



Curriculum Vita

Instructor: Becky Barton Sinclair, Ph.D., Associate Professor

Academic Department: Department of Curriculum & Instruction

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EDUCATION

Doctor of Philosophy, Science Education
Curtin University of Technology, Perth, Western Australia, AU; 2000
Dissertation: Assessing, Describing and Changing Classroom Environments in Urban Middle Schools

Masters of Arts in Teaching, Science Education
The University of Texas at Dallas, Richardson, Texas, USA; 1994

Bachelor of Science, Elementary Education (Earth Science and History)
Texas A&M University, College Station, Texas, USA; 1988

PROFESSIONAL LICENSES & EXPERIENCE

Texas Provisional Elementary (Grades 1-6) Earth Science	1988	Life Term
Texas Provisional Elementary (Grades 1-6) History	1988	Life Term
Texas Provisional Elementary (Grades 1-6) General	1988	Life Term
Texas Provisional Secondary (Grades 6-12) Life-Earth Science	1998	Life Term
Texas Professional Principal (Level K-12)	2003	2008

Experience Teaching Texas Public Schools (grades 4-8)	12 years
Experience Teaching University – Prior to TAMU-C	5 years
Experience Teaching University at TAMU-C	12 years
Total Experience in Education Career	29 years

PROFESSIONAL INTERESTS

Science Education for Children and Teachers
Classroom Environments: Student and Teacher Perceptions and Preferences
Teacher Action Research and Professional Development

SELECTED PUBLICATIONS

- Szabo, S., Larkin, C. & Sinclair, B. (2018- At Press). Examining the academic integrity of current graduate level education students. The Delta Kappa Gamma Bulletin – International Journal for Professional Educators.
- Parr, T., Sinclair, B. & Szabo, S. (2018- At Press). Gents club mentorship program. Journal of Teacher Action Research.
- Regian, S., Fields, M., Sinclair, B. & Naizer, G. (2018- At Press). Examining Transfer: Effects of Professional Development on the Implementation of Inquiry-Based Instruction. In M.J. Mohr-Schroeder & J.N. Thomas (Eds.), Proceedings of the 114th annual convention of the School Science and Mathematics Association (Vol. 2). Lexington, KY.
- Naizer, G., Sinclair, B. & Szabo, S. (2017). Examining the sustainability of effective professional development using a workshop design. The Delta Kappa Gamma Bulletin – International Journal for Professional Educators, 83(5), 37-48.
- Szabo, S. & Sinclair, B. (2016, Fall). Expository book format: What do 2nd and 5th grade students find most pleasing to read? New Mexico Journal of Reading, 36(1), pp. 12-21.
- Sinclair, B. & Szabo, S. (2014, Winter). Pencil size and their impact on penmanship legibility. Texas Journal of Literacy Education, 2(2), pp. 6-15.
- Sinclair, B.B. & Szabo, S. (Fall, 2014). Word wallets and other intervention activities: Improving students science vocabulary and attitudes toward vocabulary learning. The Florida Reading Journal, 50(1), pp. 18-27.
- Szabo, S. & Sinclair, B.B. (2013, Winter). The thought bubble picture assessment: Is it really an easy, accurate reading attitude assessment instrument? The New Mexico Journal of Reading, 33(2). pp. 28-36.
- Sinclair, B.B., Szabo, S., Redmond, A. & Sennette, J.D. (2013, Spring). Investigating perceptions of teachers and teaching using the Draw-a-Teacher Checklist. Issues in Teacher Education, 22(1), pp. 105-123.
- Sinclair, B. & Naizer, G. (2012, Fall). Bringing more earth science knowledge to teachers. Texas Mining Magazine. pp. 17-19.
- Szabo, S. & Sinclair, B. (2012, Fall). STAAR Reading Passages: The readability is too high. Schooling, 3(1). pp. 1-14.
- Stetson, E., Stetson, R., Sinclair, B. & Nix, K. (2012, Spring). Home visits: Teacher reflections about parental involvement, student achievement and behavior. Issues in Teacher Education, 21(1). pp.21-37.
- Sinclair, B., Naizer, G. & Ledbetter, C. (2010, July – Online) (2011 – Hardcopy Publication). Observed implementation of a science professional development program in K-8 classrooms, Journal of Elementary Science Education, 22, pp. 579-94.
- Szabo, S., Sinclair, B. & Boggs, M. (2010, Winter). The thought-bubble picture assessment: Assessing reading attitude and determine if your students are strategic readers. Focus on Teacher Education, 11(2), pp. 6-8.

Jordan, M., Sinclair, B., & Szabo, S. (2010, Spring). What is a rookie school teacher to do? Supplying classrooms for early elementary grades. Delta Kappa Gamma Bulletin: International Journal for Professional Educators, 76(3), pp. 6-11.

Szabo, S., Sinclair, B. & Boggs, M. (2008, Spring). Reading strategy awareness of student teachers, Academic Exchange Quarterly, 12(1), pp. 131-135.

Sinclair, B. & Szabo, S. (2008, April). Writing poetry to enhance science learning, The Texas Science Teacher, 37(1), pp. 12-16.

Szabo, S. & Sinclair, B. (2008, Spring). Using the language arts to help all students learn science concepts and science vocabulary, READ: Reading, Exploration and Discovery, 28(1), pp. 33-38.

RESEARCH GRANTS and AWARDS

2017, Teacher Quality Grant (Continuation) Administered by the Texas Higher Education Coordinating Board, *Integrated Mathematics and Science for 4th-6th Grade- Continuation*. Co-PIs: Gil Naizer, Becky Sinclair, Melanie Fields, Kit Price Blount. Funded- \$105,874.

2016, Teacher Quality Grant Administered by the Texas Higher Education Coordinating Board, *Integrated Mathematics and Science for 4th-6th Grade*. Co-PIs: Gil Naizer, Becky Sinclair, Melanie Fields, Kit Price Blount. Funded- \$150,000.

2013, Teacher Quality Grant (Continuation) Administered by the Texas Higher Education Coordinating Board. *Geology for 4-8th Grade Teachers*, Co-PIs: Gil Naizer & Becky Sinclair. Funded- \$92,820.

2012, Teacher Quality Grant Administered by the Texas Higher Education Coordinating Board. *Geology for 4-8th Grade Teachers*, Co-PIs: Gil Naizer & Becky Sinclair. \$217,489 requested; funded- \$124,400.

2007, Teacher Quality Grants Program coordinated by the Texas Higher Education Coordinating Board. *Elementary Earth Science Enhancement: Northeast TX*. Co-PIs: Gil Naizer & Becky Sinclair. Funded- \$82,947.

2007, Teacher Quality Grants Program coordinated by the Texas Higher Education Coordinating Board. *Elementary Earth Science Enhancement: Greenville*. Co-PIs: Gil Naizer & Becky Sinclair. Amount requested \$82,947 (Not Funded).

2006, Teacher Quality Grants Program coordinated by the Texas Higher Education Coordinating Board. *Northeast Texas Earth/Space Science Enhancement, B*. Co-PIs: Gil Naizer & Glenda Bell. Sinclair replaced Bell prior to grant implementation. Funded- \$82,887.

External Funding Received to Indirect Fiscal Agent as Co-Author, Consultant and Instructional Team Member

2012, Texas Regional Collaborative for Excellence in Science Education Grant funded in collaboration with Region 10 ESC. *Physical Science Professional Development for Teachers of Grades 4-8*. Region 10 served as the fiscal agent. Funded- \$190,000.

2011, Texas Regional Collaborative for Excellence in Science Education Grant funded in collaboration with Region 10 ESC. *Environmental, Biological and Earth Science Technology for Secondary Level Teachers*. Region 10 served as the fiscal agent. Funded- \$192,058.

2010, Texas Regional Collaborative for Excellence in Science Education Grant funded in collaboration with Region 10 ESC. *Earth Science & Technology for Secondary Level Teachers*. Region 10 served as the fiscal agent. Funded- \$150,000.

2009, Texas Regional Collaborative for Excellence in Science Education Grant funded in collaboration with Region 10 ESC. *Earth Science: Technology and Industrial Minerals for Secondary Level Teachers*. Region 10 served as the fiscal agent. Funded- \$150,074 with additional \$26,000 granted during academic year.

2008, Texas Regional Collaborative for Excellence in Science Education Grant funded in collaboration with Region 10 ESC. *Chemistry, Physics and Earth Science for Secondary Level Teachers*. Region 10 served as the fiscal agent. Funded- \$110,000.

2007, Texas Regional Collaborative for Excellence in Science Education Grant funded in collaboration with Region 10 ESC. *Earth Science for Elementary Teachers*. Region 10 served as the fiscal agent. Funded- \$112,000.