

LAUREN MIDGETTE

EDUCATION

Teachers College, Columbia University, New York, NY

Doctor of Philosophy in English Education

English Education Doctoral Fellowship Recipient

Dissertation Focus: Multiplicity of Self and Identity Development

University of Connecticut, Storrs, CT

Master of Arts in Curriculum and Instruction

Bachelor of Science in English Education

Bachelor of Art in English

HIGHER EDUCATION EXPERIENCE

Neag School of Education, UCONN, Storrs CT

Clinical Instructor

- Design and develop course materials, including syllabi, lesson plans, and assignments for two seminar courses.
- Support pre-service educators in student teaching placements and re-entry for students in the London study abroad graduate program.
- Evaluate student submissions for the Neag Performance Based Assessment.

Teachers College, Columbia University, New York, NY

Lecturer, A&HE 5518: Teaching English in Social, Cultural, and Diverse Contexts

- Design and develop course materials, including syllabi, lesson plans, and assignments
- Engage graduate students in seminars weekly
- Create and evaluate assessments, such as exams, essays, projects, and presentations.

Center for Professional Education of Teachers, New York, NY

Lead Professional Development Coach

- Build the capacity of school leaders by developing an inclusive school climate, culturally sustaining curriculum, and data-driven systems to monitor for equitable outcomes
- Design and lead professional development sessions for educators focusing on culturally sustaining, multicultural, and anti-bias principles
- Create school-wide improvement and instructional coaching plans based on unique strengths and areas of growth
- Develop online asynchronous courses for international audiences

Neag School of Education, UCONN, Storrs, CT

Student Teacher Supervisor

- Conduct observations and evaluations of student teachers for the Neag School of Education

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PUBLIC SCHOOL TEACHING EXPERIENCE

Bulkeley High School, Hartford, CT

English Educator and Department Head, Grades 9-12

- Developed curriculum for and instructed a variety of Literature and Teacher Preparatory courses for grades 9-12, including Multiple Language Learners
- Implemented weekly Professional Learning Communities with ELA Department
- Designed and implemented a year-long district-wide professional development series based on equitable practices and pedagogies

Hampstead School, London, UK

Curriculum Support Department, Grades 6-10, Internship

- Prepared and implemented literacy lessons for English language classes
- Promoted English learning and content acquisition with an Iranian refugee student
- Led a Tier I Literacy intervention for 9th grade

FELLOWSHIPS

Stanford Hollyhock Leaders, Stanford University, Palo Alto, CA

Engaged in a rigorous series of learning sessions over a 15-month period that focused on facilitating professional learning experiences for teachers

Stanford Hollyhock Fellowship, Stanford University, Palo Alto, CA

Committed to two years of professional development, including two summers in residence at Stanford University in workshops focused on teaching the English content area, equity in education, ongoing school year support, online coaching, and participation in a networked professional community

Connecticut Writing Project, UCONN, Storrs, CT

Awarded stipend to conduct research on effective implementation of a Research Techniques course curriculum and presented findings

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PUBLICATIONS

R, Satoria & **Midgette, L.** (In press). "Worthy of a forever": How Abolitionist Young Adult Literature Can Lead to Liberatory Futures. *The ALAN Review*.

Midgette, L. (2024). "How I'm Talking to My Child About Black History Month". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Ginsberg, R., Jackson, J. B., & **Midgette, L.** (2023). "Learning from College Students' Engagement in Collective Action: Divergent Values and Implementation." *College Teaching*, DOI: 10.1080/87567555.2023.2184319.

Midgette, L. (Guest). (2023, June 27). Support for Multi-Language Learners. [Audio podcast]. *Teaching Today*, Center for Professional Education of Teachers.

Midgette, L. (2023). "Looking Back to Look Ahead". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Midgette, L. (2023). "Literacy in Math: A Conversation with Bob Janes". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Midgette, L. (2023). "The Cultural Tree: Getting to Know Yourself and Your Students". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Midgette, L. (2023). "A Conversation Around Equitable Assessment". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Midgette, L. (2022). "Making the Shift to Teacher as Facilitator: A Starting Conversation". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Midgette, L. (2022). "Building Student-Led Academic Conversations". Center for the Professional Education of Teachers. <https://cpet.tc.columbia.edu>.

Midgette, L. (Guest). (2022, Dec 13). *Assessment for Learning*. [Audio podcast]. *Teaching Today*, Center for Professional Education of Teachers.

Midgette, L. & Glenn, W. J. (2022). "It never starts with machetes": Interrupting Intergenerational Transmission of Biases Through Speculative YA Fiction. *The ALAN Review*, 49(2), 30-41.

- *Winner of the 2022 Nilsen-Donelson Award, which celebrates the best article featured in The ALAN Review*

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PRESENTATIONS

Midgette, L. (2025, April). Disability Inclusivity in Elementary Education. Session presented at the spring UCONN Leadership in Diversity conference, UCONN, Storrs, CT.

Midgette, L. (2023, Oct). S.C.R.I.B.E.: How Structured Conflict Rewriting to Interrupt Biased Encounters can be used in ELA Classrooms, Workshop presented at the fall New York State English Council Conference, Albany, NY.

Midgette, L. & Barber, C. (2023, Sept). S.C.R.I.B.E.: How Structured Conflict Rewriting to Interrupt Biased Encounters can be used in ELA Classrooms, Workshop presented at the fall Igniting Change conference, The RESC Alliance, Hartford, CT.

Midgette, L. & Barber, C. (2023, April). Flipping the Script: Using RECAST to Rewrite Discriminatory Situations in Secondary English Classrooms, Session presented at the spring UCONN Leadership in Diversity conference, UCONN, Storrs, CT.

Midgette, L. (2023, February). “It never starts with machetes”: Interrupting Intergenerational Transmission of Biases Through Speculative YA Fiction, Paper presented at the winter conference of the Journal of Language and Literacy Education, University of Georgia, Athens, GA.

Ginsberg, R., Jackson, J. B., & **Midgette, L.** (2022, April). Learning from College Students’ Engagement in Collective Action: Divergent Values and Implementation, Paper presented at the annual convention of the American Educational Research Association, San Diego, CA.

Midgette, L. (2017, July). From Theory to Practice: Strategies to Support your ELs. Professional Development Session for Stanford University, Stanford, CA.

Aquilino, A., Harris, S., Janes III, R., **Midgette, L.**, & Whittemore, K. (2013, September). Teacher Evaluation in London: A Cross-Cultural Perspective. Paper presented at the annual convention of the New England Research Association, Rocky Hill, CT.

LAUREN MIDGETTE

RESEARCH

Application for Readiness in Schools and Learning Evaluation (APPRISE), Storrs, CT

Research Assistant

2019

- Assisted with Phase 4 validation (norming and standardization) for a universal screener that assesses school readiness and dyslexia risk in young learners ages 4-8 in the form of a gamified app, which included administering the screener and baseline cognitive tests for comparison

Educators-4-Excellence, Hartford, CT

Researcher

2015

- Created and disseminated surveys to Hartford Public School teachers to capture educator voices in our policy and recommendation paper after researching best practices to meet the needs of underserved populations
- Participated in white paper launch event and led a table discussion for Hartford Superintendent and various stakeholders

MET Project, Storrs, CT

Research Assistant

2013

- Coded and recorded data for English Language Arts classroom recordings

Enhancing Vocabulary through Cognate Awareness, Storrs, CT

Research Assistant

2010

- Conducted a range of Woodcock Johnson Tests of Cognitive Abilities with students in elementary schools
- Aided in the investigation of the effects of two cognate-based interventions on the development of literacy skills among Spanish-speaking adolescent students

CONNECTICUT CERTIFICATIONS

015, *Secondary English, grades 7 - 12*

088, *Teaching Non-English Speaking Adults*

111, *TESOL, grades Pre-K - 12*

107, *External Diploma Programs*