**BRINEGAR, KATHLEEN**

7 Vista Court

Jericho, Vermont 05465

Phone: (802) 999-9151

Email: kathleenbrinegar@gmail.com

**EDUCATION**

University of Vermont, Burlington, VT

**Doctor of Education**, 2009

Dissertation: “I Feel Like I’m Safe Again:” The Middle School Experiences of Young Adolescents in a Multilingual/Multicultural Setting

Committee: Cynthia Reyes (advisor), Penny Bishop, Charles Rathbone & Alice

Fothergill (chair)

**Master of Education**, 2004, Major: Curriculum & Instruction

**Bachelor of Arts**, 1999, Majors: History & English; Minor: Women’s Studies

**PROFESSIONAL EXPERIENCE**

University of Vermont, Burlington, VT

**Senior Lecturer**, August 23, 2021- present

Teach undergraduate and graduate courses in Middle Grades Program

Coordinate Curriculum & Instruction M.Ed Program

Northern Vermont University, Johnson, VT

**Associate Professor,** July 1, 2016-present (earned tenure, spring 2016)

Teach 8 courses per year to undergraduate and graduate students

Advise undergraduate and graduate education students

Supervise middle, secondary, and unified arts students in practicums and student teaching

**Program Director, Middle and Secondary Education,** July 1, 2010-present

Continuously review and revise program curriculums

Collaborate with liberal arts faculty to develop degree pathways

Conduct entry, midway, and exit interviews with teacher candidates

Work closely with Placement Coordinator to develop and manage field experiences

Implement accreditation process for middle & secondary programs

**Licensure Officer**, July 1, 2014-2017, July 1, 2019-present

Oversee the college licensure office and licensure portfolio approval process

Serve as liaison between NVU and the VT Agency of Education

Approve students for licensure recommendations

Oversee ROPA process for all NVU education programs

**Project Director**, Title III Strengthening Institutions Grant, October 1, 2018-present

Oversee administration of federal grant focused on retention and student success

Develop and coordinate university-wide projects focused on improving student outcomes

Facilitate two institution-wide partnerships with the Gardner Institute for Excellence in Undergraduate Education—Retention Performance Management & Gateways to Completion

Collaborate with IR to provide data/analysis on project objectives

Supervise Director of NVU’s Center for Teaching & Learning and Director of Student Engagement and Persistence

**Program Assessment Coordinator**, Summer 2019-present

Developed 5 program assessment cycle for all programs across both NVU campuses

Oversee annual program assessment for all NVU programs

Provide professional development for department chairs and assessment leads

**Associate Academic Dean,** August 2018-June 2019

Oversaw advising, academic support services, and first-year experience

Program Assessment Coordination

Coordinated campus-wide retention efforts

NVU-J Representative to COPLAC (Consortium of Public Liberal Arts Colleges)

Member of preparation team for NECHE accreditation visit

**Department Chair**, July 1, 2014-2017

Managed a department of approximately 350 students in 27 programs

Supervised three full-time faculty, fifteen part-time faculty, and two staff positions

Prepared and managed the departmental budget

Scheduled and assigned instructors for all departmental courses

Oversaw the accreditation process for all EDU programs

**Interim Program Director, Elementary Education**, July 1, 2010-2017

Reviewed and revised program curriculums

Collaborated with liberal arts faculty

Conducted entry, midway, and exit interviews with teacher candidates

Worked closely with Placement Coordinator to develop and manage field experiences

Collaborated with special education faculty to oversee the inclusive elementary education program

**Assistant Professor**, 2010-July 1, 2016

Taught 8 courses per year to undergraduate and graduate students

Advised undergraduate and graduate education students

Supervised elementary, middle, and secondary student teachers

Wholeheart, Inc/Vermont Principal’s Association, Richmond/Montpelier, VT

**Equity Coach**, Equity Practitioners Network, 2019-2020

Facilitated monthly 1-1 coaching sessions with 5 school administrators

Facilitated team coaching sessions with a cohort of school administrators

Participated in monthly coaching meetings to identify themes and share resources with

fellow equity coaches

Middle Grades Collaborative, Colchester VT

**Faculty,** Summer Institute, 2002- 2017

Team-taught courses on middle grades curriculum and assessment; middle grades organization and pedagogy; young adolescent development; adolescent literacy; and personalized learning

Served as teacher advisor for middle level educators

University of Vermont, Burlington VT

**Research Associate**, 2007-2010

Coordinated Vermont Adolescent Literacy and Learning Initiative for the Vermont Reads

Institute

Offered embedded professional development to middle and high school teachers

Taught graduate courses focused on adolescent literacy

Reconceptualized the structure and function of the program

Co-developed adolescent literacy self-assessment tool for middle and high schools

Supervised literacy consultants

Offered multi-day literacy workshops and online courses for member schools

**Literacy Consultant,** Vermont Reads Institute, Bellows Free Academy, Fairfax, VT, 2005-2008

Developed Literacy Action Plan for grades 5-12

Hosted a variety of in-service trainings for teachers

Modeled literacy practices in classrooms

Developed curriculum and assessments for literacy intervention courses for 6th, 7th, & 8th graders

Prepared the special educator to implement the courses

**Graduate Teaching Fellow**, Middle Level Teacher Education Program, 2004-2007

Revised and taught a variety of introductory and advanced courses

Developed a new Professional Development School

Supervised part-time and full-time secondary and middle level student teachers at a

variety of professional development sites

Participated in development of NCATE assessments

Established undergraduate mentor program

Created a recruitment brochure for new middle level undergraduate program

Vergennes Union High School, Vergennes, VT

**Middle School Lead Teacher,** 2003-2004

Improved communication among three middle school teams, special educators,

curriculum coordinator, and administrators

Facilitated middle school faculty meetings

Represented middle level educators at weekly leadership team meetings

Coordinated the creation of the middle school budget and schedules for 2004-2005 school

year

**Classroom Teacher**, 2001-2004

Created new middle school team

Taught 7th and 8th grade on partner team with special duties in language arts and social

studies instruction

Developed Reading Portfolio system utilized school-wide in language arts classrooms

**Summer School Coordinator/Teacher**, Summer 2003

Coordinated 7th-12th grade English/language arts summer school program

**SCHOLARLY ACTIVITIES**

**Edited Books**

1. Harrison, L. M., **Brinegar, K**, & Hurd, E. (Eds.) (2020). *Integrative and interdisciplinary curriculum in the middle school: Integrated approaches in teacher preparation and practice.* Routledge.
2. **Brinegar, K.**, Harrison, L., & Hurd, E. (Eds.). (2019). *Equity and Cultural Responsiveness in the Middle Grades*. Charlotte, NC: Information Age Publishing.

**Articles and Chapters** (P= Peer Reviewed; I= Invited, W= White Paper)

1. Hurd, E., Harrison, L., **Brinegar, K.**, & Kennedy, B. L. (2018). Cultural Responsiveness in the Middle Grades: A Literature Review. In S. B. Mertens & M. Caskey (Eds.), *Handbook of Resources in Middle Level Education: Literature Reviews in Support of the MLER SIG Research Agenda*. Charlotte, NC: Information Age Publishing. (I)
2. Kennedy, B., **Brinegar, K.**, Hurd, E., & Harrison, L. (2016). Synthesizing Middle Grades Research on Cultural Responsiveness: The Importance of a Shared Conceptual Framework**.** *Middle Grades Review.* (P)
3. **Brinegar, K.**, Kennedy-Lewis, B., Harrison, L., & Hurd, E. (2016). Cultural responsiveness. In S. B. Mertens, M. M. Caskey, P. Bishop, N. Flowers, D. Strahan, D., G. Andrews, & L. Daniel (Eds.), The MLER SIG research agenda (pp. 4-6). Retrieved from http://mlersig.net/mler-sig-research-agenda-project/ (W)
4. Reyes, C. & **Brinegar, K.** (2016). Lessons learned: Using the literacy histories of education students to equitize literacy instruction for young adolescents. *Teaching and Teacher Education, 59,* pp. 327-337. (P)
5. **Brinegar, K.** (2016). Multicultural education. In *The Encyclopedia of Middle Grades Education.* 2nd edition. Information Age. (P)
6. **Brinegar, K**. (2015). A content analysis of four peer-reviewed middle grades publications: Are we really paying attention to every young adolescent? *Middle Grades Review, 1.* (P)
7. Yoon, B., Schaefer, M.B., Malu, K., Reyes, C, & **Brinegar, K.** (2015) Comprehensive and critical review of middle grades research and practice: 2000-2013. *Middle Grades Research Journal*, *10*(1), 1-16. (P)
8. **Brinegar, K**. & Reyes, C. (2014). “Becoming a literate being:” Pre-Service teachers using digital storytelling to reflect on personal narratives. Volume 8in K. Malu & M.B. Schaffer (Eds.) The handbook of middle grades research in middle level education. American Educational Research Association’s Middle Level Education Research Special Interest Group. Greenwich, CT: Information Age Publishing. (P)
9. **Brinegar, K.**, & Bishop, P. (2012). Student learning and engagement in the context of curriculum integration. *Middle Grades Research Journal*, 6(4). (P)
10. **Brinegar, K.** (2010) “I feel like I’m safe again:” A discussion of middle grades organizational structures from the perspective of immigrant youth and their teachers. *Research in middle level education online. 33*(9). (P)
11. Bishop, P., Allen-Malley, G. & **Brinegar, K.** (2007). Student perceptions of integration and community: “Always give me a chance to shine.” Volume 6 in V. Anfara (Ed.) The handbook of research in middle level education. American Educational Research Association’s Middle Level Education Research Special Interest Group. Greenwich, CT: Information Age Publishing. (I)
12. Bishop, P., **Brinegar, K.**, Patrizio, K., & Tarule, J.M. (2007). Teacher educators reflect on standards. *Teaching and Learning: The Journal of Natural Inquiry.* 21(2&3), 161-180. (I)

**Editorials**

1. Hurd, E., **Brinegar, K**., & Harrison, L. M. (2020). Equity-based social emotional learning (SEL): A critical lens for moving forward. *Middle School Journal, 52*(3), 2-3.
2. **Brinegar, K.**, Harrison, L.M, & Hurd, E. (2020). Refusing to return to normal. *Middle School Journal, 52*(2). 2-3.
3. Harrison, L. M., Hurd, E., & **Brinegar, K.** (2020). The necessity of intentionality: Foregrounding equity in middle level education . *Middle School Journal, 52*(1). 2-3.
4. Hurd, E., **Brinegar, K**., & Harrison, L. M. (2020). Remaining steadfast in reaching and teaching young adolescents. *Middle School Journal, 51*(5), 2-3.
5. **Brinegar, K.**, Harrison, L.M, & Hurd, E. (2020). (Anti)racist me: Moving toward personal and social antiracism. *Middle School Journal, 51*(4). 2-3.
6. Harrison, L. M., Hurd, E., & **Brinegar, K.** (2020). Equity and access to STEM education. *Middle School Journal, 51*(3). 2-3.
7. Hurd, E., **Brinegar, K**., & Harrison, L. M. (2020). In student activism there is hope. *Middle School Journal, 51*(2), 2-3.
8. **Brinegar, K.**, Harrison, L.M, & Hurd, E. (2020). Let’s not fall short: Enacting the four essential attributes of middle schools. *Middle School Journal*, 50(3). 2-3.
9. Harrison, L. M, & Hurd, E., **Brinegar, K.** (2019). Recommitting middle level education’s focus on student voice. *Middle School Journal*, 50(5). 2-3.
10. Hurd, E., **Brinegar, K.**, & Harrison, L.M. (2019). Understanding trauma-informed practices. *Middle School Journal*, 50(4). 2-3.
11. **Brinegar, K.**, Harrison, L.M, & Hurd, E. (2019). Co-constructing young adolescent development: A power & privilege of educators. *Middle School Journal*, 50(3). 2-3.
12. Harrison, L. M, & Hurd, E., **Brinegar, K.** (2019). An integrative curriculum: Supporting students’ understanding of self & world. *Middle School Journal*, 50(2). 2-3.
13. Hurd, E., **Brinegar, K.**, & Harrison, L.M. (2019). Renewed hope. *Middle School Journal*, 50(1). 2-3.
14. **Brinegar, K.**, Harrison, L.M, & Hurd, E. (2018). Becoming transformative, equity-based educators. *Middle School Journal*, 49(2). 2-3.
15. Harrison, L. M, & Hurd, E., **Brinegar, K.** (2018). Middle school movement phase II: Moving towards an inclusive and justice-oriented middle level education. *Middle School Journal*, 49(4). 2-3.
16. Hurd, E., **Brinegar, K.**, & Harrison, L.M. (2018). Creating the *right* spaces for young adolescents. *Middle School Journal*, 49(3). 2-3.
17. **Brinegar, K.**, Harrison, L.M, & Hurd, E. (2018). Emancipation through empowerment. *Middle School Journal*, 49(2). 2-3.
18. Harrison, L.M, & Hurd, E., **Brinegar, K.** (2018). Engagement for Whom? *Middle School Journal*, 49(1). 2-3.

**Podcasts**

1. Phillips, J (Producer). (2021, February 25). #vted Reads about Equity & Cultural Responsiveness in the Middle Grades*, with Kathleen* ***Brinegar*** [Audio podcast]. Retrieved from <https://tiie.w3.uvm.edu/blog/cultural-responsiveness-in-the-middle-grades/#.YJbj1GgpA5t>
2. Phillips, J (Producer). (2019, May 5). *We Got This, with Kathleen* ***Brinegar*** [Audio podcast]. Retrieved from <https://tiie.w3.uvm.edu/blog/vted-reads-we-got-this-with-kathleen-brinegar/#.Xemqfr97nxk>.

**Presentations**

*National (P= Peer-Reviewed, I=Invited)*

1. Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, virtual, 2020. (I)
2. Advocacy for the Middle Level: Opportunities to use the New AMLE Position Papers. Presentation at the Association for Middle Level Education Annual Meeting, Nashville, 2019. (I)
3. Middle School Journal and RMLE Online Manuscript Reviewer Training. Presentation at the Association for Middle Level Education Annual Meeting, Nashville, 2019. (I)
4. Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Nashville, 2019. (I)
5. Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2018. (I)
6. Fostering Conversations About Identity, Bias, and Privilege Using Young Adult Literature. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2018. (P)
7. Handbook of Research in Middle Level Education, Equity and Cultural Responsiveness in Middle Grades. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2018. (I)
8. Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Philadelphia, 2017. (I)
9. Supporting Marginalized Youth: Investigating Current Curriculum & Instruction Approaches from Middle Grades. Paper accepted for presentation at the Symposium on Middle Level Teacher Education at the annual conference of the Association for Middle Level Education, Philadelphia, PA, 2017. (P)
10. An Exploration of the Use of the Middle School Concept to Support Culturally Responsive Practices*.* Paper accepted for presentation at the Association for Middle Level Education Annual Meeting, Philadelphia, 2017. (P)
11. Developing a Conceptual Framework for Middle Grades Research on Cultural Responsiveness. American Educational Research Association Annual Meeting, San Antonio, 2017. (P)
12. Preparing Culturally Responsive Middle Grades Educators. Association for Middle Level Education Teacher Education Symposium. Austin, 2016. (P)
13. The Middle Level Education Research SIG Presents A New Agenda for Middle Level Education Research. Association for Middle Level Education Annual Meeting, Austin, 2016. (I)
14. Culture, power, and differences in the middle grades. Association for Middle Level Education Annual Meeting, Austin, 2016. (P)
15. Learning to Partner with Adolescent Learners. Association for Middle Level Education

Annual Meeting: Roundtable, Nashville, 2014. (P)

1. A Topical Analysis of Middle Grades Research from 2000-present. American Educational Research Association Annual Meeting: Symposium, Philadelphia, 2014. (P)
2. “Re-Defining Literate Selves:” Middle Grades Pre-Service Teachers Using Digital Storytelling to Reflect on Personal Narratives. American Educational Research Association Annual Meeting: Roundtable, Philadelphia, 2014. (P)
3. Using Digital Storytelling to help Pre-Service Teachers Understand the Literacy Needs of Young Adolescents. Association for Middle Level Education Annual Meeting: Roundtable. Minneapolis, 2013. (P)
4. Teaching and Learning with the Literacies of Middle Grades Students in the 21st Century. American Educational Research Association Annual Meeting: Symposium, San Francisco, 2013. (P)
5. Working with Middle Schools to Achieve Literacy Reform: Lessons Learned about Bridging Classroom and School-Wide Transformation. National Middle School Association Annual Meeting: Poster Session, Baltimore, 2010. (P)
6. Research into Action: Whole School Literacy Improvement in Grades 4-8. International Reading Association Annual Meeting: Poster Session, Atlanta 2008. (P)
7. A Glimpse into the School Lives of Young Adolescent Immigrant and Refugee Students:   
   Implications for the Middle Level. National Middle School Association Annual Meeting:

Paper Presentation, Houston, 2007. (P)

1. “America is Confusing”: The Schooling Experiences of Young Adolescent Immigrant &

Refugee Students in One Small Community. American Educational Research

Association: Paper Discussion, Chicago, 2007. (P)

1. Giving Voice to Watercooler Conversations: Teacher Educators Speak about

Standards. American Association of Colleges of Teacher Education: Paper Presentation, San Diego, February, 2006. (I)

1. Understanding Writing Contexts for Young Adolescent Immigrant and Refugee Learners.

National Middle School Association Annual Conference: Poster Presentation, Philadelphia, November, 2005. (P)

*Vermont:*

1. Graduation Speaker, Enosburg High School, May 30, 2020.
2. Becoming Reproduction Disruptors. Middle Grades Collaborative. Middle Grades Summer Institute, June 2019.
3. Fostering Conversations about Identity, Bias, and Privilege Using YA Literature. Partnerships for Literacy and Learning. August 1, 2018.
4. Exploring Our Unique Identities and Complex Diversity through Stories and Literature. Vermont Association for Middle Level Education. Beyond Bullying Conference, March 16, 2018.
5. Fostering Conversations about Identity, Bias, and Privilege Using YA Literature. Partnerships for Literacy and Learning. December, 7, 2017.
6. Keynote Speaker, Enosburg High School JROTC Spring Dinner. April, 2014.
7. A Blueprint for Engagement: Applying Cambourne's Conditions of Learning. Vermont Reads Institute 10th Anniversary Conference. Burlington, VT, October, 2011.
8. Reading as Inquiry: Strategies for Engaging Adolescents with Text. Teachers Who Write

Annual Conference. Montpelier, VT, May, 2008.

1. Reconciling Standards Based Curriculum with Middle Level Best Practice in the Language Arts Classroom. Vermont Middle Grades Collaborative Summer Institute, June, 2005.
2. Creating Standards Based Language Arts Programs that Align with Middle Level Best Practice. Vermont Middle Grades Collaborative Summer Institute, June, 2004.
3. Honoring Students’ Voices Through Inquiry: Linking a Standards Based Curriculum with

Middle Level Best Practice in the Language Arts Classroom. Vermont Middle Grades Collaborative Summer Institute, June, 2002.

*Northern Vermont University:*

1. Keynote Speaker, Upward Bound, Summer, 2019.
2. Panelist, Vermont Public Television Film Discussion of *The Bad Kids*. April, 2017.
3. Faculty Research Series Presenter. Culture, Power, & Difference in the Middle Grades. April, 2017.
4. Co-Presenter. Dine & Discuss. Paperless Classrooms. May, 2014.
5. Presenter, President’s Roundtable, October 2014.
6. Presenter, Dine & Discuss. Creating a Paperless Classroom. December 2013.
7. Panelist, Vermont Public Television Film Discussion of *The Graduates*. October 2013.
8. What VT Immigrant/Refugee Students Want Teachers and Peers to Understand about Them. Invited Presentation by Governor’s North Residential Assistants. April, 2011**.**

**UNIVERSITY COURSES TAUGHT**

**First Year Seminar: The Common Book for the Common Good (Undergrad)**

Explores the enactment of social and political change through the lens of education. In conjunction with a close read of the campus-wide First-Year Common Book, participants identify a social or political issue, research its impact on the community, and develop a critical service learning project.

**The Contemporary School (Undergrad)**

Prepares students to begin fieldwork through reflecting on what it means to create an equitable learning environment. Frameworks for examining and addressing educational inequities are explored, including culturally responsive pedagogy, equity literacy, and critical theory.

**Promoting Inventive Thinking (Grad & Undergrad)**

Students learn how contemporary multiliteracies (i.e. critical literacy, multicultural literacy, media literacy, and information literacy) relate to disciplinary instruction and discover ways to use them to promote creativity and deep thinking skills.

**Partnering with the Adolescent Learner (Grad & Undergrad)**

Accompanying middle and secondary licensure students’ first practicum experience, explores personalized learning, lesson planning, formative assessment, and proficiency-based assessment from the lens of eliminating inequities in planning and instruction.

**Implementing Content Specific Methods (Grad & Undergrad)**

Provides middle and secondary licensure students with an opportunity to explore instructional strategies specific to their content area (English, social studies, math, & science), unit planning, and summative assessment while participating in a practicum experience.

**Middle Grades Organization and Pedagogy (Grad)**

Examines research and practice related to middle grades structures (e.g. teaming, advisory & scheduling).

**Middle Grades Curriculum, Instruction & Assessment (Grad)**

Focuses on integrated unit development, service learning, and formative assessment strategies.

**Educational Studies (Grad)**

Orients students to graduate work in education by focusing on observation, analysis, and reflection of what it means to create an equitable and excellent learning environment.

**Ecology of Human Experience (Undergrad)**

Examines human development, birth through late adulthood, using a socio-cultural lens. Focuses on the implications of understanding human development for educators.

**Capstone Seminar (Grad & Undergrad)**

Serves as capstone experience for student teachers; it involves portfolio development and preparation for working as a professional teacher.

**Adolescent Development (Undergrad)**

Focuses on using a strength-based as opposed to deficit model for understanding the unique needs of adolescents in our society.

**Secondary Methods II (Grad & Undergrad)**

Explores engagement of adolescent learners through the examination of two frameworks of teaching, lesson planning, assessment, and classroom management.

**Educational Psychology (Undergrad)**

Examines educational trends from a critical lens; focusing on learning theory and the creation of equitable classrooms.

**Literacy Development in the Content Areas (Grad & Undergrad)**

Centers of expanding one’s understanding of literacy, with a strong focus on lesson and unit planning using a Backwards Design approach to teaching and learning.

**Adolescent Literacy: Creating Individual and School-wide Change (Grad)**

Focus on both research-based literacy strategies across the content areas and developing school-based literacy leaders.

**Introduction to Teaching and Learning (Undergrad)**

Provides a general overview of the middle grades philosophy.

**Nature & Needs of Young Adolescents (Grad)**

Explores the developmental characteristics of young adolescent.

**Teaching Practicum II (Undergrad)**

Involves fieldwork combined with weekly seminar on diversity and middle grades organization

**Middle Grades Student Teaching Support Seminar (Grad & Undergrad)**

Supervision of full-time student teachers and development of licensure portfolio centered on NCATE requirements.

**Young Adolescent Literature & Literacy (Grad & Undergrad)**

Focus on theory and practice as related to reading and writing across the middle grades curriculum.

**Exploring Education (Undergrad)**

Introductory course for undecided education majors focused on human development PK-12.

**CONSULTANCIES**

**Equity Consultant,** Lamoille South Supervisory Union, Morrisville, VT, June 2018-present

Lead k-12 administrators and educators in professional development workshops focused on defining equity and exploring bias and privilege.

Collaborate with district and school leaders in planning professional development opportunities beyond the ones I directly facilitate.

Facilitate 1-1 and small group coaching session with district administrators

Partner with community members to develop, implement, and analyze survey and focus group data focused on the experiences of students and families with marginalized identities in the district.

**Educational Consultant,** Walnut Creek School District, CA, November, 2019.

Lead 6-8 grade teachers in professional development on middle level advisory programs.

**Educational Consultant**, Lamoille Union Middle/High School, Hyde Park, VT, August 2016- August 2019

Led English Department through the process of developing graduation proficiencies, indicators, and learning scales as part of supporting their transition to a competency-based assessment system

Consulted with middle school science department through the process of developing graduation proficiencies, indicators, and learning scales as part of supporting their transition to a competency-based assessment system

**Educational Consultant**, Benicia Middle School, Benicia, CA, September 2017- February 2018.

Led large and small group professional development sessions on middle grades organization and philosophy

Led workshop for k-12 teachers focused on equity and cultural responsiveness

**Educational Consultant**, Lamoille North Supervisory Union, Hyde Park, VT, August 2014- May 2015

Lead ongoing professional development workshops focused on formative assessment for diverse group of educators from k-12 grades

**Curriculum Consultant**, Green Mountain Technology & Career Center, Hyde Park, VT, 2012-2013

Led ongoing professional development workshops related to curriculum design using the Understanding by Design Framework

**Curriculum Consultant**, Milton Middle/High School, Milton, VT, 2008-2013

Led high school English and middle school (6-8) humanities departments through the development of new curriculum focused on 21st century skills

**Curriculum Consultant**, Barre Supervisory Union, Barre, VT, 2010-2011

Worked with teachers to create a coherent 6-8 grade English curriculum for the district’s

two middle schools to share

**Writing Consultant,** Grand Isle Supervisory Union, VT, 2008-2009

Writing across the curriculum work with 5-8 grade teachers in three of the district’s schools

**AWARDS/CERTIFICATES**

**2021, Fellowship,** New England Board of Education, Open Education Community of Practice

**Anticipated June 2021**, **Certificate in Online Teaching**, Online Learning Consortium

**2013, 2014, 2015, 2016, 2019 Faculty Development Grant Awards,** Northern Vermont University

**2015 VSC Faculty Academic Technology Collaboration Grant**, Vermont State Colleges

**2015 Excellence in Advising Award**, Northern Vermont University

**2014 Excellence in Advising Award**, Northern Vermont University

**2009 Graduate Student Award**, American Educational Research Association, Middle-Level Education Research Special Interest Group

**SERVICE TO THE PROFESSION**

*National:*

**Co-Editor,** September 1, 2017- present, *Middle School Journal*, Association of Middle Level Education, published through Taylor & Francis

**Program Chair/Chair Elect,** April 2020- present, American Educational Research Association, Middle-Level Education Research Special Interest Group

**Research Advisory Council,** 2018-present, Association of Middle Level Education

**Reviewer,** Teaching & Teacher Education, 2020-present

**Reviewer,** Middle Grades Review, 2015-present

**Graduate Student Mentor,** Middle-Level Education Research Special Interest Group, 2014-present

**Vice Chair**, April 2018-2020, American Educational Research Association, Middle-Level Education Research Special Interest Group

**Co-Leader,** 2015-2018, Cultural Responsiveness Working Group. Middle-Level Education Research Special Interest Group

One of six national middle grades taskforces. Its purpose is to develop an updated,

national agenda for middle grades research.

**Discussant,** 2014, 2018, American Educational Research Association Annual Meeting, Middle

Level Education Research Special Interest Group

**Chair,** 2018, American Educational Research Association Annual Meeting, Middle

Level Education Research Special Interest Group

**Editor,** 2008- 2010, 2016-2018, Chronicle of Middle Level Education Research, Publication

of Middle Level Education Research Special Interest Group

**Councilor,** Middle-Level Education Research Special Interest Group, 2012-2014; 2015-2017

**Reviewer**, Association for Middle Level Education Annual Meeting Proposals, 2018-2019

**Reviewer,** Middle Grades Research Journal, 2014-2018

**Reviewer,** Middle School Journal, 2010-2018

**Reviewer**, American Educational Research Association, 2010, 2012, 2013, 2014, 2015, 2016

**Graduate Student Representative**, Middle-Level Education Research Special Interest Group

Council, 2006-2007

*Vermont:*

**Board Member,** Vermont Association of Middle Level Education, 2010-2020

**Board Member,** Middle Grades Collaborative, 2011-2017

**ROPA Team Chair,** Vermont Agency of Education, 2017-2018

**7-12 English Endorsement Revision Team,** Vermont Agency of Education, 2016-2017

**Middle Grades Endorsement Revision Team,** Vermont Agency of Education, 2015-2016

**ROPA Team Member,** Vermont Agency of Education**,** Summer 2015

**Board Member, Vice President, President,** Poker Hill School, Underhill, VT, 2011-2014

**ROPA Team Member,** Vermont Department of Education, Spring 2012

*Northern Vermont University:*

**Faculty Evaluation Committee (Elected by Faculty Assembly),** Fall 2019-present

**Diversity & Inclusion Taskforce,** Fall 2019-present

**Interdisciplinary Studies Committee,** Fall2014-2017, 2020-present

**Advising Assessment Committee**, Spring 2021-present

**Center for Teaching & Learning Faculty Advisory Board**, 2018-present

**Vermont State College System Retreat Committee**, 2019, 2021

**System-wide Program Assessment Redesign,** Assisted the VSCS Chief Academic Officer, 2018-2020

**Coordinator,** Consortium of Public Liberal Arts Colleges (COPLAC) Annual Summer

Conference, 2018-2019

**TRIO Accreditation Visit Team,** 2012, 2018

**Vice Chair, Faculty Assembly**, Fall 2015- 2017

**Quantitative Reasoning Committee,** 2011-2016

**Co-Chair, Elementary Education Search Committee**, Fall 2015- 2016

**Co-Organizer, LUHS 10th Grade Visit to NVU (sponsored by Vermont Student Assistance Corporation),** Fall 2015, Fall 2016

**Advising Committee**, 2012-2016

**Presidential Search Committee Member,** October 2014-February 2015

**Secretary, Faculty Assembly,** 2013-2015

**Thesis Committee,** Sabin Densmore, 2013-2015

**Chair, Global Perspective Committee**,2012-2014

**Chair, Special Education Search Committee**, 2013

**Chair, Elementary Education Search Committee**, 2013

**Writing Proficiency Exam, Scorer,** 2011-2013

**Curriculum Committee**, 2011-2013

**Federation Scholarship Committee**, Spring 2012, 2013

**Thesis Committee**, Victoria O’Neil, Fall 2012

**CURRENT PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

Association of Middle Level Education

International Literacy Association

Middle-Level Education Research Special Interest Group

National Association of Professors of Middle Level Education

New England Association of Teachers of English

New England League of Middle Schools

Vermont Association for Middle Level Education