

# Amber J. Adgerson

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## FORMAL EDUCATION

**August 2018 – May 2023** Doctor of Philosophy, 2023  
**4.0/4.0 (84 hours)** *Teaching and Learning*  
University of South Carolina (UofSC)  
1600 Hampton Street  
Columbia, SC 29208

**May 2012 – May 2013** Master of Education, 2013  
**4.0/4.0 (36 hours)** *Divergent Learning*  
Columbia College  
1301 Columbia College Drive  
Columbia, SC 29203

**August 2005 – May 2009** Bachelor of Science, 2009  
**3.5/4.0 (126 hours)** *Elementary Education*  
Winthrop University  
701 Oakland Avenue  
Rock Hill, SC 29733

## WORK EXPERIENCE

### Tenure-Track Appointments

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#### **Assistant Professor of Elementary Education** (August 2023 – Present)

*University of North Dakota*

- Providing instruction, advising, mentorship, and supervision to undergraduate and graduate-level students.
- Conducting research focused on virtual STEM education, teacher education, gifted education, equity in education, and teacher educator identity.
- Engaging in a variety of scholarly and creative activities.
- Navigating multiple service roles within the program, department, college, and university.
  - University Assessment Committee (September 2023 – Present)
- Contributing to program, department, college, and university-wide initiatives.
  - Promoting the vision of the UND Leads Strategic Plan.

### Instructor of Record

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#### **EDEL 440: Elementary Mathematics Instruction**

*University of South Carolina*

Approaches, materials, and methods for teaching mathematics in elementary grades.

#### **T&L 432: Learning Environments**

*University of North Dakota*

The purpose of this class is to study psychological, social, and cultural factors that influence classroom behavior and to examine elements that contribute to a positive learning environment. An additional 15-hour field experience is required for the course over a three-week period.

## **T&L 474: STEM Concepts in the Elementary Classroom**

*University of North Dakota*

Elementary school teachers must know and understand the fundamental concepts and practices in all domains of science (physical, life, earth, and space sciences), as well as how technology, engineering, and math are integrated into this subject matter so that they can plan and effectively implement meaningful and engaging STEM learning experiences for their students. This course provides a foundation in the science content necessary for elementary teachers to know through a hands-on, inquiry-based approach. Further, it introduces students to effective teaching strategies for not only integrating the components of STEM across all science domains but for making STEM accessible for diverse learners as well.

## **Research Appointments**

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### **Data Analyst Intern (May 2022 – May 2023)**

*State of South Carolina*

- Evaluated statewide educational progress and school climate for diverse school communities.
- Employed mixed-methods research designs to support and assess statewide educational initiatives.
- Monitored policies and regulations as set forth by the U.S. DOE Office for Civil Rights.
- Created training materials and deliverables for educational leaders and policy-making stakeholders.
- Utilized data analysis software (Qualtrics, Tableau, Visual Code Studio) to find emergent patterns and trends within educational data sets.
- Facilitated focus groups with stakeholders to assist with survey development and revisions.
- Created and shared legislative reports with Education Oversight Committee members and staff.

### **Graduate Research Assistant (June 2020 – May 2022)**

*University of South Carolina*

- Operated as the sole graduate research assistant for a U.S. DOE Teacher Quality Partnership (TQP) Grant to support a rural teacher education program (Carolina Transition to Teaching).
- Collected and analyzed research data with faculty to support equitable program outcomes.
- Applied the six core principles of improvement science with Winthrop University faculty and the Research, Evaluation, and Measurement Center (REM) staff at UofSC.
- Submitted proposals and presented at regional and national conferences.
- Assisted with the publication of peer-reviewed manuscripts.
- Implemented a strengths-based programming approach with teaching residents and K-12 students.
- Provided professional development and support to rural, non-traditional teaching residents and coaching teachers affiliated with the grant project.
- Provided Praxis® and teaching certification support to individuals from disenfranchised communities.
- Helped to facilitate the recruitment and retention efforts for the program.
- Created and maintained the social media calendar for grant compliance, program branding, and recruitment purposes.

## **Clinical Appointments**

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### **University Supervisor – Fall I and Spring II Internships (Fall 2020 – Spring 2022)**

*University of South Carolina*

- Served as the primary contact person during MAT teaching internships by collaborating with rural school leadership teams, coaching teachers, and teaching residents.
- Provided coaching teachers and teaching residents with teacher evaluation system updates, training, and mentoring as needed.
- Submitted required paperwork and evaluation forms to document teaching residency experiences.
- Assisted with the development of action plans for teaching residents with multilingual needs.

### **Professional Development Schools (PDS) Network University Liaison (Fall 2021 – Spring 2022)**

*University of South Carolina*

- Served as the broker between UofSC and Bridge Creek Elementary School to strengthen the PDS

- partnership.
- Engaged with school leadership concerning culturally relevant teaching, learning practices, and school improvement initiatives.
- Participated in the implementation of Bridge Creek Elementary School's professional development goals.

## K-12 Teaching Experiences

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### **Elementary and Middle School Teacher** (August 2009 – June 2020)

*Fort Mill School District (FMSD) – Charlotte, NC Metropolitan Area*

- Taught 6<sup>th</sup> grade math and science.
- Taught 4<sup>th</sup>-5<sup>th</sup> grade math, science, ELA, and social studies.
- Served as the content area chair for the 6<sup>th</sup> grade science department.
- Served as the 5<sup>th</sup> grade team chair.
- Designed and implemented individualized instructional plans, based on district protocols, for homebound students.
- Provided care, supervision, and instruction at the district “Lunch & Learn” program (grades K-5).
- Completed coursework to receive a gifted and talented teaching certificate endorsement.
- Designed and implemented coursework for general and gifted and talented student populations.
- Received training in the Mentoring Mathematical Minds Project (M<sup>3</sup>) curriculum.
- Received training to become a Project Lead the Way (PLTW) Launch Teacher.
- Trained in the Junior Great Books literacy curriculum.
- Completed Words Their Way coursework.
- Served on the Fort Mill Elementary School Improvement Council (2012-2013 school year).
- Proctored state and local assessments.
- Acted as a district 2016 Science Textbook Adoption Committee Representative.
- Attended the 2014 SC EdTech Conference on behalf of district.

## PUBLICATIONS

### Peer-Reviewed Articles

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Roy, G., Guest, J., Baker, M., Compton-Lilly, C., **Adgeron, A.**, Crooks-Monastra, J., Carolina Teaching Collaborative. (2023). Compelling cases: The complexities of a paraprofessional becoming a teacher. *Teacher and Teacher Education*.

Thompson, S., Curcio, R., **Adgeron, A.**, Harbour, K., D’Amico, L., West, H., Roy, G., Baker, M., Guest, J., Compton-Lilly, C. (2022). Virtual summer institutes as a method of rural science teacher development. *Theory & Practice in Rural Education*, 12(2), 153-178. <https://doi.org/10.3776/tpre.2022.v12n2p153-178>

D’Amico, L., West, H., Baker, M., Roy, G., Curcio, R., Harbour, K., Thompson, S., Guest, J., Compton-Lilly, C., **Adgeron, A.** (2022). Using improvement science to implement and evaluate a teacher residency program in rural school districts. *Theory & Practice in Rural Education*, 12(1), 83–104. <https://doi.org/10.3776/tpre.2022.v12n1p83-104>

### Peer-Reviewed Book Chapters

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**Adgeron, A.**, Harbour, K. (2023). Supporting an emerging identity through a virtual third space: The informal mentorship between a novice teacher educator and experienced mentor. In B. Butler, J. Ritter, A. Cuenca (Eds.), *How teacher educators learn: Profiles in emerging teacher educator learning* (accepted)

### Published Reports

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**Adgeron, A.** (2023). *Educational performance of military-connected students in South Carolina*. South Carolina Education Oversight Committee. [https://eoc.sc.gov/sites/eoc/files/Documents/Military\\_connected/MilitaryCS%20Report.pdf](https://eoc.sc.gov/sites/eoc/files/Documents/Military_connected/MilitaryCS%20Report.pdf)

**Adgeron, A.** (2023). *Analysis of South Carolina school climate survey free responses*. South Carolina Education Oversight Committee. <https://www.scstatehouse.gov/agendas/125j12628.pdf>

**Adgeron, A., & Lavery, M.** (2022). *Parent climate survey report: 2020-2021 and 2021-2022 school years*. South Carolina Education Oversight Committee. [https://eoc.sc.gov/sites/eoc/files/Documents/Parent%20Survey%20Reports/Parent%20School%20Climate%20Survey%20Report%20\(2022%2008%2007%20-%20with%20appendices\).pdf](https://eoc.sc.gov/sites/eoc/files/Documents/Parent%20Survey%20Reports/Parent%20School%20Climate%20Survey%20Report%20(2022%2008%2007%20-%20with%20appendices).pdf)

## AWARDS & HONORS

**2023 Ph.D. in Teaching and Learning Outstanding Research Award**  
*University of South Carolina*

**2022 Clinical Practice Fellow**  
*Association of Teacher Educators (ATE)*

**2020 Eddie B. Griffen Memorial Award for Outstanding Graduate Student Position Paper**  
*Southeastern Association for Science Teacher Education (SASTE)*

**2019 Invited Scholar – 26<sup>th</sup> Annual Institute on Teaching and Mentoring**  
*Southern Regional Education Board (SREB)*

## GRANTS & FELLOWSHIPS

**Foundation for Fort Mill Schools Grant Recipient** – awarded  
Topic: Upper-Elementary Video Projects and Products

**The Editing Press Laura Bassi Scholarship** – awarded a partial fee waiver

**Southern Regional Education Board State Dissertation Award** – applied  
Topic: Virtual Summer STE(A)M Camps: An Exploration of the Self-Efficacy, Motivation, and Workforce Skills of Black Male Middle-School Students in Rural and Suburban Contexts

**AERA Minority Dissertation Fellowship in Education Research** – applied  
Topic: Virtual Summer STE(A)M Camps: An Exploration of the Self-Efficacy, Motivation, and Workforce Skills of Black Male Middle-School Students in Rural and Suburban Contexts

**Southern Regional Education Board State Doctoral Scholars Program** – applied

## PRESENTATIONS

Peer-Reviewed Presentations

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**Adgeron, A., & Harbour, K.** (2023, February). *The informal mentorship between a novice mathematics teacher educator and experienced mentor*. Chapter presented at the Association of Mathematics Teacher Educators Annual Conference. New Orleans, LA.

**Adgeron, A.** (2023, January). *Analysis of South Carolina school climate survey free-responses*. Report presented to the State of South Carolina Academic Standards and Assessments Committee. Columbia, SC.

**Adgeron, A.** (2022, August). *South Carolina school climate report to South Carolina Education Oversight Committee*. Report presented at the South Carolina Education Oversight Committee Annual Retreat. Hartsville, SC.

D'Amico, L., West, H., Baker, M., Roy, G., Fan X., **Adgeron, A.**, Compton-Lilly, C., Curcio, R., Harbour, K. E. Harbour, Guest, J., & Thompson, S. (2022, April). *Advancing teacher recruitment and retention: Using improvement science to develop a teacher residency program*. Paper presented virtually at AERA Annual Meeting Showcasing Plural Perspectives on the Scholarship of Improvement: The Improvement Science SIG Roundtable” Roundtable Session.

Thompson, S., & **Adgeron, A.** (2022, March). *Examining virtual rehearsals and practice science teaching as support systems for rural elementary teacher residents*. Paper presented at the National Association for Research in Science Teaching Annual International Conference. Vancouver, BC.

Crooks-Monastra, J., Fan, X., D'Amico, L., Costner, K., **Adgeron, A.** (2022, March). *STEM teachers' experiences with COVID: How it shaped their teaching and career intentions*. Paper presented virtually at the South Carolina Educators for the Practical Use of Research 34<sup>th</sup> Annual Conference.

**Adgeron, A.**, & Thompson, S. (2021, October). *Mitigating rural teacher shortages: The conceptualization of a responsive teacher preparation program within a school-university partnership*. Virtual presentation at Professional Development Schools Southeastern Regional Vision for Education Conference.

D'Amico, L., Hall, W., Baker, M., Curcio, S., Roy, G., Thompson, S., **Adgeron, A.**, & Guest, J. (2021, April). *Using improvement science to implement and evaluate a teacher residency program in rural school districts*. Paper presented virtually at AERA Annual Meeting SIG Sessions, SIG-Rural Education Paper and Symposium Session.

**Adgeron, A.** (2020, November). *Improving science teachers' web-based teaching through the use of equity frameworks*. Presentation at South Carolina ACT® Virtual Conference.

**Adgeron, A.**, Baker, M., Curcio, R., Guest, J., Roy, G., Thompson, S., D'Amico, & L., West, H. (2020, October). *Reinterpreting rural teacher education within the context of virtual spaces*. Presentation at Professional Development Schools Southeastern Regional Vision for Education Virtual Conference.

**Adgeron, A.** (2020, October). *Micro-serving through science: A socio-scientific framework for school-based science club implementation*. Presentation at 5th Southeastern Association for Science Teacher Education Virtual Annual Meeting.

**Adgeron, A.**, & Bailey, S. (2020, January). *Reclaiming science: Cultural sustainability and the science teacher*. Presentation at 3<sup>rd</sup> Annual Equity in Education Conference.

**Adgeron, A.** (2019, June). *Executive functioning hacks for children of poverty*. Presentation at Francis Marion Center of Excellence to Prepare Teachers of Poverty Summer Institute.

Facilitation, Invited Talks, Workshops, & Sessions

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**Co-Facilitator, Holocaust, Genocide and Human Rights Education Initiative at Penn State - ongoing**

**Audience:** In-Service Teachers

**Topic:** Making Holocaust Education Relevant Through Inquiry and Trauma-Informed Classroom Application

**Carolina Transition to Teaching Summer Institute Workshop – June 2023**

**Audience:** Pre-Service Teaching Residents at the University of South Carolina

**Topic:** Equitable and Strategic STEM Education

**Carolina Transition to Teaching Summer Institute Workshop – June 2022**

**Audience:** Pre-Service Teaching Residents at the University of South Carolina

**Topic:** Equitable and Strategic STEM Education

**Carolina Transition to Teaching Program Professional Development Session – October 2021**

**Audience:** Pre-Service Teaching Residents at the University of South Carolina

**Topic:** Using Data to Plan for Responsive Science Lessons

**Invited Talk (EDSE 850 - Advanced Readings in Secondary Education) – June 2020**

**Audience:** University of South Carolina Graduate Students

**Topic:** Science Equity

**Invited Talk (EDSE 850 - Advanced Readings in Secondary Education) – May 2020**

**Audience:** University of South Carolina Graduate Students

**Topic:** Grant Writing in STEM Education

**Center for the Education and Equity of African American Students Roundtable – November 2019**

**Audience:** University of South Carolina Faculty, Students, Community Members

**Topic:** Culturally Relevant Science and Science for African American Students

<b>LICENSES, CERTIFICATIONS, &amp; TRAININGS</b>	
<b>Certifying Organization</b>	<b>Licenses, Certifications, and Trainings</b>
South Carolina Department of Education	Teaching License - 245634 Elementary Education Endorsement Middle Level Science Endorsement Gifted and Talented Endorsement
South Carolina Department of Education & National Institute for Excellence in Teaching	Certified Teacher Evaluator
Collaborative Institutional Training Initiative Program	Human Research Social & Behavioral Researchers Course Certificate
UofSC College of Education	Carolina CrED Micro-credential Assessor

**SERVICE**

May 2022 – Present Social Media Subcommittee Chair  
National Association of Professional Development Schools (NAPDS)

July 2021 – August 2021 Fort Mill Historic Paradise Foundation Tutor

March 2018 – May 2023 The Well Church of Rock Hill Member and Volunteer

**ACTIVE PROFESSIONAL MEMBERSHIPS**

November 2022 – Present National Council of Teachers of Mathematics (NCTM)

September 2022 – Present Association of Mathematics Teacher Educators (AMTE)

March 2022 – Present National Association for Research in Science Teaching (NARST)

January 2022 – Present National Association of Professional Development Schools (NAPDS)

October 2020 – Present American Educational Research Association (AERA)

April 2008 – Present    Alpha Kappa Alpha Sorority, Inc.

- Chartering Chapter Member
- 2016-2018 Technology Committee Chair
- 2020 Co-chair of Doorkeeper Committee

January 2022 – December 2022    Association of Teacher Educators (ATE)