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**CURRICULUM VITAE  
SHARLONNE R. SMITH**

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**Licensure**

Georgia Level T7 Certification in Middle Grades Education: Content Areas-Language Arts, Mathematics, Social Studies, and Science.

**Educational History**

May 2012, The University of Georgia, Ph.D. Middle School Education, Athens, Georgia

February 2002, Cambridge College, M.Ed. Integrated Curriculum Studies, Cambridge, Massachusetts

December 1994, The University of Georgia, B.A. Risk Management and Insurance, Athens, Georgia

**Professional History**

**Employment Assignments at the University Level**

**Assistant Professor**

Dalton State College(2017-present)  
School of Education

- Advise Secondary and Elementary education students
- Serve as faculty mentor to students on PLP
- Analyze data for accreditation compliance
- Participate in and facilitate recruitment efforts
- Review admissions applications
- Elementary Social Studies Methods Data/Collaborative Team, member
  
- PDS (Professional Development School)/Clinical Social Studies Classroom Instructor, EDUC 4261 Initial Field Experience in Social Studies Education, Blue Ridge Elementary School, City Schools of Dalton, Dalton Georgia.
- PDS/ Clinical Math Correction and Assessment Classroom Instructor, EDUC 4251, Initial Field Experience in Mathematics Education, Dug Gap Elementary School, Whitfield County School District, Dalton Georgia

### Courses Taught:

EDUC 3902	Curriculum and Assessment for Secondary Teachers
EDUC 3287	Curriculum and Assessment for Elementary Teachers
EDUC 3272	Classroom Management and Professional Seminar for Secondary Teachers
EDUC 4251	Math Methods Course: Assessment and Correction
EDUC 3271	Classroom Management for Elementary Teachers
EDUC 4261	Content and Process: Social Studies Methods Course
EDUC 3268	Professional Seminar Block II for Elementary Teachers

### Research Assistant

University of Georgia

- Project- Examining the role of context in the mathematical learning of young children.  
Under the direction of Professor Amy Parks.      Fall 2008, 2009, 2010  
Spring 2008, 2009, 2011
- Project- Studying the inequitable discipline practices regarding minorities in a large urban school district. Under the direction of Professor Stephanie Jones.  
Fall 2009
- Project- The CLASSroom Project: The Other Side of Poverty.  
Under the direction of Professors Stephanie Jones and Mark Vagle  
Spring 2011, Fall 2011

### Graduate Assistant/University Supervisor

- EDMS 5030 L: The Middle School Curriculum Lab      Fall 2011, 2010, 2009,
- EDMS 5020 L: Educating Young Adolescents Lab      2008, 2007

Supervised students during their field experience. Read and provided feedback on written drafts of lesson plans. Worked with students to improve classroom management strategies, instructional strategies, and assessment techniques.

- EDMS 5460: Student Teaching in the Middle School      Spring 2011  
2010, 2009  
2008, 2007

Supervised and mentored pre-service teachers to further develop their practice in the areas of lesson plan design, unit plan construction, classroom management, instructional strategies, assessment techniques, reflection of practice, refinement of teaching philosophy, and professional portfolio preparation. Reviewed performance to discuss opportunities for improvement

## **Teaching Assistant**

- EDMS 5020: Educating Young Adolescents Fall 2007
- EDMS 5030: The Middle School Curriculum Fall 2008

Participated in weekly lesson planning meetings with other instructors and teaching assistants where lessons were created and revised towards the achievement of learning goals. Co-implemented lessons and activities in teacher preparation areas of lesson planning, community building in classrooms, and young adolescent development.

## **Secondary Education Work Experience**

**Inman Middle School**

**8/ 2013 to 5/2017**

- Middle Grades Mathematics Teacher

Implemented lesson plans for on-level and accelerated 6<sup>th</sup> -8<sup>th</sup> grade students incorporating exciting and engaging activities that reinforced student participation and hands on learning. Set clear guidelines and high expectations encouraging students to succeed and do their best. Incorporated differentiation and scaffolding tools to ensure that each student retained and understood materials at hand. Collaborated with colleagues to integrate new activities and effectively allocated resources. Administered formative and summative assessments to track student progress. Offered after school tutorials to assist struggling students with critical thinking and problem-solving skills. Proven record for increasing low achieving students' math knowledge, skills, and increased scores on district and state administered exams. 6<sup>th</sup>-8<sup>th</sup> grade Math Benchmark Assessment, development and revision. 6-12 grade Math Curriculum Design Teams.

### **BEST ACADEMY (Single Gender School) 2/ 1 2 t o 7 / 1 3**

- Sixth/Eighth grade Mathematics and Science Teacher (Math Department Chair)

Assessed students' prior knowledge through KWL charts, rubrics, administered tests, and differentiated instruction to expand range of learning in accordance with the state of Georgia's teaching standards. Successfully utilized learning centers for science, math, and technology to implement hands on curriculum. Evaluated student's progress and adjusted teaching strategies accordingly (Using Marzano's strategies and gender- based strategies). Implemented a positive discipline plan that promoted student accountability and problem-solving skills. Planned science/math lessons for school wide instructional intervention plan. Provided individual and group assistance to students using methods such as direct instruction, stations, and one on one instruction to motivate and instill enthusiasm for learning. Met regularly with math teachers and administrators to provide individualized support and coaching focusing on specific needs of the teachers and their students. Created and conducted presentations/workshops, regarding best practices including in-service activities, and afterschool workshops. School Instructional Leadership Team (SILT), co-authored and monitored the School Improvement Plan. 6th Grade Professional Learning Community Chair.

## Teacher

### **Harper Archer Middle School**

- Seventh grade Mathematics teacher 2005-2007

Taught 7<sup>th</sup> grade mathematics curriculum. Organized and facilitated sessions/workshops for students to teach study strategies and test taking skills for state administered standardized test. Assessed the learning styles of various students using learning styles inventories. Accommodated students of various skill levels. Developed various methods for evaluating student progression in an individual manner, and assessed students' progress daily in mathematics classes. Demonstrated ability to clearly illustrate difficult and challenging mathematics topics. Created and provided teaching materials to students, and as well as utilized innovative teaching strategies. Provided students with "best practice" lessons for efficiency in mathematics. Coordinated with the administration and teaching staff to develop a curriculum, with current state and national standards that met the expectation of quality education. Collaborated with principals and teachers to review performance and discuss opportunities for improvement. Served as a mentor for new 7<sup>th</sup> and 8<sup>th</sup> grade teachers. Member of School Improvement Plan- action research on differentiated instruction.

### **Teach for America Faculty Advisor**

**Summer 2014, 2015, 2016**

Responsible for the supervision, mentoring, and coaching of four Teach for America corps members. Served as a skilled and educated observer who provided constructive feedback to TFA corps member. TFA APS (Atlanta Public Schools) faculty trainer.

### **The CLASSroom(UGA) Project Consultant**

**2015- Present**

Responsible for facilitating seminars with teachers in the state of Georgia where personal experiences of social class are explored and situated within larger social and political contexts. The CLASSroom Project seeks to change broader school and classroom policies and practices to reflect an anti-classist and anti-poverty commitment.

## **Scholarly Publications**

In Progress: Submitted Work with Embodied Productions of Social Class Book Project.

Rollin, S. 2013. Teachers, Students, and the Impact of Social class. Turning Points 2000: Lessons Learned. *Middle School Journal* (44) 4, pp. 50-56.

Miller, L.J., & Rollin, S. (2013). Resource Allocation in Schools. In J. Ainsworth & G. Golson, *Sage Handbook of Sociology Education*. Thousand Oaks CA: Sage Publications.

Parks, A.N., Bridges-Rhoads, S. & Rollin, S. Seeing mathematical literacies in African American parents' interactions with their preschool children. Submitted to: *Contemporary Issues in Early Childhood Education*.

### **National Presentations**

Smith, S. R. (November 2017). The impact of teacher dialogue: Creating spaces that hold potential for the fostering of positive changes in the middle level classroom. Presentation to occur at the meeting of Association of Middle Level Education, Philadelphia, PA.

Andrews, G., Harrison, L., Thompson, K.F., High, J., Haddox, A., & Rollin, S., (2008, October). Using observations to enhance teacher quality: The tools and the tensions. Paper presented at the meeting of the National Middle School Association Annual Conference, Denver, CO.

Andrews, G., Harrison, L., Haddox, A. & Rollin, S., Thompson, K.F. UGA Middle School Education pre-service Teachers (2008, October). Hunger, Homelessness, and Content Standards: Connecting Issues of Poverty to Math, Science, Language Arts, & Social Studies. Paper presented at the meeting of the National Middle School Association Annual Conference, Denver, CO.

Andrews, G., Brown, P. M., Durbin, D., Harrison, L., Hughes, H., Muth, K. D. Rollin, S., Thompson, K. F., & Vagle, M. (2007, November). Using observations to improve Teacher quality: The tools and the tensions. Paper presented at the meeting of the National Middle School Association, Houston, TX.

Rollin, S. (2010, October). Are you sure this is Math? Putting Social Justice into Mathematics” Poster presented at the meeting of the Psychology of Mathematics Education, Columbus, OH.

Parks, A., Rollin, S., Schmeichel, M., & Son, E. (2010, October). The Ethics of Intervention: Research, Pedagogy and High-Needs Schools. Report presented at the meeting of the Psychology of Mathematics Education, Columbus, OH.

### **Service**

#### **State**

Reviewer: National Conference for At Risk Youth proposal reviewer

#### **College:**

Academic Conduct Committee

High Impact Courses Committee

Lead Reviewer for Standard Three and Math Program (Accreditation Process)

**School of Education:**

Teacher Education Council

Student Affairs Committee

Reviewer: Dalton State College Foundation School of Education scholarships

**Membership in Professional Organizations**

Association of Middle Level Educators

Professional Association of Georgia Educators

Georgia Council of Teachers of Mathematics