

STEPHANIE L. DODMAN, PH.D.

Graduate School of Education • College of Education and Human Development
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RESEARCH INTERESTS

Teacher learning and professional development, school improvement, university-school partnerships, social justice, 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
Dissertation: *School reform in a high poverty elementary school: A grounded theory case study of capacity building*
- 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

- 2013-present **Assistant Professor (tenure-track)**
George Mason University
Fairfax, VA
- 2011-2013 **Assistant Professor (term)**
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**PUBLICATIONS**

Book Chapters

- 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*. Lanham, MD: Rowman & Littlefield. *refereed
- 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*. New York, NY: Routledge. *refereed, 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*. Lanham, MA: 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*. Charlotte, NC: Information Age Publishers. *refereed, invited

Journal Articles

- Parsons, A. W., Parsons, S. A., **Dodman, S. L.**, Nuland, L. R., Pierczynski, M., & Ramirez, E. M. (accepted). Longitudinal literacy professional development in an urban elementary charter school. *Journal of Educational Research*.
- 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.**, Swalwell, K., View, J. L., Stribling, S. M., DeMulder, E. K., & Ra, S. S. (online 2018). Equity audits as a tool of critical data-driven decision making: Preparing teachers to see beyond achievement gaps and bubbles. *Action in Teacher Education*.
- 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. (2016). Equity audit: A teacher leadership tool for nurturing teacher research. *Educational Forum*, 80(4), 380-393.

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.

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, 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, S. A., **Dodman, S. L.**, & Burrowbridge, S. C. (2013). Broadening the view of differentiated instruction. *Phi Delta Kappan*, 95(1), 38-42.

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.

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*. Westport, CN: Greenwood Press.

Works in Progress

Fox, R., Holincheck, N., & **Dodman, S.** (under review- Revise and resubmit). Moving beyond reflection in a hall of mirrors: Developing critical reflective capacity in teachers and teacher educators. Submitted to *Reflective Practice*.

Dodman, S. L., Swalwell, K., View, J. L., Stribling, S. M., DeMulder, E. K., & Ra, S. (in preparation). *Critical data-driven decision making: Co-opting a neoliberal process for equity and justice goals*. Submitting to *Teaching and Teacher Education*.

Dodman, S. L. (in preparation). Building school culture and leveraging teacher leadership: Change in a high poverty elementary school. Submitting to *Educational Administration Quarterly*.

ACADEMIC PRESENTATIONS**National and International**

Dodman, N., & Holincheck, N. (2018). *Supporting adjunct faculty: 10 tips for higher ed programs*. 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*. Paper presented 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*. Paper presented 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*. Paper presented 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*. Paper presented 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*. Paper presented 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*. Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.

Dodman, S. L., Groth, L., Ra, S., Ramezan, S., & Mulvaney, A. (2016). *Investigating PDS graduates' inquiry stance during their first year*. Paper presented 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, April). *A longitudinal professional development initiative in a high-needs urban elementary school*. Paper presented 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*. Paper presented 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*. Paper presented 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, April). *Formulating design principles: Transforming structures, supports, and resources for teacher development*. Invited Session. 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, April). *A longitudinal literacy professional development initiative in an urban elementary school*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Dodman, S. L.**, Groth, L. A., & Parker, A. K. (2014, March). *Making inquiry an active part of the internship: Enhancing an action research course in a PDS program*. Paper presented at the National Association of Professional Development Schools Conference. Las Vegas, NV.
- Dodman, S. L.**, Parsons, S. A., & Parsons, A. W., & Ramirez, E. (2013, August). *A charter-university partnership for school improvement: Promising practices and potential obstacles*. Paper presented at the summer meeting of the Association of Teacher Educators. Washington, DC.
- Dodman, S. L.**, & Ludwig, M. J. (2013, April). *Studying clinical experience: Building a research agenda addressing problems of clinical experience*. Session presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Ludwig, M., Hall, L., Bacevich, A., & **Dodman, S.** (2013, February). *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, February). *Partnering for improvement: The collaborative advancement of reading education project*. Paper presented 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, December). *Year 2 of a longitudinal, collaborative literacy professional development project*. Paper presented 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, November). *What components of literacy professional development are most helpful for teachers and specialists? Insights from a longitudinal school-university partnership.* Paper presented at the annual meeting of the Association for Literacy Educators and Researchers. Grand Rapids, MI.
- Dodman, S. L.** (2012, April). *School reform in a high poverty elementary school: A grounded theory case study of capacity building.* Paper presented 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, April). *Studying Clinical Experience in Teacher Education.* Session presented 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, March). *Preparing teacher leaders: Perceptions of the impact of a cohort-based, job-embedded, blended teacher leadership program.* Research presented to College of Education faculty as part of Fien Endowed Professorship. Gainesville, FL.
- 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.* Paper presented at the Association of Teacher Educators Conference. Orlando, FL.
- Ross, D. D., Adams, A. J., Bondy, E., Dana, N. F., **Dodman, S. L.**, & Swain Packer, C. R. (2010, April). *Preparing teacher leaders: The impact of a cohort-based, job-embedded, blended teacher leadership program.* Paper presented at the annual meeting of the American Education Research Association. Denver, CO.
- Ross, D. D., **Dodman, S. L.**, & Vescio, V. A. (2010, April). 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 conducted at the annual meeting of the American Educational Research Association. Denver, CO.
- Bondy, E., Tricarico, K. M., **Dodman, S. L.**, & LaFramenta, J. J. (2010, April). *Becoming a critical teacher educator: Emerging practices and lingering dilemmas.* Paper presented at the annual meeting of the American Education Research Association. Denver, CO.
- Dodman, S. L.**, Ross, D. D., & Vescio, V. A. (2009, April). *Student teacher to urban teacher: How internship context impacts beginning teaching experiences in high-need schools.* Paper presented at the annual meeting of the American Education Research Association. San Diego, CA.

Dodman, S. L., & DiPietro, J. C. (2009, March). *Online learning communities as professional support for the internship: How are they used?* Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Ross, D. D., **Dodman, S. L., & Vescio, V. A.** (2008, March). *No excuses: Can interns succeed in low-income schools?* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Local and Regional (workshops and presentations)

Dodman, S. L. (2017). *Critical reflective practice.* Workshop presented at St. Alban's Early Childhood Center. Washington, DC.

Dodman, S. L. (2017). *Learner centered instruction.* Workshop presented 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 presented at St. Alban's Early Childhood Center. Washington, DC.

Dodman, S. L. (2015). *Utilizing critical friends structure in an online teacher education course.* Presented 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.* Presented at the 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.

Bondy, E., **Dodman, S. L., & LaFramenta, J.** (2008, September). *Toward a critical pedagogy in preservice teacher education: Illustrations from three courses.* Paper presented at the annual meeting of the Florida Association of Teacher Educators. Orlando, FL.

Dodman, S. L. & DiPietro, J. C. (2008, September). *Investigating the value of online learning communities for preservice teachers.* Paper presented at the annual meeting of the Florida Association of Teacher Educators. Orlando, FL.

Dodman, S. L. (2008, June). *How preservice teachers perceive, foster (and hinder) communicative competence in students.* Paper presented at the annual meeting of the Student Alliance of Graduates in Education. Gainesville, FL.

Dodman, S. L. (2007, September). *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 Florida Association of Teacher Educators conference. Orlando, FL.

Dodman, S. L., Ross, D. D., & Vescio, V. A. (2007, September). *Preparing teachers for urban schools: A study of the impact of urban internship semester at the University of Florida*, Paper presented at the Florida Association of Teacher Educators conference, Orlando, FL.

GRANT ACTIVITY

Submitted

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. Resubmitted July 2018.

Funded

Dodman, S., 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

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.

OTHER RESEARCH EXPERIENCES

Research Assistant, Lastinger Center for Learning (Summer 2008-2011)

Research Assistant, Dr. Dorene Ross, Rose and Irving Fien Endowed Professor (Fall 2007-Spring 2008)

Focus group moderator. (2010, October). Foundation for Excellence in Education Foundation for Excellence in Education Celebration of Teaching event. Orlando, FL.

Focus group moderator. (2009, December). Foundation for Excellence in Education Foundation for Excellence in Education Celebration of Teaching event. Orlando, FL.

Focus group moderator. (2008, December). Foundation for Excellence in Education Celebration of Teaching event. Orlando, FL.

Reliably Trained Classroom Research Instruments

Classroom Assessment Scoring System (CLASS): Grades K-3

Classroom Assessment Scoring System (CLASS): Grades 4-6

Instructional Practices Inventory (IPI)

UNIVERSITY TEACHING

George Mason University

EDUC 520 Curriculum, Instruction, and Assessment in International Schools

EDUC 597 Special Topics: Instructional Teacher Leadership for Professional Growth and School Change

EDUC 606 Education and Culture

EDUC 613 How Students Learn

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

EDUC 615 Educational Change (online)

EDUC 612 Inquiry into Practice

EDUC 542 Foundations of Education *Course Leader (face-to face and hybrid)

EDCI 554 Methods of Teaching Social Studies and Fine Arts

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

EDCI 544 Curriculum and Methods of Teaching in Elementary Education

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: Teacher Leadership Concentration

Doctoral

Jan Ainger, dissertation committee member, successfully defended in August 2018

Rebecca Brusseau, portfolio committee member

Sarah Slater, portfolio committee member

Melissa Piercynski, dissertation committee member; portfolio committee member; graduated 2015

Sophia Ra, dissertation committee member; portfolio committee member; graduated 2017

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**

2018 Manuscript Reviewer: *Journal of Teacher Education*

2017 Manuscript Reviewer: *Equity and Excellence in Education* journal

2017 Book Chapter Reviewer: *Agency, advocacy, and leadership: The power of teacher action research in schools*

2014-present Annual Meeting Proposal Reviewer: American Educational Research Association (AERA)

2012-present Associate Editor: *School University Partnerships* (the journal of the National Association for Professional Development Schools)

University

2018-2019 Scholarship of Teaching and Learning Classroom Policy Working Group member

2018 GMU Online Teaching Excellence committee member

2015-present GMU Online Course Reviewer

2015-present GMU Innovations in Teaching and Learning Conference Proposal Reviewer

College

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; 2017-2018 Chair, 2016-2017 Co-chair

2013-present CEHD Ph.D. Applicant Interviews

Program

2016-present Joan Packer Eisenberg Scholarship Committee Member

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

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

University of Florida

2011 AERA: Graduate Student Seminar accepted participant

2008-2010 Invited speaker: University of Florida Student Alliance in Education (SAGE)

2010 Participant in NCATE re-accreditation and FL DOE program approval

2007-2010 Informal mentoring of new intern supervisors

2007-2010 Course/internship leader

2009-2010 Unified Elementary ProTeach Coordinating team

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

HONORS AND AWARDS

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

PUBLIC SCHOOL TEACHING EXPERIENCE

2002-2005

Exceptional Student Education Resource/Inclusion Teacher, grades K-5, Mount Vernon Elementary School, St. Petersburg, FL

Third Grade Teacher, Students Targeted for Academic Recognition and Success (STARS) program, Mount Vernon Elementary School, St. Petersburg, FL

Third Grade Reading Teacher (2004, Summer). Fuguitt Elementary School, Largo, FL.

Third Grade Reading Teacher (2005, Summer). Sexton Elementary School, St. Petersburg, FL

TEACHING CERTIFICATIONS

Elementary Education, grades 1-6, Florida

Exceptional Student Education, grades K-12, Florida

English to Speakers of Other Languages, endorsement, Florida

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA), 2007-present

SIG membership: Qualitative Research, Professional Development School Research, School Effectiveness and School Improvement, Teacher as Researcher

ASCD (formerly Association for Supervision and Curriculum Development), 2010-present

National Association of Professional Development Schools (NAPDS), 2012-2013

American Association of Colleges of Teacher Education (AACTE), 2012-present

National Association of Multicultural Education (NAME), 2013-present