

Katy Turpen, EdD
Assistant Professor
Elementary Education Degree Completion
kturpen@georgefox.edu

EDUCATION

Doctorate of Instruction Design and Development

2018 George Fox University Newberg, OR

Masters of Arts in Teaching

2001-2002 George Fox University Newberg, OR

Bachelors of Art in Psychology, Minor in Spanish

1997-2001 George Fox University Newberg, OR

CERTIFICATION

Oregon Initial I Elementary Certificate and Oregon Initial I Middle Certificate

Middle Level: Middle School Language Arts

Middle Level: Middle School Social Studies

Middle Level: Multiple Subjects

Elementary: Multiple Subjects Self-Contained

TRAINING

Strategies for Increasing Interaction & Engagement Self-Paced Workshop

2018 Online Learning Consortium Online

edTPA Training

2017, 2015 Pearson Online

Leadership Institute

2014-15 George Fox University Newberg, OR

Power Strategies for Effective Teaching

2010 McMinnville School District McMinnville, OR

Vicki Spandel The 9 Rights of Every Writer Book Study

2009 McMinnville School District McMinnville, OR

Jeff Anderson Mechanically Inclined Book Study

2009 McMinnville School District McMinnville, OR

Project CRISS Training
2008 McMinnville School District McMinnville, OR

Differentiated Instruction Workshop I and II
2006-2007 Willamette University Salem, OR

SIOP Training
2004 McMinnville School District McMinnville, OR

WEB Training
2003 Boomerang Project Santa Cruz, CA

K-12 TEACHING EXPERIENCE

Duniway Middle School
2002-2011 McMinnville School District McMinnville, OR

- Sheltered Literacy and Social Studies Class
- Social Studies 6th, 7th, and 8th grades
- Literacy 6th, 7th, and 8th grades

HIGHER EDUCATION TEACHING RELATED EXPERIENCES

George Fox University Assistant Professor MAT, MEd, and ELED Programs
Newberg OR *2008-Current*

Assessment Workshop MAT

Focus on formative and summative assessment tools using a variety of hands-on methods.

Classroom Assessment: Assessing and Planning for All Learners MAT

Building on the conceptual ideas of Assessment for Learning, this course focuses on the idea that assessment is a collaborative process that involves the student, teacher, and other stakeholders in a collaborative experience that is designed to empower student success. The four dimensions of background knowledge, language abilities, academics, and behavior assessments will provide the impetus for a course which investigates, develops, and plans assessments for all students, specifically including English language learners, special education students, talented and gifted students, and mainstream students. A wide diversity of classroom assessments will be explored. Additionally, the use and interpretation of standardized assessments will be examined. Through direct practice, teacher candidates will gain insights into identification, placement, monitoring and exiting criteria for ELL students according to federal and state policies; and will be prepared to implement fair and realistic accommodations/assessments in the mainstream classroom.

Christian Faith and Thought

ELEd

The class focuses on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people.

Classroom Management and Behavior Support

MAT

Intensive and hands-on instruction regarding individual and group management strategies, behavior analysis, modifications of environment, preventative strategies, positive behavioral support systems for all students.

Classroom Management Workshop

MAT

Application of best practices to enhance and improve student teacher performance in the classroom by giving students effective tools to use in managing a classroom.

Cohort Leading

MAT, ELEd

Building community, advocating for students, mentoring and guiding teacher candidates through their preliminary licensure experience.

Curriculum and Assessment

MEd

This course will focus on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching, learning and assessment. There will be an emphasis on the development and implementation of an integrated interdisciplinary unit for the candidate's specific teaching or educational assignment that utilizes concept-based curriculum strategies and instructional techniques to "teach beyond the facts for the thinking classroom."

Curriculum Design with ESOL

ELEd

Working within the differentiation framework (background knowledge, language, academic and behavior) BLAB, this course examines and applies the concepts and instructional strategies that are essential for the academic achievement of our students from cultural, diverse, language, behavioral and academic backgrounds. Specific emphasis is devoted to the success of our exceptional students and our second language learners.

Elementary Mathematics Methods

MAT

Study of instructional strategies and the design, implementation, and evaluation of math curriculum for early childhood and elementary classrooms. Emphasis is given to assessment, and tiered instruction.

Foundations for Literacy

MAT

Facilitating an understanding of foundations in reading, writing and communication development and instruction. The emphasis is on assessment, RTI, and SpEd.

History and Foundations of Literacy Learning

MAT

Thoughtful classroom practice depends on sound theory. This course examines some current competing theories, looks at the implications of various literacy theories as they impact classroom decision making, and, through reading and discussion, develop a

personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

Human Development for Elementary Teachers *MAT*

Creating an understanding with developmental psychology and learning theory. Introduction to foundations in learning theory and their connections to developmental psychology and learning theory.

Language and Literacy Foundations *MAT*

Foundational instruction in reading, writing and communication development and instruction. Emphasis is given to assessment, and tiered instruction.

Language Arts and Social Studies Methods *MAT*

Instructional strategies and the design, implementation, and evaluation of language arts curriculum for early childhood and elementary classrooms.

Literacy for Children and Adolescents *ELEd*

This course provides an overview of children's and adolescent literature and its use in culturally responsive teaching. Children's and adolescent literature will be explored as a method to provide culturally responsive teaching in relation to diversity and critical literacy areas.

Multiple Intelligences Workshop *MAT*

Integrative workshop teaching the nine multiple intelligences and how to implement these intelligences in lesson plans.

Reading and Writing Methods I *ELEd*

This course creates a foundation for teaching listening, speaking, reading, and writing in all grades with a focus on beginning readers and writers. Theory, learner development, diversity, and content knowledge will be applied in lesson and unit planning and in teaching children in the placement. Assessment, planning, teaching and reflection will be modeled and experienced in classroom settings using the CCSS, best practice and attention to the needs of all learners.

Reading and Writing Methods II *ELEd*

This course builds on the foundation gained in Reading and Writing I and focuses on grade 3-8 readers and writers. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children in the placement. Assessment, planning, teaching and reflection will be modeled and experienced in classroom settings using the CCSS, best practice and attention to the needs of all learners.

Research Courses *MAT*

Graduate level research introduction. Students learn to design and implement action research projects for the practicum using triangulated data

Senior Seminar

ELEd

This course assists teacher candidates to synthesize their foundation, methods and content background during the full time clinical experience, including content to prepare the teacher candidates as they transition into the teaching profession. The course content is presented in a professional development workshop while encouraging an understanding of the need for continued growth as teaching professionals as well as additional information on classroom management and differentiation, etc.

Student Teaching I and II

MAT, ELEd

The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and completion of a work sample is required. The work sample is a written documentation of the student's ability to teach all students. The practicum is scheduled 5 days a week.

Structures for Learning

MAT

Introduction to structures for teaching and learning, lesson planning, unit construction, instructional methods and strategies, differentiation. SPed emphasis on high incidence disabilities.

Supervising

MAT, ELEd

Directing, and mentoring students through their practicum experiences using data to improve their practice.

Teaching in the Middle

MAT

A study of structures, strategies, issues, designs, and possibilities for the organization of middle schools and implementation of curriculum to meet the specific needs of mid-level students.

Teaching Schooling and Learning

ELEd

An overview of history and diverse social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Survey of learning theories and possible applications in the elementary classroom are explored.

The Professional Educator

MAT

Historical foundations, theory, school law and policy, ethics, and an introduction to exceptionalities in the classroom and in the law.

Trends and Methods of Early Childhood Education

MAT

This course provides an overview of early childhood as a profession in relation to its historical, philosophical and social foundations. Students will examine how these functions influence current thought and be able to translate those theories into practice.

ADMINISTRATIVE RESPONSIBILITIES

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| Redmond School District Partnership | 2017-present |
| Jefferson County 509J District Partnership | 2016-present |
| Director of Elementary Education | 2016-Present |
| Elementary Education Redesign | 2017 |
| Director of Madras ELED | 2015-16 |
| Curriculum Development MAT | 2014-15 |
| MAT Practicum Facilitator | 2013-15 |

COMMITTEE WORK

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| ELED Revision George Fox University | 2017 |
| ELED Student Support Committee George Fox University | 2015-present |
| MeD Revision Committee George Fox University | 2014-15 |
| George Fox University Professional Development Committee George Fox University | 2012-2016 |
| ToTL Committee Member | 2015 |
| OMLC Committee Member | 2015 |

SCHOLARSHIP WORK

Turpen, K. & Heide, S. (2019, March). "Redefining Accountability Through the Lens of Equity." Presentation at the Oregon Association of Teacher Educators, Portland, OR.

Molitor, K., Turpen, K., & Wheaton, K. (2018, November). "A Formative edTPA Model to Support the Diverse Needs of Candidates." Presentation at the edTPA Statewide Conference: Equity, Corvallis, OR.

Turpen, K. (2018). *Examining the lived experiences of nontraditional students in a teacher education program*. (Unpublished doctoral dissertation). George Fox University, Newberg, OR.

Turpen, K. (2018, March). "A Workshop Model." Presentation at Eastern Oregon University, LaGrande, OR.

Turpen, K., Heide S. & Wyland, C. (2017, April). "Teacher Pathway Partnerships." Presentation at COSA, Seaside, OR.

Turpen, K. (2017, August). "How to Avoid Teacher Burnout." Presentation at Headstart Program, Burns, OR.

Turpen, K. & Heide, S. (2017, April). "Grow you Own: A Warm Springs George Fox Partnership." Presentation at Warm Springs k-8 Academy, Warm Springs, OR.

Turpen, K. & Molitor, K. (2017, March). "edTPA Innovation: Creating a Comprehensive Program." Presentation at ORATE, Portland, OR.

Turpen, K. (2016, April). "The Multimodal Child." Presentation at the Early Learning Conference, Bend, OR.

Turpen, K. (2016, April). "Tiering Instruction to Meet the Needs of Diverse Learners." Presentation at Oregon Headstart Convention, Bend, OR.

Turpen, K. (2016, February). "Backward Design." Presentation at the Portland International School, Portland OR.

Turpen, K. (2015, April). "Tiering Instruction to Meet the Needs of all Students." Presentation at the McMinnville Headstart Program, McMinnville, OR.

Turpen, K. (2015, April). "Building on the Strengths of Learners to Enhance Educational Experience." Keynote address at the Oregon Headstart Convention, Bend, OR.

Turpen, K. (2015, March). "Transforming Practice by Developing Relationships with Diverse Populations in our Communities." Presentation at HETL, Salt Lake City, UT.

Turpen, K. (2013, March). "Differentiated Instruction." Presentation at Robert Gray Middle School, Portland, OR.

UNACCEPTED PROPOSALS

Heide, S. & Turpen, K. (2018). "Intentional University and District Collaboration to Support Rural Districts." Submitted conference proposal to the American Association of Colleges for Teacher Education.

CONSULTING

Behavior Consulting and Teacher Support Headstart, Burns, OR 2017- Present
Consulting has include classroom observation, one-on-one teacher coaching, building-wide student support and email check-ins.

HONORS AND REWARDS

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| George Fox University Faculty Achievement Award | |
| <i>Graduate Teacher of the Year</i> | 2014 |
| <i>Nominations</i> | 2013, 2015, 2016 |
| Rotary Outstanding Educator | 2007 |
| Walmart, Yamhill County Teacher of the Year | 2006 |
