

Kathleen M. Brinegar
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EDUCATION

- 2009 EdD in Educational Leadership & Policy Studies University of Vermont
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)
- 2004 MEd in Curriculum & Instruction University of Vermont
- 1999 BA in History & English; Minor: Women's Studies University of Vermont

AWARDS

- 2025 CELO Outstanding New Community Engaged Faculty Member
- 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

ACADEMIC EMPLOYMENT

- 2025- Present Assistant Professor, Curriculum & Instruction
University of Vermont
- 2024- Present Coordinator, Advanced Specialties in Education Practice (ASEP) M.Ed. Program
- 2024- 2025 Coordinator, Graduate Programming and Educator Professional Development
- 2022-2025 Coordinator, B.S.Ed. & MAT Middle Level Education Programs
University of Vermont
- 2021-2025 Senior Lecturer, Middle Level Education
University of Vermont
- 2017-2021 Associate Professor, Education
Northern Vermont University
- 2018-2021 Program Director, B.S & MAT Secondary Education Programs
Program Director, MAT Middle Level Education Program
Assessment Coordinator
Licensure Officer
Northern Vermont University
- 2018-2019 Associate Academic Dean

Northern Vermont University

- 2014-2018 Department Chair
 Licensure Officer
 Johnson State College
- 2016-2018 Associate Professor, Education
 Johnson State College
- 2016-2017 Interim Program Director, Elementary Education
 Johnson State College
- 2010-2018 Program Director, B.S & MAT Secondary Education Programs
 Program Director, MAT Middle Level Education Program
 Johnson State College
- 2010-2016 Assistant Professor, Education
 Johnson State College

SCHOLARSHIP

Publications Under Review

DeMink-Carthew, J., Smith, K., **Brinegar, K.** (under review). Lessons Learned from Co-Creating Social Justice Advocacy Strategies. *Multicultural Perspectives*.

Publications In Preparation

Harrison, L. & **Brinegar, K.** Understanding the Landscape: Teacher Educators' Equity-Oriented Dispositions. Will submit to *American Educational Research Journal* Summer 2025.

Brinegar, K. & Harrison, L. Understanding the Relationship Between Teacher Educator Dispositions and Practice. Will submit to *Journal of Teacher Education* Fall 2025

Peer-Reviewed Articles

Weiler, C., **Brinegar, K.**, Smith K, DeMink-Carthew, J. (2025). Scaffolding Subversion: Preparing Pre-Service Teachers to Sustain Justice-Oriented Action. *i.e.: inquiry in education: Vol. 17: Iss. 1, Article 6*.
<https://digitalcommons.nl.edu/ie/vol17/iss1/6>

Weiler, C., & **Brinegar, K.** (2024). From Appreciating to Disrupting: Interrogating Equity-Centered Syllabi for Middle Grades Teacher Preparation. *RMLE Online*, 47(8), 1–24.
<https://doi.org/10.1080/19404476.2024.2395785>

Brinegar, K. M., Moulton, M., Falbe, K. N., Rintamaa, M., & Ellerbrock, C. R. (2024). Navigating Opportunities for Middle Level Education Research: The MLER SIG Research Agenda. *RMLE Online*, 47(8), 25–53.
<https://doi.org/10.1080/19404476.2024.2389754>

- Brinegar, K.** & Caskey, M. (2022) Developmental Characteristics of Young Adolescents: Research Summary. Association of Middle Level Education. Retrieved from: <https://www.amle.org/developmental-characteristics-of-young-adolescents/>
- Kennedy, B. L., **Brinegar, K.**, Hurd, E., & Harrison, L. (2016). Synthesizing Middle Grades Research on Cultural Responsiveness: The Importance of a Shared Conceptual Framework. *Middle Grades Review*, 2(3), pp. 1-19.
<https://scholarworks.uvm.edu/mgreview/vol2/iss3/2>
- 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.
- 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, pp. 1-7.
- 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.
- Brinegar, K.**, & Bishop, P. (2012). Student learning and engagement in the context of curriculum integration. *Middle Grades Research Journal*, 6(4), pp. 207-222.
- 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), pp. 1-14.
- 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), pp. 161-180.

Books

- 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.
- Brinegar, K.**, Harrison, L., & Hurd, E. (Eds.). (2019). *Equity and Cultural Responsiveness in the Middle Grades*. Charlotte, NC: Information Age Publishing.

Book Chapters

**indicates peer-reviewed; underline indicates doctoral advisee*

- *Tinti, E. & **Brinegar, K.M.** (forthcoming, 2025). Self-Efficacy and teaching writing: Rethinking teacher preparation for middle grades ELA teachers. In B. Rice & S. Moody (Eds.), *Making it Write: The Lost Art of Writing Instruction in Teacher Education Programs*. Peter Lang.

DeMink-Carthew, J., Netcoh, S., **Brinegar, K.**, & Phillips, J. (2022). Critical reflections on personalized project-based learning. In D. Virtue (Ed.), *Dialogues in Middle Level Education Research Volume I*, (pp. 61-72). Routledge.

Brinegar, K.M., Harrison, L.M., & Hurd, E. (2019). Establishing a Pedagogy of Equity & Cultural Responsiveness in the Middle Grades. In K. Brinegar, L. Harrison, & E. Hurd (Eds). *Equity and Cultural Responsiveness in the Middle Grades* (pp.335-348). Charlotte, NC: Information Age Publishing.

Harrison, L.M., Hurd, E, and **Brinegar, K.M.** (2019). Exploring the Convergence of Developmentalism and Cultural Responsiveness. In K. Brinegar, L. Harrison, & E. Hurd (Eds). *Equity and Cultural Responsiveness in the Middle Grades* (pp.3-22). Charlotte, NC: Information Age Publishing.

*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* (pp. 25-51). Charlotte, NC: Information Age Publishing.

***Brinegar, K.** & Reyes, C. (2014). “Becoming a literate being:” Pre-Service teachers using digital storytelling to reflect on personal narratives. In K. Malu & M.B. Schaffer (Eds.) *Handbook of Research in Middle Level Education: Research on Teaching and Learning Literacy with Young Adolescents* (pp. 97-108). Greenwich, CT: Information Age Publishing.

Bishop, P., Allen-Malley, G. & **Brinegar, K.** (2007). Student perceptions of integration and community: “Always give me a chance to shine.” In V. Anfara (Ed.). *Handbook of Research in Middle Level Education* (pp. 91-120). Greenwich, CT: Information Age Publishing.

Encyclopedia Entries

**indicates peer-reviewed*

***Brinegar, K.** (2016). Multicultural education. In *The Encyclopedia of Middle Grades Education*. 2nd edition. Information Age.

White Papers

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).
<http://mlersig.net/mler-sig-research-agenda-project/>

Journal Editor

Co-Editor, January 2025- present, *Middle Grades Review*, Association of Middle Level Education, published through UVM Press.

Co-Editor, September 1, 2017-March 2025, *Middle School Journal*, Association of Middle Level Education, published through Taylor & Francis

Editorials

Harrison, L. M., Hurd, E., & **Brinegar, K.** (2025). Fostering education opportunities in the midst of anti-DEI legislation. *Middle School Journal*, 56(3). 2-3.

Hurd, E., **Brinegar, K.**, & Harrison, L. (2025). What's in a name: Exploring the identity of a middle school. *Middle School Journal*, 56(2), 2-3.
<https://doi.org/10.1080/00940771.2025.2452091>

Brinegar, K. M., Harrison, L., & Hurd, E. (2024). Using SMS to build systems of support for middle grade students and educators. *Middle School Journal*, 56(1), 2-3.
<https://doi.org/10.1080/00940771.2024.2426432>

Harrison, L. M., Hurd, E., & **Brinegar, K.** (2024). Being middle schoolers: The vortex of demands, tracks, and expectations. *Middle School Journal*, 55(5). 2-3.

Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2024). Avoiding 'fight theory' when supporting youth and educators post-COVID. *Middle School Journal*, 55(4), 2-3.

Brinegar, K., Harrison, L.M., & Hurd, E. (2024). Toward a culturally sustaining science of reading. *Middle School Journal*, 55(3). 2-4.

Harrison, L. M., Hurd, E., & **Brinegar, K.** (2024). The possibilities and limitations of educational policy: AMLE's national policy agenda for middle grades. *Middle School Journal*, 55(2). 3-5.

Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2024). Go the distance. *Middle School Journal*, 55(1), 2-3.

Brinegar, K., Harrison, L.M., & Hurd, E. (2023). Unpacking a successful middle school characteristic: Curriculum that is challenging, exploratory, integrative, and diverse. *Middle School Journal*, 54(5). 2-3.

Harrison, L. M., Hurd, E., & **Brinegar, K.** (2023). Critical race theory, books, and ChatGPT: Moving from a ban culture in education to a culture of restoration. *Middle School Journal*, 54(3). 2-4.

Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2023). Renewing the commitment for specialized middle grades teacher preparation and licensure. *Middle School Journal*, 54(2), 2-3.

Brinegar, K., Harrison, L.M., & Hurd, E. (2023). Gratitude. *Middle School Journal*, 54(1). 2-3.

Harrison, L. M., Hurd, E., & **Brinegar, K.** (2022). What does it mean to be an inclusive middle grades educator? *Middle School Journal*, 53(5). 2-3.

- Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2022). Confidence and freedom for tomorrow. *Middle School Journal*, 53(4), 2-3.
- Brinegar, K.**, Harrison, L.M, & Hurd, E. (2022). Moving from theory to practice: A critical approach. *Middle School Journal*, 53(3). 2-3.
- Harrison, L. M., Hurd, E., & **Brinegar, K.** (2022). Youth will lead the way. *Middle School Journal*, 53(2). 2-3.
- Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2022). A year for change. *Middle School Journal*, 53(1), 2-3.
- Brinegar, K.**, Harrison, L.M, & Hurd, E. (2021). There is much to gain when we refuse to focus on learning loss. *Middle School Journal*, 55(5). 2-3.
- Harrison, L. M., Hurd, E., & **Brinegar, K.** (2021). But is it really about critical race theory?: The attack on teaching about systemic racism and why we must care. *Middle School Journal*, 52(4). 2-3.
- Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2021). Equity-based social emotional learning (SEL): A critical lens for moving forward. *Middle School Journal*, 52(3), 2-3.
- Brinegar, K.**, Harrison, L.M, & Hurd, E. (2021). Refusing to return to normal. *Middle School Journal*, 52(2). 2-3.
- Harrison, L. M., Hurd, E., & **Brinegar, K.** (2021). The necessity of intentionality: Foregrounding equity in middle level education . *Middle School Journal*, 52(1). 2-3.
- 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.
- Brinegar, K.**, Harrison, L.M, & Hurd, E. (2020). Refusing to return to normal. *Middle School Journal*, 52(2). 2-3.
- 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.
- Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2020). Remaining steadfast in reaching and teaching young adolescents. *Middle School Journal*, 51(5), 2-3.
- Brinegar, K.**, Harrison, L.M, & Hurd, E. (2020). (Anti)racist me: Moving toward personal and social antiracism. *Middle School Journal*, 51(4). 2-3.
- Harrison, L. M., Hurd, E., & **Brinegar, K.** (2020). Equity and access to STEM education. *Middle School Journal*, 51(3). 2-3.

Hurd, E., **Brinegar, K.**, & Harrison, L. M. (2020). In student activism there is hope. *Middle School Journal*, 51(2), 2-3.

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.

Harrison, L. M, & Hurd, E., **Brinegar, K.** (2019). Recommitting middle level education's focus on student voice. *Middle School Journal*, 50(5). 2-3.

Hurd, E., **Brinegar, K.**, & Harrison, L.M. (2019). Understanding trauma-informed practices. *Middle School Journal*, 50(4). 2-3.

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.

Harrison, L. M, & Hurd, E., **Brinegar, K.** (2019). An integrative curriculum: Supporting students' understanding of self & world. *Middle School Journal*, 50(2). 2-3.

Hurd, E., **Brinegar, K.**, & Harrison, L.M. (2019). Renewed hope. *Middle School Journal*, 50(1). 2-3.

Brinegar, K., Harrison, L.M, & Hurd, E. (2018). Becoming transformative, equity-based educators. *Middle School Journal*, 49(2). 2-3.

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.

Hurd, E., **Brinegar, K.**, & Harrison, L.M. (2018). Creating the *right* spaces for young adolescents. *Middle School Journal*, 49(3). 2-3.

Brinegar, K., Harrison, L.M, & Hurd, E. (2018). Emancipation through empowerment. *Middle School Journal*, 49(2). 2-3.

Harrison, L.M, & Hurd, E., **Brinegar, K.** (2018). Engagement for Whom? *Middle School Journal*, 49(1). 2-3.

Media Exposure: Podcasts

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/#.YJbjlGgpA5t>

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>.

GRANTS

External

Formula grants

2018 PI, Title III Strengthening Institutions Grant, \$1.5m

Internal

2025 Co-PI, CESS Research Grant, Participatory prismatic evaluation: An ontological examination of language arts curriculum, \$7512

2023 Co-PI, CESS Academic Innovation Grant, We are with you beyond graduation: Induction year supports for first-year teachers, \$16,230

2022 Key Personnel, CESS Research Grant, Developing Social Justice Advocacy Guidelines for Schools and Organizations Serving Youth, \$3,900

2022 Key Personnel, CESS Research Grant, Centering Indigenous Worldviews in Critical PBE, \$4,000

2019 PI, Faculty Development Grant, Northern Vermont University

2016 PI, Faculty Development Grant, Northern Vermont University

2015 PI, Faculty Development Grant, Northern Vermont University

2015 Co-PI, Vermont State College System Faculty Academic Technology Collaboration Grant

2014 PI, Faculty Development Grant, Northern Vermont University

2013 PI, Faculty Development Grant, Northern Vermont University

FELLOWSHIPS

External

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

Internal

2023 Community Engaged Learning Fellowship

NATIONAL / INTERNATIONAL PRESENTATIONS

Brinegar, K. Induction Supports for First-Year Teachers: Reflections on the First Year of NEST: New Educator Support Team. Annual conference of the Association of Teacher Education, New Orleans, LA, 2025.

Brinegar, K., & Weiler, C. From Intent to Action: Moving from Appreciating Diversity to

- Disrupting the Status Quo in Teacher Education Coursework. Annual conference of the Association of Teacher Education, New Orleans, LA, 2025.
- Brinegar, K., & Falbe, K.N., *Contributions & Connections: Establishing a Comprehensive Agenda for Middle Level Education Research*. [Symposium]. Annual conference of the American Education Research Association, Philadelphia, PA, 2024.
- Brinegar, K. DeMink-Carthew, J, & Brown, T., *Matching Pedagogy with Experience: School-Based Assignments & Alternatives to Traditional Practicums*. [Roundtable] Presentation. Middle Level Education Annual Meeting, National Harbor, MD, 2023.
- Brinegar, K. & Caskey, M. Young Adolescent Development Revisited: A Convergence of Developmentalism & Social Identity. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2022.
- Weiler, C. & Brinegar, K. Interrogating Equity-Centered Syllabi for Middle Grades Teacher Preparation. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2022.
- Harrison, L & Brinegar, K. Understanding the Landscape: Teacher Educators' Equity-Oriented Dispositions and Practices. Paper Presentation at the American Educational Research Association Annual Meeting, San Diego, 2022.
- Brinegar, K. Fostering Conversations About Identity, Bias, and Privilege Using Young Adult Literature. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2018.
- 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.
- 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.
- Developing a Conceptual Framework for Middle Grades Research on Cultural Responsiveness. American Educational Research Association Annual Meeting, San Antonio, 2017.
- Preparing Culturally Responsive Middle Grades Educators. Association for Middle Level Education Teacher Education Symposium. Austin, 2016.
- Culture, power, and differences in the middle grades. Association for Middle Level Education Annual Meeting, Austin, 2016.
- Learning to Partner with Adolescent Learners. Association for Middle Level Education

Annual Meeting: Roundtable, Nashville, 2014.

A Topical Analysis of Middle Grades Research from 2000-present. American Educational Research Association Annual Meeting: Symposium, Philadelphia, 2014.

“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.

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.

Teaching and Learning with the Literacies of Middle Grades Students in the 21st Century. American Educational Research Association Annual Meeting: Symposium, San Francisco, 2013.

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.

Research into Action: Whole School Literacy Improvement in Grades 4-8. International Reading Association Annual Meeting: Poster Session, Atlanta 2008.

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.

“America is Confusing”: The Schooling Experiences of Young Adolescent Immigrant & Refugee Students in One Small Community. American Educational Research Association: Paper Discussion, Chicago, 2007.

Giving Voice to Watercooler Conversations: Teacher Educators Speak about Standards (invited). American Association of Colleges of Teacher Education: Paper Presentation, San Diego, February, 2006.

Understanding Writing Contexts for Young Adolescent Immigrant and Refugee Learners. National Middle School Association Annual Conference: Poster Presentation, Philadelphia, November, 2005.

NATIONAL / INTERNATIONAL PRESENTATIONS- INVITED

Moulton, M. & Brinegar., K. *MLER SIG Research Agenda: Updates, Recruitment, and Planning Ahead*. Presentation at the Association for Middle Level Education Annual Meeting, National Harbor, 2023.

Moulton, M. & Brinegar, K. *Meet the Editors: Writing for Publication*. Presentation at the Association for Middle Level Education Annual Meeting, National Harbor, 2023.

Exploring Equity. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2022.

Meet the Editors: Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2022.

Meet the Editors: Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, virtual, 2020.

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.

Middle School Journal and RMLE Online Manuscript Reviewer Training. Presentation at the Association for Middle Level Education Annual Meeting, Nashville, 2019.

Meet the Editors: Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Nashville, 2019.

Meet the Editors: Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Orlando, 2018.

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.

Meet the Editors: Writing for Publication. Presentation at the Association for Middle Level Education Annual Meeting, Philadelphia, 2017.

The Middle Level Education Research SIG Presents A New Agenda for Middle Level Education Research. Association for Middle Level Education Annual Meeting, Austin, 2016.

INVITED SPEECHES/PRESENTATIONS: VERMONT

Graduation Speaker, Enosburg High School, May 30, 2020.

Becoming Reproduction Disruptors. Middle Grades Collaborative. Middle Grades Summer Institute, June 2019.

Fostering Conversations about Identity, Bias, and Privilege Using YA Literature. Partnerships for Literacy and Learning. August 1, 2018.

Exploring Our Unique Identities and Complex Diversity through Stories and Literature. Vermont Association for Middle Level Education. Beyond Bullying Conference, March 16, 2018.

Vermont Public Television Film Discussion, Panelist, *The Bad Kids*. April, 2017.

Fostering Conversations about Identity, Bias, and Privilege Using YA Literature. Partnerships for Literacy and Learning. December, 7, 2017.

Keynote Speaker, Enosburg High School JROTC Spring Dinner. April, 2014.

Vermont Public Television Film Discussion Panelist, *The Graduates*. October 2013.

A Blueprint for Engagement: Applying Cambourne's Conditions of Learning. Vermont Reads Institute 10th Anniversary Conference. Burlington, VT, October, 2011.

Reading as Inquiry: Strategies for Engaging Adolescents with Text. Teachers Who Write Annual Conference. Montpelier, VT, May, 2008.

Reconciling Standards Based Curriculum with Middle Level Best Practice in the Language Arts Classroom. Vermont Middle Grades Collaborative Summer Institute, June, 2005.

Creating Standards Based Language Arts Programs that Align with Middle Level Best Practice. Vermont Middle Grades Collaborative Summer Institute, June, 2004.

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.

TEACHING / ADVISING

UNIVERSITY COURSES TAUGHT

**Indicates New or Substantially Revised Course*

University of Vermont

Graduate

Young Adolescent ELA Methods

Nature & Needs of Young Adolescents

Young Adolescent Literature & Literacy

Middle Grades Student Teaching Support Seminar

*Adolescent Literacy: Creating Individual and School-wide Change

*Equitable Middle Grades Learning Environments

*Culturally Sustaining ELA Methods for YAs

*NEST: New Educator Support Team

Undergraduate

*Foundations of Middle Level Education (Service-learning designation)

*Teachers and the Teaching Process (Service-learning designation)

- *School & Society
- *Young Adolescent ELA Methods (Service-learning designation)
- Middle Level Practicum II
- Introduction to Teaching and Learning
- Teaching Practicum II
- Middle Grades Student Teaching Support Seminar
- Young Adolescent Literature & Literacy
- Exploring Education

Northern Vermont University/Johnson State College

Graduate

- *Partnering with the Adolescent Learner
- *Implementing Content Specific Methods
- *Middle Grades Organization and Pedagogy
- *Middle Grades Curriculum, Instruction & Assessment
- *Literacy Development in the Content Areas
- Educational Studies
- Capstone Seminar
- Secondary Methods II

Undergraduate

- *First Year Seminar: The Common Book for the Common Good
- *The Contemporary School
- *Promoting Inventive Thinking
- *Partnering with the Adolescent Learner
- *Implementing Content Specific Methods
- *Ecology of Human Experience
- *Adolescent Development
- *Literacy Development in the Content Areas
- Capstone Seminar
- Secondary Methods II
- Educational Psychology

MASTERS THESIS ADVISING

2015 Sabin Densmore (MEd)
2012 Victoria O'Neil (MEd)

DOCTORAL ADVISING

Doctoral Dissertation Chair

2024 Erin Tinti Educational Leadership & Policy Studies (EdD)

Doctoral Dissertation Committee Member

Abby Lanphear Educational Leadership & Policy Studies (EdD)

Jeanie Phillips Educational Leadership & Policy Studies (EdD)

CONSULTANCIES

English/Language Arts Curriculum Consultant, Milton Middle/High School, Milton, VT, 2021-2022

Equity Consultant, Lamoille South Supervisory Union, Morrisville, VT, June 2018-2021

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

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

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

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

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

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

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

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

SERVICE

Reviews

2025- present *AERA Open (Impact Factor 3.5)*

2024- present *Teachers College Record (Impact Factor 1.3)*

2024- present *Education Policy Analysis Archives*

2024- present *Teachers and Teaching: Theory and Practice (Impact Factor 1.9)*

2022- present *Education Sciences (Impact Factor 2.5)*

2020- present *Teaching & Teacher Education (Impact Factor 4.0)*

2014- present *Middle Grades Research Journal*

2010-2017, 2025- present *Middle School Journal*

2024 Routledge Book Proposal

2015-2024 *Middle Grades Review*

2010, 2012, 2013, 2014, 2015, 2016, 2018 Association for Middle Level Education Annual Meeting Proposals

*Organizational Leadership
Regional/National*

Past Chair, April 2024- present, American Educational Research Association, Middle-Level Education Research Special Interest Group

Member, New England Board of Education (NEBHE) Open Education Advisory Board

Chair, January 2023- present, Steering committee for MLER SIG National Research Agenda Project

Chair, April 2022- 2024, American Educational Research Association, Middle-Level Education Research Special Interest Group

Equity Committee, 2022-2024, Association of Middle Level Education

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

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

Program Chair/Chair Elect, April 2020- 2022, American Educational Research Association, Middle-Level Education Research Special Interest Group

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

Editor, 2008- 2010; 2016-2018, Chronicle of Middle Level Education Research, Publication of Middle Level Education Research Special Interest Group

Chair, 2018, American Educational Research Association Annual Meeting, Middle Level Education Research Special Interest Group

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

Graduate Student Representative, Middle-Level Education Research Special Interest Group Council, 2006-2007

State of Vermont

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

Board Member, Middle Grades Collaborative, 2011-2017

VT Results Oriented Program Approval (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

VT Results Oriented Program Approval (ROPA) Team Member, Vermont Agency of Education, Summer 2015

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

VT Results Oriented Program Approval (ROPA) Team Member, Vermont Department of Education, Spring 2012

Academic Community

Writing and Information Literacy (WID) Advisory Board, 2024- present

DOE Community Council, 2022-present

CEAD, White Affinity & Caucus Group, 2023-2024

EDLP Doctoral Program Steering Committee, 2022-2024

C&I Faculty Search Committee Member, 2022-2023

DOE Supervisor's Collaborative, 2021-present

Northern Vermont University

Faculty Evaluation Committee (Elected by Faculty Assembly), Fall 2019-2021

Diversity & Inclusion Taskforce, Fall 2019-2021

Interdisciplinary Studies Committee, Fall 2014-2017, 2020-2021

Advising Assessment Committee, 2021-2022

Center for Teaching & Learning Faculty Advisory Board, 2018-2021

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

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