

CURRICULUM VITAE

University of Idaho

NAME: Corey McKenna

DATE: 10 January 2024

RANK OR TITLE: Clinical assistant professor of education

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP: CdA Harbor Center

OFFICE PHONE: 208.292.1402

EMAIL: jmckenna@uidaho.edu

WEB:

DATE OF FIRST EMPLOYMENT AT UI: 15 August 2019

DATE OF TENURE: Untenured

DATE OF PRESENT RANK OR TITLE: 15 August 2022

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Doctorate in Education (Ph.D.); University of California, Santa Barbara; Santa Barbara, CA; 2002-2006; Teaching and Learning – math and science emphases.

Master of Arts in Educational Administration; Fresno State University; Fresno, CA; 1998-1999; Education Administration, Supervision and Curriculum

Bachelor of Arts; Fresno State University; Fresno, CA; 1991-1993; Biology (major) and Chemistry (minor)

Certificates and Licenses:

National University; Elementary and Secondary teaching certification; California.

EXPERIENCE:

Teaching, Extension and Research Appointments:

Clinical Assistant Professor of Education; University of Idaho, Coeur d'Alene, ID

Core Part time professor; National University; San Diego, CA

Lead Dissertation Mentor; Arkansas State University; Jonesboro, AR

Professor of Education; Heritage University; Toppenish, WA

Associate Professor of Education; Whitworth University; Spokane, WA

Associate Professor of Education; Point Loma Nazarene University, Bakersfield Center

Academic Administrative Appointments:

Associate Dean; Heritage University; Toppenish, WA

Director of Teacher Education; Whitworth University; Spokane, WA

Department Chair, Teacher Education; Point Loma Nazarene University; Bakersfield, CA

TEACHING ACCOMPLISHMENTS: (Academic and Extension teaching)**Areas of Specialization:**

Elementary Science, Mathematics, Assessment, Classroom management, Educational Foundations, Education Research (qual and quant)

Courses Taught: (title, course number, date(s))**Teacher Preparation (undergraduate and MAT level)**

EDCI 327 Elementary Math Methods
 EDCI 328 Elementary Social Studies Methods
 EDCI 329 Elementary Science Methods
 EDCI 401 Internship
 EDCI 408 Integrated Elementary Methods Practicum I
 EDCI 409 Integrated Elementary Methods Practicum II
 ED 315 Curriculum, Instruction, Management & Assessment I
 ED 316A Science I
 ED 317A Math I
 ED 336 Methods in Health and Fitness
 ED 386 Introduction to STEM
 ED 388 Project-based Learning in the Elementary Classroom
 ED 405 Advanced Methods, Management and Assessment
 ED 416A Science II
 ED 517A Facilitating Learning in Science
 ED 516A Facilitating Learning in Mathematics I
 ED 516B Facilitating Learning in Mathematics II
 ED 519A Facilitating Learning in Health and Fitness
 EDE 302 Foundations of Education
 EDE 360 Differentiated Instruction & Assessment
 EDE 368 Intercultural Immersion Experience
 EDE 401W Critical Issues in Education
 EDE 441A Literacy Methods in the Primary Grades
 EDE 441B Literacy Methods in the Intermediate Grades
 EDU 458 Content Area Reading And Writing
 EDU 526 Differentiated Science Instruction
 EDU 603 Assessment and Research
 EDU 611 Integrated Content Methods
 EDU 612 Differentiated Math Instruction

Research (Doctorate and master's level)

ED 574 Survey of Qualitative Research
 ED 589 Theoretical Applications and Designs of Qualitative Research
 EFLN 8783 Qualitative Research and Evaluation
 EDR 8203 Writing for Research and Publication in Instructional Design
 EDR 8204 Advanced Qualitative Design and Measurement
 EDR 8205 Advanced Quantitative Design
 EDR 8206 Applied Qualitative Analysis
 EDR 8300 The Research Process
 EDR 8400 Advanced Qualitative Methodology and Design
 EDR 8500 Advanced Quantitative Methodology and Design
 EDU 515 Educational Research
 GED 689 Action Research
 GED 681 Education Measurement and Evaluation

Students Advised:

2023 Currently advising 8-10 students at the CdA Harbor Center

Courses Developed:

ED 352A Interdisciplinary Approaches in the Content Areas I
 ED 386 Introduction to STEM Methodology
 ED 388 Project-based Learning in the elementary classroom
 ED 407A Science and Engineering Practices
 ED 452A Interdisciplinary Approaches in the Content Areas II
 ED 486 Advanced STEM Methodology

Honors and Awards:

2018 Board of Director's Faculty Teaching Excellence Award; Heritage University
 1995 Teacher of the Year; Parlier School District
 1994 Teacher of the Year; Le Grand School District.

SCHOLARSHIP ACCOMPLISHMENTS: (Including scholarship of teaching and learning, artistic creativity, discovery, and application/integration)

Peer Reviewed/Evaluated:

- Campbell, C., Ayala, C.C., Railsback, G., Freking, F.W., & McKenna, C. (2016) *Beginning teachers' perceptions of the California Teaching Performance Assessment experience*. *Teacher Education Quarterly*, 43(2).
- McKenna, C. (2014). *Motivations for Learning: Mastery experiences in a low-socioeconomic middle school*. *Educational Renaissance*, 3(1), 21-32.
- McKenna, C. (2013). *Glimmers of Hope: When mastery experiences are not enough*. *Journal of Mathematics Teacher Education*.
- Emmett, J., Hall, D., & McKenna, C. (2014). *Exposing the Roots of Low Self-Efficacy for Math: A Multi-Case Study of Students in an Urban High School*. *The ICCTE Journal*, 8(2).
- McKenna, C. (2013). *The effects of a before-school physical education program on student achievement in Virginia classrooms*. *Modern Social Science Journal*, 2 (1).
- McKenna, C. (2013). *The effects of self-correcting mathematics problems on student achievement in a 5TH grade classroom*. *Modern Social Science Journal*, 2 (1).
- McKenna, C. (2013). *The development and implementation of an integrated curriculum at an elementary math, science, and technology magnet school: A case study*. *National Social Science Journal*, 40 (2).
- McKenna, C. (2012). *There's an app for that: How iPads increased student engagement and achievement in 2 elementary classrooms*. *Scientific and Academic Publications—Education*, 2 (5), 136-142.
- McKenna, C. (2012). *Learning by Doing: A constructivist approach to assessment and research in professional learning communities*. *National Social Science Journal*, 38 (2), 50-56.
- McKenna, C. (2012). Extracts from correspondence. In J.M. Meloy, *Twenty-first Century Learning by Doing* (pp. 14, 146-147, 148). New York: Sense Publishers.
- McKenna, C. (2011). *Fitness fanatics forever and academics: A commentary*. *Journal of Health Education*
- Other:** (reports, proceedings, papers, citations and references, performances)

Peer Reviewed/Evaluated (currently scheduled or submitted):

- McKenna, C. (2021). *Innovation by Design: Preparing Teachers in Elementary STEM Education*.

NSTA Press. Submitted for publication review.

McKenna, C. (2021). *Outwit, outplay, outlast: A commentary on surviving ineffective leadership in higher education*. Journal of the Professoriate. Under Review

McKenna, C. (2021). *The correlation between self-efficacy beliefs and performance in math: A case study*. Mathematics Education Research Journal. Under review

Presentations and Other Creative Activities:

McKenna, C. (2020). *Not so fast... It is just a race*. Keynote Speaker. The Day of Influence, Coeur d'Alene, ID: Jan 9, 2020.

Professional Meeting Papers, Workshops, Showings, Recitals:

McKenna, C. (2020). *Innovate: Preparing Hispanic and Native Americans Teacher Candidates in Elementary STEM Education*. AACTE annual conference, Indianapolis, IN: Feb 224-25, 2022

McKenna, C. (2019). *Innovation: The development and implementation of an elementary STEM teacher preparation program*. NSTA annual conference, St. Louis, MO: April 11-13, 2019

McKenna, C. (2019). *The perceptions of the teacher performance assessment*. AACTE annual conference, Louisville, KY: Feb 22-24, 2019.

McKenna, C. (2018). *Science, Literacy and the Bilingual Learner*. AACTE annual conference, Baltimore, MD: Mar 1 - 3, 2018

McKenna, C. (2018). *Science, Literacy and the Bilingual Learner*. National Science Tchr Assoc (NSTA) annual conference, Atlanta, GA: Mar 15 – 17, 2018

McKenna, C., & Railsback, G. (2017). *The correlation between edTPA scores and student teaching evaluations*. AACTE and AILACTE annual conferences, Tampa, FL: Mar 2-4, 2017

McKenna, C. (2016). *Determining quality: An evaluation of the perceptions of the teacher performance assessment*. AACTE annual conference, Las Vegas, NV: Feb 22 – 25, 2016

McKenna, C., Lambert, K., & Keller, D. (2015). *Creating a climate of collaboration: How three teacher preparation programs implement the edTPA*. Washington Education Research Association (WERA), Seattle, WA: Dec 9-11, 2015.

McKenna, C. (2015). *Teaching Performance Assessment in California*. American Education Research Association (AERA) Annual Conference, Chicago, IL: April 16-20, 2015.

McKenna, C. (2015). *Determining quality: An evaluation of the perceptions of the teacher performance assessment*. AACTE annual conference, Atlanta, GA: Feb 27 – Mar 1, 2015

McKenna, C. (2015). *Preparing Today's Scientists to Become Tomorrow's Teachers*. STEM conference, Seattle Pacific University, Seattle, WA: January 31, 2015.

McKenna, C. (2015). *Teaching Performance Assessment in California*. Hawaii International Conference on Education, Honolulu, Hawaii: Jan. 6, 2015.

McKenna, C. (2014). *Motivations for Learning: Mastery experiences in a low-socioeconomic middle school*. Washington Educator Research Association (WERA) Annual Conference, Seattle, WA: Dec 11, 2014.

McKenna, C. (2014). *Fruit of the Spirit: Administrators as Agents of Integration of Faith and Learning*. ICCTE Annual Conference, Ontario, Canada: May 31, 2014

- McKenna, C. (2013). *Creating an alignment between pre-service and in-service teacher evaluation: Connecting the edTPA and TPEP*. WERA Annual Conference, Seattle, WA: December 12, 2013.
- McKenna, C. (2013). *Glimmers of hope: Mathematics mastery in a low performing high school*. AERA Annual Meeting in San Francisco, CA; May 1, 2013.
- McKenna, C. (2013). *Build it, Show it, Know it: Understanding math manipulatives*. National Council for Teachers of Mathematics annual meeting in Denver, CO; April 19, 2013.
- McKenna, C. (2013). *Putting training into practice: The efficacy of mentor teacher training*. AACTE Annual Meeting, Orlando, FL; March 1, 2013
- McKenna, C. (2013). *The roots of self-efficacy for math for historically low-performing students at a high-poverty school*. AILACTE Annual Meeting, Orlando, FL; March 1, 2013
- McKenna, C. (2012). *The roots of low self-efficacy for math in middle high students*. ICCTE Annual Conference, Azusa Pacific University, Azusa, CA; May 25, 2012.
- McKenna, C. (2012). *Build it, Show it, Know it: Understanding math manipulatives*. National Council for Teachers of Mathematics annual meeting in Philadelphia, PA; April 28, 2012.
- McKenna, C. (2011). *The effects of exercise on elementary, middle, and high school student academic achievement: An investigation*. California Education Research Association annual meeting in Anaheim, CA in Dec. 1, 2011.
- McKenna, C. (2011). *There's an App for that: How 2 elementary school classrooms increased student engagement and achievement in math and reading*. California Education Research Association annual meeting in Anaheim, CA in Dec. 1, 2011.
- McKenna, C. (2011). *The effects of a before-school physical education program on state achievement tests and student classroom grades*. National Association of Social Science annual meeting in Las Vegas, NV in April 2011.
- McKenna, C. (2011). *Learning by Doing: A constructivist approach to assessment and research in professional learning communities*. National Association of Social Science annual meeting in Las Vegas, NV in April 2011.
- McKenna, C. (2010). *Understanding Thematic Instruction by Design*. Presentation accepted for the 2010 ASCD annual conference in San Antonio, TX in March 2010.
- McKenna, C. (2009). *The Development and Implementation of an Integrated Curriculum at a Math, Science, and Technology Magnet School*. presentation at the California Education Research Association (CERA) annual meeting.
- McKenna, C. (2009). *The effects of exercise on student achievement in elementary school classrooms* presentation to the California Education Research Association (CERA) annual meeting.

Grants and Contracts Awarded:

Principle Investigator. Topic: *Theory to Practice: Elementary STEM teacher preparation for Hispanic Students*

Purpose: Increase enrollment of Hispanic students into teacher preparation and enhance the institution's existing teacher preparation program to be more innovative.

Department of Education Title V Grant

\$2.75 million

2016-2021

Principal Investigator. Topic: *What is the correlation between edTPA scores and student teaching evaluations?*

Whitworth Faculty Research Fellowship

\$2,000

2016

Principle Investigator. *Enhancing WERA's Mission to Link Research to Policy and Practice*

Purpose: The Washington Educational Research Association (WERA) is seeking an individual or organization to assist WERA in expanding its role in facilitating, promoting and sharing educational research in Washington. The overall goal of this proposal is to build upon the recommendations included in a report prepared for the WERA Board in February 2014 entitled "*Increasing Engagement between WERA and Higher Education.*"

Washington Education Research Association (WERA)

\$20,000

2015-2016

Senior Personnel. *Training Today's Scientists to Become Tomorrow's Teachers*

Purpose: To develop two STEM teacher preparation programs

NSF Noyce Capacity Building Grant

\$162,000

2013-2016

Co-Principal Investigator. *Catalyzing Strategies for Stabilization of Homeless Youth and Their Families.*

Purpose: To provide Priority Spokane with information that can be used to catalyze the adoption and implementation of strategies focused on homeless or at-risk of being homeless students in grades K-8 and their families

Priority Spokane (Finalist; not awarded)

\$40,000

2014

Primary Investigator. *The effects of exercise on student achievement in elementary school classrooms.*

Point Loma Alumni Faculty Grant

\$2000

2011

SERVICE:

Major Committee Assignments:

American Association for Colleges of Teacher Education (AACTE); Committee on Meetings and Professional Development; 2018-2021

CAEP Annual Reviewer; 2019-2022

AACTE annual conference proposal reviewer; 2009-present

NSTA annual conference proposal reviewer; 2016-present

Pearson edTPA assessor, 2013-present

Professional and Scholarly Organizations

National Science Teaching Association (NSTA); 2016-present

American Association of Colleges for Teacher Education (AACTE); 2007-present

American Education Research Association (AERA); 2008-present

Association for Supervision and Curriculum Development (ASCD); 2002-present

Outreach Service:

McKenna, C. (2021). *Every Fallen Leaf*. IngramSpark Publishers.

McKenna, C. (2021). Stoic Determination. *The Wellness Magazine, July/Aug*, 10-12.

Community Service: (non-academic unrelated to employment)

Trail Life Ministries, committee chair, Coeur d'Alene Bible Church, 2021-present

Union Gospel Mission, volunteer, Coeur d'Alene, 2013-present

USA Triathlon Ambassador and Representative, 2020-present

PROFESSIONAL DEVELOPMENT: (workshops and seminars attended)

Teaching: AACTE Annual Conference, Feb 23-25, 2023; Indianapolis, IN

Outreach: Professional Development: Attended the State of Idaho Dyslexia training webinars – March 20, 21, and 24, 2023.