

Curriculum Vitae  
Taylor Isaacs Browning Ed.D.  
taylor.browning@marshall.edu

**PROFESSIONAL PROFILE**

---

Enthusiastic and results-driven educator with a strong commitment to fostering student achievement through innovative curriculum design and evidence-based instructional practices. Passionate about creating engaging, inclusive, and academically rigorous learning environments while leveraging data to inform instruction and support continuous improvement. Proven leader and collaborative team player with a track record of mentoring peers, contributing to college-wide initiatives, and building strong relationships with colleagues, students, and families. Highly motivated, adaptable, quick to learn, and consistently dedicated to exceeding expectations and promoting a culture of excellence.

**EDUCATION**

---

|      |  |
|------|--|
| 2024 | Ed.D.<br>Leadership Studies<br>Marshall University                       |
| 2020 | Master of Fine Arts<br>Acting<br>University of North Carolina Greensboro |
| 2018 | BA<br>Music Education<br>Marshall University                             |

**ENDORSEMENTS/CERTIFICATIONS**

---

|      |  |
|------|--|
| 2018 | Music PK-AD                                    |
| 2025 | Principalship and Superintendent Certification |

## PROFESSIONAL EXPERIENCE

---

2025-Present                      Director of Clinical Experiences  
   *College of Education - Marshall University*

- Managed the placement of teacher candidates in schools, ensuring alignment with program requirements, accreditation standards, and student needs.
- Built and maintained partnerships with local school districts and educational institutions to provide high-quality field experiences for pre-service teachers.
- Collaborated with faculty to integrate clinical experiences into academic coursework, ensuring a comprehensive learning experience for students.
- Provided ongoing support to mentor teachers, ensuring they met the requirements for supervising teacher candidates.
- Monitored the progress and performance of teacher candidates during their clinical placements, offering timely feedback and recommendations for improvement.
- Collected and analyzed data from clinical placements to assess program effectiveness, using findings to inform program improvements
- Conducted ongoing research on best practices in clinical education and collaborated with colleagues to implement new strategies for improving field experiences.
- Maintained clear and consistent communication with teacher candidates, mentor teachers, and school administrators to ensure alignment of expectations and smooth operation of clinical experiences.

2020-2025                      Choral Program Director/General Music Teacher  
   *Putnam County Schools - Hurricane Middle School*

- Designed and implemented curriculum for a diverse clientele that met state and national standards to meet desired performance outcomes
- Tailored learning experiences to individual preferences including hands-on learning and project-based learning
- Created and delivered engaging presentations using multiple presentation modes and technology platforms
- Taught students across multiple classifications and degrees of special needs
- Modified general education curriculum for special-needs students using various instructional techniques
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration
- Supported clinical student teachers by mentoring classroom management, lesson plans, and activity organization
- Held weekly professional learning committee meetings with team

- Maintained a culture of inclusiveness and support that promoted positive behavior and academic growth
- Led activities that developed students' emotional and social growth

2023-2025                      iReady ELA/Math Classroom Facilitator and Interventionist  
*Putnam County Schools - Hurricane Middle School*

- Contributed to improved schoolwide iReady diagnostic scores for ELA and Math
- Tracked development throughout academic school year
- Supervised daily personalized instruction lessons based on individual skill level
- Utilized iReady resources including teacher toolbox, tools for scaffolding comprehension, and tools for instruction

2023-2025                      Graduate Assistant  
*Marshall University*

- Assisted in the development of marketing materials and communication strategies to engage prospective students and enhance recruitment efforts
- Collaborated with faculty and staff to organize on-campus events, providing information and guidance to prospective students and their families
- Advised incoming undergraduate students on academic planning, course selection, and degree requirements, promoting academic success and retention
- Provided guidance to students in exploring academic and career goals

2018-2020                      Graduate Teaching Assistant  
*University of North Carolina Greensboro*

- Designed and implemented curriculum within the subject area
- Facilitated class subjects daily as the teacher of record
- Monitored student progress and provided guidance to ensure successful academic achievement
- Assisted faculty members with administrative tasks
- Assisted in program development and updated curriculums as needed

## UNIVERSITY INSTRUCTION

---

- EDF 200 Pre-Residency Clinical

The objective of this course is to provide teacher candidates with foundational, hands-on experience in real classroom settings prior to their residency. This structured pre-residency clinical experience takes place in elementary, middle, and/or secondary schools and is designed to immerse candidates in the day-to-day life of a teaching and learning environment. Candidates will work alongside experienced educators, faculty, and staff to observe classroom dynamics, support instruction, and begin applying educational theory to practice. Emphasis is placed on developing professional dispositions, effective communication skills, and an understanding of diverse student needs. Through active participation in classroom activities, school routines, and student interactions, candidates will build the essential skills and insights needed for successful future residency placements and long-term success in the teaching profession.

- CI 450 Student Teaching Secondary Education

The objective of this course is to provide teacher candidates with a comprehensive, hands-on teaching experience in cooperating schools, allowing them to develop practical skills and professional competencies under close supervision. This immersive, full-day student teaching placement gives candidates the opportunity to apply pedagogical theories and methodologies in real classroom settings while working alongside experienced mentor teachers and university faculty. Throughout the experience, candidates engage in lesson planning, classroom management, instruction, and assessment across various grade levels and subject areas. Periodic seminars led by university faculty complement the placement by offering structured reflection, professional development, and collaborative discussion on topics such as instructional strategies, classroom challenges, diversity and inclusion, assessment practices, and ethical responsibilities in education. This integrated approach ensures candidates gain valuable practical experience while deepening their understanding of the teaching profession and preparing them to become reflective, effective educators ready for full-time roles.

- THR 201 Play Script Analysis

The objective of this course is to provide students with a comprehensive set of practical tools for the breakdown and analysis of dramatic texts. Through focused study, students develop the ability to interpret scripts not only from a literary perspective but also with an eye toward theatrical production. Assignments emphasize the practical application of

textual analysis to the work of theatre artists, including designers, directors, and actors, helping students understand how a play's structure, language, and dramatic elements can inform creative choices in performance and design. Instruction is delivered through a combination of lectures, guided discussions, and critical readings, offering students multiple entry points into the interpretive process. By the end of the course, students are equipped to approach dramatic literature with a deeper understanding of its function within live performance.

- THR 130 Fundamentals of Acting

The objective of this course is to foster a foundational understanding and appreciation of the art and craft of acting, while introducing students to the essential terminology and concepts of the theatrical discipline. Emphasis is placed on developing students' awareness of the actor's process, including voice, movement, imagination, concentration, and character development. Students engage with the material through a combination of lectures, interactive discussions, assigned readings, and experiential studio work, allowing for both intellectual engagement and physical exploration. The course aims to build a common vocabulary for analyzing and discussing performance, while also encouraging creative risk-taking and collaborative learning. By the end of the term, students gain not only practical experience in performance but also a broader understanding of the actor's role within the larger context of theatre-making.

- THR 305 Broadway: Development of the American Musical

The objective of this course is to critically examine the developmental history of musical theatre as a distinctly American art form. Students begin by exploring the genre's earliest foundations, including the influence of European operetta, minstrel shows, vaudeville, and other popular entertainment forms of the 19th century. The course then follows a chronological trajectory through the major stylistic, cultural, and technological shifts that shape the evolution of musical theatre - from its Golden Age and mid-century innovations to contemporary trends and global influence. Emphasis is placed on understanding the social, political, and artistic contexts in which these works are created, as well as how they reflect and challenge American identity and values. Through a combination of lectures, discussions, readings, and analysis of key productions, students gain a comprehensive understanding of musical theatre's role in shaping both the national and international theatrical landscape.

## PRESENTATIONS AND CONFERENCES

---

Eastern Education Research Association (EERA)  
“Transformative Shifts in Academic Advising:  
Utilizing Advising Week to Cultivate Connection”

February 2024  
Clearwater, FL

Eastern Education Research Association (EERA)  
“An Assessment of the Utilization of The  
National Opportunity to Learn Standards in Middle-Level  
Music Education”

February 2025  
Hilton Head, SC

Eastern Education Research Association (EERA)  
“Transforming Academic Advising: Leveraging Advising  
To Boost Recruitment and Graduation Rates”

February 2025  
Hilton Head, SC