

- Coded for the Best Foot Forward Project

Graduate Research Assistant, George Mason University 2011- 2015

- In collaboration with National Park Service and under Dr. Jenice View, “Learning Historic Places with Diverse Populations” provided professional development and working with an elementary teacher from a local school district and park rangers from the Bethune Council House and President’s Park to ensure students are engaged in the rich historical treasures the nation’s capital has to offer.
- Created and implemented a web-based professional development titled “Learning Historic Places with Diverse Populations” in partnership with the National Park Service and under Dr. Jenice View.
- Coordinate with the Bethune Council House, Carter G. Woodson, President’s Park, and Sewall-Belmont House and Museum interpreters and archivists to create cohesive education programs for elementary, middle and high school learners
- Research included evaluating the effectiveness of the web-based professional development on engaging teachers and rangers to build and sustain working relationships and the impact of place-based learning on diverse learners
- Interview teachers, rangers, and students
- Provide National Park Service recommendations on education programs and future professional development for interpreters
- Research and professional development funded by National Park Service.

Graduate Research Assistant, George Mason University Fall 2014

- Under Dr. Anthony Pellegrino and Dr. Margaret Weiss collected data on the impact of a course on effective co-teaching practices
- Conducted interviews, observations, participated in meeting

Graduate Research Assistant, George Mason University 2011- 2013

- Under Dr. Gary Galluzzo conducted an evaluation on instructional technology specialists for a local school district
- Conducted an evaluation about a local school districts mathematic instructional coaching program.

Graduate Research Assistant, George Mason University 2012

- Under Dr. Gary Galluzzo, Dr. Beverly Shaklee, and Dr. Anastasia Kitsantas analyzed data on the effectiveness and sustainability of international literacy programs funded by the USAID.
- Research project was funded by Basic Education Coalition.

Teaching and Advising

Social Studies Secondary Education Faculty Lead Fall 2016- June 2017

College of Education and Human Development, George Mason University

- Advise graduate students about the course work required, including internship and research projects
- Develop and implement learning activities, including field trips for graduate students preparing to become Social Studies secondary educators
- Support and manage Social Studies University Supervisors by providing individualized support, training, and frequently communicating with supervisors

- Develop and implement professional development opportunities for Secondary Education University Supervisors
- Support Secondary Education Program's common assessments, internship and field experience, building relationships with Partnership Schools
- Collaborate with History Department to develop a course for students interested in the Bachelor's/Accelerated Master's program
- Collaborate with Fairfax County Public and Loudoun County Public Schools PK-12 Social Studies Departments

Adjunct Professor

May 2013 – present

College of Education and Human Development, George Mason University

Courses:

- EDCI 667 Advance Teaching Social Studies in Secondary School
- EDUC 422/522 Foundations of Secondary Education
- EDUC 675 Research in Secondary Education
- EDCI 567 Teaching Social Studies in the Secondary School
- EDCI 491/791 Seminar in Secondary Teaching
- EDUC 301 Educationally Diverse Populations
- EDUC 300 Introduction to Teaching
- EDUC 542 Foundations of Elementary Education

Clinical supervisor

Fall 2014 - present

College of Education and Human Development, George Mason University

- Supervise and mentor Social Studies teacher candidates in diverse secondary schools
- Provide feedback and guidance on teaching practices and subject matter knowledge and pedagogy
- Facilitate meetings between mentor teacher and teacher candidate
- Provide remediation when necessary

Faculty Mentor

2014 - 2015

College of Humanities and Social Sciences, George Mason University

- Mentor Hiwote Sahilu and Rhonda Singleton
- Assist students in developing concentration
- Guide students in developing proposal
- Provide academic advice and edits during the proposal and final project

Professional Development Instructor and Curriculum Developer

2012 - 2015

Learning Historic Places with Diverse Learners, VA

- Created eight webinar sessions for Social Studies teachers and National Park Service (NPS) interpreters and administrators
- Develop curriculum for adult learners
- Collaborate with Social Studies teachers and interpreters in developing place-based learning opportunities for diverse learners
- Facilitate face-to-face professional development sessions for teachers and interpreters
- Plan and organize excursions for historic sites for adults

Teacher and Curriculum Developer

2006 – 2010

Social Studies Department, Notre Dame High School of San José, San José, CA

- American History
- World History
- Global Studies (General and Honors)

Faculty Service

Secondary Education Clinical Coordinator

- Coordinate placements within partner schools for teacher candidates in Secondary Education Program
- Facilitate field experience orientations, meetings, and end of the semester debriefs for candidates
- Advise candidates about field experience
- Support university and site facilitators in 16 partner schools
- Develop field experience assignments and forms
- Collect and analyze field experience data
- Develop and implement university supervisor training sessions
- Collaborate with Educator Preparation Office and faculty to make placements

University Supervisor Co-Lead

- Develop and implement professional development opportunities for Secondary Education University Supervisors such as:
 - Training on using the InTASC rubric and observation tool
 - What's new in instructional technology
- Respond to supervisors' concerns and questions about the internship

University Faculty Facilitator for Chantilly High School, Franklin Middle School, and Rocky Run Middle School

2017- present

College of Education and Human Development, George Mason University and FCPS, Chantilly Pyramid
The partnership model was created to ensure teacher candidates' timely placement for clinical work with a quality mentor and help candidates develop relationships that will enhance their professional growth and future job prospects.

- With the guidance of Site Facilitator support the matching process of teacher candidates in Methods I, Methods II, Foundations, and/or electives that require 15+ hours of field experience with a mentor teacher
- Review interns' applications and support the Site Facilitator match high quality mentor teachers for a semester long internship
- Communicate and check-in with Site Facilitator, mentor teachers, and teacher candidates on a regular basis
- With the Site Facilitator develop a remediation plan for teacher candidates who are performing unsatisfactory
- Once a week visit the school and be present to answer questions, conduct observation, have discussion with teachers, etc.
- Engage with school educators and administration
- Support the Chantilly Pyramid with professional development and leadership opportunities

Faculty Advisor for Secondary Education Ambassadors

2017- present

College of Education and Human Development, George Mason University

The Ambassadors are leaders and representatives of teacher candidates in the Elementary and Secondary Education programs. They mentor and support peers as they progress in the program. They build a stronger community among teacher candidates and alumni. They support the faculty in promoting a culture of inquiry.

- Faculty advisor facilitates meetings throughout the year
- Provide guidance on initiatives led by Ambassadors

- CAEP Standard 1 & 2 Working Group** 2016 - 2017
College of Education and Human Development, George Mason University
- Review components of CAEP Standards 1 and 2 to ensure programs are prepared for the CAEP reaccreditation review
 - Implementation and review of the common assessments, dispositions, technology, and internship
 - Report to Secondary Education Program updates from the working group
 - Participate in a video recorded group panel on a common assessment, Lesson Plan, which is completed by teacher candidates in licensure program. The recorded discussion is being used as a model on how to use the assessment, how to score the assessment, and how to collaborate with other faculty on assessments.
 - Assist with writing the CAEP report
- Secondary Education Program Advisory Group Member,** 2015 - Present
College of Education and Human Development, George Mason University
- Collaborate with Secondary Education faculty, University Supervisors and Director of Clinical Practice
 - Identify inconsistencies in field experience and clinical practice by listening to all stakeholders
 - Provide and implement solutions
- Secondary Education Program Focus Group** 2016- present
College of Education and Human Development, George Mason University
- Collaborate with Secondary Education faculty, Clinical liaison, and graduate students to streamline teacher internship experience
 - Assist with program and internship handbook, clinical experience structure, and assessment revisions
 - Accreditation activities
- Faculty Spring Book Club** 2013- 2016
Center for Teaching and Faculty Excellent, George Mason University
- Participated in discussions about pedagogy, curriculum, education research based on the book chosen for the Spring Book Club
 - 2013: Ambrose, S (et al), *How learning works: Seven research-based principles for smart teaching*
 - 2014: Bowen, J. *Teaching naked: How moving technology out of your college classroom will improve student learning*
 - 2015: Brown, P. (et al), *Make It Stick: The science of successful learning*
 - 2016: James, A. & Brookfield, S.D., *Engaging imagination: Helping students become creative and reflective thinkers.*
- Peer Reviewer** 2013- present
- American Association of Colleges for Teacher Education Annual Conference
 - American Educational Research Association Annual Meeting
 - Journal of Mason Graduate Research
- Consultant, Arlington Public Schools, VA** 2011- present
- Observe and code K-12 classes in various subjects using the Classroom Assessment Scoring System (CLASS)
- Consultant, Loudoun County Public Schools, VA** 2012
- Observe and code K-12 classes for use of technology by the teachers and students.

Publications

The Meditating Teacher Blog (September 2017 – present)

<http://www.themeditatingteacher.com>

The Meditating Teacher is a blog that supports educators interested in incorporating mindfulness into their teaching practice. Topics include:

- Truths and myths about meditation
- The mind shift that saved my career
- Mindfulness and mediation, what's the difference?
- Being Mindful of Stress
- Starting a meditation practice

Book Chapter

View, J. L. & Azevedo, P. C. (2019). Learning historic places with diverse populations: Teacher-ranger partnerships. In *America's largest classrooms: What we learn from our national parks*.

Co-Authored Article

View, J. L. & Azevedo, P. C. (2015). Beyond standardized tests: Learning historic places with diverse populations. *Legacy*. 26(6), p. 33-35.

Book Reviews

Azevedo, P. C. (2013). [Review of the book *Child-sized history: Fictions of the past in U.S. classrooms*]. *The Journal of Social Studies*. Doi: <http://dx.doi.org/10.1016/j.jssr.2013.04.008>

Manuscript Under Review

Azevedo, P.C. & Galluzzo, G. (2017). Preparing Teachers for Diversity: An Analysis of Accreditation Standards. *Journal of Teacher Education*.

Manuscripts in Preparation

Azevedo, P.C. (2017). Critical friends: Teacher interns' experiences reflecting with peers.

Conference & Meeting Presentations

Samaras, A.P. & Azevedo, P.C. (2019, January). Teachers' self-evaluation with peer review through self-study of teaching methodology. Schar School of Policy and Government, Arlington, VA.

Azevedo, P.C. & Bean, A. (2017, September). Considering the apple. Elementary, Literacy, Secondary Education Programs, Fairfax, VA

View, J. & Azevedo P. C. (2016, March). Learning historic places with diverse populations workshop. Annual Meeting of the National Council on Public History. Baltimore, MD.

Azevedo, P.C. (2015, April). Preparing teachers for diversity: An analysis of the accreditation diversity standard. Roundtable session at the American Educational Research Association Annual Meeting, Chicago, IL.

View, J. & Azevedo, P. C. (2015, April). The Bethune historic site: Enhancing K-12 student learning of the Neo-Slavery era. Roundtable session at the American Educational Research Association Annual Meeting, Chicago, IL.

Azevedo, P. C. (2014, November). It's about the journey: A teacher educator's self-study on teaching about diversity. Paper session at the Teacher Education Division of the Council for Exceptional Children Conference, Indianapolis, IN.

View, J., Kinard, J., & Azevedo, P. C. (2014, September). Pre-Brown Giants: Enhancing K-12 Student Learning of U.S. Civil Rights. Paper session at the Association for the Study of African-American Life and History, Memphis, TN.

Kinard, J., View, J., & Azevedo, P. C. (2013, October). Educating the Educator on the Role of Women in Civil Rights. Panel discussion at the Association for the Study of African-American Life and History, Jacksonville, FL.

Galluzzo, G. R., Streich, J., & Azevedo, P. C. (2012, April). Changing Practices and Minds: The Effects of Just-in-time Professional Development on Teachers and their Students. Paper presented at the American Educational Research Association, Vancouver.

Azevedo, P. C. (2010, April). Incorporating Digital Media and Collaborative Technology in the Classroom. Paper presented at the TechEd Conference, Pasadena, CA.

Azevedo, P. C. (2010, March). Digital Media and Collaborative Technology in the Classroom. Paper presented at the California Council for the Social Studies Conference in Pasadena, CA

Azevedo, P. C., & DeSilva, E. (2009, Nov). Exploring Individual and Collective Responsibility in Ethnic Conflict Case Studies: Rwanda and Sudan. Paper presented at the National Council for the Social Studies Conference in Atlanta, GA.

Research Skills

- Quantitative Research
- Qualitative Research
- Mixed Methods Research
- Survey and Evaluation
- Classroom Assessment Scoring System (CLASS) Certified (Lower Elementary, Upper Elementary, and Secondary)
- NVivo
- SPSS
- Excel

Certification

- California State Preliminary Teacher Certification
- Classroom Assessment Scoring System (CLASS) observer
 - PK
 - K-3
 - Upper Elementary

- Secondary
- Trained to administer Woodcock–Johnson Tests of Cognitive Abilities

Professional Activities and Memberships

- American Educational Research Association
 - Division K
 - Critical Educators for Social Justice SIG
- American Association of Colleges for Teacher Education
- Association for the Studies of African American Life and History
- National Council for the Social Studies
- California Council for the Social Studies
- Phi Alpha Theta, National History Honor Society
- Golden Key International Honor Society

Recognitions

- 2017 Academic Advisor of the Year Nominee

Volunteer

Cornerstones, Herndon Enrichment Program

2016 - present

From Fear to Freedom, George Mason University

September 2016