

BRENDA MARIE MORTON
Associate Professor
College of Education * University of Mary Hardin-Baylor
Belton, Texas

EDUCATION

Doctorate in Educational Leadership, George Fox University	2012
<i>Foster youth and post-secondary education: A study of the barriers and supports that led to academic achievement.</i>	
Master of Arts in Teaching, George Fox University	2003
Bachelor of Science in Sociology, Portland State University	2002

PROFESSIONAL LICENSES

Administrative Licensure, K-12 Schools, Oregon	Current
Professional Secondary Teaching License, Oregon	Current
Social Studies & English/Language Arts Endorsement, Oregon	Current

POST-DOC CERTIFICATION

Trauma Response Services	2018
Trauma Response Institute, George Fox University	

CERTIFICATIONS

Mental Health First Aid	2021
Mental Health First Aid, USA	
Compassion Fatigue Educator	2019
The Green Cross Traumatology Center	
Psychological First Aid	2017
The National Child Traumatic Stress Network	
National Dropout Prevention Specialist Certification	2016
National Dropout Prevention Center/Network, Clemson University	

HIGHER EDUCATION EXPERIENCE

Faculty Positions

Associate Professor, University of Mary Hardin-Baylor	2021 - Present
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Professor of Education, (Tenured), George Fox University	2020 - Present
Associate Professor of Education, (Tenured), George Fox University	2015 - 2020
Assistant Professor of Education, George Fox University	2009 - 2015

Administrative Positions, George Fox University

Director, Master of Arts in Teaching	2016 - 2017
Co-Founder & Director, Trauma Informed School Initiative	2016 - Present
Director of Strategic Partnerships & Clinical Practices	2012 - 2018
Director, Master of Arts in Teaching	2011 - 2012

HIGHER EDUCATION EXPERIENCE – INTERNATIONAL

Tallinn University, Institute of Education Tallinn, Estonia	2019 - Present
University of Tartu, Institute of Education Tartu, Estonia	2018

K-12 TEACHING EXPERIENCE

Teacher, English/Language Arts Sherwood High School, Oregon	2007 - 2009
Teacher, English/Language Arts and Social Studies Horizon Christian High School, Oregon	2006 - 2007
Teacher, English/Language Arts, Social Studies, and Math Horizon Christian Middle School, Oregon	2003 - 2006

K-12 ADMINISTRATIVE EXPERIENCE

Administration, Sherwood High School, Sherwood, Oregon	2007 - 2008
Administration, Director of Curriculum & Instruction, Horizon Christian High School	2005 - 2007

PUBLICATIONS

Books

Berardi, A. & Morton, B.M. (2019) *Trauma-Informed School Practices: Building expertise to transform schools*. Newberg, Oregon: Pennington Press.

Refereed Journal Articles

*Denotes publication with student

- Morton, B. & *Braus, M.** (2020). *Art therapy in the time of COVID-19. Psychological Trauma: Theory, Research, Practice and Policy*. 12(1), 267-268. <https://doi.org/10.1037/tra0000746>
- Morton, B. M.** (2018). The grip of trauma: How trauma disrupts the academic aspirations of foster youth. *Child Abuse & Neglect*. 74, 73–81. <https://doi.org/10.1016/j.chiabu.2017.04.021>
- Morton, B. M.** (2017). Growing up fast: Implications for foster youth when self-reliance and adulthood collide. *Children & Youth Services Review*, 82, 156–161.
- Morton, B. M. & Berardi, A.** (2017). Trauma-informed school programming: Applications for Mental Health professionals and Educator partnerships. *Journal of Child and Adolescent Trauma*. <https://doi.org/10.1007/s40653-017-0160-1>
- Berardi, A. & Morton, B. M.** (2017). Maximizing academic success for foster care students: A trauma-informed approach. *The Journal of At-Risk Issues*, 20(1), 10–16.
- Hockett, E. & Morton, B.** (2017). When women faculty write: The power of community in scholarship. *International Christian Community of Teacher Educators*, 12(1).
- Dee, A.L., & Morton, B.** (2017). Defending theory in educator preparation: Readiness for a multiplicity of learners. *Northwest Journal of Teacher Education*.
- Morton, B. M.** (2016). Engagement: Critical to academic success. *National Dropout Prevention Center/Network Newsletter* 26(2).
- Dee, A.L. & Morton, B.** (2016). Admissions metrics: A red herring in educator preparation? *Issues in Teacher Education*, 25(1), 73–89.
- Morton, B.** (2016). The power of community: How foster parents, teachers, and community members support academic achievement for foster youth. *Journal of Research in Childhood Education*, 30(1), 99–112.
- Morton, B.** (2015). Seeking safety, finding abuse: Stories from foster youth on maltreatment and its impact on academic achievement. *Child & Youth Services*, 36(3), 205–225.
- Morton, B., & Birky, G.** (2015) Innovative school-university partnerships: Co-teaching in secondary settings. *Issues in Teacher Education*, 24(2), 119–132.
- Morton, B. M.** (2015). Barriers to academic achievement for foster youth: The story behind the statistics. *Journal of Research in Childhood Education*, 29(4), 476–491.
- Morton, B.** (2013). Barriers to post-secondary enrollment for former foster youth: How teachers can make a difference, *Northwest Journal of Teacher Education*, 11(2), 44–65.

Samek, L. L., Berardi, A. A., Dee, A. L., Espinor, D. S., **Morton, B. M.**, Bearden, S. R., Song, S., White, W. (2013). From Cosmetic to Metabolized Change: Promoting Paradigm Shifts in a Dominant Culture University, *The International Journal of Diversity in Education*, 13(1), 1-14.

Morton, B., Samek, L., Berardi, A., Espinor, D., Song, S., White, W., Dee, A., Bearden, S. (2013). A Treatise on Diversity in a Dominant Culture University, *The International Journal of Diversity in Education*, 12(3), 105-117.

Book Chapters

Berardi, A. & **Morton, B.** (2020). Trauma-Informed School Programming in response to the impact of immigration, social upheaval, and community violence. In P. Shotsberger & C. Freytag (Eds.), *How Shall We Then Care*, Wipf & Stock publishing.

Morton, B.M. & Berardi, A. (2018). Creating a trauma-informed rural community: A university-school district model. In R.M. Reardon & J. Leonard (Eds.) *Making a positive impact in rural places: Change agency in the context of school-university-community collaboration in education*. Information Age Publishing.

Conference Proceedings

Morton, B. (2018). *Understanding the students we teach: How adverse childhood experiences impact academic achievement*. University of Tartu, Tartu, Estonia.

Morton, B. (2017). *When self-reliance becomes a barrier: Why foster youth cannot ask for help*. Proposal American Educational Research Association.

Book Review

Morton, B. (2019). *Trauma-sensitive classroom: Building resilience with compassionate teaching*, by Dr. Patricia A. Jennings. W.W. Norton Publisher, 2019. Review submitted to Teachers College Record.

Morton, B. (2019). *Immigrant and refugee families: Global perspectives on displacement and resettlement experiences*, by Dr. Ballard, Dr. Wieling, Dr. Solheim, and Dr. Dwanyen. University of Minnesota Libraries Publishing. Review submitted to Open Textbook Library.

Newsletter

Morton, B. & Berardi, A. (2019). *Developing trauma-informed teachers: The story of one teacher preparation program*. Submitted to Ed Prep Matters: Revolutionizing Education, a publication of the American Association of Colleges of Teacher Preparation.

Morton, B. (2016). *Student Participation*. National Dropout Prevention Center/Network. October 2016 quarterly edition.

Manuscripts Under Review

Morton, B. (2021). *Trauma-Informed School Practices: Creating positive classroom culture*. Middle School Journal. (Under review).

Morton, B. (2021). *Trauma and academic impact: Stories from at-risk youth*. Northwest Journal of Teacher Educators (Under Review).

AWARDS & RECOGNITION

Faculty Spotlight – December, 2020.

Faculty Achievement Award for Teaching – **Nominee, Teacher of the Year, 2019**

Journal of Research in Childhood Education **Distinguished Education Research Article Award for 2015**. The article, “Barriers to Academic Achievement for Foster Youth: The Story Behind the Statistics,” was selected by the members of the JRCE Editorial Advisory Board as an illustration of superior research and excellent writing on a topic of high import for the field.

Recognized at the 2017 Trauma Informed Conference, St. Louis, Missouri, as “**Pioneer in the field of education**” for creating the Trauma-Informed School Initiative in the state of Oregon.

FULBRIGHT AWARDS

Morton, B. (Funded, 2022). Fulbright Specialist Project: *Trauma-Inclusive Education*, A project with Narva College, Tallinn University, and University of Tartu, Estonia.

Morton, B. (2017–2018). *U.S. Scholar Fulbright Teaching & Research Award to Estonia*. Project: The impact of poverty and trauma on academic achievement: Classroom practices that support vulnerable children. Host institution: University of Tartu in Tartu, Estonia.

FULBRIGHT SPECIALIST ROSTER

Fulbright Specialist Roster – 2/15/2019 – 2/15/2023

GRANTS

Morton, B. (Submitted, 2020). The perfect storm: COVID-19 and the educational journey of foster youth. \$16,906.00. For consideration by the Ruth Landes Memorial Research Fund. Not funded.

Morton, B. (2019). Faculty development grant to create and publish an e-book on trauma-informed practices for implementation in George Fox University courses. \$5,000.00. Fully funded.

Berardi, A., **Morton, B.** & Salazar, B. (2018). Trauma-Informed School Programming Research and Development Center. Submitted to IES, August, 2018. (\$2,938,532.37). Not funded.

Morton, B. & Berardi, A. (2017). *Remote rural education grant*, sub-award with Eastern Carolina University. Submitted to IES, September, 2017. (\$1,000,000.00). Not funded.

Morton, B. & Berardi, A. (2017). *Creating Trauma-Informed School Programming Competencies: Skills and dispositions for 21st century education*. A project submitted to the Ford Family Foundation: Child, Youth and Family Division. (\$197,571.44). Not funded.

Morton, B., Carr, K. (2015). *Preparing the next generation of teachers*. A proposal funded by the Chalkboard Project for 2015-2016. (\$400,000.00) Renewal grant, Fully funded.

Morton, B., & Heide, S. (2014). *Quality Teaching and Learning Summer Institute: Pedagogical Practices and Educator Preparation Transformational Teams*, U.S. Department of Education (\$6,700.00). Fully funded.

Morton, B. & Headley, S. (2013). *Literacy within the Content Areas: Building the Capacity of Oregon Teachers in High Needs Schools to Increase Literacy Development in the Content Areas*. 2013-14 Oregon University/School Partnership Grant, funded by Title II, Part A, Teacher and Principal Training and Recruiting Fund, U.S. Department of Education. (\$240,000.00). Fully funded.

Morton, B. (2013). *University Retention and Graduation for former foster youth: A study into the challenges and supports leading to a bachelor's degree*. A proposal funded by The Ruth Landes Memorial Fund. (\$13,000.00). Fully funded.

Morton, B., Carr, K. (2013). *Preparing the next generation of teachers*. A proposal funded by the Chalkboard Project (\$690,000.00). Fully funded.

Morton, B., Headley, S. (2012). *Preparing the next generation of teachers planning grant*. A proposal funded by the Chalkboard Project (\$35,000.00). Fully funded.

Morton, B. (2011). Dissertation support grant. George Fox University. (\$2,000). Fully funded.

UNIVERSITY RESEARCH LEAVE

Morton, B. (2020). Course release for the 2020-2021 academic year. Grant#: GFU2020-21L03

Morton, B. (2016). Course release for the 2016-2017 academic year. Grant #: GFU2016L03

INVITED PRESENTATIONS - UNITED STATES

Morton, B. (2021). *Trauma-Informed School Practices in Teacher Preparation*. For presentation at the Coalition of Secondary Administrator Conference – Special Education Directors.

Morton, B. (2021). *Trauma-informed higher education*. A presentation to the faculty at Ivy Tech Community College, February, 2021.

Morton, B. (2020). *Trauma-informed schools*. A presentation to the undergraduate education majors at Corban University, October, 2020.

Morton, B. (2020). *Trauma-Informed School Practices in Teacher Preparation*. For presentation at the Coalition of Secondary Administrator Conference – Special Education Directors.

Morton, B. (2020). *The trauma-informed professional: Strategies to support foster youth*. For presentation at the Department of Human Services Independent Living Provider annual retreat. Hood River, Oregon.

Morton, B. (2020). *Trauma-Informed School Practices: Community and higher education collaboration*. For presentation for the Grosz Health Science Lecture Series at Casper Community College.

Morton, B. (2019). *Trauma-Informed Education*. Training given to the College of Education at Pacific University, Forest Grove, Oregon.

Morton, B. (2019). *Trauma-Informed School Practices: Training & Implementation*. For presentation at the Association of Christian Schools International Conference.

Morton, B. (2019). *Introduction to trauma and schooling: Understanding the children we serve*. For presentation at the Association of Christian Schools International Conference.

Morton, B. (2019). *Trauma-Informed School Practices in Teacher Preparation*. For presentation at the Coalition of Secondary Administrator Conference – Special Education Directors.

Morton, B. (2019). *The impact of trauma: Lessons learned from foster youth*. A webinar for C3 Career, College, Collaborative, spring, 2019.

Morton, B. (2018). *Trauma and Dropout Risk: The story of one rural school*. Conference presentation to the National Rural Education Association annual conference.

Morton, B. (2018). *The academic impact of trauma: Lessons learned from foster youth*. A presentation at the Reach Higher Summer Summit, Western Oregon University.

Morton, B. (2018). *So, you want to go to college! Now what?!* A presentation at the DREAM conference, Western Oregon University.

Morton, B. (Summer, 2018). *Introduction to trauma-informed pedagogy*. Seminar with School of Education students, George Fox University.

Berardi, A., **Morton, B.**, & Samek, L. (2017). *Trauma-Informed School Initiative: Starting the transition*, Oregon Department of Education symposium for District Improvement Partnership schools, Coos Bay, Oregon.

Morton, B. (2017). *Trauma-Informed School Initiative: Transforming schools*. Trauma Response Social Justice Conference, George Fox University.

Morton, B. (2017). *It's okay to ask for help!: How being vulnerable can lead to academic success*. DREAM Conference, Western Oregon University.

Morton, B. (2017). *Academic challenges, supports, and graduation*. A presentation to foster youth and Department of Human Services District 3 leadership.

Morton, B. & Berardi, A. (2017). *Trauma-Informed Schools*. A presentation to the Oregon Adverse Childhood Experiences Collaborative.

Morton, B. (2017). *Trauma and Academic Outcomes for Foster Youth*. A presentation to foster parents, and the Department of Human Services on academic outcomes.

Morton, B. (2016). *Barriers to academic achievement for foster youth: The story behind the statistics*. Paper/Research presentation at the Association of Childhood Education International conference in Costa Rica, of manuscript published in their Journal of Research in Childhood Education and awarded Research Article of the Year.

Morton, B. (2016). *Thriving in college: What successful students do*. DREAM Conference, Western Oregon University.

Morton, B. (2015). *Set yourself up for success!: Supporting foster youth in their freshman year*. DREAM Conference, Western Oregon University.

Morton, B. (2014). *What makes foster youth special? How trauma impacts instruction and academic achievement*. Presented at Marylhurst University.

Morton, B. (2014). *What successful freshmen do!* Life 101 seminar at West Linn High School.

Morton, B. (2014). *University 101 for foster youth*. DREAM Conference, Western Oregon University.

Morton, B. (2013). *How might teacher preparation institutions better engage partner district(s) and communities?* Regional International Christian Colleges of Teacher Education conference.

Morton, B. (2013). *Co-Teaching in a University-School Partnership*. For presentation at the Chalkboard TeachOregon state forum.

INVITED PRESENTATIONS - ESTONIA

Morton, B. (2019). *Inclusive classroom practices: Evidence-based strategies to support all children*. Training seminar presented at Tallinn University.

Morton, B. (2019). *Trauma-Informed Schools: Strategies to help students learn*. Training Seminar presented at the University of Tartu Educational Services Department. Tartu, Estonia.

Morton, B. & Jurjen, T. (2019). *What is Trauma-Informed?: Knowledge and skills to support traumatized children*. Training seminar presented at the University of Tartu, Tartu, Estonia.

Morton, B. & Jurjen, T. (2018). *Trauma in the lives of our students: How Adverse Childhood Experiences (ACEs) impact academic achievement*. University of Tartu, Tartu, Estonia.

Morton, B. (2018). *The intersection of trauma and schooling: How Adverse Childhood Experiences (ACEs) impact academic achievement*. University of Tartu, Tartu, Estonia.

Morton, B. (2018). *Understanding the students' we teach: How adverse childhood experiences (ACEs) impact academic achievement*. Educational Support Services Center, Tartu, Estonia.

Morton, B. (2018). *Understanding the students' we teach: How adverse childhood experiences (ACEs) impact academic achievement*. University of Tartu, Tartu, Estonia.

CONFERENCE PRESENTATIONS - REFEREED

Morton, B. & Ritoch, K. (2021). *Combatting trauma, compassion fatigue, and burnout through self-care*. For presentation at the Oregon Association of Teacher Educators annual conference, February, 2021.

Morton, B. (2021). *Teachers or trauma responders: Why we must prepare teacher candidates to be both*. For presentation at the Association of Teacher Educators national conference, February, 2021.

Morton, B. & Ritoch, K. (2021). *Burnout or Compassion Fatigue: How trauma is impacting teacher retention*. For presentation at the Association of Teacher Educators national conference, February, 2021.

Morton, B. (2021). *Creating trauma-informed schools: A blueprint for training and implementation*. For presentation at the Creating Trauma-Sensitive Schools conference, February, 2021.

Owens, S. & **Morton, B.** (2021). *You are the strategy you're looking for: Evaluating your strategies and practices as a trauma-informed educator*. For presentation at the Creating Trauma-Sensitive Schools Conference, February, 2021.

Morton, B. & Ritoch, K. (2021). *Trauma, compassion fatigue, and teacher burnout: Why teacher self-care is critical*. For presentation at the Creating Trauma-Sensitive Schools Conference, February, 2021.

- Morton, B. & Berardi, A.** (2021). *Preparing teachers for complex classrooms: A case for trauma-informed education in teacher preparation.* For presentation at the Association of Teacher Educator Conference, February, 2021, Seattle, WA.
- Morton, B. & Berardi, A.** (2021). *The ethics of preparing teachers in trauma-informed practices: Training faculty to do this work.* For presentation at the Association of Teacher Educator Conference, February, 2021, Seattle, WA.
- Morton, B.** (2020). *Creating a trauma-informed classroom: A blueprint for success!* For presentation at the Creating Trauma-Sensitive Schools conference, February 16–18 Atlanta, GA.
- Morton, B. & Berardi, A.** (2020). *Preventing a fad: Developing trauma-informed educators.* For presentation at the Association of Teacher Educator Conference, February, 15–19, Atlantic City, NJ.
- Morton, B., & Berardi, A.** (2020). *Are we preparing teachers for classrooms that don't exist?: A case for trauma-informed competency standards in teacher preparation programs.* Submitted to AACTE, February, 28 – March 1, Atlanta, GA. 2020.
- Morton, B.** (2019). *The impact of trauma: Lessons learned from foster kids.* For presentation at the Trauma-Informed Schools Conference, November, 2019.
- Berardi, A. & Morton, B.** (2019). *Trauma-informed programming: A response to the impact of immigration, social upheaval, and community violence.* For presentation at the 19th International Conference on Diversity in Organizations, Communities, and Nations, Greece.
- Morton, B. & Berardi, A.** (2019). *Trauma-Informed Schools: What it means and how to implement in P-12 schools.* For presentation at the Idaho Federal Programs Conference, April, 2019.
- Morton, B.** (2018). *Trauma-informed schools: Rationale, implementation, and stories from the field.* Conference presentation to the National Rural Education Association annual conference.
- Morton, B.** (2017). *The role of mental health on the academic achievement of traumatized children and youth.* Proposal accepted to American Professional Society on the Abuse of Children annual conference.
- Morton, B.** (2017). *When self-reliance becomes a barrier: Why foster youth cannot ask for help.* Proposal accepted to American Educational Research Association (AERA) for annual conference.
- Morton, B.** (2016). *What happened to shop class? How career and technical education can reduce the dropout rate by engaging at-risk students.* Presented at the annual meeting of the National Dropout Prevention Conference.
- Morton, B. & Berardi, A.** (2016). *The missing element of best practice: Trauma-informed.* Presented at the annual meeting of the National Dropout Prevention Conference.
- Morton, B. & Berardi, A.** (2016). *Responding to trauma through a culture of care: Raising a new generation of teachers.* Presented at the annual meeting of Oregon Association of Teacher Educators.

Dee, A.L., Lynn, H., Lynn, M., **Morton, B.**, & Pogue, T. (2016). *The DIY movement to diversify the workforce*. CAEP conference, March, 2016.

Dee, A.L. & **Morton, B.** (2016). *Leading the profession: Preparing teacher candidates for professional evaluation defined by Senate Bill 290*. Poster session with Master of Arts in Teaching Full-time format students. Presented at the annual meeting of Oregon Association of Teacher Educators.

Dee, A.L. & **Morton, B.** (2016). *Teacher candidates, school districts, and Oregon Senate Bill 290: Partnering and preparing for effectiveness*. Presented at the annual meeting of AILACTE.

Dee, A., & **Morton, B.** (2015). *Why is free public education so expensive?: An exploration of social justice in elementary schools*. Presented at the annual meeting of the Northwest Association of Teacher Educators.

Morton, B. & Birky, G. (2015). *Hired! How co-teaching supported disposition development, university mission, and conceptual framework*. Presented at the annual meeting of AILACTE.

Morton, B. & Dee, A. (2015). *Liberal arts mission and professional programs: A dichotomy unfounded*. Presented at the annual meeting of AILACTE.

Dee, A., **Morton, B.** & Headley, S. (2015). *Community connections: Uniting to recruit, prepare and support new educators*. Presented at the annual meeting of the American Association of Colleges of Teacher Education.

Morton, B. & Dee, A. (2015). *Indicators of teaching effectiveness: Addressing the gender gap*. Presented at the annual meeting of the Association of Teacher Educators.

Morton, B. (2015). *"I don't know how to ask for help": Stories from foster youth on their academic challenges*. Presented at the Association of Teacher Educators.

Carr, K. & **Morton, B.** (2015). *Recruiting and inducting minority teacher candidates: Challenges and strategies*. Presented at the Association of Teacher Educators.

Morton, B., Headley, S., & Phillips Kalmbach, D. (2014). *Partnering to transform and diversify the Oregon teaching force*. Presented at the Oregon College Access Network Conference.

Berardi, A., **Morton, B.** & Schubert, M. (2014). *Identifying best-practice strategies to maximize academic success with students in foster care*. Presented at the National Dropout Prevention Network Conference.

Morton, B. (2014). *Advocating for at-risk youth: Naming and addressing barriers to academic achievement*. Presented at the National Dropout Prevention Network Conference.

Birky, G., & **Morton, B.** (2014). *Rethinking educational partnerships: How a university teacher education program and a school district leveraged resources to enhance academic opportunities for students*. Presented at the annual meeting of the Northwest Association of Teacher Educators.

Dee, A., & Morton, B. (2014). *Defining admission metrics: Will measures in CAEP standard 3 make a difference in candidate quality?* Presented at the annual meeting of the American Association of Colleges of Teacher Education.

Morton, B. (2014). *Redefining partnerships to support educators: How two community colleges, two universities, and four school districts created a blueprint to enhance the quality of educators in Oregon.* Presented at the annual meeting of the American Association of Colleges of Teacher Education.

Morton, B. & Espinor, D. (2013). *University/school partnerships: Working together to support all students.* Presented at the annual meeting of the Oregon School Board Association.

Morton, B., & Birky, G. (2013). *Creating mutually beneficial university-school partnerships for teacher education: A unique co-teaching model.* Presented at the annual meeting of the Northwest Association of Teacher Educators.

Morton, B., & Birky, G. (2013). *Research findings from a co-teaching partnership between a high school and university teacher education program.* Presented at the regional International Christian Colleges of Teacher Education conference.

Morton, B., & Birky, G. (2013). *Re-envisioning clinical practice through partnerships: How co-teaching, co-researching, and co-educating can create a mutually beneficial partnership.* Presented at the annual meeting of The American Association of Colleges for Teacher Education.

Morton, B., & Dee, A. (2013). *Evaluating program content: How teacher education prepares classroom-ready candidates for a multiplicity of learners.* Presented at the annual meeting of The Association of Teacher Educators.

Morton, B. (2013). *Promoting justice for marginalized youth: Understanding the barriers to academic achievement for foster youth.* Presented at the annual meeting of The Association of Teacher Educators.

Dee, A., & Morton, B. (2013). *Rethinking the core program: Preparing classroom-ready educators for a multiplicity of learners.* Presented at the annual meeting of The American Association of Colleges for Teacher Education.

Morton, B., & Birky, G. (2012). *Innovative partnerships in teacher preparation programs: Re-thinking the clinical practice model for school improvement.* Presented at the annual meeting of the International Network for School and Community Partnerships.

Morton, B. (2012). *What do we really know about educating foster children?* Presented at the annual meeting of the Association of Teacher Educators.

Dee, A., & Morton, B. (2012). *Teacher characteristics: Dispositions for success in low socio economic status schools.* Presented at the annual meeting of the Association of Teacher Educators.

Dee, A., & Morton, B. (2011). *Teacher presence: Traits and dispositions leading to passion and professionalism*. Presented at the annual meeting of the Association of Teacher Educators.

CONFERENCE PRESENTATIONS - UNDER REVIEW

Morton, B. (2022). *Teacher retention in the time of COVID-19: A dive into pre and post-pandemic data*. A presentation submitted to the Association of Teacher Educators national conference.

Morton, B. (2022). *Transforming practice: A roadmap to trauma-informed schools*. A presentation submitted to Attachment & Trauma national conference.

Morton, B. (2022). *Teacher burnout and trauma: Is there a connection?* A presentation submitted to Attachment & Trauma national conference.

HIGHER EDUCATION TEACHING

Undergraduate Courses

Liberal Arts & Critical Thinking

This course is an advanced liberal arts course integrating the varied strands of general education in a rich capstone integrative common experience for seniors.

Knowing and Being Known

A freshman course focusing on an introduction to higher education.

Grant Proposal Writing

This course provides instruction for the development and submission of a grant proposal for nonprofit agencies.

Introduction to Trauma and Education

This course focuses on developing knowledge, skills, and dispositions to meet the academic and social functioning needs of students who have been impacted by trauma.

Senior Seminar

This is a senior seminar for Education majors. Topics include current trends and issues in education; connection of theory to practice; research in K-12 classrooms; ethics; career, employment, and self-care.

Teaching As A Profession

An introduction course for those planning to enroll in a Master of Arts in Teaching program or considering teaching as a profession. Students will expand their understandings of the field of education and the role of teachers through class topics and experiences.

Classroom Management

This course focuses on managing the K-8 classroom. This includes an analysis of discipline rates by race, sex, and special classification. Trauma-informed strategies are introduced.

Introduction to Trauma

An introduction to various types of trauma, including racial trauma, developmental trauma, and how to mitigate.

Graduate Courses

The Professional Educator

An introduction to the characteristics and role of the professional educator in today's society.

Structures for Teaching and Learning

This is a foundation course, focusing on teaching strategies and methodologies.

Teaching Diverse and Special Populations

Introduction to a multiplicity of students and students' needs. It provides context for approaching situations, and challenges with specific skills for facilitating learning for all students.

Issues in Human Development

The course is designed to examine the principles of human development, infancy through adolescence. Specifically, the course will explore the areas of physical, cognitive, and psychosocial development with a focus on classroom application

Action Research I & II

Action research is the process of inquiry leading to the improvement of our own personal teaching practice. This course is designed to move you on your way towards empowerment, as you become a teacher-researcher.

Learning Theory

Theories of learning and associated teaching applications are explored with a focus will on views of knowledge, the learner, and the nature of learning and teaching.

Curriculum & Instruction (MAT/MEDU)

This course focuses on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching and learning

Social Studies Pedagogy

This course is designed to provide the student with opportunities to develop techniques and strategies that will increase the quality of their content specific instruction.

Rethinking High School

This course focuses on identifying what is and what is not working for high school students and identifying potential solutions.

Clinical Practicum I & II

This series provides support and supervision to a cohort of students in their K-12 school settings.

Professional Seminar

This course focuses on job search, interview techniques, ethics, and professional development.

Foundations of Educational Practice

This course focuses on establishing a foundation of self-understanding to become a self-reflective and analytical practitioner and learner.

Leading Trauma Informed Schools

This course focuses on positioning school leaders to implement trauma-informed practices in a K-12 school setting.

Introduction to Traumatology & Trauma-Informed Care

This is an introduction to trauma, neurobiology, and the impact on neurodevelopment, resulting in academic and emotional regulation challenges.

Best Practices in Trauma-Informed Care

This course prepares the student to design a trauma-informed classroom, including an action plan, implementation plan, identified outcomes, and assessment.

Trauma-Informed Classroom Management Methods

Requires the student to understand and name brain function and encourages a response that pairs authority with compassion.

Trauma-Informed Implementation – Coaching

Reinforces trauma-informed practices through classroom observations, debriefing, and ongoing classroom support.

Trauma-Informed School Culture & Discipline

Participants identify the purpose for discipline, critically analyzing definitions and methods of discipline, and re-envisioning its purpose and methods through a trauma-informed model.

Trauma-Informed Practices – Data Gathering & Analysis

This course provides educators with the opportunity to implement trauma-informed practices, and collect data on the efficacy of those practices on the academic and social functioning of their students.

Introduction to Trauma

An introduction to various types of trauma, including racial trauma, developmental trauma, and how to mitigate.

Compassion Fatigue & Self-Care

This course explores compassion fatigue in educators and the role of self-care in sustainability in the profession.

Curriculum and Assessment

This course focuses on designing curriculum units and instructional plans for the K-12 classroom. Focus on inclusion, differentiation, and assessment.

International Courses

Supporting Traumatized Children

This course provides a foundation to understand the impact of trauma on academic and social functioning. Students explore strategies to support the learners in Estonian classrooms. Taught at Tallinn, University, Estonia.

Adapting Learning to Students with Special Needs

To provide opportunities to acquire knowledge of working with special-needs students. To develop readiness to adapt teaching resources according to every learner's needs. To provide opportunities to develop a considerate attitude for work with students with special needs. To provide opportunities to adapt a curriculum. Taught at Tallinn University, Estonia

Typical and Atypical Cognitive Development

The objective of this course is to provide students with an overview of models of cognitive development (related to attention, memory and learning), how individual differences in cognitive development manifest in student individual needs and what kind of research methods are available to assess different aspects of cognitive functionality. Taught at Tallinn University, Estonia

Evidence-Based Interventions for Social, Emotional, and Behavioral Difficulties

This course addresses theories and interventions used to help learners with SEBD. Trauma-informed practices will be presented, including neurobiological theories, strategies, and classroom practices. Taught at the University of Tartu, Estonia.

Introduction to Trauma

This course provides participants with an introduction to trauma and how that trauma dramatically alters the development of the brain. Questions explored in this course will include: What is trauma? How does it damage the brain? Can that damage be reversed? What strategies are needed to support students? And, how do I care for myself while supporting students who have deep needs? Taught at the University of Tartu and Tallinn University, Estonia.

DISSERTATION COMMITTEE

Adkins-Armstrong, A. (Expected, 2021). In process. George Fox University, Newberg, Oregon

Simon, M. (Expected, 2021). Effectiveness of culturally responsive teaching through the seven C's for effective teaching in an educational alternative services school. George Fox University, Newberg, Oregon

Cress, A. P. (Expected, 2021). *Foster parents and K-12 gifted education*. Dissertation defended spring, 2021, Purdue University, West Lafayette, IN.

Luzaich, F. (2020). *A phenomenological study of gifted elementary students*. Dissertation defended spring, 2020, George Fox University, Newberg, Oregon.

Heide, S. (2017). *Tillamook school district/George Fox University collaborative partnership: An immersion practicum in a rural school district*. Dissertation defended Spring, 2017, George Fox University, Newberg, Oregon.

THESIS ADVISING

Anonymous. (May, 2021). Bates College Honor Thesis Advising – Foster youth study.

Kerb, B. (2021). *Trauma-Informed practices in special education*. In process. University of Tartu, Estonia.

Kerb, B. (2019). *The awareness of Estonian teachers about the impact of childhood trauma on the student and their attitudes and beliefs for traumatized students*. A thesis by B. Kerb, submitted Spring, 2019, University of Tartu, Estonia.

GRANTS IN DEVELOPMENT (Sole author)

Compassion fatigue and moral distress: Is this causing burnout? \$37,000.00. For submission to Spencer Foundation.

CURRENT RESEARCH

University retention of vulnerable students. A research collaborative with Abilene Christian University.

Compassion fatigue, burnout, and retention. A Richter Scholar joint research piece with a first-generation undergraduate student.

Teacher preparation and adverse childhood experiences; an exploration into those who choose to teach. Research project at George Fox University, University of Tartu, and Tallinn University.

Empathy, Adverse Childhood Experiences, and Compassion Fatigue. An exploration of connection and vulnerability to compassion fatigue. This is a research project in both the United States and Estonia.

JOURNAL MANUSCRIPTS IN DEVELOPMENT

Morton, B. & Berardi, A. Response to collective trauma: The role of schools in recovery and resilience. A theoretical article to be submitted spring, 2021.

Morton, B. *The intersection of trauma and social, emotional, and behavioral disorders.* A research article with data from Estonia. Data collected and organized. Analysis and final write up to be completed spring, 2021.

Morton, B. *Pre-Service teachers, Adverse Childhood Experiences (ACE), and Empathy: An exploration into the role of ACEs on empathy and risk for compassion fatigue.* Data has been collected and is being analyzed. Manuscript to be submitted spring, 2021.

*Ray, B. & **Morton, B.** *Student leadership in the middle school classroom: A trauma-informed approach to support and inclusion.* Paper is being edited. Journal identified.

*Hortaleza, B. & **Morton, B.** *A trauma-informed response to supporting novice teachers.* Paper is being edited.

*Kuhn, J. & **Morton, B.** *Increasing student self-esteem through trauma-informed relationship interventions.* Paper is being edited.

Morton, B. & *Ritoch, K. *Combatting compassion fatigue: A trauma-informed approach to educator sustainability.* This is in the early data analysis and literature review stage.

*Indicates co-authorship with George Fox University student

BOOK MANUSCRIPT IN DEVELOPMENT (Sole Author)

Combatting burnout: Understanding the role of compassion fatigue and moral distress in the teaching profession. Manuscript submission fall, 2021.

SERVICE TO THE PROFESSION

Guest Editor

National Dropout Prevention Center/Network - October 2016 quarterly edition

Topic: *Engagement as dropout prevention for youth at-risk for dropping out.*

Peer Review for Academic Journals

- Children and Youth Services Review
- Social Work Journal
- Child Welfare Journal
- Journal of Research in Childhood Education
- Journal of Learning and Individual Differences
- Journal of Youth & Society

Fulbright U.S. Scholar Review Committees

Regional Peer Reviewer for Fulbright Student program, for Europe 2020–2021 grants. San Francisco, California. December, 2020.

Regional Peer Reviewer Fulbright Scholar applications for Europe for 2020–2021 grants. Washington, D.C. November, 2020

Regional Peer Reviewer for Fulbright Student program, for Europe 2020–2021 grants. San Francisco, California. December, 2019.

Regional Peer Reviewer Fulbright Scholar applications for Europe for 2020–2021 grants. Washington, D.C. November, 2019.

Regional Peer Reviewer for Estonia, Sweden, Finland, Denmark, and Latvia for 2019–2020 grants. Washington, D.C. November, 2018.

Fulbright Crisis Response Team

Crisis Response Team – The Baltics, November, 2020.

K-12 Research

Dropout Prevention: Sheridan School District – research project with the district to create a profile of students who have and who are at risk of dropping out, 2016

K-12 Service

Site Council –Chehalem Valley Middle School, Newberg School District, 2018 – 2019.

K-12 Professional Development Training & Consulting

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with Lane Middle School, Portland, Oregon, October, 2018 – May, 2019.

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with the Chehalem Valley Middle School, August 31, 2017

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with the Tillamook School District, October 26, 2016

Morton, B. & Berardi, A. Trauma-Informed Professional Development instruction with the Tillamook School District, October 14, 2016

Morton, B. Co-Teaching Professional Development instruction with teachers and administrators from Sherwood School District, 2011 – 2015

Morton, B. & Birky, G. Co-Teaching Professional Development instruction with teachers, administrators, and specialists from the Newberg School District, 2011 - 2015

Morton, B. & Heide, S. Co-Teaching Professional Development instruction with teachers and administrators from the Woodburn School District, 2012-2015

Morton, B. & Heide, S. Co-Teaching Professional Development instruction with teachers and administrators from the Tillamook School District, 2012-2015

Oregon K-12 Trauma-Informed Training with Inservice teachers

- McMinnville School District, 2020
- Coquille School District, 2020
- Tillamook School District Cohort, 2016-2019
- Astoria School District, 2019
- Jewell School District, 2019
- Knappa School District, 2019
- Nestucca School District, 2019
- Seaside School District, 2019
- Warrenton-Hammond School District, 2019

State of Oregon Professional Committee Work

- Oregon Department of Education, High School Success Plan Peer Reviewer -2018
- Chief Education Office Stakeholder Group - Trauma-Informed Practices, 2015-2017
- Oregon Department of Education High School Graduation Advisory Group, 2015-2017
- Foster Care Ombudsman Advisory Group, 2016-present
- Oregon Department of Human Services Independent Living Program Policy Setting Workgroup - Education, 2015
- Chair, Oregon Alliance of Independent Colleges & Universities, Deans & Directors, 2014-2017
- Oregon Association of Colleges of Teacher Preparation, Deans & Directors, 2014-2017
- Oregon Educator Workforce Data Team, an Oregon Department of Education/Oregon Education Investment Board state committee, 2014-2015
- Oregon Educator Preparation Summer Institute Committee, an Oregon Department of Education/Oregon Education Investment Board state committee, 2014
- Teacher Standards and Practices Commission / Oregon Association of Colleges of Teacher Preparation Teacher Work Sample Committee, 2014 - 2015

UNIVERSITY SERVICE - GEORGE FOX UNIVERSITY

- New Faculty Mentor, 2021-2021
- IDEA Center Faculty Representative, 2020-2021
- Tenure Review Committee, 2020
- Richter Scholar Faculty Advisor, 2020
- University Advancement Task Force, 2020 - Present

- Scholarship / Fulbright & Prestigious Scholarship Advisor, 2018–Present
- Trauma-Informed Training Presentation to faculty, 2018
- Peer Review, 3rd year faculty review committee, 2018
- Chair, Tenure faculty review committee, 2016
- Grant writing workshops for George Fox faculty, 2015, 2018
- Department of Professional Studies Strategic Planning Team, 2015
- General Education Committee, 2014–2015
- President’s Strategic Planning Committee, 2014
- Faculty Senate, Graduate Representative, 2013–2017
- Chair, 3rd year faculty review committee, 2013
- College of Education Dean’s Leadership Team, 2012–2016
- School of Education Diversity Committee, 2010–2014
- Hispanic Initiatives Committee, 2012–2013

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA) 2014–2019
- American Association for Colleges of Teacher Education (AACTE) 2012–Present
- Association of Teacher Educators (ATE) 2011–2020
- National Dropout Prevention Center (NDPC) 2013–Present
- National Rural School Association (NRSA) 2018–Present
- National Research Collaborative for Foster Alumni and Higher Education 2028 - Present

PROFESSIONAL NETWORK

Research-To-Policy Collaboration, 2019 – present

A network of professionals committed to researching, sharing, advocating, and partnering with policy makers on behalf of all children. www.research2policy.org

Newberg Collective Impact Executive Board, 2019 – present

A collaborative partnership with the Newberg School District, City of Newberg, The Ford Family Foundation, and the Community Advocacy and Support Team to create and implement a community wrap-around to assist all aspects of the community in trauma response.

NON-PROFIT ADVISORY BOARD

Trauma-Informed Estonia, Board member and Advisor – 2020 – present

Focus:

1. Raise the awareness and competences of educators, social workers and health professionals on the effects of trauma and toxic stress and how to support children and youth with adverse experiences.
2. Provide support and counseling to children, young people and their families.
3. Prevent the development of mental disorders in children and young people through proactive methods and support the development of self-aware young people.