

Alicia D. Beth, Ph.D.

Assistant Professor & Department Chair, Core Education, Landmark College, Putney, VT

EDUCATION

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| 2004 | Ph.D., Educational Psychology (Learning, Cognition, & Instruction)
The University of Texas at Austin |
| 2002 | M.A., Educational Psychology
The University of Texas at Austin |
| 1998 | B.A., Psychology
Bard College |

POST-GRADUATE TRAINING

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|-----------|---|
| 2020 | Recognition of Mastery, Instructional Design Mastery Series (18 CPE hours), Online Learning Consortium |
| 2019 | Summer Institute for Educators, Landmark College Institute for Research and Training |
| 2019 | Assessing and Addressing the Educational Needs of Complex Secondary School Students: Cognitive/Academic Skills (10 CPE hours), Vermont Higher Education Collaborative |
| 2018 | Wechsler Intelligence Scale for Children (WISC-V, 12 CPE hours), Pearson (Qualification Level C) |
| 2015-2018 | Clinical mental health and school counseling (21 graduate hours), Texas State University, Adams State University |
| 2017 | Woodcock-Johnson IV: Tests of Cognitive Abilities, Achievement, & Oral Language (3 graduate hours, special education), St. Michael's College |
| 2013 | Managerial Best Practices (10 CPE hours), The University of Texas at Austin |
| 2006 | Academic Language Therapy (Rite Flight multisensory program for remediation of Dyslexia, 3 graduate hours), Southern Methodist University |
| 2005-2006 | Special education (30 graduate hours), University of North Texas |

PROFESSIONAL EXPERIENCE

Assistant Professor of Education (Landmark College, 2019-)

Department Chair, Core Education (First-Year Studies) (Landmark College, 2021-)

I teach Perspectives in Learning (EDU 1011), Educational Psychology (PSY 2071), Learning Disabilities Seminar (EDU 2051), and Digital Literacy (EDU 1021), which I developed. I've taught courses in both face-to-face (15-week and 6-week) and online/hybrid (10-week and 3-week) formats.

Independent Consultant: Grant Writing & Program Development, Evaluation, & Research (2018-)

I consult on grant proposals and program development, external evaluation, and research. Currently I serve as the educational researcher for Norwich University's S-STEM Scholars program, which provides scholarships to students from groups historically underrepresented in STEM. (NSF award #1930263, \$650k, 2019-2024, anticipated extension to 2025 due to COVID-19, PI: Dr. Darlene Olsen, Norwich University Mathematics Department)

Independent Consultant: EC-12 Evaluation (2017-2019, 2020-)

From 2017 to 2019, I worked full-time as an evaluation specialist for North Country Supervisory Union (NCSU). In this position, I conducted psychoeducational evaluations (e.g., WISC-V, Woodcock-Johnson IV) of approximately 250 learners from early childhood to Grade 12, scored and interpreted results, and wrote comprehensive reports using a UDL framework, discrepancy model to assess eligibility for special services, and Cattell-Horn-Carroll PSW model to inform instruction. I continue to provide assessment services to NCSU on a part-time basis. I also independently assess learners served by the Vermont Agency of Education's Home Study program.

Part-Time Faculty (Northern Vermont University, 2020-)

I have taught Emotional-Behavioral Disabilities (EDU 4460), required of fourth-year students in the educator licensure programs for Early Childhood and Special Education. I am currently teaching Assessing Exceptional Children (EDU 4450) and Supporting Students with Autism Spectrum Disorders (EDU 2230).

Academic Director, Summer College Readiness Program (Landmark College, 2021)

As director of a residential summer program for students preparing to enter college, my responsibilities include presenting at recruitment events and orientation, hiring and evaluating part-time instructors, reviewing student applications for admission, developing orientation content and materials, supervising curriculum development, communicating with parents/guardians, and collaborating with the Director of Outreach, Partnerships, and Short-Term programs, and other offices, to coordinate program delivery and logistics. I also am tasked with evaluating, standardizing, and documenting curricula for annual implementation.

Director: UTeach Computer Science (The UTeach Institute, The University of Texas at Austin, 2014-2017)

In 2014, I secured \$1 million from the National Science Foundation to establish UTeach Computer Science, a program focused on gender and racial/economic equity in computer science education. I secured an additional \$1.7 million in federal and philanthropic funding over 2015 and 2016 to further develop and institutionalize the program. In this role, I planned and directed all program activities, including: (a) curriculum development of UTeach CS Principles, a project-based (Buck Institute) and UD curriculum (e.g., standards mapping, alignment, documentation); (b) development of a UD professional

learning and ongoing support program for teachers; (c) establishment of a distributed community of practice for 200+ teachers nationwide; (d) national expansion and endorsement by the College Board and ultimately President Obama, in service of his #CSforAll initiative; (e) participation in White House Office of Science and Technology Policy meetings and working groups; (f) contribution to policy development at national and state levels (AR, HI, IL, OH, and TX, in particular); (g) founding membership in the national CS for All Consortium; (h) establishment and convening of a national working group of university administrators and faculty to address inequities in K-12 computer science education and teacher preparation; and (i) all media development and presentation (digital, print, in-person). I also was responsible for all business/revenue development and sustainability, grant/funder reporting and accountability, research and evaluation activities, and supervision of budgets, resources, and staff.

Manager: Data, Evaluation, & Research (The UTeach Institute, The University of Texas at Austin, 2013-2015)

In this role, I managed data, evaluation, and research staff, projects, priorities, and timelines related to the UTeach STEM teacher preparation model -- focusing on diversity and equity in STEM teacher preparation -- and its implementation at 47 colleges and universities across the U.S. In addition, I evaluated grant proposals; presented on the UTeach model at national conferences and meetings; and developed research and evaluation templates, reports, and data collection protocols and instruments. I developed the UTeach Institute's fidelity of implementation model to evaluate program replication and scale, including critical components matrices to determine implementation progress, and supervised database development to track indicators. I also prepared and managed budgets, documented progress for funders and other stakeholders, and worked collaboratively to establish overall organizational strategic goals, priorities, timelines, and deliverables.

Associate Director: OnRamps Dual Enrollment (Center for Teaching & Learning, The University of Texas at Austin, 2012-2013)

Under the supervision of Vice Provost, Dr. Harrison Keller, now State of Texas Higher Education Commissioner, I developed and established the university's OnRamps dual enrollment program. In this role, I supervised faculty development of digital course content in mathematics, English language arts, and computer science, including standards and curriculum maps, assessments, and digital curriculum assets. I also developed and managed partnerships with technical platform providers and individual and institutional experts in the relevant content areas, pedagogy, and assessment. I managed a multi-million dollar budget via a State of Texas Legislature line item and further collaborated with university faculty and administrators to develop proposals for federal grant funding. As associate director, I hired all of the program's initial staff, including a program director; supervised all independent contractors and consultants; developed statements of work and salary agreements; and developed progress reports for presentation to the Texas Legislature. I also designed and coordinated professional learning institutes for secondary educators to support program implementation.

Multiple roles (The UTeach Institute, The University of Texas at Austin 2008-2012)

From 2008 to 2017, I worked for the UTeach Institute, which essentially functioned as a grant-funded start-up at The University of Texas at Austin. The Institute focuses on the replication and scale of the nationally recognized UTeach STEM teacher preparation program, which aims to build equity in K-12 public education. As one of the first hires, I was able to move into leadership roles in a variety of areas as we expanded from 13 original sites to 47 colleges and universities across the U.S. and Washington, DC. From 2008 to 2012, my positions included site coordinator (field support, evaluation, and reporting, 2008-2010); coordinator of research, evaluation, and communications (strategic planning and media development, 2010-2011); and manager of content and communications (curriculum and media development and distribution, 2011-2012). (See above for information on my later positions.)

Contributing Faculty & University Research Reviewer (*half-time, online*; Walden University, 2008-2014)

In this role, I primarily served as a dissertation chair and committee member for students across all doctoral programs in education (approx. 20 graduates and 40 committees over these years). I also taught a master's level service learning course for teachers and served as an institutional research reviewer for six of these years. This role involved reviewing dissertation proposals and products against institutional standards for methodological and expressive quality, making recommendations for revision, and iteratively reviewing until reaching consensus with other reviewers.

Teacher, Case Manager, & Department Chair (Travis Middle School, Irving, TX, 2005-2008)

I worked as a special educator and mathematics teacher (Grades 6-8) in a highly diverse, team-based school. In my second year, I was elected to serve as the special education department chair and member of the Campus Leadership Cadre. As a case manager, I developed and monitored progress on students' IEPs and Section 504 plans, delivered individual and small group services to meet state standards, and managed all case files, documentation, and meetings for purposes of state and federal accountability. I also was trained and worked as an academic language therapist with students identified with dyslexia using an evidence-based, multisensory approach to phonological awareness.

Instructor & Program Coordinator (The University of Texas at Austin, 2000-2003)

As an instructor in the Department of Educational Psychology, I taught an undergraduate course developed for students identified as academically at-risk prior to admission. I was promoted to course coordinator in Fall 2001. In addition to teaching, this role involved developing orientation and professional learning sessions and materials for new instructors, leading weekly meetings to align curricula across 10+ instructors, developing common assessments (approx. 300 students per semester), and maintaining secure test banks. I also worked with supervising professor, Dr. Claire Ellen Weinstein, on research and other projects, including revising the Learning and Study Strategies Inventory (LASSI) and developing the LASSI for Learning Online.

PROFESSIONAL SERVICE, GRANTS, & HONORS

Representative, Core Education, Human Resources Committee, Landmark College (2021-)

Sexual Respect Committee, Landmark College (2020-)

Manuscript review, *Interactive Learning Environments* (2014-)

Capstone review, Michael Margolin, Bachelor of Arts in Communication & Entrepreneurial Leadership, Landmark College (2021)

Departmental Review Committee, Rank and Promotion, Landmark College (2020)

Demo class, *Disability Discrimination in School and Work*, Virtual Open Houses, Landmark College (October & December 2020)

Writing Glossary Task Force, Landmark College (2020)

Capstone review, Ellen Chornoboy, Bachelor of Arts in Liberal Studies, Landmark College (2020)

American Educational Research Association Annual Meeting peer review panels (2020)

- Postsecondary Education: College Student Access
- Rural Education
- Learning and Instruction: Engineering & Computer Science

Course development & curriculum committee approval, *Digital Literacy* (EDU 1021), Landmark College (2020)

Campus PRIDE Index Committee, Landmark College (2020)

Manuscript review, special issue on gender and racial/economic equity in K-12 computer science, *Computer Science Education* (2018)

White House Summit, #CSforAll, President Obama's initiative to build equity in K-12 computer science education (2016)

White House Office of Science and Technology Policy (OSTP) working group, Reaching #CSforAll: Envisioning a Computer Science Organizing Hub (2016)

White House OSTP workshop, Building the Computer Science Teacher Preparation Pipeline in K-12 Computer Science Education (2016)

\$2.7 million, National Science Foundation and Infosys Foundation, UTeach Computer Science (2015, 2016)

White House OSTP workshop, K-12 Computer Science Education (2015)

Teacher Enrichment Grant, Irving Schools Foundation (2005)

Weinstein Memorial Teaching Award, Department of Educational Psychology, The University of Texas at Austin (2002)

Graduate editor, *51st Yearbook of the National Reading Conference* (2002)

Carol F. Creedon Prize in Psychology, Bard College (1998)

SCHOLARSHIP (*abbreviated; see [Google Scholar](#)*)

Beth, A. D. (2009). *Somewhere between repartee and discourse: Students' experiences of a synchronous, computer-mediated discussion*. Saarbrücken, Germany: VDM Verlag.

Beth, A. D., Hughes, K. K., Romero, P., Walker, M. H., & Dodson, M. M. (2011, February). *Replication as a strategy for expanding educational programs that work: The UTeach Institute's approach to program replication*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego.

Beth, A. D., Jordan, M. E., Schallert, D. L., Reed, J. H., & Kim, M. (2015). Responsibility and generativity in online learning communities. *Journal of Interactive Learning Environments*, 23(4), 471-484.

- Beth, A. D., & Khosropour, S. C. (2002, June). *Developing a “sensitive” online psychology course for community college students: The role of asynchronous discussion*. Poster presented at the Society for the Teaching of Psychology Teaching Institute at the annual meeting of the American Psychological Society, New Orleans, LA.
- Beth, A. D., Lummus-Robinson, M., Romero, P., & Perez, M. (2012, April). *Implementing a secondary STEM teacher preparation program at multiple universities: The UTeach Institute’s evaluation approach and pilot summative data*. Roundtable presentation at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Beth, B. G., & Beth, A. D. (2016, May). *UTeach CSP: A project-based AP Computer Science Principles course for ALL high school teachers and students*. Interactive presentation at the 10th annual UTeach Conference, Austin, TX.
- Cheng, A., Jordan, M., Schallert, D. L., Reed, J. H., Kim, M., Beth, A. D., Chen, Y., & Yang, M. (2013). Reconsidering assessment in online/hybrid courses: Knowing versus learning. *Journal of Computers & Education*, 68, 51-59.
- Liu, M., Bera, S., Corliss, S. B., Svinicki, M. D., & Beth, A. D. (2004). Understanding the connection between cognitive tool use and cognitive processes as used by sixth graders in a problem-based hypermedia learning environment. *Journal of Educational Computing Research*, 31, 309-334.
- Olsen, D. M., Beth, A. D., Burd, M. B., Latulippe, C., & Latulippe, J. (2021). Promoting success of undergraduate engineering students through curricular improvements in first-year mathematics courses. *American Society for Engineering Education*.
- Reed, J. H., Boardman, A. G., Coward, F. L., Beth, A. D., Benton, R. E., Dodson, M. M., Kim, M. & Schallert, D. L. (2001). *Perceptions of psychological engagement when technology enters the classroom*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Reed, J. H., Schallert, D. L., Benton, R. E., Dodson, M. M., Amador, N. A., Coward, F. L., Boardman, A. G., Beth, A., Fleeman, B., & Kim, M. (2002). *Teaching and learning through computer-mediated discussions: Digging deeper into how it works*. Paper presented at the annual conference of the National Communication Association, New Orleans, LA.
- Reed, J. H., Schallert, D. L., Beth, A. D., & Woodruff, A. L. (2004). Motivated reader, engaged writer: The role of motivation in the literate acts of adolescents. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice*, 251-282. New York: Guilford.
- Reed, J. H., Schallert, D. L., Dodson, M. M., Benton, R. E., Boardman, A. G., Coward, F. L., & Beth, A. D. (2001). *Brilliant talk, brilliant technologies: Second-generation analyses of computer-mediated learning*. Paper presented at the National Reading Conference, San Antonio, TX.
- Robinson, D. H., Funk, D. C., Beth, A., & Bush, A. M. (2005). Changing beliefs about corporal punishment: Increasing knowledge about ineffectiveness to build more consistent moral and informational beliefs. *Journal of Behavioral Education*, 14, 117-139.

- Robinson, D. H. Katayama, A. D., Beth, A., Odom, S., Hsieh, Y., & Vanderveen, A. (2006). Increasing text comprehension and graphic note taking using a partial graphic organizer. *The Journal of Educational Research*, 100, 103-111.
- Robinson, D. H., Katayama, A. D., Odom, S., Beth, A., & Ping, Y. (2002, August). *Training students to take more graphic notes*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Romero, P., Lummus-Robinson, M. B., Beth, A. D., Hughes, K. K., & Walker, M. H. (2011, November). *The UTeach Institute's approach to program replication and multi-site evaluation: Moving forward to measure fidelity of implementation and sustain the innovation*. Presentation at the annual meeting of the American Evaluation Association, Anaheim, CA.
- Schallert, D. L., Reed, J. H., Benton, R. E., Dodson, M. M., Boardman, A. G., Amador, N. A., Coward, F. L., Beth, A., & Fleeman, B. (2001). *Comparing degree of engagement in our oral, synchronous, and asynchronous classroom discussions*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Schallert, D. L., Reed, J. H., Kim, M., Beth, A., Chen, Y., & Yang, M. (2004). *Online learning or learning on the line: Do students learn anything of value in a computer-mediated discussion?* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Schell, J., Beth, A. D., & Williamson, Z. (2013, November). *OnRamps' innovative faculty development strategies: Sustaining engagement and increasing uptake*. Presentation at the 19th annual Sloan Consortium International Conference on Online Learning, Lake Buena Vista, FL
- Weinstein, C. E., Acee, T. W., Beth, A., Cho, Y., Corliss, S. B., Hsieh, P., Julie, A. L., Kim, J., King, C. A., Marmell, M., Palmer, D., Wick, J., Yoo, J. H., & You, J. (2003). *Fostering strategic learning in classroom and online environments*. Symposium presented at the pre-conference institute of the annual conference of College Academic Support Programs, Galveston, TX.
- Weinstein, C. E., Corliss, S. B., Beth, A. D., Cho, Y., & Bera, S. J. (2002). Learner control: The upside and the downside of online learning. *Innovation Abstracts*, 24.
- Weinstein, C. E., Palmer, D. R., Corliss, S. B., Beth, A. D., Cho, Y., Bera, S. J., King, C., & Vaughan, A. L. (2006). *Learning and Study Strategies Inventory (LASSI) for Learning Online (LLO)*. Clearwater, FL: H & H Publishing Company, Inc.

EDUCATOR LICENSURE

I maintain current EC-12 educator licenses in Vermont (Agency of Education ID: 8058287, *exp. 06/30/2022*) and Texas (State Board for Educator Certification [official record](#), *exp. 05/31/2022*):

Vermont

- 12-82: Special Educator (Grades: K-Age 21)
- 3-40: Elementary Education (Grades: K-6)
- 1-00: English Language Learner (Grades: PK-12)

Texas

- Special Education (Grades: EC-12)

- Generalist (Grades: EC-4, 4-8)
- English as a Second Language (Grades: EC-4, 4-8)