**Emily J. Klein, PhD**

Professor

Montclair State University, College for Education and Engaged Learning

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EDUCATION

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| --- | --- | --- | --- |
| Ph.D. | New York University | 2005 | Teaching and Learning, English Education |
| M.A. | Stanford University | 1996 | Curriculum and Instruction |
| B.A. | Barnard College of Columbia University | 1994 | English, Education Program |

PROFESSIONAL EXPERIENCE

**Montclair State University** Fall 2005 - present

**Professor**

* **Undergraduate Program Coordinator P-12 Subject Area** (2022-present): Responsibilities include ensuring instructors and students are informed about all aspects of the UG teacher education programs; subject-area major departments and the Center of Pedagogy are informed about all aspects of the UG teacher education programs; there is consistency of learning objectives and student outcomes across multiple sections of each course, including seminar and clinical year courses; there is representation of the TLRN department at appropriate UG orientations and events; coordinate activities for edTPA and CAEP assessment with the CEHS Assessment and Accreditation Coordinator and the edTPA Coordinator.
* **MAT Graduate Program Coordinator** (2016-2018): Responsibilities included program development, adjunct hiring and supervision, scheduling and programming, revision and supervision of comprehensive exam, support in edTpa implementation, coordination with content area graduate program coordinators. MAT selected as case study site for study by Learning Policy Institute of “notable work” in teacher education.
* **Chair of Department Personnel Action Committee** (2016-2017)
* **Doctoral Faculty Member** in Teacher Education and Teacher Development (2010-present)
* **Core faculty, Newark/Montclair Urban Teacher Residency** (2010-2013): NMUTR was winner of New Jersey Higher Education’s & NJ Association of Colleges and Teacher Education’s Showcase of Exemplary Practices: Excellence in Teacher Preparation Programs – Grant Award Category 2012. Responsibilities included course development, teaching, co-facilitating instructional rounds, action research, co-facilitating mentor meetings and professional development.
* **Course Coordinator,** Teaching for Learning I & II (2008-2012)
* **Tenure granted 2009, Promotion to Associate 2010, Promotion to Full 2018**

***The Educational Forum,* The Journal of Kappa Delta Pi**2018-present

**Academic and Managing Co-Editor**

* Winner of 2019 Gold TRENDY Award for Scholarly/Technical/Scientific Journal
* Increased downloads by 25% from 2020-2021.
* Responsible for overseeing manuscript evaluation/publishing decisions, including maintaining a diverse pool of reviewers.
* Manuscript solicitation representing a wide range of perspectives.
* Editorial Statements, approximately 3 a year.
* Solicit and edit 3 blogs per issue for Kappa Delta Pi.
* Preparation of files for production, including copy editing, reference and citation checks.
* Work with guest editors for themed issues.
* Developing a vision for the future direction of the journal.

**New York University** 2002 –2005

* **Research Assistant**

Research Assistant on three-year research project funded by the Noyce Foundation at $300,000 to study the scale-up of the Big Picture Organization. Responsibilities include managing the budget, qualitative research and data collection, including interviews and observations, and compiling and writing four research reports which culminated in a book.

* **Instructor in Social Studies Education** 2002

Full time instructor position for professor on sabbatical. Taught courses for graduates and undergraduates, mentored, and advised student teachers.

* **Teaching and Graduate Assistant in Social Studies Education**  2000-2002

Graduate assistant in Social Studies Education program of Department of Teaching and Learning. Taught courses for undergraduate and graduate students, developed and wrote course proposals, mentored and advised student teachers, organized meetings and special events for department.

**Martin Luther King Jr. High School,** *New York, New York*

* **English Teacher** 1996 – 2000Full time tenured teacher of 9th, 10th, and 11th grade curriculum. Taught Composition, World, English, and American literature. Coordinated New York City Opera Project, working with a Social Studies teacher and opera educator to integrate works of opera into core curriculum.
* **Curriculum Development** 1997 – 2000

Member of American Social History Project for three years working on an inter-disciplinary team with an American History teacher planning curriculum and team teaching lessons. As coordinator of program for two years, facilitated interdisciplinary activities and lessons for four teams of teachers in program. Ran weekly meetings, managed all materials for program, mentored new members, and acted as liaison between school’s program and City University.

* **Grade Advisor** 1997 –1999Responsible for academic programming, maintaining records, and advising 300 students of all grade levels.

**American Social History Project***, New York, New York*

* **Seminar Leader** 1999 – 2002

Responsible for planning and leading monthly teacher workshops on interdisciplinary curriculum with focus on social history for teachers in New York City public high schools. Facilitated workshops on use of new media (CD Rom and internet) in the classroom. Involved in both American and Global programs: developed curriculum in both areas.

* **Teacher Visitor** 2000 –2001

Worked with new teams of teachers in American and Global Social History Projects helping them design and implement interdisciplinary curriculum and social history into their classrooms. Worked weekly with two teams at Martin Luther King Jr. High School.

**Stanford Program on International and Cross-Cultural Education** 1996

**Curriculum Developer**Collected and surveyed primary and archival source material for lessons on Korean history. Designed, developed, and published lesson focusing on the Japanese Colonization of Korea and Korean War, while corresponding with academic specialists and high school teachers.**Scholastic Inc. Instructional Publishing Division** 1995**Editorial Assistant**Wrote updates for current projects and assisted editors in creating a Teachers Edition of a Reading Program.

**Stuyvesant High School***, New York, New York*1993

**Student Teacher of English**Taught two sophomore English classes and worked as personal assistant to head of English department. Syllabus included *The Merchant of Venice*, poetry, short stories, composition, and grammar.

UNIVERSITY TEACHING

**Montclair State University**

* TETD 801 – Policy Perspectives on Teaching and Teacher Education (Doctoral)
* TETD 817 – Reimagining teacher professional learning for social justice and equity (Doctoral)
* GSWS 102 – Introduction to Women’s & Gender Studies (Undergraduate)
* TETD 806 – The Practice of Teacher Education and Teacher Development (Doctoral)
* SASE 543 – Advanced Seminar in Inclusive Pedagogy (Graduate)
* SASE 526 – Seminar in Inclusive Pedagogy
* SASE 527 – Clinical Practice (Fieldwork) (Graduate)
* SPED 690 – Action Research in Inclusive Classrooms (Graduate)
* CURR 560 – Inquiry into Knowledge, Learning, and Education for Math and Science (Graduate, UTR)
* CURR 561 – Inquiry into Knowledge, Learning, and Schooling for Math and Science (Graduate, UTR)
* CURR 562 – Inquiry into Knowledge, Learning, and Teaching for Math and Science
* CURR 689 – Leadership in Professional Development (Graduate)
* CURR 530 – Principles of Curriculum Development (Graduate) (Traditional and Hybrid/Online)
* CURR 453 – Teaching for Learning II (Student Teaching Seminar)
* CURR 451 – Teaching for Learning I
* CURR 450 – Fieldwork
* CURR 435/528 – Effective Teaching/Productive Learning (Graduate and Undergraduate)
* CURR 402/502 – Seminar in Professional Education (Graduate and Undergraduate)
* CURR 400 – Teacher, School, and Society
* **Supervisor of Student Teachers**
* **Doctoral advisor:** Laura Ripley (graduated 2018), Beverly Plein (graduated 2018), Cyrene Crooms (graduated 2022), Candice Chiavola (graduated 2020), Jacqueline Stone (graduated 2020),Tom D’Elia (graduated 2021), Roger Kintish, Michael Shera, Donna Petrin-Wall, Lisa Castelluber (graduated 2024), John Adamski, Timothy Aberle, Jonathan Lancaster, Cheryl Jones, April Stokes
* **Dissertation committee member:** Mike Ryan (graduated 2016), Shelley Kurland (graduated 2018), Alma Morel (graduated 2019), Kristen Trabona (graduated 2020), Ellen Cahill (graduated 2020), Heather Frank (graduated 2020), Florita Cotto (graduated 2020), Andrew Matteo (graduated 2020), Janice Marsili (graduated 2021), Jennifer Wnuk (graduated 2020), William Brown (graduated 2022), Stephanie Tarnowski (graduated 2021), Catherine Gaynor, Rachel Ginsburg (graduated 2022), Karen Woodruff (graduated 2021), Saquona Clark (graduated 2022), Graziela Lobato Creekmur (graduated 2020), Kelly Lormand (graduated 2021), Chedia Ayari (graduated 2023), Necole Jadick (graduated 2023), David Malter (Graz College, Educational Leadership EdD, (external committee member, graduated 2023), Michael Diamond (graduated 2024), Meredith Valentine, Lisa Kenny (graduated 2024), Laurie Summer, Liz Carletta, Katie Whitley (graduated 2024), Helene Leonard (Math Education), Shanna Anderson, Sarah Sangregorio, Tara DiMattia
* **Qualifying paper committee member**: Charity Dacey
* **Masters Thesis:** David Malter, Spring 2007 – January 2008
* **MED Culminating Research Project:** Laura Dwyer, Fall 2007
* **Culminating Activity:** Amanda Weiss-Cronin, *First Graders’ Attitudes Towards the Writing Process: Do They Affect Writing Ability?* June 2006

**New York University**

* Current Trends and Problems Teaching Social Studies
* Methods of Teaching Social Studies I
* Supervisor of Student Teachers

PUBLICATIONS: Books and Monographs

**Klein, E.J.** & Taylor, M. (2023). *Our bodies tell the story: Using feminist research and friendship to reimagine education and our lives.* Myers Education Press.

Taylor, M. & **Klein, E.J.** (2015). *A year in the life of a third space urban teacher residency: Using inquiry to reinvent teacher education*. Sense Publishers. \*Nominated for the 2017 Grawemeyer Award in Education, AERA Division K Exemplary Research in Teaching/Teacher Education Award, AACTE, and ISATT Outstanding Book Award.

McDonald, J.P., **Klein, E.J**., & Riordan, M. (2009). *Going to scale with new school designs: Reinventing high school.* Teachers College Press.

McDonald, J.P., **Klein, E.J.** & Riordan, M. (2004b). Scaling up the Big Picture. Monograph 4, Scaling-Up Study. Steinhardt School of Education, New York University.

McDonald, J.P., **Klein, E.J.** & Riordan, M. (2004a). Scaling up the Big Picture. Monograph 3, Scaling-Up Study. Steinhardt School of Education, New York University.

McDonald, J.P., **Klein, E.J**., Riordan; M., & Broun, S. (2003b). Scalingup the Big Picture. Monograph 2, Scaling-Up Study. Steinhardt School of Education, New York University.

McDonald, J.P., **Klein, E.J**., Riordan M., & Broun, S. (2003a). Scaling up the Big Picture. Monograph 1, Scaling-Up Study. Steinhardt School of Education, New York University.

**Refereed Journal Articles**

O’Meara, J., Anderson, S., Munakata, M., Taylor, M., **Klein, E.J.,** & Aberle, T. (accepted). Developing a Social Network Tool to Support and Characterize STEM Teacher Leadership *International Journal of Teacher Leadership.*

Limbere, A., Munakata, M., Taylor, M., & **Klein, E.J.** (2022). Exploring the tensions science teachers navigate as they enact their visions for science teaching: What their feedback can tell us. *International Journal of Science Education*, published online August 14, 2022. <https://doi.org/10.1080/09500693.2022.2105413>.

Taylor, M. & **Klein, E.J** (2020). Dislodging patriarchal and academic boundaries: Dialoguing on trauma through text, email, and facebook messenger. *Taboo*, *19*(1), 51-69

**Klein, E.J.,** Taylor, M., & Forgasz, R. (2019). Using embodied practices with preservice teachers: Teaching and searching with the body to revision teacher education. *Journal of Practitioner Research, 2*(4). https://doi.org/10.5038/2164-0866.4.2.1088

Trabona, K., Taylor, M., **Klein, E. J.,** Munakata, M.; Rahman, Z. (2019). Collaborative professional learning: Cultivating science teacher leaders through vertical learning communities. *Journal of Professional Development*, *45*(3), 772-487. [10.1080/19415257.2019.1591482](http://dx.doi.org/10.1080/19415257.2019.1591482)

Klein, E.J., Riordan, M., & Gaynor, C. (2019). Teaching for equity and deeper learning: How does professional learning transfer to teachers’ practice and influence students’ experiences? *Equity in Excellence in Education*. <https://doi.org/10.1080/10665684.2019.1647808>

Taylor, M., **Klein, E. J.,** Munakata, M., Trabona, K., & Rahman, Z. (2018). Professional development for teacher leaders: Using activity theory to understand the complexities of sustainable change. *International Journal of Leadership in Education* 22(6), 685-705. [10.1080/13603124.2018.1492023](https://doi.org/10.1080/13603124.2018.1492023)

**Klein, E. J.,** Taylor, M., Munakata, M., Trabona, K., Rahman, Z., & McManus J. (2018). Navigating teacher leaders’ complex relationships using a distributed leadership framework. *Teacher Education Quarterly*, *45(*2), 89-112.

**Klein, E. J. &** Taylor, M., (2017). Teacher educators struggling to make complex practice explicit: Distancing teaching through video. *Studying Teacher Education*, (1-19). <http://dx.doi.org/10.1080/17425964.2017.1366307>

Riordan, M. & **Klein, E.J.** What does it take to teach for deeper learning and equity? (2017, June 11). *Unboxed, A Journal of Adult Learning in Schools*, *17*. http://gse.hightechhigh.org/unboxed/issue17/what\_does\_it\_take\_to\_teach\_for\_deeper\_learning\_and\_equity/

Riordan, M., **Klein, E. J.,** & Jaffe-Walter, R. (2016). Taking teacher learning to scale: Sharing knowledge and spreading ideas across geographies*. Teachers College Record (Yearbook) 118*(13), 1-26. [http://www.tcrecord.org](http://www.tcrecord.org/Home.asp) ID Number: 20576, Date Accessed: 9/15/2016

Taylor, M., **Klein, E. J.**, & Carletta, L. (2016). Freezing out injustice: Using ICE to foster democratic inquiry in science classrooms. Kappa Delta Pi’s *The Record, 52*(4), 170-173.

**Klein, E.J.,** Taylor, M., Onore, C. Strom, K., & Abrams, L. (2016, June 1). Exploring inquiry in the third space: Case studies of a year in an urban teacher residency program. *The New Educator,* 12. Online version at: <http://www.tandfonline.com/doi/pdf/10.1080/1547688X.2016.1187980>

**Klein, E. J.,** Jaffe-Walter, R., & Riordan, M. (2015). Scaling up teacher professional learning: How to grow teacher knowledge while growing school networks*.* *Current Issues in Education*, *18*(2), 1-19.

**Klein, E.J.**, Taylor, M., Abrams, L., Monteiro, K., Romney, W., Scipio, M. Diaz, A., Dunn, B., & Poole, S (2015). Making the leap to teacher: Pre-service residents, faculty and school mentors taking on action research together in an urban teacher residency program, *Networks: An online journal for teacher research*, *17*(1). Retrieved from <http://journals.library.wisc.edu/index.php/networks> on 7.6.15.

Taylor, M., **Klein, E. J.,** & Abrams, L. (2014) Tensions of reimagining our roles as teacher educators in a third space: Revisiting a co/autoethnographic through a faculty lens. *Studying Teacher Education: A journal of self-study of teacher education practices*, *10*(1), 3-19.

**Klein, E.J**., Taylor, M., Onore, C., Strom, K., & Abrams, L. (2013). Finding a third space in teacher education: Creating an urban teacher residency. *Teaching Education*, *24*(1), 27-57.

**Klein, E. J.** & Riordan, M. (2011). Wearing the "student hat": Experiential professional development in Expeditionary Learning Outward Bound Schools. *Journal of Experiential Education*, *34*(1), 35-54.

Goeke, J., **Klein, E.J.,** Garcia-Reid, P., Birnbaum, A.S., Brown, T.L., & DeGennaro, D. (2011). Deepening roots: Building a task-centered peer mentoring community. *Feminist Formations (*formerly *National Women’s Study Association Journal).*

Taylor, M., Goeke, J., **Klein, E. J**., Onore, C, & Geist, K. (2011). Changing leadership: Teachers lead the way for schools that learn. *Teaching and Teacher Education: An International Journal of Research and Studies, 27*(5), 920-929.

Riordan, M. & **Klein, E. J.** (2010). Environmental Education in Action: How Expeditionary Learning Schools support teachers in tackling issues of sustainability in classroom practice. *Teacher Education Quarterly, 37*(4), 119-137. (Invited and peer reviewed)

**Klein, E. J.** & Riordan, M. (2009). Putting professional development into practice: A framework for how teachers in Expeditionary Learning Schools implement professional development. *Teacher Education Quarterly*, *36*(4), 61-80.

Onore, C., Goeke, J., Taylor, M., & **Klein, E.J**. (2009). Teacher leadership: Amplifying teachers’ voices. *Academic Exchange Quarterly*, *13*(2), 78-83.

**Klein, E. J.** (2008). Learning, unlearning, and re-learning: Lessons from one school’s approach to creating and sustaining learning communities. *Teacher Education Quarterly, 35*(1), 79-97.

**Klein, E.J.** (2007). Rethinking professional development: Building a culture of teacher learning. *The New Educator, 3*(3), 179-197.

Turk, D., **Klein, E.J.**, & Dickstein, S. (2007). Mingling “fact” with “fiction”: Helping teachers integrate literature into their history classrooms. *The History Teacher, 40*(3), 397-406.

McDonald, J.P. & **Klein, E.J.** (2003). Networking for teacher learning: Toward a theory of effective design. *Teachers College Record, 105*(8), 1606-1621. (Featured lead article on [www.tcrecord.org](http://www.tcrecord.org) week of May 3, 2005).

Cohen, R., Turk, D., & **Klein, E.** (2001) Debating war and peace in Washington Square Park. *Social Education, 65*(7) 398-404.

Book Chapters – peer reviewed

**Klein, E.J.,** Taylor, M., & Jadick, N. (invited chapter in progress). Using Our Bodies to Disrupt Patriarchal Educational Systems: Exploring Feminist Leadership in a Man's World. In Pitthouse-Morgan, K, Pillay, D., & Mitchell, C. (Eds.), *Handbook of Arts-Based Educational Research.*

Taylor, M. & **Klein, EJ** (in press). The persistent failures of teacher education: A feminist framework for reimagining our pedagogy. Chapter submitted to B. Butler & S. Bullock (Eds), *Teaching and learning a pedagogy of teacher education.*

Taylor, M., **Klein, E.J.,** Trabona, K., Munakata, M. (2022). Feminist teacher leadership: Disrupting the patriarchal binary. In N. Bond (Ed), *The Power of Teacher Leader: Their Roles, Influence, and Impact.* Routledge.

Taylor, M. & **Klein, E. J**. (2021). Allowing the personal to drive our self-study: Texting, emailing, and Facebook messenging our way to feminist understanding. In J. Kitchen (Ed.), *Writing as a method for the self-study of practice*. Springer Press.

Taylor, M. & **Klein, E.J.** (2020). Triggered by the Kavannaugh hearings: Unraveling trauma together and interweaving empathy into teacher education through dialogic personal writing. In C. U. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), *Textiles and tapestries: Self-study for envisioning new ways of knowing.* Ed Tech Books.  Retrieved from https://edtechbooks.org/textiles\_tapestries\_self\_study/chapter\_33

Taylor, M. & **Klein, E.J.** (2018). Tending to ourselves, tending to each other: Nurturing feminist friendships to manage academic lives. In *Mindfulness in the academy: practices and perspectives from scholars* (Eds: Narelle Lemon & Sharon McDonough): Springer Press.

Rahman, Z.G., Munakata, Z., **Klein, E.J.**, Taylor, M., & Trabona, K. (2018). Growing our own: Fostering teacher leadership in K-12 science teachers through school-university partnerships. In J. Hunzicker (Ed.), *Teacher Leadership in Professional Development Schools* (pp. 235-253). Bingley, UK: Emerald Publishing.

Taylor, M. & **Klein, E.J.** (2017). Taking the third space urban teacher residency model to scale: Renovating sustainable change practices in schools and universities. In S. Feiman-Nemser & M. Ben Peretz(Eds.), *Getting the teachers we need: International perspectives on teacher education.* Lanham, MD: Rowman & Littlefield Publishers, pp. 85-96.

**Klein, E. J.,** Riordan, M., Sotirhos, S., & Schwartz, A. (2009). Caring and community: Analyzing a dissertation support group as a community of practice using Noddings' ethic of care. In A. Samaras, C. Beck, A. Freese, & C. Kosnik (Eds), *Learning communities in practice*. Dordrecht, The Netherlands: Springer Press, pp. 117-131.

Public Scholarship

**Klein, E.J.** (Speaker) (2022, December 14). *From shrinking world to expanding opportunities: A conversation with migraine activist Emily Klein.* [Audio podcast). Retrieved from: <https://omny.fm/shows/talking-head-pain/from-shrinking-world-to-expanding-opportunities-a>

Taylor, M. & **Klein, E.J.** (2016, May 31). **‘**Third Space’ Urban Teacher Residency Offers Transformative Lessons.[Invited web blog post]. Retrieved from: <http://edprepmatters.net/2016/05/third-space-urban-teacher-residency-offers-transformative-lessons/>

**Klein, E. J.** (Speaker) (2016, February 18). *Does grading class participation put quiet kids at a disadvantage?* [Audio podcast]. Retrieved from: <https://itunes.apple.com/us/podcast/quiet-power-introverts-susan/id1065074566>

Cain, S. & **Klein, E.J.** (Fall, 2015). Engaging the quiet kids: Brain science and the teaching of introverts [Invited magazine article]. *Independent School Magazine, 75*(1). National Association of Independent Schools. Retrieved from <http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Engaging-the-Quiet-Kids.aspx>. Featured in the Marshall Memo round up of the week #608 week of 10.19.16. [www.marshallmemo.com](http://www.marshallmemo.com).

**Klein, E. J.** & Riordan, M. (6.03.15). Participation penalizes quiet Learners: Making the case for standards-based grading to support all students. [Invited web blog post]/ Retrieved from <http://www.quietrev.com/participation-penalizes-quiet-learners/> Republished in *The Huffington Post* on 7.06.15. Retrieved from http://www.huffingtonpost.com/2015/06/30/participation-penalizes-introverts-in-school\_n\_7700226.html

**Klein, E. J.** (2.25.15). @ISSUE: Rx for dealing with 6 common classroom distractions. What’s distracting our kids in class? *Asbury Park Press.* Retrieved from: <http://www.app.com/story/opinion/columnists/2015/02/25/overcoming-classroom-distractions/24002651/>.

Other Publications

Taylor, M. & **Klein, E.J.** (2023). Editorial Statement. *The Educational Forum, 87*(4),

**Klein, E.J**. & Taylor, M. (2023). Editorial Statement. *The Educational Forum, 87*(3), 131-133, <https://doi.org/10.1080/00131725.2023.2210497>

Taylor, M. & **Klein, E.J.** (2023). Editorial Statement. *The Educational Forum, 87*(2), 1-3, https://doi.org/10.1080/00131725.2023.2192134

**Klein, E.J**. & Taylor, M. (2023). Editorial Statement. *The Educational Forum, 87*(1), 1-3, https://doi.org/10.1080/00131725.2023.2148598

Taylor, M. & **Klein, E.J.** (2022). Editorial Statement. *The Educational Forum, 86*(3), 221-223. <https://doi.org/10.1080/00131725.2022.2078105>

**Klein, E.J**. & Taylor, M. (2022). Editorial Statement. *The Educational Forum, 86*(2), 107-108. <https://doi.org/10.1080/00131725.2022.2030638>

**Klein, E.J**. & Taylor, M. (2021). Editorial Statement. *The Educational Forum, 85*(3), 235-238. <https://doi.org/10.1080/00131725.2021.1918936>

Taylor, M. & **Klein, E.J.** (2021). Editorial Statement, *The Educational Forum, 85*(2), 111-113. <https://doi.org/10.1080/00131725.2021.1894014>

**Klein, E.J.** & Taylor, M. (2021). Editorial Statement. *The Educational Forum,85*(1), 1-3, <https://doi.org/10.1080/00131725.2021.1860410>

Taylor, M. & **Klein, E.J.** (2020). Editorial Statement. *The Educational Forum, 84*(3), 197-199. <https://doi.org/10.1080/00131725.2020.1754721>

**Klein, E.J**. & Taylor, M. (2020). Editorial Statement. *The Educational Forum, 84*(2), 97-99. <https://doi.org/10.1080/00131725.2020.1715715>

Taylor, M. & **Klein, E.J.** (2020). Editorial Statement. *The Educational Forum, 84*(1), 1-3. <https://doi.org/10.1080/00131725.2020.1686887>

Taylor, M., **Klein, E.J.,** & Boal, J. (2019). An interview with Julian Boal: The role of the theater of the oppressed to promote social activism. *The Educational Forum, 83*(4), 343-350.

Taylor, M. & **Klein, E.J.** (2019). Editorial Statement. *The Educational Forum, 83*(2), 121-3. <https://doi.org/10.1080/00131725.2019.1570747>

**Klein, E.J.** & Taylor, M. (2019). Editorial Statement. *The Educational Forum, 83*(1), 1-3. <https://doi.org/10.1080/00131725.2019.1522919>

Taylor, M. & **Klein, E.J.** (2018). Editorial Statement. *The Educational Forum, 82*(4), 387-389. <https://doi.org/10.1080/00131725.2018.1486644>.

# Klein, E.J. (2005). *Theory into Practice: Professional Development Design and Implementation in a Small High School Development Project.* New York University. Department of Teaching and Learning. Unpublished dissertation.

Historical Legacies: The Korean War: Perspectives from Leaders, Understanding the Korean Peninsula in the 21st Century. Stanford Project on International and Cross-Cultural Education; Leland Stanford Junior University Board of Trustees (1997).

Book Reviews

**Klein, E.J.** (2012). Review of *Research-based unit and lesson planning: Maximizing student achievement* by Marie Menna Pagliaro. *Teachers College Record*, Date Published: August 16, 2012 [http://www.tcrecord.org](http://www.tcrecord.org/Home.asp) ID Number: 16850, Date Accessed: 8/16/2012 11:30:54 AM.

Published Proceedings

Taylor, M., Abrams, L**., Klein, E.J.**, Wray, S., Cordero, E., Silva, J., …Rincon, R. (2012). Shape shifting or becoming third space teacher educators?: A co/autoethnographic self-study of mentors and faculty. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices*, East Sussex, England. Provo, UT: Brigham Young University.

Refereed Scholarly Presentations

O’Meara, J., Anderson, S., Aberle, A., Derios, U., Munakata, M., Taylor, M., & **Klein, E.J.** (accepted). Developing a social network tool to support and characterize STEM teacher leadership. Paper accepted to the NARST.

Anderson, S., Trabona, K., Graziano, M., Aberle, A., O’Meara, J., Derios, U., Munakata, M., & **Klein, E.J**. (under review). Reimaging teacher leadership through social network mapping: A collaborative self-study. Paper submitted to the American Educational Research Association.

Taylor, M. & **Klein, E.J.** (2023). Feminist Embodied Co/Autoethnography of Two Friends in Pursuit of Truth Objectives. Paper accepted for the American Educational Research Association (April 13-17, 2023).

Limbere, A., Munakata, M., **Klein, E.J.,** Taylor, M. (2021). Exploring experienced science teachers' vision for science teaching. Paper accepted for the NARST Annual International Conference (April 7-12, 2021).

Limbere, A., Munakata, M**., Klein, E.J.,** Taylor, M. (2021). *Teacher noticing and leveraging of student thinking in science lessons and debriefs of classroom videos.* Paper accepted for the American Educational Research Association (April 12-19, 2021).

Taylor, M. & **Klein, E.J.** (2021). An interview with Julian Boal: The role of Theater of the Oppressed to promote social activism. In Amtzis, A. (Chair), *Volcanic Disruptions: On the Intersectional Synergy of Theatre of the Oppressed and Teacher Education*. Paper accepted for the American Educational Research Association, NY, New York (April 12-19, 2021).

**Klein, E. J.** & Taylor, M. (2020). The Educational Forum [Invited Roundtable]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vvognop> (Conference Canceled)

Taylor, M. & **Klein, E. J.** (2020). *Triggered by the Kavanaugh hearings: Unraveling trauma together through texting, emailing, and Facebook messaging.* Paper accepted for the 13th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

**Klein, E.J.** & Riordan, M. (2018). *Teaching for equity and deeper learning: How does professional learning transfer to teachers’ practice and impact students’ experiences?* Paper presented at American Educational Research Association, NY, New York (April 13-17, 2018).

**Klein, E. J.,** Taylor, M, & Marsili, J. (2018). Examining the past to understand the future: Tracing teacher leadership from the progressive education movement to the present. In Klein, E.J. (Chair). *Looking back, Looking forward: Exploring conceptual frameworks of teacher leadership.* Paper presented at American Educational Research Association, NY, New York (April 13-17, 2018).

Rahmen, Z., Munakata, M., Taylor, M., **Klein, E.J.**,& Trabona, K. (2018). What do emerging science teacher leaders talk about? Unpacking feedback in a vertically aligned PLC. Paper presented at American Educational Research Association, NY, New York (April 13-17, 2018).

Taylor, M., Forgasz, R., & **Klein, E. J**. (2017). Using embodied practices with preservice teachers: Teaching and searching with the body to revision teacher education. In Forgasz, R. (Chair). *Embodied teaching, learning, and pedagogy in higher education contexts*. Paper presented at International Study Association of Teachers and Teaching, Salamanca, Spain.

Munakata, M., Taylor, M., **Klein, E.J.,** Rahman, Z., & Trabona, K. (2017). *Supporting and developing K-12 Science teacher practice, knowledge, and leadership through vertically aligned PLCs.* Paper submitted to the National Association of Research in Science Teaching for the 2017 annual meeting in San Antonio, TX (April 22 - April 25, 2017).

Trabona, K, Rahman, Z., Taylor, M., Munakata, M.; **Klein, E. J.**, Childress, G.; Monahan, C.; & Kintish, R. (2017). *Collaborative professional learning: Cultivating science teacher leaders through vertical learning communities*. Paper accepted to the National Association for Research in Science Teaching, San Antonio, TX.

Trabona, K, Rahman, Z., Taylor, M., Munakata, M., & **Klein, E. J.** (2017). *Navigating teacher leader identities through vertical teams.*Paper submitted to the International Teacher Leadership Conference, Miami, Fl. \***Received Award for Best Academic Paper.**

**Klein, E. J.**, Taylor, M., Munakata, M., McManus J., Rahman, Z., & Trabona, K. (2016). *Nurturing teacher leaders through actions and agency: A differentiated science teacher leadership program*. Paper presented at the American Educational Research Association, Washington D.C.

Riordan, M., Jaffe-Walter, R., & **Klein, E. J.** (2016). *Scaling up teacher learning: Sharing knowledge and spreading ideas across geographies*. Paper presented at the American Educational Research Association, Washington D.C.

**Klein, E.J.**, & Taylor, M. (2015, April). *Toward urban teaching for justice: Admissions to an urban teacher residency program.* Paper presented at the American Educational Research Association, Chicago, IL.

Taylor, M., **Klein, E. J.**, Munakata, M., Kurland, S., Trabona, K., & McManus, J. (2015, April). *Fostering science teacher leadership for sustainable change.* Paper presented at the American Educational Research Association, Chicago, IL.

**Klein, E.J**., Taylor, M., Boriello, R., Costello, C., Mahfouz, A., & Weeg, J. (2015, February). *Owning our professional development: Becoming science teacher leaders.* Paper presented at the Ethnography in Education Forum, Philadelphia, PA.

Taylor, M. & **Klein, E. J.** (2014, April). Negotiating the boundaries as third space educators: Faculty and mentors co-construct curriculum and instruction for an urban teacher residency. In Doyle, W. (Chair). *Using third space in teacher education design.* Paper presented at the American Educational Research Association, Philadelphia, PA.

Taylor, M., **Klein, E. J.**, Strom, K., & Perry-Ryder, G. (2014, April). *Inquiring and facilitating inquiry with students: Residents develop a social justice teaching stance.* Paper presented at the American Educational Research Association, Philadelphia, PA.

Taylor, M. & **Klein, E.J.** (2013, July). *What does excellence in teaching look like?: Mentors, faculty and residents design protocols to explore video artifacts of teaching.* Paper presented at the International Study Association of Teachers and Teaching, Ghent, Belgium.

**Klein, E.J**., Taylor, M., Crooms, C., Hnatczuk, O, Monteiro, A.K., Mooney, E., & Scott, K. (2013, February). *Building reflective practice together in an urban teacher residency: Mentors, faculty, and residents design protocols to examine video artifacts of teaching*. Paper presented at the Ethnography in Education Forum, Philadelphia, PA.

**Klein, E.J.**, Taylor, M., Monteiro, A.K., & Romney, W. (2013, April). Making the leap to teacher: Pre-service residents, faculty, and school mentors taking on action research together in an urban teacher residency program. In Taylor, M. & Strom, K. (Chairs). *Building systemic and sustainable educational change in a third space: A multi-dimensional view of an urban teaching residency*. Paper presented at the American Educational Research Association, San Francisco, CA.

Taylor, M., Abrams, L., **Klein, E.,** Wray, S., Cordero, E., Silva, J., …Rincon, R. (2012, July). *Shape shifting or becoming third space teacher educators?: A co/autoethnographic self-study of mentors and faculty*. Paper presented at the 9th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

Riordan, M., **Klein, E. J.**, & Jaffe-Walter, R. (2012, June). *Scaling up small high school designs*. Paper accepted for Vanderbilt University’s National Center on Scaling up Effective Schools Conference, Achieving Success at Scale: Research on Effective Schools, Nashville, TN.

Taylor, M., **Klein, E. J**., Strom, K., & Abrams, L. (2012, April). *A year in the third space: The praxis of inquiry*. In Taylor, M. & Strom, K. (Chairs). *Urban teacher residencies, year one: Looking across models and contexts.* Paper presented in symposium at the American Educational Research Association, Vancouver, Canada.

Abrams, L. Taylor, M. **Klein, E. J.,** & Strom, K. (2012, February). *Shape shifting or becoming third space teacher educators?: A co/autoethnographic self-study of mentors and faculty.* Paperpresented at the meeting of the Ethnography in Education Forum, Philadelphia, PA.

Taylor, M., **Klein, E.,** Monteiro, K., Cuellari, R. & Strom, K. (2011, October). *The Newark Montclair urban teacher residency program: Opening a third space to promote quality education for all.* Paper presented at the National Network for Educational Renewal Conference, Hartford, CT.

**Klein, E. J**. (2011, April) *Building on the intimate knowledge of teachers: Scaling up teacher learning in three intermediary organizations.* Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

**Klein, E. J.,** Taylor, M, & Onore, C. (2011, April). Re-imagining teacher preparation: Apprenticing effective math and science teachers in an urban teacher residency*.* In A.S. Mungal (Chair). *Pathways toward the future: The promise of innovative teacher education and pre-service preparation programs.* Symposium presented at the meeting of the American Educational Research Association, New Orleans, LA.

Taylor, M. Onore, C., **Klein, E. J.,** & Strom K. (2011, April). Finding a third space in teacher education: Creating an urban teacher residency with Montclair State University and the Newark public schools.In S. Dickstein (Chair). *Developing and Sustaining UTRs: How Do We Provide Effective Preparation Experiences and Build Resident Efficacy?* Paper presented in symposium at the meeting of the American Educational Research Association, New Orleans, LA.

Riordan, M. & **Klein, E. J**. (2011, April)*. Sustaining environmental education: How Expeditionary Learning supports teachers in tackling science in classroom practice*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Taylor, M., **Klein, E**.**J.**, Onore, C., Cuellari, R. & Strom, K. (2011, February). *Developing an urban teaching residency in dynamic times and spaces: The Newark Montclair Urban Teaching Residency as a third space in education*. Paper presented at the Ethnography in Education Forum, Philadelphia, PA, Penn.

**Klein, E. J.,** Onore, C., Goeke, J., & Taylor, M. (2010, April). *Changing leadership: Teachers leading the way for schools that learn*. Paper presented at the meeting of American Educational Research Association, Denver, CO.

**Klein, E.J.,** Riordan, M, & Jaffe-Walter, R. (2010, April). *Taking teacher professional development to scale: A comparative case study of three school designs.* Paper presented at the meeting of the American Educational Research Association, Denver, CO.

McDonald, J.P., Riordan, M., & **Klein, E. J.** (2010, April). Going to scale with new school designs: Reinventing High School. In J. P. McDonald, M. Riordan, & E.J. Klein (Chairs). *Scaling-up small high school designs.* Symposium presented at the meeting of the American Educational Research Association, Denver, CO.

Taylor, M., Onore, C., Goeke, J., **Klein, E.J.,** Auriti M., McGee, P., & Shachnovitz, S. (2009, November). *Finding one's voice as a teacher leader: Reading between the lines through action research and self-study.* Paper presented at the meeting of the National Council of Teachers of English, Philadelphia, PA.

Onore, C., Robinson, J., Lauter, N., **Klein, E.J**., & Bello, J. (2009, October). *Together again for the first time: Sharing responsibility through a school district-university partnership*. Paper presented at the meeting of the National Network for Educational Renewal, Bellevue, WA.

**Klein, E.J**. & Riordan, M. (2009, March). *Putting professional development into practice: Towards a theory of how teachers in Expeditionary Learning Schools implement professional development*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

**Klein, E.J**. & Riordan, M. (2009, March). *Wearing the "student hat" - Experiential professional development in Expeditionary Learning Outward Bound schools*. Paper presented at the meeting of the American Educational Research Association Annual Conference, San Diego, CA.

**Klein, E. J.** & Riordan, M. (2008, November). *Expeditionary Learning Schools Outward Bound: How professional development impacts teachers' curriculum and instruction.* Paper presented at the meeting of the Association for Experiential Education conference, Vancouver, WA.

**Klein, E.J.** & Riordan, M. (2008, March). *Expeditionary Learning Schools Outward Bound: Exploring how professional development impacts changes in teachers' curriculum and instruction*. Paper presented at the meeting of the American Educational Research Association. New York, NY.

Goeke, J., **Klein, E.J.**, Garcia-Reid, P., Birnbaum, A.S., Brown, T.L., & DeGennaro, D. (2008, March). *Building community to support female scholars' transitions to faculty roles*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

**Klein, E. J.,** Riordan, M., Sotirhos, S., & Schwartz, A. (2007, April). *Dissertation support groups: Building a community of practice using Noddings’ ethic of care*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

McDonald, J.P., **Klein, E.J.,** & Riordan, M. (2007, April). Scaling-up New High School Design. In J.P. McDonald, E.J. Klein, & M. Riordan (Chairs), *Scaling-Up New High School Design.* Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.

**Klein, E.J.** & Riordan, M. (2007, February). *Rethinking teacher professional development: What can we learn from new small schools.* Paper presented at the meeting of the American Association of Colleges for Teacher Education, New York, NY.

**Klein, E.J.** & Riordan, M. (2006, November). *Rethinking teacher professional development: How two innovative school designs prepare teachers to teach nontraditionally*. Paper presented at the meeting of the Association for Experiential Education, Minneapolis, MN.

**Klein, E. J.** (2006, April). *Content and pedagogy: How one small high school does teacher professional development for student learning*. Poster session presented at the meeting of the American Educational Research Association, San Francisco, CA.

**Klein, E. J.,** Riordan, M., Sotirhos, S., & Schwartz, A. (2006, February). *I get by with a little help from my friends: How a dissertation support group facilitates the Ph.D. degree and transition from student to professional.* Paperpresented at the meeting of the Ethnography in Education Forum, Philadelphia, PA.

**Klein, E.J**. (2006, February). *Small high school professional development: Building a culture of teacher learning.* Paper presented at the meeting of the Ethnography in Education Forum, Philadelphia, PA.

Turk, D., **Klein, E.J.,** & Dickstein, S. (2005, April). *Mingling ‘fact’ with ‘fiction’: Helping teachers integrate literature into their history classrooms.* Paper presented at the meeting of the Organization for American History, San Jose, CA.

McDonald, J.P., **Klein, E.J.,** & Riordan, M., (2004, April). *Scaling up a new small high school design*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

McDonald, J.P., **Klein, E.J.,** & Riordan, M., (2004, February). *Scaling up a new small high school design*. Paper presented at the meeting of the Ethnography in Education Research Forum, Philadelphia, PA.

McDonald, J.P., & **Klein, E.J.** (2003, March). *Networking for teacher learning: Toward a theory of effective design.* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Turk, D. & **Klein, E.J.** (2002, November). *Technology-based lessons for technologically-shy teachers (and students).* Paper presented at the meeting of the National Council for the Social Studies, Washington DC.

Scholarship in progress

**Klein, E. J.,** Taylor, M, & Marsili, J. (in progress). Examining the past to understand the future: Tracing teacher leadership from the progressive education movement to the present.

GRANTS

**College of Humanities and Social Sciences Interdisciplinary Groups Initiative, Montclair State University,** 2022

Interdisciplinary Working Group on Reproductive Justice

2,000. Funded

**WIPRO/University of Massachusetts Boston Science Education Fellowship Program (continuation grant – for 4 years)** 2022

400,000. Funded.

**Community Engaged Learning Initiative (participant)** 2019

18,000. Funded.

**WIPRO/University of Massachusetts Boston Science Education Fellowship Program (continuation grant – for 3 years)** 2017

300,000. Funded.

**Spencer Research Grant:** How Does Participation in EL Education’s Professional Learning Opportunities Improve Teachers’ Instructional Practice? (Not funded) 2016

**National Science Foundation:** PIRE: The Growth of Global Teacher Leaders and Cosmic Gas Reservoirs (Not funded). 2014

**Braitmayer Foundation Grant** 2013

35,000.00 (Not funded).

**WIPRO/University of Massachusetts Boston Science Education Fellowship Program** 2013

1,300,000. Funded.

**MSU Network for Educational Renewal Teacher Study Group Grant** 2012

Study Group Title: Mentoring

$500.00. Funded.

**MSU Network for Educational Renewal Teacher Study Group Grant** 2007

Study Group Title: Teacher Leadership

$500.00. Funded.

**Spencer Research grant** 2006

**Study Title**: Expeditionary Learning Schools Outward Bound: Exploring how Professional Development Impacts Teachers' Curriculum and Instruction

$40,000 research grant. Not funded.

**MSU Network for Educational Renewal Teacher Study Group Grant** 2006

Study Group Title: Building Community to Support Female Scholars’ Transitions to Faculty Roles

$500.00. Funded.

**New York University Graduate Student Organization** 2003

Competitive Grant to support students in their professional development

$500.00. Funded.

**Rosen Scholar Grant** 1999

Grant to promote academic excellence in the American Social History Project classes

$1,000. Funded.

**United Federation of Teachers Grant** 1998

Grant awarded to establish student-center at Martin Luther King Jr. High School

$500.00. Funded.

INVITED PRESENTATIONS AND WORKSHOPS

**Klein, E. J.** (2019). Invited workshop “The Quiet Classroom” – an interview with Susan Cain and professional development workshop for teachers. Wyoming Seminary, PA.

**Klein, E.J**., Taylor, M., Munakata, M. (2018). Invited keynote “The Complexities of Teacher Leadership Within A Distributed Leadership Framework.” Building Unity in Leadership Development (BUILD) Convening: Teacher Leadership, Induction and Retention.

**Klein, E.J.** (2018). Invited keynote, “Reflections on the first year of teaching: Building on the foundation of a university based teacher education program.” Montclair State University Kappa Delta Pi Initiation Ceremony.

Taylor, M. & **Klein, E.J.** (2015, June). Invited plenary session for the International Society for Teacher Education, Montclair, NJ.

Taylor, M., **Klein, E.J.,** Strom, K., Abrams, L. (2012, April). “Exploring the Possibility of Third-Space in Teacher Education.” Workshop selected for the Invisible College for Research on Teaching at the American Educational Research Association, Vancouver, CA.

**Klein, E.J.** (2011, November). Invited presentation on "Tenure at MSU: Lesson learned, Stories Told” to New Faculty Program at Montclair State University, NJ.

**Klein, E. J.** (2009, October). Invited teaching presentation on Hybrid and Online Teaching to faculty of College of Education and Human Services at Montclair State University, NJ.

**Klein, E.J.** (2008, November). Invited research presentation of faculty scholarship program to the New Faculty Program at Montclair State University, NJ.

**Klein, E. J**. (2008, November). *Scaling up new high school designs*. Invited presentation to the Department of Educational Foundations Symposium at Montclair State University, NJ.

**Klein, E. J.** & Riordan, M. (2007, December). *Interim findings of study of Expeditionary Learning Outward Bound professional development*. Research presentation at Expeditionary Learning Outward Bound Headquarters, New York, NY.

Goeke, J., **Klein, E.J.**, Garcia-Reid, P., Birnbaum, A.S., Brown, T.L., & DeGennaro, D. (2007, June). *Building a Community to Support Female Scholars’ Transition to Faculty Roles*. Invited presentation for the Montclair State University Network for Educational Renewal Summer Conference.

**Klein, E.J.** (2007, October). *Using Socratic Seminars*. Professional development workshop at University High School, Newark, NJ.

**Klein, E.J.** (2007, March). *Text-based discussions*. Professional development workshop at University High School, Newark, NJ.

**Klein, E.J.** (2006, March). *Understanding Wiggins’ Backward Design*. Presentation at Glover Cleveland Middle School, Caldwell, NJ.

McDonald, J.P., **Klein, E.J.,** & Riordan, M. (2005, June). *Scaling up the Big Picture Company.* Invited paper presentation for the Gates Emerging Research Symposium, Seattle, WA.

**Klein, E.J**. (2003, November). *Developing Interdisciplinary Units with the American Social History Project*. Invited presentation for The Center for Arts Education: Partnership Intervisitation at Martin Luther King Junior High School, New York, NY.

AWARDS AND RECOGNITION

**International Teacher Leadership Conference** 2017

Winner Paper Award: Academic

**American Educational Research Association** 2017

**Division K in Exemplary Research in Teaching/Teacher Education Award**

Nominated for book *A Year in the Life of a Third Space Urban Teacher Residency*

**American Association of Colleges of Teacher Education** 2017

Nominated for book *A Year in the Life of a Third Space Urban Teacher Residency*

**Grawemeyer Award in Education** 2017

Nominated for book *A Year in the Life of a Third Space Urban Teacher Residency*

**Learning Policy Institute** 2016

MAT selected as case study site for study by LPI of “notable work” in teacher education

**AERA Editor’s Mentoring Roundtable Session for Early Career Scholars** April 2006

**New Faculty Program for Division K** April 2006

**Spencer/American Educational Research Association (AERA)** 2002 - 2003

Pre-dissertation fellowship

**New York University Graduate Assistantship** 2000 – 2002

**Stanford University, Merit scholarship** 1995-1996

**Barnard College Phi Beta Kappa** 1994

**Barnard College Magna Cum Laude** 1994

UNIVERSITY-BASED SERVICE

University-Level

**Volunteer,** Women’s Leadership Summit 2022-2023

**Volunteer,** Portrait of a Teacher Task Force 2013

**Elected member,** University Undergraduate Curriculum Committee 2007-2008

**Alternate**, Sabbatical Review Committee 2015-2017

College-Level

**Elected alternate,** Employee Safety Sub-Committee of the University Committee on Campus Safety 2023-present

**Volunteer,** CAPI committee (Committee on Assessment and Program Improvement)

2022-present

**Volunteer,** Clinical Task Force 2022-present

**Volunteer,** Teacher Education Policy Committee 2022-present

**Volunteer,** Ada Beth Cutler Faculty Fellows Committee 2021-present

**Volunteer,** CEHS Doctoral Committee Comprehensive Exam 2020-present

**Invited member,** EdTPA Advisory Group 2017-2020

**Invited member,** Associate Dean Search Committee 2017-2018

**Elected member,** Research Committee2009-2013 (member), 2018-2022

**Invited member,** CEHS Doctoral Faculty 2010-present

**Invited member**, Teacher Admission and Retention Committee (Art) 2006-present

**Volunteer,** NMUTR Induction Coordinator Search Committee 2015

**Elected member,** CEHS College Distinguished Teacher Committee 2012-2013

**Invited member,** College Career Development Committee 2011-2013

**Invited member,** CEHS Advisory Group on H ybrid and Online Teaching 2009 - 2010

**Invited member,** Teacher Admission and Retention Committee (English) 2006-2009

**Participant,** Pie Q (partnership between Montclair and Newark public schools)2008- 2010

**Participant,** Urban Teaching Academy2006-2009

**Participant,** Product of the Month Club 2006-2009

(research and support group of tenure track female faculty)

Department-Level

**Undergraduate Program Coordinator** 2022-present

**Volunteer,** Pre-Clinical Placement Coordinator Search Committee 2023

**Volunteer,** Alternate Route Program Development 2020-2022

**Volunteer,** Sabbatical Committee 2018-2019

**MAT Graduate Program Coordinator** 2016-2018

**Elected,** Chair of Department Personnel Action Committee 2016-2018

**Elected,** Department Personnel Action Committee 2011-2013, 2015-2017, 2019-2020 (alternate), 2022-2023

**Volunteer,** RATE committee member 2017-2018

**Volunteer,** Sabbatical Review Committee 2017-2018

**Volunteer,** SASE Department Curriculum Committee 2014- 2018

**Volunteer,** Doctoral Program Assistant Search Committee 2014

**Volunteer,** MAT Pilot 2013-2018

**Volunteer,** Faculty Member Search Committee (Special Education) 2012-2013

**Volunteer,** Faculty Member Search Committee (Doctoral Faculty) 2009-2010

**Course Coordinator,** Teaching for Learning I and II 2008 - 2012

**Invited member**, Department Undergraduate Curriculum Committee 2005 -2012

**Volunteer,** Department Assistant Search Committee Spring 2007

**Program** **Development**

*M.Ed. Urban Teacher Residency* 2009 – 2010

36 credit Masters degree program for Math and Science pre-service teachers

*M.Ed. in Teacher Leadership* 2006 - 2007

32 credit Masters Degree program

Montclair State University, New Jersey

**Course Development**

MAT Course, SPED 509 Spring 2016

Doctoral Course: TETD 808: Practicum in Teaching and Teacher Education Spring 2013

Doctoral Course: TETD 806: The Practice of Teacher Education and Teacher Development

Summer 2010

MA Course: CURR 689: Leadership in Professional Development Summer 2006

MA Course: Fieldwork course for PD Course Summer 2006

Course module on Assessment Fall 2005

NON-UNIVERSITY SERVICE (EXTERNAL)

**Co-managing and academic editor,** *The Educational Forum* 2018-present

**Advisory Board member**

Union County Vocational-Technical Schools Teacher Education Academy2024-present

**AERA Educational Change SIG - awards committee** 2016-2019

**Nyack Center board member – Executive Committee member, Secretary, Chair of Programs Committee, Co-chair for annual Women of Vision and Leadership event** 2015-2018

Invited to serve on board of local non-profit which supports children, youth and families through educational and recreational programs.

**WIPRO Science Education Fellows Joint Conference** 2015

Co-planned and facilitated conference for New Jersey, New York, and Massachusetts programs.

**Member Editorial Review Board** 2015-2017

*Journal of Urban Learning, Teaching, and Research*

**External Reviewer**

College of Professional Studies at Northeastern University 2015

New York University, Department of Teaching and Learning 2014

SUNY New Paltz 2014

**Journal, Manuscript, and Conference proposal reviewer**

*Teaching and Teacher Education* 2016-present

*The New Educator* 2013-present

*Journal of Teacher Education* 2006 – present

*Teacher Education Quarterly* 2007 – present

*Teaching Education* 2012- present

*Journal of Media Literacy Education* 2013-2014

*American Educational Research Association Conference*

Conference Proposal Reviewer Division K (volunteer) 2006 – present

Strengthening Teacher Education Research, pre-session workshop at AERA April 2007

Metropolitan Educators for Democracy and Justice in Education (member) 2013-present

ASSOCIATION MEMBERSHIPS

American Educational Research Association

International Study Association of Teachers and Teaching

International Professional Development Association