

JOSHUA C ELLIOTT

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EDUCATION

University of Phoenix

**Ed.D in Educational Leadership with a specialization in
Educational Technology**

2014

Areas of concentration: Online professional development, Instructional design, Classroom technology implementation

Dissertation: Online Professional Development: Criteria for Selection by Teachers and Evaluation by Administrators- A qualitative embedded case study that explores the criteria administrators use to evaluate online professional development workshops and the criteria teachers use to evaluate online professional development workshops.

Sacred Heart University

Certificate of Advanced Study

2009

Certificate of Advanced Studies in Educational Leadership

Sacred Heart University

Master of Arts in Teaching

2006

Area of Concentration: Social Sciences

Central Connecticut State University

Bachelor of Science in Education

2002

Area of Concentration: Social Sciences

Graduated with Distinction

University of Connecticut

Bachelor of Arts in Psychology

1997

PROFESSIONAL EXPERIENCE

Assistant Professor of the Practice and Director of Educational Technology 2016-Present
Fairfield University

Responsibilities include teaching undergraduate and graduate-level courses in educational technology; directing the Educational Technology Program; developing a fully online MA in Educational Technology; advising graduate students; developing integrated curricular connections with K-12 and special education faculty and programs; supporting professional development for teachers in partnership schools; and collaborating with other departments and programs in the Graduate School of Education and Allied Professions and across the university.

Director of Secondary Education 2017-Present
Fairfield University

Responsibilities include teaching graduate-level courses in social studies; directing the Secondary Education Program; advising graduate students; developing integrated curricular connections with K-12 and special education faculty and programs; supporting professional development for teachers in partnership schools; and collaborating with other departments and programs in the Graduate School of Education and Allied Professions and across the university.

Student Teacher Supervisor 2016-2017
Fairfield University

Responsibilities include supervising, observing, and advising Library Media Science students during their student teaching experience

Social Studies Work Group Member 2015 - 2016
Sacred Heart University

Develop and implement an action plan for revising final evaluation form and its accompanying rubric to assess National Council for Social Studies standards as part of the National Council for Accreditation of Teacher Education (NCATE) reaccreditation process.

Instructional Designer 2013 - 2014
Fairchild Wheeler Magnet School

Developed Common Core State Standards based courses for five courses in new instructional technology program. Responsibilities included identifying course needs and objectives, writing course descriptions, identifying and selecting course materials, writing curriculum, mapping units, and writing lesson plans. Courses included; Artificial Intelligence, Digital Electronics, Web Design with JavaScript, Robotics, App Development, Digital Image and Processing, Gaming and Animation with Python, Human-Computer Interaction, Network Wireless Communication, and Ethics in Hacking

Content Area Expert Consultant**2013 - Present**

Sacred Heart University

Consult with social studies teacher candidates regarding content related aspects of their program course work as well as confer with dean about admission and transfer credit requirements.

Professional Development Instructional Designer**2013 - 2014**

RnB Enterprises

Created three-tier professional development designed to teach educators how to effectively incorporate Google Apps technology into the teaching of Common Core State Standards skills. Trained staff to deliver professional development program.

Adjunct Professor**2011-2016**

Sacred Heart University

Plan and administer curriculum aligned course content for graduate level secondary methods, curriculum and instruction, and classroom management courses.

Moodle Facilitator**2011-Present**

New Milford Public School District

Set up of department and class descriptions. Create templates for courses, restore, and upload as needed for teachers. Field technical questions from teachers. Supply potential uses, strategies, and lesson ideas for Moodle. Monitor district Moodle site to ensure that teachers are utilizing their courses and pages are current.

Adult Education Teacher**2010-2012**

New Milford High School

Developed and implemented lesson aligned with psychology, sociology, and history through film courses as part of adult education program.

Teacher**2006-Present**

New Milford High School

Develop and implement lessons aligned to curriculum and Common Core State Standards in Advanced Placement Psychology, Global Studies, and Introduction to Psychology. Member of Character Education Committee with objective of successfully obtaining character goals of district plan. Mentor new teachers and assist with their successful completion of the Connecticut TEAM program as part of their new teacher induction process. Serve on NEASC curriculum committee as part of reaccreditation process.

COURSES TAUGHT

Fairfield University

ED 468: SOCIAL STUDIES/HISTORY METHODS

This course combines theory, research and practice through a comprehensive application of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings and resources, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing social studies/history teacher.

MD 400: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

This foundational course offers a hands-on overview of effective teaching methods using digital technologies. Candidates will gain understanding of the potential applications of educational technology in schools/organizational settings/and higher education. The course develops candidates' skills in using digital technologies to design and implement effective learning environments for students from diverse academic and social backgrounds.

MD 460: PRINCIPLES OF INSTRUCTIONAL DEVELOPMENT

This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Candidates analyze, evaluate, and propose potential solutions to selected case studies and conduct a needs assessment.

MD 465A: EMERGING TECHNOLOGIES: INNOVATIVE USES FOR STUDENT DEVICES IN THE CLASSROOM

Districts are implementing Bring Your Own Device policies (BYOD) at an increasing rate. Allowing students to use devices in the classroom opens up countless learning opportunities. This course explores ideas and strategies for optimizing student learning with student devices. Tools to be explored include QR codes, video production, augmented reality, and virtual reality. Strategies for using these tools in the classroom will also be explored. Students can expect to create mini-units as part of the course.

MD 465B: EMERGING TECHNOLOGIES: DIGITAL STORYTELLING

Studies have shown that our brain organizes, retains, and accesses information through story. Therefore, teaching with story allows students to remember what is being taught, access it, and apply it more easily. This course is designed for any educator looking to utilize technology to encourage storytelling at all levels. While maintaining a focus on traditional conventions of storytelling, such as character development, story mapping, and writing techniques, this course aims to develop the next generation of storytelling through a technological lens.

MD 470: DESIGNING FOR ONLINE INSTRUCTION

This course examines the nature of teaching online, the development of online teaching courses and activities, and the use of integrated media resources in online learning in K-12, higher education, and professional development settings.

MD 500: TECHNOLOGY AND TRANSFORMATIONAL CULTURE IN EDUCATION

Candidates will explore contemporary philosophies in learning and information technologies. Recent research that supports effective approaches to technology integration, and the implications for evidence based practice in instructional settings in schools, agencies and professional development environments will be emphasized.

MD 503: RESEARCH AND EVALUATION IN K-12 CONSULTATION AND LEADERSHIP

Candidates will examine methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment and will perform critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice; data assessment; the roles of the K-12 specialist: school library media specialist, technology specialist, special education/TESOL/Bilingual co-teacher and/or consultant in providing support for general education teachers and a diversified student population, and the skills needed for effective data-based decision making in school leadership.

MD 579: DIRECTED OBSERVATION FOR LIBRARY MEDIA SPECIALISTS CANDIDATES PART 1

This is part one of a two-semester course designed for those library media specialist candidates working in the public schools under a DSAP. Participants engage in working as a library media specialist five days each week. Candidates receive assistance from their University supervisor who observe and evaluate each candidate. The instructor collaborates with the candidate to keep a line of communication open with those assigned to assess the candidate at the district level. Candidates must obtain permission to take this course from the Educational Technology Director at the beginning of the previous semester. Only candidates who have completed all coursework except for student teaching will be approved for this course.

MD 580: DIRECTED OBSERVATION FOR LIBRARY MEDIA SPECIALISTS CANDIDATES PART 2

This is part two of a two-semester course designed for those library media specialist candidates working in the public schools under a DSAP. Participants engage in working as a library media specialist five days each week. Candidates receive assistance from their University supervisor who observe and evaluate each candidate. The instructor collaborates with the candidate to keep a line of communication open with those assigned to assess the candidate at the district level. Candidates must obtain permission to take this course from the Educational Technology Director at the beginning of the previous semester. Only candidates who have completed all coursework except for student teaching will be approved for this course.³

MD 585: CAPSTONE EXPERIENCE

This course serves as the final assessment for students in the educational technology program. The importance of continued professional growth in education cannot be overstated. This course is an opportunity for the student to showcase the skills and knowledge they have acquired during their time in the educational technology program. The Educational Technology Capstone Experience is designed to serve both a summative assessment for the program AND an opportunity for continued growth as the student completes the program.

MD 595: INDEPENDENT STUDY IN EDUCATIONAL TECHNOLOGY

Candidates complete individual study in educational technology with a faculty member after submitting a proposal for independent study prior to registration.

Sacred Heart University

ED 428: SECONDARY CURRICULUM

Course is differentiated by subject-content area. Explores national and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary disciplines.

ED 429: SECONDARY METHODS IN THE CONTENT AREAS

Course is differentiated by subject-content area. Examines various methods of instruction applicable to all academic areas. Candidates plan and teach micro lessons in content areas, develop short- and long-range lesson plans and complete a subject-specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

ED 565/566 CLASSROOM MANAGEMENT; ELEMENTARY/SECONDARY

Presents teaching strategies for discipline and management in the classroom. Candidates learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined. (Blended Course)

CAPSTONE PROJECTS DIRECTED

Chrissy Pavlat-Implementing an eBook Platform through Grant Writing-Fall 2016

Christopher Vescovi-Fifth Grade Tech-Infusion: A Capstone in K-12 Consultation-Fall 2016

Elisavet Kousidis-Building an Online Teacher Professional Development Series-Fall 2016

STUDENT TEACHERS SUPERVISED

Katherine Lee-Fall 2016

Gene Cellini-Fall 2016-Spring 2017

CURRICULUM DEVELOPMENT

Proposed revisions to Master of Arts in Educational Technology and Master of Arts in Educational Technology with Cross Endorsement in Library Media Science program tracks (Approved).

Developed MD 465: Emerging Technologies in the Classroom (Approved).

Developed MD 541: 21st Century Literacies in the Classroom (Approved).

Developed MD 585: Capstone Experience in Educational Technology course (Approved).

Revised MD 400: Introduction to Educational Technology (Approved).

Revised MD 500: Technology and Transformational Culture (Approved).

Revised MD 503: Research and Evaluation in K-12 Evaluation and Consultation (Approved).

Revised MD 460: Principles of Instructional Development (Approved).

Revised MD 470: Designing for Online Instruction (Approved).

Revised MD 403A: The School Library I (Approved).

Revised MD 403B: The School Library II (Approved).

Revised MD 405: Management of School Library Media Resources (Approved).

Revised MD 406: Introduction to Reference (Approved).

Revised MD 409: The Literate Environment (Approved).

Revised MD 442: Design and Development of Multimedia (Approved).

Revised MD 469: Establishing Worldwide Learning Communities through Technology (Approved).

Proposed revisions to Educational Technology Sixth Year Certificate program (Approved).

Revised MD 430: Storytelling in the Classroom (Approved).

Revised MD 590: Internship in Educational Technology (Approved).

JOURNALS

Elliott, J. (2017, May). The evolution of online professional development: A review. *Journal of Digital Learning in Teacher Education*.

CHAPTERS IN BOOKS

Elliott, J. (2017, July). Using mobile technology for formative assessment in the classroom. In Sajid Umair (Ed.), *Mobile Devices and Smart Gadgets in K-12 Education*. IGI Global Publishing: Hershey, PA.

BOOK REVIEWS

Elliott, J. (2016, February). A review of Online, blended, and distance education: Building successful programs in schools by Tom Clark and Michael K. Barbour. *The International Review of Research in Open and Distributed Learning*.

Elliott, J. (2015, May 6). A review of *Teaching Models: Designing Instruction for 21st century Learners* by Claire R Kilbane & Natalie B. Milman. *Education Review*, 22.

<http://edrev.asu.edu/index.php/ER/article/view/1865>

REVIEWER

International Review of Research in Open and Distance Learning (2015-2016)

COMMITTEES & COUNCILS

Educational Technology Committee (Fall 2017)

Practices Advisory Council (CT Commission of Educational Technology)

Digital Learning Advisory Council (CT Commission of Educational Technology)

CONFERENCE PRESENTATIONS

Elliott, J. (2016, November). *Alternative presentation tools for the classroom*. Presentation at Newtown Public Schools Taste of Tech mini-conference.

Elliott, J. (2015, May). *Using web and smartphone technologies to extend the learning day*. Presentation at New England Faculty Development Consortium spring 2015 conference.

Elliott, J. (2015, October). *Blended learning strategies to extend the learning day*. Presentation at The Teaching Professor Technology Conference fall 2015 conference.

Elliott, J. (2015, October). *Using technology to enhance classroom discussion*. Presentation at The CASL/CECA Break Down Walls: Empower Learners fall 2015 conference.

GRANTS

Elliott, J. (2017). *Fairfield University-Cesar Batalla Partnership mini-grant*. \$5000 (Approved).

Elliott, J. (2016). *Fairfield University Innovation Grant*. \$5000 (Approved).

Elliott, J. (2016-2017). *Columbus Elementary School Turn Around Grant*. Grant Team Member & Consultant., \$90,000. (Approved).

PROFESSIONAL DEVELOPMENT PRESENTATIONS

Elliott, J. (2017, June). *Top 5 Google Apps and Extensions Every Teacher Should Know*. Weston Public Schools. Weston, CT.

Elliott, J. (2017, April). *Strategies for Effective Technology Use in the K-8 Classroom*. St. Mark School. Stratford, CT.

Elliott, J. (2017, April). *Using Plickers for Formative Assessment*. A workshop at Cesar Batalla Elementary School. Bridgeport, CT.

Elliott, J. (2017, March). *Using Student Devices for Formative Assessment*. Weston Public Schools. Weston, CT.

Elliott, J. (2017, March). *Using Technology for Student-Centered Learning*. Weston Public Schools. Weston, CT.

Elliott, J. (2017, March). *Alternative Presentation Tools for the Classroom*. Weston Public Schools. Weston, CT.

Elliott, J. (2017, February). *Using Google Apps to Strengthen Student Skills*. A three-part workshop at Columbus Elementary School. Bridgeport, CT.

Elliott, J. (2017, January). *Online tools for improving communication with educational stakeholders*. A workshop at Cesar Batalla Elementary School. Bridgeport, CT.

Elliott, J. (2016, December). *Alternative presentation tools in the classroom*. A workshop at Cesar Batalla Elementary School. Bridgeport, CT.

Elliott, J. (2016, October). *An introduction to using Chromebooks and Google Apps in the classroom*. A workshop at Cesar Batalla Elementary School. Bridgeport, CT.

Elliott, J. (2016, October). *Using Technology Communication Tools to Strengthen Your Digital Footprint*. A Workshop for Today's Students, Tomorrow's Teachers. Fairfield, CT.

Elliott, J. (2016, July). *The effective use of Google Apps for teacher collaboration*. A workshop at Fairfield University. Fairfield, CT.

Elliott, J. (2015, October). *Teaching Strategies to Strengthen Feedback and Promote Self-Regulation*. A two-part interactive workshop with Sacred Heart University faculty, Fairfield, CT.

- Elliott, J. (2015, January). *Effective use of Rediker online grading program for communication with parents*. A presentation to Schaghticoke Middle School faculty, New Milford, CT.
- Elliott, J. (2014, August). *Differentiation with technology*. An interactive presentation to Fairchild-Wheeler Magnet School during new staff training, Bridgeport, CT.
- Elliott, J. (2014, May). *Google Apps and Common Core*. A presentation to Connecticut public schools technology directors, Oxford, CT.
- Elliott, J. & Conklin, E. (2013, June). *The effective use of Google Apps in the classroom*. A presentation at Google Symposium at Ridgefield High School. Ridgefield, CT.
- Elliott, J. (2013, May). *Using Google Drive for collaboration with professional documentation*. A workshop presentation to student services personnel of New Milford Public Schools, New Milford, CT.
- Elliott, J. (2012, August). *Effective use of Moodle in the classroom*. A three-part professional development workshop for district staff, New Milford, CT.

PROFESSIONAL DEVELOPMENT VIDEOS

- Elliott, J. (2013, October). *Basics of effective BYOD implementation* [video file]. Prepared for Shelton Public Schools, Shelton, CT.
- Elliott, J. (2013, October). *BYOD and assessment* [video file]. Prepared for Shelton Public Schools, Shelton, CT.
- Elliott, J. (2013, October). *BYOD and QR codes* [video file]. Prepared for Shelton Public Schools, Shelton, CT.
- Elliott, J. (2013, October). *Collaborative resources* [video file]. Prepared for Shelton Public Schools, Shelton, CT.
- Elliott, J. (2013, October). *Using video in the classroom* [video file]. Prepared for Shelton Public Schools, Shelton, CT.

RELATED EXPERIENCE

New Milford High School

Team Mentor

2009 – Present

Work together with mentor to identify a need or opportunity for professional growth based on a Common Core of Teaching performance profile, establish a goal, develop an action plan, implement their plan and reflect on the 8-10 week process. At the culmination of each module, a written reflection paper that documents new teacher learning, changes in teaching practice and positive outcomes for students is submitted by the beginning teacher to a district or regional review committee. Successful completion of the TEAM Program is required for eligibility to move from an Initial Educator Certificate to a Provisional Educator Certificate.

New Milford High School

Cooperating Teacher

2009 – Present

Work together with new teacher candidates toward successful completion of their student teacher experience.

New Milford High School

Curriculum Writer

2007 – Present

Co-wrote Introduction to Psychology, Forensic Psychology, Sociology, and Eighth Grade Technology curricula.

Roton Middle School

Curriculum Writer

2005

Co-wrote United States History curriculum

CERTIFICATIONS

026-History and Social Studies Teacher Provisional, State of Connecticut

106-High School Credit Diploma Program, State of Connecticut

ACCOMPLISHMENTS & SKILLS

Who's Who Among American Teachers

Knowledge of the following course management systems: Blackboard, Moodle, Odysseyware, Quip, & Google Classroom

Microsoft Office

Personal Learning Network creation and use

Google Certified Educator (Level 2)

MEMBERSHIPS

American Psychological Association (APA)

Association for the Advancement of Computing in Education (AACE)

Association for Educational Communications and Technology (AECT)

Association for Supervision and Curriculum Development (ASCD)

Connecticut Association of School Librarians (CASL)

Connecticut Commission of Educational Technology Practices Committee

Connecticut Educator's Computer Association (CECA)

District Technology Committee

Fairfield University Educational Technology Committee (Fall 2016)

Kappa Delta Pi

International Society for Technology in Education (ISTE)

National Society for Social Studies (NCSS)

New Milford High School NEASC Curriculum Committee

Northeastern Educational Research Association (NERA)

Online Learning Consortium
Society for Information Technology and Teacher Education (SITE)