

M. NICKIE COOMER

Curriculum Vitae

1107 N. Cascade Ave.
Colorado Springs, CO 80906
(937) 245-0149
ncoomer@coloradocollege.edu

RESEARCH INTERESTS

Disability Studies in Education, Urban Education Studies, Relational Models of Disability in Education, Critical Special Education, Relational Pedagogies

EDUCATION

Ph.D. in Urban Education Studies 2021

Indiana University School of Education - Indianapolis (IUPUI) • Indianapolis, IN

- *Minor: Sociology*
- *Dissertation: "Figuring the Emotionally Disturbed Child: The Function of Teacher Talk on Special Education Referrals of Elementary Aged Children with Emotional and Behavioral Disorders"*
- *Committee: Kathleen King Thorius (Chair), Kathleen Collins, Cristina Santamaría Graff, Cleveland Hayes, Kenzie Latham Mintus*

Master of Education (M.Ed.) in School Counseling 2011

University of Cincinnati • Cincinnati, Ohio

Bachelor of Science (B.S.) in Special Education 2005

Miami University • Oxford, Ohio

PROFESSIONAL APPOINTMENTS

Assistant Professor of Education 2021-Present

Colorado College • Colorado Springs, CO

- Undergraduate and Graduate Courses:
 - Urban Education
 - Advanced Research
 - Disability & Activism in Educational Contexts
 - Disability & Society
 - Classroom Management
 - Bridge Scholars Program, 2022-2023 (Economic and Educational Inequality)
 - Stroud Scholars Program, 2022-2023 (College-Access Program for High Schoolers)
 - First Year Program, 2022-2023 (First-Year Academic Composition Course)
- Graduate Courses:
 - Data Driven Instruction for Diverse Learners in the 21st Century (Special Education and Inclusive Teaching Methods)

Visiting Assistant Faculty

2018-2021

- Undergraduate Courses Taught:
 - Special Education Methods, Spring/Fall 2018-2021
 - Families, School, and Society, 2020

REFEREED JOURNAL ARTICLES

- Santamaría Graff, C., **Coomer, M.N.**, Thorius, K.K., Skelton, S.M. (2022). Challenging the language of law and policy through practice: Working for personal and collective agency. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*, 22(1), 1-5.
- Fitch, F., Hulgin, K., & **Coomer, M.N.** (2021). How 'special needs' vouchers silence and deny the right to inclusive education (LRE): Segregation by choice or fraudulent concealment? *International Journal of Qualitative Studies in Education*.
- Coomer, M.N.**, Beneke, M.R., & Mueller, C.O. (2021). D/discourses of Childhood Mental Health and Disability: From Individual Pathology to Relational Wellness. In M. O'Reilly and N. Lester (Eds.) *Palgrave Encyclopedia of Critical Perspectives on Mental Health*.
- Coomer, M.N.** & Stinson, C. (2021). Invisibilizing Race and Gender in Special Education. In C. Mayo (Ed.) *Oxford Encyclopedia of Gender and Sexuality in Education*.
- Hulgin, K., Fitch, F., & **Coomer, M.N.** (2020). Optimizing a critical juncture: Trauma, neoliberal education and children's agency. *Journal of Curriculum and Pedagogy*. doi: 10.1080/15505170.2020.1729903
- Coomer, M. N.** (2019). Deconstructing difference and inclusion in educational research: Reflections on the International Journal of Qualitative Studies in Education Special Edition on Difference. *International Journal of Qualitative Studies in Education*, 32(2).
- Graham, J. & **Coomer, M.N.** (2018). When schooling hurts: Professional school counselors as mitigates for school-based trauma. *Journal of Global Engagement and Transformation*, 2(1). <https://everypiecematters.com/jget/volume02-issue01/when-schooling-hurts-professional-school-counselors-as-mitigates-of-school-based-trauma.html>

BOOK CHAPTERS

- Santamaría Graff, C., Price, J. F., & **Coomer, M. N.** (2022). Technology as a bridge to co-create learning environments for equity and inclusion for students with intersectional identities. In F. E. Obiakor & J. Bakken (Eds.), *Using Technology to Enhance Special Education. Advances in Special Education*, Volume 37.
- Coomer, M.N.** (2022). Erased and renamed: Re- racialization and the white commodification of color. In C. Hayes, J. Manlove, & E. Silverman (Eds.) *Critical storytelling: Dismantling white supremacy one doctoral student at a time*. Dio Press.
- Coomer, M.N.**, Johnson, A.C., Aronson, B., & Reyes, G. (2022). Coalition with/in the Boundaries: A Radical Love Response to Neoliberal Debilitation in Special Education. In D. Hernandez-Saca, C. *Voulgarides*, & H. Pearson (Eds.) *Understanding the boundaries between disability studies and special education through consilience, self-study, and radical love* (pp. 147-169). Rowan & Littlefield.

- Coomer, M. N.** & Mintus, K. L. (2019). Test anxiety: Participation and exclusion beyond the institution. In D. Loseke & S. Green (Eds.) *Research in social science and disability (Vol. 11): New narratives of disability: Constructions, clashes, and controversies*.
- Coomer, M. N.**, Jackson, R. G., & Moore, T. S. (2019). Assessing curricular bias: Student resistance and the transformative classroom. In A. J. Samuels & G. Samuels (Eds.) *International social studies forum series: Democracy at a crossroads: Examining the past and facing the future* (pp. 113-134). Information Age Publishing.
- Thorius, K. K., Moore, T. S., & **Coomer, M. N.** (2019). We can do better: Critically reframing special education research and practice at the intersections of disability and cultural and linguistic diversity for young children. In J. Bakken & F. Obiakor (Eds.) *Advances in special education (Vol. 34): Special education for young learners with disabilities*.

PRACTITIONER BRIEFS, TOOLS, & NEWSLETTERS

- Coomer, M.N.**, Jackson, R.G., Thorius, K.K., & Skelton, S.M. (2020). Shifting from surveillance and control in virtual learning environments: Utilizing principles of universal design for learning & culturally sustaining pedagogy. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Coomer, M. N.** & Skelton, S. M. (2019). Centering equity in social-emotional learning standards. *Equity Tool*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Jackson, R. G., **Coomer, M. N.**, Sanborn, E., Dagli, C., Martinez Hoy, Z., Skelton, S. M., & Thorius, K. K. (2018). Teaching towards understandings of intersectionality. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Coomer, M. N.**, Pearce, N., Dagli, C., Skelton, S. M., Kyser, T. S., & Thorius, K.A.K. (2017). The legacy of Civil Rights in the Every Student Success Act. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Pearce, N., **Coomer, M. N.**, Dagli, C., Skelton, S. M., & Thorius, K. K. (2017). Empowering students to become agents of social change. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Coomer, M. N.**, Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K.A.K. (2017). Assessing Bias in Standards and Curricular Materials. *Equity Tools*. Midwest & Plains Equity Assistance Center.
- Coomer, M. N.**, Jackson, R. G., Kyser, T. S., Skelton, S. M., & Thorius, K.A.K. (2017). Reframing the achievement gap: Ensuring all students benefit from equitable access to learning. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Jackson, R. G., **Coomer, M. N.**, Dagli, C., Skelton, S. M., Kyser, T., & Thorius, K.A.K. (2017). State equity leaders summit: Leveraging ESSA to support equity focused school transformation. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Jackson, R. G., **Coomer, M. N.**, Dagli, C., Skelton, S. M., Kyser, T. S., & Thorius, K. K. (2017). Reexamining workforce diversity: Authentic representations of difference. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Skelton, S. M., **Coomer, M. N.**, Jackson, R. G., Kyser, T., & Thorius, K.A.K. (2017). Ensuring all students succeed, equity at the school level. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).

- Coomer, M. N.**, Pearce, N., Dagli, C., Skelton, S. M., Kyser, T. S., & Thorius, K. K. (2017). The Legacy of Civil Rights in the Every Student Succeeds Act. *Equity Dispatch*. Midwest & Plains Equity Assistance Center (MAP EAC).
- Coomer, M. N.**, Kyser, T. S., Thorius, K.A.K., & Skelton, S. M. (2016). Deconstructing Summer Learning Loss- Moving Away from Summer School and Toward Valuing Informal Learning. *Equity by Design Policy Brief*. The Great Lakes Equity Center (GLEC).
- Kyser, T. S., **Coomer, M. N.**, Moore, T., Cosby, G., Jackson, R. G., & Skelton, S. M. (2015). Parents/caregivers as authentic partners in education. *Equity Dispatch*. Great Lakes Equity Center (GLEC).

OP-EDS

- Coomer, M. N.** (2017, Jun. 22). Roxane Gay's Hunger: A feminist/dis/ability (or not) take on bodies and access. *The Huffington Post*. Retrieved from https://www.huffingtonpost.com/entry/roxane-gays-hunger-a-feministdisability-or-not_us_594b5360e4b062254f3a5b97
- Coomer, M. N.** (2016, Aug. 10). Biting the invisible hand: The teacher's fight against corporate education reform. *The Huffington Post*. Retrieved from https://www.huffingtonpost.com/entry/biting-the-invisible-hand_us_57ab5f60e4b091a07ef84f74
- Coomer, M. N.** (2016, Aug. 5). Nobody puts baby (mamas) in the corner. *The Huffington Post*. Retrieved from https://www.huffingtonpost.com/entry/nobody-puts-baby-mamas-in-the-corner_us_57a4c2ade4b0c94bd3c94546

AWARDS & HONORS

AERA Disability Studies in Education SIG Outstanding Dissertation Award	2022
AERA Diversity, Equity, and Inclusion Workshop Invitee	2020
Graduate and Professional Education Travel Grant	2018

GRANTS & FELLOWSHIPS

Insight Development Grant (Co-PI), \$50,000, pending	2022
Social Science Executive Committee Grant, \$5,000	2022
Christian A Johnson Endeavor Fund, \$1,700	2022
Faculty Student Collaborative Research Grant, \$4,000	2022
U.S. Department of Education Supporting Effective Educator Development (SEED) Program Grant (unfunded)	2020
Spender Small Research Grant, Indiana University, \$40,000 (unfunded). 2020	
Spencer/national Academy of Education Dissertation Fellowship Program,	2020

\$27,500 (unfunded)

CONFERENCE PROCEEDINGS

- Coomer, M.N.**, Thorius, K.K., & Campbell, C. (2023, April 13-16). Hermeneutical Justice for Children with Emotional and Behavioral Disorders [Paper Session]. American Educational Research Association, Chicago, IL.
- Coomer, M.N.**, Murphy, E., & Taylor, D. (2023, April 13-16). Movement in School: A DisCrit Examination of Access to Social-Physical Activity for Students with EBD [Symposium]. American Educational Research Association, Chicago, IL.
- Silverman, E.H, Jeong, S., McKinnon-Crowley, S., **Coomer, M.N.**, & St. Pierre, E.A. (2023, April 13-16). Reimagining Education and Method through the Lens of Rhizomatics [Symposium]. American Educational Research Association, Chicago, IL.
- Jeong, S., Silverman, E.H. & **Coomer, M.N.** (2023, April 13-16). Examining How Posthumanism Can Exist in Reimagining Disability, Inclusive Science Teaching and Learning Practices [Symposium]. American Educational Research Association, Chicago, IL.
- Santamaría Graff, C.C., Price, J., & **Coomer, M.N.** (2023, April 13-16). Technology as a Bridge: Co-Creating Inclusive and Equitable Learning Environments for Students with Intersectional Identities [Poster Session]. American Educational Research Association, Chicago, IL.
- Valtierra, K. & **Coomer, M.N.** (2022, November 4-6). The Inclusive Pedagogies Observation Protocol: A Tool for Fostering Anti-Oppressive Classrooms in Higher Education. International Conference on Urban Education [Roundtable], Cancun, Mexico
- Coomer, M.N.**, Campbell, C. (2022, October 27-28). Figuring the Mad Child: Student Identity and Agency in Special Education for Serious Emotional Disturbances [Paper Session]. Critical Race Studies in Education Association Annual Meeting.
- Silverman, E.H., **Coomer, M.N.**, & Nguyen, D.H.K. (2022, April 21-26). Using Contested Narratives to Negotiate Free Speech, Hate Speech, and Students' Rights [Roundtable]. American Educational Research Association Annual Meeting.
- Coomer, M. N.** (2021, Nov. 5-7). Figuring the Emotionally Disturbed Child: Teacher Talk and Special Education Referrals for EBD [Paper Session]. American Educational Studies Association Annual Conference.
- Coomer, M. N.** (2021, Oct. 25-27). Colonial White Civility, Carceral Logics, and Figuring the Emotionally Disturbed Child [Paper Session]. Critical Race Studies in Education Annual Conference Portland, OR
- Coomer, M. N.**, Johnson, A.C., Reyes, G., & Aronson, B. (2021, Apr. 8-12). Coalition with/in the Boundaries: A Radical Love Response to Neoliberal Debilitation in Special Education [Symposium]. American Educational Research Association (AERA) Virtual Annual Meeting
- Nguyen, D.H.K., Puckett, T., Silverman, E.H., & **Coomer, M. N.** (2020, Oct. 28-Nov. 1). Revolutionizing our rights for liberation: Examining and critiquing today's hot legal topics

[Symposium]. American Educational Studies Association (AESA) Annual Conference, San Antonio, TX (Conference Canceled)

Coomer, M.N. (2020, Oct. 28 – Nov. 1) Subverting trauma discourse: Moments of authenticity and care in an urban elementary school. [Paper Session]. AESA Annual Conference San Antonio, TX (Conference Canceled)

Coomer, M. N. (2020, Apr 17 - 21) Neither Here nor There: A Neo-Institutional Interrogation of the Duality of the Individualized Education Plan as Tool for Inclusion and Exclusion [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vtyz96g> (Conference Cancelled)

Elfreich, A. M. & **Coomer, M. N.** (2020, Apr 17 - 21) The Impact of School Choice and Teacher Decision Making: Accountability and the Reification of Whiteness [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t2of2ht> (Conference Canceled)

Thorius, K. K., **Coomer, M. N.** & Sanborn, E. (2020, Apr 17 - 21) A Critical Analysis of the Racialized Stereotypes Within the Language of Social Emotional Learning [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wqvewye> (Conference Canceled)

Coomer, M. N., Clayton, E., & Wright, R. (2020). The intersection of exclusion: Race and disability in urban schooling contexts. Society for Disability Studies Annual Conference.

Elfreich, A. & **Coomer, M. N.** (2019). Teacher identity, curriculum, and neoliberal education reform in Indianapolis. Presented at the Conference on Curriculum, Theory, and Classroom Practice, Dayton, OH.

Coomer, M. N. & Mintus, K. L. (2019). Test anxiety: Participation and exclusion beyond the institution. Presented at the American Sociological Association, New York, NY.

Elfreich, A. & **Coomer, M. N.** (2019). Teacher experiences of school choice. Presented at the Critical Race Studies in Education Annual Meeting, Los Angeles, CA.

Scheurich, J. J., Elfreich, A., Williams, N., Cosby, G., Silverman, E., & **Coomer, M. N.** (2019). Spotlight: Neoliberalism fireside chat: An open invitation to engage in discussion about global forms of neoliberalism. Presented at the International Congress of Qualitative Inquiry, Champagne-Urbana, IL.

Silverman, E. & **Coomer, M. N.**, (2019). Approximating “normal”: A critical examination of racial privilege and mental disability. Presented at the American Educational Research Association. Toronto, Canada.

Scheurich, J. J., Elfreich, A., Williams, N., Cosby, G., Silverman, E., Scott, C. & **Coomer, M. N.** (2019). The early history of neoliberal education “reform” in Indianapolis. Presented at the American Educational Research Association. Toronto, Canada.

Coomer, M. N. (2019). Humanizing essence and existence: Emotion, behavior, and disordering in special education research. Presented at the American Education Studies Association, Baltimore, MD.

Coomer, M. N., Jackson, R., Moore, T. (2018). Eliminating Curricular Bias to Advance Equitable Democratic Participation in Social Studies Classrooms. Presented at the Social Science in Education Consortium. Florence, Italy.

- Coomer, M. N.** (2018). Figured Worlds of Madness. Presented at the International Congress of Qualitative Inquiry. Champaign-Urbana, IL.
- Coomer, M. N.** (2018). Neoliberal Deployment of Urban Market-Based Education Reforms and Democracy Destruction. Presented at the International Congress of Qualitative Inquiry. Champaign-Urbana, IL.
- Coomer, M. N.** & Johnson, A.C. (2018). Accomplices Not Advocates: A Feminist Disability Accolpliceship Proposal for Teachers of Students with Disabilities. Presented at the Multiple Perspectives Conference: Society for Disability Studies Strand. Columbus, OH.
- Coomer, M. N.** (2018). Examining the Ways Mental Illness is Socially Constructed in American Special Education Classrooms. Presented at the Critical Disability Studies Student Association Conference, Toronto, ON.
- Coomer, M. N.**, Jackson, R.J., Hannon, K.J., & Nadaraj, A. (2018). Who Decides What Learning Is? A Critical Inquiry into Community-Based Out-of-School Learning Opportunities. Presented at the Association of Teacher Educators Annual Meeting. Las Vegas, NV.
- Cosby, G., **Coomer, M. N.**, & Luis, A. (2017). Three Autoethnographies of Racially Ambiguous Women. Presented at the International Congress of Qualitative Inquiry. Champaign-Urbana, IL.
- Coaston, S. & **Negrelli, M. N.** (2011). Working Collaboratively: A School Counselor's Role on a Multidisciplinary Team. Presented at the All Ohio Counseling Conference. Columbus, OH.
- Negrelli, M. N.**, & Sebera, K. (2010). Serious Emotional Disturbances and the Public School. Presented at the All Ohio Counseling Conference. Columbus, OH.

CONFERENCE ACTIVITY

Discussant, American Educational Research Association	2023
Session Chair, American Educational Research Association	2023
Journal Talks (<i>Multiple Voices</i>), American Educational Research Association.	2022
Session Organizer, American Sociological Association	2020
Reviewer, American Educational Studies Association, Annual Meeting	2020
Session Chair, International Congress of Qualitative Inquiry	2018
Session Chair, Critical Race Studies in Education	2017

GUEST LECTURE

- Coomer, M.N.** (2022, March 8). Figuring the Emotionally Disturbed Child: Surfacing Pathologizing Discourse in Teacher Talk. Faculty Seminar at Colorado College. Colorado Springs, Colorado.
- Coomer, M.N.** (2019, October). Guest Lecturer, Centering Equity in Social Emotional Learning. Presentation made at the University of Northern Iowa, ELEMECML 7389 Seminar in

Curriculum & Instruction: Learning Disability, Culture, and Emotion Section 02 Fall 2019 (graduate course), Cedar Falls, Iowa.

Coomer, M.N. (2019, September). Disability Justice and Universal Design for Learning. Presentation made at Indiana University. Bloomington, Indiana.

INVITED TALKS

TikTok, Language, and Liberation: Moving Beyond “Race Talk” at a Selective Liberal Arts College. Crown Faculty Center, Colorado College. December 6, 2022.

Making the Most of “Third Space”: Rethinking Instructor-Student Power Relationships through Relational Pedagogies. Crown Faculty Center, Colorado College. November 1, 2022.

The Intersections of Racism and Ableism on the Block Plan: Rethinking Rigor, “Smartness,” and “Goodness” as Properties of Whiteness in the Colorado College Classroom. Crown Faculty Center, Colorado College. October 4, 2022.

(Re)claim, (Re)vitalize, (Re)imagine, & (Re)commit Virtual Coffeehouse: Supporting Students with Making Healthy Connections. Midwest & Plains Equity Assistance Center. Virtual, August 3, 2021.

Asian American Reflections on Racism and Collective Work for Social Justice. Dr. Martin Luther King Jr. Celebration: IU Social Justice Center. Virtual, January, 2021.

Centering Equity in Trauma-Informed Care: Creating Healing Spaces. Invited Expert: Safe and Inclusive Schools Learning Network Cohort, Virtual Roundtable. Midwest & Plains Equity Assistance Center. Indianapolis, IN, June 6, 2019.

Leveraging ESSA to Support All Students. Keynote Speech: Equity State Leaders Summit. Midwest & Plains Equity Assistance Center. Indianapolis, IN, Sept. 7, 2017.

TEACHING EXPERIENCE

Teaching Assistant for Dr. Thu Sương Thị Nguyễn 2020

Indiana University School of Education - Indianapolis (IUPUI) • Indianapolis, IN

- Asian American Studies

Teaching Assistant for Dr. James Joseph Scheurich 2019

Indiana University School of Education - Indianapolis (IUPUI) • Indianapolis, IN

- Early Inquiry in Urban Education

Adjunct 2016

Indiana University School of Education - Indianapolis (IUPUI) • Indianapolis, IN

- Sociopolitical Context of Education
- Collaboration and Service Delivery
- Methods of Meeting the Needs of Special Learners

Special Education Online Hybrid Program Graduate Mentor 2014-2015

Miami University • Oxford, Ohio

- Introduction to Teaching Students with Exceptionalities

- Behavioral Interventions: Theory, Principles, and Techniques

RESEARCH

Doctoral Research Assistant

2015-2021

U.S. Department of Education Region III Technical Assistance Center
Great Lakes Equity Center/Midwest & Plains Equity Assistance Center
Indiana University School of Education-Indianapolis (IUPUI) Indianapolis, IN
Executive Director and P. I.: Dr. Kathleen King Thorius
Director of Operations: Dr. Seena Skelton

Practitioner-Focused Publication Development

2015-2021

Equity Tools:

- Centering Equity in Social and Emotional Learning, 2019
- Assessing Bias in Standards and Curricula, 2017
- Equity by Design Practitioner Brief:
- Deconstructing Summer Learning Loss, 2016

Equity Dispatch:

- Teaching Toward Understanding of Intersectionality, 2016
- Engaging Teachers as Social Justice Actors, 2018
- The Legacy of Civil Rights in the Every Student Succeeds Act, 2018
- Empowering Students to Become Agents of Social Change, 2017
- Reframing the Achievement Gap: Ensuring All Students Benefit from Equitable Access to Learning, 2017
- State Equity Leaders Summit: Leveraging ESSA to Support Equity Focused School Transformation, 2017
- Reexamining Workforce Diversity: Authentic Representations of Difference, 2017
- Ensuring All Students Succeed, Equity at the School Level, 2017

Professional Learning Design

2015-2021

- Equity Leaders Institute, 2016
- Centering Equity in Curricular and Instructional Practices: Using Universal Design for Learning and Culturally Sustaining Pedagogy
- State Leaders Equity Summit, 2016
- Equity Leaders Institute, 2015
- Equitable Distribution of Effective Educators, State Leaders Equity Summit, 2015

Federal Litigation Support

2015-2021

- *Stephen C. v. Indian Bureau of Education*
- Faculty Advisor: Dr. Kathleen King Thorius
- Provided systematic literature review on quantitative studies regarding achievement for Native American Students with dis/abilities

Equity Initiative Development and Implementation in Private and Nonprofit Organizations

Blue Cross/Blue Shield of Minnesota Centering Equity in the Health-Learning Connection

- Faculty Advisor: Dr. Kathleen King Thorius

- Provided professional learning experience to Blue Cross/Blue Shield of Minnesota regarding critical understandings of health inequities that shift traditional notions of health and well-being away from Eurocentric, white norms and toward a more inclusive and culturally responsive approach to health inequities in schools

Children’s Law and Policy Initiative Positive School Discipline Institute

- Faculty Advisor: Dr. Kathleen King Thorius
- Provided administrative support and professional learning experiences to the Children’s Law and Policy Positive School Discipline Institute around critical reframings of trauma-informed approaches, away from deficit orientations and toward socio-historically situating generational trauma in contexts of systemic oppression

Equity Expansive Learning in a Technical Assistance Partnership

- Faculty Advisor: Dr. Kathleen King Thorius
- Provided transcripts and participated in meaning-making through expansive learning theory of multiple group interviews and conversations around the provision of technical assistance pertaining to literacy education for students with disabilities with members of a State Department of Education

Federal and State Education Initiative Implementation

- Title IX Support:
 - Provided review to district-level leaders and stakeholders regarding meeting the terms of a Consent Decree from the Department of Justice
- MTSS Support:
 - Provided MTSS review for state-level stakeholders

Test Anxiety: Participation and Exclusion Beyond the Institution

2017-2019

- Faculty Advisor: Kenzie Latham-Mintus

Teacher Experience of Choice Schools

2018-2019

- Faculty Advisors: Dr. James Joseph Scheurich and Dr. Alycia Elfreich

NATIONAL SERVICE

Managing Editor

2020-Present

Multiple Voices: Disability, Race, and Language Intersections in Special Education

Associate Editor

2021-Present

International Journal of Qualitative Studies in Education

Executive Council

2019-2021

American Educational Studies Association

Consulting Editor

2019

Multiple Voices: Disability, Race, and Language Intersections in Special Education

Editorial Assistant

2019

International Journal of Qualitative Studies in Education Special issue on Difference

Reviewer Young Exceptional Children	2019
Reviewer Equity Alliance Blog	2019

REGIONAL SERVICE

Honor Council Faculty Advisor, Colorado College	2022
School Achievement and Accountability Committee Piñon Valley Elementary (District 12, Cheyenne Mountain School District), Invited Member	2022
Graduate Representative Graduate Studies Committee Indiana University School of Education-Indianapolis (IUPUI), Indianapolis	2019
Graduate/Professional Student Government: School of Education Representative (Appointed) Indiana University School of Education-Indianapolis (IUPUI), Indianapolis	2018
Faculty Policy Council Student Representative (Elected) Indiana University School of Education-Indianapolis (IUPUI), Indianapolis	2018

PROFESSIONAL AFFILIAITONS

American Educational Studies Association
 Critical Race Studies in Education Association
 Society for Disability Studies
 American Educational Research Association

- Special Interest Group: Disability Studies in Education
- Special Interest Group: Special Education Research
- Division K: Teacher Education
- Division G: Social Context of Education

Council for Exceptional Children

- Council for Children with Behavioral Disorders

SPECIAL EDUCATION & ESL TEACHING CERTIFICATION

Ohio: Mild-Moderate/Moderate-Intensive (Ages 3-21), Reading Endorsement, Highly Qualified Grades 7-12 English, 2001-2012
Texas: Special Education, Early Childhood-12th, English as a Second Language, 2012-2017
Indiana: Special Education, Mild Interventions, Ages 3-21, 2013-2018

PK-12 TEACHING EXPERIENCE

District-Wide Behavior Specialist	2013-2015
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Indianapolis Public Schools Indianapolis • Indiana

- Grades 1-6

Intervention Specialist

2012-2013

Spring Branch Independent School District • Houston, Texas

- Pre-School Program for Children with Disabilities

Serious Emotional Disturbances Intervention Specialist

2008-2012

Lakota Local Schools • West Chester, Ohio

- Grades 2-6

Reading Intervention Specialist

Summer 2010

Harlem RBI DREAM Charter School • New York, New York

- Grades 3-4

Resident Counselor and School Liaison

2005-2010

Bunker Hill Haven for Boys (residential facility for adjudicated youth) • Hamilton, Ohio

- Grades 7-12

Specific Learning Disability Intervention Specialist

2005-2007

Edgewood City Schools • Trenton, Ohio

- Grades 2-3

Intervention Specialist

Fall 2004

Ramstein Elementary School, Ramstein Air Force Base • Ramstein, Germany

- Grades 2-3