
LAUREN GATTI, PH.D.

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University of Nebraska, Lincoln
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CURRENT POSITION

University of Nebraska-Lincoln
Associate Professor (2018-present)
Assistant Professor (2012-2018)

Department Affiliations:
Teaching, Learning and Teacher Education
English Department (Courtesy appointment)

Areas of Specialization:
Secondary English Education, Teacher Education, Teacher Education Policy, and Democratic Education

EDUCATION

Ph.D.	University of Wisconsin, Madison Curriculum and Instruction (Doctoral advisor: Ken Zeichner)	2012
M.A.	Loyola University of Chicago English	1999
B.A.	Lawrence University (Appleton, WI) English (with certification in Secondary English Education)	1994

GRANTS

External

2023-2026 **U.S. Department of Education Office of Elementary and Secondary Education, Supporting Effective Educator Development (SEED) grant.** “Project RAÍCES (Re-Envisioning Action and Innovation through Community Collaborations for Equity across Systems).” PI: Amanda Morales. Co-PIs: Ted Hamann and **Lauren Gatti**. Senior Personnel: Lydia Kiramba, Jenelle Reeves, and Stephanie Wessels. (REQ: \$3.39 million, funded). [Kansas State University is a partner on this grant].

2022-2024 Nebraska Department of Education (NDE) Educator Pipeline Grant. “From Diversity, Strength: The New Nebraska Teacher Project.” PI: Ted Hamann. Co-PIs: **Lauren Gatti**,

Lydia Kiramba, Amanda Morales, Sara Skretta, and Loukia Sarroub. (REQ: \$250,000, funded).

2016-2021 **Department of Education Office of English Language Acquisition National Professional Development Program** (Award # T365Z160351). *International Consortium for Multilingual Excellence in Education*. PI: Kara Mitchell Viesca. Senior Personnel: Joan Barnatt, Chris Carson, Nancy Commins, Kelly Demers, Timo Ehmke, Margaret J. Freedson, **Lauren Gatti**, Renée Greenfield, Svenja Hammer, Bryn Harris, Kim Hutchison, Aaron Johnson, Joy Johnson, Nicole Joseph, Jung-In Kim, Lydia Kiramba, Nancy Leech, Amy Liebermann, Christine Montecillo Leider, Ngoc-Diep, Nguyen, Sharolyn Pollard-Durodola, Kathryn Strom, and Annela Teemant. (REQ: \$2.74 million, funded).

Department of Education Office of English Language Acquisition National Professional Development Program. *Interconnected Coalitions for Multilingual Education and Equity*. PI: Kara Mitchell Viesca Co-PIs: Kate Daamgard & Jessica Mitchell-McCollough. Senior Personnel: Stacy Asher, Elaine Chan, Wen-Chia Chang, Timo Ehmke, **Lauren Gatti**, Tricia Gray, Ted Hamman, Svenja Hammer, Gabriela Hernández, Jennifer Hofsommer, Lydia Kiramba, Aino Larsen, Amanda Morales, Mardi Schmeichel, Claudia Yunes, and Alexa Yunes-Koch. Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$3 million. (Unfunded, April 2021).

2016-2018 **Spencer Foundation Small Grant**, Chicago, IL. "Learning to Teach in an Urban Teacher Residency and a Traditional Teacher Education Program: A Comparative Study of Differing Program Features." PIs: Hilary Conklin and **Lauren Gatti**. Secondary Investigator Kavita Kapadia Matsko. (REQ: \$49,993, funded).

Internal

2020-2021 **University of Nebraska, Lincoln**. Office of Research and Economic Development (ORED) COVID-19 Rapid Response Grant Program. "Inquiry and Productive Play as Curriculum Development Opportunities for Multilingual Students." PIs: Kara Mitchell Viesca, **Lauren Gatti**, Tricia Gray, Aaron Johnson, and Lydia Kiramba. (REQ: \$50,000, funded).

2015-2016 **University of Nebraska, Lincoln**. Layman Award. "Learning to teach in Urban Teacher Residencies: A Comparative Study." (REQ: \$9,996, funded).

HONORS AND AWARDS

2024	Awarded the Edith S. Greer Professorship in the College of Education and Human Sciences
2024	Nominated for the American Association of Colleges for Teacher Education (AACTE) Outstanding Book Award
2024	Nominated for the American Educational Studies Association (AESA) Outstanding Book Award
2023	Great Plains Fellow at the University of Nebraska, Lincoln
2022	Nominated for the Susan J. Rosowski Professorship (Not awarded)

2022	Radcliffe Residential Fellowship at the Harvard Radcliffe Institute. Joint fellowship application submitted with co-author Paula McAvoy. (\$78,000) (Not awarded)
2020	Awarded the Donald R. and Mary Lee Swanson Award for Teaching Excellence for the College of Education and Human Sciences (\$12,500)
2017	Nominated for Division K Early Career Award
2017	Nominated for AACTE Outstanding Book Award
2017	Awarded UNL Parents Association Certificate of Recognition for Contributions to Students
2015	Awarded the Distinguished Teaching Award for the College of Education and Human Sciences (\$1,000)
2013	Awarded Outstanding Dissertation Award for Division K (Teaching and Teacher Education) of the American Education Research Association (AERA)
2011	Tasha Morgridge Distinguished Graduate Fellowship at the University of Wisconsin, Madison (\$20,000)

PUBLICATIONS

BOOKS

Gatti, L. (2016). [*Toward a framework of resources for learning to teach: Rethinking U.S. teacher preparation*](#). Palgrave Macmillan: NY.

Ellis, V., **Gatti, L.**, and Mansell, W. (2024). [*The new political economy of teacher education: The enterprise narrative and the shadow state*](#). Policy Press: University of Bristol, UK.

Gatti, L. and McAvoy, P. (Under contract; In preparation). *Just teacher: Taking the ethical long view in the profession of teaching*. Teachers College Press, New York. Forthcoming Fall 2025.

PEER-REVIEWED ARTICLES

Conklin, H., **Gatti, L.**, & Kapadia Matsko, K. (In review). "Amplification and diminishment of contextual systems in teacher education: Learning to teach in two distinct pathways." *Journal of Teacher Education*. [Research based on Spencer Small Grant work in Chicago]

Gatti, L. Kretchmar, K., & Payne, K. (In review). "Recasting the Pitfalls of Experience in Teacher Preparation for the Current Context." *Teachers College Record*.

Gatti, L. & McAvoy, P. (2024). "Theorizing to cases: A methodological approach to qualitative normative cases." *Educational Theory*. (50% contribution)

Masterson, J. & **Gatti, L.** (2022). "Reconstituting teacher education: Toward wholeness in an era of monumental challenges." [*Democracy & Education, 30\(2\)*](#). (40% contribution)

Gatti, L. (2019). "Learning to teach in an urban teacher residency." [*Urban Education, 54\(9\)*](#).

Wendler-Shah, R., Brooke, R., **Gatti, L.**, Masterson, J., & Thomas, S., (2018). "Fostering eABCD: Asset-based community development in digital service-learning." *Journal of Higher Education Outreach and Engagement*, 22(2). (20% contribution)

Gatti, L., Masterson, J., Brooke, R., Thomas, S., & Wendler-Shah, R. (2018). "English education as democratic armor: Responding programmatically to our political work." *English Teaching: Practice and Critique*. (60% contribution)

Catalano, T. and **Gatti, L.** (2017). "Representing teachers as criminals in the news: A multimodal critical discourse analysis of the Atlanta schools' 'cheating scandal.'" *Social Semiotics*, 27(1). (40% contribution)

Gatti, L. and Catalano, T. (2015). "The business of learning to teach: A Critical Metaphor Analysis of one Teacher's Journey." *Teaching and Teacher Education*, v. 45, 149-160. (50% contribution)

Gatti, L. and Payne, K. (2011). "The civic and political assets of preservice teachers: Understanding our Millennial students." *Teacher Education & Practice*, 24(3). (50% contribution)

Gatti, L. (2011). "Seriously popular: Rethinking 19th century American literature through teaching popular fiction." *English Journal*, (100)5, 47-53.

Hess, D. and **Gatti, L.** (2010). "Putting politics in its place: In the classroom." In N. Thomas (Ed.), *New Directions for Higher Education*. San Francisco, CA: Jossey Bass, 19-26. (40% contribution)

BOOK CHAPTERS

Conklin, H., **Gatti, L.**, & Kapadia Matsko, K. (2019). "Teaching toward which ends? Residency candidates navigating competing programmatic aims." Book chapter for edited book, *Becoming a Teacher in an Age of Reform: Global Lessons for Teacher Preparation and the Teaching Profession*. Editors: T. Jameson Brewer (University of North Georgia) and Christopher Lubienski (Indiana University). Teachers College Press. Awarded the American Educational Studies Association's (AESA) Critic's Choice Book Award in 2020.

Masterson, J., **Gatti, L.**, Brooke, R., & Wendler-Shah, R., & Thomas, S. (2019). "Educating Teachers for Critical Pragmatism: Methods as a 'Conceptual Home Base.'" *Methods into Practice: New Visions in Teaching the English Language Arts Methods Class*. Editors: Heidi L. Hallman, Donna Pasternak, and Kristen Pastore-Capuana. Rowman & Littlefield.

Gatti, L. & Catalano, T. (2019). "Money talks: The language of privatization in U.S. teacher education." Book chapter for edited book on international teacher preparation, *Teacher Education, Inc.: Attempts at Privatizing Teacher Preparation Systems around the World*. Docencia (Teaching) Series editor: Julio Diniz. Autentica Publishing (Brasil). (E-book published in Brazilian Portuguese).

Gatti, L. (2014). "Conversing with Longfellow: Democratizing the American literature curriculum." Book chapter for edited collection of essays on Henry Wadsworth Longfellow, *Reconsidering Longfellow*. Editors: Christoph Irmscher and Robbie Arbour. Rowman & Littlefield.

Gatti, L. (2014). "Negotiating conflicting frames of experience: Learning to teach in an urban teacher residency" in *Learning teaching from experience: Multiple perspectives and international contexts* edited by Viv Ellis and Janet Orchard. Bloomsbury Academic, London.

CREATIVE WRITING PUBLICATIONS

Gatti, L. (2015). "America." *Voices for social justice in education: A literary anthology*. Eds. Julie Landsman, Rosanna Salcedo, & Paul Gorski. Lanham, Maryland: Rowman & Littlefield.

Gatti, L. (2012). "This is where we come from." *What teaching means: Stories from America's classrooms*. Rogue Faculty Press, NE.

PUBLISHED CURRICULUM MATERIALS

Gatti, L. (2014). *Restoring opportunity: The crisis of inequality and the challenge for American education* by Greg Duncan and Richard Murnane. Harvard University Press: Cambridge, MA.
<http://restoringopportunity.com/using-restoring-opportunity-in-undergraduate-and-graduate-courses/>

MEDIA APPEARANCES

2020 Featured guest with Paula McAvoy on the Ethics and Education Podcast, episode, "Just Teacher." Release date: October 13. <https://ethicsandeducation.wceruw.org/podcast/just-teacher/>

CONFERENCE PRESENTATIONS

2024 Hamann, T., Morales, A., Reeves, J., and Gatti, L. "Lessons from an Encompassing Teacher Preparation/Diversification Project." Symposium presentation submitted to XXXX of the American Education Research Association (AERA). Denver, CO. April 23-27.

2023 Gatti, L. "Getting Critical about 'Classroom Management': Centering Race, Identity, and Context in Discussions of Classroom Management with Preservice Teachers." Individual presentation proposed to NCTE Annual Convention. Columbus, OH. November 16-19.

2023 Gatti, L. & Shah, R. "Moving Students Beyond 'I Want to Teach English Because I Like To Read': Using Program Coherence to Foster a Political Vision. Individual presentation proposed to NCTE Annual Convention. Columbus, OH. November 16-19.

2023 Conklin, H., **Gatti, L.**, and Matsko, K.K. "Amplification and diminishment of contextual systems in teacher education: Learning to teach in distinctive pathways." Paper presented in Division K, Section 1 of the American Educational Research Association (AERA). Chicago, IL. April.

2023 Gatti, L. & McAvoy. "Thinking With 'The Ethical Long View': Understanding Teachers as Reflective Civic Actors." Symposium paper presented in Democratic Citizenship SIG of the American Educational Research Association (AERA). Chicago, IL. April.

2022 Matsko, K.K., **Gatti, L.** & Conklin, H. "Rethinking Attention to Context: Two Cases of Clinical Preparation." Session presented at the American Association of Colleges for Teacher Education (AACTE) Annual Conference. New Orleans, LA. February.

- 2021 **Gatti, L.**, Marlatt, R., & Rivera-Mueller, J., Waite, S. "Representing Voices, Co-Constructing Truths: What We Write When We Write about Students." Panel Presentation presented at the National Council of Teachers of English (NCTE) conference. November.
- 2021 Masterson, J. & **Gatti, L.** "Reconstituting Teacher Education: Monumental Challenges and Opportunities in the Era of Black Lives Matter." American Educational Research Association (AERA). Paper presented for SIG-Democratic Citizenship in Education at AERA virtual conference. April.
- 2021 McAvoy, P. & Gatti, L. "Case-Based Ethics: Theorizing Justice from Unjust Contexts." 2021 Annual Meeting of the Philosophy of Education Society. Virtual conference due to COVID. March.
- 2021 Matsko, K.K., **Gatti, L.** & Conklin, H. "Exploring the Role of Context in Two Cases of Clinical Preparation." Data-to-action session accepted to the American Association of Colleges for Teacher Education (AACTE) Annual Conference. Seattle, WA. February 2021. Virtual conference due to COVID. Did not present due to COVID.
- 2020 Viesca, K. M., Strom, K. J., Gatti, L., Gray, T., Masterson, J., Heinz, B., Linzell, C. H., Morgenson, C., Rfissa, Y., Hammer, S. & Damgaard, K. Roundtable session accepted to the American Educational Research Association (AERA) annual conference. "Content Teaching for Multilingual Students: A Complex Assemblage of Interconnected Elements." San Francisco, CA. April, 2020. Conference Canceled due to COVID.
- 2019 McAvoy, P. & **Gatti, L.** "Dilemmas in the Profession of Teaching." Roundtable paper presented for Division K, Section 3 of the American Educational Research Association (AERA). Toronto, Ontario. April 2019.
- 2018 **Gatti, L.** Conklin, H, & Kapadia Matsko, K. "A Tale of Two Pathways: How Pathway Features Shape Learning to Teach." Roundtable paper presented for Division K, Section 8 of the American Educational Research Association (AERA). New York, NY. April 2018.
- 2018 **Gatti, L.** and Masterson, J. "Democracy in the Tip: Imperatives for Teacher Education." Association of Teacher Educators (ATE). Las Vegas, NV. February, 2018.
- 2017 Benson, B., Deschaine, M., Funk, L., **Gatti, L.**, Harpster, J., and Thomas, S. "Turning English Education Inside Out: Growing a New Generation of English Teacher (Educators)." Panel session of the Conference for English Education (CEE) section of the National Council for Teachers of English (NCTE) annual convention. St. Louis, MO. November, 2017.
- 2016 Catalano, T. and **Gatti, L.** "Framed: A critical multimodal analysis of the representation of teachers in the Atlanta 'cheating scandal.'" Poster presented at Division L, Section 5 of the American Educational Research Association (AERA). Washington, DC. April, 2016.
- 2016 Alfredo, M., Catalano, T., Diniz, J., **Gatti, L.**, and Silva-Peña, I. "Privatization of teacher education around the World." Discussant: Ken Zeichner. Paper presented at symposium session Division K of the American Educational Research Association (AERA). Washington, DC. April, 2016.

- 2015 **Gatti, L.**, Green, N. Thomas, S. "Responsibility and Creativity in English Teacher Education: The Role of Professional Care in Mentoring the Next Generation." Panel presentation for the National Conference for Teachers of English (NCTE). Minneapolis, MN. November, 2015.
- 2015 **Gatti, L.** and Thomas, S. "Depicting our Programs: Using Visual Representation to Think about Program Coherence and Innovation." Presentation at the Conference on English Leadership. NCTE. November, 2015.
- 2015 Friedrich, D., **Gatti, L.**, Tyson, T. Niccolini, A., Pindyck, M., and Backer, D. "Education States of Suspension: Tinkering and Hacking." Symposium paper presented in Division B (Curriculum Studies) of the American Educational Research Association's (AERA) Annual Conference. Chicago. April, 2015. *In absentia*.
- 2014 Friedrich, D., Swalwell, K., Kretchmar, K., **Gatti, L.**, and Sondel, B. "Concentric Circles of Teach For America/Teach For All: A Layered Approach to Neoliberal Reform." Roundtable paper presented in Division L of the American Educational Research Association's Annual Conference. Philadelphia. April, 2014.
- 2014 Sarroub, L. and **Gatti, L.** "What is the Purpose of School Writing?" Conference paper presented at the Writing Research Across Boundaries III conference. Paris, France. February, 2014.
- 2013 **Gatti, L.**, Catalano, T., and Hamann, E. "Learning to Teach within a Neoliberal Policy Context." Conference paper presented at the annual conference of the American Anthropological Association. Chicago. November, 2013.
- 2013 Thomas, S. and **Gatti, L.** "Working Toward Programmatic Continuity and Teacher Efficacy in English Education." Workshop conducted at the Conference on English Education. Fort Collins, Colorado. July, 2013.
- 2013 Gatti, L. "The Rhetoric of Partnership: Exploring the Complexity of an Urban Teacher Residency." Roundtable paper presented at Division K of the American Educational Research Association. San Francisco, May, 2013.
- 2013 Gatti, L. "A Critical Examination of Partnership in an Urban Teacher Residency." Roundtable paper presented at the American Association of Colleges for Teacher Education. Orlando. February, 2013.

INVITED LECTURES AND TALKS

Visiting Scholar at Monash University (Melbourne, Australia). Book talks on *The new political economy of teacher education: The enterprise narrative and the shadow state* given at Monash University (Melbourne) and The Queensland University of Technology (Brisbane). March 7-March 21, 2024.

Invited presenter (with *Just Teacher* co-author, Paula McAvoy) for [The Independent Schools Association of the Central States](#) (ISACS) professional development live webinar. Topic: Just Teacher: Taking the Ethical Long View in the Profession of Teaching. October 19, 2022.

Invited Visiting Scholar at Monash University (Melbourne, Australia). Topics: *Ethical Decision Making and Teaching and Teacher Education*. October 19-27, 2018.

Invited scholar/teacher for the Center of Ethics and Education graduate seminar at the University of Wisconsin, Madison. Topic: *Ethics and Teaching*. June 24-30, 2018.

Invited speaker at Teachers College, Columbia University. Topic: *Toward a Framework of Resources for Learning to Teach: Rethinking U.S. Teacher Preparation*. December 13, 2017.

Invited speaker/author for doctoral seminar on teacher education at DePaul University (Chicago). Topic: *Toward a Framework of Resources for Learning to Teach: Rethinking U.S. Teacher Preparation*. May 10, 2017.

Invited panelist/speaker at Universidad Nacional de Buenos Aires and the Universidad de San Andres (Argentina). Topic: *The Urban Teacher Residency in the United States: Getting Beyond the Hype*. October, 2016.

Invited speaker for “John Dewey’s Democracy and Education at 100: Provocations and Conversations.” Conference hosted at the University of Wisconsin, Madison’s and jointly sponsored by Educational Policy Studies and the Center for Ethics and Education at the University of Wisconsin, Madison. March, 2016. (Travel, lodging, food, and speaking honorarium paid for by the University of Wisconsin, Madison).

Invited presenter for the Great Books Foundation of Chicago’s webinar series. Topic: *The Role of Disciplinary Aims in Facilitating Discussion*. March 19, 2014.

Invited presenter for the International Research Symposium, “What do teachers learn from experience (and what not)?” at Brunel University, London. February 21, 2014.

Invited presenter for Spencer Foundation Philosophy of Education Institute, Chicago, Illinois. Topic: *Exploring the Role of Aims in Urban English Teacher Education*. July, 2013.

SERVICE

SPENCER FOUNDATION

Nominated to be grant reviewer or panelist. 2018.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Session chair (Invited). “High Stakes, Suspect Scores: Teacher Quality and Performance Exams.” Chair of Roundtable session. Division K, Section 9. Session organizer: Emery Marc Petchauer (Michigan State University). American Educational Research Association (AERA). Toronto, Ontario. April 2019.

Award committee member for Division K “Innovations in Research on Equity and Social Justice in Teacher Education” award (Invited). Committee chair: Thomas Philip (UC Berkeley). Committee members: Yolanda Sealy-Ruiz (Teachers College), Elizabeth Montañó (Saint Mary’s College), and Kavita Kapadia Matsko (National Louis University). Winter 2018.

Annual Meeting. Division K, Section 9 (Teacher Education Innovation and Policy) conference proposal reviewer. Summer/Fall 2018.

Reviewer for AERA annual meeting: Cultural-Historical Activity SIG; Writing and Literacies SIG; and/or Urban Learning, Teaching, and Research (ULTR) SIG. 2011-2017.

Mentor for new faculty in Division K (Teaching and Teacher Education). 2015-2016.

Selected participant for Division L (Education Policy and Politics) New Faculty Seminar, a pre-conference workshop. Philadelphia, 2014.

Selected participant for the Division K (Teaching and Teacher Education) New Faculty Seminar, a pre-conference workshop. San Francisco, 2013.

Selected participant for the Division K Graduate Student Seminar, a pre-conference workshop for dissertators. New Orleans, 2011.

ENGLISH AND ENGLISH EDUCATION

Invited presenter for NCTE/NELAC's [Plum Creek Literacy Festival](#). Presentation title: "Questioning everything: Critical literacy in the secondary classroom." Fall, 2022.

Invited presenter for Nebraska State Literacy Association ([NSLA](#)). Topic: Reading instruction in secondary English. With JJ Dugdale from LPSDO. Fall, 2022.

NCTE's ELATE (English Language Arts Teacher Education) working group for justice-oriented secondary English Education. 2022-present.

Consultant for the Nebraska Department of Education's work on the new Nebraska Teaching and Principal Professional Standards (NTPSS). November 2020-January 2021.

Reviewed manuscripts for *English Education*. 2021, 2022, 2023

Lincoln Public Schools (LPS) professional development presenter for secondary English FLEX session. Title of session: "Critical Conversations and Race Talk in the ELA Classroom." Session presented on October 14, 2020 at LPSDO.

Co-facilitator for the Nebraska Writing Project Summer Institute. June 2013, 2016, 2017, 2018, 2019, 2023

Nebraska's Policy Analyst for NCTE's Policy Analysis [Initiative](#). 2017-2019. (Invited).

Organizer and facilitator for "Girls Only Writing" day sponsored by the Women's Clubs of Nebraska. Day-long writing event for approximately 80 girls from around the state. Civic Center in Seward, NE. November 2013-2020, 2022, 2023

Co-facilitator for the Nebraska Writing Project Young Writers Camp. June, 2018.

Poetry editor for the NCTE *The English Journal*. 2016-2017.

Invited judge for the National Council for Teachers of English's (NCTE's) National Achievement Awards in Writing contest. 2013, 2014, 2015, 2016.

Invited participant for Conference on English Education (CEE) Commissioned Study on the preparation of English teachers. 2015-2016. (PIs: Donna Pasternak (University of Wisconsin, Milwaukee); Heidi Hallman (University of Kansas); Sam Caughlan (Independent scholar); Laura Renzi (Westchester University of Pennsylvania); and Leslie Rush (University of Wyoming). 2016.

Elected position: National Council for Teachers of English (NCTE) Nominating Committee. Term of Service: 2014-2015.

Member of Search Committee, English Department. Reviewed, ranked, and discussed approximately 130 applications (each year) for an Assistant Professor opening in Composition and Rhetoric. Fall 2013, Fall 2014.

Invited participant for the Conference for English Education's (CEE) Mentoring Program. Mentor: Cathy Fleisher. 2013

Co-facilitator for the Nebraska Writing Project Advanced Institute (Activist Teaching Institute). June, 2015.

Co-facilitator for the Nebraska Writing Project Advanced Institute (Literature Project). June, 2014.

Primary organizer for interdisciplinary, community-wide "Go Big Read" event. Over 130 local high school students and 50 University of Wisconsin, Madison English 100 students gathered for a panel discussion on literary journalism and the media's portrayal of immigration, followed by student-led Socratic Seminars on Sonia Nazario's book, *Enrique's Journey*. October, 2011.

SERVICE TO THE PROFESSION:

Reviewed manuscripts for English Education and AERA Open. 2023.

Nebraska State Literacy Association. Membership committee. 2022-2023

Reviewed manuscripts for *Teaching and Teacher Education*. 2021.

External reviewer for tenure and promotion for faculty member at Old Dominion University. August 2020.

Article reviewer for *Professional Development in Education*. Special issue. August 2020.

Session proposal reviewer for Division K, Section 9 (Innovation and Policy Investigations in Teacher Education) for 2021 annual conference. Reviewed ten submissions in August 2020.

Invited discussant. What's "Core" to Teacher Educator Pedagogy?: (Re)Considering the Meaning of Practice in Teacher Educator Development. Discussant for paper session. Division K, Section 10. Session organizer: Mariana Souto-Manning (Teachers College, Columbia University). American Educational Research Association (AERA). Toronto, Ontario. April 2019.

Book reviewer for Routledge. 2019.

Book reviewer for Bloomsbury's new International Series on Teacher Education, *Reinventing Teacher Education*. 2019.

Faculty mentor, Center for Ethics and Education at the University of Wisconsin, Madison. 2019.

Advisory Board Member for Bloomsbury's new International Series on Teacher Education, *Reinventing Teacher Education*. Series editors: Marie Brennan (Victoria University, Australia), Viv

Ellis (Kings College, London), Meg Maguire (King's College, London), and Peter Smagorinsky (University of Georgia, USA). Three-year term (2015-2018).

Article reviewer for *Professional Development in Education*, *Research in the Teaching of English*; *Journal of Teacher Education*; *English Education*; *Linguistics and Education*; *Educational Policy Analysis Archives*; *Teaching and Teacher Education*; *Urban Education*; *Journal of Literacy Research*; and *Education, Citizenship and Social Justice*. 2013-present.

Reviewer for Literacy Research Association (LRA) conference submissions. 2015.

Editorial Review Board Member and Article Editor for SAGE Open Manuscripts. 2013-2017.

UNIVERSITY, COLLEGE, DEPARTMENT, and COMMUNITY SERVICE

Coordinator of Secondary Education in TLTE. (Department-wide). Appointed. 2023-2026.

Assistant Professor of Practice in English Education search committee. (Department-wide).
Chair. 2022-2023.

Dean's Faculty Advisory Committee. (College-wide). Appointed. 2022-2025.

Secretary for UNL chapter of American Association of University Professors (AAUP). (University-wide). Elected. 2020-2022

Secondary English Education coordinator. (Department-wide, Inter-departmental). 2012-present.

Personnel Committee. (Department-wide). Elected. 2019-2022. Chair August 2021-May 2022).

Chair of Curriculum Committee (Department-wide). Appointed. 2019-2021.

Member of Advisory Council. (Department-wide). Appointed. 2019-2021.

"Girls Only Writing Day" workshop organizer and facilitator (Community/state-wide). All-day writing workshop for girls from around the state of Nebraska. Funded by the Women's Clubs of Nebraska. Seward, NE. 2013, 2014, 2015, 2016, 2017, 2019. (Invited in 2021 but cancelled due to COVID)

Undergraduate Curriculum Committee. (College-wide). Elected member. 2018-2021.

Undergraduate Research Committee. Committee member. (University-wide). Invited. 2015-2017.

College of Education and Human Sciences (CEHS) Student Research Fair. Faculty advisor. (College-wide). 2016, 2017.

Advisory Committee for Department (Department-wide). Elected member. 2015-2017.

Graduate committee. (Department-wide). Elected member. 2014-2016.

National Endowment of the Humanities (NEH) Mock Reviewer Panel. (University-wide). 2015.

ACTIVE MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

AAUP (American Association of University Professors)

AESA (American Educational Studies Association)

NSLA (Nebraska State Literacy Association)

NCTE (National Council for the Teachers of English)

AERA (American Educational Research Association)

Division memberships: Division K (Teaching and Teacher Education), Division G (Social Context of Schooling), and Division B (Curriculum Studies)

Doctoral Advising: Graduated Students (6)

Rick Marlatt, Ph.D. (Graduated May 2017). Associate Professor at New Mexico State University.

Tricia Gray, Ph.D. (Graduated December 2017). Assistant Professor of Practice at the University of Nebraska, Lincoln.

Jessica Masterson, Ph.D. (Graduated May 2018). Assistant Professor at Washington State University in Vancouver, WA.

Jillian Harpster, Ph.D. (Graduated August 2020). Assistant Professor of Practice in English Education at the University of Nebraska, Lincoln.

Grant Scribner, Ph.D. (Graduated August 2022). Director of Faculty Development at Portland State University (housed within the Office of Academic Innovation)

Scott Gealy, Ph.D. (Graduated May 2023). Lecturer at Creighton University.

Graduate Advising in 2023

Highlighted= new student in 2023 or milestone reached (comps, prospectus, or defense)

Dissertation Chair (6)

Jennifer Bell (Ed.D.) (dissertation stage)

Rae Carlson (Ed.D.) (dissertation stage)

Daniel Buhrman (Ph.D.) (started fall 2022)

Liz Boyle (Ed.D.) (started spring 2023)

Kristen Friesen (Ph.D.) (started fall 2023)

Scott Gealy (Ph.D.) (graduated May 2023)

Graduate Committees (31)

TLTE/Education (15)

Alyse Pflanz (Ph.D.)

Cara Morgenson (Ph.D.)

Cassandra Schroeder (Ph.D.) (Reader for Comps)

Jessica Mitchell-McCollough (Ph.D.)

Matt Flores (Ph.D.)

Michael Hart (Ph.D.)

Taylor Hamblin (Ph.D.) (Reader; Graduated in 2023)

Wes Sigler (Ph.D.)

Kimberly D'Amado (Ed.D.) (Reader)

Lorinda Rice (Ed.D.)

Shelby Schmidt (St. Mary's) (Ed.D.; comprehensive exams taken May 2023)

Paula McClung (graduated December 2022) (Ed.D.)

Melissa Pilakowski (Ed.D.) (graduated December 2023)

Rex Ovalle (University of Illinois at Chicago) (Ph.D.)

Educational Administration

China Chafin (invited in August 2023)

English Department (8)

Carolyn Nolte (Ph.D.)

Charlotte Kupsch (Ph.D.) (Outside reader; graduated August 2023)

Erika Luckert (Ph.D.) (Outside reader)

Kathleen Dillon (Ph.D.) (Outside reader)

Melissa Tayles (Ph.D.) (Outside reader)

Zoe McDonald (Ph.D.) (Outside reader)

Liz Lengel (MA)

Tina Le (MA)

TLTE Masters Advisor (4)

James Ginal (graduated May 2023)

Finn Graber (graduated August 2023) MA+

Grace Gugel (started May 2023)

Kenny Quiroz (started January 2023) MA+

SJADE Certificate Advisor (4)

Cheney Luttich

Mattie Fowler

Jillian Schernikau

Darby Thomas (started in 2023)