

## **Jane Lance**

Visiting Instructor, Miami University

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### **EDUCATION**

*University of Cincinnati, Cincinnati, Ohio*

**Masters of Education**

*Miami University, Oxford, Ohio*

**Bachelor of Science in Education**

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### **LICENSURE/STANDING**

- Level B standing on Graduate Faculty at Miami University
- Special Education, K-12, Permanent
- Elementary Education, 1-8, Permanent
- Kindergarten- Primary, K-3, Professional (expired)

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### **PROFESSIONAL EXPERIENCE**

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#### **Visiting Instructor, Educational Psychology, Miami University, Oxford, Ohio**

- Teaches courses to undergraduate and graduate students majoring in teacher education and special education.
- Develops courses and collaboratively designs curriculum within the Inclusive Special Education Program and Special Education Graduate Program.
- Instructs and guides early childhood education majors through the synthesis of a field experience placement.

#### **Instructional Designer, Miami Regional E-Campus, Miami University, Middletown, Ohio**

- Instrumental in the development of online courses within the Pre-Kindergarten program as well as other courses on the Regional Campuses of Miami University.
- Worked collaboratively with instructors of various courses to plan, develop and implement online courses.

#### **Technology Integration Specialist, Wyoming City Schools, Wyoming, Ohio**

- Served as liaison between teachers and technology coordinator.

#### **Classroom Teacher, Grade 2, Wyoming City Schools, Wyoming, Ohio - 18 years**

- Responsible for teaching second-grade curriculum to students in a self-contained, inclusive classroom.
- Implemented teaching strategies such as project-based learning, reading, and writing workshops to engage learners and provide meaningful and relevant experiences.
- Modified and enriched curriculum to meet the needs of all students.
- Led and served on various school and district committees throughout teaching career that developed curriculum and assessments, assisted in the selection of exemplary candidates to fill positions and solved issues that arose in the district.
- Participated in a leadership academy designed to develop a professional learning community that focused on leadership, innovative pedagogy, and collaboration.

#### **Intervention Specialist, Wyoming City Schools, Wyoming, Ohio - 5 years**

- Implemented individualized education plans for students with disabilities in the general education classroom.
- Collaborated and team-taught with general educators as well as adapted curriculum.

## **Classroom Teacher of Students with Disabilities, Three Rivers Local Schools, Addyston, Ohio - 7 years**

- Assessed, developed, and implemented individualized educational plans to meet the needs of students with disabilities within a multi-age self-contained classroom.

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## **HIGHER EDUCATION TEACHING AND SERVICE**

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### *Course Design, Development, and Pedagogy*

#### **Universal Design for Learning**

Course design for EDP 495e, Inclusion & Adaptations for Mild/Moderate and Gifted Needs, focuses on the guidelines for UDL while giving the students, a variety of choices for content, choice of assignments for the field placement component, and choice of format for the submission of various assignments. This course not only serves as a model of UDL but allows students to experience this learning strategy.

#### **Project-Based Learning**

Course design of EDP 468, Methods II, Moderate/Intensive, implements the practice of project-based learning by having students identify a problem related to the content within the course, research the issue, and develop a product to assist in the resolution of the identified problem.

#### **Scenario-Based Learning**

The textbook chosen for the course EDP 495e, Inclusion & Adaptations for Mild/Moderate and Gifted Needs, is Picture Inclusion by Rapp, Arndt, and Hildenbrand. The book is written with an in-depth study of three inclusive classrooms with student snapshots, lesson plans, and inclusive practices and supports. Scenario-based learning is implemented by basing a majority of the class activities and assignments on the lessons, and students within this textbook.

#### **Implementation of Technology Tools**

Regularly implement technology tools in the development and implementation of both face-to-face and virtual classes using platforms such as FlipGrid, GoReact, VoiceThread, JamBoard, Zoom, Kahoot, Pear Deck, LiveBinders, Padlet, Screencastomatic, Zoom, and Canvas tools in order to increase engagement and learning.

#### **Mid-course Evaluation Process**

Regularly utilize mid-course evaluation tools to gain feedback from the learners and adjust course plans accordingly.

### *Service*

#### **Deans Compact Grant Focus Group & Joint Meetings**

Led activities within the focus group for the Dual License Deans Compact Grant. Assisted in the program development of the PK-5/ECIS License Program at Miami University.

#### **EDP Department Meetings**

Participant at bi-weekly meetings throughout spring and fall semesters. Provide input and feedback into departmental decisions made throughout the year.

#### **ISE/GSEP Program Meetings**

Participant at bi-weekly meetings throughout spring and fall semesters. Provide input and feedback into program decisions made throughout the year. Review applications for the ISE program as well as provide feedback to decisions made about student concerns in the ISE and GSEP programs. Grade graduate projects completed in the GSEP program.

### **ECE/PK5 Block 2 & 3 Meetings**

Participant and leader in meetings 3-4 times per semester for spring and fall semesters. Provide input and feedback into block decisions made throughout the year. Provide feedback to decisions made about student concerns as well as field placement alternatives. Secure professionals from within Miami and outside of Miami to speak at seminars for Block 3 ECE students.

### **ECE/PK5 Block 2 & 3 Virtual Field Placements**

Secured virtual field placements for students at Bethany School and West Clermont Local School District for the 2020-21 academic year.

### **MCE Methods Block Meetings**

Participant in 2-3 meetings per semester for spring semester. Provide feedback to decisions made about student concerns as well as field placement alternatives.

### **Letters of Recommendation**

Provide letters of recommendation for students applying to graduate school and employment.

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## **COURSES TAUGHT**

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### *Undergraduate Courses*

EDT 274 Pre-kindergarten Integrated Curriculum II

EDP 301 Assessment and Evaluation in Educational Setting

EDP 468 Methods II: Moderate/Intensive

EDP 486 Methods I

EDP 494 Assessment/ Evaluation of Exceptional Learners

EDP 495E Inclusion and Adaptations for Mild/Moderate and Gifted Needs: Early Childhood

### *Graduate Courses*

EDP 571 Literacy Seminar: Clinical

EDP 591 Methods II: Learners with Mild and Moderate Disabilities

EDP 595 Inclusion and Adaptations for Mild/Moderate and Gifted Needs: Multi-Age

EDP 605 Field Experience in Special Education

EDP 650A Trends and Issues in Measurement

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## **ACCOMPLISHMENTS**

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### **Miami University Internal Grant Recipient**

Lance, J. A., & Leafgren, S. (2020). EHS Interdisciplinary Teaching and Curriculum Grant - International Literacy Conference. Awarded (\$2,125) by College of Education, Health, and Society.

### **Publication**

Hoffman, T. K. & Lance, J. A. (2018). Developing and implementing a prekindergarten associate degree program online to meet the needs of non-traditional students. Association for University Regional Campuses of Ohio Journal Spring, 24, 129-143.

### **Presentation**

Lance, J. A., Kelly, M. D., & Johnson, A. E. (2019, November). *Forging Fragile Connections for Inclusive Education*. Teacher Education Division of Council for Exceptional Children. New Orleans, LA: Council for Exceptional Children.

### **Miami University, Boldly Creative Online Course Development Initiative, Summer 2021**

Collaborating with a learning designer to develop an engaging and quality online course for the Miami University Graduate Special Education Program.

**Miami University, Diversity, Equity, and Inclusion Pilot Certificate Program, Spring 2019**

Participated in a pilot program in a cohort of ten faculty and ten staff members from a variety of professional backgrounds and varying dimensions of diversity from the university. The program included required workshops, elective activities, cultural intelligence assessments, a personal development plan as well as a signature capstone project.

**Miami University, EHS Online Course Quality Initiative, Summer 2018 & 2019**

Participated in this professional development opportunity which allowed participants to learn about the characteristics of quality online courses as well as apply this knowledge to enhance a course by creating a “master” course that could be shared with other instructors.

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**PROFESSIONAL DEVELOPMENT**

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*Miami University Sponsored Learning Opportunities*

- Humans as Subjects IRB Basic Course
- Flexible Formats for Flexible Teaching, Center for Teaching Excellence
- BLM: Racial Justice and Education Panel, College of Education, Health, and Society
- Welling Scholars Lecture Series, Department of Educational Psychology
- Quality Matters Peer Reviewer Course

*Conferences Attended*

- Teacher Education Division of Council for Exceptional Children Conference 2019
- International Literacy Association Conference 2019
- Online Learning Consortium Conference 2019
- Council for Exceptional Children Conference 2018
- International Society for Technology in Education Conference 2017