

Dorothea Anagnostopoulos

Professor

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Education

1994-2000 Ph. D., Education, University of Chicago, Chicago, IL
1986-1987 M.A.T./English, University of Chicago, Chicago, IL
1982-1986 B.A., English, Stanford University, Palo Alto, CA

Professional Experience

8/21 – Present *Associate Dean for Academic Affairs*, Neag School of Education, University of Connecticut, Storrs, CT
8/22 – Present *Professor*, Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT.
8/13 – 8/22 *Associate Professor*, Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT.
8/13 – 6/18 *Executive Director of Teacher Education*, Neag School of Education, University of Connecticut, Storrs, CT.
8/07- 8/13 *Associate Professor*, Department of Teacher Education, Michigan State University, East Lansing, MI.
9/00 – 8/07 *Assistant Professor*, Department of Teacher Education, Michigan State University. East Lansing, MI.
9/95 - 8/00 *Project Coordinator*, School Governance Research Project, Department of Education, University of Chicago. Chicago, IL.
6/94- 6/97 *Program Assistant*, M.A.T./English Program, Department of Education, University of Chicago, Chicago, IL.
9/91- 6/94 *English Teacher*, Prologue Alternative High School, Chicago, IL.
9/89- 1/91 *English Teacher*, Reavis High School, Burbank, IL
6/88- 1/89 *Education Coordinator*, Neon Street Center for Homeless Youth, Chicago, IL.
9/87- 6/88 *English Teacher*, San Benito High School, Hollister, CA.

Publications

Peer-Reviewed Articles

(*Student co-author)

Anagnostopoulos, D., Woulfin, S., Dorner, L., & Connery, C. * (in press.) Case study research and educational policy: Contemporary insights and future directions. In L. Cohen-Vogel, J. Scott & P. Youngs (Eds.), *Handbook on Education Policy Research*, 2nd

- Volume*. Washington DC: American Educational Research Association.
- Levine, T., Mitoma, G., **Anagnostopoulos, D.** & Roselle, R., (2022/OnlineFirst) Re-envisioning program coherence as a dynamic process: A case study of teacher education program redesign that impacted instructors' work. *Journal of Teacher Education*. <https://doi.org/10.1177/00224871221108>
- Golden, M. N*, Holder, S.R.*, **Anagnostopoulos, D.**, & Weiner, J.M. (2022). Who's missing from school choice research? *Journal of African American Women and Girls in Education*, 2 (1), 62-81. <https://doi.org/10.21423/jaawge-v2i1a36>
- Youngs, P., Elreda, L.M.*, **Anagnostopoulos, D.**, Cohen, J., Drake, C. & Konstantopoulos, S. (2022). The development of ambitious instruction: How beginning elementary teachers' personal characteristics and preparation experiences are associated with their mathematics and reading practices. *Teaching and Teacher Education*, 110 (February)103576. Published online November, 2021. <https://www.sciencedirect.com/science/article/pii/S0742051X21003012?dgcid=coauth> or
- Wilson, S. & **Anagnostopoulos, D.** (2021). The craft of reviewing qualitative research. *Review of Educational Research*. 91 (5), 651-670. <https://doi.org/10.3102%2F00346543211012755>
- Anagnostopoulos, D.**, Wilson, S., & Charles-Harris, S.* (2021). Contesting quality teaching: Teachers' pragmatic agency and the debate about teacher evaluation. *Teaching and Teacher Education*, 96 <https://doi.org/10.1016/j.tate.2020.103246>
- Anagnostopoulos, D.**, Cavanna, J. & Charles-Harris, S.* (2020). Managing to teach ambitiously in the first year? *Elementary School Journal*. 120(4), 667-691. <https://www.journals.uchicago.edu/doi/abs/10.1086/708660?journalCode=esj>
- Anagnostopoulos, D.**, Levine, T., Roselle, R. & Lombardi, A. (2018). Learning to redesign teacher education: A conceptual framework to support program change. *Teaching Education*, 29 (1), 61-80. <https://doi.org/10.1080/10476210.2017.1349744>
- Roselle, R., Hands, R., **Anagnostopoulos, D.**, Levine, T., Cahill, J., Kuhn, A. & Pils, C. (2017). Simultaneous inquiry: Renewing partnerships and people in professional development schools. *School-University Partnership: The Journal of the National Association for Professional Development Schools*, 10(4), 74-82. <https://napds.org/sup-2017-themed-issue-teacher-inquiry/>
- Staples, M., Newton, J. & **Anagnostopoulos, D.** (Editors). (2016). Fostering a democratic education: Argumentation within and beyond K-12 classrooms, This issue. *Theory into Practice*, 55(4), 275 – 278. <https://doi.org/10.1080/00405841.2016.1222155>
- Anagnostopoulos, D.**, Lingard, B. & Sellars, S. (2016). Argumentation in Educational Policy Disputes: Competing Visions of Quality and Equity. *Theory into Practice*, 55(4), 342-351. <https://www.tandfonline.com/doi/full/10.1080/00405841.2016.1208071>
- Anagnostopoulos, D.**, Rutledge, S., & Vali, B. (2013). State education agencies, information systems, and the expansion of state power in the era of test-based accountability. *Educational Policy*, 27 (2), 217-247. <https://journals.sagepub.com/doi/10.1177/0895904813475713>
- Anagnostopoulos, D.**, Everett, S.,* & Carey, C.* (2013). "Of course we're supposed to move on, but then you still got people who are not over those historical wounds": Cultural memory and US youth's race talk. *Discourse and Society*, 24 (2), 163-185. <https://doi-org.ezproxy.lib.uconn.edu/10.1177/0957926512469389>

- Schmidt, S.,* Lockhart, J.,* Carolan, A.,* Chang, S.,* & **Anagnostopoulos, D.** (2012). Recognition, responsibility, and risk: Pre-Service teachers' framing and reframing of lesbian, gay, and bisexual social justice issues. *Teaching and Teacher Education*, 26 (8), 1175-1184. <https://doi.org/10.1016/j.tate.2012.07.002>
- Chang, S.,* **Anagnostopoulos, D.** & Omae, H.* (2011). The multidimensionality of multicultural service learning: The variable effects of social identity, context, and pedagogy on pre- service teachers' learning. *Teaching and Teacher Education* 27(7), 1078-1089. <https://doi.org/10.1016/j.tate.2011.05.004>
- Anagnostopoulos, D.**, Bautista, J.* , Carey C.* , and Everrett, S.* (2011). Teacher training and development. *Oxford University Press Online Bibliographic Projects*. New York: Oxford Press.
- Cannata, M.* , McCrory, R., Sykes, G., **Anagnostopoulos, D.**, & Frank, K. (2010). Exploring the influence of National Board Certified Teachers in their schools and beyond. *Educational Administration Quarterly* 46(4), 436-490. <https://journals.sagepub.com/doi/abs/10.1177/0013161X10375605>
- Anagnostopoulos, D.** , Sykes, G., McCrory, R., Cannata, M.* & Frank, K. (2010) Dollars, distinction or duty? The meanings of the National Board of Professional Teaching Standards for teachers' collective work. *American Journal of Education*, 116(3), 337-369. <https://www.journals.uchicago.edu/doi/abs/10.1086/651412>
- Anagnostopoulos, D.**, Buchanan, N., Pereira, C.* & Lichty, L. (2009). School staff responses to gender-based bullying as moral interpretation: An exploratory study. *Educational Policy*, 23 (4), 519-553. <https://doi.org.ezproxy.lib.uconn.edu/10.1177/0895904807312469>
- Anagnostopoulos, D.** , Smith, E.* , Nystrand, M. (2008). Creating dialogic spaces to support teachers' discussion practice: An introduction. *English Education*, 41(1), 4 -12. <https://www.jstor.org/stable/40173313>
- Smith, E.*. & **Anagnostopoulos, D.** (2008) Co-constructing discussion tools in a university/school network. *English Education*, 41(1), 39-65. <https://www-jstor-org.ezproxy.lib.uconn.edu/stable/40173315>
- Frank, K., Sykes, G., **Anagnostopoulos, D.**, Cannata, M.* , Chard, L.* , Krause, A., & McCrory, R. (2008). Extended influence: National Board certified teachers as help providers. *Educational Evaluation and Policy Analysis*, vol. 30 (1), 3-30. <https://journals.sagepub.com/doi/10.3102/0162373707313781>
- Anagnostopoulos, D.** & Rutledge, S. (2007). Making sense of school sanctioning policies in urban high schools: Charting the depth and drift of school and classroom change. *Teachers College Record*, 109 (5), 1261-1302.
- Anagnostopoulos, D.**, Smith, E.*. & Basmadjian, K.* (2007). Bridging the school-university divide: Horizontal expertise and the 'Two Worlds Pitfall'. *Journal of Teacher Education*, 58 (2), 138-152.
- Anagnostopoulos, D.** (2006). "Real Students" and "True Demotes:" Ending social promotion and the moral ordering of urban high schools. *American Educational Research Journal*, 43 (1), 5-42.
- Bali, V., **Anagnostopoulos, D.**, & Roberts, R. (2005). Towards a political explanation of grade retention. *Educational Evaluation and Policy Analysis*, 27 (2), 133-155.
- Anagnostopoulos, D.**, Basmadjian, K.* & Wallace, R. (2005). The de-centered teacher and the construction of social space in the virtual classroom, *Teachers College Record*,

107 (8), 1699-1729.

- Anagnostopoulos, D.** (2005). Testing, tests and classroom texts. *Journal of Curriculum Studies*, 37 (1), 35 –63.
- Anagnostopoulos, D.** (2003). Testing and student engagement with literature in urban classrooms: A multi-layered perspective. *Research in the Teaching of English*, 38 (2), 177-212.
- Anagnostopoulos, D.** (2003). The new accountability, student failure and teachers' work in urban high schools. *Educational Policy*, 17 (3), 291-316.
- Wong, K, **Anagnostopoulos, D.**, Rutledge, S. & Edwards, C. (2003). The challenge of improving teaching in urban high schools: Case studies of the implementation of the Chicago Academic Standards, *The Peabody Journal of Education*, 78 (3), 39-87.
- Wong, K & **Anagnostopoulos, D.** (1998). Can integrated governance reconstruct teaching?: Lessons learned from low-performing high schools in Chicago. *Educational Policy*, 12 (1), 31-47.

Under review/In process:

Youngs, P., Miller, J. M. M., Evert, K. **Anagnostopoulos, D.**, & Drake, C. (under review, *AERA Open*). How beginning elementary teachers' mathematics instructional quality is associated with similarities between student teaching and first-year grade-level assignments.

Anagnostopoulos, D. & Cavanna, J. The materiality of ambitious instruction

Anagnostopoulos, D. Cavanna, J. & Casa, T. Ambitious instruction and beginning teachers' use of teacher education and school resources: The role of personal sense.

Books

Varner, K., Bickmore, S., Hays, D.G., Schrader, P.G., Carlson, D.L., & **Anagnostopoulos, D.** (Eds.) (2020). *Corona Chronicles: On Leadership, Processes, Commitments and Hope*. NY: DIO Press.

Varner, K., Bickmore, S., Hays, D.G., Schrader, P.G., Carlson, D.L., & **Anagnostopoulos, D.** (Eds.) (2020). *Corona Chronicles: Necessary Narratives in Uncertain Times*. NY: DIO Press.

Anagnostopoulos, D., Rutledge, S., & Jacobsen, R. (Eds) (2013) *The Infrastructure of Accountability: Data Use and the Transformation of American Education*. Cambridge, MA: Harvard Education Press.

Wong, K., Shen, F., **Anagnostopoulos, D.**, Rutledge, S. (2007). *The Education Mayor: Improving America's Schools*. Washington, DC: Georgetown University Press.

Book Chapters

Anagnostopoulos, D. & Schneider, J. (in press). Teaching and teacher education: . In Theodore Michael Christou (Editor). *Educational Foundations, Volume 2: Historical Foundations of Education*. London: Bloomsbury.

Anagnostopoulos, D. & Bautista-Guerra, J*. (2013) Trust and numbers: Constructing and contesting statewide student information systems. In D. Anagnostopoulos, S. Rutledge, & R. Jacobsen (eds). *The Infrastructure of Accountability: Data Use and the Transformation of American Education*. Cambridge, MA: Harvard Education Press.

Anagnostopoulos, D. (2008). High-stakes testing and the social languages of literature and

- literate achievement in urban classrooms. In Jerrie C. Scott, Dolores Y. Straker, & Laurie Katz, (Eds.). *Affirming students' right to their own language: Bridging language policies to teaching practices*. New York: Routledge and NCTE.
- Anagnostopoulos, D., Brass, J.* & Subedi, D.*** (2007). The technology and literacy project: Crossing boundaries to conceptualize the new literacies, In Punya Mishra, Matt Koehler and Yong Zhao (Eds.), *Faculty development by design: Integrating technology in higher education*. Greenwich, CT: Information Age Publishing.
- Anagnostopoulos, D.** (2007). The new accountability and teachers' work in urban high schools." In Teresa M. Tatto (Ed.), *Teacher education reform and accountability systems in a global time: A comparative analysis*. Oxford: Symposium.
- Anagnostopoulos, D. & Rutledge, S.** (2006). District policy as an uncertain catalyst for school change: School sanctioning in urban high schools. In Kenneth K. Wong and Stacey Rutledge (Eds.), *System-wide efforts to improve student achievement*. Greenwich, CT: Information Age Publishing.
- Wong, K., **Anagnostopoulos, D.**, Rutledge, S., Lynn, L., & Dreeben, R. (2003). Implementing an educational accountability agenda: Integrated governance in its fourth year. In James G. Cibulka & William L. Boyd (Eds.) *A race against time: The crisis in urban schooling*. Westport, CT: Praeger.
- Anagnostopoulos, D.** (1996). Changing teachers' roles to improve teaching and learning. In Kenneth Wong (Ed). *Advances in educational policy, volume 2: Rethinking school reform in Chicago*. Greenwich, CT: JAI Press.

Selected Invited Book Reviews, Reports & Non-referred Publications

- Cobb, C., Anagnostopoulos, D., Devona, K. & Overton, K. (2022). *Evaluation of the State of Connecticut Summer Enrichment Grants*. Center for Connecticut Education Research Collaboration.
- Smagorinsky, P. **Anagnostopoulos, D.**, Smith, M. W., and Lee, C. (2015). Forum: A Tribute to George Hillocks, Jr. *Research in the Teaching of English*, 50 (2): 236-248.
- Anagnostopoulos, D.** (2014). Invited Book Review of *Charting Reform, Achieving Equity in a Diverse Nation* by Gail L. Sunderman. *Teachers College Record*, <http://www.tcrecord.org> ID Number 17477.
- Anagnostopoulos, D.**, Drake, C., Hodges, K., Broda, M., Lane, J., Wargo, J., Cole, J. (2013). *Preparing Teachers in the New Teacher Evaluation Context*. Unpublished policy brief, Michigan State University, Department of Teacher Education: East Lansing, MI.
- Anagnostopoulos, D. & Bali, V.** (2011). *Implementing Statewide Student Longitudinal Data Systems: Lessons from the States* (Working Paper #22). Michigan State University. Education Policy Center. <https://education.msu.edu/ead/ed-policy-phd/forum/>
- Anagnostopoulos, D. & Bali, V.** (2008). *Implementing Statewide Student Longitudinal Data Systems: Lessons Learned from the States* Final report to the IBM Center for the Business of Government.
- Anagnostopoulos, D.** (2005). *Organizing Induction*. Advocating Strong Standards-based Induction Support for Teachers (ASSIST): Web-based tools and resources for Inducting Novice Teachers. Michigan Department of Education. Lansing, MI.
- Anagnostopoulos, D.** (2003). *The English Educators' Network: A school-university*

collaborative to improve the preparation of secondary English teachers: Final Report. Technical Report to the Michigan Department of Education. East Lansing, MI: College of Education, Michigan State University.

Selected Conference Presentations

- Miller, J.M., Youngs, P., Evert, K., **Anagnostopoulos, D.** & Drake, C. *How beginning teachers' instructional quality is associated with similarities between field placements and first-year schools.* Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, California, April 22 – 26, 2022.
- Youngs, P., Elreda, L.M., **Anagnostopoulos, D.**, Cohen, J., Drake, C. & Konstantopoulos, S. *The development of ambitious instruction: How beginning elementary teachers' preparation experiences are associated with their mathematics and English language arts instructional practices.* Invited paper presented at the Annual Meeting of the American Educational Research Association. San Diego, California, April 22 – 26, 2022.
- Cohen, J., Youngs, P., Qian, H., & **Anagnostopoulos, D.** *Elementary candidates' development of teaching knowledge, beliefs, and self-efficacy across mathematics and reading/language arts.* Paper presented at the Annual Meeting of the American Educational Research Association, Virtual Meeting, April 8 - 12, 2021
- Youngs, P., **Anagnostopoulos, D.** , Cavanna, J. M., Elreda, L. M. *Associations between candidates' opportunity to learn and the quality of their instruction.* Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada, April 5 – 9, 2019.
- Anagnostopoulos, D.** & Cohen, J. *Challenges in conducting longitudinal research on teacher preparation.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, New York, April 13 – 17, 2018.
- Anagnostopoulos, D.**, Cavanna, J.M., & Charles-Harris, S. *Managing to teach ambitiously in elementary mathematics and English language arts.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, New York, April 13 – 17, 2018.
- Drake, C., Cavanna, J.M, & **Anagnostopoulos, D.** *What is an approximation of practice across the teacher preparation/beginning teacher trajectory?* Paper presented at the Annual Meeting of the American Educational Research Association. New York, New York, April 13 – 17, 2018.
- Levine, T., Anagnostopoulos, D., Roselle, R. & Mitoma, G. T. *Addressing coherence, conflict and ambiguity: A case study of teacher education program redesign around core practices.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, New York, April 13 – 17, 2018.
- Golden, M., Holder, S., & **Anagnostopoulos, D.** *Who's missing from school choice research? African American girls' school choice decisions.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, New York, April 13 – 17, 2018.
- Anagnostopoulos, D.**, Cavanna, J.M., & Charles-Harris, C. *Managing to teach: Equipping beginning teachers to build positive environments in high poverty schools.* Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, Baltimore, Maryland, March 1 - 3, 2018.

- Youngs, P., Cohen, J., Drake, C., **Anagnostopoulos, D.** & Casa, T. *The Development of Knowledge in Elementary Mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, Texas, April 27 – May 1, 2017.
- Lingard, R.L., Sellar, S., & **Anagnostopoulos, D.** *Argumentation in Education Policy Debates: Competing Visions of Quality and Equity*. Paper presented at the Annual Meeting of the American Educational Research Association. San Antonio, Texas, April 27 – May 1, 2017.
- Donaldson, M., **Anagnostopoulos, D.**, & Yang, M. *Emotions and Teacher Response to Enhanced Teacher Evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, DC, April 8-12, 2016.
- Anagnostopoulos, D.**, Levine, T. & Roselle, R. *Learning to Redesign Teacher Education: Conceptual Tools and Social Practices*. Paper presentation at the Annual Meeting of the American Association of Colleges of Teacher Education, Las Vegas, NV. February 23 –26, 2016.
- Anagnostopoulos, D.**, Levine, T. & Roselle, R. *Reforming a Teacher Education Program around High Leverages Practices*. Interactive Dialogue Session for the Annual Meeting of the American Association of Colleges of Teacher Education, Atlanta, GA. February 26 – March 1, 2015.
- Donaldson, M., **Anagnostopoulos, D.**, & Yang, M. *How do teachers respond to teacher evaluation ratings? The role of emotions*. Paper presented at the annual conference of the Association of Education Finance and Policy, February 28, 2015, Washington D.C.
- Anagnostopoulos, D.** & Rutledge, S. *Data governance in the era of outcomes-based accountability*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA, April 27 – May 1, 2013.
- Rutledge, S., **Anagnostopoulos, D.** & Jacobsen, R. *The infrastructure of accountability: Examining the governance of longitudinal data systems*. Paper presented at Improving Education through Accountability and Evaluation: Lessons from around the World conference sponsored by INVALSI, University of Maryland School of Public Policy, and APPAM. Rome, Italy, October 3-5, 2012
- Anagnostopoulos, D.**, Chang, S. & Omae, H. *Multicultural service learning and pre-service teachers' career preferences: Assessing the effects of race and class boundaries*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA., April 8 – 12, 2011.
- Anagnostopoulos, D.** & Bautista-Guerra, J. *The meanings of money in teachers' work*. Paper presented at the annual conference of the American Educational Studies Association, Denver, CO., October 27 – 31, 2010.
- Anagnostopoulos, D.**, Chang, S., Greteman, A., & Okwako, B. *The discourses of social difference: How pre-service teachers reason about diversity*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA., April 13-17, 2009.
- Marquardt, S. & **Anagnostopoulos, D.** *How college students make sense of multicultural service learning*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 13- 17, 2009.
- Lunsford, C., Wheeler, C., **Anagnostopoulos, D.**, & Bird, T. *Learning about differences:*

- Preparing prospective teachers for diversity.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 13- 17, 2009.
- Anagnostopoulos, D.** & Chang, S. “*Sometimes I think it would be nice if I could be a human chameleon*”: *Understanding how White teacher candidates negotiate race and class in urban high schools.* Paper presented at the 29th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA., February 29 – March 1, 2008
- Anagnostopoulos, D.,** Lunsford, C. & Roxas, K. *Fit, family and fortune: Undergraduates’ decisions to enter teaching as “careership.”* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 9-13, 2007.
- Smith, E. , **Anagnostopoulos, D.** & Lander, R. *Collaboration and quality in teacher education: Developing shared knowledge and practice in a school-university partnership.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 9-13, 2007.
- Smith, E. , **Anagnostopoulos, D.** & Lander, R. *The teacher educator network: Building consensus around the preparation of English teachers.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, New York, NY., February 24 – 27, 2007.
- Anagnostopoulos, D.** & Sykes, G. *What difference does difference make: The meanings of National Board Certification and the sentiments of teaching.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 7-15, 2006.
- Anagnostopoulos, D.** & Smith, E. *Co-constructing Tools for Learning-to-Teach Discussion in a University-School Network.* Paper presented at the annual convention of the National Council of Teachers of English, Pittsburgh, PA, November 17 – 20, 2005.
- Burian-Fitzgerald, M. & **Anagnostopoulos, D.** *Where to teach: Career decisions of first-year teachers.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 10- 14, 2005.
- Anagnostopoulos, D.** & Rutledge, S. *The cognitive politics of school sanctioning policies.* Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA, April 12 – 16, 2004.
- Anagnostopoulos, D.** *Accounting for failure: The social and academic uses of merit promotion in two Chicago high schools.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 21-25, 2003.
- Anagnostopoulos, D.** *Preparing secondary interns to teach diverse literacies.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 1- 5, 2002.
- Anagnostopoulos, D.** *Bridging the divide: The English Educator Network as a cross-institutional community of learners.* Presented at the spring conference of the National Council of Teachers of English, Portland, OR, March 6 – 9, 2002.
- Anagnostopoulos, D.** *Accountable reading: The discourse of accountability and literature instruction in four Chicago high schools.* Paper presented at the National Council of Teachers of English Research Assembly, Berkeley, CA, February 9-12, 2001.
- Anagnostopoulos, D,** Wong, K., & Rutledge, S. *The challenge of improving instruction in urban high schools: Case studies of the implementation of the Chicago Academic Standards.* Paper presented at the Annual Meeting of the American Educational

Research Association, New Orleans, LA, April 1- 5, 2000.

Selected Invited Presentations

- Anagnostopoulos, D.** (2022, April 22). *Teaching, Teacher Education and Democratic Crises: AERA Division K Vice Presidential Address*. Annual Meeting of the American Educational Research Association. San Diego, California, April 22 – 26, 2022.
- Anagnostopoulos, D.,** Cavanna, J. & Casa, T. (2022, April 22). *Personal sense and beginning teachers' development of ambitious instruction: How emotions and moral commitments shape beginning teachers' use of teacher education and school resources*. Annual Meeting of the American Educational Research Association. San Diego, California, April 22 – 26, 2022.
- Anagnostopoulos, D.** (2022, April 25). *Employing and expanding the Activity Theory toolkit to build knowledge for teacher education and beginning teacher development*. Annual Meeting of the American Educational Research Association. San Diego, California, April 22 – 26, 2022.
- Anagnostopoulos, D.** (2020, June 10) *Learning to Redesign Teacher Education*. University of California, Davis. School of Education, Teacher Education Redesign Committee, June 10, 2020.
- Anagnostopoulos, D.** (2019, April). *Scaling up assessment literacy in teacher preparation programs: A panel discussion*. Annual conference of the National Council on Measurement in Education, Toronto, Canada, April 4 – 8, 2019.
- Anagnostopoulos, D.** (2017, May 10). *Redesigning Teacher Education at the University of Connecticut*. The Freiburg Advanced Center of Education, University of Frieburg, Germany.
- Anagnostopoulos, D.** (2016, November 16). *Learning to Redesign Teacher Education: A Conceptual Framework*. Cooper Lecture Series. University of Virginia, Curry School of Education.
- Anagnostopoulos, D.** (2016, February). *Innovative Strategies to Recruit and Retain a Diverse Teaching Workforce*. Major Forum Panel Presentation. Annual Meeting of the American Association of Colleges of Teacher Education, February 23 –26, 2016, Las Vegas, NV.
- Anagnostopoulos, D.** (2015, June 8). *Teacher education at the University of Connecticut: Preparing effective and responsive teacher leaders*. Presentation to the Ministry of Higher Education, Baden-Wurttemberg, Germany, June 8, 2015.
- Anagnostopoulos, D.** (2014, May 16). *PISA and the Problem of Feedback*. Presentation at PISA- More than just a survey? Interdisciplinary Workshop, University of Bremen, Bremen, Germany, May 15-16, 2014.
- Anagnostopoulos, D.** (2013, February). Respondent. Teacher Evaluation and the Education of Teachers Conference. Michigan State University, Department of Education, East Lansing, MI.
- Anagnostopoulos, D.** (2012, February 23). *Trust and numbers: Constructing and contesting statewide student information systems*. Paper presented at the Data Infrastructure Conference, Florida State University, Tallahassee, FL. February 23 – 24, 2012.
- Anagnostopoulos, D.** (2008, December). *What difference does NBPTS certification make for teachers' collegial relations?* Presentation to the Teachers Solution Team of National Board Certified Teachers, The Center for Teaching Quality.
- Anagnostopoulos, D.** (2007, April). *Pursuing quality through education policy and*

research. GSC Division L, Education Policy and Politics Fireside Chat, at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 9-13, 2007.

Anagnostopoulos, D. (2005, December). *Issues and strategies in school/university partnerships.* Egypt Education Reform Project, Michigan State University, East Lansing, MI.

Anagnostopoulos, D. (2003, November). *Testing the tests: Responding to high-stakes testing.* Paper presented at the annual convention of the National Council of Teachers of English, Commission on English Education, Committee on High-Stakes Testing, Half-day Workshop. San Francisco, CA.

Grants

External

2021 – 2022 *Evaluation of Connecticut’s 2021 Summer Enrichment Program.* Connecticut State Department of Education: Connecticut’s COVID-19 Collaborative Educational Research. \$149,688. Casey Cobb (PI), **Dorothea Anagnostopoulos (Co-PI).**

2018 – 2019 *A Study of Elements of Teacher Preparation Programs that Interact with Candidate’s Characteristics to Support Novice Teachers to Enact Ambitious Mathematics Instruction:* The National Science Foundation, HER Core Research Program, Supplemental Support. Awarded: \$298,499. Peter Youngs (PI, University of Virginia), **Dorothea Anagnostopoulos (Co-PI/UCONN - PI)**, Corey Drake (Co-PI, Michigan State University), Julie Cohen (Co-PI, University of Virginia), Tutita Casa (Co-PI, UConn), Robert Berry (Co-PI, University of Virginia).

2015- 2019 *The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts.* Spencer Foundation, Lyle Spencer Program. Awarded: \$999,898. Peter Youngs (PI, University of Virginia), **Dorothea Anagnostopoulos (Co-PI, UCONN-PI)**, Corey Drake (Co-PI, Michigan State University), Julie Cohen (Co-PI, University of Virginia) & Spyros Konstantopoulos (Co-PI, Michigan State University).

2015 - 2018 *The Development of Ambitious Instruction in Elementary Mathematics.* National Science Foundation, EHR Core Research Program. Awarded: \$1,497,618. Peter Youngs (PI, University of Virginia); Corey Drake (Co-PI, Michigan State University), Julie Cohen (Co-PI, University of Virginia), **Dorothea Anagnostopoulos (Co-PI, UCONN-PI)**, Tutita Casa (Co-PI, UConn), Robert Berry (Co-PI, University of Virginia).

2014- 2015 *Bridging Practices among Connecticut Mathematics Educators,* Connecticut State Department of Education, Mathematics and Science Partnership grant. Awarded: \$300,650. Megan Staples (PI), Fabiana Cardetti (Co-PI), **Dorothea Anagnostopoulos (Co-PI)**, Tutita Casa, (Co-PI).

2014 -2017 *Changing the Demographics of the Teaching Force,* American Association of Colleges of Teacher Education (AACTE), Networked Improvement Community, Innovations Exchange Program. Awarded: \$3,000
Dorothea Anagnostopoulos (PI).

2013 *The Urban Debate Club*, **Dorothea Anagnostopoulos (PI)**, Sonya Gunnings-Moton (Co-PI), and Raven Jones (Co-PI), Michigan State University. The Detroit Schools- Higher Education Consortium Program, Ford Foundation. Awarded \$34,979.

2005-2009 *Future Teachers for Social Justice*. Skillman Foundation, Detroit, MI. Awarded \$575,000. **Co-PI's: Dorothea Anagnostopoulos**, Chris Dunbar and Sonya Gunnings-Moton, Michigan State University.

2007 *Implementing Unique Student Identifiers to Improve Educational Accountability: Lessons from the States*. IBM Center for the Business of Government. Awarded: \$20,000. **Co-PIs: Dorothea Anagnostopoulos** and Valentina Bali, Michigan State University.

2003 *National Board Certified Teachers as an Organized Resource*. National Board for Professional Teaching Standards. Awarded \$360,000. Gary Sykes (PI), **Dorothea Anagnostopoulos (Co-PI)**, Ken Frank (Co-PI) & Raven McCrory (Co-PI), Michigan State University.

2001 *The English Educators' Network: A School-University Collaborative to Improve the Preparation of Secondary English Teachers*. Michigan Department of Education, Eisenhower Grant. Awarded \$86,348. **Dorothea Anagnostopoulos (PI)**, Michigan State University.

Internal

2020 *Creating Culturally Responsive Teaching Contexts*. University of Connecticut, President's Commitment to Community Initiative Grant, Awarded: \$5,420. **Co-PIs:** Robin Hands and **Dorothea Anagnostopoulos** University of Connecticut.

2007 *Teaching for Social Justice through Service Learning*. Office of Inclusion and Intercultural Initiatives, Michigan State University. Awarded \$25,000. **Dorothea Anagnostopoulos (PI)**.

2005 *The Mentor Portfolio Study Group*. Teacher Education Department, Michigan State University. Awarded \$4,000. **Dorothea Anagnostopoulos (PI)**.

2004 *Examining Gendered Bullying, Its Psychological and Academic Outcomes, and Anti- Harassment Policies among Rural Youth*. Michigan State University, FACT (Families and Communities Together) Grant. Awarded \$50,000. Nicole Buchanan (PI), Michigan State University (MSU) Department of Psychology; Co-Principal Investigators: **Dorothea Anagnostopoulos (Co-PI)**, MSU, Department of Teacher Education, Clifford Borman (Co-PI), MSU Department of Sociology; Wendy Sellers, Eaton Intermediate School District; Anthony Habra & Maryanne Boylan, Bath High School.

2002 *Preparing Pre-service English Teachers to Teach New Literacies*. Michigan State University, College of Education, PT3 (Preparing Teachers to Teach with Technology) Grant Awarded \$30,000. **Dorothea Anagnostopoulos (PI)**.

Teaching

Courses

University of Connecticut

- EDCI3100W Multicultural Education, Equity and Social Justice
 EDCI3000 Introduction to Teaching
 EGEN4110 Analysis of Teaching
 EDCI5875 Multicultural Education
 EDCI5250 Teaching Literature to Adolescents
 EDCI6000 Introduction to Methods in Qualitative Research
 EDCI6005 Advanced Methods in Qualitative Research
 EDLR6323 History of K-12 Education Reforms, 1890 – present
 EDCI6094 Reading and Writing Educational Scholarship

Michigan State University

- TE291A Sophomore Seminar, Urban Educators' Cohort Program
 TE250 Human Diversity, Power and Opportunities in Social Institutions (including section with Australia Study Abroad, summer 2010)
 TE301 Learners and Learning in Context
 TE801/803 Professional Roles and Teaching Practice, I & II
 TE802/804 Reflection and Inquiry in Teaching Practice, I & II, English
 TE891 Teaching Literature through Discussion (part of the College of Education's on-line MA program)
 TE901 Professional Seminar in Curriculum, Teaching and Educational Policy,
 TE920 Social Analysis of Educational Policy
 TE931 Qualitative Methods in Educational Research
 TE994 Laboratory and Field Experience in Curriculum, Teaching and Educational Policy
 TE939 Advanced Methods in Qualitative Research in Education, Case Study Research

Doctoral Dissertation Chair

- Kathryn Bell, *Mentoring as improvisation: Negotiating and constructing the experience*, Teacher Education, PhD. Michigan State University, 2003
 Kevin Basmadjian, *Learning to lead discussion: Context, conflict and community*, Teacher Education, PhD. Michigan State University, 2005
 Karen Maloley, *Teachers' assessment practices as situated action*, Curriculum, Teaching and Educational Policy, PhD., Michigan State University, 2008
 Danielle LeSure, *Institutionalizing informal mayoral involvement in education: Internal and external approaches to building civic capacity*, Educational Policy, PhD., Michigan State University, 2008.
 John Lockhart, *Critical Investigations into Interns' Urban Teaching Apprenticeship Experiences*, Curriculum, Teaching and Educational Policy, PhD., Michigan State University, 2009.
 Shih-pei Chang, *Exploring How Pre-service Teachers Learn from Multicultural Service Learning Experience*, Curriculum, Teaching and Educational Policy, PhD, Michigan

State University, 2009.

Marini Lee, *Telling the Future: Narrating Urban Teaching Identities*. Curriculum, Teaching and Educational Policy, PhD., Michigan State University, 2010. Awarded *AERA Minority Research Fellowship in Education Research, 2008-2009*, Awarded *King Chavez Parks Fellowship, Michigan State University 2009-2010*.

Akesha Horton, *Urban Youth as Global Citizens: How Urban Youth Use Digital Technology and Conscious Hip Hop to Engage with "Glocal" Issues of Social Justice*. Curriculum, Instruction and Teacher Education, PhD., Michigan State University, 2012. Awarded *Fulbright-MTVu Scholarship, 2010-2011*.

Lara White. *A Case Study Examining How Experienced Teachers Adopt Culturally Responsive Instruction through Participating in a Collaborative Inquiry Team*. Educational Leadership, EdD, University of Connecticut, 2017.

Sian Charles-Harris. *Playing in the Shadow of Modernity: English Education, Social Justice and the Coloniality of Being/Power/Truth/Freedom*, Curriculum and Instruction, PhD. University of Connecticut, 2022.

Doctoral Dissertation Director

Marisa Cannata, *Where to teach? Developing a comprehensive framework to understand teachers' career decisions*, Educational Policy, PhD., Michigan State University, 2007, Awarded *Spencer Foundation Education Dissertation Award, 2006-2007*, Awarded *AERA Division L Dissertation Award, 2008*.

Doctoral Dissertation Committee Member

Emily Smith, *Honoring Interns' Teaching Ideas: Negotiating Dilemmas in the Expert-Novice Learning Dialogue*, Teacher Education, Ph.D. Michigan State University, 2003.

Jody A. Galosy. *Between a Rock and a Hard Place: Learning to Teach Science-for-all in an Urban District*. Teacher Education, Ph.D., Michigan State University, 2005.

Jodi Sue Harris. *New Habits of Mind: Involving Struggling Readers in an Era of No Child Left Behind*. Teacher Education, Ph.D., Michigan State University, 2005.

Yanan Fan, *Learning English in a Midwestern Urban High School: A Case Study of an ELL Vietnamese Student*. Teacher Education, Ph.D., Michigan State University, 2006.

Cigdem Haser, *Investigation of Preservice and Inservice Teachers' Mathematics Related Beliefs in Turkey and the Perceived Effect of Middle School Mathematics Education Program and the School Contexts on These Beliefs*, Teacher Education, Ph.D., Michigan State University, 2006.

Tambra Jackson, *Learning to Teach in Freedom Schools: Developing Practices and Identities as Educators and Activists*. Teacher Education, Ph.D., Michigan State University, 2006.

Denise K. Ives, *"We Stranded in School": Survival Literacy through Adaptive Colorations Among High-Achieving African American Middle School Students*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University 2008

Kevin Roxas, *Who Really Wants the Tired, the Poor, and the Huddled Masses Anyway? A Study of the Socio-cultural Factors that Influence and Constraint the Academic Success of Somali Bantu Male High School Students*. Curriculum, Teaching and Educational Policy, Ph.D.,

- Michigan State University, 2008.
- Sandra J. Schmidt, *Rethinking the Place of Place in Geography Education*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2008.
- Lisa Margherita Sensale, *Early literacy assessment as a catalyst in the evolution and function of shared leadership and the execution of local reform*. Educational Psychology and Educational Technology, Michigan State University, PhD. 2009.
- Anny E. Fritzen, *Opening Spaces for the Interaction of ESL Students and Their Peers: Implying Levinasian Ethics of the Other*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2010.
- Seung-Hwan Ham, *Collegiality as Uncertainty Management: Multilevel Contexts of Collaborative Teacher Interactions*. Educational Policy. PhD. Michigan State University, 2011.
- Jeanne Marquardt Meier, *Who Killed Walter French? A New Cultural History of Charter School Governance, Community and Ownership in Michigan, 1996-2004*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2011.
- Carlin Borsheim-Black, *"Not as Multicultural as I'd Like": White English Teachers' Uses of Literature for Multicultural Education in Predominately White Contexts.*" Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2012.
- Kenne Ann Dibner, *Something Else for the Rest of 'Em? Military Recruiting, School Mission and Postsecondary Transitions in Public High Schools*. Educational Policy, Ph.D., Michigan State University, 2012.
- Jiang Pu, *Learning to Write in the Digital Age: Ells' Literacy Practices in and out of their Western Urban High School*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2013.
- Abu Bakar Mohamed Razali, *Malaysian Teachers' Conceptions and Uses of Digital Technology in English Writing Instruction: A Multiple Case Study*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2013.
- Brian Boggs, *The Dark Side of Education: State Level Policymaking in the Age of Accountability*. Educational Policy. PhD, Michigan State University, 2014.
- Takayo Ogisu, *How Cambodian Pedagogical Reform Has Been Constructed: A Multi-Level Case Study*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2014.
- Leslie Jo Shelton, *The Experiences of Undocumented Latin@ Students Who Demonstrate Resilience in Navigating Higher Education*. Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2014.
- Jillian M. Cavanna, *Mathematics Teachers' Data Use in Practice: Considering Accountability, Action Research and Agency*. Mathematics Education, Ph.D., Michigan State University. 2016.
- Heather A. Kwolek, *Preparedness for All: School Emergency Response Planning Practices and Inclusion of Individuals with Functional Needs Limitations*. Educational Psychology. University of Connecticut, in process.

Doctoral Dissertation Reader

- Monique Golden, *Black Women's Perfectionism in a Racialized and Gendered Society: What can this Mean for the Frost Multidimensional Perfectionism Scale?* Educational Leadership, PhD, University of Connecticut. 2020.
- Charles D.T. Macaulay. *The Competitive Sport Environment Governing the Collegiate Athletic*

Field. Educational Leadership, PhD. University of Connecticut, in process.

Undergraduate Honors Thesis Advisor

- Eva-Maria Maher, *Examining the Relationship between Clinical Placements and Pre-Service Teachers' Attitudes towards Diversity and Multicultural Education*. Curriculum and Instruction. University of Connecticut, 2017.
- Isabella Horan, *It's Hard to Do Everything: Keeping Beginning Teachers of Color in the Profession*. Curriculum and Instruction. University of Connecticut, 2019.
- Jillian Rutstein, *Supports and Impediments to Ambitious Mathematics Instruction in the Elementary School Setting: A Beginning Teacher's Case Study*. Curriculum and Instruction. University of Connecticut, 2020.

Professional Service and Associations

International, National & State

- 2020 – 2022 Elected Member, Executive Board, American Educational Research Association (AERA)
- 2019- 2022 Elected Vice President, Division K, Teaching and Teacher Education, AERA
- 2019- 2022 Member, Governing Council, AERA
- 2021-Present Member, American Association of Colleges of Teacher Education, Connecticut Dean's & Directors Committee
- 2014- 2016 Member, American Association of Colleges of Teacher Education (AACTE), *Networked Improvement Community, Changing the Demographics of the Teaching Force*
- 2016 Reviewer, Lyle Spencer Research Award, Spencer Foundation
- 2016 Reviewer, Carnegie Foundation for the Advancement of Teaching
- 2016 Reviewer, Providence College, Continuous Improvement Program, Elementary/Special Education Program
- 2015-2016 Co-chair, Research Committee, Council for the Accreditation of Educator Preparation (CAEP)
- 2014-2017 Member, Research Committee, Council for the Accreditation of Educator Preparation (CAEP)
- 2013-2016 Member, Educator Preparation Advisory Committee, Connecticut State Department of Education
- 2014-2015 First Innovation Cycle Co-Leader, American Association of Colleges of Teacher Education (AACTE), Networked Improvement Community, Changing the Demographics of the Teaching Force.
- 2014-2015 Member, Minority Teacher Recruitment Committee, Connecticut State Department of Education
- 2014 Reviewer, Excellence Initiative – Institutional Strategy, University of Bremen, Germany.
- 2013-2014 Member, CEEDAR Task Force, Connecticut State Department of Education
- 2010 – 2013 Member, Executive Committee, Division L, Educational Policy and Politics, Newsletter Editor, AERA.

- 2011-2012 Member, Task Force on Professional Development Policy, Michigan Department of Education.
- 2009 - 2012 Faculty Mentor, Politics of Education Association, William L. Boyd Workshop
- 2006 Section co-chair, Division L, Section 2, Policymaking, Implementation and Evaluation, AERA
- 2005-2008 Member, Dissertation Award Committee, Division L, AERA
- 2006 Faculty Mentor, Clark Seminar, Division L, AERA & UCEA
- 2005-2006 Member, Dissertation Award Committee, Division G, AERA
- 2003 – present Proposal reviewer, Divisions L & K, American Educational Research Association (AERA)
- 2001-2003 Member, Committee on High-Stakes Testing, Commission on English Education, National Council of Teachers of English
- 2000-2006 Proposal Reviewer, Session chair, Session discussant Division G, AERA

Editorial Boards

- Review of Educational Research, 2020 - 2021*
- Research in the Teaching of English, 2012- 2017*
- Journal of the National Network for Educational Renewal, Co-editor, 2014 – 2016*
- American Educational Research Journal, Section on Social and Institutional Analysis, 2006- 2008*

Manuscript Reviewer

- American Educational Research Journal, American Journal of Education, Asia Pacific Journal of Education, Childhood, Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Educational Policy, Educational Policy Analysis Archives, Educational Researcher, English Education, Equity and Excellence in Education, Elementary School Journal, Journal of Curriculum Studies, Journal of Teacher Education, Research in the Teaching of English, Review of Educational Research, Sociology of Education, Teaching and Teacher Education, Teaching Education, The Teacher Educator, Teachers' College Record, Urban Education, Journal of Education Administration*

University

University of Connecticut

- 2021 Member, Leadership Legacy, Selection Committee
- 2018 – 2020 Faculty Advisor, UConn Future Educators' Association
- 2017- 2020 Member, Faculty Senate Diversity Committee
- 2017- 2019 Elected Member, Faculty Senate

Michigan State University

- 2008-2009 Member, Provost's Task Force on Learning Communities
- 2007- 2008 Reviewer, Internal Research Grants Program
- 2002, '03,'09 Mentor, McNair/SROP Scholars Program, Michigan State University

College

University of Connecticut, Neag School of Education

- 2021 Member, Faculty Search, (Department of Educational Leadership)
 2020 Appointed Member, Dean's Review Committee
 2013- present Member, Program Assessment Committee
 2020-2022 Author, Standard 4. CAEP Accreditation Self-Study.
 2018- 2021 Member, Doctoral Studies Committee
 2017 – 2019 Elected, At-large member, Faculty Council
 2017 Member, Director of Assessment Search
 2015 Member, Dean Search
 2015- 2016 Member, Diversity and Equity Committee
 2014- 2016 Member, Dean's Executive Council
 2014- 2017 Member, Educator Quality Faculty Focal Area
 2014- 2016 Chair, Neag School of Education's Networked Improvement
 Community to Diversify the Teaching Force
 2014-2015 Member, Faculty Search, (Department of Educational Psychology)
 2013 Member, Academic Advisor Search, Neag School of Education
 2013-2015 Member, College On-line Learning Committee
 2013-2014 Member, Faculty Search (Department of Educational Leadership)

Michigan State University

- 2008- 2013 Faculty Leader, MSU-Chicago Public Schools Internship Program
 2012-2013 Faculty Leader, Creating a Framework for Formative Assessment
 in Teacher Education.
 2010-2012 Faculty Co-Leader, Teacher Education Assessment Task Force
 2010 Faculty Co-Leader, Urban Educators' Cohort Program Urban Education
 Study Tour, London, England
 2011 Member, COE-TE Endowed Fellowship Scholarship Review Committee
 2004-2012 Instructor, Eli Broad/ Detroit Public Schools/COE Partnership, Summer
 Scholars Program
 2008-2009 Member, College Curriculum Committee
 2008-2009 Member, Urban Education Specialization Committee
 2007-2008 Co-chair, TNE/Urban Education Faculty Search
 2006-2007 Member, Search Committee, Teachers for New Era-Urban Education
 Faculty Position
 2006-2012 Member, Advisory Committee, Urban Educators Cohort Program
 2008-2010 Faculty Leader, Urban Educators Cohort Program
 2003-2005 Elected College of Education Representative, University Faculty
 Advisory Committee
 2002-2006 Undergraduate Scholarship Committee, English Education
 2002-2005 Member, Advisory Committee, College of Education's Spencer
 Foundation Research in Training Program

Department*University of Connecticut*

- 2020 - 2021 Elected Member, Annual Review Committee
 2018 – present Faculty mentor
 2019 Author, English Education Specialty Area Report for Accreditation,

received full accreditation fall 2019
 2017-present Elected Member, Doctoral Committee
 2017 Co-Chair, Faculty Searches, English Education, Literacy Education
 2016–2019 Mentor, One junior faculty member
 2014-2015 Member, Faculty Search, World Languages

Michigan State University

2011-2013 Elected Chair, Faculty Advisory Committee
 2010-2011 Elected Member, Faculty Advisory Committee
 2010-2012 Co-Faculty Leader, Teacher Preparation Program, Program Exit Survey
 2008-2009 Elected Chair, PhD Advisory, Program and Policy Committee
 2003-05,08-09 Elected Member, Faculty Advisory Committee
 2007-2008 Elected Recorder, PhD Advisory, Program, and Policy Committee
 2005-2008 Elected Member, Reappointment, Promotion and Tenure Committee
 2006-2009 Member, PhD Comprehensive Exam Committee
 2008-2009 Member, Department Curriculum Committee
 2006-2008 Coordinator, TE250 Human Diversity, Power and Opportunity in Social Institutions
 2001-06 Co-Subject-matter Faculty Leader, Secondary English Teacher Preparation Program
 2000-2006 Member, Minority Admissions, Recruitment & Retention Task Force
 2000-2002 Member, Teacher Preparation Program and Policy Committee

Academic Awards and Honors

2010 MSU Alumni Teaching Award, nominated by Teacher Education Department & College of Education, Michigan State University
 2006 Teacher Scholar Award, Michigan State University
 2005 Reviewer Award, *American Education Research Journal*, Section on Social and Institutional Analysis
 1999-2000 Spencer Foundation Education Dissertation Fellowship
 1994-1998 Searle Fellowship, Division of the Social Sciences, University of Chicago
 1997-1998 Student Review Board, *American Journal of Education*
 1996 National Society for the Study of Education Award for Honors on Doctoral Preliminary Examination, University of Chicago
 1995 Carolyn Hoefler Award for Outstanding Performance for First Year Doctoral Studies, Department of Education, University of Chicago