

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

Assessment Coordinator

2017-Present

Fairfield University

Responsibilities include assisting faculty with creating and administering assessments with Taskstream software for collection of data, disaggregation, and analysis of data as it relates to various accreditation processes. Professional development is also provided to faculty and students as needed.

Social Studies Coordinator

2017-Present

Fairfield University

Responsibilities include teaching Social Studies courses and advising social studies teacher candidates.

Independent Consultant and Evaluator

2017-Present

Connecticut State Libraries

Responsibilities include creating, administering, and evaluating assessments for all cohorts, boot camps, and trainings associated with the Connecticut State Library IMLS EXCITE Transformation grant for Libraries

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

2017-2018

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 - 2016**

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**2011-2016**

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**2006-2016**

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 465C: EMERGING TECHNOLOGIES: UNPACKING THE ISTE STANDARDS

The International Society for Technology in Education (ISTE) released the updated Student Standards in 2016 and followed with the updated Educator Standards in 2017. Each of these releases was preceded by a great deal of input and subsequent revision by a substantial amount of educators representing all levels. The revised standards present boundless possibilities, but what exactly are those possibilities? In this course, students will unpack both the student and the educator standards. Questions we will tackle include: What are they? What do they mean? How can they guide my teaching? Students will create their own technology-rich ISTE Standards teaching units. Technology tools will include both online tools as well as physical books like student devices, 3D photography, virtual reality and some robotics.

MD 469 ESTABLISHING WORLDWIDE LEARNING COMMUNITIES THROUGH TECHNOLOGY

Worldwide developments continue to heighten awareness of the importance of connections between people on a global scale. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. This course views the benefits of using technology for communication and collaboration on a broad scale from the perspectives of both students and educators. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policymakers exchanging views on educational issues. Candidates in this course examine the instructional strategies, issues, and concerns for connecting communities of learning globally along with the related technological tools and techniques.

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 490 ACHIEVING AN INTERDISCIPLINARY APPROACH TO TEACHING THROUGH TECHNOLOGY

Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population.

Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping candidates in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education.

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.

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.

RLD 0503 RESEARCH AND EVALUATION IN MULTIDISCIPLINARY CONTEXT

This course examines methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment, and critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice, types of assessments (i.e. traditional print and electronic), data for general education teachers and a diversified student population, and the skills needed for effective data-based decision making and sharing of results.

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

Kayla Stevens: effectiveness and meaningfulness of homework-Fall 2019

Elka Finkenstein: Creating a Surrogate Library Resource Site-Fall 2019

Maria Hernandez: Website Design for Teaching and Communication-Fall 2019

Kelly Shamas: UBD - Emotional Intelligence-Fall 2019

Harry Bartlett: Using Google Classroom in the Elementary Classroom-Spring 2019

Daniel Seek: Google Classroom: How to Use It ... Let's Start Small-Spring 2019

Dana Stradinger: Digital Information Literacy 101-Spring 2019

Lauren Zak: Blended Learning Implementation-Spring 2019

Lina Brown: Voicethread Professional Development-Fall 2018

Lydia Jabbour: GSuite Applications: A professional development series exploring well known and unknown Google Applications-Fall 2018

Jen Mitteness: Professional Development Session: Introduction and Implementation of the SAMR model-Fall 2018

Gregory Foschi: Learning to be a Responsible Digital Citizen: A Unit Plan-Fall 2018

Stephen Burrows: Engaging Students through Technology-Summer 2018

Scott Dempsey: Ways to Integrate Technology Across your School and within your LMC-Spring 2018

Marissa Baretto: Implementing a Student-Run Tech Support Team: Student Learning and Technology Integration-Spring 2018

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

Developed three online 12-credit certificate programs (Approved).

- Classroom Technology Integration
- Leadership in Educational Technology
- Online Training Development and Delivery

Revised Secondary Education courses and program to ensure students meet certification requirements (Approved).

Revised Secondary Education Program of Study to ensure alignment with Elementary Education and Special Education Programs (Approved).

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. (2019, December). The EXCITE Grant: A Case in Innovative Library Professional Development. *Public Library Quarterly*.

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

CHAPTERS IN BOOKS

Elliott, J. (Accepted). The Importance of Social Presence and Strategies for Incorporating it into an Online Course. In Cynthia Chandler (Ed.), *Exploring Online Learning Through Synchronous and Asynchronous Instructional Methods*. IGI Global Publishing: Hershey, PA.

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>

EDITORIAL ADVISORY BOARD MEMBER

Umair, S & Khan, A. (Eds.), (2018). *Handbook of research on mobile devices and smart gadgets in k-12 education*. IGI Global Publishing: Hershey, PA

REVIEWER

International Society for Technology in Education (Fall 2019)

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

TEXTBOOK REVIEW

Mertens, D. M. (2018). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*, 4th Edition. [Bookshelf Online]. Retrieved from <https://bookshelf.vitalsource.com/#/books/9781483322605/>

COMMITTEES & COUNCILS

GSEAP Assessment Committee **(Chair)** (2018-2019)
St. Joseph's Technology Committee (2018-2019) **(Invited)**
CAEP Accreditation Committee (2018-2019)
GSEAP Curriculum Committee (2018-2019)
Faculty Salary Committee (Fall 2018)
Educational Technology Committee (Fall 2017)
Library Committee (Spring 2018)
Practices Advisory Council (CT Commission of Educational Technology) **(Invited)**
Digital Learning Advisory Council (CT Commission of Educational Technology) **(Invited)**

INTERNATIONAL CONFERENCE PRESENTATIONS

Elliott, J.; McPherson, S.; & Sykora, C. (2019, June). *Closing the gap: Helping Higher Ed Prepare Teachers for Digital Learning*. Presentation at ISTE conference. **(Invited)**

NATIONAL CONFERENCE PRESENTATIONS

Rozgonyi, J. & Elliott, J. (2017, January). The effective use of Quip for online class delivery in higher education. *Presentation at NJEdge Conference. (Invited)*
Elliott, J. (2015, October). *Blended learning strategies to extend the learning day. Presentation at The Teaching Professor Technology Conference fall 2015 conference.*

REGIONAL CONFERENCE PRESENTATIONS

Elliott, J. (2019, March). *Using classes as an opportunity to improve student digital footprints. Presentation at Northeast Regional Computing Program conference.*
Casey, D., Elliott, J; Caruso, N; Smith, J. (2018, November). *Connecticut's future: Transforming schools, transforming lives. Presentation at CABA/CAPPS Convention 2018. (Invited)*
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). *Using technology to enhance classroom discussion. Presentation at The CASL/CECA Break Down Walls: Empower Learners fall 2015 conference.*

DISTRICT CONFERENCE PRESENTATIONS

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

INVITED SPEAKER

ISTE Standards in Action: Insights and Resources to Support Educators (Webinar)
St. Joseph's Career Day (2017 & 2018)
Fairfield University New Faculty Orientation Panel Speaker (2017 & 2018)
NERCOMP: Driving Faculty Innovation with Non-traditional Teaching Tools Panel Speaker
Fairfield University Board of Trustees: Driving Faculty Innovation with Non-traditional Teaching Tools Panel Speaker

GRANTS

Connecticut State Library (2017-2020) *EXCITE grant*. Independent Evaluator \$387,250 (Approved)
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).

INVITED PROFESSIONAL DEVELOPMENT PRESENTATIONS

Elliott, J. (2019, August). *Designing STEM Unit Plans for 21st Century Learning Environments*. Archdiocese of Galveston-Houston. Houston, TX.
Elliott, J. (2019, August). *Making Inquiry the Focus of Instruction*. Archdiocese of Galveston-Houston. Houston, TX.
Elliott, J. (2017, November). *Open Educational Resources in the Classroom*. Weston Public Schools. Weston, CT.
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

092-Intermediate Administrator Certificate

106-High School Credit Diploma Program, State of Connecticut

ACCOMPLISHMENTS & SKILLS

Fairfield University Innovative Educator 2017

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

ISTE Certified Educator

Google Certified Educator (Level 1)

Google Certified Educator (Level 2)

Apple Teacher

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)