

TIM SWAGERTY, Ed.D.

Faculty Member • Social Studies Education • Curriculum & Instruction • Native/Indigenous Education

Wichita Falls, Texas • 940-923-9963 • timswagerty@yahoo.com

PROFESSIONAL PROFILE

Faculty member in the Gordon T. and Ellen West College of Education and Professional Studies at Midwestern State University with approximately two decades of experience across secondary social studies, community-college instruction, and educator preparation. Professional work centers on preparing reflective teachers through content knowledge, critical thinking, historical inquiry, practical pedagogy, curriculum development, clinical mentoring, and data-informed instructional improvement. Scholarly work focuses on Native and Indigenous representation in school curricula, culturally relevant literature, educational access, and resources that support accurate and culturally responsive instruction.

ACADEMIC APPOINTMENTS

Midwestern State University, Gordon T. and Ellen West College of Education and Professional Studies | August 2018–Present

Instructor of Social Studies; faculty member in the Educator Preparation Program. Teaching, curriculum development, clinical supervision, mentoring, assessment, university service, and scholarship.

Vernon College | August 2008–July 2020

Adjunct Faculty. Taught Dual Credit United States History (HIST 1301/1302) to high-school students through collegiate-level instruction, assessment, academic records, student support, research, and collaboration.

EDUCATION

University of Louisiana at Monroe, Monroe, Louisiana | December 2025

Doctor of Education (Ed.D.), Curriculum and Instruction. Dissertation: The Impact of Culturally Relevant Native Representation in School Curricula: A Critical Analysis of Culturally Supportive, Grade-Level Specific Literature. Committee Chair: Dr. Shalanda Stanley.

Wayland Baptist University, Wichita Falls, Texas | May 2010

Master of Education (M.Ed.), Secondary Education. Thesis: The Importance of Contemporary Film as a Primary Source. Committee Chair: Dr. Robert Carpenter.

Midwestern State University, Wichita Falls, Texas | May 1992

Master of Arts (M.A.), Public History (Museum Studies). Thesis: Life and Career of Colonel Ranald Slidell Mackenzie. Committee Chair: Dr. Kenneth Hendrickson.

Midwestern State University, Wichita Falls, Texas | May 1988

Bachelor of Fine Arts (B.F.A.), Metalsmithing/Photography. Senior Show: Images and Artifacts of the American Frontier. Senior Show Advisor: Richard M. Ash III.

TEACHING AND EDUCATOR PREPARATION

Midwestern State University Courses

SOST 3003 - Concepts of Social Studies

Foundational course for secondary Social Studies certification. Develops content knowledge across history, government, economics, geography, culture, sociology, psychology, and citizenship while supporting preparation for Texas educator certification. Instruction incorporates maps, current events, GIS, databases, primary/secondary resources, cultural analysis, and evaluation of digital and AI-generated information.

EDUC 2013 - School and Society

MSU Texas Core Curriculum course serving students across baccalaureate programs. Course design incorporates

chapter-based assessment, baseline student questionnaires, and a Philosophy of Education Statement using five educational orientations to connect students' beliefs about learning with subsequent course work.

EDUC 4066 – Methods of Social Studies

Culminating secondary Social Studies pedagogy course emphasizing primary sources, maps, political cartoons, oral histories, lesson planning, assessment, peer teaching, critical thinking, and responsible use of digital/AI tools. Beginning Fall 2026, integrated into the unified Secondary Methods curriculum with High-Quality Instructional Materials (HQIM) developed from open resources including the Library of Congress and Stanford History Education Group.

EDUC 4166/4173 – Clinical Teaching for Undergraduate Students

University Faculty Supervisor (UFS) for culminating clinical experiences in the Educator Preparation Program. Primary supervision includes Secondary Social Studies 4–8 and 7–12 candidates, with additional supervision of EC–3, EC–6, and Fain College of Fine Arts candidates. Responsibilities include classroom observations, pre- and post-observation conferences, mentoring, feedback, and support for professional practice.

Teaching Focus and Instructional Practice

- Historical inquiry emphasizing how and why events occur, cause and effect, continuity and change, context, and consequences across generations.
- Preparation of reflective professionals through demonstrated, modeled, and applied best practices.
- Critical analysis of instructional materials, primary sources, maps, political cartoons, oral histories, and other discipline-specific evidence.
- Integration of High-Quality Instructional Materials (HQIM), open educational resources, Library of Congress resources, Stanford History Education Group materials, GIS, databases, and responsible digital/AI literacy.
- Formative and summative assessment, review of student performance data, and instructional adjustment based on assessment results and student feedback.
- Out-of-class academic support through office hours, individual mentoring, prompt communication, and individualized feedback.

Student Learning and Assessment Evidence

Across ten semesters from Spring 2021 through Fall 2025, 848 students were included in the reviewed grade-distribution data: 59% earned A grades, 22% B grades, 7% C grades, 4% D grades, 5% F grades, and 1% WP. Overall, 88% earned a grade of C or higher. These data are used alongside formative and summative assessment results and student evaluation comments to monitor learning, identify instructional needs, and refine content and delivery.

SECONDARY EDUCATION EXPERIENCE

Secondary Social Studies Teacher, Wichita Falls High School

Approximately 12 years of secondary Social Studies teaching experience. Taught World Geography, World History, U.S. History, Government, and Economics, including Academic, Pre-AP, AP, and Dual Credit sections. Developed U.S. History, U.S. Government, and Economics curriculum and participated in district curriculum work during the transition toward locally tailored open educational resources.

Secondary Social Studies Instruction and Curriculum

Approximately 20 years of professional experience in social sciences education spanning secondary classrooms, community-college instruction, and teacher preparation.

SCHOLARLY AND CREATIVE AGENDA

Research focuses on Native and Indigenous representation in educational curricula; culturally relevant and culturally supportive literature; the relationship between representation, access, engagement, and educational persistence; and practical resources for teachers and teacher candidates. The research agenda has developed from questions of digital access to critical analysis of Native representation across grade levels and toward implementation-oriented resources for educators.

PEER-REVIEWED AND SCHOLARLY PUBLICATIONS

Swagerty, T. (2025).

The First Among Us Should Not Be Last: A Teacher's Resource and Justification for Culturally Relevant Native Literature for Grade 8 through Grade 12. *International Journal of Arts, Humanities and Social Science*, 6(7), 49–68. <https://doi.org/10.56734/ijahss.v6n7a7>

Swagerty, T. (2023).

Our Stories, Our Voices. In X. Chen & S. Browne (Eds.), *Multicultural Books for Preschool–Grade Three: A Guide for Classroom Teachers* (pp. 9–30). Rowman & Littlefield.

Swagerty, T. (2022).

Digital Access to Culturally Relevant Curricula: The Impact on the Native and Indigenous Student. In E. Reeves & C. McIntyre (Eds.), *Multidisciplinary Perspectives on Diversity and Equity in a Virtual World* (pp. 99–113). IGI Global. DOI: 10.4018/978-1-7998-8028-8.ch006.

Dissertation

Swagerty, T. (2025).

The Impact of Culturally Relevant Native Representation in School Curricula: A Critical Analysis of Culturally Supportive, Grade-Level Specific Literature. Doctoral dissertation, University of Louisiana at Monroe. Committee Chair: Dr. Shalanda Stanley.

Additional Scholarly Work

Swagerty, T.

You Can't Understand the World Without Telling a Story: A Teacher's Resource for Culturally Relevant Native Literature for Grade 4 through Grade 8. Doctoral dissertation constituent study and scholarly presentation.

Swagerty, T.

Three-paper dissertation research program examining culturally relevant Native representation from early childhood through secondary education, including critical content analysis and use of National Indian Education Survey information.

SCHOLARLY PRESENTATIONS AND PROFESSIONAL ENGAGEMENT

Midwestern State University Faculty Forum | March 2026

Presented You Can't Understand the World Without Telling a Story: A Teacher's Resource for Culturally Relevant Native Literature for Grade 4 through Grade 8, sharing dissertation research and implications for curriculum evaluation and teacher preparation.

National Indian Education Association (NIEA)

Professional member since 2018; conference participation in Albuquerque (2023) and Spokane (2025), including participation in professional sessions, panels, and roundtable discussions.

Oklahoma Native American and Indigenous Education / ONASHE

Invited participant and moderator for professional discussion concerning Native representation and education.

Regional and University Professional Dissemination

Research and instructional resources have been shared with educators and professional audiences; the 2023 Native children's literature resource was distributed through Region 9 Education Service Center to 37 school districts across 12 counties in North Central Texas.

UNIVERSITY SERVICE AND LEADERSHIP

2021–2022

WCOEPS Hospitality Committee.

2022–2023

WCOEPS Hospitality Committee; MSU Texas Library Committee.

2023–2024

WCOEPS Hospitality Committee; MSU Texas Information and Technology Advisory Committee; Faculty Grievance Committee.

2024–2025

WCOEPS Travel Committee; MSU Texas Information and Technology Advisory Committee.

2025–2026

WCOEPS Travel Committee; MSU Texas Academic Appeals Committee.

2026–2027

WCOEPS Travel Committee; WCOEPS Hospitality Committee; MSU Texas Information and Technology Advisory Committee;

Campus and College Engagement

- WCOEPS Welcome Back to School events.
- Spirit of the Mustang Graduate Walk.
- WCOEPS New Student Orientation.
- MSU Texas Family Weekend.
- Mustangs Roundup/Stampede.
- MSU Texas Homecoming.
- Maverick's Day of Service.

Scholastic and Professional Service

- Enhancing Undergraduate Research and Creative Activities (EURECA) – faculty judge for undergraduate research projects and presentations.
- University Interscholastic League (UIL) Social Studies – reviewer/evaluator of high-school Social Studies projects and written work.
- Teaching & Learning Resource Collaborative (TLRC) – participant in university professional development and collaborative teaching-and-learning activities.

COMMUNITY AND PROFESSIONAL SERVICE

Museum of North Texas History, Wichita Falls, Texas

Vice President of the Executive Committee (2020–2021); President of the Executive Committee (2021–2023). Responsibilities included board leadership, director selection, monthly membership meetings, civic outreach, volunteer recruitment, and general organizational support.

Felix Lindsay Historical Marker Project

Participated in the unveiling of the Texas Historical Commission marker in conjunction with the Wichita County Historical Commission and Texas Buffalo Soldiers Program.

Museum of the Great Plains, Lawton, Oklahoma | 1988–Present

Living-history presentations at a pre-1840 reconstructed fur-trade outpost for school and civic groups of varied ages.

Texas Living History Association

Professional/community participation involving school presentations at Texas historic sites.

University Interscholastic League Social Studies

Secondary academic competition review and evaluation through MSU Texas.

PROFESSIONAL MEMBERSHIPS

- National Indian Education Association (NIEA) – member since 2018.
- Phi Alpha Theta, Tau Gamma Chapter – American History Honor Society.
- Texas Classroom Teachers Association.
- Texas Living History Association.

CERTIFICATION

State Board for Educator Certification, Texas

Standard Classroom Teacher Certificate – Social Studies Composite, Grades 8–12 (2008).

Secondary teaching fields documented in the current CV: World Geography, World History, U.S. History, Government, and Economics.

PROFESSIONAL DEVELOPMENT AND CONTINUING DEVELOPMENT

- National Indian Education Association conference participation, Albuquerque (2023) and Spokane (2025).
- Ongoing Teaching & Learning Resource Collaborative (TLRC) participation at MSU Texas.
- Professional development in High-Quality Instructional Materials (HQIM), primary-source instruction, social studies pedagogy, curriculum analysis, digital literacy, and responsible use of AI in education.
- Ongoing scholarly development through research, publication, conference participation, and dissemination of Native/Indigenous education resources.

AREAS OF TEACHING AND RESEARCH INTEREST

- Social Studies Education
- Teacher Education and Educator Preparation
- Native and Indigenous Education
- Culturally Relevant and Culturally Supportive Curriculum
- Native Representation in Children's and Young Adult Literature
- Historical Thinking and Inquiry
- Primary-Source Instruction
- Curriculum Development and Evaluation
- High-Quality Instructional Materials
- Digital Access and Educational Technology
- Responsible Use of Artificial Intelligence in Education
- Clinical Teacher Supervision and Mentoring

REFERENCES

Professional references are available upon request.