

Curriculum Vita
September, 2019
SARAH R. HOBSON

Founder & President
Community Allies, LLC.
<http://www.communityalliesconsulting.com>
cell: 314-304-0383
email: sarah.hobson@communityalliesconsulting.com

RESEARCH, TEACHING, CONSULTING INTERESTS

Teacher education with an emphasis on reading, writing, and literacy through critical literacy frameworks; cross-cultural communication; multicultural education; multiliteracies and bilingual education; interdisciplinary and cross-curricular literacy instruction; urban education; inquiry-based pedagogies; multimodal and digital literacies; drama and inquiry; drama and literacy; adolescent literacies; arts and education; literacy and technology; reading and writing pedagogies; qualitative research methodologies; English and literacy education across life span; drama and special education; drama and English language learning; practitioner inquiry; critical discourse analysis; multimodal discourse analysis; social, cultural, and historical foundations for literacy/education; youth culture; popular culture; policy and education; educational organization; drama/ethnodrama and participatory action research with education students, local schools, universities, and community organizations; drama and arts education in prisons; health literacy

EDUCATION

University of Pennsylvania, Philadelphia, PA
Ph.D. in Reading, Writing, and Literacy. Degree received May, 2012.

Dissertation Topic: “Exploring Critical Literacy Through Ethnodrama in a High School Classroom.”

Dissertation Chair: Dr. Susan Lytle

Dissertation Committee: Dr. Kathy Schultz and Dr. Betsy Rymes

Middlebury College, Bread Loaf School of English, Middlebury, VT 2003
Master’s degree in English

Dartmouth College, Hanover NH 1997
Bachelor’s degree in English (major) and French (completed coursework for a minor)

Massachusetts and New Hampshire Teaching Certification in English grades 7-12 1998

TEACHING, RESEARCH, AND CONSULTING EXPERIENCE

Institutional Research/Consultant Jan. 2019-Present
Washington University Academy for Diversity, Equity, and Inclusion

- Researched Washington University history of student, faculty, staff, and administrator contributions to equity-oriented teaching and research and community engagement.
- Mapped the campus infrastructure and the work taking place within and across departments and offices of the campus around diversity, equity, and inclusion.
- Drew on *Honoring Stories and Integrating Curriculum*TM to create a university timeline situated in larger national movements and in the realities, collective struggles and activism of St. Louis residents, especially communities of color.
- The timeline is supporting the Academy in developing a vision for equity work rooted in the prior and ongoing equity and advocacy work taking place.
- Presented timeline to campus leaders and to various departments to support the Academy in serving Washington University in co-constructing a new vision for its role in supporting St. Louis.
- Drawing on *Honoring Stories and Integrating Curriculum*TM to develop workshops with timeline for Academy to use at Day of Dialogue and across campus to address needs related to diversity, equity, and inclusion.

Teacher, Higher Education, Community Organization Trainings 2017-Present
 Designing, Implementing, Researching One-On-One and Group Coaching and Professional Development Workshops

- Provided 2-hour *Honoring Stories and Integrating Curriculum*TM URBAN workshop to higher education and community-based educators at a Denver, CO conference supporting them in dramatizing text sets in the service of transformative community-based teaching.
- Provided 2-hour workshop through ESJ to local school and community educators centered in using ethnodrama to dramatize *The Other Side* by Jaqueline Woodson with elementary students.
- Provided ESJ/We Stories elementary teacher trainings by modeling ethnodramatic approaches to reading literature with students.
- Provided 2-day *Honoring Stories and Integrating Curriculum*TM professional development workshop and ongoing professional learning community support to local elementary teachers that provided theoretical and practical resources for teaching that engages students and teachers as researchers.
- Provided 3-hour ethnodrama professional development that helped Grand Center Arts Academy and Confluence Academy history teachers experience student-centered collaborative inquiry that illuminated local St. Louis community organizing that led to the overturning of racial restrictive covenants in *Shelley vs. Kraemer*.
- Provided helpful *Honoring Stories and Integrating Curriculum*TM frameworks and methods of documentation and research that helped teachers at Grand Center Arts Academy coordinate cross-discipline, arts-based schoolwide teaching and learning and teacher research communities to track with it.
- Served as instructional coach to 9 teachers, observing, providing feedback, helping them engage students as researchers, strengthen their documentation and research of their practices, and form collaborative within and cross-discipline inquiry communities.

University of Missouri, St. Louis Fall, Spring, 2016-2017
 Adjunct Assistant Professor: Education Preparation, Innovation, Research

- Taught On-line Elementary Education Literacy Assessment Classes
- Used the digital platform Blackboard to support pre-service teachers in learning and critiquing a range of current elementary school assessments.
- Teachers developed multicultural frameworks for literacy and assessment and designed literacy instruction that aligns with the cultures, languages, and literacies of all students.

- Teachers learned how to study and research their instruction as they teach and in collaborative teacher research communities.

State University of New York, Cortland, NY

2011-2016

Assistant Professor Adolescence Education: English

- Led student teacher colloquium preparing student teachers for EdTPA and final e-portfolio, Fall 2012, Spring 2013, Spring 2015, Fall 2015, and Spring 2016.
- Designed and implemented undergraduate and graduate courses in field observations of middle and high school teacher instructional design and its impact on students, Fall, 2011-Fall, 2016.
- Supervised students in their student teaching, Spring 2012, Spring 2015.
- Designed a Multicultural Literature course for Spring, 2015.
- Designed and implemented an undergraduate Digital Literacy course for Spring, 2015, Spring 2016.
- Designed and implemented Digital Literacy course for Masters graduate students, Fall 2014, Fall 2015.
- Designed and implemented undergraduate methods course in the teaching of writing, Spring, 2014.
- Designed and implemented undergraduate and graduate courses in first and second language acquisition and the teaching of writing and grammar, Fall, 2011, Spring 2012, Fall, 2012, Spring, 2013, and Fall, 2013, Fall, 2014, Fall, 2015.
- Designed and implemented undergraduate and graduate courses in the teaching of reading using critical literacy frameworks and methods, Fall, 2012, Spring, 2013, and Fall, 2013.
- Designed and implemented practitioner inquiry study of my teaching of language acquisition and the instruction of writing and grammar, Fall, 2011 and Spring, 2012.
 - Focused on the influence of drama and other multimodal instruction on pre-service teacher conceptions of writing pedagogy.
- Designed and implemented yearlong school-wide participatory action research with a group of seven students from diverse backgrounds.
 - Focused on researching SUNY Cortland current and alumni student, faculty, and employee cross-cultural teaching, learning, communication, and relationships.
 - Focused on forming a multicultural framework for teaching and learning in conversation with faculty and students.
 - Focused on disseminating our findings via campus presentations.
- Designed and implemented a research study with graduate student focused on my practitioner inquiry and her learning about unit plan design in a reading methods course.
- Researched Ethnodrama After-School Program with 9 adolescents that took place over 3 weeks in January 2016, focused on their literacy learning amidst community-based research through ethnodramatic film-making.

University of Pennsylvania, Philadelphia, PA

2009

Collaborative Researcher Departmental Core Meetings

- Participated in practitioner inquiry of department educational goals for inquiry-based literacy instruction and evaluation of student learning across courses in program.
- Contributed to collaborative designing of master's seminars aimed to prepare teachers for urban education experiences and to support their literacy agency in schools.

University of Pennsylvania, Philadelphia, PA 2008-Present
Collaborative Researcher/Writer for Project Collaborative Inquiry into Adolescent Literacies (CALL)

- Collaboratively formed practitioner inquiry team (Project CALL) to study and write about student learning and our teaching of Education 629: Teaching English/Language & Literacy in Middle and Secondary School.

University of Pennsylvania, Philadelphia, PA 2006-2010
Collaborative Teacher for Teaching English/Language & Literacy in Middle and Secondary School, Education 629

- Co-designed, co-planned, co-taught inquiry-based adolescent literacy course with four to five teaching assistants and Dr. Susan Lytle.
- Facilitated small group for 30 minutes to an hour most weeks.
- Wrote in-depth comments for each student in small group for five to seven inquiry papers.
- Organized and facilitated class on drama and inquiry with adolescents.

University of Pennsylvania, Philadelphia, PA 2010-2011
Practitioner Inquiry Teacher Research Group

- Spring: Through Project CALL, co-started and then facilitated a practitioner inquiry teacher research group with prior students of Education 629.
- Examined our challenges as teachers and studied issues such as gender and education and critical-inquiry based teaching.

Philadelphia Young Playwrights (PYP), Philadelphia, PA 2007-2011
Collaborative Researcher

- Researched playwriting pedagogy and instruction in two third and fourth grade PYP elementary school classrooms for and with Director of Education at PYP.
- Supported fifth grade classroom PYP teacher to complete teacher research on student playwriting in response to multiple modes of feedback.

University of Pennsylvania, Philadelphia PA 2006-2008
Research Team Member of Education 629:
Teaching English/Language & Literacy in Middle and Secondary School

- Each Fall and Spring: Met with research/teaching team to design and implement practitioner inquiry in relation to adolescent literacy, inquiry-based instruction, and policy.
- Studied policy for adolescent literacy and adolescent literacies.

The Folklore Project, Philadelphia, PA 2007
Samuel S. Fels Summer Internship in Community Service with the Philadelphia Folklore Project

- Researched standards for multicultural education.
- Studied local folk artists to support development of handbook to help them match their instruction at Folk Arts Cultural Treasures Charter School (FACTS) to Folklore mission.
- Interviewed teachers at FACTS and designed sample lesson plans to help them work towards school's vision to incorporate local student cultures in classroom.

CONFERENCES

URBAN Convening, Denver, CO 2019

- Engaged in collaborative writing of case studies from across the country related to the displacement of communities in various cities.

URBAN Conference, Denver, CO 2018

- Supported conference planners in their design of a community-engaged conference that featured the work of university-led activism on behalf of housing segregation, displacement, immigration, and more.
- Involved youth in the planning and implementation of the Community Allies ethnodrama workshop with educators and community organizations.

Fair Housing Conference, St. Louis, MO 2018

- Partnered with the For Sake of All Report and the St. Louis Equal Housing Opportunity Council and coordinated student-run ethnodrama performance about the sources, impacts, and solutions to housing segregation in St. Louis.

AERA, NYC 2018

Organizer and Facilitator

- Co-coordinated URBAN Off-Site session that featured 2 schools and 2 community-based organizations in NYC who have a human rights approach to education.
- Chaired and facilitated in-depth conversation for session, *Assessing Arts-Based Research*.
- Coordinated and ran URBAN Ed Node Business meeting.

New Partners for Smart Growth, St. Louis, MO 2017

Organizer and Facilitator

- 7 youth from Ethnodrama After School Program presented their films in session titled "City Youth Use Research, Films to Address St. Louis Segregation."
- They facilitated a conversation with adults about segregation in St. Louis that moved adults to get involved in new ways with Community Allies programming and to think in new ways about youth leadership in city planning.
- Youth and leaders from 6 youth organizations presented how they engage youth as leaders on panel, "The Power of Youth Empowerment: STL Youth Smart Growth Leaders Program."

AERA, Washington, D.C. 2016

Discussant and Organizer/Chair

- Served as discussant for a Symposium titled "Ethnodrama as Professional Development."
- Served as co-organizer and chair for a Symposium focused on scholars contributing their research to URBAN special edition with *QSE* titled "Challenging Neoliberal Reforms through Collaborative, Community Engaged Research."

John Dewey Conference, Washington, D.C. 2016

Organizer and Presenter on Panel

- Presented paper titled *The Role of Ethnodrama/Drama in Youth-led Organizing and Data Analysis* as part of panel of higher education faculty who integrate YPAR into their teaching. The panel was titled: *Learning from Youth Participatory Action Research How to Facilitate Democratic Education*.

- URBAN, CUNY Graduate Center, NYC** 2016
Participant
- Invited and funded to attend leadership conference focused on community-based activism in partnership with universities.
- URBAN, UMass Boston** 2015
Participant
- Invited and funded to attend leadership conference focused on sharing and learning about community-engaged scholarship
- AERA, Chicago, IL** 2015
Organizer and presenter on panel on student-centered university research
- Presented iMovie for paper titled *Participatory Action Research to Facilitate University Cross-Cultural Learning* created with four undergraduate student researchers. We researched faculty, student, alumni, and staff perceptions of diversity and integration of cross-cultural teaching and learning into their lives and practice. Panel was titled *Participatory Action Research for Institutional Change: Reconsidering diversity training, access and retention of historically marginalized populations.*
- Ethnography Forum, Philadelphia, PA** 2015
Presenter
- Co-presented a paper with a graduate student, documenting her progression from our Master's reading class into the field. Paper was titled *Students as Ethnographers in Teacher Education.*
- AERA, Philadelphia, PA** 2014
Presenter
- Presented on a panel of educators focused on co-constructing methodology and curriculum, a paper titled *Ethnodrama and Multimodality: Teaching and Research Methodology.*
- Ethnography Forum, Philadelphia, PA** 2014
Organizer of group session
- Organized session titled *Philadelphia Youth Activist Ethnographers and Ethnodramatists: New Possibilities for Combating Neo-Liberal Agendas* with three presenters. Paper was titled *Ethnodrama and Participatory Action Research with Adolescents.*
 - Our goal was to open conversation regarding school turn overs in Philadelphia and the role that community activists and students and teachers can play.
- NCTEAR, Chicago, IL** 2014
Co-writer of Proposal and Presentation
- Helped write and organize a proposal and presentation focused on facilitating through multimodal inquiry cross-cultural hard talk with pre-service teachers in a Masters methods class on Language and Literacy. Paper titled *Architecting Multimodal Spaces for Hard Talk in a Graduate Course on Adolescent Literacy Education.*
- LRA, Dallas, TX** 2013
Presenter

- Presented a paper about high school student learning—through dramatic analysis of an ethnographic interview and cross text comparison of an interview and a monologue—about the power and cultural implications of textual structures, linguistic features, and representations of people and cultural practices. Paper titled *Fostering Critical Literacy Through Ethnodrama*.

NCTE, Boston, MA 2013

Presenter

- Explicated how I have developed and implemented ethnodramatic frameworks over time with high school students and pre and in-service teachers. Paper was titled *Ethnodrama and Teacher Education*.
- Identified student learning about cultures, texts, writing, reading, research, and teaching.

AERA, San Francisco, CA 2013

Presenter

- Illustrated in paper titled *Fostering Critical Literacy through Boalian Dramatic Analysis of an Ethnographic Interview* how high school students had used drama to interpret and re-present the stories of a U.S. Marine who had been a part of the U.S. 2003 invasion of Iraq.
- Demonstrated how this process complicated their respect for the ethnographic process of honoring one another's stories and situating one another's stories within broader social, cultural, and historical contexts.

Writing Matters Conference, SUNY Cortland, NY 2013

Co-Presenter

- Invited faculty and teachers from multiple subjects and grades to view and reflect on the learning community three local teachers and I formed on-line.
- Outlined our vision for this on-line space to provide a way for teachers and faculty to network together.
- Collaboratively envisioned with faculty and teachers present what this space could offer and how it could be organized.

Ethnography Forum, Philadelphia, PA 2013

Presenter

- Elucidated in depth analysis of one group of pre-service undergraduate student teachers' conceptions of writing pedagogy in response to a multimodal writing experience, which included descriptive and reactional feedback from their peers. Paper titled: *Ethnodrama, Multiliteracies, and the Design of Critical Writing Pedagogies with Pre-service Teachers*.

AERA, British Columbia, Vancouver, Canada 2012

Collaborative organizer and Presenter of Group Roundtable

- Collaboratively organized panel on drama-based pedagogies in teacher education and in classroom learning titled *Drama-Based Pedagogies in Teacher Education and Classroom Learning*.
- Illuminated methodological and pedagogical approaches for fostering critical literacy through ethnodrama with adolescents. Paper titled: *Practitioner Inquiry and Ethnodrama in a High School Classroom: A Methodological and Pedagogical Approach for Fostering Critical Literacy with Adolescents*.

- Ethnography Forum, Philadelphia, PA** 2012
Presenter
- Delineated initial findings from practitioner inquiry study of the influence of multimodal instruction on pre-service teachers' conceptions of the design of multicultural writing instruction. Paper titled: *Multimodality and Critical Writing*.
- AERA, New Orleans, LA** 2011
Co-organizer and Presenter of Group Panel
- Co-organized panel of educators across grade levels researching multimodal instruction. Panel titled: *Pushing the Boundaries with Multimodal Pedagogies: Overturning Public and Institutional Notions of an 'Autonomous' Literacy through the Arts*.
 - Explicated how high school students had used drama with ethnography to broach and maneuver difficult conversations about social issues with school audiences. Paper titled: *Drama, ethnography and public critical reflection: How high school students used multimodality to forge risky conversations and democratic practices*.
- AERA, New Orleans, LA** 2011
Collaborative Presenter of Poster
- Helped create and present poster explicating the design of Education 629: *Teaching English/Language/Literacy in Middle and Secondary Schools: An Inquiry into Adolescent Literacy*.
 - Discussed with attendees the design of pedagogies that enable professors and students to co-construct knowledge with students and to align instruction with adolescent literacies and cultures.
- Ethnography Forum, Philadelphia, PA** 2011
Presenter
- Articulated the pedagogical structures that facilitated critical collaborative inquiry with high school students who had used drama to problematize how to tell the stories of their interviewees. Paper titled: *Reading, Writing, and Critical Collaborative Inquiry in an Ethnodrama Classroom*.
- Ethnography Forum, Philadelphia, PA** 2011
Participant
- Participated in a forum on instruction that illuminates adolescent literacies.
 - Shared pedagogical and research design for dissertation study on fostering critical inquiry with high school students through ethnodrama.
- Discourse Analysis Conference, Ohio State University, OH** 2010
Presenter and Workshop Participant
- Presented and work shopped transcript from dissertation research.
 - Highlighted heterosexist discourses students were using and how pedagogically I structured ways to help students problematize their own discourses.
- AERA, Denver, CO** 2010
Presenter
- Explained student turning point from dissertation research on exploring critical literacy through ethnodrama with high school students. Paper titled: *Exploring Critical Literacy through Ethnodrama*

- Detailed my analytic framework for exploring turning points in my classroom, moments when students interacted in new, ethnographic ways with texts, with each other, and with the world as a result of particular pedagogically structured drama and ethnography frameworks and practices.

Ethnography Forum, University of Pennsylvania, PA 2010

Presenter

- Presented from dissertation research on exploring critical literacy through ethnodrama with high school students. Paper titled: *Ethnodrama and Critical Collaborative Inquiry*.
- Outlined the pedagogical conception behind using ethnodrama, a combination of drama and ethnography with high school students.
- Summarized initial findings on the nature of critical collaborative inquiry for students in this class.

Ethnography Forum, University of Pennsylvania, PA 2010

Presenter

- Presented with Project CALL on our explorations, conceptions, and negotiations of criticality with our students across Fall semester 2009.

NCTE, Philadelphia, PA 2009

Presenter

- Explained with Project CALL our methodology of identifying and analyzing critical incidents in our teaching from students' and teachers' perspectives.
 - Demonstrated how our analysis of teacher and student-identified critical incidents helped us explore students' and teachers' perspectives on teaching and talking about race, language, and culture with adolescents.

NCTE, Philadelphia, PA 2009

Support for local teacher and presenter

- Helped frame, and structure 5th grade teacher's presentation of our collaborative research with the director of education at PYP.
 - Identified student and teacher stances towards playwriting and revision.

Ethnography Forum, University of Pennsylvania, PA 2009

Presenter

- Presented with Project CALL on the possibilities, tensions, and challenges involved in teaching and researching collaboratively within the academy.

Ethnography Forum, University of Pennsylvania, PA 2009

Presenter

- Explained research conducted with Philadelphia Young Playwrights director of education and one of their classroom teachers.
 - Recounted how fifth graders in one teacher's playwriting classroom engaged with various multimodal methods of feedback to revise their plays.

AERA, New York City, NY 2008

Presenter and Organizer

- Submitted teaching vignette from revised Ethnography Forum script.

- Re-edited script with Dr. Lytle, and organized setting, staging, rehearsal and performance of reader's theater script, *Practitioners' Voices*.

NCTEAR, Indianapolis, IN 2008

Presenter

- Along with Literacy for Social Justice Teacher Research Group, contributed chapter to LSJTRG book, *Designing socially just learning communities: Critical literacy across the lifespan*.

Ethnography Forum, University of Pennsylvania, PA 2008

Presenter

- Presented personal teacher research from Philadelphia charter school titled *Augusto Boal, Feminism, and Practitioner Inquiry*.
- Applied micro-ethnographic analysis to student and teacher interactions to identify the nature of critical literacy instruction.

Ethnography Forum, University of Pennsylvania, PA 2007

Organizer

- With another graduate student, helped Dr. Susan Lytle and Dr. Marilyn Cochran-Smith organize and edit multiple vignettes from local teachers into a script titled *Practitioner's Voices*.
- Helped facilitate the staging and performance of this script at the Ethnography Forum.

PUBLICATIONS

Hobson, S. (2009). Learning to listen: Creating socially just curricula for middle and high school classrooms. In Rogers, R., Mosley, M. & Kramer, M.A. (Eds.). *Designing socially just learning communities: Critical literacy across the lifespan*. NY: Routledge.

Hobson, S. (2006). Book Review. *Journal of Language and Literacy Education* [Online], 2 (1), 4-6. Available: http://www.coe.uga.edu/jolle/2006_1/bookreview2.pdf

Hobson, S. (2014). Multimodality, ethnodrama, and the preparation of pre-service teachers of writing. *Penn Graduate School of Education: Perspectives on Urban Education Journal*, 11(2).

Hobson, S. & J. Vu (Feb., 2015). There is Enough Time: Accounting for each student's learning trajectory and identity needs with Proleptic-Ethnodrama. *Journal of Adolescent & Adult Literacy*, 58(5).

Hobson, S. (2016). The Power and Possibilities for Understanding Teaching in these Times with Ethnodramatic Inquiries into Teacher Stories: Two Reviews. *Art/Research International: A Transdisciplinary Journal*, 1(1), 302-314.

Buckley, M., Hobson, S. & Riley, K. (2016). Facilitating Hard Talk with Pre-Service Teachers through Multimodal Inquiry. *The New Educator*, 1-23.

Hobson, S. et al. (Eds.) (2016). Introduction to special edition. Challenging Neoliberal Reforms through Collaborative, Community Engaged Research. *International Journal for Qualitative Studies in Education*, 29(10), 1233-1240.

ELEMENTARY/SECONDARY EDUCATION TEACHING EXPERIENCE

Little Scholars, Mallinckrodt Academy of Gifted Instruction 2018 - 2019
Co-taught Course Titled Tastes Around the World

- Teaching mindfulness class to Pre-K – 5th graders.
- Taught before-school cooking class focused on exposing Pre-K-5th graders to countries and cultural traditions around the world.

Upward Bound, Southern Illinois University of Edwardsville, Edwardsville, IL 2018-2019
Designed, Implemented, Researched 4-week summer ethnodrama course, grades 9-12

- 2018: Students learned about ethnodrama and conducted interviews with each other to learn how bullying had impacted them.
- 2018: Students learned playwriting and created and performed scenes about their efforts to develop as leaders in bullying situations.
- 2019: Students learned about playwriting and ethnodrama before conducting and digitizing their own ethnodramatic research.

Youth Community Leaders Program, Grand Center Arts Academy, St. Louis, MO 2017-2018
Designed, Implemented, Researching 1-year program

- Designed a course that engaged youth as community researchers of topics related to local inequalities.
- Youth interviewed a range of local people, including local non-profits and companies. They learned about how women, women of color and people of color in particular have been impacted by housing inequalities. They learned from interviewees the kinds of actions that are needed.
- Youth created an ethnodrama of films, art projects, power points, and discussions based on their research that they used to inform needed strategic collective action in St. Louis on behalf of equal allocation of resources for low-income communities.

St. Louis Story Stitches, St. Louis, MO 2017
Supported leadership and youth in designing curriculum for arts-based learning.

- Interviewed youth to learn the impact they wanted to have in their schools with their play.
- Oversaw the development of a curriculum packet for teachers learning how to integrate student plays into their instruction.
- Coordinated meeting with St. Louis public school superintendents to map out where and how to use student plays.

Youth Community Leaders Program, Youth & Family Center, North St. Louis, MO 2017
Designed, Implemented, and Researched 3-month program

- Designed a course that engaged youth as community researchers and leaders regarding smart growth practices impacting North St. Louis.
- Youth wrote a play based on their research.
- Youth performed and used their play to open conversations with local audiences and city leaders implementing or benefitting from smart growth practices.

STL Youth Smart Growth Leaders, New Partners for Smart Growth Conference 2017
Designed, Implemented, and Researched Youth Programming

- Youth from North St. Louis, East St. Louis, and the City and County met each day of the conference to take up research projects, to learn how to conduct ethical and professional

interviews, and to pursue their research by attending sessions and interviewing adults at the conference.

Ethnodrama After School Program, St. Louis, MO 2016

Designed, Implemented, and Researched 3 week After-School Program

- Designed a course that engaged middle and high-school youth as community engaged scholars.
- Youth met 2 hours and 15 minutes every week day.
- Used drama, ethnodrama, and film-making to engage youth as scholars.
- Youth presented and facilitated discussion around their research and film with school and parent audiences.
- For a year, youth continued to present their films and to facilitate complex conversations about moving St. Louis towards integration of people and resources.

Girard Academic Musical Program, Philadelphia, PA 2008-2010

Instructor of course on Ethnodrama: Drama, Playwriting, and Research

- Designed and implemented an inquiry-based, teacher and student co-constructed course as a high school elective.
- Used drama, playwriting, and research to support student inquiries and student social action through collaborative playwriting.
- Conducted practitioner inquiry of pedagogical structures that facilitated critical collaborative inquiry as dissertation research.

Philadelphia Arts in Education Partnership (PAEP), Philadelphia, PA 2009

Summer School Teacher

- July: Taught playwriting to urban sixth graders for two hours, three days a week.

Young Scholars Charter School, Philadelphia, PA 2006-2007

Drama, Playwriting, and Writing Teacher

- Designed and implemented within a Language Arts seventh grade class a one-day a week drama and writing program for social change.
- Applied for grant money from National Endowment for the Arts to bring Philadelphia Young Playwrights to this charter school.

St. Louis Gateway Writing Project, St. Louis, MO 2005-2006

Student

- Completed summer training 2005.
- Wrote vision statement for Writing Project goals.
- Attended state-wide conference with members of other writing projects to learn state standards and support teacher initiatives.

Springboard to Learning, St. Louis, MO 2006

Teaching Artist

- Spring: Created and implemented drama and writing program for 6th grade urban youth.
- Students wrote their own version of a folk tale, performed it on a radio show, wrote a story in play format, and contributed it to a class book.

Medfield High School, Medfield, MA 1998-2003

Classroom Teacher, French, English, and Humanities

- Taught grades 9-11, French 2 and 3, Freshman English, Junior American Literature, Sophomore Honors and Regular Humanities.
- Helped start and co-teach a multicultural Humanities program with Gary Stockbridge, a History teacher.
- Incorporated drama into the reading and writing of literature, drawing on student experiences and students' ways of knowing and communicating in order to facilitate cross-cultural communication and learning about new countries and cultures.
- Worked closely with both French and English department heads and department members to design curriculum maps, rubrics, classroom activities, and a variety of assessments that met department goals for appropriate grade level instruction.
- Completed Differentiated Instruction course for district initiatives and helped lead and facilitate implementation among other teachers.

Wakefield High School, Wakefield, MA 1998
3-Month Classroom Teacher, French

- Three months of full responsibility for beginner, intermediate and advanced courses for French teacher on leave.

UNIVERSITY AND COMMUNITY SERVICE

Educators for Social Justice, St. Louis, MO 2003-2006, 2016, 2018
Team/Committee Member

- Worked with local organizations such as Dismantling Racism and Black Leadership Roundtable aimed at bridging black/white achievement gap. 2003-2006
- Supported teachers through multicultural curriculum fair.
- Contributed a chapter on teaching experience and multicultural curricula to group book, *Designing Socially Just Learning Communities: Critical Literacy Education Across the Lifespan*.
- Helped lead Conference Planning Committees. 2006, 2016, 2018
- Supported and provided teacher demonstrations for ESJ/We Stories teacher training.
- Helping coordinate efforts to end school suspensions that discriminate against youth of color.

State University of New York, Cortland, NY 2014
Sandwich Seminar Campus Presentation: Making Sense of Ferguson In and Out of the Classroom: How We Can Help

- Presented the history of federal policies that have disenfranchised people of color in America as they connect to state and local policies in St. Louis, MO and more current racial tensions in St. Louis.
- Provided language and frameworks to support teachers and allies in speaking with others about these issues.

Campus Drama & Teaching Workshop 2014

- Presented one main dramatic approach for helping students interpret the cultural contexts and purposes of writers.

State University of New York, Cortland, NY 2012
Seven Valleys National Writing Project

- Through awarded \$20,000 federal grant, collaboratively designed and implemented professional development at Candor Elementary School, a high needs New York school.
 - Worked with Seven Valleys Writing Project director, Candor teachers, teacher leaders, and principal to implement teacher professional development in order to help teachers improve writing instruction across the curriculum.
- Served as Interim Director Fall, 2013
 - Co-facilitated eight-member summer institute project with two teacher leaders for 2013-2014.
 - With director, co-facilitated five-day mini summer institute with nine Tully school district teachers.
 - Co-wrote and submitted Site Report and Site Profile.
 - Supported New York City teacher action research communities and former Seven Valleys upstate professional development groups with whom we had worked from Candor, Tully, and the Summer Institute via a Community Organizing Site SUNY Cortland helped us build for them and other teacher learning communities. This site was in the service of sharing resources, such as teaching articles, notes from our prior meetings, video conferencing, and discussion forums where we could post lesson plans and engage in practitioner inquiry.
 - Worked one on one with a local Tully High School English teacher and former SUNY Cortland AEN major to support her practice.

State University of New York, Cortland, NY 2011-2016

Committee Member

- Advised 15 plus students each semester 2011-2016
 - Worked on class schedules
 - Worked on job portfolios for future plans
- Collaboratively evaluated and improved Adolescence Education Program. 2011-2016
 - Worked to align program with current Common Core State Standard and EdTPA state reform initiatives.
 - Provided data and assistance for NCATE Spa Report.
 - Re-designed AEN Program, including all assessments for 307/506, 376/576, 668/669, 308/309, and the STE Addendum.
- Served on AEN Search Committee 2015-2016
- Joined and contributed to Pathways to Opportunity 2014-2015
 - Community engaged work around economic opportunity in Cortland
 - Supporting group in designing events to this end.
- Contributed to efforts of committee on environmental justice and peace. 2011-2013
 - Collaboratively organized panel of experts for campus teach-in on the implications of hydrofracking for New York.
- Served on the Academic Scholarship Committee for English and Adolescence Education English majors to screen and determine scholarships for undergraduate and graduate students. 2013
- Served on the Cultural and Intellectual Climate Committee, which organizes campus wide common reads and inquiries into social justice issues via the design of powerful, culturally and intellectually rich events. 2013
 - Helped organize and implement a panel of diverse students from SUNY Cortland to initiate a conversation about relating and learning across cultural differences.
- Served on the Teacher Education Council committee, which helps distribute state and local information regarding the implementation and support 2015-2016

- of student teachers in schools.
 - Served on the Teacher Education component of the faculty union to educate university administrators and faculty on the implications of federal and state educational reforms for teacher education faculty and students. 2012
 - Served as a member of a faculty inquiry group dedicated to improving the direction of our department and to redesign our frameworks for English Education to emphasize a multicultural and digital vision for our program. 2013
 - Served as an advisor to the Dean of the School of Education's grant to support Teacher Professional Development Network in and around SUNY Cortland. 2012-2013
 - Together with committees focused on Africa and a campus fraternity, collaboratively facilitated October week-long teach-ins and information sessions about the state of affairs in the Congo and actions students and faculty can take on behalf of the Congolese. 2013
 - Joined campus wide professional development workshops led by Mike Kniffin and Amy Henderson-Harr. 2015
- AERA URBAN Education Network** 2012-Present
- Member of leadership and planning team focused on mobilizing community-based research projects in urban planning, education, and sociology on behalf of interdisciplinary partnerships and social change.
 - Helping organize AERA sessions focused on community-engaged scholarship.
 - Helped design the webspace for this network.
 - Tri-Chair of URBAN Education Network, responsible for organizing meetings, members, and helping streamline event planning. 2016
 - Led 6-person editorial board for a special edition of the *International Journal of Qualitative Studies in Education* titled *Challenging neoliberal reforms through collaborative research across K-16*. Served as lead editor and organizer of internal and external reviewers. Led writing of introductory piece. 2015-2016
 - Coordinated and ran monthly Professional Learning Community/writing group with colleagues interested in YPAR. 2015
 - Communications Officer for Grassroots Community Youth Organizing SIG (Special Interest Group) 2016-2018
 - Collaboratively coordinated URBAN Denver Conference and research and writing group for the follow-up URBAN convening. 2018
 - Built URBAN Ed node website featuring collaborative scholarship of community-engaged scholars.
- Lighthouse Family Church, Philadelphia, PA** 2012
Drama Facilitator
- In the summer, facilitated drama with church middle school youth to problem-solve life goals and needs.
- University of Pennsylvania, Philadelphia, PA** 2008
Organizer
- Hosted English as Second Language students at lunch seminar on ESL teaching with Dr. Gail Weinstein.
- Penn GSE Urban Education Journal, University of Pennsylvania, PA** 2006-2007
Student Reviewer

- Reviewed submissions to Urban Education Journal at the University of Pennsylvania.

Ethnography Forum, University of Pennsylvania, PA 2006-2007
Student Reviewer

- Reviewed submissions for Ethnography Forum.

Dartmouth Club of St. Louis, St. Louis, MO 2005
Organizer

- Responsible for presentation of Dartmouth Book Awards in local high schools.

EDUCATION-RELATED PROFESSIONAL EXPERIENCE IN HEALTH AND FITNESS

Medfield High School, Medfield, MA

Extra-curricular coaching

- Soccer coach for freshmen girls 2000
- Co-started and coached swimming and diving team for Medfield and Dover-Sherborn 1999-2001

St. Louis, MO; Philadelphia, PA 2003-2011

Personal Trainer/Pilates Instructor

- AFAA, ACSM certified personal trainer at various locations.
- Pilates mat and allegro reformer instructor and yoga instructor at various locations.
- Co-owner of two businesses offering personal training in private and corporate settings.

AWARDS AND HONORS

Dean's Scholar, Philadelphia, PA 2006-2009
University of Pennsylvania

Casque and Gauntlet Honor Society, Hanover, NH 1996-1997
Dartmouth College

Co-Captain of Swimming and Diving Team, Hanover, NH 1996-1997
Dartmouth College

Teaching Assistant, Lyon, France, Language Study Abroad 1996
Dartmouth College

