Major: Elementary Education, Reading**  
**BBA             The University of Texas  
                  Major: Marketing**

## **TEACHING/ADMINISTRATIVE EXPERIENCE**

**Local Field Director  
2009 – Present, Liberty University, Lynchburg, VA  
Oversee local student teacher placements and practicum field hours.  
Facilitate site affiliations and collaboration projects.**

**Adjunct Professor of Education  
2007 - Present, Liberty University, Lynchburg, VA  
SME for EDUC 304 course.**

**Adjunct Professor of Education  
2005 – 2009, Central Virginia Community College, Lynchburg, VA  
Early childhood education and reading courses.**

**Adjunct Professor of English  
2000 - 2001, Sam Houston State University, Huntsville, TX**

**Director of Children's Ministry  
1997-1999, First United Methodist Church, Huntsville, TX  
Planned and coordinated all children's programs and weekly activities.**

**Classroom Teacher  
1992 - 2003, Huntsville, TX  
Taught various grade levels in preschool and elementary, private and public schools.**

**Media Buyer Supervisor  
1988 – 1992, Fogarty & Klein Advertising Agency, Houston, TX  
Planned and bought television, radio, print, and outdoor advertising for local, regional, and national accounts.**

**PROFESSIONAL LICENSURE**

**Virginia Teaching License, General plus Reading, Grades PreK-6, Expires  
May, 2015**

**Texas Teaching Certificate, General plus Reading, Grades 1-8, Date of  
Expiration: Lifetime**

**SERVICE**

**Sunday School Teacher**

**Committee Member, Accreditation Renewal, Standard 3**

**Library Volunteer**

**PROFESSIONAL DEVELOPMENT**

**Liberty University workshops for faculty**

**Workshops: “*LUO: Top Ten Mistakes Faculty Make When Grading*”**

**“*Working With the Military*”**

**“*Improving Teaching & Learning Interactions via Bb*”**

**PROFESSIONAL MEMBERSHIPS**

**Council for Exceptional Children**

## Definitions of Scholarship & Service

### Scholarship

- **Presentations**

Professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their institutions (*NCATE, 2000*). Scholarship is, “Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.” Scholarship can include presentations at conferences as well as publications and can include action research (taking place in P-12 classrooms) as well as other forms of research. However, while presenting at a conference could be a form of scholarship, attending a conference without presenting should be considered professional development instead of scholarship. Similarly, while action research in a P-12 classroom that is written and submitted for peer review is considered scholarship, many other activities in P-12 classrooms would fit better under the category of service. (*NCATE, 2003*)

- **Publication of Articles**

The article must contribute to the education profession or to the body of knowledge of the faculty member’s teaching area or instructional position. Grant reports that present the results of educational research are acceptable provided the faculty member had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation. The article must be published in a recognized professional journal. (*VDOE, 2003*)

- **Publication of Books**

Books must be published for purchase and must contribute to the education profession or to the body of knowledge of the faculty member’s teaching area or instructional position. The published book must increase the field of content knowledge, planning and assessment for evaluating and providing students with feedback that encourages student progress and measures student achievement, instruction, safety and learning environment, communication and community relations working with students, parents, and members of the community to promote broad support for student learning. Points will not be awarded for books self published. (*VDOE, 2003*)

### Professional Development

- **Seminars or Workshops**

Professional development activities must focus on student learning and achievement, school-wide educational improvement, leadership, subject content, teaching strategies, and use of technologies and other essential elements in teaching to high standards. Activities must be planned, rigorous, systematic, and promote continuous inquiry and reflection. Local employing educational agencies are encouraged to design professional development activities that are conducted in school settings and linked to student learning and achievement. (*VDOE, 2003*)

## Service

- **Professional Service** (Education-related)

Unit faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels. Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators. (NCATE, 2000)

- **Curriculum Projects**

Curriculum development is a group activity in which the faculty member contributes to the improvement of the curriculum of a school, a school division, or an education institution in the teaching area assigned. This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned. (VDOE, 2003)

- **Educational Projects**

Educational projects must be planned, focused projects based on high standards of teaching and learning. Projects must result in a written report or other tangible product. Projects must contribute to the education profession or to the body of knowledge of the faculty member's teaching area or instructional position. A project could include participation in new professional responsibilities, such as leading a school improvement initiative. (VDOE, 2003)

- **Community Service**

Unit faculty provide service to ... broader communities in ways that are consistent with the institution and unit's mission. Church and community activities are included that are not education-related.

- **Educational Leadership**

- **Chairs, Officers, or Board Members**

Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels. (NCATE, 2000)

## References

*NCATE Unit Standards (2000)*

*NCATE Board of Examiners Update (Spring 2003)*

*Proposed Revisions to the Licensure Regulations for School Personnel (VDOE, 2003)*