

## Tenure Resume

*Karon Nicol LeCompte, Ph.D.*

August 2016

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Baylor University  
Department of Curriculum and Instruction  
One Bear Place #97314  
Waco, Texas 76798-7314

**Current appointment** Associate Professor in the Department of Curriculum and Instruction (2010). I teach undergraduate and graduate courses in teacher education. My specialization is social studies education at the elementary school level with an emphasis on civic education.

**Specialization** Social Studies Education, Civic Education, Elementary Education, Action Research, and Social and Philosophical Aspects of Education

### Education

Ph.D. August 2002. Department of Curriculum and Instruction. The University of Texas at Austin, Specialization: Curriculum Studies, Social Studies Education, and the Integration of Technology in Curricula. Dissertation: "Establishment of Academic Standards for Early 20<sup>th</sup> Century Texas High Schools: The University of Texas Affiliated Schools Program". Supervisor: Dr. O.L. Davis, Jr.

M.A. 1996. Elementary Education/Gifted and Talented Education. Sam Houston State University. Thesis: "The Manifestation of Leadership Potential in Female Preservice Teachers." Supervisor: Dr. Beverly Irby

B.S. 1995. Elementary Education/English. Sam Houston State University, Huntsville, TX.

### Courses Taught

TED 4308: Social Studies in the Elementary School  
TED 5391: Social Foundations of Education  
LDS 1301: Introduction to Leadership  
LDS 3306: Peer Mentor Leadership

## PUBLICATIONS

### Book

**LeCompte, K.** (2006) *Instructor's Manual for Powerful Teaching of Social Studies* (Jere Brophy and Janet Alleman *Powerful Teaching of Social Studies*, 2<sup>nd</sup> edition) Belmont, CA.: Thompson Wadsworth.

### Book Chapters Refereed

**LeCompte, K. & Blevins, B.** (2017). Participatory Citizenship: Commitment to Action Civics. In C. Wright-Maley and T. Davis' (Eds.) *Teaching for Democracy in an age of Economic Disparity*. (163-178) New York: Taylor & Francis.

**LeCompte, K. & Blevins, B.** (2014). New horizons in citizenship education: Teaching through gaming. In W. Russell (Ed.) *Digital Social Studies*. (345-369) Information Age Publishing, Charlotte, NC.  
*Worldcat: 115 libraries worldwide*

**LeCompte, K. & Mains, K.** (2014) Multiple Intelligences Theory to Practice: Calling all Children to Learn, in Andrea S. Librisco, Jan Alleman, Sherry Field & Jeff Passe (Eds) *Exemplary Elementary Social Studies*, Charlotte, NC: Information Age Publishing.  
*Worldcat: 594 libraries worldwide*

**LeCompte, K. & Sefcik, S.** (2011) Navigating New Worlds of Social Justice in Teacher Education, in Paul Kriese and Randall E. Osborne (Eds.) *Social Justice*. Amsterdam, The Netherlands: Value Inquiry Book Series.  
*Worldcat: 1097 libraries worldwide*

**LeCompte, K.** (2011) Dr. John Petry, President of Kappa Delta Pi, 1990-1992, Recognizing Excellence in Education: A Leader in Changing Times, in O.L. Davis Jr. and Mindy Spearman (Eds.) *A Century of Leadership*. Charlotte, NC: Information Age.  
*Worldcat: 698 libraries worldwide*

### Journal Publications Refereed

**LeCompte, K., Blevins, B. & Ray, B.** (forthcoming, 2016). Teaching Current Events: Using media literacy as a framework for critical thinking, effective communication and active citizenship. *Social Studies and the Young Learner*.

**Journal Information:** A peer reviewed, practitioner journal designed to capture and enthruse elementary teachers across the country by providing relevant and useful information about the teaching of social studies to elementary students. An official publication of the National Council of the Social Studies. Blind review; 2 reviewers; published 4 times/year, 30% acceptance, and ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction. *Cabell's: 30% acceptance rate*

**Contribution:** I participated in developing the concept for the publication, data collection, and analysis as well as the final interpretation and write-up. Collaborative contribution of LeCompte (50%), Blevins (40%), Ray (10%).

**Significance:** This journal article was selected for a special issue of *Social Studies and the Young*

*Learner*. The special issue focuses on current events. How do we help elementary students explore current events, whether they be local, national, or global, in ways that support their development as informed and engaged democratic citizens? Our article explores this question through a framework of media literacy.

**LeCompte, K. & Scott, L.** (forthcoming, 2016). Babe Didrikson: “She Played to Win.” *Social Education*.

**Journal Information:** A peer-reviewed, practitioner-based journal designed to promote both theoretical content and practical teaching ideas. *Social Education* is the official journal of the National Council of the Social Studies; Blind Review; 3 reviewers, published 6 times/year, and ranked as *Outstanding Recognition in the Field, Highlight Prestigious, Refereed* by the department of Curriculum and Instruction. *Cabell's: 20% acceptance rate*

**Contribution:** I lead in the development of the concept of this study and engaged in significant data collection and analysis. I lead the analysis as well as the final interpretation and write-up. Collaborative contribution of LeCompte (50%), Scott (50%).

**Significance:** This article is about Babe Didrikson. Using the National Council for the Social Studies' College, Career, and Civic Life (C3) framework, provided here are activities for students and their teachers to strengthen the rigor of social studies learning. This article offers curriculum suggestions for teaching about an iconic athlete who made national headlines for her “super human” drive and inspirational attitude to succeed.

**LeCompte, K.** (under review, 2016). Authentic Learning in Community Settings: Preservice Teachers and Standards in Action. *Teacher Education & Practice*.

**Journal Information:** A peer-refereed journal, *Teacher Education & Practice* is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. Blind review; 3 reviewers; published 3 times/year; 11% acceptance; and ranked as *Outstanding Recognition in Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction. *Cabell's 15% acceptance rate*

**Contributions:** Dr. LeCompte singularly served in developing the concept for the publication, data generation, review, and analysis as well as the final interpretation and write-up. Contribution of LeCompte (100%).

**Significance:** This article documents how preservice teachers can connect planning for learning and teaching in community contexts. Authentic learning in community settings provides examples of projects aligned with standards and infused with critical thinking and problem solving. They hold promise to fulfill the call for the passionate, informed teachers of citizens we need in future generations.

**LeCompte, K.** (in progress, 2016). Critical Intersections: Civic Connections across Disciplines. *Social Studies Research and Practice*.

**Journal Information:** A peer-reviewed, electronic journal that focuses on providing a venue for P–16 social studies research and practice manuscripts, lesson plans, reviews, and issues related to higher-level learning outcomes; Blind review; 3 reviewers; published 3 times/year; 11% acceptance; and ranked as *Outstanding Recognition in Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction.

**Contributions:** Dr. LeCompte singularly served in developing the concept for the publication, data generation, review, and analysis as well as the final interpretation and write-up. Contribution of LeCompte (100%).

**Significance:** Learning how to plan integrated instruction is a vital tool in shaping and informing preservice teachers' understanding of the complexities of teaching and learning, and this research underscores the connection between civic knowledge and dispositions as manifested in field-based experiences. The research contributes to the field of field-based experiences and underscores the essential role of teacher educators in guiding preservice teachers' field-based practice in integrating content.

Blevins, B., **LeCompte, K.** & Wells, S. (forthcoming, 2016). Innovations in civic education: Developing civic agency through action civics. *Theory and Research in Social Education*.

**Journal Information:** An internationally recognized peer-reviewed journal designed to foster the dissemination of ideas and research findings related to the social studies. JSSR is the official publication of The International Society for the Social Studies; Blind Review; 3 reviewers; published 4 times/year, 10-15% acceptance rate and ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction

**Contribution:** I co-wrote the grant that led to institute that is detailed in this study. In addition, I helped develop the research instrument used in the study and well as the conceptual framework used in analysis. Finally, I helped with data collection, analysis, and writing the final manuscript. Collaborative contribution of Blevins (40%), LeCompte (40%), Wells (20%)

**Significance:** This article focuses on the results of two summer civics institutes. Using Jessica Gingold's (2013) framework for action civics evaluation, this article explores the outcomes of the iEngage Summer Civics Institutes, including examining eight key competences: academic improvement, civic agency, civic commitment, civic knowledge, collaboration, communication, critical thinking, and professionalism.

**LeCompte, K.** & Blevins, B. (2015). Building civic bridges: Community centered action civics. *The Social Studies*, 106(5), 209-217. doi: 10.1080/00377996.2015.1059792

**Journal Information:** A peer-reviewed journal that publishes articles of interest to educators at all levels on issues such as social studies, the social sciences, history, and interdisciplinary studies; Blind Review; 3 reviewers; published 6 times/year; 20-30% acceptance rate and ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction.

**Contribution:** I participated in developing the study and concept for the publication, data collection, and analysis as well as the final interpretation and write-up. Collaborative contribution of LeCompte (50%), Blevins (50%).

**Significance:** *Building Civic Bridges* offers teachers a model for students to develop and enact inquiry-based projects that reflect positive, and active, civic dispositions. Project-based learning is an example of powerful social studies learning in which students engage in active inquiry. Action civics is a relatively new educational practice in which students *act as citizens* through a cycle of research, action, and reflection about problems they care about in their community.

Blevins, B. & **LeCompte, K.** (2015). I am engaged: Action civics in four steps. *Social Studies and the Young Learner*, 27(4), 23-26.

**Journal Information:** A peer reviewed, practitioner journal designed to capture and enthruse elementary teachers across the country by providing relevant and useful information about the teaching of social studies to elementary students. An official publication of the National Council of the Social Studies. Blind review; 2 reviewers; published 4 times/year, 30% acceptance, and ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction. *Cabell's: 10-15% acceptance rate*

**Contribution:** I participated in developing the concept for the publication, data collection, and analysis as well as the final interpretation and write-up. Collaborative contribution of LeCompte (50%), Blevins (50%).

**Significance:** This article gives preservice teachers and teachers definitive guidelines for doing *action civics* in classrooms. It describes the kind of robust civics education strategies that allow students to investigate the complexities of our governmental system and equip them to more effectively participate in that system than those that simply asks them to digest key historical facts, dates, and events.

Blevins, B., LeCompte, K., Wells, S., & Shanks, N. (2014). iCivics Curriculum and The C3 Framework: Seeking Best Practices in Civics Education. *Curriculum and Teaching Dialogue, 16*(1&2).

**Journal Information:** A peer-reviewed journal designed to promote and disseminate research related to the study of teaching and curriculum. CTD is the official publication of The American Association of Teaching and Curriculum; Blind Review; 3 reviewers; published 2times/year, ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction

**Contribution:** I participated in developing the concept for the publication, including choosing the framework for analysis, guiding graduate students in analyzing the data, and the final interpretation and write-up. Collaborative contribution of Blevins (40%), LeCompte (30%), Wells (15%), Shanks (15%).

**Significance:** The challenge of a healthy democracy is to educate the next generation of citizens to be active, knowledgeable participants. Given the current state of dysfunctional politics and a test-driven educational system, it is no surprise that teachers are pressured to reduce teaching time for civic content and dispositions. This study explores one of these innovative technologies, iCivics.org, an online civics education gaming curriculum, for its propensity to meet College, Career, and Civic Life, (C3) Framework for Social Studies State Standards.

Blevins, B., LeCompte, K., & Wells, S. (2014). Citizenship goes digital. *Journal of Social Studies Research, 38*(1), 33-44.

**Journal Information:** An internationally recognized peer-reviewed journal designed to foster the dissemination of ideas and research findings related to the social studies. JSSR is the official publication of The International Society for the Social Studies; Blind Review; 3 reviewers; published 4times/year, 10-15% acceptance rated and ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction

**Contribution:** I participated in developing the concept for the publication, designing and implementing the data collection, guiding graduate students in analyzing the data, and the final interpretation and write-up. Collaborative contribution of Blevins (40%), LeCompte (30%), Wells (15%), Shanks (15%).

**Significance:** This article has been cited once (Google Scholar/Scopus) and is one of *The Journal of Social Studies Research's* top 5 downloaded articles. The purpose of the article is to explore the effectiveness of *iCivics* on students' civic knowledge, this article presents at three- dimensional

analysis of the results, reports positive gains in students content knowledge and civics dispositions.

**LeCompte, K. & Blevins, B. (2013)** Civic Ideals, in LeCompte, K. & Blevins, B. (Eds.) *The Texan. The Texas Council for the Social Studies. 29(2)* 4-5.

**Journal Information:** Official publication of the Texas Council for the Social Studies. Blind Review; 2 reviewers; published 4times/year, and ranked as *Good Reputation, Selective in Publication, Refereed* by the department of Curriculum and Instruction

**Contribution:** I participated in developing the concept of the publication as well as helping write and edit the final manuscript. In edition, Brooke and I co-edited this entire volume of the journal. Collaborative contribution of LeCompte (60%), Blevins (40%).

**Significance:** We (LeCompte and Blevins) served as guest editors for this issue. The focus of the issue was citizenship education. We read and edited manuscripts for the issue and organized the structure of the final product. In addition, we wrote and editorial article that summarized the issue.

**LeCompte, K. (2012).** World Cultures in Texas, *The Texan.* The Texas Council for the Social Studies. 28 (2) 46-47.

**Journal Information:** Official publication of the Texas Council for the Social Studies. Blind Review; 2 reviewers; published 4 times/year, and ranked as *Good Reputation, Selective in Publication, Refereed* by the department of Curriculum and Instruction

**Contribution:** I developed and submitted the article as a single author submission. Contribution of LeCompte (100%).

**Significance:** This article presents a brief historical overview of different cultures found in Texas. The article provides educators with primary source documents that reveal the narrative of the immigration experience of various cultures. Many of those cultures are thriving in Texas towns today.

**LeCompte, K, Moore, B. & Blevins, B. (\*\*2011).** The impact of iCivics curriculum on students' civics core knowledge. *Research in the Schools, 18(2),* 58-74.

**Journal Information:** Nationally/internationally refereed journal co-sponsored by the Mid-South Educational Research Association. Promotes educational research conducted in all educational settings. Blind Review; 3 reviewers; published 4times/year, 20% acceptance rated and ranked as *Outstanding Recognition in the Field, Highly Prestigious, Refereed* by the department of Curriculum. (\*\*please note this issue was actually published in 2012, but the editors back dated the issue)

**Contribution:** I help design and conduct the study that led to this publication, including data collection and analysis. In addition, I spent considerable time editing and revising this manuscript. Collaborative contribution of LeCompte (40%), Moore (20%), Blevins (40%).

**Significance:** This manuscript represents the first national study of the iCivics Curriculum. A pretest and posttest was given to 253 students in grades 4, 5, 6, 8, and 12 after spending at least 30 minutes per week for six weeks on the iCivics interactive web site. A mixed design repeated measures ANOVA revealed that fourth grade students showed significantly higher gains than all other grades, indicating an interaction between mean test scores and grade level. A paired samples t-test revealed that test scores for the sample as a whole improved significantly from pretest to posttest.

Moore, B., LeCompte, K & Kelly, L.J. (2012). Challenge and conflict to educate: The Brazos Agency Indian School *American Journal of Educational History*. 39 (1&2) 481-499.

**Journal information:** American Journal of Educational History, The American Educational History Journal is a peer-reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines.: Blind review; 3 reviewers; published 2 times/year; less than 50% acceptance rate, and ranked as *Outstanding Recognition in Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction.

**Contribution:** I developed the concept for the publication, designed and implemented the data collection. I guided our graduate student in analyzing the data, and the final interpretation and write-up. I spent considerable time editing and revising this manuscript. Collaborative contribution of LeCompte (60%), Moore (40%).

**Significance:** Indian education is an important, and occasionally neglected, aspect of our nation's educational history. Although the Spanish and Mexicans made concerted efforts to educate Native Americans in what is now considered the southwestern United States, the US story mostly involves boarding schools that were established in the late 1800s to indoctrinate Indian children in "the ways of the white man." Established on a small agricultural reservation as a treaty provision with the Republic of Texas (and later with the United States), the institution was one of the only schools of its kinds to emerge in the 1850s.

LeCompte, K. & Bauml, M. (2012). Artful Rights: Teaching the First Amendment. *Social Studies Research and Practice*. 7 (3) Winter 102-112.

**Journal Information:** A peer-reviewed, electronic journal that focuses on providing a venue for P–16 social studies research and practice manuscripts, lesson plans, reviews, and issues related to higher-level learning outcomes; Blind review; 3 reviewers; published 3 times/year; 11% acceptance; and ranked as *Outstanding Recognition in Field, Highly Prestigious, Refereed* by the department of Curriculum and Instruction.

**Contribution:** I participated in teaching the course that lead to the concept of the publication as well as data collection and analysis and the final manuscript. Collaborative contribution of LeCompte (60%), Bauml (40%).

**Significance:** This article guides educators in teaching First Amendment Rights through the use of the paintings of George Caleb Bingham's (1811-1879). The article is significant because using visual media such as paintings and photographs to teach abstract social studies concepts can be especially helpful for teachers working with English language learners and young children.

LeCompte, K. (2011) A Turning Point for Schools: The Discovery of Oil in East Texas. *The Texan*. The Texas Council for the Social Studies. 27 (2) 55-59

**Journal Information:** Official publication of the Texas Council for the Social Studies. Blind Review; 2 reviewers; published 4times/year, and ranked as *Good Reputation, Selective in Publication, Refereed* by the department of Curriculum and Instruction

**Contribution:** I developed and submitted the article as a single author submission. Contribution of LeCompte (100%).

**Significance:** When the world's largest oilfield was discovered in 1930 in East Texas, citizens in the region seized upon the economic opportunity to substantially improve their school facilities

and programs. This article reveals the historical and economic significance of that discovery and allows students to critically analyze a geographic area in which economic, technological, and social conditions changed rapidly.

*Below are publications prior to appointment at Baylor University*

Field, S.L., Bauml, M., **LeCompte, K.**, and Alleman, J. (2009) Mexico, Our Closest Neighbor: Three Elementary Teacher's Perspectives. *The Social Studies*, Heldref Publications.

**LeCompte, K.** (2008) Power to the People: Using Primary Resources to Teach Social Studies Methods. *Black History Bulletin*. ASALH.

**LeCompte, K.** (2006) Conditions of Democracy: Elementary Perspectives, *Social Studies and the Young Learner*, 19 (1), 28-31.

**LeCompte, K.**, Field, S.L. and Alleman, J. (2005) Fruitful Collaboration, *Social Studies and the Young Learner*, 18(2), 14-19.

**LeCompte, K.** and Nicol, T. (2005) East Texas Oilfield Schools: Expansion, Diminution, and Reorganization, *American Educational History Journal*, 32 (2), 116-124.

Strunk, K. and **LeCompte, K.** (2004) Tennessee's First Public School Finance Issues: The Peoples' Petitions, 1812-1861. *American Educational History Journal*, 31(1), 29-36.

**LeCompte, K.** and Davis, O.L. Jr. (2004) Establishment of Academic Standards for Early 20<sup>th</sup> Century Texas High Schools. *Journal of Educational Administration and History*, 36(2).

**LeCompte, K.** (2003). Review of the book Teaching What Matters Most: Standards and Strategies for Raising Student Achievement. *Theory Into Practice, Teacher Reflection and Race in Cultural Contexts*, 42(3), 258-260.

Kelly, L.J and **LeCompte, K.** (2003) The Early Development of Science and Mathematics Standards in Texas. *American Educational History Journal*, 30(1), 107-113.

**LeCompte, K.**, and McCray, A.D. (2002) Complex Conversations with Teacher Candidates: Perspectives of Whiteness and Culturally Responsive Teaching. *Curriculum and Teaching Dialogue*, 4(1), 25-35.

**LeCompte, K.**, Kelly, L. & Davis, O.L. Jr. (2001) Seeking Standards: Mathematics and Science Curricula for Early 20<sup>th</sup> Century Texas High Schools. *Society for Curriculum History*, 27.

**LeCompte, K.** (2001) Integration of Technology in Teacher Education. *Texas Teachers Forum*, 26.

**LeCompte, K.**, Davis Jr., O.L. (2001) The Inattention to School Mathematics by some Progressive Educators: Articles in Progressive Education, 1924-1957. *American Educational History Journal*, 27, 31-44.



Irby, B.J., **LeCompte, K.**, Lara-Alecio, R. (1997) New Approaches to Collaborative Education. *Thought & Action*, 8(1), 59-65.

**LeCompte, K.**, & Talbert, T. (1996). *The Leadership Development Model: Ideas into Action*. ERIC Document. No. ED393178.

**LeCompte, K.** (Ed.) (1995) *Field Notes*. (A publication of the joint departments of Field Experiences and the Center for Professional Development - Teacher Education, Sam Houston State University) Huntsville, TX: Sam Houston State University.

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## Lesson Plans

Academic Reviewer for *We Shall Not Be Moved*, Tennessee State Museum's 50<sup>th</sup> Anniversary Civil Rights Exhibit, Fall 09

TOP Fellow – Goethe Institute: The Goethe-Institut is the Federal Republic of Germany's cultural institution operational worldwide.

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## Grants

### EXTERNAL AND UNIVERSITY GRANTS

#### Funded Projects

- \$30,000** Blevins, B. & **LeCompte, K.** & (2016) *iEngage Summer Teacher and Student Institute*. Research supported by Hatton W. Sumners Foundation. Funded Grant. **Co-Principal Investigator**
- \$45,000** **LeCompte, K.** & Blevins, B. (2015) *iEngage Summer Teacher and Student Institute*. Research supported by Hatton W. Sumners Foundation. Funded Grant. **Co-Principal Investigator**
- \$5,000** **LeCompte, K.** & Blevins, B. (2015) *iEngage Summer Civics Institute*. Research supported by internally funded Dr. Benjamin F. Brown IV Fund for Interdisciplinary and Collaborative Scholarship, Baylor University. **Co-Principal Investigator**
- \$30,000** Blevins, B. & **LeCompte, K.** (2014) *iEngage Summer Teacher and Student Institute*. Research supported by Hatton W. Sumners Foundation. Funded Grant. **Co-Principal Investigator**
- \$30,000** Blevins, B. & **LeCompte, K.** (2013) *iEngage Summer Teacher and Student Institute*. Research supported by Hatton W. Sumners Foundation. Funded Grant. **Co-Principal Investigator**
- \$20,000** **LeCompte, K.** (2012) *Community Issues Project*, Texas Higher Education Coordinating Board, Funded Project for \$20,000. 2012-2013. **Principal Investigator**

**\$2,000**      **LeCompte, K.** *Using CCRS and PASS in Secondary Methods Classrooms (2012).*  
Research supported by the Social Studies Faculty Collaborative. Funded Grant. **Principal Investigator**

Unfunded Projects

**\$4,263**      **LeCompte, K. & Blevins, B.** (2014). *iEngage Summer Civics Institute Research Analysis.* Research supported by Baylor University Research Council Grant. Unfunded. **Co-Principal Investigator**

**\$5,000**      Blevins, B. & **LeCompte, K.** (2014). *iEngage Summer Civics Institute Research Analysis.* Research supported by Baylor University Benjamin Brown, IV Research Grant. Unfunded. **Co-Principal Investigator**

**\$5,000**      Blevins, B. & **LeCompte, K.** (2014). *Supporting Civic Education for Tomorrow's Children* Research supported by The Bernard and Audre Rapoport Foundation. Unfunded. **Co-Principal Investigator**

**\$3,000**      **LeCompte, K. & Blevins, B.** (2013). *Studying the Impact of the iEngage Summer Civics Institute.* Research supported by the Baylor University Research Council Grant. Unfunded. **Co-Principal Investigator**

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**PRESENTATIONS**

**International**

**LeCompte, K.,** Gist, H. (2015, January) *Show Me the Money: Powerful Economics Curriculum for Social Studies Education.* Paper presented at the International Conference on Education, Honolulu, Hawaii.

Sharp, P., Baker, BR. & **LeCompte, K.** (2013, January) *The power of reflections.* Paper presented at the International Conference on Education, Honolulu, Hawaii.

**LeCompte, K.** (2009, March) *Learning for Justice: Teaching Educators About Social Justice,* Paper presented at the Oxford Round Table. Oxford University, England.

Field, S.L., **LeCompte, K.** and Alleman, J. (2009, January) *Elementary Social Studies in the Real World: A Case Study Report,* Paper presented at the International Conference on Education, Honolulu, Hawaii.

**LeCompte, K.,** Field, S.L. and Alleman, J. (2009, January) *A Critical Analysis of Field-Based Experiences in Social Studies,* Paper presented at the International Conference on Education, Honolulu, Hawaii.

Field, S.L., Alleman, J. and **LeCompte, K.** (2008, January) *Case Studies of Outstanding Elementary Social Studies Teachers,* Paper presented at the International Conference on Education, Honolulu,

Hawaii.

Struck, K and **LeCompte, K.**, (2005, April) *Tennessee's Democracy in Action: The Peoples' Petitions, 1806-1861*, Paper presented at the American Educational Research Association, Montreal, Canada.

**LeCompte, K.**, Field, S and Alleman, J. (2005, April) *Professional Development in Context: Navigating Diversity in Social Studies*, Paper presented at the American Educational Research Association, Montreal, Canada.

**LeCompte, K.** (2002, July) *Establishment of Academic Standards for Early 20<sup>th</sup> Century Texas High Schools: The University of Texas Affiliated Schools Program*  
Paper Presented at the International Standing Committee for the History of Education, Paris, France.

## **National**

Blevins, B. and **LeCompte, K.** (2016, April). Enhancing Young People's Civic Responsibility: Action Civics in Three Contexts. Paper presentation at the annual meeting of the American Education Research Association, Washington, DC.

**LeCompte, K.**, and Blevins, B. (2015, November). Possibility for Civic Responsibility: Action Civics in Three Contexts. Presentation at the annual meeting of the National Council for the Social Studies, New Orleans, LA.

**LeCompte, K.** and Blevins, B. (2015, November). A Call for Civic Responsibility: The Development of Civic Agendas in Preservice Elementary Teachers. Paper presentation at the annual meeting of the College and University Faculty Assembly, National Council of the Social Studies, New Orleans, LA.

**LeCompte, K.** (October 2015). Connection Content through Action Civics. Paper presentation at the annual meeting of the College and University Faculty Assembly, Paper presentation at the Convocation of Kappa Delta Pi International, Orlando FL.

**LeCompte, K.** (October 2015). Innovations in Civic Education. Paper presentation at the annual meeting of the College and University Faculty Assembly, Paper presentation at the Convocation of Kappa Delta Pi International, Orlando FL.

**LeCompte, K.**, Bagwell, L. & Musgrove, M. (2015, October). Bullying, Harmful Jokes, and Other Unnatural Acts: Teaching for Human Kindness in the Elementary Classroom. Presentation at the annual meeting of the Texas Association for the Improvement of Reading.

**LeCompte, K.** (2015, July). iEngage: Students Engaging in Action Civics. Presentation at the annual meeting of the Texas Private School Conference, Waco, TX.

**LeCompte, K.**, Blevins, B., Shanks, N., & Wells, S. (2014, November). iEngage: Students Engaging in Action Civics. Presentation at the annual meeting of the National Council for the Social Studies, Boston, MA.

- Blevins, B., **LeCompte, K.**, Wells, S. & Shanks, N. (2014, November). Innovations in Civic Education: Action Civics for Youth. Paper presentation at the annual meeting of the College and University Faculty Assembly, National Council of the Social Studies, Boston, MA.
- LeCompte, K.** & Blevins, B. (2014, October). Critical Intersections: Civic Connections across Disciplines. Paper presentation at the annual meeting of the College and University Faculty Assembly, National Council of the Social Studies, Boston, MA.
- Blevins, B., **LeCompte, K.**, Wells, S. & Shanks, N. (2014, October). iEngage: Exploring the Impact of Action Civics. Paper presentation at the annual conference of the American Association of Teaching and Curriculum, Tampa, FL.
- LeCompte, K.**, Blevins, B., & Stonikinis, G. (2014, April). iEngage: Bridging Community And Civic Education Through Professional Partnerships. Paper presentation at the annual conference of the National Association of Professional Development Schools, Las Vegas, NV.
- Howell, L. **LeCompte, K.**, Purdum-Cassidy, B. Bolfig, D., Cain L. & Lieber, R. (2014, February). Inventrepreneurs: PDS Partnerships For Powerful Integrated Learning. Paper presented at the National Association for Professional Development Schools in Las Vegas, NV.
- LeCompte, K.**, Field, S. Librisco, A. & Allemen, J. (2014, April). Exemplary Elementary Social Studies in an Age of Standardized Testing. Paper presentation at the annual meeting of the American Education Research Association, Philadelphia, PA.
- LeCompte, K.**, Blevins, B., & Stonikinis, G. (2014, April). iEngage: Bridging Community And Civic Education Through Professional Partnerships. Paper presentation at the annual conference of the National Association of Professional Development Schools, Las Vegas, NV.
- Blevins, B., **LeCompte, K.**, Shanks, N., & Wells, S. (2014, February). iEngage: Exploring the Impact of Action Civics. Paper presentation at the annual conference of the International Society for the Social Studies, Orlando, FL.
- Blevins, B., **LeCompte, K.**, Wells, S. & Shanks, N. (2013, November). *Building Civic Bridges: Service Learning with Digital Natives*. Paper presentation at the annual meeting of the College and University Faculty Assembly, National Council of the Social Studies, St. Louis, MO.
- LeCompte, K.** & Blevins, B. (2013, November) *Building Bridges: Social Justice through Service Learning*. Presentation at the annual meeting of the National Council for the Social Studies, Seattle, WA.
- LeCompte, K.**, Blevins, B. & Wells, S. (2013, October). *iCivics in Action*. Presentation at the Kappa Delta Pi Convocation, Dallas, TX
- Blevins, B. & **LeCompte, K.** (2013, October). *iCivics in Action*. Presentation at the Texas Council for the Social Studies, San Antonio, TX
- LeCompte, K.**, Blevins, B. & Wells, S. (2013, April). *New Horizons for Citizenship Education: A Three Dimensional Analysis of iCivics*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

- LeCompte, K.,** Sharp, P. & Baker, BR. (2013, February) *Building Bridges: Civics Education through Collaborative Inquiry*. Paper presentation at the annual meetings of National Association of Professional Development Schools, New Orleans, LA.
- LeCompte, K.,** Blevins, B. & Wells, S. (2012, November) *High Tech Community Partnerships: Transforming Students into Active Citizens*, Paper presented at the National Council for the Social Studies. Seattle, Washington.
- Blevins, B., **LeCompte, K.** & Wells, S. (November 2012) *Citizenship Education Goes Digital: A Three Dimensional Analysis of iCivics*. Paper presented at the College and University Faculty Assembly. Seattle, Washington.
- LeCompte, K.,** Blevins, B. & Wells, S. (October 2012) *iCivics: A Curricular Analysis*. Paper presented at the American Association of Teaching Colleges. San Antonio, Texas.
- LeCompte, K.** & Moore, B. (February 2012) *iCivics*. Paper presented at the International Society for the Social Studies. Orlando, Florida.
- LeCompte, K.** & Moore, B. (October 2011) *The Brazos Valley Indian School*. Paper presented at the Organization of Educational Historians, Chicago, Ill.
- LeCompte, K.** & Wells, S. (April 2011) *Dissenting Daughters: Women in the public sphere in transatlantic civil wars*. Paper presented at the National Council for History Educators, Charleston, SC.
- Bauml, M., Field, S., Bennett, L, Alleman, J. Gallavan, N., Hinde, E., **LeCompte, K.,** and Morowski, D. (November 2010) *From the Humanities to 21<sup>st</sup> Century Skills: Examining Purposeful Integrative Elementary Social Studies* Paper presented at the College and University Faculty Assembly, Denver, CO.
- Bauml, M., Field, S., Bennett, L, Alleman, J. Gallavan, N., Hinde, E., **LeCompte, K.,** Finnie, R. and Morowski, D. (November 2010). *Visions of Purposeful Integrative Elementary Social Studies* Paper presented at the National Council for the Social Studies, Denver, CO.
- LeCompte, K.** & Wigginton, T. (March, 2009) *Emily Post: Etiquette Writer During the Crossroads of Modern America* Paper presented at the National Council of History Educators, San Diego, CA.
- LeCompte, K.** and Larry, K. (March, 2009) *The Brazos Valley Indian School* Paper presented at the Society for the Study of Curriculum History, Denver, CO.
- LeCompte, K.,** Field S., Knighton, B. and Alleman, J. (November, 2009) *Resolution, Reality, and Responsiveness: Comparatively Teaching Elementary School Children about the Economy* Paper presented at the National Council for the Social Studies, Atlanta, GA.
- LeCompte, K.** Bennett, L. Alleman, J. and Johnson, C. (November, 2009) *Visions of Powerful Integrative Elementary Social Studies* Paper presented at the National Council for the Social Studies, Atlanta, GA.
- LeCompte, K.** (November, 2008) *Cinco De Mayo – Nashville Style*, Paper presented at the National

Council for the Social Studies, Houston, TX.

**LeCompte, K.** (November, 2008) *Multiple Intelligences Theory to Practice: Call all Children to Learn A Case Study*, Paper presented at the College and University Faculty Assembly in Houston, TX.

**LeCompte, K.** and Harris, A. (October, 2008) *The Crossroads of Theory and Practice: Preparing Teachers for Democratic Classrooms*. 9<sup>th</sup> Annual Curriculum and Pedagogy Conference, Decatur, GA.

**LeCompte, K.** (April, 2007) *Understanding for Teaching: Democracy in Action*, Paper Presentation, American Association of Educational Research, Chicago, Ill.

Field, S.L. Weebeek, M.L., **LeCompte, K.**, and Alleman, J. (April 2007) *Deliberating "Common Lessons:" Pre-Service Teachers Explore Elementary Social Studies Teaching with Uncommon Results*. American Association of Educational Research, Chicago, Ill.

**LeCompte, K.** (December 2006) DOE, SPA, AND NCATE STANDARDS – LIONS AND TIGERS AND BEAR??!! National Council for the Social Studies, Washington, DC.

**LeCompte, K.** (December 2006) *Bring States History Alive* National Council for the Social Studies, Washington, DC.

**LeCompte, K.** (September, 2006) *East Texas Oilfield Schools*. East Texas Historical Commission, Nacogdoches, TX.

*Invited Paper Presentation* **LeCompte, K.** (May 2006) *Unpacking the Familiar: Democracy in Action* Center for Civic Education R. Freeman Butts Institute, Indianapolis, IN.

**LeCompte, K.** (April 2006) *East Texas Oilfield Schools: Expansion, Diminution and Reorganization* Presentation, American Association of Educational Research, San Francisco, CA.

**LeCompte, K.** (April 2006) *Professional Development in Context: Navigating Diversity in Social Studies* Presentation, American Association of Educational Research, San Francisco, CA.

**LeCompte, K** et.al. (November 2005) *Early Childhood Social Studies: Intersections of Parent, School and Community*, Symposium Presentation College and University Faculty Assembly, National Council for the Social Studies, Kansas, City, MO.

**LeCompte, K** et.al. (November 2005) *Critical Issues in Social Studies Education*, Symposium Presentation College and University Faculty Assembly, National Council for the Social Studies, Kansas, City, MO.

**LeCompte, K** et.al. (November 2005) *Democracy in Action: Teaching Citizenship through Literature Social Studies and the Young Learner Board Presentation*, National Council for the Social Studies, Kansas, City, MO.

**LeCompte, K** and Talbert, T. (October, 2005) *Unpacking the familiar: Democracy in Action* Strand #2 – Integrating Democracy into Teacher Preparation Programs, National Network for Educational Renewal, Myrtle Beach, S.C.

- LeCompte, K** et.al. (November, 2004) *Multi-Vocal Dialogues Around Marginality: Inquiries, Issues, and Possibilities from Elementary Social Studies Methods*, Symposium Presentation College and University Faculty Assembly, National Council for the Social Studies Baltimore, MD.
- LeCompte, K**, et.al. (November, 2004) *Social Studies and the Young Learner*, Editorial Board Presentation, National Council for the Social Studies Baltimore, MD,
- LeCompte, K**. (2004, October). *East Texas Oilfield Schools*. Paper presented at the Mid-West History of Education Society, Chicago, IL.
- LeCompte, K**. (2004, April). *Cross Talk: Elementary Social Studies Teachers and Professional Development*. Paper presented at the American Educational Research Association, San Diego, CA.
- LeCompte, K**. (2003, November). *Elementary Social Studies, Professional Development, and Technology: A Journey of Three Teachers*. Paper presented at the College and University Faculty Assembly, Chicago, IL.
- LeCompte, K**. (2003, November). *Connecting Children, Teachers, Researchers, and Meaningful Social Studies Concepts*. Paper presented at the 83<sup>rd</sup> National Council for the Social Studies Conference, Chicago, IL.
- LeCompte, K**. (2003, November). *Community /University Partnerships: Urban Schools as Settings for Teacher Preparation*. Paper presented at the 83<sup>rd</sup> National Council for the Social Studies Conference, Chicago, IL.
- LeCompte, K**. (2003, November). *Students as Social Activists*. Presentation at the 83<sup>rd</sup> National Council for the Social Studies Conference, Chicago, IL.
- Katz, S., PhD Candidate, and **LeCompte, K**. (2003, October) *Teacher Education in the Era of Desegregation: Promise and Practice at George Peabody College for Teachers, 1950-1979*. Paper presented at the Midwest History of Education Society, Chicago, IL.
- Strunk, K., PhD Candidate, and **LeCompte, K**. (2003, October) *Tennessee's First Public School Finance Issues: The Peoples' Petitions, 1812-1861*. Paper presented at the Midwest History of Education Society, Chicago, IL.
- LeCompte, K**. (2003, April) *Seeking Standards: The Development of Academic Standards (in Mathematics) for Early 20<sup>th</sup> Century Texas High Schools*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- LeCompte, K**. (2003, March) *Social Studies in the Center: Powerful activities for elementary classrooms*. Presentation at the meeting of the Tennessee Council for the Social Studies, Gatlinburg, TN.
- LeCompte, K**. (2002, November) *Excel City: A school-wide elementary social studies program*. Presentation at the 82<sup>nd</sup> National Council for the Social Studies Annual Conference, Phoenix, AZ.

- LeCompte, K.** (2001, November) *Incorporating Multicultural Teaching Practices for Preservice Teachers*. Presentation at the 43<sup>rd</sup> Biennial Convocation of Kappa Delta Pi: International Honor Society in Education, Orlando, FL.
- LeCompte, K.** (2001, October) *Complex Conversations with Teacher Candidates: Perspectives of Whiteness and Culturally Responsive Teaching*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Denver, CO.
- LeCompte, K. & Kelly, L. & Davis Jr., O.L.** (2001, April) *Seeking Standards: Mathematics and Science Curricula for Early 20<sup>th</sup> Century Texas High Schools*. Presentation at the annual meeting of the Society for the Study of Curriculum History, Seattle, WA.
- LeCompte, K.** (2001, November) *The Integration of Technology in Teacher Education*. Presentation at the 42<sup>nd</sup> Biennial Convocation of Kappa Delta Pi: International Honor Society in Education, Baltimore, MD.
- LeCompte, K. & Davis Jr., O.L.** (1999, October) *The Treatment of Mathematics Education in the Journal of Progressive Education*. Presentation at the annual meeting of the Midwest History of Education Society, Chicago, IL.
- LeCompte, K.** (1998, October) *School-wide Science Enrichment*. Presentation at the annual meeting of the Council for the Advancement of Science Teaching Conference (CAST), Corpus Christi, TX.
- LeCompte, K.** (1998, February) *The Integration of Technology in an Elementary Gifted and Talented Program*. Presentation at the annual meeting of the Texas Computing Educators Association, Austin, TX.
- LeCompte, K.** (1997, November) *The Integration of Technology in an Elementary Gifted and Talented Program*. Presentation at the annual meeting of the Texas Association of Gifted and Talented Teachers, Austin, TX.
- LeCompte, K.** (1996, November) *Windows on the World: Past, Present, and Future*. Presentation at the annual meeting of the Texas Association for the Gifted and Talented, Austin, TX.
- LeCompte, K.** (1996, October) *Female Leadership Characteristics*. Presentation at the annual meeting of the National Research on Women and Education's Conference, San Jose, CA.
- LeCompte, K.** (1996, February) *Female Leadership Characteristics*. Presentation at the Symposium, "Texas Women in the 21 Century," at East Texas State University.
- LeCompte, K.** (1995, October) *Identification of Rural and Hispanic Gifted Children*. Presentation at the annual meeting of the National Rural Educator's Association, Salt Lake City, UT.
- LeCompte, K.** (1995, November) *Identification of Rural and Hispanic Gifted Children*.



Presentation at the annual meeting of the Texas Association of Gifted and Talented Teachers Convention, Houston, TX.

### ***Invited Presentations***

Blevins, B. & **LeCompte, K.** (2012, September). iCivics in Action: New Horizons in Citizenship Education. Baylor School of Education Advisory Committee.

**LeCompte, K.** & Blevins, B. (2012, April). iCivics in Action: A school and university partnership. Justice Sandra Day O'Connor iCivics Symposium.

### ***Media Coverage***

August 2016

Check out a story produced by KWBU about iEngage

<http://kwbu.org/post/iengage-summer-camp-seeks-get-kids-interested-civics>

The Waco Tribune also covered iEngage

[http://www.wacotrib.com/news/higher\\_education/local-students-tackle-civic-issues-at-baylor-s-iengage-camp/article\\_4204e0d3-e533-52d7-910c-f3d6388161e0.html](http://www.wacotrib.com/news/higher_education/local-students-tackle-civic-issues-at-baylor-s-iengage-camp/article_4204e0d3-e533-52d7-910c-f3d6388161e0.html)

August 13, 2013. Baylor's iEngage Summer Camp. *KCEN HD News Texas Today*.

<http://tinyurl.com/iengageinterview1> and <http://tinyurl.com/iengageinterview2>

September 30, 2012. Still supreme: A candid conversation with Sandra Day O'Connor. *Parade Magazine*.

<http://www.parade.com/news/2012/09/30-sandra-day-oconnor-i-can-make-a-difference.html>

September 11, 2012. Using iCivics to teach about the election. *Mom's Everyday*.

<http://ww2.momseveryday.com/video?autoStart=true&topVideoCatNo=default&clipId=7712383>  
& <http://ww2.momseveryday.com/video?autoStart=true&topVideoCatNo=default&clipId=7712441>

July 25, 2012. Ensuring judicial independence through Civics education. Testimony of Sandra Day O'Connor before Senate Judiciary Committee.

<http://www.judiciary.senate.gov/hearings/hearing.cfm?id=232cad914c63753d7e2e6eb50d632f87>

July 13, 2012. Hundreds of thousands seek education in U.S. History and Government. *Heartlander*,

Heartland Institute. <http://news.heartland.org/newspaper-article/2012/07/13/hundreds-thousands-seek-education-us-history-government>

April 28, 2012. Baylor, schools collaborate on 'iCivics' classroom study. *Waco Herald Tribune*.

<http://www.wacotrib.com/news/149334265.html>

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## **INTERNAL REVIEW BOARD (IRB) PROPOSALS**

Purdum-Cassidy, B., LeCompte, K., Howell, L. & Witte, M. Connecting Content through Service Learning (Accepted September 2013). Study began in Fall 2013 and continued into 2014. #490517-

1

Blevins, B. & LeCompte, K. iEngage Summer Civics Institute: Civic Learning and Leadership. (Accepted August 2013) Study began in August 2013 and will continue in August 2015 with additional funding from the Hatton Sumners Foundation. #486773-1

LeCompte, K. & Blevins B. (Accepted September, 2012). Building Bridges: Connecting Youth to Community. Study began in Fall 2012 and continues into 2013-2015. #367370-3

LeCompte, K. & Blevins, B. (Accepted September, 2012). Teaching for New Horizons: Digitalizing Civics Education for Pre-Service Teachers. Study began in Fall 2012 and will continue into 2013-2015. #365919-2.

Blevins, B. & LeCompte, K. (Accepted September, 2012). iCivics: Celebrating Freedom Online. Study began in Fall 2012 and will continue in 2015. #366004-3

LeCompte, K. & Blevins, B. (Accepted November 2011, September 2012). iCivics in Action: A School and University Partnership. Study began in Fall 2011 and will continue into 2013-2015. #266099-6

### **Professional Teaching Experience**

**Assistant Clinical Professor**, Peabody College of Vanderbilt University, Department of Teaching and Learning, Responsibilities including teaching undergraduate and graduate methods courses in social studies education, graduate courses in social and philosophical foundations of education, and an action research course. Service to the department included supervising master's capstone submissions, recruiting master's students, Counselor for the Alpha Chapter of Kappa Delta Pi, advising both undergraduate and graduate students, and serving on the elementary program committee. Research involved working with teachers to document "best practices" in social studies education. August 2002 – August 2010.

**Teaching Assistant for the Department of Curriculum Studies**, College of Education, University of Texas at Austin, Spring 2002. Responsibilities included teaching social studies methods courses at the undergraduate level.

**Supervisor for Student Teachers and Student Interns**, Department of Special Education, College of Education, University of Texas at Austin, Fall 2001. Responsibilities included supervision and mentorship of 6 student teachers and 2 interns at an elementary school in north Austin. Included in this role is a strong relationship with the school as well as support for the cooperating teachers.

**Teaching Assistant for the Department of Special Education**, College of Education, University of Texas at Austin, Spring 2001. Responsibilities included maintenance of all records (grades and attendance) for 103 students enrolled in ALD 322- Individual Differences. A web site was developed and maintained for the course as well as managing a Web-based system for communication. Lecturing and assisting students on a weekly basis were included in the duties for this position.

**Instructor, Southwestern University**, Georgetown, Texas. 1999-2001. Responsibilities included instructional planning and teaching of four courses offered in the teacher preparation program. Teaching assignments were educational technology, classroom management and organization, methods of teaching mathematics and instructional methods/organization (note: instructional methods was considered a social studies methods course). 1999-2001

**Trainer, CGI Instruction**

Round Rock (TX) Independent School District, summer, 1999. Staff development trainer for Cognitively Guided Mathematics Instruction. Responsibilities included: Planning and instruction for (2) weeklong professional development institutes.

**Teacher, Coordinator of Gifted and Talented Instruction at a K-5 Elementary Campus**, Berkman Elementary, Round Rock, (TX) Independent School District, 1996-1999. Responsibilities included: Instruction and planning for all this school's identified gifted and talented students in the content areas of mathematics and language arts. Testing of all students nominated for the gifted and talented program. This involved staff development for screening and identification of students.

**Technology Facilitator and Trainer, Round Rock (TX) Independent School District**, 1997-1999. Responsibilities included: Staff development and training with respect to technology and computer use. Scheduling of training sessions on district developed competencies. Grading of completed modules and recording of faculty status in completing all modules.

**Teacher, 4/5 Grade Mathematics, Summer School Session at Bluebonnet Elementary, RRISD, (TX) Summer, 1998**. Responsibilities included: Planning and teaching of mathematics for students identified by RRISD summer school criteria. Assessment and evaluation of student progress in mathematics. Reporting of assessment data at the end of the session.

**Teacher, Grade 4 Mathematics Academy, Berkman Elementary, Round Rock (TX) ISD**, spring 1997, 1998. Responsibilities included: planning and teaching of Mathematics for students identified by Academy criteria. Academies were a six-week after-school tutorial program designed primarily for students who are at risk for failing the TAAS. Class sizes were small with approximately 12 students in each class. Ninety percent of the students in academy sessions I have taught successfully passed the mathematics portion of the TAAS exam.

**Writer, Technology Curriculum for the Talented and Gifted Program, Round Rock (TX), I.S.D.**, summer 1997. Responsibilities included: Writing and researching the integration of technology opportunities in the gifted and talented classrooms.

**Assistant Instructor, Coordinator - Field Based Experiences. College of Education and Applied Science, Sam Houston State University, 1995-1996**. Responsibilities included: Assisted faculty in the instruction of undergraduate education classes. Coordinate public school experiences for approximately 900 university students. This involves working with public school personnel and university professors to fulfill state required observation hours for the certification of teachers. Placed secondary education students in junior high and high school classrooms for observation and practice teaching. Evaluated these students on their teaching performance, 1995-1996.

**Research Assistant**. Department of Elementary Education, Sam Houston State University. Spring 1996. Participated in a collaborative grant project of Texas A & M University and Sam Houston State University. Data collection and analysis, Supervisor, Beverly J. Irby.

**Director. Summer Institute for Gifted, Creative, and Talented Students**. Sam Houston State University, summer 1996. Responsibilities included: organization and management of a summer camp for gifted, creative, and talented secondary students.

**Assistant Instructor- Tutor. Trinity Valley Community College, Palestine, Texas, 1993-1994**.

Responsibilities included: Working with students for who English was a second language. Students were struggling with sophomore English and with encouragement, tutoring and their own great efforts, they were all successful. Also tutored Nursing Students in chemistry.

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### **Professional Institutes and Workshops**

**iEngage Summer Institutes (2013-2015):** Due to the generosity of the Hatton Sumners Foundation, we have had the opportunity to further our civic education efforts through the creation of the iEngage Summer Civics Institute. The iEngage Summer Civics Institute has a twofold purpose: 1) to provide teachers with high quality professional development focused on civics education and 2) to provide students with the opportunity to engage in meaningful civic learning through online gaming, simulations, and service learning. This summer we have over 20 teachers registered for the teacher institute and 60 students registered for the student camp. August 2013 and August 2014.

**Summer Institute for Social Studies** Baylor University, Responsibilities included organizing and leading a summer professional development institute for local areas school districts. August 2012.

**Customized Instruction Institute (August 2012).** *Building Bridges: Connecting Youth to Community*, Atlas Academy in Waco ISD developed the talents of gifted and advanced learners through differentiated, integrated, and accelerated curriculum. The faculty at Atlas Academy and Dr. Karon LeCompte at Baylor University have developed and implemented a service learning project for middle school students. Approximately 300 students began this project in August of 2012. Finished projects will be showcased in February of 2013.

**Summer Summit**, Midway ISD. Responsibilities included organizing and leading a summer professional development institute for elementary social studies. August 2012.

**Summer Institute for Social Studies**, Baylor University, Responsibilities included organizing and leading a summer professional development institute for local areas school districts. August 2011.

**TAH Summer Institute**, - Academic Co-Director, Baylor University and Region 12, Responsibilities included organizing and planning content for 20<sup>th</sup> century history for local area teachers. July 2011

**Workshop: *Early Tennesseans***, Tennessee State Museum, Two-day workshop with elementary teachers. Focus was on using artifacts to teach with historical understanding in elementary classrooms. August 2010.

**Co-Academic Coach: *Teaching a Tapestry of American History***, Williamson County Schools and Maury County Schools, 4<sup>th</sup> and 8<sup>th</sup> grade teachers, Travel to historical sites in Washington, DC, Assist Teachers with Curriculum Design, June 2010.

**Co-Academic Coach: *Bringing American History to Life***, Metro-Davidson County Schools, 4<sup>th</sup> and 8<sup>th</sup> grade teachers, Travel to historical sites in Boston and New York, Assist Teachers with Curriculum Design. June 2009.

**Co-Academic Coach: *Teaching a Tapestry of American History***, Williamson County Schools and Maury County Schools, 4<sup>th</sup> and 8<sup>th</sup> grade teachers, Travel to historical sites in Boston and Rhode Island, Assist Teachers with Curriculum Design, June 2009.

**Workshop: Literacy in the Social Studies**, Williamson County Schools, 4<sup>th</sup> through high school teachers. May 2009.

**Workshop: Thinking Like a Historian**, Metro-Davidson County Schools, 4<sup>th</sup> and 8<sup>th</sup> grade teachers; Williamson County Schools 4<sup>th</sup> and 8<sup>th</sup> grade teachers, June 2008.

**Workshop: Thinking Like a Historian**, Metro-Davidson County Schools, 5<sup>th</sup> and 11<sup>th</sup> grade teachers; Williamson County Schools 5<sup>th</sup> and 11<sup>th</sup> grade teachers, June 2008.

**Workshop: *Understanding by Design for Social Studies***, Metro-Davidson County Schools, 4<sup>th</sup> and 8<sup>th</sup> grade teachers, Metro-Davidson County Schools, 5<sup>th</sup> and high school teachers, June 2007

**Professional Development: Using Primary Resources in the Social Studies Classroom**, Metropolitan Nashville Independent School District, July 2006.

**Workshop: Teaching Modern Germany**, Fourth through eighth grade teachers, Williamson County Independent School District, October 2005.

**Professional Development: Integrating Social Studies in Primary Classrooms, Kindergarten through Second Grade Teachers**, Metropolitan Nashville Independent School District, July 2005.

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## Honors and Affiliations

Submitted application for the AERA Division K - Teaching and Teacher Education Awards 2013-2014

Accepted - Baylor University Summer Sabbatical, *Summer 2015*

Accepted – Summer Faculty Institute, *Summer 2014*

Baylor University Summer Faculty Institute – *Summer 2014*

Baylor University Summer Faculty Institute – *Summer 2013*

Accepted - Baylor University Summer Sabbatical, *Summer 2012*

Accepted - Baylor University Summer Sabbatical, *Summer 2011*

Editorial Board – Social Studies Research and Practice, 2009 – Present

Editorial Board – The Texan - 2012 – Present

Editorial Board – The International Journal of Social Education, 2008 – 2013

iCivics Fellowship - Travel and expenses for a 6-week fellowship in Washington, DC., Summer 2012

Kappa Delta Pi Outstanding Regional Counselor, Alpha Pi Chapter, Vanderbilt University, 2007

Transatlantic Outreach Program Fellowship, Summer 2005 – Travel and Expenses to Germany

Keizai Koho Fellowship, Summer 2003 – Travel and Expenses to Japan

Excellence in Writing Award. Student Government Association. Sam Houston State University. 1997

Outstanding Elementary Education Student. Sam Houston State University. 1995

Recipient, American Association of University Women Scholarship, Sam Houston State University, 1995

Kappa Delta PI,

- Initiated at the Delta Theta Chapter, Sam Houston State University, Huntsville, TX.
- Southwestern University, Georgetown, TX.
- Delta Chapter, The University of Texas at Austin, Treasurer, 2001-2002
- Chapter Counselor, Alpha Pi Chapter, Vanderbilt University, 2003-2010
- Co-Counselor, Beta Xi Chapter, Baylor University, 2010-present
- Beta Xi Chapter Recognized for outstanding Membership Recruitment, 2012-2013

American Association for Teaching and Curriculum

American Association of University Women

American Educational Research Association

Midwest History of Education Society

National Council for the Social Studies

Society for the Study of Curriculum History

Social Studies for the Young Learner, editorial board, 2003-2004

Texas Council for the Social Studies

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## **Fellowships**

### *Warren Fellowship*

Your selection as a 2015 Warren Fellow provides you the opportunity to learn the history of the Holocaust and other genocides and to consider how to teach these histories to students of differing ages. This year's selection process was particularly rigorous, so once again, congratulations.

The Warren Fellowship for Future Teachers has been developed through a generous gift from the Martin and Naomi Warren Family Foundation. During your time at the Museum, you will have the opportunity to meet and work with Naomi Warren and her family. Naomi is a remarkable woman who survived three concentration camps and later came to the USA and became a very successful businesswoman. You will meet other survivors and also have the opportunity to work with/in Holocaust Museum Houston's exhibits, and you will hear respected scholars who will lecture on historical and pedagogical topics.

*iCivics Fellowship*

As recipient of the first education iCivics Fellowship, I worked with the national iCivics' team to maintain a vision and strategy for transforming the way young Americans learn about and engage in government and civil society. I provided cross-team support to our instructional design, outreach, and operations teams, utilizing strong curriculum design skills to provide meaningful contributions to iCivics' wealth of innovative resources. This was a full-time, unpaid fellowship founded in partnership with Baylor University. Washington DC, Summer 2012.

*Center for Civic Education – Abuse of Power by the Executive Branch*

Summer Institute for Social Studies Methods Professors on Teaching Constitutional Issues, held at College of Education, University of Florida, 2424 Norman Hall, Gainesville, FL sponsored by the Center for Civic Education, Calabasas, California. The goal of the institute was to provide social studies methods professors with an opportunity to learn both content and methods related to constitutional issues so that they can better incorporate these issues into the civic education portion of their secondary social studies methods courses. Invited participation with funding for airfare, meals, hotel, transportation, and seminar materials (approximately \$3,000). June 4<sup>th</sup> – 8<sup>th</sup>, 2007

*Center for Civic Education – We the People* seminar held at the Center for Civic Education

5145 Douglas Fir Road Calabasas, CA 91302-1440

The Center professional-development opportunities for elementary, middle, high school educators, university and college professors, members of the legal community, *We the People Programs* state and congressional district coordinators, and youth organization leaders throughout the nation and in selected sites throughout the world. Invited participation with funding for airfare, meals, hotel, transportation, and seminar materials (approximately \$3,000). March 1<sup>st</sup> – 5<sup>th</sup>, 2007

*James Madison: The Man and his Political Philosophy* seminar being held for school of education professors, October 20-23, 2006 at James Madison's Montpelier in Orange, Virginia. Center for Civic Education.

*Building Community, Growing Community: Focus Groups as Forums for Curricula Development and Assessment.* Grant that supports connections between experienced teachers and Education student for the purpose of developing social studies curricula. Peabody Instructional Improvement Grant. 2006-2007. \$5000.00

*Goethe-Institut, Transatlantic Outreach Program Fellowship.* Fellowship included a two-week study tour of Germany. All expenses supported by the Goethe-Institut. Summer 2005

*TExpert Project: Technologically linking experienced teachers with education students.* Grant includes graduate assistant support for electronic pen pals. Instructional Improvement Grant, Peabody College of Vanderbilt University, \$5,000. 2005-2006.

*Center for Civic Education the 5<sup>th</sup> annual R. Freeman Butts Institute* on civic learning in teacher education, Sponsored by the Center for Civic Education of Calabasas, California and Conducted by the Social Studies Development Center of Indiana University, at the University Place Conference Center and Hotel

Indiana University-Purdue University, Indianapolis (IUPUI), May, 2005

*Kappa Delta Pi Recipient of Democracy in Education Fellowship,* Fellowship included a weeklong

summer institute at the University of Washington in Seattle. National Network for Educational Renewal, Agenda for Education in a Democracy, All expenses for weeklong institute, John Goodlad, Director Summer 2004

*Keizai Koho Fellowship*, National Council for the Social Studies and Keizai Koho of Japan supported a two-week immersion in the country of Japan with emphasis on the culture, education, and history of Japan. Fellowship included all expenses for two weeks in Japan. Summer 2003

*Professional Development Leader*, National Endowment for the Humanities Workshop, “Learning to Look”. Responsibilities included curricula development and organization of a weeklong workshop focused on the use and interpretation of images in teaching. Summer 2003.

*Qualitative Research Grant* awarded by the Folio Corporation for research in the study of their software products in the field of qualitative research. (\$1,500.00) Spring 1996.

*Guided Reading Research Grant* awarded by the Sam Houston Area Reading Council for the study of a structured guided reading program in kindergarten. (\$500.00) Spring 1996.

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## **Service**

### ***Dissertation Committees***

Dean Quigley, chair, in progress (Baylor University)  
Elena Venagas, committee member, in progress (Baylor University)  
Sunny Wells, committee member, completed (Baylor University)  
James Rodgers, committee member, completed. (Baylor University)

### ***University Service***

Ad Hoc selection committee for Outstanding Graduate Student Instructor award, *Fall 2015*  
Faculty – in – Residence, *Summer 2015 – Current*  
BU Women’s Colloquium Member, *2014-Current*  
iEngage Summer Civics Institute, Co-Director, *Summer 2014 - 2016*  
iEngage Summer Civics Institute, Co-Director, *Summer 2013*  
Social Studies Summer Teachers Academy, *Summer 2013*  
Heart of Texas Regional History Fair, CO-President, *Summer 2014-present*  
Heart of Texas History Fair Judge, Spring 2013-present  
Texas Association of Future Educators, Program Judge, *Baylor University, November 2012*  
SOE Advisory Board Presentation (iCivics in Action), *Fall 2012*  
Social Studies Summer Teachers Academy, *Summer 2012*  
Beta Xi Kappa Delta Pi Chapter, Co-Counselor, *2010- present*  
Invitation to Excellence Table Host, *Baylor University, January 2013*  
Law Related Education Pre-Service Teacher Professional Development, *Fall 2011*  
iCivics Pre-Service Teacher Professional Development, *Fall 2011*  
Elementary Level Teacher Education Team  
Curriculum and Instruction Graduate Faculty Member, *2010 - present*

### ***National Service***

Member, *College and University Faculty Assembly* 2005- present.  
Member, *National Council for the Social Studies*, 2005- present.



Editorial Board, *The International Journal of Social Sciences*, 2010-2013  
Member: Editorial Board *Social Studies and the Young Learner*, Publication of the National Council for the Social Studies, 2002-2006.  
Reviewer, *Social Studies Research and Practice*, 2013-Present  
Reviewer, Journal of Curriculum and Supervision, O.L. Davis Jr. Editor, American Association of Curriculum and Development. 2005-2010  
House of Delegates, National Council for the Social Studies, 2005-2010  
Reviewer, American Educational Research Association Conference, 2007- present  
Reviewer, NCSS College and University Faculty Assembly Conference, 2007-present  
Elected member, FASSE Board, *Fund for the Advancement of Social Studies Education*, 2006-2008  
Chair, FASSE Board, *Fund for the Advancement of Social Studies Education* 2007-2009  
Chair, National Council for the Social Studies Elementary Teacher of the Year, 2005-2006  
Chair, Tennessee Council for the Social Studies Teachers of the Year  
President Elect, Tennessee Council for the Social Studies, 2008-2010  
Member of the National Kappa Delta Pi Standing Committee on Constitution and Bylaws  
Learning to Look Reunion, Professional Development Leader, National Endowment for the Humanities Workshop, "Learning to Look". Responsibilities included curricula development and organization of a weeklong workshop focused on the use and interpretation of images in teaching. Summer 2004

Academic Co-Director, *Teaching American History in the Tennessee Heartland*, Teaching of American History Grant, 2004 "Teaching and Learning like Historians". Two workshops supporting K-12 teachers in Williamson, Cheatum and Montgomery Counties.

Academic Co-Director, Discover B.A.H.A.! (Bringing American History Alive), Metro Davidson County Schools. 2006 - 2009 Three year grant working with Professor Dan Usner, Vanderbilt University, History Department, to plan and implement summer professional development institutes.

Academic Co-Director, Teaching a Tapestry of American History, Williamson County and Maury County Schools. 2007 - 2010 Three year grant working with the University of Tennessee History Department, to plan and implement summer professional development institutes.

### ***Local/State Service***

Guest Editor, *The Texan*, Summer 2013  
Reviewer, *The Texan*, 2012-Present  
Member, Publications Committee, *The Texan*, 2010-Present  
Texas Higher Education Coordinating Board, Community Issues Project Advisory Council, 2012-present  
Trinity Lutheran at Badger Ranch – Joy Women’s Ministry Team Leader, 2012-present  
Trinity Lutheran at Badger Ranch – Praise Team Member  
CareNet, volunteer and contributor

### **Manuscripts in Progress**

LeCompte, K & Blevins, B. (2014 – in progress) iCivics in Action: Findings for a School and University Partnership *University School Partnerships*

LeCompte, K. & Blevins, B. (2014 – in progress) Civic dispositions inspired through digital gaming. *Learning, Media and Technology*.

LeCompte, K. (Ed). (2014 - in progress) CCRS Standards in Action: A collection of community service projects. Edited book of student projects which align with College and Career Readiness Standards

LeCompte, K. Baker, BR. (2015 – in progress) Learning Citizenship through Digital Games