



Jessica DeMink-Carthew, Ph.D.
Associate Professor, Middle Level Education
University of Vermont

CONTACT INFORMATION

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FELLOWSHIPS

Faculty Fellow, Faculty Fellows Program for Diversity and Inclusion, 2019-2020
Senior Research Fellow, Tarrant Institute for Innovative Education, 2018-2019
Research Fellow, Tarrant Institute for Innovative Education, 2016-2018
Faculty Fellow, Hybrid Course Initiative, May 2016

AWARDS

John Dewey Educator's Award for Excellent in Teaching, May 2021. An award given annually by the University of Vermont College of Education and Social Services.

Tim Shiner Ally Award, Apr. 2021. An award given to an ally who demonstrates a strong commitment to work within the UVM community of color in an effort to create social change.

Thomas O. Erb Outstanding Article Award, Oct. 2020. Awarded for DeMink-Carthew, J. & Netcoh, S. (2019). Mixed feelings about choice: Exploring variation in middle school student experiences with making choices in a personalized learning project. *Research on Middle Level Education Online*, 40(10), 1-20.

Dissertation Award, Feb. 2016. An award given annually by the Middle Level Education Research Special Interest Group of the American Educational Research Association.

Distinguished Graduate Teaching Award, May 2014. University of Maryland College of Education.

EDUCATION

- University of Maryland, Ph.D. Education, Curriculum and Instruction, May 2015
Specialization: Teacher Education and Professional Development
- University of Michigan, M.Ed. Elementary Education, August 2005
Specialization: Middle School English Language Arts
- University of Michigan, B.A. Psychology and Sociology, May 2002

PROFESSIONAL EXPERIENCE

University of Vermont

Associate Professor, Department of Education, 2021-current

Assistant Professor, Department of Education, 2015-2021

Middle Level Education Program Coordinator, Department of Education, 2018-current

Example Courses taught:

- Teach for Justice Lab Undergraduate/Graduate Research
- Social Justice Education
- Social Justice Teaching & Advocacy
- Middle Grades Organization & Philosophy
- Grading for Equity
- Young Adolescent English Language Arts Methods
- Multicultural Children's Literature

University of Maryland

University of Maryland and College Park Academy Partnership Manager, 2015

Doctoral Fellow, College of Education, 2011-2014

PUBLICATIONS

Peer Reviewed Journal Articles

Published

1. Smith, K., **DeMink-Carthew**, J., Burgess, K., Nagle, J., Yoon, B. & Bishop, P. (2024). Self-study of teacher educator experiences and practices to promote critical consciousness. *Research on Middle Level Education Online*.
2. **DeMink-Carthew**, J., DeMink, J. & Smith, K. (2023). Exploring social justice education as a responsive middle grades pedagogy to promote justice-oriented citizenship. *Education Sciences*, 13(9), 852.
3. **DeMink-Carthew**, J. Smith, K., Burgess, K., Leonard, S., Yoon, B., Andrews, G., Nagle, J. & Bishop, P. (2023). Navigating common challenges: Guidance for educators in racial justice work. *Middle School Journal*, 54(4), 25-36.
4. Jorgenson, S., **DeMink-Carthew**, J. Bangoura, A., Barker, A., Clements, L., DeMink, J., Malik, A., Mattina, K. (2022). Sustaining critical place-based education in K-12 schools: Lessons learned from Burlington School District, *Journal of School & Society*, 8(2), 26-42.
5. **DeMink-Carthew**, J. & Gonell, E. (2022). Lessons learned from teaching social justice education in sixth grade. *Middle School Journal*, 53(5), 5-14.
6. **DeMink-Carthew**, J., Tinkler, A., Smith, C. & Tinkler, B. (2021). The impact of experiencing proficiency-based learning (PBL) on preservice teacher perspectives on PBL, assessment, and grading. *Teacher Education Quarterly*, 48(3), 52-77.

7. Bishop, P., Downes, J., Netcoh, S., Farber, K., **DeMink-Carthew**, J., Stokes, T. & Mark, R. (2020). Teacher roles in personalized learning environments. *Elementary School Journal*, 121(2).
8. **DeMink-Carthew**, J., Netcoh, S. & Farber, K. (2020). Exploring the potential for students to develop self-awareness through personalized learning. *Journal of Educational Research*, 113(3), 165-176.
9. **DeMink-Carthew**, J. & Olofson, M. (2020). Hands-joined learning as a framework for personalizing project-based learning in a middle grades classroom: An exploratory study. *Research on Middle Level Education Online*, 43(2), 1-17.
10. **DeMink-Carthew**, J. & Netcoh, S. (2019). Mixed feelings about choice: Exploring variation in middle school student experiences with making choices in a personalized learning project. *Research on Middle Level Education Online*, 40(10), 1-20.
11. **DeMink-Carthew**, J. (2018). Middle grades democratic education in neoliberal times: Examining youth social action projects as a path forward. *Middle Grades Review*, 4(2), 1-16.
12. **DeMink-Carthew**, J. (2018). Learning to teach in a “world not yet finished”: Social justice education in the preservice teacher classroom. *Middle School Journal*, 49(4), 24-34.
13. **DeMink-Carthew**, J., Olofson, M., Netcoh, S., Legeros, L., & Hennessey, S. (2017). An analysis of approaches to goal setting in middle grades personalized learning environments. *Research on Middle Level Education Online*, 40(1), 1-11.
14. Petrick-Smith, C., Tinkler, A., **DeMink-Carthew**, J. & Tinkler, B. (2017). Preservice mathematics teachers’ experiences with proficiency-based learning. *Mathematics Teacher Education and Development*. 19(1), 107-120.
15. **DeMink-Carthew**, J. & Bishop, P. (2017). Passion is not enough: Preparing middle level preservice teachers to be advocates for change. *Middle School Journal*. 48(2), 14-23.
16. **DeMink-Carthew**, J. (2017). How can I do *this* there? Reform-oriented collaborative inquiry as a pedagogy for student teaching in middle school. *Middle Grades Research Journal*. 11(1), 13- 27.
17. **DeMink-Carthew**, J., Grove, R. & Peterson, M. (2017). The influence of the core practices movement on the teaching and perspectives of novice teacher educators. *Studying Teacher Education*. 13(1), 87-104.

Book Chapters

Published

1. **DeMink-Carthew**, J., Netcoh, S., Brinegar, K., & Phillips, J. (2020). Critical reflections on personalized project-based learning. In *Dialogues in Middle Level Education Research Volume I* (pp. 61-72). Routledge.
2. Bishop, P., Downes, J., Netcoh, S., **DeMink-Carthew**, J., Farber, K., LeGeros, L., & Stokes, T. (2017). Middle grades teachers’ dispositions in a personalized learning context. In P. Howell (Ed.), *Preparing middle level educators for 21st century schools: Enduring beliefs, changing times, evolving practices* (229-254). Greenwich, CT: Information Age Publishing.
3. **DeMink-Carthew**, J., Hyler, M. E., & Valli, L. (2016). Redesigning teacher education in the context of multiple reform initiatives. In D. Polly (Ed.), *Evaluating teacher education programs through performance-based assessments* (1-17). Hershey, PA: IGI Global.

Other & Invited Publications (I=Invited)

1. **DeMink-Carthew, J.** & DeMink, J. (November/December 2016). “Hands-joined” projects: A framework for co-developing projects with students. *Association for Middle Level Education Magazine*, 4(3). (I)
2. **DeMink-Carthew, J.** (2015). *Reform-Oriented Collaborative Inquiry as a pedagogy for student teaching in middle school*. (Doctoral dissertation). Retrieved from Digital Repository at the University of Maryland. doi:10.13016/M20K8J

NATIONAL PEER-REVIEWED PRESENTATIONS

1. **DeMink-Carthew, J.**, Smith, K.W., Andrews, G., Bishop, P., Burgess, K., Leonard, S.Y., Nagle, J. & Yoon, B. (2023, April). *How do we know if our SJ teaching is having an impact? Redefining impact beyond assessment*. Middle level Education Research SIG session presenter at the annual meeting for the Association for Middle Level Education. Washington, DC.
2. Brinegar, K., Brown, T. & **DeMink-Carthew, J.** (2023, April). *Matching pedagogy with experience: School-based assignments & alternatives to traditional practicums*. NAPOMLE Best Practices presenter at the annual meeting for the Association for Middle Level Education. Washington, DC.
3. **DeMink-Carthew, J.**, Smith, K.W., Burgess, K., Leonard, S.Y., Yoon, B., Andrews, G., Nagle, J., Bishop, P. (2022, November). *Institutional challenges faced by middle grades teachers as they engage in equity-oriented initiatives*. Middle level Education Research SIG session presenter at the annual meeting for the Association for Middle Level Education. Orlando, FL.
4. **DeMink-Carthew, J.** (2022, April). *Critical examination of preservice teacher reflections on whiteness in a middle level teacher education course*. Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), San Diego, CA.
5. Smith, K. & **DeMink-Carthew, J.** (2021, Nov). *Self-study of teacher educator experiences and practices to promote critical consciousness*. Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the Association for Middle Level Education (AMLE), Virtual Conference.
6. Jorgenson, S., **DeMink-Carthew, J.** Bangoura, A., Barker, A., Clements, L., DeMink, J., Flanagan, T., Malik, A., Mattina, K. (2021, October). *School and society forum: Place-based education for social change in Burlington School District*. John Dewey Memorial Conference, Burlington, VT.
7. **DeMink-Carthew, J.** (2021, April). *The impact of a social justice project on middle school student perceptions of “good citizenship.”* Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), Virtual Conference.
8. **DeMink-Carthew, J.** & Gonell, Q. (2021, April). *Lessons learned from teaching social justice education in the sixth grade*. Paper session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), Virtual Conference.

9. **DeMink-Carthew, J.** (2020, October). *The impact of a social justice project on middle school student perceptions of "good citizenship."* Symposium on Middle Level Education Research at the annual conference of the Association for Middle Level Education (AMLE), Virtual Conference.
10. **DeMink-Carthew, J. & Bishop, P.** (2020, October). *Engaging in middle level advocacy in the first years of teaching: Progress, challenges, and implications for Middle Level Teacher Education.* Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the Association for Middle Level Education (AMLE), Virtual Conference.
11. **DeMink-Carthew, J. & Netcoh, S.** (2020, October). *Mixed feelings about choice: Exploring variation in middle school student experiences with making choices in a personalized learning project.* New Directions in Middle Level Education session at the annual conference of the Association for Middle Level Education (AMLE), Virtual Conference.
12. **DeMink-Carthew, J. & Olofson, M.** (2020, October). *Hands-joined learning as a framework for personalizing project-based learning in a middle grades classroom: An exploratory study.* New Directions in Middle Level Education session at the annual conference of the Association for Middle Level Education (AMLE), Virtual Conference.
13. **DeMink-Carthew, J.** (2020, April). *The impact of a social justice project on middle school student perceptions of "good citizenship."* Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), San Francisco, CA. (Conference canceled.)
14. Andrews, G., Brinegar, K., **DeMink-Carthew, J.**, Ellerbrock, C., Harrison, L., Moulton, M., Previts, J., Virtue, D. & Williams, T. (2019, November). *Advocacy for the middle level: Opportunities to use the new AMLE position papers.* Concurrent session through the Research Advisory Council at the annual conference of the Association for Middle Level Education (AMLE), Nashville, TN.
15. Farber, K., LeGeros, L., **DeMink-Carthew, J.**, Brown, K., Byrnes, A., Chadburn, K., DeMink, J., Gratton, A., Gray, M. & Kennedy, B. (2019, November). *Social justice in the middle grades: Examples from Vermont.* Concurrent session at the annual conference of the Association for Middle Level Education (AMLE), Nashville, TN.
16. **DeMink-Carthew, J. & Netcoh, S.** (2019, November). *Examining student input data as a tool to personalize learning.* Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the Association for Middle Level Education (AMLE), Nashville, TN.
17. **DeMink-Carthew, J. & Netcoh, S.** (2019, April). *Middle school student experiences making decisions in how they learn.* Paper session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), Toronto, Canada.
18. **DeMink-Carthew, J.**, Netcoh, S., Farber, K. & Bishop, P. (2018, October). *Promoting self-awareness through personalized learning.* Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the Association for Middle Level Education (AMLE), Orlando, FL.
19. **DeMink-Carthew, J.**, Tinkler, A., Petrick-Smith, C. & Tinkler, B. (2018, April). *The impact of proficiency-based learning on the assessment literacy of preservice teachers.* Roundtable session through Division K at the annual conference of the American Educational Research Association (AERA), New York, NY.

20. Bishop, P., Downes, J., Farber, K., Stokes, T., **DeMink-Carthew, J.** & Mark, R. (2018, April). *Teacher roles in emerging middle school personalized learning environments*. Paper session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), New York, NY.
21. Tinkler, A., **DeMink-Carthew, J.**, Petrick-Smith, C. & Tinkler, B. (2018, April). *Engaging in Reform-Oriented Collaborative Inquiry to advance proficiency-based learning in teacher education*. Roundtable session through the Self-Study Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), New York, NY.
22. **DeMink-Carthew, J.** (2017, October). *Middle level advocacy project*. Symposium signature assignment session at the Middle Level Teacher Education Symposium (AMLE), Philadelphia, PA.
23. **DeMink-Carthew, J.** & Stokes, T. (2017, October). *Proficiency-based learning in a middle level program*. Symposium signature assignment session at the Middle Level Teacher Education Symposium (AMLE), Philadelphia, PA.
24. Downes, J., Netcoh, S., Farber, K., Thompson, S., Bishop, P. & **DeMink-Carthew, J.** (2017, April). *Pathways to personalization in middle schools*. Paper session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.
25. **DeMink-Carthew, J.**, Olofson, M., Netcoh, S., Legeros, L., & Hennessy, S. (2017, April). *A critical analysis of approaches to goal setting within personalized learning environments*. Paper session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.
26. Petrick-Smith, C., Tinkler, A., **DeMink-Carthew, J.** & Tinkler, B. (2017, April). *Preservice mathematics teachers' experiences with proficiency-based learning*. Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.
27. **DeMink-Carthew, J.** & Bishop, P. (2016, October). *Passion is not enough: Preparing middle school preservice teachers to be advocates for change*. Concurrent session at the Middle Level Teacher Education Symposium (AMLE), Austin, TX.
28. **DeMink-Carthew, J.** & DeMink, J. (2016, October). *Hands-joined learning: A framework for co-developing projects using student questions*. Concurrent session at the Middle Level Teacher Education Symposium (AMLE), Austin, TX.
29. **DeMink-Carthew, J.**, Olofson, M., Netcoh, S., Legeros, L., Hennessy, S., Mark, R., Downes, J., & Bishop, P. (2016, October). *Approaches to goal-setting within a personalized learning context*. Research roundtable session at the Middle Level Teacher Education Symposium (AMLE), Austin, TX.
30. **DeMink-Carthew, J.** (2016, April). *The political work of reform-oriented student teaching and the diplomatic skills required*. Paper session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), Washington, DC.
18. **DeMink-Carthew, J.**, Grosser-Clarkson, D, Levin, D., Neel, M. & Valli, L. (2016, February). *Attending to student thinking as an organizing practice of teacher education*. Panel presentation at the annual conference of the American Association of Colleges for Teacher Education (AACTE), Las Vegas, NV.

19. **DeMink-Carthew, J.** (2015, October). *How to develop student-driven projects: A simple framework driven by student questions*. Concurrent session at the annual conference of Association for Middle Level Education (AMLE), Indianapolis, IN.
31. **DeMink-Carthew, J. & DeMink, J.** (2015, October). *Put the middle school critic to use! A critical literacy framework for the ELA and Social Studies classroom*. Speed learning session at the annual conference of Association for Middle Level Education (AMLE), Indianapolis, IN.
32. **DeMink-Carthew, J. & Petrick-Smith, C.** (2015, October). *Transitioning to proficiency-based learning in middle level teacher education classes*. Concurrent session at the Middle Level Teacher Education Symposium (AMLE), Indianapolis, IN.
33. **DeMink-Carthew, J.** (2015, April). *How am I going to do this there? Collaborative inquiry as a pedagogy for student teaching*. Roundtable session through the Middle Level Educational Research Special Interest Group at the annual conference of the American Educational Research Association (AERA), Chicago, IL.
34. **DeMink-Carthew, J., Grove, R. & Peterson, M.** (2014, November). *Core practices pedagogy: How language and commitments shape our thinking*. Featured Colleges of English Education roundtable session at the annual convention of National Council of Teachers of English (NCTE), Washington, DC.
35. **DeMink-Carthew, J.** (2014, November). *Collaborative inquiry as a means to forefront This We Believe in student teaching*. Concurrent session at the annual conference of Association for Middle Level Education (AMLE), Nashville, TN.
36. Callow, M., **DeMink-Carthew, J.**, Peterson, M. & Swan, L. (2014, April). *Considerations for critical pedagogy in the college classroom*. Panel presentation at the Intellectual Activism Conference, University of Maryland, Baltimore.
37. **DeMink-Carthew, J.** (2014, April). *Learning to teach in the context of middle level education reform: The evolution of an idea*. Roundtable session at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
38. **DeMink-Carthew, J.** (2014, April). *Collaborative inquiry in middle level teacher education*. Poster session at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
39. **DeMink-Carthew, J., Hyler, M. & Valli, L.** (2014, April). *Redesigning teacher education in the context of multiple reform initiatives*. Paper session at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
40. **DeMink-Carthew, J., Grove, R. & Peterson, M.** (2014, April). *The influence of the core practices movement on the teaching and perspectives of novice teacher educators*. Poster session at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
41. Barnes, S., **DeMink-Carthew, J.**, Levin, D. & Valli, L. (2014, March). *Redesigning teacher education as a practice-based venture*. Panel presentation at the annual conference of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.
42. **DeMink-Carthew, J.** (2013, November). *Community-based learning: Engaging students and assessing standards through purposeful work*. 75-minute concurrent session at the annual conference of Association for Middle Level Education (AMLE), Minneapolis, MN.

43. **DeMink-Carthew, J. & Landa, M.** (2013, April). *Scaffolded reflective blogging in the teacher education classroom*. Roundtable session at the annual conference of the American Educational Research Association (AERA), San Francisco, CA.
44. **DeMink-Carthew, J., Gibbins, T. & Peterson, M.** (2012, November). *Crafting meaningful connections: Digital storytelling, reflective blogs, and the education twitter feed in the teacher education classroom*. Panel presentation presented at annual convention of National Council of Teachers of English (NCTE), Las Vegas, NV.

GRANTS

- **Grant Title: Centering Indigenous Worldviews in Critical PBE**
Funding Agency: CESS Innovation Grant
Award Period: 2022-2023
Amount: \$4,000
Role: Co-PI
- **Grant Title: Developing Social Justice Advocacy Guidelines for Schools and Organizations Serving Youth**
Funding Agency: CESS Innovation Grant
Award Period: 2022-2023
Amount: \$3,900
Role: Co-PI
- **Grant Title: Social Justice Education in 6th Grade Humanities**
Funding Agency: Learning for Justice (formerly Teaching Tolerance)
Award Period: 2020-2021
Amount: \$9,000
Role: Grant proposal ghostwriter to support equity initiatives at Edmunds Middle School

SERVICE

National Service

- Member (appointed position), Research Advisory Committee, Association for Middle Level Education, 2019-current
- Council member (elected position), AERA, Middle Level Education Research Special Interest Group, 2019-2021
- Reviewer, *Research in Middle Level Education Online*, 2019-current
- Reviewer, *Middle School Journal*, 2017-current
- Reviewer, *Middle Grades Review*, 2016-current
- Proposal reviewer, AERA, Middle Level Education Research Special Interest Group, 2016, 2018
- Proposal reviewer, AMLE Annual Conference, 2019-current

University Service

- Faculty Senate, 2017-2022

College, Department, and Program Service

- UVM Affiliate, Middle Grades Collaborative, 2019-current
- Co-Chair, Committee on Equity, Action and Diversity, 2021-2022
- Committee on Equity, Action and Diversity, 2020
- Diversity, Equity & Inclusion Strategic Action Plan Committee, 2018-2019
- College Research Council, 2018-2021
- Research Steering Committee, Tarrant Institute for Innovative Education, 2018
- Research Initiatives Committee, 2015-2018
- Middle Level and Elementary Program, 2015-2018
- Teaching Licensure Portfolio Calibration & Review, 2016-current
- Elementary Education Student Advising, 2015-current
- Dissertation Committee Member, 2019-current
- Honors Thesis Committee Member, 2018
- Masters in Curriculum and Instruction Committee, 2016
- Clinical Supervision Committee, 2015

State Level Professional Service

- UVM Affiliate, Middle Grades Collaborative (2019-present)

Community Service

- Equity initiatives consultant, Edmunds Middle School, 2019-current
- Program reviewer, Na Hopena'o Summit & Community Days (Office of Hawaii Education), 2018
- Changing Perspectives New England (CPNE) grant collaborator and curriculum reviewer, 2016

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Middle Level Educational Research Special Interest Group (AERA)

Teacher Education Division K (AERA)

Association for Middle Level Education (AMLE)