

SHANNA PEEPLES
ASSISTANT PROFESSOR
DIRECTOR, ROUTE 66 WRITING PROJECT

Phone: (806) 651-2607
speeples@wtamu.edu

P.O. Box 60208
Canyon, TX 79016

EDUCATION

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| Ed.L.D. | Harvard University, Educational Leadership Dissertation: <i>The Work Stories Do: How Stakeholder Storytelling Can Support Strategic Renewal</i> Committee: Dr. Jal Mehta (chair), Dr. Karen L. Mapp, Dr. Carissa Moffat Miller | May 2020 |
| M.Ed | University of Texas at Arlington, Curriculum & Instruction with an Emphasis in Literacy Studies Thesis: <i>Hiding in Plain Sight: The Case for Including LGBT Young Adult Literature in the Multicultural Classroom</i> Advisor: Dr. Peggy Semingson | May 2013 |
| BA | West Texas A&M University, English Graduated Cum Laude Minored in Communication Studies | May 1997 |

HONORS AND AWARDS

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| Rural Community Leaders Fellowship Grant Awarded \$50,000 to co-create the first of its kind Fellowship of proven leaders in rural areas across the U.S. | 2022 |
| Dr. John G. O'Brien Distinguished Chair in Education The Distinguished Chair collaborates with area school administration, faculty and community members to identify problems of educational practice in rural schools. Facilitates scholarly research by WT faculty members and doctoral candidates designed to produce regionally responsive, research-based solutions to the challenges facing rural schools and communities. | 2020 |
| Equity and Access Fellow, Council of Chief State School Officers The Fellow supports the Council's work with states to advance education systems that place students and equity at the center. CCSSO offers this support through a student-centered learning approach as well as work to improve conditions for learning for all students, with a specific focus on mental health, | 2019 |

physical health and wellness, food security, and homelessness.

Educator in Residence, TED-Ed (New York) 2018

The EIR Fellowship works closely with the TED-Ed nonprofit team of educators and artists to help to spread knowledge and opportunities to everyone, everywhere, for free. Worked with animation team and TED-Ed clubs as well as co-created an education showcase featuring the Chancellor of New York City Department of Education.

Robert Kegan Fellow, Harvard Graduate School of Education 2017

Awarded to a doctoral candidate at HGSE focusing on adult development, this fellow is named for Robert Kegan. Kegan is a psychologist who researches adult development. His work explores the possibility and necessity of ongoing psychological transformation in adulthood; the fit between adult capacities and the hidden demands of modern life; and the evolution of consciousness in adulthood and its implications for supporting adult learning, professional development, and adult education.

National Teacher of the Year 2015

Each year since 1952 the National Teacher of the Year is recognized by the White House. The NTOY travels domestically and internationally to share their wisdom, elevate issues teachers face, and inspire others to join the profession. Represented U.S. teachers in China, Lebanon, Israel, Palestinian Territories, and Peru.

RESEARCH INTERESTS

Adult development, adaptive leadership, place consciousness, mission/vision/strategy in organizations, psychological safety, storytelling applications in leadership, cultures of care, belonging, and spirituality, using writing to address social-emotional and wellness contexts, gender/race/ethnicity, LGBTQ issues, social justice, P-12 student experience/success, social/cultural context of education, and nonprofit leadership

TEACHING & PROFESSIONAL EXPERIENCE

West Texas A&M University, Canyon, TX September 2020-Present

Assistant Professor, Education

- Director, **Route 66 Writing Project**, a National Writing Project Site, which specializes in place-conscious and place-based learning through the creation, curation, and communication of multimedia texts.
- Created EDPD 6380 *Race, Equity and Leadership in Rural Contexts*, a doctoral course, which is the first course at any level at WTAMU to specifically address race and identity and their relationship to leading more equitable and just organizations.
- Redesigned EDPD 6313 *Decision Making*, a doctoral course, to make it immediately applicable to the lived experiences and real-world complexities of decision making within organizations.

- Teach EDLD 6000 *Scholarly Delivery: Case Study*, a two-semester doctoral course, which provides specific, personalized, and in-depth feedback and guidance to students as they create and refine their first Scholarly Delivery in preparation for submitting it for graduation, publication, and inclusion into university archives.

Doctoral Students Advised

Mandi Palmer, “*Wicked problems and the achievement gap: A focus on social justice leadership, decision-making bias, and emotional immunity*” December, 2022

Mirescha Childs, Equity-centered thesis TBD. December 2023

Harvard University, Cambridge, MA August 2017 to December 2018
Teaching Fellow, Graduate School of Education

- Harvard College Teaching Award, 2018
- Taught undergraduates and led section discussions in *Equity and Excellence in K12 American Schools* (GE 1076)
- Taught graduate students in *Strategic Finance for Nonprofit Leaders* (MLD 427)

Amarillo Independent School District, Amarillo TX May 2016-August 2017
Secondary ELA Coordinator, District Administrator

- Supervised 16 ELA Content Specialists
- Co-created district literacy plan
- Facilitated and co-created district literacy professional development

Palo Duro High School, Amarillo, TX August 2008-June 2015
Department Chair for English & ELL, AP Language and Literature, Flex English (9th-Adult) Night Program, ESL English

- Increased enrollment AP English courses and number of students taking AP test
- Led department into consistently high-scoring achievement on state testing
- Increased student applications to Division 1 universities and Ivy Leagues
- Night program enrollment boosted retention and graduation rates

Horace Mann Middle School, Amarillo, TX August 2002-2008
Department Chair, English Language Arts

- Engaged students in producing and presenting original scholarship for WTAMU’s Middle School Papers Conference.
- Students wrote and published original nonfiction books for primary readers.
- Students created narratives, poetry, stand-up comedy, and spoken word texts for Coffee House productions at Buchanan Street United Methodist Church for invited guests and family.

PUBLICATIONS

Books

- Peeples, S. (2020). "Accepting the national teacher of the year award." In S.E. Lucas (Ed.), *The art of public speaking* (13th ed. 349-350). New York: McGraw Hill.
- Peeples, S. (2018). *Think like socrates: Using questions to invite wonder and empathy into the classroom*. Thousand Oaks: Corwin, a SAGE Company.
- Peeples, S. (2015). "Building bridges with visual literacy." In B. Stabnik (Ed.), *The best lessons series: 15 Master teachers share what works*. Sound Beach, NY: Talks With Teachers Media.

Journal Publications

- Peeples, S. (2017). "The shock of recognition: Story as validation and liberation." *English in Texas* 47(1), pp. 6-9.
- Peeples, S. (2016). "Stories as political tools." *Literacy Today* 34(2), pp. 18-19.
- Peeples, S., (2015). "What is essential is invisible to the eye: Culturally responsive Teaching as a key to unlocking children's multiple literacies." *Journal of Family Strengths* 15(2),
<https://digitalcommons.library.tmc.edu/jfs/vol15/iss2/8>

Conference Papers

(Peer-Reviewed)

- Peeples, S. (2022). "Reimagining the mother road with storymaps: Social justice work in challenging contexts." University Council for Education Leadership Annual Conference. In Section 111. "Enacting Equity Across Diverse Contexts" at *Working For/With Equity and Leadership Toward Sustainability*. Nov. 17-20.
- Peeples, S. (2022). "Learning to stay: The importance of place-based learning to build students agency, equity, and belonging in regional schools." In Hunt, A. (Ed.) *Proceedings of Southern Plains Conference: Regional education and teaching region in the 21st century*, April 29.

PRESENTATIONS AND INVITED LECTURES

Paper Presentation (recent)

Peeples, S. (2022, October 14). *The civic commons: Libraries as sites of social justice* [Paper

Presentation & Keynote]. Texas Library Association: Library and Instructional Roundtable Summit, Virtual.

Keynote Address (recent)

Peebles, S. (2022, October 26). *Storytelling as advocacy and equity leadership* [Conference presentation]. National Education Association Foundation Global Learning Fellowship Conference, Washington, D.C.

Workshops

Peebles, S. (2023, February 16). *How to handle networking at events* [Conference presentation]. Council of Chief State School Officers National Teacher of the Year Program Induction Conference, Google Sunnyvale Campus, Sunnyvale, CA.

Peebles, S. and Davis, M.H. (January-May 2023). *What you know by heart writing workshop*. West Texas Rx, Amarillo, TX.

PROFESSIONAL TRAINING

Microcredential: Inclusive Teaching for Equitable Learning

Association of Colleges and University Educators, 2022

Description: Five modules: Managing the Impact of Biases, Reducing Microaggressions in Learning Environments, Addressing Imposter Phenomenon and Stereotype Threat, Creating Inclusive Learning Environments, and Designing Equity-Centered Courses.

Immunity to Change Leadership Coaching

Harvard Graduate School of Education, 2019

Description: Semester course including coaching internship with client supervised by Dr. Deborah Helsing, ITC Certified Coach and Harvard GSE Instructor of Adult Development

Classroom Teacher Certification

[Secondary English] Texas State Board of Educator Certification

English as a Second Language Supplemental Certification

[Secondary], Texas State Board of Educator Certification

PROFESSIONAL AFFILIATIONS

American Educational Research Association

- Division A, Administration, Organization and Leadership
- Leadership for Social Justice SIG
- Writing and Literacies SIG

University Council for Educational Administration

National Writing Project

National Council of Teachers of English

National Network of State Teachers of the Year

Texas Folklore Society

PROFESSIONAL SERVICE

- Rural Community Leaders Summit Co-Organizer
- Ed.D. Immersion Experience Co-Organizer
- National Teacher of the Year Program, Co-Organizer
- South By Southwest EDU Advisory Panel
- University Diversity Council
- Diversity Council, College of Business
- Buff Allies

Peer-Reviewed Articles for:

- University Council of Educational Administration Annual Conference (equity-focused proposals)

COMMUNITY SERVICE

Longview Foundation, Vice President

Washington, D.C. 2016-Present

Readers Leaders Network, Vice Chair

Amarillo, TX 2021-Present

Panhandle PBS Advisory Council, Member

Amarillo, TX 2022-Present

League of Women Voters, Member

2020-Present

NAACP, Member

2021-Present

Los Barrios de Amarillo, Member

2021-Present

MEDIA AND OTHER PUBLICATIONS

Video

PBS. (2019). *The Great American Read*, [series expert, all episodes]

<https://www.pbs.org/the-great-american-read/home/>

CBS. (2015, April 27). *This Morning*. “Shanna Peoples honored as 2015 national teacher of the year.” Retrieved from <https://youtu.be/VLZHofgmcNs>

ABC News. (2015, April 29). *World News Tonight*. “2015 Teacher of the year honored at white house. Retrieved from <https://youtu.be/j6n9WrZ1JSU>

Podcasts

Free Range Humans. J. Mehta and R. Allen (Producers). (2023, January 4). *Examining the intersection of education and politics: A conversation with Shanna Peeples*. Retrieved from

<https://www.listennotes.com/podcasts/free-range-humans-jal-mehta-rod-allen-vZg8KYkNoaA/>

Pedagogy of the Obsessed. S. Peeples, A.P. Sheffer, J.M. Mercer, and A.C. Lopez (Producers). Education Leaders Series produced at Harvard Graduate School of Education. Retrieved from <https://pedagogyoftheobsessed.simplecast.com>

Morning Edition. National Public Radio (Producer). (2015b, May 1). *White house honors 2015 teachers of the year: Shanna Peeples*. Retrieved from <http://www.npr.org/2015/05/01/40347819/white-house-honors-2015-teacher-of-the-year-shanna-peeples>

Online publications

Peeples, S. (2023, February X). Texas is failing its queer students: Some of the state's most vulnerable young people are at risk during the 88th session of the legislature. *Texas Observer*. Retrieved from

Mehta, J. and Peeples, S. (2020, June 25). Marie kondo the curriculum. Teaching and Learning During a Pandemic series for the *Albert Shanker Institute*. Retrieved from <https://www.shankerinstitute.org/blog/marie-kondo-curriculum>

Peeples, S. (2019, September 16). The importance of an out teachers for LGBTQ youth. *GEN*. Retrieved from <https://medium.com/gen/the-importance-of-an-out-teacher-for-lgbtq-young-people-f53254ef38ba>

Peeples, S. (2018, August 23). The danger of arming teachers. *Medium*. Retrieved from <https://medium.com/s/story/the-dangerous-idioty-of-arming-teachers-5362d36ea0ab>

Peeples, S. (2018, August 5). Your back-to-school messages are hurting teachers. *Human Parts*. Retrieved from <https://humanparts.medium.com/your-back-to-school-messages-are-hurting-teachers-44508cfda269>

Peeples, S. (2017, April 6). School isn't uber and it never should be. *Observer*. Retrieved from <https://observer.com/2017/04/school-isnt-uber-education-reform-taxes-disability/>

Peeples, S. (2015, July 16). 2015 teacher of the year: How to fight the 'simplistic slogans and manipulated data' of critics. *Washington Post*, Answer Sheet Opinion Column. Retrieved from <https://www.washingtonpost.com/news/answer-sheet/wp/2015/07/16/2015-teacher-of-the-year-how-to-fight-the-simplistic-slogans-and-manipulated-data-of-critics/>

REFERENCES

Dr. Jal Mehta, Professor
Graduate School of Education
Harvard University
13 Appian Way
Cambridge, MA
Phone: 617.495.3727
Email: jal_mehta@gse.harvard.edu

Dr. Carissa Moffat Miller, Executive Director
Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 800
Washington, D.C.
Phone: 202.336.7000
Email: cmiller@ccsso.org

Dr. Gary Bigham, Director of Ed.D.
West Texas A&M University
2403 Russell Long Boulevard
Canyon, TX
Phone: 806.651.3622
Email: gbigham@wtamu.edu

Clay Stribling, J.D., President, and CEO
Amarillo Area Foundation
801 S. Filmore
Amarillo, TX
Phone: 806.376.4521
Email: clay@aaf-hf.org

Jay O'Brien, legacy rancher, and philanthropist
418 S. Polk
Amarillo, TX
Phone: 806.376.4147
Email: jay@ranches.org