

JOSHUA L. HAWKINS

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EDUCATION

Doctorate of Philosophy: Educational Psychology

Oklahoma State University, Stillwater, OK (2013-Present)

Degree Pending Completion of Requirements

Anticipated completion: **August 2017**

Master of Education: Educational Administration

Southwestern Oklahoma State University, Weatherford, OK

Completed: **August 2012**

Bachelor of Science, Major: Special Education

Southwestern Oklahoma State University, Weatherford, OK

Completed: **December 2001**

Honors: *Cum Laude*

CERTIFICATIONS

Collaborative Institutional Training Initiative (CITI)

SOCIAL AND BEHAVIORAL RESPONSIBLE CONDUCT OF RESEARCH

SOCIAL/BEHAVIORAL RESEARCH INVESTIGATOR

Oklahoma Certification: Standard

SECONDARY PRINCIPAL

SEVERE & PROFOUND/MULTIPLE DISABILITIES

MID-LEVEL ENGLISH

ELEMENTARY PRINCIPAL

MILD-MODERATE DISABILITIES

INTERMEDIATE MATHEMATICS

Crisis Prevention Intervention (CPI)

CERTIFIED INSTRUCTOR: 2010-2016

ADMINISTRATIVE EXPERIENCE

NORTHWESTERN OKLAHOMA STATE UNIVERSITY, Alva, OK

Special Education Program Coordinator

June 2015-Present

Coordinating program activities, course development, and alignment, scheduling courses, advising undergraduates and graduates, and institutional, state, and national reporting.

MORRISON PUBLIC SCHOOLS, Morrison, OK

Assistant Principal

Aug 2014-May 2015

Managing the activities and discipline of the middle school; consulting with both the elementary and high school principals in the coordination and management of the district; providing instructional leadership and supervision for ten teachers; site testing coordinator; conducting professional development

District Alternative Education Director

Aug 2013-May 2015

District Special Education Director

Aug 2012-May 2015

Directing and coordinating the provision of services for approximately ninety special education students; overseeing three teachers, five paraprofessionals, and three consultants; advising teachers and administrators on the best course of action when special education students are involved; serving as liaison between the local education agency and the state department of education; ensuring adherence to and compliance with local and state regulations, policies, and procedures.

TEACHING EXPERIENCE

NORTHWESTERN OKLAHOMA STATE UNIVERSITY, Alva, OK

June 2015-Present

Faculty Instructor

EDUC 2013: *Child and Adolescent Psychology*—Restructured course activities, rubrics, and design

A systematic survey of the growth sequences and behavior patterns normal in our culture at each age level; includes study of the physical, intellectual, emotional, social, and moral aspects of development. The influence of maturation as related to one's biological inheritance and social inheritance are observed in order to derive a basis for determining what constitutes a normal, wholesome development.

EDUC 2413/5263: *Sociological Foundations of Special Education*—Restructured course design

Students explore the basic concepts of individual diversity as well as the historical development of special education. One focus of study will include the theoretical and philosophical basis which provide the underpinnings for current practices in special education. The social systems perspective will include a review of the variations in beliefs, traditions, and values across cultures and emphasize the subtle factors affecting the relationship involving child, family, school, and community. Current trends and hot topics regarding student and parent rights, due process and legal issues, issues in definition and identification procedures will also be investigated.

EDUC 3633: *Assessment in Special Education*—Redesigned course entirely

A practical overview of the assessment process and the concrete, practical skills necessary to assess persons at all levels (PK-12) with mild/moderate disabilities including mild learning disabilities, mild emotional and behavioral disabilities, and mild mental retardation. Ethical concerns relating to assessment and the legal provisions and regulations of the assessment process will be studied. Students will investigate the strengths, weaknesses, and procedures required to implement both informal assessment instruments. The criteria for the selection of assessment tools including the influence of diversity and appropriateness will be studied. Students will learn to interpret data and understand the relationship between assessment, placement, and instructional decisions regarding the individual needs of special learners.

EDUC 3932/5392: *Procedures for Teaching Severe/Profound Disabilities*

An examination of age appropriate and functional skills instruction based on the adaptive skills of students with mental retardation/developmental disabilities. Students will utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques. The course will emphasize culturally responsive functional life skills relevant to independence in the community and employment, including assessing public transportation, cooking, shopping, laundry, functional reading and sexuality.

EDUC 4403/5383: *Professionalism and Ethics in Special Education*—Redesigned course entirely

This course is designed to assist the student in developing and acquiring knowledge and skills in the roles and responsibilities of the learning specialist. Students will explore the relationship of professionals in special education to the persons at all levels (PK-12) with mild/moderate disabilities and their families. The course will emphasize professionalism and ethical considerations regarding responsibilities in the areas of relationships, record keeping, confidentiality, teaming, and advocacy. Areas of study will also include the CEC Code of Ethics and Standards for Professional practice.

EDUC 4453/5373: *Curriculum and Procedures for Teaching Mild/Moderate Disabilities*—Redesigned course entirely

Presents students with opportunities to develop knowledge and skills in instructional and remedial methods, techniques, curriculum materials and the best practice regarding person with mild/moderate disabilities including mild learning disabilities, mild emotional and behavioral disabilities, and mild mental retardation/intellectual disabilities. Students will study the remediation of perceptual, cognitive, language, and processing skills necessary for the acquisition and retention of information. This course emphasizes the development of motor, cognitive, academic, social, language, affective, career, and functional life skills. Students will explore an array of instructional materials and uses for learners at all levels and skills instruction relevant to independent, community, personal living, and employment. The course creates opportunities for students to explore the relationship between assessment data, IEP objectives, and instructional planning which subsequently formulate an effective individualized program of study for persons with mild/moderate disabilities.

EDUC 4480/5500: *Practicum*—Restructured course activities and design

Provides a supervised experience in designing and implementing individualized instructional sessions for a small group of learners with mild/moderate disabilities in the areas of learning disabilities, emotional and behavioral disabilities, and mental retardation/intellectual disabilities. Students will use and develop acquired knowledge and skills as they experience opportunities in the remediation of learning problems, teaming and conferencing with parents and professionals, and the preparation of summary reports and confidential folders.

EDUC 5203: *Educational Practices*

A study of the major philosophies of education which have influenced education from historical times; a study of the development of public education; sociological problems of contemporary times and the implications of the foregoing on curriculum development. Recommended practices for developing curriculum to meet current rules, regulations, laws, and policies. A required core course for most M. Ed. degree options.

EDUC 5212: *Psychology of Teaching*—Restructured course activities and design

Teaching strategies are examined as they relate to the process of learning and the characteristics of the learner. Individual differences due to cultural or ethnic background, handicaps, special talents, and cognitive style are given special consideration. A required core course for most M.Ed. degree options.

EDUC 5782: *Supervision of Instruction*—Redesigned course entirely

Examination and development of skills in the use of effective practices in supervision, group processes, personnel administration, and evaluation of teachers.

OKLAHOMA STATE UNIVERSITY, Stillwater, OK

Jan 2014-May 2016

Graduate Teaching Assistant: Instructor of Record

EPSY 3533: *Motivating Learners*—Redesigned course entirely

Current practices in learner motivation, school age through adult. Developing positive attitudes and building community in classrooms to stimulate motivation of all learners.

MORRISON PUBLIC SCHOOLS, Morrison, OK

Aug 2006-May 2014

Special Education Teacher: High School Coordinator (2006-2014)

Coordinating the educational programs of twenty to forty special education students.

- Advise teachers, provide educational support for students, develop interventions to address specific educational needs, and formulate procedural guidelines regarding specific educational practices
- Mediate between the school, parents, and students addressing various concerns; monitor student progress

Gen. Ed. J-High and High School Math Teacher: Geometry, Algebra I, and Algebra II (2007-2015)**Co-Teacher: Alternative Education Program (2009-2011)****Coach: High School Baseball and Softball (2009-2012)**

Individually managed all duties attendant to a high school athletic team including: fundraising, activity fund maintenance, scheduling, public relations, field and equipment maintenance.

- *District Champions: High School Fast-Pitch Softball (2009, 2011, 2012)*
- *Woodland Tournament Champions: High School Fast-Pitch Softball (2009)*

T. A. HOWARD MIDDLE SCHOOL, Mansfield, TX

Jan 2005-May 2006

Recognized by Texas Monthly magazine as one of the top ten middle schools in Texas

Special Education Teacher

Coordinated the education of nine to eleven severely disabled students with varying degrees of cognitive functioning and behavioral disorders in a self-contained classroom (Functional Academic Life Skills).

- Instituted and maintained a regimented classroom routine that incorporated both academic skills (ranging from pre-k to third grade levels) and functional living skills
- Developed various cross-curricular activities that involved the students in the campus community as well as in the community at large which increased their exposure to the world and their ability to function
- Communicated effectively with parents, special services (OT, PT, Speech Pathologist, Adaptive PE), and administrators to create a team atmosphere where the students could be successful
- Oversaw the activities of two to four paraprofessionals that assisted in the classroom daily

KINGSGATE ELEMENTARY, Oklahoma City, OK

Sep 2002-Dec 2002

Long-term Substitute Teacher

Facilitated the education of second through fourth graders with mild to moderate disabilities.

- Effectively worked within another teacher's pre-existing system while infusing personal methods
- Modified the appropriate grade-level curriculum to suit the needs of each student
- Counseled regular education teachers on possible interventions prior to official assessment

MAYFIELD MIDDLE SCHOOL, Oklahoma City, OK

Jan 2002-Jun 2002

Special Education Teacher

Provided a safe, positive environment in an inner city school where sixth, seventh and eighth graders, primarily LD and MMR, could learn both cognitively and socially. Instructed two sections of English, two sections of math, and one section of science. All classes contained eight to ten students. Team-taught a science section for the annual summer Science and Math Academy held on campus. Prepared lectures and organized multiple activities involving team interaction, problem solving, and creative thinking.

- Modeled the respect that students ought to have for themselves, their peers, and adults
- Fostered self-belief and self-motivation in a community with a pervasive defeatist mentality
- Modified and implemented eleven Individualized Education Plan's—coordinated IEP meetings and behavioral misconduct meetings productively with generally unsupportive and apathetic parents
- Successfully negotiated a number of volatile situations involving violent student behavior

RESEARCH EXPERIENCE

NORTHWESTERN OKLAHOMA STATE UNIVERSITY

Program Co-Director: Why Teach?

Sep 2016-Present

-Oklahoma State Regents for Higher Education grant supported program for HS students.

OKLAHOMA STATE UNIVERSITY

Graduate Research Assistant: Dr. Vogler

Jan 2015-May 2015

-Assisted in data preparation for an ongoing study.

Graduate Research Assistant: Dr. Cho

Aug 2014-Dec 2014

-Officially assisted in the review of three peer-reviewed journal submissions;
-Drafted an IRB as a Co-Principal Investigator on a comprehensive study;
-Created and utilized documents in the solicitation of study participants.

Teacher Motivation: Research Group (Dr. Cho)

Aug 2014-Dec 2014

Humor in Online Education: Research Group (Dr. Vogler)

June 2014-Aug 2014

SERVICE

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
Service Learning Committee
Honors Committee
Teacher Education Faculty Committee

Aug 2016-Present
Aug 2016-Present
Aug 2015-Present

RESEARCH INTERESTS

- Special Education teachers' experiences and resilience
- Teacher retention, attrition, and recruitment
- At-Risk students in rural settings
- Resilience in at-risk individuals: its development and stability
- Student motivation as it relates to continuity of engagement and long-term transitional effects
- Interpersonal relationships—specifically between a significant adult (e.g. teacher, mentor, parent) and the student: long-term adaptability of skills developed during the relationship
- Learning and effective teaching in various contexts

PRESENTATIONS

Albright, E. A., Hawkins, J. L., Christofferson, K. & Vogler, J. (2015, October). *The experiences of teachers during their first semester implementing team-based learning in their undergraduate classrooms*. Poster session presented at the meeting of the Oklahoma Network for Teaching of Psychology, Stillwater, OK.

Hawkins, J. L. (2015, August). *The pedagogy of presence*. Poster session presented at the meeting of the Big XII Teaching and Learning Conference, Stillwater, OK.

Hawkins, J. L. (2016, February). *Why teach?: Mixed messages*. Poster session presented at the meeting of the Oklahoma State Research Symposium, Stillwater, OK.

Hawkins, J. L. (2016, March). *The power of presence*. Poster session presented at the meeting of the Oklahoma Research Day, Tahlequah, OK.

Hawkins, J. L. (2016, October). *Why teach?: Perennial problems, possible solutions*. Talk presented at the meeting of the Oklahoma Association of Colleges for Teacher Education, Norman, OK.

GRANTS

Why Teach?, Oklahoma Regents for Higher Education, \$5845, 2016-2017.

PROFESSIONAL AFFILIATIONS

NATIONAL ASSOCIATION OF SCHOLARS (NAS)	(2016-Present)
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)	(2015-2016)
EDUCATIONAL PSYCHOLOGY STUDENT SOCIETY (EPSS)	(2013-Present)
ASSOCIATION OF AMERICAN EDUCATORS (AAE)	(2012-2016)
CRISIS PREVENTION AND INTERVENTION (CPI)	(2010-2016)
MORRISON COMMUNITY DEVELOPMENT ASSOCIATION (MCDA)	(2011-2015)
LIONS CLUB INTERNATIONAL	(2012-2013)
OKLAHOMA COACHES ASSOCIATION (OCA)	(2009-2012)

AWARDS

- ***Dissertation Writing Workshop: Graduate Award***, Oklahoma State University: 2017
- ***Allgood Family Scholarship***, Oklahoma State University: 2016/2017
- ***Allgood Family Scholarship***, Oklahoma State University: 2015/2016
- ***Top-Tier Fellowship***, Oklahoma State University: 2014/2015
- ***Teacher of the Year***, Morrison Public Schools: 2009
- ***New Teacher of the Year***, T. A. Howard: 2005
- ***Extra Mile Award***, Mansfield Independent School District: 2005
- ***Teacher of the Month***, T. A. Howard: March 2005