

# Nicholas Bell

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## Education

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### University of Delaware

- Ph.D. in Education with a specialization in Sociocultural and Community-Based Approaches and secondary specialization in Evaluation, Measurement, and Statistics.
- Doctoral Thesis Topic: Bell, N., (Current). Critical Investigation of Overrepresentation in Special Education: Examining Causal Relationships and Evidence to Inform Policy, Practice, and Research.
- Dissertation Committee: Laura Eisenman, Zachary Collier, Ratna Nandakumar, Roderick Carey, Donna Ford
- Program Coursework (Completed Spring 2019 Completion):

#### Quantitative Coursework

EDUC 874: Applied Multivariate Data Analysis  
EDUC 873: Multilevel Models in Education  
EDUC 865: Educational Measurement Theory  
PSYC 879: Structural Equation Modeling  
HDFS 815: Research Issues and Designs  
EDUC 667: Randomized Trials in Education  
EDUC 828: Research in Education Decision Making  
EDUC 867: Simulation and Bayesian Analysis  
EDUC867: Educational Data Mining (EDM)

#### Socio-Cultural and Qualitative Coursework

EDUC 855: Topics: Sociocultural Theories  
EDUC 854: Topics in Equity in Education  
EDUC 866: Ind Study (Socio-Cultural Research)  
EDUC 732: Community-Based Practicum  
EDUC 850: Qualitative Research Evaluation and Design  
EDUC 858: Advanced Qualitative Research Methods

### West Chester University

- Bachelor of Science in Special Education: Pennsylvania K-12 Certification 2004
- Post- Baccalaureate Certification in Elementary Education: Pennsylvania K-6 Certification 2008
- Masters in Literacy 2012

## University Teaching Experience

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### University of Delaware

2015-Present

- *Clinical Coordinator/Instructor*
- Courses Taught:  
EDUC 419: Diversity in Secondary Education  
EDUC 433: Equity-Focused Student Teaching Seminar

### West Chester University

2013-2017

- *Adjunct Professor in the Special Education Department*
- Courses Taught:  
EDA 303: Special Ed: Processes/Procedures for General Educators  
EDA 304: Special Ed Processes/Procedures for Secondary Educators  
EDA 203: Students with Exceptionalities  
EDA 314: Curriculum and Instruction Individual Learning Differences I  
EDA 421: Curriculum and Instruction Individual Learning Differences II and Field  
EDA 582: Special Education Field and Seminar

## K-12 Public School Teaching Experience

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### Penn Valley Elementary School in the Lower Merion School District

2012-2015

- *Third, Fourth, and Fifth Grade Special Education Teacher*

### Penncrest High School in the Rose Tree Media School District

2007-2012

- *Ninth-Twelfth Grade Special Education and Sciences*

### Octorara Elementary School in the Octorara School District

2004-2007

- *Third, Fourth, Fifth Grade Special Education Teacher*

### Delaware Autism Program

2006 Summer

- *Kindergarten Special Education Teacher.*

## Presentations

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- Bell, N., & Coddling, D.** (2020). The Equity Scenario Response Scale: Measuring Preservice Teachers' Equity Knowledge and Skills. American Educational Research Association. San Francisco, CA. Conference cancelled.
- Kotch-Jester, S. & **Bell, N.** (2020). The Equity-Focused Conferencing Protocol: Developing Student Teachers' Equity Awareness and Agency. American Educational Research Association. San Francisco, CA. Conference cancelled.
- Bell, N., & Coddling, D.** (2020). Measuring Preservice Teachers' Knowledge and Skills and Validating the Equity Scenario Response Scale. American Association of Colleges for Teacher Education. Atlanta, GA.
- Kotch-Jester, S. & **Bell, N.** (2020). The Equity-Focused Conference Protocol: Developing Student Teachers' Awareness and Agency. Association of Teacher Educators. Atlantic City, NJ.
- Bell, N., & Soslau, E.** (2019). Exploring Measures of Equity Competence. Can Equity-Focused Teacher Preparation Make a Difference. American Educational Research Association. Toronto, CA.
- Soslau, E., & **Bell, N.** (2018). Rethinking the student teaching curriculum to support the development of racial literacy. American Educational Research Association. New York, NY.
- Bell, N., & Soslau, E.** (2018). Preparing equity-focused pre-service teachers: Exploring outcomes of the Student Teaching Equity Project (STEP). American Educational Research Association, New York, NY.
- Soslau, E., & **Bell, N.** (2017). Managing racial stress while educating White teacher candidates: A self-study. American Educational Research Association. San Antonio, TX.
- Soslau, E., & **Bell, N.** (2017). Re-thinking the student teaching curriculum: Using field-based instruction to help candidates notice, acknowledge, and address bias in the classroom. The European Conference on Education. Brighton, England, UK.
- Kotch-Jester, S., Goettel, V., **Bell, N.**, Duda, B., Lilly, D., & Soslau, E. (2017). Capturing practice: Using video to parallel conference with teacher candidates. Association of Teacher Educators' Annual Conference. Orlando, Florida.

## Publications

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- Bell, N., Soslau, E., & Wilson-Poe, C.** (2020-under review). Preparing preservice teachers to recognize and challenge inequities in schools. *Journal of Teacher Education*.
- Bell, N.** (2020- in preparation). Measuring teacher candidates' sociopolitical identity using a latent change score model. *Structural Equation Modeling*.
- Bell, N & Coddling, D.** (2020-in preparation). Equity Scenario Response Scale and Questions: Understanding preservice teachers' preparedness of their sociopolitical identity. *Urban Education*.
- Bell, N & Coddling.** (2020-in preparation). Can equity-focused teacher preparation make a difference? *American Education Research Journal*.
- Bell, N & Blackman, H.** (2020-in preparation). Culturally relevant teaching model: Developing teachers' knowledge, skills, and beliefs.
- Kotch-Jester, S & **Bell, N.** (2020- in preparation). The equity-focused conference protocol: Developing student teachers' awareness and agency. *Teaching and Teacher Education*.
- Soslau, E., & **Bell, N.** (2018). The challenges of supporting equity literacy skill development in white teacher candidates: A self-study of two white field instructors. *Studying Teacher Education*.

## Grants

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### Under Review (2020):

William T. Grant Foundation: Reducing Inequality  
Culturally Relevant Teaching: Reducing Inequality in Schools (\$600, 000)  
Role: PI

## Statistical Analyses at the University of Delaware for Research Projects

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- Center for Diversity Grant (2017): Completed all statistical analyses for the grant
- Elementary Teacher Education Capstone Rubric (2019): EFA, CFA, IRT Rasch Model
- Co-Teaching Survey (2019): IRT Rasch Model

## University of Delaware Professional Service

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- University Council on Teacher Education Diversity, Inclusion, and Equity Committee: School of Education Representative
- Implicit Bias Week Planning Committee
- Equity Faculty Inquiry Group
- Capstone Committee for Elementary Teacher Education Program
- Welfare Committee

## Awards

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- Dr. Rita Fillos Award 2017
- The Dr. Rita M. Fillos Award was established to recognize a staff member who is pursuing professional development opportunities while making significant contributions to the college.

## Invited Speaking Engagements and Guest Lectures

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- University of Penn Minority Consortium Event in Philadelphia, Pennsylvania 2016
- University of Penn Minority Consortium Event in Harrisburg, Pennsylvania 2016
- Promoting Equity Panel: Public Partnership for Public Education (UOD) 2018
- EDUC100: Equity and Social Justice Introduction Lecture (UOD) 2018
- Graduate Statistics Workshop (UOD) 2019
- EDUC100: Equity in Teacher Education 2018
- EDUC100: Equity and Inclusion 2019
- EDUC 258: Cultural Diversity Schooling, and the Teacher 2019

## Professional Memberships

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- American Educational Research Association
  - Division K: Teaching and Teacher Education 2018-Present
  - Division D: Measurement and Research Methodology 2018-Present

## Reviewer

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- Conference Reviewer: AERA, Division K 2015-Present
- Multicultural Perspectives 2019-Present

## Professional Positions

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- Founder, Nicholas S Bell Consulting 2015-Present
- Data Analyst: Coolspeak 2018-Present