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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

8/22 – Present	<i>Professor</i> , Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT.
8/21 – 8/25	<i>Associate Dean for Academic Affairs</i> , Neag School of Education, University of Connecticut, Storrs, CT.
8/13 – 8/22	<i>Associate Professor</i> , Department of Curriculum and Instruction, Neag School of Education, University of Connecticut, Storrs, CT.
8/13 – 6/18	<i>Executive Director of Teacher Education</i> , Neag School of Education, University of Connecticut, Storrs, CT.
8/07- 8/13	<i>Associate Professor</i> , Department of Teacher Education, Michigan State University, East Lansing, MI.
9/00 – 8/07	<i>Assistant Professor</i> , Department of Teacher Education, Michigan State University. East Lansing, MI.
9/95 - 8/00	<i>Project Coordinator</i> , School Governance Research Project, Department of Education, University of Chicago. Chicago, IL.
6/94- 6/97	<i>Program Assistant</i> , M.A.T./English Program, Department of Education, University of Chicago, Chicago, IL.
9/91- 6/94	<i>English Teacher</i> , Prologue Alternative High School, Chicago, IL.
9/89- 1/91	<i>English Teacher</i> , Reavis High School, Burbank, IL
6/88- 1/89	<i>Education Coordinator</i> , Neon Street Center for Homeless Youth, Chicago, IL.
9/87- 6/88	<i>English Teacher</i> , San Benito High School, Hollister, CA.

Publications

Peer-Reviewed Articles

(*Student co-author)

Youngs, P., Miller, J. M. M., Evert, K. **Anagnostopoulos, D.**, & Drake, C. (2025). How beginning elementary teachers' mathematics instructional quality is associated with similarities between student teaching and first-year grade-level assignments. *Teaching and Teacher Education*, 165 doi.org/10.1016/j.tate.2025.105129

Anagnostopoulos, D., Woulfin, S., Dorner, L., & Connery, C. * (2025). 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* (pp. 613-636). Washington DC: American Educational Research Association.
- Cooke, H.*, Campbell, T., **Anagnostopoulos, D.**, & Arnold, C. (2024). Environmental service learning as university-community partnerships: Using actor-network theory to examine a new model of engagement. *Sage Open* 14 (3), 21582440241262830.
- Miller, J., Youngs, P., **Anagnostopoulos, D.** & Drake, C. (2023). How cooperating teachers and university supervisors shape elementary candidates' opportunities to learn and receive feedback on English language arts instruction. *Teacher Education Quarterly*, 50 (2), 6-28.
- Levine, T., Mitoma, G., **Anagnostopoulos, D.** & Roselle, R., (2023) Re-envisioning program coherence as a dynamic process: A case study of teacher education program redesign that impacted instructors' work. *Journal of Teacher Education*, 74(1), 69-84.
<https://doi.org/10.1177/002248712211108>
- 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=coauthor>
- Wilson, S. & **Anagnostopoulos, D.** (2021). The craft of reviewing qualitative research. *Review of Educational Research*. 91 (5), 651-670.
<https://doi.org/10.3102%2F003465432111012755>
- 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 Everett, 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://doiorg.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.

Books

- Youngs, P. and **Anagnostopoulos, D.**, with Cavanna, J., Drake, C., & Casa, T. (2025) *Teaching Ambitiously in Elementary School: Preparing Beginning Teachers*. Harvard Education Press.
- 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. (2023). Teaching and teacher education: The interplay of bureaucratic rationalization and occupational professionalism. In Theodore Michael Christou (Editor). *Educational Foundations, Volume 2: Historical Foundations of Education* (pp. 137-156). 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

- Anagnostopoulos, D.**, Anglin, K., Cohen, J., & Youngs, P., *Beginning elementary teachers' development of ambitious teaching practices*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver Colorado, April 23-27, 2025.
- Youngs, P., Konstantopoulos, S., **Anagnostopoulos, D.**, Cavanna, J., Casa, T., Pinter, H.H., & Drake, C. *How self-efficacy, collective responsibility, and feedback predict beginning teachers' enactment of equitable, ambitious instruction*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, April 11-14, 2024.
- Youngs, P., Konstantopoulos, S., **Anagnostopoulos, D.**, Cavanna, J., Casa, T., Pinter, H.H., & Drake, C. *How feedback and fit are associated with second-year teachers' enactment of equitable, ambitious instruction*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania, April 11-14, 2024.
- Anagnostopoulos, D.** Chair, *Advancing antiracist teaching and teacher education: Insights from Division K 2022 Seed Grant Awardees*. Panel presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 13-16, 2023.
- Anagnostopoulos, D.** Invited Mentor, AERA Graduate Student Research in Progress Roundtable. Annual Meeting of the American Educational Research Association, Chicago, IL, April 13-16, 2023.
- 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 Freiburg, 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*. 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*
EDCI6094	Teacher Education Historical Trends and Contemporary Issues*

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*

*Created new course/section

Doctoral Dissertation Major Advisor

- 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, 2023.

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, Teacher Education, Ph.D. Michigan State University, 2003.
- Jody A. Galosy, Teacher Education, Ph.D., Michigan State University, 2005.
- Jodi Sue Harris. Teacher Education, Ph.D., Michigan State University, 2005.
- Yanan Fan, Teacher Education, Ph.D., Michigan State University, 2006.
- Cigdem Haser, Teacher Education, Ph.D., Michigan State University, 2006.
- Tambra Jackson, Teacher Education, Ph.D., Michigan State University, 2006.
- Denise K. Ives, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University 2008
- Kevin Roxas, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2008.
- Sandra J. Schmidt, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2008.
- Lisa Margherita Sensale, Educational Psychology and Educational Technology, Michigan State University, PhD. 2009.
- Anny E. Fritzen, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2010.
- Seung-Hwan Ham, Educational Policy. PhD. Michigan State University, 2011.
- Jeanne Marquardt Meier, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2011.
- Carlin Borsheim-Black, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2012.

Kenne Ann Dibner, Educational Policy, Ph.D., Michigan State University, 2012.
 Jiang Pu, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2013.
 Abu Bakar Mohamed Razali, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2013.
 Brian Boggs, Educational Policy. Ph.D., Michigan State University, 2014.
 Takayo Ogisu, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2014.
 Leslie Jo Shelton, Curriculum, Teaching and Educational Policy, Ph.D., Michigan State University, 2014.
 Jillian M. Cavanna, Mathematics Education, Ph.D., Michigan State University. 2016.
 Jessica Lotoski, Cognition, Instruction, and Learning Technology, Ph.D., University of Connecticut, 2023.
 Shelby Masse, Sports Management, Ph.D., University of Connecticut, 2023.
 Kenya Overton, Curriculum & Instruction, Ph.D., University of Connecticut, 2025.
 Hannah Cooke, PhD., Curriculum & Instruction, Ph.D., University of Connecticut, 2025.
 Sara Havel, PhD., Curriculum & Instruction, Ph.D., University of Connecticut, in process.
 Simmers, Kristin, PhD., Educational Psychology, Ph.D, University of Connecticut, in process.
 Heather A. Kwolek, Educational Psychology, Ph.D., University of Connecticut, in process.

Doctoral Dissertation Reader

Monique Golden, Ph.D., Educational Leadership, University of Connecticut. 2020.
 Charles D.T. Macaulay. Ph.D., Educational Leadership, University of Connecticut. 2021.
 Shannon Kelley, Ph.D., Curriculum and Instruction. University of Connecticut. 2022.
 Charalampos Brouskelis, Ph.D., School of Education and Lifelong Learning, University of East Anglia, UK, 2024.

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

2022-Present Appointed Member, Connecticut State Department of Education Educator Preparation Program Review Committee
 2021-2025 Member, American Association of Colleges of Teacher Education, Connecticut Dean's & Directors Committee, Member, Legislative Committee
 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
- 2014- 2016 Member, American Association of Colleges of Teacher Education (AACTE), *Networked Improvement Community, Changing the Demographics of the Teaching Force*
- 016 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

2024-2025. Member, University, Student Enrollment Management Workforce Advisory Committee
 2024-Present Member, University Scholastic Standards Committee
 2023-Present Elected Member, University Faculty Senate
 2023-2024 Member, University Curriculum & Instruction Committee
 2022-2023 Member, Student Evaluation of Teaching Task Force
 2021 - 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, University 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

2021-2025 *Ex Officio* member, Courses & Curriculum Committee
 2021-2025 *Ex Officio* member, Doctor Studies Committee
 2021-2025 Member, Schoolwide Scholarship Committee
 2021-2022 Member, Neag School Strategic Plan Committee
 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 Chair, Faculty Search, Department of Curriculum & Instruction
 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
010	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	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, <i>American Education Research Journal</i> , 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, <i>American Journal of Education</i>
1996	National Society for the Study of Education Award for Honors on Doctoral Preliminary Examination, University of Chicago
1995	Carolyn Hoefer Award for Outstanding Performance for First Year Doctoral Studies, Department of Education, University of Chicago

