

Terri L Hubbard
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PROFESSIONAL PROFILE

Scholar-practitioner and early childhood teacher educator with expertise in developmentally appropriate practice, literacy instruction, technology integration, and clinically embedded teacher preparation. Research and teaching focus on participatory and embodied methodologies, teacher advocacy, and the impact of digital mandates within early childhood classrooms. Experienced in developing partnerships between colleges and schools, assessment-driven clinical initiatives, and practice-based learning experiences that support pre-service teacher development and inclusive early childhood education.

EDUCATION

PhD	University of South Florida, Tampa, Florida Curriculum and Instruction in Early Childhood Education	March 2025
MEd	Southeastern University, Lakeland, Florida Elementary Education	December 2017
BS	University of South Florida, Tampa, Florida Elementary Education	June 1994

Certifications

Florida Teaching Certificate, Primary Education, Grades K-3, (ESOL Endorsement, Reading Endorsement) 2026-2031
Florida Teaching Certificate, Elementary Education, Grades 1-6, (ESOL Endorsement, Reading Endorsement) 2026-2031
International Baccalaureate, IB Educator Certificate, Category 1, 2016
National Board for Professional Teaching Standards, Early Childhood Generalist, 2007-2017
Clinical Supervision Certificate, 1996

Awards

Polk County, Northwest Area Teacher of the Year (2007)
Teacher of the Year, Lincoln Avenue Academy (2007)
Sallie Mae Outstanding Beginning Teacher of the Year Semifinalist, Polk County (1995)
Sallie Mae Outstanding Beginning Teacher, Padgett Elementary School (1995)

PROFESSIONAL HISTORY

2022-Present	Professor, Early Childhood Education, Elementary Education Polk State College, Lakeland, Florida
2020-2022	Teacher of the Gifted, K-3 Lincoln Avenue Academy, Lakeland, Florida
2018-2022	Adjunct Professor, Early Childhood Education, Elementary Education Polk State College, Lakeland, Florida
2016-2020	Kindergarten Teacher Lincoln Avenue Academy, Lakeland, Florida
2015-2016	Reading Resource Teacher, Grades K-2 Bailey Elementary School, Dover, Florida
2014-2015	Kindergarten Teacher Bailey Elementary School, Dover, Florida
2002-2014	Kindergarten and Second Grade Teacher Lincoln Avenue Academy, Lakeland, Florida
1994-2002	Kindergarten and K/1 Multi-age Teacher Padgett Elementary School, Lakeland, Florida

RESEARCH INTERESTS

- Early Childhood Teacher Education
- Developmentally Appropriate Technology Integration
- Teacher Advocacy and Pedagogical Resistance
- Participatory and Collaborative Methodologies
- Embodied Learning
- Beginning Teacher Identity Formation

PUBLICATIONS

Refereed Conference Proceedings

Hubbard, T. (2026). Embodied Reflection and Teacher Advocacy: Rebalancing the Digital Day in Early Childhood Education. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2253-2257). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE). Retrieved May 30, 2026 from <https://www.learntechlib.org/primary/p/2129279/>.

Hubbard, T. (2026). Embodied Reflection and Teacher Advocacy: Supporting Developmentally Appropriate Practice in iPad-Mandated Early Childhood Classrooms. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2258-2262). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE). Retrieved May 30, 2026 from <https://www.learntechlib.org/primary/p/2129280/>.

Hubbard, T. (2024). Digital Dreams or Delusions: Navigating the Implementation of 1:1 Initiatives. In J. Cohen & G. Solano (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1514-1557). Las Vegas, Nevada, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 31, 2026 from <https://www.learntechlib.org/primary/p/224170/>.

PRESENTATIONS

National

Hubbard, T. (2026, February). *Intergenerational participatory research: Advocacy for developmentally appropriate technology integration*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Crystal City, Arlington, VA.

Hubbard, T., & Blank, J. (2026, April). *Bridging the gaps: A kindergarten teacher's identity amid digital pressures and developmental practice*. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

Hubbard, T., Berson, I. R., & Berson, M. J. (2026, April). *Reflections in motion: Video dialogue between mother and teacher-daughter as resistance to scripted mandates*. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

Hubbard, T. (2024, March). *Digital dreams or delusions: Navigating the implementation of 1:1 initiatives*. Paper presented at the Society for Information Technology and Teacher Education International Conference (SITE), Las Vegas, NV.

Hubbard, T. (2024, March). *Digital dreams or delusions: Navigating the implementation of 1:1 initiatives*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Anaheim, CA.

Almuthibi, F., Blank, J., Mirabello, A., **Hubbard, T., & Reed, L.** (2024, April). *Examining play as action texts: Multimodal interactions in preschool*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Hubbard, T. (2023, March). *It's personal! Embracing implicit bias to positively impact our youngest learners*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Jacksonville, FL.

Hubbard, T. (2012, May). *Engineering the K-2 curriculum*. Co-presented at the NSTA STEM Forum and Expo, Atlantic City, NJ.

State

- Hubbard, T. (2018, August). *STEM orientation and overview: Literature connections and hands-on activities*. Presentation at the Polk State College Teacher Education Pep Rally, Lakeland, FL.
- Hubbard, T. (2016, March). *Aligning instruction with John Hattie's top 10*. Professional development presentation at Bailey Elementary School, Dover, FL.
- Hubbard, T. (2016, January). *Student self-reporting of grades and specific feedback*. Professional development presentation at Bailey Elementary School, Dover, FL.
- Hubbard, T. (2015, September). *An introduction to reader's workshop in the early childhood classroom*. Professional development presentation at Bailey Elementary School, Dover, FL.
- Hubbard, T. (2013, September). *Evaluation 101: Unwrapping and unpacking Polk County's EPC rating rubrics*. Professional development presentation at Lincoln Avenue Academy, Lakeland, FL.
- Hubbard, T. (2013, August). *Sweet potato/team building: Creating unity by celebrating and understanding diversities*. Faculty meeting presentation at Lincoln Avenue Academy, Lakeland, FL.
- Hubbard, T. (2012, September). *STEM process schoolwide implementation: Family edition*. Community outreach presentation at Lincoln Avenue Academy, Lakeland, FL.
- Hubbard, T. (2012, August). *STEM process schoolwide implementation: Faculty and staff*. Professional development presentation at Lincoln Avenue Academy, Lakeland, FL.
- Hubbard, T. (2007, October). *Empowering the parents of emergent readers*. Community outreach presentation at Lincoln Avenue Academy, Lakeland, FL.
- Hubbard, T. (2007, February). *Phonemic awareness vs. phonics: A make-and-take workshop*. Professional development presentation at Lincoln Avenue Academy, Lakeland, FL.
- Hubbard, T. (2006, October). *Streamlining literacy center integration in the early childhood classroom*. Professional development presentation at Lincoln Avenue Academy, Lakeland, FL.
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GRANTS

Intel and Scholastic Schools of Distinction Award and Grant

Lincoln Avenue Academy | October 2005

Served as lead kindergarten model classroom teacher, contributing to Lincoln Avenue Academy being recognized nationally for excellence in technology innovation through the Intel and Scholastic Schools of Distinction program. Participated in the development and implementation of innovative technology-integrated instructional practices that supported the school's selection

as the top elementary school in the United States for technology innovation. Represented the school as part of the educator delegation participating in the national award presentation and professional recognition events in Washington, D.C.

COURSES DEVELOPED

Polk State College

EDF 4124: Child Growth and Learning

Fall 2025

Developed a fully online upper-division course focused on child and adolescent development, learning theories, motivation, persistence, learning differences, and instructional implications for diverse learners. The course emphasizes the application of developmental theory and learning science to instructional practice within educational settings and was developed using Polk State College Quality Online Course guidelines.

EEC 4211: Mathematics, Science, and Technology in Early Childhood Education

Fall 2025

Developed an upper-division course designed to prepare pre-service early childhood educators to integrate mathematics, science, and technology through developmentally appropriate, research-based instructional practices. The course emphasizes inquiry, problem solving, hands-on learning, and meaningful technology integration within early childhood settings.

EEC 4008: Teaching Literature and Writing in Early Childhood

Spring 2026

Developed a hybrid upper-division course integrating online and field-based learning experiences focused on developmentally appropriate writing instruction, children's literature integration, explicit writing strategy instruction, and Florida Reading Endorsement competencies.

RED 4943: Practicum in Supporting Students with Reading Difficulties

Spring 2026

Developed a clinically embedded practicum course emphasizing assessment-driven literacy intervention, reflective practice, individualized instruction, and research-based reading interventions for children experiencing reading difficulties.

EEC 4613: Assessment and Evaluation for Young Children

Summer 2026

Developed a fully online upper-division assessment course grounded in developmentally appropriate practice, authentic assessment, ethical assessment practices, and data-informed instructional decision-making in early childhood education. The course was developed using Polk State College Quality Online Course guidelines.

EEX 4201: Young Children with Special Needs

Summer 2026

Developed a hybrid course focused on the stages and sequences of child development and the impact of disabilities and risk factors on young children's learning and development. The course emphasizes evidence-based practices for both typical and atypical development in early childhood settings and prepares pre-service teachers to support inclusive, developmentally responsive learning environments.

TEACHING

Polk State College, Professor

EEC 4211: Mathematics, Science, and Technology in Early Childhood Education

Fall 2025

Prepares pre-service early childhood educators to integrate mathematics, science, and technology through developmentally appropriate, research-based instructional practices.

EDF 4124: Child Growth and Learning

Fall 2025, Spring 2026

Examines child and adolescent development, learning theories, motivation, learning differences, and instructional implications for diverse learners.

EDG 4376: Integrating Language Arts and Social Sciences

Spring 2026

Explores interdisciplinary instructional approaches integrating literacy, inquiry, communication, and civic understanding within elementary classroom settings.

RED 4943: Practicum in Supporting Students with Reading Difficulties

Summer 2026

Teacher candidates conduct literacy assessments, provide individualized intervention, and engage in reflective practice using research-based instructional strategies.

EEC 4008: Teaching Literature and Writing in Early Childhood

Summer 2026

Focuses on developmentally appropriate literature instruction and integrated writing practices within early childhood settings.

MAE 3310: Elementary Mathematics: Grades K–6

Summer 2023, Summer 2024, Summer 2025, Fall 2025

Examines mathematics content, reasoning, problem solving, and instructional practices aligned with Florida mathematics standards.

EEC 4940: Internship in Early Childhood Education

Spring 2023, Spring 2024

Supervised full-time clinical internships emphasizing instruction, assessment, classroom management, and professional practice in early childhood settings.

EEC 4936: Senior Seminar in Early Childhood Education

Spring 2023, Fall 2023, Spring 2024

Capstone seminar emphasizing reflective practice, professional growth, and preparation for successful internship completion.

EDE 4945: Internship in Elementary Education

Fall 2023

Supervised full-time clinical internships in K–6 educational settings emphasizing professional competencies and research-based instructional practices.

EEX 3071: Teaching Exceptional and Diverse Populations in Inclusive Settings

Fall 2023, Spring 2024, Spring 2025, Spring 2026

Examines inclusive instructional practices, differentiation, accommodations, collaboration, and equitable access for exceptional and diverse learners.

EEX 3294: Differentiated Instruction for the Inclusive Classroom

Spring 2025

Focuses on differentiated instruction, Universal Design for Learning, assessment-driven practices, and inclusive instructional design.

LAE 3414: Children's Literature

Fall 2024

Examines children's literature, literary genres, multicultural texts, and instructional strategies supporting literacy development.

RED 4303: Early Literacy Learning and Assessment

Spring 2023, Spring 2026

Explores literacy development, assessment, intervention, and research-based instructional practices supporting reading, writing, listening, speaking, and thinking. Aligned with Florida Reading Endorsement Competency Three.

EDF 4430: Measurement, Evaluation, and Assessment in Education

Spring 2023, Summer 2025

Examines educational measurement, data analysis, assessment design, and evaluation practices supporting student learning.

EDG 4942: Field Studies II

Spring 2023, Fall 2023, Spring 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026
Supervised field-based clinical experiences supporting professional growth in diverse educational settings.

RED 3009: Early and Emergent Literacy

Fall 2022, Spring 2023, Fall 2023, Fall 2024, Fall 2025
Examines theories and practices supporting emergent literacy development, oral language, vocabulary, concepts of print, phonological awareness, and comprehension. Aligned with Florida Reading Endorsement Competency Two.

EEC 3301: General Teaching Methods in Early Childhood Education

Fall 2021, Fall 2022, Spring 2024, Fall 2024, Fall 2025
Introduces instructional models, lesson planning, instructional delivery, and effective teaching practices for diverse learners ages 3–8. Includes field experience and Florida Reading Endorsement Competency One alignment.

EEC 3404: Relations Across Family, School, and Community

Fall 2021, Fall 2022, Spring 2024, Fall 2024, Spring 2025, Spring 2026
Examines relationships among families, schools, communities, and early childhood programs within diverse educational contexts. Includes ESOL-infused coursework and field experience.

EDG 4941: Field Studies I

Fall 2022
Supervised introductory field experiences supporting professional growth within authentic classroom settings.

Polk State College, Adjunct Professor

EDF 3115: Child Development in the Inclusive Setting

Fall 2018, Spring 2019, Fall 2019, Fall 2021, Spring 2022
Examines child development, learning theories, literacy development, and instructional implications within inclusive educational settings.

CHD 1380: Facilitating Child Development

Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022
Focuses on classroom management, social development, record keeping, and evaluation practices supporting young children.

EEC 2930: Seminar in Early Childhood

Fall 2021

Explores early childhood theories, developmentally appropriate practice, professionalism, leadership, and ethical conduct.

EEC 3301: General Teaching Methods in Early Childhood Education

Spring 2020

Introduces instructional models, lesson planning, instructional delivery, and effective teaching practices for diverse learners ages 3–8.

CHD 2220: Child Growth and Development

Spring 2020

Examines physical, social, emotional, and cognitive development from conception through the primary years.

CLINICAL PARTNERSHIPS AND FIELD-BASED INITIATIVES

Developed and facilitated clinically embedded partnerships and coaching models designed to support teacher candidate growth through assessment-driven, field-based instructional experiences.

- Early Birds Literacy Practicum Initiative, Polk County Public Schools
- Embedded Coaching Cycles for Teacher Candidates
- Development of Assessment-Driven Small Group Literacy Practicum
- Collaborative Clinical Supervision Model

PROFESSIONAL SERVICE AND LEADERSHIP

College Service

Lead Professor/Coordinator, Polk State College (2022–Present)

Clinical Supervision and Mentorship

Supervising Teacher, Polk County School Board
Lincoln Avenue Academy (2016–2021)

Supervising Teacher, Hillsborough County School District
Bailey Elementary School (2014–2015)

Supervising Teacher, Polk County School Board
Lincoln Avenue Academy (2010–2015)

Supervising Teacher, Polk County School Board
Padgett Elementary School (2000–2002)

School-Based Leadership

Literacy Coach, Hillsborough County School District
Bailey Elementary School (2015–2016)

Kindergarten Report Card Committee Member, Polk County School Board (2005–2007)

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Educational Research Association (AERA)
Association of Teacher Educators (ATE)
Society for Information Technology and Teacher Education (SITE)
National Association for the Education of Young Children (NAEYC)
Teachers College Reading and Writing Project
National Science Teaching Association (NSTA)
Delta Kappa Gamma - Delta Beta Chapter