

M. NICKIE COOMER, PH.D.

CURRICULUM VITAE

ncoomer@coloradocollege.edu

RESEARCH STATEMENT: I study how people make sense of and enact educational policy in ways that reproduce or resist disparities. Drawing on critical disability studies, interpretive sociology, and linguistic anthropology, I trace how educators' informal conversations and cultural reasoning mediate the relationship between law, policy, and educational decision-making. By analyzing these micro-level interactions, I surface how institutions construct and maintain ideas of normalcy, deviance, and belonging.

EDUCATION

Ph.D. in Urban Education Studies, 2021

- Indiana University School of Education-Indianapolis
- *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), Cristina Santamaría Graff, Cleveland Hayes, Kathleen Collins, Kenzie Latham Mintus
- *Minor:* Sociology

M.Ed. in School Counseling, 2011

- University of Cincinnati

B.S. in Special Education, 2005

- Miami University

PROFESSIONAL APPOINTMENTS

2021-Present

Assistant Professor of Education
Colorado College of Education

Undergraduate and Graduate Courses:

- Urban Education
- Educating Diverse Learners in the 21st Century (Graduate Special Education Methods)
- Undergraduate Thesis Advising
- Master's Research Project Advising
- Disability & Activism in Educational Contexts
- Disability & Society
- Classroom Management
- Bridge Scholars Program
- Stroud Scholars Program
- First Year Program
- Constructing Childhood in Montessori, Reggio Emilia, and Steiner Schools (international)

2018-2021

Visiting Assistant Faculty

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Indiana University School of Education- Indianapolis

Undergraduate and Graduate Courses:

- Special Education Methods
- Families, School, and Society

REFEREED JOURNAL PUBLICATIONS

Coomer, M.N., Cannon, M.A., Taijeron, V., & Prity, T. (2025). Critical care as anti-racist disability activism: Subverted truths around mental health and wellness of Black and Brown students on a college campus. *Journal of Postsecondary Education and Disability*, 38(2), 459-473.

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*.

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

Coomer, M.N. (2025). Ways that special education teacher education programs center disabled youth’s “ways of doing” to prepare future teachers. In C. Santamaría-Graff & J. Bakken (Eds.) *Advances in Special Education*. Springer.

Coomer, M.N., Martin, T., Proffitt, W., & Campbell, C. (2025). Social Constructions of “Bad Kids” in Early Childhood Classrooms. In M. Beneke and H. Love (Eds.) *Beyond compliance in early childhood education: Centering disability, freedom, and belonging* (pp 23-36). Teachers College Press.

Coomer, M.N., Johnson, A.C., Aronson, B., & Reyes, G. (2023). 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.** (2022). Erased and renamed: Re-racialization and the white commodification of Color. In C. Hayes, E. Silverman, & J. Manlove (Eds.) *Critical storytelling: Dismantling white supremacy one doctoral student at a time*. Dio Press.
- 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*. Emerald.
- 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.
- Santamaría Graff, C., Price, J., & **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. Springer*.
- 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*.
- 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*. Emerald.

IN-PROGRESS JOURNAL MANUSCRIPTS

- Coomer, M.N.** & Arias, J.M.(submitted) Biopolitics, Debilitation, and Neoliberal Post-Colonialism: The Discursive Tensions between Humanism and Educational Rights for Displaced Children in Irish Schools
- Knight, H., **Coomer, M.N.**, & Martin, T. (submitted). Violent innocence: The discursive production of violent children in justification for seclusion rooms.

PRACTIONER 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).

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- 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., Dăgli, 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., Dăgli, C., Skelton, S.M., Kyser, T.S., & Thorius, K.K. (2017). The legacy of Civil Rights in Every Student Succeeds Act. Equity Dispatch. Midwest & Plains Equity Assistance Center (MAP EAC).
- Pearce, N., **Coomer, M.N.**, Dăgli, 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.K. (2017). Assessing bias in standards and curricular materials. Equity Tools. Midwest & Plains Equity Assistance Center (MAP EAC).
- Coomer, M.N.**, Jackson, R.G., Kyser, T.S., Skelton, S.M., & Thorius, K.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.**, Dăgli, C., Skelton, S.M., Kyser, T., & Thorius, K.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.**, Dăgli, 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.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., Dăgli, C., Skelton, S.M., Kyser, T.S., & Thorius, K.K. (2017). The legacy of civil rights in every student succeeds act. Equity Dispatch. Midwest & Plains Equity Assistance Center (MAP EAC).
- Coomer, M.N.**, Kyser, T.S., Thorius, K.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).

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Coomer, M.N. (2017, Jun. 22). Roxane Gay's Hunger: A feminist/dis/ability (or not) take on bodies and access. *The Huffington Post*.

Coomer, M.N. (2016, Aug. 10). Biting the invisible hand: The teacher's fight against corporate education reform. *The Huffington Post*.

Coomer, M.N. (2016, Aug. 5). Nobody puts baby (mamas) in the corner. *The Huffington Post*.

AWARDS & HONORS

2024	Colorado College Lloyd E. Worner Teacher of the Year
2023	Colorado College Dean of the Faculty Teaching Award
2022	Colorado College Dean of the Faculty Teaching Award
2022	Outstanding Dissertation Award, AERA Disability Studies in Education SIG
2020	AERA Diversity, Equity, and Inclusion Workshop Invitee
2018	Indiana University Graduate and Professional Education Grant

GRANTS AND FELLOWSHIPS

2025	(Proposal-submitted) Spencer Research-Practice Partnerships: Collaborative Research for Educational Change with Dublin City University (\$400,000)
2023-2025	Manya Whitaker Endowed Professorship, \$20,000
2025	Social Science Executive Committee Research Grant, \$5,000
2024	Social Science Executive Committee Research Grant, \$3,000
2023	Faculty Student Collaborative Research Grant, \$4,000
2023	Social Science Executive Committee Research Grant, \$3,000
2023	Insight Development Grant, \$15,000
2023	Spencer Small Research Grant, \$50,000, (unfunded)
2023	Colorado's Collaboration for Effective Educator Development (CEEDAR) Grant, \$7,000
2023	Social Science Executive Committee Research Grant, \$5,000
2023	Christian A. Johnson Endeavor Fund, \$1,700
2022	Faculty Student Collaborative Research Grant, \$4,000
2022	Social Science Executive Committee Research Grant, \$5,000
2020	U.S. Department of Education Supportive Effective Educator Development (SEED) Program, (unfunded)
2020	Spencer Small Research Grant, \$40,000, (unfunded)
2020	Spencer, National Academy of Education Dissertation Fellowship Program, \$27,000, (unfunded)
2018	Indiana University Graduate and Professional Education Grant

CONFERENCE PROCEEDINGS

Coomer, M.N., Valtierra, T., & Mortenson, D. (2024, Nov. 6-9). Operationalizing Thorius & Waitoller's Cross-Pollination of CRSP/UDL in an Apprenticeship

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- Program in Teacher Education. International Conference on Urban Education [Paper Session]. Cancun, Mexico.
- Coomer, M.N.** (2024, Nov. 6-9). Hermeneutical Justice: A Mad Studies Heuristic for Children of Color with Emotional and Behavioral Disorders [Paper Session]. International Conference on Urban Education. Cancun, Mexico.
- Coomer, M.N.** & Murphy, E. (2024, April 2-4). Movement in School: A Disability and Racial Equity-Focused Examination of Disparate Access to Recess and Physical Education [Paper Session]. International Ireland Conference on Education [Paper Session], Dún Laoghaire, Ireland.
- 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

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with/in the Boundaries: A Radical Love Response to Neoliberal Debilitation in Special Education [Symposium]. American Educational Research Association (AERA) Virtual Annual Meeting.

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,

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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 Accompliceship 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

2024	Reviewer, American Educational Research Association
2023	Discussant, American Educational Research Association
2023	Session Chair, American Educational Research Association
2022	Journal Talks (<i>Multiple Voices</i>), American Educational Research Association
2020	Session Organizer, American Sociological Association
2020	Reviewer, American Educational Studies Association
2018	Session Chair, International Congress of Qualitative Inquiry
2017	Session Chair, Critical Race Studies in Education

GUEST LECTURE

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- Coomer, M.N.** (2025, October 7). Biopolitics, Debilitation, and Neoliberal Post-Colonialism: The Discursive Borders between Humanism and Educational Rights in Irish Education. Faculty Seminar at Colorado College. Colorado Springs, Colorado.
- Coomer, M.N.** (2025, March 13). Social Constructions of Emotional and Behavioral Disabilities. Seminar for Trinity College PhD Students in School of Social Work and Social Policy. Dublin, Ireland.
- Coomer, M.N.** (2024, November 18). Engaging Young Children in Research on Emotional and Behavioral Difficulties in School. Seminar for Cross University of Washington- Seattle/University of Wisconsin-Madison Doctoral Seminar on Educational Justice of Youth of Color with Disabilities. Online.
- 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, EMECML 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. Indiana University. Bloomington, Indiana.

INVITED TALKS

- Understanding the Co-Constitution of Race and Disability in Teacher Preparation. Jennie Porter Davis Luncheon. University of Cincinnati. February 19, 2026.
- Antiracist Pedagogies. Fall Conference. Colorado College. August 24, 2023.
- 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

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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.

RESEARCH

2024-Present	Discursive Productions of Belonging for Displaced Ukrainian Children in Ireland, P.I.
2023-Present	Carcerality, Colonialism, and Cognition: Analyzing the Cultural Cognitive Structures that Uphold the Logics of Seclusion in Schools, Co-P.I.
2023-2024	Student of Color Experiences of Mental Health Advocacy on a College Campus, P.I.
2022-2023	Faculty Student Collaborative Research Grant, Figuring the Mad Child, P.I.
2025-2021	U.S. Department of Education Region III Technical Assistance Center (Great Lakes Equity Center), Doctoral Research Assistant under Executive Director and P.I. Kathleen King Thorius
2017-2019	Test Anxiety: Participation and Exclusion Beyond the Institution under P.I. Kenzie Latham Mintus

NATIONAL SERVICE

2025-Present	Secretary, American Educational Research Association Special and Inclusive Educational Research Special Interest Group
2024-Present	Co-Editor, Multiple Voices: Disability, Race, and Language Intersections in Special Education
2024-Present	Reviewer, Exceptional Children
2020-2024	Managing Editor, Multiple Voices: Disability, Race, and Language Intersections in Special Education
2023-Present	Reviewer, Teachers College Record
2023-Present	Reviewer, International Journal of Qualitative Studies in Education
2021-2023	Associate Editor, International Journal of Qualitative Studies in Education
2019-2021	Executive Council, American Educational Studies Association
2019-2020	Consulting Editor, Multiple Voices: Disability, Race, and Language Intersections in Special Education

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2019	Editorial Assistant, International Journal of Qualitative Studies in Education Special Issue on Difference
2019	Reviewer, Young Exceptional Children
2019	Reviewer, Equity Alliance Blog

SERVICE TO THE COLLEGE

2025-2026	Faculty Executive Council, Colorado College
2025-2026	Personnel Policies, Subcommittee of the Faculty Executive Council, Colorado College
2023-2024	Diversity and Equity Advisory Board, Colorado College
2022-2023	Honor Council Faculty Advisor, Colorado College

REGIONAL SERVICE

2025-Present	School Board Member, Mountain Song Community School (Colorado Springs, CO)
2025	Reviewer, Colorado Department of Education Educator Preparation Evaluation
2022-2023	School Achievement and Accountability Committee, Piñon Valley Elementary School (District 12, Cheyenne Mountain School District)
2019	Graduate Studies Committee, Indiana University-Purdue University, Indianapolis (IUPUI)
2018	Graduate/Professional Student Government: Indiana University (IUPUI) School of Education Representative
2018	Faculty Policy Council Student Representative, Indiana University (IUPUI)

PROFESSIONAL AFFILIATIONS

Council for Exceptional Children (Division for Emotional and Behavioral Health, Division for Diverse Exceptional Learners)

American Educational Research Association (Disability Studies in Education SIG, Special and Inclusive Education Research SIG, Teacher Education Division, Social Contexts of Education)

PAST SPECIAL EDUCATION and ESL TEACHING CERTIFICATION

(Please note that these are expired)

Ohio: Mild-Moderate/Moderate-Intensive (Ages 3-21), Reading Endorsement, Highly Qualified Grades 7-12 English, 2001-2012

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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

Indianapolis Public Schools, 2013-2015

Indianapolis Indiana

Grades 1-6, District-Wide Behavior Specialist

Spring Branch Independent School District, 2012-2013

Houston, Texas

Pre-School Program for Children with Disabilities Intervention Specialist

Lakota Local Schools, 2008-2012

West Chester, Ohio

Grades 2-6, Serious Emotional Disturbances Intervention Specialist

Harlem RBI DREAM Charter School, Summer 2010

New York, New York

Grades 3-4, Reading Intervention Specialist

Bunker Hill Haven for Boys (residential facility for adjudicated youth), 2005- 2010

Hamilton, Ohio

Grades 7-12, Resident Counselor and School Liaison

Edgewood City Schools, 2005-2007 Trenton, Ohio

Grades 2-3, Specific Learning Disability Intervention Specialist

Ramstein Elementary School, 2004

Ramstein Air Force Base, Ramstein, Germany Grades 2-3 Intervention Specialist

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