

University of Louisiana at Lafayette

College of Education Faculty Curriculum Vitae Information

Micah Bruce-Davis, PhD

Title Department Office Number Extension Email Address	Assistant Professor EDCI Maxim Doucet 453A 337-482-6689 mbrucedavis@louisiana.edu
Education	Doctoral degree, Educational Psychology, University of Connecticut Master's degree, Curriculum and Instruction, Louisiana State University Bachelor's degree, Elementary Education, University of Louisiana at Lafayette Professional certifications – Teaching Certificate in Louisiana, Elementary Education (1-8) and Gifted Education
Teaching Philosophy	<p>As a teacher educator, my goal is to help my students find and use their voice to help their students engage in an increasingly complex world. In every learning situation, individuals bring their own sets of background knowledge, interests, learning styles, and concerns. As an instructor, it is my job to help each student realize their potential and develop into engaging, thoughtful teachers.</p> <p>Infinite amounts of knowledge are available at our fingertips. It is no longer critical for teacher to “pour the knowledge into students’ heads.” Instead, teachers need to help students sift through the knowledge critically. In addition, it is vital to help students learn to identify and solve problems. Engagement with fellow students and the larger community will enable them to accomplish this goal.</p> <p>It is my goal to engage my students in a critical analysis of the current teaching landscape, and to identify ways to improve the learning experiences of all students. In addition, I strive to help them work with other adults (i.e., administrators, fellow teachers, parents, and community members) to achieve this goal.</p>

<p>Bio</p>	<p>Dr. Micah Bruce-Davis received her Doctorate in Educational Psychology with a focus on Gifted Education and Talent Development from the University of Connecticut in 2013; Master of Arts in Curriculum and Instruction from Louisiana State University in 2007; and her Bachelor of Arts in Elementary Education from the University of Louisiana at Lafayette in 2002. She taught K-12 for eight years in southeastern Louisiana.</p> <p>She is currently an assistant professor in the Department of Curriculum and Instruction. Dr. Bruce-Davis teaches courses for undergraduate teacher candidates and graduate students, and she supervises teacher interns. She is also the Director for Children’s Programs at UL-Lafayette’s Center for Gifted Education</p>
<p>Courses Taught</p>	<p>EDCI 350 PK-6 Mathematics Methods II EDCI 351 Practicum in Elementary Mathematics EDCI 426 Social Studies in the Elementary School EDCI 476 Supervisor Student Teaching Early Childhood EDCI 478 Supervisor Student Teaching Middle Schools EDCI 574 Leading Teacher Learners SPED 503 Developing Creativity in the Classroom</p>
<p>Research Interests</p>	<p>Her research interests include motivation, specialized schools, talent development, and social justice education.</p>
<p>Teaching Experience</p>	<p>University of Connecticut EPSY 5710 EPSY 5710 Introduction to Gifted Education and Talent Development <i>Instructor:</i> Summer 2012, 2013 <i>Teaching Assistant:</i> Summer 2011</p> <p>St. James Parish Gifted Program Language Arts and Social Studies (3rd – 8th Grade) (2008-2010) St. James Parish Gifted Center, Vacherie, LA Gifted Enrichment Teacher (K-12th Grade) St. James Parish, St. James, LA (2005-2008) Language Arts Teacher (8th Grade) St. James High School, St. James, LA (2003-2005)</p> <p>Ascension Parish Language Arts Teacher (3rd Grade) Westside Elementary, Donalsonville, LA (2002-2003)</p>
<p>Publications</p>	<p>Bruce-Davis, M. N. & Chancey, J. M. (2012). Connecting</p>

	<p>students to the real world: Developing gifted behaviors through service learning. <i>Psychology in the Schools</i>, 49, 716-723. doi: 10.1002/pits.21622</p> <p>Bruce-Davis, M. N., Rubenstein, L., Foreman, J., Massicotte, C. M., Gubbins, E. J., Villanueva, M. (2014). STEM High Schools: Administrator, Teacher, and Student Perceptions of Curricular and Instructional Practices. <i>Journal of Advanced Academics</i>, 25, 272-306.</p> <p>Gilson, C.M., & Bruce-Davis, M. N. (2012). Qualitative results from cohort III. In E. J. Gubbins (Ed.), <i>What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general education teachers and their students</i> (pp. 115-151) [Monograph]. Manuscript in preparation. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.</p> <p>Gilson, C. M., Ruegg, A., Little, C. A., Ruegg, A. N., Bruce-Davis, M. N. (2014). An investigation of teachers' use of differentiated follow-up questions during individualized reading conferences. <i>Journal of Advanced Academics</i>, 25, 101-128.</p> <p>Swicord, B., Chancey, J. M., and Bruce-Davis, M. N. (2013). "Just what I need": Gifted students' perceptions of one online learning system. <i>Sage Open</i>, 3, 1-14. doi: 10.1177/2158244013484914</p>
Presentations	<p>NATIONAL PRESENTATIONS</p> <p>* INDICATES REFEREED PRESENTATION</p> <p>*Gubbins, E. J., Callahan, C. M., Bruce-Davis, M. N., Massicotte, C. M., Villanueva, M., & Foreman, J. (2013, November). <i>STEM schools of excellence: Unique characteristics and effective strategies</i>. Presentation at the National Association for Gifted Children 60th Annual Conference, Indianapolis, IN.</p> <p>*Villanueva, M., Bruce-Davis, M. N., Hooper, W. (2013, November). <i>Let's get critical! Social justice across the K-12 curriculum</i>. Presentation at the National Association for Gifted Children 60th Annual Conference, Indianapolis, IN.</p>

***Bruce-Davis, M. N.**, Gubbins, E. J., Villanueva, M., Foreman, J., & Massicotte, C.M. (2013, April). *STEM Schools of excellence: Administrator, teacher, and student perspectives on curriculum and instructional strategies*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

***Bruce-Davis, M. N.**, Gubbins, E. J., & Massicotte, C. M. (2012, November). *STEM Schools of excellence: Students' perceptions of STEM-focused high schools*. Presentation at the National Association for Gifted Children 59th Annual Conference, Denver, CO.

***Bruce-Davis, M. N.** (2012, November). *Changing the world together: Integrating social justice education into curricular and extra-curricular activities*. Poster Session at the National Association for Gifted Children 59th Annual Conference, Denver, CO.

*Rubenstein, L. D., Massicotte, C. M., **Bruce-Davis, M. N.**, Gubbins, E. J., Cherry, S., Garner, J., ... & McAnallen, R. (2012, April). *Access to differentiated math curricula: How do teachers respond?* Paper presented at the American Educational Research Association Conference, Vancouver, Canada.

***Bruce-Davis, M. N.** (2011, November). *Developing gifted services to address the whole child: Lessons from a rural school district*. Presentation at the National Association for Gifted Children 58th Annual Conference, New Orleans, LA.

*McHardy, R., **Bruce-Davis, M. N.**, Jack, S. & Dufresne, L. (2008, October). *Rollin' on the river: Gifted students navigate through qualitative research with leaders in gifted education*. Poster Session at the National Association for Gifted Children 55th Annual Conference, Tampa, FL.

STATE AND REGIONAL PRESENTATIONS

Bruce-Davis, M. N. (2013, October). *Developing mathematicians in the K-2 classroom: Supporting and*

extending student thinking through high-quality math discussions. Presentation at Acadiana Council of Teachers of Mathematics Mini Conference, Lafayette, LA.

Bruce-Davis, M. N. (2013, July). *Learning in the middle and beyond: Students' perceptions of a gifted middle school.* Presentation at the Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT.

Bruce-Davis, M. N., Villanueva, M., & Hooper, W. (2013, July). *Let's get critical! Social justice across the K-12 curriculum.* Presentation at the Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT.

Kearney, K., & **Bruce-Davis, M. N.** (2013, July). *Schoolwide enrichment model on your own: Using technology to plan type I activities.* Presentation at the Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT.

Bruce-Davis, M. N. (2012, July). *Inspiring social action.* Presentation at the Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT.

Bruce-Davis, M. N., Gubbins, E. J., & Massicotte, C. M. (2012, July). *The value of STEM schools.* Presentation at the Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT.

Bruce-Davis, M. N., & Massicotte, C. M. (2011, October). *Putting the pieces together: Creating teacher-parent partnerships that support gifted education.* Presentation at the New England Conference on Gifted & Talented Education 17th Annual Conference, Burlington, VT.

Massicotte, C. M. & **Bruce-Davis, M. N.** (2011, October). *Inspiring 20th century problem seeking.* Presentation at the New England Conference on Gifted and Talented, Burlington, Vermont.

	<p>Bruce-Davis, M. N., & Massicotte, C. M. (2011, July). <i>The goldilocks conundrum: The role of choice in the differentiated classroom.</i> Presentation at the Neag Center for Gifted Education and Talent Development Conference, University of Connecticut, Storrs, CT.</p> <p>TEACHING PRESENTATIONS</p> <p>Bruce-Davis, M. N. (2011, November). <i>Gifted education: An introductory examination.</i> Exceptionalities at the University of Connecticut, Storrs, CT.</p> <p>Bruce-Davis, M. N. (2011, September). <i>Developing and improving interest-based enrichment clusters</i> at Rippowam Middle School, Stamford, CT.</p> <p>Bruce-Davis, M. N., & Massicotte, C. (2011, February). <i>Developing and improving interest-based enrichment clusters</i> at the Asian Studies Academy at Bellizzi, Hartford, CT.</p> <p>Bruce-Davis, M. N. (2011, February). <i>Connecting with individual learners through interest-based enrichment clusters</i> at Rippowam Middle School, Stamford, CT.</p> <p>Bruce-Davis, M. N. (2010, August). <i>Where we are and where we're going: Gifted education in St. James Parish</i> at the St. James Summer Summit, Litcher, LA.</p>
<p>Conferences Attended</p>	<ul style="list-style-type: none"> • American Educational Research Association (2011, 2012, 2013) • National Association for Gifted Children (2010, 2011, 2012, 2013) • Confratute, Neag Center for Gifted Education and Talent Development Conference (2010, 2011, 2012, 2013, 2014) • SLOAN-C Training – Engaging Students in Online Discussions (Spring 2014) • SLOAN-C Training – New to Online: The Essentials (Spring 2014) • Quality Matters Rubric Training (Fall 2013) • EPSY 6103: Grant Writing Course (Fall 2012)

Professional Memberships	<ul style="list-style-type: none"> • American Educational Research Association • Learning Forward-Professional Learning for Student Results • National Association for Gifted Children • National Council of Teachers of Mathematics • National Council for the Social Studies
Awards	<ul style="list-style-type: none"> • Recipient, The Joseph Renzulli and Sally Reis Renzulli Fund For Graduate Students in Gifted Education; University of Connecticut: Storrs, CT, 2012 • Recipient, Neag School of Education Predoctoral Fellowship Award; University of Connecticut: Storrs, CT, 2011, 2012
Additional Skills	<ul style="list-style-type: none"> • ULearn Certified Online Teacher (Spring 2014) • N-Vivo-9 and N-Vivo 10 Qualitative Data Analysis Software (2010-present) • IBM-SPSS Statistics v. 19 (2011-present)
Dissertation	<p>Dissertation Title: Gifted Students’ Perceptions of the Influence of a Gifted Middle School Program on the Development of Their Achievement Orientation (Defended- August 20, 2013)</p> <p>In social cognitive theory, the development of self-perceptions is a complex process involving personality and environment. While educators may have little influence on students’ personality traits, they can attend to environmental components that support the development of positive self-perceptions.</p> <p>This basic, interpretive qualitative study presents 6 students’ retrospective self-perceptions of the development of their motivational variables and achievement orientation while participating in a gifted middle school program. Participants’ responses led to the development of the following conclusions: (a) challenging curricula within a supportive environment led to the development of positive self-efficacy beliefs and achievement behaviors (e.g., seeking help, studying, taking good notes) and (b) holding multiple achievement goals and/or fixed mindsets did not prevent the development of positive achievement orientations or behaviors.</p> <p>Advisor: E. Jean Gubbins, Professor of Educational Psychology</p>
Other Professional Experience	Program Evaluation: Connecticut River Academy Extended

	Learning Institute, Connecticut River Academy, Hartford, CT (2011, 2012)
Service	<ul style="list-style-type: none"> • Committee Member: UL Lafayette Center for Gifted Education Task Force (2013-present) • Grant Committee Member: Believe and Prepare Teacher Preparation Grant (Spring 2014) • Reviewer: ETS Praxis II Elementary Education Content Standards Reviewer (Spring 2014) • Reviewer: Journal of Advanced Academics (2013-present). • Search Committee Graduate Student Representative: Vice Provost for Graduate Education and Dean of the Graduate School (February 2013-April 2013) • Associate Senator: Graduate Student Senate (September 2012-May 2013) • Proposal Reviewer: Curriculum Network, National Association of Gifted Children (2010-present) • Panel Moderator: Minds in Motion, Connecticut Association for the Gifted, Middletown, CT (March, 2011) • Guest Speaker: Renzulli Academy, Hartford, CT (2012)