

Erin F. Klash, Ph.D.
Associate Professor
Department of Curriculum, Instruction, and Technology
Auburn University at Montgomery
Montgomery, Alabama

Background

1. Education

Doctorate of Philosophy, Elementary Education
Auburn University, Auburn, Alabama, 2017

Education Specialist Degree, Elementary Education
Auburn University Montgomery, Montgomery, Alabama, 2011

Master of Early Childhood and Elementary Education
Auburn University Montgomery, Montgomery, Alabama, 2009

Bachelor of Arts, Psychology
Texas A & M University – Corpus Christi, Corpus Christi, Texas, 2002

Associate of Science, Psychology
Lurleen B. Wallace Community College, Andalusia, Alabama, 1999

2. Experience

A. Auburn University at Montgomery

Associate Professor, Fall, 2021 - Present
Assistant Professor, Fall, 2017 – Summer, 2021
Instructor, Fall, 2016- Summer, 2017

Department of Curriculum, Instruction, and Technology

a. Description:

- i. As a former instructor, assistant professor, and current associate professor in the College of Education, I have taught graduate and undergraduate courses in foundations, early childhood/elementary, and reading. I currently serve as the Elementary Education Program Chair. I have developed the new, original Principles of Teaching course at the undergraduate and graduate levels in the department. I have facilitated instructional experiences for students ranging from pre-professional education to internship to Master and Ed.S. levels. During this time, I have also assisted with the facilitation of the AUM Summer Outreach Camp, facilitation of both structured and unstructured field experience

placements, and served as an internship supervisor. I have invited colleagues from K-12 to address courses in the capacity of guest speakers, offering their mentorship and guidance to AUM students.

b. Courses Taught

i. Undergraduate Sections:

- FNDS 2120 (Face to Face)– Child and Adolescent Growth and Development (3 hours)
- FNDS 2120 (Hybrid) - Child and Adolescent Growth and Development (3 hours)
- FNDS 2120 (Online)– Child and Adolescent Growth and Development (3 hours)
- FNDS 2120 (HyFlex) – Child and Adolescent Growth and Development (3 hours)
- FNDS 2140 (Face to Face) – Educational Psychology (3 hours)
- FNDS 4800 (Hybrid) – Measurement and Evaluation in Teaching (3 hours)
- FNDS 4800 (Online) – Measurement and Evaluation in Teaching (3 hours)
- FNDS 3200 (Hybrid) – Principles of Teaching in the Elementary Classroom (3 hours)
- FNDS 3200 (HyFlex) – Principles of Teaching in the Elementary Classroom (3 hours)
- READ 3300 (Face to Face) – Methods of Teaching Literacy (9 hours)
 - ii. Methods of Teaching Literacy I
 - iii. Methods of Teaching Literacy II
 - iv. Methods of Teaching Literacy III
- READ 4000 – Content Area Literacy (3 hours)
- ECEL 4929 – Professional Internship (9 hours)

ii. Graduate Sections

- FNDS 6200 (Hybrid) – Principles of Teaching in the Elementary Classroom (3 hours)
- FNDS 6800 (Hybrid) – Measurement and Evaluation in Teaching (Alternative Master and Education Specialist Candidates) (3 hours)
- FNDS 6800 (Online) – Measurement and Evaluation in Teaching (Alternative Master and Education Specialist Candidates) (3 hours)
- FNDS 6170 (Online) – Advanced Educational Psychology (3 hours)
- ELEM 6543 (Face to Face) – Curriculum and Teaching Science (3 hours)

iii. Temporary

- FNDS 2010 – Social Foundations of Education – Temporary substitute (3 hours)

c. Courses in Preparation

- ECEL 4000 -

College of Education Assessment Coordinator, January, 2022-December, 2023

Description:

- i. Led COE to 15 recommendations for full program approval
 - Class B Early Childhood
 - Class B and Alt. A. Elementary
 - Class B and Alt. A. Secondary Social Studies
 - Class Alt. A. Secondary History
 - Class Alt. A. Secondary Visual Arts
 - Class B and Alt. A. Early Childhood Special Education
 - Class B and Alt. A. Collaborative K-6 Special Education
 - Class B and Alt. A. Collaborative 6-12 Special Education
 - Class A Instructional Leadership
 - Class A Sport Management
- ii. CAEP Standard 1 Chair on CAEP Steering Committee
- iii. Report to the Dean of the College of Education
- iv. Serve as the data collection and analysis expert for the College of Education
- v. Collaborate with Department Chairs to ensure maintenance of pertinent assessment documents in a central location (ex. curriculum maps, course descriptions, key assessments, field experience assignments for CIEP, etc.)
- vi. Assimilate annual program data review input and documents for each program, prepare review documents based on that data, and assist with data analysis for program improvement
- vii. Collaborate with CAEP Coordinator to manage the CAEP processes and to prepare for CAEP accreditation site visits
- viii. Maintain program improvement processes for non-certification programs
- ix. Maintain records of accreditation and data-related communications with CAEP and the Alabama State Department of Education (ALSDE) in collaboration with the Dean of the College of Education (ex. CAEP Standard 4)
- x. Collaborate with and support departmental faculty on program accreditation and assessment responsibilities
- xi. Review Title II data reports for the College of Education prior to submission to federal and state departments of education
- xii. Serve as the liaison to the AUM Office of Institutional Effectiveness (OIE)
- xiii. Work with OIE to complete annual program reports and data collection for SACSCOC
- xiv. Attend CAEP conferences and appropriate SPA and CIEP trainings/workshops, as needed
- xv. Serve as the Assessment Committee Chair

Scholarly and Creative Productivity:

1. Publications

A. Books - n/a

B. Refereed/Invited Publications

a. Book chapters: n/a

b. Journal articles:

- NATIONAL REFEREED **Klash, E.,** Beziat, T.L.R., Bowden, S., Dueñas, G., & Junkin, S. (2025). Assessing and evaluating with a purpose: Three tips for using standards-based assessment in the classroom. *The Teacher Advocate*.
- STATE REFEREED **Klash, E.,** Henry, D., Sparks, J., & Darch, E. (2025). Being a college professor...is it still worth it?: Coping with burnout and keeping our humanity as university teachers after the pandemic. *GATEways to Teacher Education, 34*(1), 9-22.
- STATE REFEREED **Klash, E.,** & Bowden, S.H. (2024). Valuing prior knowledge: From kindergarten to college – three top tips. *The Reading Paradigm, 17*(1), 61-64.
- STATE REFEREED Neeley, C., Bowden, S.H., & **Klash, E.** (2024). Bird buddies study builds vocabulary. *The Reading Paradigm, 17*(1), 65-70.
- STATE REFEREED Bowden, S.H., **Klash, E.,** & McGuigan, M.M. (2023). That pencil sharpener just became a learning center: Finding learning opportunities from your classroom. *The Reading Paradigm, 16*(1), 36-39.
- STATE REFEREED **Klash, E.,** Dueñas, G., Bowden, S., Shelley, T., Wildman, L., Smith, K., & Klash, A. (2023). “Why do I have to do this?”: Strategically connecting course content to authentic contexts beyond the classroom. *GATEways to Learning, 33*(1), 31-40.
- STATE REFEREED **Klash, E.,** & Bowden, S. (2022). Promoting content area literacy among pre-service teacher candidates. *The Reading Paradigm, 15*(1), 28-32. (5 pages)

STATE REFEREED	Duenas, G., Klash, E. , Bowden, S. H., & Burks, B. (2020). A turning point: Unfiltered conversations. <i>The Reading Paradigm, 14</i> (1), 101-106. (5 pages)
STATE REFEREED	Klash, E. (2020). Peer review and structured feedback to promote community in an online classroom. Submitted to <i>The Reading Paradigm, 14</i> (1), 51-63. (12 pages)
INTERNATIONAL REFEREED	Klash, E. (2020). Community groups: A strategy to promote connectedness in online courses. <i>Journal of Scholastic Inquiry: Education, 11</i> (1), 61-86. (25 pages)
INTERNATIONAL REFEREED	Klash, E. & Simmons, K. (2020). The virtual avatar lab (VAL): Tapping into live environments to practice classroom feedback. <i>Journal of Curriculum and Teaching, 9</i> (3), 149-160. (12 pages)
INTERNATIONAL REFEREED	Klash, E. & Dueñas, G. (2020). It all starts with a smile! <i>The Teacher Advocate, 27</i> (3), 2-3. (2 pages)
INTERNATIONAL REFEREED	Dueñas, G. & Klash, E. (2019). Intentionality in classroom seating design: Kinesthetic flexible seating in lieu of traditional desks. <i>Journal of Scholastic Inquiry: Education, 10</i> , 67-89. (13 pages)
STATE REFEREED	Klash, E. , Bowden, S., & Dueñas, D. (2019). Investigating the science of every day: A top ten list of suggestions for teachers, parents, and students. <i>GATEways to Education, 29</i> (2), 9-13. (5 pages)
INTERNATIONAL REFEREED	Dueñas, G., Klash, E. , & Bowden, S. (2019). The DNA of a professional educator. <i>The Kappa Delta Pi Record, 55</i> (3), 140-142. (3 pages)
STATE REFEREED	Klash, E. , Bowden, S., & Duenas, G. (2018). Two + two: Literacy equals math – A top ten list. <i>The Reading Paradigm, 12</i> (1), 14-17. (4 pages)
NATIONAL REFEREED	Beziat, T., Bynum, Y., & Klash, E. (2017). Metacognitive awareness and mindset in current and future principals. <i>School Leadership Review, 12</i> (2), 23-30. (8 pages)
DISSERTATION	Klash, E. (2017). Instructional strategies in adolescent literacy: The process sixth-grade science teachers use to integrate strategies during instruction, and how their students utilize

them. (Doctoral dissertation, Auburn University, Auburn, Alabama)

STATE
REFEREED Dueñas, G, Bowden, S., Campbell, S., Beziat, T & **Klash, E.** (2016). Inspiring a child’s passion of reading: A springboard for love and character. *The Reading Paradigm*, 10(1), 36-39. (4 pages)

c. Refereed monographs - n/a

d. Refereed proceedings - n/a

C. Other Publications

a. Non-refereed academic journal articles – n/a

2. **Items Accepted for Publication but NOT YET published:**

3. **Artistic or Other Creative Contributions:**

Klash, E., & Pennisi, K. (2019). Optimizing student success: A parent-teacher collaboration. *Learning Disabilities of Alabama*, Retrieved from <https://ldaalabama.org/2019/12/18/optimizing-student-success-a-parent-teacher-collaboration/>

Cherry, M., Kelley, A. & **Klash, E.** (2015). *The Wetumpka impact crater*. An AMSTI-AU professional development learning module for sixth-grade science teachers in the state of Alabama. (This was completed prior to employment at AUM.)

4. **Participation in Professional Meetings**

REGIONAL
REFEREED **Klash, E.**, & Campbell, S. (2025, February 13-14). “*Why is this important?*”: *Using authentic assessment to develop purpose and value in coursework* [Roundtable presentation]. Georgia Association of Teacher Educators Annual Conference, St. Simon Island, GA.

REGIONAL
REFEREED **Klash, E.**, Guo, Y.J., Duenas, G., Allegro, D., Bourke, N., Lewis, T., & Mohajerin, S. (2024, November 6-8). *The big picture: A process to develop a quality assurance system for assessment* [Poster presentation]. Midsouth Education Research Association Annual Conference, Chattanooga, TN.

- INTERNATIONAL REFEREED Bowden, S., Dueñas, G., **Klash, E.** (2024, September 26-27). *Rocks, paper, scissors: Best practices in peer mentoring* [Poster presentation]. Conference on Innovative Teaching and Learning, Virtual.
- INTERNATIONAL REFEREED Campbell, S., & **Klash, E.** (2024, September 26-27). *Using authentic assessments effectively in today's classroom* [Poster presentation]. Conference on Innovative Teaching and Learning, Virtual.
- INTERNATIONAL REFEREED Currier, A., Wildman, L., Neeley, C., Dueñas, G., Bowden, S., & **Klash, E.** (2024, September 26-27). *Sign language – A natural approach for teaching and learning in early childhood* [Poster presentation]. Conference on Innovative Teaching and Learning, Virtual.
- INTERNATIONAL REFEREED **Klash, E.**, Bowden, S., Beziat, T., Dueñas, G., & Junkin, S. (2024, September 26-27). *What am I evaluating? Reflecting on assessment and evaluation practices in the classroom* [Paper presentation]. Conference on Innovative Teaching and Learning, Virtual.
- INTERNATIONAL REFEREED Bowden, S., Dueñas, G., & **Klash, E.** (2024, February 23-24). *Grocery store scavenger hunt: Food to table learning* [Paper presentation]. International Society of the Social Studies, Virtual.
- INTERNATIONAL REFEREED **Klash, E.**, Beziat, T., Dueñas, G., Bowden, S., Junkin, S. (2024, February 23-24). *Lessons learned using standards-based grading: A faculty perspective* [Poster presentation]. International Society of the Social Studies, Virtual.
- NATIONAL REFEREED Dueñas, G., **Klash, E.**, & Bowden, S. H. (2024, February 15-17). *Uncovering the truths: Erasing out blind spot* [Paper presentation]. National Association of Hispanic and Latino Studies, Austin, Tx, United States.
- NATIONAL REFEREED **Klash, E.**, Bowden, S., Junkin, S., Beziat, T., & Dueñas, G. (2023, December 7-9). *Perceptions of standards-based grading: Benefits and challenges of implementing a nontraditional practice* [Poster presentation]. American Reading Forum Annual Conference, St. Pete Beach, FL, United States.

- REGIONAL REFEREED **Klash, E.,** Junkin, S., Beziat, T., Bowden, S., & Dueñas, G. (2023, November 8-10). *A systematic process to convert from traditional to standards-based grading practices* [Poster presentation]. Midsouth Education Research Association Annual Conference, Pensacola Beach, FL, United States.
- REGIONAL REFEREED **Klash, E.,** Bowden, S., Junkin, S., Beziat, T., & Dueñas, G. (2023, November 8-10). *The “Grade” Game: Looking beyond points to mastery learning* [Roundtable]. Midsouth Education Research Association Annual Conference, Pensacola Beach, FL, United States.
- STATE REFEREED **Klash, E.,** Bowden, S., Beziat, T. Junkin, S., & Dueñas, G. (2023, October 12-13). *Taking the leap: Jumping into standards-based grading* [Paper presentation]. Georgia Association of Teacher Educators Annual Conference, Jekyll Island, GA, United States.
- REGIONAL REFEREED Beziat, T.L.R., Kell, T., **Klash, E.** & Diamond, L. (2023, October). *Building Community: Why your Syllabus Matters*. A Paper Presentation at the annual conference of the Northern Rocky Mountain Educational Research Association, Omaha, NE.
- INTERNATIONAL REFEREED Dueñas, G., Bowden, S., & **Klash, E.** (2023, September 21-22). *An untapped truth and courage for teaching* [Paper presentation]. Conference on Innovative Teaching and Learning, Virtual. <https://sites.google.com/view/icitl2023/home>
- INTERNATIONAL REFEREED **Klash, E.,** Bowden, S., Junkin, S., Beziat, T., & Dueñas, G. (2023, September 21-22). *Pros and cons of standards-based grading practices in higher education* [Paper presentation]. Conference on Innovative Teaching and Learning, Virtual. <https://sites.google.com/view/icitl2023/home>
- INTERNATIONAL REFEREED **Klash, E.,** Bowden, S., Beziat, T., Junkin, S., & Dueñas, G. (2023). Standards-based grading: A focused assessment practice. Paper presented at the International Society of the Social Studies. Virtual.

INTERNATIONAL REFEREED Dueñas, G., Bowden, S., & **Klash, E.** (2023). Elevating the silent voices of immigrants. Paper presented at the International Society of the Social Studies. Virtual

INTERNATIONAL REFEREED Bowden, S., Dueñas, G., & **Klash, E.** (2023). Early childhood peer mentoring via primary source photography. Paper presented at the International Society of the Social Studies. Virtual

REGIONAL REFEREED **Klash, E.**, Bowden, S., Beziat, T., & Junkin, S. (2022). Students' perception of standards-based grading in an online course. Paper presented at the Mid-South Education Research Association Annual Conference

REGIONAL REFEREED **Klash, E.**, Beziat, T., Bowden, S., & Junkin, S. (2022). Making a change: Successes and challenges in moving from traditional to standards-based grading. Paper presented at the Mid-South Education Research Association Annual Conference

INTERNATIONAL REFEREED Bowden, S., & **Klash, E.** (2022). How that pencil sharpener helps teach social studies. Paper presented at the International Society for the Social Studies Annual Conference. Virtual.

INTERNATIONAL REFEREED Bowden, S., & **Klash, E.** (2022). Early childhood literacy meets the social studies. Paper presented at the International Society for the Social Studies Annual Conference. Virtual.

INTERNATIONAL REFEREED **Klash, E.** and Bowden, S. (2022). Content area literacy: Developing skills with teacher candidates. Paper presented at the International Society for the Social Studies Annual Conference. Virtual.

INTERNATIONAL REFEREED **Klash, E.**, & Bowden, S. (2022). Embedding authentic assessment in social studies curriculum. Paper presented at the International Society for the Social Studies Annual Conference. Virtual.

REGIONAL REFEREED **Klash, E.**, Beziat, T., Campbell, S., & Wildman, L. (2021). Addressing a need: Creating community in online and hybrid courses. Paper presented at the Mid-South Education Research Association Annual Conference.

STATE REFEREED	Klash, E. (2021). ITC Panel Interview. ITC: Pandemic Pedagogies, UGA Mary Frances Early College of Education. Virtual.
STATE REFEREED	Klash, E., and Bowden, S. (2021). Purposely developing literacy skills for teacher candidates. Paper presented at the Alabama Literacy Association Annual Conference.
INTERNATIONAL REFEREED	Klash, E., Dueñas, G., & Bowden, S. (2021). Lessons in flexibility: Using the HyFlex model during a pandemic. Paper presented at the Center for Scholastic Inquiry. Virtual.
INTERNATIONAL REFEREED	Dueñas, G., Klash, E., & Bowden, S. (2021). Lessons learned: Teaching during a pandemic. Paper presented at the Hawaii International Conference on Education. Virtual.
REGIONAL REFEREED	Klash, E. (2020). Student buy-in: Why it’s important in creating community groups in online courses. Paper presented at the Mid-South Education Research Association Annual Conference. Virtual.
STATE REFEREED	Klash, E. (2020). Flexibility is key: It’s OK to make a change! Video presented at the Innovation in Teaching Conference Video Series: Pandemic Pedagogies, UGA Mary Frances Early College of Education. Virtual.
INTERNATIONAL REFEREED	Klash, E. (2020). Using community groups in online courses as a strategy to promote engagement and connectedness. Paper presented at the Center for Scholastic Inquiry Annual Conference. Virtual.
NATIONAL REFEREED	Klash, E. and Hogan, J. (2019). Modeling and practicing “writing to learn” strategies with pre-professional education majors: Using graphic organizers, collaboration, and multiple texts to influence learning. Paper presented at the American Reading Forum Annual Conference. Sanibel, FL.
REGIONAL REFEREED	Klash, E. and Simmons, K. (2019). Feedback and the virtual avatar lab (VAL): Providing preservice educators an opportunity to develop new skills in a live environment.

Paper presented at the Annual Meeting of the MidSouth Education Research Association. New Orleans, LA.

- STATE REFEREED **Klash, E.** (2019). Community groups: A strategy to promote connectedness in online courses. Paper presented at the Innovation in Teaching Conference at the University of Georgia. Athens, GA.
- INTERNATIONAL REFEREED Dueñas, G., & **Klash, E.** (2019). Learning in motion: The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment. *Center for Scholastic Inquiry International Research Conference*, Kissimmee, FL.
- REGIONAL REFEREED **Klash, E.** & Campbell, S. (2018). *The importance of the ice breaker: Laying the foundation in foundations of education courses*. Paper presented at the Innovation in Teaching Conference. Athens, GA.
- REGIONAL REFEREED Campbell, S., **Klash, E.**, & Beziat, T. (2018). *PLCs for foundations of education students: A virtual approach to mentorship*. Paper presented at the Conference of Teaching and Learning. Mobile, AL.
- REGIONAL REFEREED Beziat, T., Campbell, S., & **Klash, E.** (2018). *Practicing what we teach*. Paper presented at the Conference of Teaching and Learning. Mobile, AL.
- NATIONAL REFEREED Bourke, N. & **Klash, E.** (2018). Using appealing and accessible literature to deepen STEM aptitude. Paper presented at the National Science Teachers Association. Atlanta, GA.
- NATIONAL REFEREED **Klash, E.** (2017). *Science + reading: Instructional strategies science teachers use to facilitate literacy*. Paper presented at the American Reading Forum. Sanibel Island, FL.
- REGIONAL REFEREED **Klash, E.** & Campbell, S. (2017). *Writing to learn and learning to write: Strategies to integrate writing in the college classroom*. Paper presented at the Mid-South Education Research Association. Starkville, MS.

STATE REFEREED	Campbell, S. & Klash, E. (2017). <i>Writing interventions in the classroom: Meeting the needs of all students</i> . Paper presented at MEGA Conference. Mobile, AL.
REGIONAL REFEREED	Campbell, S. & Klash, E. (2017). <i>RtI writing strategies</i> . Paper presented at Faulkner University. Montgomery, AL.
REGIONAL REFEREED	Klash, E. (2016). <i>Instructional strategies in adolescent literacy: The process science teachers use to integrate strategies, and how their students utilize them</i> . Paper presented at the Mid-South Education Research Association. Mobile, Alabama.
REGIONAL REFEREED	Klash, E., Campbell, S., & Beziat, T. (2016). <i>Addressing standards: Curriculum development for introductory/foundations coursework for preservice teachers</i> . Paper presented at the Mid-South Education Research Association. Mobile, Alabama.

5. **Other Scholarly or Creative Activities:**

A. Service in the role of discussant, critic, or reviewer for professional meeting or publications

a. Reviewer, Blind Peer Review, for Journals

- i. Reviewer for KDP Teacher Advocate journal (2025 – 2)
- ii. Reviewer for GATEways Journal (2023 – 2; 2025 - 1)
- iii. Reviewer for Journal of Scholastic Inquiry: Education, a publication of the Center for Scholastic Inquiry (2020 - 1).
- iv. Reviewer for Mathematics Teacher: Learning and Teaching Pre-K-12, a publication of the National Council of Teachers of Mathematics (2019 – 1; 2016 - 1).
- v. Reviewer for American Reading Forum Annual Publication (2019 - 1, 2018 - 1).

b. Reviewer, Blind Peer Review, for Conference Proposals

- i. Reviewer for presentations at the annual meeting of the Mid-South Education Research Association. Various locations. (2025 – 10; 2024 – 10; 2023 – 2; 2022 – 6; 2021 – 7; 2020 – 4; 2019 – 9; 2018 – 7; 2017 - 14)
- ii. Reviewer for presentations at the annual meeting of the American Reading Forum. Sanibel, FL. (2023 – 2; 2019 - 2)

B. Service in the role of officer of professional organization, program committee member, session organizer for professional meeting

- a. American Reading Forum (ARF) – Website Committee Member (2019 – 2022)

C. General editorship of journal, monograph series, book series – n/a

D. Professional society membership

- a. American Reading Forum, Member, 2017 - 2023
- b. Alabama Reading Association, Member, 2017 – Present
- c. Midsouth Education Research Association, Member, 2016 – Present
- d. Omicron Delta Kappa, Lifetime Member, 2011 – Present
- e. Kappa Delta Pi, Member, 2008-Present
- f. Phi Kappa Phi, Lifetime Member, 2009 – Present
- g. Learning Disabilities Association of America, 2020 - 2021
- h. National Science Teachers Association, Member, 2017 – 2020
- i. National Council of Teachers of Mathematics, Member, 2016 – 2020
- j. International Literacy Association, Member, 2017 – 2018
- k. Delta Kappa Gamma, Member, 2013 – 2019
- l. Society of Leadership and Success, Member, 2017-2018

6. **Awards, Lectureships, or Prizes:**

- a. Mid-South Educational Research Association, Research in Progress Award, November, 2016

7. **Grants and Contracts:** n/a

8. **Thesis/Dissertation Service:** n/a

9. **Major Areas of Creative or Research Interest:**

- a. Measurement, assessment, and evaluation
- b. Strategic teaching in K-12 and higher education
- c. Strategies to create effective learning environments in traditional and online settings

10. **Other Professional Accomplishments:**

A. Manuscripts under submission:

B. Course/Program design and development

Undergraduate courses

- i. FNDS 3200 – New course designed for undergraduate elementary education major; created a five-unit course with emphasis on professionalism/philosophy of teaching, creating effective learning

- environments, classroom and behavior management, strategic lesson planning, and special issues in education.
- ii. FNDS 3200 – Maymester course redesign. Redeveloped course content and field experience to pilot a Maymester course in the COE for Summer, 2023.
 - iii. FNDS 3200 – Redeveloped course and field experience to be fully asynchronous online for Summer, 2024 forward.
 - iv. FNDS 2120 – Redesign of this course. Redeveloped units of instruction based on logical sequencing, added supplementary materials to the course, redeveloped an aligned assignments, particularly one related to multiculturalism, chunked final paper and implemented peer review, incorporated the learning center (Matthew Kemp) in an APA direct instruction lesson
 - v. FNDS 2140 – Worked in conjunction with colleague to coplan and realign unit modules, implemented special projects (Cooperative and Collaborative Project Presentations and Breakout Edu) to facilitate effective learning of concepts, included outstanding models for guest speakers in the course
 - vi. FNDS 4800 – Constantly under development, assignments build on each other, formative assessment used solely for feedback purposes, purposefully planned meeting dates for specific activities, planning for use of the VAL in this course, peer reviews as part of learning, community groups for online environments; aligned course content to edTPA Task 3.
 - vii. FNDS 4800 – Hybrid redesign of Fall, 2023. The course has been offered online for several years. In Fall, 2023, we decided to try it as a hybrid again. The course was redesigned to promote differentiated instruction and modeling skills in the course, partially, face-to-face.
 - viii. READ 3300 – Developed course from, essentially, scratch, collaborated with local elementary school for 30 hour field experience, developed activities to facilitate a deep level of learning in all aspects of childhood education literacy.
 - ix. READ 4000 : Content Area Literacy – Developed brand new content area literacy course for secondary education majors. Addresses foundational concepts in content area literacy, such as the need for literacy instruction in the content areas, the gap in literacy skills within the state of Alabama, and how poverty impacts literacy development. Additionally, students develop knowledge of how to effectively teach vocabulary development, reading comprehension, and writing within their respective content areas.

Graduate courses

- i. FNDS 6200 – New course for Alt. A. elementary education majors under development; creating a five-unit course with emphasis on professionalism/philosophy of teaching, creating effective learning environments, classroom management, strategic lesson planning, and special issues in education.

- ii. FNDS 6800 – Constantly under development, assignments build on each other, formative assessment used solely for feedback purposes, purposefully planned meeting dates for specific activities, planning for use of the VAL in this course, peer reviews as part of learning, community groups for online environments; aligned course content to edTPA Task 3.

C. Special recognition for teaching

- a. Auburn University at Montgomery, Distinguished Teaching Associate Professor Award, November, 2023
- b. College of Education Distinguished Researcher Award, Auburn University Montgomery, April, 2022
- c. College of Education Excellence in Teaching Award, Auburn University at Montgomery, April 30, 2021
- d. College of Education Emerging Professional, Auburn University at Montgomery, April 20, 2018
- e. Faculty/Staff Appreciation Game – Recognition for “Making a Difference” for Student Athletes (nominated by Kenneth Burkett), Auburn University Montgomery, April 11, 2018
- f. The National Society of Leadership and Success “Excellence in Service to Students” Award, Auburn University Montgomery, December, 2017
- g. Nominated, Opelika Middle School Teacher of the Year, Opelika, Alabama, 2015
- h. Arthur and Ruth Coss Scholarship Award Recipient, College of Education, Auburn University, August, 2015
- i. Nominated, Opelika Middle School Teacher of the Year, Opelika, Alabama, 2014
- j. Delta Kappa Gamma Sorority for Outstanding Teachers, Butler County, Alabama Chapter, October, 2012
- k. Phi Kappa Phi Honor Society, Auburn University Montgomery, December, 2011
- l. Omicron Delta Kappa Leadership Fraternity, Auburn University Montgomery, May, 2011
- m. Butler County Elementary Teacher of the Year, Butler County Schools, February, 2011

- n. Greenville Elementary School Teacher of the Year, Greenville Elementary School, November, 2010

11. Other items of importance not to be found above:

A. Publications in Preparation

- a. Instructor’s Reflections on Implementing Standards-Based Grading in an Online Course. Authors: **Dr. Erin Klash**, Dr. Tara Beziat, Dr. Shelly Bowden, and Dr. Samantha Junkin
- b. Students’ Perceptions of Standards-Based Grading. Authors: **Dr. Erin Klash**, Dr. Shelly Bowden, Dr. Tara Beziat, and Dr. Samantha Junkin

B. Conference Presentations in Preparation

C. Accreditation Reports for national/state accreditation/approval:

- a. Lead author, 2023 Continuous Improvement in Educator Preparation (CIEP) State Program Approvals
 - Class B CIEPs
 - Early Childhood
 - Elementary Education
 - Secondary Social Studies
 - Early Childhood Special Education
 - Collaborative K-6 Special Education
 - Collaborative 6-12 Special Education
 - Class Alternative A
 - Elementary Education
 - Secondary Social Studies
 - Secondary History
 - Secondary Mathematics
 - Secondary General Science
 - Secondary Biology
 - Early Childhood Special Education
 - Collaborative K-6 Special Education
 - Collaborative 6-12 Special Education
 - Traditional Class A
 - Instructional Leadership
 - Sport Management
- b. Co-author, 2020 AUM Early Childhood Accreditation and Assessment Report for the Bachelor’s Undergraduate Program in Early Childhood to the Alabama State Department of Education June 2020—for state accreditation.
- c. Co-Author, 2019 Program Report for Undergraduate Initial Preparation of Early Childhood Teachers – Response to Conditions; National Association for the Education of Young Children – for national accreditation, September 2018; National Recognition with Conditions

- d. Co-Author, 2018 Program Report for the Alternative Master’s Initial Preparation of Early Childhood Teachers; National Association for the Education of Young Children—for national accreditation, September 2018; National Recognition with No Conditions
- iii. Grant proposal submitted approved
- \$2,427 Dueñas, G., Wildman, L., Rauccio, C., Klash, E., Bowden, S., & Shelley, T. (2022). Nurturing children’s lens of diverse families with cultural and household informal expressions. Grant proposal submitted to and funded by “Grant in Aid: Auburn University Montgomery.
- iv. Grant proposals not approved
- \$17,500 **Dueñas, G.**, Wildman, L., Shelley, T., Bowden, S., & Klash, E. (2022, Nov. 1). *Embracing the diversity of culturally rooted knowledge of our classrooms: Pathway toward fostering equity for all students*. Grant proposal submitted to National Association for Family, School, and Community Engagement.
- \$2,800 Dueñas, G., & **Klash, E.** (2017). Building new dialogic spaces for knowing and doing mathematics. Submission for TODOS and NCTM “fostering support of mathematics learning in multilingual classrooms” to benefit Brewbaker Primary School. Grant proposal submitted to TODOS: Mathematics for All.
- \$25,000 Dueñas, G., & **Klash, E.** (2017). Learning in motion: The significance and effect of a third-grade teacher’s classroom redesign with kinesthetic learning equipment. Grant proposal submitted to the AU Office of Research and Development.
- \$2,500 Dueñas, G., & **Klash, E.** (2017). Learning in motion: The significance and effect of a third-grade teacher’s classroom redesign with kinesthetic learning equipment. Grant proposal submitted to the AUM Office of Research and Development.
- \$3,500 Dueñas, G., & **Klash, E.** (2017). Kinesthetic learning equipment in the classroom. Submission for Auburn FY18 Federal Agenda; a project supporting the purchase of specialized equipment and a research project at Wetumpka Elementary School. Grant proposal submitted to AUM Office of Research and Sponsored Programs.

F. Juried Presentations – Submitted, accepted, and not yet presented

G. Scholarly conference proceedings in non-refereed, edited publications – n/a

H. Related Certifications

- a. LETRS Trained – ALSDE (2022)
- b. Early Childhood and Elementary Education Teaching Certification – ALSDE (2023-2029)
- c. Qualified edTPA Scorer – Elementary Literacy and Math Tasks 1-4 (2020)
- d. Qualitative Data Analysis with ATLAS.ti 8 Certification (2020 – Indefinitely)
- e. CITI – Training Certification (2015-2023)
- f. FDI Training Certification (2016-2022)
- g. WAC Training Certification (2016-2017)