

Carolynne K. Gischel, Ed.D.
Teacher Immersion Program Coordinator
Assistant Professor of Special Education
College of Education, Florida Gulf Coast University
10501 FGCU Boulevard South, Fort Myers, Florida 33965-6565
Phone: (239) 590-7795 Fax: (239)-590-7801 cgischel@fgcu.edu

Education

- 2008 Doctorate in Education: Curriculum and Instruction, Special Education
University of Central Florida Major Professor: Dr. David Boote
Orlando, Florida
- 2001 Master of Education: Exceptional Student Education, Varying Exceptionalities
Florida Gulf Coast University
Fort Myers, Florida
- 1998 Bachelor of Arts: Exceptional Student Education, Behavior Disorders
University of South Florida
Tampa, Florida

Professional Experience: Higher Education

- Florida Gulf Coast University:
- 2015-Present Interim Chair, Departments of Curriculum & Instruction and Teacher Education
2014-Present Program Coordinator, Teacher Immersion Program and Minor in Education
2010-2014 Program Leader of Special Education
Program Leader responsibilities include involving program faculty in:
- *Cycles of program assessment and improvement*
 - *Curriculum review and revision*
 - *Student recruitment, enrollment, and advising*
- 2008-2014 Assistant Professor of Special Education
2007-2008 Instructor of Special Education
2006-2007 Visiting Instructor of Special Education
2003-2006 Adjunct Instructor

Professional Experience: PreK-12

- 2005-2006 Exceptional Student Education – Program Specialist
Pelican Marsh Elementary, Naples, Florida
- 2001-2005 K-5 Students with Emotional/Behavioral Disorders
Golden Terrace Elementary, Naples, Florida
- 1998-2001 K-5 Students with Severe Emotional Disturbance
Pinecrest Elementary, Immokalee, Florida

Courses Taught

EDF 2005 – Introduction to Education
Survey course to orient students to the profession of Education. Focus on current issues in Education and their relationship to the disciplines social, philosophical and historical foundations. Fifteen hours of field experience in Pre-K - 12 schools required as part of this course.

EDF 3201 – Diversity of Human Experience

The complexity and variety of opportunities in early childhood, elementary and special education are explored. Each field, including ESOL will be addressed within the context of human diversity. Students should reserve at least three clock hours per week during the regular public school day for field experience.

EDF 3251 – Classroom Organization & Management

Development of instructional, organizational, and management knowledge and skills integrating components of classroom organization and management, school safety, professional ethics, and educational law necessary to create a positive learning environment.

EDF 3253 – Learning Management in Inclusive Classrooms

Development of instructional, organizational, behavioral, and learning management knowledge and skills essential to create positive inclusive learning environments for diverse student populations, integrating components of school safety, professional ethics, and educational law.

EDF 6215 – Learning Principles

Focuses on theories of learning and their application to instruction.

EDF 6259 – Classroom Management & Organization

Development of instructional, organizational, and management knowledge and skills integrating components of classroom organization and school safety, professional ethics, and educational law necessary to create a positive learning environment.

EDG 4343 – Instructional Strategies

This course provides an overview of instructional models and strategies. Emphasis is placed on principles of state standards, instructional methods, and lesson planning, and instruction. Students will develop knowledge of instructional models and lesson plan construction for effective implementation including the diverse student populations.

EDG 5944 – TIP Practicum

Provides a 15 day teaching internship along with seminars to support the clinical teaching experience.

EDG 6631 – Instructional Strategies for Diverse Learners

Overview of characteristics of diverse learners and how gender, ethnicity, cultures, socio-economic status, language impact student perceptions and access to education and training opportunities. Course will identify factors and strategies essential to facilitate learning of diverse learners in different settings.

EEX 4254 – Teaching Students with Mild to Moderate Disabilities

Special instructional strategies, accommodations, and modifications needed for students with exceptionalities so they can succeed in general education settings, and achieve standard high school diplomas.

EEX 5752 – Working with Families: Pluralistic Perspective

A broad systemic view of family theory amenable to the panorama of ethnic and cultural diversity. Stresses the multi-faceted role of the special education teacher, an increased emphasis on today's pluralistic society, the need to keep abreast of the changing discipline of exceptional education, the importance of collaboration with other child-caring disciplines, and the ability to identify and intervene with families and children at risk.

EEX 6025 – Foundations of Special Education

Current state of the art trends as well as issues related to the education of exceptional students are addressed. In addition to the specific exceptional student populations, including the culturally diverse attention will be directed to the issues of definitions, identification and assessment practices.

EEX 6222 – Advanced Psycho-Educational Assessment of Exceptional Students

Primary goals are to review and critique a variety of assessment procedures that are commonly used in special education programs and to examine the assessment process and the attendant policies and legal issues in special education. Preferred courses in Measurement and Introductory Special Ed.

EEX 6245 – Transitional Programming: Adolescent & Young Adult Exceptional Student

Designed to provide teachers of individuals with disabilities with skills to enhance opportunities for successful transitions. Specific skill areas addressed include strategy, social skill and career/vocational instruction.

EEX 6248 – Instructional Approaches for Exceptional Populations

Indepth study of instructional strategies that are effective when teaching students with behavior disorders, mental retardation (developmental disabilities) and learning disabilities. Content includes techniques for curriculum adaptation, IEP development, direct, database and metacognitive strategy instruction, and technology applications.

EEX 6732 – Consultation & Collaboration in Special Education

Collaborative/consultative models for special education majors including theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals.

EEX 6939 – Advanced Seminar: Paradigms, Practice, and Policy

Critical examination of the field of special education and evaluation of controversies and ethical dilemmas confronting the field. Skills to systematically evaluate the conceptual, practical, and ethical challenges they encounter and critically assess the impact of changes on their professional practices.

EED 6215 – Advanced Theories & Practice in Behavior Disorders

An understanding of the theoretical bases for explaining, preventing and treating emotional and behavioral disorders, and in implementing myriad techniques to effectively meet the needs of children and youth with behavioral and emotional disorders. The course is designed for Master's level students who plan to teach students with emotional and behavioral disorders in school and clinical settings. The focus is on etiological theories and their associated interventions relative to emotional and behavioral disabilities observed in educational settings. This course will help students integrate theoretical concepts with specific culturally sensitive approaches for identifying, classifying and intervening with students with behavior disorders and their families.

ELD 6015 – Advanced Theories & Practice in Specific Learning Disabilities

A review of the role of theory in the development of the field of learning disabilities. Students will be given the opportunity to study the major theories that have shaped the field and should acquire information about multicultural issues in relationship to historical perspectives, current trends and future directions.

MHS 6601 – Consultation & Collaborative Problem Solving

Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups.

Certifications, Awards, and Special Training

2011	FGCU Research Day Overall Faculty Poster Winner
2009	Institute of Education Sciences (IES) Summer Institute: Cluster Randomized Trials
2009	Classroom Management & Organization Program (COMP): Certified Trainer
2006	Florida Clinical Educator: Certified Trainer
2004	Florida Educator Certification: Elementary Education
2003, 2004	Collier County Education Foundation: Teacher of Distinction
2002	National Board for Professional Teaching Standards: Exceptional Needs Specialist, Early Childhood through Young Adulthood
2002	Florida Educator Certification: English to Speakers of Other Languages
1998	Florida Educator Certification: Exceptional Student Education, K-12

Memberships in Professional Organizations

Council for Exceptional Children (CEC)
CEC: Teacher Education Division
CEC: Division for Research

CEC: Council for Children with Behavioral Disorders

Publications

Gischel, C. K. (2009). *The Collier County early literacy partnership for success: Year five implementation and evaluation report*. (Available from the Alliance of Educational Leaders, 9530 Marketplace Road, Suite 104, Fort Myers, FL 33912-0315)

Gischel, C. K. (2008). *Academic interventions for successful inclusion of students with mild to moderate EBD in general education classrooms: A systematic review of literature*. Unpublished doctoral dissertation, University of Central Florida, United States.

Gischel, C. K. (2008). *The Collier County early literacy partnership for success: Year four implementation and evaluation report*. (Available from the Alliance of Educational Leaders, 9530 Marketplace Road, Suite 104, Fort Myers, FL 33912-0315)

Under Review

Gischel, C. K. (under review). A sight-word approach to reading intervention: pilot study. *Florida Reading Journal*.

In Progress

- *Effective classroom management practices to support students with behavior disorders in general education classrooms.*
- *Student perception of asynchronous activities in online learning.*
- *The three things students want from college instructors.*

Presentations and Workshops

Peer Reviewed

Leon, M., & **Gischel, C.K.** (October, 2014). *Teacher Education Programs and Culturally Responsive Educators*. A lecture session presented at the 61st Annual Conference of the Southeastern Regional Association of Teacher Educators, Charleston, SC.

Gischel, C. K. (November, 2012). *Applications and Recommendations for Integrating Synchronous Web-Conferencing in Virtual Instruction*. A lecture session presented at the 35th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.

Gischel, C. K. (November, 2011). *How Are Preservice Teachers Prepared to Implement RTI?* A lecture session presented at the 34th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.

Gischel, C. K. (April, 2011). *Preparing teachers to effectively implement response to intervention*. A poster session presented at the 11th Annual Convention & Expo of the Council for Exceptional Children, National Harbor, Maryland.

Gischel, C. K., & Wilder, L. K. (March, 2011). *Preparing pre-service and in-service teachers to effectively implement response to intervention*. A lecture session presented at the 8th International Conference of the Association of Positive Behavior Support, Denver, Colorado.

Wilder, L. K., & **Gischel, C. K.** (March, 2011). *Family HOPE: PBS for families struggling with children with challenging behavior*. A poster session presented at the 8th International Conference of the Association of Positive Behavior Support, Denver, Colorado.

Gischel, C. K. (November, 2010). *Teacher perception of preparedness to implement response to intervention (RTI)*. A lecture session presented at the 33rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, Missouri.

Gischel, C. K., Hibbard, S., & Carothers, D. (April, 2010). *General educator training in functional behavior analysis to address problematic student behaviors*. A lecture session presented at the 10th Annual Convention & Expo of the Council for Exceptional Children, Nashville, Tennessee.

Carothers, D., & **Gischel, C. K.** (April, 2010). *How various states are implementing the RTI model*. A poster session presented at the 10th Annual Convention & Expo of the Council for Exceptional Children, Nashville, Tennessee.

Gischel, C. K., Wilder, L. K., & Carothers, D. (November, 2009). *Establishing university-school partnerships to teach general educators how to meet the needs of students with EBD*. A lecture session presented at the 32nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, North Carolina.

Carothers, D., **Gischel, C. K.,** & Wilder, L. K. (November, 2009). *Embedding response to intervention into an integrated program of study for all teachers*. A poster session presented at the 32nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, North Carolina.

King-Peery, C., Wilder, L. K., & **Gischel, C. K.** Collins, H. (March, 2009). *Simple as A.B.C. and 1,2,3: teaching parents to use positive behavior supports*. A poster session at the 6th international conference of the Association of Positive Behavior Support, Jacksonville, Florida.

Gischel, C. K., & Wilder, L. K. (October, 2008). *Evidence-based academic interventions for students with emotional/behavioral disorders in general education classrooms*. A lecture session at the annual meeting of the Florida Council for Exceptional Children, St. Petersburg, Florida.

Invited

Gischel, C. K. (August, 2014). *Classroom management: effective practices*. A multi-session workshop presented at New Teacher Induction for the District School Board of Collier County, Naples, Florida.

Gischel, C. K., & Holland, H. H. (September, 2013). *Coaching: it's all about interactions!* An action lab workshop presented at the Florida Association for Staff Development Fall Leadership Conference, St. Petersburg, Florida.

Gischel, C. K. (August, 2013). *Classroom management: effective practices*. A lecture presentation at New Teacher Induction for the District School Board of Collier County, Naples, Florida.

Gischel, C. K. (November, 2012). *Effective practices in classroom management*. A lecture presentation at Children's Mental Health Conference, Fort Myers, Florida.

Gischel, C. K., & Holland, H.H. (June, 2012). *Applications and Recommendations for Integrating Synchronous Web-Conferencing in Virtual Instruction*. A workshop session presented at the 3rd Annual Florida Department of Education Institute for Higher Education Conference, Fort Myers, FL.

Gischel, C. K., & Holland, H. H. (August, 2012). *Classroom management: effective practice for alternative certified teachers*. A lecture presentation at New Teacher Induction for the District School Board of Collier County, Naples, Florida.

- Gischel, C. K.** (August, 2011). *Classroom management: a comprehensive approach*. A lecture presentation at New Teacher Induction for the District School Board of Collier County, Naples, Florida.
- Gischel, C. K.** (November, 2010). *Comprehensive classroom management*. A lecture presentation to Social Service Managers at PACE Center for Girls, Orlando, Florida.
- Gischel, C. K.** (October, 2010). *Comprehensive classroom management*. A workshop presentation at PACE Center for Girls, Fort Myers, Florida.
- Gischel, C. K.** (August, 2010). *Classroom management: off to a good start*. A lecture presentation at New Teacher Induction for the District School Board of Collier County, Naples, Florida.
- Gischel, C. K.** (August, 2010). *Comprehensive classroom management*. A workshop presented at PACE Center for Girls, Fort Myers, Florida.
- Gischel, C. K.** (August, 2010). *Principles of effective classroom management*. A workshop presented at Richard Milburn Academy, Fort Myers, Florida.
- Gischel, C. K.** (August, 2010). *Classroom management: principles of behavior*. A workshop presented at North Naples Middle School, Naples, Florida.
- Gischel, C. K.** (August, 2009). *Classroom management*. A lecture presentation at New Teacher Induction for the District School Board of Collier County, Naples, Florida.
- Gischel, C. K.** (January, 2009). *Applying principles of behavior*. A workshop presented for teachers of the District School Board of Collier County, Naples, Florida.
- Gischel, C. K.** (July, 2009). *Addressing problematic student behavior*. A workshop presented at the 7th international conference of the National Substitute Teachers' Alliance, Fort Myers, Florida.
- Gischel, C. K.** (May, 2009). *Handling challenging behavior in the classroom*. A workshop presented at the teacher symposium of the Collier Teacher Leadership Consortium, Naples, Florida.

Grants

- Miranda, H., Sullivan, M., & **Gischel, C. K.** (2010). *Development of the support, encouragement and resources vital to success (SERVS) mentoring model for novice teachers*. A \$900,000 development proposal to the Institute for Education Sciences. (not funded)
- Gischel, C. K.**, Triscari, R. S., & Hibbard, S. T. (2009). *Behavior analysis teacher training (BATT) - a systematic approach to addressing problematic student behaviors using positive behavior supports*. A \$500,000 development proposal to the Institute for Education Sciences. (not funded)
- Gischel, C. K.**, & Hibbard, S. T. (2009). *Effect of general education teacher training in behavior analysis principles on challenging student behaviors*. A \$5000 research proposal submitted for an FGCU in-house research grant. (funded)
- Gischel, C. K.**, Wilder, L. K., & Slick, S. (2008). *An effective reading program for tier-3 students: a study of the Edmark reading program*. A \$2525 research proposal submitted for an FGCU in-house research grant. (funded)

Gischel, C. K., & Romano, E. (2002). *I'm your puppet: teaching social skills through playwriting to students with emotional/behavioral disorders.* A \$1000 grant proposal submitted for a Collier County Education Foundation educational grant. (funded)

Service Activities

Education Profession

- 2012-2014 President, Council for Exceptional Children (CEC) Teacher Education Division (TED), Florida Chapter
- 2011 Vice President, Council for Exceptional Children (CEC) Teacher Education Division (TED), Florida Chapter
- 2010, 2012 Reviewer, TED Conference Proposals
- 2011 Reviewer, TED Small Special Education Programs Caucus (SSEPC) Monograph

University

- 2014-2015 Vice-chair, Online/Distance Learning Strategic Planning Task Force
- 2014-2015 Chair, General Education Council
- 2013-Current Member, University Assessment Council
- 2012-2014 Member, Strategic Planning and Institutional Effectiveness Committee
- 2012-2014 Member, Planning & Budget Council
- 2012-2013 Member, Online Scorecard Quality Review Committee
- 2012-2014 Chair, General Education Council
- 2011-Current Chair, Graduate Curriculum Committee
- 2009-2011 Member, Graduate Curriculum Committee
- 2008-2010 Member, University Parking Committee
- 2007-Current Membership Event Planner, United Faculty of Florida
- 2007-2009 Alternate, Faculty Senate
- 2007-2008 Vice President, United Faculty of Florida, FGCU Chapter

College of Education

- 2012-2013 Member, Undergraduate Integrated Teacher Program Task Force
- 2012-2013 Member, Common Core National Standards Task Force
- 2011 Member, Positioning and Alignment Task Force
- 2011 Member, Lesson Plan Task Force
- 2009-Current Co-Chair, Curriculum Committee
- 2009-2010 Member, Steering Committee, Teacher Immersion Program
- 2009-2014 Member, Tuition Waiver Committee
- 2008-2010 Founding Member, Research Square Collaboration
- 2008-2010 Member, Standard 2 Committee, National Council for Accreditation of Teacher Education
- 2008-2010 Member, Teaching Circle
- 2007-2011 University Contact, Virtual Exceptional Student Education
- 2007-2008 Chair, Research Return Dollars Committee
- 2006-2011 Member, Technology Committee
- 2002-2005 Member, College of Education Advisory Committee

Educational Community

2010-Current	Co-Chair, Planning Committee, Promising Pathways: Conference on Best Practices in Autism
2010-2011	Member, Mike Davis Elementary Oversight Team, District School Board of Collier County
2010	Co-Chair, Strategic Planning Committee, District School Board of Collier County
2009-2010	Member, Planning Committee, Promising Pathways: Conference on Best Practices in Autism
2008-2014	Member, Sharing the Commitment: Collaborative Advisory Council to the Exceptional Student Education (ESE) Department, District School Board of Collier County
2008-2010	Teacher Consultant/Partner, Golden Terrace Elementary
2008-2009	Member, Response to Intervention Committee, Golden Terrace Elementary
2008-2009	Member, New Teacher Induction Committee, District School Board of Collier County
2007-2008	Member, Steering Committee, Professional Development School Partnership
2007-2008	Member, Community Advisory Council, Collier Teacher Leadership Consortium
2006-2008	Member, Teacher Leadership Program Planning Committee, District School Board of Collier County
2005-2006	President, Collier Teacher Leadership Consortium
2005-2006	Chair, Pelican Marsh Elementary Inclusion Committee
2004-2006	Co-Chair, New Teacher Induction Planning Committee
2004-2005	Chair, Golden Terrace Elementary Inclusion Committee
2003-2005	Team Leader, Exceptional Student Education, Golden Terrace Elementary
2003-2004	Founding Member and Vice-President, Collier Teacher Leadership Consortium