Joshua c Elliott

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EDUCATION

University of Phoenix

Ed.D in Educational Leadership with a specialization in

Educational Technology 2014

Areas of concentration: Online professional development, Instructional design, Classroom technology implementation

Dissertation: Online Professional Development: Criteria for Selection by Teachers and Evaluation by Administrators- A qualitative embedded case study that explores the criteria administrators use to evaluate online professional development workshops and the criteria teachers use to evaluate online professional development workshops.

Sacred Heart University

Sixth Year Degree 2009

Certificate of Advanced Studies in Educational Leadership

Sacred Heart University

Master of Arts in Teaching 2006

Area of Concentration: Social Sciences

Central Connecticut State University

Bachelor of Science in Education 2002

Area of Concentration: Social Sciences

Graduated with Distinction

University of Connecticut

Bachelor of Arts in Psychology 1997

Professional EXPERIENCE

Social Studies Work Group Member 2015

Sacred Heart University

Develop and implement an action plan for revising final evaluation form and its accompanying rubric to assess National Council for Social Studies standards as part of the National Council for Accreditation of Teacher Education (NCATE) reaccreditation process.

Instructional Designer 2013 - Present

Fairchild Wheeler Magnet School

Developed Common Core State Standards based courses for five courses in new instructional technology program. Responsibilities included identifying course needs and objectives, writing course descriptions, identifying and selecting course materials, writing curriculum, mapping units, and writing lesson plans. Courses included; Artificial Intelligence, Digital Electronics, Web Design with JavaScript, Robotics, App Development. Currently beginning development of five new courses. Courses include; Digital Image and Processing, Gaming and Animation with Python, Human-Computer Interaction, Network Wireless Communication, Ethics in Hacking

Content Area Expert Consultant 2013 - Present

Sacred Heart University

Consult with social studies teacher candidates regarding content related aspects of their program course work as well as confer with dean about admission and transfer credit requirements.

Professional Development Instructional Designer 2013

RnB Enterprises

Created three-tier professional development designed to teach educators how to effectively incorporate Google Apps technology into the teaching of Common Core State Standards skills. Trained staff to deliver professional development program.

Adjunct Professor 2011-Present

Sacred Heart University

Plan and administer curriculum aligned course content for graduate level secondary methods, curriculum and instruction, and classroom management courses.

Moodle Facilitator 2011-Present

New Milford Public School District

Set up of department and class descriptions. Create templates for courses, restore, and upload as needed for teachers. Field technical questions from teachers. Supply potential uses, strategies, and lesson ideas for Moodle. Monitor district Moodle site to ensure that teachers are utilizing their courses and pages are current.

Adult Education Teacher 2010-2012

New Milford High School

Developed and implemented lesson aligned with psychology, sociology, and history through film courses as part of adult education program.

Teacher 2006-Present

New Milford High School

Develop and implement lessons aligned to curriculum and Common Core State Standards in Advanced Placement Psychology, Global Studies, and Introduction to Psychology. Member of Character Education Committee with objective of successfully obtaining character goals of district plan. Mentor new teachers and assist with their successful completion of the Connecticut TEAM program as part of their new teacher induction process. Serve on NEASC curriculum committee as part of reaccreditation process.

Courses Taught

Sacred Heart University

ED 428: SECONDARY CURRICULUM

Course is differentiated by subject-content area.  Explores national and state curriculum standards for grades 7 - 12.  Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized.  Candidates develop subject-specific curricula appropriate to secondary disciplines.

**ED 429: SECONDARY METHODS IN THE CONTENT AREAS**
Course is differentiated by subject-content area.  Examines various methods of instruction applicable to all academic areas. Candidates plan and teach micro lessons in content areas, develop short- and long-range lesson plans and complete a subject-specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

**ED 565/566 CLASSROOM MANAGEMENT; ELEMENTARY/SECONDARY**
Presents teaching strategies for discipline and management in the classroom. Candidates learn practical approaches for the establishment of  routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined. (Blended Course)

Refereed journals

Elliott, J. (Submitted-February 2015). The evolution of online professional development: A review. *Current Issues in Education.*

Elliott, J. (Submitted-February 2015). Criteria used by teachers when selecting online professional development. TechTrends.

book review

Elliott, J. (Accepted). Book review of Teaching models: Designing instruction for 21st century learners. Education Review.

Conference presentations

Elliott, J. (Accepted). *Using web and smartphone technologies to extend the learning day*. Presentation at New England Faculty Development Consortium spring 2015 conference.

pROFESSIONAL DEVELOPMENT PRESENTATIONS

Elliott, J. (2015, January). *Effective use of Rediker online grading program for communication with parents.* A presentation to Schagticoke Middle School faculty, New Milford, CT.

Elliott, J. (2014, August). *Differentiation with technology.* An interactive presentation to Fairchild-Wheeler Magnet School during new staff training, Bridgeport, CT.

Elliott, J. (2014, May). *Google Apps and Common Core.* A presentation to Connecticut public schools technology directors, Oxford, CT.

Elliott, J. & Conklin, E. (2013, June). *The effective use of Google Apps in the classroom.* A presentation at Google Symposium at Ridgefield High School. Ridgefield, CT.

Elliott, J. (2013, May). *Using Google Drive for collaboration with professional documentation.* A workshop presentation to student services personnel of New Milford Public Schools, New Milford, CT.

Elliott, J. (2012, August). *Effective use of Moodle in the classroom.* A three-part professional development workshop for district staff, New Milford, CT.

pROFESSIONAL DEVELOPMENT videos

Elliott, J. (2013, October). *Basics of effective BYOD implementation* [video file]*.* Prepared for Shelton Public Schools, Shelton, CT.

Elliott, J. (2013, October). *BYOD and assessment* [video file]*.* Prepared for Shelton Public Schools, Shelton, CT.

Elliott, J. (2013, October). *BYOD and QR codes* [video file]*.* Prepared for Shelton Public Schools, Shelton, CT.

Elliott, J. (2013, October). *Collaborative resources* [video file]*.* Prepared for Shelton Public Schools, Shelton, CT.

Elliott, J. (2013, October). *Using video in the classroom* [video file]*.* Prepared for Shelton Public Schools, Shelton, CT.

RELATED EXPERIENCE

New Milford High School

Team Mentor 2009 – Present

Work together with mentor to identify a need or opportunity for professional growth based on a Common Core of Teaching performance profile, establish a goal, develop an action plan, implement their plan and reflect on the 8-10 week process. At the culmination of each module, a written reflection paper that documents new teacher learning, changes in teaching practice and positive outcomes for students is submitted by the beginning teacher to a district or regional review committee. Successful completion of the TEAM Program is required for eligibility to move from an Initial Educator Certificate to a Provisional Educator Certificate.

New Milford High School

Cooperating Teacher 2009 – Present

Work together with new teacher candidates toward successful completion of their student teacher experience.

New Milford High School

Curriculum Writer 2007 – Present

Co-wrote Introduction to Psychology and Eighth Grade Technology curricula.

Roton Middle School

Curriculum Writer 2005

Co-wrote United States History curriculum

Certifications

026-History and Social Studies Teacher Provisional, State of Connecticut

106-High School Credit Diploma Program, State of Connecticut

Accomplishments & skills

Who’s Who Among American Teachers

Knowledge of the following course management systems: Blackboard, Moodle, Odysseyware, & Google Classroom

Microsoft Office

Personal Learning Network creation and use

Google Apps

MEMBERSHIPS

American Psychological Association (APA)

Association for Educational Communications and Technology (AECT)

Association for the Advancement of Computing in Education (AACE)

District Technology Committee

Kappa Delta Pi

International Society for Technology in Education (ISTE)

National Society for Social Studies (NCSS)

New Milford High School NEASC Curriculum Committee

Northeastern Educational Research Association (NERA)

Society for Technology in Education (SITE)