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ACADEMIC BACKGROUND

Ed. D. Curriculum and Instruction: Educational Leadership Program, University of Vermont, 2004, Burlington, Vermont.

M.A. Clinical Psychology, St. Michael's College. 1992, Colchester, Vermont.
Clinical Psychology Licensure: #047-0000646 (current)

B.A. Psychology, University of Vermont. 1989, Burlington, Vermont.

EMPLOYMENT

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| 2021-present | Program Coordinator- Secondary Education Program |
| 2016-2018 | Academic Fellow for Advising and the First Year Experience, |
| 2005-Present | Senior Lecturer, College of Education and Social Services, University of Vermont: Department of Secondary Education, Undergraduate and Post- Baccalaureate/Masters of Arts in Teaching Programs. |
| 1994 – 2005 | Lecturer, College of Education and Social Services, University of Vermont: Department of Secondary Education, Undergraduate and Post- Baccalaureate/Masters of Arts in Teaching Programs. |
| 1995 – Present | Undergraduate Bachelors of Science Program, Responsibilities include: teaching semester courses entitled: <u>EDSC 207: Adolescent Development: Educational and Psychological Perspectives</u> , <u>EDTE 001: Making A Difference; Exploring Education</u> , <u>EDSC 226: Student Teaching Supervision</u> , <u>EDSC 209: 3rd (Junior) Year Practicum</u> , <u>EDSC 197: 2nd (Sophomore) Year Field Experience</u> , <u>EDSC 230: Internship Practicum Course (4th year)</u> , <u>EDSC 216: Curriculum Design, Advisement . Related activities include: Programmatic Management and Support, Portfolio Review, Accreditation Support.</u> |
| 1994 – Present | Graduate Post Baccalaureate/Masters of Arts in Teaching, Responsibilities include: summer course entitled: <u>EDSC 207: Adolescent Development: Educational and Psychological</u> |

Perspectives, EDSC 230: Student Teaching Practicum. Related activities include: Programmatic Management and Support.

SUMMARY OF QUALIFICATIONS

- Coordination of secondary program including mentoring new faculty, overseeing CAEP accreditation activities, facilitating CAT Core Preparation, collaboration with Field Coordinator, Director of Teacher Licensure, Department colleagues, oversight of portfolio process at programmatic level, staffing facilitation
- Teaching, advising and supervising students in secondary education teacher preparation at undergraduate and graduate levels.
- Teaching, advising First Time, First Year students.
- Serve as faculty liaison for university initiatives related to a common First Year experience and improved advisement practices.
- Development and implementation of academic and social skills curricula K-16.
- Demonstrated collaborative skills in interagency and interdisciplinary planning and program implementation.
- Planning, implementation and evaluation of Personal Learning Plan Programs K-16.
- Demonstrated understanding of theories of domains of development and interpersonal dynamics.
- Demonstrated comprehension and utilization of psychological paradigms in K-16 classrooms.
- Highly developed team teaching and planning skills K-16.
- Strong case management skills; effective liaison with supporting providers and agencies.
- Highly developed assessment skills.
- Provision of consultation to schools advocating inclusive education for students with disabilities.
- Systematic planning support to schools in reform efforts (EST development, Personal Learning Plan Programs, Prevention and Teaching of students with EBD...).
- Provision of interagency consultation supporting planning for students at risk.
- Supervision of students providing educational and mental health services to students at-risk or with diagnosed EBD.
- Proven ability to utilize a balanced repertoire of intervention strategies.

PRESENTATIONS & PUBLICATIONS

Referred Presentations:

Tinkler, B., Tinkler, A., Prue, J., & Cravedi, L. (2017). *Experiencing the community through service-learning: Expanding conceptions of experiential education in teacher education*. Paper accepted to present at the Association for Experiential Education (AEE) Annual Conference, Montreal, Quebec, Nov. 9-11, 2017.

Tinkler, A., Tinkler, B., Prue, J., & Cravedi, L. (2015). Reciprocal partnerships for social justice: A case study of a comprehensive service-learning initiative in a teacher education program. Paper accepted for presentation at the Annual Meeting of the American Education Research Association (AERA), Chicago, IL. April 16-20, 2015.

Tinkler, B., Tinkler, A., Prue, J., & Cravedi, L. (2014). Redefining a secondary education program through the use of service-learning field experiences. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA. April 3-7, 2014.

Prue, J. & Richards, J. (2007). *Navigating Effective Developmental Advising: Research and Student Generated Best Practices for Mentoring the Emerging Professional*. NACADA National Conference, Baltimore, Maryland.

Prue, J. & Richards, J. (2006). *Transformative relationships: An emerging psychological, educational and social work model of advisement*. BPD Conference, Los Angeles, California.

Prue, J. (2005) *Out of the Mouths of Babies: What Students Without Disabilities Have to Say About Inclusive Classrooms*. Accepted presentation proposal, TASH Regional Conference, March 2005.

Welkowitz, J., Broer, S., Fox, W., Prue, J., Laframboise, S., Provost, S., & Carruth, F. (1995). *Developing an interagency collaborative consultation model: Meeting the needs of children and adolescents with severe emotional disturbance*. The 7th Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (pp.109-114). Tampa, Florida: University of South Florida, Florida Mental Health Institute.

Publications:

Tinkler, A., Tinkler, B., Prue, J., & Cravedi, L. (2021). Redefining a secondary education program through the use of service-learning field experiences. *Journal of Education*, 202 (4), 516-523.

Nash and Viray. (2014). *How Stories Heal: Writing Our Way to Meaning and Wholeness*. New York: Peter Lang Publications.

Prue, J. (2004) *Out of the Mouths of Babies: What Students Without Disabilities Have to Say About Inclusive Classrooms*. Unpublished Doctoral dissertation, University of Vermont, Burlington, Vermont.

Fox, W., Fox, T., Roche, K., Prue, J., Dillenbeck, A., Farr, L. (2001) *Supportive Classroom Curriculum Guide*, Burlington, Vermont: University of Vermont.

Phillips, C., Prue, J., Hasazi, S., & Morgan, P. *Personal Learning Plans: A Strategy for Building Collaboration Among Teachers, Students with Disabilities and Their Parents*. NASSP Bulletin, February 2000.

Aiken, J. A., Prue, J., & Hasazi, S. B. (1999). Leadership preparation: Designing and planning for inter-professional doctoral education and practice. *The Journal of Leadership Studies*, 6(3-4). 67-83.

Clark, J., Dwyer, M., Glesne, C., Kostin, M., Leo, K., Meyers, H., & Prue, J. (1997). Adapting teacher Preparation Course to Support High School Reform. *Journal of Teacher Education*, 48(5), 358-367.

Hamilton, R., Welkowitz, J., Mandeville, S., Prue, J., & Fox, T. (1995) *Preventing, Teaching and Responding* (a planning manual). University Affiliated Program of Vermont: Burlington, Vermont.

Presentations/Workshops:

Prue, J. (2005)+(2006). *Advisement 101: New and promising strategies*. Center for Teaching and Learning, University of Vermont, Burlington, VT.

Prue, J. (2003) *MAPS: Making Action Plans for Wellness*. Workshop Series, Vermont Principals Association, Burlington and Quechee, Vermont.

Prue, J. (2002) *Personal Learning Plan Program Development*. Workshop Series, Champlain Valley Union High School, Hinesburg, Vermont.

Prue, J., Roche, K., Fox, T., Farr, L., & Fox, W. (June 2001). *Supportive Classroom Curriculum Training: Intensive implementation training of a general education curriculum promoting safe and supportive classrooms*. Training conducted at the Best Educational Summer Institute, Killington, Vermont.

Prue, J., Roche, K., Fox, T., Fox, W., Dillenbeck, A., & Farr, L. (October 1999) *Supportive Classroom Curriculum Training: Intensive implementation training of a general education curriculum promoting safe and supportive classrooms*. Burlington, Vermont.

Prue, Jennifer & Roche, Kelly (1999). *Building Safe and Supportive Classrooms: A means of violence prevention*. Presentation for Counseling Service of Addison County.

Prue, J., Fox, T., Fox, W., & Farr, L. (1999). *Vermont Leadership Training Institute*. A four-day interactive institute on Vermont Model of student inclusion. Sacramento, California.

Prue, J., Roche, K., & Fox, W. (1999). *Vermont Leadership Training Institute*. A four-day interactive institute on the Vermont model of student inclusion. Honolulu, Hawaii.

Phillips, C., & Prue, J. (1997). *An Interactive Model for Revolutionizing Learning in Higher Education*. Experimental Session. ASCD National Conference. Baltimore, Maryland.

Fox, T., Leo, K., & Prue, J. (1996 & 1997). *Personal Learning Plans*. Regional Training Series. Burlington and Randolph, Vermont.

Fox, T., Leo, K., & Prue, J. (1996). *Personal Learning Plans*. Workshop Series. Killington, Vermont.

Freifeld Prue, J., & Leo, K. (1994). *Educating All Students*. Paraprofessional Training Conference, Burlington, Vermont.

Freifeld Prue, J. (1994). *Act 264, Vermont Legislation Concerning Serious Emotional Disturbance: A series of workshops*. Montpelier and Middlebury, Vermont.

Freifeld Prue, J., & deOliva, S. (1994). *From Response to Prevention: Educating Students with Disabilities in the regular classroom*. National Statewide Conference, Burlington, Vermont.

Freifeld Prue, J., Laframboise, S., & Fox, W. (1994). *Addison County Community Collaboration Project: a Model Demonstration*. Tampa Research Conference, Tampa, Florida.

Freifeld Prue, J., (1993). *Collaborative Teaching*. Best Education Practices Winter Institute, Stowe, Vermont.

Messerie, P., LeClair, M., Prue, J.F. (1993). *The Impact of Gender and Adolescent Self- Esteem on Career Aspirations, Depression and Alcohol Use Patterns*. Burlington, Vermont.

Freifeld Prue, J. (1992). *Adolescent Self- Esteem*. Vermont Counseling Association Annual Conference. Rutland, Vermont.

AWARDS AND NOMINATIONS

- Faculty Student Club Advisor of the Year: 2017
- Kroepsch-Maurice Teaching Award; nominated 2006-2007, 2007-2008 and 2009-2010, finalist in 2007/08, 2009/10, 2020/21.
- Lynn Bond Service Award; nominated 2018.

COMMITTEE MEMBERSHIP

- Faculty Senate Student Affairs Committee
- Alcohol and Other Drug Use Education Sub-Committee
- First Year Experience Committee
- Advising Center Committee
- Advising and First Year Steering Committee

- Hillel Student and Non-Profit Boards Advisor
- University Senior Awards Committee-3 years
- Peer Aid Network Faculty Advisor
- Ad-hoc Faculty Senate RLC review Committee
- CESS Staff Award Committee-2 years