MONICA TAYLOR

Professor, Director of Gender, Sexuality, and Women Studies

Montclair State University

College of Education and Human Services

Department of Educational Foundations

Normal Avenue, Montclair, NJ 07044

 **(c) 973-953-5899**

**taylorm@mail.montclair.edu**

**CHRONOLOGY OF EDUCATION**

**Ph.D. in Language, Reading & Culture,** University of Arizona, 1997.

Dissertation: *Three Case Studies of Mexican American Female Adolescents: Identity Exploration through* *Multiple Sign Systems.* Dissertation Director: Dana L. Fox

**Integrating the Arts Teaching Certification,** Lincoln Center Institute, 1993.

**M.S.Ed. in Language and Literacy, English Education,** City College of New York, 1993.

**B.A. in French Language / Culture and Italian Studies,** University of Pennsylvania, 1989.

**CHRONOLOGY OF EMPLOYMENT**

7/21-Present DIRECTOR OF GENDER, SEXUALITY, AND WOMENS STUDIES, College of Humanities and Social Sciences, Montclair State University, Montclair, NJ

6/19-Present PROFESSOR OF EDUCATIONAL FOUNDATIONS, Department of Educational Foundations, College of Education, Montclair State University, Montclair, NJ

2/18-Present ACADEMIC/MANAGING CO/EDITORS, *The Educational Forum,* Kappa Delta Pi,

 Co-Academic Editor & Managing Editor, *The Educational Forum,* Kappa

 Delta Pi, Taylor & Francis

* 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.
* 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.
* Curate 3 blogs per issue.

9/17-6/19 PROFESSOR OF SECONDARY AND SPECIAL EDUCATION Department of Secondary and Special Education, College of Education, Montclair State University, Montclair, NJ.

* Act as Deputy Chair of the Department (September, 2016-June, 2018)
* Teach undergraduate courses in Gender, Sexuality, and Women Studies.
* Teach graduate courses, graduate courses in the NMUTR program, the MAT program, and the Teacher Leadership Program, and doctoral courses such as Educational Equity and School Change, Implications of Race and Ethnicity in US Schools, and Democracy and Education.
* Mentor doctoral students and serve on their doctoral committees for the defense of their qualifying papers, dissertation proposals, and dissertations.
* Supervise student teachers at all grade levels. Conduct ongoing research.

9/06- 6/17 ASSOCIATE PROFESSOR OF SECONDARY AND SPECIAL EDUCATION Department of Secondary and Special Education, College of Education, Montclair State University, Montclair, NJ.

* Act as Deputy Chair of the Department (September, 2016-Present)
* Act as lead faculty for the secondary cohort of the Newark Montclair Urban Teacher Residency Program (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). (November, 2009-June, 2013)
* Teach undergraduate courses, graduate courses in the NMUTR program, the MAT program, and the Teacher Leadership Program, and doctoral courses such as Educational Equity and School Change, Implications of Race and Ethnicity in US Schools, and Democracy and Education.
* Mentor doctoral students and serve on their doctoral committees for the defense of their qualifying papers, dissertation proposals, and dissertations.
* Supervise student teachers at all grade levels. Conduct ongoing research.

9/01- 6/06 ASSISTANT PROFESSOR OF CURRICULUM AND TEACHING, Department of Curriculum and Teaching, College of Education, Montclair State University, Montclair, NJ. Teach undergraduate courses such as Initial Field Experience, Teacher, School and Society, Intermediate Field Experience, and Effective Teaching/Productive Learning (last three taught on-site at Grover Cleveland), and Professional Seminar. Teach graduate courses such as Strategies for Curriculum Change, Innovations in Teaching, Curricular and Social Dynamics of Schooling, and Leadership in Self-Study and Action Research. Teach doctoral courses such as Implications of Race and Ethnicity in US Schools and Democracy and Education. Supervise student teachers at all grade levels. Mentor students in their culminating activities. Act as liaison for a Professional Development School Partnership with Grover Cleveland Middle School. Serve on student doctoral committees. Conduct ongoing research.

8/98-8/01 ASSISTANT PROFESSOR OF EDUCATION, Education Department, Professional Programs, Wagner College, Staten Island, NY. Act as a liaison to schools in the district, coordinating the student teaching and clinical practice for the entire education department. Graduate and undergraduate teaching, advising, and research; courses and seminars taught include, Middle School Methods that includes Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills (half of the semester taught on site at a public school), Interdisciplinary Curriculum/Team Teaching, Middle Level Concept, Literature for Early and Middle Childhood, Assessment and Intervention Strategies for Teaching Students with Reading Difficulties, Advanced Studies of Literacy, Supervision of Student Teachers, Student Teaching Seminar, and Educating Young Investors (Special Topics).

8/97-8/98 ADJUNCT PROFESSOR, Department of Humanities, J. Sargeant Reynolds Community College, Richmond, VA. Taught Developmental/Critical Reading classes, which focus on the development of reading and study strategies for academic texts. Also taught English as a Second Language Writing and Reading Workshops, which emphasize both the writing and reading process for advanced ESL students.

8/97-8/98 PRIVATE TUTOR, Richmond, VA. Tutored 6-12 grade students in all subjects, especially content area literacy strategies, math, language arts and Spanish.

8/95-5/97 GRADUATE TEACHING ASSOCIATE, Department of Language, Reading, and Culture, College of Education, University of Arizona, Tucson, AZ. Taught LRC 435, an undergraduate, preservice teaching course titled Literacy in a Multicultural Classroom, which emphasizes literacy and multiculturalism across the content areas in secondary education.

1/95-5/97 ADJUNCT INSTRUCTOR, Department of Reading, Pima Community College, Tucson, AZ. Taught Reading 81/91, which focuses on the development of reading and study strategies for academic texts.

1/95-5/97 RESEARCH ASSISTANT, Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ. Assisted Drs. Kenneth and Yetta Goodman with editing and research of manuscripts, publications,

 and course and presentation materials, organize professional library, and

 assist with professional correspondence.

7/95 GRADUATE INTERN, Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ. Taught LRC 595a, a graduate course entitled Exploring the Writing Process, which discusses teaching beliefs about the writing process and its implementation in the classroom for teachers K-12. Co-taught this course with Dr. Dana Fox.

8/94-5/95 GRADUATE ASSISTANT, Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ. Taught LRC 197a, an undergraduate course entitled Investigating Learning Strategies, which focuses on the reading, writing, and research strategies necessary for undergraduate coursework.

9/89-6/94 FRENCH AND SPANISH INSTRUCTOR, Lincoln Academy, New York, NY. Taught French and Spanish to students in grades 6-8.

8/93-6/94 FRENCH AND SPANISH TUTOR, New York, NY. Tutored students in grades 9-12 in French and Spanish after school.

6/89-8/89 ESL INSTRUCTOR, Quest Program, Washington International School, Washington DC. Taught English as a Second Language to international students in grades 6-12.

# TEACHING

### **Montclair State University**

Spring, 2022 Sabbatical

 Dissertation Defense, Chair (Sa-Qwona Clark)

 Dissertation Defense, Committee (Cyrene Crooms)

Doctoral Proposal Defense, Chair (Katie Whitley, Necole Jadick, Lisa Kenny, Kate Meza Fernandez)

Fall, 2021 TETD 804 Equity and School Change (Doctoral)

 Doctoral Proposal Defense, Chair (Chedia Ayari, Michael Diamond)

 Dissertation Defense, Chair (Rachel Ginsberg)

 Doctoral Proposal Defense Committee Member (Suzanne Poole)

Summer, 2021 Doctoral Independent Studies (Necole Jadick & Michael Diamond)

Spring, 2021 Intro to LGBTQ+ Studies (Undergraduate)

 Senior Seminar in Gender, Sexuality, and Women Studies (Undergraduate- Independent Study)

 Doctoral Independent Study (Kelly Lormand)

 Dissertation Defense, Chair (Kelly Lormand & Janice Marsili)

 Dissertation Defense (Stephanie Tarnowski, Tom D’Elia)

Fall, 2020 Gender and Education (Undergraduate)

 Intro to Gender, Sexuality, and Women Studies (Undergraduate)

 Qualifying Paper (Laurie Summer)

 Dissertation Defense, Chair (Graziela Lobato-Creekmur)

 Dissertation Defense (Candice Chiavola, Jacqueline Stone)

Summer, 2020 Critical Feminisms (Doctoral Elective)

 817 Independent Study (Doctoral- 4 students)

Spring, 2020 Senior Seminar in Gender, Sexuality, and Women Studies (Undergraduate)

 Dissertation Defense, Chair (Ellen Cahill, Angela Pack, Kristen Trabona, Keisha Wint)

 Dissertation Proposal Defense (Rachel Ginsberg & Kelly Lormand)

Fall, 2019 Gender and Education (Undergraduate)

 TETD 804 Equity and School Change (Doctoral)

 Doctoral Independent Studies (Kelly Lormand & Rachel Ginsberg)

 Dissertation Thesis Reader (Simon Kingston Lindsay)

 Monash University, Melbourne, Australia)

Spring, 2019 Intro to Gender, Sexuality, and Women’s Studies (Undergraduate)

 Supervise Student Teacher (1)

 Doctoral Independent Study (Kelly Lormand)

 Dissertation Defense (Jacqueline Dauplaise)

 Dissertation Proposal Defense (Janice Marsili)

 Dissertation Proposal Defense (Sa-Qwona Clark)

Fall, 2018 Intro to Gender, Sexuality, and Women’s Studies (Undergraduate)

 Supervise Student Teachers (6)

 Dissertation Proposal (Graziela Lobato, Sa-Qwona Clark, Janice Marsili)

Dissertation Proposal Defense (Graziela Lobato, Cyrene Crooms, Keisha Wint)

 Doctoral Independent Study (Chedia Ayari)

Summer, 2018 Educational Equity and School Change (Doctoral)

 Dissertation Proposal Defense (Jackie Dauplaise)

 Dissertation Defense (Lynn Bravewomon, CSU- East Bay)

Spring, 2018 Clinical Practice I (Graduate)

 Clinical Practice II Supervision (Graduate)

 Dissertation Proposal (Janice Marsili, Graziela Lobato, Sa-Qwona Clark)

 Qualifying Paper (Keisha Wint)

Dissertation Proposal Defense (Candice Chiavola, Stephanie Tarnowski, Ellen Cahill)

 Doctoral Independent Study (Janice Marsili)

 Supervise Student Teachers (2)

Fall, 2017 Gender and Sexuality in Teacher Education (Doctoral)

Advanced Seminar in Inclusive Pedagogy (Graduate)

Qualifying Paper Completed (Janice Marsili, Jackie Dauplaise)

Dissertation Proposal Defended (Kristen Trabona, Lynn Bravewomon (CSU- East Bay)

Dissertation Defense (Laura Ripley, Brenna Bohnny)

 Dissertation Proposal (Ellen Cahill)

Doctoral Independent Study (Rachel Ginsburg, Bridget Looney, Necole Jadick, Jose Celis)

Summer, 2017 Educational Equity and School Change (Doctoral)

Qualifying Paper (Janice Marsilli)

Doctoral Independent Study (LaChan Hannon, Keisha Wint)

Spring, 2017 Seminar in Inclusive Pedagogy (Graduate)

 Clinical Practice I (Graduate)

 Dissertation Proposal (Angela Pack, Kristen Trabona)

 Qualifying Paper (Sa-Qwona Clark, Stephanie Tarnowski)

 TETD Practicum (Independent Study: Janice Marsilli & Ellen Cahill)

Fall, 2016 Advanced Seminar in Inclusive Pedagogy (Graduate)

 Supervise Student Teachers (3)

 Dissertation Defense (Melissa Collucci)

 Dissertation Proposal (Angela Pack, Kristen Trabona)

 Qualifying Paper completed (Kristen Trabona, Graziela Lobato)

 Qualifying Paper (Sa-Qwona Clark, Graziela Lobato)

Summer, 2016 Educational Equity and School Change (Doctoral)

 Dissertation Proposal (Angela Pack)

Qualifying Paper (Sa-Qwona Clark, Graziela Lobato, Kristen Trabona)

Spring, 2016 Teaching for Learning 1 (Graduate)

 Fieldwork (Graduate- 22 students))

 Dissertation Defense (Michael Ryan)

 Dissertation Proposal Defense (Laura Gerard)

Qualifying Paper completed (Angela Pack)

Qualifying Paper in Progress (Sa-Qwona Clark, Graziela Lobato, Kristen Trabona)

Fall, 2015 Fieldwork (Graduate-15 students)

 Teacher Leadership (Doctoral Seminar)

Supervise Student Teachers (3)

Qualifying Paper in Progress (Sa-Qwona Clark, Angela Pack)

Dissertation Advisement (Michael Ryan)

Dissertation Defense (Katrina Macht)

Summer, 2015 Educational Equity and School Change (Doctoral)

 Doctoral Independent Study (Kristen Trabona)

Qualifying Paper in Progress (Sa-Qwona Clark, Angela Pack)

Dissertation Advisement (Michael Ryan, Katrina Macht)

Spring, 2015 Teaching for Learning Two (Graduate)

 Student Teaching (Graduate-7students)

 Doctoral Independent Study (Sa-Qwona Clark)

Dissertation Advisement (Michael Ryan, Katrina Macht)

 Dissertation Proposal Defense (Melissa Collucci)

Fall, 2014 Teaching for Learning One (Graduate)

 Fieldwork (Graduate-15 students)

 Doctoral Independent Study (Angela Pack)

Dissertation Advisement (Michael Ryan, Katrina Macht)

Dissertation Defense (Sabrina MisirHiralall)

Summer, 2014 Educational Equity and School Change (Doctoral)

 Doctoral Independent Study (Angela Pack)

 Doctoral Independent Study (Sara Wasserman)

Spring, 2014 Supervision of 7 Student Teachers (Undergraduate)

 Professional Development and Teacher Learning (Doctoral)

 Doctoral Proposal Seminar (Mike Ryan)

Doctoral Proposal Seminar (Katrina Macht)

Dissertation Defense (Katie Strom)

Dissertation Defense (Marta Pires)

Fall, 2013 Sabbatical

 Qualifying Paper (Rabab Abi-Hanna)

Summer, 2013 Educational Equity and School Change (Doctoral)

 Doctoral Independent Study (Adrian Martin)

Doctoral Independent Study (Mike Ryan)

Doctoral Independent Study (Angela Pack)

Doctoral Independent Study (Gail Perry-Ryder)

Spring, 2013 Inquiry into Teaching and Schooling (UTR)

Doctoral Independent Study (Mike Ryan)

 Qualifying Paper (Mike Ryan)

 Qualifying Paper (Katrina Macht)

Fall, 2012 Inquiry into Knowledge, Learning and Schooling (UTR)

 Dissertation Proposal Defense (Sabrina MisirHiralall)

Summer, 2012 Educational Equity and School Change (Doctoral)

 Doctoral Independent Study (Katie Strom)

 Dissertation Proposal Defense (Katie Strom)

Spring, 2012 Inquiry into Teaching and Schooling (UTR)

 Dissertation Defense- Mara Buenaseda-Saludo

 Qualifying Paper- Katie Strom

Fall, 2011 Inquiry into Knowledge, Learning and Schooling (UTR)

Summer, 2011 Reflections on Teaching and Learning (UTR)

 Educational Equity and School Change (Doctoral)

Spring, 2011 Inquiry into Teaching and Schooling (UTR)

 Dissertation Defense- Marius Petric

Fall, 2010 Inquiry into Knowledge, Learning, and Schooling (UTR)

Summer, 2010 Leadership in Content and Instruction (Graduate)

 Field Experience in Content, Instruction and Curriculum (Graduate)

 Inquiry Into Knowledge, Learning, and Education (UTR)

Spring, 2010 Leadership in Self-Study and Action Research (Graduate)

 Dissertation Defense- Monica Glina

 Portfolio Defense- Marta Pires

Fall, 2009 Teaching for Learning 1 (Undergraduate)

 Leadership in Learning (Graduate)

Spring, 2009 Teaching for Learning (Graduate)

 Graduate Seminar (Graduate)

 Research Mentorship (Graduate)

 Student Teacher Supervision (Undergraduate)

 Dissertation Defense- Felix Ugwuozor

 Portfolio Defense- Irina Koroleva

Fall, 2009 Dynamics of Teacher Leadership (Graduate)

 Teaching for Learning (Graduate)

 Graduate Seminar (Graduate)

 Research Mentorship (Graduate)

Summer, 2009 Language and Literacy Across the Curriculum

 Leadership in Content and Instruction

 Field Experience in Content, Instruction and Curriculum

Spring, 2008 Effective Teaching/Productive Learning (Graduate and Undergraduate)

 Leadership in Self-Study and Action Research (Graduate)

 Doctoral Independent Study (Katrina Macht)

Fall, 2007 Effective Teaching/Productive Learning (Graduate and Undergraduate)

 Intermediate Field Experience (Graduate and Undergraduate)

 Democracy and Education (Doctoral)

Summer, 2007 Teacher, School, and Society (Undergraduates)

 Dissertation Defense- Nathan Brubaker

 Qualifying Paper (Emma Kabari)

Spring, 2007 Effective Teaching/Productive Learning (Graduate and Undergraduate)

 Supervision of Student Teacher (Undergraduate)

 Doctoral Independent Study (Emma Kabari)

Fall, 2006 Effective Teaching/Productive Learning (Graduate and Undergraduate)

 Intermediate Field Experience (Graduate and Undergraduate)

 Supervision of Student Teacher (Undergraduate)

 Doctoral Independent Study (Emma Kabari)

Summer, 2006 Teacher, School, and Society (Undergraduates)

 Democracy and Education (Co-taught Doctoral Course)

Spring, 2006 Effective Teaching/Productive Learning (Graduate and Undergraduate)

 Professional Seminar (Graduate and Undergraduate)

Curricular and Social Dynamics of Schooling (Graduate)

Two Doctoral Independent Studies (Emma Kabari & Nicola Crisp)

Doctoral Portfolio Defense- Emma Kabari

Fall, 2005 Intermediate Field Experience (Undergraduate and Graduate)

 Curricular and Social Dynamics of Teaching (Graduate- Two Sections)

 Supervise Two Culminating Activities (Graduate)

Summer, 2005 Teacher, School, and Society (Undergraduate)

 Doctoral Portfolio Defense – Nathan Brubaker

Spring, 2005 Effective Teaching/Productive Learning (Graduate and Undergraduate)

 Professional Seminar (Graduate and Undergraduate)

Curricular and Social Dynamics of Schooling (Graduate)

 Supervision of Student Teachers (Graduate and Undergraduate)

Doctoral Portfolio Defense- Felix Ugwuozor

Fall, 2004 Intermediate Field Experience (Undergraduate and Graduate)

 Curricular and Social Dynamics of Teaching (Graduate)

 Strategies for Curricular Change (Graduate)

 Supervision of Student Teachers (Graduate and Undergraduate)

Doctoral Independent Study on Negotiating Authority, Nathan Brubaker

Summer, 2004 Teacher, School, and Society (Undergraduate)

Spring, 2004 Effective Teaching/Productive Learning (Graduate and Undergraduate)

Professional Seminar (Graduate and Undergraduate)

Curricular and Social Dynamics of Schooling (Graduate)

 Supervision of Student Teachers (Graduate and Undergraduate)

Fall, 2003 Intermediate Field Experience (Graduate and Undergraduate)

Innovations in Teaching (Graduate)

 Social and Curricular Dynamics of Schooling (Graduate)

 Implications of Race and Ethnicity on US Schools (Doctoral)

Culminating Activity (Graduate) – Carol Stella – Inclusion Workshops as Professional Development

Summer 2003 Teacher, School, and Society (Undergraduate)

 New Jersey Consortium for Urban Teachers

Spring, 2003 Effective Teaching/Productive Learning (Undergraduate and Graduate) (2 Sections)

 Professional Seminar (Graduate and Undergraduate)

 Independent Study (Graduate) – Julie Camp – Innovations in Teaching

 Doctoral Portfolio Defense – Nadia Zabtcheva

 Doctoral Portfolio Defense – Mara Buenaseda-Saludo

Fall, 2002 Intermediate Field Experience (Graduate and Undergraduate)

Strategies for Curricular Change (Graduate)

 Effective Teaching/Productive Learning (Graduate and Undergraduate)

Professional Seminar (Graduate and Undergraduate)

Supervise Student Teachers (Graduate and Undergraduate)

Culminating Activity (Graduate) - Barbara Sax - Integrating the Arts Across the Curriculum

Summer, 2002 Teacher, School, and Society (Undergraduate)

 Implications of Race and Ethnicity on US Schools (Doctoral)

Spring, 2002 Intermediate Field Experience (Undergraduate)

 Strategies for Curricular Change (Graduate)

 Supervision of Student Teachers (Graduate and Undergraduate)

Fall, 2001 Initial Field Experience (Undergraduate)

 Intermediate Field Experience (Undergraduate- 2 sections)

 Supervision of Student Teachers (Undergraduate)

Culminating Activity (Graduate) – Rosemarie Orotelli – Developing a Middle School Mathematics Enrichment Program

# Wagner College

#### Spring, 2001 Middle School Methods (Undergraduate- 6 credits which included Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills)

 Advanced Studies of Literacy (Graduate)

 Supervision of Student Teachers (Undergraduate)

 Student Teaching Seminar (Undergraduate)

#### Fall, 2000 Middle School Methods (Undergraduate- 6 credits which included Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills)

 Interdisciplinary Curriculum/Team Teaching (Graduate)

 Supervision of Student Teachers (Undergraduate)

 Student Teaching Seminar (Undergraduate)

 Independent Study (Undergraduate) – Art as a Way of Knowing

#### Spring, 2000 Middle School Methods (Undergraduate- 6 credits which included Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills)

 Middle Level Concept (Graduate)

 Supervision of Student Teachers (Undergraduate)

 Student Teaching Seminar (Undergraduate)

 Educating Young Investors (Graduate) (Special Topics)

 Independent Study – (Graduate) – Dewey and Freire

#### Fall, 1999 Middle School Methods (Undergraduate- 6 credits which included Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills)

 Interdisciplinary Curriculum/Team Teaching (Graduate)

 Supervision of Student Teachers (Undergraduate)

 Student Teaching Seminar (Undergraduate)

Summer, 1999 Literature for Early and Middle Childhood (Graduate)

Assessment and Intervention Strategies for Teaching Students with Reading Difficulties (Graduate)

#### Spring, 1999 Middle School Methods (Undergraduate- 6 credits which included Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills)

 Middle Level Concept (Graduate)

 Supervision of Student Teachers (Undergraduate)

 Student Teaching Seminar (Undergraduate)

#### Fall, 1998 Middle School Methods (Undergraduate- 6 credits which included Middle Child: Curriculum and Strategies, Reading Diagnosis/Clinical Practice, Middle/Adolescent Funds of Reading, Middle Level Oral/Written Communication Skills)

 Interdisciplinary Curriculum/Team Teaching (Graduate)

 Supervision of Student Teachers (Undergraduate)

####  Student Teaching Seminar (Undergraduate)

# University of Arizona

Spring, 1997 Literacy in a Multicultural Classroom (Undergraduate)

Fall, 1996 Literacy in a Multicultural Classroom (Undergraduate)

Spring, 1996 Literacy in a Multicultural Classroom (Undergraduate)

Fall, 1995 Literacy in a Multicultural Classroom (Undergraduate)

Summer, 1995 Exploring the Writing Process (Graduate)

Spring, 1995 Investigating Learning Strategies (Undergraduate)

Fall, 1994 Investigating Learning Strategies (Undergraduate)

**PUBLICATIONS**

Published:

*Refereed Journal Articles:*

**Taylor, M. &** Klein, E. J. (2020). Dislodging patriarchal and academic

 boundaries: Dialoguing on trauma through text, email, and Facebook Messenger. *Taboo.*

Klein, E. J., **Taylor, M.,** & Forgasz, R. (2019). Using embodied practices with

 preservice teachers: Teaching and searching with the body. *Journal of*

 *Practitioner Research.*

**Taylor, M.**, Klein, E. J. & Boal, J. (2019). An interview with Julian Boal: The role of

 Theatre of the Oppressed to promote social activism. *The Educational Forum*

 *83*(4), 343–350.

Trabona, K., **Taylor, M.,** Klein, E. J., Munakata, M., & Rahman, Z. (2019). Collaborative professional learning: Cultivating science teacher leaders through vertical communities of practice. *Professional Development in Education* *45*(3), 472–487. <https://doi.org/10.1080/19415257.2019.1591482>

**Taylor, M.,** Klein, E. J., Munakata, M., Trabona, K., Rahman, Z. & McManus, J.

 (2018). Professional development for teacher leaders: Using activity theory to

 understand the complexities of sustainable change. *International Journal of*

 *Leadership in Education*.

Klein, E. J., **Taylor, M.,** Munakata, M., Trabona, K., Rahman, Z., & McManus J. (2018).

 Nurturing teacher leaders through actions and agency: An individualized science

 teacher leadership program. *Teacher Education Quarterly, 45*(2),89-112.

Klein, E. J. & **Taylor, M**. (2017). Distancing teaching practice: Learning through

 video for preservice teachers and mentors. *Studying Teacher Education 13*(3),

 312-330.

Bohnny, B., **Taylor M.**, Clark, S., D’Elia, S., Lobato, G., Tarnowski, S., & Wasserman,

 S. (2016). What happens in Vegas doesn't always stay in Vegas: Negotiating the

curriculum leads to agency and change. *Studying Teacher Education.* DOI: 10.1080/17425964.2016.1237352

**Taylor, M.,** Klein, E. J. & Carletta, L. (2016). Freezing out injustice: Using ICE to foster

 democratic inquiry in science classrooms. *The Kappa Delta Pi Record 52*(4), 170-

 173*.*

Pithouse-Morgan, K., Coia, L., **Taylor, M.,** Samaras, A. (2016). Creative engagement

 through polyvocal research jamming: A collective, artful self-study inquiry.

*LEARNing Landscape.* [*http://www.learninglandscapes.ca/images/documents/ll-*](http://www.learninglandscapes.ca/images/documents/ll-)*no18/pmorgan.pdf*

Ryan, M., **Taylor, M.,** Barone, A., Della Pesca, L., Durgana, S., Ostrowski, K., Piccirillo,

 T., Pikaard, K.(2016*).* Teacher as researcher, teacher as scholar, teacher as

 learner. *The New Educator*, DOI:10.1080/1547688X.2016.1144120

Klein, E. J., **Taylor, M.,** Onore, C. Strom, K., & Abrams, L. (2016). Exploring inquiry in the third space: Case studies of a year in the third space of an urban teacher residency program*. The New Educator, 12*(3), 243-268*.*

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)*.*

**Taylor, M.,** Klein, E. J. & Abrams, L. (2014). Tensions of re-imagining our roles as

teacher educators in a third space: Revisiting a co/autoethnography through a

faculty lens. *Studying Teacher Education, 10*(1), pp. 3-19.

Coia, L. & **Taylor, M**. (2013). Uncovering feminist pedagogy: A co/autoethnography.

 *Studying Teacher Education, 9*(1), 3-17.

Klein, E. J., Taylor, M., Onore, C., Strom, K., Abrams, L. W. (2013). Finding a third

space in teacher education: Creating the MSU/NPS urban teacher residency.

*Teaching Education 24*(1), 27-57*.*

**Taylor, M**., Goeke, J., Klein, E., Onore, C. & Geist, K. (2011). Changing leadership:

Teachers lead the way for schools that learn. *Journal of Teaching and Teacher Education 27,* 920-929.

Maloney, D. & Taylor, M. (2010). How can we motivate high school seniors in an

English class? *Talking Points 22*(1), 20-27.

Onore, C., Goeke, J., **Taylor, M.**, Klein, E. J. (Summer 2009). Teacher leadership:

Amplifying teachers’ voices. *Academic Education Quarterly, 13(2), 78-83.*

**Taylor, M**. & Otinsky, G. (2007). Becoming whole language teachers and social justice

agents: Pre-service teachers inquire with sixth graders. *International Journal of*

*Progressive Education, 3*(2) 59-71.

Taylor, M. & Otinsky, G. (2006). Embarking on the road to authentic engagement:

Investigating racism through interactive learning centers. *Voices from the Middle, 14*(1) 36-48*.*

Coia, L. & **Taylor, M**. (2003).Writing in the self: Teachers writing autobiographies as

a social endeavor. *National Reading Conference Yearbook, 2001,* (pp. 142-153). Oak Creek, WI: National Reading Conference, Inc.

**Taylor, M**., Coia, L., Gallassio, V., Giavannonne, J., Levanthal, A., Olah, D., & Premus,

 M. (2002). A pinch of old, a dash of new: Teachers blending their autobiographical voices. *Penn GSE: Perspectives on Urban Education, Summer, 2002.*

**Taylor, M**. (1997). Identity exploration through multiple sign systems: A case study of

Sylvia. *Arizona English Bulletin, 39* (2), 15-19.

**Taylor, M**. & Fox, D. L. (1996). Valuing cultural diversity. *English Journal, 85* (8), 87-

90.

*Editorial Statements:*

Taylor, M. & Klein, E. J. (2022). Editorial statement. *The Educational Forum 86*(3*).*

Klein, E. J. & Taylor, M. (2022). Editorial statement. *The Educational Forum 86(2).*

Taylor, M. & Klein, E. J. (2021). Editorial statement. *The Educational Forum 85*(3*).*

Taylor, M. & Klein, E. J. (2021). Editorial statement. *The Educational Forum 85*(2*).*

Klein, E. J. & Taylor, M. (2021). Editorial statement. *The Educational Forum 85*(1*),* 1-3*.*

Taylor, M. & Klein, E. J. (2020). Editorial statement. *The Educational Forum 84*(3*),* 197-199*.*

Klein, E. J. & Taylor, M. (2020). Editorial statement. *The Educational Forum 84*(2*),* 97- 99*.*

Taylor, M. & Klein, E. J. (2019). Editorial statement. *The Educational Forum 84*(1*),* 1-3.

Taylor, M. & Klein, E. J. (2019). Editorial statement. *The Educational Forum 83*(2*),* 1-3.

Taylor, M. & Klein, E. J. (2019). Editorial statement. *The Educational Forum 83*(1*),* 1-3.

Taylor, M. & Klein, E. J. (2018). Editorial statement. *The Educational Forum 82*(4),

387–389.

*Professional Non-Refereed Journal:*

Maloney, D., Moore, T. & Taylor, M. (2011). Grassroots growth: The evolution of a

teacher study group. *Journal of Staff Development, 32* (5), 46-49.

*Opinion Articles:*

Taylor, M. *(2019).* Volunteering at the border; 3 days of not enough in Brownsville, Texas. <https://www.romper.com/p/volunteering-at-the-border-3-days-of-not-enough-in-brownsville-texas-18553073>

Taylor, M. (2016). Monica Taylor speaks out against unjust and unacceptable testing regime. <http://garnpress.com/2016/monica-taylor-speaks-out-against-unjust-and-unacceptable-testing-regime/>

Taylor, M. (2015). Why I will not let my kids take the PARCC tests. *The Record.* [*http://www.northjersey.com/opinion/opinion-guest-writers/why-i-will-not-let-my-kids-take-parcc-tests-1.1273177*](http://www.northjersey.com/opinion/opinion-guest-writers/why-i-will-not-let-my-kids-take-parcc-tests-1.1273177)

*Blog:*

Taylor, M. (2018, December 3). Learning in the sandbox: Early childhood at its best. <https://blog.kdp.org/2018/12/03/learning-in-the-sandbox-early-childhood-at-its-best/>

**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/>

*Book:*

**Taylor, M.** (2017). *Playhouse: Optimistic stories of real hope for families with little children.* New York: Garn 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: Bold Visions Series.

*Edited Book:*

Kitchen, J., Berry, M., Bullock, S. M., **Taylor, M.**, Crowe, A., & Guojonsdottir, H. (Eds.) (2020). *International Handbook of Self-Study of Teaching and Teacher Education Practices*, Second Edition. Springer Press.

**Taylor, M.** & Coia, L. (Eds.) (2014). *Gender, feminism, and queer theory in the self-study of teacher education practices.* Rotterdam, The Netherlands:Sense Publishers.

**Taylor, M.** (Ed.) (2007). *Whole language teaching, whole hearted practice: Looking back, looking ahead.* New York: Peter Lang.

*Peer Reviewed Chapters:*

**Taylor, M.,** Fernandes, J., Jadick, N., Kenny, L., Lormand, K., Meza

Fernandez, K., Petrin-Wall, D., Pomponio, e., Summer, L., Valentine, M.,

Whitley, K., & Wright, J. (Invited, in press). Collectively caring: Co-creating a

critical feminist community of justice-oriented teacher educators**.** In A. Martin

(Ed.), *Self-Studies in Urban Teacher Education: Preparing U.S. Teachers to*

*Advance Equity and Social Justice*. Springer.

**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 leaders: 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* (pp. 91–108*).* Springer.

## **Taylor, M.** & Klein, E. J. (2020).Triggered by the Kavanaugh hearings: Unraveling trauma together and interweaving empathy into teacher education through dialogic personal writing. In C. Edge, B. Bergh, & A. Standerford (Eds.), *Textiles and tapestries: Self-study for envisioning new ways of knowing.* EdTech Books. Retrieved from

https://edtechbooks.org/textiles\_tapestries\_self\_study/chapter\_33

**Taylor, M.** & Diamond, M. (2020).The role of self-study in teaching and teacher education for social justice. In J. Kitchen et al. (Eds), *2nd International Handbook of Self-Study of Teaching and Teacher Education.* Springer International Handbooks of Education. Springer.

**Taylor, M.** & Coia, L. (2019). Co/autoethnography as a feminist methodology: A retrospective. In J. Kitchen, M. Berry, S. M. Bullock, M. Taylor, A. Crowe, H. Guojonsdottir & L. Thomas (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices*, Second Edition. Springer Press.

Martin, A. & **Taylor, M.** (2019). An intergenerational self-study of narrative reflections on literature, gender, and LGBTQ identities. In A. Martin & K. Strom (Eds.), Exploring gender and LGBTQ issues in K12 and teacher education: A rainbow assemblage (pp. 163–182). Information Age Publishing.

**Taylor, M.** & Klein, E. J. (2018). Tending to ourselves, tending to each other:

Nurturing feminist friendships to manage academic lives. In N. Lemon & S. McDonough (Eds.), *Mindfulness in the academy: Practices and perspectives from scholars* (pp. 99–111)*.* Springer Press.

**Taylor, M.**, Ayari, C., Kintish, R., Jedick, N., Lemley, J., Lormand, K., Tanis, J. & Weinstein, L. (2018). Using self-study to push binary boundaries and borders: Exploring gender and sexuality in teacher education. In D. Garbett & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy* (pp. 229-236). Herstmonceux, UK: S-STEP.

**Taylor, M.** & Forgasz, R. (2018). Crossing from the personal to the professional and back: Using 5Rhythyms dance meditation to explore our teacher education practices. In D. Garbett & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy* (pp. 115-124). Herstmonceux, UK: S-STEP.

Munakata, M., Klein, E. J., **Taylor, M.,** Rahman, Z., & Trabona, K. (2018). Growing our own: Fostering teacher leadership 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). Building an urban teacher residency in a third space

partnership. In S. Feinman-Nemser & M. Ben Peretz (Eds.), *Getting the teachers we need: International perspectives on teacher education* (pp. 85-96). New York: Rowman & Littlefield.

Coia, L. & **Taylor, M.** (2017). Let’s stay in the swamp: Poststructural feminist reflective practice. In R. Brandenburg, K. Glasswell, M. Jones & J. Ryan (Eds.), *Reflective theories in teacher education practices* (pp. 49-62)*.* Dordrecht, The Netherlands: Springer Press.

Berry, A. & **Taylor, M.** (2017). Personal experience methods in practitioner research. In D. Wyse, N. Selwyn, E. Smith, & L. E. Suter (Eds.), *The BERA/SAGE Handbook of Educational Research,* *2v.* (pp. 589-608). London: Sage.

Pithouse-Morgan, K., Coia, L. **Taylor, M.**, & Samaras, A.P. (2016). Polyvocal research jamming: A quartet enacting methodological inventiveness in self-study. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 27-35).

Herstmonceux, UK: S-STEP.

McDonough, S., Forgasz, R., Berry, M., & **Taylor, M.** (2016). All brain and still no body: Moving towards a pedagogy of embodiment in teacher education. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 433-440). Herstmonceux, UK: S-STEP.

Coia, L. & Taylor, M. (2009). Co/autoethnography: Exploring our teaching selves collaboratively. In D. Tidwell, M. Heston, L. Fitzgerald (Eds.), *Research methods for the self-study of practice* (pp. 3-16)*.* Dordrecht, The Netherlands: Springer Press.

Taylor, M. & Coia, L. (2009). Co/autoethnography: Investigating teachers in relation. In C. Lassonde, S. Gallman & C. Kosnik (Eds.), *Self-Study research methodologies for teacher educators* (`pp. 169-186)*.* Rotterdam, The Netherlands: Sense Publishers.

Taylor, M. & Otinsky, G. (2008). Preservice teachers and sixth graders explore social justice as a community of inquiry. In A. Samaras, C. Beck, A. Freese, & C. Kosnik (Eds), *Learning communities in practice.* Dordrecht, The Netherlands: Springer Press.

## Coia, L. & **Taylor, M.** (2007). From the inside out and from the outside in: Co/autoethnography as a means of professional renewal. In C. Kosnik, C. Beck, A. R. Freese & A. P. Samaras (Eds.), *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal* (pp. 19-33). Dordrecht, The Netherlands: Kluwer Press.

**Taylor, M.** & Coia, L. (2006). Revisiting feminist authority through a co/autoethnographic lens. In D. Tidwell & L. Fitzgerald (Eds.), *Self-study research and issues of diversity* (pp. 51-70)*.* Rotterdam: SensePublishers.

Taylor, M. & Coia, L. (2006). Complicating our identities as urban teachers: A co/autoethnography.In J. Kincheloe, P. Anderson, K. Rose, D. Griffith, and K. Hayes (Eds.), *Urban Education: An Encyclopedia* (pp. 273-281)*.* New York: Greenwood Press.

*Chapters:*

**Taylor, M.** & Coia, L.(2014). Addressing gender, feminism, and queer theory through self-study of teacher education practices: A literature review. In M. Taylor & L. Coia (Eds.), *Gender, feminism, and queer theory in self-study of teacher education practices* (pp. 11-30). Rotterdam, the Netherlands: Sense Publisher.

Coia, L. & **Taylor, M.** (2014). A co/autoethnography of feminist teaching: Nomadic jamming into the unpredictable. In M. Taylor & L. Coia (Eds.), *Gender, feminism, and queer theory in self-study of teacher education practices* (pp. 157-170). Rotterdam, the Netherlands: Sense Publisher.

**Taylor, M.** & Otinsky, G.(2007)**.** What does social justice have to do with us? Sixth graders and pre-service teachers inquire collaboratively. In R. A. Goldstein (Ed.) *Useful Theory: Making critical education practical* (pp. 65-81).New York: Peter Lang.

**Taylor, M.** & Otinsky, G. (2007). Whole language is about social justice. In M. Taylor (Ed.), *Whole language teaching, whole hearted practice: Looking back, looking ahead.* New York: Peter Lang.

*Monograph:*

**Taylor, M.** & Otinsky, G. (2007). Finding their social justice lens: Pre-service teachers inquire alongside sixth graders. *Democracy and civic engagement: Implications for teacher preparation and a national agenda for inquiry.* Washington, D.C.: American Association of State Colleges and Universities.

*Peer-Reviewed Conference Proceedings:*

Abi-Hanna, R., Abrams, L., Brubaker, N., Clemans, A., Coia, L., Dacey, C., Dauplaise, J., Forgasz, R., Hamilton, M.L., Kitchen, J., Kuzmic, J., Pinnegar, S., Strom, K., **Taylor, M.**, & Tidwell, D. (2014). *Given our past, what is our future? An interactive dialogue on gender, feminism, and queer theory in self-study.* In A. Ovens & D. Garbett (Eds.), *Proceedings of the 10th International Conference on Self Study of Teacher Education Practices*, East Sussex, England. Auckland, New Zealand, University of New Zealand.

Tidwell, D., Farrell, J., Brown, N., **Taylor, M**., Coia, L., Abihanna, R., Abrams, L., Dacey, C., Dauplaise, J. & Strom, K. (2012). Presidential Session: The transformative nature of self-study. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices* (pp. 15-16), East Sussex, England. Provo, UT: Brigham Young University.

**Taylor, M.** & Coia, L. (2012). What do you mean you’re a feminist? A co/autoethnographic self-study of feminist pedagogy. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices* (pp. 276-279), East Sussex, England. Provo, UT: Brigham Young University.

**Taylor, M.,** Abrams, L., Klein, E., Wray, S., Cordero, E., Silva, J. , Famularo/Blazquez, T., Scipio, M., Scott, K., Panitch, A., Romney, W., Brown, C., Barzaga, B., Mooney, E., Rozek, T., Lidman, L., Abreu, I., Monteiro, A., Rincon, R., Strom, K. (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*, (pp. 272-275), East Sussex, England. Provo, UT: Brigham Young University.

Abrams, L. W., Abihanna, R., Bess, N., Collucci, M., Dacey, C., Dauplaise, J., Mastellone, S., Strom, K., & **Taylor, M.** (2012). “I am what I am not yet”: Becoming teacher educators and change agents. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Proceedings of the 9th International Conference on Self Study of Teacher Education Practices*, (pp. 17-20), East Sussex, England. Provo, UT: Brigham Young University.

**Taylor, M.** & Coia, L. (2010). Beyond classroom walls: Using self-study to understand our roles as educational researchers in schools. In L. B. Erickson, J. R. Young, S. Pinnegar (Eds.), *Navigating the public and private: Negotiating the diverse landscape of teacher education.* Proceedings of the 8th International Conference on Self-Study of Teacher Education Practices, Herstmonceaux Castle, East Sussex, England (pp. 253-256).

Provo, UT: Brigham Young University.

Taylor, M., Coia, L., Hopper, T., Sanford, K., Smolin, L., & Crafton, L. (2006). Making collaboration explicit in self-study research in teacher education. In L. M. Fitzgerald, M. L. Heston, D. L. Tidwell (Eds.), *Collaboration and community: Pushing boundaries through self-study.* Proceedings of the Sixth International Conference on Self-Study of Teacher Education Practices, Herstmonceaux Castle, East Sussex, England (pp. 247-251). Cedar Falls, IA: University of Northern Iowa.

Coia, L. & Taylor, M. (2006). Moving closer: Approaching educational research through a co/autoethnographic lens. In L. M. Fitzgerald, M. L. Heston, D. L. Tidwell (Eds.), *Collaboration and community: Pushing boundaries through self-study.* Proceedings of the Sixth International Conference on Self-Study of Teacher Education Practices, Herstmonceaux Castle, East Sussex, England (pp. 59-62). Cedar Falls, IA: University of Northern Iowa.

Coia, L. & Taylor, M. (2004). What is at risk here? Recasting feminist authority through the lens of the past. In D. L. Tidwell, L. M. Fitzgerald, & M. L. Heston (Eds.), *Journeys of hope: Risking self-study in a diverse world.* Proceedings of the Fifth International Conference on Self-Study of Teacher Education Practices, Herstmonceaux Castle, East Sussex, England (pp. 59-62). Cedar Falls, IA: University of Northern Iowa.

Coia, L. & **Taylor, M.** (2002).Autobiography and community: An exploration of the use of autobiographical reflection by and with teachers. In C. Kosnik, A. Samaras, & A. Freese (Eds), *Making a Difference in Teacher Education Through Self Study*. Conference Proceedings of the Fourth International Conference on Self-Study of Teacher Education Practices, Herstmonceaux Castle, East Sussex, England. Toronto, Canada: OISE, University of Toronto.

*ERIC Documents:*

**Taylor, M.** & Coia, L. (2001). *Future perfect: Reflecting through personal narrative.* ERIC ED 456457.

Johnson, H., Freedman, L., **Taylor, M.**, & Fallona, C. (1997). *The subject/object dilemma in gender and literacy research: Self disclosure and its analysis.* ERIC ED 416449.

*Works in Progress:*

Limbere, A., Munakata, M., **Taylor, M.** & Klein, E. J. (Revise and resubmit). 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.*

Munakata, M., Limbere, A., **Taylor, M.** & Klein, E.J. (Submitted). Exploring the

 tensions science teachers navigate as they enact their visions for science teaching:

 what their feedback can tell us. *Journal of Professional Development in Education.*

**Taylor, M.** & Klein, E. J. (Proposal submitted and accepted to Myers Education Press). *Our bodies tell the stories: Using co/autoethnography to disrupt the patriarchy in our lives and in our classrooms.*

# REFEREED SCHOLARLY PRESENTATIONS

4/21 ***Exploring Experienced Science Teachers' Vision for Science Teaching.* Paper accepted to be presented at NARST Annual Conference.**

4/21 *Volcanic disruptions: On the intersectional synergy of Theatre of the Oppressed and teacher education.* Paper accepted to be presented at American Educational Research Association.

4/21 *Science teaching and learning: Student discourse and argumentation.* Paper accepted to be presented at American Educational Research Association.

7/18 *Using self-study to push binary boundaries and borders: Exploring gender and sexuality in teacher education.* Paper presented at the 12th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

7/18*Crossing from the personal to the professional and back: Using 5Rhythyms dance meditation to explore our teacher education practices.* Paper presented at the 12th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

4/18 *Examining the past to understand the future: Tracing teacher leadership from the progressive education movement to the present.* Paper presented atAmerican Educational Research Association, New York, NY.

4/18 *What Do Emerging Science Teacher Leaders Talk About?: Unpacking Feedback in a Vertically Aligned Professional Learning Community.* Paper presented atAmerican Educational Research Association, New York, NY.

6/17 *Noticing, naming, acknowledging, and enacting: A collaborative self-study of*

 *embodied pedagogy in teacher education practice.* Paper presented at Paper

 presented at the International Study Association on Teachers and Teaching Conference in Salamanca, Spain.

6/17 *Using embodied practices with preservice teachers.* Paper presented at Paper

 presented at the International Study Association on Teachers and Teaching Conference in Salamanca, Spain.

4/17 *Collaborative professional learning: Cultivating science teacher leaders through vertical learning communities.* Paper presented at American Educational Research Association, San Antonio, Texas.

4/17 *Feedback and reflection in vertically aligned PLCs.* Paper presented at National Association for Research in Science Teaching, San Antonio, Texas.

3/17 *Navigating teacher leader identities through vertical teams.* Paper presented at the International Teacher Leadership Conference, Miami, Florida.

8/16 *All brain and still no body: Moving towards a pedagogy of embodiment in teacher education.* Paper presented at the 11th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

8/16 *Polyvocal research jamming: A quartet enacting methodological inventiveness in self-study.* Paper presented at the 11th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

4/16 *Nurturing teacher leaders through actions and agency: A differentiated science teacher leadership program.* Paper presented at the American Educational Research Association, Washington D.C.

4/15 *What Happens in Vegas Doesn't Always Stay in Vegas: Negotiating the Curriculum Leads to Agency.* Paper presented at the American Educational Research Association, Chicago, IL.

4/15 *In a Different Context: A Feminist Co/Autoethnography of The First Day of Class.* Paper presented at the American Educational Research Association, Chicago, IL.

4/15 *Fostering Science Teacher Leadership for Sustainable Change.* Paper presented at the American Educational Research Association, Chicago, IL.

4/15 *Toward urban teaching for justice: Admissions to an urban teacher residency program.* Paper presented at the American Educational Research Association, Chicago, IL.

2/15 *Owning our professional development: Becoming teacher leaders.* Paperpresented at the 2015 Penn Urban Ethnography Conference, Philadelphia, PA.

8/14 *Given our past, what is our future? An interactive dialogue on gender, feminism,*

 *and queer theory in self-study.* Paper presented at the 10th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

4/14 *Teacher as Researcher, Teacher as Scholar, and Teacher as Leader.* Paper presented at the American Educational Research Association, Philadelphia, PA.

4/14 *Negotiating the boundaries as third space educators: Faculty and mentor 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.

4/14 *Inquiring and facilitating inquiry with students: Residents develop a social justice teaching stance*. Paper presented at the American Educational Research Association, Philadelphia, PA.

7/13 *Enacting feminist pedagogy in the 21st Century: A*

*Co/autoethnographic self-study.* Paper presented at the International Study

Association on Teachers and Teaching Conference in Ghent, Belgium.

7/13 *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 on Teachers and Teaching Conference in Ghent, Belgium.

4/13 *What makes practice feminist? A co/autoethnographic self-*

*study.* Roundtable paper presentation at the 2013 American Education Research

 Association, San Francisco, CA.

4/13 *Building systemic and sustainable change in a third space: A Multidimensional view of an Urban Teacher Residency Program.* Paper symposium presented at the 2013 American Educational Research Association, San Francisco, CA.

2/13 *Building reflective practice together in an urban teacher residency program: Mentors, faculty, and residents design protocols to examine video artifacts of teaching.* Paperpresented at the 2013 Penn Urban Ethnography

Conference, Philadelphia, PA.

8/12 Presidential Session: The transformative nature of self-study. 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.

8/12 *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.

8/12 *What do you mean you’re a feminist? A co/autoethnographic self-study of feminist pedagogy.* 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.

8/12 *“I am what I am not yet”: Becoming Teacher Educators and Change Agents.* 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.

4/12 *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.* Symposium for the American Educational Research Association, Vancouver, Canada.

2/12 *Shape Shifting or Becoming Third Space Teacher Educators?: A Co/Autoethnographic Self-Study of Mentors and Faculty.* Paperpresented at the 2012 Penn Urban Ethnography Conference, Philadelphia, PA.

2/12 *The praxis of inquiry: Teacher education in the third space.*  Paperpresented at the 2012 Penn Urban Ethnography Conference, Philadelphia, PA.

2/12 *“I am what I am not yet”: Becoming Teacher Educators and Change.* Paper presented at the 2012 Penn Urban Ethnography Conference, Philadelphia, PA.

10/11 *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.

04/11 *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.

04/11 *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?* Symposium presented at the meeting of the American Educational Research Association, New Orleans, LA.

02/11 *Developing an Urban Teacher Residency in Dynamic Times and Spaces: The MSU/NPS UTR as a Third Space in Teacher Education.* Presented a paper at the 2011 Penn Urban Ethnography Conference, Philadelphia, PA.

02/11 *Being one’s self in a research relationship: Using co/autoethnography to understand relationships in the field.* Paper presented at the 2011 Penn Urban Ethnography Conference, Philadelphia, PA.

11/10 *The Power of voice: Teaching reading and writing as tools for social change.*

Panel of papers presented at the National Council for Teachers of English

 Conference, Orlando, Florida.

08/10 *Beyond classroom walls: Using self-study to understand our roles as educational researchers in schools.* Paper presented at the 8th International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

04/10 *Changing leadership: Teachers lead the way for schools to learn.* Paper presented at the American Educational Research Association Conference, Denver, CO.

11/09 *Finding One’s Voice as a Teacher Leader: Reading Between the Lines through*

*Action Research and Self-Study.* Paper presented at the National Council for Teachers of English Conference, Philadelphia, PA.

11/09 *Why Is Our Community So Polluted?: Second Graders Read Between the Lines.*

Paper presented at the National Council for Teachers of English Conference, Philadelphia, PA.

10/09 *Finding Our Voices as Teacher Leaders Through Action Research and Self-*

*Study.*Paper presented at the National Network for Educational Renewal Conference, Seattle, WA.

01/09 *Investigating Environmental Racism in Hunts Point: First Graders Engage in Community Inquiry.* Paper presented at the Montclair State University Advance, sponsored by the MSUNER, Montclair State University, Montclair, NJ.

11/08 *Generating Literacy and Inquiry Grounded in the Lives of First Graders from the South Bronx.* Paper presented at the National Council for Teachers of English, San Antonio, TX.

07/08 *Grounding Literacy Inquiries in the Lives of First Graders.* Paper presented at the Whole Language Umbrella Conference, Tucson, AZ.

07/07 *Becoming Social Justice Agents: Pre-Service Teachers Inquire with Sixth Graders*

*Pre-Service Teachers’ Reflections.* Paper presented at the Whole Language Umbrella Conference, Louisville, KY.

04/07 *Am I being fair to you?* Paper presented at the 2007 AERA conference with

Lesley Coia. Chicago, Il.

02/07 *Sixth Graders and Pre-Service Teachers Explore Issues of Social Justice through Collaborative Inquiry.* Paper presented at the 2007 University of Pennsylvania Urban Ethnography Conference. Philadelphia, PA.

07/06 *Making collaboration explicit in self-study research in teacher education.* Paper presented at the Sixth International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

07/06 *Moving closer: Approaching educational research through a co/autoethnographic lens.* Paper presented at the Sixth International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

11/05 *Whole language teaching as social justice practice: Looking back, looking forward.*  Paper presented at the National Council for Teachers of English Conference, Pittsburgh, PA.

10/05 *Marinating Sixth Graders and Pre-Service Teachers as Social Justice Activists:*

*Creating Long Term Collaborative Communities of Inquiry.* Paper presented at the National Network for Educational Renewal, Myrtle Beach, South Carolina.

07/05 *Whole Language Teaching is Whole Hearted Activism.*Paper presented at the Whole Language Umbrella Conference of the National Council for Teachers of English San Diego, CA.

06/05 *What Does Social Justice Have To Do With Us?: Constructing an Inquiry Community of Sixth Graders and Pre-Service Teachers .* Paper presentedat the New Jersey Network for Educational Renewal Summer Conference with Gennifer Otinsky, Montclair, NJ.

04/05 *Self-Study Research in Teacher Education as a Basis for Personal, Professional, and Program Development.* Paper presented at 2005 American Education Research Association conference with Lesley Coia, Montreal, Canada.

03/05 *PDS As A Collaborative Community of Inquiry: Multi-Level Scaffolding to*

*Promote Social Consciousness*. Paper presented at the 2005 Professional Development Schools National Conference with Gennifer Otinsky, Orlando, FL.

02/05 *From Hecklebush to teaching: Finding voice through collaboration.* Paper presented at the 2005 University of Pennsylvania Urban Ethnography Conference with Lesley Coia, Philadelphia, PA.

02/05 *Nurturing agents of change: Pre-service teachers and sixth graders explore racism collaboratively through inquiry.* Paper presented at the 2005 American Association for Colleges of Teacher Education, Washington D.C..

# 12/04 *Examining racism with fresh eyes: Sixth graders and pre-service teachers scaffold together to become agents of change.* Paper presented at the 2004 National Reading Conference with Gennifer Otinsky, San Antonio, TX.

# 10/04 *Becoming a change agent is a joint venture: Sixth graders and pre-service teachers examine racism as a vehicle for nurturing citizenship.* Paper presented at the 2004 National Network for Educational Renewal Conference, St. Louis, MO.

06/04 *What is at risk here? Recasting feminist authority through the lens of the past.* Paper presented at the Fifth International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association, East Sussex, England.

4/04 *Self reflection as collaborative inquiry: Sixth graders and pre-service teachers examine relevant issues of social justice.* Paper presented at the 2004 American Education Research Association conference, San Diego, CA.

3/04 *Asking our own questions: PDS as a site for multi-layered inquiry.* Paper presented at the 2004 Professional Development Schools National Conference with Gennifer Otinsky, Orlando, FL.

2/04 *What does it mean to teach? An autoethnographic study of issues of authority and gender in three educators’ classrooms.* Paper presented at the University of Pennsylvania Urban Ethnography Conference with Lesley Coia, Philadelphia, PA.

2/04 *Inquiring minds want to know: Professional development schools as collaborative communities of inquiry.* Paper presented at the University of Pennsylvania Urban Ethnography Conference with Isabella D’Agostino, Philadelphia, PA.

12/03 *What does social justice have to do with us?: Constructing an inquiry community of sixth graders and pre-service teachers.* Paper presented at the National Reading Conference with Gennifer Otinsky, Scottsdale, AZ.

11/03 *Collaboration is contagious: Facilitating inquiry partnerships between sixth graders and pre-service teachers.* Paper presented at the National Council for Teachers of English with Gennifer Otinsky, San Francisco, CA.

12/02 *Urban child left behind: Teachers respond.*Paper presented at the National Reading Conference, Miami, Florida.

11/02 *Constructing our collaborative autobiographies in tandem: Writing our lives along side our students.* Paper presented at the National Council for Teachers of English Conference with Lesley Coia, Atlanta, Georgia.

10/02 *Autobiographical research: Issues arising from being the researcher and the researched in a democratic community.* Paper presented at the National Network for Educational Renewal, Parsippany, New Jersey.

08/02 *Autobiography and community: An exploration of the use of autobiographical reflection by and with teachers.* Paper presented at the Fourth International Conference on Self Study of Teacher Education Practices, a Special Interest Group of the American Educational Research Association by Lesley Coia, East Sussex, England.

03/02 *Cycling through the Lives of Teachers: Reflection and Change through Personal Narratives.* Paper presented at the National Council for Teachers of English Spring Conference with Lesley Coia, Portland, Oregon.

03/02 *What do we mean when we say “teacher”? Reorganizing the personal through collaborative writing.* Symposium Participants: Lesley Coia, Monica Taylor, Vinni Gallassio, Dave Olah, Maria Premus, Jeanine Giovannone, & Allison Leventhal.The Urban Ethnography Conference, Philadelphia, Pennsylvania.

03/02 *From Flies on the Wall to Eggs in the Batter*. The Urban Ethnography Conference, Philadelphia, Pennsylvania.

12/01 *Writing Teaching Autobiographies as a Social Endeavor.*Paper presented at the National Reading Conference with Lesley Coia, San Antonio, Texas.

11/01 *Future Perfect: Recreating the Classroom through Personal Narratives.* Paper presented at the National Conference for Teachers of English with Lesley Coia, Baltimore, Maryland.

11/01 *The Life Cycles of Teachers: Reflecting through Personal Narrative.*Paper presented at the Kappa Delta Pi Convocation with Lesley Coia, Orlando, Florida.

11/01 *Multiple Level Collaboration: Team Teaching in a Fourth Grade Classroom.* Paper presented at the Kappa Delta Pi Convocation, Orlando, Florida.

7/01 *Future Perfect: Reflecting through Personal Narrative.* Paper presented at the United Kingdom Reading Association with Lesley Coia, Canterbury, England.

6/01 *Future Perfect: Personal Narrative as a Way of Seeing.* Paper presented at the European Conference for Reading with Lesley Coia, Dublin, Ireland.

4/01 *Formalizing the Informal: Working Collaboratively in Professional Settings.* Paper presented at the Spring Conference of the New York State Association of Teacher Educators and the New York State Association of Colleges for Teacher Education with Lesley Coia, Wagner College student teachers, at Petrides cooperating teachers, Albany, New York.

3/20 *Developing Perspectives in a Diverse World: A Multiple Literacies Workshop.* Paper presented at the New Jersey Reading Association Spring Conference with Diane Porat, Parsippany, New Jersey.

4/99 *Creating Partnerships: Connecting through Teamwork.* Paper presented at the Spring Conference of the New York State Association of Teacher Educators and the New York State Association of Colleges for Teacher Education with Diane Porat, Albany, New York.

 3/98 *Gender, Ethnicity, and Class: Modes of Creating Identity.* National Council for Teachers of English Spring Convention, Albuquerque, NM.

3/98 *Gender and Literacy: A Self-Study of Educators’ Beliefs and Knowledge.* National Council for Teachers of English Spring Convention, Albuquerque, NM.

12/97 *Case Study Research in Adolescent Language and Literacy: Gender,Identity, and*

*Multiple Ways of Knowing.* National Reading Conference, Scottsdale, AZ.

11/97 *Adolescent Language and Literacy: Identity Exploration through Multiple Sign Systems.* National Council of Teachers of English Fall

Convention, Detroit, MI.

12/96 *The Subject/Object Dilemma in Gender and Literacy Research.* National Reading Conference, Charleston, SC.

11/96 *Exploring Cultural “Texts”: Case Studies of Students and Teachers in Multicultural Classrooms.* National Council of Teachers of English Fall Convention, Chicago, IL.

10/96 *Joining the Professional Conversation: Writing for Publication.* National Council of Teachers of English Southwest Regional Conference, Phoenix, AZ.

7/96 *Content Area Literacy in a Changing World: Theoretical and Practical Possibilities.* International Reading Association’s 16th World Congress on Reading, Prague, Czech Republic.

11/95 *Gender and Literacy: Representations of Educators’ Beliefs and Knowledge.* National Reading Conference, New Orleans, LA.

3/95 *Gender and Literacy: A Case Study of Educators’ Beliefs and Knowledge.* Ethnography in Education and Research Forum, Center for Urban Ethnography, University of Pennsylvania, Philadelphia, PA.

# WORKSHOPS

01/09 *Environmental Racism*, Advance, Montclair State University

07/08 *Social Responsibility Workshop,* Tenafly Schools

07/07 *Social Responsibility Workshop,* Tenafly Schools

09/06-06/07 *Teaching for Social Justice*, Playhouse Faculty and Staff

12/03 *Kickin It With the Crips,* an Early Childhood, Elementary Education and Literacy Forum

1/03 Co-Facilitator of *Classroom Management Workshop* in the Paterson District for grade 5 with Dr. Fran Greb

8/02-5/03 Co-Facilitator of *Learning Styles Professional Development Program* in the Caldwell/West Caldwell District for grades k-8 with Dr. Fran Greb

4/02 Co-Facilitator of the NJNER mini-course entitled “Language, Literacy and the Pursuit of Justice.”

04/02 *Autobiography as Democratic Practice.* Workshop presented at the Leadership Associates Program with Lesley Coia, Montclair State University, Montclair, New Jersey.

12/99 Presented *Team Teaching: Discussions of Theory and Practice* to parents and teachers at the Michael J. Petrides school in support of innovative teaching practice.

9/98 Conducted a workshop entitled *Motivating Middle Schoolers’ Mastery of Study Mechanics* for middle school teachers and parents at *The Steward School,* Richmond, VA

# HONORS, AWARDS, AND GRANTS

2019 *Community Engaged Learning Initiative, Bonner Foundation,* Princeton, NJ.

 Participant. Funding dates May 2019-2021. Total funded: **$18,000.00**

2017 *Wipro Science Teacher Leadership Fellowship program*in partnership with UMass Boston. Mika Munakata(PI), Jackie Willis, Emily Klein and Monica Taylor (Co-PIs). Funding dates June 2017-June 2021. Total to be funded:  **$280,000**

2017 Teacher Leadership Conference Best Paper Award: Academic for *Navigating Teacher Leader Identities through Vertical Teams.*

2017 Nomination for the International Study Association on Teachers and Teaching Outstanding Book Award for *A year in the life of a third space urban teacher residency* book.

2016 Nomination for the AERA Division K Exemplary Research in Teaching and Teacher Education Award for *A year in the life of a third space urban teacher residency* book.

2016 Nomination for the AACTE Outstanding Book Award, for *A year in the life of a third space urban teacher residency* book.

2016 Nomination for Grawemeyer Award, University of Louisville, for *A year in the life of a third space urban teacher residency* book.

2012 *Wipro Science Teacher Leadership Fellowship program*in partnership with UMass Boston. Mika Munakata(PI), Jackie Willis, Emily Klein and Monica Taylor (Co-PIs). Funding dates January 2013—December 2017. Total to be funded:  **$1.3M**

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

Study Group Title: Mentoring **$500.00.** Funded

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

 Study Group Title: Teacher Leadership **$500.00.** Funded

2005 *Richard C. Clark Partnership Award,* National Network for Educational Renewal, Seattle, WA

2004 Nominee, *National Graduate Teaching Award,* Montclair State University, Montclair, NJ

2003 *Inquiry Project Grant,* **$4,800.00**, New Jersey Network for Educational Renewal, Montclair State University, Montclair, NJ

2001 *Advisor Recognition Leadership Award,* Wagner College, Staten Island, NY

1997 Nominee, *Outstanding Graduate Associate Teaching Award,* College of Education, University of Arizona, Tucson, AZ.

1996 Nominee, *Outstanding Graduate Associate Teaching Award*, College of Education, University of Arizona, Tucson, AZ.

1996 *Graduate Tuition Scholarship*, **$4,056.00**. Department of Language, Reading, and Culture, College of Education, University of Arizona, Tucson, AZ.

1995 *Graduate Registration Scholarship,* **$1,884.00**. Department of Language, Reading, and Culture, College of Education, University of Arizona, Tucson, AZ.

1995 *Graduate Tuition Scholarship,* **$4,056.00**. Department of Language, Reading, and Culture, College of Education, University of Arizona, Tucson, AZ.

1994  *Graduate Tuition Scholarship,* **$4,056.00**. Department of Language, Reading, and Culture, College of Education, University of Arizona, Tucson, AZ.

1994 Taylor, M. & Taylor, L. *Linking the Community.* Co-proposed and received a

two year grant at Lincoln Academy, **$10,000.** Chase Active Learning Grant, Chase Manhattan, New York, NY.

**PROFESSIONAL ORGANIZATIONS AND SERVICE**

**Intramural Service**

9/21-Present *Chair,* College University Research Committee, *College of Education and*

 *Human Services,* Montclair State University, NJ

10/20-Present *Interviewer,* Undergraduate Candidates for Theatre Education, Montclair State University, NJ

09/19-Present *Chair*, Department Personnel Committee, *Department of Educational Leadership,* Montclair State University, NJ

09/17-06/19 *Chair*, Department Personnel Committee, *Department of Secondary and*

 *Special Education,* Montclair State University, NJ

4/17-Present Facilitator, Theater of the Oppressed Troupe, Montclair State University, NJ

11/16 *Panelist* for*The One That Got Away,* Montclair State University, NJ

09/16-6/18*Deputy Chair, Department of Secondary and Special Education,* Montclair

 State University, NJ

06/15- 6/18 *Chair, Social Justice Committee,* Montclair State University, NJ

03/15-9/16*Chair, Department Curriculum Committee,* Montclair State University, NJ

05/13-05/14*College Distinguished Teacher Committee,* Montclair State University, NJ

05/13-5/14*Career Development Committee,* Montclair State University, NJ

01/12-09/12*Doctoral Diversity Committee,* Montclair State University, NJ

02/11-Present *Doctoral Student Admissions,* Montclair State University, NJ

09/11-9/12 *Doctoral Council,* Montclair State University, NJ

10/09-06/13 *Lead Faculty in Residence, Newark/MSU Urban Teacher Residency*,

Montclair State University, NJ

10/09-04/10 *Doctoral Faculty Search Committee*, Montclair State University, NJ

09/09-06/13 *New Faculty Mentor,* Montclair State University, NJ

05/08-05/10*Advanced Programs Assessment Committee*, Montclair State University,

NJ

09/08-05/0-09 *Department Chair Search Committee, Chair*, Montclair State University,

NJ

06/08-01/10 *Masters in Teacher Leadership, Program Coordinator,* Montclair State

University, NJ

10/07-05/08 *Doctoral Council, Chair,* Montclair State University, NJ

6/07-6/13 MSUNER Dodge Grant Action Research Teams, Faculty Coordinator,

Montclair State University, NJ

10/05-6/07 *Graduate Council,* Montclair State University, NJ

06/05 *Technology Camp.* Montclair State University, NJ

9/02-12/02 Co-develop *NCATE Assessment Rubric for Strategies for Curricular*

*Change,* Montclair State University, NJ

8/02-Present *Interview candidates for English Education,* Montclair State University, NJ

6/02-12/02 Co-develop *NCATE Assessment Rubric for Intermediate Field Experience,*  Montclair State University, NJ

7/02 Participant in the *Summer Leadership Associates Program for the Educational Agenda for Democracy,* Montclair State University, NJ

9/01-12/09 *Faculty Professional Development School Liaison to Grover Cleveland Middle School,* Montclair State University, Montclair, NJ

9/01-Present *Faculty Advisor for Kappa Delta Pi*, Montclair State University, NJ

6/01 *Writing Assessment Project,* Wagner College, Staten Island, NY

8/99-8/01 *Mentor to New Faculty,* Wagner College, Staten Island, NY

9/99-8/01 *Assessment Committee*, Wagner College, Staten Island, NY

8/99-8/01 *Coordinator of Student Teaching and Clinical Practice,* Wagner College, Staten Island, NY

8/99-8/01 *Faculty Advisor for Kappa Delta Pi*, Educational Honor Society, Wagner College, Staten Island, NY

8/99-8/01 *Academic and Cultural Enrichment Committee*, Wagner College, Staten Island, NY

6/99-12/99 *Co-Facilitator of the Diversity Works Program*, Wagner College, Staten Island, NY

3/99-5/00 *Co-Advisor of the Diversity Club,* Wagner College, Staten Island, NY

3/99-8/01 *Middle States Committee-Outcomes and Assessment,* Wagner College, Staten Island, NY

8/98-8/01 *Educational Personnel Preparation Advisory Committee,* Wagner College, Staten Island, NY

8/98-8/01 *Teacher Education Program Unit Committee*, Wagner College, Staten Island, NY

8/98-8/01 *Women’s Caucus*, Wagner College, Staten Island, NY

8/95-5/97 *Student Affairs Committee****,*** Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ.

4/96-7/96 *Bureau of Indian Affairs Conference,* Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ. Assisted Drs. Kenneth and Yetta Goodman in organizing the conference.

2/96 *Ninth Annual LRC Colloquy,* Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ. Assisted in organizing the colloquy.

4/95-7/95 *Bureau of Indian Affairs Conference,* Department of Language, Reading, and Culture, University of Arizona, Tucson, AZ. Assisted Drs. Kenneth and Yetta Goodman in organizing the conference.

**Extramural Service**

08/21 Tenure and Promotion External Reviewer, Jori Beck, Old Dominion University, NJ

08/21 Book Reviewer, *Self-Study and Diversity,* Brill Press

07/21 Co-Facilitator *Just Mercy* Book Discussion, Verona Public Library, Verona, NJ

06/21 Promotion External Reviewer, Lynnette Mawhinney, Rutgers University, NJ

08/20 Promotion External Reviewer, Tricia Niesz, Kent State University, OH

06/20 Tenure External Reviewer, Lynnette Mawhinney, Rutgers University, NJ

02/20 Co-organized *MSU Theatre of the Oppressed Workshop*, Montclair State

 University, Montclair, NJ

06/19-Present Board Member of Planned Parenthood of Metro NJ, Montclair, NJ

02/19 Co-organized *MSU Theatre of the Oppressed Workshop*, Montclair State

 University, Montclair, NJ

01/19 Promotion Review- Dr. Bobbie Kabuto, Queens College, NY

06/18 Keynote Speaker, New Jersey Teacher Leadership Network, NJDOE

06/18 Keynote Speaker, Building Unity in Leadership Development (BUILD) Convening: Teacher Leadership, Induction and Retention, Montclair State University, Montclair, NJ

04/18-Present Co-Program Chair, Section Two: Teacher Leadership, Division K, AERA

02/18-Present Co-Academic Editor & Managing Editor, *The Educational Forum,* Kappa

 Delta Pi, Taylor & Francis

06/17 Co-*Hosted Foregrounding Justice in Youth Education* Conference,

 Montclair State University, Montclair. NJ

01/17 Promotion Review- Dr. Andrew Ratner, City College of New York, NY

08/16 Mistress of Ceremony, *Garn Press Readers Theater,* New York, NY

06/16 Promotion Review- Dr. Kathleen Pithouse- Morgan, University of KwaZulu-Natal, Durban, South Africa

04/16-2018 Co-Program Chair Self-Study SIG/AERA

03/16-Present Reviewer for *The New Educator*

03/16-Present Reviewer for *The Teacher Educator*

02/16 Promotion Review- Dr. Tom Del Prete, Clark University, Worchester,

 MA

10/15-Present Reviewer for the *Scandinavian Journal of Educational Research*

08/15 Promotion Review- Dr. Karen Reiss Medwed, Northeastern University, Boston, MA

06/15 Hosted Wipro Leadership Conference, Montclair State University, Montclair, NJ

06/15 Keynote Speaker with Dr. Emily Klein at the ISFTE Conference, Montclair, NJ

02/15 Organized and hosted Urban Teacher Education Conference, Montclair State University, Montclair, NJ

01/15 Visiting Scholar, Leiden University, Netherlands

12/15 Senior Reviewer, *Garn Press*

10/14-1/15 Hired as a consultant by NEA to develop Diversity, Educational Equity, and Cultural Competence Teacher Leadership Curricula for their Teacher Leadership Initiative (NEA, Center for Teacher Quality, Washington, D.C.

09/14 Promotion Review- Dr. Fanni Coward, Texas Tech University, Lubbock, Texas

09/14 Promotion Review- Dr. Julian Kitchen, Brock University, Ontario, Canada

08/14 Promotion Review- Dr. Allie Clemans, Monash University, Melbourne, Australia.

5/14 Visiting Scholar, Monash University, Melbourne, Australia.

11/14 Grant Reviewer for South African National Research Foundation

09/13-Present Guest Reviewer for *Perspectives in Education*, University of KwaZulu-Natal, Durban, South Africa

10/13 Research Paper Discussion, Stellenbosch University, Capetown, South Africa

09/13-Present Reviewer for *Journal of Teacher Education*

09/12-7/13 Textbook reviewer, Bridgeport Education

04/13-Present Interim Steering Committee, Metropolitan Academics for Democracy and Justice in Education (MADJE)

04/13 *S-STEP Methodology Workshop,* Invisible College, AERA, San Francisco, CA

04/12 *What is the Third Space*, Invisible College, AERA, Vancouver, Canada

04/12 *Self-Study Methodology Panel*, Invisible College, AERA, Vancouver, Canada

04/11 *Forget about reform: Think about revolution* workshop, Invisible College, AERA, New Orleans, LA

04/11-Present Reviewer for *Studying Teacher Education: A Journal of Self-Study of Teacher Education Practices*

04/11-Present Reviewer for *Teaching and Teacher Education*

03/09-03/10 Professional Development on Differentiated Instruction, Bloomfield

 Middle School, NJ

05/08-6/09 Professional Development on Learning Centers, School #15, Paterson, NJ

03/07-03/08 Evaluator for *Write On Sports*

03/07-01/08 Curriculum Co-Writer for *Nature’s Partners*

02/05-Present Reviewer for *English Education*

02/05-Present Academic Text Reviewer for Wadsworth Publisher

6/04-6/06 Co-President of the Board of *Playhouse,* pre-school in West Orange

8/03- 8/07 Co/Organized and implemented social justice inquiry projects with Grover Cleveland 6th graders and Montclair State University ET/PL students with Mrs. Gennifer Otinsky through an inquiry grant from the NJNER.

6/03-8/03 Lead General Education Professor for *New Jersey Consortium for Urban Educators*

4/03-5/07 Board Member of *Playhouse,* pre-school in West Orange

1/03-3/03 Co-Organized a Series of Educational Workshops at *Playhouse*, a pre-school in West Orange

8/02-5/03 Co-Organized a collaborative unit on personal memoir with Grover Cleveland 6th graders and Montclair State University ET/PL students with Mrs. Gennifer Otinsky

8/02-1/10 *PDS Liaison,* Grover Cleveland Middle School

3/02-5/02 Coordinator of the *Books for Belize* project, a collaborative project between 7th graders at Grover Cleveland Middle School and Kappa Delta Pi at Montclair State University.

1/02-Present Proposal Reviewer for AERA Self Study of Teacher Education Practice.

7/01- 7/03 Co-Facilitator of the Writing Teaching Autobiography group, a group of teachers and educators at various stages of their careers that meets once a month.

1/01-6/01 Collaboratively developed a *Student Teaching Handbook for Petrides/Wagner College.*

6/99 Panelist at *Cultural Diversity Conference* sponsored by New Directions Services International and the Staten Island Civic Association, Staten Island, NY

3/99 Masters Thesis Reader for Hunter College Art History Student, New York, NY

9/95-5/97 Manuscript Reviewer and Proof Reader, *The New Advocate*

9/93-6/94 Mentor for student teachers, *The New School for Social Research,* New York, NY.

9/91-6/92 Mentor for student teachers, *Teachers College, Columbia University,* New York, NY.

**Participation in Professional Organizations**

Active Member: National Council of Teachers of English

 AERA

 Kappa Delta Pi

 Self Study SIG/AERA

 Whole Language Umbrella

 Urban Teacher Education Consortium