

**Mary Beth Cancienne, Ph.D.**  
**Professor of English Education**  
**Director of Coaching, Curriculum & Instruction for the VANTSP**  
**James Madison University**  
cancieme@jmu.edu

## EDUCATION

### University of Virginia

Ph.D. Curriculum and Instruction, May 1999  
Curriculum & Instruction, Teacher Education, English Education

### Dissertation

Cancienne, M. B., (1999). *Secondary preservice teachers' peak and resistant learning experiences of middle and high school*. Unpublished doctoral dissertation, University of Virginia.

### Louisiana State University

M.Ed., Curriculum and Instruction, May 1995  
Major Focus: Curriculum and Instruction, English Education, Curriculum Theory  
B.A., English, May 1991

## REFEREED JOURNAL PUBLICATIONS

- Cancienne, M. B., Estes, M. D., Allen-Bronaugh, D., & Wilson, R. W. (2022). CoE leadership and exploration development team: Reshaping leadership through a grow your own program. In B. S. Zugelder & M. L'Esperance (Eds.), *Handbook of Research on the Educator Continuum and Development of Teachers* (pp. 527-545). IGI Global.
- De Fazio, G., Cancienne, M.B., Taylor Jaffee, A., Hegg, K., Kaye, E., & Wilson N. (December 2021). Critical Digital Pedagogy and Civic Education: The Experience of the Racial Terror: Lynching in Virginia Project, *Schol . Rivista di Educazione e Studi Culturali (1)*, 65-78.
- Cancienne, M. B., Coleman, B., Gilliam, K., & Gooden, K. (Summer 2021). *All American Boys, The Hate U Give, and The Great Gatsby: The process and product of multi-genre in a high school methods course*, *Virginia English Journal*, 71(1), 8-15.
- Cancienne, M.B. (2019, Summer). Using metaphorical thinking to understand a literary archetype: The hero's journey. *Virginia English Journal*, 69(1), 59-71.
- Cancienne, M.B. (2018). Embodying Macbeth: Incantation, visualization, improvisation, and characterization. In C. A. Mullen (Ed.), *Creativity under duress in education: Resistive theories, practices, and actions* (pp. 361-381). New York: Springer.
- Cancienne, M.B. (2018, Winter). Reflections of an English methods professor: Storying six years of course development and revisions. *Virginia English Journal*, 67(2), 42-49.
- Cancienne, M.B. (2017, Winter). This I believe II: Teaching English methods. *Virginia English Journal*, 66(2), 4-13.
- Cancienne, M.B. (2016, Summer). Movement, visualization, and drawing to inspire pre-writing within the writing process: Strategies as a precursor to personal writing. *Virginia English Journal*, 66(1), 4-12.

- Cancienne, M.B. (2014, Spring). Synectics I: A metaphor-centered strategy for writing poetry and prose. *Virginia English Journal*, 64(1), 55-59.
- Cancienne, M.B. (2013, Spring). Teaching spirituals in the American literature classroom. *Virginia English Journal*, 63 (1), 41-45.
- Cancienne, M.B. (2012, Winter). Teaching English methods: What I believe. *Virginia English Journal*, 61(2), 5-11.
- Lopes-Murphy, S. A., Frazier, C. H., Cancienne, M.B., & Wightman, W. (2011). The creative arts and second language development. *The Journal of the Imagination in Language Learning*, (9), 181-186.
- Cancienne, M.B. (2009). The new view walk: Teachers explore their students' communities. *The Journal of Curriculum and Teaching Dialogue* 11(1&2), 149-157.
- Cancienne, M. B., & Bagley, C. (2008). Dance as method: The process and product of dance in arts-based educational research. In P. Liamputtong & J. Rumbold (Eds.), *Knowing differently: Experimental research methods in the health and social science*, pp.169-186. Nova Science: New York. Reproduced in *Arts and Learning Journal* (2009) (25<sup>th</sup> Edition). University of British Columbia: Vancouver, Canada.
- Jetton, T. L, Cancienne, M.B., & Greever, B. (Fall, 2008). The evolving roles of faculty learning communities: A university/high school literacy partnership, *Theory into Practice*, 47(4), 327-335.
- Cancienne, M.B. (2007). From research analysis to performance: The choreographic process. In J. G. Knowles & A. L. Cole (Eds.), *The Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues* (pp.397-406). Thousand Oaks, CA: Sage Publications.
- Cancienne, M. B., & Snowber, C. (2003). Writing rhythm: Movement as method. *Qualitative Inquiry*, 9(2), 237-253. Reproduced in P. Leavy's book (2009). *Method meets art: Arts-based research practice*. New York: Guilford Press.
- Mullen, C. A., & Cancienne, M. B. (2003). Resume in motion: Self-awareness through movement, *Sex Education*, 3(2), 157-170.
- Bagley, C., & Cancienne, M. B. (2001). Educational research and inter-textual forms of (re)presentation: The case for dancing the data, *Qualitative Inquiry*, 7(2), 221-237.
- Cancienne, M. B., & Megibow, A. (2001). The story of Anne: Movement as educative text. *The Journal of Curriculum Theorizing*, 17(2), 61-72.
- Cancienne, M. B. (1999). The gender gaze: Rethinking gender through performance. *The Journal of Curriculum Theorizing*, 15(2), 167-175.

#### **CHAPTER & PERFORMANCE IN AN EDITED BOOK & CD ROM**

Bagley, C., & Cancienne, M. B. (2002). Educational research and inter-textual forms of (re)presentation: The case for dancing the data. In C. Bagley & M. B. Cancienne (Eds.), *Dancing the data*. New York: Peter Lang.

Cancienne, M. B., & Bagley, C. (2002). Parents' voices on school choice concerning students with special educational needs (CD-ROM). In M. B. Cancienne & C. Bagley (Eds.), *Dancing the data too*. Charlottesville, VA: 2flydesigns.

### **CO-EDITOR OF A BOOK & CD ROM**

Cancienne, M. B., & Bagley, C. (Eds.). (2002). *Dancing the data too* (CD ROM). Charlottesville, VA: 2flydesigns.

Co-edited a CD-ROM titled *Dancing the Data Too* and a book titled *Dancing the Data*. This multimedia CD ROM project includes performances and visual art works that represent aspects of qualitative educational research. The chapter articles explain the process of taking educational research data and representing that data through the visual and performing arts.

### **BOOK REVIEWS OF DANCING THE DATA**

Emme, M. J. (Spring, 2004). Review of the book & CD ROM *Dancing the data & Dancing the data too*. *The Alberta Journal of Educational Research* 50(1), 118- 123.

Paley, N. (2003). Review of the book & CD ROM *Dancing the data & Dancing the data too*. *The Journal of Critical Inquiry in Curriculum & Instruction* 4(3), 41-43.

### **INTERNATIONAL, NATIONAL, & STATE CONFERENCE PRESENTATIONS**

Cancienne, M.B., & Coleman, B. (2022, November). Pursuing the light of African American poets: Teaching a reader response strategy and writing a cento poem [Conference session]. National Council of Teachers of English Conference, Anaheim, CA.

Cancienne, M.B., & Jones, R. (2022, November). Teaching spoken word poetry, Black poetry & hard history: The case of Emmett Till, Susan Smith, & Raymond Byrd [Conference session]. National Council of Teachers of English Conference, Anaheim, CA.

Cancienne, M.B., Gabbin, J., Coleman, B., Gilliam, K. (2021, November). *Teaching African American Poetry using the Furious Flower Digital Archive: Antiracist Curriculum for Teaching Equity and Justice*. [On-Demand session]. National Conference of Teachers of English Conference.

Kaye, E., Cancienne, M.B., Thompson, L., Hegg, K., Wilson, N., Mlodynia, K., Taylor Jaffee, A. (2021, October). *Teaching hard histories for racial healing: The lynching in Virginia curriculum project* [Conference session]. Open Education Conference.

Almarode, J., Zugelder, B., Spencer, T., Cancienne, M.B., Whittaker, A., & Nickel, J., (2021, February). *Findings from a statewide teacher induction program: The Virginia New Teacher Support Program*. [Conference session]. Association of Teacher Educators Conference, Chicago, IL.

- Allen-Bronaugh, D., Cancienne, M.B., Estes, M., Thelk, A., & Wilson, R. (2021, March) *CoE Leadership Exploration and Development Program (LEAD): Reshaping Leadership Through a Grow-Your-Own Program*. [Conference session]. American Association of Colleges for Teacher Education Conference, New Orleans, LA.
- Cancienne, M.B., Jones, R., Bloxom, R. (2021, October). *Teaching hard histories for racial healing: The lynching in Virginia curriculum project* [Conference session]. Virginia Association of Teachers of English, Charlottesville, VA.
- Cancienne, M. B., Godfrey, Hardy, D., M., Jacob, L., Jones, R., Law, S. (2020, February). *Preserving the past and shaping the future of black poetry with the Furious Flower Poetry Center's digital archive*. A panel discussion presented at the meeting of the African, African American, and Diaspora Studies, Harrisonburg, Va.
- Cancienne, M. B., Coleman, B., Gilliam, K., & Gooden, K., (2019, November). *The Hate You Give, All-American Boys, and American Born Chinese: Multicultural Multi-Genre Projects with a Focus on Theme and Voice in Writing*. Presentation and panel discussion presented at the meeting of the National Council of Teachers of English, Baltimore, MD.
- Cancienne, M. B., & Godfrey, M. (2019, November). *Innovating the Archives: Digitizing Black Poetry with the Furious Flower Poetry Center*. Presentation presented at the meeting of the American Studies Association, Honolulu, HI.
- Cancienne, M. B., Godfrey, M., Jacob, L., M., Jones, N., Law, S., McCarthy, S. (2019, September). *Furious Flower: Innovating the Archive*. Presentation and Panel Discussion presented at the National Museum of African American History and Culture, Washington, D.C. <http://www.ustream.tv/recorded/124131646>
- Cancienne, M. B. (2019, September). *Innovating the Furious Flower Poetry Center Digital Archives: Lesson Plans Inspired by the 1994 Furious Flower Conference honoring Gwendolyn Brooks*. A teaching demonstration presented at the meeting of the Virginia Association of Teachers of English.
- Cancienne, M. B. (2019, October). *The Furious Flower Digital Archive: Lessons from African American Poets*. A teaching demonstration presented at the meeting of the Virginia Chapter of the National Association for Multicultural Education, Harrisonburg, Virginia.
- Cancienne, M.B., & Bagley, C. (2019, April). *The Arts & Inquiry's 20<sup>th</sup> Anniversary: The vital role the Arts & Inquiry SIG has played in creating a space for the visual and performing arts with AERA*. An invited presentation at the Arts & Inquiry SIG Business Meeting at the American Educational Research Association, Toronto, Canada.
- Cancienne, M. B., Ricketts, K., & Snowber, C. (2018, April). *Response abilities II: Generating arts-based research with Martin Luther King Jr. and Maxine Greene at the Maxine Greene High School for the Arts and Imaginative Inquiry*. Performance session presented at the American Educational Research Association, NYC.

- Cancienne, M. B. (2017, October). *Teaching English methods: Reflections on course development and revisions*. Paper session presented at the Virginia Association of Teachers of English conference, Fredericksburg, Va.
- Cancienne, M. B. (2017, September). *Reflections of a Professor: Five years of course development and revisions*. Research paper session presented at the Virginia Educational Research Association conference, Charlottesville, Va.
- Cancienne, M. B. (2017, June). *Poetry and pedagogy*. Teaching session presented at the Facing It: The poetry of Yusef Komunyakaa conference, James Madison University, Harrisonburg, Va.
- Cancienne, M.B., Dredger, K., Lehman, B., Martin, J., Rogers, K. (2017, November). *What it means to teach English: Expanding teacher candidates' multi-genre, digital, & voiced literacy practices*. Roundtable session presented at the National Council of Teachers of English conference, Atlanta, Ga.
- Cancienne, M. B., & Snowber, C. (2016, Spring). *Response abilities: Generating arts-based research with Franklin D. Roosevelt and Martin Luther King*. A performance session presented at the American Educational Research Association conference Washington, D.C.
- Cancienne, M. B., & Snowber, C. (2016, Spring). *Stand up! Sit down!: A playful exploration of support structures for innovative scholarship*. An invited presentation at the American Educational Research Association conference, Washington, D.C.
- Cancienne, M.B. (2015, October). *Image and imagination: Using House on Mango Street as a mentor text for personal writing*. A teaching demonstration presented at the Virginia Association of Teachers of English conference, Richmond, Va.
- Cancienne, M.B. (2014, October). *Using metaphorical thinking to understand literary archetypes: The hero's journey*. A teaching demonstration presented at the Virginia Association of Teachers of English conference, Williamsburg, Va.
- Cancienne, M.B. (2013, November). *LGBT issues: Young adult literature and censorship: Overcoming fear*. A paper session accepted to the National Council of Teachers of English conference, Boston, MA.
- Cancienne, M.B. (2013, October). *Making the familiar strange: Using analogies from a students' perspective*. A teaching demonstration presented at the Virginia Association of Teachers of English conference, Williamsburg, Va.
- Cancienne, M.B. (2012, October). *Poetry hit squad: Making poetry matter*. A teaching demonstration presented at the Virginia Association of Teachers of English conference, Richmond, Va.
- Cancienne, M.B. (2011, October). *Teaching Emily Dickinson's poetry using 21<sup>st</sup> century literacies*. A teaching demonstration presented at the Virginia Association of Teachers of English, Staunton Va.
- Cancienne, M.B. (2010, November). *The teacher work sample: Reinventing teacher*

- education*. A paper session presented at the National Council of Teachers of English, Orlando, FL.
- Cancienne, M.B. (2010, November). *Outstanding NCTE Affiliate: Impacting the literate lives of educators*. A session presented at the National Council of Teachers of English, Orlando, FL.
- Cancienne, M.B. (2010, October). *Using image grammar and movement to improve writing*. A teaching demonstration presented at the Virginia Association of Teachers of English, Virginia Beach, Va.
- Cancienne, M.B. (2010, October). *Using Dickinson's poem, This is my letter to the world as a visual prompt*. A teaching demonstration presented at the Virginia Association of Teachers of English, Virginia Beach, Va.
- Cancienne, M.B. (2010, October). *A JMU and other university pre-service teacher collaborative*. A panel presented at the Virginia Association of Teachers of English, Virginia Beach, Va.
- Cancienne, M.B. (2009, November). *Aspiring and early career teachers bring the Classics into the 21<sup>st</sup> century and offer contemporary works to include in the canon: Bringing The House on Mango Street into the 21<sup>st</sup> Century*. A student/teacher collaboration roundtable presented at the National Council of Teachers of English, Philadelphia, PA.
- Cancienne, M.B. (2009, October). *Teaching Emily Dickinson's poetry through a multimodal tapestry*. A teaching demonstration presented at the Virginia Association of Teachers of English, Williamsburg, Va.
- Cancienne, M.B. (2009, October). *A JMU and other university pre-service teacher collaborative*. A panel presented at the Virginia Association of Teachers of English, Williamsburg, VA, October, 2009.
- Cancienne, M.B. (2008, November). *Embodying history: Incorporating the Alvin Ailey American Dance Theatre and the Bill T. Jones and Arnie Zane Dance Company into the American literature classroom*. A teaching demonstration presented at the National Council of Teachers of English, San Antonio, TX.
- Cancienne, M.B. (2008, October). *A JMU and other university pre-service teacher collaborative*. A panel presented at the Virginia Association of Teachers of English, Roanoke, Va.
- Cancienne, M.B. (2008, October). *Teaching American literature through the 21<sup>st</sup>-century literacies*. A teaching demonstration presented at the Virginia Association of Teachers of English, Roanoke, Va.
- Cancienne, M.B. (2008, March). *The process and product of movement in educational research*. A paper presented at the annual meeting of the American Educational Research Association, N.Y., N.Y.
- Cancienne, M.B. (2006, April). *Walking the theoretical landscape: Teachers explore*

- their students' communities*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cancienne, M.B. (2006, April). *Bowling without borders: Disrupting the cultural logic of test scores through transgressive arts-based performance*. An off-site performance and discussion presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cancienne, M.B. (2004, April). *Living imaginatively: Artists as educators and researchers*. A live performance and published article presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Cancienne, M.B. (2002, April). *Dancing the data and Dancing the data too*. A symposium and multimedia presentation presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cancienne, M.B. (2001, April). *Researchers performing narratives of pre-service teachers peak and resistant learning experiences of schooling*. A paper session presented at the annual meeting of the American Educational Research Association, Seattle, WA .
- Cancienne, M.B. (2000, April). *Dance me outside: Performative questions in/of teacher education*. A performance session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cancienne, M.B. (1999, October). *The story of Anne*. A performance session presented at the Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.
- Cancienne, M.B. (1999, October). *Loosening ties, making connections, creating selves*. A performance session presented at the Bergamo Conference on Curriculum Theory and Practice, Dayton, OH.
- Cancienne, M.B. (1999, April). *Renewed methodologies for educational research and praxis: The case for inter-textual forms of representation*. A paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Cancienne, M.B. (1998, April). *Dancing the data: Is there a place for artistic representation in educational research?* A performance session presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Cancienne, M.B. (1997, April). *Alternative (re)presentations of data: Presentations of the interpretation of data*. An improvisational performance presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cancienne, M.B. (1997, April). *Alternative (re)presentations of data: Issues of the moral, ethical, and the aesthetic*. A panel discussion presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cancienne, M.B. (1998, October). *Who at the zoo has any sense of the lion? An original theatre piece for the 20<sup>th</sup> anniversary of the Journal of Curriculum Theorizing celebration*. A performance session at the Bergamo Conference on Curriculum Theory

and Practice, Bloomington, IN.

Cancienne, M.B. (1995, October). *Curriculum and the body: A performance of texts by Twyla Tharp and Martha Graham*. A performance session presented at the Bergamo Conference on Curriculum Theory and Practice, Monteagle, TN.

### LOCAL CONFERENCE PRESENTATIONS

Cancienne, M.B. (2014, November). *Making the strange familiar: Using metaphorical thinking in the middle school classroom*. A teaching demonstration presented at the Augusta County Faculty Professional Development Day. Stewart Middle School, Augusta County, Va.

Cancienne, M.B. (2014, November). *Making the strange familiar: Using metaphorical thinking in the high school classroom*. A teaching demonstration presented at the Augusta County Faculty Professional Development Day. Fort Defiance High School, Augusta County, Va.

Cancienne, M.B. (2012, December). *Teaching Synectics I to high school students*. A teaching demonstration presented to a journalism class at Stuarts Draft High School, Stuarts Draft, Va.

Cancienne, M.B. (2012, May). *The Noftsinger Celebration of Madison Scholarship*. A presentation at the Forbes Center for the Performing Arts, Harrisonburg, Va.

Cancienne, M.B. (2009, April). *How am I preparing them?* A panel presentation at the JMU Diversity Conference, Harrisonburg, Va.

Cancienne, M.B. (2009, April). *Stepping out of your comfort zone: Learning to rethink biases*. A panel presentation of EDUC 310 diversity students at the JMU Diversity Conference, Harrisonburg, Va.

Cancienne, M.B. (2001, October). *Charlottesville High School and the arts*. A session presented to Leadership Charlottesville, Charlottesville, VA.

Cancienne, M.B. (1996, February). *Poetry in motion*. A performance session presented at The Curry Conference, Charlottesville, VA.

### CONSULTING/WORKSHOPS

Cancienne, M.B. (2016, June). *Using movement, visualization, and drawing to inspire pre-writing within the writing process*. A teaching demonstration presented at the Content Teaching Academy: 6-12 English Academy in Harrisonburg, Va.

Cancienne, M.B. (2015, June). *Using reader response theory to teach theme*. A teaching demonstration presented at the Content Teaching Academy: 6-12 English Academy in Harrisonburg, Va.

Cancienne, M.B. (2014, June). *Using metaphorical thinking to understand themes in literature*. A teaching demonstration presented at the Content Teaching Academy:



- 6-12 English Academy in Harrisonburg, Va.
- Cancienne, M.B. (2013, June). *Working with analogies: A teacher's perspective*. A teaching demonstration presented at the Content Teaching Academy: 6-12 English Academy in Harrisonburg, Va.
- Cancienne, M.B. (2012, June). *Movement and theatre strategies for teaching Shakespeare*. A teaching demonstration presented at the Content Teaching Academy: 6-12 English Academy, in Harrisonburg, Va.
- Cancienne, M.B. (2011, June). *Using movement as a memory model to improve writing*. A teaching demonstration presented at the Content Teaching Academy: 6-12 English Academy, in Harrisonburg, Va.
- Cancienne, M.B. (2010, June). *Teaching community and standards through creative movement*. A teaching demonstration presented at the Content Teaching Academy: 6-12 English Academy, Harrisonburg, Va. (2 sessions)
- Cancienne, M.B. (2009, June). *Teaching the SOLs through movement*. A teaching presentation at the Content Teaching Academy: 6-12 English Academy and K-5 Core, Harrisonburg, Va. (3 sessions)
- Cancienne, M.B. (2008, June). *Moving through the elements: An introduction to creative movement in the classroom*. A teaching demonstration presented at the Content Teaching Academy: K-8 Creative Movement Academy, Harrisonburg, Va.
- Cancienne, M.B. (2008, June). *Making your mark*. A teaching demonstration at the Content Teaching Academy: 6-12 English Academy and Creative Movement Academy, Harrisonburg, Va.
- Cancienne, M.B. (2008, June). *Creative movement strategies for the math classroom*. A teaching demonstration at the Content Teaching Academy: Creative Movement Academy, Harrisonburg, Va.
- Cancienne, M.B. (2008, June). *Creative movement strategies for the science classroom*. A teaching demonstration presented at the Content Teaching Academy: Creative Movement Academy, Harrisonburg, Va.
- Cancienne, M.B. (2008, June). *Creative movement strategies for the language arts classroom*. A teaching session presented at the Content Teaching Academy: Creative Movement Academy, Harrisonburg, Va.
- Cancienne, M.B. (2008, June). *Creative movement strategies for the social studies classroom*. A teaching demonstration at the Content Teaching Academy: Creative Movement Academy, Harrisonburg, Va.
- Cancienne, M.B. (1998, June). *Cognitive teaching strategies for teachers*. A teacher in-service workshop presented to professional and technical teachers, Fairfax County, Va.

## AWARDS

15 Years of service to the JMU, President Alger, Fall of 2020  
Distinguished Teacher Award, College of Education, 2017-2018  
10 Years of service to JMU, President Alger, Fall 2015  
Madison Scholar, College of Education, Fall 2011-2012  
5 Years of service to JMU, President Rose, Fall, 2010

### FELLOWSHIPS

University of Virginia Graduate Fellowship, 1995 to 1999.  
University of Virginia Graduate Assistantship, 1995 to 1999.

### INTERNATIONAL AND NATIONAL SERVICE

**Co-Founder of a Special Interest Group at AERA** titled “Arts and Inquiry in the Visual and Performing Arts in Education.” I am the co-founder of this SIG and have served as Chair, Program Co-Chair, and Secretary of this SIG throughout its inception. 1999-2022. I also serve on the Dissertation Awards Committee.

**Peer Reviewer**, I have reviewed articles for journals such as *Qualitative Inquiry*, *Action Research*, *The Journal of Curriculum Theorizing*, *Virginia English Journal*, *The Journal of Curriculum and Teaching Dialogue* and *UNESCO Observatory – e-journal arts-based research special issue*. Additionally, I was an outside reviewer for a dissertation from Queensland University in Australia, Simon Fraser University and the University of Regina in Canada, Sarah Lawrence College, and Bellarmine University in the U.S. I have also reviewed proposals from 1999 to present for the Arts & Inquiry in the Visual and Performing Arts SIG (Co-Founder) and the Arts-Based Research SIG as well as reviewed for the annual Arts-based Research Dissertation Award in 2015. Recently, I have added two new SIGs that I currently review for at AERA: *Qualitative Research* and *Writing and Literacies*.

### DEPARTMENT AND COLLEGE SERVICE

Flowerings Project Partner  
Faculty Awards Committee  
Dispositions Committee  
University Writing Committee  
What Sustains Us Project, Advisory Chair (2011)  
NCTE/CAEP Accreditation Committee, Leader (Fully recognized)  
D-PAC Chair and Committee Member (8 years)  
Diversity Committee (Chair 2010-2013)  
Teacher Work Sample Committee  
ILEP Advisor  
Served as chair and member of many tenure and promotion committees  
Served on faculty search committees

### UNIVERSITY TEACHING EXPERIENCE

**Professor of English Education**, *James Madison University*, Harrisonburg, VA: I am currently a tenured professor of English Education in the Middle, Secondary, and Mathematics Education program. I prepare teachers in the five-year Masters of Teaching program instructing in English methods, English high school practicum, curriculum and co-curriculum, foundations of American

education, student teaching and seminar. My responsibilities include teaching, research and service. 6/05 to present

**Assistant Professor**, *George Mason University*, Prince Williams Campus, Manassas, VA: I was an assistant professor (one-year contract) in the Initiatives in Educational Transformation program. This innovative program is an interdisciplinary teacher education master's program for practicing teachers. In this program a team of instructors work collaboratively to prepare and teach courses. Currently, I am teaching "New Professional Studies," "Research Methodologies," "Language and Culture," and "Technology and Learning." Other responsibilities include research and service. 6/04 to 7/05

**Adjunct Faculty**, *Lesley University*, Cambridge, MA:

This position included teaching in an outreach program currently operating in 20 states. I taught "Curriculum, Instruction, and Assessment," "Curriculum Theory and the Arts," "Creative Movement and Learning," and the "Integrative Project" in the Curriculum and Instruction Division in the College of Education and in the Creative Arts and Learning Division in the College of Arts and Sciences. 6/00 to 6/05

**Assistant Professor**, *Texas Tech University*, Lubbock, TX: This was a tenure-track position in secondary English education. For the fall and spring semester, I taught an undergraduate course titled, "English Methods," and a graduate course titled, "Models of Teaching." 6/99-5/00

**University Instructor**, *University of Virginia*, Charlottesville, VA: Planned and delivered instruction for the course titled, "Secondary Curriculum and Instruction." This course prepared fourth year master of teacher education students to plan and implement a variety of instructional strategies. Peer teaching, field experience, technology (course outline, assignments, Internet links, and a discussion group were utilized); autobiographical assignments and teaching portfolios were also part of this preparatory course. Coordinator: Professor Morine-Dershimer. 6/98-12/98

**Teaching Assistant**, *University of Virginia*, Charlottesville, VA: Assisted a professor in teaching the course titled "Secondary Curriculum and Instruction." Responsibilities included: implementing lessons, demonstrating a variety of instructional strategies, conferencing with and supervising students on field projects, and reading and providing feedback on assignments and portfolios. 6/97-12/97

**University Supervisor**, *University of Virginia*, Charlottesville, VA: For four years I supervised student teachers receiving licensure in elementary and secondary education. I observed student teachers weekly in their field placements and provided feedback and resources for improvement. Met weekly with students and supervised their master theses field projects. 9/95-5/99

### **COMMUNITY COLLEGE TEACHING EXPERIENCE**

**Modern Dance Teacher**, *Piedmont Community College*, Charlottesville, VA: I taught beginning and intermediate modern dance based on Graham and Horton techniques. 7/97-12/97

### **PUBLIC AND PRIVATE SCHOOL TEACHING EXPERIENCE**

**Creative Movement and Language Arts Teacher**, *The Village School*: This is a private middle school located in downtown Charlottesville, VA: I taught 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade creative movement classes one hour a day. I incorporated language arts skills and writing activities as a way of bridging movement and thought. 1/98-5/99

**Co-Director of the Cheshire Performing Arts Exchange**, Charlottesville, VA. and Cheshire, England: This performance arts collaboration included six drama students from America and six drama students from England. As part of my responsibilities, I co-directed a high school performance in America titled “The Gender Gaze.” This performance explored gender roles of adolescents. Additionally, I co-directed a high school performance in England titled “Channel 1,” which critiqued American and British television shows. 5/96-10/96

**English Teacher**, *Zachary High School*, Zachary, LA: I taught 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade English. Implemented an arts-based and performance-based curriculum. 6/92-1/95

**Language Arts Teacher**, *Lowery Middle School*, Donaldsonville, LA: taught 6<sup>th</sup> and 7<sup>th</sup> grade language arts. 1/92-5/92

