

Jennifer Lane, Ed.D.
Assistant Professor of Practice
School of Education
The University of Texas at Tyler
[Faculty 180](#)

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PROFESSIONAL BIO

Dr. Jennifer Lane is a dedicated educator with extensive experience in instructional practice, teacher preparation, and curriculum development. She is passionate about evidence-based teaching strategies, student engagement, and building educator capacity. Dr. Lane's research expertise involves school improvement through instructional supervision, second language acquisition, and application of improvement science methodologies. She prides herself on being committed to fostering student-centered learning environments and enhancing teaching effectiveness through her own teaching practices, research, and continuing professional development.

EDUCATION

Doctorate in School Improvement

The University of Texas at Tyler
Tyler, Texas, 2024

- Research focus: School improvement, instructional leadership, second language acquisition
- Grounded in the Carnegie Project on the Education Doctorate (CPED) model

Master of Education in Curriculum & Instruction

The University of Texas at Tyler
Tyler, Texas, 2019

- Emphasis: Instructional Coaching

Bachelor of Science in Elementary and Special Education

Dual Major
East Stroudsburg University
East Stroudsburg, Pennsylvania, 2010

ACADEMIC APPOINTMENTS AND RELEVANT EXPERIENCE

2024 - Present Assistant Professor of Practice

School of Education
The University of Texas at Tyler

- Taught undergraduate courses in teacher preparation with a focus on evidence-based practices:
 - *EDUC 4320 – Teaching Skills and Classroom Management*: Designed lessons on effective elementary level teaching strategies, classroom management, and student engagement – hybrid structure.
 - *EDUC 4322 – Teaching Skills and Classroom Management*: Designed lessons on effective secondary level teaching strategies, classroom management, and student engagement – hybrid structure, in-person and online sections.

- *EDUC 3120 – Field Experience Phase II*: Guided pre-service teachers in developing lesson plans, reflections, and field service aligned with state standards – hybrid structure, in-person and online sections.
- *EDUC 5356 – Diversity in Educational Settings – Grad Teach*
- Supervised pre-service teachers during field experiences, providing mentorship on instructional delivery and classroom management.
- Served on doctoral dissertation committees as cochair and member, supporting candidates in developing and refining their research.

2021 - 2024 District Curriculum Director

Lindale Independent School District

- Led the implementation and management of the Teacher Incentive Allotment program, enhancing teacher quality and student outcomes.
- Directed district-wide strategic plans and program launches to promote stakeholder engagement.
- Designed and facilitated professional development on leadership and instructional practices.
- Analyzed data to inform instructional decisions and compliance with state and federal mandates.

2019 – 2021 Adjunct Professor

The University of Texas at Tyler

School of Education, The University of Texas at Tyler (2019 – 2021)

- Taught *EDUC 4320 – Teaching Skills and Classroom Management* in online and hybrid formats, adapting to the unique challenges of the COVID-19 pandemic.
- Mentored pre-service teachers in applying theoretical knowledge to practical classroom settings.

2020 – 2021 Curriculum Specialist

2019 – 2020 High School Instructional Coach

Bullard Independent School District

- Conducted educational research to assist teachers with problem solving and professional development
- Synthesized and presented instructional research in the form of professional development
- Employed targeted coaching approaches and cycles to help teachers set and reach self-developed and campus/district goals
- Disaggregated data to determine instructional implications
- Helped to support and promote inclusionary practices and an equal educational opportunity for all students
- Researched and curated curriculum materials to meet campus and district needs

2018– 2019 Master Teacher, Hubbard Middle School

2016– 2017 8th Grade RLA Teacher, Department Head, Hubbard Middle School

Tyler Independent School District

- Fulfilled all the duties of an instructional coach including but not limited to; implemented Jim Knight's Impact Cycle to build teacher capacity, researched current relevant instructional practices to support teacher goals and campus initiatives, fostered rapport with teachers and students for maximum capacity growth potential, bridged administrative initiatives and teacher perception for buy-in
- Fulfilled all the duties of a Secondary RLA Teacher including but not limited to: Science of reading research and best practice implementation, lesson planning, assessment development, inclusionary best practices to close literacy gaps, classroom management, collaborative planning, and parent/family communication

2015 – 2016 Secondary Special Education Teacher

Agora Cyber Charter School; Pennsylvania

SCHOLARSHIP

Publications

Oliveras, Y., Lane, J.M. (2026). [submitted] Balancing Design and Reality: A Mixed Methods Investigation of Educational Space Utilization in Contemporary Schools.

Lane, J.M. (2026) [proposal accepted; manuscript in progress] From Problem of Practice to Systems Improvement: An Improvement Science Approach to Educational Leadership in a Rural School District. *MDPI*.

Lane, J.M. (2026) [proposal accepted; manuscript in progress] Exploring Adult Literacy Learning Through Lane's L2+ Acquisition Rope. *Education Sciences*.

Lane, J. M., & Kaiser, F. J. (2026). Driving Instructional Excellence Across the District. In *Texas public school organization and administration (20th ed)*.

Oliveras, Y., Lane, J. M., & Odell, M. R. L. (2026). Professional Development and Teacher Growth: Moving From Events to Systems. In *Texas public school organization and administration (20th ed)*.

Kaiser, F., & Lane, J. (2025). Why Did You Leave? A Content Analysis of Comments to Former Teacher Posts on TikTok. *SAGE Open*, 15(3), 21582440251379513.

Oliveras, Y., Lane, J., Thomas, C., Hickey, W. D., Garbutt-Franklin, J., Diego, J., Vairez, M. R., Jr., Kaiser, F. (2025). Development and validation of the instructional supervision sense of efficacy scale. *Journal of Educational Supervision*, 8(1), 41-62. <https://jes.lib.buffalo.edu/articles/10.69772/jes.8.1.2>

Kaiser, F. J., & Lane, J. (2024). Learner-Centered Curriculum Planning and Development. In J. A. Vornberg, N. Templeton, & G. Miller (Eds.), *Texas Public School Organization and Administration (19th ed)*. Kendall Hunt.

Lane, J.M., & Kennedy, T.J. (2024). Braiding the Ropes: Adding Second or Additional Language Acquisition to Reading and Writing Metaphors. *Education Sciences*, 14(8), 901.

Lane, J.M., Rios, A., Hickey, W., & Odell, M.R.L. (2024). Developing Educational Leaders Within an EdD Redesign That Focuses on School Improvement. In *Reimagining the P-20 Landscape for School Leadership Learning* (pp. 53–76). IGI Global.

Lane, J.M., (2024) Think piece reflections from a practitioner lens. In H. M. Hazi & M. Piantanida (Eds.), *Snapshots of Instructional Supervision*. Learning Moments Press.

Oliveras-Ortiz, Y., & Lane, J. (2021). *Teacher Training: Instructional supervision for educational excellence in Belize*. Belize Ministry of Education: Dangriga & Punta Gorda, Belize.

Oliveras-Ortiz, Y., Hickey, W. D., Kaiser, F. J., & Lane, J. (2021). *Teachers Guide: Instructional supervision for educational excellence in Belize*. Belize Ministry of Education: Belize City.

Oliveras-Ortiz, Y., Hickey, W. D., Kaiser, F. J., & Lane, J. (2021). *Instructional Supervisors Guide: Instructional supervision for educational excellence in Belize*. Belize Ministry of Education: Belize City.

Lane, J. (2019). *The Coaching Approach to Adult Learning*. TeachBoost Weekly Coaching Roundup. Online Blog.

Works in Progress

- Investigating the Impact of Teacher-Led ESL Interventions on Second Language Acquisition
- Investigating the Impact of Computer-Assisted Language Learning on Second Language Acquisition
- Investigating the Impact of School Improvement Cycles on Rural School Systems
- Comparative Case Studies-UB Coaching
- Teacher Induction Program Variables that Impact Sustainability and Teacher Success

Conference Presentations

Lane, J.M. (2026). *Literature Reviews: Purpose, Structure, and Common Pitfalls*. UT Tyler Doctoral Summer Summit.

Lane, J.M. (2026). *Academic Writing for Scholarly Practitioners*. UT Tyler Doctoral Summer Summit.

Lane, J. M. (2025). *The Affective Advantage: How Comfort and Confidence Fuel Language Learning*. Mental Health Matters Conference.

Lane, J. M. (2025). *Academic Writing Workshop*. UT Tyler Doctoral Summer Summit

Lane, J. M. (2025). *Exploring the Literature and a Potential PoP*. UT Tyler Doctoral Summer Summit

Lane, J. M. (2025). *From Manuscript to Movement: The Potential Impact of Your DiP*. UT Tyler Doctoral Summer Summit.

Lane, J. M. (2025). *Work Smarter Not Harder - Let the NIC Lead Your DiP*. UT Tyler Doctoral Summer Summit

Lane, J. (2024). *Lane's L2 + Language Rope: A Research Synthesis Visual for EB Practitioners*. TextESOL Conference, Virtual.

Lane, J. (2024). *School Improvement Tools That Truly Impact Leader Practice*. Building Effective Leaders Conference, Kilgore, TX.

Lane, J. (2024). *Instructional Supervision Practitioner Think Piece Panel*. COPIS Conference, Virtual.

Lane, J. (2023). *Leveraging the Power of School Improvement Cycles for Rural ESL Programs*. Texas Assessment Conference. Round Rock, Texas.

Oliveras-Ortiz, Y., & Lane, J. (2022). *Instructional Supervision for Educational Excellence in Belize*. 2022 Council of Professors of Instructional Supervision (COPIS) Fall Conference. Indianapolis, IN.

Lane, J. (2021). *Best Practices for Adult Learners: Andragogy and Adult Learning Theory*. 2021 Consortium for Belize Educational Cooperation (COBEC) Conference. Tyler, TX.

SERVICE

Relevant Service to the Profession

School Improvement Support Specialist, Rusk ISD and Bullard ISD (2025 – Present)

Serve East Texas Faculty Advisory Board Member, UT Tyler, (2026 – Present)

EC-6 Phase 2 Field Supervisor, University Academy and Rice Elementary (2024 – Present)

STAAR Tutor, Hubbard Middle School, (2026 – Present)

IMPACT ETX Certification Exam Test Preparation Instructor, Region 7 Education Service Center (2025-Present)

Doctoral Committee Member and Co-Chair, School of Education, UT Tyler (2024 – Present)

Treasurer, Council of Professors of Instructional Supervision (COPIS) (2024 – Present)

EMI Review Board Member, Educational Media International Journal (2024-Present)

Consultant, IMPACT ETX Program, Region 7 Education Service Center (2024 – Present)

Professional Development Designer and Presenter, Belize Ministry of Education (2019 – Present)

Curriculum and Assessment Committee Member, UT Tyler (2024-2025)

Workload Policy Committee Member, UT Tyler, (2024-2025)

Post-Doctoral Panel Member, School Improvement Doctorate Summer Seminar, UT Tyler (2024)

CERTIFICATIONS

Texas Teacher Evaluation and Support System (TTESS) Certified Appraiser

Current Texas Teacher Certifications:

- NB-12 Special Education
- K-6 Elementary Education
- 7-12 Secondary English Language and Composition
- Gifted and Talented Supplemental
- English as a Second Language Supplemental

RESEARCH INTERESTS

- School Improvement and Leadership Development Using Improvement Science
- Instructional Supervision and Coaching Practices
- Second Language Acquisition and Bilingual Education

PROFESSIONAL MEMBERSHIPS

- Council of Professors of Instructional Supervision (COPIS)
- TextESOL
- American Educational Research Association (AERA)

Research Interest Score: **20.6**



Score breakdown

- 16.99% Citations
- 9.71% Recommendations
- 47.33% Full-text reads
- 25.97% Other reads

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Compared to all ResearchGate members



Your Research Interest Score is higher than 37% of ResearchGate members.

Compared by date of first publication



Your Research Interest Score is higher than 84% of ResearchGate members who first published in 2024.

Compared by research area



Your Research Interest Score is higher than 54% of researchers with work related to:

Educational Leadership

