

**J**

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Professor, College of Education

community; and incorporate current trends and topics in the field of literacy education.

Tennessee Chapter of the National Association of Multicultural Education (2017–2019).  
Founding member and first president; established Tennessee chapter and first state conference in 2019.

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## **Grants**

### ***Funded***

**Isbell, J. K.**



Greathouse, P., Eisenbach, B. B., & **Isbell, J. K.** (2016). Preparation and practice through YA literature: Preparing rural White pre-service teachers to address diversity issues in the classroom. ALAN Foundation grant (\$1,500)

- Wendt, S., Isbell, J. K., Fidan, P., & Pittman, C. (2015). Female elementary teacher candidates' attitudes and self-efficacy for teaching engineering concepts. *The International Journal of Science in Society*, 7(3), 1–11.  
<https://doi.org/10.18848/1836-6236/CGP/v07i03/51453>
- Baker, J. C., Isbell, J. K., Wendt, J., & Wilson, B. (2013). V-SPACE: Training teachers to use iPads for creating virtual spaces for accessing content in English. *International Journal of Technology in Teaching & Learning*, 9(1), 64–80.
- Isbell, J. K. (2013). "Who are you to judge me?": What we can learn from low-income, rural early school leavers. In P. C. Gorski & J. Landsman (Eds.), *The Poverty and Education Reader: A Call for Equity in Many Voices* (pp. 147–155). Stylus Publishing.
- Baker, J., Isbell, J., Wendt, J., & Wilson, B. (2013). V-SPACE: Virtual Spaces for Accessing Content in English. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology and Teacher Education 24<sup>th</sup> International Conference* (pp. 3647–3652). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). <http://www.editlib.org/p/48673/>
- Isbell, J. K. (2011). *Drama, discontent, and despair: Narratives of early high school departure* (Doctoral dissertation). UMI No. 3457615

- Isbell, J. K.** (2022, October). Bikes empower Freedom School scholars to get moving, build community, and spotlight climate change. Presented by invitation at TN Bike Walk Summit, Franklin, Tennessee.
- Spears, A., **Isbell, J. K.**, Chitiyo, G., Braisted, L., Espinosa, C., & Langford, E. (2022). Elementary children's perspectives on experiences during a summer literacy program (unpublished paper).
- Spears, A., Rector, L., & **Isbell, J. K.** (2021, November). Graffiti sparks community activism: Children's democratic engagement through a posthuman lens. Paper





- Elizer, J. N. (2021). *Monsters look different in the light: Generation Z and fourth wave feminism—An ethnodrama*.
- Williams, R. D. (2021). *The lost highway: The dichotomy of the sacred and the profane in early country music, 1921–1957*.
- Manginelli, A. (2020). *Emergence of hope: Education in rural Haiti and the entanglement of critical, postcolonial, and assemblage*

Taylor, F. L. (2016). *Administrators' and librarians' perceptions of the roles of school librarians as*



Vice Chair of Education and P-16 VFF Mentoring Program coordinator, IMPACT  
Cookeville (2019–2020)  
Board member, Tennessee chapter, National Association for Multicultural Education,  
2017–present)  
Proposal r

Appalachian Regional Commission Network Meeting (2014)  
Certified TEAM evaluator (2012, 2013)  
INVEST Common Core training, Lipscomb University (2012)  
TVAAS online training modules (evaluator, 2012)  
Learning about Learning, Tennessee Tech Faculty Development (2011)  
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