

Redacted CV/Resume for

Kimberly Spoor

Presidential Finalist for Fond du Lac Tribal and
Community College

EDUCATION

Capella University, Ph.D.,

Field: Education

Dissertation: *Eurocentric Education Unhinged: The Challenges Posed by the Elders and Teachings of the Anishinaabe People*

Harvard Graduate School of Education, Ed.M.,

Field: Education, emphasis in Human Development and Psychology

College of St. Scholastica, B.A., cum laude,

Field: Social Science

A.A.S., December

Field: Respiratory Therapy

APPOINTMENTS

Fond du Lac Tribal and Community College

Dec. 2020-present Dean of Education

Capella University, Minneapolis, MN

2020-2020 Academic Director of Accreditation and Program Quality

2017-2019 Academic Director of Accreditation

2014 -2017 Faculty Chair, Teacher Education and Licensure Programs and Education Innovation and Technology

2010-2017 Faculty Chair, Teacher Education and Licensure Programs

2009-2010 Interim Faculty Chair, Instructional Programs K-12 and Higher Education

2006-2009 Faculty Chair, Post-Secondary and Adult Education

2003-2006 First Course Faculty Lead

2003-2006 Core Faculty in Professional Studies

2002-2003 Adjunct Professor

The College of St. Scholastica, Duluth, MN

2000-2003 Assistant Professor in the School of Education

1999-2000 Instructor in the School of Education

Fond du Lac Tribal & Community College, Cloquet, MN

1998 Adjunct Instructor

NEW PROGRAM DEVELOPMENT

Fond du Lac Tribal and Community College

2021 Elementary Education (BS degree)

- Received PELSB Board Approval September 2021
- Received Higher Learning Commission Approval August 2022
- Launched 4-year degree program in January 2023

Capella University, Minneapolis, MN

2015	Teacher Leader in K-12 Studies (EdS/EdD)
2015	New Program Development in Education Innovation and Technology (2015) <ul style="list-style-type: none">• Instruction in the 1:1 Environment (MS in EIT)• Competency Based Instruction (MS in EIT)• Personalized Learning (MS in EIT)• Professional Growth and Development (MS in EIT)• Teacher Leader in Digital Transformation (EdS/EdD)• Personalized and Competency Based Instruction (EdS/EdD)
2008	Nursing Education (PhD)

ACCREDITATIONS SECURED AND COMMITTEES

Higher Learning Commission (HLC)

2021-2022	<u>HLC Approval to Offer a Four-year BS Licensure Program</u> – The Application Change Request Application was submitted in November 2021 with a site visit in June 2022. HLC Board approval received August 2022.
2022-present	<u>HLC Peer Reviewer</u> – Members of the Peer Corps serve as agents of HLC in its evaluation and decision-making processes. Peer reviewers conduct multiple types of reviews, ranging from evaluations that involve teams of reviewers visiting the institution in person to online panels evaluating institutional reports or other materials.

Council for the Accreditation of Educator Preparation (CAEP)

2018-2020	<u>CAEP Annual Program Reviewer</u> – Reviewed Educational Preparation Provider (EPP) annual reports and provided meaningful feedback to EPPs to support continuous improvement.
2019-2021	<u>CAEP Accreditation Council</u> – The Accreditation Council is the primary accreditation decision-making body for CAEP. A majority vote of the Councilors present at the relevant Accreditation Council meeting determines the accreditation status for an EPP under consideration by the Council. In 2021, chaired a panel team national members in the review process.

Professional Educator Licensing and Standards Board (PELSB) formerly Minnesota Board of Teaching (MNBoT)

2021	<u>PELSB Unit and Program Approval to Offer a Four Licensure Degree BS Degree in Elementary Education</u> – Secured PELSB Board approval to offer the four-year degree in Elementary Education. Approval is a two-step process requiring both program and unit approval. The unit approval required submission of a self-study reporting demonstrating how FDLTCC will meet the state rules and the program approval required the unit to submit all syllabi linked to standards to demonstrate how they are met. The self-study was submitted in May 2021 with a site visit in July 2021. The Elementary Education Unit received PELSB Board approval in September 2021.
2022 -present	<u>Teacher Preparation Accountability Committee</u> – The purpose of the committee is to provide a recommendation to the PELSB Board on assessment tools for teacher preparation provider accountability and continuous improvement. Leading a sub-

committee on developing a teacher performance assessment for board adoption.

- 2021-present Member of the Peer Program Review Panel – Was re-elected to serve on this peer review panel. This panel reviews bi-annual Program Effectiveness Reports for Continuing Approvals (PERCA) for PELSB. This is an elected position as a Minnesota Association of Colleges for Teacher Education (MACTE) representative. The panel reviews individual Minnesota Teacher Education programs brought by Minnesota Board of Teaching (now PELSB), staff audits. The panel makes recommendations to the Board of Teaching based on their program review.
- 2021 Grant Reviewer – Selected to review Collaborative Urban and Greater Minnesota Educators of Color Grant. “The Professional Educator Licensing and Standards Board must award competitive grants to increase the number of teacher candidates of color or who are American Indian and meet the requirements for a Tier 3 license under section 122A.183.”
- 2019-2020 Portfolio Reviewer – Invited by PELSB to be a portfolio reviewer for out of state license review. Portfolio reviewers serve on a panel and the out of state applicant provides a portfolio presentation, and then answer any reviewer questions.
- 2017-present Content Specialist – Invited to be a primary content review specialist for institutional requests for initial program approvals (RIPA) for both initial and advanced teacher licensure programs.
- 2016-present Institutional Reviewer – Invited to be an institutional reviewer. Was part of the seven-year review team for PELSB. Reviewed initial teacher education preparation programs in February 2017 and initial and advanced teacher preparation programs in March 2018, April 2019, and February 2020.
- 2015-2019 Member of the Peer Program Review Panel – This panel reviews bi-annual Program Effectiveness Reports for Continuing Approvals (PERCA) for PELSB. This is an elected position as a Minnesota Association of Colleges for Teacher Education (MACTE) representative. The panel reviews individual Minnesota Teacher Education programs brought by Minnesota Board of Teaching (now PELSB), staff audits. The panel makes recommendations to the Board of Teaching based on their program review.

Minnesota Board of School Administrators (MNBoSA)

- 2020 Institutional Reviewer – Invited to be an institutional reviewer. Was part of the year review team for MNBoSA (July review and August site visit).

Capella University, Minneapolis, MN for the Professional Educator Licensing and Standards Board (PELSB)

- 2016 Minnesota Institutional Report and Site Visit Lead – Lead writer for the seven-year institutional review. The report included a narrative on how the unit meets Minnesota rules in Teacher Education related to the MS in Reading and Literacy and Early Childhood Education Programs. Academic lead for the MNBoT site visit. Helped to prepare faculty and staff for the visit and assisted in making site visit arrangements.

- 2015 Candidate Competency Report – Submitted the program evaluation and received approval from MNBoT. The report included a program evaluation of the MS in Early Childhood and the MS Reading and Literacy MS programs.
- 2013 Candidate Competency Report – Submitted the program evaluation and received approval from MNBoT. The report included a program evaluation of the MS Reading and Literacy programs.
- 2014 Program Effectiveness Reports for Continuing Approval (PERCA) – The PERCA report was submitted and approved by MNBoT without edits. The report included program design, plans for continuous improvement, as well as evidence of data driven decision-making.

Capella University, Minneapolis, MN for the Council for the Accreditation of Educator Preparation (CAEP)

- 2018-2020 CAEP EPP Unit Chair – Lead writer for Standards A.1 and A.2 and Cross-Cultural themes in diversity and technology for the self-study report and the lead on the Formative feedback Report. Built and led collaborative relationships with accrediting bodies to meet accreditation and other professional standards. Led efforts to ensure appropriate academic offering accreditation and/or licensure was obtained and maintained. Built and led strategic plans to develop and nurture external partnerships at regional, state, and national organizations and agencies that drive success of the school and academic offerings. Built and managed governance structure(s) for School of Education (i.e. discipline/program-specific advisory boards, committees, etc.).
- 2011-2016 National Council for Accreditation of Teacher Education (NCATE) Unit Chair – Guided the worked with the Professional Education Unit (PEU) Leadership Board as it systematically evaluated learner assessment data and compliance with current NCATE standards. Conducted program evaluation and recommend refinements that to improve programs, learner performance, and unit operations; monitored implementation of these recommendations; and coordinated and documented the PEU Leadership Board’s annual review of unit compliance with each of the current NCATE standards.
- 2012-2015 PEU Project Work Team Chair – This team was charged with reviewing the NCATE standards to ensure the PEU is meeting commitments made to NCATE and develop plans to meet those commitments and meets with the assessment specialists to review unit program data.
- 2010-2017 NCATE Accreditation – Accreditation was granted to Capella University at the advanced preparation level. Participated as part of the NCATE team and was the principal writer for Standard 4 Diversity for the NCATE Report that was submitted for accreditation approval. Evaluated PEU programs and collected and analyzed data related to Standard 4 Diversity. Developed Standard 4 for the NCATE Self-Study and lead the site visit related to Standard 4.

Capella University, Minneapolis, MN for Minnesota Board of School Administrators (MNBoSA)

2020-ongoing Minnesota Institutional Report and Site Visit Lead – Lead writer for the seven- year institutional review. Prepared for a 2021 institutional report and site visit that transitioned to the new MNBoSA rules.

Capella Academic Program Evaluation

At Capella University, the Academic Program Review (APR) serves as a program evaluation and provides an analysis of the curriculum, assessment, and instructional effectiveness for a targeted offering. Led and developed APRs:

2020 Leadership on Educational Administration and Special Education Leadership (PhD)
2020 Nursing Education (PhD)
2015 Reading and Literacy (MS)
2014 Ealy Childhood Education (MS)
2013 K-12 Studies (MS/PhD)
2013 Reading and Literacy (EdD)

National Association for the Education for Young Children (NAEYC)

2011-2017 Conducted a program evaluation, collected, and analyzed data, and implemented needed changes to receive “National Recognition” from the NAEYC Specialized Professional Association (SPA).

COUNSULTING

Fond du Lac Tribal and Community College

2019-2020 Consultant – Worked with FDLTCC to help develop a 4-year elementary teacher education program that is state approved and licensed in Minnesota. This is the first 4-year program for FDLTCC.

The College of St. Scholastica, Duluth, MN

2015-2017 External Evaluator – For a National Science Foundation (NSF) Grant Proposal: Strategies to Increase the Size, Efficacy and Retention of the Math and Science Teaching Workforce in High-Need Minnesota Districts.

ADDITIONAL ADMINISTRATIVE AND LEADERSHIP EXPERIENCE

The College of St. Scholastica

2000-2003 Director of Student Affairs, Teacher Education
1998-2003 Director of the Ojibwe Culture and Language Education Program

Fond du Lac Ojibwe School, Cloquet, MN

1995-1999 6-12 Principal – Responsible for the day-to-day operation of the school. Managed, supervised, and evaluated the performance of teachers and support staff. Participated in budget decisions, curriculum, and technology development/advancement. Ensured compliance with State and Federal guidelines.

RESEARCH EXPERIENCE

Capella University, Minneapolis, MN

2003-2008 Chair/Mentor and Dissertation Committee Member.

The College of St. Scholastica, Duluth, MN

- 2002-2003 Researcher – Researched immersion language models for adult learners as part of a research grant from Grotto Foundations.
- 2002 McNair Research Mentor – Worked with a CSS student on an immersion- school model research project.
- 2000-2001 McNair Research Mentor – Worked with two CSS students on different research projects. One student conducted historical research on Thoreau and the other student used the phenomenological approach to research what it means for Anishinaabe people to live in two worlds.

University of Minnesota, Duluth, Duluth, MN

National Institutes of Health Minority Teacher Program Participant – Worked with Qinqin Liu, Ph.D. in the Biology Department. Conducted research on the developmental sequence of wild rice for publication and worked on grant proposals. In addition, worked with Kristelle Miller, Ph.D. in the Psychology Department on revising a manuscript for publication.

National Institutes of Health Minority Teacher Program Participant – Worked with Kristelle Miller, Ph.D. in the Psychology and Mental Health Department on revising a manuscript for publication.

Member of Graduate Studies Research Group – Worked with Kristelle Miller, Ph. D. Research in adolescent opposite-sex friendships, which included coding and data analysis using SPSS.

National Institutes of Health Minority Teacher Program Participant – Worked with Kristelle Miller, Ph.D. in the Psychology and Mental Health Department. Developed a psychology unit on gender roles and the effects on self-concept. Performed a literature search for an upcoming class entitled "Men in Society."

Harvard Graduate School of Education, Cambridge, MA

Student Researcher – Worked with Annie Rogers, Ph.D. on her research project. Conducted research on children's narratives of violence and abuse. This ethnographic research study included interviews, observations, coding, data analysis, case studies, and profiles.

Harvard Graduate School of Education: Principals' Center, Cambridge, MA

Summer Institute Participant

PRESENTATIONS/PUBLICATIONS/REVIEWER

Presentation:

- April 2023 *Changing the Path to Teacher Education: Preparing Culturally Competent Teacher Educators Through Partnership Development and Collaboration.*
Minnesota Indian Education Conference (MIEA). (Co-presented).

- September 2022 *Changing the Path to Teacher Education: Sustaining Partnerships with Local Tribal and Rural Community Schools to Prepare Culturally Competent Teacher Educators.* World Indigenous Peoples' Conference on Education (WIPCE). (Co-presented).
- April 2022 *Preparing Culturally Competent Educators: Indigenizing the Curriculum.* Minnesota Indian Education Conference (MIEA). (Co-presented).
- February 2016 *Professional Development Using a Three-way Partnership.* National Alliance of Community and Technical Colleges.
- March 2010 *Leading in an online environment-Is it really different?* The League for Innovation.
- March, 2009 *The Changing Nature of Leadership in the Community College.* The *League for Innovation.*
- March, 2008 *Online Programs: A Unique Perspective on Developing Your Diversity Agenda.* The League for Innovation.
- March, 2008 *Leadership styles of minority women in the online environment.* The League for Innovation.
- April, 2008 *Leadership in online learning: Challenges and opportunities for minority women.* Teaching, College, and Communities Worldwide Online Conference.
- April 17-19, 2007 *The road to higher education in online education: A case for cultural diversity.* Teaching, College, and Communities Worldwide Online Conference.
- April 18, 2006 *Mentoring and professional development in the online environment.* Teaching, College, and Communities Worldwide Online Conference.
- July 17, 2003 *Preserving and revitalizing the Anishinaabe language: An exploration of adult language immersion models.* The Learning Conference, University of London, London, England.
- March 17, 2002 *Overrepresentation of students of color in special education: Emphasis on understanding the American Indian student.* The Oxford Round Table, Lincoln College, Oxford University, Oxford, England.
- February 2002 *Eurocentric education unhinged: Challenges posed by the Elders and teachings of the Anishinaabeg.* In *An imperfect world: Resonance from the nation's violence.* Biddeford, ME: National Association of Native American Studies.
- February 15, 2002 *Eurocentric education unhinged: Challenges posed by the Elders and teachings of the Anishinaabeg.* National Association of Native American Studies, Houston, TX.

Reviewer

American Association of Colleges for Teacher Education (AACTE)

- 2015 Proposal Reviewer for the theme: *Programs and Practices: Making Hard Choices through Critical Reflection, Review, and Innovation*
- 2013 Proposal Reviewer for the theme: *Innovation in Culturally Relevant Pedagogies.*

Panel Presentation

- March 2019 CAEPCon. Co-presented the following sessions:
Advanced Standard A.1: Content and Pedagogical Knowledge
Advanced Standard A.2: Clinical Partnerships and Practice
Advanced Standard A.3: Candidate Quality, Recruitment and Selectivity
Advanced Standard A.4 & the 2018 CAEP Handbook: Guidelines on Self-Study Reports for Accreditation
- November 2017 *Collaboration without Boundaries.* Minnesota Board of Teaching. Innovation in Teacher Preparation Conference.

Presentation:

- February 2016 *Professional Development Using a Three-way Partnership.* National Alliance of Community and Technical Colleges.
- March 2010 *Leading in an online environment-Is it really different?*The League for Innovation.
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