

ROBYN A. BROOKSHIRE

Director

Early Learning Center for Research and Practice
University of Tennessee, Knoxville
Department of Child and Family Studies
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Professional Education

The University of Tennessee, Knoxville

PhD Family Studies-Early Childhood, May 2014

Dissertation: "Collaborative Action Research Using Post-Structuralist and Cross-National Provocations"

The University of Kentucky, Lexington, Kentucky

MS Interdisciplinary Early Childhood Education, May 2006

Thesis: "Relationship between the Early Language and Literacy Classroom Observation Toolkit and preschool early literacy outcomes"

Eastern Kentucky University, Richmond, Kentucky

Post-baccalaureate Teacher Certification Program, December 2000

Focus Areas: Middle School Learning and Behavior Disorders & Middle School Science

Transylvania University, Lexington, Kentucky

BA Philosophy / Women's Studies, May 1995

Professional Experience

Director, University of Tennessee Early Learning Center for Research and Practice
(October, 2013 -)

Interim Executive Director, University of Tennessee Early Learning Center for Research and Practice
(June 2012 – October, 2013)

Program Director, University of Tennessee Early Learning Center for Research and Practice
(October, 2009 - June, 2012)

Research Project Coordinator, University of Kentucky, Lexington, Kentucky
(September, 2004 – August, 2006)

Research Assistant, University of Kentucky, Lexington, Kentucky
(2003 - 2004)

Middle School Teacher, Fayette County Public Schools, Lexington, Kentucky
(1999 –2001) Science, Special Education, Learning & Behavior Disorders

Executive Director, Life Adventure Camp wilderness program, Lexington,
Kentucky
(1995 - 1997)

Publications

Moran, M. J., Brookshire, R. A., Coe, D. C., Oody, J. F., & Green, M. J. (under review).
Partners Through Playgrounds: Building A Play Community.

Madrid Akpovo, S., Moran, M. J., & Brookshire, R., (Eds.). (2018). *Collaborative Cross-Cultural Research Methodologies in Early Care and Education Contexts*. New York, NY: Taylor and Francis/Routledge.

Moran, M. J., Brookshire, R. Bove, C., Braga, P., & Mantovani, S. (2017). Co-Constructed research design: Lessons on equivalency and teacher participation in a US - Italian professional development study. In Madrid Akpovo, S., Moran, M. J., & Brookshire, R., (Eds.), *Collaborative Cross-Cultural Research Methodologies in Early Care and Education Contexts*. New York, NY: Taylor and Francis/Routledge.

Brookshire, R. (2017). What do I do? I lead. *Teaching Young Children*, 10, 3.

Moran, M. J., Bove, C., Brookshire, R., Braga, P., & Mantovani, S. (2017). Learning from each other: The design and implementation of a cross-cultural research and professional development model in Italian and U.S. Toddler Classrooms. *Teaching and Teacher Education*, 63, 1-11.

Fouts, H. N. & Brookshire, R. A. (2009) Who feeds children? A child's eye view of caregiver feeding patterns among the Aka foragers in Congo. *Social Science and Medicine*, 69, 285-292.

Hallam, R., Grisham-Brown, J., Gao, X., & Brookshire, R. (2007). The effects of outcomes-driven authentic assessment on classroom quality. *Early Childhood Research & Practice*, 9(2). <http://ecrp.uiuc.edu/v9n2/hallam.html>

Grisham-Brown, J., Hallam, R., & Brookshire, R. (2006). Using authentic assessment to evidence children's progress toward early learning standards. *Early Childhood Education Journal*, 34, 45-51.

Submitted for Review

Invited Presentations

Brookshire, R. (April, 2016). Naturally healthy: Steps to building healthy minds and bodies in an early childhood program. Presented at the Promoting Healthy Weight 2.0 Colloquium, the University of Tennessee, Knoxville.

Presentations

- Brookshire, R. & Kidd, K. (November, 2017). Growth mindset and pedagogical leadership: Helping teachers revise, reimagine, and redefine their practices in a climate of innovation and change. Presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, Georgia.
- Brookshire, R. & Moran, M. J. (September, 2016). Designing cross-cultural research with equivalency and multi-centric approaches. Presented at the Annual Conference of the European Early Childhood Education Research Association, Dublin, Ireland.
- Moran, M. J., Brookshire, R., Cescato, S., Bove, C., & Braga, P. (September, 2016). Home-school transitions: Revelatory moments of child wellbeing and observed cultural specificities among infant-toddler parents and teachers in the U.S. and Italy. Presented at the Annual Conference of the European Early Childhood Education Research Association, Dublin, Ireland.
- Brookshire, R. (September, 2014). Situated and collaborative teacher inquiry with post-structuralist and cross-national provocations. Presented at the Annual Conference of the European Early Childhood Education Research Association, Crete, Greece.
- Moran, M.J., Brookshire, R.A., Bove, C., & Braga, P. (September, 2014). The de-automatisation of taken-for-granted teacher practice provoked by a cross-cultural research study. Presented at the Annual Conference of the European Early Childhood Education Research Association, Crete, Greece.
- Brookshire, R. & Barber, J. (July, 2014). Provocations from Italy: Supporting teacher inquiry and reflection. Presented at the East Tennessee State University Annual Early Childhood Conference, Johnson City, Tennessee.
- Bove, C., Moran, M.J., Cescato, S., Braga, P., & Brookshire, R.A. (April, 2014). Re-conceptualizing parents' participation during the transition from home to infant-toddler centers: Insights and examples from cross-cultural research in two University-Lab Centres (Italy-USA). Presented at the 17th International Roundtable on School, Family, and Community Partnerships, Philadelphia, Pennsylvania.
- Moran, M. J., Bove, C., Braga, P., & Brookshire, R. (August, 2013). The Power and Potential of Cultural Critique on Teacher Reflectivity and Practice: Early Childhood Teachers as Critical Viewers of Self through Cycles of Micro-analyses of Practice. Presented at the 23rd European Early Childhood Education Research Association Conference, Tallinn, Estonia.
- Brookshire, R. & Moran, M. J. (June, 2012). Cross-Cultural Professional Development Research between Italian and United States Infant-Toddler Teachers: Initial Findings. Presented at NAEYC's 2012 National Institute for Early Childhood Professional Development, Indianapolis, IN.
- Bove, C., Braga, P., Mantovani, S., Moran, M. J., Brookshire, R., & Carow, N. (October, 2011). Learning from each other: Cross-cultural research on Italian and U.S. early childhood professional development. Presented at Catholic University of Milan Symposium, Milan, Italy.

- Brookshire, R., Cox, M., & Grisham-Brown, J. L. (February, 2006). Focusing on quality literacy environments: Factors that positively impact inclusive classrooms. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, California.
- Brookshire, R. (October, 2005). Relations between early literacy environments and child outcomes. Poster presented at the Division of Early Childhood annual conference, Portland, Oregon.
- Hallam, R., Grisham-Brown, J. L., Brookshire, R. & Smalley, M. (May, 2005). Planning for preschoolers with child outcomes in mind: Using the Head Start Child Outcomes as a framework for lesson panning. Presented at The National Head Start Association Conference's Research Track, Orlando, Florida.
- Hallam, R., Grisham-Brown, J. L., Brookshire, R., & Gao, X. (March 2005). Linking authentic assessment, curriculum planning, and child outcomes: Effects on Head Start program quality. Poster presented at the American Educational Research Association's Annual Meeting, Montreal, Canada.
- Hallam, R, Grisham-Brown, J, & Brookshire, R. (October, 2003). Supporting literacy learning in young children: LINKing authentic assessment, curriculum, and child outcomes. Poster presented at the Division of Early Childhood annual conference, Washington, D.C.
- C. Bove, M.J. Moran, S. Cescato, P. Braga, & R.A. Brookshire (April, 2014). Re-conceptualizing Parents' Participation during the Transition from Home to Infant-Toddler Centers: Insights and Examples from Cross-Cultural Research in Two University-Lab Centres (Italy-USA). Presented at the Roundtable of the International Network on School, Family, & Community Partnerships at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Brookshire, R. & Barber, J. (July 18, 2014). Provocations from Italy: Supporting teacher inquiry and reflection. Presented at East Tennessee State University Annual Early Childhood Conference, Johnson City, TN. *invited presentation

Courses Taught

- Introduction to Early Childhood
- Diversity Among Children and Families
- Assessment in Early Childhood Education
- Survey of Research in Early Childhood Education
- Action Research in Early Childhood Education

Awards

- 2016 – Jaquelyn Orlando DeJonge Faculty Award for superlative research, teaching, and service
- 2014 – National Society of Leadership and Success, Excellence in Service to Students Award
- 2013 - W.K. McClure Scholarship for the Study of World Affairs

Professional Service

- Commission for Women, UT Knoxville
- Childcare Work Group, UT Knoxville
- CFS Teacher Licensure Committee, Co-Chair
- CFS Search Committees
 - o CFS Department Head Search Committee, Fall 2017
- Faculty Advisor, National Society for Leadership and Success, UT Knoxville Chapter
- Course Advisor, Haiti Studio Course, College of Art and Architecture
- Tennessee Association for the Education of Young Children, Conference Planning Committee

Ad hoc reviewing for scholarly journals:

Children Youth and Environments

Student Thesis / Dissertation Committee:

Megan Chaney

Ashlyn Schwartz

Macy Halladay

Tara Schwartz (Social Work)

Meilan Jin

Trainings:

STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence), November, 2017