

H. Michelle Kreamer, Ed.D.

Title Department Office Number Extension Email Address	Assistant Professor Curriculum and Instruction Maxim Doucet 418 482-5781 hmkreamer@louisiana.edu
Education	Doctor of Education, Curriculum and Instruction, University of Virginia Master of Education, Gifted Education, University of Louisiana at Lafayette Bachelor of Arts in Secondary English Education, University of Louisiana at Lafayette
Teaching Philosophy	It is my belief that the purpose of education is to prepare students for their futures outside of my classroom and to provide them with the necessary tools to transfer their learning to personally relevant experiences and settings. This philosophy has shaped my teaching practices in several ways. For instance, my planning and instruction are guided by questions such as: <i>Why do students need to know this?</i> <i>How will this prepare them once they leave my classroom?</i> Other practices that are shaped by my philosophy include a focus on modeling best practices and reflecting on one's teaching. Finally, I believe in the power of creating a supportive classroom environment in which learning is fostered, challenges are viewed as learning opportunities, and accomplishments are celebrated.
Bio	Dr. H. Michelle Kreamer an assistant professor in the Department of Curriculum and Instruction at the University of Louisiana at Lafayette. Dr. Kreamer is excited to be returning to the University of Louisiana at Lafayette. In 2011, she earned her undergraduate degree in secondary English education with a minor in journalism from the University of Louisiana at Lafayette. During her five years as an English educator in Lafayette Parish, she returned to UL Lafayette, earning a Master's in gifted education in 2015. Dr. Kreamer then attended the University of Virginia earning her Ed.D. in Curriculum and Instruction with a focus on gifted education in 2019. Her academic interests include writing and writing instruction, co-teaching, and pre-service teacher education. She looks forward to continuing to work with the Acadiana Writing Project and preparing future educators.

Courses Taught	<p>READ 410—Teaching Content Literacy in the Middle and Secondary School</p> <p>EDCI 300—Language Arts in the Elementary School</p>
Research Interests	<p>Dr. Kreamer is a strong believer in connecting her research to practical applications. As such, her research interests include areas that are aligned to classroom practices. In particular, her research interests include the following: writing and writing instruction, including writing across the curriculum; co-teaching and the role of multiple adults in shared classroom settings; pre-service teacher education; and gifted and English Language Arts education.</p>
Teaching Experience	<p>Assistant Professor, University of Louisiana at Lafayette, Department of Curriculum and Instruction (2019-present)</p> <p>Adjunct Instructor, EDIS 5435: Writing Across the Curriculum, University of Virginia (Summer 2019)</p> <p>Graduate Instructor, EDLF 8384: Qualitative Lab of Practice, University of Virginia (Spring 2019)</p> <p>Graduate Teaching Assistant, EDIS 5400: Teaching English in Secondary Schools I, University of Virginia (Fall 2017)</p> <p>University Supervisor of Pre-service teachers, University of Virginia (Spring 2017)</p> <p>Secondary English Language Arts educator, Lafayette Parish School System (2011-2016)</p>
Publications	<p>Kreamer, H. M., Orme, S., Hobson, V. I., & Moran, M., Mahoney, K., Moon, T. R., & Brighton, C.M. (in press). Elevating instruction: Enhancing literacy practices for advanced readers in primary grades. <i>Gifted Child Today</i>.</p> <p>Kreamer, H. M. & Heny, H. (2019). The power of authenticity: Empowering student writers through meaningful, real-world writing experiences. <i>Virginia English Journal</i>, 69, 36-47. Full text: http://vate.org/wp-content/uploads/2019/07/VEJ-Summer-2019-web-issue.pdf</p>
Presentations	<p>National:</p> <ul style="list-style-type: none"> • Kreamer, H. M., Capps, J., & Daspit, T. (2019, November). <i>Creativity in the English classroom: Implementing unique instructional approaches to foster inquiry</i>. Panel presentation, National Council of Teachers of English, Baltimore, MD. • Patrick, J, Kreamer, H. M., & Orme, S. (2019, November). <i>Mythbusters: Uncovering truths</i>

	<p><i>about data using inquiry-focused curricula</i>. Panel presentation, National Council of Teachers of English, Baltimore, MD.</p> <ul style="list-style-type: none"> • Orme, S. & Kreamer, H. M. (2019, November). <i>Using inquiry techniques in reading and writing</i>. Roundtable session, National Council of Teachers of English, Baltimore, MD. • Mahoney, K., Orme, S., & Kreamer, H. M. (2018, November). <i>Authentic reading: Emphasizing choice in building multi-genre and multimedia text sets</i>. Panel presentation, National Council of Teachers of English, Houston, TX. • Mahoney, K., Kreamer, H. M., Moon, T. R., Brighton, C. M., & Invernizzi, M. A. (2018, April). <i>Classroom spaces and technology: Design to promote collaboration and communication in early literacy environments</i>. Roundtable session, American Educational Research Association, New York City, NY. • Kreamer, H. M., Hobson, V., Brighton, C. M., Mahoney, K. & Moon, T. R. (2017, November). <i>Extreme makeover: Amping up literacy practices for advanced readers in primary grades</i>. Poster presentation, National Association for Gifted Children, Charlotte, NC. • Briggs, C. J., Hebert, N., Kreamer, H. M. & Richard, M. (2017). <i>Action research as an agent of change: Capstone projects of gifted education candidates</i>. Proposal accepted, American Educational Research Association, San Antonio, TX. <p>Regional:</p> <ul style="list-style-type: none"> • Kreamer, H. M. & Moon, T. R. (2018). <i>Gifted redefined: The influence of teachers' gifted conceptions on gifted learners</i>. Paper accepted for presentation, Virginia Educational Research Association, Charlottesville, VA. • Mahoney, K., Orme, S., & Kreamer, H. M. (2018). <i>Maximizing primary-grade student voices in classroom reading experiences: An examination of read alouds, student choice, and meaning-making</i>. Paper accepted for presentation, Virginia Educational Research Association, Charlottesville, VA.
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	<ul style="list-style-type: none"> • Kreamer, H. M. (2017, September). <i>Co-teaching in kindergarten: A qualitative analysis on the nature of co-teaching</i>. Paper presentation, Virginia Educational Research Association, Charlottesville, VA. • Kreamer, H. M. (2017, April) <i>Teachers as writers: How self-efficacy influences teacher writing and classroom instruction</i>. Roundtable session, Curry Research Conference, Charlottesville, VA. <p>Invited:</p> <ul style="list-style-type: none"> • Moon, T. R. & Kreamer, H. M. (2018, July). <i>Rubric development for supporting differentiation</i>. Led educator workshop, Summer Institute on Academic Diversity, Charlottesville, VA. • Moon, T. R. & Kreamer, H. M. (2018, July). <i>Grading in a differentiated classroom</i>. Led educator workshop, Summer Institute on Academic Diversity, Charlottesville, VA. • Kreamer, H. M. (2018, June). <i>Why we write: Teachers as writers and instructors of writing</i>. Led educator workshop, Lagniappe Professional Educators Conference, Shreveport, LA. • Kreamer, H. M. (2018, June). <i>Writing in a standards-based era: Exploring the ways writing can be used to demonstrate and support learning</i>. Led educator workshop, Lagniappe Professional Educators Conference, Shreveport, LA. • Kreamer, H. M. (2016, June). <i>Creativity crisis: A study on how creative problem solving impacts advanced learners</i>. Led educator workshop, Lagniappe Professional Educators Conference, Lafayette, LA. • Daspit, T. & Kreamer, H. M. (2016, June). <i>Crafting creativity in the modern classroom</i>. Led educator workshop, Lagniappe Professional Educators Conference, Lafayette, LA. • Daspit, T. & Kreamer, H. M. (2015, June). <i>Creativity of the written word</i>. Led educator workshop, Lagniappe Professional Educators Conference, Lafayette, LA.
Grants	
Conferences Attended	<p>National Council of Teachers of English, 2018.</p> <p>American Educational Research Association, 2018.</p>

	<p>National Association for Gifted Children, 2017.</p> <p>Virginia Educational Research Association, 2017.</p> <p>Mid-south Educational Research Association, 2015.</p>
Professional Memberships	<p>National Council of Teachers of English</p> <p>National Association for Gifted Children</p> <p>American Educational Research Association</p>
Awards	<p>Outstanding Curriculum Award, National Association for Gifted Children, awarded in 2018 and 2019</p> <p>Exemplar Curriculum Unit, EquIP Unit Writing Jam, Achieve Inc., awarded in 2016</p> <p>Teacher of the Year Nominee, Lafayette Education Foundation, nominated in 2014, 2015, and 2016</p> <p>Outstanding Graduate School Student Nominee, University of Louisiana at Lafayette, nominated in 2015</p>
Additional Skills	<p>Use of Qualitative Data Analysis Software, MAXQDA</p> <p>Designing online learning experiences (coursework and professional development) using various Learning Management Systems</p>
Dissertation	<p>Title: The roles of multiple adults: Examining the actions and interactions of multiple adults in a classroom to support primary-aged students.</p> <p>Summary: As classrooms become more diverse, it is important to meet students' varied learning needs; however, there is a concern regarding inequities in gifted education. Specifically, underrepresentation of various populations is a persistent issue in gifted education that needs to be addressed. Rigorous curriculum is one way to foster student learning while supporting gifted and talented potential but can be challenging to implement. One solution to the challenge of implementing rigorous curriculum is by utilizing multiple adults in the same classroom. In this Capstone, I addressed a problem of practice on both a macro and micro scale aimed at gaining greater understanding of the roles of multiple adults working together in a classroom. Research findings included the actions and interactions of multiple adults and patterns between adults and the implementation of a rigorous</p>

	<p>curriculum.</p> <p>Advisor: Dr. Catherine Brighton, Professor and Associate Dean for Academic Programs and Student Affairs at the University of Virginia</p>
Other Professional Experience	<p>Director of Research Initiatives and Youth Programming, Acadiana Writing Project, University of Louisiana at Lafayette</p> <p style="padding-left: 40px;">Including: Writing Competition Coordinator for the Festival of Words in conjunction with the Acadiana Writing Project (Fall 2019)</p> <p>On-site Coordinator for Summer Scholars, University of Louisiana at Lafayette (June 2016)</p> <p>Writing marathon organizer, Acadiana Writing Project (June 2016)</p> <p>Director of Summer Programming, Acadiana Writing Project and GEAR UP, University of Louisiana at Lafayette (June 2015, 2016)</p> <p>Invited participant and Teacher Consultant for the Acadiana Writing Project's Advanced Institute, University of Louisiana at Lafayette (June 2015)</p> <p>Selected participant and Teacher Consultant for the Acadiana Writing Project's Summer Institute, University of Louisiana at Lafayette (June 2013)</p>
Service	<p>Reviewer for the Curry Research Conference, University of Virginia (2017-2019)</p> <p>Volunteer for the Festivals Acadiens et Créoles, Acadiana Writing Project (2013-2015, 2019)</p> <p>Guest Speaker for the Student Virginia Education Association, University of Virginia (2016)</p> <p>Teacher Mentor with the Collaborative for the Apprenticeship of Acadiana Area Prospective Teachers Project, University of Louisiana at Lafayette (2016)</p> <p>Judge for the Festival of Words Youth Writing Competition, Lafayette, LA (2014, 2015)</p>

	<p>Reviewer for the National Association for Gifted Children Curriculum Studies (2014)</p> <p>Teacher Representative for the Core Advocate Conference, Baton Rouge, LA (2015)</p> <p>Service Project Organizer, Ovey Comeaux High School, Lafayette, LA (2014)</p>
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