

Kristina M. Valtierra, Ph.D.
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Education Department
Colorado Springs, Colorado 80903
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CURRENT APPOINTMENTS

2022-present Colorado College, Colorado Springs, Colorado
Chair of Education

2021-present Colorado College, Colorado Springs, Colorado
Associate Professor of Education

2021-2024 Ray O. Werner Endowed Professor, Colorado College
Exemplary Teaching in the Liberal Arts

EDUCATION

2013 University of Denver, Morgridge College of Education, Denver, Colorado
Ph.D. in *Curriculum & Instruction*
Emphasis in *Urban Education Leadership*

2005 University of Denver, Morgridge College of Education, Denver
K-12 Principal Certification

2001 University of Northern Colorado, Greeley, Colorado
M.A. Elementary Reading
Reading Teacher Certification

1998 Metropolitan State University of Denver, Colorado
B.A. Sociology
Elementary Teacher Certification

RESEARCH AND TEACHING INTERESTS

Teacher Thrival, Teacher Reflection, Teacher Dispositions, Teacher Identity, Inclusive Pedagogies, Culturally Sustaining Pedagogies, Urban Education, Critical Pedagogy, Qualitative Research Methods, Curriculum Theories, Community Based Participatory Action Research

ARTICLES & BOOK CHAPTERS

Valtierra, K.M. (2022). Teach and thrive learning circles: Priming early career teachers to flourish. *The Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) Journal*, 16, 109-135.

Valtierra, K.M. & Siegel, L.N. (2022). Qualitative coding as a pedagogy for fostering dispositions and reflexivity. *The Qualitative Report*, 27(1), 257-267.

Siegel, L.N. & **Valtierra, K.M.** (2022). Disrupting their frame of reference: Teacher candidates in alternative education setting. *Teaching Education*, 33(4), 387-403.

Valtierra, K.M. & Whitaker, M.C. (2021). Beliefs or classroom context: What matters most to novice urban teachers' enactment of culturally responsive pedagogy? *The Urban Review*, 53(3), 857-880.

Valtierra, K.M. & Siegel, L.N. (2019). Qualitative coding as self-reflection: Empowering teacher candidates with the tools of the researcher. *Reflective Practice*, 21(3), 415-428.

Valtierra, K.M. & Siegel, L.N. (2019). Dispositions for inclusive literacy: Fostering an equitable and empowering education for academically diverse learners. *Journal of Curriculum and Teaching*, 8(3), 111-121.

Whitaker, M.C. & **Valtierra, K.M.** (2018). Enhancing preservice teachers' motivation to teach diverse learners. *Teaching and Teacher Education*, 73, 171-182.

Whitaker, M.C. & **Valtierra, K.M.** (2018). The development of the dispositions for culturally responsive pedagogy scale. *Journal for Multicultural Education*, 12(1), 10-24.

Siegel, L.N. & **Valtierra, K.M.** (2018). Self-coding: A tool for crossing the border from reflective educator to early researcher. In Garbett, D. & A. Owens (Eds.). *Pushing Boundaries and Crossing Borders: Self-study as Means for Knowing Pedagogy* (pp. 149-156). Herstmonceaux, UK: S-STEP.

Valtierra, K.M. & Michalec, P. (2017). Deep curriculum: Guiding the inner lives of early career teachers. *Curriculum and Teaching Dialogue*, 19, 19-33.

Siegel, L.N. & **Valtierra, K.M.** (2017). Expanding dispositions for literacy: General educators as literacy gatekeepers. *The Clearing House*, 90(3), 93-97.

Valtierra, K.M. (2016). Beyond survival to thrival: Connecting urban teacher narrative to the moral imperative. *Curriculum and Teaching Dialogue*, 18, 55-69.

BOOKS

Valtierra, K.M. (2024, in progress). *Tools to Thrive: Priming Early Career Teachers to Flourish in an Era of Attrition*. Under contract with Teachers College Press.

Whitaker, M.C. & **Valtierra, K.M.** (2019). *Schooling multicultural teachers: A guide to program assessment and professional development*. Emerald.

Valtierra, K.M. (2016). *Teach and thrive: Wisdom from an urban teacher's career narrative*. Information Age Publishing.

PUBLICATIONS IN PROGRESS (in progress/under review/under contract)

Valtierra, K.M. & Whitaker, M.C. (2023, in press). Building Faculty Capacity for Antiracist Teaching: Instructional Coaching and the Inclusive Pedagogies Observation Protocol at Colorado College. In Rainville, Title, & Desrochers (Eds.). *Faculty Learning Communities Working Towards a More Equitable, Just, and Anti-Racist Future in Higher Education*. Information Age Publishing.

Valtierra, K.M. (2023). Relationships over conformity: How ten urban teachers navigated their first three years. (in progress)

CONFERENCE PRESENTATIONS (selected)

Valtierra, K.M. (2023). Navigating Structural Disillusionment through Relational Persistence: How Ten Early Career Teachers Remained Committed to Urban Teaching. *American Education Research Association (AERA)*. Chicago, Illinois.

Valtierra, K.M. (2023). The Inclusive Pedagogies Observation Protocol: A Tool for Faculty to Develop Equitable Teaching Practices. *American Education Research Association (AERA)*. Chicago, Illinois.

Valtierra, K.M. (2022). The Novice Urban Teacher Lifecycle: Implications for Retaining First Through Third Year Teachers. *International Conference on Urban Education (ICUE)*. Cancun, Mexico.

Valtierra, K.M. & Coomer, M. N. (2022). The Inclusive Pedagogies Observation Protocol: A Tool for Fostering Anti-Oppressive Classrooms in Higher Education. *International Conference on Urban Education (ICUE)*. Cancun, Mexico.

Valtierra, K.M. (2022). Equipping them to thrive: The role of teacher identity formation in urban teacher preparation. *American Education Research Association (AERA)*. San Diego, California.

Valtierra, K.M. (2022). From disillusionment to empowerment: The evolution of culturally sustaining teachers during their first three years. *Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)*, New Orleans, Louisiana.

Valtierra, K.M. (2022). Teach and thrive learning circles: Mitigating burnout and early career attrition with preservice and novice urban teachers. *Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)*, New Orleans, Louisiana.

Valtierra, K.M. & Siegel, L.S. (2021). Qualitative self-coding for teacher candidate growth and self-reflection. *The Qualitative Report Annual Conference*, (TQRAC), Virtual Conference.

Siegel, L.S. & **Valtierra, K.M.** (2021). Qualitative coding as a tool for student empowerment in teacher education. *International Congress of Qualitative Inquiry*, (ICQI), Virtual Conference.

Valtierra, K.M. (2019). Conversations with the author: Schooling multicultural teachers. (Invited talk). *National Association for Multicultural Education* (NAME), Tucson, Arizona.

Valtierra, K.M. (2019). Self-coding: Empowering teacher candidate self-assessment in special education field placements. *Council for Exceptional Children Teacher Education Division* (CEC-TED), New Orleans, Louisiana.

Valtierra, K.M. (2019). Imparting the researchers' tools: Qualitative coding as a method for transformative reflection in teacher preparation. *Conference on Academic Research in Education* (CARE), Las Vegas, Nevada.

Valtierra, K.M. (2019). Dispositions for inclusive literacy: Shifting from theory to practice in teacher preparation. *Conference on Academic Research in Education* (CARE), Las Vegas, Nevada.

Siegel, L.S. & **Valtierra, K.M.** (2018). Self-coding: A tool for crossing the border from reflective educator to early researcher. *S-STEP Castle Conference*, East Sussex, United Kingdom.

Valtierra, K.M. (2018). Dispositions for culturally responsive pedagogy in teacher preparation. *American Education Research Association* (AERA), New York, New York.

Valtierra, K.M. (2018). Dispositions for inclusive literacy: Stages of development in teacher preparation. *American Education Research Association* (AERA), New York, New York.

Valtierra, K.M. (2017). Beyond survival to thrival: Connecting urban teacher narrative to the moral imperative. (Invited talk). *American Association for Teaching and Curriculum* (AATC), Denver, Colorado.

Valtierra, K.M. (2017). Developing dispositions for culturally responsive pedagogy. *National Association for Multicultural Education* (NAME), Salt Lake City, Utah.

Valtierra, K.M. (2017). Measuring pre-service teacher's dispositions for culturally responsive pedagogy: Results from a mixed-methods study. *American Association for Colleges of Teacher Education* (AACTE), Tampa, Florida.

Siegel, L.S. & **Valtierra, K.M.** (2016). One story: Inclusive literacy practices in the general education setting. *Council for Exceptional Children* (CEC). St. Louis, Missouri.

Valtierra, K.M. (2016). Curriculum as catalyst: Converting burnout to teaching with fire. *American Association of Colleges of Teacher Education (AACTE)*, Las Vegas, Nevada.

Valtierra, K.M. (2015). Beyond survival to thrival: Connecting urban teacher narrative to the moral imperative. *American Association of Colleges of Teacher Education (AACTE)*, Atlanta, Georgia.

PREVIOUS APPOINTMENTS

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| 2015- 2021 | Colorado College, Colorado Springs, Colorado <i>Assistant Professor of Education</i> |
| 2014-2015 | Colorado College, Colorado Springs, Colorado <i>Visiting Assistant Professor of Education</i> |
| 2010-2013 | Teacher Institute at La Academia (affiliate of University of Colorado, Denver) <i>Adjunct Faculty, Alternative P-12 Teacher Licensure</i> |
| 2006-2009 | Adams State University, Alamosa, Colorado <i>Adjunct Faculty, Rural Education Access Program</i> |
| 2006-2007 | Metropolitan State University of Denver, Colorado <i>Student Teaching Supervisor, College of Education</i> |
| 2005-2009 | Grand Canyon University, Phoenix, Arizona <i>Affiliate Faculty of Graduate Teacher Education</i> |

LEADERSHIP

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| 2022-present | Colorado College, Crown Center for Teaching <i>Mentoring Alliance Program Early Career Faculty Convenor</i> |
| 2021-present | Colorado College, Crown Center for Teaching <i>Inaugural Lead Instructional Coach</i> |
| 2019-2022 | Colorado College, Education Department <i>Associate Chair</i> |
| 2011-2013 | Teacher Institute at La Academia, Denver, Colorado <i>Agency Director</i> |
| 2004-2005 | Barnum Elementary, Denver Public Schools, Colorado <i>Principal in Residence</i> |

K-12 TEACHING

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| 2002-2005 | Barnum Elementary, Denver Public Schools, Colorado <i>P-5th grade Instructional Coach</i> |
| 2000-2001 | University of Northern Colorado, Greeley, Colorado <i>School of Education 1st-8th grade Reading Lab Clinician</i> |
| 1998-2002 | Altura Elementary School, Aurora Public Schools, Colorado <i>2nd-4th grade Classroom & Intervention Teacher</i> |
| 1996-1997 | Dora Moore School, Denver Public Schools, Colorado <i>Kindergarten Teacher</i> |

GRANTS & FELLOWSHIPS

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| 2023-2024 | Colorado Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Recipient for <i>Educator Preparation Reform Projects for Teachers and Leaders of Students with Disabilities</i> (\$7,000) <i>Principal Investigator</i> |
| 2021 | Spencer Foundation, Large Grant (\$302,500) Finalist for <i>From Preservice to Novice Teaching: Cognitive and Contextual Influences on Early Career Teachers' Culturally Responsive Instructional Practices</i> |
| 2015-2021 | National Science Foundation (NSF) Robert Noyce Scholarship Grant Program (\$1,190,000) <i>Co-Principal Investigator</i> |
| 2017-2018 | Colorado Department of Education & Colorado Center for Rural Education Rural Education Recruitment & Retention Grant (\$42,000) <i>Co-Principal Investigator</i> |
| 2015-2020 | Colorado College, Colorado Springs, Colorado Student Collaborative Research Experience (SCoRE) Grant (\$13,000) SEGway Research Grant (\$5,700) Social Science Executive Committee Research Grants (\$6,200) Deans Curriculum Grants (\$12,000) Mellon Humanities for All Times Curriculum Grant (\$6,000) <i>Internal Grants Recipient</i> |
| 2012-2013 | University of Denver, Morgridge College of Education |

Dissertation Fellow

2004-2005 University of Denver, Morgride College of Education
Ritchie Program for Urban School Leaders
School Principal Fellow

SERVICE TO THE PROFESSION (selected)

2022-present Highline Academy Charter Schools, Denver, Colorado
ADEI Advisory Board

2022 American Education Research Association (AERA)
Conference Presentation Chair & Discussant, Lives of Teachers Sig

2019-2022 Parents for Diversity, Equity & Inclusion (P4DEI), Highline Academy
Charter Schools, Denver, Colorado
Founding Member, DEI Facilitator

2018-2020 Dora Moore K-8, Denver Public Schools, Colorado
Collaborative School Committee

2018-2020 Manual High School, Denver Public Schools, Colorado
Principal Search Committees, Community Representative

2017-present Colorado Chapter of the National Association of Multicultural Education
Leadership Team, DEI Facilitator

2017-present Journal of Teacher Education, Teaching & Teacher Education, Journal of
Curriculum Studies, The Teacher Educator, Intercultural Education,
Multicultural Perspectives, Action in Teacher Education, The Urban
Review, Innovation in Language Learning & Teaching
Peer Reviewer

2009-2015 Highline Academy Charter Schools, Denver, Colorado
Director & Executive Committee

AWARDS

2023 Colorado College, Collaborative for Community Engagement (CCE)
Exemplary Achievement in Community-Engaged Teaching Award

2018 American Association for Teaching and Curriculum (AATC)
Hunkins Distinguished Article Award in Curriculum

2017 American Association for Teaching and Curriculum (AATC)

Hunkins Distinguished Article Award in Teaching

2001

Aurora Public Schools, Aurora Colorado
Excellence in Teaching