

**Department of Secondary Education**  
**MS in Transformative Teaching in Secondary Education**  
**Program Performance Review**  
**Submitted November 22, 2024**

**I. Department/Program Mission, Goals and Environment**

- A. *Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.*

California State University Fullerton's Master of Science in Transformative Teaching in Secondary Education (MSTT) is designed for middle and high school teachers who share the College of Education's commitment to just, equitable and inclusive education and are ready to advance their careers. In this fully online, research-based degree program, students have the opportunity to:

- Examine local and national issues of equity and justice in K-12 curriculum, pedagogy, and policy;
- Evaluate and design culturally and linguistically sustaining curriculum for their subject area;
- Conduct research in their classroom, school, district and community;
- Learn with and from local practitioners and scholars of education;
- Develop the professional expertise and agency necessary to be transformative leaders in their classroom, school, and discipline.

The MSTT program is notable for its programmatic coherence, integration of theory and practice, and rigorous, authentic, applied capstone pathways. The course sequence and [student learning outcomes](#) are directly aligned to the College of Education's [Conceptual Framework](#) (Reach, Teach, Impact) and CSUF's [mission](#) to enrich the lives of students and inspires them to thrive in a global environment by cultivating lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility.

The last Secondary Education graduate program review was in 2015-16 as part of collegewide accreditation that included our teacher credential programs and our graduate degree programs. At that time, all graduate degree programs in the College of Education had a common title (Master of Science in Education) with department-specific concentrations; within Secondary Education, we had the following: MS in Secondary Education, MS in Secondary Education with Induction focus and MS in Secondary Education with Teaching Foundational Mathematics. With the 2022-23 catalog year, all graduate programs in education were "elevated" to independent programs with unique titles and student learning outcomes. As part of this process, Secondary Education retitled our graduate program as a single MS in Transformative Teaching in Secondary Education and introduced new courses, degree descriptions, and student learning outcomes to explicitly center culturally and linguistically sustaining educational practices. Currently, the MSTT degree is comprised of 31 units over 5 semesters, with all students taking 16 units of core coursework and 3 units of capstone study; the remaining 12 units provide opportunities for students to focus their degree according to one of two advising pathways: a) interdisciplinary studies, or b) an emphasis on teaching foundational mathematics.

- B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).*

Since 2008, the Secondary Education (EDSC) graduate program has been offered fully online, rendering the department a pioneer in the field of online graduate education. As online education expanded nationwide during and since the pandemic, we have seen a dramatic increase in online K-12 and graduate offerings, requiring us to continually reevaluate programmatic emphases to meet local and regional need. In addition to an increased imperative to prepare teachers to teach in online and hybrid classrooms, EDSC's graduate programs are also affected by California's changing educational landscape (including the passage of Assembly Bill 101, which will soon require all California high schools students to take ethnic studies prior to graduation) and the increasing linguistic diversity of California's K-12 classrooms. Our students are impacted by the "curriculum wars" provoked by the hyper-partisan local and national political climate (including bans on the teaching of critical race theory or acknowledging the humanity of LGBTQ+ people); dramatic workload increases associated with pandemic-related educational processes; cycles of teacher shortages and layoffs; and state and national movements towards teacher "professionalization" (including the expansion of financial incentives for teachers who achieve National Board Certification). Moreover, the racial reckoning that emerged in the wake of George Floyd's murder provoked shifts in both the College of Education's conceptual framework and local districts' approach to advancing social and racial justice.

The shift to a single, MS in Transformative Teaching in Secondary Education reflects our response to this constellation of contextual factors, as well as our ongoing, annual program review processes. Other key programmatic changes include:

- a) The development of new foundational course: EDSC 539: Conceptual Foundations in Culturally and Linguistically Sustaining Teaching. This course, which is taken by all students during their first semester, introduces multiple conceptual approaches to equity oriented reform and provides a formal introduction to academic writing in education.
- b) Increased scaffolding of academic writing and research processes throughout the program, including the redesign of our capstone pathways (in AY 2022-23), the development of an annual capstone conference (in AY 2023-24), the recruitment of alums to serve as National Board coaches (beginning in AY 2022-23), and the hiring of a program-specific writing coach (in AY 2024-25).
- c) Increased emphasis on community building within the MSTT program, beginning with pre-program interview and orientation processes, continuing with monthly synchronous course meetings throughout the program, and culminating in an end-of-program capstone conference.
- d) The inclusion of 6 units of Bilingual Authorization coursework as advisor-approved electives for students in the MSTT program.
- e) The revision of EDSC 591: Professional Seminar in Secondary Education to focus specifically on equity-oriented professional pathways in education, including but not limited to National Board Certification, writing for publication, and participation in local and national professional conferences in education.

- f) The development of new course offerings and certificate pathways related to teaching secondary ethnic studies (submitted in Curriculog in AY 2024-25, with anticipated inclusion in the 2025-26 catalog).

These changes have been very well-received by students, who speak highly of programmatic relevance and coherence when completing course exit surveys. The following comments are representative of those received in 2024.

Fall 2024 survey responses from students at the mid-point of their first semester in the MSTT program:

- “I find the content very rich, insightful and powerful!”
- “I’m really loving the content, readings and the learning that this program provides. I feel more knowledgeable and excited to begin enacting some of the idea I’m learning about in the classroom. This feels like exactly what I want to be doing right now.”
- “I am learning so much from the articles and book readings to our synchronous meetings. I am challenged and feel a sense of accomplishment with every assignment I complete. I am thankful for the clarity and organization of the course. Learning about all the different movements toward an equitable, culturally sustaining education for our students has made me appreciate all the things I am doing right and the practices I need to improve upon.”

Sample responses from Spring 2024 program completers:

- “This program was rigorous and was well worth the time. I am coming out of this program with resources, experiences, and artifacts that will continually improve my teaching.”
- “I think this is an excellent program for both new teachers and veteran teachers. Provides a rigorous examination of culturally responsive teaching practices that are immediately applicable.”
- “I really benefitted from this program. The program was rigorous and helped grow me as an educator.”
- “There were many opportunities to apply the theory to practice and to conduct research in an area of our own interest. The skills learned in the earlier classes were useful in the culminating project.”
- “The experienced professors provided ample opportunities for all students to learn and grow, and the cohort bonded over our shared and growing experiences in the field.”

*C. Identify the unit’s priorities for the next three (short term) and seven years (long term).*

The MSTT program’s current and future priorities focus on a) responding to increasing emphases on culturally and linguistically sustaining teaching at the K-12 level, including those associated with AB 101 and forthcoming credential pathways for ethnic studies teachers, b) streamline course sequencing and scaffolding to increase access (especially for early career teachers), programmatic efficiency, and student satisfaction, and c) continue to nourish professional community among students and alums. Specific priorities include:

### **3 years**

- Address the emphases of AB 101 by deepening our partnerships with CSUF's Ethnic Studies departments and collaboratively developing course, graduate certificate and elective pathways related to teaching secondary ethnic studies (one course + graduate certificate are currently under review in Curriculog). Specific 3-year goals include collaboration with ASAM, AFAM and CHIC to expand 400-level course offerings for current and future teachers of secondary ethnic studies and address state-level ethnic studies credential or authorization emphases as they are defined.
- Continue to streamline the MSTT elective sequence and advising pathways for student learning and enrollment management purposes.
- Continue to evolve in response to AI and increasing emphasis on online teaching & learning in K-12 education (including ongoing updating of EDSC 504 and development of programmatic goals related to the use of generative AI)
- Raise programmatic visibility in order to support recruitment and programmatic identity
- Leverage CSUF's credential-to-graduate pipeline through collaboration with Single Subject Credential Program faculty and Bilingual Authorization program faculty as well as through the forthcoming Summer Institute on Transformative Teaching (a week-long intensive institute for teachers funded by CSUF's Scott Jewett Fund for Innovation and Student Success; participants will receive a stipend and be eligible for graduate fellowships)
- Bilingual authorization is a growing area of emphasis for teachers, with approximately 25% of applicants expressing interest in earning bilingual authorization as part of their graduate program of study. We are currently working with faculty in the BiAuth program to advertise this option and streamline students' program of study to ensure cohesion throughout students' program of study.
- Increase attendance at annual graduate conference on transformative teaching
- Grow our MSTT alumni network, and establish a formal alumni group for MSTT students; possible foci include professional networking, support for student travel and scholarships, etc.

### **7 years**

- Regularly support 2 new cohorts each year; add faculty necessary in order to effectively staff these
- Offer certificate pathway as bridge for credential students and recruitment opportunity for external teachers
- Increase opportunities for engagement by other faculty & students in EDSC's undergraduate prerequisite and credential courses
- Increase course offerings and elective possibilities as we grow and have students to fill additional electives
- Explore combined credential + MS program options (would require restructuring of credential program)
- Continue to be responsive to local and national educational needs, and to our students
- Identify additional financial support for students to make the program even more affordable

*D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).*

This does not apply.

## **II. Department/Program Description and Analysis**

- A. *Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?*

As detailed above, since the last accreditation cycle, the EDSC graduate program has been formally elevated and retitled as the Master of Science in Transformative Teaching in Secondary Education (see I.A and I.B above for detail).

Other substantial programmatic changes include the 2017-2019 grant-supported pilot of a blended Credential and Masters in Culturally and Linguistically Sustaining Teaching (CLST). This blended pathway was externally funded and provided support for one cohort of students to concurrently complete their Single Subject teaching credential and their MS in Education with a Concentration in Secondary Education, and also included significant support for faculty professional development, curriculum development, student scholarships, and other resources to deepen and expand our emphasis on equity-oriented, culturally and linguistically sustaining teaching. Initially designed as a “wrap around” program, in which students “wrapped” graduate coursework around our existing Single Subject credential program, concerns about workload led us not to continue the CLST program once the pilot ended. However, this pilot led to significant changes to our MS programs overall, as elements of the CLST focus were integrated into the MSTT, including new coursework on Culturally and Linguistically Sustaining Teaching (EDSC 539, which is now a foundational course in the MSTT program) and the development of an annual conference in which graduate students present equity-oriented research and curriculum to pre-service and practicing K-12 teachers.

Other programmatic changes:

- The University changed its learning management system (LMS) from Moodle to Canvas, requiring all faculty to learn the new LMS and redesign courses using the new features (2020)
- Prior to AY 2021-22, graduate students were assigned faculty capstone advisors during their second year of study, with faculty compensated at a rate of .25 units for each semester of student advising. Students enrolled in either 1 or 2 semesters of independent study (via EDSC 599) and capstone support (via EDSC 594) depending upon the scope and complexity of their capstone research, and faculty “banked” their units until they were eligible for a 3 unit course release. However, university policy against the “carryforward” of units between academic years required a change in this model beginning in AY 2022-23. This initially led to increased numbers of students enrolling in independent studies. In order to streamline enrollment and staffing, we redesigned an existing course (EDSC 591: Professional Seminar in Secondary Education) to focus on pre-capstone research and analysis, and provide a supportive introduction to pathways for professional leadership in teaching, including requirements for National Board certification, writing for publication, and presenting at professional conferences. We also shifted the schedule and structure of EDSC 594 to better scaffold students through the capstone process, adding additional small and large group course meetings, individualized National Board coaching, and TA support for capstone completers.

- B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources. In particular, please discuss how the curriculum and/or programming reflects the University's commitment to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.

The MSTT program is comprised of 31 units, taken over 5 semesters. All students take a common set of 16 core units and 3 units of capstone coursework; the remaining 12 units follow one of two advising pathways (Option A: Interdisciplinary or Option B: Teaching Foundational Level Mathematics). Students move through their courses as a cohort; this ensures programmatic coherence and facilitates efficiency of staffing. Additionally, since fewer students enroll in Option B, some Option B courses are offered on an alternate year basis; this enables us to combine sequential cohorts and increase class size. See below for a typical program sequence for students in the MSTT program.

	Option A: Interdisciplinary Pathway	Option B: Foundation Level Math Emphasis
<b>Summer 1</b>	EDSC 501 - Introduction to Graduate Studies (1 unit, taken through EIP)	
<b>Fall 1</b>	EDSC 539: Conceptual Foundations of Culturally & Linguistically Sustaining Teaching EDSC 504: Advanced Proficiency in Educational Technologies	
<b>Spring 1</b>	EDSC 522: Family, Community & Prof Partnerships Elective #1 (usually EDSC540) Spanish BiAuth Candidates take EDSC 541 as advisor-approved elective	2 Math-Specific Courses: Advanced Methods Course #1 MAED 532 [odd] or EDSC 542M [even] FLM Pedagogy Course #1 (MATH 403a)
<b>Summer 2</b>	EDSC 506 - Graduate Studies in Secondary School Writing EDSC 535 - Survey of Educational Research	
<b>Fall 2</b>	EDSC 536: Curriculum Theory & Dev Elective #2 (Usually EDSC 591) Spanish BiAuth Candidates take EDSC 446 as advisor-approved elective	EDSC 536: Curriculum Theory & Dev FLM Pedagogy Course #2 (MATH 403b) or EDSC 591 (rec. for National Boards)
<b>Spring 2</b>	EDSC 594: Capstone Project Seminar EDSC 524: Assessing Student Learning	EDSC 594: Capstone Project Seminar Advanced Math Methods #2 MAED 532 [odd] or EDSC 542M [even]

All MSTT courses are offered fully online, with monthly synchronous meetings to support community-building and scaffold students in unpacking and applying key course concepts. Courses are also paired intentionally, with students taking one theoretical and one applied course each semester; when feasible, faculty work together to provide opportunities for integration of content and concepts across multiple classes.

### Integration of DEI:

The MSTT program is structured around four student learning outcomes, all of which center practices of Just, Equitable and Inclusive Education (the College of Education's unit-specific application of DEI). Those learning outcomes include:

1. Students will analyze, critique, and apply knowledge of theoretical and historical research, relevant theories, and pedagogies related to asset-based, equity- and justice-

oriented teaching and learning in secondary education.

2. Students will evaluate, create, adapt, and transform curriculum and assessments to foreground authentic, academically rigorous, linguistically inclusive, and contextually relevant content and skills.
3. Students will reflect upon their own practice and develop the professional expertise and agency necessary to promote and advocate for educational equity and justice within and beyond their schools, communities, and profession.
4. Students will effectively leverage technology, authentic and inclusive assessment, and community resources to promote critical thinking, challenge culturally and linguistically hegemonic practices, and promote empowerment and academic achievement among culturally, linguistically, and experientially diverse students.

These student learning outcomes are fully integrated throughout the MSTT program: in addition to multiple courses that center equity in education, students are required to respond to the MSTT SLOs during admissions interviews; critically reflect upon their strengths and areas for growth - and create an action plan related to - each SLO as part of their first semester coursework (in EDSC 539) ; assess their progress towards them during their second year (in EDSC 536); and evaluate how their capstone research demonstrates their attainment of the MSTT learning outcomes (in EDSC 594).

- C. *Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).*

Student demand for CSUF's graduate degree programs in Secondary Education has remained consistent despite pandemic-related seismic shifts in K-12 education and the availability of online graduate programs.

Prior to the 2023-24 academic year, we required applicants to have two years of teaching experience before applying to our MS program. In response to student demand for expedited post-credential graduate pathways, in 2023-24, we shifted this to a recommendation. This led to a modest increase in applications from first and second year teachers for Fall 2024; we anticipate this trend will continue in the future.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Year	# Applied*	# Admitted*	# Enrolled
2017	23	22	22
2018 (2 cohorts started)	52	41	37
2019	34	27	22
2020	50	24	21
2021 (2 cohorts started)	38	37	31
2022	30	24	23
2023	20	15	14
2024	29	24	24

*\*Note: Prior to the 2022-23 academic year, our program was one of several “Master of Science in Education” (MSE) programs in the College of Education. For this reason, the count of how many “applied” and were “accepted” in our MSE in Secondary Education are likely mixed with those for other MSE programs at that time. In Fall 2022 our program was relaunched as a standalone Master of Science in Transformative Teaching in Secondary Education, so the application and acceptance data are cleaner from that point forward.*

One of the key features of the MSTT degree program is its sequencing and cohesion: students take courses as a cohort, and courses are intentionally paired to support and scaffold student learning. This has resulted in strong retention and graduation rates (see Tables 7A and 7B), with the overwhelming majority of students completing their degree within 2 years and almost all complete within 3 years. Examining three-year graduate rates by the primary ethnic/racial groups in our program (Latinx, Asian, White), there are no major disparities. The small difference in Latinx graduation rate for the 2018 cohort is attributable to the grant-funded pilot of a combined credential and Masters program that proved too intense for many students (which is why we did not move forward with such a program).



**TABLE 7A. Graduate Student Graduation Rates**

All Master's Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2017	17	88	88	88
2018*	32	72	84	84
2019	15	100	100	100
2020	20	100	100	100
2021	15	93	100	N/A
2022	23	100	N/A	N/A
2023	14	N/A	N/A	N/A

\*Includes students in the pilot of a combined credential/MS program; the lower graduation rate reflects students who exited to a credential only pathway.

**TABLE 7B. Three-Year Fall Start Graduate Student Graduation Rates by Race/Ethnicity**

Year start	# students	Overall %	Latinx	Latinx %	Asian	Asian %	White	White %	Black	Black %	Unknown	Unknown %	Two or More	Two of More %
2017	17	88%	3	100%	2	100%	8	88%	1	0%	2	100%	1	100%
2018	32	84%	10	70%	10	100%	10	80%			1	100%	1	100%
2019	15	100%	6	100%	2	100%	7	100%						
2020	20	100%	11	100%	3	100%	6	100%						
2021	15	100%	7	100%	2	100%	3	100%			2	100%	1	100%

The MSTT faculty continue to assess enrollment and course sequencing in order to accommodate demand, and ensure our enrollment management practices maximize efficiency and support student learning.

Since the MSTT is a post-baccalaureate program, the cumulative GPA at the time of graduation will include any post-baccalaureate work students have completed at CSUF (including their credential program) and will therefore be inaccurate as far as capturing just the MSTT GPA and any equity gaps. Therefore, that data was not used for this report's analysis.

- D. Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).*

Over the past seven years, our graduate program has been fairly stable with an average cohort size of between 21-24 students. There have been two exceptions to this:

- The two years when we had two cohorts start the program (which had 18 and 15 students per cohort, respectively).
- Fall 2022 with just 14 students in the cohort, in part the result of having an earlier application deadline set by the university.

After our small Fall 2022 cohort, more concerted efforts were made to not only increase our recruitment activities but also to use distance course fees to pay for advertising in select publications and reserve exhibitor space at local educator conferences. Through these efforts, we saw a 45% increase in applications for Fall 2023 (from 20 to 29) and a corresponding 71% increase in admissions (from 14 to 24).

We are working to continue these efforts in the current academic year. This will be helped by an internal campus grant awarded to Dr. Dover that will provide two cohorts of 25 early career educators with the chance to participate in professional learning around culturally and linguistically sustaining pedagogy (a focus of the MSTT) and offer them the opportunity to apply for a \$2,500 scholarship to enter the MSTT. In addition, as the number of MSTT graduates grows, we are drawing on our program alumni to help with recruitment as well by creating a LinkedIn community through which they can stay connected with the program and with one another.

- E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).*

The MSTT graduate committee makes modifications to the curriculum in response to our analysis of student learning, qualitative and quantitative data regarding the program, and changing trends in the field of secondary education. As detailed above, our 3- and 7- year plans include the following curricular modifications

### **Three Year Plan**

- Respond to AB101 by launching new course on ethnic studies pedagogy, EDSC 537: Ethnic Studies Pedagogies in Secondary Classrooms (currently under Curriculog review); begin offering this course on an annual or biannual basis.
- Launch a 9-unit graduate certificate in Teaching Secondary Ethnic Studies (currently under Curriculog review)
- Evaluate current MSTT pathways and electives to streamline enrollment and course offering schedule
- Explore whether to keep EDSC 501 as a 1 unit required course, or eliminate EDSC 501 and instead require students to attend a comparably priced, non-credit bearing "orientation"

### **Seven Year Plan**

- Explore viability of fall and spring start cohorts, and implications for enrollment management
- Launch a certificate pathway as bridge for credential students and recruitment opportunity for external teachers
- Increase course offerings and elective possibilities as we grow and have students to fill additional electives, including advanced methods courses in single subject credential areas
- Explore combined program options, drawing upon lessons learned from the pilot of the CLST combined program (would require restructuring of credential program)

*F. Include information on any Special Sessions self-support programs the department/program offers.*

Not applicable

### **III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes**

The review should address how the program ensures high-quality learning using relevant indicators and analyses, and how these analyses can facilitate continuous improvement.

Please provide information on the following aspects, and if applicable, please include relevant documents in the appendices.

*A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.*

The MSTT program is governed by the graduate committee and led by our Graduate Program Advisor (Professor Alison Dover), who is also a member of the College of Education Assessment Committee. In addition to monthly graduate committee meetings in which faculty discuss individual students' progress, programmatic trends (including SOQ, exit survey, recruitment, retention and enrollment data), and emergent trends in the field the MSTT program also undergoes annual reviews as part of collegewide assessment activities. The Graduate Program Advisor writes and submits an annual Closing the Loop report that unpacks qualitative and quantitative data related to student recruitment, retention, experience, progress towards SLOs, and alignment with COE priorities. The Closing the Loop report also establishes and details progress towards annual programmatic goals. These reports are reviewed by other members of the COE assessment committee, including the Associate Dean of the COE.

*B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.*

Prior to the elevation of the MS in Transformative Teaching in 2021, students in EDSC's MS in Secondary Education were evaluated according to three primary SLO's.

- *Graduates will: a) demonstrate a strong foundation of knowledge b) implement effective practice c) use current technologies for teaching and learning*
- *Graduates will: a) advance just, equitable, and inclusive education b) make informed decisions c) participate in collaborative endeavors d) think critically and creatively*
- *Graduates will: a) demonstrate leadership potential b) maintain professional and ethical standards c) engage in continuous improvement*

During each evaluation cycle between 2017 and 2021 the MS in Secondary Education program exceeded all College of Education targets related to these SLOs (as measured by the assessments in place at the time, including analyses of course grades, exit surveys, unit-wide writing assessments, and capstone course pass rates). However, since these SLO's are no longer being used or assessed at either the college or program level, our report will discuss the ways in which the current SLO's are being measured.

### **Student Learning Outcomes for the MS in Transformative Teaching in Secondary Education**

In 2020, the College of Education adopted the theme "Reach. Teach. Impact." as the foundation for its conceptual framework and the development of program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that students exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

- REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.
- TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.
- IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

Thus, with the elevation of our graduate program in 2021, the EDSC Graduate Faculty adopted the following learning outcomes, and, in 2022, began working with the College of Education to develop new college-level SLO tracking mechanisms.

### **Student Learning Outcomes**

Faculty in the MSTT program use the following SLOs to design all course assignments and assessments, and students regularly reflect upon their progress towards each SLO.

1. Students will analyze, critique, and apply knowledge of theoretical and historical research, relevant theories, and pedagogies related to asset-based, equity- and justice-oriented teaching and learning in secondary education. TEACH. IMPACT

2. Students will evaluate, create, adapt, and transform curriculum and assessments to foreground authentic, academically rigorous, linguistically inclusive, and contextually relevant content and skills. TEACH. REACH.
3. Students will reflect upon their own practice and develop the professional expertise and agency necessary to promote and advocate for educational equity and justice within and beyond their schools, communities, and profession. REACH. IMPACT.
4. Students will effectively leverage technology, authentic and inclusive assessment, and community resources to promote critical thinking, challenge culturally and linguistically hegemonic practices, and promote empowerment and academic achievement among culturally, linguistically, and experientially diverse students. TEACH. REACH.

In addition to student-directed and course-level assessment of students' progress towards these SLOs as described in Item II.B (above), we also formally measure student progress towards the College's Conceptual Framework outcomes.

**TABLE: Alignment of COE Conceptual Framework Outcomes, MSTT SLOs and Signature Assessments**

COE Conceptual Framework Outcomes	MSTT SLOs	Examples of Signature Assessment	% of students who met or exceed the key score of 80% (by AY)		
			21-22	22-23	23-24
REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.	2, 3, 4	Self-assessment at the end of students' first semester of graduate study (EDSC 539)	92 (n=12)	100 (n=23)	100 (n=14)
TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.	1, 2, 4	Curriculum Analysis project completed during students' third semester of graduate study (EDSC 536)  Curriculum Intervention project completed during students' third semester of graduate study	91 (n=35)	100 (n=11)	100 (n=23)

		(EDSC 536)			
IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.	1, 3, 4	Assessed as part of students' capstone project (EDSC 594)	100 (n=22)	100 (n=11)	100 (n=11)

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

Faculty in the MSTT program regularly evaluate student progress towards programmatic and student learning outcomes, and use the results to inform teaching and learning, course and program modifications, and faculty professional development. Over the review period, the faculty have focused on the following key priorities:

**TABLE: Programmatic Needs and Improvement**

Identified Needs from Students and Faculty	Action taken to improve program																
Exit survey data collected early in the review cycle (2017-18) indicated that 60% of students “strongly agreed” that faculty demonstrated models of good teaching, and that while 100% indicated the program increased their ability to promote equity and diversity as a result of enrollment in the (then) MS in Secondary Education, only 50% strongly agreed with this item. Faculty found these rates unsatisfactory, and prioritized faculty professional development related to JEIE and online pedagogy.	<ul style="list-style-type: none"><li>Expansion of support for faculty participation in professional development related to online teaching and JEIE. Early goals (AY 2018-19) included increased faculty participation in professional development related to JEIE and technology, with funding supported by online distance fees. Data indicated this action was effective, with statistically significant increases annually; by 2020-21, 100% of graduating students agreed with these items.</li></ul> <div><p>% Strongly Agree that Faculty Model Good Teaching</p><table><tr><td>2017-18</td><td>2018-19</td><td>2019-20</td><td>2020-21</td></tr><tr><td>60</td><td>83</td><td>87.5</td><td>100</td></tr></table></div> <div><p>% Strongly Agree that Program Increased Ability to Promote Equity</p><table><tr><td>2017-18</td><td>2018-19</td><td>2019-20</td><td>2020-21</td></tr><tr><td>50</td><td>66.7</td><td>100</td><td>100</td></tr></table></div>	2017-18	2018-19	2019-20	2020-21	60	83	87.5	100	2017-18	2018-19	2019-20	2020-21	50	66.7	100	100
2017-18	2018-19	2019-20	2020-21														
60	83	87.5	100														
2017-18	2018-19	2019-20	2020-21														
50	66.7	100	100														

	<ul style="list-style-type: none"> <li>Unfortunately, as of Spring 2023 COE policy no longer allows online distance fees to be used to support faculty professional development. To address this gap, MSTT faculty have continued to participate in free and low cost professional learning available through the CSU, including the Quality Matters Certification Program, the Teaching Online Program, programming available through CSUF's Faculty Development Center, and CSUF's Equity Pedagogy Modules (ongoing)</li> </ul>
Student interest in increased emphasis on culturally and linguistically sustaining teaching	<ul style="list-style-type: none"> <li>Piloting of combined credential/MS degree focused on Culturally and Linguistically Sustaining Teaching (2018-19); refocusing of entire MS degree to focus on Transformative Teaching (2020-21)</li> <li>Institutionalization of EDSC 539 (Conceptual Foundations of Culturally and Linguistically Sustaining Teaching) as foundational course, taken during students' first semester (AY 2020-21)</li> <li>Development of program wide SLOs related to JEIE (AY 2020-21)</li> <li>Development of new course (EDSC 537) focused on Secondary Ethnic Studies Pedagogy (AY 2023-24)</li> </ul>
Increased programmatic coherence, use of high impact practices, and scaffolding	<ul style="list-style-type: none"> <li>Establishment of programmatic norms regarding monthly synchronous engagement, type and frequency of feedback provided to online students, and semi-annual full cohort touchpoints (AY 2021-22 and ongoing)</li> <li>Alignment of major assessments to increase cohesion within and across semesters (AY 2021-22 and ongoing)</li> <li>Formalization of research sequence and literature review progression over 5 semester program of study (AY 2023-24 and ongoing)</li> </ul>
Establishment of capstone options that align to and advance students' professional goals	<ul style="list-style-type: none"> <li>Focusing of capstone pathways (narrowing from 5 to 3 options, all with authentic audiences and professional relevance). Effective AY 2021-22, capstone pathways include National Board Certification, writing an article for publication, or presenting at a professional conference</li> </ul>
Additional support for students pursuing National Board Certification as capstone pathway	<ul style="list-style-type: none"> <li>Development of National Board Canvas Community</li> </ul>

	<ul style="list-style-type: none"> <li>Hiring of National Board certified program alum as coach for second year students (AY 2022-23 and ongoing)</li> </ul>
Need for additional scaffolding for students prior to and during capstone process	<ul style="list-style-type: none"> <li>Redesign of EDSC 501 and program orientation to better introduce capstone process (AY 2021-22)</li> <li>Development of new modules featuring alum interviews and workshops related to capstone processes (AY 2022-23)</li> <li>Institutionalization of annual capstone conference and coaching sessions (AY 2021-22 and ongoing)</li> </ul>

*D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).*

In addition to analyzing data related to our student learning outcomes, we also use exit surveys to evaluate the success of our program. Exit surveys gather data regarding a wide array of indicators, including those related to programmatic quality, individual courses, faculty efficacy, student professional preparedness, emphasis on just, equitable and inclusive education, and whether students would recommend the program to colleagues.

The following tables (provided by the College of Education) summarize the EDSC graduate student exit survey data from 2019 - present, and underscore graduates' strong endorsement of the program and overall attainment of student learning outcomes.

**Exit Survey Data Spring 2019 – Spring 2021**  
**(prior to program elevation; items were aligned to historical COE priorities & SLOs)**

	Sp19	Fa19	Sp20	Sp21
<b>Please think about your learning experiences in the program that you are about to complete, and respond to the following questions.</b>	% Agree or Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree
My program provided me with opportunities to examine my role in schools through the lens of just, equitable, and inclusive education.	91.7%	100.0%	100.0%	100.0%
<b>As a graduate of this program...</b>				
I am prepared to promote equity and diversity.	100.0%	100.0%	100.0%	100.0%
I am prepared to design and implement instruction for diverse learners.	100.0%	100.0%	100.0%	100.0%
I am prepared to advance just, equitable, and inclusive education as it relates to my role in schools.	100.0%	100.0%	100.0%	100.0%



<b>Please think about your learning experiences in the program that you are about to complete, and respond to the following questions.</b>				
My program provided me with opportunities to explore technology integration practices as it relates to my role in schools/my work environment.	100.0	88.9	88.9	100.0
<b>As a graduate of this program...</b>				
I am prepared to evaluate technology as it relates to my role in schools/my work environment.	100.0	100.0	100.0	100.0
I am prepared to use technology to support teaching and learning, or as appropriate to my role in schools/my work environment.	100.0	100.0	100.0	100.0
I am prepared to advance technology integration as it relates to my role in schools/my work environment.	100.0	87.5	100.0	100.0
<b>Please think about your learning experiences in the program that you are about to complete, and respond to the following questions.</b>				
*My program provided me with opportunities to work in communities with diverse (e.g., in linguistic, culture, ability) educational settings.	100.0	88.9	66.7	94.1
<b>As a graduate of this program...</b>				
I foster relationships among diverse schools, families, and community to enhance student learning.	100.0	100.0	87.5	94.1

*\*Note: As a graduate program for current teachers, the EDSC MS program does not require students to do fieldwork outside of the school in which they teach; thus, this item wasn't a valid item for our program design. We revised the item during program elevation to focus on students' sense of efficacy when working with diverse students & communities rather than the provision of those opportunities.*

**Exit Survey Data from Fall 2021 – Spring 2023**  
**(after MSTT program elevation; items are aligned to current COE framework & SLOs)**

JEIE		Fa21	Sp22	Fa22	Sp23
	Please think about your learning experiences in the program that you are about to complete, and tell us if you agree with the following statements.	% Strongly Agree or Agree	% Strongly Agree or Agree	% Strongly Agree or Agree	% Strongly Agree or Agree
	<b>My program demonstrated and provided opportunities to practice:</b>				
	Using culturally relevant and sustaining strategies for educating through an anti-racist lens.	100.0	100.0	100.0	100.0
	Using culturally relevant and sustaining strategies for leading through an anti-racist lens.	100.0	100.0	100.0	100.0
	Using linguistically relevant teaching strategies for educating through an anti-racist lens.	100.0	100.0	100.0	100.0
	Using linguistically relevant leadership practices for leading through an anti-racist lens.	100.0	100.0	100.0	100.0
	Using educational technologies for teaching and leading through an anti-racist lens.	100.0	100.0	100.0	80.0

	Engaging with diverse communities through an anti-racist lens.	100.0	100.0	100.0	100.0
	<b>My program provided opportunities to:</b>				
	explore and understand systems of oppression within K-12 education.	100.0	100.0	100.0	100.0
	explore and understand approaches to dismantling systems of oppression within K-12 education.	100.0	75.0	100.0	100.0
	<b>As a graduate of this program...</b>				
	I am more prepared to design instruction for diverse learners.	100.0	100.0	100.0	100.0
	I am more prepared to evaluate instruction for diverse learners.	100.0	100.0	100.0	80.0
	I am more prepared to implement instruction for diverse learners.	100.0	100.0	100.0	100.0
	I am more prepared to design and implement a range of assessments and evaluations that allow all learners to demonstrate meeting stated learning outcomes.	100.0	100.0	100.0	80.0
	<b>I am more prepared to provide a learning environment and/or resources that are:</b>				
	Fair.	100.0	100.0	100.0	100.0
	Respectful.	100.0	100.0	100.0	100.0
	Non-discriminatory.	100.0	100.0	100.0	100.0
	Equitable.	100.0	100.0	100.0	100.0
	Inclusive.	100.0	100.0	100.0	100.0
	Humanizing.	100.0	100.0	100.0	100.0
	<b>I am more prepared to critically examine:</b>				
	my privilege(s) as it relates to my work as a teacher.	100.0	100.0	100.0	100.0
	my implicit bias(es) as it relates to my work as a teacher.	100.0	100.0	100.0	100.0
	my explicit bias(es) as it relates to my work as a teacher.	100.0	100.0	100.0	100.0
	<b>Because of my program:</b>				
	I am able to teach using culturally relevant strategies.	100.0	100.0	100.0	100.0
	I am able to lead others using culturally relevant strategies.	100.0	100.0	100.0	100.0
	I am able to develop learning resources using culturally relevant strategies.	100.0	100.0	100.0	100.0
	I am able to create learning experiences or resources that reflect principles of anti-racist education.	100.0	100.0	100.0	100.0
	I am able to use or support the use of educational technologies that provide equitable learning opportunities so that all learners can attain high-quality outcomes.	100.0	100.0	100.0	100.0
	I am able to use culturally and linguistically relevant practices to engage with diverse communities.	100.0	100.0	100.0	100.0

	I have a clear understanding of approaches I can take to dismantle systems of oppression as a professional in K-12 education.	100.0	87.5	100.0	100.0
	I am committed to working towards dismantling systems of oppression through my work as a professional in K-12 education.	100.0	100.0	100.0	100.0
<b>TECHNOLOGY</b>					
	Please think about your learning experiences in the program that you are about to complete, and tell us if you agree with the following statements.				
	Overall, I received well-developed online instruction (Canvas, online modules and/or courses).	100.0	100.0	83.3	80.0
	<b>My program demonstrated and provided opportunities to practice:</b>				
	Using educational technologies for teaching and leading through an anti-racist lens.	100.0	100.0	100.0	80.0
	<b>As a graduate of this program...</b>				
	I am more prepared to demonstrate knowledge and leadership in the use of technology for teaching and learning as it relates to my role as a classroom educator.	100.0	100.0	100.0	80.0
	<b>Because of my program:</b>				
	I am able to use or support the use of educational technologies that provide equitable learning opportunities so that all learners can attain high-quality outcomes.	100.0	100.0	100.0	100.0
<b>COMMUNITY</b>					
	Please think about your learning experiences in the program that you are about to complete, and tell us if you agree with the following statements.				
	<b>My program demonstrated and provided opportunities to practice:</b>				
	Engaging with diverse communities through an anti-racist lens.	100.0	100.0	100.0	100.0
	<b>As a graduate of this program...</b>				
	I am more prepared to collaborate with other professionals in settings related to secondary education.	100.0	100.0	100.0	100.0
	<b>Because of my program:</b>				
	I am able to use culturally and linguistically relevant practices to engage with diverse communities.	100.0	100.0	100.0	100.0

In addition to exit surveys, we consider students' successful completion of capstone projects a key marker of success. During the review period, students completed one of 5 capstone options: submitting an article for publication (27%), completing an action research project (3%), presenting at a conference (13%), creating a curriculum project (24%), completing a comprehensive exam (15%) or applying for National Board certification (17%).

With the program elevation to the MS in Transformative Teaching in Secondary Education, we formalized our expectation that students' capstone projects have authentic external audiences. This led to a retirement of the Curriculum Project, Comprehensive Exam, and Action Research Project capstone options in AY 2021-22; students interested in Curriculum or Action Research projects now focus on the presentation or publication of their work (as article submissions or conference presentations). Students begin exploring their capstone options during their program orientation, then meet with second year students for capstone workshops during the spring of their first year. Students receive capstone-related faculty support and mentorship throughout their second year in the program, ensuring they are ready to complete their capstone projects during their final semester. In AY 2023-24, we added additional outcome measures related to students' attainment of post-graduate professional recognition, including publication of journal articles, presentation at state and national conferences in education, and attainment of National Board Certification.

In Fall 2023, the College of Education created a new staff position within Secondary Education (which other departments already had): Admissions and Academic Advisor (SSP-II). With the addition of this staff role, we have increased capacity to track post-graduation outcomes of MSTT students, with our first 1-year out survey planned for spring implementation.

- E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?*

The MSTT program was created as a fully online master's program, and students are assessed using a wide range of multifaceted measures. Refer to the assessment table included in Appendix 7.

#### **IV. Faculty**

- A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).*

The MSTT program is not a department, therefore, the program does not directly support the hiring of any tenure track faculty. All faculty in the MSTT program are hired by - and also teach within - the Department of Secondary Education. The department has strong tenure density relative to other departments at about 70%, meaning that most of our courses (and all graduate courses) are taught by tenure-track faculty. Among the 14 tenure-track faculty, 2 are assistant professors, 4 are associate professors, and 8 are full professors. We presently have 2 faculty in the faculty early retirement program (FERP), neither of whom teaches in the graduate program. And we anticipate 1 new tenure track hire for 2025-26 who will provide support for credential program prerequisite courses as well as bring expertise pertinent to the MSTT program (though this is not a specific criteria).

During the period under review, the Secondary Education department has hired 5 tenure-track faculty, 3 of whom have taught within the MSTT program. The most recent faculty

position was designed in part in response to programmatic needs identified by MSTT faculty, leading to the hiring of a faculty member with expertise in Foundational Level Mathematics who brings strong expertise in equity and inclusion work in education (position posted in AY 2023-24 and hired for Fall 2024). An earlier tenure track search (five years ago, now tenured faculty) included a specific focus on assessment to meet the needs of the EDSC 524 course in the MSTT. Our current tenure-track position description includes a preferred criteria of being National Board Certified (position posted in AY 2024-25 with a FA25 start date).

Looking ahead, given our relatively high tenure density (in comparison to other departments at CSUF), we are not expecting new tenure-track positions to be allocated to Secondary Education unless we show substantial growth in the MSTT and/or credential program. Should the MSTT grow to two cohorts, there is a commitment by the department chair to make the case to the Dean and Provost for an additional tenure-track position dedicated to the graduate program.

- B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.*

Tenure track Secondary Education faculty are able to provide adequate instruction to support 1 cohort of MSTT students each year. If the MSTT program were to grow to two cohorts annually, we would likely need to identify additional tenure-track faculty to staff all sections of the coursework. Given current faculty emphases, programmatic priorities and state educational trends, hiring priorities for faculty to be assigned to the MSTT program would include those with expertise in ethnic studies pedagogy, translanguaging and linguistic inclusion, curriculum evaluation and assessment, and National Board Certification.

- C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.*

All required and core courses in the MSTT program are taught by tenure-track Secondary Education faculty, with all tenure-track faculty invited to participate in our graduate committee; faculty who teach in the MSTT are expected to attend monthly graduate committee meetings at which we discuss student progress, curriculum, pedagogy, assessment results, programmatic evaluation, and recruitment. Most graduate faculty teach no more than 1 graduate course each semester; specific faculty assignments vary according to programmatic needs. Presently, over the course of their 2 year program, most MSTT students take courses with six different tenure-track faculty, ensuring exposure to a diverse range of scholars in the field. Depending upon students' program of study, they may take up to 9 units of elective coursework in mathematics or bilingual authorization; these courses are taught by tenure-track faculty within those programs.

On the rare occasion that faculty sabbaticals or student enrollment patterns require the addition of part-time or adjunct faculty, we strive to hire faculty who bring the necessary professional expertise and experience to the program and provide them with mentoring to support their work as instructors. The MSTT program utilizes a course custodian model,

where a full-time tenure track faculty member is responsible for a particular course or courses. As part of these responsibilities, tenure track faculty mentor part-time instructors hired to teach their courses. Typically, the tenure track faculty member would invite the part-time instructor to copy their Canvas course and would support the part-time faculty member during the semester. This would involve mentoring meetings, sharing resources, answering questions, and being available for ongoing support. This process ensures continuity within the program and enables our program to maintain high instructional standards when the occasional need for a part-time member arises. Over the past 7 years, we had had 4 course sections taught by such highly-qualified part-time faculty. As one example, Tor Ormseth taught EDSC 542M in Spring 2024. He is a National Board Certified Teacher of mathematics who serves as the Mathematics Curriculum Specialist in El Rancho Unified School District. Dr. Ellis, our department chair and creator of EDSC 542M, worked with Tor to review course materials and answer questions about the online format; student responses to the course were very positive and indicated strong satisfaction with Mr. Ormseth.

#### **Faculty Assignments since 2017**

<b>Courses</b>	<b>Faculty</b>
EDSC 501	Alison Dover, Chris Street
EDSC 539	Alison Dover
EDSC 504	Kristen Shand, Will Toledo
EDSC 522	Nick Henning, Kira LeeKeenan
EDSC 540	Grace Cho, Fernando Rodriguez Valls, Alma Castro*
EDSC 535	Nick Henning, Kira LeeKeenan, Kristen Shand
EDSC 506	Alison Dover, Kira LeeKeenan, Chris Street
EDSC 591	Chris Street
EDSC 599	Alison Dover, Chris Street
EDSC 594	Alison Dover, Chris Street
EDSC 536	Alison Dover, Tricia Galalgher-Geursten*
EDSC 524	Gavin Tierney, Sylvia Kaufman*
EDSC 542M	Patrice Waller, Tor Ormseth*

*All faculty except those marked with a \* are full-time, tenure track EDSC faculty.*

*D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.*

Not applicable

## V. Student Support and Advising

- A. *Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.*

The MSTT Program Coordinator, Dr. Alison Dover, is also the Graduate Advisor for all MSTT students. She provides pre-entry advising to potential students, develops and facilitates pre-entry orientation programming, guides students in selecting their program pathway, hosts 1:1 and cohort advising sessions, and provides academic, professional, and capstone advising throughout students' program of study. Dr. Dover is also the primary point of contact for supporting students in accessing university resources, including research support, writing tutoring, and scholarship application processes.

The MSTT uses the following advising structure to ensure students are supported throughout their program of study:

Pre-admission	<p>In 2021, we transitioned from 1:1 interviews to small group interviews during which students analyze and discuss a scholarly article related to just, equitable and inclusive education.</p> <p>The interview prompts &amp; pedagogy are explicitly intended to prepare students for the types of discussions and pedagogical practices used throughout the MSTT. At the conclusion of the interview, Dr. Dover invites students to reflect upon their experience and discuss implications for students' learning in an online graduate degree program. Dr. Dover schedules follow up 1:1 conversations with applicants who struggle with the interview format or academic task, or experience technical difficulties in order to provide individualized advising re: readiness for online graduate studies.</p> <p>During interviews, Dr. Dover also provides a cursory introduction to the MSTT program of study and capstone processes, and provides links to online resources and alumni videos related to key advising and program processes. During and after interviews, Dr. Dover follows up with students regarding resources available to graduate students, including Project upGRADS, graduate mentoring partnerships, and META summer bridge program for graduate students.</p>
Semester 1 (Fall)	<p>Just before the fall semester begins, all students participate in a two-week orientation course (EDSC 501) in which they complete an array of synchronous and asynchronous activities designed to support their success in the MSTT program. Dr. Dover coaches each student in the development of their individualized program of study; introduces students to CSUF resources &amp; support staff (via guest lectures and facilitated activities); and leads a capstone workshops in which students meet with and explore resources created by former students.</p> <p>Dr. Dover monitors student performance throughout the first semester, maintains weekly office hours, and meets 1:1 with any student struggling</p>

	<p>with academic writing, educational technology, or course content. Students who need assistance with academic writing are referred to the Graduate Studies Center for tutoring, and/or receive a program referral to the MSTT Writing Tutor (a staff member with 35 hours/year designated for 1:1 support to MSTT students).</p> <p>In addition to academic advising, Dr. Dover hosts virtual and face-to-face community meetups during the fall semester; these include monthly synchronous meetings built into EDSC 539 and optional cohort meetings scheduled around community events (such as CSUF's College of Education "EdWeek"). These meetings provide ongoing support and community building within and across cohorts.</p> <p>Prior to the spring registration window, Dr. Dover communicates with all students regarding upcoming coursework, programmatic supports, and university deadlines.</p>
Semester 2 (Spring)	<p>During their second semester in the program, MSTT students attend the April Conference on Transformative Teaching in Secondary Education. At this hybrid conference, 1st year students meet and network with program faculty, 2nd year MSTT students and program alums, attend capstone presentations by 2nd year students, and begin generating their own capstone plans.</p> <p>At the conclusion of the conference, Dr. Dover hosts a program meeting/peer mentorship session in which 2nd year students provide advice and resources to 1st year students; 1st year students then meet with Dr. Dover and other program faculty for a small group advising session related to their program of study and capstone pathway. At the conclusion of the spring semester, students complete their pre-capstone survey; Dr. Dover provides targeted support to students struggling with their capstone pathway or any other aspect of the MSTT program.</p> <p>Dr. Dover maintains weekly office hours throughout the academic year and contacts students via Canvas and email on a monthly basis; common topics include scholarships, notification of university and community events, and invitations to attend informal cohort meetups. Prior to the summer and fall registration windows, Dr. Dover communicates with all students regarding upcoming coursework, programmatic supports, and university deadlines.</p>
Semester 3 (Summer)	<p>Students take 2 8-week classes during the summer semester; each of these includes monthly synchronous meetings with program faculty. Program faculty remain in regular contact with Dr. Dover regarding student progress and capstone readiness, and Dr. Dover meets 1:1 with any student identified as needing additional support or program counseling.</p>
Semester 4 (Fall)	<p>MSTT students take their second required course with Dr. Dover during Semester 4 (EDSC 536), most also enroll in EDSC 591 (Professional</p>



	<p>Seminar in Secondary Teaching); each of these courses includes monthly synchronous meetings and opportunities for pre-capstone advising.</p> <p>During the fall semester, Dr. Dover and capstone advising faculty and mentor students who require IRB approval for their capstone projects, or are preparing for data collection associated with National Board submission; students planning to complete National Board portfolios are invited to join the NB Canvas Community and begin attending small group NB preparation sessions with the MSTT NB Coach. All students submit their capstone proposal form early in the fall semester, and meet 1:1 with Dr. Dover or their capstone advisor to discuss their proposed project.</p> <p>Dr. Dover also hosts 2 cohort meetings to prepare students for the April Conference on Transformative Teaching in Secondary Education; by the end of the semester, all students will submit &amp; receive feedback on their conference proposals (provided by Dr. Dover and other program faculty).</p> <p>Prior to the spring registration window, Dr. Dover reviews students Titan Degree Audits to ensure all students are on track for graduation, communicates with all students regarding upcoming coursework, programmatic supports, and university commencement deadlines.</p>
Semester 5 (Spring)	<p>All MSTT students enroll in a Capstone Seminar (EDSC 594) during their final semester in the MSTT program; in this course, they receive 1:1, small, and large group capstone and research support from program faculty. Throughout, Dr. Dover provides office hours and ongoing support as necessary to support student success. Dr. Dover does a final review of students' Titan Degree Audits, and works with students and the Graduate Studies Office regarding any student concerns.</p> <p>Throughout the spring, Dr. Dover and program faculty provide mentorship and advising to 2nd year students preparing to present their near final capstone projects at the April Conference on Transformative Teaching. Program faculty attend this conference and provide written feedback on students' presentations. At the conclusion of the conference, Dr. Dover and program faculty host cohort meetings and advising sessions regarding capstone completion and preparation for graduation.</p>

*B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.*

The MSTT is a research-based graduate program, with all students conducting curriculum analyses and classroom research within the context of their courses; students receive mentorship and advisement from course faculty throughout the research process. In addition, students choose among three capstone pathways with authentic professional audiences: writing an article for submission to a journal, presenting at a professional conference, or submitting their portfolio for National Board Certification. Students begin preparing for their chosen capstone pathway during their first year in the program, and receive mentorship from program faculty (including MSTT Graduate Advisor Dr. Alison Dover and Capstone Advisor Dr. Chris Street) throughout their capstone journey. Students present their near final capstone research at the EDSC Conference on Transformative Teaching in Secondary Education each April, as well as at local, regional, and national conferences in education; during the review period, students and alums presented at the National Association for Multicultural Education, the Association for Teacher Education, the National Council of Teachers of English and the California Association for Bilingual Education (among others). MSTT students are supported by program faculty in preparing for and presenting at these conferences and, in 2024, MSTT student Tim Rupiper placed second in CSUF's research competition for graduate students (the Titan Grad Slam); he went on to represent CSUF at the statewide graduate competition.

To support students' professional development and preparation for graduate and professional research, MSTT faculty provide support and mentorship to students. This support takes multiple forms; during the review period, this included invitations to collaborate on grant projects and faculty research (including Dr. Dover & Dr. Rodriguez-Valls' Spencer Foundation Research-Practice Partnership Grant; workshops on humanizing pedagogy offered via the CSUF Center for Inquiry & Education; and conference proposals for state and national conferences). MSTT faculty also provide mentorship to students interested in writing op eds and grant submissions related to just, equitable and inclusive education; assist students applying for travel funding to support their attendance at and participation in conferences, and - in 2024 - created program-specific funding streams to support up to 10 MSTT students in presenting their work annually. The department hopes to continue to advance student participation in and presentation at educational conferences; however, the ability to do this is contingent upon ongoing and sustainable financial support from the university.

## **VI. Resources and Facilities**

### **A. *Itemize the state support and non-state resources the program/department received during the last seven years (see Appendix E).***

In 2017-18 and 2018-19 there was an external grant that provided external funding for a pilot pathway (which led to the development of our current MSTT model). From 2019-20 to 2023-24, the graduate program in Secondary Education has received between \$30,000 to \$40,000 annually from two sources: a) student distance course fees (about 40% of funding) and b) college and department funds (about 60% of funding). The distance course fees are used to support student-serving activities and resources such as the cost to present their graduate work at a local conference, the cost for refreshments for program-sponsored events, and the cost of promotional materials and advertising to bring in new students. The college and department funds are used to provide release time and summer pay for the graduate advisor. Notably, there has been a shift in college policies regarding access to the online distance fees such that in the past two years (2022-23 and 2023-24) the program and department have been able to

access a greater proportion of these funds. It is also important to note that the distance fees are driven by student enrollment, so as we enroll more students, we will have more funding in this category.

- B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.*

For 2017-18 and 2018-19, funding was received from an external philanthropic gift and supplemented with funding from the department and college to pilot a blended model of a Single Subject credential + Masters in Secondary Education program. These funds included the purchase of 20 i-Pads with covers and charging stations that were used to provide access to course materials and online class sessions. As of 2023-24, in the post-COVID pandemic world, we find students have their own digital devices with which to engage with program materials and coursework. For those who may not, we work with CSUF IT to provide loaner laptops.

- C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven years, and any specialized needs such as collections, databases, etc.*

Students in the MSTT work with CSUF's education specialist librarian, who provides an annual library orientation, hosts an online clearinghouse of educational journals relevant to the program, and offers individual (virtual) meetings to help candidates conduct research. While MSTT students occasionally visit the library face-to-face, the overwhelming majority take advantage of its online offerings, including the 24/7 Chat-With-A-Librarian service, Interlibrary Loan, and online databases. Students describe the support they receive from CSUF's librarians as invaluable, and are especially appreciative of the breadth and depth of librarians' fluency in practitioner-oriented research journals and availability for evening and weekend virtual appointments.

## **VII. Long-term Plans**

- A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).*

Our long-terms plans include:

- Develop graduate certificate pathways as a bridge between credential and graduate programs, and to recruit outside teachers
- Increase recruitment in order to support multiple cohorts each year
- Increase course offerings and elective possibilities as we grow and have students to fill additional electives, including advanced methods courses in single subject credential areas and courses in ethnic studies programs
- Explore combined program options to identify additional pathways towards careers in secondary education
- Continue to emphasize programmatic coherence, faculty interaction, and synchronous engagement in order to scaffold and support student learning and sense of identity as MSTT students

- Continue to build our alumni network, with a focus on professional networking, face-to-face and virtual community building, and development of an alumni foundation.
- Continue to amplify students' and alumni's capstone research, National Board Certification, and professional leadership at our annual conference on Transformative Teaching, our departmental website, and within our MSTT social media and professional learning communities

*B. Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals.*

The MSTT program's long-term plans align with the following elements of the 2024-2029 Strategic Plan.

Goal 1: Enhance Support for Student Access, Learning, and Academic Success

Objective 1.1: Access: Expand flexible pathways to reach and attract diverse learners to access our academic offerings

Objective 1.2: Learning Experiences: Provide equitable, engaging, and innovative learning experiences to foster students' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs

Objective 1.3: Academic Support: Ensure equitable, innovative, and comprehensive academic support to guide students through their academic and career pathways.

As a fully online graduate degree program that centers just, equitable and inclusive education, the MS in Transformative Teaching in Secondary Education has a proven record of success in recruiting and retaining a diverse pool of graduate students (Objective 1.1). Our assessment and outcome data underscore the efficacy and impact of our programs (Objective 1.2 and 1.3), and efforts to grow our program and offer additional certificate pathways will only increase our reach and impact.

Goal 2: Foster Student Engagement and Well-Being

Objective 2.1: Student Engagement and Titan Pride

Our long-term goals advance student engagement and Titan Pride through an emphasis on growing the MSTT community via our annual conference on Transformative Teaching in Secondary Education, highlighting of student and alumni stories on our website and social media pages, institutionalization of face-to-face and virtual networking events, and development of an alumni network.

*C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.*

The MSTT program's student learning objectives are directly aligned to the College of Education's conceptual framework, and we gather and assess data on a monthly basis via our graduate program committee, analyses of student work, exit surveys, SOQs, and annual evaluations of key assessments and capstone data. We formally analyze program data annually, focusing on recruitment, retention, and students' attainment of SLOs. In addition to this ongoing analysis, we will track our progress towards the abovementioned goals as follows:

Goal	Benchmarks
Develop graduate certificate pathways, including certificate in teaching secondary ethnic studies	Development and approval completed during AY 2024-25; launch in 2025 or 2026 depending upon university approval cycle
Increase recruitment and enrollment	Increase applicant pool by 10% annually Consistently support 2 cohorts per year by 2029-30
Analysis of programmatic models, including combined credential/MS program options and expansion of advanced methods courses	2024-2025 and ongoing; formal proposal of combined program and new emphases will be aligned to student demand
Development of alumni network	Host 2 student/alumni events during AY 2024-25 (and ongoing) By AY 2025-26, 100% of MSTT students participate in our virtual networking group Launch alumni network and fundraising mechanism by Spring 2025 Increase student and alumni-related social media & web posts to 1/month during AY 2024-25, and 2+ per month beginning in AY 2025-26

*D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit's priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.*

In order to meet our programmatic goals, and especially those related to program quality, recruitment, and retention, it is essential that we have institutional support in three primary areas: faculty advising and program coordination; staff support for advertising, recruitment and student tracking/support; and academic support for students.

- 1. Support for faculty advising and program coordination:** Currently, the Graduate Advisor and Coordinator for the MSTT program receives 3 units of release time each semester; historically, the advisor had also received a stipend of \$3000 to support summer admissions, advising, program development, and student onboarding. This has been generally sufficient to provide wraparound support for 1-2 cohorts of students each year; host virtual and face-to-face student and alum events and conferences; address collegiate and university reporting and assessment priorities, and engage in targeted recruitment. However, in 2024, the College of Education cut summer funding by 33% during the summer of 2024, resulting in inadequate support

for summer admissions and advising, and significant uncompensated administrative responsibilities. The MSTT is a fully online, year round program, and programmatic quality depends upon stable institutional support throughout the year; this will be increasingly critical as we focus on increasing recruitment efforts, expanding certificate and summer programming for teachers, and adding a spring cohort.

2. **Staff support for advertising, recruitment and tracking/support:** During AY 2023-24, EDSC elevated a staff position in order to provide additional support for recruitment and advising department-wide. While the person in this role was directed to focus primarily on credential programs during their onboarding in AY 2023-24, we anticipate they will take a larger role in supporting advertising, social media campaigns, and recruitment for the MSTT in 2024-25 and beyond. In addition to this anticipated increase in support, the MSTT would benefit from ongoing institutional support related to recruitment (including funds to support the printing of program materials, advertising, and staffing of booths at local and national teacher conferences, especially those with a focus on multicultural education, languaging, and ethnic studies) as well as approval for staff members to reach out to and attend events hosted by K-12 school districts, attend educational conferences for recruitment purposes, and engage in other off campus recruiting events. Institutional support for tracking CSUF's credential completers would also benefit the MSTT, as our ideal applicants are teachers with 2+ years of experience in the field. Overall, external recruitment is a growth area for the department and the College of Education, and additional institutional support (both fiscal and logistical) would greatly benefit our programs.
3. **Academic support for students:**
  - a. All of the students in the MSTT program are full time middle and high school teachers, and all attend graduate school exclusively online. However, many of CSUF's academic supports are available primarily from 9-5 on Monday - Friday, primarily during the academic year. Our students are extremely appreciative of the tutoring available through the Graduate Studies Center (and especially the 1:1 writing tutoring), but appointments typically fill the day they are released, and many students wait weeks to meet with a tutor (if any appointments are available at all). During AY 2024-25, we built an additional \$1750 into our program budget to purchase fee-for-service writing tutoring for students; however, with fringe expenses, this amounted to less than 1 hour of tutoring per student per year. Additional availability of graduate writing tutors, or additional funding to support tutoring at the program level, would greatly benefit our program.
  - b. Since 2022, we have used online distance fees to hire National Board Certified alums as coaches for students completing the National Board Process; this was at a rate of \$900 in 2021-22, \$3,000 in 2022-23, and \$1,500 in 2023-24. This coaching provides a critical layer of support to students pursuing National Board Certification, as well as an ongoing sense of professional connection and mentoring for students and alums. Increasing funding for National Board Coaching, including funds to support workshops and pre-enrollment sessions for prospective students, would benefit the program, especially given the current state financial incentives (and associated recruitment opportunity) tied to the National Board process.

- c. Finally, one of the goals of the MSTT is to engage students in authentic, professional activities related to transformative teaching, including attending and presenting at professional conferences. Additional funding streams - and a reduction of institutional barriers - to support student participation in local and national conferences (as attendees and presenters) would both amplify the work of MSTT students, provide authentic opportunities to present and refine capstone research, and raise the profile of the MSTT overall.

#### **VIII. Appendices Connected to the Self-study**

- A. Undergraduate Degree Programs
- B. Graduate Degree Programs
- C. Faculty
- D. Resources
- E. Long-term planning
- F. *Curriculum Vitae* of faculty
- G. MSTT Assessment Strategies

## **APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS**

**Not applicable.**



## APPENDIX B. GRADUATE DEGREE PROGRAMS

*Note that for all appendices, data from AY 2017-18 through 2021-22 refers to the MS in Secondary Education; data from 2022-23 and 2023-24 refers to the MS in Transformative Teaching in Secondary Education.*

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Year	# Applied*	# Admitted*	# Enrolled
2017	23	22	22
2018 (2 cohorts started)	52	41	37
2019	34	27	22
2020	50	24	21
2021 (2 cohorts started)	38	37	31
2022	30	24	23
2023	20	15	14
2024	29	24	24

*\*Note: Prior to the 2022-23 academic year, our program was one of several “Master of Science in Education” (MSE) programs in the College of Education. For this reason, the count of how many “applied” and were “accepted” in our MSE in Secondary Education are likely mixed with those for other MSE programs at that time. In Fall 2022 our program was relaunched as a standalone Master of Science in Transformative Teaching in Secondary Education, so the application and acceptance data are cleaner from that point forward.*

TABLE 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per headcount
2017-2018	37.0	17.25	0.47
2018-2019	54.0	41.00	0.50
2019-2020	42.5	20.75	0.49
2020-2021	54.5	26.50	0.49
2021-2022	46.5	22.88	0.49
2022-2023	29	14.50	0.50
2023-2024	37	18.50	0.50

TABLE 7A. Graduate Student Graduation Rates

All Master's Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2017	17	88	88	88
2018*	32	72	84	84
2019	15	100	100	100
2020	20	100	100	100
2021	15	93	100	N/A
2022	23	100	N/A	N/A
2023	14	N/A	N/A	N/A

\*Includes students in the pilot of a combined credential/MS program; the lower graduation rate reflects students who exited to a credential only pathway.

TABLE 7B. Three-Year Fall Start Graduate Student Graduation Rates by Race/Ethnicity

Year start	# students	Overall %	Latino	Latino %	Asian	Asian %	White	White %	Black	Black %	Unknown	Unknown %	Two or More	Two or More %
2017	17	88%	3	100%	2	100%	8	88%	1	0%	2	100%	1	100%
2018	32	84%	10	70%	10	100%	10	80%			1	100%	1	100%
2019	15	100%	6	100%	2	100%	7	100%						
2020	20	100%	11	100%	3	100%	6	100%						
2021	15	100%	7	100%	2	100%	3	100%			2	100%	1	100%

TABLE 8. Master's Degrees Awarded

College Year	Degrees Awarded
2017-2018	16
2018-2019	23
2019-2020	23
2020-2021	27
2021-2022	24
2022-2023	22 [14 (MSE) + 8 (MSTT)]
2023-2024	24 [1 (MSE)+ 23 (MSTT)]

## APPENDIX C. FACULTY

**Table 9. Faculty Composition**

For the seven most recent fall terms, a table will be provided with the number of tenured faculty, number of faculty on tenure-track, number of faculty on sabbatical, number of faculty in FERP, number of full-time lecturers, and full-time faculty equivalent (FTEF) as of fall term.

Note: Since the MSTT is a program housed within the Department of Secondary Education, we do not have an independent set of faculty (all faculty also teach within EDSC's undergraduate and credential programs). The following faculty information refers to the EDSC faculty as a whole.

Fall	Tenured	Tenure-track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Actual FTEF
2017	11	4	0.5	0.5	3	17.5
2018	12	3	0	0.5	1	15.5
2019	13	5	0	0.5	1	18.5
2020	15	3	0	0.5	1	18.5
2021	15	2	0	1.0	1	17.1
2022	12	3	0	0.5	0	15.0
2023	13	1	1.0	0.5	1	15.6

*Note: The headcount of Tenured, Tenure-track, Sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. The headcount of Lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.*

## APPENDIX D. RESOURCES

Table 10. Provide a table showing for the past seven years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

Source/Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MSTT Online Distance Fees (collected by COE)	\$16,995	\$29,517	\$24,815	\$26,223	\$23,978	\$18,825	\$16,345
State Support							
MSTT Online Distance Fees (spent by program; see notes below)	\$3,167	\$8,174	\$11,263	\$24,430	\$10,812	\$14,535	\$17,844
Department contribution	\$3,189	\$10,378	\$6,668	\$17,394	\$19,923	\$19,328	\$19,588
College of Education contribution	\$18,500	\$18,197	\$13,576	\$2,000	\$1,500	\$3,000	\$2,000
Non-State Support							
Grant (Blended Program Pilot)	\$28,250	\$25,750					
Total Support							
	\$53,556	\$49,302	\$31,507	\$43,824	\$32,235	\$36,863	\$39,402

### *Notes about Online Distance Fee Spending*

2017-18 Does not reflect revenue collected; it shows the budget allocated by the Dean's Office. (Prog. Code 5371)

2018-19 Does not reflect revenue collected; it shows the budget allocated by the Dean's Office. (Prog. Code 5371). Class code 20644 was created this year.

2019-20 Does not reflect revenue collected; it shows the budget allocated by the Dean's Office. Only class code 20644 was used.

2020-2021 to 2023-24: Reflects actual revenue collected (for 2020-2021 only, \$2,277.00 in revenue collected by the COE Dean's Office and transferred as budget). Only class code 20644 was used.

## APPENDIX E. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline, the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g., graduation rates, faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program.

*Data included in narrative*

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<sup>[1]</sup> UPS 410.200, section I-D.

## **APPENDIX F. CURRICULUM VITAE OF FACULTY**

## Grace Cho, Ph.D.

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**Office:** (657) 278-3283  
**Fax:** (657) 278-5518  
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### EDUCATION:

**Ph.D., Education:** Language, Literacy & Learning, University of Southern California, 1998

**Doctoral Dissertation:** *Consequences of Heritage Language Loss and maintenance and Factors that affect Heritage Language Development: Voices from Second-Generation Korean American Adults.* (**Advisor:** Dr. Stephen Krashen)

**M.S., Curriculum Development and Instruction,** University of Southern California, 1995

**B.S., Liberal Studies,** University of Southern California, 1989

### RESEARCH INTERESTS:

Bilingual Education and Bilingualism, Heritage Language Development, Cultural Diversity, and Teacher Education

### PROFESSIONAL CREDENTIALS:

**Clear Bilingual Cross-cultural Language & Academic Development Certificate**  
(BCLAD Spanish), State of California Commission on Teaching Credentialing, 1996

**Clear Bilingual Cross-cultural Language & Academic Development Certificate**  
(BCLAD Korean), State of California Commission on Teaching Credentialing, 1996

**Professional Clear Multiple Subject Teaching Credential,** State of California Commission on Teaching Credentialing, 1993

### PROFESSIONAL EXPERIENCES:

**Professor** (2012 – Present), **Associate Professor** (2006-2012), and **Assistant Professor** (2000-2006), Department of Secondary Education (EDSC), College of Education, California State University, Fullerton (CSUF).

**Faculty lead Study Abroad Program Director,** Department of Secondary Education, CSUF (Summer, 2019).



**Department Chair**, Secondary Education Department, CSUF, (2012- 2017).

- Provided leadership in all areas of the administration for the academic department.
- Recruited, hired, and retained high-quality and diverse faculty (6 Full Time & 7 Part-Time faculty members).
- Evaluated faculty and staff performance (18 Full-time and 40 Adjunct Faculty, and Staff).
- Developed, implemented, and evaluated department strategic plans and goals annually.
- Provided leadership in developing new programs (e.g., new ELD credential; Korean, Mandarin, and Vietnamese bilingual authorization programs).
- Converted Bilingual Authorization programs to a college-wide program involving other departments in the college of education (COE).
- Provided support for faculty to engage in scholarly activities and pursue excellence in teaching.
- Coordinated internal/external program reviews.
- Provided leadership for completing Accreditation Review by CTC and NCATE teams.
- Managed the department's fiscal resources and faculty teaching assignments.
- Created a culture of collaboration among faculty in teaching and research.
- Established routine, provided structure (protocol), developed new forms, online assessment system, and brochures for recruitment and student advising purposes.
- Exercised team-oriented decision-making such as collaborating in drafting policies with input from key personnel for program effectiveness and efficiency.
- Participated in the College and University Leadership Councils.

**World Language Subject Area Coordinator**, Department of Secondary Education, CSUF, 2012-2013

**Doctoral Dissertation Chair**, Department of Educational Leadership, CSUF, 2011-2013

**Professional development District Director**, Department of Secondary Education, CSUF, 2007-2011

**Cross-cultural Language & Academic Development (CLAD) Coordinator**, EDSC, CSUF, 2001-2005

**Full-Time Instructor**, School of Education, Biola University, CA, 1998 - 2000

**Adjunct Faculty and Student Teacher Supervisor**, Biola University, 1996 - 1998

**Consultant/Program Evaluator**, Pasadena Unified School District, 1996 –1997

**Teacher Trainer**, English Education Curriculum (EEC), International Educational Consulting Co., Los Angeles, CA, 1995 – 1997

**Teacher**, Los Angeles Unified School District (LAUSD), 1990 – 1993

**Graduate Teaching Assistant**, University of Southern California (USC), 1996 -1998

**Research Assistant**, California Writing Project, USC, 1994 -1996

**Sales Coordinator**, Samsung Electron Devices, LCD Department, La Mirada, CA, 1989-1991

**Sunday School Program Director**, Korean Church of Downey, CA, 1989 –1991

**Instructional Assistant**, Los Angeles Unified School District, 1987-1989

## **COURSES TAUGHT:**

### **California State University, Fullerton (2000-present):**

- EDSC 310: The Teaching Experience
- EDSC 410: Teaching English Learners
- EDSC 440C: Teaching Content Area Courses to Language Minority Students
- EDSC 440D: Teaching Strategies for Developing Academic Competence Across the Curriculum
- EDSC 440S: General Pedagogy in Secondary Schools Teaching
- EDSC 440F: Supervised Fieldwork Coordination in Secondary Schools
- EDSC 540: Research and Pedagogy in Language Education  
(aka Graduate Studies in Teaching English Learners)
- EDSC 541K: Culture and education of Korean Students
- EDSC 599: Independent Graduate Research (Study Abroad in Salamanca, Spain)

### **Biola University (1996-2000):**

- ISTE 525: Introduction to TESOL K-12
- ISTE 614: Second Language Acquisition
- LEDU 301: Introduction to Teaching
- LEDU 341: Methods of Teaching Linguistically Diverse Learners
- SEED 524: Research in Culture and Cultural Diversity (Team taught)
- SEED 540: Foundation of Language Education
- SEED 542: Language Assessment & Evaluation

## PROFESSIONAL CERTIFICATIONS:

### **Quality Matters: Connecting learning Theories to your Teaching Strategies**

Certificate of Completion, CSU: Statewide Systems, May 2022

### **Accessible Documents: Word, PowerPoint, & Acrobat**

Certificate of Completion, California State University, August 2021

### **Teaching Remotely: Advanced Level (Canvas),** Certificate of Completion, Faculty

Development Center, CSUF, June 2021

### **Quality Matters: Independent Improving Your Online Course (IYOC):**

Certificate of Completion, CSU: Statewide Systems, February 2021

### **Quality Matters: Independent Applying the Q.M. Rubric (APPQMR)**

Certificate of Completion, CSU: Statewide Systems, January 2021

### **CTC Board of Institutional Reviewer (BIR) Training,** Certificate of Completion,

California Commission on Teacher Credentialing, 2021

### **Teaching Remotely: Intermediate Level (Canvas),** Certificate of Completion, Faculty

Development Center, CSUF, 2020

### **Teaching Remotely: Beginner Level (Canvas):** Online Pedagogy to meet the needs of

Diverse Titans, Certificate of Completion, Faculty Development Center, CSUF, 2020

### **Intentional and Meaningful Pedagogy to Achieve Classroom Transformations**

(IMPACT) Certificate of Completion, CSUF, Faculty Development Center, 2018.

### **Leading and Influencing as a Department Chair,** AACTE (American Association of

Colleges for Teacher Education) **Leadership Academy** Certificate of Completion, St Louis, MO, 2016

### **California World Language Project** Certificate of Completion: Occidental College, CA,

(Participated in a 40 hours professional development seminar)

- *Standards-based and common core unit design* (June-July, 2018)
- *Mandarin Teacher Leadership Institute* (Dec.-April, 2016)
- *Addressing Common Core through Authentic Communication* (Jan-April, 2015)
- *Addressing 21<sup>st</sup> Century Skills and Common Core Competencies in World Language Education* (Sept-Dec, 2014)

### **AACTE Leadership Academy** Completion Certificate, Cincinnati, OH, 2015

**LEAP Leadership Development Program for Higher Education Achievement**

Certificate, Leadership Education for Asian Pacific (LEAP), Inc., 2014

**Co-Teaching Train the Trainer's Workshop** Completion Certificate, 2014

**Academic Leadership Institute** Completion Certificate, California State University, Fullerton, Division of Academic Affairs, 2013

**Quasi-Experimental Design and Analysis Institute** Completion Certificate,

Northwestern University and the Institute of Education Sciences, 2010

**Mixed Data Analysis Techniques** Completion Certificate, American Education

Research Association, 2010

**California Teaching Performance Assessment (TPA) Lead Assessor Trainer**

Certificate, California Commission on Teaching Credentialing, 2004

**Intel Teach to the Future program** Completion Certificate, 2002

**Teaching and Learning Academy** Completion Certificate, California State University,

Fullerton, 2001

## **PUBLICATIONS:**

### **JOURNAL ARTICLES (Peer Reviewed):**

Rodriguez-Vall, F., Chavez, M., & **Cho, G.** (Under Review). Adjusting Teacher Preparation Programs to a new era of multilingualism: An exploration of pre-service teachers' views on English Learner Students and linguistic inclusion.

**Cho, G.** (2020). Transforming English Learners into Bilinguals: Lessons to be Learned from Successful Korean American Bilingual Professionals. *NABE Global Perspectives*, 44 (2), 24-27.

**Cho, G.** & Krashen, S. (2020). Free Voluntary Reading & Heritage Language Development, *Language and Language Teaching*, 9 (2), 5-9.

**Cho, G.** (2015). Perspectives vs. Reality of Heritage Language Development: Second-Generation Korean- American High School Students. *Multicultural Education*, 22 (2), 30-38.

Jung, W., **Cho, G.**, & DeCastro-Ambrosetti, D. (2011). Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program.

*Electronic Journal for Inclusive Education*. Retrieved from  
<http://www.cehs.wright.edu/resources/publications/ejie/WinterSpring2011/>

DeCastro-Ambrosetti, D., & **Cho, G.**, (2011, Winter). A Look at 'Lookism': A critical analysis of teachers' expectations based on student appearance. *Multicultural Education*, 18 (2), 51-54.

**Cho, G.**, DeCastro-Ambrosetti, D., & Slate, J. R. (2010). Words that wound: Reports of disrespect from the classroom. *International Journal of University Teaching and Faculty Development (IJUT&FD)*, 1 (2), 59- 70.

DeCastro-Ambrosetti, D., **Cho, G.**, & State J. (2009). A grassroots approach: Voicing the students' perspective to create a positive school climate. *International Journal of Education Leadership Preparation*, 4 (4), 1- 12.

**Cho, G.** (2008). Bridging the cultural divide: Korean Americans visit their heritage homeland. *International Journal of Foreign Language Teaching*, 4-11. Retrieved from <http://www.tprstories.com/ijflt/index-summer09.htm#2008>

**Cho, G.** & Krashen, S. (2008). Personal theories of language acquisition among heritage language speakers. *International Journal of Foreign Language Teaching*, 12-16. Retrieved from <http://www.tprstories.com/ijflt/index-summer09.htm#2008>

**Cho, G.** & DeCastro-Ambrosetti, D. (2006). Is ignorance bliss?: Pre-service teachers' attitudes toward multicultural education. *High School Journal*, 89 (2), 24-29.

DeCastro-Ambrosetti, D. & **Cho, G.** (2005). Do parents value education?: Teachers' perceptions of minority parents. *Multicultural Education* 13(2), 44-46.

**Cho, G.**, Choi, H., & Krashen, S. (2005). Hooked on comic book reading: How comic books made an impossible situation less difficult. *Knowledge Quest*, 33 (4):35-38.

DeCastro-Ambrosetti, D. & **Cho, G.** (2005). Synergism in learning: A critical reflection of authentic assessment. *High School Journal* 89 (1),57-62.

**Cho, G.**. (2004). Effects of heritage language competence on family relationships among children of immigrants in the United States. *International Journal of Foreign Language Teaching*, 1, 30-38.

**Cho, G.**, Shin, F. & Krashen, S. (2004). What do we know about heritage languages? What do we need to know about them? *Multicultural Education*, 11 (4), 23-26.

**Cho, G. & DeCastro-Ambrosetti, D. (2003).** Why Don't they learn English? Separating fact from fallacy in the U.S. language debate. [Book Review]. *Journal of Latinos and Education*, 2(4), 251-253.

DeCastro-Ambrosetti, D. & **Cho, G.** (2002, Winter). Technology – Panacea or obstacle in the education of diverse student populations? *Multicultural Education*, 10 (2), 25-30.

**Cho, G. & DeCastro-Ambrosetti, D. (2002, February).** Walking a mile in their shoes: Transforming teachers' beliefs about English language learners. *Exchanges: The Online Journal for Teaching and Learning in the CSU*. Retrieved from [http://www.calstate.edu/ITL/exchanges/classroom/1070\\_transforming\\_pg1.html](http://www.calstate.edu/ITL/exchanges/classroom/1070_transforming_pg1.html)

**Cho, G. (2001).** The role of heritage language in social interactions and relationships: Reflections from a language minority group. *Bilingual Research Journal* 24(4), 369-384.

**Cho, G. & Krashen, S. (2000).** The role of voluntary factors in heritage language development: How speakers can develop the heritage language on their own. *ITL: Review of Applied Linguistics*, 127-140.

**Cho, G., Cho, K-S. & Tse, L. (1997).** Why ethnic minorities want to develop their heritage language: The case of Korean American. *Language Culture and Curriculum*, 10 (2), 106-112.

### BOOK CHAPTER:

Cho, G., & Krashen, S. (1998). The negative consequences of heritage language loss and why we should care. In S. Krashen, L. Tse, & J. McQuillan (Eds.), *Heritage Language Development* (pp.31-39). Culver City: Language Education Associates.

### BOOK:

**Cho, G., & Costa, V. (2022).** (Eds.). *Korean American Ethnic Studies Curriculum: Teaching Resource Materials for K-12 classrooms*. Consulate General of the Republic of Korea in Los Angeles.

Cho, S. & **Cho, G.** (2002). *Jo Gi Yu Hwak* [Studying abroad at an early age]. Seoul: Easy Books Co.

### PRAGMATIC PUBLICATIONS:

**Cho, G. and Bilingual Standards Refresh Work Group (2020).** *Bilingual Authorization Program Standards Content Analysis White Paper*. LMU.

**Cho, G. (2016).** Educational Reform: Online Standardized Assessments in U.S. Schools. In the Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society Conference, Ilsan, Korea.

**Cho, G., D. DeCastro-Ambrosetti and J.R. Slate. (2011).** Words that Wound: Reports of Disrespect from the Classroom. In L.M. Villar-Angulo, O.M. Alegre-de la Rosa (Eds.) *University Teaching and Faculty Development Research Compendium*. NOVA Science publisher. Sevilla, Spain.

- Shultz, H., Bonsangue, M., Costa, V., and **Cho, G.** (2005). Module 1: Operations on Real Numbers in Middle School Mathematics. In V. Costa, M. Bonsangue, and H. Shultz (Eds.), *Professional Development Resources Online for Mathematics* (2nd ed.). [Online Course]. Retrieved from <http://www.fullerton.edu/pdrom/>
- Cho, G.** (2001). Is Heritage Language maintenance necessary? A response from second generation Korean American adults. In J. Peyton, D. Ranard, D., & S. McGinnis (Eds.), *Heritage language in America: Preserving a National Resource*. Center for Applied Linguistics: I.L.
- Cho, G.** (2001). Effects of having developed or not developed one's heritage language: Voices from a language minority group in the U.S., *Proceedings of the International Symposium on Bilingualism Symposia* (pp.198). Bristol, England: University of the West of England.

## EDITORIAL PAPERS:

- Cho, G.** (2012, July 2). [The Importance of Bilingual Education]. *Korea Daily*.
- Cho, G.** (2007, April, 3). [Fostering biliteracy for immigrant children]. *Korea Daily*.
- Cho, G.** (2007, February, 8). [The importance of developing and maintaining heritage language] *Korea Joong Ang Daily Newspaper*.
- Cho, G.** (2000, November 30). [Heritage language development is not an option.] *The Korea Times*.
- Cho, G.** (1998, April, 21). [The benefits of bilingual education in America]. *The Korea Times*.
- Cho, G.** (1998, April, 7). [Language education for immigrant children]. *Korea Joong Ang Daily Newspaper*.
- Cho, G.** (1998, April). [Current Issue: Anti-Bilingual Education 'Unz Initiative' forum]. *Korean Gospel Broadcasting Co.* (AM 1190). Los Angeles, CA.

## MEDIA COVERAGES/PRESS RELEASE

### Korea Times:

- <http://www.koreatimes.com/article/20220125/1399494>
- [한인사 인종학 웨비나 - 미주 한국일보 \(koreatimes.com\) \(9/8/2021\)](http://www.koreatimes.com/article/20220125/1399494)
- <http://www.koreatimes.com/article/1376285> (8/19/2021)
- <http://www.koreatimes.com/article/20201001/1330764> (10/2/2020)
- <http://www.koreatimes.com/article/1330523> (10/1/2020)
- <http://www.koreatimes.com/article/1330698> (10/1/2020)
- <http://www.koreatimes.com/article/20200928/1330200> (9/29/2020)
- <http://www.koreatimes.com/article/1329302> (9/23/2020)

- <http://www.koreatimes.com/article/1328957> (9/21/2020)
- <http://www.koreatimes.com/article/20200913/1327963> (9/14/2020)
- <http://www.koreatimes.com/article/20200909/1327553> (9/10/2020)
- <http://www.koreatimes.com/article/20200908/1327357> (9/9/2020)

#### **Korea Daily:**

- <https://news.koreadaily.com/2022/01/25/society/community/20220125190358192.html>
- [http://www.koreadaily.com/news/read.asp?art\\_id=9635833](http://www.koreadaily.com/news/read.asp?art_id=9635833) (8/19/2021)
- [http://www.koreadaily.com/news/read.asp?art\\_id=8863341](http://www.koreadaily.com/news/read.asp?art_id=8863341) (11/22/2020)
- [http://www.koreadaily.com/news/read.asp?art\\_id=8704529](http://www.koreadaily.com/news/read.asp?art_id=8704529) (10/1/2020)
- [http://www.koreadaily.com/news/read.asp?art\\_id=8695965](http://www.koreadaily.com/news/read.asp?art_id=8695965) (9/29/2020)
- [http://www.koreadaily.com/news/read.asp?art\\_id=8643859](http://www.koreadaily.com/news/read.asp?art_id=8643859) (9/10/2020)

#### **Korean Consulate General of Los Angeles Website News:**

- [https://overseas.mofa.go.kr/us-losangeles-ko/brd/m\\_4366/view.do?seq=1347325&page=1](https://overseas.mofa.go.kr/us-losangeles-ko/brd/m_4366/view.do?seq=1347325&page=1)
- [https://overseas.mofa.go.kr/us-losangeles-ko/brd/m\\_4365/view.do?seq=1347662&page=1](https://overseas.mofa.go.kr/us-losangeles-ko/brd/m_4365/view.do?seq=1347662&page=1)
- [https://overseas.mofa.go.kr/us-losangeles-ko/brd/m\\_4366/view.do?seq=1347325&page=1](https://overseas.mofa.go.kr/us-losangeles-ko/brd/m_4366/view.do?seq=1347325&page=1)
- [https://overseas.mofa.go.kr/us-losangeles-ko/brd/m\\_4365/view.do?seq=1347542&srchFr=&srchTo=&srchWord=&srchHtp=&multiitmseq=0&itmseq1=0&itmseq2=0&companycd=&companynm=&page=1](https://overseas.mofa.go.kr/us-losangeles-ko/brd/m_4365/view.do?seq=1347542&srchFr=&srchTo=&srchWord=&srchHtp=&multiitmseq=0&itmseq1=0&itmseq2=0&companycd=&companynm=&page=1) (9/7/2021)
- [https://overseas.mofa.go.kr/us-losangeles-ko/brd/m\\_4366/view.do?seq=1347246](https://overseas.mofa.go.kr/us-losangeles-ko/brd/m_4366/view.do?seq=1347246) (8/19/2021)
- [https://overseas.mofa.go.kr/us-losangeles-ko/brd/m\\_4365/view.do?seq=1347520&srchFr=&srchTo=&srchWord=&srchHtp=&multiitmseq=0&itmseq1=0&itmseq2=0&companycd=&companynm=&page=2](https://overseas.mofa.go.kr/us-losangeles-ko/brd/m_4365/view.do?seq=1347520&srchFr=&srchTo=&srchWord=&srchHtp=&multiitmseq=0&itmseq1=0&itmseq2=0&companycd=&companynm=&page=2) (8/16/2021)

#### **Koreatown Daily:**

- <https://www.koreatowndaily.com/articles/20200910180652> (9/9/2020)
- <https://www.koreatowndaily.com/articles/20201001180043> (9/30/2020)
- <https://www.koreatowndaily.com/articles/20201002033354> (10/2/2020)

#### **Radio Korea:**

- <https://www.radiokorea.com/news/article.php?uid=352769> (9/21/2020)

#### **SBS (TV Broadcasting):**

- [https://www.facebook.com/watch/?ref=search&v=802562250283430&external\\_log\\_id=9859ea95-dff3-48b7-8c67-30263d6efabb&q=sbs%20evening%20news%20-sbs%20%EC%9D%B4%EB%B8%8C%EB%8B%9D%EB%89%B4%EC%8A%A4](https://www.facebook.com/watch/?ref=search&v=802562250283430&external_log_id=9859ea95-dff3-48b7-8c67-30263d6efabb&q=sbs%20evening%20news%20-sbs%20%EC%9D%B4%EB%B8%8C%EB%8B%9D%EB%89%B4%EC%8A%A4) (9/9/2020)



## PROFESSIONAL PRESENTATIONS:

### CONFERENCE PRESENTATIONS (Peer Reviewed):

- Kim, J. & **Cho, G.** (2022, March). *Ethnography: Supporting our students to know and tell their story.* Presented at the California Council for the Social Studies (CCSS) conference, Orange, CA.
- Cho, G.,** & Shin, F. (2022, February). *Ensuring Education Equity through teaching Korean American Ethnic Studies in K-12 Classrooms.* Presented at the National Association for Bilingual Education (NABE) conference, New York.
- Ashtari, N., **Cho, G.,** Krashen, S., Lao, C., McQuillan, J. & Pucci, S. (2021, February). *Self-selected Pleasure Reading in Heritage Language Development.* Presented at the National Association for Bilingual Education (NABE) Virtual conference.
- Cho, G.** (2020, March). *Teaching profession: How to become a Korean bilingual teacher in California,* California Association for Bilingual Education (CABE) Virtual Conference, **Featured Speakers Video presentation.**
- Cho, G.** & Chavez, M. (2020, February). *Rethinking Teacher Preparation Programs in the Post-era of Monoglossic, Monolingual, and Univocal K-12 Compulsory Educational Systems.* Presented at the National Association for Bilingual Education (NABE) conference, Las Vegas, NV.
- Cho, G.** & Shin, F. (2018, April). *A successful model for recruiting quality K-12 Asian bilingual teachers.* Presented at the Korean- American Educational Researchers Association (K-AERA), New York City, New York.
- Cho, G.** (2016, October). *Educational Reform: Changes in Evaluation System in the U.S. K-12 schools.* A special presentation at the annual conference and the 30<sup>th</sup> Anniversary of the Korean Society of the Study of Elementary Education (KSSEE), Seoul, South Korea.
- Cho, G.,** & Shin, F. (2016, June). *Using the California ELA/ELD Framework to differentiate your lesson plan.* Presented at the California Association for Asian and Pacific American Education (CAAPAE) summer institute, CSUN.
- Cho, G.,** & Shin, F. (2016, March). *21st Century Biliteracy Skills: Preparing Highly Qualified Biliterate Teachers.* Presented at the teacher education panel at the California Association for Bilingual Teacher Education Institute (CABE conference), San Francisco, CA.
- Cho, G.,** & Byrom, T. (2015, August). *Supporting the CCSS for Literacy Development through Music.* Presented at the California Association for Asian and Pacific Americans in Higher Education conference, Northridge, CA.
- Soodjinda, D. & **Cho, G.** (2015, April). *Invisible English Learners: Redefining Support Structures for Emergent Bilingual Asian American Students,* Asian Pacific American Higher Education (APAHE) conference, San Francisco, CA

- Cho, G.** & Byrom, T. (2014, August). *Supporting English Language Learners in a Common Core Curriculum*, presented at the CAAPAE conference, CSUN, CA.
- Cho, G.,** & Shin, F. (2013, February). *Successful Strategies to help English Learners and/or Emergent Bilinguals*. Workshop presented at the National Association for Bilingual Education (NABE) conference, Orlando, FL.
- Cho, G.,** Yoon, K., Kang, N., & Lim, J. (2012, April). Tips on Getting and Maintaining an Academic Position. In J. Lim (Chair), *Landing and Maintaining an Academic Position*. Symposium conducted at the meeting of Korean American Education Research Association (K-AERA), Vancouver, Canada.
- Cho, G.** (2012, February). *Personal Journeys of Transformation from English Learner to Biliterate Professional*. Paper presented at the National Association for Bilingual Education (NABE) conference, Dallas, Texas.
- Costa, V., DeCastro-Ambrosetti, D., Shand, K., Tran, N., & **Cho, G.** (2011, October). *Preparing STEM digital teachers and teacher educators. Pecha Kucha presentation and poster* presented at the Association for the Advancement of Computing in Education (AACOE) 2011 World Conference on E-Learning, Honolulu, HI.
- Cho, G.** (2011, February). *Heritage language development: Resource or panacea for the 21<sup>st</sup> century? Personal views of US-born Korean American teenagers*. Paper presented at National Association for Bilingual Education (NABE) conference, New Orleans, LA.
- Cho, G.** & DeCastro-Ambrosetti, D. (2011, January). *Voicing students' perspectives in order to create a positive secondary school experience*. Poster session presented at the Hawaii International Conference on Education (HICE), Honolulu, HI.
- DeCastro-Ambrosetti, D. & **Cho, G.** (2010, January). *"I can tell just by lookin at Ya": A critical analysis of teachers' perceptions based on adolescents' physical appearance*. Paper presented at the Hawaii International Conference on Education (HICE), Honolulu, HI.
- Cho, G.,** Jung, W. & DeCastro -Ambrosetti, D. (2009, January). *Preservice teacher training for students with special needs: A comparison between special education and secondary education preservice teachers*. Poster session presented at the Hawaii International Conference on Education (HICE), Honolulu, HI.
- Costa, V., DeCastro-Ambrosetti, D., **Cho, G.,** & Ellis, M. (2008, July). *Project TP2: Technology-permeated teacher preparation*. Poster session presented at the National Educating Computing Conference (NECC), San Antonio, TX.
- Cho, G.** (2008, January). *"A hop, skip and a jump": Korean Americans bridge the cultural divide through visitation to their heritage homeland*. Paper presented at the Hawaii International Conference on Education (HICE), Honolulu, HI.
- Cho, G.** & DeCastro-Ambrosetti, D. (2007, January). *"Your face is your calling card": An analysis of teachers' opinions of adolescents' based on their appearance*. Poster session presented at the Hawaii International Conference on Education (HICE), Honolulu, HI.

- Cho, G.** & DeCastro-Ambrosetti, D. (2006, April). *Insight into teachers' view of minority parents' attitudes toward education: Who cares?* Paper presented at the American Educational Research Association (AERA) conference, San Francisco, CA.
- DeCastro-Ambrosetti, D. & **Cho, G.** (2006, January). *Authentic assessment and standards in a teacher education program: Theory into practice.* Poster session presented at the Hawaii International Conference on Education (HICE), Honolulu, HI.
- DeCastro-Ambrosetti, D. & **Cho, G.** (2005, April). *The blame game: Secondary teachers' attitudes toward teaching in culturally diverse settings.* Paper presented at the American Educational Research Association (AERA) conference, Montreal, Canada.
- Cho, G.** (2004, January). *Attitudes of Korean American high school students toward their heritage language and culture.* Poster session presented at the Hawaii International Conference on Education (HICE), H.I.
- Cho, G.** (2004, March). *Current issues on the education of Asian Pacific American students.* Paper presented at the California Association for Bilingual Education (CABE) conference, San Jose, CA.
- Cho, G.** & DeCastro-Ambrosetti, D. (2004, January). *Meaningful learning: A multidimensional approach.* Poster session presented at CSUF, Fullerton, CA.
- Shin, F. & **Cho, G.** (2003, April). *Attitudes towards language shift and heritage language development: Korean, Hmong and Vietnamese students in California.* Paper presented at the Fourth International Symposium on Bilingualism (ISB4), Phoenix, AZ.
- DeCastro-Ambrosetti, D. & **Cho, G.** (2003, April). *Are urban school students being empowered by the use of technology?* Paper presented at the American Educational Research Association (AERA) conference, Chicago, IL.
- Cho, G.** (2002, August). *"To be or not to be": Heritage language maintenance.* Poster session presented at the California State University Fullerton (CSUF), Fullerton, CA.
- Cho, G.** & DeCastro-Ambrosetti, D. (2002, April). *Preparing prospective teachers to work effectively with culturally diverse student populations in urban settings.* Paper presented at the American Educational Research Association (AERA) conference, New Orleans, LA.
- Cho, G.** (2002, April). *Minority first language maintenance and loss.* Symposium conducted at the Teachers of English to Speakers of Other Languages (TESOL) conference, Salt Lake City, UT.
- Cho, G.** & Shin, F. (2002, January). *Asian students' heritage language development.* Paper presented at the California Association for Bilingual Education (CABE) conference, San Jose, CA.
- Cho, G.** (2001, April). *The effects of having developed or not developed one's heritage language: Voices from a language minority group in the U.S.* Paper presented at the International Symposium on Bilingualism (ISB3), Bristol, England.

- Cho, G.** (2001, March). *Heritage language loss and maintenance*. Paper presented at the Teachers of English to Speakers of Other Languages (TESOL) conference, St. Louis, MO.
- Cho, G.** & Newton, R. (2001, February). *Beyond Chopsticks and Chopsuey: Authentically integrating Asian American literature into the curriculum*. Workshop conducted at the National Association for Bilingual Education (NABE) conference, Phoenix, AZ.
- Cho, G.** (2000, April). *Factors affecting heritage language development*. Paper presented at the American Educational Research Association (AERA), New Orleans, LA.
- Cho, G.** & Newton, R. (2000, March). *Contributions of Asian American to our history*. Workshop conducted at the California Association of Bilingual Education (CABE) conference, San Francisco, CA.
- Cho, G.** & Kim, J. (1999, November). *Specially designed academic instruction in English-ensuring success for all*. Workshop conducted at the Association of Christian Schools International (ACSI) conference, Anaheim, CA.
- Cho, G.** (1999, October). *Is heritage language maintenance necessary? A response from second generation Korean American university students*. Poster session presented at the National Heritage Language Conference (NHL), Long Beach, CA.
- Cho, G.** (1999, April). *Consequences of heritage language loss and development*. Presented at the American Educational Research Association (AERA) conference, Montreal, Canada.
- Cho, G.** (1998, April). *Heritage language development in Asian Pacific American communities*. Symposium conducted at the meeting of the American Educational Research Association (AERA), San Diego, CA.
- Cho, G.** & Newton, R. (1998, February). *Contribution of 'People of color' to our history*. Workshop conducted at the California Association of Bilingual Education (CABE) conference, San Jose, CA.
- Lin, A. & **Cho, G.** (1997, March). *The learning effects of cognition and communication*. Paper presented at the American Educational Research Association (AERA) conference, Chicago, IL.
- Cho, G.** (1997, February). *Heritage language development*. Symposium conducted at the meeting of the California Association of Bilingual Education (CABE), San Diego, CA.
- Lin, A. & **Cho, G.** (1996, April). *The effect of computer networking on writing literacy in learning disabled and at-risk students*. Paper presented at the American Educational Research Association (AERA), New York, NY.

### Invited Presentations:

- Cho, G.** (2021, November). *Supplementary Korean American Ethnic Studies Curriculum and the Next Steps*. Presented at the Korean American Ethnic Studies Online Forum. Sponsored by the Korean School Association of America.
- Cho, G.** (2021, September). Overview of the Korean American Ethnic Studies Supplementary Curriculum. Presented at the Korean American Ethnic Studies 7-week webinar series. Sponsored by the Consulate General of the Republic of Korea in Los Angeles.
- Cho, G.** (2021, September). *Life of Dr. Sammy Lee*. Presented at the Korean American Ethnic Studies 7-week webinar series. Sponsored by the Consulate General of the Republic of Korea in Los Angeles.
- Cho, G.** (2021, August). *Korean American Experiences: Inter-Ethnic Relations*. Presented at the Korean American Ethnic Studies 7 webinar series. Sponsored by the Consulate General of the Republic of Korea in Los Angeles.
- Cho, G.** (2021, August). Presented at the "2021 Workshop for CSET Korean Test Preparation" Sponsored by the Foundation for Korean Language and Culture in USA.
- Cho, G.** (2019, March). *Writing Across the Curriculum*. Presented to visiting educators from China, CSUF.
- Cho, G.** (2019, February). *Principles and Strategies of Second Language Education*. Presented to visiting educators and scholars from China, CSUF.
- Cho, G.** (2018, November). *Overview of K-12 Education System*. Presented to visiting English faculty and classroom teachers from Guangxi, CSUF.
- Cho, G.** (2017, October). *How to become a K-12 Teacher in California and CSET Korean Test Preparation Workshop*. Presented at the Foundation for Korean Language and Culture in USA.
- Cho, G.** (2016, September). *Leadership style and team-building strategies*. Presented to visiting faculty from China, CSUF.
- Cho, G.** (2016, August). *Myths and Facts about Second Language Acquisition and Strategies for Teaching English*. Presented to visiting faculty from China, CSUF.
- Cho, G.** (2016, July). *U.S. Education System and New Reform in Education*. Presented to visiting English faculty and classroom teachers from Guangxi, CSUF.
- Cho, G.** (2016, June). *Educational Reform: Online Standardized Assessments in U.S. Schools*. Keynote presentation provided to faculty, teachers, and university students at the Nakamura Gauken University, Fukuoka, Japan.

- Cho, G.** (2016, April). *Finding a faculty position in the U.S.*, presented at the Korean American Researchers Association (K-AERA) conference, Washington D.C.
- Cho, G.** (2016, March). *Teaching Profession in the U.S.* Presented at the Foundation for Korean Language and Culture in USA.
- Cho, G.** (2016, February). *Comparing U.S. vs. Korean Education System.* Presented to visiting Kyung Hee University students, CSUF, CA.
- Cho, G.** (2015, April). *Preparing for Faculty Tenure and Promotion.* Presented at the Special Interest Group Mentoring Session: Preparing for Faculty Tenure and promotion at the Korean-American Educational Researchers Association (K-AERA) Annual Meeting, Chicago, IL.
- Cho, G.** and Byrom, T. (2015, April). *World Language and CCSS: Developing Literacy in the Target Language.* Presented at the Professional Development for Teaching Asian Languages, National Resource Center for Asian Languages, CSUF, CA.
- Cho, G.** (2015, March). *How to become a K-12 teacher in California.* Presented at the Foundation for Korean Language and Culture in USA.
- Cho, G.** & Chappell, S. (2015, February). *Overview of Bilingual education, Language policy and standards-based curriculum.* Presented at the Professional Development for Teaching Asian Languages, National Resource Center for Asian Languages, CSUF, CA.
- Cho, G.** (2015, February). *Principles of Second Language Acquisition and Strategies for teaching English.* Presented to Visiting Chinese student teachers and university faculty at the California State University, Fullerton, CA.
- Cho, G.** (2014, February). *Overview of K-12 Education System in the U.S.*, Presented to Visiting Chinese student teachers and supervisors at the California State University, Fullerton, CA.
- Cho, G.** (2013, July). *Overview of Vietnamese Teaching Credential and Vietnamese Bilingual Authorization.* Presented at the Vietnamese Community Education Night. Garden Grove Community Meeting Center.
- Cho, G.** (2013, May). *Overview of K-12 Education System in the U.S.*, Presented to Visiting Chinese administrators at the California State University, Fullerton, CA.
- Cho, G.** (2012, May). *Transformation from English Learners to Biliterate Professionals.* Presented at the Colloquium Series hosted by the Center for Research on Educational Access and Leadership (C-REAL) and College of Education, Fullerton, CA
- Cho, G.** & Shin, F. (2012, August). *Instructional Strategies for Linguistically/Socio-culturally Diverse Learners*, Summer institute. CSUN, CA.

- Cho, G.** (2012, August). *Successful Strategies for Teaching English Learners*, Presented at the California State University Fullerton, CA.
- Cho, G.** (2012, January). *Teaching Profession in the U.S.*, Presented at a Korean community seminar sponsored by the Korean American Association of Enrolled Agents, CA.
- Cho, G. & S. Kim** (2007, September). *Teaching Strategies for Sunday School Teachers*. Presented to Sunday school teachers and administrators at the Cerritos Presbyterian Church, Cerritos, CA.
- Cho, G.** (2007, May). *Teaching English to Korean native speakers*. Presented at the Kyung Hee University, Seoul, Korea.
- Cho, G.** (2007, May). *Strategies to teach English*. Presented at the Graduate School of International Studies, Yonsei University, Seoul, Korea.
- Cho, G.** (2007, May). *Writing across the curriculum*. Workshop conducted to the teachers of Ewha Women University Elementary School, Seoul, Korea.
- Cho, G.** (2007, April). *Working with English learners*. Presented to teacher candidates and graduate students at the Ewha University, Seoul, Korea.
- Cho, G.** (2001, November). *Motivating students to go on to college*. Presented at the DELAC School Site Representatives and Parents Meeting, Fullerton School District, CA.

## HONORS AND AWARDS

### Fellowship and Awards:

- |             |  |
|-------------|--|
| <b>2021</b> | <b>2021 President's Commendation Award (대통령 표창)</b> was received from the president of the Republic of Korea for contributing to Korean language education, bilingual education, and teacher training of Korean Americans for the next generation. |
| <b>2021</b> | <b>Faculty Enhancement &amp; Instructional Development (FEID) Award, CSUF</b>  |
| <b>2021</b> | <b>Emma E. Holmes Faculty Fellowship</b> (Faculty engagement in the Field), 3 units release time, Spring 2022, College of Education, CSUF  |
| <b>2017</b> | <b>Fellowship for International Spanish Professors, Tecnología y Cultura en la clase de español</b> Consulado General de España, Agregaduría de Educación/ Consulate General of Spain, Education Office.   |
| <b>2012</b> | <b>Award of Appreciation</b> (Exemplary leadership in the Korean American Community), Korean American Association of Enrolled Agents.  |
| <b>2011</b> | <b>Pecha Kucha Award</b> (Preparing STEM Digital Teachers and Teacher Educators), E-Learn 2011— World Conference on e-Learning in Corporate,   |

- Government, Healthcare, and Higher Education, HI.
- 2010 Faculty Scholarly and Creative Activities Award**, CSUF.
- 2008 Outstanding Faculty Recognition Teacher-Scholar Award** (Collaborative teaching), CSUF.
- 2002 Author Recognition Award**, CSUF.
- 2002 Advanced FDC Summer Technology Institute Grant**, CSUF.
- 2001 FDC Summer Technology Institute Grant**, CSUF.
- 2001 Outstanding Faculty Recognition Award (Scholarship)**, CSUF.
- 2000 Untenured Faculty Development Grant**, CSUF.
- 1993-96 Title VII Bilingual Education Doctoral Fellowship**, U.S. Department of Education.
- 1994 Mary Lee Shon Scholarship**, Asian Pacific American Support Group, USC.
- 1989 Korean American Educators Association (KAEA) Scholarship**, Los Angeles.

### Research Grants:

- 2020 Korean American Studies Curriculum Development Grant** (\$50,000). V.P. Office, CSUF
- 2017 Credential & Masters Blended Program: Culturally & Linguistically Sustaining Teaching Grant** (\$54,000), Principal Investigator, Dan Black Foundation.
- 2016 National Professional Development Grant** (\$2,700,000). Proposal submitted on 2/16/2016 as a Co-Principal Investigator, **not funded**: *Next Generation of English Learner Program: An Additive Model for Language Development* (NextGen ELP). U.S. Dept of Education, Office of English Language Acquisition.
- 2016 Research, Scholarship, and Creative Activity (RSCA) Incentive Intramural Grant** (\$10,000), Co-PI. *Effective Language Education: Building educational and administrative support for sustainable biliteracy in the global classroom*, University Faculty Research Committee, CSUF.
- 2016 FDC Faculty Development Fund** (Mini grant-funded to develop "EDSC Leadership Team" and enhance faculty collaboration, \$5000), FDC, CSUF.
- 2007 Fellowship for Field Research** (2,000,000 won/month for three months), Korea Foundation/Ministry of Foreign Affairs, South Korea, March - June 2007
- 2006 Mission and Goals Initiative Grant**, CSUF President's Office



### Conference Travel Grant:

- 2008**      **International Research & Creative Activity Travel Grant**, CSUF.
- 2001**      **International Travel Grant**, CSUF.
- 1996**      **Graduate & Professional Student Senate (GPSS) Conference Scholarship**, Graduate & Professional Student Senate, USC.
- 1995**      **Education Graduate Organization Travel Scholarship**, USC.

### SERVICES:

#### PROFESSIONAL SERVICES (Leadership role):

- **California Council on Teacher Education (CCTE)**, 2020 - present
  - *Board Member* (2020-2023);
  - *CCTE Research Committee Member* (2019-present)
  - *CCTE 2022 Conference planning committee*
  - *2021 CCTE Equity & Social Justice SIG: Saturday Institute*, Discussion Facilitator
  - *2020 CCTE Virtual Conference Moderator*
  - *CCTE Professional Development for Mentor Teacher (PD4MT) (aka Intersegmental Project)*, Committee Member and PD module developer
- **CSU Council on Bilingual Educator Preparation**, *Planning Coordinator*, coordinated CSU system-wide convening meetings with CSU Bilingual Authorization representatives, CSU Chancellor's Office, (2020 - Present)
- **English Learner Roadmap Toolkit**, *Institutions of Higher Education Reviewer*, Center for Equity for English learners, Loyola Marymount University, 2022
- **California Association for Bilingual Teacher Education (CABTE)**:
  - *Executive Board Member/Treasurer*, (2016- 2022)
  - *CABTE Anti-Racist Education Subcommittee*, (2021-present)
- **California Teaching Credential Program Reviewer**: 2019- present
  - Participated in the Board of Institutional Reviewer (BIR) training and provided program review for the CA Commission on Teacher Credentialing, Professional Services Division
- **Bilingual Authorization Standards Refresh Workgroup**, Center for Equity for English Learners, Loyola Marymount University, 2019-2020
- **Dual Language Instruction (DLI) Transition Team**, IHE Representative, 2019
  - Met three times during the Summer of 2019 to engage in a collaborative goal-setting and produced *Towards A Multilingual California: Recommendations from the Dual Language Instruction Transition Team* document (Facilitated by Dr. Laurie Olsen & Dr. Veronica Aguila)

- **American Educational Research Association: Bilingual Education Research Special Interest Group (SIG):** *Faculty Mentor* (2017-2019).
- **Korean- American Educational Researchers Association (K-AERA):**
  - *Research Presentation Discussant* (2019);
  - *Faculty Mentor* (2019);
  - *Research Award Committee Member* (2018);
  - *Board of Directors* (2014-2017);
  - *Board of Director Secretary* (2014- 2016);
  - *Panelist/Facilitator* (2014-2016);
  - *Faculty Mentor* (2014-2016); *Nominating Committee Member* (2009-2010)
- **Bilingual Coordinator Network:** *CSUF Representative* (2013-2017), California Department of Education.
- **CSU Asian Bilingual Teacher Education Program Consortium:** *Advisor* (2001-2017).
- **The teaching of Vietnamese, language, Culture, and History (TVLCH) Project:** *Co-Director* (2010 -2015). This interdisciplinary project was part of a Foreign Language Assistance Program (FLAP) Grant. I was responsible for establishing a Vietnamese language credential program pathway and developing a Vietnamese Bilingual Authorization program to respond to the local school needs.
- **National Resource Center for Asian Languages (NRCAL):** *K-12 Curriculum Development Manager* (2013-2015).
- **California Assessment of Student Performance and Progress (CAASPP):** *Primary Language Summative Assessment Bias Reviewer*, California Department of Education (CDE) and Educational Testing Service (ETS), 1/28/2015.
- **Optimizing Language and Academics (OLA):** *Member* (2014-2015), Orange County Department of Education.
- **Airborne Research Experience for Educators (AREE):** *Curriculum Reviewer* (2009), NASA.
- **AACTE Online Learning Community:** *Participant* (2010).
- **Asian Bilingual Teacher Preparation Program Consortium:** *Advisor* (2009-2010).
- **Subject-Specific Pedagogy Task Development:** *Panelist* (2009-2010), California Commission on Teacher Credentialing (CCTC).
- **California Association for Asian Bilingual Education (CAFABE):** *Conference Co-Chair* (2002-2003); *Secretary* (2001-2001); *Board Member/Secretary* (2001-2005).

- **California League of Middle Schools (Higher Education Committee):** *Advisory Board Member* (2001– 2005).
- **Teachers of English to Speakers of Other Languages (TESOL):** *Steering/Planning Board Member* (2000 – 2005).
- **California Association for Asian and Pacific American Education (CAAPAE):** *Executive Board Member/Treasurer* (1999-2002).
- **Intercultural Leadership Committee:** *Representative* (1998-2000), Los Angeles County of Education.
- **USC Education Graduate Organization:** *Secretary* (1995 –1996).
- **USC Korean Graduate Student Association:** *President and Newsletter Editor* (1994-1996).
- **Korean American Educators Association:** *Treasurer/Conference Committee* (1993-1995).
- **USC Asian Pacific American Support Group:** *Mentor* (1994 – 2000).

## **PROFESSIONAL SERVICES** (Reviewer/Evaluator Role):

### **Manuscript Reviewer:**

- **Bilingual Research Journal (BRJ)**, 2009 –present
- **International Multilingual Research Journal**, 2016- present
- **International Journal of Bilingual Education and Bilingualism**, 2016-Present
- **Issues in Teacher Education**, 2009 –present
- **Journal of Language, Identity & Education**, 2009 & 2019
- **Journal of Latinos and Education**, 2003
- **Language**, 2020
- **Qualitative Sociology Journal**, 2016

### **Book Proposal Reviewer:**

- **Sage Publication**, 2010
- **Allyn & Bacon Publishers**, 2004 & 2001
- **Teacher College Press**, 2003

### **Editorial Board Member:**

- **Journal of Educational Studies**, 2010 – 2012

### **Conference Proposal Reviewer:**

- **California Council on Teacher Education (CCTE) Conference**, 2020
- **International Heritage Language Conference**, 2009

- **American Education Research Association (AERA)**, 2008; 2000-2003
- **International Symposium on Bilingualism**, 2002

#### **Research Grant Reviewer:**

- **Social Sciences and Humanities Research Council of Canada**, 2005

#### **Faculty Tenure File Reviewer:**

- **Illinois State University** (Department of English), 2016
- **University of North Carolina, Charlotte** (School of Education), 2009

#### **UNIVERSITY SERVICES**

- **CSUF FEID Grant reviewer**, 2022
- **CSUF junior and Senior Reviewer**, 2022
- **CSUF Asian American Pacific Islander Faculty and Staff Association**, Executive Board Member/Treasurer (2021 – Present)
- **CSUF Faculty Mentor** (2021 – Present)
- **CSUF Graduate Student Mentor** (2020- present)
- **CSUF Internships & Service Learning Committee: Member** (2017- 2021), CSUF Academic Senate.
- **All University Responsibility for Teacher Education Committee: Member** (2012-2017), CSUF.
- **University Chairs Council: Member** (2012- 2017), CSUF.
- **Riding the Wave: A summit envisioning a Korean Studies Institute at CSUF: Planning Committee and Roundtable Discussion Facilitator** (2015), CSUF
- **New Spark Korean Student Organization: Faculty Advisor** (2010-2012).
- **HSS FIPSE Grant Program developer** (2012) -- Developed Vietnamese language credential program pathway and establishing Vietnamese Bilingual Authorization Program, CSUF.
- **CSUF Library Committee: Member** (2010-2012), CSUF Academic Senate.
- **Graduate Education Committee: Member** (2009-2010), CSUF Academic Senate.

- **International Education Committee (IEC):** *Member* (2008-2010); *IEC Scholarship Reviewer* (2009), CSUF Academic Senate.
- **University Faculty Research Committee:** *Member* (2007-2009), CSUF Academic Senate.
- **Affirmative Action Board:** *Member* (2003- 2007), CSUF Academic Senate.
- **Multicultural Mentoring Program:** *Mentor* (2003- 2006), CSUF Academic Senate.
- **CSUF Heritage Language Teachers Certificate Program:** *Advisory Board Member* (2001-2006).
- **Researchers and Critical Educators Committee (RACE):**
  - *Research and Writing Group Member* (2010 –2012);
  - *Vice president* (2007-2008);
  - *Treasurer* (2006-2009);
  - *Planning and Organization Committee Member* (2002);
  - *Multicultural Committee Chair* (2001-2005);
  - *Founding Member* (2001), CSUF.
- **TESOL/Applied Linguistics/English for Academic Purposes Specialists in the CSU system:** *CSUF Representative* (2001), CSUF.
- **Secondary Cooperative Teacher Education Program (SECTEP):** *Advisory Board Member* (2007-2017); *SECTEP Member* (2000-2017), CSUF.

### **COLLEGE OF EDUCATION (COE) SERVICE:**

- [Emma Holmes' applicants' reviewer..](#)
- **COE Associate Dean Search Committee:** *Member* (2019-2020), CSUF.
- **COE Leadership Council/Advisory Board:** *Member* (2012- 2017), CSUF.
- **COE Council of Chairs:** *Member* (2012- 2017), CSUF.
- **COE Strategic Plan Task Force:** *Member* (2011-2017), CSUF.
- **COE Doctorate of Education (EDD) Program Committee:** *Member* (2012-2014), CSUF.
- **COE Curriculum Committee:** *Member* (2009-2011), CSUF.
- **COE Scholarship Committee:** *Member* (2007-2008), CSUF.
- **COE Retreat Breakout:** *Discussion Leader* (2007), CSUF.
- **Bilingual Cross-cultural Language and Academic Development Committee:** *Member* (2009- 2010).
- **College of Human Development Communication Service (CHDCS):** *Curriculum Committee*

*Member (2003-2004), CSUF.*

- **5<sup>th</sup> year Program Committee:** *Member (2002-2003), COE, CSUF.*
- **Masters in Instructional Technology Committee:** *Member (2002-2003), CSUF.*
- **College of Human Development Communication Service (CHDCS):** *Assistant Faculty Marshals, (2002), CSUF.*
- **Fannie Shaftel and California Retired Teachers Scholarship:** *Reviewer (2002), CSUF.*
- **CHDCS Retreat 2002 Breakout Discussion:** *Co-Leader (2002), CSUF.*

### DEPARTMENT SERVICE:

- **EDSC Graduate Program Committee:** *Member (2001 - Present), CSUF*
- **Course Custodian/Chair,** EDSC 410 and EDSC 540 (2000 - Present), CSUF
- **EDSC Leadership Team:** *Leader (2016-2017) CSUF*
- **Asian Bilingual Authorization Program:** *Coordinator (2012- 2017), CSUF*
- **Teaching of Vietnamese Language, Culture, and History Advisory Council:** *Member (2013-2014), CSUF.*
- **Asian Bilingual Authorization:** *Program Developer and Document Writer (2012-2015).*
  - **Korean Bilingual Authorization Program** -- approved by the California Commission on Teacher Credentialing in 2013.
  - **Mandarin and Vietnamese Bilingual Authorization Program** -- approved in 2015
- **EDSC World Language Subject Area:** *Coordinator (2012-2013), CSUF*
- **NCATE and CCTC Accreditation:** *Coordinator (2011- 2015), CSUF*
- **Professional Development District:** *Director (2009-2011); Co-director (2008-2009)*
- **EDSC Department Personnel Committee:** *Member, 2010-2011; 2007-2008, CSUF*
- **EDSC Search Committee:** *Chair (2010-2011); (2008-2009), CSUF*
- **EDSC Search Committee, Member/Host** (2000); (2003-2004), CSUF
- **EDSC Accreditation (Program Standard 19):** *Program Document Writer (2004), CSUF*
- **EDSC Accreditation (Program Standard 13):** *Document Writer (2002), CSUF*
- **Cross-cultural Language Academic Development Program:** *Coordinator, (2000- 2007)*
- **EDSC Graduation:** *Facilitator (2002-2010), CSUF.*
- **NCATE and CCTC Accreditation Team:** *Member/Host, 2001, 2007 & 2015*

## COMMUNITY SERVICE:

- **Ethnic Studies Advisory Committee for Korean Americans:** *Co-chair*, the Consulate General of South Korea in Los Angeles, CA, (2021– present)
- **Korean Studies Conference Planning Committee:** *Executive Committee Member*, (2021 – present)
- **Korean American Studies Curriculum Development Team**, Coordinator & Editor, Consulate General of South Korea in Los Angeles. (2021 – present)
- **Korean Ethnic Studies Model Curriculum Task Force:** *Co-chair*, (2020– 2021)
- **CSET Korean Workshop** *Presenter*, Foundation for Korean Language and Culture. (2014 - present),
- **Korean High School Student Essay Contest:** *Evaluator*, Korean Education Center in Los Angeles, (2021)
- **Fullerton School District Multilingual Pathways Task Force:** *Member*, Fullerton School District, (2020-present)
- **Sunny Hills Foundation for Education:** *Board Member/Auditor* (2019- 2021), Sunny Hills High School, Fullerton, CA.
- **Beechwood School Site Council:** *Member* (2018 -2020), Beechwood K-8 School, Fullerton, CA
- **Korean parent organization** (advocating for dual language educational opportunities in public schools and in the community): *Advising Board member/Advisor* (2012- 2015).
- **Conference Planning and Organization Committee:** *Member* (2002), National Depression Screening and Suicide Prevention Day
- **District-level English Learner Advisory Committee (DELAC):** *Guest Speaker* (2001), School Site Representatives and Parents Meeting, Fullerton Unified School District.

## PROFESSIONAL ORGANIZATION MEMBERSHIPS

- **American Council on the Teaching of Foreign Languages (ACTFL)**
- **American Educational Research Association (AERA)**
- **Association for Ethnic Studies (AES)**
- **Asian Pacific Americans in Higher Education (APAHE)**
- **California Association of Bilingual Education (CABE)**
- **California Association for Asian and Pacific American Education (CAAPAE)**

- **California Council on Teacher Education (CCTE)**
- **California Council for the Social Science (CCSS)**
- **California Language Teacher Association (CLTA)**
- **California Association for Bilingual Teacher Education (CABTE)**
- **Korean-American Educational Researchers Association (K-AERA)**
- **National Association for Bilingual Education (NABE)**
- **Teachers of English to Speakers of Other Languages (TESOL) International Association**



Dr. Alison G. Dover  
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#### EDUCATION

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- Ed.D.            **University of Massachusetts, Amherst, 2010**  
Social Justice Education, Department of Student Development  
Dissertation: *Teaching for Social Justice with Standards-Based Secondary English Language Arts Curriculum*
- M.Ed.            **University of Massachusetts, Amherst, 2006**  
Social Justice Education, Department of Student Development
- B.A.             **Tufts University, Boston, MA, 2000**  
Dual Major in Women's Studies and English  
Thesis: *OurWeb: Women's Use of the Internet as a Device of Empowerment*

#### PROFESSIONAL APPOINTMENTS

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- 2016-Present      Professor**  
**Department of Secondary Education**  
**California State University, Fullerton CA**
- Professor (2022-present, Associate 2018-22, Assistant 2016-18)
  - Graduate Advisor & Program Coordinator, Master of Science in Transformative Teaching in Secondary Education, 2021 – Present
  - Program Coordinator, Credential & Master's in Culturally & Linguistically Sustaining Teaching, 2018-20
  - Teaching for Social Justice Fellow, Faculty Development Center, 2023-present
- 2013-2016        Assistant Professor**  
**Department of Educational Inquiry & Curriculum Studies**  
**Northeastern Illinois University, Chicago IL**
- Facilitator, Secondary Education Program, 2014-2016
  - Core Faculty, Women's and Gender Studies
- 2010-2013        Assistant Academic Specialist (Assistant Teaching Professor)**  
**School of Education**  
**Northeastern University, Boston MA**
- Assistant Academic Specialist (Assistant Teaching Professor), 2011-2013
  - Director of Field Placement, 2011-2013
  - Teaching Fellow, EdD Program, 2010-2011
- 2009-2010        Full-time Lecturer**  
**College of Education, Social Justice Education Concentration**  
**University of Massachusetts, Amherst MA**

## P-12 TEACHING EXPERIENCE

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2006-2009 English Language Arts Teacher, Holyoke High School, Holyoke MA  
2002-2004 Service Learning (LTI) Coordinator, The Met High School, Providence RI

## LICENSURE/CERTIFICATION

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Massachusetts English Language Arts Teacher Certification, Grades 8-12, 2006  
Certified E-learning Instructor, Northeastern University, 2010

## AREAS OF SPECIALIZATION

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Social Justice Education	Qualitative Research Methods
Curriculum Theory and Design	Language Arts and Literacy
Teacher Education Policy and Practice	Immigrant and Newcomer Education

## PUBLICATIONS

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### BOOKS

Dover, A. G. & Rodríguez-Valls, F. (2022). *Radically inclusive teaching with newcomer and emergent plurilingual students: Braving Up*. Teachers College Press.  
Agarwal-Rangnath, R., Dover, A.G., & Henning, N. (2016). *Preparing to teach social studies for social justice: Becoming a renegade*. New York: Teachers College Press.

### JOURNAL ARTICLES

Ott, C.D., Dover, A.G., Peters, J. & Rodríguez-Valls, F. (2023). Amplifying newcomer and emergent plurilingual students' voice, agency and authority through enactments of authentic cariño. *Multicultural Perspectives*, 25(4):185-195.  
Dover, A. G. (2022). Your compliance will not protect you: Agency and accountability in urban teacher preparation. *Urban Education*, 57(6), 975-1007.  
Kohli, R., Dover, A.G., Jayakumar, U., Lee, D., Henning, N., Comeaux, E., Nevárez, A.; Hipolito, E., Carreno Cortez, A., Vizcarra, M. (2022). Toward a healthy racial climate in teacher education: Systemically centering the well-being of teacher candidates of color. *Journal of Teacher Education*, 73(1), 52-65. \*\* Selected as the 2023 Outstanding *Journal of Teacher Education* Article\*\*  
Navarro, O., Shaw, J., Valdez, C., Dover, A.G. & Henning, N. (2020) Fighting on all fronts: The push, pull, and persistence of social justice educators and the move to reimagine teacher preparation. *Teacher Education Quarterly*, 47(3), 9-31.  
Dover, A. G., Kressler, B., & Lozano, M. (2020). Learning our way through: Critical professional development for social justice in teacher education. *The New Educator*, 16(1), 45-69.  
Dover, A. G., Henning, N., Agarwal-Rangnath, R. & Dotson, E. K. (2018). It's heart work: Critical case studies, critical professional development, and fostering hope among justice-oriented teacher educators. *Multicultural Perspectives*, 20(4), 229-239.  
Dover, A. G. & Rodríguez-Valls, F. (2018). Learning to "brave up": Collaboration, agency, and authority in multicultural, multilingual, and radically inclusive classrooms. *International Journal of Multicultural Education*, 20(3), 59-79.

- Henning, N., Dover, A., Dotson, E. K., Agarwal-Rangnath, R., Clayton, C. D., Donovan, M. K., ... Dunn, A. (2018). Navigating the contested terrain of teacher education policy and practice: Authors respond to SCALE. *Education Policy Analysis Archives*, 26(31). <http://dx.doi.org/10.14507/epaa.26.3745>
- Henning, N., Dover, A. G., Dotson, E. K., & Agarwal-Rangnath, R. (2018). Storying teacher education policy: Critical counternarratives of curricular, pedagogical, and activist responses to state-mandated teacher performance assessments. *Education Policy & Analysis Archives*, 26(26). <http://dx.doi.org/10.14507/epaa.26.2790>
- Dover, A. G., Henning, N., & Agarwal-Rangnath, R. (2016). Reclaiming agency: Justice oriented social studies teachers respond to changing curricular standards. *Teaching and Teacher Education*, 59, 457-467.
- Dover, A.G. & Pozdol, T. (2016). Teaching Good Kids in a M.A.A.D World: Using Hip-Hop to Reflect, Reframe and Respond to Complex Realities. *English Journal*, 105(4), 43-48.
- Dover, A. G. (2016). Teaching for social justice and the Common Core: Justice-oriented curriculum for language arts and literacy. *Journal of Adolescent & Adult Literacy*, 59(6), 517-527.
- Dover, A. G. & Schultz, B. D. (2016). Troubling the edTPA: Illusions of objectivity and rigor. *The Educational Forum*, 80(1), 95-106. \*\*Recognized as Editors' Choice Article for 2016\*\*
- Dover, A. G., Schultz, B. D., Smith, K & Duggan, T. J. (2015, September 14.) Embracing the controversy: edTPA, corporate influence, and the cooptation of teacher education. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentID=18109>
- Dover, A. G. (2015). "Promoting acceptance" or "preparing warrior scholars": Variance in teaching for social justice vision and praxis. *Equity & Excellence in Education*, 48 (3), 361-372.
- Dover, A. G., Schultz, B. D., Smith, K., & Duggan, T. J. (2015, March 30). Who's preparing our candidates? edTPA, localized knowledge, and the outsourcing of teacher evaluation. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentID=17914>
- Dover, A. G. (2013). Getting 'up to code': Preparing for and confronting challenges when teaching for social justice in standards-based classrooms. *Action in Teacher Education*, 35(2), 89-102.
- Dover, A. G. (2013). Teaching for social justice: From conceptual frameworks to classroom practices. *Multicultural Perspectives*, 15(1), 3-11.
- Dover, A. G. (2009). Teaching for social justice and K-12 student outcomes: A conceptual framework and research review. *Equity & Excellence in Education*. 42(4), 506-524.
- Reilly Carlisle, L., Jackson, B. & George, A. (2006). Principles of social justice education: The Social Justice Education in Schools Project. *Equity & Excellence in Education*. 39(1), 55-64.

## BOOK CHAPTERS

- Dover, A.G. & Roxas, K. (2025). Language. In D. Gollnick & P. Chinn, *Multicultural education in a pluralistic society* (pp. 256-294). Pearson.
- Dover, A.G. & Toledo, W. (2025). Sexual Orientation. In D. Gollnick & P. Chinn, *Multicultural education in a pluralistic society* (pp. 151-189). Pearson.
- Dover, A. G. & Schultz, B. (2018). Turning towards students: Adopting a student-centered stance in mandate-centered times. In G. Holl, D. Gollnick & L. Quinn (Eds.), *The handbook of teaching and learning* (pp. 199-223). Wiley.
- Dover, A. G. (2018). Passing, privilege, and preservice teacher preparation: Queering the conversation. In S. Chappell, K. Ketchum, & L. Richardson (Eds.), *Gender diversity and LGBTQ inclusion and advocacy in K-12 schools* (pp. 245-247). Routledge.

- Dotson, E., Dover, A. G., Henning, N & Agarwal-Rangnath, R. (2018). They should see themselves as powerful: Teacher educators, agency, and resisting TPAs. In R. Ahlquist, T. Montaño & P. Gorski (Eds.), *Assault on kids and teachers: Countering privatization, deficit ideologies, and standardization in U.S. schools* (pp. 219-236). New York, NY: Peter Lang.
- Dover, A. G. (2017). Privileging the pragmatic: Interrogating stance in teacher preparation. In B. Picower & R. Kohli (Eds.), *Confronting racism in teacher education: Counternarratives of critical practice* (pp. 53-59). Routledge.
- Dover, A. G. (2017). Approaches to teaching for social justice: Examining secondary English teachers' curricular intentions. *SAGE research methods cases* (online). DOI <https://dx.doi.org/10.4135/9781473996731>
- Schultz, B. D. & Dover, A. G. (2017). "We do everything with edTPA and what students want" Interrupting and Disrupting Teacher Education in Troubling Times. In J. Carter & H. Lochte (Eds.), *Teacher performance assessment and accountability reforms: The impacts of edTPA on teaching and schools* (pp. 107-117). Palgrave MacMillan. \*\*Book received the 2017 American Educational Studies Association Critic's Choice Award.\*\*
- Dover, A. G. (2016). Teaching for social justice AND standards: Lessons in secondary English Language Arts. In J. Richards & K. Zenkov (Eds.), *Social justice, the Common Core, and closing the instructional gap* (pp. 89-101). Information Age Publishing.
- Dover, A.G. (2014). Grassroots methods: Designing justice centered curriculum in a standards based world. In Chicago Grassroots Curriculum Taskforce, *Grassroots curriculum toolkit 4.0: A critical urban praxis collection* (pp. 128-131). Chicago, IL: Chicago Grassroots Curriculum Taskforce.
- George, A. (2008). Great expectations for the future: Bridging Dickens to dreams. In A. Shostak, *Anticipate the school you want: Futurizing K-12 education* (pp. xxxv-xxxix). Rowman & Littlefield.

## BOOK REVIEWS

- Dover, A. G. (2016). Review of the book *The Fifth Element: Social justice pedagogy through spoken word poetry* by C. L. Endsley. *Teachers College Record*. <https://www.tcrecord.org/Content.asp?ContentId=21472>
- Smith, K. & Dover, A. G. (2015). Review of the book *Educating about social issues in the 20<sup>th</sup> and 21<sup>st</sup> Centuries: Critical pedagogues and their pedagogical theories* (vol. 4), S. Totten & J. Pederson (Eds.). *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=18185>

## PUBLIC SCHOLARSHIP AND PRAGMATIC PUBLICATIONS (SELECTED)

- California Alliance of Researchers for Equity in Education. (2020). *The shift to online education during and beyond the COVID-19 Pandemic: Concerns and recommendations for California*. Available at [https://cd6dbb00-7991-40bc-bfd8-e2328db3c72e.filesusr.com/ugd/1e0c79\\_df201119763449f18419425ace9d509e.pdf](https://cd6dbb00-7991-40bc-bfd8-e2328db3c72e.filesusr.com/ugd/1e0c79_df201119763449f18419425ace9d509e.pdf)
- Researchers and Critical Educators. (2019, September). *White paper on use of student opinion questionnaires to evaluate teaching effectiveness at California State University Fullerton*. Available at <https://www.scribd.com/document/426175842/race-soq-white-paper-sept-2019>
- Dover, A. G. (2018, May). Teacher resource guide to accompany *Lost and Found Cat: The True Story of Kunkush's Incredible Journey*. Dreamscape Media, LLC. Available at <http://media.dreamscapeab.com.s3.amazonaws.com/host/lostandfoundcat.pdf>

Dover, A. G. (2016, April). edTPA: Silencing the conversation. *Chicago Union Teacher*, 79(6): 43-46.

Dover, A. G. (2016, February). edTPA and illusions of rigor. *Kappa Delta Pi blog*.  
<https://blog.kdp.org/2016/02/04/research-from-the-educational-forum-edtpa-and-illusions-of-rigor-part-1/>

## **MEDIA COVERAGE**

"Eight projects awarded Scott-Jewett grants to champion student innovation." *CSUF News*, June 13, 2024. Available at <https://news.fullerton.edu/2024/06/eight-projects-awarded-scott-jewett-grants-to-champion-student-innovation/>

"Research on inclusive classrooms for newcomers gets national recognition." *Orange County Register*, January 25, 2024.

"Educators examine racial climate in teacher preparation programs." *Orange County Register*, March 3, 2023.

"Radically inclusive teaching with newcomer & emergent plurilingual students: Braving up." Association of California School Administrators, *Leaders in Action*, Fall 2022, 5. Available at <https://4.files.edl.io/51ba/11/21/22/175542-036217cb-fe1f-4d45-93cb-a779d90799c5.pdf>

"Summer Language Academy welcomes new students to the Anaheim Union High School District." *OCDE Newsroom*, July 20, 2022. Available at <https://newsroom.ocde.us/summer-language-academy-welcomes-new-students-to-school-and-the-country/>

"Genuine reforms by real education professionals." *OB Rag*, July 13, 2022. Available at <https://obrag.org/2022/07/genuine-reforms-by-real-education-professionals/>

"Campus receives nearly \$3.8 million in grants, contracts in Q3." *CSUF News*, April 27, 2021. Available at <http://news.fullerton.edu/2021/04/csuc-grant-funding-3-8-million-in-q3-2021/>

"Educator shares tips for discussing news, politics, and current events with students." *CSUF News*, January 21, 2021. Available at <http://news.fullerton.edu/2021/01/educator-shares-tips-for-discussing-news-politics-and-current-events-with-students/>

"K-12 educators advocate for diversity and inclusion work beyond allyship." *CSUF News*, December 1, 2020. Available at <http://news.fullerton.edu/2020/12/k-12-educators-advocate-for-diversity-and-inclusion-work-beyond-allyship/>

"Grant supports newcomer program to give immigrant teenage students a voice." *CSUF News*, September 25, 2020. Available at <http://news.fullerton.edu/2020/09/newcomer-immigrant-student-grant/>

"Pandemic lays bare gaps in education access; educators call for change." *Voice of OC*, September 14, 2020. Available at <https://voiceofoc.org/2020/09/pandemic-lays-bare-gaps-in-education-access-educators-call-for-change/>

"In pandemic and beyond: Educators call for changes in online education." *CSUF News*, September 8, 2020. Available at <http://news.fullerton.edu/2020/09/pandemic-online-education/>

"Fullerton School District board members reconsider Black Lives Matter resolution again." *Voice of OC*, June 25, 2020. Available at <https://voiceofoc.org/2020/06/fullerton-school-district-board-members-reconsider-black-lives-matter-resolution-again/>

"OC School districts to vote on Black Lives Matter resolutions; stakeholders seek reforms." *Voice of OC*, June 23 2020. Available at <https://voiceofoc.org/2020/06/oc-school-districts-to-vote-on-black-lives-matter-resolutions-stakeholders-seek-reforms/>

"Cal State Fullerton future teachers use coronavirus issues to develop lessons." *Orange County Register*, June 12 2020. Available at <https://www.ocregister.com/2020/06/12/cal-state-fullerton-future-teachers-used-coronavirus-issues-to-develop-lessons/>

"Future teachers link math lessons to the realities of COVID-19." *CSUF News*, June 4, 2020. Available at <http://news.fullerton.edu/2020/06/future-math-teachers-covid/>

"Educator empowers teens new to America to keep linguistic identity." *CSUF News*, July 27, 2017. Available at <http://news.fullerton.edu/2017/07/summer-language-academy/>

"CSUF faculty member Alison Dover works for social justice in U.S. schools." *Orange County Register*, February 6, 2017. Available at <https://www.ocregister.com/2017/02/06/csuf-faculty-member-alison-dover-works-for-social-justice-in-us-schools/>

"Educator examines inequity, social justice issues in K-12 schools." *CSUF News*, September 22, 2016. Available at <http://news.fullerton.edu/2016/09/alison-dover/>

## **GRANTS (TOTAL \$774,875)**

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*Advancing Educational Equity and Social Justice: From Campus to Classrooms*. (2024). Scott-Jewett Grant for Student Success and Innovation. PI. \$150,000.

*Junior/Senior Intramural Grant*. (2023). California State University, Fullerton. \$7500.

*Grant for Faculty Scholarly or Creative Productivity*. (2022). California State University, Fullerton. \$5000.

*Grant for Faculty Scholarly or Creative Productivity*. (2021). California State University, Fullerton. \$5000.

*Faculty Enhancement and Instructional Development Award*. (2021). California State University, Fullerton. \$6052.

*Project LEARN: Language, Equity, and Action Research with Newcomer Students*. (2020). Spencer Foundation Research-Practice Partnership Grant. PI with Co-PI Fernando Rodríguez-Valls. \$399,988.

*Junior/Senior Research Fellowship*. (2020). California State University, Fullerton. \$6788.

*Research, Scholarship and Creative Activity Incentive Grant*. (2019). California State University, Fullerton. Co-PI with PI Nicholas Henning, California State University Fullerton. \$14,976.

*Faculty Enhancement and Instructional Development Award*. (2019). California State University, Fullerton. \$4700.

*Supporting Diversity in the Teaching Force: Assessing and Improving the Racial Climate of Teacher Education Programs*. (2018). California Teacher Education Research and Improvement Network. Co-PI with PI Rita Kohli, University of California Riverside. \$21,000.

*Junior/Senior Research Fellowship*. (2018). California State University, Fullerton. \$5000.

*President's Commission for Equity and Inclusion Award*. (2017). California State University, Fullerton. \$7500.

*Faculty Enhancement and Instructional Development Award*. (2017). California State University, Fullerton. \$4700.

*Program development grant*, private donor. (2017). Co-PI with PI Grace Cho, California State University, Fullerton. \$54,000.

*Open access award*. (2016). California State University, Fullerton. \$1100.

*Research and Creative Activities Award*. (2015). Northeastern Illinois University. \$4234.

*Research and Creative Activities Award*. (2015). Northeastern Illinois University. \$800.

*Race to the Top III Federal Teacher Preparation Program Redesign Grant*. (2014). Illinois State Board of Education. \$58,277

*Research and Creative Activities Award*. (2014). Northeastern Illinois University. \$800.

*Research and Creative Activities Award*, (2013). Northeastern Illinois University. \$800.  
*Graduate Student Mentoring Grant*. (2006). University of Massachusetts Amherst. \$9660.  
*Community Action Grant*. (2000). American Association of University Women. \$7000.

## **AWARDS**

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2023 James N. Britton Book Award, English Language Arts Teacher Educators (ELATE) of the National Council of Teachers of English (awarded for *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up*). Awarded.

2023 Ambassador Julian Nava Best Educational Themed Book of the International Latino Book Awards (awarded for *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up*). Awarded.

2023 Outstanding *Journal of Teacher Education* Article Award (awarded for “Towards a Healthy Racial Climate in Teacher Education: Systemically Centering the Well-being of Teacher Candidates of Color”). American Association of Colleges of Teacher Education, 2023. Awarded.

Faculty Author Award, California State University, Fullerton, 2023. Awarded.

Virtual & Online Innovations and Curricular Enhancements Award, California State University, Fullerton, 2022. Awarded.

34<sup>th</sup> Senate District Woman of Distinction (Education), California State Senate, 2021. Awarded.

Association of California School Administrators’ Education Professor of the Year for Orange County, 2021. Nominated.

Charter Professor of the Year, Anaheim Union High School District/Anaheim Leadership Team Association/Association of California School Administrators, 2021. Awarded.

Outstanding Achievements in Teaching Award, California State University, Fullerton, 2019. Awarded.

Faculty Author Award, California State University, Fullerton, 2018. Awarded.

American Educational Research Association, Division K (Teaching and Teacher Education), Early Career Award, 2018. Nominated.

Fellow, President’s Commission on Equity & Inclusion. California State University, Fullerton, 2017. Awarded.

Emerging Scholar, Association of Teacher Educators, 2012. Awarded.

Northeastern University Excellence in Teaching Award, 2011. Nominated.

Nominee, Brandeis University Teaching Award, 2011. Nominated.

## **SCHOLARLY PRESENTATIONS (REFEREED)**

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Amplifying newcomer and emergent plurilingual students’ voice, agency and authority through enactments of authentic *cariño*. *American Educational Research Association*. Philadelphia, PA: April 10-14, 2024. With C.D. Ott & F. Rodríguez-Valls.

Enacting radically inclusive teaching with newcomer and emergent plurilingual students: Learning from teacher researchers. *American Educational Research Association*. Philadelphia, PA: April 10-14, 2024. With F. Rodríguez-Valls & R. Bryant.

Cultivating classrooms of authentic *cariño* to support linguistically diverse students. *California Association for Bilingual Education*. Anaheim, CA: February 21-24, 2024. With C.D. Ott & F. Rodríguez-Valls.

Amplifying newcomer & emergent plurilingual students’ voices within and beyond the classroom. *National Council of Teachers of English*. Columbus, OH: November 16-19, 2023.

Learning with and from newcomer and emergent plurilingual students through participatory action research: Braving up. With F. Rodríguez-Valls & R. Bryant. *American Educational Research Association*. Chicago, IL: April 13-16, 2023.

Confianza, comunidad y complexity: Empowering emergent plurilingual students in GLOCAL contexts. With F. Rodríguez-Valls & R. Bryant. *American Educational Research Association*. Chicago, IL: April 13-16, 2023.

Actualizing our sueños: Radically inclusive teaching with newcomer and emergent plurilingual students. With R. Bryant, F. Rodríguez-Valls, V. Hoang & P. Rosenberg. *National Council of Teachers of English*. Anaheim, CA, November 16-20, 2022.

Using translanguaging to transform teaching and sustain the sueños of plurilingual students. With F. Rodríguez-Valls. *National Council of Teachers of English*. Anaheim, CA, November 16-20, 2022.

Redefining success: Exploring comunidad, confianza and complexity with newcomer and emergent plurilingual students. With Y. Castro, R. Pryor, J. Peters & F. Rodríguez-Valls. *National Council of Teachers of English*. Anaheim, CA, November 16-20, 2022.

Learning with and from newcomer and emergent plurilingual students through participatory action research. *International Conference on Urban Education*. Cancun, Mexico, November 2-5, 2022.

Centering the well-being of teacher candidates of color: Toward a healthy racial climate in teacher education. With R. Kohli, U. Madhure Jayakumar, D. Lee, N. Henning, E. Comeaux, A. Nevárez, E. Hipolito, & A. Carreno Cortez. *American Educational Research Association*. San Diego, CA, April 21-26, 2022.

"This is how school should be!": Exploring teaching, learning and power with newcomer and plurilingual students. With F. Rodríguez-Valls and C. Ott. *American Educational Research Association*. San Diego, CA, April 21-26, 2022.

Languaging, learning, and shared narratives: Breaking the cycle of subtractive education for newcomer students. With F. Rodríguez-Valls. *American Educational Research Association*, 2022. San Diego, CA, April 21-26, 2022.

Critical case studies, critical professional development, and fostering home among justice-oriented teacher educators. With R. Agarwal-Rangnath, E. K. Dotson, and N. Henning. *American Educational Research Association*, 2020. (Accepted; conference cancelled)

Those who by leaving, stay: The persistence of social justice educators in reimagining teacher education. With O. Navarro, J. Shah, C. Valdez and N. Henning. *American Educational Research Association*, 2020. (Accepted; conference cancelled)

Activists in the classroom: Initiating student-centered, content-based conversations regarding social justice issues. With J. P. García, Z. Reardon and G. Shin. *National Association for Multicultural Education*. Tucson, AZ, November 6-9, 2019.

Decolonizing English Language Arts & History-Social Science through critical gender studies in the 21<sup>st</sup> Century. With J. Murphy and C. Fry. *National Association for Multicultural Education*. Tucson, AZ, November 6-9, 2019.

Walking the walk: Critical professional development and social justice learning in teacher education. *American Educational Research Association*. Toronto, ON. April 5-9, 2019.

Emergent curriculum, podcasting, and the co-construction of literacy education. *Literacy Research Association*. Indian Wells, CA. November 28 – December 1, 2018.

Culturally and linguistically responsive teaching, critical professional development, and storying school: The Summer Language Academy. *American Educational Research Association, Annual Meeting*. New York, NY. April 13-17, 2018.



It's not always other people's children: Social justice and parent-scholar activism in K-12 schools. *American Educational Research Association, Annual Meeting*. New York, NY. April 13-17, 2018.

Writing and resistance: Critical literacy in complicated times. *California Association of Teachers of English*. San Diego, CA. March 9, 2018.

Emergent curriculum, podcasting, and critical literacy: Preparing teacher candidates to talk back. *Hawaii International Conference on Education*. Honolulu, HI. January 3-7, 2018.

We teach them what it looks like: Modeling curricular, pedagogical, and political activism in teacher education. National Association for Multicultural Education, *Annual International NAME Conference*. Salt Lake City, UT. November 2-5, 2017.

Privileging the pragmatic: Interrogating stance in teacher preparation. American Educational Research Association, *Annual Meeting*. San Antonio, TX. April 27-May 1, 2017.

Pushing into the unknown: Emergent podcasting and filmmaking as documentary research for teaching social action, with B. D. Schultz. American Educational Research Association, *Annual Meeting*. San Antonio, TX. April 27-May 1, 2017.

How can equity-oriented teachers respond to corporatization? A research and resistance roundtable, with N. Golden & D. Bieler. American Educational Research Association, *Annual Meeting*. San Antonio, TX. April 27-May 1, 2017.

We fight alongside you: Teacher educators, agency, and strategic resistance to teacher performance assessments, with E. Dotson, N. Henning & R. Agarwal-Rangnath. American Educational Research Association, *Annual Meeting*. San Antonio, TX. April 27-May 1, 2017.

But I'm not allowed to do that! Teaching for social justice in contested classrooms. California National Association for Multicultural Education, *Education & Ethnic Studies Summit*. Orange, CA. April 1-2, 2017.

Your compliance will not protect you: Agency, English education, and edTPA. National Council of Teachers of English, *Annual Convention*. Atlanta, GA. November 17-20, 2016.

Preparing teacher-activists and activist-teachers, with B. D. Schultz. National Association for Multicultural Education, *26<sup>th</sup> Annual International NAME Conference*. Cleveland, OH. November 9-13, 2016.

If we weren't pushed, we were pulled: Why social justice oriented teachers leave K-12 classrooms, with N. Henning, B. Gibbs, J. Shah, & C. Valdez. National Association for Multicultural Education, *26<sup>th</sup> Annual International NAME Conference*. Cleveland, OH. November 9-13, 2016.

Embracing, reframing and/or resisting for the common good: Justice-oriented teachers respond to the Common Core, with R. Agarwal-Rangnath and N. Henning. American Educational Research Association, *Annual Meeting*. Washington, DC. April 7-12, 2016.

Documenting spectacle in teacher education: Privatization, corporatization and teacher performance assessment, with B. D. Schultz. American Educational Research Association, *Annual Meeting*. Washington, DC. April 7-12, 2016.

When justice isn't the aim: edTPA, accountability and learning to teach for social justice. American Educational Research Association, *Annual Meeting*. Washington, DC. April 7-12, 2016.

Teaching for social justice in the age of the Common Core. National Council of Teachers of English (NCTE), *Annual Convention*. Minneapolis, MN. November 19-22, 2015.

Enacting justice in a high-stakes system: Meeting, exceeding and resisting the demands of edTPA, PACT, and CalTPA, with R. Agarwal-Rangnath, E. Dotson & N. Henning. National Association for Multicultural Education (NAME), *Annual International Conference*. New Orleans, LA. October 1-5, 2015.

Social studies teaching for social justice, with R. Agarwal-Rangnath & N. Henning. National Association for Multicultural Education (NAME), *Annual International Conference*. New Orleans, LA. October 1-5, 2015.

Multiple paths towards justice: Variance in teaching for social justice vision and praxis. American Educational Research Association (AERA), *Annual Meeting*. Chicago, IL. April 16-20, 2015.

Enacting justice in the age of the Common Core: Approaches to praxis in secondary ELA. American Educational Research Association (AERA), *Annual Meeting*. Chicago, IL. April 16-20, 2015.

Preparing to teach for social justice in Chicago schools. With A. Aviles de Bradley, E. Meiners & I. Pulido. *Teachers for Social Justice 13<sup>th</sup> Curriculum Fair*. Chicago, IL. November 22, 2014.

Dismantling *fronteras* in teacher education: Critical conversations about teaching for social justice, with N. Henning. National Association for Multicultural Education (NAME), *Annual International Conference*. Tuscon, AZ. November 5-9, 2014.

Embodying *fronteras*: Performance-based pedagogies for border-crossing in the classroom, with K. Hunt & M. McAvoy. National Association for Multicultural Education (NAME), *Annual International Conference*. Tuscon, AZ. November 5-9, 2014.

'Promoting acceptance' or 'preparing warrior scholars': What does it mean to teach for social justice?, *National Writing Project Urban Sites Network Conference*. Chicago, IL. April 25-26, 2014.

Reinventing accountability: Teaching for social justice in contemporary classrooms. National Council of Teachers of English, *Annual Convention*. Boston, MA. November 21-24, 2013.

Reconciling social justice and standards in secondary English Language Arts classrooms: Teaching for social justice with (and despite) standards-based curriculum. *Northeastern Illinois University Fourth Annual Faculty Research & Creative Activities Symposium*. Chicago, IL. November 15, 2013.

Realizing the power of multicultural education: Guiding pre-service teachers in translating vision into practice. National Association for Multicultural Education (NAME), *Annual International Conference*. Philadelphia, PA. November 30-December 1, 2012.

To know is not enough: How teachers' social justice frameworks inform their classroom practices. American Educational Research Association (AERA), *Annual Meeting*. Vancouver, BC. April 2012.

Teaching for social justice: From conceptual framework to classroom practice. Special Session: Emerging Scholar. Association of Teacher Educators, *Annual Conference*. San Antonio, TX. February 2012.

Teaching for social justice in theory and practice: Examining conceptual, curricular and pedagogical variance. National Organization for Multicultural Education (NAME), *Annual International Conference*. Chicago, IL. November 2011.

Imagining an equitable future: Teaching for social justice & student success. Association for Supervision and Curriculum Development (ASCD), *Annual Conference*. Orlando, FL. March, 2009.

Teaching for social justice in standards-based English Language Arts classrooms: Strategies for teaching canonized literature. National Council of Teachers of English, *Annual Convention*. San Antonio, TX. November, 2008.

Teaching for social justice with standards-based English Language Arts curriculum. New England Association of Teachers of English, *Annual Conference*. Nashua, NH. October, 2008.

Teaching for social justice and student outcomes: A conceptual framework. University of Massachusetts School of Education, *Centennial Marathon*. Amherst, MA. June, 2008.

Social justice education in schools, with B. Jackson III. *5<sup>th</sup> International Conference on Teacher Education and Social Justice*. Chicago, IL: June, 2008.

Social justice education in schools: A graduate course linking theory to K-12 practice. *New England Conference on Multicultural Education*. Hartford, CT: April, 2008.

Linking pre-service social justice education coursework to K-12 practice: The Social Justice Education in Schools (SJES) project. City College of New York, *The New Educator: Building and Sustaining Learning Communities in Challenging Times*. New York, NY. October, 2006.

Teaching our teachers: Implementing reflective practice and teaching for social justice, with B. Jackson III & L. Lett-Brewington. Association of American Colleges & Universities, *Annual Meeting: Diversity and Learning: A Defining Moment*. Philadelphia, PA. October, 2006.

Social justice in schools, with B. Jackson III, L. Larson, L. Lett-Brewington & L. Carlisle. National Association for Multicultural Education (NAME), *15<sup>th</sup> Annual International Conference*. Atlanta, GA. November, 2005.

Establishing links between social justice, equity, open systems theory and student achievement, with B. Jackson, L. Larson, L. Lett-Brewington & L. Carlisle. American Association of Colleges for Teacher Education, *Annual Meeting*. Washington, DC. February, 2005.

Equal partnerships: Supporting the development of healthy relationships for youth, with C. Nieves, J. Pierce-Weeks, & S. Brown. The Administration for Children and Families: New England Regional Office, *Promoting Positive Youth Development Conference*. Springfield, MA. September, 2002.

Breaking the silence: Making schools safer for LGBTQQ students. ChildSpan School-Age and Youth Conference, *Coming Together: Keeping Kids Connected*. Pawtucket, RI. 2002.

Breaking the silence: Making schools safer for children with LGBTQQ parents. ChildSpan Early Childhood Conference, *Keys to Quality*. Pawtucket, RI. 2001.

OurWeb: Women's use of the Internet as a device of empowerment. National Women's Studies Association. *Annual Conference*. Boston, MA. June, 2000.

### **INVITED TALKS (SELECTED)**

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Building community, nourishing confianza, and scaffolding complexity in linguistically diverse classrooms: Braving up. *Cotsen Foundation for the Art of Teaching*, 2023. Long Beach, CA, September 9, 2023.

The Wisdom of Practice: Responsiveness to multilingual learners in the COVID-19 Pandemic. Invited Presidential Session, *American Educational Research Association*, 2022. San Diego, CA, April 21-26, 2022.

Braving up: Emergent curriculum, critical literacy and professional agency in complex times (invited keynote). *American Reading Forum*. Virtual. December 9, 2021.

Teaching critically about complicated topics: Exploring culturally and linguistically sustaining approaches. Anaheim Union High School District. October 11, 2021.

Humanizing online learning: Strategies for building culturally and linguistically sustaining classrooms, with A. Lê & G. Shin. California State University, Fullerton. June 19, 2021.

Teaching critically in complex times: Centering social justice in the classrooms. California Global Education Project, May 12, 2021.

Beyond allyship: Being an anti-racist co-conspirator. California State University, Fullerton. November 18, 2020.

Crisis in the classroom case studies: Navigating political controversy within and beyond the classroom. California State University, Fullerton. October 20, 2020.

Becoming a social justice scholar. Judson University, Romeoville IL (virtual). January 22, 2020.

Writing our collective stories, with R. Kohli. College of Education and Integrated Studies, California State Polytechnic University, Pomona, CA. February 15, 2019.

Teaching social studies for social justice. Duke University, Durham NC (virtual). August 8, 2017.

Writing to change the world: Civic inquiry, literacy, and teaching for social justice. AUHSD Writing Collaborative, Anaheim Union High School District, CA. May 31, 2017.

Embarking on social justice scholarship: Design considerations. Judson University, Romeoville IL (virtual). January 24, 2017.

edTPA Policy Forum. Miami University College of Education, Health and Society, Oxford OH. July 7, 2016.

Winter Issues Forum: Taking a critical look at the edTPA. DePaul University, Chicago IL. February 16, 2015.

Doing social justice education research: Methodological considerations. Judson University, Elgin IL. March 31, 2015.

Social justice and the Common Core: Curriculum building workshop. *Illinois Writing Project DuPage County Institute Day*. Elmhurst, IL. February 27, 2015.

Teaching for social justice: What does it mean in practice? Lewis University, Romeoville, IL. April 24, 2014.

Researching social justice education: Strategies and sticking points. Judson University, Elgin IL. April 1, 2014.

## TEACHING EXPERIENCE

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\*indicates graduate courses +doctoral courses ^courses taught online or hybrid

### *Educational Foundations*

- ^Conceptual Foundations of Culturally and Linguistically Sustaining Teaching, California State University Fullerton
- ^Curriculum Theory and Development, California State University Fullerton
- Diversity in Secondary Schools, California State University Fullerton
- ^Social Justice Education in Schools, Northeastern Illinois University
- +^Social & Cultural Analysis of Education Systems, Northeastern University
- Learning and Accomplished Practice, Northeastern University
- School Curriculum, Northeastern Illinois University
- +Social Issues in Education, University of Massachusetts, Amherst
- +Reflective Practice in Social Justice Education, University of Massachusetts, Amherst
- +^Social Justice Education in Schools Theory, University of Massachusetts, Amherst
- +Reflective Practice and Teaching for Social Justice, University of Massachusetts, Amherst
- Introduction to Teaching (Secondary), Brandeis University
- \*Foundations of Education, Brandeis University

### *Research Methods & Design*

- ^Graduate Field Research in Education, California State University Fullerton
- ^Graduate Project Seminar in Education, California State University Fullerton
- +^Theoretical Foundations of Research and Practice, Northeastern University
- +^Social Justice Education in Schools Practicum, University of Massachusetts, Amherst

### *Language Arts and Literacy*

- ^Developing Literacy in Secondary Schools, California State University Fullerton

- \*^Graduate Studies in Secondary Writing, California State University Fullerton
- Teaching Literacy in Junior and Senior High School, Northeastern Illinois University
- Teaching Writing in Junior and Senior High School, Northeastern Illinois University
- \*Internship in Secondary Education (English), Northeastern Illinois University
- Student Teaching Seminar & Practicum, Northeastern University
- Multicultural Children's Literature, Northeastern University
- Language, Literacy and Culture in Middle and High Schools, Northeastern University

## **PROFESSIONAL SERVICE**

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Steering Committee Member, California Alliance of Researchers for Equity in Education (CARE-ED). 2021-Present.

Section co-chair, American Educational Research Association, Division K, Section 5 (Preservice Teacher Education). 2019-22.

Racial Equity Listening Committee Member (appointed), Fullerton School District. 2020-21.

School Site Council (appointed), Beechwood Elementary School, Fullerton School District. 2018-present.

Organizing committee, People's Education Conference. 2018-present.

Board Member, Orange County Equality Coalition. 2017-2019.

Board Member & Communications Co-chair (elected), American Educational Research Association's Critical Educators for Social Justice (CESJ) Special Interest Group. 2017-2019.

Steering Committee Member and Education Subcommittee Co-chair, Ladera Ranch Social Justice Committee. 2016-2018.

School Site Council (elected), Chaparral Elementary School, Capistrano Unified School District. 2016-2018.

Research & Scholarship Committee Co-chair (elected), NCTE Conference on English Education's Commission on Social Justice, 2016-17

American Educational Research Association's Critical Educators for Social Justice (CESJ) Early Career Scholar Forum, Planning Committee, 2015-17

American Educational Research Association's Critical Educators for Social Justice (CESJ) Scholar Activist Awards Committee Member, 2015-17

American Educational Research Association's Critical Educators for Social Justice (CESJ) Community Advocacy Awards Committee Member, 2013-2015

Faculty in Residence, Amundsen High School, Chicago, IL, 2014-15

Collaborating Practitioner, Integrating Education for Sustainability (EfS) into Teacher Education, 2012-13

Co-chair, Massachusetts Tests for Educator Licensure Work Group, Massachusetts Writing Project, 2008-10

New England Association of Schools and Colleges Accreditation Team Member, Holyoke High School, 2006-07

Literary Magazine Advisor, Holyoke High School, 2006-07

Board Member, Sojourner House Domestic Violence Agency, 2004

Board Member, Rhode Island Alliance for Lesbian & Gay Civil Rights, 2003-04

LGBTQ Training Committee Task Force, RI Coalition Against Domestic Violence, 2003-04

Steering Committee Member, RI Cultural Pluralism Project, 2002-04

*Editorial and Peer Review Activities:*

Adhoc reviewer: *Action in Teacher Education, American Educational Research Journal, Educational Policy, Equity & Excellence in Education, Gender and Education, High School Journal, International Journal of Multicultural Education, Journal of Teacher Education, Journal of Urban Learning, Teaching and Research, Multicultural Education, Multicultural Perspectives, Review of Educational Research, Teachers College Record, Teaching Education, Teaching and Teacher Education, Urban Education*

Manuscript reviewer: Teachers College Press; State University of New York Press.

Proposal reviewer: American Educational Research Association Annual Conference, Division K and CESJ SIG, 2012-present; National Association for Multicultural Education Annual Conference, 2011-present; National Council of Teachers of English, 2014-present.

## **UNIVERSITY SERVICE**

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### *University*

Board Member (appointed). Faculty Development Center, California State University, Fullerton. 2017, 2024-present

Underrepresented Graduate Student Mentor (appointed). Project upGRADS (Utilizing and Promoting Graduate Resources & Access for Disadvantaged Students); Project SOAR (Strengthening Opportunities, Access and Resources). California State University, Fullerton. 2017-present.

Program Performance Review Committee, Master's of Science in Instructional Design and Technology, California State University, Fullerton. 2022.

Board member and co-president, Researchers and Critical Educators. California State University Fullerton. Board member 2016-2021; co-president 2018-20.

Member (appointed), Academic Senate: Student Opinion Questionnaire (SOQ) Committee. California State University, Fullerton. 2020-2021.

Junior Faculty Mentor (appointed). California State University, Fullerton. 2019-present.

Representative (appointed), Diversity, Inclusion and Equity Initiatives, WASC Senior College and University Commission Accreditation Site Visit. 2019.

Member (appointed), President's One Book Committee. California State University, Fullerton. 2019-2021.

Member (appointed), University Writing Proficiency Committee. California State University Fullerton. 2019-2021.

Member (appointed), President's Commission on Equity & Inclusion. California State University, Fullerton. 2018-19

Facilitator, Teaching for Social Justice Faculty Learning Community. California State University, Fullerton. 2017-Present.

Member (appointed), Fullerton Faculty Leadership Program. California State University, Fullerton. 2018-19.

Advisory Committee on Faculty Awards (elected), Northeastern Illinois University, 2015-16  
Discussant, Student Research Symposium, Northeastern Illinois University, 2014

### *College*

Member (appointed), Assessment Committee, College of Education, California State University, Fullerton. 2021-present.

Professional Standards Committee, College of Education, California State University, Fullerton. 2022.

Coordinator, SchoolsFirst Federal Credit Union Inquiry & Innovation Professional Learning Series for Teachers. College of Education, California State University, Fullerton. 2018-2020.

Member (appointed), Curriculum Committee. College of Education California State University, Fullerton. 2018-2021.

Director, Faculty Institute on Culturally Responsive Teaching. College of Education, California State University, Fullerton. 2017.

Search committee member. Higher Education Leadership, College of Education, Northeastern Illinois University, 2015-16.

Vice Chair (elected), Academic Affairs Committee, College of Education, Northeastern Illinois University, 2014-16

edTPA Coordinator, College of Education, Northeastern Illinois University, 2014-16

Member, AACTE Networked Improved Community Project Team, College of Education, Northeastern Illinois University, 2014-present

Member, Evaluation Committee, College of Education, Northeastern Illinois University, 2013-14

### *Department*

Graduate Program Advisor. Department of Secondary Education, California State University, Fullerton. 2021-present.

Chair, Department Peer Review Committee. Department of Secondary Education, California State University, Fullerton. 2022-2024.

Program Coordinator & Graduate Advisor, Master of Science in Transformative Teaching in Secondary Education, 2021-present.

Coordinator, Mini-Conference on Culturally and Linguistically Sustaining Teaching. Department of Secondary Education, California State University, Fullerton. 2019.

Study Abroad Faculty Leader, Spain. Department of Secondary Education, California State University, Fullerton, 2019.

Program Coordinator, Combined Credential and Masters in Culturally & Linguistically Sustaining Teaching, Department of Secondary Education, California State University, Fullerton. 2017- 2020

Graduate Committee, Department of Secondary Education, California State University Fullerton, 2016-Present

Program Facilitator, Secondary Education Program, Department of Educational Inquiry and Curriculum Studies, Northeastern Illinois University, 2014-16

Budget Committee, Department of Educational Inquiry and Curriculum Studies, College of Education, Northeastern Illinois University, 2015-16

Secretary, Department of Educational Inquiry and Curriculum Studies, College of Education, Northeastern Illinois University, 2015-16

Chair, Curriculum Committee, Northeastern University Department of Education, 2011-13

Facilitator, Action Research Faculty Seminar. Northeastern University Department of Education. 2011.

Coordinator, Social Justice Education in Schools Masters Pathway, University of Massachusetts, Amherst, 2008-10

Admissions Committee Member, Social Justice Education, University of Massachusetts, Amherst, 2005-10

Campus Visit Committee Member, University of Massachusetts, 2005-06

### *Student Advising and Supervision*

Dissertation Committee Member, Alejandro Cisneros, *Co-constructing education: Perceptions of Latinx family engagement in middle schools*. Department of Educational Leadership, California State University Fullerton. 2020-21. doi:10.5821/zenodo.5114397

Masters' Thesis Advisor (1 candidate). Department of Psychology, California State University, Fullerton. 2020.

Masters Project Advisor (15 candidates). Department of Secondary Education, California State University, Fullerton. 2016-present.

Graduate Student Mentor (10 candidates). Office of Graduate Studies, California State University Fullerton. 2017-present.

Graduate Research Advisor (1 candidate), Elementary and Middle Level Education MAT. Northeastern Illinois University, 2015-16

Student Teaching Supervisor (7 students), Secondary Education Program, Department of Educational Inquiry and Curriculum Studies, Northeastern Illinois University, 2013-15

Doctoral Committee Member, Judith M. Moore, *Shifting teacher paradigms: A study of andragogical professional learning structures*. Educational Leadership EdD; Northeastern University, 2011-13

Student Teaching Advisor (approx. 60 students), Undergraduate Department of Education, Northeastern University, 2011-13

Student Teaching Supervisor (8 students), Undergraduate Department of Education, Northeastern University, 2011-13

Doctoral Advisor (16 candidates), EdD Program, College of Professional Studies, Northeastern University, 2010-11

Masters Advisor (7 candidates), Social Justice Education Program, Department of Student Development, College of Education, University of Massachusetts, Amherst, 2009-10

#### **OTHER PROFESSIONAL ACTIVITIES**

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Co-director, Language Explorers, Summer Language Academy & Saturday Language Academy, Anaheim Union High School District (2017-present); Newport-Mesa Unified School District (2017-present), Santa Ana Unified School District (2022-present). Collaboratively developed summer and academic year programming for >1000 newcomer and emergent plurilingual students entering middle and high school. Developed curriculum and provided professional development for >150 teachers and university personnel. Provided on-site coaching, oversaw data collection and reporting, and made policy recommendations. *Program won the Orange County Department of Education (OCDE) Cultural and Linguistic Responsiveness Award (2018), two California School Board Association's Golden Bell Awards (2019 and 2022); and was featured in a 2022 Presidential Session of the American Educational Research Association.*

Curriculum consultant and facilitator, Youth Connection Charter School Network, 2014-15. Facilitated transition of 22 network schools to competency-based system, including direct coaching of English Language Arts faculty across multiple sites.

Consultant, National Association of Independent Schools, 2010-2013. Facilitated large group sessions (800+ attendees) for White participants at Annual *People of Color Conferences*. Topics include white privilege, identity development, and allyship.

Community Educator & Program Director, Women's Center of Rhode Island, Youth Pride, Inc., Rhode Island Service Alliance, & American Association of University Women, 1999-2002 Directed, implemented, and evaluated educational programming, funding, and public relations for multiple equity and social justice-oriented initiatives and organizations. Conducted community, legislative and educational outreach. Wrote, managed, and reported on private and state grants ranging from \$1,500 to \$45,000.



## **CURRENT PROFESSIONAL AFFILIATIONS**

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American Educational Research Association: Division G (Social Context of Education), Division K (Teaching and Teacher Education, Sections 4 and 5), Bilingual Education Research SIG, Critical Educators for Social Justice SIG, Urban Teaching and Learning SIG  
International Literacy Association  
Literacy Research Association  
National Association for Multicultural Education  
National Council of Teachers of English (Conference on English Education, Commission on Social Justice in Teacher Education)

*Curriculum Vitae*  
MARK W. ELLIS

EDUCATION

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2005, PH.D., Education (Culture, Curriculum, and Change), UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC

- *Advisor, Dr. Carol E. Malloy*
- *Emphasis on mathematics education and teacher preparation*
- *Dissertation: School Mathematics Practices and the Games of Truth that are School Mathematics*

1992, MA, Secondary Education, STANFORD UNIVERSITY, Stanford, CA

- *California Single Subject Clear Credential in Mathematics with supplemental authorization in Computer Applications*

1991, BA, Sociology (major) and Mathematics (minor), UNIVERSITY OF CALIFORNIA AT SANTA CRUZ, Santa Cruz, CA

- *College Honors and Honors in the Major*

PROFESSIONAL EXPERIENCE

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2022-present CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Professor and Interim Department Chair, Secondary Education*  
*Director, Mathematics and Science Teacher Initiative (MSTI)*

- Lead department of 14 full-time faculty and 25 part-time faculty
- Manage course offerings and enrollments to maximize FTES and stay within budget
- Mentor three (4) recent tenure-track hires through their first years as new faculty
- Evaluate and write recommendations for all tenure-track and lecturer RTP files
- Provide leadership for California Commission on Teacher Credentialing accreditation process for Single Subject Credential Program
- Strengthen school district partnerships including student teaching fieldwork placements
- Contribute to envisioning and writing of the College of Education's Strategic Plan

2014-2022 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Professor, Secondary Education*  
*Director, Mathematics and Science Teacher Initiative (MSTI)*

- Lead university-wide initiative to increase interest and enrollment in mathematics and science credential programs
- Oversee two field-based early experience programs for future teachers
- Award over \$50,000 in scholarships annually to future math/science teachers

2014-present CURRICULUM ASSOCIATES, Billerica, MA  
*Lead Author and Advisor*

- Advise and collaborate on the design and implementation of print-based mathematics program and web-based diagnostic assessment system.
- Lead Author, *i-Ready Classroom Mathematics*, K-8 mathematics textbook series
- Lead Author, *Ready Mathematics*, K-8 supplemental mathematics textbook series
- Technical Advisory Committee, *i-Ready* adaptive diagnostic and instruction system (2015-2018)

2020-2022 CALIFORNIA STATE UNIVERSITY Chancellor's Office, Long Beach, CA  
*Coordinator, Educator Preparation Toolkit*

- Curated online resources to support the recruitment and preparation of teachers who

reflect the diversity of California's K-12 public schools and are ready to build on students' strengths to advance their learning.

- Led redesign of Toolkit website.
- Worked with faculty and staff advisors from throughout the CSU to host 2-3 webinars annually about the recruitment and preparation of educators for California public schools.
- Collaborated with a team of CSU faculty and staff to create a set of three online courses about Racial Equity in Education, which are used by the CSU Center for Transformational Educator Preparation Program (CTEPP).

2020-present NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS  
*Certification Council*

- Establish and revise policies and processes for National Board Certification

2015-2020 MATHEMATICS TEACHER EDUCATION PARTNERSHIP  
*CSU liaison to Mathematics Teacher Education Partnership Leadership Committee*

- Provide thought leadership to Association of Public and Land-grant Universities MTE-P initiative to strengthen secondary mathematics teacher preparation involving over 90 institutions of higher education nationwide
- Helped orchestrate the expansion of CSU involvement in national MTE-P from 1 campus to 20 campuses
- Co-organize annual CSU MTE-P Convening involving 40+ faculty from 20 campuses

2015-2018 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Faculty Lead, Better Together: California Teachers Summit at CSU Fullerton*

- Directly involved with shaping the initial conceptualization and implementation of statewide Better Together event
- Provide leadership for annual one-day event for 800 teachers that celebrates the teaching profession and allows for teacher networking through the Edcamp model
- Co-organized teacher engagement (Edcamp facilitator and Ed Talk speaker selection and preparation) for CSU Fullerton Better Together
- Prepared materials about teacher engagement shared statewide

2012-2014 NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, Reston, VA  
*Executive Committee* (one of 3 Board members elected by peers to Executive Committee)

- Met with President and Executive Director before and between Board meetings to shape agenda and preview issues of concern and important decisions to be made

2011-2014 NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, Reston, VA  
*Director at-large* (one of 12 elected members of the NCTM Board of Directors)

- Exercised fiduciary oversight and governance of 60,000 member organization with \$16,000,000 annual budget
- Reviewed and refined NCTM's mission and vision statements
- Contributed to the conceptualization and publication of NCTM's *Principles to Actions: Ensuring Mathematical Success for All*

2010-2021 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Director, Center for Maximizing Teacher Impact (CMTI)*

- Worked with local school districts to raise awareness of and support for National Board Certification
- Organized candidate support sessions for teachers pursuing National Board Certification

2009-2014 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Associate Professor, Secondary Education*

*Director, Center for Maximizing Teacher Impact (CMTI)*

- Worked with local school districts to raise awareness of and support for National Board Certification
- Organized candidate support sessions for teachers pursuing National Board Certification

*Advisor, Master of Science in Secondary Education, Teaching Foundational Mathematics*

- Taught/supervised courses in mathematics education including EDSC 442M Methods of Teaching Foundational Level Mathematics, EDSC 449S Seminar in Student Teaching, EDSC 504 Advanced Educational Technology (math-specific section), EDSC 530 Research in Mathematics Education, and EDSC 542M Advanced Methods of Teaching Foundational Level Mathematics

2009-2012 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA

*Department Chair, Secondary Education*

- Led department of 17 full-time faculty and 25 part-time faculty
- Managed course offerings and enrollments to maximize FTES and stay within budget
- Mentored four (4) new tenure-track hires through their first years as new faculty
- Supported launch and growth of 100% online Master's in Secondary Education
- Evaluated and wrote letters for all tenure-track RTP files
- Strengthened school district partnerships including piloting co-teaching model of student teaching fieldwork
- Facilitated transfer of World Languages credential program from Department of Modern Languages to Department of Secondary Education
- Facilitated transfer of Science credential program from College of Natural Sciences and Mathematics to Department of Secondary Education
- Oversaw transition to 100% electronic student teacher evaluations and TPAs
- Contributed to envisioning and writing of the College of Education's Strategic Plan

2007-2009 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA

*President, Researchers and Critical Educators (RACE)*

- Elected by peers to lead interdisciplinary faculty organization committed to promoting excellent scholarship, applied research, and discussion of issues on the topics of race, ethnicity, class, culture, linguistic diversity, and gender.

2005-2009 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA

*Assistant Professor, Secondary Education*

*Coordinator, Foundational Level Mathematics credential program*

- Led FLM program candidate recruitment, selection, placement, and evaluation
- Increased enrollment from 15 candidates to 30 candidates

*Advisor, Master of Science in Secondary Education, Teaching Foundational Mathematics*

- Taught courses in mathematics education including EDSC 442M Methods of Teaching Foundational Level Mathematics, EDSC 449S Seminar in Student Teaching, EDSC 530 Research in Mathematics Education, and EDSC 542M Advanced Methods of Teaching Foundational Level Mathematics

2004 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC

*Teacher Education Supervisor, Master of Arts in Teaching program*

- Mentored three graduate students in their teaching of Introduction to Teaching

2002-2003 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC  
*Teacher Education Instructor*, Master of Arts in Teaching program

- Developed and implemented curriculum for *Introduction to Teaching* course

2001-2002 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC  
*Mathematics Instructor*, Elementary Education program

- Taught *Revisiting Real Numbers and Algebra* for pre-service teachers
- Created electronic annotated teaching notes for subsequent instructors

1998-2000 PESCADERO ELEMENTARY SCHOOL, Pescadero, CA  
*Mathematics Mentor Teacher*, grades K-12

- Supported K-5 teachers' use of *Investigations* mathematics curriculum

1997-2000 PESCADERO ELEMENTARY SCHOOL, Pescadero, CA  
*Mathematics Teacher*, grades 6-8

- Taught mathematics to middle school students using *Connected Mathematics*
- Responsible for state math assessment scores increasing from 23<sup>rd</sup> to 65<sup>th</sup> percentile
- Led implementation of student-led conferences for middle school students

1998-1999 SKYLINE COLLEGE, San Bruno, CA  
*Mathematics Instructor*, Summer school

- Taught algebra to college students
- Developed and implemented mathematics curriculum for Jump Start, a motivational summer program for high school students at risk of dropping out

1994-1995, 1996-1997 TAKINO MIDDLE SCHOOL, Takino-cho, Hyogo, Japan  
*English Teacher*

- Taught English to Japanese middle school students
- Created first-ever Career Day at Takino Junior High School
- Assistant coach, soccer

1992-1994, 1995-1996 SAN BENITO HIGH SCHOOL, Hollister, CA  
*Mathematics Teacher*

- Taught pre-algebra, algebra, geometry, advanced algebra, and bilingual mathematics
- Piloted *College Preparatory Mathematics (CPM)* in three Algebra 1 classes
- Advisor for MEChA, AIDS Awareness Club, and Key Club

1991-1992 CAPUCHINO HIGH SCHOOL, San Bruno, CA  
*Mathematics Teacher Intern*

- Taught pre-algebra, algebra, and geometry under the guidance of Mentor Teachers

1989-1991 WINGS FOR LEARNING (SUNBURST COMMUNICATIONS), Scotts Valley, CA  
*Software Tester and Quality Assurance*

- Tested line of educational software including *Math Connections Algebra I*

## RESEARCH/PROJECTS

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2017-2023 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Advancing Teachers of Mathematics to Advance Learning for All (ATMALA); \$2,833,000 budget

- Lead project involving 20 Master Teaching Fellows, secondary math teachers from six high-need school districts, who earned National Board certified and increased their knowledge of and skill with culturally responsive mathematics teaching.

2017-2018 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Common Core State Standards in Mathematics College Readiness Teacher Development. \$47,696 budget

- Lead project to develop online modules to help pre-service teachers of secondary mathematics learn more about what it means to be “college-ready” in mathematics.

2016-2019 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Titan EDUCATOR (Educator Development Using Collaborative and Transformational Onsite Residencies); \$1,200,000 budget

- Lead collaborative project involving faculty from three departments in College of Education, two departments in College of Natural Sciences and Mathematics, and four local school districts to refine and scale up a clinical residency teacher preparation model aligned with new California content standards.

2015-2016 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Titan PRIDE (Preparation through co-teaching in a Residency-based Integrated model at professional Development sites); \$229,000 budget

- Lead collaborative project with faculty from three departments in College of Education, two departments in College of Natural Sciences and Mathematics, and two local school districts to design and implement a clinical residency teacher preparation model aligned with new California content standards.

2014-2017 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Pathways to New STEM Teacher Excellence; \$85,000 budget

- Lead the design and implementation of online mathematics and science methods courses for already-credentialed teachers adding authorization.

2014-2015 Stanford Center for Opportunity Policy in Education (SCOPE), California Teachers Association (CTA), and National Board Resource Center (NBRC) at Stanford  
*Design Team*, Instructional Leadership Corps (ILC)

- Contributed to initial design, training, and launch of statewide ILC cadre

2013-2017 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Transforming Academic and Cultural Identidad through Biliteracy (TACIB); \$1,462,069 budget

- Lead team of faculty, school district partners, and community-based non-profit science center to create and pilot a dual-language mathematics and science pathway for grades seven and eight.
- Prepared and submitted annual reports to National Science Foundation.

2012-2014 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Faculty Partner*, CSU Fullerton Anaheim GEAR UP.

- Provided professional development for teachers and tutors of mathematics at 4 school sites.

2011-2013 NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM), Reston, VA  
*Chair*, Media Cluster Editorial Panel; \$70,000 budget

- Led a six-person task force in collecting video of high school students engaged in the Standards for Mathematics Practice and creating a prototype video case library.

2011-2013 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Co-Principal Investigator*, Teams Enacting Classroom Innovation (TECI); \$25,000 budget

- Led teams of teacher candidate/cooperating teacher to design and implement an innovation that focuses math/science learning on student reasoning and sense making through the use of technology tools.

2010-2016 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Co-Principal Investigator*, Master Teacher and Mathematics Teacher Fellows Project (MT2); \$2,521,440 budget

- Six-year NSF Noyce grant to develop leaders among middle school and high school mathematics teachers in two high-impact school districts.
- Recruited and prepared 22 new teachers of secondary mathematics, 21 of whom are teaching in high-impact schools
- Organized professional growth for 7 Masters Teacher Fellows around research-based practices of mathematics teaching

2008-2011 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Research Consultant*, Project Alpha

- Direct data collection for classroom observations of participating and control group teachers as part of a California MSP grant

2007-2008 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton CA  
*Principal Investigator*, Help with English Language Proficiency in Science (HELP Science); \$50,000 budget

- Conducted a pilot study of HELP Science online program with 5<sup>th</sup> grade students and teachers

2006-2008 CALIFORNIA STATE UNIVERSITY AT FULLERTON, Fullerton, CA  
*Principal Investigator*, Characteristics and Needs of Students in the Foundational-Level Mathematics Credential Program; \$3,000 budget

2001-2005 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC  
*Project Director*, Mathematics IDentity Development and LEarning (MIDDLE); \$1,500,000 budget

- Directed data collection efforts for three-year NSF-funded study of middle school mathematics teaching and learning across five schools with over 500 participants
- Contributed to the writing of the research proposal with Principal Investigators Dr. Carol Malloy, Dr. Judith Meece, and Dr. Jill Hamm

2000-2002 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC  
*Research Assistant*

- Collaborated with Dr. Susan Friel in revising *Connected Mathematics* curriculum
- Conducted field research in Magnolia, Arkansas around students' understanding of fraction

#### PEER-REVIEWED PUBLICATIONS

Yeh, C., Ellis, M., and Mahmood, D. (2020). From the margin to the center: A framework for rehumanizing mathematics education for students with dis/abilities. *Journal of Mathematical Behavior*, 58. <https://doi.org/10.1016/j.jmathb.2020.100758>

Zelkowski, J., Yow, J., Ellis, M., and Waller, P. (2020). Engaging mentor teachers with teacher candidates during methods courses in clinical settings. In W. Martin, B. Lawler, A. Lischka, and W. Smith (Eds.), *The Mathematics Teacher Education Partnership: The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation*. Charlotte, NC: Information Age Publishing.

- Yeh, C., Ellis, M., & Hurtado, C. (2017). *Reimagining the mathematics classroom: Creating and sustaining productive learning environments, K–6*. Reston, VA: National Council of Teachers of Mathematics.
- Tran, N., Behseta, S., Ellis, M., Martinez-Cruz, A., & Bugarin, J. (2015, Summer). The effects of Spanish English dual language immersion on student achievement in science and mathematics. *eJournal of Education Policy*.  
[http://nau.edu/COE/eJournal/Forms/speciss2015/Tran\\_et\\_al/](http://nau.edu/COE/eJournal/Forms/speciss2015/Tran_et_al/)
- Berry, R.Q. III, Ellis, M.W., Morton, C.H., & Yow, J.A. (2015). I am a teacher. That's what I've done almost all my life. I teach. *Journal of Urban Mathematics Education*, 8(1), 1-9. <http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/273/166>
- Yopp-Edwards, R., Ellis, M., Bonsangue, M., Duarte, T., & Meza, S. (2014). Piloting a co-teaching model for mathematics teacher preparation: Learning to teach together. *Issues in Teacher Education*, 23(1), 91-111.
- Berry, R. Q., III, Ellis, M., & Hughes, S. (2014). Examining a history of failed reforms and recent stories of success: Mathematics education and Black learners of mathematics in the United States. *Race, Ethnicity, and Education*, 17(4), 540-568.  
<http://dx.doi.org/10.1080/13613324.2013.818534>
- Berry, R. Q., & Ellis, M. W. (2013). Multidimensional teaching. *Mathematics Teaching in the Middle School*, 19(3), 172-178.
- Ellis, M. W., Barnhart, T., & Milch, L. (2012). *Understanding National Board Certification: A guide for teachers and those who support them*. Upper Saddle River, NJ: Pearson.
- Ellis, M. W., & Bryson, J. (2011). A conceptual approach to absolute value equations and inequalities. *Mathematics Teacher*, 104(8), 592-598.
- Ellis, M. W., Contreras, J., & Martinez-Cruz, A. M. (2009). The mathematical preparation of prospective elementary teachers: Reflections from an interesting problem. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal, 2* (Pedagogy). Available online <http://www.k-12prep.math.ttu.edu/journal/pedagogy/volume.shtml>
- Ellis, M. W. (Ed.) (2009). *Mathematics for Every Student: Responding to Diversity, Grades 6-8*. Reston, VA: NCTM.
- Ellis, M. W. (2009). Moving from deficiencies to possibilities: Some thoughts on differentiation in the mathematics classroom. In D. White & J. Sliva (Eds.), *Mathematics for Every Student: Responding to Diversity, Grades P-5*. Reston, VA: NCTM. [Also appears in A. Flores (Ed.), *Mathematics for Every Student: Responding to Diversity, Grades 9-12*. Reston, VA: NCTM.]
- Ellis, M. W. (2008). Preparing secondary teachers of mathematics with and for democratic practice. In M. Lutz (Ed.), *Secondary Mathematics Methods Courses in California, Monograph of the California Association of Mathematics Teacher Educators* (pp. 39-49). Available online <http://edweb.csus.edu/projects/camte/monograph1.pdf>
- Ellis, M. W., & Pagni, D. (2008). Exploring segment lengths on the geoboard. *Mathematics Teaching in the Middle School*, 13(9), 520-525.
- Ellis, M. W. (2008) Leaving no child behind yet allowing none too far ahead. *Teachers College Record*, 110(6), 1330-1356.



- Ellis, M. W., Grant, M., & Haniford, L. (Eds.) (2007). Reframing problems in secondary education [Special Issue]. *The High School Journal*, 91(1).
- Ellis, M. W., Grant, M., & Haniford, L. (2007). Reframing problems in secondary education: Alternative perspectives, new insights, and possibilities for action. *The High School Journal*, 91(1), 1-5.
- Ellis, M. W. (2003/2007). President's choice: Constructing a personal understanding of mathematics: Making the pieces fit. *Mathematics Teacher*, 100(8), 516-522. [Reprint]
- Ellis, M. W., Malloy, C. E., Meece, J. M., & Sylvester, P. R. (2007). Convergence of observer ratings and student perceptions of reform practices in sixth-grade mathematics classrooms. *Learning Environments Research*, 10(1), 1-15.
- Martinez-Cruz, A., Ellis, M. W., & Gannon, G. (2007, Spring) Assembling and applying the algebraic thinking puzzle: Patterns, conjectures, proofs and extensions. *Ohio Journal of School Mathematics*, 37-46.
- Akos, P., Shoffner, M., & Ellis, M. (2007). Mathematics placement and the transition to middle school. *Professional School Counseling Journal*, 10(3), 238-244.
- Ellis, M. W. & Berry, R. Q. (2005). The paradigm shift in mathematics education: Explanations and implications of reforming conceptions of teaching and learning. *The Mathematics Educator*, 15(1), 7-17.
- Ellis, M. W. (2005). *School Mathematics Practices and the Games of Truth that are School Mathematics*. (Doctoral dissertation). Retrieved from ProQuest dissertations & theses full text: The humanities and social sciences collection. (Order no. 3190242).
- Ellis, M. W. (2003). Constructing a personal understanding of mathematics: Making the pieces fit. *Mathematics Teacher*, 96(8), 538-542.

#### PRAGMATIC PUBLICATIONS

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- Yeh, C. & Ellis, M. W. (2021, June). Creating Culturally Responsive Mathematics Classrooms. *CMC ComMuniCator*, 45(4), 18-20.
- Ellis, M. & Yopp Slowik, H. (2020). Providing formative feedback on prioritized skills: Reflection by California State University, Fullerton. In M. Miller (Ed.), *New Generation of Educators Initiative: Transforming teacher preparation* (pp. 54-56). The California State University. <https://www2.calstate.edu/impact-of-the-csu/teacher-education/Documents/NGEI-Report-2020Apr30.pdf>
- Ellis, M.W. (2020). Recognizing misconceptions as opportunities to learn mathematics with understanding. Available from <https://www.curriculumassociates.com/products/ready-classroom-mathematics/recognizing-misconceptions-as-opportunities-whitepaper>
- Ellis, M.W. (2018). Knowing and valuing every learner: Culturally responsive mathematics teaching. Available from <https://www2.curriculumassociates.com/lp/rcm-crmt-whitepaper.aspx>
- Yeh, C. & Ellis, M. (2018). Stained glass window designs. In S. McMillen (Ed.), *Integrating Math Across the K-6 Curriculum*. Reston, VA: NCTM. Available online:

<https://www.nctm.org/Publications/Microsites/Integrating-Math-K-6/Welcome-to-Integrating-Math-across-the-K-6-Curriculum/>

- Ellis, M. & Yeh, C. (2018). From leaks to liters: Estimating water loss. In S. McMillen (Ed.), *Integrating Math Across the K-6 Curriculum*. Reston, VA: NCTM. Available online: <https://www.nctm.org/Publications/Microsites/Integrating-Math-K-6/Welcome-to-Integrating-Math-across-the-K-6-Curriculum/>
- Ellis, M.W. (2017). Fostering student engagement in the mathematical practices. Curriculum Associates. Available from <https://www2.curriculumassociates.com/lp/ready-math-core-whitepaper.aspx>
- Ellis, M. (2016). Making instructional shifts with video cases. *The Standard: Official Blog of the National Board for Professional Teaching Standards*. Available from <http://boardcertifiedteachers.org/blog/making-instructional-shifts-video-cases>
- Ellis, M.W. (2015). Mastering the most challenging math standards with rigorous instruction. Curriculum Associates. Available from <https://www2.curriculumassociates.com/lp/ready-math-whitepaper.aspx>
- Ellis, M. W. (2011/2012). Create success: Unlocking the potential of urban students. [Review of the book *Create success: Unlocking the potential of urban students*.] *Mathematics Teaching in the Middle School*, 17(5), 309-10.
- Ellis, M. (2011). Strategic use of technology in teaching and learning mathematics. NCTM Position Statement. <http://www.nctm.org/Standards-and-Positions/Position-Statements/Strategic-Use-of-Technology-in-Teaching-and-Learning-Mathematics/>
- Ellis, M. (2011). Calculator use in the elementary grades. NCTM Position Statement. <http://www.nctm.org/Standards-and-Positions/Position-Statements/Calculator-Use-in-Elementary-Grades/>
- Ellis, M. W. (2011). Teaching the female brain. [Review of the book *Teaching the female brain*.] *Mathematics Teacher*, 104(9), 724-25.
- Ellis, M. W., & Grant, M. (2010). Kiss my math. [Review of the book *Kiss my math: Showing pre-algebra who's boss*.] *Mathematics Teaching in the Middle School*, 16(1), 61-2.
- Ellis, M., & Yeh, C. (2009). Solutions to the walk for the paws problem. *Teaching Children Mathematics*, 15(9), 519-522.
- Ellis, M., & Yeh, C. (2009). Solutions to the coloring maps problem *Teaching Children Mathematics*, 15(8), 455-459.
- Ellis, M., & Yeh, C. (2009). Solutions to the using your (number) sense of balance problem. *Teaching Children Mathematics*, 15(7), 390-393.
- Ellis, M., & Yeh, C. (2009). Solutions to the creative arithmetic problem. *Teaching Children Mathematics*, 15(6), 331-335.
- Ellis, M., & Yeh, C. (2008). Solutions to the rock, paper, scissors problem. *Teaching Children Mathematics*, 15(5), 311-313.

- Ellis, M., & Yeh, C. (2008). Solutions to the how many triangles problem. *Teaching Children Mathematics*, 15(4), 221-223.
- Ellis, M., & Yeh, C. (2008). Solutions to the height in coins problem. *Teaching Children Mathematics*, 15(3), 181-184.
- Ellis, M., & Yeh, C. (2008). Solutions to the stained glass window designs problem. *Teaching Children Mathematics*, 15(2), 101-104.
- Ellis, M., & Yeh, C. (2008). Solutions to the from leaks to liters problem. *Teaching Children Mathematics*, 15(1), 29-31.
- Ellis, M., & Yeh, C. (2008). Walk for the paws. *Teaching Children Mathematics*, 14(9), 541-543.
- Ellis, M., & Yeh, C. (2008). Coloring maps: How many colors are necessary? *Teaching Children Mathematics*, 14(8), 485-487.
- Ellis, M., & Yeh, C. (2008). Using your (number) sense of balance. *Teaching Children Mathematics*, 14(7), 418-420.
- Ellis, M., & Yeh, C. (2008). Creative arithmetic: Exploring alternative methods. *Teaching Children Mathematics*, 14(6), 367-369.
- Ellis, M., & Yeh, C. (2007). Rock, paper, scissors. *Teaching Children Mathematics*, 14(5), 309-310.
- Ellis, M., & Yeh, C. (2007). How many triangles? *Teaching Children Mathematics*, 14(4), 214-216.
- Ellis, M., & Yeh, C. (2007). Height in coins. *Teaching Children Mathematics*, 14(3), 170-172.
- Ellis, M., & Malloy, C. E. (2007). Preparing teachers for democratic mathematics education. In D. Pugalee, A. Rogerson, & A. Schinck (Eds.), *Proceedings of the Mathematics Education in a Global Community, Ninth International Conference*. Charlotte, NC. [http://math.unipa.it/~grim/21\\_project/21\\_charlotte\\_Ellis%20and%20MalloyPaperEdit.pdf](http://math.unipa.it/~grim/21_project/21_charlotte_Ellis%20and%20MalloyPaperEdit.pdf)
- Ellis, M., & Yeh, C. (2007). Stained glass window designs. *Teaching Children Mathematics*, 14(2), 99-101.
- Ellis, M., & Yeh, C. (2007). From leaks to liters: Estimating water loss. *Teaching Children Mathematics*, 14(1), 45-47.
- Ellis, M. W. (2007). Pictorial mathematics. [Review of the book *Pictorial mathematics: An engaging visual approach to the teaching and learning of mathematics*.] *Mathematics Teaching in the Middle School*, 12(7), 415.
- Costa, V., Ellis, M., Bonsangue, M., & Shultz, H. (2006). Module 6: Strategies for solving problems of area and scale. In V. Costa, M. Bonsangue, and H. Shultz (Eds.) (3rd ed.). Professional Development Resources Online for Mathematics [Online Textbook]. Available from <http://www.fullerton.edu/pdrom/>
- Ellis, M., Shultz, H., and Costa, V. (2006). Module 5: Modeling linear change in middle school mathematics. In V. Costa, M. Bonsangue, and H. Shultz (Eds.) (3rd ed.). Professional Development Resources Online for Mathematics [Online Textbook]. Available from <http://www.fullerton.edu/pdrom/>

- Bonsangue, M., Costa, V., Ellis, M., Goldschmidt, V., & Shultz, H. (2006). Multiple perspectives on online professional development in mathematics: Reflections on an improving teacher quality project. *Proceedings of the 4<sup>th</sup> Hawaii International Conference on Education*. Honolulu, HI.
- Shultz, H., Costa, V., & Ellis, M. (2005). Module 3: Representing equalities and inequalities in middle school mathematics. In V. Costa, M. Bonsangue, and H. Shultz (Eds.) (2nd ed.). Professional Development Resources Online for Mathematics [Online Textbook]. Available from <http://www.fullerton.edu/pdrom/>.
- Ellis, M. W. & Berry, R. Q. (2004). Sharing your principles and standards with parents. In M. F. Chappell (Ed.), *Searching for solutions: A guide for empowering the beginning teacher of mathematics* (p. 56). Reston, VA: NCTM.
- Ellis, M. W. (2003). The phone call. In A. Mack-Kirschner (Ed.), *Powerful teaching and learning: Stories from the classrooms of accomplished teachers*. Thousand Oaks, CA: Corwin Press.
- Friel, S., Rachlin, S., Doyle, D., Nygard, C., Pugalee, D., & Ellis, M. (2001). *Navigating through algebra in grades 6-8*. Reston, VA: NCTM.

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#### GRANTS (\$10,000,000+ TOTAL)

- Ellis, M. (2023). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$100,000).
- Ellis, M. (2022). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$100,000).
- Ellis, M. (2022). *Mathematics and Science Teacher Initiative STEM Challenge*. California State University Chancellor's Office. (Funded, \$100,000).
- Ellis, M. (2021). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$100,000).
- Ellis, M. (2021). *Mathematics and Science Teacher Initiative STEM Challenge*. California State University Chancellor's Office. (Funded, \$100,000).
- Ellis, M. (2020). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$147,000).
- Ellis, M. (2019). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$147,000).
- Ellis, M. (2019). *Mathematics and Science Teacher Initiative STEM Challenge*. California State University Chancellor's Office. (Funded, \$100,000).
- Ellis, M. (2018). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$147,000).
- Ellis, M., Bonsangue, M., & Yopp-Edwards, R. (2017-2022) *Advancing Teachers of Mathematics to Advance Learning for All (ATMALA)*. NSF Noyce Master Teaching Fellow. (Funded, \$2,833,000).

- Ellis, M. (2017). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$150,000).
- Ellis, M., Waller, P., & Ichinose, C. (2017-2018). *Common Core State Standards in Mathematics College Readiness Teacher Development*. Boeing Foundation. (\$47,696 funded).
- Ellis, M. (2016). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$162,000).
- Ellis, M., Stang, K., Cavallaro, C., and Yopp, H. (2016-2019). *Titan EDUCATOR (Educator Development Using Collaborative and Transformational Onsite Residencies)*. S. D. Jr. Bechtel Foundation. (Funded, 1,200,000).
- Ellis, M. (2015). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$162,000).
- Ellis, M. (2014). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$167,000).
- Ellis, M. (2014). *Pathways to New STEM Teacher Excellence*. Chevron Foundation (through CSU Chancellor's Office). (Funded, \$85,000).
- Ellis, M. (2013). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$157,000).
- Ellis, M., Martinez-Cruz, A., Tran, N., Matsuda, M., & Yamaguchi, J. (2013-2016). *Transforming Academic and Cultural Identidad through Biliteracy*. National Science Foundation Mathematics and Science Partnership (DUE 1321339). (Funded, \$1,462,069).
- Ellis, M., & Bonsangue, M. (2012). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$162,000).
- Ellis, M., Bonsangue, M., & Yopp-Edwards, R. (2012). *Science ambassadors program*. Mathematics Science Teacher Initiative Augmentation Grant, California State University Chancellor's Office. (Funded, \$7,650).
- Ellis, M., Martinez-Cruz, A., Tran, N., Matsuda, M., & Yamaguchi, J. (2012). *Transforming Academic and Cultural Identidad through Biliteracy*. National Science Foundation Mathematics and Science Partnership (DUE 1238260). (Not Funded, \$1,491,141; will resubmit December 2012).
- Costa, V., Ellis, M., & Bonsangue, M. (2011). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$160,000).
- Ellis, M., Bonsangue, M., & Yopp-Edwards, R. (2011). *Mathematics ambassadors program*. Mathematics Science Teacher Initiative Augmentation Grant, California State University Chancellor's Office. (Funded, \$25,000).
- Keller, J., Ellis, M., Barnhart, T., Estrada, K., & Diffenbaugh, P. (2011). *Teams Enacting Classroom Innovations*. Google. (Funded, \$25,000).

- Ellis, M., & Barnhart, T. (2011-2013). *Center for Maximizing Teacher Impact Planning Grant*. California State University, Fullerton. (Funded, \$15,000).
- Bonsangue, M., Ellis, M., & Yopp, R. (2010-2016). *Fullerton Mathematics Teacher and Master Teacher Fellows Project*. National Science Foundation (DUE 1035315). (Funded, \$2,521,440).
- Costa, V., Ellis, M., & Bonsangue, M. (2010). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$160,000).
- Bonsangue, M., Ellis, M., Costa, V., & Yopp, R. (2009). *Noyce Master Teaching Fellows Planning Grant*. National Science Foundation. (Funded, \$75,000).
- Costa, V., Ellis, M., & Bonsangue, M. (2009). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$150,000).
- Ellis, M., Bonsangue, M., & Guillaume, A. (2008). *Creating a Mathematics Education Collaborative*. California State University at Fullerton Mission and Goals Initiative (Funded, \$25,000).
- Costa, V., Ellis, M., & Bonsangue, M. (2008). *Mathematics and Science Teacher Initiative*. California State University Chancellor's Office. (Funded, \$125,000).
- Ellis, M., & Barnhart, T. (2008). *California Professional Teaching Development Center*. National Board for Professional Teaching Standards (Funded, \$108,000).
- Ellis, M. W., & Grant, M. (2007). *HELP Science: Helping with English Language Proficiency through Science*. Motorola Foundation (Funded, \$50,000).
- Ellis, M. W. (2007). *Building a Professional Learning Community (National Board Certification Outreach and Support)*. California State University at Fullerton Mission and Goals Initiative (Funded, \$19,000).
- Ellis, M. W. (2006). *Characteristics and Needs of Students in the Foundational-Level Mathematics Credential Program*. California State University at Fullerton Junior/Senior Faculty Development Grant (Funded, \$3,000).
- Ellis, M. W. (2006). *Making Algebra Learning Accessible and Meaningful to All Students*. California State University at Fullerton Teaching Mini Grant (Funded, \$200).

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SELECTED PRESENTATIONS (ITEMS WITH AN \* REPRESENT REFEREED PROPOSALS)

- \* Ellis, M. (2022, December). *Curiosity, Competence, and Connections: Three Elements to Spark Joy and Wonder in Mathematics*. National Council of Teachers of Mathematics Regional Conference. Baltimore, MD.
- \* Ellis, M. (2022, November). *Building Coherence with Partial Products and Partial Quotients*. California Mathematics Council – South Conference. Palm Springs, CA.
- Ellis, M. (2022, October 14). *Rehumanizing Mathematics Learning through Culturally Responsive Instruction*. Delaware Mathematics Equity Conference. Virtual.

- \* Ellis, M. (2022, September). *Debunking Three Myths about Mathematics Education that Marginalize Students: Implications for Equity and Inclusion*. National Council of Teachers of Mathematics Annual Conference. Los Angeles, CA.
- Ellis, M. (2022, September). *Equity in Mathematics through Discourse and Key Teacher Moves*. National Council of Supervisors of Mathematics Annual Conference. Anaheim, CA.
- \* Ellis, M., & Waller, P. (2022, February). *Humanizing Mathematics: A Framework for Planning Lessons that Apply Math to Social Justice Issues*. Association of Mathematics Teacher Educators Conference. Henderson, NV.
- \* Ellis, M. (2022, February). *Misconceptions as Opportunities to Learn with Understanding*. National Council of Teachers of Mathematics Regional Conference. New Orleans, LA.
- Ellis, M. (2022, February 1). *Learning from Teachers Working to Rehumanize Mathematics through Culturally Responsive Teaching*. University of Hawaii Ethnomathematics Graduate Program. [online]
- \* Ellis, M. (2021, December). *Learning from Teachers Working to Rehumanize Mathematics through Culturally Responsive Teaching*. California Mathematics Council - North Conference. Pacific Grove, CA.
- \* Ellis, M. (2021, November). *Learning from Teachers Working to Rehumanize Mathematics through Culturally Responsive Teaching*. National Council of Teachers of Mathematics Virtual Conference.
- \* Ellis, M., & Waller, P. (2021, November). *3,2,1 Blastoff: Launching into Social Justice Math Lessons*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.
- Ellis, M. (2021, November 1). *Acknowledging and Addressing Three Myths about Mathematics Education: Implications for Access, Equity, and Inclusion*. CSU Monterey Bay. [online]
- Ellis, M. (2021, October 16). *Acknowledging and Addressing Three Myths about Mathematics Education: Implications for Access, Equity, and Inclusion*. Mathematics Education Colloquium, CSU Fullerton. [hybrid]
- \* Ellis, M. (2021, April). *Rehumanizing Mathematics Learning through Culturally Responsive Teaching*. National Council of Teachers of Mathematics Annual Conference. [online]
- \* Ellis, M. (2020, November). *Learning from Teachers Working to Rehumanize Mathematics through Culturally Responsive Teaching*. National Council of Teachers of Mathematics Virtual Conference.
- \* Ellis, M. (2020, November). *Misconceptions as Opportunities to Learn with Understanding*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.



- Ellis, M., Martinez-Cruz, A., Yopp-Edwards, R., Spykerman, J., Knight, L., Navarro, N., & Min, S. (2020, September 30). Being an *Upstander* to Inequities in Mathematics Education: Teachers Leading from the Classroom to Implement Culturally Responsive Mathematics Teaching. TODOS Live! [*Equity in Education* series webinar] Recording available from <https://www.youtube.com/watch?v=doSWt8ksOp4>
- Ellis, M. (2020, April 16). *Making the Most of Misconceptions in Math Class*. Education Week webinar available from: <https://www.edweek.org/ew/webinars/math-webinars.html>
- \*Ellis, M., & Yeh, C. (2020, April). *Learning, Not Labeling: Challenging Beliefs and Practices to Support Math Learning for All Students*. National Council of Teachers of Mathematics Annual Meeting. Chicago, IL. [cancelled due to COVID-19]
- \*Ellis, M., & Waller, P. (2019, November). *Strategies to Promote Student-Driven Discourse: Let's Talk*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.
- \*Ellis, M. (2019, November). *Rehumanizing Mathematics through Culturally Responsive Mathematics Teaching*. National Council of Teachers of Mathematics Regional Conference. Nashville, TN and Salt Lake City, UT.
- \*Yeh, C. & Ellis, M. (2019, September). *Math and the World: Integrating Classical, Critical, and Community Knowledge in Authentic Investigations*. National Council of Teachers of Mathematics Regional Conference. Boston, MA.
- Ellis, M., & Waller, P. (2019, May 1). *Assessing Individual and Institutional Readiness to Prepare and Submit a Competitive Noyce Proposal*. Webinar for Quality Education for Minorities Network.
- \*Yopp-Edwards, R., Ellis, M., Saldivar, G., Knight, L., & Navarro, N. (2019, April). *Growing as Culturally Responsive Math Teachers: Working with Peers to Change Our Classrooms*. National Council of Teachers of Mathematics Annual Meeting, San Diego, CA.
- \*Ellis, M., Hurtado, C., & Yeh, C. (2019, April). *Opening Pathways to Mathematics Success: Tasks and Routines that Promote Deep Learning for All*. National Council of Teachers of Mathematics Annual Meeting, San Diego, CA.
- \*Spykerman, J., Ellis, M., Chaudry, A., & Johnson, S. (2019, February). *Culturally Responsive Mathematics Teaching: Our ATMALA Journey*. Noyce Western Regional Conference. Tucson, AZ.
- \*Martinez-Cruz, A., Ellis, M., Muramoto, S., & Gadea, R. (2019, February). *Microcredentials for and by Teachers: From Learners to Leaders*. Noyce Western Regional Conference. Tucson, AZ.
- Ellis, M., Chen, A., Reed, A., & Ormseth, T. (2018, November 13). *What Is Culturally Responsive Mathematics Teaching?* Education Week webinar available from <https://www.edweek.org/ew/webinars/math-webinars.html>
- \*Ellis, M., & Waller, P. (2018, November). *How Well Does My Lesson Engage Students in Deep Learning?* California Mathematics Council-South Annual Meeting. Palm Springs, CA.



- \*Yeh, C., Ellis, M., & Hurtado, C. (2018, April). *Juicy Tasks to Nourish Students' Rational Number Reasoning*. National Council of Teachers of Mathematics Annual Meeting, Washington, DC.
- \*Ellis, M., Yeh, C., & Hurtado, C. (2018, April). "My Students Don't Know How to Talk about Math": *Discourse Structures that Promote Student Engagement*. National Council of Teachers of Mathematics Annual Meeting, Washington, DC.
- Ellis, M. (2018, April 18). *What Happens When Teachers Talk Less and Students Talk More in the Mathematics Classroom?* Education Week webinar available from <https://www.edweek.org/ew/webinars/math-webinars.html>
- \*Martin, W. G., Ellis, M., Smith, W., Strutchens, M. (2018, February). *Transforming Secondary Mathematics Teacher Preparation: A Networked Approach to Enacting the AMTE Standards*. Association of Mathematics Teacher Educators Annual Conference, Houston, TX.
- \*Yeh, C., Hurtado, C., & Ellis, M. (2017, November). *Juicy Tasks to Nourish Students' Mathematical Reasoning*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.
- \*Ellis, M., Yeh, C., & Hurtado, C. (2017, November). *Juicy Tasks to Nourish Students' Rational Number Reasoning*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.
- Ellis, M. (2017, November). *What is Culturally Responsive Mathematics Teaching and Why Does it Matter?* California Polytechnic University at San Luis Obispo, Department of Mathematics Colloquium Series.
- Yeh, C., Ellis, M., & Hurtado, C. (2017, September). *Reimagining the mathematics classroom*. Author Talk webinar. National Council of Teachers of Mathematics. Available from [http://nctm.adobeconnect.com/reimagining/event/event\\_info.html](http://nctm.adobeconnect.com/reimagining/event/event_info.html)
- Ellis, M. (2017, September). *Cultivating rather than Weeding: What to Look for in 21<sup>st</sup> Century Mathematics Classrooms that Support Student Success K-16*. Mathematics Department Colloquia, University of Arizona. Tucson, AZ.
- \*Ellis, M., & Meza, S. (2017, July). *What is Culturally Responsive Mathematics Teaching and Why Does it Matter?* NSF Noyce Conference. Washington, DC.
- Ellis, M. (2017, July). *Moving Mathematics Education into the 21<sup>st</sup> Century*. Keynote for Summer Mathematics Institute. Corona-Norco Unified School District. Norco, CA.
- \*Yeh, C., Ellis, M., & Hurtado, C. (2017, April). *Juicy Tasks to Nourish Students' Mathematical Reasoning*. National Council of Teachers of Mathematics Regional Meeting. San Antonio, TX.
- \*Ellis, M., Tran, N., Martinez-Cruz, A., Behseta, S., & Abdoli, M. (2017, February). *The Effects of a Dual Language Program on Student Interest in STEM*. National Association of Bilingual Education Annual Conference. Dallas, TX.

- \*Ellis, M., Yeh, C., Morton, C., & Yow, J. (2017, February). *Strategies for Preparing Teachers of Mathematics Who Understand and Address Issues of Equity and Access*. Association of Mathematics Teacher Educators Annual Conference. Orlando, FL.
- \*Ellis, M. & Junkin, C. (2016, November). *Promoting Mathematical Discourse = Deeper Mathematics Learning*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.
- \*Ellis, M. (2016, November). *Making Mathematics Familiar: Increasing Interest and Achievement through Cultural Relevance*. National Council of Teachers of Mathematics Regional Meeting. Philadelphia, PA.
- Ellis, M. (2016, September). *STEM Education and Teacher Preparation in the 21st Century*. Engage in STEM keynote address. Fullerton, CA.
- Ellis, M. (2016, April). *Envisioning a New Normal for Middle and High School Mathematics*. UCLA Mathematics Project. Torrance, CA.
- Ellis, M. (2016, April). *Teaching Mathematics from a Growth Mindset*. National Council of Teachers of Mathematics Annual Meeting, San Francisco, CA.
- Ellis, M. (2015, November). *How Smarter and How Balanced are the New Assessments in Mathematics? An Examination of the Pitfalls and Possibilities of the Smarter Balanced Assessment Consortium*. STEM Education, Economics, and Equity Seminar Series. University of San Diego, CA.
- Ellis, M., Yow, J., Hill-Morton, C., Fennell, S., & Lee, H. (2015, October). *The Role of Mathematics Education Faculty as Mentors to Many*. Dr. Carol E. Malloy Research Symposium. Chapel Hill, NC.
- \*Ellis, M. & Rhodes, D. (2015, April). *"We must stop sorting students": One teacher's experience with detracking*. National Council of Teachers of Mathematics Annual Meeting. Boston, MA.
- Ellis, M. (2015, March 4). *Mastering the Most Challenging Math Standards With Rigorous Instruction*. Education Week webinar available from <https://www.edweek.org/ew/webinars/math-webinars.html>
- Ellis, M., Allen, M., Gardener, M., & Clarke, L. (2015, March). *Building the Continuum: Creating a Sustainable Pipeline of Accomplished Teachers*. National Board for Professional Teaching Standards Teaching and Learning Conference. Washington, DC.
- \*Weiman, R., Chazan, D., Ellis, M., Philipp, R., & Rhine, S. (2015, February). *Secondary Mathematics Video: Charting Progress on a Shared Journey*. Association of Mathematics Teacher Educators (AMTE) Annual Conference. Orlando, FL.
- \*Meza, S., & Ellis, M. (2014, October). *Promoting mathematical discourse: Mystery Bags, Speed Dating, and cultural context*. California Mathematics Council-South Annual Meeting. Palm Springs, CA.
- Martinez-Cruz, A., Ellis, M., Saldivar, G., Padilla, R., & Padilla, M. (2014, October). *Leveraging community, cultural, and linguistic resources to engage students in STEM learning*. Closing the Latino Opportunity Gap Summit. Fullerton, CA.

- Ellis, M. (2014, October). *Envisioning a new normal for secondary mathematics*. Orange County Mathematics Council Winter Keynote. Orange, CA.
- Yopp, R., Ellis, M., & Min, S. (2014, September). *Learning to Mentor Preservice Mathematics Teachers*, California STEM Symposium, San Diego, CA.
- Meza, S., Lejvardi, S., Muramoto, S., & Ellis, M. (2014, September). *Teaching mathematics in high-impact schools with the Common Core standards*. California STEM Symposium. San Diego, CA.
- Yopp, R. H., & Ellis, M. W. (2014, June). *Master teachers learning to mentor preservice mathematics teachers*. Mathematics Teacher Education Partnership Conference, Milwaukee, WI.
- \*Yopp, R. H., Ellis, M., & Quiroz, R. (2014, April). *Learning to mentor preservice mathematics teachers in urban schools*. National Council of Teachers of Mathematics Annual Meeting, New Orleans, LA.
- \*Ellis, M., Meza, S., & Yopp, R. H. (2014, April). *Promoting Mathematical Discourse: Mystery Bags, Speed Dating, and Cultural Context*. National Council of Teachers of Mathematics Annual Meeting, New Orleans, LA.
- \*Wieman, R., Philipp, R., Chazan, D., Ellis, M., Sherin, M., Silver, E., & Stockero, S. (2014, February). *Using Secondary Mathematics Video: Strategies and Visions*. Association of Mathematics Teacher Educators (AMTE) Annual Conference. Irvine, CA.
- \*Ellis, M., & Yeh, C. (2013, November). *Attending to access and equity during the transition to the common core mathematics*. California Mathematics Council-South Annual Conference, Palm Springs, CA.
- Ellis, M. (2013, August). *Examining the Common Core State Standards for Mathematics*. CSU Fullerton Single Subject Credential Program Orientation. Fullerton, CA.
- \*Berry, R. Q., Ellis, M., & Hughes, S. A. (2013, April). *Critical race theory, mathematics education, and promising futures: A historical perspective*. American Educational Research Association Annual Meeting, San Francisco, CA.
- \*Ellis, M., Miller, C., & Stapel, C. (2013, April). *International perspectives on preparing mathematics teachers*. National Council of Teachers of Mathematics Annual Meeting, Denver, CO.
- \*Yopp, R. H., Ellis, M., Duarte, T., & Meza, S. (2013, April). *Learning to teach together: What worked in a co-teaching project*. National Council of Teachers of Mathematics Annual Meeting, Denver, CO.
- Ellis, M., & Street, C. (2013, March). *Utilizing National Board Standards and National Board Certified Teachers in Higher Education*. Online webinar for University of Montana College of Education faculty.
- Ellis, M. (2013, January). *Examining the Common Core State Standards for Mathematics*. CSU Fullerton Single Subject Credential Program Orientation. Fullerton, CA.

- \*Ellis, M., Quiroz, R., & Nguyen, A. (2012, November). *Using technology to support meaningful mathematics learning*. Western Regional Noyce Conference, Tucson, AZ.
- \*Ellis, M. W. (2012, October). *Examining the (not so) Common Core State Standards for Mathematical Practice*. National Council of Teachers of Mathematics Regional Meeting, Dallas, TX.
- Knighten, L., Ellis, M., & Gojak, L. (2012, October). *Looking at the Common Core State Standards through an NCTM lens: It's still about the Principles and Standards*. National Council of Teachers of Mathematics Regional Meeting, Dallas, TX.
- Ellis, M. (2012, June). *Critical Concepts in Middle School Mathematics*. Center for Minorities and People with Disabilities in Information Technology: Diversity as an Innovation Resource Workshop. Washington, DC.
- Ellis, M. (2012, May). *Examining the (not so) Common Core Standards for Mathematical Practice*. CSU Long Beach Math at the Beach Seminar. Long Beach, CA.
- \*Ellis, M. (2012, April). *Eliciting mathematical reasoning with digital tools: Engaging students and teachers*. National Council of Teachers of Mathematics Annual Meeting. Philadelphia, PA.
- Ellis, M. (2012, February). *Examining the (not so) Common Core Standards for Mathematical Practice*. Orange County Mathematics Council Common Core Symposium. Costa Mesa, CA.
- \*Ellis, M., & Kim, J. (2011, April). *Unlocking students' potential: Going from mathematical frustration to mathematical inspiration*. National Council of Teachers of Mathematics Annual Meeting. Indianapolis, IN.
- \*Ellis, M., Yopp-Edwards, R., Bonsangue, M., Balmages, C., & Manuel, L. (2011, March). *Supporting teacher excellence: Noyce fellows and National Board certification*. NSF Noyce Western Regional Conference. Costa Mesa, CA.
- \*Ellis, M. (2011, January). *What does the research say about mathematics teacher preparation and teacher effectiveness?* Association of Mathematics Teacher Educators Annual Meeting. Irvine, CA.
- \*Bohlin, C., Bissell, J., Benken, B., Ellis, M., Hsu, E., Reed, C., Santa Cruz, R., & Sundar, V. (2010, January). *Successful approaches to address a statewide mathematics teacher shortage: California State University's system-wide initiative*. Association of Mathematics Teacher Educators Annual Meeting. Irvine, CA.
- \*Barnhart, T., & Ellis, M. (2009, July). *Utilizing National Board Standards and NBCTs in higher education*. National Board for Professional Teaching Standards Conference. Atlanta, GA.
- \*Ellis, M., Schirm, L., & Cherry, L. (2009, April). *Adventures in graphing—Graph like you've never graphed before!* National Council of Teachers of Mathematics Annual Meeting, Washington, DC.

- \*Ellis, M., & Au, W. (July 2008). *“My students are Level 1s”: Examination, curricular control, and the stratification of students through mathematics education and testing.* Advancing Democracy and Equity in Today’s Schools, University of Redlands, Redlands, CA.
- \*Ellis, M., & Barney, H. (April 2008). *Developing academic language and engaging English learners (and all students) in mathematics.* National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, UT.
- \*Ellis, M., & Malloy, C. E. (September 2007). *Preparing teachers for democratic mathematics education.* Mathematics Education in a Global Community, Ninth International Conference, Charlotte, NC.
- \*Kirtman, L., Jasis, R., Ellis, M., Grant, M., & Junn, E. (April 2007). *Growing and nurturing a diverse faculty.* Keeping Our Faculties of Color Symposium, Minneapolis, MN.
- \*Malloy, C., Hill, C., & Ellis, M. (March 2007). *Problem solving and the development of conceptual understanding in middle grades.* National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.
- \*Ellis, M. W., & Cortes, A. (March 2007). *Why teach mathematics? Results of a survey and interviews with diverse credential candidates.* National Council of Teachers of Mathematics Research Pre-Session, Atlanta, GA.
- Barney, H., & Ellis, M. (January 2007). *Developing academic language and engaging English learners in mathematics.* Mathematics Diagnostic Testing Program Annual Conference, Fullerton, CA.
- \*Ellis, M. W. (November 2006). *Reforming the narrative of school mathematics for pre-service teachers.* California Mathematics Council – South Conference, Palm Springs, CA.
- \*Costa, V., Bonsangue, M., Shultz, H., Goldschmidt, V., and Ellis, M. (July, 2006). *Online professional development for middle school mathematics teachers.* Paper presented at the National Educational Computing Conference, San Diego, CA.
- \*Ellis, M. W., & Malloy, C. E. (April 2006). *Conceptualizations of and changes in students’ conceptual understanding.* National Council of Teachers of Mathematics Research Pre-Session, St. Louis, MO.
- \*Ellis, M. W. (April 2006). *Disrupting mathematics instruction: A poststructuralist analysis of teaching practices.* American Educational Research Association Annual Meeting, San Francisco, CA.
- Ellis, M. W. (October 2005). *Authentic assessment in mathematics.* One-hour presentation to students in EDSC 524 Assessing Student Learning. California State University at Fullerton.
- Ellis, M. W. (June 2004). *Effective lesson planning for school guidance.* Two-hour seminar for students in School Guidance course. University of North Carolina at Chapel Hill.
- \*Ellis, M. W., & Malloy, C. E. (April 2004). *Do students see what researchers see? Correlations between observations and student surveys in mathematics classrooms.* National Council of Teachers of Mathematics Research Presession, Philadelphia, PA.

- \*Malloy, C. E., & Ellis, M. W. (April 2004). *Looking at reform and student achievement in middle grades mathematics classrooms*. National Council of Teachers of Mathematics Annual Meeting Research Presession, Philadelphia, PA.
- \*Malloy, C.E., & Ellis, M. W. (April 2004). *Looking at reform in mathematics classrooms*. American Educational Research Association Annual Meeting, San Diego, CA.
- \*Ellis, M. W., Burg, S., Gould, T., Joyner, R., & Sylvester, P. (April 2004). *Examining middle school students' conceptual understanding in mathematics*. North Carolina Association for Research in Education Annual Meeting, Chapel Hill, NC.
- \*Ellis, M. W., & Joyner, R. L. (November 2003). *Teacher quality in mathematics education*. National Board for Professional Teaching Standards Annual Meeting, Washington, D.C.
- \*Ellis, M. W. (October 2003). *Leaving no child behind yet allowing none too far ahead*. American Educational Studies Association Annual Meeting, Mexico City.
- \*Ellis, M. W. (October 2003). *Playing with place value and arithmetic: A conceptual exploration for teachers*. North Carolina Council of Teachers of Mathematics Annual Meeting, Greensboro, NC.
- Ellis, M. W. (July 2003). *Ideas for making groups work in mathematics*. Durham Public Schools, Durham, NC.
- \*Malloy, C.E., & Ellis, M. W. (March 2003). *Looking at reform in mathematics classrooms*. North Carolina Association for Research in Education Annual Meeting, Holly Springs, NC.
- \*Ellis, M. W., & Patterson, G. C. (March 2002). *Interrogating justifications for educational stratification: How racism in American schooling practice is veiled under the shroud of "objectivity."* Southeastern Association of Educational Studies Annual Meeting, Atlanta, GA.
- \*Ellis, M. W., & Berry, R. Q. (October 2001). *The paradigm shift in mathematics education: Combining cognition and culture to bring equity and meaning into the equation*. American Educational Studies Association Annual Meeting, Miami, FL.
- \*Ellis, M. W. (October 2001). *The secrets of Japanese mathematics education*. North Carolina Council of Teachers of Mathematics Annual Meeting, Greensboro, NC.
- \*Short, E., & Ellis, M. W. (March 2000). *Student-led conferences*. California League of Middle Schools Annual Meeting, Burlingame, CA.
- Ellis, M. W. (January 2000). *Case studies: A guide for new teachers*. Stanford Teacher Education Program, Stanford, CA.
- \*Ellis, M. W. (1999). *Why we will leap in Y2K: A mathematical look at our calendar system*. California Mathematics Council Annual Meeting, Asilomar, CA.
- \*Ellis, M. W. (1993). *Discussing social issues through mathematics*. California Mathematics Council Annual Meeting, Asilomar, CA.

#### AWARDS AND HONORS

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2021                      *Outstanding Scholarly and Creative Activity Recognition*, CSU Fullerton Faculty Development Center

2019	<i>National Board Certified Teacher</i> [10-year renewal], Early Adolescence Mathematics
2018	<i>Distinguished Faculty Award</i> , CSU Fullerton College of Education
2017	<i>Friend of Education</i> , Anaheim Union High School District, Anaheim, CA
2015-16	<i>Improvement Science Learning Lab</i> , invited participant, Carnegie Center for the Advancement of Teaching, Stanford, CA
2015	<i>Research to Practice Award, Mathematics Teaching in the Middle School</i> , National Council of Teachers of Mathematics
2011-2012	<i>Google Faculty Fellow</i> , Mountain View, CA
2009	<i>National Board Certified Teacher</i> [10-year renewal], Early Adolescence Mathematics
May 2008	<i>Faculty/Staff Member Award of Excellence</i> , Titan Student Union
May 2008	<i>Teacher-Scholar Award</i> , CSU Fullerton Faculty Development Center
April 2005	<i>Marvin Wyne Outstanding Student Paper Award</i> , North Carolina Association for Research in Education
April 2004	<i>AERA Distinguished Paper Award</i> , State and Regional Educational Research Associations
October 2003	<i>Invited Moderator</i> , Educating Our Educators, Graduate Education: Building Public Partnerships. The Graduate School at the University of North Carolina at Chapel Hill
May 2003	<i>Funded Attendee</i> , Show Me Center Researchers' Workshop, University of Missouri, Columbia
2000-2005	<i>Royster's Fellowship</i> , University of North Carolina at Chapel Hill
2000	<i>Mentor</i> , National Board Resource Center, Stanford University
1999	<i>National Board Certified Teacher</i> , Early Adolescence Mathematics
1993-1994	<i>Teacher-Consultant</i> , California Learning and Assessment System (CLAS)
1991-1992	<i>Paul Douglas Teacher Scholarship</i> , Stanford University
1987-1991	<i>Regents' Scholarship</i> , University of California

#### SERVICE

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2021-22	Search Committee Chair, Department of Secondary Education
2020-21	Contributor and Facilitator, Introduction to Racial Equity Module, CSU Fullerton Office of Diversity, Inclusion, and Equity Programs
2020-21	Personnel Committee Chair, Department of Literacy and Reading

## Education

2020-2023	Certification Council, National Board for Professional Teaching Standards
2019-2022	Nominations & Elections Committee, National Council of Teachers of Mathematics (chair 2021-22)
2019	Standards Development Handbook Revisions Committee Co-chair, National Board for Professional Teaching Standards
2018-19	Research Committee, CSU Fullerton
2018-19	Personnel Committee, Department of Literacy and Reading Education
2018-19	Search Committee Chair (2 positions), Department of Secondary Education
2018	Reviewer, Discovery Research K12 Program, National Science Foundation
2016-17	Personnel Committee, Department of Literacy and Reading Education
2015-16	Advisory Committee, Quantitative Reasoning Task Force, CSU Academic Senate
2015-16	Personnel Committee, Department of Secondary Education
2015-16	Search Committee, Department of Secondary Education
2015-16	Local Arrangements Chair, Association of Mathematics Teacher Educators 2016 Annual Meeting
2015	Reviewer, CAREER Program, National Science Foundation
2014-16	Next Generation of Educator Initiative Working Group, California State University Chancellor's Office
2014-15	Personnel Committee, Department of Secondary Education
2014 - present	Reviewer, <i>Journal for Research in Mathematics Education</i> (JRME)
2014	Reviewer, Discovery Research K12 Program, National Science Foundation
2013-14	Educational Materials Committee, National Council of Teachers of Mathematics
2013-14	Personnel Committee, Department of Educational Leadership
2013-14	Search Committee Chair (2 positions), Department of Secondary Education
2013-14	Local Arrangements Chair, Association of Mathematics Teacher Educators 2014 Annual Meeting
2013	Investigative Committee, California State University, Fullerton



2012-15	Just, Equitable, Inclusive Education Task Force, College of Education
2012-13	Search Committee Chair, Department of Secondary Education
2012-13	Personnel Committee, Department of Secondary Education
2012 Fall	Ad-Hoc Committee on Merger of Reading with Elementary & Bilingual Education, California State University Fullerton
2011-14	American Statistical Association/National Council of Teachers of Mathematics Joint Committee on Statistics Education
2011-2012	Chair, Just, Equitable, Inclusive Education Task Force, CSU Fullerton College of Education (led task force of 7 members to examine issues of social justice within COE practices and programs; organized COE faculty retreat focused on JEIE, Fall 2012)
2011	Department of Mathematics Periodic Program Review Committee
2010-2012	Executive Committee, Center for Research on Educational Access and Leadership (C-REAL) at CSU Fullerton
2010-2013	Advisory Board, PROCESS Project: Preparation and Retention of Collaborative, Effective, and Successful Specialists
2010-2011	Strategic Planning Task Force, College of Education
2010-2011	Local Arrangements Chair, Association of Mathematics Teacher Educators 2011 Annual Meeting
2010-2011	Planning Committee, Los Amigos Latino Education Conversations (one-day seminar for Spanish-speaking parents and school district administrators)
2010	Planning Committee, OC Closing the Latino Achievement Gap Summit
2009-present	National Advisory Board Member and Reviewer, <i>The High School Journal</i>
2009-2012	Associate Editor, <i>Journal of Mathematics Education</i>
2009-2011	Reviewer, <i>Journal for Research in Mathematics Education</i> (special issue on equity, Dr. Rochelle Gutiérrez, Ed.)
2009-2010	Local Arrangements Chair, Association of Mathematics Teacher Educators 2010 Annual Meeting
2008-2010	Program Committee, National Council of Teachers of Mathematics 2010 Annual Meeting
2008-2009	Member, Food Advisory Committee, California State University, Fullerton
2008-2009	Reviewer, <i>Equity &amp; Excellence in Education</i>

2008	Program Committee, California Association of Mathematics Teacher Educators
2007-2009	Reviewer, <i>Teachers College Record</i>
2007-2008	Faculty Partner, Developing Communities of Mathematical Inquiry (DCMI).
2006-2008	Faculty Representative, Titan Student Union Governing Board
2006-2008	Faculty Partner, Orange High School Cluster, Teachers Assisting Students to Excel in Mathematics (TASEL-M).
2006-present	Reviewer, <i>Mathematics Teaching in the Middle School</i>
2006-2011	Conference Committee Member and Student Hosts Chair, California Mathematics Council-South
2005-2011	Board Member and Conference Committee Member, Orange County Mathematics Council
2005-present	Researchers and Critical Educators (RACE) member and officer (treasurer 2006-07; president 2007-09)
2004-2006	National Review Committee, Educational Testing Service Praxis Mathematics Regeneration (Middle School Mathematics Content and Pedagogy exams)
2004-2005	Reviewer, <i>Teachers Engaged in Research: Inquiry into Mathematics Practice</i> , National Council of Teachers of Mathematics
2004	Reviewer, Teacher Professional Continuum Program, National Science Foundation
2004	Reviewer, <i>The High School Journal</i> , Special Issue: Equity Research in Secondary Mathematics
2004	Search Committee, Teacher Education tenure-track position, University of North Carolina at Chapel Hill
2004	Reviewer, Mathematics Science Partnership Program, National Science Foundation
2002	Search Committee, Mathematics Education tenure-track position, University of North Carolina at Chapel Hill

#### PROFESSIONAL ORGANIZATIONS

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Association of Mathematics Teacher Educators (AMTE)

California Mathematics Council (CMC)

California Mathematics Teacher Educators (CAMTE)

National Board for Professional Teaching Standards (NBPTS)

National Council of Teachers of Mathematics (NCTM)

Orange County Mathematics Council (OCMC)

CSU Fullerton Researchers and Critical Educators (RACE)

TODOS: Mathematics for All (TODOS)

# Nick Henning, Ph.D.

California State University, Fullerton  
Department of Secondary Education  
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nhenning@fullerton.edu

## EDUCATION

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### **Ph.D. in Education, Urban Schooling Division, 2009**

UCLA Graduate School of Education and Information Studies  
Advisor: Tyrone Howard

### **M.Ed., Education, 1999**

UCLA Graduate School of Education and Information Studies  
Advisor: Jeannie Oakes

### **CLAD Professional Clear Teaching Credential, 1998-present**

UCLA Graduate School of Education and Information Studies

### **B.A., History: African History specialization, 1995**

Pomona College  
Advisor: Sidney Lemelle

### **Study and Research Abroad, 1994**

School for International Training, Harare, Zimbabwe  
Research Project: "To Touch the Earth: A Study of Rural Zimbabwe in the Post-Independence Era"

## RESEARCH AND TEACHING INTERESTS

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Multicultural education, K-12 teacher education, educational policy, teacher induction and retention in urban schools, teacher collaboration, longitudinal research of teacher education programs, effective teaching methods for diverse classrooms, K-12 Ethnic Studies pedagogy, teacher inquiry and action research, educators' attitudes towards disability and inclusion, theories and methods of language acquisition, issues of race, class and linguistic diversity, sociocultural learning theory, social justice teaching and education, social studies education, cultural-historical activity theory, transformational resistance theory, social and political contexts of urban schools, critical pedagogy, teacher identity.

## TEACHING AND PROFESSIONAL EXPERIENCE

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**Professor, Secondary Education**, California State University, Fullerton *August 2018 - present*

Courses Taught:

- EDSC 340: Diversity in Secondary Schools
- EDSC 449S: Seminar in Secondary Teaching: Social Studies
- EDSC 522: Community Partnerships
- EDSC 535 Survey of Educational Research
- EDSC 591: Professional Seminar in Secondary Teaching

HONR 497:

**Associate Professor, Secondary Education**, California State University, Fullerton *August 2015 - 2018*

Courses Taught:

EDSC 340: Diversity in Secondary Schools  
EDSC 449S: Seminar in Secondary Teaching: Social Studies  
EDSC 522: Community Partnerships

**Assistant Professor, Secondary Education**, California State University, Fullerton *August 2009 - 2015*

Courses Taught:

EDSC 340: Diversity in Secondary Schools  
EDSC 440S: General Pedagogy of Secondary School Teaching  
EDSC 440F: Supervised Fieldwork in Secondary Schools  
EDSC 449S: Seminar in Secondary Teaching: Social Studies  
EDSC 449E: Externship in Secondary Teaching  
EDSC 449I: Internship in Secondary Teaching  
EDSC 522: Community Partnerships

**Principal Investigator**, California State University, Fullerton *2010 - 2011*  
GEAR UP SRI Evaluation, Center for Research on Educational Access and Leadership

**Adjunct Faculty**, Claremont Graduate University *June 2005 – June 2007*

Course Taught:

ED 302: Teaching/Learning Process I

**Senior Faculty Advisor – Social Studies**, Claremont Graduate University *June 2003 – August 2006*

Courses Taught:

ED 303/304: Teaching/Learning Process II  
ED 303a/304a: Internship Teaching and Advisory  
ED 314: Meeting the Academic Needs of English Learners: Theory and Practice  
ED 305/306: Teaching/Learning Process III  
ED 305a/306a: Internship Teaching and Advisory

**Instructor and Field Supervisor**, UCLA Center X TEP *September 2001 – January 2006*  
*September 2007 – June 2008*

Courses Taught:

ED 330A: Observation and Participation  
ED 330B-C: Student Teaching  
ED 330D: Classroom Residency and Teaching  
ED 360A-C: Novice Seminar  
ED 405: Teaching in Urban Schools – Cultural Identity, Diverse Perspectives, Community Action  
ED 481: Knowledge and Inquiry in the Classroom  
ED 490A: Instructional Decision Making  
ED 491: Curricular Decision Making

ED 495A–C: Resident Seminar  
ED 498A Resident Teaching  
ED 498B: Directed Field Experience  
ED 499A-C: Advanced Directed Field Experience

<b>Research Assistant, Urban Teacher Development, UCLA IDEA</b>	<i>January 2003 - January 2004</i>
<b>Teacher, Social Studies, Jordan High School, LAUSD</b>	<i>December 1997 – June 2001</i>
<b>Mentor Teacher, UCLA Center X Teacher Education Program</b>	<i>January 2000 - June 2001</i>
<b>Head Coach, Boys Soccer, Jordan High School, Los Angeles Unified</b>	<i>December 1997 – June 2001</i>

## SELECTED RECENT PUBLICATIONS

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- Navarro, O., Shah, J., Valdez, C., Dover, A., & **Henning, N.** (in press). Fighting on all fronts: The push, pull, and persistence of social justice educators and the move to reimagine teacher preparation. *Urban Education*.
- Dover, A., **Henning, N.**, Dotson, E., & Rangnath, R. (2019). It's heart work: Critical case studies, critical professional development, and fostering hope among justice-oriented teacher educators. *Multicultural Perspectives*. 20(4), 229-239.
- Zavala, M., **Henning, N.**, Gallagher-Geurtsen, T., CA-NAME (2019). Ethnic Studies: Ten common misconceptions. In *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools.
- Tintiangco-Cubales, A., **Henning, N.**, Kohli, R., Sacramento, J., Agarwal-Rangnath, R., & Sleeter, C. (2019). What is Ethnic Studies pedagogy? In *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools.
- Henning, N.**, Dover, A.G., Dotson, E., Agarwal-Rangath, R., Clayton, C., Donovan, M., Cannon, S. O., Cross, S. B., Dunn, A.H. (2018). Navigating the contested terrain of teacher education policy and practice: Authors respond to SCALE. *Education Policy Analysis Archives*.
- Henning, N.**, Dotson, E., Dover, A., Agarwal-Rangnath, R. (2018). Storying teacher education policy: Critical counternarratives of curricular, pedagogical, and activist responses to state-mandated teacher performance assessments. *Education Policy Analysis Archives*.
- Zavala, M. & **Henning, N.** (2017). The role of political education in the formation of teachers as community organizers: Lessons from a grassroots activist organization. *Urban Education*.  
<https://doi.org/10.1177/0042085917727574>
- Dotson, E., Dover, A., **Henning, N.**, Agarwal-Rangnath, R. (2018). They should see themselves as powerful: Teacher educators, agency, and resisting TPAs. In *Assault on Kids: How Hyper-Accountability, Corporatization, Deficit Ideology, and Ruby Payne Are Destroying Our Schools (2<sup>nd</sup> Edition)*. New York, NY: Peter Lang.

- Agarwal-Rangnath, R., Dover, A., **Henning, N.** (2016). *Preparing to teach social studies for social justice: Becoming a renegade*. New York: Teachers College Press.
- Dover, A., **Henning, N.**, Agarwal-Rangnath, R. (2016). Reclaiming agency: Justice-oriented social studies teachers respond to changing curricular standards. *Teaching and Teacher Education*, 59, 457-467. <http://dx.doi.org/10.1016/j.tate.2016.07.016>
- Tintiango-Cubales, A., Kohli, R., Sacramento, J., **Henning, N.**, Agarwal-Rangnath, R., & Sleeter, C. (2014). Toward an Ethnic Studies pedagogy: Implications for K-12 schools from the research. *The Urban Review* 47(1), 104-125.
- Henning, N.** (2013). We make the road by walking together: New teachers and the collaborative and context-specific appropriation of shared social justice-oriented practices and concepts. *Teaching and Teacher Education*, 36, 121-131.
- Han, S., Jung, A., **Henning, N.**, Park, C. (2012). Comparative study of attitudes toward students with special needs for secondary preservice teachers in Korea and the United States. *Korean Journal of Comparative Education*, 22(3), 31-63.

## SELECTED RECENT PRESENTATIONS

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- Dover, A., **Henning, N.**, Dotson, E., Agarwal-Rangnath, R. (2017). We teach them what it looks like: Modeling curricular, pedagogical and political activism in teacher education. Paper to be presented for the annual Conference of the National Association for Multicultural Education, Salt Lake City.
- Dotson E., Dover, A., **Henning, N.** (2017). We fight alongside you: Teacher educators, agency, and strategic resistance to teacher performance assessments. Paper presented for the annual meeting of the American Educational Research Association, San Antonio.
- Zavala, M., **Henning, N.** (2017). The role of political education in the formation of teachers as community organizers: Lessons from a grassroots activist organization. Paper presented for the annual meeting of the American Educational Research Association, San Antonio.
- Henning, N.**, Dover, A., Agarwal-Rangnath, R., Gibbs, B., Shah, J., Valdez, C. (2016). If we weren't pushed, we were pulled: Why social justice-oriented teachers leave K-12 classrooms. Paper presented for the annual Conference of the National Association for Multicultural Education, Cleveland.
- Henning, N.** (2016). We must be heard: RACE and advocacy for faculty diversification and social justice. Paper presented for the triannual Keeping Our Faculty of Color Symposium, Minneapolis.
- Henning, N.**, Dover, A., Agarwal-Rangnath, R. (2016). Embracing, reframing, and/or resisting for the public good: Justice-oriented teachers' approaches to the Common Core. Paper presented for the annual meeting of the American Educational Research Association, Washington, D.C.

- Dover, A., Agarwal-Rangnath, R., Dotson, E., & **Henning, N.** (2015). Enacting justice in a high-stakes system: Meeting, exceeding and resisting the demands of edTPA, PACT and CalTPA. Paper presented for the Annual Conference of the National Association for Multicultural Education, New Orleans.
- Agarwal-Rangnath, R., **Henning, N.**, & Dover, A. (2015). Social studies teaching for social justice: Advice from veteran teachers responding to the Common Core. Paper presented for the Annual Conference of the National Association for Multicultural Education, New Orleans.
- Dover, A., **Henning, N.**, & Agarwal, R. (2014). Dismantling fronteras in teacher education: Critical conversations about teaching for social justice. Paper presented for the Annual Conference of the National Association for Multicultural Education, Tucson.
- Zavala, M., **Henning, N.**, Ayers, R., Chapman, T., Gallagher-Geurtsen, T., & Ruiz, M. (2014). (Re)Building NAME: Scholar-activists bridge across borders via community organizing. Paper presented for the Annual Conference of the National Association for Multicultural Education, Tucson.
- Tintiango-Cubales, A., Kohli, R., Sacramento, J., **Henning, N.**, Agarwal, R., & Sleeter, C. (2013). Toward an Ethnic Studies pedagogy: Implications for K-12 classrooms from the research. Paper presented in symposium for the annual meeting of the American Educational Research Association, Philadelphia.
- Henning, N.**, Chavez, M. (2013). When multicultural teacher education becomes community outreach: The interview assignment. Paper presented for the Annual Conference of the National Association for Multicultural Education, Oakland.
- Zavala, M., **Henning, N.** (2013). Political education in the formation of teachers as community organizers: Vital lessons from grassroots organizing. Paper presented for the Annual Conference of the National Association for Multicultural Education, Oakland.
- Henning, N.**, Jung, A. (2013). The RACE Research and Writing Group: Support for my work, support for me. Paper presented of for the tri-annual Keeping Our Faculty of Color symposium, Minneapolis.
- Henning, N.** (2012). Teachers fighting for the good in public education: The importance of context and collaboration in transformational resistance. Paper presented for the annual meeting of the American Educational Research Association, Vancouver.
- Henning, N.** (2011). The importance and peril of experience: A longitudinal view of the conceptual and practical development of new teachers for social justice in urban schools. Paper presented for the annual international research symposium of the Society for Educational Studies and the Oxford Centre for Sociocultural and Activity Theory Research, University of Oxford, UK.
- Henning, N.** (2011). Making it work and making it last: Key characteristics of planning and problem solving with like-minded colleagues to sustain social justice teaching, CSUF C-REAL Research Colloquium.
- Henning, N.** (2011). Investing in equity for the long haul: The moral and professional obligations of social justice-oriented teacher education. Paper presented for the joint annual research conference of the National Association for Multicultural Education and Teachers for Social Justice, Berkeley/San Francisco.



**Henning, N.** (2011). We make the road by walking, guided only by our collective imagination: New teachers and the collaborative and context-specific appropriation of social justice-oriented concepts and practices. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

**Henning, N.** (2010). Sustainable social justice teaching: Collaborative support for transformational resistance. Paper presented at the annual meeting of the American Educational Research Association, Denver.

## SELECTED SERVICE

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### Professional

**Reviewer**, *Equity and Excellence in Education*, 2019 - present

**Reviewer**, *Multicultural Perspectives*, 2016-present

**Reviewer**, *Urban Education*, 2016-present

**Conference Co-Chair**, 2017 Education and Ethnic Studies Summit, Chapman University and CA-NAME, 2016-2017

**Conference Co-Chair**, 2014 Annual Conference of the California Chapter of the National Association for Multicultural Education, 2013-2014

**Reviewer**, *Teaching and Teacher Education*, 2013-present

**Chair**, Los Angeles Regional Network, California Chapter of the National Association for Multicultural Education, 2011-present

**Founding Board Member**, California Chapter of the National Association for Multicultural Education, 2011-present

**Reviewer**, National Association for Multicultural Education, 2011-present

**Co-Chair**, AERA Division K Graduate Student Pre-Conference Seminar, 2011-2012

**Reviewer**, *Journal of Teacher Education*, 2011 - present

**Designated Contact**, Spencer Foundation, 2011-present

**Reviewer**, American Educational Research Association, 2006 – present

**Reviewer**, National Council for the Social Studies, CUFA, 2006 – 2009

**Reviewer**, *Interactions: UCLA Journal of Education and Information Studies*, 2007 – 2009

**Board Member**, Student Advisory Board of *Interactions*, 2007 – 2009

### Community

**Member**, Children and Youth Religious Exploration Committee, Unitarian Universalist Community Church of Santa Monica, 2019-present

**Member**, Schoolwide Diversity and Equity Committee, WISH Charter School, 2019-present

**Facilitator**, Our Whole Lives (OWL) Sexuality Education Program, Unitarian Universalist Community Church of Santa Monica, 2017-present

**Member**, Ethnic Studies Now! Coalition, 2014-present

**Community Board Member**, CSUF Project STAR, 2013-2015

**Member**, Schools Los Angeles Students Deserve Coalition, 2013- present

**Recruiter and Educator**, People's College of Law, 2012-present

**Invited Attendee and Recruitment**, Closing the Latino Achievement Gap, Orange County Summit, Fullerton College, 2010

**Invited Attendee**, Addressing the Achievement Gap Summit, CSUF, 2009

## **University**

**Member**, Teacher Education Caucus, Statewide CFA

**Racial and Social Justice Chair**, California Faculty Association- CSUF Chapter

**Chair and Member**, Departmental Peer Review Committee, 2016 - present

**Chair and Member**, Departmental Personnel Committee, 2016 - present

**Chair/Leader**, Tenured Faculty Fellows, 2016 - 2017

**Member**, University Curriculum Committee, 2016-2018

**Member**, Steering Committee, Presidential Commission for Equity and Inclusion, 2016-present

**Chair**, Campus Affinity Groups Subcommittee, Presidential Commission for Equity and Inclusion, 2016-present

**President**, Researchers and Critical Educators (RACE), 2015-present

**Member**, AACTE NIC Changing the Demographic Makeup of the Teaching Workforce Committee, 2014-present

**Member**, Just, Equitable, and Inclusive Education Task Force, 2014 - present

**Member**, Graduate Program Committee, 2014 - present

**Vice President**, Researchers and Critical Educators (RACE), 2013 – 2015

**Member**, University disAbility Task Force, 2013-present

**Member**, University Advancement Committee, 2012 - 2013

**Designated Representative**, Joint Technology Summit with Anaheim Union High School District and Cisco, 2011.

**Recruitment and Education**, CSUF Bilingual Authorization Program, 2010-present

**Chair**, RACE Research and Writing Support Group, 2010 – present

**Selection Committee**, Pollak Library Acquisitions Selection, 2010

**Coordinator**, Urban Teaching and Learning Partnership, Anaheim Union High School District, 2010 – 2013

**Ally and Recruiter**, SafeSpace Ally Program, Multicultural Leadership Center and CSUF Dean of Students Office, 2009 – present

**Member**, Untenured Faculty and Lecturers Organization, 2009 – 2010

**Member**, RACE Research and Writing Group, 2009 – present

**Member**, RACE, 2009 – present

**Member**, College of Education Assessment Committee, 2009 – 2014

**Member**, SecTEP Advisory Board, 2009-present

**Member**, Secondary Cooperative Teacher Education Program, 2009 – present

## **HONORS & AWARDS**

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RSCA Awardee	2020
CSUF Funding My Research Grantwriting Cohort Awardee	2013 - present
Milton A. Gordon Fund for Scholarly & Creative Activities Awardee	2011-present
UCLA Dissertation Year Fellowship	2008
Project ADVANCE Fellowship	2006
Bob and Marion Wilson Fellowship	2004, 2005
Madeline Hunter Fellowship	1997

## PROFESSIONAL MEMBERSHIPS

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California Chapter, National Association for Multicultural Education	2011 – present
AERA Division G – Social Context of Education	2008 – present
National Council for the Social Studies, CUFA	2005 – 2010
National Council for the Social Studies	2003 – 2010
National Association for Multicultural Education	2003 – present
AERA Division K – Teaching and Teacher Education,	2002 – present
American Educational Research Association	2002 – present

## SKILLS AND TRAINING

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### Languages

Proficient in Spanish

Working knowledge of French

Working knowledge of Shona (Zimbabwe)

### Candidate Assessment and Support

Trained CalTPA Assessor

Trained PACT Assessor

Trained BTSA Support Provider

# KIRA LEEKEENAN

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[kleekeenan@fullerton.edu](mailto:kleekeenan@fullerton.edu)

## EDUCATION

- Ph.D. University of Texas, Austin, 2019  
Curriculum and Instruction, Specialization: Language & Literacy Studies
- Ed.M. Harvard Graduate School of Education, 2012  
Learning & Teaching: Instructional Leadership
- B.A. University of Massachusetts, Boston, 2007  
English; Teacher Credential in English

## PROFESSIONAL EXPERIENCE

### California State University Fullerton

- July 2021 – Present Director of Admissions for Single Subject Credential Program
- August 2020 – Present Subject Area Coordinator, English Education
- August 2019 – Present Assistant Professor of Secondary Education

### University of Texas Austin

- Fall 2018 – Spring 2019 Instructor of Record in Department of Rhetoric and Writing
- Fall 2016 – Summer 2019 Instructor of Record in Department of Curriculum and Instruction
- Fall 2014 - Spring 2018 Graduate Teaching Assistant in Department of Curriculum and Instruction
- Fall 2015 – Fall 2017 University Field Supervisor in Department of Curriculum and Instruction

### Harvard University

- Summer 2011 – Spring 2012 University Field Supervisor in Graduate School of Education

### K-12 Classroom Teaching

- Fall 2012 – Spring 2014 High School English Teacher, Trinity Valley School, Fort Worth, TX
- Fall 2008 – Spring 2011 High School English Teacher, Cambridge Rindge & Latin School, Cambridge, MA

Fall 2006 – Spring 2008      High School English Teacher, Lawrence High School, Lawrence, MA

## **PUBLICATIONS AND CREATIVE ACTIVITIES**

### *Refereed Journal Articles*

- Wetzel, M., Daly, A., LeeKeenan, K. and Sverck, N. (2021). Coaching using racial literacy in preservice teacher education. *Journal of Literacy Research*, 53(4).
- LeeKeenan, K., & White, H. (2021). Recognition and respect: Centering students' voices through writing groups. *English Journal*, 110(4), 92-99.
- Williamson, T., LeeKeenan, K., & Peixoto, S. (2020). More, faster, neater: Middle school students' self-assessed literacy concerns. *Journal of Adolescent & Adult Literacy*, 64(3), 291-300.
- LeeKeenan, K. (2020). "We're just building." *International Journal of Mentoring and Coaching*, 9(3), 239-255.
- Amato-Fowler, M., LeeKeenan, K., Warrington, A., Nash, B., & Brady, R. B. (2019). Working toward a socially just future in the ELA methods class. *Journal of Literacy Research*, 51(2), 158-176.
- Wetzel, M., Sverck, N., LeeKeenan, K., Daly, A. (2019) Coaching through the hard parts: Addressing tensions in teaching with one preservice teacher learning to teach literacy in a fifth grade classroom. *Teaching and Teacher Education*, 82, 43-54.
- Skerrett, A., Williamson, T., LeeKeenan, K., Rubin, J., Hendrix, A., Land, C., White, H., Stump, N, and Nelson Pryor, K. (2018) "Transforming literacy education in urban schools." *Journal of Adolescent and Adult Literacy*, 61(4), 457-460.
- Worthy, J., DeJulio, S., Svrcek, N. S., Villarreal, D. A., LeeKeenan, K., Derbyshire, C., Wiebe, M., Lammert, C., Rubin, J., & Salmeron, C. (2016). Elementary teachers' understandings and perspectives about dyslexia. *Literacy Research: Theory, Method, and Practice*, 65, 436-453.

### *Refereed Online Publications*

- LeeKeenan, K. (2020). Editors' column: Searching for joy in the writing process. *Teachers, Profs, Parents: Writers Who Care*. Retrieved from <https://writerswhocare.wordpress.com/>
- Fowler-Amato, M., LeeKeenan, K., Warrington, A., & Lee, B. (2017) A synthesis of pre-service teacher education in English Education, from 2003-2015. CITE. Altamonte Springs, Florida: Literacy Research Association.

LeeKeenan, K. (2018). “Spark Something” in each other: The potential of secondary writing groups. *Teachers, Profs, Parents: Writers Who Care*. Retrieved from <https://writerswhocare.wordpress.com/>

LeeKeenan, K. (2015). Book review of the end of the rainbow: How educating for happiness – not money – would transform our schools. *Teachers College Record*.

#### *Manuscripts in Progress*

LeeKeenan, K. Teaching toward independence in writing classrooms. *California English* (submitted Oct 1, 2021)

LeeKeenan, K. Reenvisioning writing groups as third spaces. (Preparing for submission to *Research in Teaching English*)

LeeKeenan, K. & LeeKeenan, D. Critical reflections on three generations of Chinese-American educators: “It’s just another family thing”. (Preparing for submission to *Race, Ethnicity and Education*.)

LeeKeenan, K. “Where are my critical friends?”: Sustaining asset-based response practices in a CFG. (Preparing for submission to *Teacher Education Quarterly*).

#### **DEVELOPMENT OF INSTRUCTIONAL MATERIALS**

Research Methods Summer Course for UpGrads Program (CSUF, Fullerton) (Summer 2021)

Webinar on Antiracist Teaching Practices (CSUF, Fullerton) (2020)

Titan Educators Coaching Module (CSUF, Fullerton) (2019)

Online Cooperating Teacher Mentoring Training & Online Professional Certification Site Supervisor Training (2017 – 2019)

UTeach Urban Teachers Curriculum Design (2016 – 2018)

#### **UNIVERSITY PRESENTATIONS**

TEPAC (Teacher Educators, Partners and Collaborators) Conference, CSUF (October 2021)

Antiracist Writing Pedagogy, CSUF, English department (November 2020)

Webinar on Antiracist Teaching Practices, CSUF (October 2020)

TEPAC (Teacher Educators, Partners and Collaborators) Conference, CSUF (October 2020)

#### **INVITED PRESENTATIONS**

LeeKeenan, K. (October 2021) Facilitating belonging and healing through online writing groups. Workshop given at Heart of Texas Writing Project. Austin, TX.

LeeKeenan, K. (November 2018). Finding harmony in secondary peer response groups through contradictions, power and agency. Poster Session for CNV Fellows at National Council of Teachers of English (NCTE) Annual Convention. Houston, TX.

LeeKeenan, K. (November 2018). The future is now: Exploring 21st-century teaching ideas with the next generation of English teachers. Roundtable session at National Council of Teachers of English (NCTE) Annual Convention. Houston, TX.

Fowler-Amato, M., LeeKeenan, K., Nash, B. (December 2017). A synthesis of research with preservice teachers on English education. Paper presented at the annual meeting of the Literacy Research Association (LRA). Tampa, FL.

## **NATIONAL AND INTERNATIONAL PRESENTATIONS**

Williamson & LeeKeenan, K. (December 2019). More, faster, neater: Middle school students' self-assessed literacy concerns. Paper presented at the annual meeting of the Literacy Research Association (LRA). Tampa, FL.

Grinage, J., LeeKeenan, K., Nevárez, A., Nyachae, T. (November 2019). 'To what end': Spirited literacy inquiry for liberation and racial justice. National Council of Teachers of English (NCTE) Annual Convention. Baltimore, MD.

LeeKeenan, K. (November 2019). Understanding youth literacy identity: Working with appreciative assessments in middle school. *ELATE Research Initiative Award Winner Round table*. National Council of Teachers of English (NCTE) Annual Convention. Baltimore, MD.

LeeKeenan, K. (December 2018). "The struggle is real": Adolescent writers navigate the unfamiliar space of writing groups. Paper presented at the annual meeting of the Literacy Research Association (LRA). Indian Wells, CA.

LeeKeenan, K., Fowler-Amato, M., Nash, B., Brady, R. (December 2018). Transitioning into the secondary classroom. Paper presented at the annual meeting of the Literacy Research Association (LRA). Indian Wells, CA.

LeeKeenan, K. (December 2018). Where are my critical friends? Paper presented at the annual meeting of the Literacy Research Association (LRA). Indian Wells, CA.

LeeKeenan, K., Chhetri, S., Cunningham, K., Fareghi, K., Harbert, N. (November 2018). Empowering student writers through peer response groups. Paper presented at the National Council of Teachers of English (NCTE) Annual Convention. Houston, TX.

LeeKeenan, K., Williamson, T., & Fleiss, A. (November 2018) Self-assessment and identity work: Literacy learning in a community summer program. Paper presented at the National Council of Teachers of English (NCTE) Annual Convention. Houston, TX.

LeeKeenan, K. (November 2018) Narratives of adolescent writers in peer response groups. Paper Presentation at the National Council of Teachers of English (NCTE) Annual Convention. Houston, TX.

Wetzel, M., Daly-Lesch, A., LeeKeenan, K., Svrcek, N. (April 2018). "A lot of critical race wonderings": Practicing racial literacy in mentoring preservice teachers. Paper Presentation at the American Educational Research Association (AERA). New York, NY.

- LeeKeenan, K. (December 2017). "Oh the humanity!": Reflections from one CFG. Paper presented at the annual meeting of the Literacy Research Association (LRA). Tampa, FL.
- LeeKeenan, K. (December 2017). Unpacking "collaboration": Using discourse analysis to examine the talk between one cooperating and preservice teacher. Paper presented at the annual meeting of the Literacy Research Association (LRA). Tampa, FL.
- LeeKeenan, K., Chhetri, S., Cunningham, K., Fareghi, K., Harbert, N. (November 2017) Unearthing the complexity of students' writing through a collaborative examination of student work. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE). St. Louis, MO.
- LeeKeenan, K. (November 2017) Expanding our repertoire of language for response: Findings from four teachers' collaborative examination of student work. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE). St. Louis, MO.
- LeeKeenan, K. (June 2017). Unearthing the complexity of students' writing through a collaborative examination of student work. Paper presented at the Council of English Education (CEE) Summer Conference. Columbus, OH.
- Hoffman, J., Wetzel, M., Maloch, B., LeeKeenan, K., Lammert, C., Salmeron, C. (April 2017). Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice. Paper Presentation at the American Educational Research Association (AERA). San Antonio, TX.
- Maloch, B., Bomer, R., Mosley Wetzel, M., Roser, N., Schallert, D., Osman, D., Gaines, R., Warner, J., Land, C., LeeKeenan, K.,.... & Hoffman, J.V. (December 2016) Preservice teacher education in literacy: A web-based, interactive literature review. Paper presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.
- Skerrett, A., Williamson, T., Rubin, J., LeeKeenan, K., & Land, C. (December 2016). Entering and changing the field: New teachers' strategies of transforming literacy education in urban schools. Paper presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.
- Wetzel, M., Maloch, B., Hoffman, J., Svrcek, N., Daly, A., LeeKeenan, K. (December 2016) Integrating reflecting for practice into collaborative coaching in preservice teacher education. Paper presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.
- Wetzel, M., Maloch, B., Hoffman, J., Sverck, N., DeJulio, S., Land, C., LeeKeenan, K., Lammert, C., Salmeron, C. (December 2016) Literacy coaching and teacher leadership: Promoting expansive learning in a community of practice through CARE. Paper presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.
- Stump, N.H., Nelson, K., Rubin, J., LeeKeenan, K., Skerrett, A., Land, C., & Soto, A.H. (November 2016). Leading curriculum change in secondary English departments: Conversations with new urban teachers. Paper presented at the annual meeting of the National Council of Teachers of English (NCTE). Atlanta, GA.
- Wetzel, M., Maloch, B., Hoffman, J. Vlach, S. V., Taylor, L. DeJulio, S. Svrcek, N., LeeKeenan, K. (April 2016) Collaborative coaching of preservice teachers: Bridging university and



practicum in teacher education. Paper presentation at the American Educational Research Association (AERA). Washington, D.C.

Worthy, J, DeJulio, S., Derbyshire, C., LeeKeenan, K., Svrcek, N., Wiebe, M. & Villarreal, D. (December 2015). Elementary teachers' and specialists' perspectives about dyslexia. Roundtable session presented at the annual meeting of the Literary Research Association (LRA). Carlsband, CA.

## GRANTS

Innovative Research and Creatie Activities Grant [\$6978], 2021

English Language Arts Teacher Educators (ELATE) Research Initiative Grant [\$2,500], 2018

AERA Division K Equity and Inclusion Travel Grant [\$500], 2018

Timy Baranoff Graduate Research Grant, Phi Delta Kappa, Chapter 12 [\$500], 2017

## RESEARCH EXPERIENCE

2021 - Ongoing	Principal Investigator. <i>Sustaining Antiracist Pedagogies Through Dialogue with Early Career English Teachers</i>
2017 – 2019	Principal Investigator. (Dissertation) <i>High School Writing Groups in Culturally and Linguistically Diverse Classrooms.</i>
2016 – Present	Co-Principal Investigator. <i>Understanding Youth Literacy Identity.</i>
2015 – 2019	Graduate Research Assistant. <i>CITE-ITEL: A Dialogical Synthesis of Research into Initial Literacy Teacher Preparation</i>
2016 – 2018	Principal Investigator. <i>Response to Student Writing: A Collaborative Examination of Student Work</i>
2016 – 2017	Graduate Research Assistant. <i>Coaching with CARE (MLPD) Research Study</i>
2015 – 2017	Graduate Research Assistant. <i>UTeach Urban Teachers Research Study</i>
2014 – 2016	Graduate Research Assistant. <i>Dyslexia Research Study</i>

## SERVICE

### National

Co-editor, *Writers Who Care Blog*, NCTE Writing Commission.

American Educational Research Association (AERA)

- Member, Division K: Teaching and Teacher Education
- Member, Special Interest Group: Writing and Literacies

Literacy Research Association (LRA)

- Discussant for Area 7. Social, Cultural, and Political Issues of Literacy Practices in and Out of School, 2018
- Member, Study Group: Living the Writerly Life in Academia
- Member, Study Group: Discourse

Member, National Council of Teachers of English (NCTE)

Member, *School Reform Initiative (SRI)*

Member, National Writers Project, Heart of Texas Writing Project

- Teaching Consultant (2015 – Present)

External Reviewer, *Journal of Adult and Adolescent Literacy* (2020 – Present)

External Reviewer, *Action in Teacher Education* (2018-2020)

External Reviewer, *Journal of Language and Literacy Education (JOLLE)* (2018-2020)

External Reviewer, *Literacy Research: Theory, Method, and Practice* (2015 – 2017)

## **University**

IRA Committee (Fall 2021 – Spring 2022)

CCTE University Representative (Fall 2021- Spring 2022)

COE Assessment Committee (Fall 2021 – Spring 2022)

Secondary Department Leadership Meetings (Summer 2021 – Spring 2022)

One Book, One College (Spring 2021 – Spring 2022)

Academic Committee (Fall 2020 - Spring 2021)

Secondary Education, Graduate Program Retreat (Summer 2021)

Secondary Education Committee (SECTEP) Meetings (Spring 2020 – Present)

Professional Development Committee meetings, Fullerton, CA (Fall 2019 – Spring 2021)

Master Teacher Orientation Meeting Facilitation, Fullerton, CA (Fall 2019-Spring 2021)

Facilitator, Coaching with CARE Professional Development, Austin, TX (2016 – 2017)

Member, Doctoral Seminar Planning Committee, Austin, TX (2014 – 2017)

Mentor, Doctoral students in Language and Literacy Studies, Austin, TX (2016 – 2019)

## **Local**

Facilitator, Inquiry Group for Social Justice Teachers, Austin, TX (2017 – Present)

Facilitator, Critical Friends Group, Austin, TX (2016 – 2017)

Focus: Writing instruction & Assessment

Member, Principal's Advisory Committee, CPS, Cambridge, MA (2009 – 2011)

Writing Strand Curriculum Developer, CPS, Cambridge, MA (2010 – 2011)

10<sup>th</sup> Grade Team ELA Coordinator, CPS, Cambridge, MA (2010 – 2011)

## **FELLOWSHIPS & AWARDS**

Cultivating New Voices Among Scholars of Color (CNV) Fellowship, *National Council of Teachers of English (NCTE)*, 2018-2020

Teresa Lozano Long Endowed Graduate Fellowship, UT Austin, 2018

Professional Development Award, Office of Graduate Studies, UT Austin, 2017

Lee Hage and Joseph D. Jamail Endowed Scholarship in Education, UT Austin, 2015-2016

Faculty-Student Collaboration Award, UT Austin, 2014, 2015, 2016, 2017

Urban Scholars Fellowship, Harvard Graduate School of Education, 2011-2012

Boston Club Scholarship, Harvard Graduate School of Education, 2011-2012

### **RECORD OF CERTIFICATIONS AND LICENSURE**

Highly Qualified Teacher Certificate, Massachusetts, 2008

AP English Literature & Composition Certification, Wake Forest, NC, 2010

AP English Language & Composition Certification, TCU, Fort Worth, TX, 2013

Certification and Professional Licensure for Secondary English, Grades 8-12, License #: 422987

Completed Massachusetts Test for Educators Licensure (MTEL)

### **SPECIAL TRAINING**

FDC, “Keeping the Good Stuff”, Fullerton, CA 2021

ACUE Microcredential Course in Engaging Online Instruction, Fullerton, CA 2020

CSUF Blended/Hybrid Instruction Certificate, Fullerton, CA, 2019

**Fernando Rodríguez-Valls, Ph.D.**

2600 Nutwood Ave. Fullerton, CA 92831 [frodriguez-valls@fullerton.edu](mailto:frodriguez-valls@fullerton.edu)

**PROFESSIONAL APPOINTMENTS**

• Professor	California State University, Fullerton	2019-Present
• Associate Professor	California State University, Fullerton	2014-2019
• COE- Bilingual Authorization Program Coord.	California State University, Fullerton	2015-Present
• World Languages Program Coord.	California State University, Fullerton	2018-2024
• State Administrator- Migrant Education Program	California Department of Education	2013-2014
• Chair Division of Education	San Diego State University-IV	2012-2013
• Associate Professor	San Diego State University-IV	2011-2012
• Assistant Professor	San Diego State University-IV	2007-2011
• Adjunct Faculty	Claremont Graduate University	2007
• Adjunct Faculty	University of La Verne	2006-2007
• Adjunct Faculty	Compton Community College	2006
• Teacher	Lynwood Unified School District	1997-2007

**EDUCATION**

- **Ph.D.** Education, Claremont Graduate University, 2007- Program Area: *Teaching, Learning and Culture*
- **M.A.** Education, Claremont Graduate University, 2003.
- **B.A.** Human Development, Azusa Pacific University, 2001
- **Teaching Credential**, Universitat de Barcelona, 1992
- **B.A.**, Education, Universitat de Barcelona, 1992

**RESEARCH & TEACHING**

- Biliteracy
- Translanguaging
- Plurilingual Education
- Gender and languaging
- [Im]Migrant, Newcomer/Emergent Bilingual Students
- Interdisciplinary Curricula/Visual Arts and Pluriliteracy

## **HONORS AND AWARDS**

Distinguished Faculty Marshall	2024
International Latino Book Award- Ambassador Julian Nava Award	2023
ELATE James N. Britton Award- NCTE	2023
Excellence in Teaching- CSUF	2022
Golden Bell Award, Saturday Language Academy- CSBA	2022
Friends of Education- Anaheim Union High School District	2021
Outstanding Service to students, the university, or the external community	2020
Professor of the Year- Association of California School Administrators	2019
Emma E. Holmes Faculty Fellowship- College of Education- CSUF	2019
Golden Bell Award, Summer Language Academy (SLA)- CSBA	2019
Culturally and Linguistically Responsive Practices (SLA)- OCDE	2018
Outstanding Scholarly and Creative Activities- CSUF	2018
Outstanding Service to students, the university or the external community	2018
Mini-Corps Program- Cultivating Tomorrow's Leaders- CDE	2013
Drebsky Award for Teaching Critical Thinking- SDSU	2009
The Helen R. Powell Dissertation Award- Claremont Graduate University	2007
The Aubrey Douglas And Malcolm P. Douglas Fellowship Award- CGU	2006
Most Outstanding Ethnographic Research Award- CGU	2003
Peter Lincoln Spencer Award- CGU	2003

## **PEER REVIEWED ARTICLES (Selected Publications)**

1. Garcia, S., **Rodriguez-Valls, F.** & de la Hoz, J. (2024). Translinguistic comparisons through the lenses of gender(ed) linguistic inclusion: La corriente del mar hacia la inclusividad. *Language Magazine*, 42-44.
2. Muñoz Muñoz, E., Solsona-Puig J. & **Rodríguez-Valls, F.** (2024). Advancing Accountability in Bilingual Teaching Standards: A Conscious, Caring, and Critical Analysis of Potentialities and Actualizations. *The CCTE Spring 2024 Research Monograph*, 17-31.
3. **Rodriguez-Valls, F.** & García, S. (2024). Más allá de la A y la O: Dismantling Heteronormative Spanish. *Multilingual Educator*.
4. Ott, C., Dover, A., Peters, J. & **Rodríguez-Valls, F.** (2023). Amplifying Newcomer and Emergent Plurilingual Students' Voice, Agency, and Authority through Enactments of Authentic Cariño. *Multicultural Perspectives*.
5. Sawyer, A. & **Rodríguez-Valls, F.** (2023). I Found Comfort in Spanglish: Translanguaging and the Linguistic Experiences of Bilingual Teacher Candidates in Rural California. *Language and Education*.

6. Solsona-Puig, J., Sansó Galay, C., **Rodríguez-Valls, F.**, & Janés Carulla, J. (2021). Plurilingualism within the global village: A comparative analysis of California and Catalonia attempts for linguistic equity. *Review of Education, Pedagogy, and Cultural Studies*. Published Online, December 2021.
7. **Rodríguez-Valls, F.** & Muñoz-Muñoz, E. (2021). Languages without borders: Unbox the separation of languages and translanguaging pedagogies. *Language Magazine*, December 2021, 54-57.
8. Solsona-Puig, J., Capdevila-Gutierrez, M. & **Rodríguez-Valls, F.** (2021). Dual Immersion Digital Instruction: A theoretical model for equitable and inclusive classrooms. *Ikala: Revista de Lenguaje y Cultura*, 26(3), 767-782.
9. Capdevila-Gutierrez, M., Muñoz-Muñoz, E., **Rodríguez-Valls, F.** & Solsona-Puig, J. (2020). 'The time is now! Preparing Middle and High School Teachers for Dual Immersion Programs (Spanish-English) in California: A readying examination of current practices, needs, and potentialities. *International Journal of Bilingual Education and Bilingualism*. DOI: [10.1080/13670050.2020.1844635](https://doi.org/10.1080/13670050.2020.1844635)
10. Capdevila-Gutiérrez, M. & **Rodríguez-Valls, F.** (2020). La poesía en el aula de doble inmersión: claves didácticas y de concienciación para el desarrollo de literacidad crítica e identidad. *Journal of Latinos and Education*, 19(3), 219-231. Published Online, August 2018.
11. **Rodríguez-Valls, F.**, Capdevila-Gutierrez, M. & Solsona-Puig, J. (2020). The Multilingual Paradigm in California. *Language Magazine*, August 2020, 37-41.
12. **Rodríguez-Valls, F.** & Muñoz-Muñoz, E. (2020). ¿Qué español debo enseñar en mi clase? Permanezcamos en silencio, escuchemos, apreciemos y aprendamos. *Multilingual Educator*, 45, 46-50.
13. Dover, A. & **Rodríguez-Valls, F.** (2018). Learning to “brave up”: Collaboration, agency, and authority in multicultural, multilingual, and radically inclusive classrooms. *International Journal of Multicultural Education*, 20(3), 59-79.
14. Solsona-Puig, J., Capdevila-Gutierrez, M. y **Rodríguez-Valls, F.** (2018). La inclusividad lingüística en la educación multilingüe de California: coexistencia de las variedades y registros de lengua para enriquecer el aula de inmersión dual. *Educación y Educadores*, 21(2), 219-236.
15. Capdevila-Gutierrez, M. & **Rodríguez-Valls, F.** (2018). El español como herramienta para forjar una globalización inclusiva: Equidad lingüística en las aulas de doble inmersión de California/Spanish as a tool for inclusive globalization: Linguistic equity in double immersion classrooms in California/ / L'espagnol comme un outil pour une globalisation inclusive: équité linguistique dans les salles de classe d'immersion espagnol-anglais à California *Ikala: Revista de Lenguaje y Cultura*, 23(2), 287-302.
16. **Rodríguez-Valls, F.** & Capdevila-Gutierrez, M. (2017). ¿Qué voces escuchas? Aproximación a la lectura de cuentos a través de los ojos de los héroes silenciosos. *Bilingual Review/Revista Bilingüe*, 33(4), 63-75.
17. **Rodríguez-Valls, F.** & Aquino-Sterling. (2016). Maestros de secundaria y preparatoria, maestros de lenguaje: la importancia de propiciar el aprendizaje de la lengua a través de contenidos curriculares. *Journal of Bilingual Education Research and Instruction*, 18(1), 106-120.
18. Aquino-Sterling, C. & **Rodríguez-Valls, F.** & Zahner, W. (2016). Fostering a Culture of Discourse in Secondary Mathematics Classrooms: Equity Approaches in Teaching and Teacher Education for Emergent Bilingual Students. *International Journal of Education for Social Justice (RIEJS)*, 5(2), 87-107.
19. Rodríguez-Valls, F. (2016). Pedagogy of the Immigrant: A journey towards inclusive classrooms. *Teachers and curriculum*, 16(1), 41-48.
20. Aquino-Sterling, C. & **Rodríguez-Valls, F.** (2016). Developing 'Teaching-Specific' Competencies in Bilingual Teacher Education: Towards a Culturally, Linguistically and Professional Approach. *Multicultural Perspectives*, 18(2), 73-81.

21. **Rodríguez-Valls, F.**, Salvador, J., Muñoz, E. & Outes, R. (2016). Perfil del maestro bilingüe (español-inglés) en el siglo XXI: Compromiso, sensibilidad y preparación en el aula global/ Profile of the bilingual teacher (Spanish-English) in the 21<sup>st</sup> century. **Rodríguez-Valls, F. & Torres, C.** (2014). Partnerships and networks in Migrant Education: Empowering migrant families to support their children's success. *Multicultural Education* 21(3 & 4), 34-38

## **BOOKS**

1. Dover, A. & **Rodríguez-Valls, F.** (2022). *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up*. New York, NY: Teacher College Press.
2. Quezada, R., **Rodríguez-Valls, F.** & Lindsey, R. (2016). *Teaching and Supporting Migrant Children of Farm Worker Families: A Cultural Proficiency Approach*. Lanham, MD: Rowman & Littlefield

## **CHAPTERS IN BOOK**

1. Rodríguez-Valls, F. (2017). ¿Estamos preparados para enseñar a los estudiantes migrantes? Una propuesta de integración educativa en los Estados Unidos. In M. E. Gómez Parra & R. Johnstone (Eds.) *Educación Bilingüe: Tendencias Educativas y Conceptos Clave*. (pp. 97-106). Madrid, Spain: Spanish Ministry of Education.
2. Aquino-Sterling, C., **Rodríguez-Valls, F.** & Outes, R. (2017). La educación bilingüe en Estados Unidos: Continuidades y discontinuidades históricas y actuales. In Guerrero, M., Soltero-González, L., Guerrero, C., & Escamilla, K. (Eds.). *Fundamentos de la educación bilingüe* (pp. 1-16). Albuquerque, NM: Fuente Press
3. **Rodríguez-Valls, F.** & Kofford, S. (2017). Designing programs to meet and assess the needs of migrant students. In P. A. Pérez & M. E. Zárate (Eds.) *Facilitating educational success for migrant farmworker students in the U.S.* (pp. 67-81). New York, NY: Routledge.
4. Quezada, R., **Rodríguez-Valls, F.** & Lindsey, R. (2017). Helping Educators Connect with Migrant Students and Families: A Culturally Proficient Approach. In P. A. Pérez & M. E. Zárate (Eds.). *Facilitating educational success for migrant farmworker students in the U.S.* (pp. 32-49) New York, NY: Routledge.

## **GRANTS**

- 2023-2025- Teacher Residency Implementation Grant- **\$255,000**
- 2022-2024- Orange County Department of Education- Project Propel- **\$210,000**
- 2022-2024- Scott-Jewett Fund- Project ELICIT- **\$67,000**
- 2020-2023: Spencer Foundation- Project LEARN- **\$400,000**
- 2020-2025: CSU Chancellors Office- Center to Close the Opportunity Gap- **\$300,000**
- 2018-2020: Bilingual Teacher Professional Development Program- California Department of Education- **\$625,000**
- 2015: Migrant Summer Leadership Institute- California Department of Education, **\$250,000**

## **SCHOLARLY PRESENTATIONS (Selected presentations)**

1. Dover, A. & **Rodríguez-Valls, F.** (2023, April). *Learning with and from Newcomer and Emergent Plurilingual Students through Participatory Action Research: Braving Up*. AERA Conference 2023. Chicago, IL.
2. Dover, A. & **Rodríguez-Valls, F.** (2023, April). *Confianza, Comunidad y Complejidad: Empowering Emergent Plurilingual Students in GLOCAL contexts*. AERA Conference 2023. Chicago, IL.
3. **Rodríguez-Valls, F.** & Dover, A. (2023, February). *Confianza, Comunidad y Complejidad: Empowering Emergent Plurilingual Students in GLOCAL contexts*. NABE Conference 2023. Portland, OR.
4. Muñoz Muñoz, E. & **Rodríguez-Valls, F.** (February, 2023). *A Less Visible Shortage: Envisioning a Grounded, and Transformative Dual Immersion Leadership Pathway*. NABE Conference 2023. Portland, OR.

5. Dover, A. & **Rodríguez-Valls, F.** (2022, April). *Languageing, Learning, and Shared Narratives: Breaking the Cycle of Subtractive Education for Newcomer Students*. AERA Conference 2022. San Diego, CA.
6. Dover, A. & **Rodríguez-Valls, F.** (2022, April). *"This is How School Should Be" Exploring Teaching, Learning and Power with Newcomer Plurilingual Students*. AERA Conference 2022. San Diego, CA.
7. Rodríguez-Valls, F. (2021, May). *Stretching Linguistic Repertoires*. Bilingual Coordinators Network. California Department of Education. AERA 2021 Online. Orlando, FL.
8. Navarro-Martell & **Rodríguez-Valls, F.** (2021, April). Presidential Panel AERA: *Plurilingualism Beyond Language Hegemony: Disrupting Stagnancy in Bilingual Teacher Preparation Programs*. AERA 2021. On-line. Orlando, FL.
9. Rodríguez-Valls, F. (2020, November). *From 15 to 85*. CSU Chancellors Office. Bilingual Coordinators Workgroup. On-line.
10. **Rodríguez-Valls, F.** & Bryant, R. (2020, August). *Systemic Inequities: Dismantling systemic inequities in our schools and building schools that work for all students*. EPPSP Webcast Series. CSU Chancellor's Office. On-line.
11. **Rodríguez-Valls, F.** Garcia, J. P. Abu Khalaf, Z. (2020, July). *Social Emotional Learning: Constructs and Practices that Recognize and Support All Students*. EPPSP Webcast Series. CSU Chancellor's Office. On-line.
12. Dover, A. G. & **Rodríguez-Valls, F.** (2020, April). *Languageing, Learning, and Shared Narratives: Breaking the Cycle of Subtractive Education for Newcomer Students* [Roundtable Session]. AERA Annual Meeting San Francisco, CA  
<http://tinyurl.com/r59e9g6> (Conference Canceled)
13. Cho, G., Chavez, M., & **Rodríguez-Valls, F.** (2020, February). *Rethinking teacher preparation programs in the post-era of monoglossic, monolingual, and univocal K-12 compulsory educational systems*. NABE Conference 2020. Las Vegas, Nevada.
14. Rodríguez-Valls, F. (2019, September). KEYNOTE SPEAKER. 2<sup>nd</sup> Conferencia Anual para Maestrxs Bilingües: Cultura y Poder. California State University, Dominguez Hills. Downey, California.
15. Gosselin-Lavoie, C. & **Rodríguez-Valls, F.** (2018, May). *When bilingual books cross borders without papers: Pistes pratiques pour exploiter des livres bilingues en milieu scolaire*. Translanguaging: Opportunities and Challenges in a Global World. Colloque du CCERBAL 2018 Conference. Ottawa, Canada.
16. Rodríguez-Valls, F. (2018, May). *Family Biliteracy: Breaking the walls of intolerance and monolingualism*. Troisième Séminaire: Favoriser le développement langagier (à l'oral et à l'écrit) chez les élèves allophones au moyen de la lecture partagée et d'approches plurilingues et dans le cadre de la collaboration école-famille. Université de Montréal : Montréal, Canada.
17. Dover A. & **Rodríguez-Valls, F.** (2018, April). *Culturally and Linguistically Responsive Teaching, Critical Professional Development, and Storying School: The Summer Language Academy*. Opportunities and Tensions in Schooling Experiences for Newcomer and Refugee Students. AERA 2018. New York, NY.
18. Capdevila-Gutierrez, M. & **Rodríguez-Valls, F.** (2018, April). *La poesía como herramienta de aprendizaje, equidad e identidad lingüística*. 43rd Annual Conference California Association of Bilingual Education (CABE). Sacramento, CA.
19. Rodríguez-Valls, F. (2017, May). *Family Biliteracy: Breaking the Cycle of Monolingualism/Favoriser Deux Langues à la Maison: Rompre le Cycle of Monolingualisme*. Littératie en milieu pluriethnique et plurilingue: Projets Novateurs de Collaborations École-Famille-Communauté. Université de Montréal : Montréal, Canada.
20. Rodríguez-Valls, F. (2017, April). *Teaching and Supporting Immigrant and/or Migrant Children in Our Schools: A Culturally Proficient Approach*. Education & Ethnic Studies Summit. Chapman University: Orange, CA.
21. Quezada, R. & **Rodríguez-Valls, F.** (2017, March). *Educators Supporting Migrant Students/Families: A Cultural Proficiency Approach*. 42nd Annual Conference California Association of Bilingual Education (CABE). Anaheim, CA.



22. Quezada, R. & **Rodríguez-Valls, F.** (2017, March). *El perfil cultural proficiente: Cómo trabajar y aprender con estudiantes y familias migrantes*. 42nd Annual Conference California Association of Bilingual Education (CABE). Anaheim, CA.
23. Vásquez Pettit, C. & **Rodríguez-Valls, F.** (2017, March). *Language Explorers: Differentiated Instruction for Newcomer and Immigrant Students*. 42nd Annual Conference California Association of Bilingual Education (CABE). Anaheim, CA.
24. Scott, L., Soto Pena, M., & **Rodríguez-Valls, F.** (2017, March). *Latin@ Students Research the World with Biliterate Eyes*. 42nd Annual Conference California Association of Bilingual Education (CABE). Anaheim, CA.
25. **Rodríguez-Valls, F.** & Aquino-Sterling, C. (2016, November). *La capacitación en español de docentes bilingües en los Estados Unidos: Hacia un modelo cultural, lingüístico y profesionalmente relevante*. II Congreso Internacional sobre Educación Bilingüe. Córdoba, Spain.
26. Outes, R., Pérez-Cañado, M. L., **Rodríguez-Valls, F.** & Aquino-Sterling, C. (2016, November). *Bilingual Teachers' Education and Professional Development: State of Affairs and Exploring Partnerships*. II Congreso Internacional sobre Educación Bilingüe. Córdoba, Spain.
27. Perez, P., Zavala, M., Quezada, R., **Rodríguez-Valls, F.** & Cadiero-Kaplan, K. (2016, April). *Migrant Education History, Culture, and Practice: Mobilizing Fields of Hope and Possibility-Graffiti Walls: Migrant Students and the Art of Communicative Languages*. 2016 AERA Annual Meeting. Washington, DC.
28. Aquino-Sterling, C., Guerrero, M., **Rodríguez-Valls, F.**, Bustos-Flores, B., Muddrick, B., Alfaro, C. (2016, April). *Preparing Linguistically Qualified Bilingual/Dual Language Teachers: Challenges and Opportunities in Spanish Language Assessment and Development*. 2016 AERA Annual Meeting. Washington, DC.
29. **Rodríguez-Valls, F.** & Outes, R. (2016, March). *Perfil del Maestro Bilingüe (español e inglés) en el Siglo XXI*. 41st Annual Conference California Association of Bilingual Education (CABE). San Francisco, CA.
30. Casimir, M., Soodjinda, D. & **Rodríguez-Valls, F.** (2016, March) *21st Century Teachers: Building on Bilingual Students' Knowledge of Languages* (Half-Day Institute). 41st Annual Conference California Association of Bilingual Education (CABE). San Francisco, CA.
31. Vásquez Pettit, C., Yayha, O. & **Rodríguez-Valls, F.** (2016, March). *Establishing Multiple Pathways to Biliteracy: An Additive Approach to Language Learning for Global Students*. 41st Annual Conference California Association of Bilingual Education (CABE). San Francisco, CA.
32. **Rodríguez-Valls, F.**, McCall-Perez, Ramirez, L. & Nicholls, K. (2016, March). *21st Century Biliteracy Skills: Preparing Highly Qualified Biliterate Teachers* (Half-Day Institute). 41st Annual Conference California Association of Bilingual Education (CABE). San Francisco, CA.
33. Quezada, R. & **Rodríguez-Valls, F.** (2016, March). *El Perfil de un Educador Proficiente en Programas de Educación Migratoria: Cómo Trabajar con Familias Migrantes y Cómo Aprender de sus Experiencias*. 41st Annual Conference California Association of Bilingual Education (CABE). San Francisco, CA.
34. Quezada, R. & **Rodríguez-Valls, F.** (2016, March). *Teaching and Supporting Migrant Children in Our Schools: A Culturally Proficient Approach*. 41st Annual Conference California Association of Bilingual Education (CABE). San Francisco, CA.
35. Rodríguez-Valls, F. (2016, March). *Profile of the Biliterate Teacher in the 21st Century: Commitment, Sensitivity, and preparation in the global classroom*. AAHHE Annual National Conference- Latino Attainment: Meeting America's Equity and Talent Imperatives. Costa Mesa, CA.
36. Rodríguez-Valls, F. (2015, October). *Graffiti Walls: Migrant Students and the Art of Communicative Languages*. National Network for Educational Renewal 2015 Annual Conference. Chico, CA.

37. Rodríguez-Valls, F. (2015, March) *Biliteracy Summer Schools: Breaking the cycle of monolingualism in migrant families*. 44th Annual Conference National Association for Bilingual Education (NABE). Las Vegas, NV.
38. Mcfield, G. & **Rodríguez-Valls, F.** (2015, March). *The Time is Now! Uprooting California's Outdated Language Education Policy through Practice and Action!* (Institute) 40th Annual Conference California Association of Bilingual Education (CABE). San Diego, CA.
39. Rodríguez-Valls, F. (2015, March). *Aprender en un nuevo idioma: Retos al crear plan de estudios (curriculum) para estudiantes aprendices de español*. 40th Annual Conference California Association of Bilingual Education (CABE). San Diego, CA.
40. **Rodríguez-Valls, F.** & Quezada, R. (2015, March) *Trabajar con y aprender de estudiantes migrantes y sus familias: El perfil cultural de un educador proficiente en programas de educación migrante*. 40th Annual Conference California Association of Bilingual Education (CABE). San Diego, CA.

## Kristen L. Shand

California State University Fullerton

Department of Secondary Education

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[kshand@fullerton.edu](mailto:kshand@fullerton.edu)

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### EDUCATION

*University of California, Riverside*

**Ph.D. in Education, Curriculum and Instruction**

**2007**

Dissertation: *The conditions under which graphs and text work together to enhance comprehension and acquisition of historical constructs in middle school history textbooks*

*California State Polytechnic University, Pomona*

**M.A. in Education, Curriculum and Instruction**

**1999**

Thesis: *The effects of practice on standardized achievement tests*

*California State Polytechnic University, Pomona*

**Single Subject Credential in Social Science**

**1995**

**Supplemental Authorization in Business**

*California State Polytechnic University, Pomona*

**B.A. in History**

**1992**

Areas of Concentration: Medieval History, Early American History

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### UNIVERSITY TEACHING EXPERIENCE

*California State University Fullerton, Department of Secondary Education*

**Professor**

**2017-2022**

**Associate Professor**

**2013-2017**

**Assistant Professor**

**2007-2013**

Administrative Duties:

Director of Admission to the Single Subject Credential Program

Program Advisor to the Social Science Credential Program

Courses Taught:

EDSC 442S: Instructional Methods for Teaching Social Studies

EDSC 310: The Teaching Experience

EDSC 304: Personal Proficiency in Educational Technology for Secondary Teachers

EDSC 330: Developing Literacy in Secondary Schools

EDSC 535: Educational Research

EDAD 601: Methods of Research – Quantitatively-Based Methods

EDAD 606: Specialization in Quantitatively-Based Tools

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### TEACHING AWARDS

Shand, K. and Costa, V. (2012). "Best" Instructor Hybrid-Online Course for QOLT Recognition (EDSC 304 Proficiency in Educational Technology for Secondary Teachers), CSU Academic Technology Services.

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### REFEERED JOURNAL ARTICLES

Shand, K. & Glassett-Farrelly, S. (2018). The art of blending: Benefits and challenges of a blended course for preservice teachers. *The Journal of Educators Online*, 15(1). pp. 151-166

Shand, K., Casolari, A. & Glassett-Farrelly, S. (2017). Better by design: Using design theory to improve a blended microeconomics course. *Journal of Applied Research in the Community College*, 24(2). pp.

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Shand, K. & Glassett-Farrelly, S. (2017). Using blended teaching to teach blended learning: Lessons learned from pre-service teachers in an instructional methods course. *Journal of Online Learning Research*, 3(1). pp. 5-30.

Shand, K., Guggino, P. & Costa, V. (2013). Planning with technology in mind: Preparing pre-service social studies teachers to integrate technology in the classroom. *Journal of the Research Center for Educational Technology*. 9(1). pp. 174-191.

Shand, K., Winstead, L. & Kottler, E. (2012). Journey to China: Using Technology-Enhanced Instruction to Develop Content Knowledge and Digital Literacy Skills. *The Social Studies*, 103(1), pp. 20-30.

Shand, K., DeCastro-Ambrosetti, D. & Costa, V. (2011). Who will prepare teacher educators to use technology? The Intel Teach Faculty Review. *International Journal of University Teaching and Faculty Development*, 1(4), pp. 1-15.

Shand, K. (2009). The interplay of text and graph in the acquisition of historical constructs. *Theory and Research in Social Education*, 37(3), pp. 300-324.

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#### BOOK CHAPTERS

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Shand, K., Costa, V. & DeCastro-Ambrosetti, D. (2012) Teaching with technology: Preparing university faculty to lead the way. In *University Teaching and Faculty Development Research Compendium*. Hauppauge, NY: Nova Science Publishers

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#### PEER REVIEWED SCHOLARLY PRESENTATIONS

Shand, K. (March 2017). *Using blended teaching to teach blended learning*. Poster presentation at CTE Spring conference, Sacramento, CA.

Shand, K. & Glassett-Farrelly, S. (April 2016). *It's all in the mix: Creating a design model for blended course redesign*. Poster presentation at the 2016 Online Learning Consortium Innovate Conference, New Orleans, LA.

Shand, K., Glassett-Farrelly, S. & Costa, V. (March 2016). *Principles of Course Redesign: A Model for Blended Learning*. Poster presentation at the 2016 International Conference of the Society for Information Technology & Teacher Education (SITE), Savannah, GA.

Shand, K., Costa, V. & DeCastro-Ambrosetti, D. (March 2015). *Putting Principles into Practice: Transforming a Social Studies Instructional Methods Course for Blended Learning*. Poster presentation at the 2015 International Conference of the Society for Information Technology & Teacher Education (SITE), Las Vegas, NV.

Shand, K., Costa, V., DeCastro-Ambrosetti, D. & Dinh, C. (April 2014). *Blending Learning to Support Students: Struggles, Successes and Samples from Higher Education*. Paper Presentation at the 7th Annual Emerging Technologies for Online Learning International Symposium, Dallas TX.

Shand, K., Costa, V. & Guggino, P. (November 2012). *Planning with technology in mind: Fostering the development of digital unit plans among preservice social studies*. Paper presentation at the annual meeting of the National Council for the Social Studies (NCSS), College and University Faculty Assembly (CUFA). Seattle, WA.

Costa, V., Shand, K., and Guggino, P. (June 2012). *Planning with technology in mind: Preparing teachers for digital teaching*. Paper presentation at the 2012 International Conference of the International Society of Technology Education (ISTE), San Diego, CA.

Costa, V., Shand, K., Ambrosetti, D., Cho, G., and Tran, N. (October 2011). *Preparing STEM digital teachers and teacher educators*. Pecha Kucha presentation and poster at the E-Learn 2011--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HI.

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Shand, K., DeCastro-Ambrosetti, D., and Costa, V. (March 2011). *Who will prepare tomorrow's teachers?* Paper presentation at the 2011 International Conference of the Society for Information Technology & Teacher Education (SITE), Nashville, TN.

Costa, V. and Shand, K. (2011). *Developing university faculty capacity to prepare pre-service teachers to use technology*. Paper presentation at the 2011 Annual Conference of the Association for Colleges of Teacher Education, San Diego, CA.

Costa, V. and Shand, K. (January 2011). *The Intel® Teach Review: Preparing teacher educators to prepare pre-service teachers to use technology*. Paper presentation at the 2011 Annual Conference of the Hawaii International Conference on Education, Honolulu, HI.

Shand, K. (November 2009). *Graphs as aids to knowledge transfer*. Paper presentation at the Annual Conference of the College and University Faculty Assembly of the National Council for the Social Studies. Atlanta, GA.

Shand, K. (November 2008). *The interplay of text and graph in the acquisition of historical constructs*. Presentation at the Annual Conference of the National Council for the Social Studies. Houston, TX.

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#### SCHOLARLY AWARDS

Costa, V., Shand, K., Ambrosetti, D., Cho, G., and Tran, N. (October 2011). *Pecha Kucha Award (Preparing STEM Digital Teachers and Teacher Educators)*, E-Learn 2011--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HI.

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#### INVITED PRESENTATIONS

Costa, V. and Shand, K. (2012). *Preparing digital teachers and teacher educators: The California State University Fullerton Model*. Presentation for the Summit on the Integration of Digital Media into Teacher Preparation, California State University System, San Jose, CA.

Shand, K. (2012). *Planning with technology in mind: Preparing pre-service teachers to engage students in interactive learning*. Nanjing Normal University. June 11, 2012.

Shand, K. (2012). *Planning with technology in mind: Preparing STEM teachers to engage students in interactive learning*. Shanghai Normal University. June 8, 2012.

Shand, K. (2011). *Planning with technology in mind*. Webinar. Intel Teachers Engage. November 7, 2011

Shand, K. & Liu, Jinghui. (2011, 2010). *Journey to China*. Faculty workshop in Chinese History, Language and Culture. Walnut-Valley Unified School District. January 6-7 & June 8-10, 2011 and June 6-10, 2010.

Costa, V. & Shand, K. (2010) *Intel® Teach Faculty Review*. Faculty workshop for CEMSS. July-August, 2010.

Shand, K. (2009) *Project-based learning: Incorporating 21<sup>st</sup> century skills into the curriculum*. Presented to faculty of the El Segundo Unified School District.

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#### SERVICE

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##### **Profession**

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2010-2013	Editorial Review Board: <i>Theory and Research in Social Education</i>
2013-2015	Editorial Board: <i>The Journal of Social Studies Research</i>
2009-2017	Reviewer: <i>Theory and Research in Social Education</i>
2011-2017	Reviewer: <i>Social Studies Research and Practice</i>

##### **University**

2014	CSUF e-Fellows
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2014	CSUF Teaching and Technology Day Presenter
2013	CSUF Teaching and Technology Day – Keynote Speaker
2012	China Cultural Tour
2007-2017	SECTEP Committee member and secretary
2008-2017	Social Science SMPP Committee member
2011	Campus Technology Day Presenter
2010	Teaching with Technology Faculty Showcase Presenter
2010	Campus Planning: Strategic Initiatives
2008-2009	WASC Reaccreditation Task Force Committee
<b><i>College</i></b>	
2013-2021	College Technology Committee member
2007-2013	Commencement Committee member
2009-2017	Commencement Leadership Team
2010-2015	Credential Programs Committee member
2010, 2013	College of Education Retreat Presenter
<b><i>Department</i></b>	
2008-2021	Course Custodian – EDSC 310
2010-2021	Course Co-Custodian – EDSC 304
2012	Math and Science Teacher Initiative
<b><i>Community</i></b>	
2007-2021	SECTEP Advisory Board member and secretary
2007-2019	TEPAC annual conference presenter
2009-2019	Regional Teacher Education Committee member
2010-2017	Gladstone Elementary School Volunteer
2015-2017	History Days Volunteer
2009-2017	Credential Program Recruitment UCR
2008, 2009, 2012, 2014	Career Day Presenter – Sierra Vista Middle School

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## ***Chris Street, Ph.D.***

Professor, Department of Secondary Education  
2600 E. Nutwood Ave.  
Suite 600, Fullerton CA 92831  
E-mail: [cstreet@fullerton.edu](mailto:cstreet@fullerton.edu)

### ***Education***

- 1999 Ph.D. in Curriculum and Instruction (Language and Literacy)  
University of Texas at Austin
- 1997 M.A. English (American Literature)  
San Diego State University
- 1989 B.A. Sociology  
University of California, Santa Barbara (Cum Laude)

### ***Teaching Credentials***

- 1996 Supplementary Authorization: English
- 1994 CLAD Certified (Cross-Cultural Language and Academic Development)
- 1992 Multiple Subject Teaching Credential, California

### ***Professional Publications*** (most of my publications are also available through [Google Scholar](#))

Street, C. (February, 2024). A Visionary Possibility for the Future of our Planet: Island Civilization. *California English*.

Street, C. (February 16, 2023). 2023 CATE Convention: *The ERWC Strand* [Blog post]. Retrieved from <https://wordpress.com/view/erwc.blog>

Street, C. (January, 2021). *Reading Like an Author* [Blog post]. Retrieved from <https://wordpress.com/view/erwc.blog>

Street, C. (Fall, 2019). *Island Civilization* (3.0). In The Expository Reading and Writing Course. California State University Press. Long Beach, CA.

Street, C., & Stang, K. (2017). Addressing resistance: Encouraging in-service teachers to think of themselves as writers. In *Writing Identity and the Teaching and Learning of Writing*, (pp. 53-66). Routledge.

Behrman, E., Street, C. (2014). The Validity of Using a Content-Specific Reading Comprehension Test for College Placement. In *Teaching Developmental Reading: Historical, Theoretical, and Practical Background Readings* (2nd ed.), (pp. 460-474). Bedford/St. Martin's Professional Resources.

Gautreau, C., Stang, K., Street, C. & Guillaume, A. (2014). Making the Move: Supporting Faculty in the Transition to Blended or Online Courses. *International Journal of Online Pedagogy and Course Design* (IJOPCD), (4) 1, 27-42

Street, C. (Fall, 2013). Island Civilization (2.0). In *The Expository Reading and Writing Course*. California State University Press. Long Beach, CA.

Stang, K., & Street, C. (2012). Get it Write: Teachers as Writers. *Journal of Content Area Reading*, (9) 1, 27-50.

Street, C. & Stang, K. (Summer, 2009). In What Ways Do Teacher Education Courses Change Teachers' Self-Confidence as Writers? *Teacher Education Quarterly*, 75-94.

Street, C. (2008). Reflections of a Writer. In *In Our Words: A 10-year Celebration of Writing. Central Texas Writing Project*, Texas State University-San Marcos.

Street, C., Fletcher, J., Merrill, M., Katz, M., & Cline, Z. (2008). The Expository Reading and Writing Curriculum (ERWC): Preparing All Students for College and Career. *The California Reader*, 42(1), 34-41.

Street, C. & Stang, K. (2008). Using Writing to Learn about Leni Riefenstahl Nazi Germany: Using Technology to Access Information. *The Social Studies*, 99(2), 94-96.

Gautreau, C., Street, C., & Glaeser, B. (2008). Best Practices in Graduate Online Teaching: Faculty Perspectives.. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008* (pp. 816-833). Chesapeake, VA: AACE.

Street, C., Stang, K., Gautreau, C. & Kaplowitz, H. (2008). Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3170-3172). Chesapeake, VA: AACE.

Street, C. (Spring, 2008). Creating Online Learning Communities. *The Senate Forum*, XXIII (3)

Cline, Z., Flachmann, K., & Street, C. (2008). Reading, Writing, and Ready! *Leadership Magazine*, 37(5), 25-27.



Street, C. & Stang, K. (2008). Improving the Teaching of Writing Across the Curriculum: A Model for Teaching Inservice Secondary Teachers to Write. *Action in Teacher Education*, 30(1), 37-49.

Kottler, E., Kottler, J. & Street, C. (2008). *English Language Learners in Your Classroom: Strategies that Really Work*. (3rd ed.). Corwin Press.

Street, C. (2007). Combating Cyber-plagiarism: What Can Content Area Teachers Do? *Journal of Content Area Reading*, 6(1), 5-19.

Street, C. (2007). Review of the book Teaching Adolescent Writers. *Journal of Adolescent & Adult Literacy*, 50(8), 695-697.

Stang, K. & Street, C. (2007). The Jamestown Colony: Access and Technology. *The Social Studies*, 98(3), 88-89.

Lee, J., Carter-Wells, J.A., Glaeser, B., Ivers, K., Street, C. (2006). Facilitating the Development of a Learning Community in an Online Graduate Program. *Quarterly Review of Distance Education*, 7(1), 13-33.

Street, C. (2006). Earth Day: Online Resources for Teachers. *The Social Studies*, 87, 2, 85-86.

Street, C. (2006). Evaluating Online Resources: The Importance of Critical Reading Skills in Online Environments. *The Social Studies*, 96, 6, 271-273.

Street, C. (2006). Expository Text and Middle School Students: Some Lessons Learned Along The Way. In P. Smith (Ed.), *Comprehending Nonfiction 6-8*. Saddle Brook, New Jersey: Peoples Publishing Group.

Street, C. (2005). Funds of Knowledge at Work in the Writing Classroom. *Multicultural Education*, 13, 12, 22-25.

Behrman, E., Street, C. (2005). The Validity of Using a Content-Specific Reading Comprehension Test for College Placement. *Journal of College Reading and Learning*, 35, 2, 5-21.

Lee, J., Bray, M., Carter-Wells, J. Glaeser, B., Ivers, K., & Street, C. (2005). Discovering the Meaning of Community in an Online Master's Degree Program. *27th Annual Proceedings, Association for Educational Communications and Technology*, Volume 1: 552-560.

Street, C. (2005). A Reluctant Writer's Entry into a Community of Writers. *Journal of Adolescent & Adult Literacy*, 48, 8, 636-641.

Street, C. (2005). A Brief History of Writing Instruction. *Journal of Content Area Reading*, 4, 1, 5-22.

Street, C. (2005). Using the Internet to Explore the French Revolution. *The Social Studies*, 96, 1, 41-42.

Street, C. (2005). Review of the book, Pittinsky, M. S., Ed. (2003). *The Wired Tower: Perspectives on the Impact of the Internet on Higher Education*. Upper Saddle River, NJ, Financial Times Prentice Hall. Exchanges<[http://www.exchangesjournal.org/reviews/review\\_1190.html](http://www.exchangesjournal.org/reviews/review_1190.html)>

Street, C. (2005). Review of the book, Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press. *Mentoring & Tutoring*, 11,1, 151-153.

Street, C. (2004). Examining Learning to Teach Through a Social Lens: How Mentors Guide Newcomers into a Professional Community of Educators. *Teacher Education Quarterly*, 31, 2, 7-24.

Street, C. (2003). Students' Home Communities and Experiences in Writing Classrooms: Exploring the "Funds of Knowledge" and "Networks of Exchange" of Student Writers. *The New Mexico Journal of Reading*, 23, 1, 6-15.

Street, C. & Wilkins, K. (2003). From the Wilderness to the Web: Re-Discovering Lewis and Clark After 200 Years. *The Social Studies*, 94, 3, 139-140.

Street, C. (2003). Pre-Service Teachers' Attitudes about Writing and Learning to Teach Writing: Implications for Teacher Educators. *Teacher Education Quarterly*, 30, 3, 33-50.

Street, C., & Patterson, B. (2002). The Reading Club: A Successful After-School Remedial Reading Program. *The California Reader*, 36, 1, 2-8.

Street, C. (2002). Teaching with the Newspaper. *The Social Studies*, 63, 3, 131-133

Kottler, E. & Street, C. (2002). Accessing American Memory: On-Line Tour of the Library of Congress Collections. *The Social Studies*, 63, 3, 140-141.

Street, C. (2002). The Importance of Effective Mentors for New Teachers. *English in Texas*, 32, 1, 44-47.

Street, C. (2002). The P.O.W.E.R. of Process Writing in Content Area Classrooms. *Journal of Content Area Reading*, 1, 1, 43-54.

Street, C. (2002). Expository Text and Middle School Students: Some Lessons Learned Along The Way. *Voices from the Middle*, 9, 33-38.

Street, C. (2002). Writing Film Reviews. In P.A. Brock and B. Baltes, *Multimedia: Bridging Standards and Constructivism in the Classroom* (pp. 119-123). Boston, MA: Houghton Mifflin.

Street, C. (Fall/Winter 2000). Using Word-Processing Software To Improve The Writing Attitudes of Reluctant Writers. *English in Texas*, 30, 2, 35-37.

Street, C. (1998). Why Paulsen Stories Still Appeal to Young Adult Readers. *Texas Reading Report*, 21, 6-9

Street, C. (1998). Review of the book *In the Middle: New Understandings About Writing, Reading, and Learning*. *The Quarterly*, 20, 32-33

Street, C. (1998). Rivers and Writing: A Teacher's Reflection on the Writing Process. *California English*, 4, 18-19.

Fairbanks, C., Shiring, J., Taylor, V., Freedman, D., Kahn, C., Merritt, J., & Street, C. (1997). *Effective Mentoring in English Education: Building Professional Partnerships*. Austin, TX: Texas Center for Reading and Language Arts

### **Other Publications**

Street, C. (1999, April 30). "More Companies Now Using Software to Scan Resumes." *San Antonio Business Journal*, p.20.

Street, C. (1999, February 5). "Be Clear, Concise When Preparing Proposals for Financing." *San Antonio Business Journal*, p. 22.

Street, C. (1999, February 5). "Some of the Best Business Advice Can Be Found For Free." *San Antonio Business Journal*, p. 24.

### **Presentations**

Street, C. & Kenny-Kitchin, C. (March, 2024). *Supporting English Learners in ERWC Using Designated Activities*. CATE (California Association of Teachers of English). Los Angeles, CA.

Street, C., Unrau, N., & Kenny-Kitchin, C. (June, 2023). *Adopting a Mentoring Stance When Offering Feedback to Student Writers*. ERWC (Expository Reading and Writing Curriculum) Literacy Conference. Sacramento and Pomona, CA.

Street, C., Unrau, N., & Kenny, C. (March, 2023). *Developing a Mentoring Stance When Offering Feedback to Student Writers*. CATE (California Association of Teachers of English). Monterey, CA.

Street, C., Unrau, N., & Kenny-Kitchin, C. (June, 2022). *What can I say about this student's text?" Engaging the dilemma of responding to a student's writing*. ERWC (Expository Reading and Writing Curriculum) Literacy Conference. Sacramento and Pomona, CA.

Street, C. & Campbell, L. (Feb, 2022). *Badge of Distinction: The Quality Matters Certified ERWC Course*. CATE (California Association of Teachers of English). Long Beach, CA.

Campbell, L., & Street, C. (April, 2020). *Deeper Discussions*. Quality Matters Regional Conference. Fullerton, CA.

Street, C. & Campbell, L. (Feb, 2020). *Exploring a 3.0 ERWC Module: Island Civilization*. CATE (California Association of Teachers of English). Los Angeles, CA.

Campbell, L. & Street, C. (Feb, 2020). *G-ERWC: Googlizing ERWC Curriculum for Google Classroom*. CATE (California Association of Teachers of English). Los Angeles, CA.

Campbell, L. & Street, C. (June, 2019). *Google-izing ERWC: Adding ERWC to the Google Classroom*. ERWC (Expository Reading and Writing Curriculum) Leadership Conference. Sacramento and Los Angeles, CA.

Campbell, L. & Street, C. (March, 2019). *Technology-Enhanced ERWC*. Building Bridges Conference. Bakersfield, CA.

Campbell, L. & Street, C. (Feb, 2019). *Resources for Technology-Enhanced ERWC*. CATE (California Association of Teachers of English). San Francisco, CA.

Street, C. & Campbell, L. (June, 2018). *Resources for Technology-Enhanced Instruction*. ERWC (Expository Reading and Writing Curriculum) Leadership Conference. Sacramento and Los Angeles, CA.

Street, C. & Campbell, L. (April, 2018). *Going Hybrid While Quelling the Disbelievers: QM to the Rescue!* Quality Matters Regional Conference "Elevating Quality." Denver, CO.

Street, C. & Stang, K. (March, 2017). *Teaching Writing to Practicing Educators in an Online Environment: Best Practices*. International Journal of Arts and Sciences' International Conference for Education. Las Vegas, NV.

Street, C. & Stang, K. (June, 2016). *Teaching Writing to Practicing Educators in an Online Environment: Best Practices*. EdMedia 2016: World Conference on Educational Media and Technology. Vancouver, BC. Canada.

Cavallaro, C., Kirtman, L., Bowers, E., Hoffman, J., Street, C., & Jung, Adrian. (April, 2016). *Engaged Scholarship: Aligning Faculty Expectations for Faculty Scholarship with the Institutional Mission*. Academic Resource Conference 2016. Garden Grove, CA., USA.

Street, C., & Chapa, L. (January, 2015). *College Readiness for the California State University System: Readiness for One, Readiness for All*. Hawaii International Conference on Education. Honolulu, Hawaii, USA.

Edlund, J., Merrill, M., Street, C., Jendian, M., & Wescom, K. (November, 2012). *Teaching Text Rhetorically*. National Council of Teachers of English (NCTE) National Convention. Las Vegas, NV.

Street, C., & Stang, K. (January, 2012). *Can Teacher Education Courses Change Teachers' Self-Confidence as Writers?* Hawaii International Conference on Education. Honolulu, Hawaii., USA.

Street, C. & Kenyon, K. (December, 2011). *ERWC-Expository Reading and Writing Course*. Secondary Literacy Summit XI, Anaheim, CA, USA.

Street, C. (February, 2011). *Using Writing Well in the Gifted Classroom*. 49th Annual California Association for the Gifted (CAG) Conference. Palm Spring, CA.

Stang, K., Street, C., Gautreau, C., & Guillaume, A. (January, 2011). *A Three-year Study of Online learning Communities: Examining Graduate Student Engagement and Perceptions*. Hawaii International Conference on Education. Honolulu, Hawaii., USA.

Street, C., Melendez, X., & Kenyon, K. (December, 2010). *ERWC-Expository Reading and Writing Course*. Secondary Literacy Summit X, Costa Mesa, CA, USA.

Gautreau, C., Stang, K., & Street, C. (March, 2010). *Creating Online Learning Communities: A Longitudinal Examination of Student Perceptions and Engagement*. Society for Information Technology and Teacher Education International Conference, San Diego, CA, USA.

Gautreau, C., Street, C. & Glaeser, B. (November, 2008). *Best Practices in Graduate Online Teaching: Faculty Perspectives*. E-Learn 2008 -- World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Las Vegas, NV.

Street, C. & Stang, K. (July, 2008). *Adapting the National Writing Project Model for In- Service Teacher Education Courses*. 22nd World Congress on Reading. San José, Costa Rica.

Gautreau, C., Street, C. & Glaeser, B. (April, 2008). *Best Practices Among Faculty in an Online Degree Program: Pedagogy and Community Building Strategies*. Tech Ed 2008, Ontario CA.

Street, C., Stang, K., Gautreau, C., & Kaplowitz, H. (March, 2008). *Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement*. Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.

Merrill, M., Fletcher, J., & Katz, M., & Street, C. (November, 2007). *Getting Your Hands into the English Reading and Writing Curriculum*. California Reading Association. Ontario, CA

Lee , J., Carter-Wells , J.A., Glaeser, B., Ivers , K., & Street, C. (April, 2006). *An Emergent Model for Shaping Student-Centered Online Learning Communities*. American Educational Research Association, San Francisco, CA.

Street, C. (April, 2006). *The 12th Grade Expository Reading and Writing Course: Preparing All Students for College and the World of Work*. American Educational Research Association, San Francisco, CA.

Street, C. (March, 2006). *Roadblocks on the Information Super Highway: Nineteen Teachers Report Their Struggles to Implement Technology in Their Classrooms*. Computer Using Educators Spring 2006 Conference, Palm Springs, CA.

Street, C. & Berhman, E. (July, 2005). *Student Cheating and Plagiarism in the Information Age*. New Zealand Association for the Teaching of English, Auckland, New Zealand.

Carter-Wells , J.A., Ivers, K., Bray, M., Lee, J., Street, C., & Glaeser, B. (November, 2004). *The Many Facets of Politics and Ethics in Designing and Implementing an Online MS Degree*. Teaching Online in Higher Education (TOHE) International Online Conference. Conference details available at <http://www.ipfw.edu/tohe/index.htm>.

Street, C. (December, 2004). *Overcoming the Negative Writing Attitudes of Future Writing Teachers in University Methods Courses*. National Reading Conference, San Antonio, TX.

Berhman, E. & Street, C. (December, 2004). *Orality, Literacy, and the Internet: Reading and Learning in a Hypertext Environment*. National Reading Conference, San Antonio, TX.

Lee , J., Bray, M., Carter-Wells , J.A., Glaeser, B., Ivers , K., & Street, C. (October, 2004). *Discovering the Meaning of Community in an Online Master's Degree Program in Instructional Design and Technology*. Association for Educational Communications and Technology, Chicago, IL.

Street, C. (March, 2004). *Using the National Writing Project Model of Professional Development to Support Technology-Using Educators*. The Society for Information Technology and Teacher Education International Conference, Atlanta, GA

Street, C. (March, 2004). *Student Cheating and Plagiarism in the Information Age*. Computer Using Educators Spring 2004 Conference, Palm Springs, CA.

Carter-Wells , J.A., Bray , M., Brown , A., Green , T., Ivers , K., Lee , J., & Street, C. (November, 2003). *Weaving Assessment Throughout an Online Master's Degree Program*. International Online Conference on Teaching Online in Higher Education. Online Conference details available at <http://www.ipfw.edu/as/2003tohe/cfp.htm>.

Street, C. (May, 2003). *Creating a Web Presence in Minutes: A Sampling of Free and Simple Sites for Web Site Creation*. International Reading Association. Orlando, FL.

Street, C. (May, 2003). *Preparing Teachers to Teach Writing Well: The Importance of Creating Writing Communities in Literacy Methods Courses*. Research poster session presented at the International Reading Association. Orlando, FL.

Street, C. (May, 2002). *Create a Free Class Web Site Using Yahoo! Education Courses*. Computer Using Educators Spring 2002 Conference, Anaheim, CA.

Street, C. (April, 2002). *Effective Mentoring: Guiding Newcomers into a Professional Community of Practice*. California Council on Teacher Education Semi-Annual Conference, San Jose, CA.

Street, C. (April, 2002). *The Influence of Preservice Teachers' Writing Attitudes in Learning to Teach Writing*. American Educational Research Association, New Orleans, LA.

Reynolds, T., Bonk, C., & Street, C. (June, 2000). *Web-Based Conferencing: Perceptions of Preservice Teacher Participants*. Poster session presented at the Ed-Media 2000— World Conference on Educational Multimedia, Hypermedia, and Telecommunications, Montreal, Canada

Street, C. (November, 1999). *University Supervisors: A Supportive Bridge Between Academia and the Inner-City Classroom*. National Council of Teachers of English Convention, Denver, CO

Street, C. (October, 1999). *Designing a Qualitative Classroom Research Project*. Presentation at the Alamo Community College Employee Development Day, San Antonio, TX

Street, C. (March, 1999). *The Significance of an Aging Novel: How Last of the Mohicans Performs Important Cultural Work*. Conference of College Teachers of English, Denton, TX

Street, C. (October, 1998). *Exploring the Potential of the Networked Classroom*. Presentation at the Alamo Community College Employee Development Day, San Antonio, TX

Street, C. (July, 1998). *Connecting Film with Literature*. Invited to speak at the Central Texas Writing Project's Summer Institute, San Marcos, TX

Freedman, D., Fairbanks, C., & Street, C. (April 1998) *Effective Mentoring in English Education: Building Professional Partnerships*. American Educational Research Association, San Diego, CA

Fairbanks, C., Shiring, J., Freedman, D., Kahn, C., & Street, C., (December 1997). *Learning to Talk Like a Language Arts Teacher*. National Reading Conference, Scottsdale, AZ.

## ***Honors***

- 2013 California State University, Fullerton Sabbatical (Fall Semester 13)
- 2008 California State University, Fullerton Annual Author Awards
- 2007 California State University, Fullerton Sabbatical (Spring Semester 07)
- 2005 California State University, Fullerton Outstanding Teaching Award
- 2003 California State University, Fullerton Service Award

## ***Professional Experience***

- 2001-present Professor, Department of Secondary Education California State University, Fullerton, CA
- 2001 Education Producer, Yahoo!, Sunnyvale, CA.
- 2000 Lecturer, Department of Rhetoric and Writing Studies San Diego State University, San Diego, CA
- 1999 Adjunct Faculty Member, Department of Curriculum and Instruction Southwest Texas State University, San Marcos, TX.
- 1999 Assistant Project Director, Preparing Tomorrow's Teachers to Use Technology Southwest Texas State University, San Marcos, TX
- 1998 National Writing Project Fellow
- 1999 Central Texas Writing Project, Southwest Texas State University, San Marcos, TX
- 1997-99 Adjunct Faculty Member, English Department, San Antonio College, San Antonio, TX
- 1999 Freelance Writer, San Antonio Business Journal, San Antonio, TX
- 1996-1999 University Supervisor, University of Texas at Austin
- 1996-1997 University Researcher, Training Facilitator, and Writer/Technical Editor Effective Education in English Education (EMEE) grant University of Texas at Austin, Austin, TX
- 1997 Associate Program Director and Reading Tutor Alternative Learning Center, Austin, TX
- 1996 Assistant Instructor



University of Texas at Austin, Secondary Classroom Management

1992-1996 Teacher, Grades 6, 7, and 8  
Black Mountain Middle School, San Diego, California

1988-1989 Teacher's Assistant  
University of California, Santa Barbara, sociology course

### ***Service***

2002-present Editorial Advisory Board, *Journal of Content Area Reading*

2008- present Steering Committee Member, Expository Reading and Writing Curriculum (ERWC)

2009-present Advisory Board, College of Education Representative to CSUF Center for Sustainability

2013-present Board Member, California Association of Teachers of English (ERWC Liaison to CATE)

### ***Grants***

2023 Junior/Senior Intramural Faculty Research Grant

2019 Faculty Enhancement and Instructional Development (FEID) Grant

2018 Junior/Senior Intramural Faculty Research Grant

2016 Junior/Senior Intramural Faculty Research Grant

2011 Cal State Fullerton Community-Based Research Mini Grant

2010 Cal State Fullerton Accessible Technology Initiative (ATI)

2007 Cal State Fullerton General Faculty Research Award

2007 Information Technology Lottery Fund Award

2006 State Special Fund for Research, Scholarship, and Creative Activity: CSUF Summer Stipend Award

2005 University Mission & Goals Initiative

2005 Faculty Enhancement and Instructional Development Grant (partially funded)

2005 FDC Faculty Travel Grant

2004 CSUF Summer Stipend Award

2003 CSUF Summer Stipend Award

2003 Faculty Enhancement and Instructional Development Grant

2003 Encouraging Weekend Classes Grant

2002 First Time Online Grant (CSUF)

2001 CSUF Summer Stipend Award

## ***Professional Affiliations***

Quality Matters

Content Area Reading Special Interest Group of the International Reading Association

CATE (California Association of Teachers of English)

*Last updated 04.03.2024*

# Gavin Tierney

## Assistant Professor

Department of Secondary Education  
California State University, Fullerton

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[gtierney@fullerton.edu](mailto:gtierney@fullerton.edu)

ORCID iD: <https://orcid.org/0000-0003-1779-1577>

## EDUCATION

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### Ph.D., Educational Psychology, Learning Sciences and Human Development

University of Washington (2016)

Dissertation: *Agency outside the margins: Examining the identities, communities, and contexts of students who attend alternative schools*

Committee Members: Susan Bobbitt Nolen (Chair, Learning Sciences), Philip Bell (Learning Sciences), Charles Peck (Teacher Education), and Gail Stygall (English)

### M.Ed., Secondary Teaching

University of Denver, Denver, CO (2004)

Secondary Credential in English

### B.A., English Literature

University of Puget Sound, Tacoma, WA (1998)

Minor: Music Performance

## PROFESSIONAL EXPERIENCE

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<b>Assistant Professor of Secondary Education</b> , California State University, Fullerton	2019-present
Fullerton, CA	

<b>Post-doctoral Researcher</b> , University of Washington Bothell	2016-2018
Bothell, WA	

## PUBLICATIONS

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### Refereed Journal Publications

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Horstman, T., Tierney, G., Tzou, C. (2020). Design Principles for Learning with Digital Badges: Documentation of University-Informal Science Partnerships to Position Youth as Agentic Learners. *Information and Learning Sciences*, 121(11/12), 889-907.  
<https://doi.org/10.1108/ILS-02-2020-0042>

Lo, Jane C., & Tierney, Gavin. (2017). Maintaining Interest in Politics: "Engagement First" in a U.S. High School Government Course. *Journal of Social Science Education*, 16(3), 62-73.  
<https://doi.org/10.4119/jsse-843>

Tierney, G. (2020). Ideational Resources and Alternative Definitions of Success: Reorienting to Education and Developing Identities in an Alternative High School. *The High School Journal*, 103(4), 241–261. <https://doi.org/10.1353/hsj.2020.0015>

Tierney, G., Goodell, A., Nolen, S., Lee, N., Whitfield, L., & Abbott, R. (2020). (Re)Designing for Engagement in a Project-based AP Environmental Science Course. *The Journal of Experimental Education*, 88(1), 72–102. <https://doi.org/10.1080/00220973.2018.1535479>

Tierney, G., Horstman, T., Tzou, C. (2021). Involving youth as educational program co-designers: Disrupting hierarchy and empowering youth. *CoDesign: International Journal of CoCreation in Design and the Arts*, 17(3), 313–329. <https://doi.org/10.1080/15710882.2019.1654522>

### **Refereed Book Chapters**

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Smith, R., Sutton, P., Tierney, G. (in press). Redefining Care in Teacher Education: Responding Better to Student Needs after COVID. In Webb, A. & Shoffner, M. (Eds.) *Care After COVID: Reconstructing Understandings of Care in Teacher Education*. Routledge, New York, NY.

Tierney, G. (in press). Advocacy as a sociocultural practice: Power, equity, and identity. In Yough, M. & Anderman, L. (Eds.) *Theory to Practice: Educational Psychology for Teachers and Teaching (vol. 4: Teaching to Prepare Advocates)*. Information Age Publishing, Charlotte, NC.

Tierney, G. (2018). Alternative Schools in the United States: How History, Policy, and Definitions of Success Define Alternative Schools and the Youth Who Attend Them. In McCluskey, G. & Mills, M. (Eds.) *International perspectives on alternative education: Policy and practice*. Institute of Education (IOE) Press, London.

### **White Papers**

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Tierney, G., Urban, R., Olabuenaga, G., Paulger, C. (in press). *Designing Curriculum for Project-Based Learning*. Lucas Education Research.

### **Select Refereed Conference Proceedings**

---

Adams-Wiggins, K., Tierney, G. (2021). Contributions of a Situative Perspective on Motivation in the Learning Sciences: Theorizing Motivation for Youth Voice & Equity. In *Reflecting the Past and Embracing the Future* (pp. 657–660). The Annual Meeting of the International Society of the Learning Sciences, June 2021.

Tierney, G. (2021). Co-designing Learning Environments for Engagement and Identity Development. In *Reflecting the Past and Embracing the Future* (pp. 89–90). The Annual Meeting of the International Society of the Learning Sciences, June 2021.

Horstman, T, Tierney, G., Tzou, C. (2020). Design principles for the design of digital badge systems: Supporting learning in informal science programs. In *The Interdisciplinarity of the Learning Sciences* (pp. 1735–1736). The International Conference of the Learning Sciences, June 2020.

- Tierney, G. (2020). Negotiating Contradictions in Identity Development: Re-engaging Youth in Alternative School Contexts. In *The Interdisciplinarity of the Learning Sciences* (pp. 859-860). The International Conference of the Learning Sciences, June 2020.
- Tierney, G., & Nolen, S. (2020). Student Engagement and the Negotiation of Joint Enterprise in a Project-Based Learning Course. In *The Interdisciplinarity of the Learning Sciences* (pp. 849-850). The International Conference of the Learning Sciences, June 2020.
- Tierney, G. (2018). Re-Engaging Youth: Using Discourse Analysis to Explore Individual Agency and Community Belonging. In *Rethinking Learning in the Digital Age: Making the Learning Sciences Count* (pp. 1619-1620). The International Conference of the Learning Sciences, June 2018.
- Tierney, G. (2018). Defining Alternative as More Than At-Risk: Youth Defined Outcomes and Emerging Identities in Alternative Schools. In *Rethinking Learning in the Digital Age: Making the Learning Sciences Count* (pp. 1613-1614). The International Conference of the Learning Sciences, June 2018.
- Tierney, G., Horstman, T., Tzou, C. (2018). Linking Identity Resources Across Roles: Family Science Workshops and Badging. In *Rethinking Learning in the Digital Age: Making the Learning Sciences Count* (pp. 1753-1754). The International Conference of the Learning Sciences, June 2018.
- Koretsky, M., Nolen, S. B., Tierney, G., Chinandon, K., & Wetzstein, L. (2015). Productive disciplinary engagement in design tasks. In *Proceedings of the 2015 Research on Engineering Education Symposium*, Dublin, Ireland, July, 2015.
- Koretsky, M., Nolen, S. B., Volet, S., Gilbuena, D., Tierney, G. (2014). Productively Engaging Student Teams in Engineering: The Interplay between Doing and Thinking. In *Opening Innovations and Internationalization in Engineering Education* (pp. 2684-2691). The Frontiers in Engineering Education Conference, October 2014.
- Tierney, G. (2014). Defining Success in an Alternative High School: Resources for the Reframing of Education. In *Learning and Becoming in Practice* (pp. 543-550). The International Conference of the Learning Sciences, June 2014.
- Tierney, G., Scipio, D. (2014). Authenticity Matters: Youth and Science Participation in Design-Based Learning Environments. In *Learning and Becoming in Practice* (pp. 1077-1081). The International Conference of the Learning Sciences, June 2014.
- Nolen, S. B., Tierney, G., Goodell, A., Lee, N., Abbott, R. (2014). Designing for Engagement in Environmental Science: Becoming "Environmental Citizens". In *Learning and Becoming in Practice* (pp. 962-966). The International Conference of the Learning Sciences, June 2014.
- Koretsky, M., Nolen, S. B., Gilbuena, D., Lehtinen, E., Vauras, M., Tierney, G., Volet, S. (2014). Studying & Supporting Productive Disciplinary Engagement in STEM Learning Environments. In *Proceedings of the 2014 American Society for Engineering Education Annual Conference & Exposition*. The American Society of Engineering Education Conference, June, 2014.

### Manuscripts in Submission

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Lin, S. & Tierney, G. *Navigating Moments of Tension and Uncertainty in Co-Design of University Curriculum*. Short paper submitted to Proceedings of the International Conference of the Learning Sciences (ICLS 2022), Hiroshima, Japan: ISLS. (Conference Proceedings). [co-authored with an undergraduate student].

Tierney, G. *Accounting for Spatial-Temporal Identity Trajectories in Student Co-Design*. Symposium paper submitted to Proceedings of the International Conference of the Learning Sciences (ICLS 2022), Hiroshima, Japan: ISLS. (Conference Proceedings).

Tierney, G. & Horstman, T. *Developmental Trajectories in STEM Teacher Education: Co-designing Digital Badge Systems of Learning and Identity*. Short paper submitted to Proceedings of the International Conference of the Learning Sciences (ICLS 2022), Hiroshima, Japan: ISLS. (Conference Proceedings).

Tierney, G., Horstman, T., Tzou, C. (under review). From Earning to Learning: Reasoning and Participation in Youth Co-design of Digital Badges. Submitted to *Cognition and Instruction*.

Tierney, G., Smith, R., & Sutton, P. *Sociopolitical Conscious Pedagogical Care*. Short paper submitted to Proceedings of the International Conference of the Learning Sciences (ICLS 2022), Hiroshima, Japan: ISLS. (Conference Proceedings).

### Manuscripts in Preparation (Working Titles Listed)

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Tierney, G. (in preparation). Redefining Risk: Youth Identity Development in Alternative High Schools. To be submitted to the *American Education Research Journal*.

Tierney, G., Horstman, T., Tzou, C. (in preparation). Microgenetic Processes of Renorming in Youth Co-Design of Digital Badges. To be submitted to the *Journal of the Learning Sciences*.

Tierney, G., & Paulger, C. (in preparation). *Framing for Equity and Engagement: Design Principles for Project-Based Learning Curriculum*. To be submitted to *Cognition and Instruction*.

Tierney, G., Ward, S., Adams, C., Vye, N. (under revision). In the Service of Student Engagement and Agency: Pedagogical Design Principles for Project-Based Learning. To be submitted to the *Journal of Problem-Based Learning*.

### AWARDS AND HONORS

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<b>Early Career Workshop Invited Participant</b>	<b>2021</b>
<i>International Conference of the Learning Sciences, Bochum, Germany, Virtual.</i>	

<b>Division C New Faculty Mentor Program Invited Participant</b>	<b>2021</b>
<i>American Educational Research Association Conference, Virtual</i>	

<b>Titan Excellence Award Nomination</b>	<b>2021</b>
<i>California State University, Fullerton, Fullerton, CA</i>	

**Division C New Faculty Mentor Program Invited Participant** **2020**  
*American Educational Research Association Conference, San Francisco, CA (Conference cancelled)*

**Doctoral Student Consortium Invited Participant** **2014**  
*International Conference of the Learning Sciences, Boulder, CO*

**Invited Participant** **2014**  
*Towards the Science of Learner Engagement: Finnish-US Meeting, Helsinki, Finland*

**Division C Graduate Student Seminar Invited Participant** **2013**  
*American Educational Research Association Conference, San Francisco, CA*

**Graduate Student Leadership Award** **2011**  
*University of Washington, College of Education, Seattle, WA*

#### **GRANTS AND FELLOWSHIPS**

**Faculty Support for Scholarly Productivity Grant. \$5,000** **2022**  
 California State University, Fullerton

**Undergraduate Research Academy Grant. \$9,000** **2021**  
 California State University, Fullerton

**Research, Scholarship, and Creative Activity Grant. \$15,000** **2020-2021**  
 California State University, Fullerton

**Faculty Enhancement and Instructional Development Grant. \$5,935** **2020-2021**  
 California State University, Fullerton

**Office of Research and Sponsored Projects Conference Grant. \$1,000** **2020**  
 California State University, Fullerton

**Postdoctoral Enrichment and Fund for Excellence and Innovation Grants. \$900** **2016-2017**  
 University of Washington

**UW College of Education Conference Grants. \$1,600** **2012-2015**  
 University of Washington

**Doi Dissertation Fellowship. \$4,500** **2014**  
 University of Washington

**Marv Harshman Fellowship. \$3,700** **2013**  
 University of Washington

#### **REFERRED CONFERENCE PAPERS AND PRESENTATIONS**

Adams-Wiggins, K & Tierney, G. (equal authorship) (Accepted – 2022, April 21-26). *The co-development of motivation and identity: Troubling the concepts of “disengaged” and “unmotivated”*. Symposium paper to be presented at the annual meeting of the American Educational Research Association, San Diego.

- Sutton, Paul, Smith, R., & Tierney, G. (Accepted – 2022, April 21-26). *Rethinking Care in a Time of Crisis: Preparing Teachers Amidst a Global Pandemic*. Symposium paper to be presented at the annual meeting of the American Educational Research Association, San Diego.
- Tierney, G. (Accepted – 2022, April 21-26). *Student-Led and Co-Designed: Shifting the Role of Youth in Project-Based Learning Curriculum*. Symposium paper to be presented at the annual meeting of the American Educational Research Association, San Diego.
- Metz, M., Sutton, P., & Tierney, G. (Accepted – 2021, December 1-4). “*Like desks bolted to the floor*”: *Constraints of representing the practice of facilitating discussion through an online platform*. Symposium paper to be presented at the annual meeting of the Literacy Research Association, Atlanta.
- Adams-Wiggins, K & Tierney, G. (2022, June 8-11). *Contributions of a Situative Perspective on Motivation in the Learning Sciences: Theorizing Motivation for Youth Voice & Equity*. Paper to be presented at the annual meeting of the International Conference of the Learning Sciences, Bochum, Germany, Virtual.
- Pickrell, K. & Tierney, G. (2021, April 8-12). *Positioning for Youth Agency in Youth Co-design of Digital Badges*. Paper presented at the annual meeting of the American Educational Research Association, Virtual [co-presented with a student].
- Tierney, G. (2021, April 8-12). *Advocacy as Identity Work: A Sociocultural Reframing of Teachers’ Advocacy for Students*. Paper presented at the annual meeting of the American Educational Research Association, Virtual.
- Tierney, G. (2021, April 8-12). *Authenticity as a Design Principle for Project-Based Learning Curriculum*. Symposium paper presented at the annual meeting of the American Educational Research Association, Virtual.
- Tierney, G. (2020, September). *Advocating for Students: Power, Equity, and Identity*. Paper accepted for the CSU Symposium on Teaching and Learning, Fullerton, CA, (Conference Canceled).
- Tierney, G. (2020, September). *Designing Rigorous Project-Based Learning Curriculum: Supporting Student Engagement and Identity Development*. Paper accepted for the CSU Symposium on Teaching and Learning, Fullerton, CA, (Conference Canceled).
- Tierney, G. (2020, September). *Youth co-design of digital badges in an informal environmental education program*. Paper accepted for the CSU Symposium on Teaching and Learning, Fullerton, CA, (Conference Canceled).
- Horstman, T, Tierney, G., Tzou, C. (2020, June). *Design principles for the design of digital badge systems: Supporting learning in informal science programs*. Poster presented at the International Conference of the Learning Sciences, Nashville, Virtual.



- Tierney, G. (2020, June). *Negotiating Contradictions in Identity Development: Re-engaging Youth in Alternative School Contexts*. Poster presented at the International Conference of the Learning Sciences, Nashville, Virtual.
- Tierney, G., Nolen, S. (2020, June). *Student Engagement and the Negotiation of Joint Enterprise in a Project-Based Learning Course*. Poster presented at the International Conference of the Learning Sciences, Nashville, Virtual.
- Adams, C. M. & Tierney, G. (2020, Apr 17 - 21) *Supporting Project-Based Learning Practice in Advanced Placement Physics 1 Through Educative Curriculum* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w95f7qo> (Conference Canceled)
- Tierney, G. (2020, Apr 17 - 21) *Redefining Risk: Moving Beyond Deficits and Supporting Youth Identity Development* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uxzawjy> (Conference Canceled)
- Tierney, G., Horstman, T. & Tzou, C. T. (2020, Apr 17 - 21) *The Power and Possibility of Youth Participatory Design of Responsive Digital Badge Systems* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w2qs64k> (Conference Canceled)
- Ward, S., Tierney, G. & Adams, C. M. (2020, Apr 17 - 21) *Examining Successful Pedagogy in Project-Based Learning Classrooms: Supporting Student Engagement in Advanced Placement Physics 1* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/v7fjz9> (Conference Canceled)
- Tierney, G. (2018, June). *Re-Engaging Youth: Using Discourse Analysis to Explore Individual Agency and Community Belonging*. Poster presented at the International Conference of the Learning Sciences, London.
- Tierney, G. (2018, June). *Defining Alternative as More Than At-Risk: Youth Defined Outcomes and Emerging Identities in Alternative Schools*. Poster presented at the International Conference of the Learning Sciences, London.
- Tierney, G., Horstman, T., Tzou, C. (2018, June). *Linking Identity Resources Across Roles: Family Science Workshops and Badging*. Poster presented at the International Conference of the Learning Sciences, London.
- Tierney, G. (2018, April 13-17). *Agentic Roles as Resources for Identity Development in Alternative High Schools*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Tierney, G., Horstman, T., Tzou, C. (2018, April 13-17). *Involving youth as educational program co-designers: Disrupting hierarchy and empowering youth*. Symposium paper presented at the annual meeting of the American Educational Research Association, New York.
- Konopasky, A., Tierney, G. (2018, April 13-17). *Restorying Public Education: How Learners in Non-Traditional Secondary Education Narrate Public School Experiences*. Paper presented at the annual meeting of the American Educational Research Association, New York.

- Horstman, T., Hill, R., Glenn, D., Tierney, G. (2017, September 9-15). *Youth co-design in an informal environmental education program*. Paper presented at the biennial meeting of the World Environmental Education Congress, Vancouver. [co-presented with a youth co-designer]
- Horstman, T., Tierney, G., Tzou, C. (2017, September 9-15). *Creating assessments and authentic learning experiences in informal environmental education programs with achievement systems: Using the creation of criteria for digital badges for program design*. Paper presented at the biennial meeting of the World Environmental Education Congress, Vancouver. [co-presented with a youth co-designer]
- Tierney, G. (2017, April 27-May 1). *Increasing Opportunity on the Margins of Education: Identity Development in Alternative High Schools*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio.
- Adams, C., Vye, N., Tierney, G., Evans, S., Kovacich, K. (2017, April 27-May 1). *Reframing Professional Development through a Networked Improvement Community: Turning Curricular Enactments into Learning Opportunities*. Symposium paper presented at the annual meeting of the American Educational Research Association, San Antonio, April.
- Evans, S., Tierney, G., Nye, N. (2017, April 27-May 1). *Beyond the White Lab Coat: Student Experiences in an Advanced Placement Project-Based Physics Course*. Symposium paper presented at the annual meeting of the American Educational Research Association, San Antonio.
- Ward, S., Adams, C., Tierney, G. (2017, April 27-May 1). *In the Service of Student Engagement: Teachers Going "All In"*. Symposium paper presented at the annual meeting of the American Educational Research Association, San Antonio.
- Horstman, T., Tierney, G., & Tzou, C. (2017, April 27-May 1). *Digital Badges and Informal Science Learning: Badges for College Credit*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Antonio.
- Horstman, T., Tierney, G., & Tzou, C. (2016, October 27-29). *Analysis of Educational Achievement Systems for Equity and Access*. Paper presented at the Reconfiguring Innovation in Games (ReFig) conference, Montreal, Canada.
- Tierney, G. (2016, April 8-12). *Iterative Identity: Re-engaging Youth in Alternative High Schools*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.
- Koretsky, M., Nolen, S. B., Volet, S. E., Vauras, M. M., Friedrichsen, D. M., Tierney, G. (2015, June 14-17). *Productive Disciplinary Engagement in Complex STEM Learning Environments*. Paper presented at the annual meeting of the American Society of Engineering Education, Seattle.
- Tierney, G. (2015, April 16-18). *Changing Pathways: Youth Identities in Alternative High Schools*. Symposium paper presented at the annual meeting of the American Educational Research Association, Chicago.

- Koretsky, M., Nolen, S. B., Volet, S., Gilbuena, D., Tierney, G. (2014, October 22-25). *Productively Engaging Student Teams in Engineering: The Interplay between Doing and Thinking*. Paper presented at the Frontiers in Engineering Education Conference, Madrid, Spain.
- Tierney, G. (2014, June 23-27). *Defining Success in an Alternative High School: Resources for the Reframing of Education*. Paper presented at the International Conference of the Learning Sciences, Boulder.
- Tierney, G., Scipio, D. (2014, June 23-27). *Authenticity Matters: Youth and Science Participation in Design- Based Learning Environments*. Paper presented at the International Conference of the Learning Sciences, Boulder.
- Nolen, S. B., Tierney, G., Goodell, A., Lee, N., Abbott, R. (2014, June 23-27). *Designing for Engagement in Environmental Science: Becoming "Environmental Citizens"*. Paper presented at the International Conference of the Learning Sciences, Boulder.
- Gilbuena, D., Mäkelä, M., Iiskala, T. Tierney, G., Volet, S., Nolen, S., Koretsky, M., Vauras, M. (2014, June 23-27). *Productive Disciplinary Engagement: Examining Negotiation of Group Activity with Multiple Frameworks*. Poster presented at the International Conference of the Learning Sciences, Boulder.
- Koretsky, M., Nolen, S. B., Gilbuena, D., Lehtinen, E., Vauras, M., Tierney, G., Volet, S. (2014, June 15-18). *Studying & Supporting Productive Disciplinary Engagement in STEM Learning Environments*. Poster presented at the annual meeting of the American Society for Engineering Education, Indianapolis.
- Nolen, S. B., Tierney, G., Koretsky, M., Gilbuena, D., Vauras, M., Lehtinen, E., Iiskala, T., Kajamies, A., Mäkelä, M., Telenius, M., Volet, M. (2014, June 12-14). *Using Multiple Qualitative Methods to Study Productive Disciplinary Engagement in STEM Learning Environments*. Paper presented at the biennial meeting of the International Conference on Motivation, Helsinki, Finland.
- Koretsky, M., Nolen, S., Gilbuena, D., Tierney, G., Iiskala, T., Volet, S., Vauras, M., and Lehtinen, E. (2014, June 9-11). *PDE: Studying and supporting productive disciplinary engagement across cultures*. Paper presented at SAVI: Innovations in Learning and Education meeting, Helsinki, Finland.
- Tierney, G., Becherer, K. (2014, April 3-7). *Opportunities, Access, and Appropriation: Student Engagement in the Practices of Project-Based Classroom Communities*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Tierney, G., Nolen, S. B. (2014, April 3-7). *Positioning Teachers as Co-Designers in Design-Based Implementation Research: Implications for Teacher Engagement*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Lo, J., Tierney, G., Nolen, S. B. (2014, April 3-7). *Classroom Engagement in a Government Course: When Triggered Interest Fails to Thrive*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

- Goodell, A., Nolen, S. B., Tierney, G., Eng, S., Whitfield, L., Nguyen, D., Cooper, S. E., Becherer, K., Pak, S. (2014, April 3-7). *Designing for Engagement in Environmental Science: Developing Practice-Linked Identities*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Nolen, S. B., Tierney, G., Goodell, A., Eng, S., Whitfield, L., Nguyen, D., Cooper, S., Becherer, K., Pak, S., Abbott, R. (2013, September 27-31). *Teaching and Learning Practice-Linked Environmental Identities: A Design-Based Study*. Paper presented at the biennial meeting of the European Association of Research on Learning and Instruction, Munich.
- Tierney, G. (2013, April 27-May 1). *Student Engagement in an Alternative High School Community: Issues of Access and Equity in the Reframing of Education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Nolen, S. B., Lo, J., Tierney, G., Cooper, S. E. (2013, April 18-20). *Unintended consequences of triggered interest*. Paper presented at the biennial meeting of the Society for Research on Child Development, Seattle.
- Eng, S., Cooper, S. E., Tierney, G. & Becherer, K. (2012, November 28-December 1). *In Search of Purpose, Audience, and Structure: An Examination of High School Students' Literacy Strategy and Skill Use during an AP Government Project-Based Learning Unit*. Paper presented at the annual meeting of the Literacy Research Association, San Diego.
- Tierney, G. (2012, August 28-30). *A many layered thing: Student engagement in an alternative high school community*. Paper presented at the biennial meeting of the International Conference on Motivation, Frankfurt, Germany.
- Tierney, G., Cooper, S. E., Nolen, S. (2012, August 28-30). *This I believe: Novice teachers' use of motivation filters in co-constructed worlds*. Paper presented at the biennial meeting of the International Conference on Motivation, Frankfurt, Germany.
- Tierney, G. & Becherer, K. (2012, August 28-30). *Project-based learning and practice-linked identities: How students take up opportunities to engage in project-based classrooms*. Poster presented at the biennial meeting of the International Conference on Motivation, Frankfurt, Germany.
- Nolen, S. B., Becherer, K., Cooper, S. E., Tierney, G., Eng, S. (2012, August 28-30). *Engagement in simulation activities: Adolescents juggling figured worlds*. Paper presented at the biennial meeting of the International Conference on Motivation, Frankfurt, Germany.
- Tierney, G. (2012, April 13-17). *Engaged in what?: A case study of a novice teacher*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Nolen, S. B., Becherer, K., Cooper, S. E., Tierney, G., Eng, S. (2012, April 13-17). *Interest is not enough: Designing for engagement in project-based learning*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Nolen, S. B., Tierney, G., Becherer, K., Cooper, S. E., Eng, S., & Ward, C. J. (2012, April 13-17). *Engagement in what? The negotiation of joint enterprise in project-based learning*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver,

BC.

Tierney, G. & LaRock, B. (2011, August 4-7). *From Alternative Education to Higher Education: Potential collaboration in Teacher Education, Educational Leadership, and Educational Research*. Paper presented at the annual meeting of the Alternative Education Resource Organization, Portland.

Nolen, S. B., Ward, C. J., Becherer, K., Cooper, S. E., & Tierney, G. (2011, April 8-12). *An analysis of novice teachers' changing views of their students' motivation, and how those views were co-constructed in the social worlds in which they learned to teach*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

## RESEARCH

### Research Consultant

**2020-present**

*Advancing Teachers of Mathematics to Advance Learning for All*, California State University, Fullerton  
Focus of study: The Advancing Teachers of Mathematics to Advance Learning for All project is a National Science Foundation funded grant that focuses on a) the focus on learning about and implementing culturally responsive mathematics teaching, b) the design of microcredentials for teacher development of key practices reflective of culturally responsive mathematics teaching, and c) the planned learning and development trajectories for teachers within the project.

### Postdoctoral Researcher

**2016-2018**

*University of Washington Bothell*, Goodlad Institute for Educational Renewal, OpenSTEM Research, Bothell, WA

Focus of study: Badges for College Credit is a National Science Foundation funded grant that focuses on reorganizing informal science programs using a digital badges system, which awards youth college credit. Work included co-designing badge systems with youth.

### Postdoctoral Researcher

**2017**

*University of Washington Bothell*, Goodlad Institute for Educational Renewal, OpenSTEM Research, Bothell, WA

Focus of study: Robotics Backpacks for Family Learning is a National Science Foundation funded grant that focuses on designing and implementing family workshops on robotics and e-textiles. Following the workshops, families are able to check out backpacks to continue their family learning.

### Graduate Research Assistant

**2014-2016**

*University of Washington*, LIFE Center, Knowledge in Action Project, Seattle, WA

Focus of study: The Knowledge in Action Project Physics Project is a Design-Based Implementation Research study on AP Physics 1 project-based curriculum, using a Networked Improvement Community model focused on teaching practice.

### Early Career Researcher

**2013-2015**

*University of Washington*, LIFE Center, Science Across Virtual Institutions, Seattle, WA

Focus of study: The Science Across Virtual Institutions project is a US-Finland-Australia collaboration focused on "Studying and Supporting Productive Disciplinary Engagement in

Demanding Science Technology Engineering and Mathematics Learning Environments Across Cultures and Settings”.

**Graduate Research Assistant**

**2011-2013**

*University of Washington*, LIFE Center, Knowledge in Action Project, Seattle, WA

Focus of study: The Knowledge in Action Project is a Design-Based Implementation Research study on Advance Placement Government and Advance Placement Environmental Science project-based curriculum.

**Graduate Researcher**

**2011-2012**

*University of Washington*, Secondary Teacher Education Program, Seattle, WA

Focus of study: Teacher candidates’ experiences in community-based organizations.

**Graduate Researcher**

**2010-2011**

*University of Washington*, Secondary Teacher Education Program, Seattle, WA

Focus of study: This project continued a longitudinal study of how novice teachers use of university taught pedagogy, looking at novice teachers’ conceptions of student motivation.

**UNIVERSITY TEACHING**

*California State University, Fullerton*, College of Education, Fullerton, CA

**2019-present**

Adolescent Development (Undergraduate and Postbaccalaureate)

General Pedagogy in Secondary Schools (Teacher Education)

*University of Washington Bothell*, School of Educational Studies, Bothell, WA

**2017-2019**

Assessment (Teacher Education Master’s Program)

Knowing, Teaching, Assessing in Health, Fitness and Issues of Abuse (Undergraduate)

Professional Practice Seminar: Reflective Practice (Elementary Teacher Education)

Professional Practice Seminar: The Moral Classroom (Elementary Teacher Education)

Professional Practice Seminar: The Teaching Profession (Elementary Teacher Education)

Research and Educational Knowledge (Undergraduate)

Theories of Learning, Culture, and Identity (Undergraduate)

*University of Washington*, College of Education, Seattle, WA

**2017-2019**

Child Growth and Development (IslandWood Environmental Educators Program)

Dilemmas of Teaching and Learning (Accelerated Certification Master’s Program)

Educational Research and Transition to Leadership (Danforth Educational Leadership Program)

*Antioch University*, Center for Teaching and Learning

**2018-2019**

Conceptualizing the Dissertation Inquiry and Research (Year Long Doctoral Seminar)

Inquiry Series (Year Long Masters Seminar)

Introduction to Academic Writing (First Year Doctoral Seminar)

*City University of Seattle*, Gordon Albright School of Education, Seattle, WA

**2018**

Human Growth and Development (Traditional and Alt Route Teacher Education)

Theory and Practice in Education (Teacher Education)

*University of Washington*, College of Education, Seattle, WA

**2010/2015**

Secondary Assessment (Secondary Teacher Education)

**Teaching Assistant****2009-2011***University of Washington, Secondary Teacher Education Program, Seattle, WA*

Courses: Classroom Assessment, Adolescent Development, Working In Schools, Teaching For Learning, Summer Bridge Program

**Secondary Coach***University of Washington Bothell, Secondary Teacher Education Program, Bothell, WA* **2018-2019***University of Washington, Secondary Teacher Education Program, Seattle, WA* **2009-2011**

Observed teacher candidates from multiple subject areas in their practicum experiences. Provided feedback, connected university courses to teaching practicum experiences, and helped candidates prepare for the Teacher Performance Assessment.

**NON-UNIVERSITY TEACHING***Crest Learning Center High School***2006-2009***Mercer Island School District, Mercer Island, WA.**Center for Discovery Learning High School***2003-2005***Jefferson County School District, Lakewood, CO***INVITED LECTURES AND PRESENTATIONS****First Year Faculty Orientation Featured Presenter****2021***California State University, Fullerton, Fullerton, CA***Professional Development on Project-Based Learning****2021***Anaheim Unified High School District, Anaheim, CA***Invited Research Advisor – Project-Based Learning Colloquium****2020***Lucas Educational Research Colloquium***Presenter, Project-Based Learning****2018***University of Colorado College of Education, Boulder, CO*

Course: Identity Development &amp; Learning Seminar

**Presenter, Project-Based Learning****2018***Seattle School District, Seattle, WA***Presenter, Introduction to Project-Based Learning****2018***Washington Alternative Learning Association***Secondary ELA Panel Participant****2017***INSPIRE EduDesign Lab, Seattle, WA***Professional Development on Student Engagement****2017***Garfield High School, Seattle School District, Seattle, WA*

**Professional Development on Youth Identity Development 2016***Waskowitz Environmental Leadership School, Highline School District, Burien, WA***Presenter, Project-Based Learning 2014***Oregon State University- Cascades, Bend, OR*

Science Technology Engineering and Mathematics Project-Based Learning Summer Institute

**Guest Lecturer on Adolescent Development 2012***University of Washington, Seattle, WA*

Course: Foster Care and the Arts

**PROFESSIONAL CONSULTATION****Consultant on Project-Based Learning 2017-present***Lucas Educational Research***Consultant on Digital Badge Design 2020***The Leadership Pathways Project, Highline School District***Consultant on Alternative Learning Programs and Project-Based Learning 2018-2019***Educurious***Consultant on Qualitative Research 2017-2018***University of Washington Bothell, Leadership Development for Educators Program***Consultant on Qualitative Research 2017***Big History Project***Consultant on Alternative Education Instruction 2011***Lake Washington School District, Kirkland, WA***SERVICE****National****Conference Paper Session Chair 2021***American Educational Research Association***Educating for Democracy Advisory Committee Member 2020-2021***Democratic Knowledge Project, Edmond J. Safra Center for Ethics at Harvard University***Journal Reviewer 2018-present***Discourse: Studies in the Cultural Politics of Education**Journal of Engineering Education**Journal of the Learning Sciences**New Ideas in Psychology***Grant Reviewer 2017-present***National Science Foundation*



**Conference Reviewer** **2014-present**  
*American Educational Research Association, Division C and Learning Sciences SIG*  
*International Conferences of the Learning Sciences*

**Conference Volunteer** **2014**  
*International Conference of the Learning Sciences, Boulder, CO*

**Director** **1999-2000**  
*Suffolk University, Boston, MA*  
 Community Service and Service Learning Office/ AmeriCorps\*VISTA

## **State**

**Advisory Consultant** **2010-2012**  
*Bellevue School District, Bellevue, WA*  
 New Alternative School Creation

**Consultant, Alternative School Design** **2005**  
*Jefferson County School District, Lakewood, CO*  
 Development of The Brady School

## **University and College**

**Workshop on Project-Based Learning** **2021**  
*Faculty Development Center, California State University, Fullerton, Fullerton, CA*

**Intramural Grant Reviewer** **2021**  
*Faculty Enhancement and Instructional Development Grant*  
*Junior/Senior Intramural Grant*

**Social-Emotional Learning (SEL) Working Group** **2020**  
*Secondary Education Department, California State University, Fullerton, Fullerton, CA*

**Professional Learning Community Facilitator** **2018**  
*University of Washington Bothell*

**Officer** **2011-2012**  
*University of Washington, College of Education, Seattle, WA*  
 Educators for Social Justice

**Peer-to-Peer Mentor** **2009-2011**  
*University of Washington, College of Education, Seattle, WA*

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association  
 Division C  
 Adolescence and Youth Development Special Interest Group  
 Learning Sciences Special Interest Group  
 Motivation in Education Special Interest Group

Problem-Based Education Special Interest Group  
Teaching Educational Psychology Special Interest Group  
International Society of the Learning Sciences  
California Council on Teacher Education  
American Psychological Association, Division 15 (Educational Psychology)  
Alternative Education Resource Organization  
National Alternative Education Association

# Patrice Parker Waller, Ph.D.

Associate Professor of Mathematics Secondary Education  
California State University, Fullerton  
[Pwaller@fullerton.edu](mailto:Pwaller@fullerton.edu)

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## EDUCATION

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May 2014                      Ph.D. in Mathematics Education, Georgia State University  
Dissertation Title: *An Examination of the Impact of Pedagogical Preparation, Teaching Experience, and Future Career Plans on Mathematics Graduate Teaching Assistants Efficacy*

December 2009              M.Ed in Curriculum and Instruction concentration in Mathematics Secondary Education  
(18+ credit hours of graduate mathematics)  
North Carolina Central University

May 2008                      B.S. in Mathematics, concentration in Secondary Education  
North Carolina Central University

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## PUBLICATIONS

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### Published

Zelkowski, J., Yow, J., **Waller, P.**, Edwards, B.P., Anthony, H.G., Campbell, T.G., Keefe, A., & Wilson, C. (2021). Linking the field-based mentor teacher to university coursework: Methods course modules for completing the triad of learning for mathematics teacher candidates. In Polly, D. & Garin, E. (Eds.). *Preparing Quality Teachers: Advances in Clinical Practice*. Information Age Publishing. Accepted May 25, 2021.

**Waller, Patrice P.**, & Marzocchi, A., (2020). Language that Inspires: Highlighting Student Agency. *Mathematics Teacher: learning and Teaching PK-12*.

Zelkowski, J., Yow, J., Ellis, M., & **Waller, Patrice P.**, (2020). The mathematics Education Partnership: The Power of a Networked Community to Transform Secondary Mathematics Teacher Preparation. *Engaging Mentor Teachers with Teacher Candidates during Methods Courses in Clinical Settings*. Information Age Publishing.

Mangum, C., Junior Clarke, P., **Waller, Patrice P.**, Ellis, R., & Castro-Minnehan C., (2020). The mathematics Education Partnership: The Power of a Networked Community to Transform Secondary Mathematics Teacher Preparation. *Focus on Improving Clinical Experiences in Secondary Mathematics Teacher Preparation*. Information Age Publishing.

Yow, J. A., **Waller, Patrice P.**, & Edwards, B. (2019). A national effort to integrate field experience into secondary mathematics methods courses. In T. Hodges & A. Baum (Eds.), *Handbook of Research in Field-Based Teacher Education*. Hershey, PA: IGI Global.

**Waller, Patrice P.** & Id-deen, L., (December 2018). *From Persistence to Professor: Narratives that Support Girls of Color in Mathematics*. NCSM Newsletter Article.

**Waller, Patrice P.**, Id-deen, L., Sun, Kathy L., & Baldinger, Erin E., (2017). AMTE STaR: Supporting Young Scholars in Forging Connections and Collaborations around Equitable Practices. *Connections: An official*

AMTE publication for the mathematics teacher education community. 27(2).

<https://amte.net/connections/2017/11/amte-star-supporting-young-scholars-forging-connections-and-collaborations>

**Waller, Patrice P.** & Flood, Chen<sup>à</sup> T., (2016). Mathematics as a Universal Language: Transcending Cultural Lines. *Journal for Multicultural Education*. 10(3), pp. 284 – 306.

DOI <http://dx.doi.org/10.1108/JME-01-2016-0004>

**Waller, Patrice P.** & Maxwell, K., (2016). An Examination of Mathematics Teachers' Perceptions of the Disparities in Post-Apartheid Schooling. *International Journal of Science and Mathematics Education*, DOI 10.1007/s10763-016-9713-2.

**Waller, Patrice P.**, (2015). Culture Mathematics and Teaching in Belize. Yarber-Allen, Annice and Denise Davis-Maye (Eds). Culture in the Classroom: Curriculum Development Ideas from the Summer Institute on the Welfare of Women in Belize. Government Report, Award Number P021A130071. Office of International and Foreign Language Education of the U.S. Department of Education Group Projects Abroad.

**Parker, Patrice L.**, Wisdom, N., Maxwell, K. & Johnson, A., (2014). *A Fair Assessment of Mathematical Literacy: Troubling the Traditions of Assessment*. Proceeding Published from the International Conference of Urban Education: Building and Sustaining Global Partnerships for learning and Development. Montego Bay, Jamaica, November 6-8, 2014 (pp. 62).

#### In Press

Maxwell, K., & **Waller, Patrice P.** (in press). An Examination of the Economic, Mathematical and Social-Psychological Structures of a Bargaining Transaction: An Exploratory Case Study in Morocco. Chahine, I.C., & De Beer, J. Evidence-Based Inquiries in Ethno-STEM Research: Investigations in Knowledge Systems across Disciplines and Transcultural Settings. Charlotte, NC: Information Age Publishing Inc.

#### Under Review/In Progress

Sun, Kathy L., **Waller, Patrice P.**, Id-deen, L., & Baldinger, Erin E., Does Discussing Controversial Issues Support Student Learning? Potential Journal – *Journal of Urban Mathematics Education*. Planned Submission date: February 29, 2020

Id-deen, L., Sun, Kathy L., Baldinger, Erin E., Sun, K., & **Waller, Patrice P.**, (In progress). Centering PST perspectives on learning about TMSJ in secondary classrooms through a methods class module. Potential Journal: *Mathematics Teacher Educator*. Potential Submission date: February 29, 2020.

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## GRANTS

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### Large Funded

Pagni, D. (Principal Investigator), **Waller, Patrice P.**, (Co-Principal Investigator), Ichinose, C. (Co-Principal Investigator) (2019 – 2023). Transitioning Math Majors into Teaching (TMMT), a Noyce Track 1 (S&S). Submitted August 2017. Award Amount: 1,448,621.00

Adeyemi, C. (Principal Investigator), Bernard, K., (Co-Principal Investigator), Glaise, J. (Co-Principal Investigator), Richardson, S. (Former Co-Principal Investigator), **Waller, Patrice P.**, (2012 – 2017). Central Virginia Undergraduate Mathematics Scholarship Program (CVUMSP) - Robert Noyce Scholarship Program. Award Amount: \$1,449,960.00.

**CALIFORNIA STATE UNIVERSITY, FULLERTON** P.O. Box 6868, Fullerton, CA 92834-6868

The California State University: Bakersfield / Chico / Dominguez Hills / Fresno / Fullerton / Hayward / Humboldt / Long Beach / Los Angeles / Maritime Academy / Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

Leach, P. (Principal Investigator), & **Waller, Patrice P.** (Co-Principal Investigator) (2015-2018). Innovative Mathematics Partnerships for Rural Elementary Schools (IMPRES), Virginia Department of Education Mathematics Science Partnership Grant. Submitted March 30, 2015. Award Amount: \$315,743.00.

#### Small Funded Grants

**Waller, Patrice P.**, (Principal Investigator) (2019) Instructionally Related Activities Funding: Faculty Led South Africa Study Aboard. Submitted: November 30, 2018. Award: \$13,500.

**Waller, Patrice P.**, (2018-2019). College of Education Dean's Travel Award: Johannesburg South Africa Study Abroad. Award: \$10,000.

**Waller, Patrice P.**, (2018-2019). College of Education Dean's Travel Award: Johannesburg South Africa Study Abroad. Award: \$10,000.

Ellis, M., **Waller Patrice P.**, & Ichinose, C., (2016-2017). California State University Chancellor's Office Boeing Travel Grant: Developing Teaching Modules for Pre-service Math Teachers. Award: \$47,000.

Richardson, S. (Principal Investigator) & **Waller, Patrice P.**, (Co-Principal Investigator) (2015 – 2016). National Association of Math Circles; Math Circle Mentorship and Partnership. Submitted April, 2015. \$5,000.

#### Submitted

Ajmera, Beena D. (Principal Investigator), & **Waller, Patrice P. (Co-Principal Investigator)** (2019-2021). RET Site: Summer research Experiences to Curriculum Modules – better Preparing Middle School, High School, and Community College Faculty to

**Waller, Patrice P.**, (Principal Investigator), (2017). California Commission on Teacher Credentials – Integrated Teaching Programs. Submitted February 2, 2017. Proposed Budget \$249,400.00.

**Waller, Patrice P.**, (Principal Investigator), Richardson, S., Hill, O., & Adeyemi, C., (2015 – 2017). Delta Sigma Theta Distinguished Endowed Professor Project – Center for Teaching and Learning of Socially Responsible Mathematics. Submitted April 8, 2015. Proposed Budget \$200,000.00.

#### **Fellowships Received**

- WestEd Fellowship - \$24,000 + Travel
- TeachingWorks - \$10,000 + Travel
- Elevate Minority Scholars Fellowship - Travel
- STaR Fellowship - Travel

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#### **SCHOLARLY PRESENTATIONS**

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##### National

Ellis, Mark E., & Waller, Patrice P., (2021). California Math Council – South Conference. Blast Off: Launching into Social Justice Lessons. November 5, 2021. Palm Springs, CA.

Waller, Patrice P. & Zelkowski, J., (2021). Association for Math Teacher Educators. *Connecting Lesson Planning to Practice: Engaging Mentor Teachers in Productive Interactions with Teacher Candidates*. February 10-13, 2021. Virtual

Pagni, D., **Waller, Patrice P.**, Solheid, C & Romero, M., (2019). American Association for the Advancement of Science Noyce Summit 2019. *Developing a Model for Community College and University Collaboration around Math Teacher Preparation*. July 10 – 12, 2012.

**Waller, Patrice P.**, Lynch, S., Eskelson, S., Wilkerson, T., & Hughes, E., (2019). Association of Math Teacher Educators. *I am New to Mathematics Teacher Education: Realities of Teaching Scholarship and Service*. February 7 – 9, 2019, Orlando, FL.

Id-deen, L., Baldinger, Erin E., Sun, K., & **Waller, Patrice. P.**, (2019). Association of Math Teacher Educators. *Advancing Middle and Secondary Mathematics Teachers' Understanding of Teaching Mathematics for Social Justice*. February 7 – 9, 2019, Orlando, FL.

Ellis, Mark E., & **Waller, Patrice P.**, (2018). California Mathematics Council – South Conference. *How Well Does My Lesson Engage Students in Deep Learning?* November 2-3, 2018, Palm Springs, CA.

Ellis, Mark E., & **Waller, Patrice P.**, (2018). Math Teacher Education (MTE)-Partnership Conference. *Using a Common Observation Tool to Better Align Teacher Preparation and District Partner Professional Development*. June 24 – 26, 2018. Denver, CO.

Edwards, B., **Waller, Patrice P.**, Bole, J., Ellis, Mark E., Yow, Jan A., Zelkowski, J., (2018). Math Teacher Education (MTE)-Partnership Conference. *Cooperating Teacher' and Teacher Candidates' dual engagement modules during methods course(s)*. June 24 – 26, 2018. Denver, CO.

**Waller, Patrice P.** & Kalman, R., (2018). National Council of Teacher of Mathematics. *Inside the Ice-Cream Cone or Out?: Tangible Tenants of Teaching Engaging, Student-Centered Mathematics*. April 25-28, 2018 Washington, D.C.

**Waller, Patrice P.**, Id-deen, L., & Baldinger, E., (2018). Association of Mathematics Teacher Educators. *Addressing Access and Equity in Secondary Methods Courses*. February 7 – 10, 2018. Houston, TX.

Sun, K., Baldinger, E., Id-deen, L., & **Waller, Patrice P.**, (2017). National Council of Teachers of Mathematics Research Conference. *Beyond "Mickey Mouse Math": Access and Equity in Secondary Methods Courses*. April 3-5, 2017. San Antonio, TX.

**Waller, Patrice P.**, Richardson, S., (2017). Association of Mathematics Teacher Educators. *Exploring Mathematics Teachers' Circles As a Complement to Professional Development Models for Enhancing Mathematical Knowledge*. February 9-11, 2017. Orlando, FL.

**Waller, Patrice P.**, Richardson, S., (2016). Joint Mathematics Meetings. MAA Session on The Broad Impact of Math Circles *Developing Mathematics Teachers' Mathematical Problem Solving Through a Math Teachers' Circle Framework*. January 6-9, 2016. Washington State Convention Center. Seattle, WA.

**Parker, Patrice L.**, (2014). National Council of Teachers of Mathematics Research Conference. *An Examination of the Impact of Pedagogical Preparation, Teaching Experience, and Future Career Plans on Mathematics Graduate Teaching Assistants Efficacy*. April 7-9, 2014. New Orleans, LA.

**Parker, Patrice L.,** (2014). Creating balance in an Unjust World. *Mathematical Literacy or Assessment of Mathematical Literacy: The dichotomy between mathematics assessment and social stratification*. January 17-19, 2014. University High School. Los Angeles, CA.

**Parker, Patrice L.,** Maxwell, K., Williams, M. J., & Hunter, J., (2013). Creating Balance in an Unjust World Conference. *Justice for All: Exploring Social Justice Possibilities in the College Algebra, Pre-Calculus and Statistics Classrooms*. January 18 – 20, 2013. Mission High School, San Francisco, CA.

**Parker, P. L.,** (2012). Graduate Teaching Assistant (GTA) pedagogy Conference. A Graduate Student's Perspective on Facilitating College Learning: What McKeachie says in a Nutshell. March 9, 2012, Georgia State University, Atlanta, GA.

#### International

**Waller, Patrice P.,** (2016) International Conference on Urban Education. *The State of Mathematics Education: Exploring the Field from All Angles*. November 3 – 5, 2016. San Juan, Puerto Rico.

**Waller, Patrice P.,** (2015). Critical Responses to Enduring Challenges in Mathematics Education. PMENA 2015. *The Impact of Teaching Experience on Mathematics Graduate Teaching Assistants' Efficacy*. November 5-7, 2015. Michigan State University, Lansing, MI.

**Parker, Patrice L.,** & Johnson, A., (2014). International Conference of Urban Education: Building and Sustaining Global Partnerships for learning and Development. *A Fair Assessment of Mathematical Literacy: Troubling the Traditions of Assessment*. November 6-8, 2014.

**Parker, Patrice L.,** Maxwell, K., (2014). International Conference of Urban Education: Building and Sustaining Global Partnerships for learning and Development. *Mathematics Teacher Perceptions about Existing Disparities among Public and Private Schools in Johannesburg, South Africa*. November 6-8, 2014.

**Parker, Patrice L.,** Maxwell, K., & Byrd, S., (2013). Broadening Perspectives on mathematics Thinking and Learning. PMENA 2013. *Mathematics teacher perceptions about existing disparities among public and private schools in Johannesburg, South Africa*. November 14-17, 2013. University of Illinois at Chicago, Chicago, IL.

**Parker, P. L.,** Maxwell, K., (2012). African Studies Institute International Conference on Africa and its Diaspora: Expressions of Indigenous and Local Knowledge. *An Examination of the Economic, Mathematical and Social-Psychological Structures of a Bargaining Transaction: An Exploratory Case Study in Morocco*. November 10 – 12, 2012, University of Georgia, Athens GA.

#### Invited Speaker (Conference/Symposium/Workshop/Panel/Classroom)

Strutchens, M., **Waller, Patrice P.,** & Conway, B. (2021). "How Does Your Program Promote Equity Through Its Clinical Experiences?" NIC-Cast Webinar. Mathematics Teacher Education Partnership. September 21, 2021.

**Waller, Patrice P.,**(2020). Antiracist Teacher Identity. Anti-Racist Webinar Series, College of Education. California State University, Fullerton. August 25, 2020. Fullerton, CA

**Waller, Patrice P.,** (2020). Social Emotional Learning in STEM. Social Emotional Learning: Constructs and Practices that Recognize and Support All Students. July 29, 2020. Long Beach, CA CSU Chancellors Office  
Ellis, Mark E., **Waller, Patrice P.,** & Zolkowski, J., (2017). Math Classroom Observation Protocol for Practice Training. December 8 – 10, 2017. Association of Public Land-grant Universities (APLU). Washington, DC.

**Waller, Patrice P.,** (2017). Student Engagement in the 21<sup>st</sup> Century: Teaching Common Core Math. November 18, 2017. Santa Anna College, Santa Ana, CA.

**Waller, Patrice P.,** (2017). Keynote Address for the Orange County Alumnae Chapter of Delta Sigma Theta Sorority, Inc. June 24, 2017. California State University, Fullerton, Fullerton, CA.

**Waller, P. Parker,** (2017). Exploring Effective Study Tips in College. February 25, 2017. California State University Fullerton. Fullerton, CA.

**Waller, P. Parker,** (2015). *From Belize to Believer: Exploring Mathematics in the Culture and Community*. January 16, 2015. Auburn University Montgomery, Montgomery AL.

**Parker, P. L.,** (2014). *Turn Down for What?:Dispelling Myths about Mathematics and Encouraging students to join the ste”M”*. October 17, 2014. Virginia State University, Petersburg, VA.

**Parker, P. L.,** (2013). *Working Ideas on An examination of the impact of pedagogical preparation, teaching experience and future career plans on mathematics graduate teaching assistant efficacy*. June 19, 2013. Universidade Federal de Ouro Preto, Ouro Preto, Brazil.

**Parker, P. L.,** (2011). Benjamin Banneker Association: *The Brilliance of Black Children in Mathematics Education*, November 11-12, 2012, Georgia State University, Atlanta, GA.

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## LEADERSHIP

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Organization/Program	Role	When
Department Personnel Committee	Chair	Fall 2021 - Present
Future STEM Teachers of Color	Co-Director	Fall 2020 – Present
CSUF Mathematics Teacher Circle	Founder	Fall 2018 – Present
Transitioning Math Majors into Teaching	Co-PI	Spring 2018 - Present
Math Science Ambassador Program	Coordinator	Spring 2017 – Present
Foundational Level Math Program	Director –	Fall 2016 – Present
South Africa Study Aboard	Faculty Director	Summer ’17, ’18, ’20
VA State University Math Teachers’ Circle	Coordinator	Spring 2015 – Summer 2016
Center for Minorities in Math	Coordinator	Fall 2014 – Summer 2016

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## PROFESSIONAL EXPERIENCES

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### Teaching/Research Abroad

July – August 2019	Faculty Led Study Abroad Johannesburg South Africa
May – June 2018	Faculty Led Study Abroad Johannesburg South Africa
August 2017	Site Visit to Johannesburg South Africa
Summer 2014	Fulbright-Hayes Abroad, Belize
June 2013	Study Abroad Ouro Preto, Brazil – Aboriginal Mathematical Literacies
November 2012	Study Abroad Johannesburg, South Africa – Indigenous Mathematics
February 2012	Study Abroad Fez, Morocco – Ethnomathematics
June/July 2007	Accra, Ghana – Teaching Mathematics among Native African Students

### Professional Development Consultant Experience

09/2020 – Present ISANA Charter Organization Schools

**CALIFORNIA STATE UNIVERSITY, FULLERTON** P.O. Box 6868, Fullerton, CA 92834-6868

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Mathematics Literacy Project Lead Professional Development Consultant  
 07/2019 – Present Curriculum Associates – i-Ready  
 Elementary and Middle School Educational Consultant  
 07 /2018 – 08/2019 Placentia Yorba Linda Unified School District  
 Elementary and Middle School Math Consultant  
 07/2017 – 05/2019 Norwalk La Mirada Unified School Districts  
 Middles and High School Math Consultant  
 03/2014 – 07/2016 Highly Effective Services – Professional Development Services  
 Position: K-12 Mathematics Consultant

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## **PROFESIONAL EMPLOYMENT HISTORY**

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06/2020 – Present California State University, Fullerton  
 Position: Associate Professor of Mathematics Education  
 Foundational Level Math Credential Program Coordinator

08/2016 – 05/2020 California State University, Fullerton  
 Position: Assistant Professor of Mathematics Education  
 Foundational Level Math Credential Program Coordinator

08/2014 – 07/2016 Virginia State University, Petersburg, VA  
 Position: Assistant Professor of Mathematics

08/2015 – 07/2016 Richard Bland College of William and Mary, Petersburg, VA  
 Position: Mathematics Adjunct Professor

03/2015 – 07/2016 Highly Effective Services – Professional Development Services  
 Position: K-12 Mathematics Consultant

03/2014 – 08/2014 Riverside High School, Durham, NC  
 Position: Interim Discrete Mathematics Teacher

08/2011 – 08/2014 Georgia State University, Atlanta, GA  
 Position: Urban Graduate Teaching Fellow, College of Education: Department of Middle Secondary Education  
 and Instructional Technology Mathematics Education

03/2013 – 08/2013 East Chapel Hill High School, Chapel Hill, NC  
 Position: Interim Secondary Mathematics Teacher

04/2008 – 07/2011 East Chapel Hill High School, Chapel Hill, NC  
 Position: Secondary Mathematics Teacher

11/2008 – 05/2010 North Carolina Central University, Durham, NC  
 Position: Middle School (grades 6-8) Mathematics Teacher, Saturday Academy Grant Program

06/2009 – 05/2010 CC Spaulding Elementary, Durham NC  
 Position: Elementary (grades 3-5) Science and Writing Teacher, After School Program

01/2008 – 04/2008 East Chapel Hill High School, Chapel Hill, NC  
 Position: Student Teacher

06/2007 – 07/2007 Ghana Study and Teach, Ghana, West Africa

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Position: Visiting Student Teacher

06/2006 – 01/2008      Durham Public Schools, Durham, NC  
Position: Substitute Teacher

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## TEACHING

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### **California State University, Fullerton**

MAED 532 – Problem Solving for Middle School Math Teachers, Spring 2019, Instructor of Record, 12 Students

EDSC 449S – Seminar in Teaching Foundational Level Mathematics, Spring 2019, Fall 2019 Instructor of Record

EDSC 542M – Advanced Methods for Foundational Level Mathematics, Spring 2017, Summer 2017, Spring 2018, Fall 2018, Instructor of Record.

EDSC 442M – Methods for Secondary Mathematics Education, Fall 2019, Fall, 2017, Spring 2017, Fall 2016, Instructor of Record, 9 Students

EDSC 449E – First Semester Student Teaching, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Instructor of Record; 9 Students

EDSC 449I – Second Semester Student Teaching, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Instructor of Record, 4 students.

### **Virginia State University**

MATH 580 – Geometry for Teachers, Spring 2016, Instructor of Record. 4 Graduate Students.

Course Description: A study of the foundations of Euclidean geometry including transformations deductive and inductive reasoning and an introduction to non-Euclidean geometries.

MATH 340 – Modern Geometry, Spring 2016, Instructor of Record. 13 Undergraduate Students.

Course Description: A study of the foundations of Euclidean geometry including transformations deductive and inductive reasoning and an introduction to non-Euclidean geometries.

MATH 511 – Biometry, Fall 2015. Instructor of Record. 7 graduate students

Course Description: This course is designed to provide graduate students in the biological sciences with a conceptual understanding of the methods of study design, data collection and analytical techniques necessary to conduct biological research. The course will introduce the topics of data exploration, statistical inference, hypothesis testing, and experimental design, probability, normal distributions, estimation and hypothesis testing, Analysis of variance, regression and analysis of covariance as they relate to the observation of biological phenomena. 3 credit hours

MATH 470/579 – History of Mathematics. Fall 2015. Instructor of Record. 18 Undergraduate Students; 2 graduate students.

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Course Description: This course is a chronological and topical history of mathematics, statistics, computer science and mathematics education as it parallels ancient and modern U.S. and world history. The influence of mathematics as a derivative of philosophy and science is explored. Additionally, the origins of mathematical symbols and the development of a deductive system used as structures of knowledge in other disciplines is investigated. 3 credit hours

MATH 131 – Algebra and Functions, Spring 2015. Instructor of Record. 12 Students.

Course Description: Examines basic algebraic operations, linear and quadratic equations, linear systems of equations and inequalities, algebraic and trigonometric functions in the context of modeling and various representations of functions (graphical, tabular, symbolic). Course includes student investigations and hands-on activities. 3 credit hours

STAT 210 – Elementary Statistics. Summer 2015, 10 students; Spring 2015, 2 Sections: 1) 25 students, 2) 31 Students.

An introductory statistics course without a calculus prerequisite. Presentation of data, frequency distributions, descriptive statistics, elementary concepts of probability, random variables, binomial and normal distributions, sampling procedures, student's t-test, linear correlation. Interpretation of examples of data which occur in daily life. 3 credit hours

MATH 130 – Numbers and Operations. Fall 2014, 18 Students. Spring 2015, 19 Students. Instructor of Record.

Course Description: Only for students seeking certification to reach PreK – 3/PreK – 6 Examines number systems and operations, elementary number theory, concepts of integers and rational number, proportions, logic, computational algorithms, and coming techniques in a problem-solving environment. Will include student investigations and hands-on activities. Prerequisites: Two units of high school mathematics and placement criteria  
3.000 Credit hours

MATH 120 – College Algebra, Fall 2014. 2 Sections: 1)29 students, 2) 30 Students

Course Description: A pre-calculus course in algebra. Functions and their graphs, transformation of functions, polynomial, rational, exponential and logarithmic functions, systems of equations; applications of these algebraic concepts to other disciplines.  
0.000 TO 4.000 Credit hours

### **Georgia State University**

EDUC 2120 – Exploring Sociocultural Perspectives on Diversity, Spring 2014. Teaching Assistant with Dr. Pier Junor Clarke; 2 sections: 1) 19 Students, 2) 19 Students.

Course Description: Given the rapidly changing demographics in our state (GA) and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. 3.000 Credit hours

HON 1000 - Honors Freshman Seminar, Co-teaching with Dr. Pier Junor Clarke; 11 Students.

Course Description: Definitions of diversity, multiculturalism, and cultural responsiveness in urban educational context of school or the workplace are explored in this course. Cultural responsiveness operates in various practices are also examined.

EDSC 8400- Strategies of Instruction in Science, Spring 2013. Co-Instructor of Record; 10 Students

Course Description: Designed for teachers in middle schools and high schools. The course explores topics such as the nature of science and of learning and the implications for teaching science, alternative uses for technology, assessment of science learning, and teaching.  
3.000 Credit hours

EDMT 3350: Topics in Middle Grades Math, Fall 2012. Instructor of Record; 16 Students.

Course Description: Topics in Middle Grades Mathematics. Develops selected content topics in middle grades mathematics including number theory, algebra, geometry, probability, and statistics. The course emphasizes algebraic thinking and functions, problem solving, reasoning, connecting mathematical ideas, and using technology.  
3.000 Credit hours

EDSC 3250: Topics in Middle Grades Science, Spring 2014. Co-teaching with Dr. Ollie Manley; 16 students.  
Fall 2012. Co-teaching with Dr. Ollie Manley; 22 Students.

Course Description: Topics in Middle Grades Science. Three hours lecture and two hours lab a week. Develops basic content knowledge of the natural and/or physical sciences. Develops understanding of school science topics such as light, sound, weather, earth, processes, and organisms. Emphasizes scientific reasoning skills, problem solving, using technology, and communicating scientific knowledge. May be repeated as topics vary. (Repeatable)  
4.000 Credit hours

EDCI 7680: Practicum III, Spring 2012. Co-teaching with Dr. Pier Junor Clarke; 10 Students

Course Description: Practicum III. This course is a supervised practice in an approved instructional setting. A member of the faculty maintains close supervision. A minimum grade of "B" is required for this course.  
3.000 Credit hours

PERS 2002: Science Perspectives of the Global World. Fall 2011. CO-teaching with Dr. Ollie Manley; 13 students.

Course Description: Scientific Perspectives on Global Problems. A group of interdisciplinary courses that deal with scientific approaches to important issues on the environment, public health, or technology. This course is designed specifically for students interested in teaching mathematics and science 2.000 Credit hours

### **East Chapel Hill High School**

Pre-Algebra, Algebra 1, Algebra 1 remediation, Geometry, Algebra 2, Honors Algebra 2, Advanced Functions and Modeling, Trigonometry.

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## **SERVICE**

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### **Service to California State University Fullerton**

- Secondary Education Graduate Committee

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- Outstanding Professor Committee
- Secondary Education Credential Teacher Education Program Committee
- Secondary Education Council for Teacher Education Preparation (SECTEP)
- CATALYST
- RACE
- African American Faculty and Staff Association
- Math Science Ambassador Coordinator
- Teacher Education Search Committee
- Student Opinion Questionnaires/Evaluation University Committee

### **Service to the Community**

- Orange County Math Council
- Professional Development Lead Norwalk La-Mirada Unified School District
- Math Camp – Placentia Yorba-Linda Unified School District

### **National Service**

- National Council for Teachers of Mathematics (NCTM) Publishing Committee
- Association of Mathematics Teacher Educators (AMTE) Professional Development Committee
- Association of Mathematics Teacher Educators (AMTE) Advocacy Committee
- Mathematics Teacher Education Partnership (MTEP) - APLU

### **Reviewer**

- NCTM Publications (2019 – Present)
- NCTM – MTMS (2019)
- National Science Foundation – (2018)
- U.S. Department of Education – EOC program - 2016
- U.S. Department of Education – SSS program - 2015
- Journal of Urban Mathematics Education – Since 2011
- North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)
- Global Educational Review Journal – Since 2014

### **Professional Organization Memberships**

- Benjamin Banneker Association
- Sisters of the Academy
- Mathematics Association of America
- Text and Academic Authors (TAA)
- National Council of Teachers of Mathematics
- Association of Mathematics Teacher Educators
- California Mathematics Council
- North Carolina Association of Educators
- PME-NA
- Kappa Delta Pi International Education Honor Society

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- Delta Sigma Theta Sorority, INC

## APPENDIX G. MSTT ASSESSMENT STRATEGIES

	<b>Asynchronous Engagement Strategies</b>	<b>Synchronous Engagement Strategies</b>	<b>Research scaffolds</b>	<b>Key Assessments</b>	<b>Feedback mechanisms</b>
EDSC 501	Virtual lockers Discussion board	Synchronous Orientation Live guest speakers	Library assignment APA tutorial	Program of study	Individual feedback provided during synchronous orientation and via Canvas
EDSC 539	Discussion board Hypothes.is annotation Voicethread Concept mapping Virtual book groups Virtual guest speakers	Monthly synchronous meetings	Literature search workshop Article analysis Literature review	Conceptual analysis Disciplinary analysis Self-Assessment	Individual & group feedback provided weekly on students' discussion & voicethread posts, annotations, and other asynchronous assignments (30% of course grade) Individual audio & written feedback provided on key assessments 1:1 Zoom meetings as needed to support student success
EDSC 504	Multiple assessment options for discussions and weekly/ module capstone assignments, including vlog, podcast, etc.  Weekly discussion boards to connect	Monthly synchronous meetings Bringing in outside voices to synchronous meetings - guests, experts, etc.	Articles with a variety of perspectives on key course topics included in Canvas	Classroom environment analysis Student surveys and lesson redesign based on feedback Civic dispositions and self assessment Collaborative lesson design focused on AI and tech integration	Individual feedback provided within a week of submission In-depth feedback on key assignments Open office hours policy to accommodate students' schedules
EDSC 506	Weekly discussion boards to connect and discuss course content	Small group Zoom activities Zoom office hours	Academic writing/literature review support	Writing history papers Research article critique Small group collaborative	Individualized audio feedback and/or written feedback on all formal

	<b>Asynchronous Engagement Strategies</b>	<b>Synchronous Engagement Strategies</b>	<b>Research scaffolds</b>	<b>Key Assessments</b>	<b>Feedback mechanisms</b>
		Monthly synchronous Zoom meetings		report Writing portfolio	assignments Unlimited revision policy on all formal assignments One on one meetings over Zoom 1:1 Zoom meetings as needed to support student success
EDSC 535	Weekly research log Video lecture and overview	Monthly synchronous meetings Monthly synchronous group meetings (scheduled on their own) 2 1-1 virtual meetings with professor	Research matrix Modeling research process as students go through their own (focused on developing RQ, finding literature; keeping a research notebook)	Research memos: method memo & early findings from literature memo Annotated bibliography Lit review matrix	One on one meetings over zoom Individual audio feedback on monthly synchronous group meeting (calling out specifics from their audio recordings)
EDSC 536	Discussion board Hypothes.is annotation Voicethread Curricular process mapping Screencast case studies Virtual guest speakers	Monthly synchronous meetings	Peer editing & review Research matrix	Theory-to-practice assignment Curriculum analysis project Curriculum intervention	Individual & group feedback provided weekly on students' discussion & voicethread posts, annotations, and other asynchronous assignments (30% of course grade) Individual audio & written feedback provided on key assessments 1:1 Zoom meetings as needed to support student success



	<b>Asynchronous Engagement Strategies</b>	<b>Synchronous Engagement Strategies</b>	<b>Research scaffolds</b>	<b>Key Assessments</b>	<b>Feedback mechanisms</b>
EDSC 594	Discussion boards to connect and discuss course content	Small group PLC Zoom activities Zoom office hours Monthly synchronous Zoom meetings	Academic writing/literature review support	Culminating projects and smaller process activities that support the development of the final projects (article for publication, national board portfolios, professional conference presentations)	Individualized audio feedback and/or written feedback on all formal assignments PLC feedback from colleagues 1:1 Zoom meetings as needed to support student success

#### Elective & Pathway Classes

	<b>Asynchronous Engagement Strategies</b>	<b>Synchronous Engagement Strategies</b>	<b>Research scaffolds</b>	<b>Key Assessments</b>	<b>Feedback mechanisms</b>
EDSC 522	Meet in reading groups monthly to talk about the readings Reading logs Regular email reminders of work and encouragement	Guest speakers (3) Chat with a Buddy, including emotion wheel discussions and reporting out.	Reading logs; noticing and labeling research methods in applicable article/chapters.	Community mapping Community resource project Parent Student Interview Assignment	Giving feedback in text, audio and video form; mirroring the format of the assignment or reflections that the student chose. Weekly video/audio summary of what is to come, and reflection on what has happened/what I have noticed.
EDSC 524	Discussion posts, assignments linked to their teaching practice, weekly announcements,	Time for the students to collaborate around designing assessment tools		Analysis of types of course grading Test/Quiz design Performance-based	Assignment revisions Feedback on major assignments

	<b>Asynchronous Engagement Strategies</b>	<b>Synchronous Engagement Strategies</b>	<b>Research scaffolds</b>	<b>Key Assessments</b>	<b>Feedback mechanisms</b>
	individual emails, regular feedback	and look at student work		assessment design Analysis of student work Designing how they will be graded in the course	
EDSC 591	Process activities to connect and discuss course content	Small group PLC Zoom activities Zoom office hours Monthly synchronous Zoom meetings	Academic writing/literature review support	Process activities that support the development of the final projects (article for publication, national board portfolios, professional conference presentations) Final Projects—designed to prepare for and begin the development of culminating projects (i.e., IRB approval, literature review, component two of NB portfolio, article analysis, professional conference analysis, etc)	Individualized audio feedback and/or written feedback on formal assignments PLC feedback from colleagues  1:1 Zoom meetings as needed to support student success