

## JUDY C. DAVISON, Ed.D.

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### EDUCATION

- 1997 Ed.D. University of Northern Iowa, Cedar Falls, Iowa.  
Major emphasis area: Curriculum & Instruction.  
Minor emphasis areas: Anthropology, Qualitative Research. Dissertation title:  
*Attention Deficit/Hyperactivity Disorder: Perspectives of participants involved  
in the identification and treatment process.*
- 1990 M.A. in Education of the Gifted, University of Northern Iowa,  
Cedar Falls, Iowa
- 1972 B.S. in Ed., Southwest Missouri University, Springfield, MO.  
Emphasis areas: Secondary education, Home Economics, Art

### PROFESSIONAL EXPERIENCE

- 2008-present Associate Professor in Curriculum & Instruction, Western Kentucky Un.  
2003-2008 Assistant Professor in Curriculum & Instruction, Western Kentucky Un.  
2001-2003 Gifted Education Program Director/Assistant Professor,  
Emporia State University
- 1999-2001 Asst Prof in Special Education/Gifted Ed, University of Alabama  
1998-1999 Instructor in Special Education, University of Northern Iowa  
1997-1999 Instructor in MAE of Gifted program, University of Northern Iowa  
1995-1999 Coordinator, Orava Project, University of Northern Iowa  
1996 Student teacher supervisor, Upper Iowa University,  
Fayetteville, IA.
- 1994-1995 K-6 Talented & Gifted Coordinator/Teacher, Waverly, Iowa  
1992-1994 7-12 Talented & Gifted Coordinator/Teacher, Newton, Iowa  
1990-1992 Graduate Assistant, C&I Dept., University of Northern  
Iowa
- 1975-1985 Sr. High Home-Economics, Oconomowoc, Wisconsin  
1972-1974 7-12 Home-Ec. Pregnant teen program, Norfolk, Virginia

### Teaching experience

#### University

- 2008 Promoted to Associate Professor in C & I, Western Kentucky University
- 2003-2007 Assistant Professor in Curriculum & Instruction, Western Kentucky Un.  
  
*EDU 250: Introduction to Teaching.* Course is the introductory course in  
teacher education and includes foundations of education.

*SEC 352: Planning for Student Diversity.* Course is designed to develop a working knowledge of planning, implementation of instruction, assessment, and class management in a diverse student population.

*SEC 453: Management of Instruction.* Course provides strategies for managing the behavioral and physical environment of the classroom.

*SEC 489: Student Teaching Seminar.* Course is designed to analyze connections between teaching theory and practice. The final product is the Teacher Work Sample.

*EDU 501: Professional Develop Plan for MAE/Rank II.* Course is the entry level course for graduate study in which students do a self assessment of their learning needs and set personal learning goals.

*EDU 520: Planning for Instruction.* Course in an intense consolidation of information and materials that prepare teacher candidates (who hold an undergraduate degree in a content area) in instructional planning.

*EDU 521: Implementation of Instructional Planning.* Course is a survey of implementation and management of instruction for Alternative Route to Teacher Certification candidates. Assessment, differentiation, and classroom management are key components.

*EDU 522: Fundamentals of Differentiated Instruction.* Course provides an overview of the diverse characteristics of learners and nurtures an appreciation for the specific needs of children in educational settings. In addition, it provides strategies to address the needs while candidates will examine their own teaching settings and devise approaches appropriate to their specific populations.

*EDU 590: Advanced Teaching Internship.* Course is a supervised internship in an academic setting for development of advanced instructional skills and experience. A seminar component addresses critical needs and supports for first year Alternative Route teachers.

*EDU 596: Seminar in Portfolio for Professional Growth.* This seminar Is taken during students last semester of MAE study and present their portfolio to classmates and professor of record.

*EDU 604: Managing the Learning Environment.* Course involves choosing a real problem within students professional education environment, conducting an action research, and action plan for improving the learning environment.

2001-2003

Gifted Education Program Director/Instructor, Assistant Professor in Special Education, Emporia State University, Emporia, Kansas.

*SD 622: Conferencing for Special Educators.* Course is designed to prepare educators to work effectively with parents and other educators in fulfilling the goals of special education mandates.

*PY 850: Characteristics of the Gifted.* Course is an introduction to the field of gifted education and recommended for administrators, regular classroom teachers, school psychologist, and others who wish to increase their understanding of the nature and needs of gifted children.

*SD 851: Education of Individuals with Gifts and Talents.* Course introduces students to the principles and practices that underlie the conscientious development of appropriate educational services for gifted and talented students. Content includes administrative and curricular models for differentiated programs and curriculum.

*SD 852: Social and Emotional Needs of Gifted Students.* Course is a seminar providing information on the affective aspects of giftedness. The course includes field experiences, case study, skills practice, as well as meeting with student colleagues to discuss assigned readings and experiences.

*SD 855/856/857/858: Practicums in Elementary and/or Secondary.* Two practicum are required for full certification. These are held on the teacher's employment site and also another site working with certified teachers of the gifted.

*PY 864: Creative Teaching and Learning.* Course is for K-12 educators who wish to enhance their approaches to teaching for the development of creativity and higher order thinking in students.

*SD 703: Issues and Research in Gifted Education.* Course provides critical thinking on current issues and research in gifted education. Through a critical analysis of issues and problems related to their own teaching sites, each student will conduct a site-based action research project.

1999-2001

Assistant Professor in Special Education, University of Alabama

*SPE 382: Teaching Higher Order Thinking Skills Across School Programs.* Course acquaints students with the efficacy of teaching creative and critical thinking skills to all students regardless of ability level. In-depth competency-based training is conducted in selected models. Course is required for all preservice special education teachers.

*SPE 582: Strategies for Teaching Gifted and Talented Students.* Course was taught in Paraguay as part of the UA International Program. Course covered identification of the gifted and strategies for teaching gifted students in the regular classroom and also gifted program designs.

*SPE 583: Creative Problem Solving Seminar.* A guided sequence of exercises and experiences is offered leading to increased personal creative behavior, with emphasis on methods for nurturing creative talent in students of all ages.

*SPE 584: Special Populations in Gifted Education.* An examination of administrative designs, curriculum options and strategies to meet the cognitive and affective needs of special populations of gifted students.

*SPE 589: Internship in Gifted and Talented.* Designing, implementing and evaluation of instructional programs and classroom organization procedures through supervised practicum experience in programs for gifted and talented students.

*Dissertation Committees:* Served on 7 committees. Six students completed their degrees before or after I moved to Emporia State University.

1998-1999

Instructor in Special Education, University of Northern Iowa

*SPE 210:184g Professional Interdisciplinary Relationships.* Course assisted in the development of professional behaviors and team skills, which will result in positive personal interactions with parents, educators, paraprofessionals, and others who participate in decision making in regard to the education of children with special needs.

1997-1999

Instructor in MAE of Gifted program, University of Northern Iowa

*210:255 Educational Strategies for the gifted and talented.* Course addressed current trends in educational programming for the gifted and talented. Prescription, implementation, and evaluation of differentiated curriculum and educational strategies used in a comprehensive program were included. This course through independent study helped to assist an international student in the completion of her degree before returning to her home country.

*210:257 Coordinating programs for the gifted and talented.* Course content included methods and procedures for coordinating and directing school district PK-12 programs for the gifted and talented. Emphasis was on program planning, management, supervision, and evaluation. Content also included: building awareness of philosophical and cultural aspects of school districts, coordinating compatibility between student and community needs/expectations, and building support through public relations. Course taught over the Iowa Communications Network (ICN) to 8 sites across Iowa.

1996

Student teacher supervisor, Upper Iowa University, Fayetteville, IA. Supervised 12 senior-level student teachers in Waterloo and Cedar Falls, Iowa.

#### Public School

1994-1995

K-4 Talented & Gifted Teacher, Waverly, IA. Provided services to 4 elementary schools. Provided enrichment/higher order thinking lessons to elementary classes while demonstrating teaching strategies for higher thinking skills. Pull out services for 4<sup>th</sup> grade, lead identification process.

1990-1993

7-12 Talented & Gifted Coordinator, Newton, IA.

Developed, coordinated, and taught, a new 7-12 gifted and talented program in a mid-size school district. Developed, coordinated, and taught a 7-12 gifted and

talented program in a mid-size school district. Took primary responsibility for finalizing identification process. Provided in-service for school staff and co-published a quarterly newsletter for the TAG program.

- 1975-1985 Secondary Home-Economics Teacher, Oconomowoc, WI. Taught 9-12 grade specializing in human relationships, interior design, and money management. Initiated money management class and new sex education curriculum.
- 1971-1974 Secondary Home-Economics Teacher, Norfolk, VA. Taught 6-12 grade pregnant teenagers. Curriculum focused on human relations, child development, and life skills. Modified the curriculum to accommodate high frequency turnover of students. Increased graduation rate to 80% during this period.

### **Administrative experience**

- 2001-2003 Gifted Education Program Director, Emporia State University. Directed the largest gifted education certification and masters programs in Kansas. Over 140 students were in various stages in their courses of studies. Collaborated with Special Education faculty on revision of Teachers College program in alignment with State Standards. Responsible for the alignment of revised State Standards for gifted education and all documentation for the state and a NCATE review.
- 1999-2001 Summer Enrichment Workshop Director, University of Alabama. Organized a summer enrichment program for 200 K-8 gifted students. Supervised the curriculum development and teaching of the 45 undergraduate and graduate level teachers and master level teachers.
- 1995-1999 Orava Project Coordinator. Coordinated UNI faculty trips to Slovakia to conduct workshops with Slovak school administrators, teachers, and university faculty. Instructed UNI faculty participants on cultural awareness, working with interpreters, and appropriateness of curriculum to project goals. Coordinated translation of materials and travel arrangements.
- Visited Slovakia to meet Slovak staff, observe workshops, and gain cultural awareness to create an appropriate handbook for future project participants. Solely managed UNI office and made presentations about the project at various events on campus. Co-edited Orava Project newsletter.
- Presented synopsis of the Orava Project to groups of international visitors. Co-planned power point presentation on the Office of Education for Democracy for an 80 member international delegation of Ambassadors (1997).
- 1988-1989 One-Room School House Coordinator. Coordinated visits to the one-room schoolhouse located on the UNI campus. Visiting groups included community organizations, school children, and university students. The schoolhouse was located on the UNI campus as a representation of the ties between rural education and the university. Developed period curriculum/costuming and demonstrated typical school lessons of that period.

## **International exchanges**

Consortium for Belize Educational Cooperation (COBEC) representative and contact for international students and faculty (2005-present).

WKU representative at the COBEC Graduate Recruitment Fair (February, 2007).

Collaboration with Galen University (COBEC institution) faculty to establish WKU student teaching sites in San Ignacio, Belize. Co-coordinator of student teaching experience there. (2005-present).

Taught a graduate level course in education of the gifted in Paraguay for University of Alabama (October, 2000).

Co-planned United States Information Agency's International Visitors Program for 3 Slovak educators, Orava regional administrator and Nitra University Pedagogical College Administrators (Sept., 1997). The visit included discussions with university and public school administrators, and visits to lab and public school classrooms to learn more about university and school partnerships.

Co-planned and hosted Slovak Director of Section Financing (Ministry of Education) and school principal (June, 1996). The visit included discussions with Iowa legislators, university and public school administrators, and visits to lab and public school classrooms.

Co-planned and hosted visit of 12 Slovak educators to U.S. (April, 1996). The group visited university and public school classrooms, which exemplified constructivist teaching strategies.

## **RESEARCH**

### **PUBLICATIONS**

#### **Professional Journals**

Davison J.C. & McCain, T. (2009-2010). *Alternative routes to teacher certification: For better or worse*. One Voice International Collection of Scholarly Works. Glenside, PA: One Voice Institute of Elemental Ethics and Education.

Davison, J.C. (2009) The dual sides of perfectionism and the talented: A casestudy. *Teacher Education Quarterly*. (under review).

Davison, J.C., Stamps, L.S., & Bishop, H.L., (April, 2005). An administrator's guide to gifted education curriculum and programming. *Iowa Educational Leadership*. 15-23.

Davison, J. C. (2001). African American's perceptions of attention deficit disorder. *Journal of Negro Education*. 70 (4).

Davison, J. C. (2001). Attention deficit/hyperactivity disorder: Perspectives of participants involved in the identification and treatment process. *Journal of Educational Thought*, 35 (3), 227-247.

Davison, J. C. (1996). Meeting state mandates for gifted and talented: Iowa teacher preparation programs. *Roeper Review*, 19, (1), 41-43.

Boody, R., Anderson, S., Behrens, G., Davison, J., Goodenbour, C., Gordon, D., Slessor, S. (1996). Tech prep: A report from the field. *Iowa Educational Leadership*, XIII, 8-11.

### **Book Chapters**

Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al. (contributors). In G. Stefanich (Ed.). (2007). *The ontology of inclusive science*. Dubuque, Iowa: Kendall-Hunt.

Davison, J.C. & McCain, T. (2008). Developing multicultural sensitivity through international student teaching: The challenges faced by a southern university. *Growing a Soul for Social Change: Building the Knowledge Base for Social Justice*. Charlotte, North Carolina: Information Age Publishing.

Blaisdell, M.J., Bohning, K., Davison, J, Duerstock, B. et al. (contributors). In Stefanich, G. (Ed.). (2007). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), *Science Teaching in Inclusive Classrooms: Models & Applications* (pp.1-60). Washington, DC: National Science Foundation.

Schroeder, M., Stefanich, Davison, J., & Hibbard, M. (2001). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), *Science Teaching in Inclusive Classrooms: Theory & Foundations* (pp.45-57). Washington, DC: National Science Foundation.

Stefanich, G., Keller Jr., E., Davison, J., & Payne, C. (2001). Classroom and laboratory modifications for students with disabilities. In G.P. Stefanich (Ed.), *Science Teaching in Inclusive Classrooms: Models & Applications* (pp.1-60). Washington, DC: National Science Foundation.

### **Book Review**

Kame'enui, E.J., Carnine, D.W., Dixon, R.C., Simmons, D.C., & Coyne, M.D. (2003). *Effective Teaching Strategies that Accommodate Diverse Learners*, 2<sup>nd</sup> ed. Columbus, Ohio: Merrill Prentice Hall. Reviewed April, 2003.

McGraw Hill (2005). *Cultural Diversity: A Framework for Current and Future Classroom Teachers*. Proposal for new textbook.

### **Reviewed Article**

Lessard, Anne (2004). Dropping out of high school: A critical literature review assessing the place of gender. *Emotional and Behavioral Difficulties*. Paul Cooper, editor. University of Leicester, School of Education, Leicester, England UK.

### **Newsletters and Brochures**

Davison, J. C. (2000). *Master of Science: Special Education & Gifted, Talented, and Creative Teacher Certification Program*. Emporia State University.

Davison, J. C. (2000). *Gifted and Talented Program*. The University of Alabama.

Davison, J. C., Meredith, K. S., & Steele, J. L. (1998). *Orava News*. Orava Association for Democratic Education, Vol. 3, No. 1.

Davison, J. C., Meredith, K. S., & Steele, J. L. (1998). *Orava News*. Orava Association for Democratic Education, Vol. 2, No. 2.

Davison, J. C., Meredith, K. S., & Steele, J. L. (1997). *Orava News*. Orava Association for Democratic Education, Vol. 2, No. 1.

Davison, J. C., Meredith, K. S., & Steele, J. L. (1997). *Orava News*. Orava Association for Democratic Education, Vol. 1, No. 2.

### **Handbooks**

Davison, J. C. & Lorinczova, K. (Eds.) (1998). *Orava project participant handbook*, revised. Cedar Falls, Iowa: University of Northern Iowa.

Davison, J. C. (Ed.) (1997). *Orava project participant handbook*, revised. Cedar Falls, Iowa: University of Northern Iowa.

Davison, J. C. (Ed.) (1995). *Orava project participant handbook*. Cedar Falls, Iowa: University of Northern Iowa.

### **Publications of Limited Circulation**

Beed, P. & Davison, J. C. (1992). Teacher preparation program assessment. University of Northern Iowa College of Education. Analyzed research data and conducted interviews of recent COE teaching graduates.

Davison, J. C. & Ishler, M. (1998). Survey of school district employers: University of Northern Iowa. University of Northern Iowa College of Education. Collected and analyzed research data on employers' perceptions of UNI teaching graduates' competence. Compiled report for submission to University of Northern Iowa College of Education.

Davison, J. C., Waack, W., & Wilson, B. (1998). Survey of 1995-1996 teaching graduates: University of Northern Iowa. University of Northern Iowa College of Education. Collected and analyzed research data and compiled report for submission to University of Northern Iowa College of Education.

Davison, J. C., Waack, W., & Wilson, B. (1998). Survey of 1994-1995 teaching graduates: University of Northern Iowa. University of Northern Iowa College of Education. Analyzed research data and compiled report for submission to University of Northern Iowa College of Education.



## **Research & Creative Activities**

- 2006 EDU 522: Fundamentals of Differentiation course adopted by the university as a curriculum strategies component for the MAE and Rank I programs.
- 2005 Co-Coordinator in initiating Belize student teaching opportunities. Collaborated with Dr. Eve Aird of Galen University (COBEC institution) Longitudinal collection of data on impact on Belizean partners and also on WKU teacher graduates who participated in the program.
- 2005 EDU 522: Fundamentals of Differentiation course proposal for one time offering.
- 2004 Co-Project Director in The Consortium for Evidence Based Research in Rural Educational Settings (CEBRRES) grant proposal.
- 2004 Identification of talent in Native American Schools.

## **Grants**

Mullins, F., Davison, J., Lechtenberger, D., McKnab, P., & Miller, D. (2002). *Collaborating for Success*. IHE Continuous Improvement Subgrants: IDEA State Improvement Grant. (Funded, 2002-2004, \$25,000.)

Davison, J. C. (2002) *Assessing graduates of the Gifted Education Program*. Teachers College Teaching Innovation and Faculty Creativity Grant. (Funded, 2003, \$400.)

Davison, J. C. (funded, Fall, 2001). *After school fine arts enrichment and talent development program*. 21<sup>st</sup> Century Community Learning Centers Program. (\$300,000. portion of a million dollar grant)

Davison, J. C. (2000). *Attention Deficit Disorder & African-American Children*. Research Advisory Committee Grant. University of Alabama. (Funded, Summer, 2000, \$5000).

Davison, J. C. (1998). *Case studies of the ADD experience*. Rosa Janssen and Henry R. & Nancy Meyer Fund. University of Northern Iowa. (Funded, Fall, 1998, \$1000).

## **HONORS, AWARDS**

- 2008 Invitation from UK Fulbright Assn. to the celebration events of the 60 Anniversary of the Treaty between the U.S. & U.K. Hosted by the Prime Minister at 10 Downing St. and film premier at the U.S. Embassy.
- 2006-2007 Nominated for Faculty Public Service Award.
- 2002-2007 Fulbright Senior Specialist. Selected by the Council for International Exchange of Scholars for appointment at National College of Ireland, Dublin, Ireland (Oct-Nov, 2007).

2002-2007	Fulbright Senior Specialist. Selected by the Council for International Exchange of Scholars for appointment at University of Greenwich, England (May-June 2004).
2005-2006	Empire Who's Who of Women in Education. "Honors Edition".
1995-1996	Ida Mae Wilson Scholarship, a competitive scholarship for individuals with teaching experience who are returning to graduate school.
1994-1995	Ida Mae Wilson Scholarship.
1994	Latta Scholarship, competitive scholarship for full-time Ed.D. students.
1993-1994 1991	Who's Who in American Education Iowa Talented and Gifted (ITAG) research award for Meeting state mandates for gifted and talented: Iowa teacher preparation programs.

## **SERVICE**

## **PRESENTATIONS**

### **International**

Davison, J.C. and McCain, T. (September, 2010). *Advantages and disadvantages of alternate route to teacher certification programs*. British Education Research Association., University of Warwick, Warwick, England.

Davison, J.C. (October, 2007). *Principles of Good Teaching*. Audience: University Faculty Workshop, National College of Ireland, Dublin, Ireland. (2 Sessions).

Davison, J.C. (October, 2007). *How Do We Know When We Get it Right?* Audience: University Faculty Workshop, National College of Ireland, Dublin, Ireland. (2 Sessions).

Davison, J.C. (November, 2006). "Fulbright Alumni: Expressions in Civil society," 29<sup>th</sup> Annual conference of the Fulbright Association. Marrakech, Morocco. (1 of 5 invited panelists on the Arts Task Force Program. Presentation on UK Fulbright experience on artistically gifted students.

Davison, J.C. (May, 2004). *The Gifted and Talented: An American Perspective*. Greenwich Heritage Centre, Woolwich, London. Audience: Greenwich Education Authority Services (Gifted and Talented Coordinators).

Davison, J.C. (June, 2004). *How Do We Know When We are Getting it Right?* Audience: Department of Psychology & Counseling, University of Greenwich, London England.

Davison, J.C. (June, 2004). *Motivating and Retaining Minorities in Higher Education*. Seminar. Audience: University Widening Participation Team (AIM HIGHER), University of Greenwich, London, England.

Davison, J.C. (September, 2003). *When Being Gifted is Not Enough*. British Educational Research Association. Heriot-Watt University, Edinburgh, Scotland.

Davison, J.C. (September, 2002). *Gifted Programming in the United States*. British Educational Research Association. Exeter University, Exeter, England.

Davison, J.C. (September, 2001). *Gifted Programming in the United States*. British Educational Research Association. Leeds University, Leeds, England. (Cancelled due to Sept 11 attack).

Davison, J.C. (September, 2000). *ADHD: Is it a Caucasian social construction?* British Educational Research Association. Cardiff University, Cardiff, Wales.

Davison, J.C. (September, 1999). *ADHD: An African-American Perspective*. British Educational Research Association. University of Sussex, Brighton, England.

Davison, J.C. (September, 1998). *Attention Deficit Disorder: A North American phenomenon?* British Educational Research Association. Queen's University, Belfast, Ireland.

### **National**

Davison J.C. & McCain, T. (December 2009). *Alternative Routes to Teacher Certification: For Better or Worse*. One Voice International Conference for Educators, Santa Fe, NM.

Davison J.C. & McCain, T. (November 2008). *Multicultural Skill Development in International Student Teaching Experiences*. National Association for Multicultural Education New Orleans, LA.

Davison J.C. (November, 2006). *Cultural Awareness through Experiencing Dissonance*. National Association for Multicultural Education, Phoenix, AZ.

Davison J.C. & McCain, T. (January, 2006). *Developing Multicultural Teaching via International Student Teaching Experiences*. American Association of Teacher Educators Conference, New York, NY.

Cooksey, E., Davison, J.C. & Kacer, B. (October, 2004). *Moving Toward the Future in Teacher Education: Training Multicultural Teacher Education Students to Serve the Diverse Populations in the Schools of Today*. National Association Multicultural Education Conference. Kansas City, MO.

Davison, J.C., Cooksey, E. & Kacer, B. (October, 2004). *Invisible Gifts and Talents of Minority Students*. National Association Multicultural Education Conference. Kansas City, MO.

Davison, J.C., Bals, D. & Mettner, M. (November, 2003). *Perfectionism: When being too good becomes a problem*. National Association for Gifted Children Conference. Indianapolis, IN.

Davison, J.C. (March, 2000). *Perceptions and practices of participants identifying children as ADHD*. American Education Research Association Conference, Seattle, WA.

Kacer, B, Cooksey, E. & Davison, J.C. (October, 2004). *Insights into Field-based Instruction: Addressing the Achievement and Graduation Gap*. National Association Multicultural Education Conference. Kansas City, MO.

### **National Invited Presentations:**

Davison, J.C. (2002). *Identifying talent in minority populations*. Proviso High School Institute Day Workshop. Maywood, Illinois.

Davison, J.C. (2002). Proviso Township High School Institute Day Panel Participant, May 3, 2002. Maywood, Illinois.

Davison, J.C. (2002). Proviso Township High School Institute Day Keynote Speaker, May 3, 2002: Institute Day Theme: "Building an Infrastructure for Raising the Achievement of African and Latino Students." Maywood, Illinois.

### **State**

Davison, J.C. (February, 2004). *Nurturing the Gifted and Talented in Minority Populations*. Kentucky Association for Gifted Education Conference. Lexington, Kentucky.

Davison, J.C. & Stamps, L. (February, 2004). *What Every Administrator Needs to Know About Gifted Educations*. Kentucky Association for Gifted Education Conference. Lexington, Kentucky.

Mullins, F., Miller, D. & Davison, J. (February, 2003). *Yes you can! A quick guide for addressing special student needs in the general education classroom*. Midwest Symposium for Leadership in Behavior Disorders. Kansas City, Missouri.

Davison, J.C. (September, 2002). *The Octopus Approach: Integration of gifted and regular education programming*. Kansas Gifted and Talented Conference. Lawrence, Kansas.

Davison, J.C. (September, 2002). *Panel Discussion on Future of Gifted Education in Kansas*. Kansas Gifted and Talented Conference. Lawrence, Kansas.

Davison, J.C. (April, 2002). *Gifted girls and perfectionism*. Young Women in a Changing World Conference. Spring Valley, Kansas.

Davison, J.C. (2001). *ADHD and gifted children: is there a connection?* Learning Disabilities Association of Kansas. Lawrence, Kansas

Davison, J.C. (2001). *Teaching strategies for children with ADHD characteristics*. Alabama Federation Council for Exceptional Children (AFCEC) Super Conference 2001. Tuscaloosa, AL.

Davison, J.C. (2000). *University of Alabama Gifted Education Program*. Alabama Association for Gifted Children Conference 2000. Birmingham, AL.

Davison, J.C. (2000). *Attention Deficit Disorder: How can we be sure?* AFCEC Super Conference 2000. Council for Exceptional Children.

Davison, J.C. (1999). *Inclusion and the gifted student*. The Nuts and Bolts of Implementing Inclusion Conference. Cedar Falls, IA.

Davison, J.C. (1992). *Meeting state mandates for gifted and talented: Iowa*

*Teacher preparation programs.* Iowa Talented and Gifted Association Conference, Iowa City, IA.

Davison, J. C. (1992). *Serving gifted students in the regular classroom.* Newton Middle School teacher in-service. Newton, IA.

### **University Presentations.**

Davison, J.C. (2008). Strategies for working with gifted students. MGE275. Dr. Terrence McCain's section.

Davison, J.C. (2007). Strategies for working with gifted students. MGE275. Dr. Terrence McCain's section.

Davison, J.C. (2005). Strategies for working with gifted students. MGE275. Dr. Terrence McCain's section.

Davison, J.C. (2005). Strategies for working with gifted students. ARTCMAE students.

Davison, J.C. (2005). Strategies for working with gifted students. SEC489. Drs. Terrence McCain's & John Kiraly's sections.

### **International Service**

Fulbright Assn. International Education Task Force member. 2006-present.

Fulbright Assn. International Arts Task Force member. 2006-present.

### **National Service.**

UK Fulbright Teacher Exchange Liaison Project. Mentor for 2 UK educators. Rockford High School, Rockford, OH. & Boston College, Boston, MA., 2005-2006.

Fulbright Senior Specialist Program Discipline Peer Review committee.

### **State Service**

Kentucky Association for Supervision Curriculum & Development (ASCD) Revitalization Task Force (2005-present)

Kentucky representative for WKU/KAGE greeter table at the National Assn. of Gifted children—52<sup>nd</sup> Annual convention. November, 2005

### **University Service**

Kappa Delta Pi International Honor Society. Co-sponsor, 2004-2005.

Wedge Professorship Committee, Fall, 2007

Western Kentucky University. Initiative for development of MAE for Daviess Co. School System. Summer 2006 – present.

Western Kentucky University. Senator-at-large. 2006-present.

Western Kentucky University. COBEC Representative. 2004-present.

Western Kentucky University. Curriculum and Instruction Student Scholarship committee. 2006, 2008.

Western Kentucky University, CEBS New MAE in Teacher Leadership committee, 2008.

Western Kentucky University, CEBS Curriculum Committee, 2008-present.

Western Kentucky University. CEBS International Programs Committee, 2003-present.

Western Kentucky University. International Student Teaching/Exchange Committee, 2003-present.

Western Kentucky University, Focus on Western Recruitment events. 2004, 2005, 2006, 2007, 2008.

Western Kentucky University. Curriculum and Instruction MGE clinical Instructor Search Committee. 2006.

Western Kentucky University. CEBS Associate Dean Search Committee member, Summer 2006.

Western Kentucky University. Sigma Xi Student Research Conference. Poster judge. April, 2006.

Western Kentucky University. Teaching Resource Faculty Fund Committee. Spring, 2005.

Western Kentucky University. UCC Committee alternate for Dr. M. Maxwell, 2005.

Western Kentucky University. ECC Committee alternate for Dr. N. Atwell, 2005.

Western Kentucky University. 2004 Committee.

Western Kentucky University. NCATE C&I documentation leader, 2003-2004.

Western Kentucky University. Architecture Group, 2003-2004.

Western Kentucky University. Region II FBLA Conference judge. March, 2006

Western Kentucky University. Region II FBLA Conference judge. April, 2005.

Western Kentucky University. Region II FBLA Conference judge. March, 2004.

Western Kentucky University. Business & Marketing faculty search chair, 2005.

Western Kentucky University. Professional in Residence committee, 2005.

Western Kentucky University. Business & Marketing faculty search committee, 2004.



- 2007 NAME (National Association for Multicultural Ed.) proposal reviewer for 2008 NAME annual meeting. Seven proposals evaluated.
- 2006 NAME (National Association for Multicultural Ed.) proposal reviewer for 2006 NAME annual meeting. Eight proposals evaluated.
- 2006 Reviewer for McGraw-Hill. Higher Education review of the text, *A framework for current and future classroom teachers*.
- 2005-2006 Fulbright mentorship for UK Teacher Exchange Liaison Project. Mentored two UK educators place in Rockford, OH and Boston, MA.
- 2004-2005 Bureau of Indian Affairs Monitor and Evaluator. Mountain Plains Regional Resource Center, Utah State University, Logan, Utah. Collaborated with a team to assess the effectiveness of Reservation Schools in differentiating curriculum and services for students with special needs. (Chitamacha, LA. & Turtle Mtn. Middle and High Schools, MN.)
- 2003-2004 Bureau of Indian Affairs Monitor and Evaluator. Mountain Plains Regional Resource Center, Utah State University, Logan, Utah. Collaborated with a team to assess the effectiveness of Reservation Schools in differentiating curriculum and services for students with special needs. Served as Team Leader for Dennehotso Boarding School Monitoring. (January, 2004)
- 2002-2003 Bureau of Indian Affairs Monitor and Evaluator. Mountain Plains Regional Resource Center, Utah State University, Logan, Utah. Collaborated with a team to assess the effectiveness of Reservation Schools in differentiating curriculum and services for students with special needs (Chief Leschi, WA. and Kickapoo, KS. Schools).
- 2002 Florida State Improvement Grant Institute. Faculty Innovation Institute, Tampa Bay, Florida. Facilitated Nova Southeastern University Education Leadership & Special Education Team.
- 1998–1999 Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa. Consultant for meeting the cognitive and affective needs of gifted and talented students.

#### **CURRENT PROFESSIONAL MEMBERSHIPS**

American Education Research Association (AERA), 1992 to present.

Association for Supervision Curriculum & Development (ASCD), 1997 to present.

British Education Research Association (BERA), 1998 to present.

Fulbright Alumni Association. 2005 to present.

Kentucky Association for Gifted Education (KAGE), 2003 to present.

National Association for Gifted Children (NAGC), 1999 to present.



National Association for Multicultural Education (NAME), 2004-present.