

STEPHANIE L. DODMAN, PH.D.

School of Education • College of Education and Human Development
George Mason University • 4400 University Drive, 1E8, Fairfax, VA 22030
(703) 993-3841

sdodman@gmu.edu

<http://cehd.gmu.edu/people/faculty/sdodman/>

RESEARCH INTERESTS

Teacher learning and professional development, school change, critical data driven decision making, university-school partnerships, critical theories and pedagogies, teacher inquiry and leadership, qualitative research

EDUCATION

- Ph.D.** University of Florida, August 2011
Curriculum and Instruction
Area of specialization: Curriculum, Teaching, and Teacher Education
- M.Ed.** University of Florida, August 2002
Area of specialization: Special Education
- B.A.E.** University of Florida, May 2001
Area of specialization: Elementary Education
Emphasis in English for Speakers of Other Languages (ESOL)

PROFESSIONAL POSITIONS

- 2024-present **Assistant Dean for Academic Excellence**
College of Education and Human Development
George Mason University
Fairfax, VA
- 2022-present **Associate Professor (tenured)**
George Mason University
Fairfax, VA
- 2011-2022 **Assistant Professor (term and tenure track)**
George Mason University
Fairfax, VA
- 2006-2011 **Graduate Instructor and Research Assistant**
University of Florida
Gainesville, FL

- 2005-2006 **Project Coordinator**
Marvelous Explorations in Science and Stories (MESS) Early Childhood Curriculum
 Grant funded by U.S. Department of Health and Human Services/Administration for Children and Families
 Florida Museum of Natural History
 Gainesville, FL
- 2002-2005 **K-5 Public School Teacher** (special and general education)
 Pinellas County, FL Schools

HONORS AND AWARDS

- George Mason University Online Teaching Excellence Award Nominee, 2023 (ineligible to pursue due to prior award)
 George Mason University Online Teaching Excellence Award, 2019
 George Mason University Office of Distance Education Online Course Excellence Award, 2015.
 School Effectiveness and School Improvement, AERA Special Interest Group (SIG), Scholarly Award, 2012

PUBLICATIONS

(*student authors; ^K-12 educator authors)

Peer-Reviewed Journal Articles

- ⁺Varier, D., ⁺Powell, M. G., **Dodman, S.**, *Ives, S. T., DeMulder, E., & View, J. L. (in press). Use and usefulness of assessments to inform instruction: Developing a K-12 classroom assessment practice measure. *Educational Assessment*. (⁺shared first authorship)
- Dodman, S. L.**, *Hiltabidel, J., & Brusseau, R. (2023). The potential of collaborative inquiry for teachers' equity-oriented development in complex sociopolitical contexts. *The Teacher Educators Journal*.
- Vesely, C. K., *Sansbury, A. B., Call-Cummings, M., **Dodman, S.**, *Chen, X., *Ndiaye, N., *Bethea, C., DeMulder, E., Frank, T., Letiecq, B., Shaklee, B., & View, J. (2023). Putting antiracism into action in teacher education: Developing and implementing an antiracist pedagogy course audit. *Journal of Early Childhood Teacher Education*, 1-19.
<https://doi.org/10.1080/10901027.2023.2192433>
- Dodman, S. L.**, DeMulder, E., View, J. L., Stribling, S., & *Brusseau, R. (2023). "I knew it was a problem before, but did I really?": Engaging teachers in data use for equity. *Journal of Educational Change*. <https://doi.org/10.1007/s10833-022-09477-z>
- Dodman, S. L.**, Holincheck, N., & *Brusseau, R. (2021). Using text via dialectical journals to nurture liminal spaces in teacher education. *Journal of Transformative Education*, 1-19.
<https://doi.org/10.1177%2F15413446211058139>
- Dodman, S.** (2021). Learning, leadership, and agency: A case study of teacher-initiated professional development. *Professional Development in Education*.
<https://doi.org/10.1080/19415257.2021.1955731>
- Dodman, S. L.**, Swalwell, K., DeMulder, E. K., View, J. L., & Stribling, S. M. (2021). Critical data-driven decision-making: A conceptual model of data use for equity. *Teaching and Teacher Education*, 99, 1-12. <https://doi.org/10.1016/j.tate.2020.103272>

- Fox, R., **Dodman, S.**, & Holincheck, N. (2019). Moving beyond reflection in a hall of mirrors: Developing critical reflective capacity in teachers and teacher educators. *Reflective Practice*, 20(3), 367-382. <https://doi.org/10.1080/14623943.2019.1617124>
- Parsons, A. W., Parsons, S. A., **Dodman, S. L.**, *Nuland, L. R., *Pierczynski, M., & *Ramirez, E. M. (2019). Longitudinal literacy professional development in an urban elementary charter school. *Journal of Educational Research*, 112(4), 447-462. <https://doi.org/10.1080/00220671.2018.1552915>
- Dodman, S. L.**, Swalwell, K., View, J. L., Stribling, S. M., DeMulder, E. K., & *Ra, S. S. (2019). Equity audits as a tool of critical data-driven decision making: Preparing teachers to see beyond achievement gaps and bubbles. *Action in Teacher Education*, 41(1), 4-22. <https://doi.org/10.1080/01626620.2018.1536900>
- Dodman, S. L.**, Groth, L., *Ramezan, S., & *Baker, A. (2017). Developing an inquiry stance through PDS action research: Does it maintain after graduation? *School-University Partnerships*, 10(4), 30-46.
- View, J. L., *Hall, B., DeMulder, E. K., Stribling, S. M., **Dodman, S. L.**, Swalwell, K., & Ra, S. S. (2016). Equity audit: A teacher leadership tool for nurturing teacher research. *Educational Forum*, 80(4), 380-393. <https://doi.org/10.1080/00131725.2016.1206162>
- Parsons, S. A., Parsons, A. W., *Richey, L. N., **Dodman, S. L.**, & Scales, W. D. (2014). Year one of a longitudinal literacy professional development initiative in an urban school. *Journal of School Connections*, 5(1), 29-57.
- Dodman, S. L.**, ^Fulginiti, K., *Campet, M., *Cavallero, R., *Hopkins, A., & *Onidi, C. (2014). Preparing social justice oriented teachers: The potential role of action research in the PDS. *School-University Partnerships*, 7(1), 85-100.
- Parsons, A. W., *Richey, L. N., Parsons, S. A., & **Dodman, S. L.** (2013). How do teachers change their practice? Case studies of two teachers in a literacy professional development initiative. *35th Yearbook of the Association of Literacy Educators and Researchers*, 127-141.
- Parsons, A. W., Parsons, S. A., & **Dodman, S. L.** (2012). Lessons learned from a longitudinal literacy professional development initiative. *Making Literacy Connections*, 27, 6-11.
- Ross, D. D., Adams, A. J., Bondy, E., Dana, N. F., **Dodman, S. L.**, & Swain, C. R. (2011). Preparing teacher leaders: The impact of a cohort-based, job-embedded, blended teacher leadership program. *Teaching and Teacher Education*, 27(8), 1213-1222. <https://doi.org/10.1016/j.tate.2011.06.005>

Practitioner Articles

- Dodman, S. L.**, Holincheck, N., & Fox, R. K. (2022). The cultural inquiry process as a means to promote equity-oriented learning and action. *The Learning Professional*, 43(1), 58-62.
- Dodman, S. L.**, DeMulder, E. K., & View, J. L. (2020). Equity audits: Using data to make the invisible visible. *InterEd Journal*, 14-18.
- Dodman, S. L.**, ^Zuidema, E., & ^Kleiman, A. (2018). Choosing your own adventure: Action research for professional development. *Educational Leadership*, 76(3), 72-76.
- Dodman, S. L.** (2014). A vivid illustration of leadership: Principal's actions propel struggling school's turnaround. *Journal of Staff Development*, 35(1), 56-62.
- Parsons, S. A., **Dodman, S. L.**, & ^Burrowbridge, S. C. (2013). Broadening the view of differentiated instruction. *Phi Delta Kappan*, 95(1), 38-42.

Book Chapters

- Dodman, S. L.**, La Croix, L., Helmsing, M., Fox, R. K., *Brusseau, R., & *Kirschner, S. (2023). Considering the world of the teacher educator: The shaping of critical teacher educators through informed enactment and reflection. In B. Butler, A. Cuenca, & J. Ritter (Eds.), *How teacher educators learn: Profiles in emerging teacher educator learning*. Information Age Publishing.
- Dodman, S. L.**, Groth, L., ^Fulginiti, K., & Hull, B., Parker, A. K., & Parsons, S. A. (2017). George Mason's Elementary PDS Program: Teacher education designed by principles. In R. Flessner & D. R. Lecklider (Eds.), *Case studies of clinical preparation in teacher education*. Rowman & Littlefield.
- Bacevich, A., **Dodman, S.**, Hall, L., & Ludwig, M. (2015). Building a research agenda and developing solutions for challenges in clinical experiences in preservice teacher preparation. In E. Hollins (Ed.), *Rethinking field experiences in preservice teacher preparation: Meeting new challenges for accountability*. Routledge. (invited)
- Dodman, S. L.**, ^Fulginiti, K., *Campet, M., *Cavallero, R., *Hopkins, A., & *Onidi, C. (2013). Recognizing choice: Working for social justice with action research. In K. Zenkov, D. Corrigan, & R. Beebe. (Eds.), *Professional development schools and social justice: Schools and universities partnering to make a difference*. Lexington Books.
- Ross, D. D., **Dodman, S. L.**, & Vescio, V. (2010). The impact of teacher preparation for high-need schools. In A. J. Stairs & K. A. Donnell (Eds.), *Research on urban teacher learning: The role of contextual factors across the professional continuum*. Information Age Publishers. (refereed, invited)

Monographs

- Ross, D. D., **Dodman, S. L.**, Vescio, V., Adams, A., & Humphries, E. (2011). *Secrets of supporting professional development*. Gainesville, FL: Lastinger Center for Learning.

Other Scholarly Products

- Dodman, S. L.** (2010). (Part of team contributing teacher education terms). In J. Collins and N. O'Brien (Eds.), *Greenwood dictionary of education*. Greenwood Press.

ACADEMIC PRESENTATIONS

National and International

- Dodman, S. L.**, La Croix, L., Wells-Williams, S., Hiltabidel, J., & Abichandani, V. (2023). *Supporting new teacher educator development via critical friends and self-study*. Presentation at the Summer Conference of the Association of Teacher Educators. Washington, DC.
- Dodman, S. L.**, Varier, D., & DeMulder, E. K. (2023). *Understanding the state context for equity literacy: An analysis of state strategic plans*. Presentation at the annual meeting of the American Educational Research Association. Chicago, IL
- Dodman, S. L.**, Vesely, C., Mehta, S., Sansbury, A. B., Brusseau, R. L., & Choe, J. (2023). *Windows into families' homes: Teachers' deficits-leaning and empathy-expressing perspectives on families during the COVID-19 pandemic*. Presentation at the annual meeting of the American Educational Research Association. Chicago, IL.

- Dodman, S. L., & Holincheck, N. (2023).** *Moving from awkward to meaningful online: Utilizing dialogue groups in lieu of standard discussion boards.* Presentation at the Annual Meeting of the Association of Teacher Educators. Jacksonville, FL.
- *Brusseau, R., *Choe, J., **Dodman, S.**, Mehta, S., *Sansbury, A., & Vesely, C (2022). *PAR during a pandemic: Feminist influence on rethinking data gathering and analysis.* Presentation at the *International Congress of Qualitative Inquiry*, Champagne-Urbana, IL.
- *Brusseau, R., *Choe, J., **Dodman, S.**, Mehta, S., *Sansbury, A., & Vesely, C. (2022). *Research on family engagement with, for, and by PK-6 educators during the COVID-19 pandemic.* Presentation at the *International Congress of Qualitative Inquiry*, Champagne-Urbana, IL.
- Varier, D., Powell, M., **Dodman, S. L.**, DeMulder, E., View, J. L., & *Wolf, E. (2022). *Elementary school teachers' equity perceptions and assessment practice during COVID.* Presentation at the annual convention of the American Psychological Association.
- Dodman, S. L.**, View, J. L., DeMulder, E., Brusseau R. L., & Stribling, S. M. (2022). *Data for critical consciousness: Engaging teachers in self-study of equity orientations and practices.* Presentation at the annual meeting of the American Research Association. San Diego, CA.
- Varier, D., Powell, M., **Dodman, S. L.**, DeMulder, E., View, J. L., & *Wolf, E. (2022). *Examining the relationship between teachers' equity orientation and perceived usefulness of assessments of and for learning.* Presentation at the annual meeting of the American Research Association. San Diego, CA.
- Dodman, S.**, DeMulder, E., & Varier, D. (2022). *Multi-state review of equity: How states are conceptualizing and operationalizing equity within their state strategic educational plans.* Paper accepted for presentation at the Annual Conference of the Eastern Educational Research Association. Clearwater, FL. (could not travel due to local COVID transmission rates).
- Dodman, S.**, Holincheck, N., & *Brusseau, R. (2021). *Using an online dialectical journal as a space for critical reflective representation and development.* Presentation at the annual meeting of the American Research Association. Online.
- Dodman, S.**, Varier, D., View, J. L., & DeMulder, E. K. (2021). *Data use for equity: A needed construct for critical data-driven decision making.* Presentation at the annual meeting of the American Research Association. Online.
- Dodman, S.**, Holincheck, N., & *Brusseau, R. (2020). *Fostering critical inquiry into practice for teachers online.* Presentation at the annual meeting of the Association of Teacher Educators. Atlantic City, NJ.
- Dodman, S.**, View, J., DeMulder, E., Stribling, S., & *Brusseau, R. (2020). *Engaging school faculty with equity: Moving critical work from graduate courses to school-based professional development.* Presentation at the annual meeting of the Association of Teacher Educators. Atlantic City, NJ.
- Fox, R. K., Holincheck, N., **Dodman, S. L.**, *Stehle, S. M., & *Brusseau, R. L. (2020). *Understanding experienced teachers' learning through reflections and portfolio data: Results of longitudinal programmatic research.* Presentation at the annual meeting of the American Educational Research Association. San Francisco, CA
<http://tinyurl.com/v5c8lva> (Conference Canceled)

- Dodman, S.,** & Holincheck, N. (2018). *Supporting adjunct faculty: 10 tips for higher ed programs*. Presentation at the Online Learning Consortium, OLC Accelerate 2018 conference.
- Fox, R. K., *Webb, K., Holincheck, N., & **Dodman, S. L.** (2018). *Investigating the role of critical reflection in teachers' ability to effect change*. Presentation at the annual meeting of the American Educational Research Association. New York, NY.
- Dodman, S. L.,** DeMulder, E. K., View, J. L., *Ra, S., *Dallman, L., & Stribling, S. M. (2017). *Beyond the perspective shift: Examining the longitudinal impact of school equity audits on teachers' change agency*. Presentation at the annual meeting of the American Educational Research Association. San Antonio, TX.
- View, J. L., Stribling, S. M., *Hall, B., **Dodman, S. L.,** & DeMulder, E. K. (2017). *Equity audit: A teacher leadership tool for nurturing teacher research*. Symposium at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Fox, R. K., **Dodman, S. L.,** Holincheck, N., & *Webb, K. (2017). *Perspectives on culture: Teachers' development of critical reflective capacity through the cultural inquiry process*. Presentation at the annual meeting of the American Educational Research Association. San Antonio, TX.
- Dodman, S.,** ^Zuidema, E., & ^Kleiman, A. (2017). *Flipping the script: Teacher leadership for knowledge generation*. Presentation at the International Teacher Leadership Conference. Miami, FL.
- Swalwell, K., **Dodman, S. L.,** View, J. L., Stribling, S. M., DeMulder, E. K., & *Ra, S. (2016). *Critical data-driven decision making: Co-opting a neoliberal tool for equity and justice goals*. Presentation at the annual meeting of the American Educational Research Association. Washington, DC.
- Fox, R. K., Holincheck, N., **Dodman, S. L.,** & *Webb, K. (2016). *Beyond the dialectical: Social justice orientation as expressed in teacher portfolio reflections*. Presentation at the annual meeting of the American Educational Research Association. Washington, DC.
- Dodman, S. L.,** Groth, L., *Ra, S., *Ramezan, S., & *Mulaney, A. (2016). *Investigating PDS graduates' inquiry stance during their first year*. Presentation at the National Association of Professional Development Schools conference. Washington, DC.
- Parsons, A. W., Parsons, S. A., **Dodman, S. L.,** *Ramirez, E. M., *Pierczynski, M., & *Richey, L. N. (2015). *A longitudinal professional development initiative in a high-needs urban elementary school*. Presentation at the annual meeting of the American Educational Research Association. Chicago, IL.
- Dodman, S. L.,** Swalwell, K., View, J. L., Stribling, S. M., DeMulder, E. K., & *Ra, S. S. (2015). *Investigating teacher change agency through the use of equity audits*. Presentation at the annual meeting of the American Educational Research Association. Chicago, IL.
- Fox, R. K., **Dodman, S. L.,** Holincheck, N., & *Merz, S. A. (2015). *Understanding teacher learning during online and face-to-face professional development through reflections and portfolio*. Presentation at the annual meeting of the American Educational Research Association. Chicago, IL.
- Ludwig, M. J., **Dodman, S. L.,** Feistritzer, E., Hall, L., Soppelsa, B., & Bacevich, A. (2014). *Formulating design principles: Transforming structures, supports, and resources for teacher development*. Invited session at the annual meeting of the American Educational Research Association. Philadelphia, PA.

- Parsons, S. A., Parsons, A. W., **Dodman, S. L.**, *Richey, L. N., *Pierczynski, M., Cauffman, R., & *Ramirez, E. M. (2014). *A longitudinal literacy professional development initiative in an urban elementary school*. Presentation at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Dodman, S. L.**, Groth, L. A., & Parker, A. K. (2014). *Making inquiry an active part of the internship: Enhancing an action research course in a PDS program*. Presentation at the annual meeting of the National Association of Professional Development Schools. Las Vegas, NV.
- Dodman, S. L.**, Parsons, S. A., & Parsons, A. W., & *Ramirez, E. (2013). *A charter-university partnership for school improvement: Promising practices and potential obstacles*. Presentation at the annual summer meeting of the Association of Teacher Educators. Washington, DC.
- Dodman, S. L.**, & Ludwig, M. J. (2013). *Studying clinical experience: Building a research agenda addressing problems of clinical experience*. Session at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Ludwig, M., Hall, L., Bacevich, A., & **Dodman, S.** (2013). *Studying clinical experience: Developing solutions and building a research agenda*. Interactive Symposium at the annual meeting of the American Association of Colleges for Teacher Education. Orlando, FL.
- Dodman, S. L.**, Parsons, S. A., & Parsons, A. W. (2013). *Partnering for improvement: The collaborative advancement of reading education project*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education. Orlando, FL.
- Parsons, S. A., Parsons, A. W., *Richey, L. N., **Dodman, S. L.**, Scales, D., & ^Ramnath, R. (2012). *Year 2 of a longitudinal, collaborative literacy professional development project*. Presentation at the annual meeting of the Literacy Research Association. San Diego, CA.
- Parsons, S. A., Parsons, A. W., *Richey, L. N., & **Dodman, S. L.** (2012). *What components of literacy professional development are most helpful for teachers and specialists? Insights from a longitudinal school-university partnership*. Presentation at the annual meeting of the Association for Literacy Educators and Researchers. Grand Rapids, MI.
- Dodman, S. L.** (2012). *School reform in a high poverty elementary school: A grounded theory case study of capacity building*. Presentation at the annual meeting of the American Educational Research Association. Vancouver, British Columbia, Canada.
- Ludwig, M., Hall, L., Bacevich, A., Grunow, A., Dozier, T., & **Dodman, S.** (2012). *Studying clinical experience in teacher education*. Workshop at the annual meeting of the American Educational Research Association. Vancouver, British Columbia, Canada.
- Ross, D., Adams, A., Bondy, E., Dana, N., **Dodman, S.**, & Packer, C. (2011). *Re-igniting the passion of practicing teachers: The impact of an inquiry-based graduate teacher leadership program*. Presentation at the annual meeting of the Association of Teacher Educators. Orlando, FL.
- Ross, D. D., Adams, A. J., Bondy, E., Dana, N. F., **Dodman, S. L.**, & Swain Packer, C. R. (2010). *Preparing teacher leaders: The impact of a cohort-based, job-embedded, blended teacher leadership program*. Presentation at the annual meeting of the American Education Research Association. Denver, CO.
- Ross, D. D., **Dodman, S. L.**, & Vescio, V. A. (2010). The impact of teacher preparation for high-need schools. In A. Hatch (Chair), *Research on urban teacher learning: The role of*

- contextual factors across the professional continuum*. Symposium at the annual meeting of the American Educational Research Association. Denver, CO.
- Bondy, E., Tricarico, K. M., **Dodman, S. L.**, & LaFrumenta, J. J. (2010). *Becoming a critical teacher educator: Emerging practices and lingering dilemmas*. Presentation at the annual meeting of the American Education Research Association. Denver, CO.
- Dodman, S. L.**, Ross, D. D., & Vescio, V. A. (2009). *Student teacher to urban teacher: How internship context impacts beginning teaching experiences in high-need schools*. Presentation at the annual meeting of the American Education Research Association. San Diego, CA.
- Dodman, S. L.**, & DiPietro, J. C. (2009). *Online learning communities as professional support for the internship: How are they used?* Presentation at the annual meeting of the American Educational Research Association. San Diego, CA.
- Ross, D. D., **Dodman, S. L.**, & Vescio, V. A. (2008). *No excuses: Can interns succeed in low-income schools?* Presentation at the annual meeting of the American Educational Research Association. New York, NY.

Local and Regional (workshops and presentations)

- Lopez Bunyasi, T., Knight, K., Cattaneo, L., **Dodman, S.**, Melchoir, S., & Wright, K. (2021). *Anti-Racist and Inclusive Excellence (ARIE) Curriculum and Pedagogy Committee community roundtable discussion*. Invited panelist at the GMU Innovations in Teaching and Learning Conference. Fairfax, VA.
- Smucny, D., Brown, S., **Dodman, S.**, Johnston, J., Moon, J., & Norden, L. (2020). *Survival tips for teaching online panel and roundtable*. Invited panelist at the GMU Innovations in Teaching and Learning Conference. Fairfax, VA.
- Dodman, S. L.** (2017). *Critical reflective practice*. Workshop at St. Alban's Early Childhood Center. Washington, DC.
- Dodman, S. L.** (2017). *Learner centered instruction*. Workshop at Argentina Educators Training Program. George Mason University, Fairfax, VA.
- Dodman, S. L.** (2017). *How to facilitate student conversation through discussion protocols: Making it meaningful and active!* Teaching demonstration at the GMU Innovations in Teaching and Learning Conference, George Mason University, Fairfax, VA.
- Dodman, S. L.** (2016). *Recognizing and attending to culture in the classroom*. Workshop at St. Alban's Early Childhood Center. Washington, DC.
- Dodman, S. L.** (2015). *Utilizing critical friends structure in an online teacher education course*. Presentation at GMU Office of Distance Education and Center for Faculty Excellence Lunch and Learn session. George Mason University, Fairfax, VA.
- Dodman, S.**, Holincheck, N., & Fox, B. (2015). *Scaffolding critical reflectivity in graduate students*. Presentation at the annual GMU Innovations in Teaching and Learning Conference, George Mason University, Fairfax, VA.
- Dodman, S. L.** (2014). *Teacher leadership*. Workshop for the Virginia Center for Excellence in Teaching. George Mason University, Fairfax, VA.
- Ross, D., Adams, A., Bondy, E., Dana, N., **Dodman, S.**, & Packer, C. (2011). *Preparing teacher leaders: Perceptions of the impact of a cohort-based, job-embedded, blended teacher leadership program*. Presentation to College of Education faculty as part of Fien Endowed Professorship. Gainesville, FL.

- Bondy, E., **Dodman, S. L.**, & LaFrumenta, J. (2008). *Toward a critical pedagogy in preservice teacher education: Illustrations from three courses*. Presentation at the annual meeting of the Florida Association of Teacher Educators. Orlando, FL.
- Dodman, S. L.** & DiPietro, J. C. (2008). *Investigating the value of online learning communities for preservice teachers*. Presentation at the annual meeting of the Florida Association of Teacher Educators. Orlando, FL.
- Dodman, S. L.** (2008). *How preservice teachers perceive, foster (and hinder) communicative competence in students*. Presentation at the annual meeting of the Student Alliance of Graduates in Education. Gainesville, FL.
- Dodman, S. L.** (2007). *Affordance of privilege: One teacher's journey through racial perception*. Invited forum [Learning to think about race differently: Teacher retrospective analysis of classroom-related equity issues] at the annual meeting of the Florida Association of Teacher Educators. Orlando, FL.
- Dodman, S. L.**, Ross, D. D., & Vescio, V. A. (2007). *Preparing teachers for urban schools: A study of the impact of urban internship semester at the University of Florida*, Presentation at the annual meeting of the Florida Association of Teacher Educators. Orlando, FL.

GRANT ACTIVITY

Funded

- Holincheck, N., Rosenberg, J., **Dodman, S. (co-PI)**, & Dreyfus, B. (Funded 2023). *EAGER: Quantum is Elementary: Quantum Teaching and Learning in Elementary Classrooms*. National Science Foundation, Discovery Research K12 (DRK12) EAGER submission. \$299,852.
- Dodman, S. (PI)**, Holincheck, N., & Fox, R. (2022). *(Re)Developing the practicing teacher M.Ed. for the induction career stage*. College of Education Academic Programs Innovation Grant. \$9,662.
- Fox, R., Shahrokhi, F., Biggs, R., Holincheck, N., & **Dodman, S (Co-PI)**. (2022). *Cross disciplinary leadership development for IB world schools*. College of Education Academic Programs Innovation Grant. \$9,000.
- Vesely, C., **Dodman, S. (Co-PI)**, Mehta, S., & Powell, M. (2021). *Towards equity in education through family engagement: Understanding PK-6 teachers' perspectives of students and families during the on-going covid-19 health crisis*. College of Education and Human Development Seed Grant. \$6,410.
- Varier, D., Powell, M. G., **Dodman, S. (Co-PI)**, DeMulder, E., & View, J. L. (2021). *A mixed methods exploration of teacher's equity-oriented assessment practice during covid-19*. American Psychological Association. \$4,045.
- Dodman, S. (PI)**, DeMulder, E., Varier, D., & View, J. (2020). *Multi-State review of equity: How equity is conceptualized and addressed in materials, initiatives, policies, and practices*. College of Education and Human Development Seed Grant. \$5,979.
- Varier, D., Powell, M., **Dodman, S. (Co-PI)**, View, J., & DeMulder, E. (2020). *A survey study of Virginia educators' equity-oriented assessment practices*. College of Education and Human Development Seed Grant. \$7,000.
- Dodman, S. (PI)**, DeMulder, E., Stribling, S., & View, J. (2019). *Engaging school faculty with equity: Pilot study of an equity audit and intervention in culturally relevant pedagogies*. College of Education and Human Development Seed Grant. \$10,000.

Holincheck, N., Shahroki, F., Biggs, R., **Dodman, S. (Co-PI)**, & Fox, R. (2019). *ASTL-Ed Leadership IB Leadership Certificate*. College of Education and Human Development Academic Innovations Fund. \$10,000.

Dodman, S. (PI), Holincheck, N., & Fox, R. (2018). *Interdisciplinary innovations in ASTL*. College of Education and Human Development Academic Program Innovation Fund. \$5,000.

Dodman, S. (PI). (2013). Global Education for Teachers Collaborative, *Mini-Grant*. \$250.

Parsons, S. A., Parsons, A. W., & **Dodman, S. L. (Co-PI)**. (2012). *Collaborative Advancement of Reading Education (CARE): Leveraging urban school capacity to improve student literacy performance*. College of Education and Human Development Seed Grant, \$2,500.

Not funded

Dodman, S. (PI), & Varier, D. (2022). *Making inequity visible: Developing equity and data literacies via School and Classroom Equity Audits*. Spencer Foundation. \$414,926.

Dodman, S. (PI), & Varier, D. (2021). *Making inequity visible: Developing equity and data literacies via School and Classroom Equity Audits*. Spencer Foundation. \$402,268.

Dodman, S. (PI), & Varier, D. (2020). *Making inequity visible: Disrupting systemic oppression through equity and data literacies via School and Classroom Equity Audits*. Spencer Foundation. \$482,637. Not funded.

Dodman, S. (PI), Varier, D., Powell, M., View, J., & DeMulder, E. (2020). *Data use for equity: Assessing STEM and non-STEM teacher readiness for Critical Data-Driven Decision Making*. National Science Foundation DRK-12. \$659,980. Not funded.

Dodman, S. (PI), Varier, D., Powell, M., View, J., & DeMulder, E. (2019). *Teacher knowledge for critical data-driven decision making: Assessing teacher readiness for data use for equity*. National Science Foundation DRK-12. \$696,788. Not funded.

Holincheck, N., **Dodman, S. (Co-PI)**, & Gilbert, A. (2018). *Science case-based collaborative Learning (SciCCL): Engaging middle school students in health and medical science case-based learning*. National Institutes of Health, National Institute of General Medical Sciences. Science Education Partnership Award. \$1,328,089. Resubmission. Not funded.

Holincheck, N., **Dodman, S. (Co-PI)**, Gilbert, A., & Hopson, R. (2017). *Science case-based collaborative Learning (SciCCL): Engaging middle school students in health and medical science case-based learning*. National Institutes of Health, National Institute of General Medical Sciences. Science Education Partnership Award. \$1,249,357. Not funded.

Dodman, S. (PI), DeMulder, E., View, J., Stribling, S., Brown, E. L., & Parker, A. (2017). *SUCCESS: School + university collaboration in culture and equity self-study*. College of Education and Human Development Seed Grant. \$10,000. Not funded.

Dodman, S. L. (PI), Parker, A. Bacevich, A., Ludwig, M. (2014). *Creating a blueprint for clinically-based educator preparation: Understanding what clinically-based means and generating consensus on its defining features*. AACTE Research Fellowship in Educator Preparation. \$30,000 – Semifinalist. Not funded.

Parsons, S. A., Parsons, A. W., & **Dodman, S. (Co-PI)**. (2012). *Collaborative advancement of reading education (CARE): Leveraging school capacity to advance student literacy*. Spencer Foundation. \$35,390.04. Not funded.

Parsons, S. A., Parsons, A. W., & **Dodman, S. (Co-PI)**. (2011). *Collaborative advancement of reading education (CARE): A school-university partnership in an urban charter school*. Spencer Foundation. \$40,000. Not funded.

UNIVERSITY TEACHING

George Mason University

Doctoral courses

EDUC 850: The Study of Teaching (face-to-face; synchronous online)

EDUC 896/855: Critical Perspectives in Education (face-to-face; synchronous online; *developed course)

Inservice Courses

EDUC 608: Teacher Leadership for Professional Learning (formerly taught as: EDUC 597 Special Topics: Instructional Teacher Leadership for Professional Growth and School Change) (online and face-to-face; *developed course)

EDUC 612 Inquiry into Practice (face-to-face and online)

EDUC 613 How Students Learn (face-to-face)

EDUC 606 Education and Culture (face-to-face and online)

EDUC 614 Designing and Assessing Teaching and Learning (online; *Fall 2015 GMU DE Award for Online Course Excellence)

EDUC 615 Educational Change (online)

Preservice courses

EDUC 520 Curriculum, Instruction, and Assessment in International Schools (face-to-face; *transitioned course for online delivery for TCLDEL program)

EDUC 542 Foundations of Education (face-to face and hybrid; *former course lead)

EDCI 554 Methods of Teaching Social Studies and Fine Arts (face-to-face)

EDCI 559 Research and Assessment (face-to face and hybrid)

EDCI 544 Curriculum and Methods of Teaching in Elementary Education (face-to-face)

EDCI 545 Assessment and Differentiation (face-to face and hybrid)

University of Florida

EEX 6296 Differentiated Instruction (online)

EDE 6225 Practice of Childhood Education (face-to face and hybrid)

EDG 6047 Teacher Leadership and School Change (online)

EDF 1005 Introduction to Education

EDE 4942 Integrated Teaching: Co-teaching and Accommodating Diverse Learners

STUDENT ADVISING

Masters

Advanced Studies in Teaching and Learning (ASTL) Advisor

Doctoral

Current Dissertation Committees

Jessica Hiltabidel, Chair- Dissertation Committee

Rocio Velasquez, Member- Dissertation Committee

Fardousa Wardere, Member- Dissertation Committee

Current Portfolio Committees

Sophia Wells-Williams, Chair: Portfolio Committee
 Vinita Jaiprakash Abichandani, Co-Chair: Portfolio Committee
 Jeffrey Keller, Member: Portfolio Committee
 Kelley Knight, Member: Portfolio Committee
 Eden Langston, Member: Portfolio Committee
 Tiffany Butler, Member: Portfolio Committee
 Chris Hart, Member: Portfolio Committee

Previous Dissertation Committees

Rebecca Brusseau, Co-Chair- Dissertation Committee, graduated summer 2023: *Professional taleworlds: In-service teachers use of small stories as participation in knowledge construction and critical reflection of the sociopolitical contexts of education.*
 Jan Ainger, Member- Dissertation Committee, graduated summer 2018: *Exemplary teachers of reading: Their inclusion of students with disabilities and their collaboration.*
 Sophia Ra, Member- Dissertation Committee, graduated 2017: *Preservice teachers' entering beliefs and preconceptions about teaching for social justice.*
 Melissa Pierczynski, Member- Dissertation Committee, graduated 2015: *Preservice teachers' perceptions of using digital technologies in literacy instruction.*

Previous Portfolio Committees

Alba Rodriguez, Member: Portfolio Committee (through fall 2023)
 Marvana Bennett, Co-Chair: Portfolio Committee (through summer 2023)
 Michelle Dunaway, Member: Portfolio Committee
 Sarah Slater, Member: Portfolio Committee

PRESERVICE TEACHER COACHING AND SCHOOL PARTNERSHIPS

George Mason University

2011- 2013 Professional Development School University Facilitator, Westlawn Elementary, Falls Church, VA
 2012-2013 Professional Development School University Facilitator, Pine Spring Elementary, Falls Church, VA
 2011-2012 Supervision of Teach for America (TFA) 2011 cohort

University of Florida

Intern Supervisor (Fall 2006, Fall 2007, Spring 2008, Fall 2009, Spring 2010)
 Pre-Intern Field Advisor (Spring 2007)

**SERVICE
 Profession**

Vice-Chair, AERA Portfolios and Reflection in Teaching and Teacher Education Special Interest Group (2023-2024)

Member, Association of Teacher Educators (ATE) Commission on Teacher Educator Development
 Manuscript Reviewer: Science Education
 Manuscript Reviewer: School University Partnerships
 Manuscript Reviewer: Educational Review
 Annual Meeting Proposal Reviewer: American Association of Colleges of Teacher Education (AACTE) (2020)
 Manuscript Reviewer: Action in Teacher Education
 Manuscript Reviewer: Journal of Teacher Education
 Manuscript Reviewer: Equity and Excellence in Education journal
 Book Chapter Reviewer: *Agency, advocacy, and leadership: The power of teacher action research in schools* (2017)
 Annual Meeting Proposal Reviewer: American Educational Research Association (AERA)
 Associate Editor: School University Partnerships (the journal of the National Association for Professional Development Schools) (2012-2018)

University

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|--------------|---|
| 2021 | Antiracism and Inclusive Excellence Resource Development Team committee member: charged with creating an antiracist course audit and accompanying support materials and workshops |
| 2020 | Faculty Senator (spring semester) |
| 2018, 2020 | Stearns Center for Teaching and Learning GMU Online Teaching Excellence Award Committee member |
| 2018-2019 | Scholarship of Teaching and Learning Classroom Policy Working Group member |
| 2015-present | GMU Online Course Reviewer |
| 2015-2019 | GMU Innovations in Teaching and Learning Conference Proposal Reviewer |

College

| | |
|--------------|---|
| 2022-2024 | SOED Curriculum Committee Member (Chair: 2023-2024) |
| 2020-2022 | CEHD Faculty Council Member |
| 2018-present | Teaching and Teacher Education (TATE) Ph.D. specialization (Co-Representative, 2023-2024) <ul style="list-style-type: none"> • Critical Studies in Education Certificate subcommittee leadership • Curriculum subcommittee leadership |
| 2020 | Created videos highlighting online teaching practices for CEHD Online Teaching Initiative |
| 2020 | Redesign of TCLDEL course, EDUC 520, for online delivery |
| 2019 | Teaching through Technology Discovery Fair Developer and Leader |
| 2017 | TCLDEL Tenure-track Faculty Search Committee Member |
| 2017 | APTDIE Financial Services Specialist Search Committee Member |
| 2016 | TCLDEL Term Faculty Search Committee Member |
| 2014-2018 | CEHD Curriculum Committee <ul style="list-style-type: none"> • 2017-2018 Chair • 2016-2017 Co-chair |
| 2013-present | CEHD Ph.D. Applicant Interviews |

Program

2018-present Co-Academic Program Coordinator, Advanced Studies in Teaching and Learning program

2016-present Joan Packer Isenberg Scholarship Committee Member and Chair

2012-2013 Elementary Education Continuous Improvement Committee

2011-2013
 Elementary Education Committee: Redesign of EDCI 545 Performance Based Assessment
 Elementary Education Committee: Redesign of EDUC 542 Performance Based Assessment
 Elementary Education Committee: Alumni Relations
 Elementary Education Course leader EDUC 542 Foundations of Education

Region

2022-2023 Invited consultant: Worked with Fairfax High School teacher group in leading their own professional development through action research

2016, 2017 Invited Workshops: St. Alban's Early Childhood Center

2014-2016 Invited consultant: Worked with Providence Elementary School to aid teachers in leading their own professional development through action research

2014 Virginia Center for Excellence in Teaching summer teacher leadership institute, *Teacher Leadership* workshop instructor

2011-2013 Collaborative Advancement of Reading Education (CARE), school improvement partnership with Howard Road Academy, Washington DC Charter School

Related Professional Experience

2007-2011

Lastinger Center for Learning, University of Florida

Facilitate professional development institutes for partner schools and districts

- Co-Facilitator, Lastinger Center- Duval District Partnership Summer "On-boarding" Institute, August 2009
- Co-Facilitator, Lastinger Center for Learning- Pinellas District Partnership School Leadership Institute, July 2008
- Co-Facilitator, Lastinger Center for Learning North Florida Leadership Institute, July 2007

2005-2006

Project Coordinator, *Marvelous Explorations through Science and Stories (MESS) Project*, Florida Museum of Natural History, University of Florida

PUBLIC SCHOOL TEACHING EXPERIENCE

2002-2005

Elementary special and general education, Pinellas County, Florida

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Association of Teacher Educators (ATE)

American Association of Colleges of Teacher Education (AACTE)

National Association of Professional Development Schools (NAPDS)
National Association of Multicultural Education (NAME)