



March 15, 2021

TO: Chairperson, Faculty Senate

FROM: Elizabeth Drame,
Chair, Department of Teaching and Learning
Executive Committee

RE: *Voting Privileges at School of Education*

The School of Education (SOE) requests approval for voting privileges at the school level (e.g., SOE faculty standing committees) for the following full-time teaching academic staff listed below. Their CVs are attached. These individuals either have terminal degrees in their field (Conine, Rollins, Lize) or have 20+ years of university teaching, program management and leadership (Gwiazdowski, Sedivy, Hessel). All candidates have similar responsibilities of a faculty role in the school including teaching, program leadership and service. The only difference is that they do not have the same level of responsibility for developing and maintaining a research trajectory.

1. Pamela Sue Conine, MS, Clinical Associate Professor
2. Elizabeth Rollins, EdD, Visiting Assistant Professor
3. Kristine Lize, PhD, Outreach Program Manager II
4. Chris Gwiazdowski, MA, Senior Lecturer
5. Lynn Sedivy, MA, Senior Lecturer
6. Angel Hessel, MA, Distinguished Lecturer

At the February 12, 2021, the Executive Committee (EC) of the Department of Teaching and Learning considered all candidates to have voting rights in the SOE for the 2021-2022 academic year. The voting members at the February meeting unanimously approved the motion.

Qualifications Chart

Name	Title	Degree	Terminal (Y/N)	FTE (Y/N)	Years of UWM Service	Experience & Responsibilities
Pamela Conine	Clinical Associate Professor	MS	Y	Y	18 yrs as an instructor; 14 yrs as Interpreter Training Program director	Serves as director of the ITP program, leading program/ curriculum dev., hiring and supervising adhoc staff, student recruitment and completion, collaborating with UWM partners (ASL studies, Nursing etc) and external agencies at the local and state level, instructing, and managing field work sites and work. She also presents in professional conferences and leads professional development workshops on a regular basis.
Elizabeth Rollins	Visiting Assistant Professor	EdD	Y	Y	Instructor since 2020 (less than 1 year)	Instructs in the Early Childhood Education program. She supports the recruitment and completion of undergraduate and masters students and supervises the completion of masters student projects. She also presents in professional conferences and publishes in peer-reviewed journals.

Kristine Lize	Outreach Program Manager II	PhD	Y	Y	5 yrs as a director and instructor	Serves as director of the English Education program, leading program/ curriculum dev., hiring and supervising adhoc staff, undergraduate and masters student recruitment and completion. She supervises the completion of masters student projects. She is the Wisconsin Reading Test site coordinator (mandatory assessment for teacher licensure) collaborating with UWM programs to provide professional development, student support and analysis of pass rates. She also presents in professional conferences, is heavily involved in external grant projects, publishes in peer-reviewed journals and leads professional development workshops on a regular basis.
Angel Hessel	*Distinguished Lecturer	MS	N	Y	25 yrs as an instructor and 19 years as a program director or coordinator	Serves as director of the Elementary Education program, leading program/ curriculum dev., hiring and managing field supervisors, supporting student recruitment and completion,

						collaborating with external agencies at the local and state level (MPS, UWS groups), instructing, and managing field work sites and work. She also presents at professional conferences and leads professional development workshops on a regular basis. She is also the edTPA assessment and serves as an internal, UWS and national resource for the effective implementation and evaluation of this performance assessment for teacher certification.
Chris Gwiazdowski	**Senior Lecturer	MS	N	Y	28 years as an instructor and field coordinator	Instructs in the Early Childhood Education program, participating in program/ curriculum dev., hiring and managing field supervisors, supporting student recruitment and completion, and managing field work sites and work. She also leads professional development workshops on a regular basis.
Lynn Sedivy	**Senior Lecturer	MA	N	Y	8 years as an instructor and field coordinator	She instructs in the Early Childhood and Second Language Education programs, supporting

						<p>program/ curriculum dev., serving as a field supervisor and supporting student recruitment and completion, She also leads professional development workshops on a regular basis.</p>
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**Excerpted from *Distinguished* criteria (https://apps.uwm.edu/secu-policies/storage/acad_staff/AS_Doc_23_Disti_Aprill_2006.pdf): A Professional, Instructional or Research academic staff member at the Distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation which extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve or prevent problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work. A candidate nominated for the Distinguished prefix is expected to be outstanding in his or her field of expertise, as evidenced by peer recognition. The candidate must have consistently demonstrated exceptional performance. Academic staff members on the University of Wisconsin-Milwaukee campus have varying commitments to teaching, research, clinical activities, outreach, service and administration. Promotion to the rank of Distinguished is reserved for a small number of academic staff (normally at the senior level or top level of their title series) whose superlative accomplishments are evidenced by widespread peer recognition.

* *Senior prefix* criteria (<https://uwm.edu/hr/policies/criteria-prefixes-category-a-titles/>): The employee has at least 6 years of related professional experience acquired through other employers and/or at UWM. Additional coursework, seminars or in-service training which reflects advanced knowledge and skills has also been completed. The quality of the employee's performance is also consistently rated as being excellent. A Senior professional is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. An employee at this level may have responsibility for providing expertise in a more complex area that requires a high degree of specialized knowledge; or the employee may act as a lead worker in a unit that has a number of professional employees functioning at the entry and/or journey levels. Lead worker responsibility typically involves training employees and overseeing the completion of their work.

Pamela Sue Conine

W319 S9145 Lauren's Parkway

Mukwonago, WI 53149

psue@uwm.edu (414) 803-1925

EDUCATION

University of Wisconsin-Milwaukee, Milwaukee, WI

M.S., Administrative Leadership and Supervision in Education

December 21, 2003

University of Wisconsin-Milwaukee, Milwaukee, WI

B.S., Education with a Focus on Interpreting

December 21, 1997

PROFESSIONAL EXPERIENCE

University of Wisconsin-Milwaukee, Milwaukee, WI

Interpreter Training Program Coordinator/Clinical Assistant Professor

July 2007-Present

Teaching and Supervision responsibilities include:

- Teaching courses during academic year in the ITP course curriculum
- Develop curriculum and syllabi for courses
- Manage fieldwork and supervision for students in educational, community, and internship placements
- Develop and manage student performance assessment-screening, portfolio review, and state/national certifications

Program coordination responsibilities include:

- Develop schedule of courses for fall and spring
- Identify and mentor ad hoc instructors
- Coordinate fieldwork and internship placements in the community
- Manage screening and admissions process for prospective students
- Maintain and supervise student work in the ITP lab
- Hire and supervise lab assistants
- Recruit new students

Limited Term Employee-Interpreter

2001-2004 & 2007-Present

Student Services Specialist-Sign Language Interpreter

2005-2007 & 1997 – 2001

Academic Staff-Associate Lecturer

August 2002-May 2006

Interpreter

2001-Present

Associate Director

Deaf/Hard of Hearing Ministry & Special Needs Ministry

August 2001 – August 2005

- Provided services to Deaf/Hard of Hearing Catholics and Catholics with Special Needs
- Responsibilities included: program planning, event planning, interpreting, advocacy, training, education, instructional design, facilitator, and served as a liaison between the Deaf and hearing communities

Marcus Center for the Performing Arts

Interpreter

2004-Present

Skylight Music Theatre

Interpreter

2017-Present

Milwaukee Repertory Theater

Interpreter

2017-Present

Conference Interpreter

- *Wisconsin Association of the Deaf/Wisconsin Registry of Interpreters for The Deaf/Wisconsin Educational Services Program-DHH Conference*
Waukesha, WI June 2019
- *Wisconsin Association of the Deaf: Summer Conference*
Milwaukee, WI June 2015
- *Wisconsin Registry of Interpreters for the Deaf: Fall Conference*
Neenah, WI November 2012
- *Wisconsin Registry of Interpreters for the Deaf: Fall Conference*
Wausau, WI November 2011
- *UW-Milwaukee, Signing Student Association: D.E.A.F Day*
Milwaukee, WI April 2011
- *National Catholic Office for the Deaf: Annual Pastoral Week*
Various locations January 2003-2008, 2011
- *UW-Milwaukee, Signing Student Association: D.E.A.F Day*
Milwaukee, WI April 2010
- *International Catholic Deaf Association: International Conference*
Cleveland, OH July 2009

TEACHING EXPERIENCE

University of Wisconsin-Milwaukee Interpreter Training Program, Milwaukee, WI

- *Introduction to Medical Interpreting*, Department Chair-William Keith Fall 2019
- *Fieldwork I*, Department Chair-William Keith Fall 2019
- *English Skills Development*, Department Chair-William Keith Fall 2019
- *Postsecondary II*, Department Chair-William Keith Fall 2019
- *Introduction to ASL-English Interpreting*, Department Chair-Laura Owens/
Nancy File Summer 2019
- *Introduction to the Profession of Interpreting*, Department Chair- Laura Owens/
Nancy File Spring 2019
- *Fieldwork IV*, Department Chair-Laura Owens/Nancy File Spring 2019
- *Postsecondary I Interpreting*, Department Chair- Laura Owens/Nancy File Spring 2019
- *Fieldwork III*, Department Chair-Elizabeth Drame Fall 2018

- *Fieldwork I*, Department Chair-Elizabeth Drame Fall 2018
- *English Skills Development*, Department Chair-Elizabeth Drame Fall 2018
- *Postsecondary II*, Department Chair-Elizabeth Drame Fall 2018
- *Introduction to ASL-English Interpreting*, Department Chair-Elizabeth Drame Summer 2018
- *Fieldwork IV*, Department Chair-Elizabeth Drame Spring 2018
- *Postsecondary I Interpreting*, Department Chair-Elizabeth Drame Spring 2018
- *Introduction to the Profession of Interpreting*, Department Chair-Elizabeth Drame Fall 2017
- *Fieldwork I*, Department Chair-Elizabeth Drame Fall 2017
- *English Skills Development*, Department Chair-Elizabeth Drame Fall 2017
- *Interpreting Skills Development, ASL-English III*, Department Chair-Elizabeth Drame Fall 2017
- *Introduction to ASL-English Interpreting*, Department Chair-Elizabeth Drame Summer 2017
- *Fieldwork IV*, Department Chair-Elizabeth Drame Spring 2017
- *Interpreting: ASL-English II*, Department Chair-Elizabeth Drame Spring 2017
- *Fieldwork I*, Department Chair-Elizabeth Drame Fall 2016
- *English Skills Development*, Department Chair-Elizabeth Drame Fall 2016
- *Interpreting Skills Development, ASL-English III*, Department Chair-Elizabeth Drame Fall 2016
- *Introduction to ASL-English Interpreting*, Department Chair-Elizabeth Drame Summer 2016
- *Fieldwork IV*, Department Chair-Elizabeth Drame Spring 2016
- *Interpreting: ASL-English II*, Department Chair-Elizabeth Drame Spring 2016
- *Fieldwork I*, Department Chair-Elizabeth Drame Fall 2015
- *English Skills Development*, Department Chair-Elizabeth Drame Fall 2015
- *Interpreting Skills Development, ASL-English III*, Department Chair-Elizabeth Drame Fall 2015
- *Advanced Skill Development for the Working Interpreter*
Department Chair-Elizabeth Drame Summer 2015
- *Fieldwork IV*, Department Chair-Elizabeth Drame Spring 2015
- *Interpreting: ASL-English II*, Department Chair-Elizabeth Drame Spring 2015
- *Fieldwork I*, Department Chair-Elizabeth Drame Fall 2014

- *Interpreting Skills Development I*, Department Chair-Elizabeth Drame Fall 2014
- *English Skills Development*, Department Chair-Elizabeth Drame Fall 2014
- *Interpreting Skills Development, ASL-English III*, Department Chair-Elizabeth Drame Fall 2014
- *Minimizing the Mystery: Strategies and Techniques for the RID-NIC Interview and Performance Exam*, Department Chair-Elizabeth Drame Summer 2014
- *Fieldwork IV*, Department Chair-Elizabeth Drame Spring 2014
- *Interpreting: ASL-English II*, Department Chair-Elizabeth Drame Spring 2014
- *Fieldwork I*, Department Chair-Elizabeth Drame Fall 2013
- *Interpreting Skills Development I*, Department Chair-Elizabeth Drame Fall 2013
- *Interpreting Skills Development, ASL-English III*, Department Chair-Elizabeth Drame Fall 2013
- *Minimizing the Mystery: Strategies and Techniques for the RID-NIC Interview and Performance Exam*, Department Chair-Elise Fraturra Summer 2013
- *Closing the Gap*, Department Chair-Elise Fraturra Spring 2013
- *Specialized Interpreting in Diverse Settings*, Department Chair- Elise Fraturra Spring 2013
- *Interpreting: ASL-English II*, Department Chair-Elise Fraturra Spring 2013
- *Fieldwork I*, Department Chair-Elise Fraturra Fall 2012
- *Fieldwork III*, Department Chair-Elise Fraturra Fall 2012
- *Interpreting Skills Development I*, Department Chair-Elise Fraturra Fall 2012
- *Interpreting Skills Development, English-ASL III*, Department Chair-Elise Fraturra Fall 2012
- *Minimizing the Mystery: Strategies and Techniques for the RID-NIC Interview and Performance Exam*, Department Chair-Elise Fraturra Summer 2012
- *Fieldwork IV*, Department Chair-Elise Fraturra Spring 2012
- *Specialized Interpreting in Diverse Settings*, Department Chair- Elise Fraturra Spring 2012
- *Interpreting: ASL-English II*, Department Chair-Elise Fraturra Spring 2012
- *Fieldwork I*, Department Chair-Elise Fraturra Fall 2011
- *Fieldwork III*, Department Chair-Elise Fraturra Fall 2011
- *Interpreting Skills Development I*, Department Chair-Elise Fraturra Fall 2011
- *Interpreting Skills Development, English-ASL III*, Department Chair-Elise Fraturra Fall 2011
- *Minimizing the Mystery: Strategies and Techniques for the RID-NIC Interview and Performance Exam*, Department Chair-Amy Otis Summer 2011

- *Fieldwork IV*, Department Chair-Amy Otis-Wilborn Spring 2011
- *Specialized Interpreting in Diverse Settings*, Department Chair-Amy Otis-Wilborn Spring 2011
- *Interpreting: English-ASL II*, Department Chair-Amy Otis-Wilborn Spring 2011
- *Fieldwork I*, Department Chair-Amy Otis-Wilborn Fall 2010
- *Fieldwork III*, Department Chair-Amy Otis-Wilborn Fall 2010
- *Interpreting Skills Development I*, Department Chair-Amy Otis-Wilborn Fall 2010
- *Interpreting Skills Development, English-ASL III*, Department Chair-Amy Otis-Wilborn Fall 2010
- *American Sign Language III*, Department Chair-Amy Otis-Wilborn Summer 2010
- *Fieldwork IV*, Department Chair-Amy Otis-Wilborn Spring 2010
- *Specialized Interpreting in Diverse Settings*, Department Chair-Amy Otis-Wilborn Spring 2010
- *Interpreting: ASL-English II*, Department Chair-Amy Otis-Wilborn Spring 2010
- *Fieldwork I*, Department Chair-Amy Otis-Wilborn Fall 2009
- *Fieldwork III*, Department Chair-Amy Otis-Wilborn Fall 2009
- *Interpreting Skills Development I*, Department Chair-Amy Otis-Wilborn Fall 2009
- *Interpreting Skills Development, English-ASL III*, Department Chair-Amy Otis-Wilborn Fall 2009
- *Fieldwork IV*, Department Chair-Amy Otis-Wilborn Spring 2009
- *Introduction to Cultural Diversity and Community Resources*,
Department Chair-Amy Otis Wilborn Spring 2009
- *Specialized Interpreting in Diverse Settings*, Department Chair-Amy Otis-Wilborn Spring 2009
- *Interpreting: English-ASL II*, Department Chair-Amy Otis-Wilborn Spring 2009
- *Fieldwork I*, Department Chair-Amy Otis-Wilborn Fall 2008
- *Fieldwork III*, Department Chair-Amy Otis-Wilborn Fall 2008
- *Interpreting Skills Development I*, Department Chair-Amy Otis-Wilborn Fall 2008
- *Transliteration II*, Department Chair-Amy Otis-Wilborn Fall 2008
- *Introduction to the Profession of Interpreting*, Department Chair-Amy Otis-Wilborn Summer 2008
- *Fieldwork IV*, Department Chair-Amy Otis-Wilborn Spring 2008
- *Introduction to Cultural Diversity and Community Resources*,
Department Chair-Amy Otis Wilborn Spring 2008
- *Specialized Interpreting in Diverse Settings*, Department Chair-Amy Otis-Wilborn Spring 2008

- *Introduction to the Profession of Interpreting*, Department Chair-Amy Otis-Wilborn Fall 2007
- *Fieldwork III*, Department Chair-Amy Otis-Wilborn Fall 2007
- *Interpreting Skills Development I*, Department Chair-Amy Otis-Wilborn Fall 2007
- *Interpreting: ASL-English III*, Department Chair-Amy Otis-Wilborn Fall 2007

PRESENTATIONS

National:

- *Pathways to Better Prosody within Religious Passages*
Archdiocese of Baltimore
Baltimore, MD September 2011
- *Pathways to Better Prosody within Religious Passages*
National Catholic Office for the Deaf: Pastoral Week
Atlanta, GA January 2011
- *Volunteer or Interpreter? What is my role in church?*
National Catholic Office for the Deaf: Pastoral Week
Atlanta, GA January 2011
- *Bridging the Gap, Part One and Part Two*
National Catholic Office for the Deaf Pastoral Week
New Orleans, LA January 2008
- *Rituals, Rites, Scripture and Frozen Text: Navigating the Catholic Mass*, summer workshop
Holley Ear Institute, De Sales Center
Brooklyn, MI 2004 – 2008

State:

- *Blind Spots*
Minnesota State Academy for the Deaf November 2017
- *Interpreter Licensure Update*
Wisconsin Association of the Deaf Biannual Summer Conference June 2017
- *Designated Interpreter Workshop*
Wisconsin Registry of Interpreters for the Deaf-State Conference October 2014
- *Depiction and Implications for Educational Interpreters*
Wisconsin Educational Services Program-D/HH Annual Professional Conference March 2014
- *Depiction Workshop*
Accessibility Resource Center, UW-Milwaukee January 2014
- *Depiction*
Madison School District October 2013
- *Discourse Maps*
Madison School District February 2013
- *Discourse Maps*
Sun Prairie School District: January 2013
- *Wisconsin Interpretation and Transliteration Assessment: Evaluator Training*
Wisconsin Mentoring Program
UW-Milwaukee January 2013
- *Academic Discourse and Application of Depiction: ASL-English*

- Wisconsin Registry of Interpreters for the Deaf-Fall Conference
Neenah, WI November 2012
- *Academic Discourse and Application of Depiction: English-ASL*
Wisconsin Registry of Interpreters for the Deaf-Fall Conference
Neenah, WI November 2012
- *Mentor and Mentee Orientation*
Wisconsin Mentoring Program
Milwaukee, WI December 2011
- *Mentor Training*
Wisconsin Mentoring Program
Milwaukee, WI August 2011
- *Wisconsin Interpretation and Transliteration Assessment: Evaluator Training*
Wisconsin Mentoring Program
Oconomowoc, WI March 2011
- *Pathways to Better Prosody*
Wisconsin Registry of Interpreters for the Deaf-Fall Conference
Delavan, WI November 2010
- *Using Space & Prosody in Church Interpreting*
Wisconsin Registry of Christian Interpreters
Oak Creek, WI March 2010
- *The Spectrum of Visual Communication*
Wisconsin Educational Services Program-Deaf/Hard of Hearing-Professional Conference
Madison, WI March 2010
- *Pushing Past the Interpreter Plateau*
Wisconsin Educational Services Program-Deaf/Hard of Hearing-Professional Conference
Madison, WI March 2010
- *Pushing Past the Interpreter Plateau*
Wisconsin Registry of Interpreters for the Deaf-Fall Conference
Pewaukee, WI November 2009

Local:

- *Use of Constructed Dialogue in Postsecondary Settings*
University of Wisconsin-Milwaukee
Co-Presenter August 2011
- *Pathways to Better Prosody*
Tremper High School
Kenosha, WI February 2011
- *Classifiers in Action*
Milwaukee Sign Language School
Milwaukee, WI January 2011
- *Mentoring in Educational Interpreting*
Milwaukee Sign Language School
Milwaukee, WI March 2008

PROFESSIONAL DEVELOPMENT

- *IAD Legislative Training Session*
Palos Hills, IL February 25, 2017

- *Ink-Stained Fingertips*
Milwaukee, WI April 20, 2017
- *55th Biennial Wisconsin Association of the Deaf Conference*
Wisconsin Dells, WI June 22-25, 2017
- *LEAD Together Conference (Leadership Track)*
Salt Lake City, UT July 20-24, 2017
- *Interpreter Licensure Update on Proposed Legislation*
Pewaukee, WI July 26, 2017
- *Conference of Interpreter Trainers National Conference*
Salt Lake City, UT October 27-29, 2016
- *Wisconsin Registry of Interpreters for the Deaf Annual Conference*
Madison, WI October 21-23, 2016
- *NCIEC Teaching Slam*
Webinar September 14, 2016
- *Returning to Ethics*
Webinar August 29, 2016
- *BEI Test Overview What is the Test Testing?*
Webinar August 16, 2016
- *Understanding Assessment: Approaches in the Classroom*
Webinar March 10, 2016
- *Power & Privilege: Deaf and Hearing Interpreting*
Webinar February 29, 2016
- *Wisconsin Association of the Deaf Biannual Conference*
Milwaukee, WI June 18-21, 2015
- *VRSII Interpreter Educator Symposium:
Infusing NCEIC Resources into Interpreter Education*
Salt Lake City, UT March 4-6, 2015
- *Deaf Interpreter Curriculum: A Panel Discussion Webinar*
Regional Interpreter Education Center January 5, 2015
- *Conference of Interpreter Trainers National Conference*
Portland, OR October 30-November 2, 2014
- *Wisconsin Educational Services Program-
Deaf and Hard of Hearing Professional Conference*
Oconomowoc, WI March 7, 2014
- *Wisconsin Registry of Interpreters Fall Conference*
Green Bay, WI October 10-11, 2014
- *Fieldwork and Practicum Practices*
Sorenson VRS II
Salt Lake City, UT September 27-29, 2013
- *National RID Conference*
Indianapolis, ID August 9-14, 2013
- *Legal Interpreting*
Marie Center
Webinar July 29, 2013
- *What factors motivate students to learn?*
UW-Milwaukee

- Milwaukee, WI June 7, 2013

• *What kinds of practice and feedback enhance learning?*
 UW-Milwaukee
 Milwaukee, WI April 5, 2013
- *The Bare Essentials of Marketing (Part I)*
 UW-Milwaukee
 Milwaukee, WI April 3, 2013
- *Conference of Interpreter Trainers Biannual Conference*
 Charlotte, NC October 17-20, 2012
- *VRSII Symposium on Civility and Leadership for Interpreter Educators*
 Sorenson Video Relay Service
 Salt Lake City, UT September 28, 2012
- *Registry of Interpreters for the Deaf: Region III Conference*
 Wyndham Lisle Chicago Hotel Executive Center
 Lisle, IL July 18-20, 2012
- *Medical Interpreting 101*
 Waukesha County Technical College/WisRID
 Waukesha, WI June 2, 2012
- *Social Media in Teaching and Learning*
 University of Wisconsin-Milwaukee/ Learning Technology Center
 Milwaukee, WI April 12, 2012
- *VRS II Interpreter Educators Symposium*
 Sorenson Video Relay Service
 Salt Lake City, UT March 8-11, 2012
- *Strategies for Exploring the Complexities of Ethical Decision Making for Students*
 MARIE Center
 Webinar February 23, 2012
- *Safe Space Training: Part 2 (Ally Development)*
 University of Wisconsin-Milwaukee/LGBTQ Center
 Milwaukee, WI February 7, 2012
- *British Sign Language Studies: Dr. Jordan Fenlon*
 University of Wisconsin-Milwaukee/Department of Exceptional Education
 Milwaukee, WI December 8, 2011
- *DC-S and Dialogic Work Analysis Part I*
 MARIE Center
 Webinar October 22, 2011
- *Introduction to Demand Control Schema*
 MARIE Center
 Webinar May 19, 2011
- *All Inclusive Expression & Creative/Become*
 Northeast Wisconsin Technical College
 Green Bay, WI January 29, 2011
- *Category B - Preparing Your File for Indefinite Review*
 University of Wisconsin-Milwaukee
 Milwaukee, WI January 19, 2011
- *Think Tank: ITP Observations*
 UW-Milwaukee: Deaf/Hard of Hearing Program
 Milwaukee, WI January 4, 2011

- *What Interpreters Need to Know About Rights and Responsibilities*
Harper College
Palantine, IL December 4, 2010
- *Standing on the Shoulders of Giants*
WisRID State Conference
Madison, WI November 13, 2010
- *Using Voice-over PowerPoint Presentations to Deliver Content Online*
University of Wisconsin-Milwaukee/Learning Technology Center
Milwaukee, WI June 2, 2010
- *You Hear Voices?*
WisRID State Conference
Pewaukee, WI November 14, 2009
- *The NIC Interview: Aim High*
RID National Conference
Philadelphia, PA August 5, 2009
- *The Heart of the RID Organization*
RID National Conference
Philadelphia, PA August 5, 2009
- *Eye Gaze & Blinks in ASL: The Eyes Have It*
RID National Conference
Philadelphia, PA August 4, 2009
- *The State of Our Art: A Discussion of Changing Trends In [Legal]*
RID National Conference
Philadelphia, PA August 3, 2009
- *IDP-DC Community Forum What's Our IQ (Impact Quotient)? Part II*
RID National Conference
Philadelphia, PA August 2, 2009
- *Preparing for the NIC Interview: It's the How, Not the What*
RID National Conference
Philadelphia, PA August 2, 2009
- *Moving Forward: Trends and Challenges Within the Interpreting Profession*
RID National Conference
Philadelphia, PA August 1, 2009
- *Medical Interpreting - Keeping A Pulse*
Professional Interpreter Enterprise
Franklin, WI March 13, 2009

PROFESSIONAL AFFILIATIONS

- *National Association of the Deaf: Member* 2014-Present
- *Wisconsin Association for the Deaf: Member* 2013-Present
- *Conference of Interpreter Trainers: Member* 2007-Present
- *International Catholic Deaf Association: Member* 2002-Present
- *Registry of Interpreters for the Deaf: Member* 1997-Present
- *Wisconsin Registry of Interpreters for the Deaf: Member* 1996-Present

VOLUNTEER SERVICE

University:

- *University of Wisconsin-Milwaukee*
Signing Student Association
Faculty Advisor 2017-Present
- *University of Wisconsin-Milwaukee*
Faculty Assembly
Member 2014-Present
- *University of Wisconsin-Milwaukee*
SAC/ASL Studies/ITP Fall Kick-off
Co-Coordinator 2012-2014
- *University of Wisconsin-Milwaukee*
Student Accessibility Center Search & Screen Committee:
Member August-November 2011
- *University of Wisconsin-Milwaukee*
Signing Student Association
Interpreter 2007-2014
- *University of Wisconsin-Milwaukee*
Deaf Culture/Deaf History Courses
Interpreter 2007-2010

Department:

- *University of Wisconsin-Milwaukee*
Department of Exceptional Education Appeals Committee:
Member March 2016
- *University of Wisconsin-Milwaukee*
ITP Search & Screen Committee:
Co-Chair 2013
- *University of Wisconsin-Milwaukee*
ASL Studies Search & Screen Committee:
Member 2012-2013
- *University of Wisconsin-Milwaukee*
Sunshine Committee
Member 2011-Present
- *University of Wisconsin-Milwaukee*
AIC Committee
Member 2010-2011
- *University of Wisconsin-Milwaukee*
ASL/ITP Committee:
Member 2007-Present
- *University of Wisconsin-Milwaukee*
ASL Studies Search & Screen Committee:
Member 2009-2010
- *University of Wisconsin-Milwaukee*
Merit Committee:
Member 2009-2010

- *University of Wisconsin-Milwaukee*
Presentation on Recruitment and Retention:
Co-Presenter March 2009
- *University of Wisconsin-Milwaukee*
Department of Exceptional Education Appeals Committee:
Member February-March 2009

Professional:

- *Wisconsin Registry of Interpreters for the Deaf/Wisconsin Association of the Deaf-Joint Legislative Committee*
Co-Chair January 2017-Present
- *Wisconsin Registry of Interpreters for the Deaf*
Board Liaison November 2015-Present
- *Wisconsin Registry of Interpreters for the Deaf/Wisconsin Association of the Deaf-Sign Language Interpreter Task Force*
Chair October 2015-Present
- *Wisconsin Association of the Deaf*
Board Liaison October 2015-Present
- *Registry of Interpreters for the Deaf-National Effective Practitioner Panel*
Member March 7-8, 2015
- *PepNet2 Wisconsin Summit Team*
Core team member November 2014-Present
- *Wisconsin Association of the Deaf:2015 Conference Committee*
Interpreter Coordinator January 2014-July 2015
- *EIPA Diagnostic Center*
Educational Interpreter Performance Assessment:
Local Test Administrator 2010-Present
- *Registry of Interpreters for the Deaf*
National Interpreter Certification Supersite:
Coordinator & Local Test Administrator 2009-2017
- *State of Wisconsin Department of Public Instruction*
State Superintendent's Deaf and Hard of Hearing Education Council:
Member September 2008-2011
- *Office for the Deaf/Hard of Hearing*
Wisconsin Mentoring Program Board:
Member /Chair August 2007-2014
- *National Catholic Office for the Deaf*
Annual Pastoral Week:
Interpreter Coordinator 2003-2008
- *Registry of Interpreters for the Deaf*
Professional Publications Committee Revisions and Updates to the Standard Practice Paper:
Committee Chair August 2006-2007

Community:

- *Mentor Professional Interpreters*
RID-NIC Certification 2008-Present
- *Water Tower View- Deaf Senior Citizen Resident Facility*
Interpreter/Volunteer 2007-Present
- *Deaf Annual Picnic-Darien, WI*

- Volunteer August 2013-2015
- *St. Matthias Parish*
Interpreter/Volunteer 2007-2013
- *Southeastern Wisconsin Deaf Senior Citizens*
Annual Fundraiser
Interpreter November 2009 & 2010

CERTIFICATIONS

Registry of Interpreters for the Deaf-National Interpreter Certification

- *National Interpreter Certification-Master*, September 10, 2010
- *Certificate of Transliteration*, June 3, 1999
- *Certificate of Interpretation*, July 28, 1999

HONORS AND AWARDS

- *Advocate Award*-Wisconsin Association of the Deaf June 2017
- *School of Education Service Award*-University of Wisconsin-Milwaukee April 2016
- *Distinguished Service Award*-Southeastern Wisconsin Deaf Senior Citizens November 2009
- *Judie Husted Leadership Award*-National Registry of Interpreters for the Deaf August 2009

CURRICULUM VITAE
Kristine Marver Lize, Ph.D.

University of Wisconsin – Milwaukee
Enderis Hall, Office 355
2400 E. Hartford Avenue
Milwaukee, WI 53201-0413
kmarver@uwm.edu
Office: 414-229-4190

EDUCATION

- 2015 Ph.D. Language and Literacy
Cardinal Stritch University
Dissertation: *Determination of the Reliability of a Formative Measure of Reading Comprehension*
Dissertation Advisor: JoAnne S. Caldwell, Ph.D.
Dissertation Committee members: Lauren Leslie, Ph.D & Suzanne Terry, Ed.D.

The purpose of this study was twofold: the first purpose was to determine the reliability of a formative measure of reading comprehension, the *Content Area Reading Assessment* (Leslie & Caldwell, 2015), and the second purpose was to determine participant ability to meet the Common Core State Standards as represented by the assessment. Participants in the study consisted of 211 sixth grade students who attended a suburban middle school. The *CARA* passages piloted in this study demonstrated various forms of reliability including: inter-rater reliability, passage order, question correlation with the overall score of the passage, and differences in difficulty among passages, disciplines and standards. Correlation of questions with their total passage scores revealed low alphas, which may have occurred because each passage had only ten questions (Tavakol & Dennick, 2011; Warner, 2013), or it may suggest that each question, aligned with a different Common Core State Standard, is representative of a different cognitive skill. Additionally, there were significant differences between the three disciplines; these findings support the idea of disciplinary literacy, that is, the text representative of each discipline is structured uniquely and require different skills for comprehension (Shanahan, Shanahan, & Misischia, 2011).

- 2007 M.S. Curriculum and Instruction – Reading
University of Wisconsin – Milwaukee
Thesis: *Improving Comprehension of Expository Text with Graphic Organizers*
- 2003 Post-Baccalaureate Teaching Certification: EAA English Education
University of Wisconsin – Milwaukee
- 2000 B.A. English; additional emphasis in journalism
University of Wisconsin – Madison

Professional Teaching Certification

- 2011 Reading Specialist Certification, K-12 (5017)
Cardinal Stritch University
- 2004 Reading Teacher Certification, K-12 (1316)
University of Wisconsin – Milwaukee
- 2003 Secondary English Teacher Certification, 6-12 (1300)
University of Wisconsin – Milwaukee

Continuing Education

2021 - University of Wisconsin System – Faculty College (accepted for May 2021 cohort)
2020 - University of Wisconsin – Milwaukee Writing Project Teacher Consultant
2020 - Emerging Leaders Fellowship Program – Fellow (National Council Teachers of English Affiliate Conference on English Leadership)
2018 - University of Wisconsin Leadership Development Program Certificate
2018 - University of Wisconsin - Milwaukee Leadership Development (Invitation of Dean)
2012 - Sigma Six Certification: White Belt Training (Waukesha County Technical College)
2011 - Quality Improvement (Baldrige Performance Excellence Network)
2011 - Mentoring/Coaching (Southeastern Wisconsin New Teacher Project)
2011 - Training Positive Behavior and Intervention Support (Wisconsin Response to Intervention Center)
2011 - Response to Intervention Implementation (Wisconsin Response to Intervention Center)
2011 - Comprehensive Intervention Model: Systematic Reading Intervention (Dorn, L. University of Arkansas)

UNIVERSITY TEACHING AND LEADERSHIP

University of Wisconsin – Milwaukee

Positions Held

2019 – present *Program Director and Chair*, EAA English Education
2017 - present *Director*, University of Wisconsin System Foundations of Reading Test Work Team
2017 - 2018 *Director*, Education Resource Center
2016 - present *Coordinator*, Foundation of Reading Test (FoRT)

Courses Taught

CURRINS 233: Introduction to Children’s Literature (undergraduate)
CURRINS 306: Elementary Education Clinical experience (undergraduate)
CURRINS 377/ExED 377: Wisconsin Foundations of Reading (undergraduate)
CURRINS 452: Student teaching in English (undergraduate/graduate)
CURRINS 536: Literacy 1: Assessing and Teaching Early Literacy (undergraduate)
CURRINS 657: Approaches to Teaching Texts in the Secondary Schools (undergraduate/graduate)
CURRINS 658: Teaching and Assessing English (undergraduate/graduate)

Program Development

- Instituted Racial Equity Dialogue group welcoming School of Education faculty and staff to consider and reflect on anti-racism and racial equity both personally and professionally. Grounded work in texts and scholarship underwritten by UWM’s US Department of Education’s SEED grant studying culturally-based pedagogy and in anti-racist modules created by campus leadership.
- Faculty Liaison and instructor mentor for the collaboration between the UWM School of Education, Milwaukee Public Schools, and Elmbrook/Wauwatosa Public Schools collaboration to bring CURRINS 233: Introduction to Children’s and Young Adult Literature to high school students in neighboring districts for university credit.

- Collaborated in the design and approval by the Wisconsin Department of Public Instruction for UWM's Foundations of Reading Test Exceptional Education Alternative.
- Collaborated with the University of Wisconsin System Deans and Director's workgroup to create recommendations about length of student teaching requirements for the Wisconsin Department of Public Instruction.
- Collaborated to design instructional Foundations of Reading online modules for the University of Wisconsin – Milwaukee and the UW System school for state-wide implementation.
- Collaborated to reimagine and implement revision to School of Education programming with COVID restrictions.
- Currently collaborating across programs in the University of Wisconsin – Milwaukee School of Education to develop a Masters in the Art of Teaching degree.
- Collaborated to redesign the University of Wisconsin – Milwaukee English teacher education program under Wisconsin Department of Public Instruction guidelines.
- Founded and lead the University of Wisconsin System Foundations of Reading Test Work Team. Outlined budget, developed strategic plan, organize and facilitate all meetings. Lead two strategic priority teams in research and system-wide support for student preparation.
- Led Elementary Education, Exceptional Education, and Early Childhood Education literacy faculty to examine and align curriculum to the Foundations of Reading Test.
- Created Foundations of Reading test intervention and support structure; raised tutees scores on average 33 points and tutored 89.9% of students who failed to passing scores.
- Collaborated with the Elementary Education Literacy Continuum Committee to examine University of Wisconsin – Milwaukee ELA and reading sequence.

Cardinal Stritch University

Positions Held

2012 – 2016 *Part-time Lecturer, Department of Language and Literacy*

Courses Taught

RLA 345: Literature for Young Adults (undergraduate course)

ECUE 410: Reading Instruction in the Primary Grades (undergraduate course)

INED 512: Advanced Theories and Methods of Literacy Development (graduate online course)

RL 517: Literacy Development in the Content Areas (graduate course)

EMA 563: Elementary/Middle Theories of Literacy (graduate course)

EDM 624: Action Research Methodology (graduate online course)

EDM 634: Action Research Application (graduate online course)

Masters Theses Advises

Beaster, D.L (2016) *The Effect of Student-Created Fraction Strip Manipulatives on Student Learning of Fraction Concepts and Procedures* (Master's thesis). Cardinal Stritch University Milwaukee, WI.

Gallitz, D. (2016) *The Effect of Student Reflection Logs on Students' Performance in Library Media Procedures* (Master's thesis). Cardinal Stritch University Milwaukee, WI.

Millard, M. (2016) *The Effect of Dynamic Strategic Math on Urban Students' Ability to Solve Word Problems* (Master's thesis). Cardinal Stritch University Milwaukee, WI.

Concordia University

Positions Held

2015 – 2018 *Part-time Lecturer, Department of Graduate Studies*

Courses Created and Taught

EDGP 538: How to Score with Writing (graduate)
EDGP 541: Working with Words (graduate)
EDGP 552: Help Readers Love Reading (graduate)
EDGP 553: Energize Student Writing with the Power of Mentor Texts (graduate)
EDGP 786: Books Build Better Brains: How Early Literacy is Key (graduate)
EDGP 787: Talking about Text: Who Owns the Conversation (graduate)
EDGP 811: The Power of Self-Correcting: Why it Matters (graduate)
EDGP 812: A Sophisticated Look at Assessment and Its Impact on Students (graduate)
EDGP 892: Teaching for Intellectual, Social, and Emotional Development (graduate)
EDGP 893: Mindfully Implementing Research-Based Practice (graduate)
EDGP 5101: The Art of Reading and Engaging Every Child (graduate)
EDGP 5121: How to Increase Rigor in Your Writing Program (graduate)

Mount Mary University

Positions Held

2002 – 2003 *Part-time Tutor, Undergraduate/Graduate English Language and Composition*

PUBLIC SCHOOL TEACHING AND LEADERSHIP

School District of Menomonee Falls

Positions Held

2011 – 2014 *Literacy Specialist and Literacy Coach, Grades 6 - 12*
2009 – 2011 *English and Journalism Faculty; High School Literacy Coach*
2003 – 2009 *English and Journalism Faculty*

Courses Taught

English 9: Introduction to research and the novel
English 10 Honors: Speech, classic literature, composition, vocabulary, and grammar
English 10: Speech, the novel, and composition
English 11: American literature and research
News Writing: Student newspaper instructor and advisor
Literacy Center instructor: Individualized writing and reading tutoring

Program Development

- Facilitated implementation of Gradual Release of Responsibility Instructional Framework for all secondary teachers through in-services, book share, and instructional coaching.
- Created and implemented secondary schools Writing Initiative to increase critical thinking; raised writing scores across secondary schools 16.8% from pre- to post-test.

- Led collaboration to create and implement Align by Design curriculum model in all core high school classes.
- Implemented Student Centered Coaching model district wide.
- Evaluated secondary assessment data to determine student placement in interventions each semester.
- Served as Supplemental Educational Services tutoring Coordinator for the district.
- Led Curriculum Planning work with K-12 ELA educators to align curriculum to Common Core State Standards.
- Coached teachers during implementation Continuous Classroom Improvement.
- Collaborated at district and building levels to implement Response to Intervention.
- Led implementation of the Workshop Model for sixth through eighth grade students.
- Organized implementation of middle school book room including book selection, book purchasing, check in/check out system to support change to Reading Workshop model.
- Created and implemented school-wide Read-a-Thon to raise funding for Parent Teacher Student Association; over \$1,400 raised year one.
- Led development of High School of reading department, literacy coaching team, and reading intervention structure for students.
- Led teacher team to develop reading and language arts curriculum and daily lessons aligned to the Common Core State Standards for sixth through eighth grade students.
- Led teacher team to develop grammar scope and sequence utilizing the Gradual Release of Responsibility Framework for sixth through eighth grade students.
- Evaluated elementary Comprehensive Intervention Model; modified and implemented middle and high school interventions using the CIM Intervention Model including: Writing Aloud, Comprehension Focus Groups, and Guided Reading Plus.

School District of Shorewood

2003 – 2006 *Elementary Summer School Teacher*

Courses Taught/Program Development

- *Elementary/Middle Reading Enrichment*; Taught reading comprehension, writing and study skills
- Developed reading curriculum for middle school program.

Milwaukee Public Schools

Positions Held

Spring 2003 *High School Student Teaching Experience*; Rufus King International Baccalaureate High School

Fall 2002 *Middle School Student Teaching Experience*; Sarah A. Scott Middle School for the Health Sciences

Courses Taught/Programs Created

American Ethnic Literature, Grade 12

Communications Media, Grade 12

Language Arts, Grade 6

The King's Realm: Revived defunct high school student newspaper, obtained publication funding and administrative approval, and distributed school-wide

SCHOLARSHIP

Publications (in Progress)

Turner, C., Lize, K.M., & Pasternak, D. (in progress). *Becoming a Culturally-based English Teacher Education Program: Moving into Self-awareness*. Unpublished Manuscript, School of Education, University of Wisconsin – Milwaukee, Milwaukee, WI

Lize, K.M., Kohlmeier, T., Allen, K., Iwai, Y., Frederick, A., & Hollingsworth, L. (in progress) *The Foundations of Reading Test and Effects of Pre-and In-service Teacher Identity and Self-Efficacy*. Unpublished Manuscript, School of Education, University of Wisconsin System Collaboration, Milwaukee, WI

Lize, K.M., Kohlmeier, T., Allen, K., Iwai, Y., Frederick, A., & Hollingsworth, L. (in progress) *The Foundations of Reading Test and Wisconsin Teacher Education Effects*. Unpublished Manuscript, School of Education, University of Wisconsin System Collaboration, Milwaukee, WI

Peer Reviewed National and International Conference Presentations

Pasternak, D. Lize, K.M. & Turner, C. (2020) *Reconceptualizing Teacher Education Curriculum: A Culturally Responsive Framework* Panel Presentation at the National Count Teachers of English, Virtual Conference

Pasternak, D., Evans, L, Turner, C., Lize, K.M., Allen, K., Knapp, J., Malloy, A., Hawkins, J., and Habeck, T. (2020) *Reconceptualizing Teacher Education Curriculum: A Culturally Responsive Framework*. Presentation at the Teacher Education Council of State Colleges and Universities, Virtual Conference.

Peer Reviewed Regional, State, and Local Conference Presentations

Lize, K.M., Peterson, K., & Hollingsworth, L. (2020). *Impacting the Profession: Action Research and the Pat Bricker* Wisconsin State Reading Association, Milwaukee, WI

Lize, K.M., Frederick, A., & Peterson, K. (2019). *Working Towards Change: How action research allows teachers to be a part of the conversation*. Wisconsin State Reading Association, Milwaukee, WI

Lize, K.M., Frederick, A., Peterson, K., & Benton, S. (2018). *Action Research in the Classroom* Wisconsin State Reading Association, Milwaukee, WI

Lize, K.M., Frederick, A., Peterson, K., & Benton, S. (2017). *Action Research in the Classroom* Wisconsin State Reading Association, Milwaukee, WI

Lize, K.M. (2016). *Assessing the Common Core State Standards through Content Area Literacy: Meet the Content Area Reading Assessment (CARA) from the authors of QRI-6* Presentation at Cardinal Stritch University Literacy Center's Fall Literacy Conference Milwaukee, WI

Lize, K.M (2016) *Sixth Grade Students' Ability to Meet the Expectations of the Common Core State Standards in Literature, Science, and Social Studies* Poster Presentation at Cardinal Stritch University Literacy Center's Fall Literacy Conference Milwaukee, WI

- Lize, K.M., & Peterson, K. (2016) *Improving Summarization* UWM Writing Project 3rd Annual Conference on the Teaching of Writing Milwaukee, WI
- Lize, K.M., Peterson, K., Norman, J., Christianson, M., & Bauer, C. (2016) *Writing Intervention: A Practice Framework for all Districts* Wisconsin State Reading Association Milwaukee, WI
- Lize, K.M., Peterson, K., Benton, S., & Hecker, A (2016) *We've Got \$\$\$...WSRA Research Committee; Pat Bricker Award for Action Research in the Classroom* Wisconsin State Reading Association Milwaukee, WI
- Lize, K.M. (2014) *Are students ready to be tested against the CCSS in reading?* Wisconsin Council of Teachers of English Oshkosh, WI
- Lize, K.M. (2014) *Sixth Grade Students' Ability to Meet the Expectations of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* Poster Presentation UW Reading Research Symposium Milwaukee, WI
- Lize, K.M. & Schraeder, C. (2014) *Utilizing the Workshop Model in Middle School to Monitor and Increase Students' Grammar Knowledge* Wisconsin State Reading Association Milwaukee, WI
- Lize, K.M. & Gilman, A. (2013) *Disciplinary Writing: Meeting Expectations of the Common Core Using 6-Traits* Wisconsin Council of Teachers of English Madison, WI
- Lize, K.M. (2004) *Pre-service Teachers Air Their Views: A Panel Discussion. Focus: The Ratio of Responsibility* Wisconsin Council of Teachers of English and Language Arts Appleton, WI

Grants

- 2020 *Foundations of Reading Test: Tutoring to Success.* University of Wisconsin – Milwaukee School of Education 2020 Women's Giving Circle. (\$2,919 Awarded)
- 2019 *Foundations of Reading Test: Tutoring to Success.* University of Wisconsin – Milwaukee School of Education 2019 Women's Giving Circle. (\$1,807 Awarded)
- 2019 *Building Fortitude.* University of Wisconsin – Milwaukee School of Education 2018 Women's Giving Circle. (\$2,750 Awarded)
- 2018 *Foundations of Reading Test: Tutoring to Success.* University of Wisconsin – Milwaukee School of Education 2018 Women's Giving Circle. (\$2,919 Awarded)
- 2017 *Engaging Students with the FoRT.* University of Wisconsin – Milwaukee School of Education 2017 Women's Giving Circle. (\$3,000 Awarded)
- 2016 *WiFoRT Success.* University of Wisconsin – Milwaukee School of Education 2016 Women's Giving Circle. (\$2,800 Awarded)
- 2015 *Literacy and Instructional Specialists Network Study Group on Writing Instruction Pedagogy.* NEA Foundation. With Donna Pasternak. The work reached 38,088 students nationwide. (\$5,000 Awarded)

- 2013 *Choice Books for Students*. Menomonee Falls Scholarship Foundation (\$250 Awarded)
- 2013 *Choice Books for Middle School Reading Workshop*. Menomonee Falls North Middle School PTSO: Choice books for students (\$250 Awarded)
- 2010 *Professional Literacy Books*. Menomonee Falls High School PTSA: (\$200 Awarded)
- 2008 *Improving Classroom Technology*. Menomonee Falls High School Gifts and Grants: (\$50 Awarded)

Awards and Honors

- 2020 *Staff Excellence Award* Nominee University of Wisconsin – Milwaukee
- 2007 *KEMPA 1st place journalism award – High school newspaper publication* Whitewater, WI
- 2005 *Superintendent’s Child Advocacy Award* Menomonee Falls, WI
- 2000 *Pi Beta Phi Chapter Service Award* Madison, WI

Workshops

- Lize, K.M. (2020) *Foundations of Reading Test*. University of Wisconsin – Parkside, Racine, WI
- Lize, K.M. (2019) *Data-Driven Conferences and Small Groups in the Workshop Model* Notre Dame MKE Milwaukee, WI
- Lize, K.M. (2019) *Readers’ Workshop: Overview and Mini Lesson Construction* St. Joseph Academy Milwaukee, WI
- Lize, K.M. (2018) *Conferring in the Workshop Model* Notre Dame MKE Milwaukee, WI
- Lize, K.M. (2017) *Readers Workshop: Overview* Notre Dame MKE Milwaukee, WI
- Lize, K.M. (2017) *Introduction to Writers Workshop K-8* St. Matthew School Oak Creek, WI
- Lize, K.M. (2017) *Writers Workshop: Assessment, Conferring and Data-Driven Instruction* St. Matthew School Oak Creek, WI
- Lize, K.M. (2017) *Informational Text Processing: K-8* Elm Grove Lutheran Elm Grove, WI
- Lize, K.M. (2017) *Workshop Model: Assessments and Data Drive Conferences* Nativity Jesuit School Milwaukee, WI
- Lize, K.M. (2017) *Implementation of Daily Five at the Secondary Level* Messmer High School Milwaukee, WI
- Lize, K.M. (2017) *Implementation of Elementary Reading Interventions* Shining Star School Milwaukee, WI

- Lize, K.M. (2017) *Identifying Traits of Learners* Messmer High School Milwaukee, WI
- Lize, K.M. (2017) *Writers Workshop: Assessment, Conferring and Data Drive Instruction* Notre Dame MKE Milwaukee, WI
- Lize, K.M. (2017) *Text Dependent Writing and The Wisconsin Forward Exam* Garden Homes Lutheran Milwaukee, WI
- Lize, K.M. (2017) *Text Sets to Answer the Essential Question* Heritage Christian New Berlin, WI
- Lize, K.M. (2017) *Gradual Release of Responsibility* Messmer High School Milwaukee, WI
- Lize, K.M. (2017) *Writers Workshop Overview* Notre Dame MKE Milwaukee, WI
- Pennell, C & Lize, K.M. (2014) *The Common Core State Standards: What Students Need to Know and How They Will be Assessed* Holy Redeemer Milwaukee, WI
- Lize, K.M. & Pennell, C. (2014) *Text Complexity: Understanding Lexile Levels as they Relate to Text Complexity* Holy Redeemer Milwaukee, WI
- Lize, K.M. (2014) *Meeting the CCSS while Preparing All Students for the Smarter Balanced Assessment: Close, Analytic Reading in K-12 Classrooms* Holy Redeemer Milwaukee, WI
- Lize, K.M. (2014) *Meeting the CCSS Across the Curriculum: Assessment-led Teaching of Reading and Writing* Holy Redeemer Milwaukee, WI
- Lize, K.M., Kirt, W., & Wolfe, S. (2014) *Utilizing Leveled Text in Content Area Classes* North Middle School Menomonee Falls, WI
- Lize, K.M., Beaty, S., Jaeck, T., Schraeder, C., & Stein, K. (2013) *Workshop Model: Read Alouds* North Middle School Menomonee Falls, WI
- Lize, K.M., Beaty, S., Jaeck, T., Schraeder, C., & Stein, K. (2013) *Workshop Model: Conferring* North Middle School Menomonee Falls, WI
- Lize, K.M., Beaty, S., Jaeck, T., Schraeder, C., & Stein, K. (2013) *Workshop Model: Mini Lesson* North Middle School Menomonee Falls, WI
- Lize, K.M., Beaty, S., Jaeck, T., Schraeder, C., & Stein, K. (2013) *Workshop Model: An Overview* North Middle School Menomonee Falls, WI
- Blochowiak, C., Lize, K.M., Matter, M., Koser, S., Novak, A. (2013) *Before, During and After Reading: Helping Students Comprehend Disciplinary Text* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Farley, A., Chiarkas, E., Zapua, C., Myrah, A., Shannon, T., Tarcin, J, Gariepy, D., Sherry, J., & McNeil, J., Haubenreich, J. (2013) *Writing Assessment Implementation: Year Two* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Gariepy, D., Borg, E., Chmielewski, T. (2013) *Literacy Across the Disciplines:*

Social Studies Menomonee Falls High School Menomonee Falls, WI

- Lize, K.M., Gariepy, D., Johnson, S, Gariepy, D., Chmielewski, T., & Wanta, L. (2013) *Literacy Across the Disciplines: Art, Alternative Education, Music, Physical Education, Health and World Language* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Tarcin, J, & Gariepy, D. (2013) *Literacy Across the Disciplines: Math, Technical Education, and FCE* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Sherry, J., Myrha, A., Marling, K., Finley, K., Shanon, T., Chiarkas, E., & Zaupa, C. (2013) *Literacy Across the Disciplines: English* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Gilman, A, Finley, K. (2013) *Literacy Across the Disciplines: Science* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Matter, M., & Novak, A. (2013) *Compare and Contrast to Increase Comprehension of Disciplinary Text* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Marling, K. (2012) *Content-Area Lessons Built using Gradual Release and Leveled Literacy* North Middle School Menomonee Falls, WI
- Lize, K.M. (2012) *Intervention Strategies for Teaching Writing* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2012) *The Writing Process: Teaching Writing Instead of Assigning Writing* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2011) *Introduction to Inter-Rater Reliability* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2011) *Discipline Appropriate Rubric Creation* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Koser, S. (2011) *Writing Prompts and Structures* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2011) *Introduction to the 6+1 Traits of Writing* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M., Johnston, D., Koser, S., & Muehler, P. (2011) *Writing Across the Content Areas: Details of the Initiative* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2011) *Writing Initiative Overview: Writing, Critical Thinking, and Literacy Goals* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2011) *The Common Core, Differentiation and the Workshop Model* North Middle School Menomonee Falls, WI
- Lize, K.M. (2010) *Adolescent Reading: Book Discussion* (Monthly Faculty Conversations) Menomonee Falls High School Menomonee Falls, WI

- Lize, K.M. (2010) *Questioning to Increase Rigor* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2007) *Reading Strategies for the Content Area Teacher – Emphasis on Graphic Organizers; A Summary of Thesis Findings* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2006) *Using Graphic Organizers in Content Area Classrooms* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2005) *Bafa’Bafa: Discussion of the effects of differing cultures* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2005) *Bafa’Bafa: Discussion of the effects of differing cultures* Thomas Jefferson Middle School Menomonee Falls, WI
- Lize, K.M. (2004) *An Analysis of McIntosh’s Work: A Discussion of White Privilege* Menomonee Falls High School Menomonee Falls, WI
- Lize, K.M. (2004) *Discrimination: Distinguishing the Difference between Stereotyping and Categorizing* Menomonee Falls High School Menomonee Falls, WI

SERVICE

International

- 2013 Caldwell, J. (2014). *Reading Assessment, Third Edition*. New York, NY: Guildford Press. Published endorsement and review.
- 2014 Smarter Balanced Assessment Consortium’s Online Panel benchmarking process participant, grade six English/Language Arts

State

- 2020 – present Wisconsin State Reading Association Journal Reviewer
- 2015 – present University of Wisconsin System English Education workgroup
- 2015 – 2019 Wisconsin Literacy Research Symposium Planning Committee, 2019
- 2015 – Present Wisconsin English Journal Editorial Board
- 2017 *Wisconsin English Journal - NCTE Affiliate Journal Award* Milwaukee, WI
- 2010 – 2017 Literacy and Instructional Specialists Network
- Founding member
 - Executive Board
- 2009 – present Wisconsin State Reading Association: Leadership
- 2018 – present: Pat Bricker Memorial Award Chair
 - 2015 – 2018: Research Committee Co-Chair
 - 2014 – 2015: Research Committee member

Local

- 2009 – 2018 Waukesha County Reading Council
- 2014 – 2018: Community Service Co-Chair
 - 2010 – 2011: Treasurer

University

2020 – present	School of Education, Teaching and Learning Policy Workgroup
2018 – 2020	University of Wisconsin – Milwaukee: Staff Advisory Committee
2017 – present	University of Wisconsin – Milwaukee: Multilanguage, Literacies and Cultures Committee
2017 – 2019	University of Wisconsin – Milwaukee: Academic Staff Professional Development Funding Committee
2016 – present	University of Wisconsin – Milwaukee: Testing and Education Support Team

District

2011 – 2014	School District of Menomonee Falls Response to Intervention Steering Committee
2011 – 2014	North Middle School Building Leadership team
2011 – 2014	North Middle School Literacy team <ul style="list-style-type: none"> ▪ 2011 – 2014: chair
2011 – 2012	North Middle School Formative Assessment Team
2011 – 2012	North Middle School Response to Intervention Committee
2011 – 2012	Menomonee Falls High School Response to Intervention Committee
2011 – 2012	Menomonee Falls High School Student Support Team Committee
2010 – 2013	Menomonee Falls High School Leadership Team
2007 – 2014	School District of Menomonee Falls – District Language Arts Committee
2007 – 2014	Menomonee Falls High School – School Improvement Team
2007 – 2009	School District of Menomonee Falls – District Communication Committee
2006 – 2014	Menomonee Falls High School – Reading/Literacy Committee <ul style="list-style-type: none"> ▪ 2009 – 2014: chair
2006 – 2008	School District of Menomonee Falls – Pilot Evaluation Committee
2003 – 2005	Menomonee Falls High School – Human Relations Committee
2003 – 2005	Menomonee Falls High School – Social Committee

PROFESSIONAL MEMBERSHIP AND AFFILIATIONS

National Council of Teachers of English
 Conference on English Leadership
 Wisconsin Council of Teachers of English
 International Reading Association
 Wisconsin State Reading Association
 Wisconsin Professors of Reading
 Literacy Research Association
 Waukesha County Reading Council
 Association for Supervision and Curriculum Development ASCD
 Literacy and Instructional Specialists Network
 Journalism Education Association
 Kettle Moraine Press Association
 Menomonee Falls Education Association
 National Education Association

EDUCATION

Doctor of Education in Curriculum & Teaching — Early Childhood Education May 2020

Teachers College, Columbia University, New York, NY

Dissertation Title: *(Re)Storying horizons: White kindergarten teachers' enactment of the language & literacy curriculum in a predominantly-white working-class North Carolina mountain community public school*

Committee: Professors Mariana Souto-Manning, Haeny Yoon, Maria Paula Ghiso, Detra Price-Dennis

Master of Arts in Early Childhood Education May 2016

Teachers College, Columbia University, New York, NY

Bachelor of Social Work May 2008

University of North Carolina at Greensboro, Greensboro, NC

PROFESSIONAL EXPERIENCE

Visiting Assistant Professor of Early Childhood Education August 2020—Present

University of Wisconsin-Milwaukee

Teach undergraduate students in online and F2F courses in the Early Childhood Education program within the Teaching and Learning department; Work collaboratively with the Early Childhood Education Program Chair to build an initiative supporting underrepresented pre-service teachers throughout their course of study and to bolster equity-focused teaching and learning; Engage in weekly and biweekly Racial Equity meetings with department faculty and staff, with an aim to strengthen our commitment and everyday action in antiracist curriculum and pedagogy; Correspond with students to gather feedback about ways to best meet learning needs during the pandemic, and offer virtual platforms for community spaces and study groups.

Adjunct Instructor of Early Childhood Education May 2020—August 2020

Teachers College, Columbia University, New York, NY

Instructed and supervised masters students in an online practicum course that focused on the learning and development of infants and toddlers, family practices, curriculum for care-based educational settings, and identities of early childhood professionals.

Program Transition Staff May 2020

Estes Children's Cottage, Chapel Hill, NC

Assisted in the program's graduated-reopening under Covid-19 health and safety guidelines; Prepared environment for high quality education and care of 1-4 year-old children while significantly reducing health risks to families and staff.

Instructor of Early Childhood Education

September 2017—August 2019

Teachers College, Columbia University, New York, NY

Developed responsive curricula for masters courses in the Early Childhood Education initial, dual, and non-certification programs; Supervised student teachers in infant/toddler and second grade classroom settings; Assessed graduate students' written work and participation, focusing on their reflection on theories of learning and development and individual growth in teaching practices; Advised in areas of coursework, teaching, and research interests; Served on the Admissions Committee for the Early Childhood Education initial, dual, and non-certification programs in the department of Curriculum & Teaching; Attended faculty meetings to discuss student needs, institutional standards, and program design.

Grant Coordinator

August 2017—June 2019

Teachers College, Columbia University, New York, NY

Created and maintained a data spreadsheet for 47 ECE scholars who received tuition scholarships from the **QUIERE (Quality Universally Inclusive Early Responsive Education) fellowship funded by the U.S. Department of Education**, PI: Mariana Souto-Manning; Corresponded with matriculated and graduated students via email and phone calls to support documentation and fulfillment of their service obligation; Attended information webinars and corresponded with data collection services to learn policies and methods for guiding scholars through the service obligation process.

Research Associate

September 2016—May 2019

Teachers College, Columbia University - Joint Project with CUNY, New York, NY

Collaborated with research team in a **three-year study funded by the Foundation for Child Development** (PIs: Mariana Souto-Manning and Beverly Falk), developing principles concerned with developmentally appropriate, culturally relevant, and linguistically diverse practices in early childhood classrooms; Constructed observational tool along with team members; Conducted observations and recorded field notes in a classroom funded through UPK sources; Carried out a literature review on developmentally appropriate practices; Engaged in a community study and presented findings; Conducted and transcribed interviews with classroom teachers; Coded data by principals and shared findings; Co-authored research publications in education journals.

Teacher; Substitute Teacher

January 2016—June 2019

Family Annex, New York, NY

Collaborated with co-teachers and families to develop curricula for preschool, nursery, and toddler classrooms; Engaged children in learning experiences through intentional provocations and working times, utilizing materials based on emerging interests and development; Documented and assessed learning through daily notes, photography, work portfolios, and online journal; Participated in staff meetings and professional development meetings to enhance skills and knowledge in the Reggio Emilia approach.

Student Teacher

January 2016—May 2016

Liberty School P.S. 89, New York, NY

Led small and whole group lessons in Literacy, Math, Science, and Social Studies in a First Grade ICT (inclusive co-teaching) classroom; Planned lessons aligned with students' interests, adapting curriculum to meet learning needs; Observed students' interactions, strategies, and ways of responding during independent work as well as

small and large groups; Assessed and documented student work formally and informally, noting development and specific areas for scaffolding; Reviewed curriculum daily with co-teachers to determine ways for differentiating lessons.

Student Teacher

September 2015—December 2015

Family Annex, New York, NY

Observed and documented curriculum and environment, focusing on development of key child; Reflected upon teaching practice through discussions and academic writing; Engaged in meaningful interactions with toddlers and planned activities based on children's developmental needs and interests; Communicated daily with teachers concerning curriculum, policies, children's interests and development.

Teacher

June 2015—July 2015

Park Avenue Methodist Day School, New York, NY

Coordinated with co-teachers to plan and implement meaningful, child-centered activities for 4- and 5-year-old children in a summer program; Communicated children's daily activities and learning with families during arrival and departure, as well as through in-school and online documentation; Helped transition group of younger children into preschool classroom.

Literacy Partner

January 2015—May 2015

P.S. 75 Emily Dickinson, New York, NY

Worked with second grade students one-on-one and in small groups, to build literacy skills in reading and writing; Documented areas of strength and assessed areas for growth, developing weekly lesson plans and creating child-centered learning engagements that were aligned with the classroom curriculum and learning standards.

Student Teacher

January 2015—May 2015

Weekday School, New York, NY

Assisted teachers, focusing on interactions with 4- to 6-year-old children in a preschool classroom; Planned and led lessons based on emerging literacy skills, self/family relations, and children's interest in community and natural resources; Observed and documented curriculum, environment, and children's learning & development; Reflected upon teaching practices through discussions and academic writing; Communicated daily with teachers concerning curriculum, policies, and children's learning and development.

Teacher

June 2014—August 2014

The Little School, Hillsborough, NC

Planned and facilitated summer program activities for children transitioning from pre-k to kindergarten; Coordinated with Outdoor Learning Teacher to plan art, nature, and community exploration projects; Assisted teachers in infant, toddler, and pre-k classrooms, following Conscious Discipline and the Reggio approach.

Child Care Provider

July 2013—May 2014

Asheville, NC

Prepared developmentally appropriate and engaging environment for toddlers and infants; Promoted children's physical, cognitive, social-emotional, and language development through activities and interactions; Provided resources and recommendations for routines, transitions, and communication.

Nursery Worker

December 2012—June 2013

Mt. Sylvan United Methodist Church, Durham, NC

Prepared environment for children ages 4 years and younger; Provided activities and care for children in small groups during church services; Built relationships with families and provided a welcoming environment to newcomers.

Teacher

September 2008—May 31, 2013

Estes Children's Cottage, Chapel Hill, NC

Taught toddlers and pre-k children following the Reggio approach; Offered guidance in children's learning while encouraging self-help skills; Observed, documented, and discussed developmental milestones and with co-teachers daily; Prepared classroom environment and nature and community learning experiences based on children's emerging learning interests and development; Organized portfolios documenting children's work and learning experiences; Communicated daily with families, regarding children's learning and development; Enhanced knowledge and skills through workshops, employer resources, and annual conferences.

Intern/Advocate

August 2007—April 2008

Randolph County Family Crisis Center, Asheboro, NC

Led community awareness projects and educational programs in elementary and middle schools; Co-coordinated county-wide family event for Child Abuse Prevention Month; Facilitated fundraiser for Sexual Assault Awareness month; Provided counseling and resources for crisis-line callers and walk-in clients; Assisted clients and shelter residents with paperwork, goal development, and referrals; Advocated for clients in courtroom, receiving protective orders for domestic violence and assault cases; Co-authored grants for new full-time position, as well as technology and materials for parenting classes.

PUBLICATIONS

Rollins, E. (in press). Remember where you came from and don't try to fly away too far. *Radically Dreaming: Illuminating Freirean Praxis in Dark Times*.

Souto-Manning, M., Buffalo, G., & **Rollins, E.** (in press). The language and literacy debt: Racialized de-valuations of literacy practices and communicative repertoires. In R. Milner & K. Lomotey (Eds.), *Handbook of Urban Education* (2nd ed.). Routledge.

Mitchem, M., Buffalo, B., Perez, A., & **Rollins, E.** (2020). Tales of existing and resisting as female teacher educators in neoliberal times. *The New Educator*, 16(1), 70-85. DOI: 10.1080/1547688X.2019.1681570

Zalcmann, S., **Rollins, E.**, & Souto-Manning, M. (2020). Anne Haas Dyson (ed.), Child cultures, schooling and literacy: Global perspectives on composing unique lives. *Journal of Early Childhood Literacy*. <https://doi.org/10.1177/1468798419895731>

Ferguson, D., & **Rollins, E.** (2020). Rebecca Rogers, Reclaiming powerful literacies: New horizons for critical discourse analysis. *Journal of Early Childhood Literacy*. <https://doi-org.tc.idm.oclc.org/10.1177/1468798419894655>

Souto-Manning, M., Falk, B., Lopez, D., Barros Cruz, L., Bradt, N., Cardwell, N., McGowan, N., Perez, A., Rabadi-Raol, A., & **Rollins, E.** (2019). A transdisciplinary approach to equitable teaching in early childhood education. *Review of Research in Education*, 43, 249-276.

Axelrod, Y., Black, F., Cheruvu, R., Murphy, A. M., Pérez, M. S., Rabadi-Raol, A., **Rollins, E.**, & Saavedra, C. M. (Alphabetical Listing) (2018). Representation of people of color in critical early childhood spaces: Issues and possibilities. *Teachers College Record*.
<https://www.tcrecord.org/Content.asp?ContentId=22405>

Rollins, E. (2015). Teaching of learning. *Perspectives and Provocations in Early Childhood Education*, 2(2), 1-2. www.earlychildhoodeducationassembly.com/journals.html

CONFERENCES

Mitchem, M., Buffalo, G., Pérez, A., & **Rollins, E.** (Accepted; 2020). *Justice-informed teacher education beyond neoliberalism and patriarchy: Early career teacher educators theorize teacher educator preparation*. American Educational Research Association Annual Meeting. San Francisco, CA.

Mitchem, M., Buffalo, G., Pérez, A., & **Rollins, E.** (2019, April). *Tales of existing and resisting as female teacher educators in neoliberal times*. American Educational Research Association Annual Meeting. Toronto, Canada.

Souto-Manning, M., Falk, B., Lopéz, D., Bradt, N., Cardwell, N., Galvani-De-Barros-Cruz, L., McGowan, N. Pérez, A., Rabadi, A., & **Rollins, E.** (2019, April). *A transdisciplinary approach to changing inequitable teaching practices in early childhood education*. American Educational Research Association Annual Meeting. Toronto, Canada.

Rollins, E. (2018, January). *Lenguaje y alfabetización: Práctica cotidiana en proyectos de aprendizaje inspirados en Reggio Emilia (Language & Literacy: Daily practice through inspired learning projects in Reggio Emilia)*. Red Solare Seminario Internacional, Quito & Guayaquil, Ecuador. <http://www.redsolarecuador.com/lenguajeyalfabetizacion/>

Co-coordinated Conferences

OurStories: Locating (Counter)Narratives in Education. (2019, March). Graduate Student-Led Conference at Teachers College. New York, NY.

The Problems and Promise of Difference. (2018, March). Graduate Student-Led Conference at Teachers College. New York, NY.

Confronting Hostility, Cultivating Hope. (2017, March). Graduate Student-Led Conference at Teachers College. New York, NY.

RELATED SERVICE

- Academic Writing Tutor** August 2005—Present
Asheville, NC; Greensboro, NC; Chapel Hill, NC; New York, NY
Provide one-on-one assistance to college students attending community colleges and public and private universities, offering guidance and resources for composition of academic papers and formatting of professional documents.
- Online Tutor, Columbia University Volunteer Tutor Corps** June 2020—August 2020
Online/Remote
Taught rising kindergartener how to read, utilizing Zoom to share relevant materials.
- Web Designer, Walter M. Williams High School Arts Festival** April 2020—June 2020
Online/Remote
Designed layout, uploaded and organized content, and publicized website for the school's annual Arts Festival, which moved to an online platform this year.
- Invited Guest Speaker, Teachers College Doctoral Courses** Fall 2018, Spring 2020
Teachers College, Columbia University, New York, NY
Described research and writing process for doctoral students in various stages of study.
- Student Senate and C&T Graduate Student Collaborative** September 2016—June 2019
Teachers College, Columbia University, New York, NY
Coordinated and co-coordinated departmental and college-wide academic, professional, and social events in which students shared professional experiences, research projects, and student concerns with members of TC (including ongoing tabling events and study breaks, three Teachers' Galleries, three Graduate Student-led Conferences, and two cross-departmental dialogues co-led with the Department of Education Policy & Social Analysis); Aided in revising the mission statement for the C&T Student Advisory Council and renaming the council (C&T Graduate Student Collaborative), with an aim for more fluid and inclusive spaces and platforms; Corresponded with students, staff, and faculty members concerning resources, event planning, and recruitment; Utilized student feedback for subsequent planning of events and in collaboration with faculty, staff, and administration across the college; Provided mentorship to students in incoming cohorts.
- Invited Panelist, Academic Festival Dissertation Research** April 2019
Teachers College, Columbia University, New York, NY
Presented research plans with graduate students, faculty, administration, and alumni.
- Invited Panelist, Academic Festival Admitted Student Day** April 2016
Teachers College, Columbia University, New York, NY
Introduced ways to navigate academic programs, graduate life, research collaborations.

Mentor, Big Brothers Big Sisters August 2004—May 2008
 Weekly School Programs, Cullowhee, NC; Greensboro, NC
 Provided mentorship to five children in kindergarten, second, and fifth grade, through positive role-modeling and educational activities.

Child Care Provider & Tutor Summers 2002—2007
 Asheville, NC
 Provided day-long care and tutoring for children in preschool, elementary, middle, and high school.

Advocate, Immigrants and Refugees Internship January 2007—April 2007
 University of North Carolina at Greensboro, Greensboro, NC
 Visited family weekly, to facilitate school communication and share requested resources.

General Educational Development (GED) Exam Tutor August 2006—December 2006
 Guilford Technical Community College, Greensboro, NC
 Tutored groups of adult students in Reading, Writing, and Math.

Teacher Assistant August 2003—May 2004
 Reynolds High Mentoring Course, Asheville, NC
 Assisted children with math and reading in two First Grade classrooms.

ADDITIONAL PROFESSIONAL ACTIVITIES

Attendee, Education Conferences

Online Conferences/Webinars for Equity in Teacher Education	2020-2021
Teachers College Conferences, Lectures, Panels, and Roundtables	2014-2020
Academic Festival, Teachers College, New York, NY	2016, 2017, 2019
AERA Annual Meeting, New York, NY	2018
Pre-K Day: Teachers College Reading & Writing Project, New York, NY	2015
92Y Wonderplay Conference, New York, NY	2014-2015
Hollingworth Conference for Early Childhood Educators, New York, NY	2014
Assessing Skills and Knowledge (A.S.K.) Conference, Chapel Hill, NC	2009-2013
NAEYC National Conference, Atlanta, GA	2012
NCAeyc Conferences, Raleigh NC; Greensboro, NC	2008-2012

Attendee, Early Childhood Educator Trainings

DASA Training, New York, NY	2015
School Violence Prevention and Intervention, New York, NY	2015
Mandated Reporter Training, Online	2014
Infant/Toddler Safe Sleep and SIDS, Chapel Hill, NC	2012
Children with Sensory Processing Differences, Durham, NC	2011
Appropriate Guidance, Discipline, and Socialization, Chapel Hill, NC	2011
Music Instruction as a Foundation for Learning, Chapel Hill, NC	2011
What Does the Brain Have to do with Early Learning?, Chapel Hill, NC	2011
Period of Purple Crying, Chapel Hill, NC	2010
Infant/Toddler Foundations: Early Learning Standards, Chapel Hill, NC	2009

Memberships/Qualifications

National Council for Teachers of English (NCTE)	2020-Present
American Educational Research Association (AERA)	2019-Present
National Association for the Education of Young Children (NAEYC)	2008-Present
NC Early Educator Certification	Renewed 2020
NC Lead Teacher Qualification	Obtained 2008
NC Child Care Credentials	Obtained 2008

Online Teaching Skills

Proficient with Canvas, Zoom, Google Suite (Workspace)
 2+ years of experience building Canvas content for 12 sections of four graduate courses and 8 sections of three undergraduate courses
 4+ years of experience using Zoom and Google Suite (Workspace) to plan and coordinate numerous college-wide conferences, events, projects and large grant

RECENT SCHOLARSHIPS & AWARDS

Awarded to Student Co-Researcher for ECE Program Research

Student Undergraduate Research Fellowship Spring 2021

Awarded for Academic Scholarship

Student Affairs Dissertation Award	2019-2020
TC General Scholarship	2014-2015, 2015-2016, 2016-2017, Fall 2017, 2019-2020
A. Harry Passow Fellowship	Fall 2017
C&T Departmental Scholarship	Fall 2017
Zimmerman Lynch Fund	2016-2017
Gertrude Coyle Award	2015-2016
Olive M. Swigart Scholarship	2014-2015

Awarded to GSC for C&T Graduate Student-led Conferences

Diversity and Community Initiatives Grant Fund Spring 2017, 2018, 2019

TEACHING AND RESEARCH INTERESTS

Language and literacy in early childhood; Multilingual learning; Multimodal curriculum and assessment; Valuing and engaging home language and literacy practices; Early childhood learning and development; Responsive, relevant, and sustaining pedagogies; Learning from and with BIPOC, immigrant, and working-class communities; Critical literacy as theory and practice; Collaborative research; Qualitative research methods; Teacher education for inclusion and equity; Building classroom communities; Student and teacher agency; Antiracist research and teaching; Transforming education policies impacting marginalized families and communities.

UNDERGRADUATE COURSES TAUGHT

Spring 2021

CURRINS 301 *Infants and Toddlers: Teaching and Curriculum* (BA)
CURRINS 312 *Models and Issues in Early Childhood Education* (BA)
CURRINS 651 *Literature for Young Children* (BA)
CURRINS 640 *Supervisor for Teacher Candidates* (BA)

Autumn 2020

CURRINS 301 *Infants and Toddlers: Teaching and Curriculum* (BA)
CURRINS 312 *Models and Issues in Early Childhood Education* (BA)
CURRINS 312 *Models and Issues in Early Childhood Education* (BA)
CURRINS 651 *Literature for Young Children* (BA)

GRADUATE COURSES TAUGHT

Autumn 2017

C&T 4131 *Language & Literacy in the Early Childhood Curriculum* (MA)
C&T 5118 *Infant & Toddler Development and Practicum* (MA)

Spring 2018

C&T 4131 *Language & Literacy in the Early Childhood Curriculum* (MA)
C&T 4132 *Learning and Teaching in the Primary Reading & Writing Classroom* (MA)

Summer 2018

C&T 4615 *Young Children, Families, and Social Policy* (MA)
C&T 5118 *Infant & Toddler Development and Practicum* (MA)

Autumn 2018

C&T 4131 *Language & Literacy in the Early Childhood Curriculum* (MA)
C&T 5118 *Infant & Toddler Development and Practicum* (MA)

Spring 2019

C&T 4131 *Language & Literacy in the Early Childhood Curriculum* (MA)
C&T 5118 *Infant & Toddler Development and Practicum* (MA)

Summer 2019

C&T 4615 *Young Children, Families, and Social Policy* (MA)

Summer 2020

C&T 5118 *Infant & Toddler Development and Practicum* (MA)

REFERENCES

Dr. Mariana Souto-Manning

Founding Co-Director, Center for Innovation in Teacher Education and Development (CITED)
Professor of Early Childhood Education, Department of Curriculum and Teaching
Director, Early Childhood Education and Early Childhood Special Education Programs
Teachers College, Columbia University
302 Zankel Hall New York, NY Souto-Manning@tc.columbia.edu 212-678-3970

Dr. Haeny Yoon

Associate Professor of Early Childhood Education, Department of Curriculum and Teaching
Faculty Co-Director, Rita Gold Early Education Center
Teachers College, Columbia University
302 Zankel Hall New York, NY Yoon3@tc.columbia.edu 212-678-3079

Dr. Maria Paula Ghiso

Associate Professor of Literacy Education, Department of Curriculum and Teaching
Faculty Co-Director, Rita Gold Early Education Center
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ANGEL T. HESSEL

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SUMMARY

Outcome driven instructor and administrator with more than twenty-five years of experience in the field of education. Proven track record of fostering next generation teaching professionals, including a prodigious respect for the role of educator in an urban environment. Responsible for creating sustainable structure and resources for a high-stakes, mandated licensing assessment. Leadership and vision has resulted in University of Milwaukee Teacher Candidates consistently exceeding their peers in the State and the Nation on the Educative Teacher Performance Assessment (edTPA).

HIGHLIGHTS

Innovative teaching methods
Inspiring lecturer
Engaging public speaker
Adaptable to audience

Exceptional communication skills
Leader and collaborator
Creative, problem solving thinker
Strong planning and organizational skills

ACHIEVEMENTS

Received the 2019 UWM Accessibility Resource Center(ARC) Excellence Award

Received the 2018 UWM Alumni Employee Outstanding Performance Award.

Nominated for the 2017 UWM Alumni Employee Outstanding Performance Award.

Nominated and received 2016 UW Milwaukee School of Education Service Award.

Nominated for UWM School of Education Teaching Award 2009 and 2010.

Nominated and inducted into Pi Lambda Theta 2015.

One of six individuals in the State of Wisconsin selected by the Department of Public Instruction to serve as regional edTPA Local Evaluation Trainer.

Selected by UW System Director of PK-16 Initiatives in consultation with the Department of Public Instruction to plan and lead monthly conference calls for edTPA Coordinators statewide. This role also entails developing the agenda and leading the annual two day edTPA Coordinators' Retreat since 2014.

One of twenty-four individuals in the State of Wisconsin selected to serve on the edTPA Standard setting.

Received 2013-14, 2014-15, 2016-17, 2017-18 & 2018-19 Women's Giving Circle Grants to support edTPA implementation efforts and needs based scholarships for UW Milwaukee Teacher Candidates.

Established the service learning component for Currins 300, *Introduction to Teaching in Urban Schools* & Currins 333, *Introduction to Teaching in Urban Schools Grades 1-8*.

Designed Currins 376, *Understanding and Developing the edTPA*, a one-credit course to prepare UW- Milwaukee Teacher Candidates for the edTPA.

Created Currins 378, *Developing the edTPA in a Clinical Setting*, a course for emergency licensed teachers who are required to pass the edTPA to remove license stipulations.

Helped to create and maintain state of the art edTPA technology resources to support teacher candidates, faculty, district partners, statewide edTPA Coordinators and colleagues around the country.

Co-authored and produced the edTPA Spoiler Alert. This resource was recognized by AACTE and is featured on the edTPA national site.

Co-authored an edTPA resource for district partners that is used throughout the State of Wisconsin.

One of eight individuals in the State of Wisconsin invited to participate in the Embedded Signature Assessment (ESA) Design Studio at Stanford University.

Selected to serve on the Grow Your Own Committee in collaboration with Milwaukee Public Schools and Milwaukee Area Technical College. Charged with the goal of increasing the teacher pipeline by recruiting local high school students and providing them with pathways to pursue a teaching career.

POSITIONS

September 2012 –Present **edTPA Coordinator**

University of Wisconsin - Milwaukee

Dean-appointed position including the following roles and responsibilities: provide leadership on policy decisions; act as point person to DPI and liaison with field test sites; facilitate the successful implementation of edTPA in all Programs in UWM School of Education and Peck School of the Arts; create professional development opportunities for faculty; organize and manage pilots; collaborate with Clinical Field Experience Co-Directors and Educational Technology Coordinator.

September 2002 –Present **Director, Elementary Education Student Teachers**

University of Wisconsin - Milwaukee

Collaborate with The Director of the Elementary Education Program and The Clinical Field Experience Co-Directors to identify exemplary placements and participate in the placement process. Responsible for assigning supervisors to specific schools, organizing and conducting regularly scheduled supervisor meetings and professional development opportunities, preparing a student teaching packet for cooperating teachers and conducting second supervisions of student teachers.

June 2018 -Present

Instructor Currins 378: Developing the edTPA in A Clinical Setting

University of Wisconsin- Milwaukee

Developed and teach this variable credit course to provide emergency licensed teachers with the logistics of the edTPA along with assignments to support successful completion of the assessment.

January 2016- Present

Instructor Currins 376: Understanding and Developing the edTPA

University of Wisconsin- Milwaukee

Developed and teach this one credit course to provide teacher candidates with the logistics of the edTPA along with assignments to support successful completion of the assessment.

January 2014- Present

Instructor Currins 333: Introduction to Teaching in Urban Schools, Grades 1-8

University of Wisconsin- Milwaukee

Designed this new course for the Elementary Education Program. Content similar to Currins 300 with an increased focus on the current political context and the history of schools. Required fieldwork hours based on Montclair State's school wide service model.

September 1996 – Present

Instructor Currins 300: Introduction to Teaching: Colloquium and Fieldwork

University of Wisconsin-Milwaukee

Initiate thought-provoking classroom discussions and create meaningful course activities and assignments. Content is designed to help students examine their identities, confront their prior assumptions about race, class and culture and broaden their perspectives of what it means to be an effective educator in an urban setting.

September 2002 –Present

Instructor Currins 471: Seminar in Curriculum and Classroom Management

University of Wisconsin-Milwaukee

Collaborated with a colleague to develop innovative and interactive class sessions that support teacher candidates' student teaching experience. Content focuses on proactive classroom management strategies and ways to incorporate families and communities as assets into instructional practices.

Summer 2013 & 2015

Instructor Currins 512: Reflective Practice in Early Childhood Teaching & Learning

University of Wisconsin-Milwaukee

Engage students in the process of inquiry into and reflection upon how their own socio-culturally framed positions of race, socio-economic status, gender and sexuality will influence both the schooling experiences they create and the educational outcomes of the children they will teach.

EDUCATION

Master of Science: Administrative Leadership and Supervision in Education
University of Wisconsin-Milwaukee - Milwaukee, Wisconsin; 1991

Bachelor of Arts: Elementary Education- Grades 1-8 certification
Marquette University – Milwaukee, Wisconsin; 1986

Canvas Training: February 11, 2019 University of Wisconsin-Milwaukee
Attended session on how to use the new learning management system that will be fully implemented at UW Milwaukee by Spring of 2020.

National Conference on Co-Teaching: October 25-26, 2018 Minneapolis
Attended sessions on how to effectively implement co-teaching in student teaching and strategies for collaborating with district partners to support the co-teaching model of instruction.

TPA National Conference: October 19-20, 2018 San Jose, CA
Attended multiple sessions on how to help faculty integrate the academic language requirements of the edTPA into program coursework, learned about ways to effectively incorporate video exemplars to support Task #2 of the edTPA and attended a session on how to plan for interdisciplinary connections to address Rubric 9 in the Early Childhood edTPA Handbook.

edTPA Coordinators' 2018 Retreat: June 4-6, 2018 Wisconsin Dells, WI
Attended half day session led by Elisa Palmer from Illinois State University on how to plan and facilitate a faculty edTPA summit.

WAACTE Annual Meetings: April and October 2017 Madison, WI
Attended general sessions on licensure changes, DPI updates and ways to address teacher shortages in the State of Wisconsin.

ESA Design Studio: January 11-14, 2017 Stanford University Palo Alto, CA
One of eight individuals in the State of Wisconsin selected to participate in developing a social justice embedded signature assessment.

Conference on Teaching: Teachers Individualizing Learning: Oct. 25-26, 2016 Madison, WI
This conference on personalized learning featured experts in the field who focused on defining individualized learning, implementation efforts, data to support this type of instruction, policy reform and implications for future learning.

WACTE Spring 2016 Conference: March 13-14, 2016 Madison, WI
Attended award ceremony, participated in WACTE business meeting and prepared and presented edTPA Coordinator updates at the Deans and Directors meeting.

UW Systems edTPA Conference: February 18-19, 2016 Wisconsin Dells, WI
Attended and participated in sessions about developing policies and procedures for edTPA retakes and how to use edTPA for program improvement.

UW Systems edTPA Conference: October 2-3, 2014 Wisconsin Dells, WI
Attended and participated in sessions on assessment literacy, working with P-12 partners, integrating technology into instruction and academic language.

National edTPA Implementation Conference: Nov 1-2, 2013, San Diego, CA
Collaborated with colleagues from around the country and attended sessions that emphasized specific strategies to move programs toward successful implementation of the edTPA.

UW Systems edTPA Conference: October 2013, Wisconsin Dells, WI
Professional development focused on effective ways to integrate edTPA requirements into course content, updates on state policy decisions and opportunities to collaborate with colleagues in similar roles throughout WI.

2013 IHE Summer Institute: May 22-23, 2013, Green Bay, WI
Conference centered on Universal Design and strategies for providing quality and equitable services for all students. Extensive overview of the Danielson Framework used for Teacher Effectiveness in the State of Wisconsin.

UW Systems edTPA Conference: May 2013, Wisconsin Dells, WI
Keynote speaker Melanie Hundley from Vanderbilt University focused on academic language and provided faculty with specific ways to integrate it into course content in preparation for the edTPA.

Dr. Elise Frattura: Interrupting our Deficit Based System: Leveraging for Proactive Services: May 2013, Milwaukee, WI
Dr. Frattura's presentation on Universal Design focused on social justice, equity and quality services for all students.

Dr. Sugai: Positive School Culture and Academic Achievement: October 2012, Milwaukee, WI
Attended presentation on UWM campus to learn about Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).

UW Systems edTPA Conference: September 2012, Wisconsin Dells, WI
Attended sessions on embedded assessments, academic language and curriculum mapping. Met with colleagues from UW-Milwaukee at the end of the conference to develop strategic plan for successful implementation of the edTPA.

Co-Teaching Train the Trainer Workshop: May 30-31, 2012, Minneapolis, MN
Training centered on bringing cooperating teachers and student teachers together to provide them with an in-depth overview of the co-teaching strategies and activities to build collaborative relationships.

AACTE Conference: February 2012, Chicago, IL
Attended sessions on the edTPA. Specifically, embedded signature assessments; the type of feedback faculty can provide students prior to edTPA submission and the rubrics and templates for the assessment tasks. I also attended a session where data was shared supporting the link between the co-teaching model in student teaching and greater student outcomes.

Co-Teaching Pairs Training Seminar: January 2012, Bloomington, MN
This training was conducted by faculty from Mankato State with the purpose of bringing cooperating teachers and their student teachers together for an introduction and orientation to the model. I earned a certificate that allows me to provide this same type of training.

National Convening on Clinical Practice: October 2011, Washington, DC
Universities and district partners shared innovative clinical work. Highlights of the conference included: discussions of the role of clinical faculty, professionalism of cooperating teachers such as in the co-teaching model of student teaching and effective ways to integrate elements of the edTPA into programs.

PRESENTATIONS

National Conference on Co-Teaching: October 25-26, 2018 Minneapolis, MN
Invited speaker- planned and led two sessions on how to co-teach and complete the edTPA. Also served on a national panel to discuss ways to support and implement co-teaching in teacher education programs.

TPA National Conference: October 19-20, 2018 San Jose, CA
Session focused on the structure and resources to plan and lead an edTPA faculty retreat. I shared a tested and effective way to prepare rubric level program data and attendees had the opportunity to examine sample data reports and engage with colleagues during the session.

UW Systems Diversity Council Meeting: August 30, 2018 Madison, WI
Invited by Dr. Barbara Bales, UW Systems Director for Strategic Initiatives and Educational Innovation, on behalf of UW Systems President Ray Cross to talk about the status of Culturally Responsive Practices in Teacher Education. I specifically shared the status of the Culturally Relevant Teaching Embedded Signature Assessment that I am in the process of developing with colleagues in the State of Wisconsin under the guidance of Stanford University.

Go Milwaukee: February 2016, 2017, 2018 & 2019 Milwaukee, WI
Planned and led teaching demonstration for 50+ admitted students and their families.

UW- Milwaukee Recruitment Presentation: Grays Lake, Illinois January 17, 2017
Planned and co-presented on teaching as a profession for HS juniors & seniors.

UW-Milwaukee School of Education and Peck School of the Arts edTPA Orientation Milwaukee, WI
Plan and led half day, interactive edTPA Orientation for 100+ students fall and spring semesters since 2016.

UW Milwaukee School of Education and Peck School of the Arts edTPA Faculty Retreat: December 2014, 2015, 2016, 2017 & 2018
Planned and led half-day sessions for 25 faculty members on how to incorporate edTPA requirements into program coursework, analyzing edTPA data and targeting areas of strength and improvement and providing training on edTPA retakes.

Institute of Urban Education Conference Presenter: Aug 11, 2016 Milwaukee, WI
Planned and led conference breakout session on the edTPA and its connection to Educator Effectiveness.

WI Lutheran College: April 13, 2016 Milwaukee, WI
Planned and led professional development session for 50+ IHE faculty, cooperating teachers and university students titled, *Supporting TCs through the edTPA and the Transition to EE... (and any other acronyms we find along the way)!*

UW Systems edTPA Conference: February 16-17, 2016 Wisconsin Dells, WI
Co-presented with Andrea Whittaker from Stanford University on National and State Resources. Co-presented with Dr. Lori Kroeger from UW- Oshkosh on a resource we developed titled The Spoiler Alert and how to use it to support teacher candidates. Led and facilitated the edTPA Coordinators Job-Alike session.

Presenter, Women's Giving Circle: July 2015, 2016, 2017 & 2018 Milwaukee, WI
Presentations on how grant funds were used to support implementation of the edTPA.

edTPA Supervisor Training: November 12, 2015
Planned and led interactive session with university supervisors representing initial licensure programs in the School of Education at the University of Wisconsin-Milwaukee and Peck School of the Arts. The focus was on edTPA updates and their role in the assessment process

AACTE: February 2015, Atlanta, GA
Collaborated with colleagues from UW-Oshkosh and UW Systems to design and present an interactive session on how to successfully implement the edTPA on small and large campuses.

edTPA Supervisor Training: March 7, 2014, Milwaukee, WI
Prepared and led edTPA scoring training for forty-two supervisors representing initial licensure programs in the School of Education at the University of Wisconsin-Milwaukee and Peck School of the Arts.

Presenter DPI: January 31, 2014, Madison, WI
Provided TEPDL committee members from around the State with a rationale for the purpose of the monthly edTPA Coordinator conference calls and an update on completed and ongoing tasks.

Presenter CESA #1: December 13, 2013, Milwaukee, WI
Presented local superintendents with an overview of the edTPA and shared ways that IHEs and districts can collaborate so that all teacher candidates in the State can successfully complete this high stakes assessment.

Presenter WMEA Conference: October 24-25, 2013, Madison, WI
Collaborated with Dr. Sheila Feay-Shaw to co-plan and led two sessions on the edTPA entitled, "Beginning to Understand Academic Language in Music Teaching and Learning: edTPA" and "Getting to Know the Components of the edTPA."

Presenter, Women's Giving Circle: July 23, 2013, Milwaukee, WI
Co-presented with the Educational Technology Coordinator at the University of Wisconsin-Milwaukee on how funding from the Women's Giving Circle grants were used to support the University of Wisconsin-Milwaukee School of Education and Peck School of the Arts edTPA pilots.

UWM edTPA School of Education Faculty Retreat: April 26, 2013
Planned, organized and led a full day retreat focused on edTPA local evaluation training, shared the perspectives of teacher candidates who participated in the Fall 2012 pilot and facilitated a strategic plan session for moving toward successful implementation of the edTPA at the University of WI Milwaukee.

CONSULTING

Culturally Relevant Teaching: January 2, 2019 Whitefish Bay Middle School, Whitefish Bay, WI

Planned and led a half-day professional development session for fifty-plus middle school teachers titled, "It's All About Perspective... How Identity Frames Your Teaching Practice."

Supervisor Training and Student Teaching Orientation: Aug. 24, 2018, St. Cloud, MN
Planned and led edTPA supervisor training and student teaching orientation at St. Cloud University.

edTPA Training: January 16, 2018 and February 7, 2018, St. Cloud, MN
Planned and led two full day edTPA training at St. Cloud University. The January session focused on providing attendees with a detailed overview of the assessment and resources. I led program meetings for the February session and helped faculty develop a strategic plan for improving scores at the rubric level.

Supplemental Author, Introduction to Teaching All Children, Saffold: Fall 2015
Wrote segment in Chapter 8 titled, "Ready for Take-off- Licensed to Teach".

edTPA Training: October 15, 2014, Kenosha, WI
Prepared and led one-day session on how to create a structure for successful scale up of the edTPA for the School of Education faculty at Carthage College.

edTPA Local Evaluation Protocol Training: May 28-29, 2013, Kenosha, WI
Prepared and led two-day edTPA scoring training for the School of Education faculty at Carthage College.

edTPA Regional Local Evaluation Protocol Training: April 11-12, 2013, Madison, WI
Prepared and led two-day edTPA scoring training for forty-five faculty members representing private and public universities in and around southeastern Wisconsin.

Video Consultant for Wiley Publishing: 2007
Reviewed videos by TeachScope for marketing consideration in conjunction with Pugach's Because Teaching Matters.

Supplemental Author, Wiley Publishing: 2005
Wrote each of the chapter exams for the first edition of the textbook Because Teaching Matters by Marleen Pugach.

Curriculum Development: Zink the Zebra 1993
Served on a founding committee of educators to write and implement K-12 curriculum. Zink the Zebra is a nonprofit organization working to increase the awareness and empathy on the part of the peers of cancer afflicted students.

- January-March 2018 **Elementary Education Search Committee**
 Responsibilities included reviewing applications, helping to develop interview questions and participating in the phone and in person interviews for the Elementary Education Director position in the School of Education at the University of Wisconsin - Milwaukee.
- Sept. 2012 -Present **Chair, edTPA Steering Committee**
 This committee has representation from all programs in the School of Education and Peck School of the Arts. Responsibilities include developing agenda for meetings, updating committee members on edTPA progress/policy decisions and acting on the committee's recommendations. I am also responsible for summarizing the work of the steering committee at all CPE meetings.
- Sept. 2012 -Present **Member, CPE Steering Committee and CPE**
 This committee has representation from all licensure programs in the School of Education. My role is to collaborate with the committee chair to prepare an edTPA report that I present at all CPE meetings. I also am responsible for helping to write the part of the CRP report for DPI that addresses edTPA progress at the University of Wisconsin-Milwaukee.
- Sept. 2012 -Present **Member, Clinical Practice Workgroup**
 This committee has representation from all initial licensure programs in the School of Education and Peck School of the Arts. I am responsible for attending monthly meetings and served on a subgroup that is focused on supervisor professional development and new models for instruction in student teaching.
- Sept. 2013 -Present **Member, Teacher Education Support Group**
 This group is comprised of the Co-Directors of the Office of Clinical Field Experiences, The Associate Dean of Teaching and Learning, the Chair of CPE and the Director of IUE. My role is to provide the group with edTPA support as it relates to the clinical experiences for all initial licensure programs.
- June 2012 - 2014 **Elementary Education Workgroup**
 Subgroup of Elementary Education faculty charged with redesigning the Elementary Education Program. I was responsible for developing the Currins 333 course and advising the group on how to incorporate edTPA requirements.
- Sept. 2006-Present **Member, Elementary Education Program**
 I attend and participate in monthly Elementary Education program meetings. I also share updates on the edTPA as it relates to the 1-8 Program.
- Sept. 2010 - June 2012 **Co-Chair, Teacher Education Clinical Experience Workgroup**
 Collaborated with colleagues across programs to revise the Field Experience Handbook, examine existing student teaching evaluation protocols, develop ways to observe and evaluate culturally relevant teaching practices and research the co-teaching model.
- Sept. 2006 - June 2007 **E-Portfolio Implementation Workgroup**
 Part of a core team of colleagues in the School of Education. Discussed portfolio requirements and identified ways to successfully transition to web based portfolios.

- August 2018 **Freshman Orientation, University of Wisconsin- Milwaukee**
Planned and led two one hour sessions for 100+ Freshman. Presentations included advice and tips, from an instructor's viewpoint, regarding how to be a successful student in the university setting.
- July 2017-Present **Grow Your Own (GYO) Teacher Pipeline Committee**
Working collaboratively with colleagues from Milwaukee Public Schools (MPS) & Milwaukee Area Technical College (MATC) to create opportunities for MPS students to be exposed to teaching as a possible profession. This initiative is to improve the teacher pipeline. My responsibilities include attending the committee meetings and ultimately, I will be responsible for implementing the Currins 300 course, *Introduction to Teaching: Colloquium and Fieldwork*, for high school students.
- June 2016-Oct. 2017 **Co-Chair Celebrating Teachers and Teaching Committee**
Dean appointed committee that consists of faculty from colleges and universities in SE Wisconsin. Group met monthly to plan a yearly event where exemplary early career and distinguished teachers were nominated, selected and recognized at an annual celebration. My responsibilities included developing the agendas for the monthly meetings, working with the host Deans to develop a budget, maintaining the CT&T website, communicating with nominees, organizing nominee submission materials for judges and leading the deliberation luncheon, writing the emcee script and leading the debriefing meeting after the event.
- March 2016 **UWM Go Milwaukee Event**
Planned and led a teaching demonstration for 50+ newly admitted UWM SoE students and their families.
- March 2016-Present **Celebrating Teachers and Teaching Committee**
Dean appointed committee that consists of faculty from colleges and universities in southeast Wisconsin. This group meets once a month to plan a yearly event where exemplary early career and distinguished teachers are nominated, selected and recognized at a celebration that takes place once a year in fall. My responsibilities include attending monthly meetings, writing the biographies of the nominees for the judges and working at the event.
- May 2015 **Charter Schools Leaders Meeting**
Developed edTPA overview presentation for UWM Charter School administrators.
- April 2015 **Guest on UWM Today**
Interviewed by Tom Luljak on WUWM to talk about new initiatives in the School of Education.
- 2014-Present **TEPDL Committee Member**
Serve on statewide edTPA Workgroup that provides recommendations and feedback on state policy decisions, assists in identifying edTPA professional development and helps create communication plans so that all Wisconsin stakeholders are up to date and equipped for successful scale up and implementation of the edTPA.

- June 2013-Present **edTPA UW Systems Coordinator Conference Calls**
Prepare agendas and lead monthly edTPA Coordinator calls for all of the UW Systems IHEs.
- June 2014-Present **edTPA Coordinators Retreat**
Responsible for identifying achievable outcomes, creating agenda and leading sessions for the annual edTPA Coordinator 2-day retreat. Representatives from all of the UW Systems attend and in addition to organizing the event. It is my responsibility to report to the UW Systems Deans and Directors the identified goals and outcomes after each retreat.
- July 2015- Feb. 2016 **UW Systems edTPA Conference Planning Committee**
Member of the University of Wisconsin System Growth Agenda Grant Team. Worked on a committee of four to plan, coordinate and organize the February 18-19, 2016 Wisconsin edTPA Conference.
- June 2015-May 2018 **edTPA Super Committee**
Collaborated with the Educational Technology Coordinator to develop a committee with representatives from UITS, the Educational Resource Center (ERC) and the Office of Clinical Experiences. The purpose was to provide cross campus edTPA support systems and resources for teacher candidates.
- February 2016 **Institute for Urban Education Writing session**
Planned and led edTPA Writing Day for teacher candidates from various UW Systems campuses enrolled in the Institute of Urban Education Program.
- April 2015 **edTPA Wisconsin Video**
Collaborated with the UW Systems edTPA Coordinators and The Educational Technology Coordinator at UW- Milwaukee to write and produce the edTPA Wisconsin video. This resource was developed for district partners and is available to all stakeholders in the State of Wisconsin.
- December 2015 **edTPA Spoiler Alert**
Collaborated with Dr. Lori Kroeger, UW- Oshkosh, to write and produce the edTPA Spoiler Alert. The webinar illustrates the importance of developing solid lesson plans by starting with the "end" in mind. It shows how the process of developing goals and working backward from them can apply to all three edTPA tasks: planning, instruction, and assessment. This resource was recognized by AACTE and is featured on the edTPA national site.
- July 2015 **Editor-edTPA Thinking Organizers**
Edited the Thinking Organizer for Middle Childhood English Language Arts for Stanford/Scale to reflect the 2015 edTPA Handbook.
- September 2006 - 2014 **Exit Interview Evaluator**
Evaluated portfolio presentations for Block 2 & 3 students in the Elementary Education Program.
- January – June 2013 **Co-Teaching Pilot: Brown Deer**
Involved in pilot with students in the Elementary Education Program. Responsible for presenting with colleagues to give staff an overview and meeting throughout the semester to check on progress.

- January – June 2013 **Co-teaching Pilot: Cooper School**
 University of Wisconsin – Milwaukee Faculty Document No. 3330, April 15, 2021
 I collaborated with my colleagues to plan and conduct a co-teaching orientation and follow up sessions at Cooper School in Spring of 2013 as a part of a pilot study.
- November 2013 **Guest Speaker: Freshman Success Seminar**
 Attended Dr. Felicia Saffold's freshman seminar to present on what it means to be an urban educator in the current environment of new mandates and licensure requirements.
- Sept. 2011 & 2012 **UWM Open House**
 Addressed questions regarding licensure programs in the School of Education from prospective students and family members.
- 2011-2012 **Academic Appeals Committee**
 Served on two academic appeals the 2011-12 academic school year.
- Sept. 2011- Present **Cooperating Teacher Verification Workshop**
 I co-facilitate the Cooperating Teacher Verification 2-3 times per year with a group of colleagues. This is an all day workshop that provides training for cooperating teachers who want to host student teachers.
- Fall 2009 **Hunger Task Force Barrel Co-Captain**
 Responsible for communicating with faculty and marketing in UW-Milwaukee's School of Education to solicit food donations for the Hunger Task Force
- April 2008- 2013 **Educators' Network for Social Justice Committee and Annual Conference**
 Served on steering committee, reviewed proposals for conference presenters and planned and organized lunch for 250 attendees.
- September 2006- 2013 **Admissions Reviewer**
 Review admissions writing prompts for students seeking admission into the Elementary Education Program.

CHRISTINE ANN GWIAZDOWSKI

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EDUCATIONAL PHILOSOPHY

I believe that education is a continuous process involving self-development and growth. I see it as a process that touches all persons at every age level, and which involves experiences of many different kinds, both inside and outside the formal classroom situation. I have demonstrated the ability to work with different age levels in a wide and varied range of educational experiences.

PROFESSIONAL WORK EXPERIENCE

ELEMENTARY EDUCATION

- 1986-2009 Milwaukee Public Schools
Milwaukee, Wisconsin
Story School: K5 through Grade 8
Literacy Coach (K-8 school)
Classroom Teacher, Grade 3, S.A.G.E.classroom
(2 teachers per 30 students, team teaching)
Philipp School: Classroom Teacher, Grade 1
Thirty-Seventh Street School: Classroom Teacher, Grades 1 and 2
Program Implementer (K3-Grade 5)
- 1982-1983 St. Hyacinth School
Milwaukee Wisconsin
Classroom Teacher, Grades 3 &4
- 1979-1982 Holy Angels Cathedral School
Gary, Indiana
Classroom Teacher, Kindergarten, Grade 2
- 1974-1979 St. John the Baptist School
Johnsburg, Illinois
Classroom Teacher, Grade 1
- 1968-1978 St. Mary's School
Glen Haven, Wisconsin
Classroom Teacher, Grades 5 and 6, Math: Grade 7 & 8
Classroom Teacher, Multiage Primary (Grades 1, 2 & 3)

COLLEGE/UNIVERSITY

- 1983-1986 Pastoral Associate, Campus Ministry
St. Norbert College, DePere, Wisconsin
- 1993-2009 Ad Hoc Instructor/Lecturer
University of Wisconsin-Milwaukee
Teaching of Reading, Language Arts and Children's Literature in Primary Grades
- 2007-2012 Instructor, Urban Educators Fellowship, Certification/Masters Program
Alverno College/Mount Mary College
Two semester Literacy course: Primary through Middle School
- 2009-2012 Ad Hoc Instructor
Alverno College
Literacy in Middle Childhood
- 2012-Present Senior Lecturer
University of Wisconsin-Milwaukee
Preliteracy, Primary Literacy, Children's Literature, Field Supervisor/Seminar Instructor
For Primary and Advanced Primary Field Placement

WORKSHOPS

Vocabulary Development
Phonics and Phonemic Awareness Across the Curriculum
Writing Across Content Areas
Children’s Picture Books Across Grade Levels and Content Areas
Classroom Management Based on Respect and Responsibility: Literature Based Programs
Developing Voice in Writing

SKILLS AND RESPONSIBILITIES

Taught in a variety of educational settings (Primary and middle school, self-contained classroom, departmental program, multi-age classroom, team teaching, college level, adult education, rural and urban environments).

Served as cooperating teacher for student teachers and field workers.

Acted as mentor/peer coach for first year and early service teachers, providing demonstration lessons in all curriculum areas.

Presented workshops in curriculum areas in both private and public school settings.

Coordinated curriculum delivery, educational programs and resources for a K5 through Grade 5 MPS school.

Acted as mentor/coach for staff in research based, best practices in education and literacy instruction

Provided embedded professional development on curriculum alignment, research based, best practices in education and literacy instruction.

Facilitated the development and implementation of the Education Plan for both Philipp and Story schools.

Developed syllabus/course work for MCEA Teaching of Reading, Language Arts and Children’s Literature, ECE Pre-primary Literacy Course, ECE Primary Literacy Course, ECE Primary Field Experience and ECE Advanced Primary Field Experience at the University of Wisconsin-Milwaukee.

Developed syllabus/course work for a two semester Literacy course, including foundations of literacy and applications at all grade level and content areas for the Urban Education Fellowship Program sponsored by Alverno and Mt. Mary Colleges.

EDUCATION

UNDERGRADUATE

	Mount Mary College Milwaukee, Wisconsin
Bachelor of Science May, 1972	University of Wisconsin-Milwaukee Milwaukee, Wisconsin

GRADUATE

Master of Arts: Theology/Liturgy August, 1982	University of Notre Dame Notre Dame, Indiana
Master of Science: Curriculum and Instruction, Integrated Language Arts May, 1992	University of Wisconsin-Milwaukee Milwaukee, Wisconsin

LYNN SEDIVY
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CAREER OBJECTIVE: To share my skills and talents as an instructor in the area of ESL education.

PROFESSIONAL EXPERIENCE:

Senior Lecturer, University of Wisconsin Milwaukee (1/01/13-present)

- Instruct the following classes in the Early Childhood and Second Language Education Programs: CURRINS 501 *Language Acquisition for Children from Diverse Backgrounds*, CURRINS 240 *Field Experience with Dual Language Learners*, and CURRINS 541 *ESL Methods*
- Assisted in course development of the following courses: CURRINS 501 and CURRINS 240
- Previously taught CURRINS 512 *Reflective Practice in Early Childhood Education* and CURRINS 503 *Testing and Evaluation of ESL Students*
- Facilitated a professional development workshop, *ESL and Biliteracy*, for Early Childhood Education faculty and staff at UWM and MATC

Field Supervisor, University of Wisconsin Milwaukee (1/01/13-present)

- Supervise CURRINS 240 field students in the Milwaukee Public Schools
- Supervised student teachers in Early Childhood placements in the Milwaukee Public Schools

ESL Instructor, University of Wisconsin Milwaukee (8/12-12/12)

- Taught basic writing course ESL 115 to international students

ESL Teacher, International Learning Center, Milwaukee, WI (10/10-5/12)

- Taught English to refugees from a variety of language backgrounds and proficiency levels
- Provided instruction to meet the needs of students from varying degrees of literate backgrounds

ESL Teacher, Lehmann Center, Minneapolis, MN (8/07-6/10)

- Taught English to adults from a variety of language backgrounds and proficiency levels
- Created curriculum to meet the needs of students from varying degrees of literate backgrounds

ESL Literacy Coach, Richfield High School, Richfield, MN (08/06-06/07)

- Guided high school teachers in providing appropriate instruction to English Learners based on best practices and the SIOP model
- Presented staff development sessions training teachers in the SIOP model

ESL Methods Teaching Assistant, Hamline University, St. Paul, MN (1/06-1/07)

- Assisted professor in areas of instruction and grading for students in ESL licensure program

Supervisor of Student Teachers, Hamline University, St. Paul, MN (1/06-8/06)

- Observed and mentored Hamline University ESL licensure students during their elementary and secondary student teaching experiences
- Provided guidance and feedback regarding best practices in ESL instruction

ESL Teacher, Eden Lake Elementary School, Eden Prairie, MN (8/00-7/05)

- Taught ESL grades K-4
- Advocated for English Learners and their parents
- Developed curriculum for ESL program
- Advised/trained grade level teachers on strategies to effectively teach English Learners

ESL Teacher, South St. Paul High School, South St. Paul, MN (9/98-8/00)

- Taught ESL grades 7-12
- Developed all content area curriculum for ESL program

Teacher of English, State Language School, Prague, Czech Republic (8/96-7/97)

- Instructed college-age students in English grammar, conversation, and listening skills
- Instructed college-age students in American and British history and literature.
- Prepared students for the Basic State Exam of English and the General Exam of English which enables Czech students to be teachers of English

Teacher, Second and Third Grade, Radford School, El Paso, TX (2/93-6/95)

- Instructed a combined multicultural classroom of second and third graders in math, science, art, reading, writing, social studies, and language arts

RECOGNITION

- Featured in The Milwaukee Courier online *Making a Book and a New Life* (March 2017) <https://milwaukeecourieronline.com/index.php/2017/03/25/making-a-book-and-a-new-life/>
- Featured on WUWM Lake Effect, *Helping Child Refugees in School through Creating Books* (April 2017) <https://www.wuwm.com/post/helping-child-refugees-school-through-creating-books#stream/0>
- Featured in the UWM Report about making *My New School* books with refugee children (April 2017) <https://uwm.edu/news/making-book-new-life-2/>
- Featured in UWM School of Education EdLine, *Reaching out to children in their own language* (Spring 2020) https://issuu.com/uw-milwaukee/docs/soe_edline_2020_singlepgs

EDUCATION:

MA in ESL

Hamline University, 06/02

G.P.A 3.87

ESL Licensure

Hamline University, 9/99

Teacher Certification, Elementary Education

Ottawa University, 12/92

Bachelor of Science, Elementary Education

University of Kansas, 5/92

G.P.A. 3.5