

Contact Information	2001 Newburg Road Bellarmine University Louisville, KY 40205	twells@bellarmine.edu
Academic Appointments	Northwestern University Visiting Scholar, School of Education and Social Policy (2023 –) Affiliation: Center for Education Efficacy, Excellence, and Equity Bellarmino University Assistant Professor (tenure track), School of Education (2020 –) Indiana University Affiliate Faculty, School of Education, Indianapolis (2018 – 2020)	
Research Interests	Leadership Development, Education Policy, Trauma-informed Education, Social-emotional Learning (SEL)	
Education	Vanderbilt University Ed.D., Educational Leadership and Policy (2020) Purdue University M.S.Ed., Educational Leadership and Policy (2016) Loyola University Chicago M.Ed., Educational Psychology (2015) Indiana University Ed.S., Counseling and Counselor Education (2014) Minor in Learning and Developmental Sciences M.S.Ed., Counseling and Counselor Education (2013) Northwestern University B.A., Psychology; B.Mus., Contemporary Voice Studies (2011)	

SCHOLARSHIP

Peer Reviewed Publications

**student co-author*

1. **Wells, T., & Auletto, A. (2025).** Factors influencing elementary school teachers' modification of adaptive technologies to personalize student learning. *Computers in the Schools*. 1–17. <https://doi.org/10.1080/07380569.2025.2485053>

2. **Wells, T.**, & Taylor, A. J. (2024). College students with military affiliation: Perspectives on creating trauma-informed classrooms. *Journal of Trauma Studies in Education*, 3(1), 20–33. <https://doi.org/10.32674/jis.v3i1.5843>
3. Taylor, A. J., **Wells, T.**, & Lein, A. E. (2023). Pre-service teachers' experiences with multi-tiered systems of support: Universal screening & intervention planning. *Kentucky Teacher Education Journal*, 10(2), Article 5. <https://doi.org/10.61611/2995-5904.1053>
4. **Wells, T.**, Taylor, A. J., & Lein, A. (2023). A critical policy analysis of Kentucky school districts' trauma-informed education plans. *Kentucky Teacher Education Journal*, 10(2), Article 1. <https://doi.org/10.61611/2995-5904.1050>
5. **Wells, T.** (2023). Creating trauma-informed higher education classrooms: Exploring undergraduate and graduate student perceptions. *Journal of Effective Teaching in Higher Education*, 6(1), 97–111. <https://doi.org/10.36021/jethe.v6i1.336>
6. **Wells, T.**, & Archibald, J. (2023). A phenomenological study of Black female secondary school counselors and their experiences with self-care. *Professional School Counseling*, 27(1), 1–11. <https://doi.org/10.1177/2156759X231182138>
7. **Wells, T.**, Taylor, A. J., & Young, R. (2022). Kentucky school administrator perspectives on trauma-informed practices: Implications for critical supervision. *Journal of Educational Supervision*, 5(3), Article 3. <https://doi.org/10.31045/jes.5.3.3>
8. Taylor, A. J., **Wells, T.**, & Lein, A. E. (2022). Preservice teachers' knowledge and perceptions of Response to Intervention/Multi-tiered Systems of Support. *Kentucky Teacher Education Journal*, 9(1), Article 3. <https://doi.org/10.61611/2995-5904.1040>
9. **Wells, T.**, Chimka, M., & Gee, V.* (2022). Teacher perspectives of professional development needs on trauma-informed practices. *Kentucky Teacher Education Journal*, 9(1), Article 2. <https://doi.org/10.61611/2995-5904.1038>
10. **Wells, T.** (2022). School counselor perceptions and knowledge of trauma-informed practices. *Professional School Counseling*, 26(1), 1–13. <https://doi.org/10.1177/2156759X221096352>
11. **Wells, T.**, Chimka, M., & Kaur, S. (2021). Rural principal perspectives of leadership development needs. *The Rural Educator*, 42(3), 45–55. <https://doi.org/10.35608/rurale.d.v42i3.1111>
12. Thompson, C. E., & **Wells, T.** (2021). How do peace psychologists address the violent assaults on Black people's lives? A review of studies published in the Peace and Conflict journal. *Peace and Conflict: Journal of Peace Psychology*, 27(2), 120–135. <https://doi.org/10.1037/pac0000515>
13. Graves, S. L., Newell, M., Harrell, F., & **Wells, T.** (2021). A mixed data analysis of graduate student mentoring for faculty careers in school psychology. *Contemporary School Psychology*, 25(1), 99–108. <https://doi.org/10.1007/s40688-019-00253-0>

Book Chapters

*student co-author

14. **Wells, T.**, Chimka, M., & Gee, V.* (2023). Teacher candidate perceptions and knowledge of trauma-informed practices in schools. In O. Schepers, M. Brennan, P. E. Bernhardt (Eds.), *Developing trauma informed teachers: Creating classrooms that foster equity, resiliency, and asset-based approaches: Research findings from the field* (pp. 195-215). Information Age Publishing.
15. Coffee, G., Fenning, P., & **Wells, T. L.** (2015). *Promoting youth sexual health: Home, school, and community collaboration*. Routledge.

National Reports/Briefs

1. **Wells, T.**, & Auletto, A. (2024, August). *Understanding the impact of educators' social-emotional learning (SEL) skills on student academic growth*. School of Education and Social Policy, Northwestern University. <https://e4.northwestern.edu/2024/08/21/understanding-the-impact-of-educators-social-emotional-learning-sel-skills-on-student-academic-growth/>
2. **Wells, T.**, Lepper, A., & Auletto, A. (2024, May). *Elementary school teachers' modification of digital learning tools*. School of Education and Social Policy, Northwestern University. <https://e4.northwestern.edu/2024/05/06/elementary-school-teachers-modification-of-digital-learning-tools/>

Working Papers

Wells, T., & Auletto, A. "Effect of teachers' social and emotional competencies on students' academic achievement" (Revise & Resubmit at *Education Policy Analysis Archives*)

National and International Conference Presentations

*student co-author

1. **Wells, T.** (2025, July). *The emotion regulation and relationship management skills of school counselors*. Poster to be presented at the International Association for Counselling annual conference. St. Julians, Malta.
2. **Wells, T.** (2025, July). *An exploration of the ratio of elementary school counselors on students' academic achievement*. Poster to be presented at the International Association for Counselling annual conference. St. Julians, Malta.
3. Sundrani, A., & **Wells, T.** (2025, February). *Teachers' selection of digital mathematics curricular materials to supplement instruction*. Paper presented at the Association of Mathematics Teacher Educators annual conference. Reno, NV.
4. **Wells, T.**, & Auletto, A. (2024, July). *Elementary school teachers' modification of digital learning tools*. Roundtable session presented at the Association of Teacher Educators summer conference. Denver, CO.
5. **Wells, T.** (2024, April). *Exploring the relationship between teachers' social emotional learning skills and student academic achievement*. Roundtable session presented at the American Educational Research Association (AERA) annual meeting. Philadelphia, PA.

6. **Wells, T.,** & Archibald, J. (2024, April). *A phenomenological study of Black female secondary school counselors and their experiences with self-care*. Poster presented at the American Educational Research Association (AERA) annual meeting. [Virtual]. <https://aera24-aera.ipostersessions.com/Default.aspx?s=06-CB-78-D4-1B-B9-31-C1-28-34-71-13-55-BD-0D-9E>
7. **Wells, T.,** & Sundrani, A. (2024, March). *Strategies for developing and sustaining a research-practice-provider partnership*. Roundtable session presented at the Association of Teacher Educators annual meeting. Anaheim, CA.
8. **Wells, T.,** & Taylor, A. J. (2023, April). *Creating trauma-informed higher education institutions: Perspectives from students with military affiliation*. Poster presented at the American Educational Research Association (AERA) annual meeting. Chicago, IL.
9. Taylor, A. J., **Wells, T.,** & Lein, A. (2022, October). *Preservice teachers' perceptions and knowledge of response to intervention/multi-tiered systems of support*. Poster presented at the 44th International Conference on Learning Disabilities. Richmond, VA.
10. **Wells, T.,** Chimka, M., & Gee, V.* (2022, February). *Teacher perceptions and knowledge of trauma-informed practices: Preparation to implementation*. Paper presented at the Association of Teacher Educators annual meeting. Chicago, IL.
11. **Wells, T.,** Chimka, M., & Gee, V.* (2021, August). *Teacher candidate perceptions and knowledge of trauma-informed practices*. Paper presented at the Association of Teacher Educators summer conference. [Virtual]
12. **Wells, T.,** Chimka, M., & Kaur, S. (2020, October). *Supporting rural principals through connection: An early assessment of Elgin Children's Foundation's Principal Support Program*. Paper presented at the University Council for Educational Administration annual convention. [Virtual]
13. Coffee, G., **Wells, T.,** Holmes, K., Karahalios, V., & Way, K. (2015, February). *LGBTQI youth experiences and perceptions of sexuality education*. Paper presented at the National Association of School Psychologists annual convention. Orlando, FL.
14. **Wells, T.,** Rosado, A., & Knobloch-Fedders, L. (2011, May). *Mixed-message communication, generalized anxiety disorder, & distress in couples*. Poster presented at the Midwestern Psychological Association annual meeting. Chicago, IL.

Regional, State, and Local Conference Presentations

1. Taylor, A. J., **Wells, T.,** & Lein, A. (2023, April). *Preservice teachers' experiences with MTSS: Universal screening & intervention planning*. Paper presented at the Kentucky Excellence in Educator Preparation (KEEP) 2023 Summit. [Virtual]
2. Taylor, A. J., **Wells, T.,** & Lein, A. (2022, April). *Preservice teachers' perceptions and knowledge of response to intervention/multi-tiered systems of support*. Paper presented at the Kentucky Excellence in Educator Preparation (KEEP) 2022 Summit. [Virtual]

Invited Workshops, Panels, and Lectures

1. **Wells, T.** (2025, January). An introduction to K-12 trauma-informed educational practices. Workshop presented for the Brown Bag Series, School of Education and Social Policy, Northwestern University.
2. **Wells, T.** (2024, May). Elementary school teachers' modification of digital learning tools. Poster presented at the Annual Convening, School of Education and Social Policy, Northwestern University.
3. **Wells, T.** (2023, April). Introduction to trauma-informed practices. Guest Lecturer. MAT 605. Bellarmine University, Louisville, KY.
4. **Wells, T.** (2023, March). Teaching in higher education. Invited Panelist. Vanderbilt University, Nashville, TN.
5. **Wells, T.** (2022, September). Resilience in the classroom: Transforming student veteran experiences in higher education through trauma-informed practices. Presented for the Office of Military & Veteran Services, Bellarmine University, Louisville, KY.
6. **Wells, T.** (2022, June). How to create trauma-informed schools. Guest Lecturer. EDAD 709: Admin Issues Special Populations, Bellarmine University, Louisville, KY.
7. Taylor, A. J., & **Wells, T.** (2022, February). Bellarmine pathways program mentor training: Classroom management tips. Workshop presented for the Center for Community Engagement, Bellarmine University, Louisville, KY.
8. **Wells, T.** (2021, July). Reopening schools, re-envisioning success: A virtual symposium on mental health initiatives in education. Invited Panelist. School of Education, Bellarmine University, Louisville, KY.
9. **Wells, T.** (2021, July). Final project presentations. Invited Panelist. EDUC-G 575 Multicultural Counseling, Indiana University-Purdue University Indianapolis.
10. **Wells, T.** (2021, February). Chronic stress & self-care: Strategies for college and graduate students. Workshop presented for the Northwestern Network Mentorship Program, Evanston, IL.
11. **Wells, T., & Young, R.** (2021, January). Chronic stress & self-care: Strategies for school leaders. Workshop presented for Kentucky's 5th Annual Leadership EdCamp: For Principals by Principals.
12. **Wells, T.** (2020, July). Social and cultural capital of a first-generation college student. Guest Lecturer. HED 565G: First-Generation College Student Experience at Merrimack College, North Andover, MA.
13. **Wells, T.** (2020, July). Final project presentations. Invited Panelist. EDUC-G 575 Multicultural Counseling, Indiana University-Purdue University Indianapolis.

Grants

Funded

2022 - 2023 Taylor, A. J. (PI), **Wells, T.** (Co-PI), & Lein, A. (Co-PI). *Educator Preparation Reform Project 2022-2023*. Kentucky Excellence in Educator Preparation.
Total Awarded: \$1,500.

Unfunded

- 2024 Malamud, O. (PI), Goren, P., Auletto, A., Collier Villaume, S., Paula Melo, A., **Wells, T.**, & Sundrani, A. *Teachers' Application of Digital Platforms as an Opportunity for Learning Enrichment (TADPOLE)*. Institute for Education Sciences.
- 2024 Malamud, O. (PI), Goren, P., Auletto, A., & **Wells, T.** *Institute for Data Education, Analysis, and Leadership (IDEAL): Co-creating Teachers' Learning Opportunities in Data Literacy and Usage*. Spencer Foundation, Research-Practice Partnership (RPP) Grants Program.
- 2024 Goren, P. (PI), Auletto, A., **Wells, T.**, & Collier Villaume, S. *Institute for Data Education, Analysis, and Leadership (IDEAL): Driving Transformative Change Through Data-Based Decision-Making*. Institute for Education Sciences.
- 2023 **Wells, T.** (PI), & Taylor, A. J. (Co-PI). *Creating Culturally Responsive, Trauma-informed Educators in Kentucky*. Spencer Foundation, Small Grant competition.
- 2022 **Wells, T.** (PI), & Taylor, A. J. (Co-PI). *Creating Culturally Responsive, Trauma-informed Educators*. Spencer Foundation, Small Grant competition.

TEACHING & ADVISING

Courses Taught

Bellarmino University

EDUG 601: Research Methodology for School Leaders
EDUG 644: Teacher Leadership for Equity in Schools and Community
EDUG 675: Foundations of Trauma-informed Practices
EDUG 676: Trauma-informed Classrooms
EDUG 677: Creating Trauma-informed Schools
EDUG 678: Advocacy for Wellness and Trauma-informed Care

Indiana University, Indianapolis

EDUC-G 502: Professional Orientation and Ethics
EDUC-G 505: Individual Appraisal: Principles and Procedures
EDUC-G 522: Theories of Counseling
EDUC-G 524: Practicum in Counseling
EDUC-G 550: Internship in Counseling
EDUC-G 563: Mental Health Counseling
EDUC-G 580: Teaching Anger Management
EDUC-G 615: Psychopathology and Advanced Diagnosis

Advising

Bellarmino University

Dissertation - Chair

Charity Pugh, Education and Social Change program, February 2025

Dissertation - Committee Member (* = Served as Research Methodologist)

Leslie Giamo*, Education and Social Change program

Cory Nygard*, Education and Social Change program, March 2023

Carolyn Waters*, Education and Social Change program, March 2022

Master's Advising

Advisor, Students enrolled in the Master of Arts in Education for trauma-informed practices

SERVICE

Service to the University, School, and Department

Bellarmino University

University

Member, Handbook Committee (2024 – present)

Member, Campus Closure Policy Committee (2024)

Member, Faculty Council Core Curriculum Committee (2022 – 2023)

Member, Benefits Committee (2021 – 2023)

Chair, Teaching & Scholarship, Community Engagement Task Force (2021 – present)

Investigator, Title IX Committee (2021 – 2022)

Member, Faculty Affairs, Special Contract Appointments Subcommittee (2022 – 2023)

Member, Evaluation Committee of Benefits Broker (2022)

Member, Search Committee for Assistant Director of Center for Community Engagement (2022)

School

Advisor, Graduate Student Advisory Board (2021 – 2023)

Member, Search Committee, Math Education Faculty (2023)

Instructor, New Teacher Support Program (2021 – 2022)

Department

Member, Master of Arts in Education - Teacher Leadership Committee (2020 – present)

Chair, Search Committee, Master of Arts in Education - Adjunct Instructor (2020)

Service to the Profession, Discipline, and Field

Editorial Review Boards

Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) Journal,
Board Member (2021 – present)

Ad Hoc Manuscript Reviewer

Higher Education Quarterly (2024)
Teachers College Record (2023 – 2024)
Journal of Child & Adolescent Mental Health (2023)
Journal of Educational Supervision (2023 – present)
Kentucky Teacher Education Journal (2022 – present)
The Rural Educator (2021)

Conference Proposal Reviewer

American Education Research Association Conference, Proposal Reviewer (2022 – present)
Div. A - Administration, Section 5: Leadership Preparation Development
Div. E - Counseling and Human Development, Section 1: Counseling

Service to the Community

Advisory Board Member

Member, Ed.D. in Organizational Leadership program, Franklin University (2022 – present)
Community Liaison, Mental Health & Education, Inception Inc., Grayson, GA (2022 – present)

PROFESSIONAL EXPERIENCE

K-12 Education Experience

School Counselor, MSD Washington Township, Indianapolis, IN (2017 – 2020)
Summer School Principal, Indianapolis Public Schools, Indianapolis, IN (Summer 2017)
School Counselor, Indianapolis Public Schools, Indianapolis, IN (2015 – 2017)
Summer School Teacher, Butler Community Arts School, Indianapolis, IN (Summer 2016)
Interim School Counselor, Zionsville Community Schools, Zionsville, IN (Spring 2014)
After School Coordinator, MSD Washington Township, Indianapolis, IN (2012 – 2014)
Special Education Teaching Assistant, MSD Pike Township, Indianapolis, IN (Fall 2011)
Enrichment Teacher, AmeriCorps - Summer Advantage USA, Indianapolis, IN (Summer 2011)

Consulting Experience

Consultant, Collaborative for Teaching and Learning, Louisville, KY (2023)

Mental Health Counseling Experience

Therapist, Family and Community Partners, Indianapolis, IN (Summer 2019)
Mental Health Professional, Camp Kesem - Indiana University, Princeton, IN (Summer 2014)
Mental Health Counselor Associate, Healing Hidden Hurts, Carmel, IN (2011 – 2013)

PROFESSIONAL MEMBERSHIP

American Counseling Association (ACA)
American Educational Research Association (AERA)
Division A: Administration, Organization, & Leadership; Division E: Counseling & Human Development; Division L: Educational Policy and Politics
American School Counselor Association (ASCA)
Association of Teacher Educators (ATE)

MEDIA APPEARANCES

Podcasts

September 2023 Brooks, T. (Host), Wells, T. (Interviewee). School-based supports for youth mental health, Youth Mental Health series [Audio podcast episode]. In *NPR's Eastern Standard WEKU*.
<https://esweku.org/track/3551748/september-28-2023-brooks-wells>

CERTIFICATIONS & LICENSES

Illinois Professional Educator Licenses (IEIN: 1105306)
Principal, School Counselor - Supervising, School Counselor, Teaching - Psychology (grades 9-12), Initial Teacher Evaluation Designation
Indiana Educator Licenses (10234497)
Building-level Administrator, School Counselor, Teaching - Psychology (grades 5-12)
Clinical Professional Counselor (LCPC): Illinois (180.016385)
Mental Health Counselor (LMHC): Indiana (39003449A)
National Certified Counselor (NCC): ID 685069
National Certified School Counselor (NCSC): ID 685069
Certified Trauma & Resilience Practitioner – Clinical (CTRP-C), Starr Commonwealth

PROFESSIONAL DEVELOPMENT

Teaching & Leading Social Emotional Learning, Penn Graduate School of Education (2025)
Qualitative Research Summer Intensive, UNC-Chapel Hill (2022)
Strategies for Effective Facilitation, Harvard Graduate School of Education (2020)

HONORS

Awards

2020 Superstar Staff, MSD Washington Township
2018 Transformational Leader, School of Education, Indiana University, Indianapolis

Scholarships

2017 Iris Scholarship, Vanderbilt University
2010 Paulsen Family Scholarship, Northwestern University