

Curriculum Vitae
Kavita Kapadia Matsko
kkmatsko@northwestern.edu

EDUCATION

PhD, Sociology, University of Chicago, Chicago, IL, 2007

Dissertation: *The Social Organization of Urban Schools, New Teacher Retention, and the Effects of Induction*
Committee: Anthony S. Bryk, Susan S. Stodolsky, Stephen W. Raudenbush (chair)

MA, Sociology, University of Chicago, Chicago, IL, 2005

Master's Thesis: *Considering the Role of Dispositions in Effective Urban School Teaching*
Advisors: Anthony S. Bryk, Sharon Feiman-Nemser

MSEd, Advanced Teaching, Northwestern University, Evanston, IL, 1997

Master's Thesis: *Preparing Educators to Address Multiculturalism in the Classroom*
Emphasis in Multicultural Education; Earned Illinois Principal/Administrative Certification Requirements (Type 75)

BS, Elementary Education, University of Illinois, Urbana-Champaign, IL, 1993

Completed Illinois Elementary School Teaching Certificate Requirements (Type 03)
Emphasis in Psychology; Earned Endorsements in Language Arts and Social Studies

RESEARCH AND LEADERSHIP EXPERIENCE

Associate Professor/Associate Dean for Teacher Preparation, Northwestern University

2019-present

Associate Professor/Director of Strategic Innovation & Research, National Louis University

2016-2019

This newly created tenure-track faculty administrative position was designed to study, scale, and promote the innovations in educator preparation in the National College of Education. Responsibilities include teaching in the MAT and doctoral programs, advising candidates, providing leadership around research-based practice to improve programming for the School of Teacher Preparation and Advanced Preparation Programs, studying program impact, and engaging in research related to teacher preparation within and beyond the university. Editorial board for *Inquiry in Education*.

Assistant Professor of Education, Committee on Education, University of Chicago

2008–2016

This clinical position—the first of its kind in the Social Sciences Division—was created to promote knowledge creation in the realm of teacher preparation. Responsibilities included advising and teaching in the University's *Urban Teacher Education Program* (UChicago UTEP) and the College; advising doctoral and master's thesis candidates; and engaging in research related to teacher preparation and development. As an affiliated researcher of the Consortium on Chicago School Research, my portfolio involves conducting mixed methods analyses to examine the effects of traditional and alternative certification preparation pathways, with a particular focus on student teaching experiences in Chicago Public Schools, understanding the effects of new teacher induction in varying school climates, and UChicago UTEP-related evaluation efforts.

Founding Director, University of Chicago Urban Teacher Education Program (UChicago UTEP)

2001–2014

Led, co-developed, and co-implemented a new MAT degree and licensure program at the University of Chicago that prepares teachers for Chicago Public Schools with an emphasis on urban education. Innovative program design featured a multi-faceted foundations year, dual placement residency with intensive support for cooperating teachers, and multi-year post-graduate coaching. Responsible for program design; continuous development and improvement; regular reporting to funders and partners; fundraising; student and staff recruitment/hiring and development; evaluating performance of candidates, graduates, and staff members; managing budget; maintaining communications and program representation within and external to the University, including school and district leaders, state constituencies, and local and national teacher educators in the research community. Raised \$13.5 million to support program development, expansion, and student scholarships.

Founding Codirector, New Teachers Network, University of Chicago Center for Urban School Improvement

1999–2002

Collaboratively developed and co-led a university-sponsored new teacher induction program for Chicago-based elementary school teachers (now Chicago New Teacher Center). Recruited and supported beginning teachers to work in mid-South Side Chicago Public Schools; designed and implemented a summer workshop and bimonthly meetings for novice teachers; provided personalized in-classroom and online coaching to novice teachers with an emphasis on job-embedded, practice-focused supports; co-developed data collection tool to document coaching strategies and new teacher growth.

PUBLICATIONS

- Matsko, Kavita K.**, Hammerness, K., & Lee, R. (2022). Learning in Context and Practicing in Place: Engaging Preservice Teachers in Context-Specific Urban Teacher Education. *Urban education*. DOI 10.1177/00420859211065188
- Matsko, Kavita K.**, Ronfeldt, M., & Greene H. (2021). How Different Are They? Comparing Preparation Offered by Traditional, Alternative, and Residency Pathways. *Journal of teacher education*. DOI: 10.1177/00224871211015976
- Ronfeldt, M., **Matsko, K. K.**, Greene Nolan, H., & Reininger, M. (2021). Three different perspectives on graduates' instructional readiness and the features of preparation that predict them. *Journal of teacher education*.
- Hammerness, K., McDonald, S., **Matsko, K. K.**, & Stroupe, D. (2020). "How do teachers learn to teach science in ambitious and equitable ways?" in *Preparing science teachers through practice-based teacher education* by Harvard Education Press. David Stroupe and Karen Hammerness (eds).
- Hong, Y., & **Matsko, K. K.** (2020). Looking Inside and Outside of Mentoring: Effects of New Teacher Commitment to School. *American education research journal*. DOI: 10.3102/0002831219843657
- Gatti, L., Conklin, H., & **Matsko, K. K.** (2019). "Teaching towards what ends? Residency candidates navigating competing programmatic aims" in *Learning to teach in an era of Privatization: Global trends in teacher preparation* by Teachers College Press. Jameson Brewer and Christopher Lubienski (eds).
- Gordon, M.F., Jiang, J.Y., **Matsko, K. K.**, Ronfeldt, M., Greene Nolan, H.G., & Reininger, M. (2018). *On the path to becoming a teacher: The landscape of student teaching in Chicago Public Schools*. Consortium on Chicago School Research.
- Matsko, Kavita K.**, Ronfeldt, M., Greene H., Klugman, J., Reininger, M., & Brockman S. (2018). Cooperating Teacher as Model and Coach: What Leads to Student Teachers' Perceptions of Preparedness? *Journal of teacher education*. DOI: 10.1177/0022487118791992)
- Matsko, Kavita K.**, & Hammerness, K. (2014). Unpacking the "Urban" in Urban Teacher Education: Making a Case for Context-Specific Preparation. *Journal of teacher education*, 65(2), 128-144.
- Matsko, Kavita K.**, & Hammerness, K. (2014). Preparing Teachers for the Chicago Public Schools. In Sharon Feiman-Nemser, Eran Tamir, Karen Hammerness, (Eds.), *Inspiring Teaching: Preparing Teachers to Succeed in Mission-Driven Schools*. Cambridge, Massachusetts: Harvard Educational Press.
- Hammerness, K., & **Matsko, K.K.** (2013). When Context Has Content: A Case Study of New Teacher Induction in the University of Chicago's Urban Teacher Education Program. *Urban Education*, 48(4), 557-584.
- Wechsler, M. E., Caspary, K., Humphrey, D. C., & **Matsko, K. K.** (2012). Examining the effects of new teacher induction. *Teachers College Record*. Volume 114 Number 14, p 387-416.
- Matsko, Kavita K.** (2010). Moving beyond the Surface of Induction: Examining the Impact of Specific Mentoring and School-Based Supports on Beginning Teachers in Chicago. *ERS Spectrum*, 28(2), 1-16.
- Sartain, L., Stoelinga, S., Brown, E., Luppescu, S., & **Matsko, K. K.** (2011). *Rethinking Teacher Evaluation. Findings from the Excellence in Teaching Pilot in Chicago Public Schools*. Consortium on Chicago School Research.
- Wechsler, M. E., Caspary, K., Humphrey, D. C., & **Matsko, K. K.** (2010). *Examining the effects of new teacher induction*. SRI International.
- Stanton, L., & **Matsko, K. K.** (2010). Developing Human Capital Metrics. In Rachel Curtis, & Judy Wurtzel (Eds.), *Teaching Talent*. Cambridge, Massachusetts: Harvard Educational Press.
- Kapadia, Kavita.**, & Coca, V., with John Q. Easton. (2007). *Keeping New Teachers: A First Look at Induction in Chicago*. Research Report. Consortium on Chicago School Research.

PUBLICATIONS UNDER REVIEW/IN PREPARATION

Youngs, P.* **Matsko, K. K.**,* & Ronfeldt, M.* (in press). Teacher preparation: Research, policy, and practice. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *Handbook of education policy research* (2nd volume). American Educational Research Association. (*denotes co-first authors)

Hammerness, K., Stroupe, D. & **Matsko, K. K.** (in press). Learning to teach equitably: Theoretical frameworks and principles for international research and practice. To appear in I. Menter (Ed.) *The Palgrave Handbook of Teacher Education Research*. Oxford, UK

Matsko, Kavita K., Hammerness, K., Wallace, J., Kavanagh, S., & Feiman-Nemser, S. (in preparation). Realities and Possibilities: Uncovering Mentor Teachers Tacit Beliefs about Student Teacher Learning:

Matsko, Kavita K., Mozer, L., Winter, J., Bressman, S., & Ko, E. (in preparation). More than a Handbook and a Handshake: How Mentor Teachers and Student Teachers Describe Their Mentoring Relationships

Matsko, Kavita K., Ronfeldt, M., & Greene H. (in preparation). Moving Beyond Pathways: Examining the Effects of Features of Preparation on Preservice Candidates' Preparedness

Matsko, Kavita K., & Fujiyoshi, K. (in preparation) Context-Specific Teacher Preparation in Action: A Core Practice for Community Engagement

RESEARCH GRANT AWARDS

"Designing Equity-Centered Learning & Teacher Development at the Intersections of Formal & Informal Ecologies" (\$200,000). Research grant awarded by Lucas Education Research, a division of the George Lucas Educational Foundation to design and study an immersive community focused model of teacher learning. (September 2021 - August 2023). Co-Principal Investigator.

"Chicago Teaching Pathways" (\$585,000). Large Research Grant awarded by Spencer Foundation to conduct a longitudinal analysis of the features of student teaching in Chicago Public Schools, with a particular emphasis on cooperating teachers. (July 2014–June 2019). Principal Investigator.

"Learning to Teach in an Urban Residency and Traditional Teacher Education Program" (\$50,000). Small Research Grant awarded by Spencer Foundation to conduct a comparative qualitative study of the aims of teacher preparation and their impact on learning how to teach. (October 2016 –September 2018). Research Team.

"Chicago Alternative Teaching Pathways" (\$200,000). Research grant award from The Joyce Foundation to conduct a comparative study of various teaching pathways (alternative, residency, and traditional) in Chicago Public Schools, with an emphasis on student teaching. (January 2016–December 2018). Principal Investigator.

"An Elementary Network Model" (\$75,000). Research and Practice Grants awarded by the McCormick, Polk Brothers, and Circle of Service Foundations to support effective data use by a network of Chicago Public School principals, in collaboration with the Consortium on Chicago School Research (April 2015–January 2016). Co-Principal Investigator.

PRACTICE GRANT AWARDS

"CREATE65." (\$750,000). Illinois State Board of Education Educator Effectiveness Grant awarded to Evanston/ Skokie District 65, Northwestern University and National Louis University to launch a new teacher preparation residency program. (October 2020-present). Co-Principal Investigator.

"3C: Cycles of Core Practice in Context." (\$250,000). Illinois State Board of Education Educator Effectiveness Grant awarded to North Chicago District 187 and National Louis University to launch a new teacher preparation residency program. (June 2019). Co-Principal Investigator.

"Teacher Leadership Training Program." (\$200,000). Mentor Teacher Development Grant awarded to UChicago UTEP by the Arthur Vining David Foundations. (July 2014–June 2016). Principal Investigator.

- “Master of Arts in Teaching Degree in Math and Science at University of Chicago” (\$900,000). Robert Noyce Grant awarded by National Science Foundation to provide financial support to STEM teacher candidates. (September, 2010–September, 2016). Principal Investigator.
- “Residency-Plus: Urban Teacher Education Program” (\$11,500,000). Teacher Quality Partnerships Award awarded by Department of Education to expand and research UChicago UTEP and to provide significant financial support to residents. (April 2010–September 2015). Project Director/Primary Author.
- “Science and Math Camp” (\$105,000). Practice Grant awarded by Brinson Family Foundation to support UChicago UTEP’s secondary program. (October 2010–October 2013). Principal Investigator.
- “Urban Teacher Education Program Expansion” (\$100,000). General Operating Funds awarded by Circle of Service Foundation to expand UChicago UTEP. (April 2010–April 2011). Principal Investigator.
- “Urban Teacher Education Program Secondary Teacher Preparation, Planning Grant” (\$50,000) awarded by JPMorgan Chase to plan and design UChicago UTEP’s secondary program. (April 2009) Project Director.
- “UChicago UTEP Induction Program” (\$600,000) awarded by Office of New Schools in Chicago Public Schools to launch and support UChicago UTEP’s induction program. (October 2008–2010). Project Director/Primary Author.

SELECTED PEER-REVIEWED PRESENTATIONS

- Matsko, K. K.**, Feiman-Nemser, S. Hammerness, K., Kavanagh, S., & Wallace, J. (2022). “Challenging the Culture of Mentoring: Moving from Hosting to Teaching.” American Association of Colleges of Teacher Education, Annual Meeting. New Orleans, Louisiana.
- Matsko, K. K.**, Gatti, L., & Conklin, H. (2022). “Exploring the Role of Context in Two Cases of Clinical Preparation.” American Association of Colleges of Teacher Education, Annual Meeting. New Orleans, Louisiana.
- Matsko, K. K.**, & Ronfeldt, M. (2021). “Three Different Perspectives on Graduate Readiness and Features that Predict Them.” American Education Research Association. Annual Meeting.
- Robert, L., & **Matsko, K. K.** (2020). “The National Education Association: Co-creating New Models for Learning and Power in America’s Schools,” (Invited Presidential Session); American Education Research Association. Cancelled due to Covid.
- Hong, Y., & **Matsko, K. K.** (2020). “Why Comprehensive Teacher Induction Did Not Work;” (AEFP) Cancelled due to Covid.
- Matsko, K. K.**, Hammerness, K., & Wallace, J. (2020). “Beating the Odds: Disrupting Inequities in Mentoring Practice”. American Association of Colleges of Teacher Education. Annual Conference. Louisville, Kentucky.
- Matsko, K. K.**, & Mozer, L. (2020). “More than a Handbook and a Handshake: Considering the Role of Relational Trust between Cooperating Teachers and Student Teachers.” American Association of Colleges of Teacher Education. Annual Conference. Louisville, Kentucky.
- McCarty, R., & **Matsko, K. K.** (2019). “Designing for Success: Integrating Practice-Based Teaching into Curriculum”. American Association of Colleges of Teacher Education. Annual Conference. Louisville, Kentucky.
- Gatti, L., Conklin, H., **Matsko, K. K.** (2018). “A Tale of Two Pathways: A Comparative look at Learning How to Teach”. American Education Research Association. Annual Meeting. New York, New York.
- Matsko, K. K.** (2018). “A First-Look at Mentoring across Preparation Pathways”. American Education Research Association. Annual Meeting. New York, New York.
- Matsko, K. K.**, & Hammerness. (2018). “Developing an Instrument to Capture Context-Specific Teacher Preparation”. American Education Research Association. Annual Meeting. New York, New York.
- Matsko, K. K.**, & Ronfeldt, M. (2017). “Cooperating Teacher as Model and Coach: Policy Implications for Change” Association of Public Policy and Management. Annual Meeting. Chicago, IL

- Matsko, K. K.**, & Ronfeldt, M. (2017). "Cooperating Teacher as Model and Coach. A District-wide Portrait" American Education Research Association. Annual Meeting. San Antonio, Texas. (symposium organizer & presenter)
- Hong, Y., & **Matsko, K. K.** (2017). "Looking Inside and Outside of Mentoring: Effects of New Teacher Mentoring on Commitment to School." American Education Research Association. Annual Meeting. San Antonio, Texas.
- Matsko, K. K.** (2017). "Examining Mentoring Effectiveness from Preservice to Induction" American Association of Colleges of Teacher Education Annual Conference. Tampa, Florida. (symposium organizer)
- Hong, Y., & **Matsko, K. K.** (2017). "Mentoring to Sustain New Teacher Commitment to School: A Multidimensional Investigation." American Association of Colleges of Teacher Education Annual Conference. Tampa, Florida.
- Matsko, K. K.** (2016). "Learning How to See and Engage Community (*and self*): Context-Specific Teacher Education in Action." American Education Research Association. Annual Meeting. Washington, D.C.
- Hong, Y., & **Matsko, K. K.** (2016). "Does Principal Leadership Moderate the Effects of New Teacher Mentoring? A Study of Chicago Teacher Induction Programs" Society for Research on Educational Effectiveness Conference. Washington, D.C.
- Matsko, K. K.** (2016). "Context-Specific Teacher Education in Action." American Association of Colleges of Teacher Education Annual Conference. Las Vegas, Nevada.
- Cowhy, J., Hart, H., **Matsko, K. K.**, & Spote, S. (2015). "Ask More Get More: Authentic Intellectual Work in Chicago Schools." American Education Research Association Annual Meeting. Chicago, Illinois.
- Matsko, K. K.** (2015). "Preparing Teachers for Work in Chicago Public Schools." American Education Research Association Annual Meeting. Chicago, Illinois.
- Matsko, K. K.** (2015). "UChicago UTEP: A Case of Urban Teacher Preparation" American Association of Colleges of Teacher Education Annual Conference, Atlanta, Georgia.
- Matsko, K. K.** (2012). "Higher Education & Induction: Expanding Role of Teacher Preparation." Illinois New Teacher Collaborative Annual Induction and Mentoring Conference. Springfield, IL.
- Hammerness, K., & **Matsko, K. K.** (2011). "Making the Case for Context in New Teacher Induction." American Education Research Association Annual Meeting. New Orleans, Louisiana.
- Matsko, Kavita K.** (2010). "What's Urban About Urban Teacher Preparation?" American Education Research Association Annual Meeting. Denver, Colorado.
- Matsko, Kavita K.** (2010). "Chicago UTEP: A Residency Model." Great Teachers for Urban Schools Annual Meeting. Denver, Colorado.
- Kapadia, Kavita.** (2008). "Examining the Role of the Schoolhouse on Induction Effects." American Education Research Association Annual Meeting. New York, New York, March 2008
- Kapadia, Kavita.** (2008). "Considering the Role of School Organization on Induction." New Teacher Center National Symposium, San Jose, CA.
- Kapadia, Kavita** & Coca, V. (2007). "A First Look at Induction in Chicago: Research Implications." Illinois Education Research Council, Bloomington, IL.
- Kapadia, Kavita** and Coca, V. (2008). "Welcome to the Profession: A Panel on Induction." American Education Research Association Annual Meeting. Chicago, IL.
- Kapadia, Kavita.** (2007). "Keeping New Teachers: A First Look at Induction in Chicago." New Teacher Center National Symposium, San Jose, CA.
- Kapadia, Kavita.** (2004). "Evaluating the Validity of Haberman's Star Teacher Protocol." American Education Research Association Annual Meeting. Spencer Fellows Session, San Diego, CA, April 2004

SELECTED INVITED PRESENTATIONS AND REVIEWS

- Matsko, Kavita K.** (2021). "More than a Handbook and Handshake: Patterns and Possibilities with Mentor Teachers in Teacher Preparation." University of Virginia, Cooper Lecture.
- Matsko, Kavita K.** (2020). "A Review of Teacher Preparation Programs." University of Nebraska-Lincoln.
- Matsko, Kavita K.** (2019). "Preparing Teachers and Teacher Educators for Future Schools." Department of Teaching and Learning, Policy and Leadership at the University of Maryland College Park Invited Convening. University of Maryland College Park, MD.
- Matsko, Kavita K.,** Ronfeldt, M., Gordon, M., & Jiang, J. (2018). "Chicago Teaching Pathways. An Overview of Findings" Presentation to Chicago Public Schools' Talent Office, Chicago, IL.
- Matsko, Kavita K.,** & Feiman-Nemser, S. (2018). "Conceptualizing the Work of Mentoring: Capturing the Possibilities." Spencer Foundation Invited Convening on Mentoring in the Moment. University of Pennsylvania, PA.
- Matsko, Kavita K.** (2018). "Considering the Content in Context-Specific Teacher Preparation." Politics of Teaching/Doctoral Class, DePaul University, Chicago.
- Matsko, Kavita K.,** Hammerness, K., & Lee R. (2018). "Developing an Instrument to Capture Context-Specific Teacher Preparation". Urban Teacher Education Consortium Annual Meeting. Boulder, Colorado.
- Matsko, Kavita K.,** & Ronfeldt, M. (2017). "Cooperating Teacher as Model and Coach: Striving for Conceptual Clarity." Spencer Foundation Invited Convening on Mentorship. Boston, MA.
- Matsko, Kavita K.** (2017). "A Review of the Research on New Teacher Retention." Carnegie Foundation for the Advancement of Teaching/Explorer's Workshop. Washington, D. C.
- Matsko, Kavita K.,** & Klugman, J. (2016). "Preliminary Data on Cooperating Teachers in Chicago Public Schools." Council of Chicago Area Deans. Chicago, IL
- Matsko, Kavita K.** (2015). "Establishing Rapport and Routines with Students." Civic Knowledge Project. Chicago, IL.
- Matsko, Kavita K.** (2015). "Building Partnerships in Teacher Preparation." Dominican University Faculty, Chicago, IL.
- Matsko, Kavita K.** (2014). "Chicago's Context-Specific Approach to Preparation." Wayne State University, Detroit, MI.
- Matsko, Kavita K.,** Stoelinga, S. (2013). "Doing the Dance between Research & Practice." Wisdom Research Forum, Chicago, IL.
- Matsko, Kavita K.** (2013). "Innovative Paths to Teacher Preparation." Associated Colleges of Illinois, Chicago, IL.
- Matsko, Kavita K.** (2008). "Expanding our Vision of Teacher Preparation: Overview of UTEP." Brandeis University, MA.
- Kapadia, Kavita.** (2008). "New Teacher Retention & Effects of Induction." Quantitative Methods Wkshop, Stanford University, CA.
- Kapadia, Kavita.** (2008). "The Urban Teacher Education Program: A Case Study." Faculty Seminar, University of Michigan, MI.
- Kapadia, Kavita.** (2004). "Enhancing Social Studies Instruction with Literature." Rochelle Lee Fund, Chicago, IL.
- Kapadia, Kavita.** (2003). "Using Poetry to Support Writing Instruction." Mid-South Side/Network Schools, Chicago, IL.
- Kapadia, Kavita.** (2003). "The Benefits of Using Multicultural Literature." Teach for America Annual Conference, Chicago, IL.
- Kapadia, Kavita.** (2002). "Reading Strategies for Intermediate Grades." Neighborhood Schools Tutoring Program, Chicago, IL.
- Kapadia, Kavita.** (2001). "Evaluating Multicultural Children's Literature." Rochelle Lee Fund, Chicago, IL.
- Kapadia, Kavita.** (2000). "Preparing to Teach in Chicago Public Schools." National Louis University, IL.

Kapadia, Kavita. (1999). "The Importance of Mentoring New Teachers." LAUNCH Principal Preparation Program, Chicago, IL.

Kapadia, Kavita. (1998). "Approaches to Multicultural Education." Northwestern University, IL.

Kapadia, Kavita. (1998). "Transitioning to a Multiage Instructional Program." Schaumburg School District 54, IL.

Kapadia, Kavita. (1998). "Engaging Students through the Use of Integrated Curriculum." Independent Schools, Chicago, IL.

ACADEMIC HONORS AND AWARDS

American Association for Colleges of Teacher Education (AACTE): Outstanding Article, *Journal of Teacher Education*, 2022
Three Different Perspectives on Graduates' Instructional Readiness and the Features of Preparation that Predict them.
Matthew Ronfeldt, Kavita Kapadia Matsko, Hilary Greene Nolan, Michelle Reininger

American Association for Colleges of Teacher Education (AACTE): Outstanding Article, *Journal of Teacher Education*, 2015
Unpacking the "Urban" in Urban Teacher Education: Making a Case for Context-Specific Preparation.
Kavita Kapadia Matsko and Karen Hammerness

American Education Research Association (AERA): Outstanding Publication Informing School Policy/Program Evaluation, 2008
Keeping New Teachers: A First Look at Induction in Chicago
Kavita Kapadia and Vanessa Coca with John Q. Easton

Charles Bidwell Education Award, University of Chicago, 2004

Spencer Foundation Pre-Dissertation Fellowship Award, 2003

Chicago Foundation for Education Awardee, 2000

Chicago Rochelle Lee Fund Awardee, 1998, 1999, 2000

PROFESSIONAL AFFILIATIONS AND SERVICE

Avoca School District 37, Strategic Planning Committee Member. 2021-2022

Illinois Workforce and Education Research Collaborative (IWERC), Research Advisory Group. 2021-present

American Museum of Natural History, National Science Foundation/Noyce Research Grant Advisory Committee. 2021

Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln. External Review Committee, 2020

Council of Chicago Area Deans of Education (CCADE), 2013-2016; 2020-present

Urban Teacher Education Consortium (UTEC), Leadership Committee and Founding Member, 2007-present

American Education Research Association (AERA, Division K Service), Co-chair for Exemplary Research Award (2019); Legacy Award committee (2016) and committees (2015, 2017, 2020); invited to serve as program co-chair (2018)

Chicago Public Schools Teacher Preparation Work Group on Mentoring, Co-Lead, 2018-2019

Inquiry in Education Journal, National Louis University. Co-Editor. 2017-2019

Carnegie Foundation for the Advancement of Teaching, Consulting Scholar, 2016-2018

American Education Research Journal (AERJ), Editorial Board 2016-2018

SmartLove Preschool and Family Services, Board of Directors, 2013-present

Be the Change Collaborative, Board of Directors, 2013-present

University of Chicago Graham School of Professional Studies, Education Board, 2013–2015

American Association of Colleges of Teacher Education (AACTE) Member, 2013-present

Reviewer for Education Journals (including JTE, TATE, Urban Education), 2011–present

Museum of Science and Industry, Education Group, 2011–2013

Apna Ghar (Our Home), Board of Directors, 2010–2012

Illinois Induction Policy Council, Consultant, 2007–2009

American Journal of Sociology (AJS), Manuscript Review Board, 2006–2007

American Sociology Association (ASA), Member, 2005–2009

American Education Research Association (AERA), Member. 2001–present

Northwestern University Urban/Suburban Consortium 1998–2001

GRADUATE/UNDERGRADUATE COURSES PREVIOUSLY TAUGHT

Schools and Communities	Urban Schools, Communities, and Reform	Education Reform History & Policy
Language & Literacy Methods	Social Studies Methods	Evaluating Multicultural Literature
Observing in Schools/Fieldwork	What Works? Public Education in Chicago	Fund. Aspects of Teaching/Residency
Community Bldg. for Middle Grades	Administrative Issues for Pluralistic Schools	Research & Analysis I:Teacher Inquiry
Teaching and Learning in Context	Voices and Choices: Middle School Inquiry	Research & AnalysisII:Teacher Inquiry

EARLY CAREER TEACHING EXPERIENCES

Adjunct, Graduate School of Education Social Policy, Northwestern University 1998–2000
 Developed and taught graduate level *Social Studies Methods* course and designed a new *Student Teaching Seminar* (which became required in Northwestern’s MEd program) as an adjunct instructor; led weekly seminars for student teachers; co-chaired the Elementary Curriculum Committee to prepare for Illinois State Board of Education review; supervised and mentored student teachers in field placements.

Adjunct, National College of Education, National Louis University 1998–2000
 Developed and taught graduate level *Social Studies Methods* course; led several invited seminars for graduate/doctoral students about multicultural literature, multiage instruction, and interdisciplinary instruction

Teacher, University of Chicago Charter School (Grades 5–7), North Kenwood/Oakland Campus 2000–2001
 Teacher leader at the University of Chicago’s first charter school campus, served as a demonstration–classroom teacher for literacy professional development activities and video work in grades 5–7; prepared instructional materials for use throughout the University’s network of schools on the city’s South Side; built and maintained relationships that paved the way for partnerships with the University’s Urban Teacher Education Program.

Teacher, Sawyer School (Grades 4 & 5), Chicago Public Schools, CPS/District 299 1998–2000
 Implemented first multiage classroom (grades 4 & 5) and cross–grade Reading Buddies Program in the school; enacted thematic, interdisciplinary instructional units; assisted with the creation of school–based study groups for Reading and Writing Workshop; member of school leadership team and interviewing committee; hosted student interns and supported first–year teachers from National Louis, Illinois State University, and Northwestern.

Teacher, Olive Mary-Stitt School (Grades 4 & 5), Arlington Heights, Illinois School District 25 1993–1998
 Created and enacted thematic, interdisciplinary instructional units for multigrade classroom; incorporated Problem–Based Learning and technology into curriculum; helped children develop electronic portfolios for the school’s first schoolwide Parent Portfolio Night; piloted University of Chicago’s *Everyday Mathematics* curriculum; served as Instructional Leader for intermediate grades; member of districtwide math, science, and drama committees; served as demonstration–classroom teacher; hosted student interns from Illinois State University and University of Illinois.