

Elizabeth Soslau, Ph.D.

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Education

Ph.D. **Cognition, Development, and Instruction, University of Delaware, Newark, DE** 2010

Dissertation: Soslau, E., (2010). Opportunities to develop adaptive expertise during student teaching conferences: Identifying barriers and exploring intersubjectivity. *Dissertation & Theses: Proquest*. AAT 3423912, 265 pgs.

Committee Co-Chairs: Laura Glass, PhD and James Rath, PhD

Committee Members: Amanda Jansen, PhD and Deborah Yost, PhD

M.A. **Education, University of Delaware, Newark, DE** 2009

M.S. **Science of Instruction K-8, Drexel University, Philadelphia, PA** 2004

B.S. **Corporate Communications, Drexel University, Philadelphia, PA** 2002

B.A. **Literature, Drexel University, Philadelphia, PA** 2002

Pennsylvania State Certifications

Instructional I Elementary K-6

Reading Specialist K-12 (via add on cert - Praxis Exam 20300)

Middle Level English, Language Arts 7-9 (via add on cert - Praxis Exam 10049)

Middle Level Citizen's Education 7-9 (via add on cert - Philadelphia Bridge Program)

Delaware State Certifications

Teacher of Elementary Grades K-6 (via PA state license conversion)

Teacher of Middle Level English Language Arts Grades 6-8 (via PA state license conversion)

Teacher of Exceptional Children Grades K-12 (via add on cert - Praxis Exam 5354)

Administration and Program Coordination

University of Delaware, Newark, DE

- **Interim Director**, Delaware Center for Teacher Education Spring 2017 – Fall 2017
- **Coordinator**, Sociocultural and Community Based Approaches to Education PhD Specialization Area 2016 – 2017
- **Coordinator and Program Founder**, Master of Education in Teacher Leadership Program 20012 – 2015, Spring 2019 (*interim*)
- **Coordinator**, Master of Instruction Program 2011 – 2014

Teaching

School of Education, University of Delaware, Newark, DE

- **Associate Professor** 2017 – Current
- **Assistant Professor** 2010 – 2017
- **Adjunct Instructor** 2007 – 2010

Graduate Courses

EDUC 629 - Psychology of Teaching
 EDUC 658 - Classroom Management and Discipline
 EDUC 732 - Community-based Practicum
 EDUC 773 - Action Research
 EDUC 776 - Promoting Equitable Schools
 EDUC 777 - Fostering Tech Based Collaboration
 EDUC 866 - Special Topics: Independent Study
 *Social Justice in Ed *Race/Cultural Conflict in Ed

Undergraduate Courses

EDUC 400 - Student Teaching
 EDUC 390 - Classroom Management for Social
 and Emotional Learning
 EDUC 419 - Diversity in Secondary Education
 EDUC 433 - Student Teaching Seminar –
 Topic: Equity and Social Justice in Education

Grover Washington, Jr. Middle School, Philadelphia, PA

- **Middle School Teacher** 2004 - 2007
- **School-Based Curriculum Coach** (*semi-released*) 2005 - 2007
- **Cooperating Teacher**, LaSalle University, Philadelphia, PA 2004 - 2005

Renaissance Advantage Charter School, Philadelphia, PA

- **Middle School Teacher** 2003 - 2004

The Caring Center, Philadelphia, PA

- **Nursery School Teacher** (*part-time*) 1999 - 2002

Professional Positions

- **Character Education Program Developer**, School District of Philadelphia (SDP) 2008 - 2009
- **Co-Director**, Youth Driven Service-Learning Center, SDP 2005 - 2007
- **Grant Liaison**, School District of Philadelphia 2005 - 2007
- **Educational Consultant**, The National Constitution Center, Philadelphia, PA 2006 - 2007
- **Curriculum Writer**, Academy of Natural Sciences, Philadelphia, PA Summer, 2006
- **Curriculum Writer**, Champions of Caring, Philadelphia, PA Spring-Fall, 2005
- **Academic Coordinator**, Hahnemann University Rehabilitation Sciences, Philadelphia, PA 2002 - 2003
- **Network Systems Administrator**, BCL Int'l, London, England, UK Spring 2000

Research Positions

- **Research Assistantship**, under Joan Buttram, Ph.D., 9th Grade Academies Study, Newark, DE Winter, 2010
- **Research Assistantship** under Danielle Ford, Ph.D., Development of K-8 Science Teacher's Knowledge, Newark, DE 2008 - 2009
- **Research Assistant**, M. Night Shyamalan Foundation, Paoli, PA Summer, 2008
- **Research Assistant**, Research for Action, Philadelphia, PA Summer, 2008

Publications (peer-reviewed) * – undergraduate advisee # – graduate advisee ^ – former advisee

- Karchmer-Klein, R., **Soslau, E.** & Sutton, J.M. (*in press*). Faculty's instructional design of interactive and collaborative learning opportunities in an online master in teacher leadership program. *Journal of Teacher Action Research*.
- Kotch-Jester, S., **Soslau, E.**, Goettel, V., Duda, B., Bell, N.,# & Lilly, D. (2019). Parallel conferencing: Co-viewing and co-assessing teacher candidates' videos. *Journal of Teacher Action Research*, 5(2).
- Soslau, E.**, Goettel, V., & Lilly, D. (2018). Supporting teacher candidates' sense-making of field instructors' feedback through co-constructed goal setting. *Journal of Teaching and Learning*, 12(1), 39-50.
- Soslau, E.**, Kotch-Jester, S., Scantlebury, K., & Gleason, S. (2018). Coteachers' huddles: Developing adaptive teaching expertise during student teaching. *Teaching and Teacher Education*, 73, 99-108.
- Soslau, E.**, & Bell, N.# (2018). The challenges of supporting equity literacy skill development in white teacher candidates: A self-study of two white field instructors. *Studying Teacher Education*, 14(2). DOI: 10.1080/17425964.2018.1434768.
- Soslau, E.**, Gallo-Fox, J, & Scantlebury, K. (2018). The promises and realities of implementing a coteaching model of student teaching. *Journal of Teacher Education*, 70(3), 265-279. DOI:10.1177/0022487117750126.
- Soslau, E.**, & Raths, J. (2017) Problems in student teaching. *Journal of Teaching and Learning*, 11(1), 20-28. <http://dx.doi.org/10.22329/jtl.v10i1.4612>.
- Matusov, E., Smith, M.P., **Soslau, E.**, Marjanovic-Shane, A., & von Duyke, K. (2016). Dialogic education from and for authorial agency. *Dialogic Pedagogy: An international online journal*, 4, 162-197. DOI: 10.5195/dpj2016.172.
- Soslau, E.** (2015). Student teachers' emotional needs and dichotomous problem solving: Non-cognitive root causes of teaching and learning problems. *Educational Action Research*, 24(4) 1-24. DOI:10.1080/09650792.2015.1072052.
- Soslau, E.** (2015). Exploring intersubjectivity between student teachers and field instructors in student teaching conferences. *Cogent Education*, 2(1), 1-8.
- Soslau, E.** (2015). Development of a post-lesson observation conferencing protocol: Situated in theory, research, and practice. *Teaching and Teacher Education*, 49, 22-35.
- Derosier, S.* , & **Soslau, E.** (2014). Student teachers speak out: Exploring relationships between concerns and efficacy when learning to teach. *Education*, 134(4), 488-498.
- Soslau, E.** & Lewis, K. (2014). Leveraging data sampling and practical knowledge: Field instructors' perceptions about inter rater reliability data. *Action in Teacher Education*, 36(1), 20-44.
- Soslau, E.** (2012). Opportunities to develop adaptive teaching expertise during student teaching conferences. *Teaching and Teacher Education*, 28(5), 768-779.
- Soslau, E.**, & Yost, D.S. (2007). Urban service learning: An authentic teaching strategy to deliver a standards-driven curriculum. *The Journal of Experiential Education*, 30(1), 36-53.

Publications (under peer-review, under re-submission)

- Drewes, A., Scantlebury, K., & **Soslau, E.** (*under review*). Listening to the missing voices: Students' perspectives on coteaching. *Research & Practice in Assessment*.
- Drewes, A., **Soslau, E.**, & Scantlebury, K. (*under review*). Striving towards an ideal: Coevaluation of student coteaching experiences. *Journal of Education for Teaching: International research and pedagogy*.
- Bell, N.#, **Soslau, E.**, & Poe, C. ^ (*3rd round review*). Preparing pre-service teachers to recognize and challenge inequities in schools. *Journal of Teacher Education*.
- Wilson-Poe, C. ^ & **Soslau, E.** (*under review*). Masquerading as equitable: A CRT analysis of white teachers' academically desirable performances in an equity course. *Teaching Education*.

Publications in Progress

- Drewes, A., **Soslau, E.**, Scantlebury, K., Kotch-Jester, S., & Susan Gleason. (*under revision*). Evaluating coteaching as a model for pre-service teacher preparation: Developing an instrument utilizing mixed methods. *Educational Measurement or Applied Measurement in Education*.
- Soslau, E.** (*under revision*). Building culturally responsive relationships to engage urban learners. *Equity and Excellence in Education*.
- Drewes, A., Scantlebury, K., & **Soslau, E.** (*revisions necessary*). Listening to the missing voices: Students' perspectives on coteaching.
- Soslau, E.** & Gartland, S.# (*moving AERA 2020 proposal to publication*). Implementing critical service learning in partnership with an urban public school. *Urban Education or Journal of Experiential Education*.
- Codding, D.# & **Soslau, E.** (*commentary in preparation*). How not to train nice white teachers: Cautionary advice from two white teacher educators. *Teacher's College Record or EdWeek*.
- Soslau, E.** & Alexander, M. (*book prospectus completion – Fall 2019*). A practical field guide for working with teacher candidates. *Pearson, Corwin, Teachers' Press, or Rutledge*.
- Bigelow, A.* & **Soslau, E.** (*data collection – Fall 2018-Spring 2019*). You're out, now be honest: Graduates of color recount their experiences in a predominantly white teacher preparation program. *Outlet not yet identified*.

Published Review Essays and Commentaries

- Soslau, E.**, Kotch-Jester, S. & Jornlin, A. (2015) The dangerous message teacher candidates infer: "If the edTPA does not assess it, I don't have to do it." *Teachers College Record*. ID Number: 18835
- Soslau, E.** & Kirn, K. (2012). Review of Strong Community Service Learning: Philosophical Perspectives by Eric Sheffield. *Education Review*, 15. Retrieved from <http://www.edrev.info/reviews/rev1194.pdf>.
- Matusov, E. & **Soslau, E.** (2010). Review Essay: A structuralist approach to argumentation in education. *Culture & Psychology*, 16(4), 549-557.

Book Chapters

- Yost, D.S., & **Soslau, E.** (2009). School-based service learning as action research. In T. Kelshaw & F. Lazarus (Eds.), *Partnerships for service-learning: Impacts on communities and schools* (pp. 206-235). San Francisco, CA: Jossey Bass.

Curriculum Guides, Manuals, and Policy Briefs

- Baugher, E., # Wilson, C., ^ & **Soslau, E.** (2019). Fostering Equity Literacy With In-Service Teachers. *Partnerships in Public Education: Community Engagement Initiative*. University of Delaware.
- Scantlebury, K., **Soslau, E.**, Sherretz, K., & Micek, M. (2018). *Coteaching in Delaware*. Partnerships for Public Education. University of Delaware.
- Gleason, S., Flynn, J., Martinenza, K., Phipps, C., **Soslau, E.**, & Zankowsky, L. (2015). *Teacher Candidate Capstone Clinical Evaluation Manual*. University of Delaware. <http://www.ocs.udel.edu/wp-content/uploads/ocs/UDSummativeAssessmentHandbook-Posted-11-10-15.pdf>
- Grimley, M., & **Soslau, E.** (2007). *Character Education Manual*. School District of Philadelphia.
- Laudenback, R., **Soslau, E.**, Echental, N., & Genovesi, J. (2006). *An educator's guide to butterflies!* National Science Foundation Grant No. DB1-0545170, Amendment No. 001.

Presentations (peer-reviewed)

- Soslau, E.,** Gartland, S.# & Riley, K. (2020, submitted). Shifting power and making space: Teachers learn to facilitate student-drive critical service learning projects. American Education Research Association (AERA). San Francisco, CA.
- Soslau, E.** (2020, submitted). Angering my biased students: Events shaping a diversity course (re)design. American Education Research Association (AERA). San Francisco, CA.
- Wilson, C., ^ & **Soslau, E.** (2019, accepted). They said what?! A Black instructor's and white instructor's experiences problematizing equity literacy assessments. The National Association for Multicultural Education (NAME). Tucson, Arizona.
- Wilson-Poe, C., ^ Baugher, E.,# **Soslau, E.** (2019). Examining entrance and resistance: Addressing inequity with pre- and in- service teachers. The Center for the Education and Equity of African American Students (CEEASS) 2nd Annual Equity in Education Conference. Columbia, SC.
- Soslau, E.** & Wilson-Poe, C. ^ (2019). Problematizing equity literacy assessments: A Black and white instructor compare their students' work samples. AERA. Toronto, CA.
- Bell, N.#, **Soslau, E.,** Coddling, D.# (2019). Exploring measures of equity competence: Can equity-focused teacher preparation matter? AERA. Toronto, CA.
- Drewes, A., **Soslau, E.,** & Scantlebury, K. (2018). Improving coteaching through perspective gathering: Using survey methods to unearth coteachers' intersubjectivity. AERA. New York, NY.
- Soslau, E.,** & Bell, N.# (2018). Rethinking the student teaching curriculum to support the development of racial literacy. AERA. New York, NY.
- Bell, N.#, & **Soslau, E.** (2018). Preparing equity-focused pre-service teachers: Exploring outcomes of the Student Teaching Equity Project (STEP). AERA. New York, NY.
- Kotch-Jester, S., Bell, N.#, Duda, B., Goettel, V., Lilly, D., & **Soslau, E.** (2018). Capturing evidence of practice to facilitate candidates' analysis of teaching and learning. American Association of Colleges of Teacher Education (AACTE). Baltimore, MD.
- Drewes, A., Scantlebury, K., **Soslau, E.,** Kotch-Jester, S., Gallo-Fox, J. (2018). Exploring coteaching from all perspectives: Developing a suite of survey instruments for multiple stakeholders. AACTE. Baltimore, MD.
- Soslau, E.,** & Bell, N.#. (2017). Re-thinking the student teaching curriculum: Using field-based instruction to help candidates notice, acknowledge, and address bias in the classroom. The European Conference on Education. Brighton, England, UK. (*Conference Proceedings*: <https://papers.iafor.org/proceedings/issn-2188-1162-the-european-conference-on-education-2017-official-conference-proceedings/>)
- Soslau, E.,** & Bell, N.#. (2017). Managing racial stress while educating White teacher candidates: A self-study. AmerAERA. San Antonio, TX.
- Soslau, E.,** Kotch-Jester, S., & Scantlebury, K. (2017). Huddling: A key practice in coteaching for developing teacher candidates' adaptive teaching expertise. AERA. San Antonio, TX.
- Gallo-Fox, J., **Soslau, E.,** & Scantlebury, K. (2017). It's not so easy: Implementing coevaluation during student teaching. AERA. San Antonio, TX.
- Kotch-Jester, S., Goettel, V., Bell, N.#, Duda, B., Lilly, D., & **Soslau, E.** (2017). Capturing Practice: Using Video to Parallel Conference with Teacher Candidates. Association of Teacher Educator's Annual Conference (ATE). Orlando, Florida.
- Scantlebury, K. Gleason, S. **Soslau, E.** & Gallo Fox, J. (2016). Huddle Up: The in-situ evaluation of coteaching through the development of coteachers' adaptive practices. Paper part of the accepted symposium, Coteaching in Teacher education: New Developments at European Education Research Conference, Dublin, Ireland.
- Drewes, A. Scantlebury, K., **Soslau, E.** & Gallo Fox, J. (2016). Evaluating coteaching as a model for student teaching using quantitative measures. AACTE. Las Vegas, NV.

- Soslau, E.** (2016). Exploring assessments that measure and support the development of adaptive teaching expertise: An action research inquiry. AERA. Washington, D.C.
- Gallo-Fox, J., Scantlebury, K., **Soslau, E.** (2016). Problematizing coevaluation in coteaching: Shifting emphasis on restructuring stakeholder roles. AERA. Washington, D.C. *and* European Education Research Conference, Dublin, Ireland.
- Scantlebury, K. & **Soslau, E.** (2015). Transitioning professional development within classes through coteaching. European Education Research Conference. Budapest, Hungary.
- Soslau, E.**, Gallo-Fox, J., & Scantlebury, K. (2015). Opportunities for learning in a coteaching model: Implications for university-based field instructors. AERA. Chicago, Illinois.
- Soslau, E.** (2015). Using teacher candidates' responses to self-evaluate a field instructor's post lesson observation conferencing practices. AERA. Chicago, Illinois.
- Soslau, E.**, Gallo-Fox, J., & Scantlebury, K. (2015). Using coteaching as a model to reposition and professionally develop cooperating teachers as teacher educators and provide enhanced learning opportunities for teacher candidates. AACTE. Atlanta, Georgia.
- Soslau, E.**, Jornlin, A., Goettel, V., Lilly, D., Kotch-Jester, S., & Baumeister, B. (2015). How well does the edTPA measure beginning teacher competencies? Perspectives of teacher candidates. AACTE. Atlanta, Georgia.
- Scantlebury, K., **Soslau, E.**, & Gallo-Fox, J. (2014). Coteaching and coevaluation in student teaching: Understanding new roles for university supervisors. British Educational Research Association. London, England.
- Soslau, E.** (2014). Development of a post-lesson observation conferencing protocol: Situated in theory, research, and practice. AERA. Philadelphia, Pennsylvania.
- Derosier, S. * & **Soslau, E.** (2014). Teacher Candidates Speak Out: Exploring concerns related to pupil learning and efficacy when learning to teach. AERA. Philadelphia, Pennsylvania.
- Soslau, E.** (2013). Two Birds, One Video: Using video as a tool to support intersubjectivity and practice interactive cognitions. AERA. San Francisco, California.
- Soslau, E.** (2013). Do you hear what I hear? Understanding and control of discourse in student teaching conferences. AERA. San Francisco, California.
- Glass, L., Jornlin, A., **Soslau, E.** (2012). Addressing the need for supervisors through a cohort model of student teaching. AACTE. Chicago, Illinois.
- Soslau, E.** (2012). Exploring social-emotional needs of student teachers: An (insider) action research study. AERA. Vancouver, Canada.
- Soslau, E.** (2011). Opportunities to develop adaptive teaching expertise during student teaching conferences. AERA. New Orleans, Louisiana.
- Qui, W., Richardson, S., & **Soslau, E.** (2011). Neither here nor there but somewhere in between: Three undergraduates situate their cultural identities while living abroad. International Society for Educational Biography. San Antonio, Texas.
- Miltenberger, L., Bauer, G., Delpeche, H., & **Soslau, E.** (2010). Putting the Ph.D. to work: Lessons learned from an Academic Career Preparation Summer Institute. Annual Lilly Conference on College and University Teaching. Washington, D.C.
- Soslau, E.**, & Lewis, K. (2010). University-appointed supervisors' perceptions of inter-rater reliability data. AERA. Denver, Colorado.
- Soslau, E.** (2010). Co-constructed goal setting: Helping student teachers make meaning of supervisors' observation feedback. AERA. Denver, Colorado.
- Richardson, S., **Soslau, E.**, & Qiu, W. (2010). Flexible cultural identities: Students' perspectives of their China study abroad experiences. Urban Ethnography Forum at the University of Pennsylvania. Philadelphia, Pennsylvania.
- Soslau, E.** (2009). Exploring the relationship between professional growth and student teachers' understandings of feedback. AACTE. Chicago, Illinois.
- Vogel, R., **Soslau, E.**, & Mintzer, T. (2006). Action research: Investigating and resolving learning challenges in the classroom. Pennsylvania Association for Supervision and Curriculum Development, Hershey, Pennsylvania.
- Kirn, K., **Soslau, E.**, & Barth, K. (2006). My Voice: Universal strategies for conducting student-centered service-learning. National Youth Service Learning Conference, Philadelphia, Pennsylvania.

Presentations (invited)

- Soslau, E.** (June 2019). Skills for Disrupting Exclusion in the Workplace. 2nd Annual Library Climate Enrichment Day (CED). University of Delaware, Newark, DE.
- Soslau, E.** (May 2019). The Power of High-Quality Field Instruction. National Student Teaching and Supervision Conference. Slippery Rock University. Slippery Rock, PA.
- Rolón-Dow, R. & **Soslau, E.** (April 2019). Lunch and Learn: Racial Literacy. School of Education, University of Delaware, Newark, DE.
- Soslau, E.** & Gallo-Fox, J. (Fall 2018). Promises and Realities of Coteaching: Unmasking Invisible Thinking. Keynote address delivered at Co-Teaching Symposium. Hosted by Department of Education and Leadership at California State University. Monterey Bay, CA.
- Soslau, E.** (Summer 2018). Panelist and Round Table Host (with Kim Kirn). “Critical service learning collaborative: Promoting social justice pedagogy.” Education Partnership Academy hosted by Partnerships in Public Education. University of Delaware, Delaware.
- Soslau, E.** & Bell, N.# (Spring 2017). Rethinking the student teaching curriculum: Noting and addressing bias in the classroom. Center for the Study of Diversity’s Brown Bag Research Series. University of Delaware, Delaware.
- Soslau, E.** (Spring 2012). Invited colloquium. Promoting student teacher development through mediated experiential learning activities. Millersville University, Millersville, Pennsylvania.
- Soslau, E.** (Spring 2010). University of Delaware’s Center for Teaching and Assessment of Learning: Graduate Student and Professional Development Video Series.
- Soslau, E.,** Qiu, W., & Richardson, S. (Fall 2009, Fall 2010). Learning by traveling 10,000 miles: A case study of American undergraduates’ cultural identities in China. School of Education colloquium series at the University of Delaware, Newark, DE and East China Normal University, Shanghai, China.

Grants

- \$49,614 **Spencer Small Grants Program** From theory to practice: Critical service-learning in urban elementary and middle school classrooms. **Funding Source:** Spencer Foundation with Kathleen Riley (PI). 2019-2021
- \$5,000 **Instructional Improvement Grant** Racial literacy in ETE. **Funding Source:** UD-CTAL Co-PIs with Jill Flynn (PI), Janine de Novais, Erica Litke, Rosalie Rolón-Dow. 2019-2020
- \$2,500 **Center for the Study of Diversity Faculty Scholars Research Grant** Need in Deed Critical Learning Collaborative **Funding Source:** Center for the Study of Diversity and DCTE 2019-2020
- \$20,000 **Partnerships for Public Education Fellowship** Need in Deed Learning Collaborative– critical service learning and culturally responsive pedagogy at Warner Elementary School, Wilmington, DE. **Funding Source:** UD-PPE (\$10,000), matching funds from School of Education (course release \$ in-kind). 2018-2019
- \$3,995 **Center for the Study of Diversity Faculty Scholars Research Grant** Re-thinking the student teaching curriculum: Noting and addressing bias in the classroom. **Funding Source:** UD-Center for the Study of Diversity and School of Education. 2017-2018

- \$19,000 **Transformation Grant** Improving Undergraduate Student Teachers' Reflective, Adaptive, and Metacognitive Practice across the University of Delaware's TEP through Multimedia Approaches (EDTHENA). **Funding Source:** UD-CTAL Co-PIs with Kathryn Scantlebury and Jennifer Gallo-Fox (PI). 2014-2016
- \$17,880 **Instructional Improvement Grant** Improving Coteaching across the University of Delaware's TEP. **Funding Source:** UD-CTAL. Co-Pis with Kathryn Scantlebury (PI) and Jen Gallo-Fox. 2014-2016
- \$55,000.00 Youth Driven Service Learning Center **Funding Source:** Learn and Serve Pennsylvania, Co-PI with Mary Ellen Eck (PI). 2005 – 2006

Professional Memberships

- American Educational Research Association 2007 – Current
 - Division K – Teaching and Teacher Education
 - SIG – Action Research
 - SIG – Self Study of Teacher Education
- American Association of Colleges for Teacher Education 2010 – Current
 - TAG – Community-Engaged Teacher Preparation (2018)

Advising

Undergraduate (2012-2014)	Graduate (2012-2015)
Elementary Teacher Education (30 students)	Master of Instruction (12 students)

Doctoral Advisor (*Chair)	Status
Aneysha de Coteau* 2018 -	Ph.D. Student
Sara Gartland* 2017 -	Ph.D. Student
Diane Coddling* 2016 -	Ph.D. Student
Naima Hall 2018 - 2019	Ed.D. Student – transferred to Temple University
Nick Bell 2016 - 2019	Ph.D. Student – transferred to Eisenman
Chanelle Wilson* 2016 - 2018	Ed.D. 2018 –w/Rolón-Dow (Visiting Professor, Bryn Mawr)
Katelyn Brown* 2014 - 2019	Ed.D. 2018 (Colonial School District Teacher Leader)
Eric Anderson 2014 - 2016	Ed.D. Student – withdrawn
Rita Ann Laske* 2011 - 2013	Ed.D. 2013 (Associate Professor, Villanova)

Doctoral Committee Member	Status
Andrew Atkinson	Ed.D Student
Erin Baugher	Ph.D. Student (Sociology Department)
Emily Klein	Ed.D. Student
Jann Sutton	Ed.D. 2017 (Instructional Designer, University of North Florida)
Samanta Lopez	Ph.D. Student, SCA - dismissed
Dana Simone	Ph.D. 2018 (Assistant Professor, West Chester University)
Fran O'Malley	Ed.D. 2012 (Director, Delaware Social Studies Education Project)
Jennifer Klima	Ed.D. 2014 (Enrichment Teacher, Christina School District)
Nermine Abd Elkader	Ph.D. 2014 (Assistant Professor, Sheridan College)
Nakeiha Primus	Ph.D. 2015 (Assistant Professor, Millersville University)

Service

School of Education Service

Faculty Affiliation , Sociocultural Community-Based Approaches, Secondary Education, Elementary Teacher Education, Educational Leadership, and Master of Education in Teacher Leadership	2011 – Current
Member , Faculty Affairs Committee (chaired K. Krause's subcommittee)	2011-12, 2014-15, Current
Member , Search Committee (CT Literacy/ELL)	Current
Co-Coordinator , SOE 2016-2017 Colloquium Series on Diversity, Equity, and Inclusion with Rosalie Rolón-Dow	Fall 2015 – Spring 2017
Lead Field Instructor , Elementary Teacher Education Program	Fall 2015 – Spring 2016
Interviewer , Oral history interviews of Frank B. Murray w/Hampel	Winter 2014

College of Education and Human Development/Secondary Education Service

Member and co-Founder , Equity Inquiry Group	Spring 2017- Current
Member , College Undergraduate Committee	Fall 2016 – Spring 2017
Member , Diversity, Inclusion, and Equity Committee	Fall 2016 – Spring 2017
Member , College Diversity Plan Task Force	Spring 2016
Member , Professional Development Committee	2015 – 2016
Member , Survey Task Force	2015 – 2016
Member , Cross-University Coteaching Research Collaborative	2013 – Current
Co-host , Diversity and Equity Brown Bag Mini-Series in collaboration with Rosalie Rolón-Dow and Cheryl Richardson	Spring 2015
Member , Committee for Student Teaching Evaluation (Pathwise) Instrument Revision	2010 – 2013

University Service

Interim Chair , University Council of Teacher Education	Spring 2017 – Fall 2017
Diversity Scholar , Engaging Difference – Faculty Work Group (CTAL)	2015 – 2016
Facilitator , Tools and Strategies for Diverse and Inclusive Classrooms (CTAL)	January 2016
Panel Moderator , Policy and Practice Institute, Delaware Academy for School Leadership	June 2013
Research Mentor , McNair Scholars Program (Sharline Derosier)	2011 – 2012

State/City/Local Service

Equity Consultant/PD , Directed by Partnerships in Public Education (PPE) in collaboration with Peter Leida, Assistant Superintendent Colonial School District, New Castle, DE	Summer 2018
Equity Consultant/PD , Directed by PPE, Shue Medill School, Red Clay Consolidated School District, Newark, DE.	Fall 2017 – Current
Member , House Bill – 143 Working Group, DDOE	Spring 2017
Council Member , TeachDE/PPE	Spring 2017 – Fall 2017
Guest Lecture (single) , Bryn Mawr University, Philadelphia, PA	2017
Placement Locator , Brandywine School District and Wilmington	2010 – Current
Board Member , Need in Deed, Philadelphia, PA	2009 – Current
Panel Moderator , Alternative Education Forum, Philadelphia, PA	March 2013
Member , Philadelphia Free School Philosophy Talk Group	2011 – 2012
Guest Lecture (series) , Drexel University, Philadelphia, PA	2007 – 2014

National Service

Board Member , International Advisory Board for <i>Studying Teacher Education</i> Journal	2018 - Current
Proposal Reviewer , AERA/SIGs – <i>Action Research; Critical Educators for Social Justice; Service-Learning & Experiential Education</i>	2012 – Current
Panelist , Council for the Accreditation of Educator Preparation	2013 – 2014
Participant , AERA Division K Annual Summit	Fall 2011
Auditor , Teacher Education Accreditation Council	2010 – 2013
Panelist , Teacher Education Accreditation Council	2008 – 2013
Sr. Newsletter Editor , Graduate Student Council, AERA	2009 – 2011

Peer Reviewing and Guest Editing (number of reviews to date)

Dialogic Pedagogy (Guest Editor – Special Issue)	Fall 2014
Issues in Teacher Education (1)	2015 - Current
The Teacher Educator (5)	2013 - Current
Action in Teacher Education (17)	2013 - Current
Creative Education (1)	2012 - Current
Teaching and Teacher Education (20)	2011 - Current
Journal of Teacher Education (12)	2011 - Current
Networks: An Online Journal for Teacher Research (1)	2016 - Current
Cogent Education (2)	2016 - Current
Teachers College Record (3)	2017 - Current
Asia-Pacific Journal of Teacher Education (2)	2017 - Current
Education Policy Analysis Archives (1)	2017 - Current
Journal of Teacher Action Research (2)	2018 - Current
Studying Teacher Education (3)	2019 - Current
Journal of Ethnic & Cultural Diversity in Social Work (1)	2019 - Current

Honors

- **Recipient**, College of Education and Human Development, Excellence in Teaching Award, 2018
- **Recipient**, Outstanding Contribution in Reviewing, *Teaching and Teacher Education* Journal, 2016
- **Nominee**, Excellence in Undergraduate Academic Advising and Mentoring Award, 2014, 2016, 2017
- **Frank B. Murray Dissertation Research Award**, University of Delaware, 2010
- **College of Education and Public Policy (CEPP) Panel of Outstanding Doctoral Students**, University of Delaware, 2009
- **Award**, “Best Practices” for co-Direction of the Youth Driven Service Learning Center at Grover Washington, Jr. Middle School, Philadelphia, PA, 2007