

BRENDA MARIE MORTON
Associate Professor
School of Education * George Fox University

EDUCATION

Doctorate in Educational Leadership, George Fox University	2012
<i>Foster youth and post-secondary education: A study of the barriers and supports that led to academic achievement.</i>	
Master of Arts in Teaching, George Fox University	2003
Bachelor of Science in Sociology, Portland State University	2002

PROFESSIONAL LICENSES

Initial Secondary Teaching License, Oregon	Current
Social Studies & English/Language Arts Endorsement, Oregon	Current
K-12 School Administrative Licensure, Oregon	Current

CERTIFICATIONS

Trauma Response Services Post-Doc Certification	2018
Trauma Response Institute, George Fox University	

CONTINUING EDUCATION

Psychological First Aid	2017
The National Child Traumatic Stress Network	
National Dropout Prevention Specialist Certification	2016
National Dropout Prevention Center/Network, Clemson University	

HIGHER EDUCATION EXPERIENCE – GEORGE FOX UNIVERSITY

Director, Master of Arts in Teaching	2016 - 2017
Co-Founder, Trauma Informed School Initiative	2016 - Present
Director of Strategic Partnerships	2012 - 2018
Associate Professor, Teacher Education	2015 – Present
Assistant Professor, Teacher Education	2009 - 2015

HIGHER EDUCATION EXPERIENCE – UNIVERSITY OF TARTU, ESTONIA

Fulbright Scholar	2017 - 2018
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K-12 EXPERIENCE

Teacher, English, Sherwood High School, Oregon	2007 – 2009
Teacher, Language Arts and Social Studies Horizon Christian High School, Oregon	2006 – 2007
Teacher, Language Arts, Social Studies, and Math Horizon Christian Middle School, Oregon	2003 – 2006
Administration, Director of Curriculum & Instruction, Horizon Christian High School	2005 – 2007

PUBLICATIONS

Books – Accepted Manuscript

Berardi, A. & Morton, B.M. (proposal accepted, 2018). *Trauma-Informed School Programming: Developing Trauma-Informed Competencies for Implementation in Educational Environments – K-12 Edition*. E-Book to be published 2019.

Refereed journal articles

Morton, B.M. (2018). The grip of trauma: How trauma disrupts the academic aspirations of foster youth. *Child Abuse & Neglect*, 74, 73-81. <https://doi.org/10.1016/j.chiabu.2017.04.021>

Morton, B.M. (2017). Growing up fast: Implications for foster youth when self-reliance and adulthood collide. *Children & Youth Services Review*, 82, 156-161.

Morton, B.M. & Berardi, A. (2017). Trauma-informed school programming: Applications for Mental Health professionals and Educator partnerships. *Journal of Child and Adolescent Trauma*. <https://doi.org/10.1007/s40653-017-0160-1>

Berardi, A. & Morton, B.M. (2017). Maximizing academic success for foster care students: A trauma-informed approach. *The Journal of At-Risk Issues*, 20(1), 10-16.

Hockett, E. & Morton, B. (2017). When women faculty write: The power of community in scholarship. *ICCTE*, 12(1).

Dee, A.L., & Morton, B. (2017). Defending theory in educator preparation: Readiness for a multiplicity of learners. *Northwest Journal of Teacher Education*.

Morton, B.M. (2016). Engagement: Critical to academic success. *National Dropout Prevention Center/Network Newsletter* 26(2).

Dee, A.L. & Morton, B. (2016). Admissions metrics: A red herring in educator preparation? *Issues in Teacher Education*, (25)1, 73-89.

Morton, B. (2016). The power of community: How foster parents, teachers, and community members support academic achievement for foster youth. *Journal of Research in Childhood Education*, (30)1, 99-112.

Morton, B. (2015). Seeking safety, finding abuse: Stories from foster youth on maltreatment and its impact on academic achievement. *Child & Youth Services*, 36(3), 205-225.

Morton, B., & Birky, G. (2015) Innovative school-university partnerships: Co-teaching in secondary settings. *Issues in Teacher Education*. (24)2, 119-132.

Morton, B.M. (2015). Barriers to academic achievement for foster youth: The story behind the statistics. *Journal of Research in Childhood Education*, (29)4, 476-491.

Morton, B. (2013). Barriers to post-secondary enrollment for former foster youth: How teachers can make a difference, *Northwest Journal of Teacher Education*, 11(2), 44-65.

Samek, L.L., Berardi, A.A., Dee, A.L., Espinor, D.S., **Morton, B.M.**, Bearden, S.R., Song, S., White, W. (2013). From Cosmetic to Metabolized Change: Promoting Paradigm Shifts in a Dominant Culture University, *The International Journal of Diversity in Education*, 13(1), 1-14.

Morton, B., Samek, L., Berardi, A., Espinor, D., Song, S., White, W., Dee, A., Bearden, S. (2013). A Treatise on Diversity in a Dominant Culture University, *The International Journal of Diversity in Education*, 12(3), 105-117.

Book Chapter

Morton, B.M. & Berardi, A. (2018). *Creating a trauma-informed rural community: A university-school district model*. A chapter accepted for a volume in the Current Perspectives on School/University/Community Research Series, Information Age Publishing.

Conference Proceedings

Morton, B. (2018). *Understanding the students we teach: How adverse childhood experiences impact academic achievement*. University of Tartu, Tartu, Estonia.

Manuscripts Accepted (In Process)

Berardi, A. & **Morton, B.** (2019, in process). *Trauma-Informed School Programming in response to the impact of immigration, social upheaval, and community violence*. A book chapter accepted for publication in ICCTE Book: How Shall We Then Care.

Manuscripts Submitted

Berardi, A. & **Morton, B.** (under review) *A multidisciplinary trauma-informed training model for teachers: Bringing mental health and educators together to transform schools*. Submitted to the special issue of the American Journal of Community Psychology.

Morton, B. (under review) Adverse childhood experiences and at-risk for school dropout: Is there a connection? *The High School Journal*.

Morton, B. (under review) *Education: The key to a bright future for foster youth*. A chapter submitted to Academy Books.

AWARDS & RECOGNITION

Journal of Research in Childhood Education Distinguished Education Research Article Award for 2015. The article, "Barriers to Academic Achievement for Foster Youth: The Story Behind the Statistics," was selected by the members of the JRCE Editorial Advisory Board as an illustration of

superior research and excellent writing on a topic of high import for the field.

Recognized at the 2017 Trauma Informed Conference, St. Louis, Missouri, as “Pioneer in the field of education” for creating the Trauma-Informed School Initiative in the state of Oregon.

FELLOWSHIP & GRANTS

Morton, B. (2017-2018). *U.S. Scholar Fulbright Teaching & Research Award to Estonia*. Project: The impact of poverty and trauma on academic achievement: Classroom practices that support vulnerable children. Host institution: University of Tartu in Tartu, Estonia.

Berardi, A., **Morton, B.** & Salazar, B. (2018). Trauma-Informed School Programming Research and Development Center. Submitted to IES, August, 2018. (\$2,938,532.37). Not funded.

Morton, B. & Berardi, A. (2017). *Remote rural education grant*, sub-award with Eastern Carolina University. Submitted to IES, September, 2017. (\$1,000,000.00). Not funded

Morton, B. & Berardi, A. (2017). *Creating Trauma-Informed School Programming Competencies: Skills and dispositions for 21st century education*. A project submitted to the Ford Family Foundation: Child, Youth and Family Division. (\$197,571.44). Not funded.

Morton, B., Carr, K., Rhodes, B. (2015). *Preparing the next generation of teachers*. A proposal funded by the Chalkboard Project for 2015-2016. (\$400,000.00) Renewal grant, Fully Funded.

Morton, B., & Heide, S. (2014). *Quality Teaching and Learning Summer Institute: Pedagogical Practices and Educator Preparation Transformational Teams*, U.S. Department of Education (\$6,700.00). Fully funded.

Morton, B. & Headley, S. (2013). *Literacy within the Content Areas: Building the Capacity of Oregon Teachers in High Needs Schools to Increase Literacy Development in the Content Areas*. 2013-14 Oregon University/School Partnership Grant, funded by Title II, Part A, Teacher and Principal Training and Recruiting Fund, U.S. Department of Education. (\$240,000.00). Fully funded.

Morton, B. (2013). *University Retention and Graduation for former foster youth: A study into the challenges and supports leading to a bachelor's degree*. A proposal funded by The Ruth Landes Memorial Fund. (\$13,000.00). Fully funded.

Morton, B., Carr, K., Rhodes, B., DeBoard, M., Ramirez, P., Pugsley, K., (2013). *Preparing the next generation of teachers*. A proposal funded by the Chalkboard Project (\$690,000.00). Fully funded.

Morton, B., Rhodes, B., Espinor, D., Headley, S., Pugsley, K., DeBoard, M. (2012). *Preparing the next generation of teachers planning grant*. A proposal funded by the Chalkboard Project (\$35,000.00). Fully funded.

FULBRIGHT SPECIALIST ROSTER

Fulbright Specialist Roster - 2/15/2019 - 2/15/2022

INVITED PRESENTATIONS – ESTONIA

Morton, B. (2019). Trauma-Informed Schools: Strategies to help students learn. Training Seminar presented at the University of Tartu Educational Services Department. Tartu, Estonia.

Morton, B. & Jurjen, T. (2019). What is Trauma-Informed?: Knowledge and skills to support traumatized children. Training seminar presented at the University of Tartu, Tartu, Estonia.

Morton, B. & Jurjen, T. (2018). *Trauma in the lives of our students: How Adverse Childhood Experiences (ACEs) impact academic achievement.* University of Tartu, Tartu, Estonia.

Morton, B. (2018). *The intersection of trauma and schooling: How Adverse Childhood Experiences (ACEs) impact academic achievement.* University of Tartu, Tartu, Estonia.

Morton, B. (2018). *Understanding the students we teach: How adverse childhood experiences (ACEs) impact academic achievement.* Educational Support Services Center, Tartu, Estonia.

Morton, B. (2018). *Understanding the students we teach: How adverse childhood experiences (ACEs) impact academic achievement.* University of Tartu, Tartu, Estonia.

INVITED PRESENTATIONS – UNITED STATES

Morton, B. (2019). *The impact of trauma: Lessons learned from foster youth.* A webinar for C3 Career, College, Collaborative, spring, 2019.

Morton, B. (2018). *Trauma and Dropout Risk: The story of one rural school.* Conference presentation to the National Rural Education Association annual conference.

Morton, B. (2018). *The academic impact of trauma: Lessons learned from foster youth.* A presentation at the Reach Higher Summer Summit, Western Oregon University.

Morton, B. (2018). *So, you want to go to college! Now what?!* A presentation at the DREAM conference, Western Oregon University.

Morton, B. (Summer, 2018). *Introduction to trauma-informed pedagogy.* Seminar with School of Education students, George Fox University.

Berardi, A., **Morton, B.**, & Samek, L. (2017). *Trauma-Informed School Initiative: Starting the transition,* Oregon Department of Education symposium for District Improvement Partnership schools, Coos Bay, Oregon.

Morton, B. (2017). *Trauma-Informed School Initiative: Transforming schools.* Trauma Response Social Justice Conference, George Fox University.

Morton, B. (2017). *It's okay to ask for help!: How being vulnerable can lead to academic success.* DREAM Conference, Western Oregon University.

Morton, B. (2017). *Academic challenges, supports, and graduation.* A presentation to foster youth and Department of Human Services District 3 leadership.

Morton, B. & Berardi, A. (2017). *Trauma-Informed Schools.* A presentation to the Oregon Adverse Childhood Experiences Collaborative.

- Morton, B.** (2017). *Trauma and Academic Outcomes for Foster Youth*. A presentation to foster parents, and the Department of Human Services on academic outcomes.
- Morton, B.** (2016). *Barriers to academic achievement for foster youth: The story behind the statistics*. Paper/Research presentation at the Association of Childhood Education International conference in Costa Rica, of manuscript published in their Journal of Research in Childhood Education and awarded Research Article of the Year.
- Morton, B.** (2016). *Thriving in college: What successful students do*. DREAM Conference, Western Oregon University.
- Morton, B.** (2015). *Set yourself up for success!: Supporting foster youth in their freshman year*. DREAM Conference, Western Oregon University.
- Morton, B.** (2014). *What makes foster youth special? How trauma impacts instruction and academic achievement*. Presented at Marylhurst University.
- Morton, B.** (2014). *What successful freshmen do!* Life 101 seminar at West Linn High School.
- Morton, B.** (2014). *University 101 for foster youth*. DREAM Conference, Western Oregon University.
- Morton, B.** (2013). *How might teacher preparation institutions better engage partner district(s) and communities?* Regional International Christian Colleges of Teacher Education conference.
- Morton, B.** (2013). *Co-Teaching in a University-School Partnership*. For presentation at the Chalkboard TeachOregon state forum.

CONFERENCE PRESENTATIONS - REFEREED

- Morton, B.** (2018). *The impact of trauma: Lessons learned from foster kids*. For presentation at the Trauma-Informed Schools Conference, November, 2019.
- Berardi, A. & Morton, B.** (2019). *Trauma-informed programming: A response to the impact of immigration, social upheaval, and community violence*. For presentation at the 19th International Conference on Diversity in Organizations, Communities, and Nations, Greece.
- Morton, B. & Berardi, A.** (2018). *Trauma-Informed Schools: What it means and how to implement in P-12 schools*. For presentation at the Idaho Federal Programs Conference, April, 2019.
- Morton, B.** (2018). *Trauma-informed schools: Rationale, implementation, and stories from the field*. Conference presentation to the National Rural Education Association annual conference.
- Morton, B.** (2017). *The role of mental health on the academic achievement of traumatized children and youth*. Proposal accepted to American Professional Society on the Abuse of Children annual conference.
- Morton, B.** (2017). *When self-reliance becomes a barrier: Why foster youth cannot ask for help*. Proposal accepted to American Educational Research Association (AERA) for annual conference.
- Morton, B.** (2016). *What happened to shop class? How career and technical education can reduce the dropout rate by engaging at-risk students*. Presented at the annual meeting of the National Dropout Prevention Conference.

- Morton, B.** & Berardi, A. (2016). *The missing element of best practice: Trauma-informed*. Presented at the annual meeting of the National Dropout Prevention Conference.
- Morton, B.** & Berardi, A. (2016). *Responding to trauma through a culture of care: Raising a new generation of teachers*. Presented at the annual meeting of Oregon Association of Teacher Educators.
- Dee, A.L. & **Morton, B.** (2016). *Leading the profession: Preparing teacher candidates for professional evaluation defined by Senate Bill 290*. Poster session with Master of Arts in Teaching Full-time format students. Presented at the annual meeting of Oregon Association of Teacher Educators.
- Dee, A.L. & **Morton, B.** (2016). *Teacher candidates, school districts, and Oregon Senate Bill 290: Partnering and preparing for effectiveness*. Presented at the annual meeting of AILACTE.
- Dee, A., & **Morton, B.** (2015). *Why is free public education so expensive?: An exploration of social justice in elementary schools*. Presented at the annual meeting of the Northwest Association of Teacher Educators.
- Morton, B.** & Birky, G. (2015). *Hired! How co-teaching supported disposition development, university mission, and conceptual framework*. Presented at the annual meeting of AILACTE.
- Morton, B.** & Dee, A. (2015). *Liberal arts mission and professional programs: A dichotomy unfounded*. Presented at the annual meeting of AILACTE.
- Dee, A., **Morton, B.** & Headley, S. (2015). *Community connections: Uniting to recruit, prepare and support new educators*. Presented at the annual meeting of the American Association of Colleges of Teacher Education.
- Morton, B.** & Dee, A. (2015). *Indicators of teaching effectiveness: Addressing the gender gap*. Presented at the annual meeting of the Association of Teacher Educators.
- Morton, B.** (2015). *"I don't know how to ask for help": Stories from foster youth on their academic challenges*. Presented at the Association of Teacher Educators.
- Carr, K. & **Morton, B.** (2015). *Recruiting and inducting minority teacher candidates: Challenges and strategies*. Presented at the Association of Teacher Educators.
- Morton, B.**, Headley, S., & Phillips Kalmbach, D. (2014). *Partnering to transform and diversify the Oregon teaching force*. Presented at the Oregon College Access Network Conference.
- Berardi, A., **Morton, B.** & Schubert, M. (2014). *Identifying best-practice strategies to maximize academic success with students in foster care*. Presented at the National Dropout Prevention Network Conference.
- Morton, B.** (2014). *Advocating for at-risk youth: Naming and addressing barriers to academic achievement*. Presented at the National Dropout Prevention Network Conference.
- Birky, G., & **Morton, B.** (2014). *Rethinking educational partnerships: How a university teacher education program and a school district leveraged resources to enhance academic opportunities for students*. Presented at the annual meeting of the Northwest Association of Teacher Educators.
- Dee, A., & **Morton, B.** (2014). *Defining admission metrics: Will measures in CAEP standard 3 make a difference in candidate quality?* Presented at the annual meeting of the American Association of Colleges of Teacher Education.

- Morton, B.** (2014). *Redefining partnerships to support educators: How two community colleges, two universities, and four school districts created a blueprint to enhance the quality of educators in Oregon.* Presented at the annual meeting of the American Association of Colleges of Teacher Education.
- Morton, B. & Espinor, D.** (2013). *University/school partnerships: Working together to support all students.* Presented at the annual meeting of the Oregon School Board Association.
- Morton, B., & Birky, G.** (2013). *Creating mutually beneficial university-school partnerships for teacher education: A unique co-teaching model.* Presented at the annual meeting of the Northwest Association of Teacher Educators.
- Morton, B., & Birky, G.** (2013). *Research findings from a co-teaching partnership between a high school and university teacher education program.* Presented at the regional International Christian Colleges of Teacher Education conference.
- Morton, B., & Birky, G.** (2013). *Re-envisioning clinical practice through partnerships: How co-teaching, co-researching, and co-educating can create a mutually beneficial partnership.* Presented at the annual meeting of The American Association of Colleges for Teacher Education.
- Morton, B., & Dee, A.** (2013). *Evaluating program content: How teacher education prepares classroom-ready candidates for a multiplicity of learners.* Presented at the annual meeting of The Association of Teacher Educators.
- Morton, B.** (2013). *Promoting justice for marginalized youth: Understanding the barriers to academic achievement for foster youth.* Presented at the annual meeting of The Association of Teacher Educators.
- Dee, A., & Morton, B.** (2013). *Rethinking the core program: Preparing classroom-ready educators for a multiplicity of learners.* Presented at the annual meeting of The American Association of Colleges for Teacher Education.
- Morton, B., & Birky, G.** (2012). *Innovative partnerships in teacher preparation programs: Re-thinking the clinical practice model for school improvement.* Presented at the annual meeting of the International Network for School and Community Partnerships.
- Morton, B.** (2012). *What do we really know about educating foster children?* Presented at the annual meeting of the Association of Teacher Educators.
- Dee, A., & Morton, B.** (2012). *Teacher characteristics: Dispositions for success in low socio economic status schools.* Presented at the annual meeting of the Association of Teacher Educators.
- Dee, A., & Morton, B.** (2011). *Teacher presence: Traits and dispositions leading to passion and professionalism.* Presented at the annual meeting of the Association of Teacher Educators.

PRESENTATION PROPOSALS UNDER REVIEW

- Berardi, A. & Morton, B.** (2019). *Preventing a fad: Developing trauma-informed educators.* For presentation at the Association of Teacher Educator Conference, February, 2020.
- Morton, B., & Berardi, A.,** (2019). *Are we preparing teachers for classrooms that don't exist?: A case for trauma-informed competency standards in teacher preparation programs.* Submitted to AACTE, February, 2020.

Morton, B., Berardi, A., & Williamson, R. (2019). *Beyond the Buzz: Successful implementation of trauma-informed practices.* For presentation at the National Rural School Association annual conference, October, 2019.

HIGHER EDUCATION TEACHING

Undergraduate Courses

Liberal Arts & Critical Thinking SP 2013, 2014, 2016
This course is an advanced liberal arts course integrating the varied strands of general education in a rich capstone integrative common experience for seniors.

Knowing and Being Known F 2014, 2015, 2018
A freshman course focusing on introduction to higher education.

Grant Proposal Writing F 2013, 2014, 2015, 2018
This course provides instruction for the development and submission of a grant proposal for nonprofit agencies.

Introduction to Trauma and Education F 2018
This course focuses on developing knowledge, skills, and dispositions to meet the academic and social functioning needs of students who have been impacted by trauma.

Senior Seminar SP 2019
This is a senior seminar for Education majors. Topics include current trends and issues in education; connection of theory to practice; research in K-12 classrooms; ethics; career, employment, and self-care.

Teaching As A Profession SP 2018
An introduction course for those planning to enroll in a Master of Arts in Teaching program or considering teaching as a profession. Students will expand their understandings of the field of education and the role of teachers through class topics and experiences.

Graduate Courses

The Professional Educator SP 2010, 2012; SU 2016, 2017
An introduction to the characteristics and role of the professional educator in today's society.

Structures for Teaching and Learning SU 2009, 2010, 2011, 2016; F 2015, 2018
This is a foundation course, focusing on teaching strategies and methodologies.

Teaching Diverse and Special Populations SP 2009,2014; SU 2010, 2015, 2016; F 2010
Introduction to a multiplicity of students and students' needs. It provides context for approaching situations, and challenges with specific skills for facilitating learning for all students.

Issues in Human Development F 2009, SP 2010, SU 2018

The course is designed to examine the principles of human development, infancy through adolescence. Specifically, the course will explore the areas of physical, cognitive, and psychosocial development with a focus on classroom application

Action Research I & II (MAT & MEd.) F 2010, 2012, 2013; SP 2013, 2015, 2016, 2017

Action research is the process of inquiry leading to the improvement of our own personal teaching practice. This course is designed to move you on your way towards empowerment, as you become a teacher-researcher.

Learning Theory F 2009, 2010

Theories of learning and associated teaching applications are explored with a focus will on views of knowledge, the learner, and the nature of learning and teaching.

Curriculum & Instruction (MAT & MEd.) SU 2009, 2010, 2012, 2016, 2017; F 2015, 2018

This course focuses on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching and learning

Social Studies Pedagogy F 2009, 2010, 2011, 2012; SU 2012

This course is designed to provide the student with opportunities to develop techniques and strategies that will increase the quality of their content specific instruction.

Rethinking High School F 2011

This course focuses on identifying what is and what is not working for high school students and identifying potential solutions.

Clinical Practicum I & II SP 2011; F 2012, 2013, 2016, 2018; SU 2014, 2015, 2017

This series provides support and supervision to a cohort of students in their K-12 school settings.

Professional Seminar SP 2011, SP 2013

This course focuses on job search, interview techniques, ethics, and professional development.

Introduction to Traumatology & Trauma-Informed Care F 2016, SP 2019

This is an introduction to trauma, neurobiology, and the impact on neurodevelopment, resulting in academic and emotional regulation challenges.

Best Practices in Trauma-Informed Care F 2016, SP 2019

This course prepares the student to design a trauma-informed classroom, including an action plan, implementation plan, identified outcomes, and assessment.

Trauma-Informed Classroom Management Methods SP 2018

Requires the student to understand and name brain function and encourages a response that pairs authority with compassion.

Trauma-Informed Implementation – Coaching SP 2018

Reinforces trauma-informed practices through classroom observations, debriefing, and ongoing classroom support.

Trauma-Informed School Culture & Discipline SP 2019

Participants identify the purpose for discipline, critically analyzing definitions and methods of discipline, and re-envisioning its purpose and methods through a trauma-informed model.

Trauma-Informed Practices – Data Gathering & Analysis SP 2019

This course provides educators with the opportunity to implement trauma-informed practices, and collect data on the efficacy of those practices on the academic and social functioning of their students.

International Courses

Evidence-Based Interventions for Social, Emotional, and Behavioral Difficulties SP 2018

This course addresses theories and interventions used to help learners with SEBD. Trauma-informed practices will be presented, including neurobiological theories, strategies, and classroom practices. Taught at the University of Tartu, Estonia.

Becoming Trauma-Informed SP 2018

This course will provide participants with an introduction to trauma and how that trauma dramatically alters the development of the brain. Questions explored in this course will include: What is trauma? How does it damage the brain? Can that damage be reversed? What strategies are needed to support students? And, how do I care for myself while supporting students who have deep needs? Taught at the University of Tartu, Estonia.

DISSERTATION COMMITTEE

Heide, S. *Tillamook school district/George Fox University collaborative partnership: An immersion practicum in a rural school district*. Dissertation defended Spring, 2017, George Fox University, Newberg, Oregon.

THESIS ADVISING

Kerb, B. *The awareness of Estonian teachers about the impact of childhood trauma on the student and their attitudes and beliefs for traumatized students*. A thesis by B. Kerb for submission Spring, 2019, University of Tartu, Estonia.

CURRENT RESEARCH

Morton, B. & Enzinger, N. *SmarterBalance and math class: Exploring deficits and identifying strengths*. A collaborative research project with Chehalem Valley School District and Master of Arts in Teaching students to examine SmarterBalanced test scores, mathematical identity, and social justice. This research will begin in January, 2019.

Morton, B. *Teacher preparation and adverse childhood experiences; an exploration into those who choose to teach.* Data is being collected during each trauma seminar I present at George Fox University. In August, 2019, data will be analyzed.

Morton, B. & Berardi, A. *Evaluating the impact of trauma-informed strategies and methodologies implemented in K-12 schools.* Data is being collected with each two school districts we are currently working with. Eight other districts have agreed to share data when we begin trauma classes in the spring, 2019.

JOURNAL MANUSCRIPTS IN DEVELOPMENT

Morton, B. *Adverse childhood experiences and at-risk for school dropout: Is there a connection?* The manuscript is 80% complete. I need to finalize the findings and discussion sections.

Berardi, A. & **Morton, B.** *Evaluation of knowledge, skills, and dispositions, of teachers in a district interested in adopting trauma-informed competencies and culture.* This manuscript is 40% complete. Data has been collected and coded. Data is now being prepared for a content validity test to be performed this spring. A final write up will follow.

BOOK MANUSCRIPT IN DEVELOPMENT

Morton, B. *Trauma impacted voices: A guide for working with vulnerable youth.* This manuscript is in development. The table of contents is complete and potential publishers have been identified. Will submit this manuscript by December 31, 2019.

SERVICE TO THE PROFESSION

Guest Editor

National Dropout Prevention Center/Network - October 2016 quarterly edition

Topic: *Engagement as dropout prevention for youth at-risk for dropping out.*

Peer Review for Academic Journals

Children and Youth Services Review

Social Work Journal

Child Welfare Journal

Journal of Research in Childhood Education

Journal of Learning and Individual Differences

Journal of Youth & Society

Fulbright U.S. Scholar Review Committee

Regional Peer Reviewer for Estonia, Sweden, Finland, Denmark, and Latvia for 2019-2020 grants. Washington, D.C. November, 2018.

K-12 Research

Dropout Prevention: Sheridan School District – research project with the district to create a profile of students who have and who are at risk of dropping out, 2016

K-12 Service

Site-Council – 2018-2019 Chehalem Valley Middle School, Newberg School District.

K-12 Professional Development

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with Lane Middle School, Portland, Oregon, October, 2018 – May, 2019.

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with the Chehalem Valley Middle School, August 31, 2017

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with the Tillamook School District, October 26, 2016

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with the Tillamook School District, October 14, 2016

Morton, B. Co-Teaching Professional Development instruction with teachers and administrators from Sherwood School District, 2011 – 2015

Morton, B. & Birky, G. Co-Teaching Professional Development instruction with teachers, administrators, and specialists from the Newberg School District, 2011 – 2015

Morton, B. & Heide, S. Co-Teaching Professional Development instruction with teachers and administrators from the Woodburn School District, 2012-2015

Morton, B. & Heide, S. Co-Teaching Professional Development instruction with teachers and administrators from the Tillamook School District, 2012-2015

K-12 Trauma-Informed Training to inservice teachers

Tillamook (OR) School District Cohort, 2016 - Present

Astoria (OR) School District, 2019

Jewell (OR) School District, 2019

Knappa (OR) School District, 2019

Nestucca (OR) School District, 2019

Seaside (OR) School District, 2019

Warrenton-Hammond (OR) School District, 2019

Professional Committee Work

Oregon Department of Education, High School Success Plan Peer Reviewer - 2018

Chief Education Office Stakeholder Group – Trauma-Informed Practices, 2015 - 2017

Oregon Department of Education High School Graduation Advisory Group, 2015 - 2017

Foster Care Ombudsman Advisory Group, 2016 - present

Oregon Department of Human Services Independent Living Program Policy Setting Workgroup - Education, 2015

Chair, Oregon Alliance of Independent Colleges & Universities, 2014 - 2017

Oregon Educator Workforce Data Team, an Oregon Department of Education/Oregon Education Investment Board state committee, 2014 - 2015

Oregon Educator Preparation Summer Institute Committee, an Oregon Department of Education/Oregon Education Investment Board state committee, 2014

Teacher Standards and Practices Commission / Oregon Association of Colleges of Teacher Preparation Teacher Work Sample Committee, 2014 - 2015

UNIVERSITY SERVICE - GEORGE FOX UNIVERSITY

Scholarship / Fulbright & Fellowship Advisor, 2018 - 2019

Trauma-Informed Presentation to faculty, 2018

Peer Review, 3rd year faculty review committee, 2018

Chair, Tenure faculty review committee, 2016

Grant writing workshops for George Fox faculty, 2015, 2018

Department of Professional Studies Strategic Planning Team, 2015

General Education Committee, 2014 - 2015

President's Strategic Planning Committee, 2014

Faculty Senate, Graduate Representative, 2013 - 2017

Chair, 3rd year faculty review committee, 2013

College of Education Leadership Team, 2012 - 2016

School of Education Diversity Committee, 2010 - 2014

Hispanic Initiatives Committee, 2012 - 2013

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA) 2014 - Present

American Association for Colleges of Teacher Education (AACTE) 2012 - 2016

Association of Teacher Educators (ATE) 2011 - 2016

National Dropout Prevention Center (NDPC) 2013 - Present

National Rural School Association (NRSA) 2018 - Present

PROFESSIONAL NETWORK

Research-To-Policy Collaboration, 2019 – present

A network of professionals committed to researching, sharing, advocating, and partnering with policy makers on behalf of all children. www.research2policy.org